

OVERVIEW OF IDEA

An overview of the
Individuals With
Disability Education
Act

BRIEF HISTORY OF IDEA

- 1975 Congress enacted the Education for all Handicapped Children Act – ancestor to the Individual Disability Education Act (IDEA)
- Federal grant money allotted to each state to educate children with disabilities with the condition that states would comply with goals and procedures set forth in the legislation

HISTORY CONT.

- The last amendments were enacted in 2004 and effective in July of 2004.
- Foundation of legislation remains the same:
 - Ensuring access to a Free Appropriate Public Education (FAPE)
 - Ensuring the child's and their parent's rights are protected
 - Assistance to states, educational service agencies, localities, and Federal agencies to provide for the education

IDENTIFICATION

- Often referred to as “child find”
- Statewide system includes at least the following:
 - Public awareness program with preparation and dissemination by the lead agencies
 - Information provided to parents regarding the availability of early intervention services under Part C (DDS)

INDIVIDUAL FAMILY SERVICE PLAN (IFSP)

- Assessment of strengths and needs of the child and the identification of appropriate services
- A family directed assessment of the resources, priorities, and concerns of the family
- A written IFSP developed by a team

REFERRAL

- Collect information that might be interfering with the child's learning
- Referral may be made by any individual with pertinent information about the child
- Referral may be made any time and should be in writing, dated, and copied for parent file
 - Attn.: director of public agency or principal and copy the letter to the special educational supervisor

REFERRAL CONT.

- Upon receipt of the referral request, the school notifies the parent within seven days
- Referral conference must be held within 21 days from the date of the referral request
- Referral conference must be attended by a minimum of three persons: principal or designee, the teacher directly involved with the education of the student, and the parent

REFERRAL OUTCOMES

- Child determined eligible / Placement
- Further testing/evaluation is necessary to determine eligibility
- Not eligible for IDEA however may be eligible for other educational services
- Child determined not eligible for IDEA

EVALUATION

- To determine a possible disability which adversely affects educational performance and possible needs for special designed instruction
- Evaluation must be conducted 60 calendar days of receiving parental consent for the evaluation

EVALUATIONS CONT.

- Appropriate evaluation inclusion:
 - Information from the school
 - Information from the home
 - Information from significant community sources
- Types of evaluations:
 - Comprehensive
 - Specialized
 - Initial
 - Independent
 - Specific Learning
 - Re-evaluations

RESPONSE TO INTERVENTION

- High-quality, research-based instruction and interventions
- Prevention of academic/behavior problem
- Determination of eligibility as a student with specific learning disability
- Important information for parents
 - Parents have legal right to request an evaluation
 - Requests can be made any time and regardless of where your child is in the RTI process

INDIVIDUALIZED EDUCATION PROGRAM

- Contract containing a written statement of the educational programs designed to meet the individual needs of the child
 - Set reasonable learning goals / objectives
 - Services that the public agency will provide
- TEAM
 - Parents, child (when appropriate), educational teacher, principal/designee, and others

RELATED SERVICES

- Occupation therapy, Physical therapy, Speech Language therapy
- Transportation
- Assistive technology
- Supportive services

Not exclusive

LEAST RESTRICTIVE ENVIRONMENT

- Placement
 - Based upon the child's IEP
 - Based upon parents consent
 - Reviewed annually
- Students with disabilities educated with their peers without limitations
- Continuum of placements

TRANSITION

- Age sixteen
- Appropriate agencies involvement
- Students involvement
- Identifying students goals for independence

DUE PROCESS

- Disagreement
- Mediation
 - Forms completed and submitted
 - Requested by parent(s) or school
- File complaint
 - Forms completed and submitted
- Fair hearing

ACCREDITATION

- The ABCs of RTI
 - National Research Center of Learning Disabilities
www.nrchld.org/785-864-4780
- Federal Register
 - Volume 71, No.156, August 14, 2006
- Disability Rights Center
 - www.arkdisabilityrights.org/1-800-482-1174
- NICHCY
 - www.nichcy.org/1-800-695-0285

RESOURCES

Arkansas Disability Coalition

501.614.7020 / 800.223.1330 / www.adcpti.org

Arkansas Dept. of Special Education

501.682.4222 / <http://arksped.k12.ar.us>