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## **Vision Statement**

Medinah District #11 believes that all children possess strengths. Children who have been identified with educational disabilities that interfere with academic progress may qualify for special education services. Our goal is to provide learning opportunities that will promote growth both academically and socially in the least restrictive environment.

Effective education for these students develops individual strengths and addresses individual needs. Providing a quality education is a shared responsibility among the school, home, student and community.

Students who are identified with educational disabilities require an individualized instructional program in content, process, and product. It is our intent that the District #11 program be inclusive in nature, using a variety of instructional formats.

# Description of Processes

## The TAT (Teacher Assistance Team) Process

- The teacher identifies a student who is having a significantly difficult time learning material.
- The teacher informs the principal and the child's parents that the student should be brought up at a TAT meeting.
- The TAT team meets to discuss the child's progress.

The TAT "team" may consist of the classroom teacher, special education teacher, social worker, school psychologist, principal, speech language pathologist, another classroom teacher and any specialist as needed to discuss the child's progress.

### At the TAT

- The classroom teacher uses diagnostic materials and daily work to share information about the student's progress with the team.
- The team discusses intervention strategies already attempted and makes suggestions for future interventions.

### What Happens when the interventions are not enough?

- Reconvene as a team and generate more ideas for potential interventions for the student.

OR

- Reconvene as a team and discuss whether or not outside specialists or a case study may be needed.

## **Initial Case Study / Three Year Re-evaluation**

### **I. Eligibility Determination Conference (EDC) possible components:**

- Parent Vision
- Health History
- Social / Developmental History
- Speech & Language Testing
- Fine & Gross Motor Testing
- Psychological Testing
- Academic Performance
- Identification of Needs
- Determination of Eligibility for Special Education / Related Services

### **II. IEP Meeting (Individual Education Plan)**

- PLOP (present level of performance)
- The special education teacher and related service providers write appropriate goals which are developed by the Team (evaluators, parents, teachers, administrators) based on the needs identified by the testing.
- The Team decides which services or programs will meet the student's needs based on the stated goals.
- Placement determination
- Needed services
- Additional considerations (transportation, behavioral intervention plans etc.)
- Classroom adaptations
- Local assessment/accommodations

## Annual Review

### **IEP Meeting (Individual Education Plan)**

- Introduction & purpose of staffing
- Parent Vision
- PLOP (present level of performance)
  - Classroom teacher reports
  - Testing
  - Updated Goals
- The special education teacher and related service providers write appropriate goals which are developed by the Team based on the needs identified by the testing.
- The Team decides which services or programs need to be continued, added, or dropped to meet the student's needs.
- Additional considerations (transportation, behavioral intervention plans etc.)
- Classroom adaptations
- Local assessment/accommodations

# **Description of District Programs & Related Services**

## **MPS Program Description**

At Medinah Primary School, students who require academic assistance as written on their IEP, receive services from the special education teacher and teacher aides. All children begin their day in a grade level homeroom and attend all special classes with their peers. Depending on the needs of the child, the teacher works to adapt the curriculum and make the proper accommodations so that each child can reach his/ her highest potential. The adaptations and accommodations can be made within the child's general education classroom or within the Instructional Support classroom.

The focus of the accommodations, both in and out of the general education classroom, is to provide structure. The structure will hopefully help students to develop organizational skills, help to match the language of tasks to the comprehension level of the student, or to help create smooth transitions from one task to the next. Another focus is to individualize the instructional materials and activities, as well as create schedules that are appropriate for each child. The teachers may break tasks down into smaller pieces or chunks, use peer learning partners, shorten assignments, provide alternate assignments, modify tests, and allow extra time for tasks or move to an alternate location to complete them free from distractions. The students learn how to use and apply strategies to help them be successful.

The Instructional Support classroom is a place where students learn at a pace that is appropriate for them. It is where their individual learning styles are used to help develop an individual program that will help them to gain academic success. The instruction usually occurs in a small group or a one-to-one setting and the techniques used to teach vary depending upon the skill being taught.

We strive to provide a safe and comfortable place where students realize their abilities rather than focusing on their disability.

Other services provided by the special education staff are consultation with teachers and staff development of strategies that can be used with students.

## **MIS Program Description**

At Medinah Intermediate School, students who require academic assistance for more than fifty percent of the day are placed in the Instructional Support Program (IISP). The class size is limited to fifteen students with a full-time instructional aide. Instruction, which meets the students' needs, as well as the district's expectations, is provided using Medinah's curriculum. The primary focus in the IISP classroom is in the language arts area, as it provides the foundation for other curricular areas. Instruction varies depending on the activity and skill being taught. One to one, small group, and large group formats are utilized in the IISP classroom. Large group instruction provides guided practice and demonstrations that lead to the development of skills necessary to be a good reader and writer. Extra support is also provided for students in the mainstreamed subjects as needed, i.e. reteaching of skills and concepts, reading of tests, etc. All of these students are assigned to homerooms. They attend art, music, p.e., and lunch/recess with their class. In addition, these students also participate in all classroom parties and field trips with their class. The majority of students have the opportunity to attend science, social studies, and math in their homerooms. Instructional assistance is provided in the homerooms by inclusion aides as needed for those subjects. Those students who do not go to homerooms for instruction in the subjects of science, social studies, or math are provided instruction for these subjects within the IISP classroom.

For students at Intermediate who require academic assistance less than fifty percent of the day, services are delivered through the Resource Program. The majority of services are integrated within the general education classroom and focus around the areas of reading, writing, and math. Depending on students' needs, separate reading groups, math reinforcement, or writing instruction can be provided through the Resource Program. At the 3<sup>rd</sup> grade level, direct instruction is often given in the Resource Program to develop and strengthen skills, most often in reading and writing. The Resource Teacher assists in making adaptations to assignments, aiding students with test taking strategies, and reading tests to students. In addition, methods are developed to help students focus, complete daily work/homework, and build organizational skills. Home communication formats are developed, which enable parents to be an integral part of the educational team.

Another service provided by the special education staff is consultation with teachers about instructional strategies that can be used with students who require academic assistance within the general education classroom.

## **MMS Program Descriptions**

The Middle School has an inclusion-based program in which Special Ed services are delivered via the regular classroom. ALL students are in classes taught by either a Special Ed teacher or a regular classroom teacher with full time Special Ed aide support as determined at the IEP meeting. Instruction that meets the student's needs, as well as the District's curriculum expectations, is provided using Medinah's curriculum. There is a full-time Special Ed teacher and aide at each grade level.

The school day consists of eight periods of academic classes, including lunch, PE, and Exploratory classes. Exploratory classes are rotated and include Art, Music, and Tech Arts.

## **Speech and Language Therapy Services in Medinah District 11**

Effective communication is of major importance in our increasingly complex society. Medinah Elementary School District #11 recognizes the responsibility to provide speech-language therapy services for speech/language impaired children age 3-14 years. "Speech/Language impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

The speech therapists screen children, diagnose children's needs, provide speech and language therapy, and offer counseling and guidance to parents, children, and teachers.

1. **Screening:** Screening programs include preschool, kindergarten, new students to the state of Illinois, and teacher and/or parent referrals.
2. **Diagnosis:** An individual comprehensive speech and language evaluation is provided for each child identified by the screening process, with parental consent.

Such an evaluation includes a hearing screening, medical history, current educational functioning, and assessment of the child's speech and language by a certified speech and language clinician.

3. **Speech and Language Therapy:** Speech/Language therapy is considered a special education placement. It therefore, is governed by federal and state laws. The North DuPage Special Education Cooperative (NDSEC) is the special education cooperative which oversees the evaluation/therapy process. If therapy is needed, an Individual Education Program (IEP) is developed for each child. The parents are requested to meet with the IEP team to discuss the development of the IEP. Parent rights are explained. The IEP must be reviewed at least annually.
4. **Counseling and guidance** of parents, children and teachers regarding speech and language disorders.

## **Social Work Services**

Social work services are available at all Medinah schools by a Licensed Clinical Social Worker. Parental permission needs to be given for your child to be seen. The social worker will discuss with the parent(s) over the phone or in writing the reasons your child is being seen and the expected length of time this will take. Sometimes a child is seen for a limited diagnostic assessment entailing 2-3 short sessions over a few weeks time. Some students are seen on an “as needed” basis, others are seen weekly for the school year, usually in groups. Students are seen when their behavior or social emotional problems are interfering with their ability to learn. Traditional individual therapy is not usually an effective technique in the school, but support groups and behavior modification techniques (i.e. contracting) generally are effective. When possible, the social worker sees children during times that don’t interfere with academics.

Please don’t hesitate to call the school social worker if your child is having behavior or social emotional problems that are interfering with his/her ability to learn.

# Definition of Categories of Special Education in Illinois

(adapted from ISBE definitions)

<b>Autism</b>	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, 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 an emotional disturbance.
<b>Deaf-Blindness</b>	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
<b>Deafness</b>	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.
<b>Emotional Disturbance</b>	A conditioning 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: <ul style="list-style-type: none"> <li>• An inability to learn that cannot be explained by intellectual, sensory or health factors;</li> <li>• An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;</li> <li>• Inappropriate types of behavior or feelings under normal circumstances;</li> <li>• A general pervasive mood of anxiety or unhappiness or depression; or</li> <li>• A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul>

<b>Hearing Impairments</b>	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.
<b>Mental Retardation</b>	Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
<b>Multiple Disabilities</b>	Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
<b>Orthopedic Impairment</b>	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, etc.), impairments caused by disease (e.g., Poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
<b>Other Health Impairment</b>	Having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that <ul style="list-style-type: none"> <li>• is 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; and</li> <li>• adversely affects a child's educational performance.</li> </ul>
<b>Specific Learning</b>	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, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

<b>Speech or Language Impairment</b>	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
<b>Traumatic Brain Injury</b>	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, psychosocial functions, information processing and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
<b>Visual Impairment</b>	An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

## Definition of Other Related Terms

TAT	Teacher Assistance Team	Team of educators from school that meet to design interventions for children who are experiencing difficulty.
IEP	Individualized Education Program	A written statement for a child with a disability developed and implemented according to federal and state regulations.
ADHD/ADD	Attention Deficit Hyperactivity Disorder	ADHD affects an individual's ability to sustain and control age-appropriate attention, impulsiveness, and activity level. The cause of ADHD is often genetic. It can also be due to environmental factors. ADHD children have difficulty regulating their own behavior or organizing and processing the information they are given. ADHD is now the clinical term for both ADD and ADHD. The "H" being evidence of hyperactive behavior.
FAPE	Free Appropriate Public Education	Special education and related services that are provided at public expense, under public supervision and direction and without charge, meet rules for special education adopted by the State Board of Education; include preschool, elementary, or secondary education; are provided in conformity with an IEP; and provide a free appropriate education to all children with disabilities, 3 through 21 years of age, unless the child has completed the 12 <sup>th</sup> grade and been issued a diploma.
LRE	Least Restrictive Environment	To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are nondisabled, and that special classes, separate schooling or other removal of children with disabilities from regular education 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.

504 Plan		A student is considered to be handicapped under 504 if he/she (1) has a physical or mental impairment that substantially limits one or more major life activities or (2) has a record of such an impairment or (3) is regarded as having such an impairment. Limiting a major life activity is an important part of this definition and includes handicaps that limit taking care of oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing or learning. Section 504 requires school districts to offer services to some children who might not qualify for special education benefits under the Individuals with Disabilities Education Act of 1990. For example, children who have AIDS, asthma and diabetes may all be covered under Section 504.
ESY	Extended School Year Services	Are special education and related services that are provided outside the normal 180 day school year.
MFE	Multifactored Evaluation	(Testing) An evaluation to determine eligibility for a special education disability. It assesses: health, vision, hearing, social and emotional status, general intelligence, school performance (achievement), communication status (listening, speaking and writing), movement/use of muscles (motor abilities), ability to do (aptitudes), interests, preferences (likes and dislikes), ability to get and keep a job (employability), the child's surroundings (environments) and their effect upon learning, adaptive behavior, background information, including developmental, family, medical, and educational histories, when appropriate, and preacademic skills.

# Resources

**Websites:** To access web sites related to special education, NDSEC has provided a link to various resources.  
<http://ndsec.org> and then click on Related Sites

## **Support Groups/ Resource Agencies:**

### **ADD/ ADHD**

Children with Attention Deficit Disorders/ C.H.A.D.D.  
499 NW 70<sup>th</sup> Avenue Suite 308  
Plantation, FL 33317

### **Autism**

Autism Hotline/ Autism Service Center  
P.O. Box 507  
Huntington, WV 25710-0507  
(304)525-8014

Autism Society of America  
7910 Woodmont Avenue, Suite 650  
Bethesda, MD 20814  
(800)3-AUTISM

### **Communication Impairments**

American Speech-Language-Hearing Association/ ASHA  
10801 Rockville Pike  
Rockville, MD 20852  
(800)638-8255

Council for Exceptional Children, Division for Children  
with Communication Disorders/ CEC DCCD  
1920 Association Drive  
Reston, VA 22091  
(800)224-6830

International Society for Augmentative and Alternative  
Communication/ ISAAC  
P.O. Box 1762  
Station R, Toronto, Canada M4G 4A3

National Institute on Deafness and Other Communication Disorders  
Information Clearinghouse  
1 Communication Avenue  
Bethesda, MD 20892  
(800)241-1044

### **Emotional Disturbances/ Behavior Disorders**

Council for Exceptional Children, Council for Children  
with Behavior Disorders/ CEC-CCBD  
1920 Association Drive  
Reston, VA 22091  
(703)620-3660

National Consortium for Child Mental Health Services  
3615 Wisconsin Avenue, NW  
Washington, DC 20016  
(202)966-7300

### **Learning Disabilities**

Council for Exceptional Children, Division for Learning  
Disabilities/ CEC-DLD  
1920 Association Drive  
Reston, VA 22091  
(800)224-6830

Council for Learning Disabilities/ CLD  
P.O. Box 40303  
Overland Park, KS 66204  
(913)429-8755

Learning Disabilities Association of America  
4156 Library Road  
Pittsburgh, PA 15234  
(412)341-1515

### **Mental Impairments**

American Association on Mental Retardation/ AAMR  
5201 Connecticut Avenue, NW  
Washington, DC 20015  
(800)424-3688

Council for Exceptional Children, Division on Developmental  
Disabilities/ CEC- DDD  
1920 Association Drive  
Reston, VA 22091  
(800)845-6232

The Association for Persons with Severe Handicaps/ TASH  
29 West Susquehanna Avenue, Suite 210  
Baltimore, MD 21204  
(410)828-TASH

**Building LMTC materials: contact school**