

General Supervision Child Find

Special Education Leadership Development Academy

September 14, 2016

Four Components of General Supervision:

(1) Procedures

Written, aligned, and available

(2) Professional Learning and Technical Assistance

Prepare staff to follow the policies and procedures

(3) Implementation of Compliant Practices

Processes in place that cause staff to follow procedures

(4) Supervision and Monitoring Procedures

A plan for checking to be sure procedures are followed and a plan for what to do when they are not.

Federal Requirement

- The state must have in effect policies or procedures to ensure that it complies with the monitoring and enforcement requirements in IDEA regulations CFR §§300.600-602 and CFR §§300.606-608.
- GaDOE has the responsibility under federal law to have a system of **general supervision** that monitors implementation of the IDEA by local school districts.

Child Find (160-4-7-.03)

- Child Find is a process that districts use to identify, locate, and evaluate all children, in the district, birth through 21, who are suspected of having disabilities that may result in a need for special education and related services.
- Districts must have policies and procedures in place to ensure the identification, location, and evaluation of these children; and public notification must be given before any significant Child Find activities are implemented.

Populations of Children

Districts have Child Find responsibility for all children suspected of having disabilities, regardless of the severity of their disabilities. This includes:

- Children, birth through 3, who may or may not be referred to and served by the state's early intervention program, Babies Can't Wait;
- Preschool children, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-kindergarten and kindergarten, including children who are parentally placed in private preschools or daycare centers outside the district;

Populations of Children

- Children who are enrolled in a public school within the district, including public charter schools;
- Children who are parentally placed in private and home schools (refer to the Private Schools Chapter of this manual for additional information on private school Child Find responsibilities);

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Populations of Children

- Children who are attending charter schools within the district or in the area if it is designated as an individual district;
- Highly mobile children, including migrant, homeless, and children who are wards of the state;
- Children served in community programs such as rehabilitation centers, daycare centers, etc.;
- Children, ages 18 through 21, who are incarcerated in facilities operated by the local sheriff's office or other municipalities; and
- Any other children suspected of having disabilities.

How can this be accomplished?

Methods employed, districts must conduct comprehensive Child Find activities.

- Annually placed notices
 - Newspaper
 - Websites
 - Posters
 - Handbooks
 - Radio/TV
 - Sharing with agency and community partners, childcare providers, medical providers

Child Find

- Districts are required to meet annually with representatives from home schools and private schools to inform them of that district's Child Find procedures.
- For children transitioning from the Babies Can't Wait program, identification and evaluation should be completed by the child's 3rd birthday. Early identification and evaluation of students with disabilities facilitates a smooth transition into the public school district.

Table Talk

Discuss at your table Child Find policies, procedures and practices

Pre-referral and SST Process

- Pyramid of Interventions
- Universal Design
- Linguistically and Culturally Responsive Instruction
- Bypassing SST Process

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Pyramid of Interventions

- For children in kindergarten through 12th grade enrolled in public schools, Child Find is accomplished through the *Georgia Student Achievement Pyramid of Interventions*, a framework of instructional interventions that begins with standards-based classrooms serving as the foundation for teaching and learning.
- The *Pyramid* represents the process of continually implementing “progress monitoring” and then providing layers of more intensive interventions so that students can be successful and progress in their learning.

Pyramid of Interventions

- This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Neither does it allow high-achieving students to languish in a curriculum that is not challenging to them.
- This approach focuses on determining when students are struggling and then providing scientific, research or evidence-based interventions to address their areas of need.

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Pyramid of Interventions

- Child Find is a critical part of the special education process for all children suspected of having disabilities. With the implementation of the *Pyramid* and the focus on progress monitoring and response to interventions, only those students who are not making progress, despite evidence-based instruction, will be referred to special education to determine their eligibility.

Universal Design for Learning



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Universal Design for Learning
is a set of principles
for [curriculum](#) development that
give all individuals equal
opportunities to learn.

(<http://www.udlcenter.org/aboutudl/whatisudl>)

Universal Design for Learning



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"(24) UNIVERSAL DESIGN FOR LEARNING.-The term 'universal design for learning' means a **scientifically valid framework** for guiding educational practice that--

"(A) provides **flexibility** in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

"(B) **reduces barriers** in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, **including** students with disabilities and students who are limited English proficient."

(Higher Education Opportunity Act of 2008, sec 103, a, 24 (PUBLIC LAW 110--315---AUG. 14, 2008))

Components of UDL Designed Curriculum






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- Goals:
 - Within UDL curriculum goals are developed in a way that acknowledges learner variability and should be reflected on by all learners
- Methods:
 - Teachers utilize evidence based methods and UDL further distinguishes evidence based methods based on learner variability, enabling teachers to provide more options, such as varied tools, strategies and scaffolds for students to utilize to reach mastery.
- Materials:
 - Within UDL, materials utilized are varied and flexible.
- Assessment:
 - Within UDL goal of assessment is to improve the accuracy and timeliness of assessments and ensure that they are comprehensive enough to guide instruction.
 - Assessment **for** Learning; Assessment **as** Learning and Assessment **of** Learning

Principles Based in NeuroScience Research



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- **Affective Networks:** The “**why**” of learning – how learners are engaged and stay motivated.
 - *The principle of Engagement* 
- **Recognition Networks:** The “**what**” of learning - how we gather information and categorize what we see, hear and read. 
 - *The principle of Representation*
- **Strategic Networks:** The “**how**” of learning - how we organize and express our ideas. 
 - *The principle of Action and Expression*

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UDL Graphic Organizer

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Multiple Means of Engagement

- Recruiting Interest
 - Individual Choice
 - Preferred topic
 - Task Variation
- Sustaining Effort and Persistence
 - Varying Demands
 - Optimizing challenges
 - Cooperative learning
- Self-Regulation
 - Facilitating personal coping skills
 - Self-assessment and reflection – guiding questions

Multiple Means of Representation

- Different ways to perceive the information
 - Visual
 - Tape of reading passages/text to speech software
 - Drawings representing content
 - Customize display – enlarge/break into segments/create model (students)
 - Auditory
 - Transcript/Captioning
 - Drawings representing auditory content
 - Visual Cues

Multiple Means of Representation

- Language options
 - Simplify or expand terms
 - Create glossary
 - Symbol/drawing representation of vocabulary
 - Simplify or expand syntax/language structures
- Comprehension options
 - Activate background knowledge
 - Highlight critical features
 - Pre-teaching



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Multiple Means of Action/Expression

- Physical Action
 - Varying response methods
 - Role playing
- Expression and Communication
 - Multi-media for projects or composition
 - Oral presentation
 - Illustrations
- Executive Function
 - Guiding goal setting
 - Modeling writing
 - Graphic organizers



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Resources

A UDL Designed Curriculum will enhance your ability to reach students with a wide ranging variety of abilities and motivations. For more information on implementing UDL in your classroom, explore some of these resources:

- www.cast.org (Our Work/About UDL)
- www.udlcenter.org
- www.castprofessionallearning.org/free-udl-resources-and-tips/
- <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>
- Gathering STEAM: Planning for Inclusive UDL (webinar recording): www.ctdinstitute.org/library/education-k-12/universal-design-learning

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For additional information contact:

Georgia Project for Assistive Technology
Georgia Department of Education

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Other points to consider from the Pre-referral and SST Process



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- Linguistically and Culturally Responsive Instruction
- Bypassing SST process

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Table Talk

How do districts conduct Child Find activities?

Does Child Find apply to home-schooled children?

Are private/home-school children required to have instructional interventions documented prior to referral to special education?

Can a parent request an evaluation without prior documentation of interventions?

Preschool Transition

Camilla Moss, Program Specialist
Special Needs Preschool and Speech Pathology
Division of Special Education Services and
Supports

Transition from IDEA Part C (Babies Can't Wait) to IDEA Part B



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- By their 3rd birthday, eligible children transition from Babies Can't Wait Early Intervention Services to public educational services and/ or community services.
- Once a child is enrolled in Babies Can't Wait (BCW), transition planning begins.
- A transition conference is held as early as nine months, but no later than 90 days prior to the child's 3rd birthday.

At the transition conference:



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- BCW will share BCW records released by the family
- The transition team will review existing evaluation information
- LEA will review Parent Rights
- LEA will obtain parental/ guardian written consent to conduct a comprehensive evaluation

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IEP must be developed on or before the child's 3rd birthday

- After the transition meeting, the LEA will complete the comprehensive evaluation.
- The parent/guardian, BCW coordinator, regular early childhood provider (as appropriate), special education early childhood provider, and local school district representative participate in the eligibility determination and IEP development.
- If the child turns 3 over the summer, the IEP team will determine when services begin.

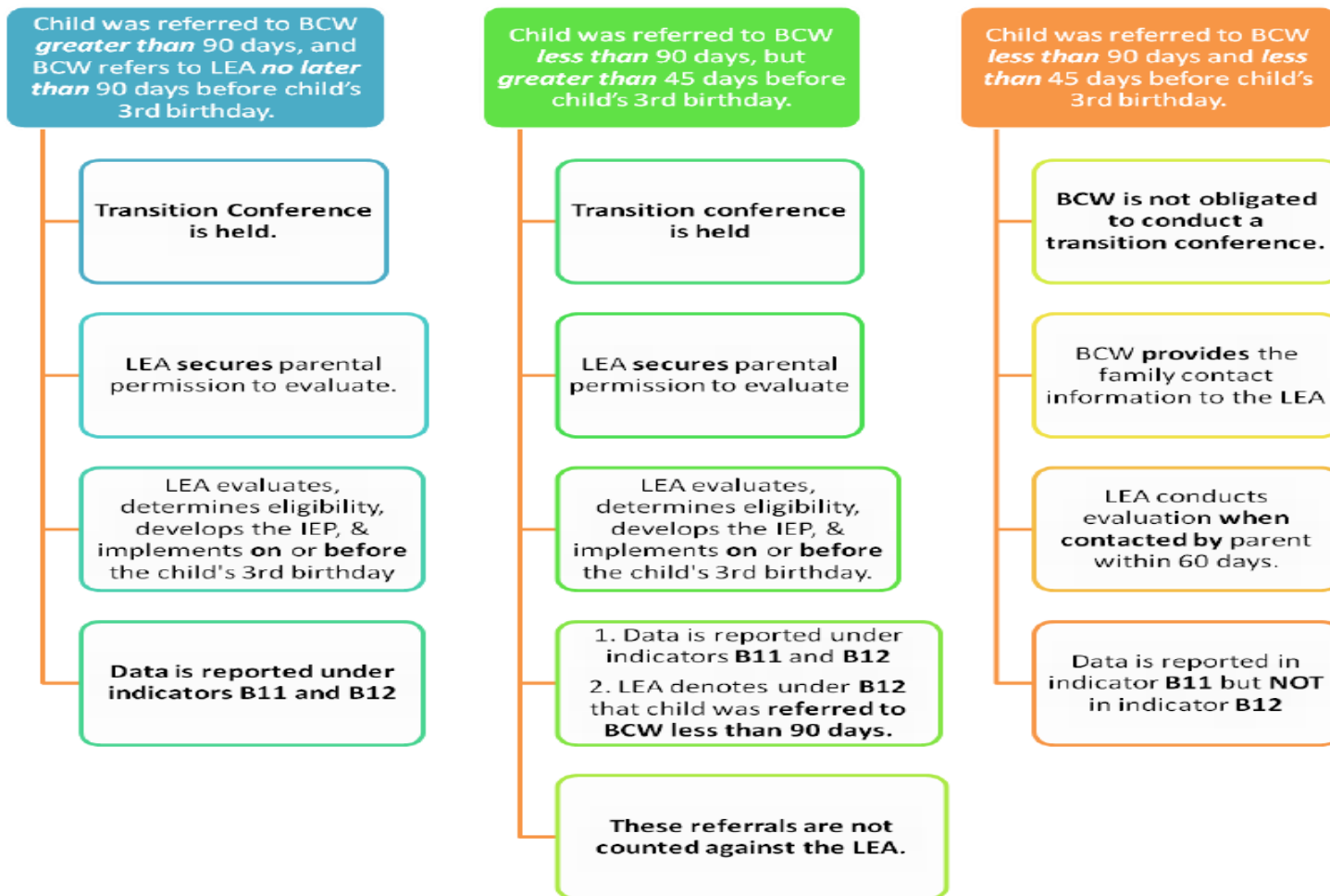
Reporting

- Transition from IDEA Part C (BCW) to IDEA Part B is reported as Indicator 12 on the SPP/APR which reads: Percent of children who are referred by Part C who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- Exceptions:
 1. Parent repeatedly fails or refuses to produce the child for evaluation.
 2. Extenuating circumstances, e.g. illness, unusual evaluation needs
 3. Parent refusal to provide consent caused delays in evaluation or initial services.
 4. Child referred to BCW less than 90 days before the 3rd birthday.

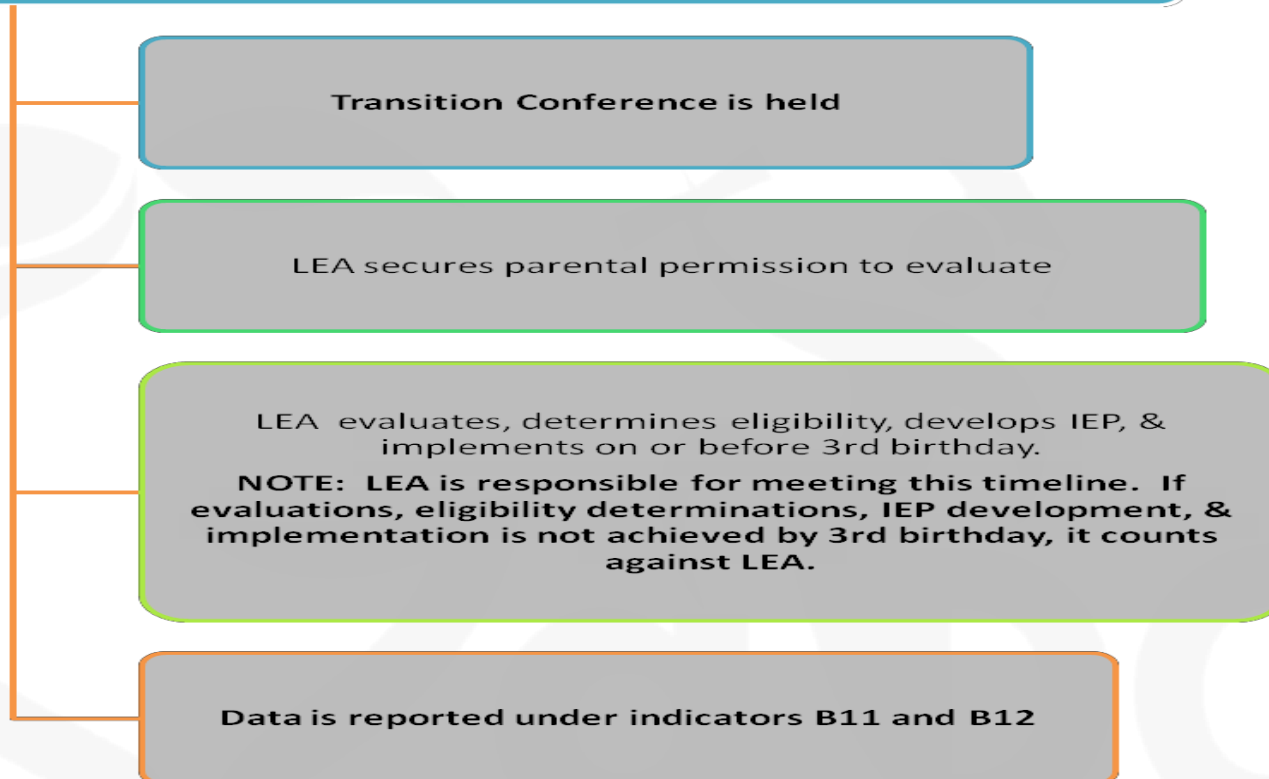
Georgia Transition from Part C to Part B



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Child was referred to BCW **greater than 90 days**, but BCW refers to LEA **less than 90 days**



- B11 is the State Performance Plan (SPP) indicator that measures the timeliness of initial evaluations to determine if a child is a child with a disability.
- B12 is the SPP indicator that measures the percent of children referred from Part C who had an evaluation and eligibility determined and an IEP developed and implemented by age 3.

Table Talk

Discuss Preschool Transition and Birth to Three

Provisions that apply to each area of Child Find

- Procedural safeguards and consents
- Accessibility of notice and information
- Confidentiality of records
- Supports and interventions
- Positive behavioral supports
- Vision and hearing screening/testing
- Resolution of vision & hearing issues
- Timelines
- Parent/guardian participation
- Progress monitoring
- Public notice of Child Find

Table Talk

Discuss the provisions applying to Child Find at your table. Be prepared to share best practices and examples with the group.

What do you still need to know?



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Reference Source

- Georgia Department of Education,
Division of Special Education Services and Supports
Implementation Manual
- http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Implementation%20Manual%20Part%201_8-12.pdf

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