



## Special Education Overview

1. Hello and welcome to the Exceptional Family Member Programs Special Education Overview.
2. Today we will:
  - a. Identify federal laws.
  - b. Break down the special education cycle.
  - c. Recognize effective communication tactics and
  - d. Learn about additional resources.
3. Before we begin, let's define physical and mental impairments. A physical or mental impairment substantially limits one or more major life activity such as: walking, seeing, hearing, speaking, learning or working. Now, let's review the federal laws that guide the Special Education processes, they are:
  - a. No Child Left Behind Act of 2001 which aides disadvantaged students.
  - b. Americans with Disability Act of 1990 (better known as ADA) which prohibits discrimination against people



with disabilities, in employment, transportation, public accommodations, communications and government activities.

- c. Section 504 of the Rehabilitation Act of 1973 which forbids organization and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services and
- d. The Individuals with Disabilities Education Act of 2004 (better known as IDEA) which governs how state and public agencies provide early intervention, special education and related services. There are six principles of IDEA:
  - i. Free and appropriate public education.
  - ii. Appropriate evaluations
  - iii. Individual Education Program
  - iv. Least restrictive environment
  - v. Parents play a key role



vi. Procedural safeguards

4. Here is a visual representation of the Special Education cycle.

- a. Step 1 is the referral which is a request to have a child evaluated for special education services. Parents, school personnel, school district staff or other persons with knowledge of a student. Note: the referral should be made in writing.
- b. Step 2 is the evaluation. This is a series of tests and assessments the school system will use to determine if a child qualifies for special education services. The tests and assessments will review: cognitive, behavioral, physical and developmental.
- c. Step 3 is the eligibility meeting. This is when a committee decides whether your child qualifies for special education services.
- d. Step 4 is the development of an Individual Education Program (or IEP). This meeting is attended by



parents, support persons, the child's regular teacher, a special education teacher, the school administration and your EFMP Family Caseworker.

- e. Step 5 is placement, which will determine the setting in which your child will be educated.
- f. Step 6 is instruction. This is when the child's educational needs are being met using related services such as: auditory assistance, counseling, medical support, Occupational Therapy, Physical Therapy, social work, speech, transportation and much more.
- g. Step 7 is the annual review. The school should notify you in writing of the meeting in advance. It is attended by the child's parents, teachers, your EFMP Family Case Worker and a school administrator with authority to commit resources. There should be a new IEP written or reviewed every year. You are required to turn this in to your Family Case Worker.





more testing and/or request an independent educational evaluation done at your own expense.

7. Be familiar with the results of the evaluation before the eligibility meeting. Prior to the meeting write down your ideas about what your child needs and how to meet them, review the special education laws (you can find these on the Camp Lejeune-New River website provided at the end of this video), and meet with your EFMP Family Case Worker.
8. During the eligibility meeting you may not agree with the eligibility decision. If this is the case you can ask what lead to the committee's decision and discuss why you believe your child is eligible for special education services. You also have the right to request mediation by a third party and you can request Due Process. Due process involves an official judicial hearing in front of a judge. At this state you would need to request support from the EFMP Attorney.



Your Family Case Worker will guide you through this process.

9. If your child is found eligible for Special Education Services your child will receive an IEP. This is a written plan specifically for your child with the intentions of creating a productive learning environment.

10. Preparing for the IEP Meeting:

- a. Gather documents such as: evaluations, work samples, previous IEPs and IFSPs.
- b. Meet with your EFMP Family Case Worker.
- c. Write down important points you'd like to make.
- d. Take your SCOR Binder.

11. The IEP process can cause a wide range of emotions.

Be aware of how those emotions make you feel. Utilize your EFMP Family Worker to speak about these feelings and to be with you throughout the process to provide comfort and strength.

12. The common elements of an IEP are:



- a. A description of the child's current achievements.
  - b. Consideration of parent's concerns.
  - c. Goals that are measurable and specific.
  - d. List of related services.
  - e. Details of special education placement.
  - f. Listed methods of assessing child's achievement.
  - g. Date to begin services, as well as details concerning frequency and location.
13. After the IEP you can take a deep breath and relax. Give your child's educators a chance to get the plan moving. Build a positive relationship with the educators and keep your lines of communication open.
  14. After the IEP is developed your child will be placed in a setting that provides the best chance for success.
  15. Instruction will be provided in a way that meets your child's educational needs.
  16. The annual review will provide opportunities for adjustments to the IEP if necessary. Please provide a copy



of your new or revised IEP to your EFMP Family Case Worker.

17. The Tri-Annual Review will be a more thorough review of the Special Education plan supporting your child.
18. Let's review moving with an IEP.
  - a. If you are moving within the same state the receiving school must offer the same or comparable services as stated on your current IEP until the IEP is accepted or a new one is developed.
  - b. If you are moving out of state the receiving school must offer the same or comparable services on your current IEP until the school performs testing, assessments and develops a new IEP.
19. As your child approaches adulthood it is time to focusing on a plan for the future. Typically at age 14 your child's IEP should address skills needed to live independently. Work with your EFMP Family Case Worker and contact your local vocational rehabilitation center.



20. Communication throughout the special education is imperative. You are your child's best advocate.
  - a. Be an organized and strategic thinker.
  - b. Be attentive when listening. Use eye contact.  
Understand what is being stated. Ask questions.
  - c. Use an open-mind.
  - d. Remain polite and professional.
  - e. Speak clearly and with a steady voice.
21. Please pause this video to review the resources provided on this screen. Take notes on any resources you might want to explore further.
22. Again, please pause this video to review the resources provided on this screen. Take notes on any resources you might want to explore further.
23. Thank you for your time today. If you have any questions please contact your local EFMP office or Family Case Worker using the information provided here.