



What School Counselors Need to Know about Special Education and Students with Disabilities

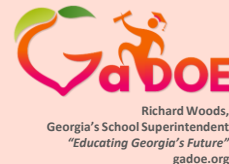
Maria Grovner
 K. Elise James

Revised and includes information
 on postsecondary scholarships
 for SWD

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Understanding Special Education



- **Special Education Rules:**
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>
- **Student Success: Imagine the Possibilities:**
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SSIP-.aspx>
- **Special Education Day: December 2**
 - Activities for Students: Meet the Counselor, Check-in
 - Activities for Teachers: Provide them with resources
 - Activities for Parents: Provide them with resources, Meet the School Counselor

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IDEA Eligibility



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- Autism
- Deaf-blind
- Emotional & Behavioral Disorder
- Hard of Hearing/
Hearing Impaired
- Significant
Developmental Delay
- Intellectual Disabilities
- Orthopedic Impairments
- Other Health Impairment
- Speech and Language
Impairment
- Traumatic Brain Injury
- Vision Impairment
- Specific Learning Disability

Ways to Support your SWD



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- Providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program
- Providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP
- Encouraging family involvement in the educational process
- Consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student

Ways to Support your SWD (cont.)



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- Advocating for students with special needs in the school and in the community
- Contributing to the school's multidisciplinary team within the scope and practice of the comprehensive school counseling program to identify students who may need to be assessed to determine special education
- Collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- Providing assistance with developing academic, transition and postsecondary plans for students with IEP's as appropriate

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That's Not My Responsibility...



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- Making **singular** decisions regarding placement or retention
- Serving in any supervisory capacity related to the implementation of the IDEA
- Serving as the school district representative for the team writing the IEP
- Coordinating, writing or supervising the implementation of the IEP
- Providing long-term therapy (That's why we have the opportunity to provide referrals.)

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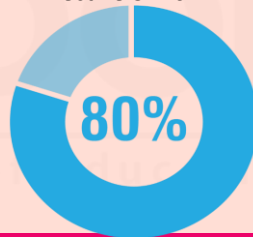
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Comprehensive Counseling Program & SWD... Direct Services



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- School Counseling Curriculum
 - Instruction & Group Activities
 - Core Curriculum Lessons
 - Resource Classes
 - Specialized Topics
- Individual Student Planning
 - Appraisal and Advisement
 - Setting personal and future goals (graduation)
 - Postsecondary Planning (courses)
 - Assessing Strengths, interests, skills, and abilities
 - Monitoring strengths and challenges.
 - Reviewing test scores
- Responsive Services
 - Individual & Small Group Counseling
 - Relationships
 - Personal Concerns
 - Developmental Tasks
 - Affective Skills



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Comprehensive Counseling Program & SWD... Indirect Services



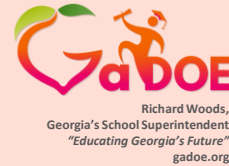
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- | Referrals | Consultation | Collaboration |
|--|--|--|
| <ul style="list-style-type: none"> • Compile referral resources to utilize with students, staff and families to effectively address issues • Develop a list of community agencies and service providers for student referrals • Suggestions by Domain: <ul style="list-style-type: none"> • ACADEMIC: Tutoring • CAREER: College Planning Websites • SOCIAL/EMOTIONAL: Community Agencies • Business and Industry • Physical Health • Community based mental health agencies • After-school/Educational services | <ul style="list-style-type: none"> • Understanding School Services • Understanding Disabilities • Supporting Behavior Plans • Developmental Considerations | <ul style="list-style-type: none"> • Multidisciplinary Team • Transition Activities • Mentoring/Peer Counseling Programs (Buddy Club) |

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Sample Counseling Goals for SWD



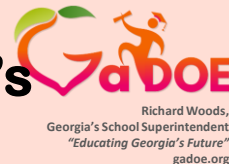
- Increase Attendance
- Comply with school/classroom rules
- Interact appropriately with peers and/or adults
- Identify motivation behind behavior
- Improve academic performance
- Demonstrate attention to tasks and task effort
- Exhibit appropriate verbal behavior
- Manage anger
- Address errors in thinking
- Behave in socially appropriate ways

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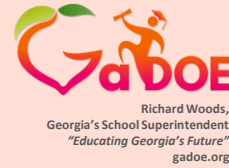


School Counselor's Role



- Advocacy (FOUNDATION)
- Transition planning (DELIVERY: DIRECT AND INDIRECT SERVICES)
- Behavior modification (MANAGEMENT/DELIVERY/ACCOUNTABILITY)
- Collaborating with parents (DELIVERY: INDIRECT SERVICES)
- Making referrals to specialists (DELIVERY: INDIRECT SERVICES)
- Improving self-esteem (DELIVERY: DIRECT SERVICES)
- Working as part of the school multidisciplinary team (DELIVERY: COLLABORATION)
- Teaching social skills (DELIVERY: DIRECT SERVICES)
- Serving as consultants to parents and school staff (DELIVERY: INDIRECT SERVICES)


School Counselor & Promoting Positive School Behavior



Role of the School Counselor

- Understanding behavior issues of students with disabilities
- Providing behavior interventions to students
- Support for general education teachers in managing classroom behaviors
- **Additional Handout:** Exceptionality Characteristics and School Counseling Program Support

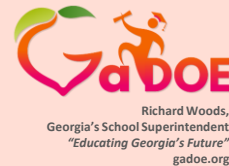
Behavior Intervention Resources

- [Teacher Behavioral Strategies: A Menu](#)
- [Behavioral Interventions](#)
- [PBIS by Behaviors](#) 
- [PBIS Tier 1 Interventions](#)
- [PBIS Tier 2 Interventions](#)
- [PBIS Tier 3 Interventions](#)

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School Counselor & Providing Transition Services for SWD



Support for students & parents with transitions

Resource for postsecondary planning

Advocacy for students and parents in accessing appropriate school & community resources



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Transition Activities

Elementary School to Middle School



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- Help students develop self-awareness (interests, skills, abilities) in an effort to help develop self-advocacy skills
- Social skills
- Organizational skills
- Study Skills
- Affective Skills
- Meeting of the Minds (IEP Meeting for 5th Grade)
 - Supports
 - Instructional Strategies
 - Extracurricular Activities
 - Student Preferences
 - Transition Activities

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Transition Planning and Best Practices: Priorities for 2016-2017



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- Increased knowledge and understanding of:
 - Career Clusters and Pathways
 - Move on When Ready
- Strategies to integrate the increased knowledge of MOWR and Career Pathways to impact every IEP meeting
- Meaningful annual goals in transition plans to lead to intentional, incremental steps to reach the student's post-secondary goal

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Priorities for 2016-2017



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- Transition plans should not be developed in isolation but as a part of the IEP meeting
- Increase student and parental involvement in the planning and meeting process
- Assistive technology must be considered and integrated to support students
- Transition planning must begin early
 - Emphasis on middle school
- Essential partners are GVRA and school counselors
 - Must be true partners in our work beginning in middle school and each step along the continuum
 - Utilize the Individual Graduation Plan in the IEP meeting
 - Collaborate rather than duplicate career assessments

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The Postsecondary Transition



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Tasks

- College Entrance Exams
 - [College Board](#)
 - [ACT](#)
- Understanding services available at the college level
- To disclose or not disclose
- Recommendation Letters
- The Right Fit
- Occupational Readiness
- Self-Advocacy Skills

Resources

- [Students With Disabilities Preparing for Postsecondary Education: Know Your Rights & Responsibilities](#) (US DOE)
- [Transition of SWD to Postsecondary Education: A Guide for High School Educators](#) (US DOE)
- Starting and Keeping your Child on a Path to Graduation (GaDOE)
 - [Pre-School](#) [Elem](#) [Middle](#) [High](#)
- [PACER's Postsecondary Education Resources](#)
- [National Technical Assistance Center on Transition](#)



Career Interest & Self-Awareness Surveys, Work Readiness Courses, Résumé & Portfolio Creation, Mock Job Interviews & Interview Skills, Job Coaching, Career Pathways, Workbased Learning, Community-Based Mentorships & Internships

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College Fair Specifically for SWD



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- **Purpose:** Help find schools that best suit a student's individual needs and open to educators, students & parents
- **Difference:** The participating colleges will send reps who can provide specific information regarding accommodations
- **Informational Sessions:** Navigating *GAfutures* and Exploring Financial Options; [Accessing Accommodations at the Post-Secondary Level](#); Preparing for College & Organizing Your College Search; Opportunities Available After High School

Resources on hosting a college fair for SWD:

- [Gwinnett County Public Schools](#)
- [Choices](#)

Share info
with MS &
HS parents
and students

Saturday
Event
10AM-
1:30PM

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CCRPI Career Related Activities for SWD



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Career Awareness & Career Portfolio

- Modify, modify, modify
- Flexibility
- Exposure to careers



IGP & IEP

- Counselor offers IEP team unique perspective on the relationship of the IGP and IEP
- Supports accommodations discussion to be sure there is a good match
- Provides key postsecondary information and advice.

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- **High Demand Career Initiative Spotlight: Film, Music, Digital Entertainment**
Dec. 7, 2016, 11:00 AM [Register](#)
- **Model Comprehensive School Counseling Program: Accountability**
Dec. 7, 2016, 1:00 PM [Register](#)
- **Helping to Improve the School Climate Score for Your School**
Dec. 13, 2016, 1:00 PM [Register](#)
- **High Demand Career Initiative Spotlight: Healthcare Sector**
Dec. 14, 2016, 1:00 PM [Register](#)





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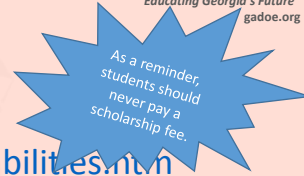
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Links for Scholarships for Students with Disabilities



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- <http://www.collegescholarships.org/disabilities.htm>
- <http://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>
- <https://www.disability.gov/scholarships-specifically-students-disabilities/>
- <http://www.bestcolleges.com/financial-aid/disabled-students/>

Additional Scholarships for SWD



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- <http://www.aahd.us/initiatives/scholarship-program/>
- <https://www.abbviecscholarship.com/>
- <http://albuquerquefoundation.org/robby-baker-memorial-scholarship.aspx>
- <https://www.agbell.org/Tertiary.aspx?id=1231>
- <http://www.nclid.org/scholarships-and-awards/#scholarship-318>
- <http://acb.org/scholarship/>
- <http://www.baxaltahematology.com/us/bleeding-disorders-info/education-advantage.html>
- <http://www.candicessicklecellfund.org/scholarships/>
- <http://chasa.org/we-can-help/college-scholarships/>

Table 5.1 School Counseling Program Support for Students With Disabilities

Characteristics of a student with ...	May include ...	Typical classroom interventions may include ...	School counseling program support might include ...
Autism spectrum disorder	<p>Does not respond predictably to instructions, transitions, or requests</p> <p>Often solitary; misinterprets social cues</p> <p>Difficulty modulating voice</p> <p>Difficulty beginning, maintaining, and ending conversations</p> <p>Prefers routines</p>	<p>Preparation for activity changes; individual schedules</p> <p>Visual aids/graphic organizers</p> <p>Peer buddies/peer tutors who have been trained</p> <p>Shortened verbal requests</p>	<p>Demonstrating social interactions and facilitating group work</p> <p>Modeling appropriate tone of voice and response</p> <p>Helping to teach alternative behaviors and expand repertoire of likes/dislikes</p> <p>Teaching perspective and turn taking</p> <p>Discussing student's interest to build social skills in a group setting</p>
Attention deficit hyperactivity disorder (included in IDEA category "other health impairment")	<p>Inattention; lack of impulse control</p> <p>Difficulty finishing work</p> <p>Makes choices not in his or her best interest</p>	<p>Incorporate time for physical movement in daily schedule</p> <p>Time management tools (e.g., timer)</p> <p>Break tasks into manageable units; clear due dates for short- and long-term assignments</p> <p>Written or graphic organizers</p>	<p>Providing consistent behavior supports; reinforcing appropriate behaviors</p> <p>Offering psychoeducation groups to help students prioritize work, develop self-monitoring checklists, learn to break assignments into units/steps</p>
Blind and/or visual impairment	<p>Slow processing of content/response</p> <p>Disoriented</p> <p>Delayed language development</p> <p>Stereotypic behaviors (e.g., head weaving)</p>	<p>Instruction incorporates concrete materials and objects; multimodal/experiential approach</p> <p>Tactile/verbal cues</p> <p>Explicit directions</p> <p>Braille</p> <p>Large print materials</p> <p>Orientation and mobility instruction</p>	<p>Modeling interactions for classmates and other adults (e.g., identify self when answering or asking questions)</p> <p>Providing psychoeducational group and one-on-one opportunities to practice metacognitive strategies</p>

Table 5.1 School Counseling Program Support for Students With Disabilities (cont'd)

Characteristics of a student with ...	May include ...	Typical classroom interventions may include ...	School counseling program support might include ...
Deaf and hard of hearing	<ul style="list-style-type: none"> Isolated from peers Frequent requests for directions to be repeated Difficulty following verbal directions Written language that reflects absence of appropriate syntax Difficulty communicating with others 	<ul style="list-style-type: none"> Peer buddies who have basic signing skills Visual, illustrations, diagrams, models, pictures Assistive technology/multimedia Augmentative communication system Multimedia approach 	<ul style="list-style-type: none"> Setting up buddy system for peer helpers Assisting students to develop a portfolio to highlight social successes Providing information to staff about disability and assistance that can be helpful to students and teachers
Developmental delay	<ul style="list-style-type: none"> Difficulty maintaining attention Frustration with tasks Delays in speech and language, fine/gross motor skills, and/or personal/social skills Difficulty playing/associating with peers 	<ul style="list-style-type: none"> Limit variety of activities Use picture schedules, sequence activities, establish routines Break tasks into manageable units Use songs or rhymes to reinforce information Support tasks with movement 	<ul style="list-style-type: none"> Using drama and role-playing to teach problem solving Acknowledging effort and progress through positive reinforcement Promoting choices to foster positive social interactions
Emotional or behavioral disorder	<ul style="list-style-type: none"> "Externalizers" may be aggressive, disruptive, or act out "Internalizers" may be withdrawn, anxious, or depressed Inadequate coping skills Choosing dangerous or inappropriate playmates/friends Difficulty maintaining positive, productive relationships 	<ul style="list-style-type: none"> Break tasks into manageable units Peer buddies/peer mentors who are trained Offer choices for assignments Materials aligned to student's instructional level 	<ul style="list-style-type: none"> Offering to mediate interactions with peers and suggest/model how to compromise Teaching and providing opportunities to practice self-regulation skills Teaching problem-solving and coping skills Providing groups for social skill-building

Table 5.1 School Counseling Program Support for Students With Disabilities (cont'd)

Characteristics of a student with ...	May include ...	Typical classroom interventions may include ...	School counseling program support might include ...
Intellectual disability	<p>Inadequate understanding of social cues</p> <p>Difficulty processing content and expressing ideas</p> <p>"Learned helplessness"</p> <p>Difficulty making friends</p>	<p>Visual and verbal cues</p> <p>Step-by-step instruction; acronyms to remember information</p> <p>Graphic organizers and/or written instructions</p> <p>Peer tutors</p>	<p>Modeling and providing opportunities to practice appropriate social skills</p> <p>Teaching skills for studying and strategies for learning</p> <p>Teaching problem-solving skills</p>
Learning disability	<p>Difficulty understanding social cues</p> <p>TOO negative. Difficulty following verbal or written directions</p> <p>Demonstrates competencies in many areas but does not acquire academic skills without great effort</p> <p>Misinterprets social skills</p>	<p>Students repeat/paraphrase directions</p> <p>Peer tutors</p> <p>Mnemonics to remember instructions</p> <p>Graphic organizers/visual aids/written instructions</p> <p>Extended time on assignments, tests</p> <p>Break tasks into manageable units</p> <p>Lesson delivery through multiple formats including technology</p>	<p>Coordinating peer-tutoring program</p> <p>Teaching, monitoring, and practicing social skills in a small group</p> <p>Teaching self-monitoring devices</p>
Multiple disabilities	<p>Difficulty managing unstructured time</p> <p>Difficulty with social interactions</p> <p>Lack of understanding of time and scheduling</p>	<p>Choices in preplanned activities and assignments</p> <p>Visual cues for appropriate activities during unstructured time</p> <p>Daily schedule posted</p>	<p>Offering psychoeducational groups to present social stories to understand appropriate interactions</p> <p>Assisting in choice-making activities</p>

Table 5.1 School Counseling Program Support for Students With Disabilities (cont'd)

Characteristics of a student with ...	May include ...	Typical classroom interventions may include ...	School counseling program support might include ...
Physical disabilities and/or orthopedic impairment	<p>Sensory input needs</p> <p>Incomplete work, difficulty focusing on activity</p> <p>Needs extended time to learn</p> <p>Profits from revisiting early learning before new information presented</p>	<p>Adaptive equipment, sensory aids (e.g., weighted vest)</p> <p>Visual aids, labels, place markers</p> <p>Break tasks into manageable units; use time-management tools (e.g., timer)</p>	<p>Providing out of classroom sensory breaks</p> <p>Providing opportunities to practice problem-solving skills with application to real life</p>
Speech/language disorder	<p>Difficulty with pragmatic language, articulation, composing full sentences</p> <p>Difficulty conversing with peers which may affect social relationships</p>	<p>Give student "think time"</p> <p>Visual aids/concrete examples in instruction</p> <p>Offer ways of presenting information that do not require lengthy oral expression</p>	<p>Providing opportunities to model and practice social and communication skills</p> <p>Offering psychoeducational groups with a focus on social skills</p> <p>Coordinating peer collaboration opportunities and after-school or community projects</p>
Traumatic brain injury	<p>Poor impulse control</p> <p>Agitation and irritation</p> <p>Lowered social inhibitors</p>	<p>Visual aids, labels, checklists</p> <p>Assistive technology</p> <p>Extended time to complete assignments</p>	<p>Providing opportunities to model and practice self-regulation skills (e.g., deep breathing, positive self-talk)</p> <p>Assisting with implementation of "memory notebook"</p>

Note. The characteristics noted in this table likely occur in all children from time to time. When they are manifestations of a disability, they occur along a continuum of severity and are marked by longer duration and higher frequency. See Appendix A for IDEA definitions of these disability categories.