



Parent University
Special Education Department

Committee on Preschool Special Education (CPSE)

Parents who suspect their child has a disability (Ages 3-5) with regard to:

- ❖ Developmental Milestones
 - Speech/Language Skills
 - Motor Skills
 - Adaptive Behavior Skills
- ❖ Early Intervention (EI) to CPSE
- ❖ Referral Process
- ❖ Evaluation Process

Committee Preschool Special Education (CPSE) to Committee on Special Education Transition (CSE)

- ❖ Process- Preschool to Kindergarten
- ❖ Initial Eligibility Determination Meeting
- ❖ Program/Services Available
- ❖ Continuum of Services

13 Categories of Educational Classification



Educational Classifications

- **Autism**
- **Blindness**
- **Deafness**
- **Emotional Disturbance**
- **Hearing Impairment**
- **Intellectual Disability**
- **Multiple Disabilities**
- **Orthopedic Impairment**
- **Other Health Impaired**
- **Specific Learning Disability**

IEP vs 504 Accommodation Plan

IEP = IDEA

- ❖ Disability that requires specialized instruction and includes individual goals related to areas of deficits
- ❖ Academic, Social, Physical, Management strengths and deficits are included

504 = Americans with Disabilities Act

- ❖ Documented Disability impacting education requiring reasonable accommodations & modifications

Continuum of Programs & Services

- Consultant teacher services
- Resource room
- Related services
- Integrated co-teaching
- Special class

Consultant Teacher Services:

***Direct* - Special ed. teacher works directly with the student in his/her classroom**

***Indirect* - Special ed. teacher works with classroom teachers to support student in the general ed. classroom**

Resource Room

- Our “*learning resource center*” pull-out program; not less than three hours of instruction per week (may receive in combination with consultant teacher services for not less than three hours each week total)
- Special education teacher works on skills, strategies, organization, etc. within the context of the curriculum

Related Services

- **Speech** - instruction that addresses disorders of speech, voice, and/or language individually and/or in a group
- **Occupational Therapy** - focuses on fine motor skills as they relate to academic functioning and/or daily living skills; ability to organize and process sensory information; equipment needs/adaptive technology to promote independence (in consultation with the technology department)
- **Physical therapy** - focuses on gross motor skills of persons whose learning is impaired by physical injury or illness, a congenital or developmental disability
- **Counseling** - address school-related issues such as task-avoidance, frustration, self-esteem, social interactions, etc.

Integrated Co-Teaching

Co-teaching occurs when two or more certified teachers jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space.

School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

Co-Teaching Models

- *One teach, one observe
- *Station teaching
- *Parallel teaching
- *Alternative teaching
- *Teaming
- *One teach, one assist

Special Classes

- Reading
- Small student:teacher ratio core classes
 - Courses vary based on need
- Skills Development Classes (Elem, MS, HS)
- Other district programs
- Special schools

AIS: Academic Intervention Services

Elementary:

- **Speech Improvement (Articulation)**
- **Reading**
- **ELA**
- **Math**
- **Counseling/ Social Skills Groups**

Secondary:

- **ELA**

Post-Secondary Transition

“The first step toward graduation is the first step into kindergarten.”

- ❖ **What is Post-Secondary Transition?**
- ❖ **Self-Advocacy/Self-Determination**
- ❖ **Transition Planning Timeline**
- ❖ **Transition Assessments**
- ❖ **Transition in the IEP**

What is Transition?

Planning and services needed to prepare students with disabilities for moving smoothly from school to

- Post-Secondary
 - Education (Learning)
 - Employment (Earning)
 - Adult Living

What is the Goal of School Transition?

- To prepare students with disabilities to live, learn, and work within the community.
- To provide students with career and life skills, knowledge and experiences.

Self-Advocacy and Self-Determination

- ❖ Who Am I?
- ❖ Where am I going?
- ❖ How do I get there?

Pupil Personnel Services Website Update

<http://www.jerichoschools.org/>

Questions?

