



Introduction to Special Education for Parents

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What is Special Education?

- Individuals with Disabilities Act (IDEA)
- Ages 0–22
- Free
- Service, not a place





Parental Rights

Notice of Procedural Safeguards
T16-705 Spanish, Arial Font
Page 1 of 14

**Derechos a la Educación Especial de
Padres e Hijos**
En virtud de la Ley de la Educación de Individuos con Discapacidades,
Parte B

·Aviso de Garantías Procesales

Revisado: Octubre de 2016

Nota: El término *distrito escolar* se utiliza a lo largo de este documento para describir cualquier agencia de educación pública responsable de impartir a su hijo(a) el programa de educación especial. El término *evaluación* se utiliza para referirse a una prueba o examen. En este aviso, las leyes federales y estatales se citan con sus abreviaturas en inglés, las cuales se explican en un glosario en la última página del presente.

¿Qué es el Aviso de Garantías Procesales?

Esta información proporciona una descripción general de los derechos educativos o las garantías procesales de los padres, tutores legales y padres sustitutos de niños con discapacidades desde los 3 (tres) hasta los 21 (veintiún) años de edad y de estudiantes que han cumplido 18 (dieciocho) años (la mayoría de edad).

El Aviso de Garantías Procesales se requiere en virtud de la Ley de la Educación de Individuos con Discapacidades (conocida en inglés como IDEA) y se les debe entregar: una vez al año. Además, se les debe proporcionar una copia:

- ❖ Cuando así la soliciten;
- ❖ La primera vez que su hijo(a) sea referido(a) para una evaluación de educación especial;
- ❖ Cada vez que se le entregue un plan de evaluación para evaluar a su hijo(a);
- ❖ Cuando reciba el primer reclamo de proceso legal o queja estatal en un año escolar; y
- ❖ Cuando se decida hacer un retiro que constituya un cambio de ubicación.

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, y 56341.1[g] [1])

¿Qué es la Ley de la Educación de Individuos con Discapacidades (IDEA)?

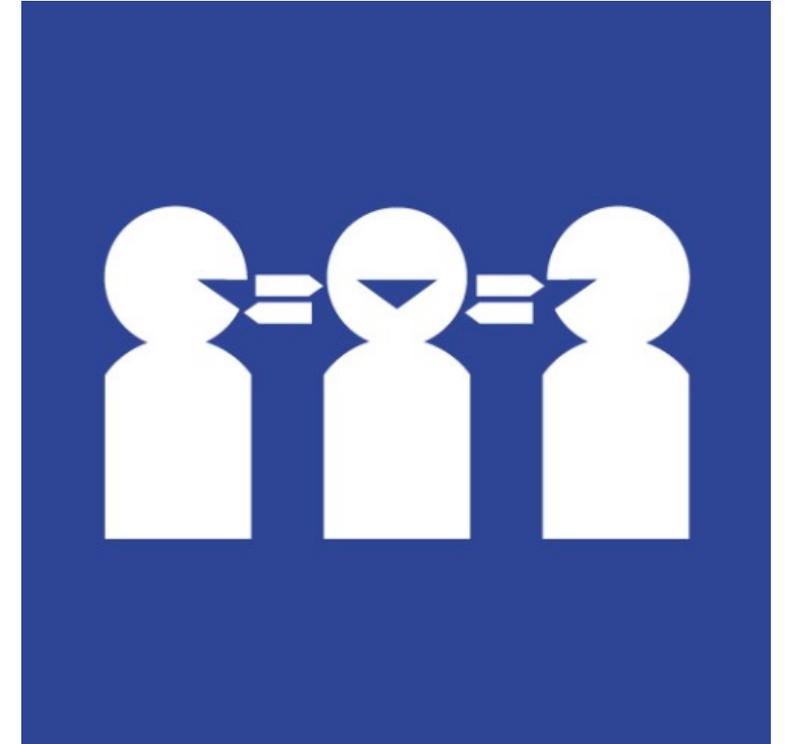
IDEA es una ley federal que le requiere a los distritos escolares brindar una "educación pública apropiada y gratuita" (conocida en inglés como FAPE) a los niños con discapacidades que sean elegibles. Una educación pública apropiada y gratuita significa que la educación especial y los servicios relacionados se deben proporcionar a su hijo(a) conforme a lo descrito en un programa de educación individualizado (conocido en inglés como IEP), bajo la

- Special Education Rights of Parents and Children under IDEA Part B
- <http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=759-768>



Interpreters

- Parents have a right to have an interpreter present at all meetings involving their child
- Not a family member but someone trained to provide this service to you

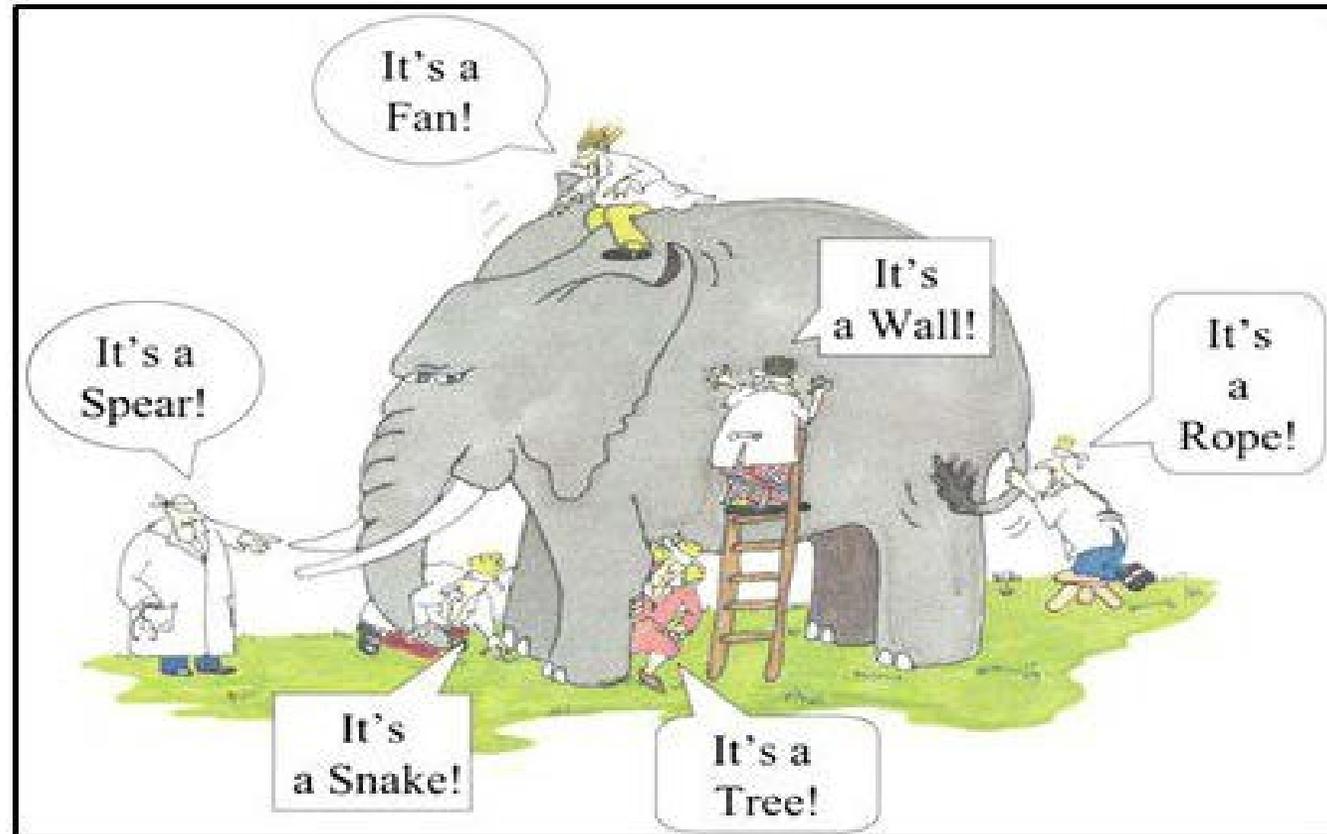




The Elephant

The Blind Men and the Elephant

- Snake
- Rope
- Wall
- Tree
- Fan
- Spear





Team

Parents are part of a team working together to support your child's access to a quality education.



Turn to the person next to you and tell them three things you have learned so far.



Possible Answers

- Federal Law IDEA
- Parent Rights: written document
- Interpreters
- Ages 0–22
- Free
- Service, not a place
- Part of a team



Infants and Toddlers: Early Start

- For ages 0–3 (2.5)
- Regional Centers
- Doctors
- Clinics



What to Look For?

- Vision
- Hearing
- Speaking
- Physical milestones
- Behavior



Reasons for Concern

for **REASONS
CONCERN**

THAT YOUR CHILD OR A CHILD IN
YOUR CARE MAY NEED SPECIAL HELP



CALIFORNIA DEPARTMENT OF EDUCATION
in collaboration with the
DEPARTMENT OF DEVELOPMENTAL SERVICES
SACRAMENTO, 2004

Ages Birth to Three Years

Information on local resources regarding children birth to three years of age may be obtained from the following agency:

California Department of Developmental Services

P.O. Box 944202, Sacramento, CA 94244-2020

800-515-BABY (2229)

<http://www.dds.ca.gov/earlystart>

earlystart@dds.ca.gov

Ages Three to Five Years

Information on local resources regarding children three to five years of age may be obtained from the following organizations:

California Department of Education

Special Education Division

1430 N Street, Suite 2401, Sacramento, CA 95814

916-445-4613

<http://www.cde.ca.gov/sp/se>

California Child Care Health Program

1950 Addison Street, Suite 107, Berkeley, CA 94704

Child Care Hotline: 800-333-3212

<http://www.ucsfchildcarehealth.org>

This brochure is available in English, Spanish, Vietnamese, Hmong, and Chinese.

Ordering information is available at
<http://www.cde.ca.gov/re/pn/rc/orderinfo.asp> or
<http://www.wested.org/cs/cpei/print/docs/221>

<http://www.dds.ca.gov/EarlyStart/index.cfm>



May Need Special Help

REASONS FOR CONCERN that your child or a child in your care may need special help

Children develop at different rates and in different ways. Differences in development may be related to personality, temperament, and/or experiences. Some children may also have health needs that affect their development.

The first five years are very important in a child's life. The sooner a concern is identified, the sooner a child and family can receive specialized services to support growth and development. Parents, family members, and caregivers may have concerns about a child's development and seek help when needed. It is always a good idea for families to discuss any questions they may have with the child's doctor. Caregivers should discuss concerns with families to see how best to support them.

Risk Factors

The following factors may place children at greater risk for health and developmental concerns:

- Prematurity or low birth weight
- Vision or hearing difficulties
- Prenatal exposure or other types of exposure to drugs, alcohol, or tobacco
- Poor nutrition or difficulties eating (lacks nutritious foods, vitamins, proteins, or iron in diet)
- Exposure to lead-based paint (licking, eating, or sucking on lead-based painted doors, floors, furniture, toys, etc.)
- Environmental factors, such as abuse or neglect

Behaviors and Relationships

Some of the following behaviors may be cause for concern in any child regardless of age:

- Avoids being held, does not like being touched
- Resists being calmed, cannot be comforted
- Avoids or rarely makes eye contact with others
- By age four months, does not coo or smile when interacting with others
- By age one, does not play games such as peek-a-boo or pat-a-cake or wave bye-bye
- By age two, does not imitate parent or caregiver doing everyday things, such as washing dishes, cooking, or brushing teeth
- By age three, does not play with others
- Acts aggressively on a regular basis, hurts self or others

Hearing

- Has frequent earaches
- Has had many ear, nose, or throat infections
- Does not look where sounds or voices are coming from or react to loud noises
- Talks in a very loud or very low voice, or voice has an unusual sound
- Does not always respond when called from across a room even when it is for something that the child is usually interested in or likes
- Turns body so that the same ear is always turned toward a sound

Seeing

- Has reddened, watery eyes or crusty eyelids
- Rubs eyes frequently
- Closes one eye or tilts head when looking at an object
- Has difficulty following objects or looking at people when talked to
- Has difficulty focusing or making eye contact
- Usually holds books or objects very close to face or sits with face very close to television
- Has an eye or eyes that look crossed or turned, or eyes do not move together

Moving

- Has stiff arms or legs
- Pushes away or arches back when held close or cuddled
- By age four months, does not hold head up
- By age six months, does not roll over
- By age one, does not sit up or creep using hands and knees, does not pick up small objects with finger and thumb
- By age two, does not walk alone, has difficulty holding large crayons and scribbling
- By age three, shows poor coordination and falls or stumbles a lot when running, has difficulty turning pages in a book
- By age four, has difficulty standing on one foot for a short time
- By age five, does not skip or hop on one foot, has difficulty drawing simple shapes

Communicating

- By age three months, does not coo or smile
- By age six months, does not babble to get attention
- By age one, does not respond differently to words such as "night night" or "ball"
- By age one, does not say words to name people or objects, such as "mama" or "bottle," or shake head "no"
- By age two, does not point to or name objects or people to express wants or needs
- By age two, does not use two-word phrases, such as "want juice" or "mama go"
- By age three, does not try to say familiar rhymes or songs
- By age three, cannot follow simple directions
- By age four, does not tell stories, whether real or make-believe, or ask questions
- By age four, does not talk so that adults outside the family can understand

Thinking

- By age one, has difficulty finding an object after seeing it hidden
- By age two, does not point to body parts when asked such questions as "Where's your nose?"
- By age three, does not play make-believe games
- By age three, does not understand ideas such as "more" or "one"
- By age four, does not answer simple questions, such as "What do you do when you are hungry?" or "What color is this?"
- By age five, does not understand the meaning of today, yesterday, or tomorrow



What Things Should I Look For?

- Vision
- Hearing
- Speaking
- Physical milestones
- Behavior



Preschoolers

- 3 years to 5 years
- Special Education Local Plan Area (SELPA)
- County office of education
- Local school district



Checking In

1. Early Start for newborns
2. Services to age 22
3. SELPA can help families with questions
4. Services can start in kindergarten
5. Be concerned about a child who is not talking

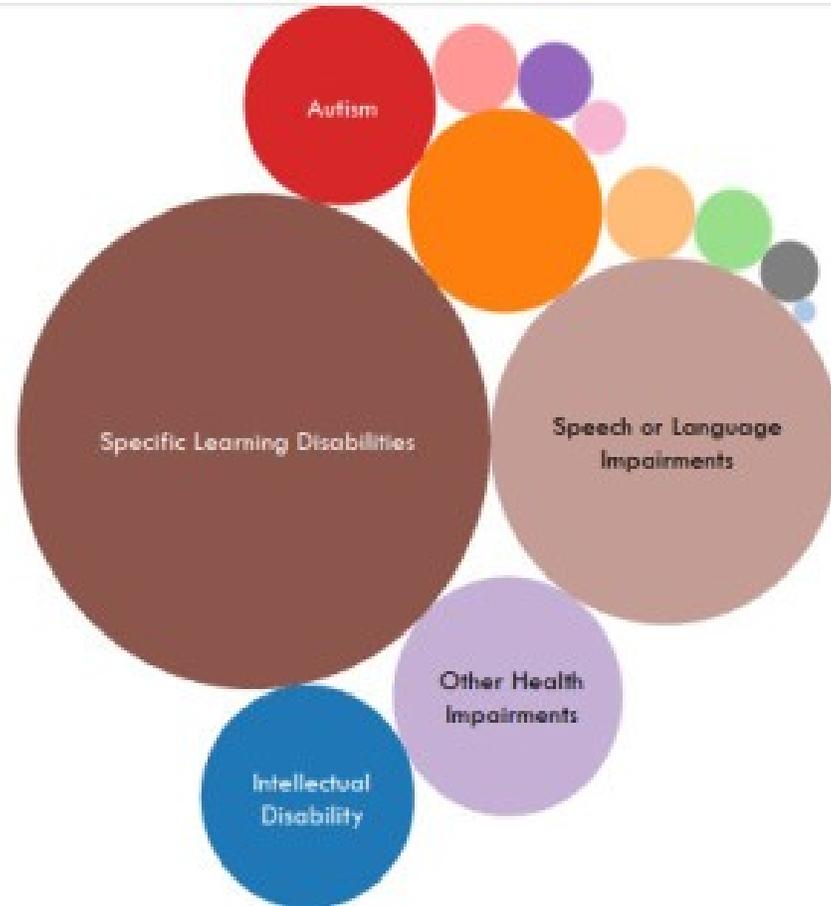


School-Age Children

- Transitional Kindergarten to High School
- Local school
- School district
- SELPA



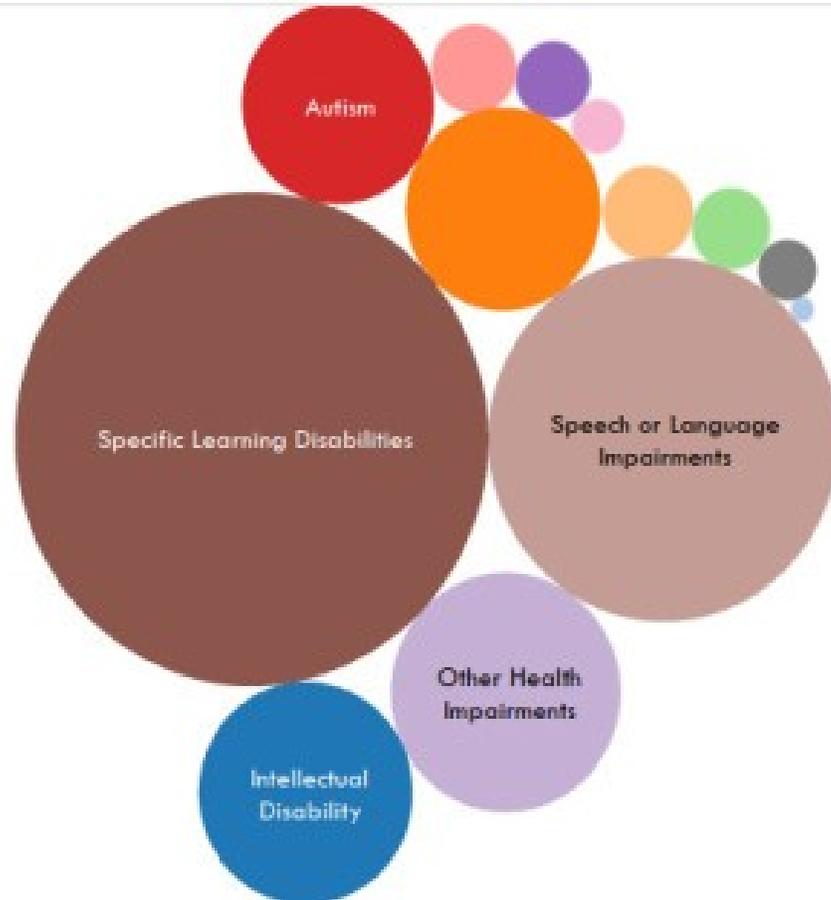
What is a Disability in Education?



- Specific learning disability (SLD)
- Speech and language impairments (SLI)
- Other health impairments (OHI)
- Cognitive impairment (CI)
- Autism (AUT)
- Emotional disturbance (ED)



What Is A Disability in Education?



- Orthopedic impairment (OI)
- Hearing impairment (HI)
- Multiple disabilities
- Visual impairment (including blindness) (VI)
- Deaf
- Traumatic brain injury (TBI)
- Deaf-blind



Who Might Attend a Meeting?

- Parent
- Interpreter
- Special education teacher
- General education teacher(s)
- Administrator
- EL expert (if the child is an English learner)
- Speech pathologist
- School psychologist
- Other, depending on the concerns



The Process



Concerns

- Meet with classroom teacher(s)
- Develop a plan in regular class

Meet

- Continue plan **or**
- Continue plan and give permission to test

Results

- Meet to talk about test results
- Team determines eligibility for special services

Eligibility

- Yes, there is a disability affecting academic progress
- No, there is **not** a disability affecting academic progress



Eligibility for Services

YES

- Goals and Objectives
- Services
- Placement
- Inclusion in general education
- English Language Development

NO

- Poor attendance
- Little or no prior schooling
- Learning English
- Other reasons



Service Goals

- Reading
- Writing
- Math
- Speech/Language
- Organization
- Attendance



Supreme Court Ruling, March 2017

Very important:

“More than the minimal benefit must be provided to students with disabilities. They must be assessed and schools need to provide meaningful services based on needs and abilities.”



Information and Resources



Parent Resources

- SELPAs
- Federal Parent Training and Information Centers
- State Family Empowerment Centers
- CDE Special Education Division



California Parent Training and Information (PTI) Centers

WarmLine Family Resource Center
 2791 24th Street, Sacramento, CA 95818
 916-455-9500
 800-455-9517
 warmline@warmlinefrc.org
 www.warmlinefrc.org

Matrix Parent Network & Resource Center
 94 Galli Drive, Suite C, Novato, CA 94949
 415-884-3515
 415-884-3555
 800-578-2592
 info@matrixparents.org
 www.matrixparents.org

Disability Rights Education & Defense Fund (DREDF)
 3075 Adeline Street, Suite 210, Berkeley, CA 94703
 510-644-2555
 510-841-8645
 800-348-4232
 info@dredf.org
 www.dredf.org

EPU Children's Center
 4440 N. First St., Fresno, CA 93726
 559-229-2000
 559-229-2956
 888-774-8981
 info@epuchildren.org
 www.epuchildren.org

Support for Families of Children with Disabilities
 1663 Mission Street, Suite 700
 San Francisco, CA 94103
 415-920-5040
 415-282-1226
 info@supportforfamilies.org
 www.supportforfamilies.org

Parents Helping Parents (PHP)
 Sobrato Center for Nonprofits
 1400 Parkmoor Avenue, #100, San Jose, CA 95126
 408-727-5775
 408-286-1116
 855-727-5775
 info@php.com
 www.php.com

Team of Advocates for Special Kids (TASK)
 100 West Cerritos Ave., Anaheim, CA 92805
 714-533-8275
 714-533-2533
 866-828-8275
 task@tasca.org
 www.tasca.org

CA PARENT RESOURCE CENTERS (CPRCs)
Chinese Parents Association for the Disabled
 P.O. Box 2884, San Gabriel, CA 91778
 626-307-3837 / www.cpad.org
Fiesta Educativa
 161 S. Avenue 24, Los Angeles, CA 90031
 323-221-6696 / www.fiestaeducativa.org
Parents CAN
 1909 Jefferson Street, Napa, CA 94559
 707-253-7444 / www.parentscan.org

★ voice
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 ★ toll free
 ★ email
 ★ web

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 revised 10/15



Family Empowerment Centers (FEC)

<http://www.cde.ca.gov/sp/se/qa/caprntorg.asp#pti>

Funded FEC Service Areas

Counties Served	Organization
Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity	Rowell Family Empowerment Center
Sutter, Yuba, Colusa	Family Soup
Lassen, Modoc, Plumas, Sierra	Plumas Rural Services, Inc.
Napa, Solano, Sonoma	Matrix Parent Network & Resource Center
San Francisco	Support for Families of Children with Disabilities
Santa Clara	Parents Helping Parents, Inc.
San Benito, Santa Cruz	Special Parents Information Network
Fresno, Kings	Exceptional Parents Unlimited
Kern	H.E.A.R.T.S. Connection FRC
Los Angeles	Westside Family Resource Center
Los Angeles	Family Focus Empowerment Center
Los Angeles	Parents' Place
Orange	Team of Advocates for Special Kids, Inc.
Imperial, San Diego	Exceptional Family Resource Center



CDE: Special Education Division

- CDE provides information and resources for parents regarding students between ages 3 and 21 with disabilities and their educational rights.
- Toll-free Help Line: 800-926-0648; Weekdays, 9:00 a.m. to 4:00 p.m.
- Videophone Line: 916-374-7182 (deaf/hard of hearing); Weekdays, 9:00 a.m. to 4:00 p.m.
- E-mail: speceducation@cde.ca.gov



Important

- Do not be afraid to ask questions.
- Make sure you have an interpreter at all scheduled meetings.
- Remember, teachers want to help you and your child.
- If you disagree with the results of the testing or the recommendations, work with local level before going to the SELPA or county office of education.
- Contact the parent agencies if you need assistance at any time.



Contact

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Thawk@cde.ca.gov

916-445-5657