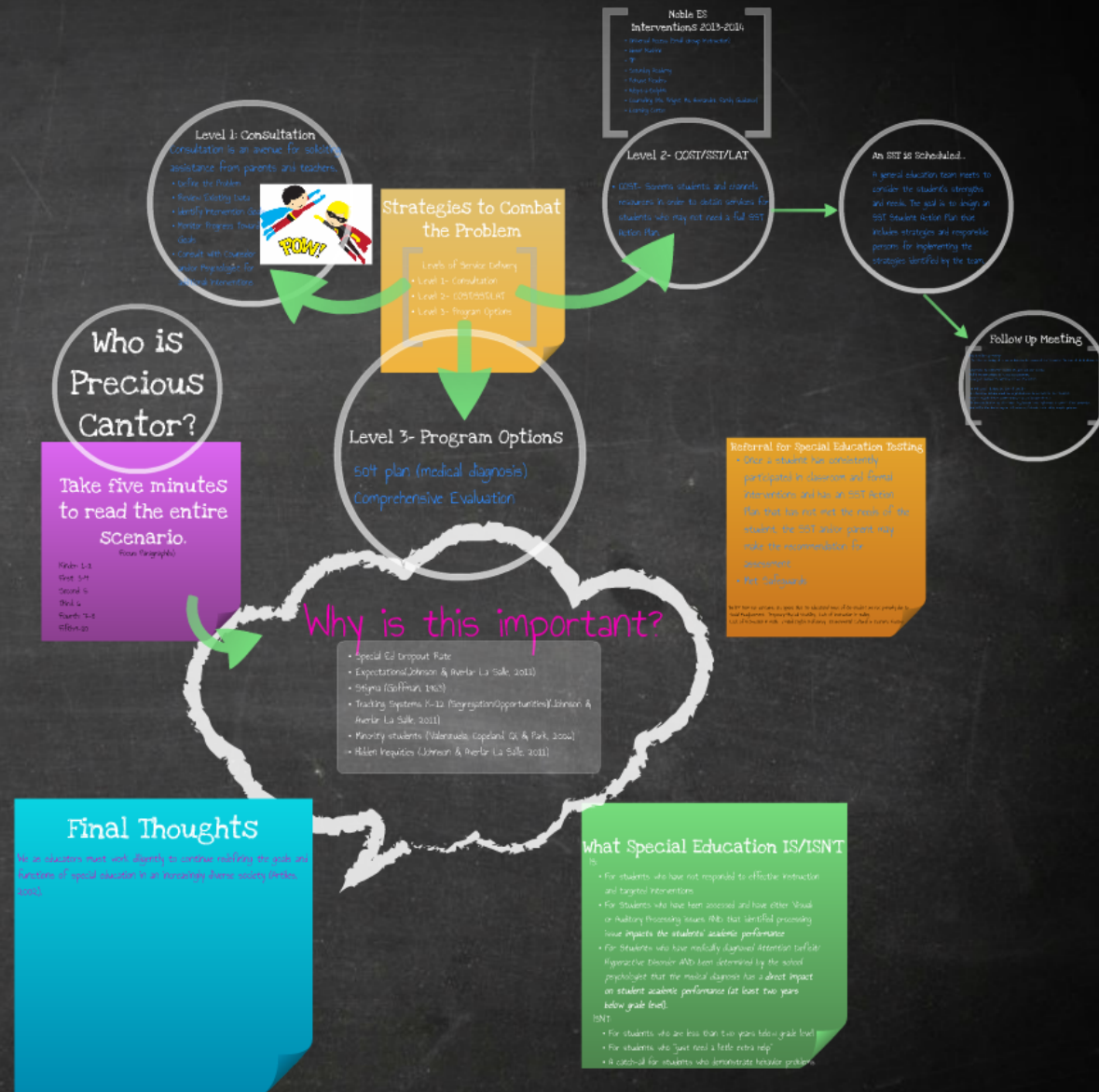


Special Education Pre-referral Process

Maria Arriaga January 28, 2014



Special Education
Pre-referral Process
Maria Arriaga
January 28, 2014

Who is
Precious
Cantor?

Take five minutes to read the entire Scenario.

Focus Paragraph(s)

Kinder: 1-2

First: 3-4

Second: 5

Third: 6

Fourth: 7-8

Fifth: 9-10

504 plan (medical diagnosis)
Comprehensive Evaluation

Why is this important?

- Special Ed Dropout Rate
- Expectations (Johnson & Averlar La Salle, 2011)
- Stigma (Goffman, 1963)
- Tracking Systems K-12 (Segregation/Opportunities) (Johnson & Averlar La Salle, 2011)
- Minority students (Valenzuela, Copeland, Qi, & Park, 2006)
- Hidden Inequities (Johnson & Averlar La Salle, 2011)

Why is this important

- Special Ed Dropout Rate
- Expectations (Johnson & Averlar La Salle, 2011)
- Stigma (Goffman, 1963)
- Tracking Systems K-12 (Segregation/Opportunities) (Johnson & Averlar La Salle, 2011)
- Minority students (Valenzuela, Copeland, Qi, & Park, 2006)
- Hidden Inequities (Johnson & Averlar La Salle, 2011)

Strategies to Combat the Problem

Levels of Service Delivery

- Level 1- Consultation
- Level 2- COST/SST/LAT
- Level 3- Program Options

The Problem

Levels of Service Delivery

- Level 1- Consultation
- Level 2- COST/SST/LAT
- Level 3- Program Options

Level 1: Consultation

Consultation is an avenue for soliciting assistance from parents and teachers.

- Define the Problem
- Review Existing Data
- Identify Intervention Goals
- Monitor Progress Toward Goals
- Consult with Counselor and/or Psychologist for additional interventions



Level 2- COST/SST/LAT

- COST- Screens students and channels resources in order to obtain services for students who may not need a full SST Action Plan.

Noble ES

Interventions 2013-2014

- Universal Access (Small Group Instruction)
- Green Machine
- TIP
- Saturday Academy
- Robust Readers
- Adopt-a-Dolphin
- Counseling (Ms. Knight, Ms. Hernandez, Family Guidance)
- Learning Center

An SST is Scheduled...

A general education team meets to consider the student's strengths and needs. The goal is to design an SST Student Action Plan that includes strategies and responsible persons for implementing the strategies identified by the team.



Follow Up Meeting

Follow-up meeting-

Follow-up meeting will be held to determine the success of the intervention. The team will decide whether

to continue the intervention because the goals have been achieved.

or to modify the interventions to increase goal attainment.

or to discontinue the intervention or consider other options.

Follow Up Meeting

Hold the follow-up meeting-

The follow-up meeting will be held to determine the success of the intervention. The team will decide whether to:

Discontinue the intervention because the goals have been achieved.

Modify the interventions to increase goal attainment.

Develop an additional intervention or consider other options.

In making such decisions, the team will consider:

The discrepancy between actual and targeted behaviors before and after the intervention.

Progress towards district content standards and performance indicators.

The intensity, duration, and effectiveness (e.g. Whether it was implemented as planned) of the intervention.

Additional or more intense support and resources, if student is not making adequate progress.



Level 3- Program Options

504 plan (medical diagnosis)

Comprehensive Evaluation

Referral for Special Education Testing

- Once a student has consistently participated in classroom and formal interventions and has an SST Action Plan that has not met the needs of the student, the SST and/or parent may make the recommendation for assessment
- Met Safeguards

student, the SST and/or parent may make the recommendation for assessment

- Met Safeguards

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:
Social Maladjustment, Temporary Physical Disability, Lack of instruction in reading,
Lack of instruction in math, Limited English Proficiency, Environmental, Cultural or Economic Factors



What Special Education IS/ISN'T

IS:

- For students who have not responded to effective instruction and targeted interventions
- For Students who have been assessed and have either Visual or Auditory Processing issues AND that identified processing issue *impacts the students' academic performance*
- For Students who have medically diagnosed Attention Deficit/Hyperactive Disorder AND been determined by the school psychologist that the medical diagnosis has a *direct impact on student academic performance (at least two years below grade level)*.

ISN'T:

- For students who are less than two years below grade level

- For Students who have medically diagnosed Attention Deficit/Hyperactive Disorder AND been determined by the school psychologist that the medical diagnosis has a *direct impact* on student academic performance (at least two years below grade level).

ISN'T:

- For students who are less than two years below grade level
- For students who "just need a little extra help"
- A catch-all for students who demonstrate behavior problems

Final Thoughts

We as educators must work diligently to continue redefining the goals and functions of special education in an increasingly diverse society (Artiles, 2002).

