



South Lebanon Elementary Kings Local Schools Intervention Specialist Information

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Mission Statement

It is our goal as educators to provide all children direct access to and involvement in the general education curriculum. All students will be served in the least restrictive learning environment and with their typically developing peers. Students who are assessed on state-wide assessments (even with accommodations) must receive instruction in the academic content standards. Differentiated instruction will provide all students meaningful access to these challenging standards. We have one curriculum for ALL students and meeting the needs of all students is a shared responsibility of all teachers.

South Lebanon Knights are Respectful, Responsible, Problem Solvers!

Glossary of Terms

IEP - Individual Education Program

This is a program that is written by a team of people who have an educational interest in a child who is considered to have an educational handicap. Each IEP is written for an individual child considering his strengths and weaknesses. An IEP must be reviewed at least annually.

MFE - Multifactorial Evaluation

This is the evaluation used to determine if a child is to be considered as a child with an educational handicap. This process gathers information from a variety of people and then combines that information in a team meeting. The team then determines if the child "qualifies" for special education, based on the data collected. An MFE must be re-evaluated at least every three years.

IFP - Individualized Family Program

The IFP is a plan developed for working with families with children who are under the age of 3 and considered handicapped/disabled.

FBA - Functional Behavior Assessment

An FBA is developed by the IEP team if a child with a disability demonstrates behavior concerns. The team gathers to analyze the behavior concern and determine the function of that behavior. The team then determines if they need to develop a Behavior Intervention Plan.

BIP -Behavior Intervention Plan

A BIP is developed for a student who has demonstrated a pattern of behavior that is a concern. The IEP team develops a BIP after completing an FBA and decides that a student needs to have specific goals and supports in order to develop

appropriate behaviors in a school environment.

MD - Manifestation Determination

An MD is a procedure that an IEP team goes through when a child has been suspended for a total of 11 school days or has been suspended and recommended for expulsion. The IEP team meets to complete the MD process before the expulsion hearing to determine if the behavior which the child demonstrated (that caused him or her to be removed from school) was manifested due to their disability.

ISM - Intervention System Model

An ISM is a group of people who gather to brainstorm and develop interventions to support a student when a request for assistance has been initiated. The team meets to discuss the area of concern with the child, the interventions already attempted and the results, and then develop new interventions that may help the student demonstrate academic or behavioral success. If after implementing interventions at progressively more restrictive levels, the child still does not demonstrate educational or behavioral success, the ISM information will be used in the determination of the request for a meeting to suspect a disability.

[South Lebanon Elementary School Home Page](#) (view OISM link)

General Curriculum

The instruction, services and activities provided for all students (disabled and non-disabled).

Assessment

Methods or tools used for measuring present levels of performance and educational needs, eligibility for service, progress towards achieving goals, and category of disability.

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Modification

Any change that is made in your child's school, work and/or environment to meet their individual special education needs.

Related Services

Support services needed to help your child with a disability benefit from their special education. (Speech and Language, Occupational Therapy, Physical Therapy are examples of related services.)

Types of Programs

- ✓ Inclusion - The state of Ohio and the Federal Government encourage the participation of students with disabilities in classes with non-disabled peers to the fullest extent possible. This is referred to as the Least Restrictive Environment (LRE). Inclusion is the term used to describe when a student receives special education and/or related services in the regular classroom. The student may have some modifications and/or accommodations, but would be required to meet the expectations of the regular education curriculum to a significant degree.
- ✓ Pull Out - This term refers to when services are provided outside of the regular education environment. For example, a student may be pulled out of a typical language arts class to receive speech services.
- ✓ Part Time Resource Room with Mainstreaming - This refers to student who receives the majority of academic instruction in the resource room but will receive some of their academic instruction in the regular education environment. Often the requirements for the regular education classroom in this situation are altered to a significant degree.

- ✓ Full Time Resource Room – This refers to programs for students with disabilities in which the special education student participates in the special education classroom environment for the majority of her or his day. It may or may not include modified art, music, and PE and also support for students during lunch and recess.

Disability Conditions Defined

"Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

"Cognitive Disability" (mental retardation) means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

"Deaf-blindness" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance.

"Emotional Disturbance" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factor;
- An inability to build or maintain satisfactory intrapersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

"Hearing Impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness.

"Multiple Disabilities" means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

"Orthopedic Impairment" means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis); and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns that cause contractures).

"Other Health Impairment" means having limited strength, vitality, or alertness, due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever or sickle cell anemia that adversely affects a child's educational performance.

"Preschool Children with a Disability" means a child who:

- Is at least three years of age and not age six; and
- Has a disability, demonstrated by a documented deficit in one or more areas of development, which has an adverse effect upon normal development and functioning.

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language. Spoken or written. that may manifest itself in an imperfect ability to listen. think. speak. write. spell. or to do mathematical calculations. The term includes such conditions as perceptual disabilities. brain injury .minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual. hearing or motor abilities. of mental retardation. of emotional disturbance, or of environmental. cultural or economic disadvantage.

"Speech or Language Impairment" means a communication disorder, such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a child's educational performance.

"Traumatic Brain Injury" means an acquired injury to the brain caused by external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory . perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

"Visual Impairment Including Blindness" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. Visual impairment for any child means:

- A visual impairment, not primarily perceptual in nature, resulting in a measured visual acuity of 20/70 or poorer in the better eye with correction; or
- A physical eye condition that affects visual functioning to the extent that special education placement, materials, and/or services are required in an educational setting.

Information obtained from the Ohio Department of Education/Exceptional Children website address:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=967.state.oh.us/exceptional_children/

Frequently Asked Questions

1. What do I do if my child is having difficulty learning in school?

You may contact the teacher to discuss your concerns and provide information that might be useful. You may request intervention assistance, and /or participate in a meeting to determine if your child is suspected of having a disability.

2. What if the teacher reports that my child is having difficulty learning in school?

The school district may contact you for information. They also may attempt different strategies and document the results. The district may use an intervention assistance team to generate additional ideas and document the results and /or may contact you to participate in a meeting to determine if your child is suspected of having a disability.

3. What is an Intervention System Model (ISM)?

An ISM includes a team of educators from your child's school that meet to design interventions for children who are experiencing difficulty. You are also a part of this team and are invited to participate in the intervention process to discuss the intervention plan for your child.

4. What does "evaluation" mean?

Evaluation is a process used to gather information to assist in determining whether your child has a disability and determining the type and amount of service your child may need.

5. What is an Individual Education Plan (IEP)?

An IEP is a written plan of measurable, annual goals including short-term objectives developed to meet your child's needs. The IEP team writes the IEP document. Most often, the IEP team member consist of at least one parent, the special education teacher, one regular education teacher, any related service personnel, and the school principal/assistant principal or district representative. Others that might also be included might be the student, other teachers the student has, or another family member the parent would like to invite. The rule of thumb in "who can attend the meeting?" would be those people who have an educational interest in the student.

6. How often can my child's IEP be updated?

Your child's IEP must be reviewed at least annually and revised, if appropriate. However, your child's IEP may be reviewed/revised at any time during the school year at your request of the school district's request. You may wish to consider a revision of the IEP to address any lack of expected progress toward annual goals and in the general education curriculum, results of any re-evaluation, information about your child provided to you or by you, or your child's anticipated needs.

7. Must all special education students on an IEP take the achievement and proficiency tests?

The law stipulates that all students must participate under one of three conditions: no accommodations, approved accommodations, or alternate assessment.

8. Who is responsible for setting up the IEP meeting?

In most cases, the special education teacher sets up the meeting. These cases would include: annual review, parent requested meetings, Functional Behavior Assessment and Manifestation Determination meetings.

In some cases, the psychologist would set up the meeting. Examples of these cases would be: an initial placement, most re-evaluations.

9. Who do I go to for help?

Whenever you have a question or concern, please look to your child's special education teacher and/or classroom teacher for help and assistance. Consider e-mailing or placing a phone call to them with your question or request. Please contact your building principal or assistant principal for further assistance.

10. How will my child's state testing be reported to the state, i.e., will he/she be considered with the main body of classes or as a separate category?

States include students with disabilities in assessments and that these results are used when determining school effectiveness. This will promote improved instruction and high expectations for students who have disabilities.

Special Education Web Links

<http://www.nclld.org/> (National Center for Learning Disabilities)

<http://interventioncentral.org/> (Resource for intervention ideas for home/school)

<http://www.ldresources.com/> (Resources for learning disabilities)

<http://www.ldonline.com/> (Learning disabilities resource)

www.schwablearning.org (educational resources for parents)

www.cec.sped.org ((The Council for Exceptional Children website)

www.hcesc.org (SW Ohio Special Education Regional Resource Center)

www.ode.state.oh.us (State of OH Department of Education)