

# SCAVENGER HUNT

*Special Education History, Law and Resources*

Figure 1: Three-Tier Model of School Supports

## ACADEMIC SYSTEMS

### TIER 3 Intensive, Individual Interventions

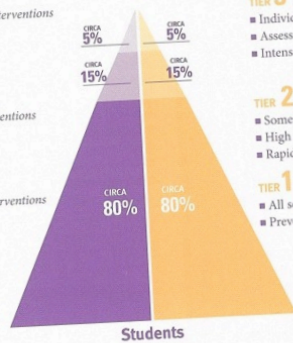
- Individual students
- Assessment-based
- High intensity
- Of longer duration

### TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



## BEHAVIORAL SYSTEMS

### TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

### TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Where to you stand?

**RESPONSE TO INTERVENTION**  
NATIONAL MODEL OF REFORM

What is your opinion?

QUICK LOOK AT THE LAW AND SPED:

## Legal Facts

**P.L. 94-142**

**The Education for All Handicapped Children Act of 1975**

**Section 504**

**FAPE**

**IDEA 1997**

**Individuals with Disabilities Education Act PL 101-476**

**IDEA 2004**

**Individuals with Disabilities Education Act**

**ADA**

**Adults with Disability Act**

## FACTS ABOUT RTI:

I.



...d their peers by one or more years, weak progress on screening require intensive intervention.

Tier 3

...ehind their peers, progress on screening require some form of

Tier 2

...ughly grade are least or need

Tier 1



2010

# ANTI-BULLYING

*legislation and resources*

WHERE TO GET SUPPORT AND CONTENT:

Resources:

1.

2.

3.

4.

5.



PREVENTION/PROTECTION

RESPONSIBILITY OF THE BYSTANDER

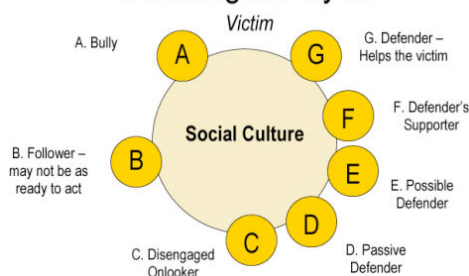
BEHAVIOR LANGUAGE

Empowering victims and bystanders.  
Educating bullies. Requiring all educators to  
stand and enforce.

SHARE A TIME WHEN YOU SAW BULLYING



## Breaking the Cycle





# FAMILY

*resources and supports*



## COLLABORATION

DIALOGUE - SHARED GOALS - JOY

CHILD CENTERED

Real family collaboration begins with us. It is **not** 'them' against 'us' and 'they don't know what they are doing.' We need to work together for the child.

### RESOURCES FOR MA FAMILIES AND EDUCATORS:

## Web Sources



1.

2.

3.

4.

5.

### IDEAS TO ENGAGE WITH PARENTS:

1.

2.

3.

4.

5.





PL 142

# IEP

*Individualized Education Plan*

WRITE 5 MEASURABLE GOALS:

## Goal Writing

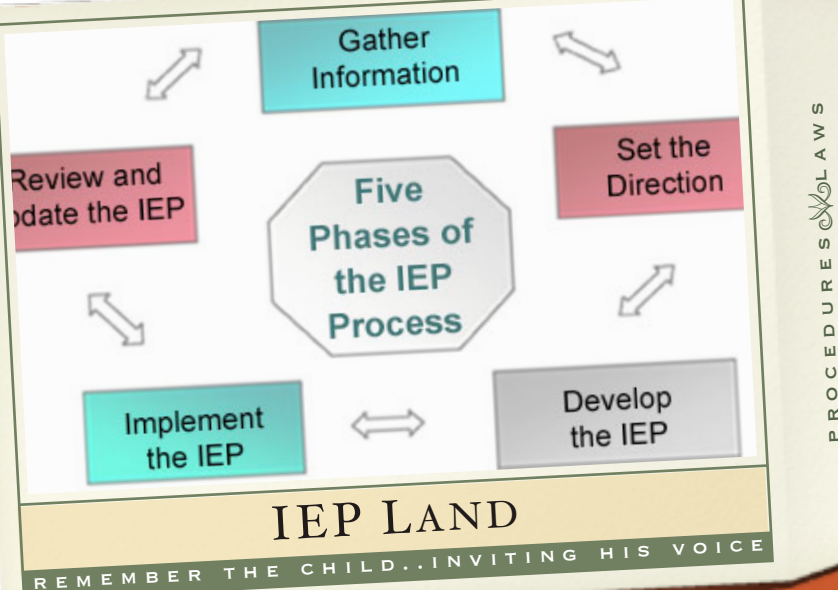
Reading

Writing

Math

Organization

Social Skills



The IEP does not dictate what should happen the process informs and the IEP holds that information. Amendments are OK.

### ACCOMMODATIONS VERSUS MODIFICATION

Describe

