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# A handbook for parents of students with learning disabilitiesbehavioral disorders and developmental handicaps

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# A HANDBOOK FOR PARENTS OF STUDENTS WITH LEARNING DISABILITIES/ BEHAVIORAL DISORDERS AND DEVELOPMENTAL HANDICAPS

MASTERS PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Teacher in Education
Master of Special Education

by

Pandie Allison
Shari Voltz

The School of Education

UNIVERSITY OF DAYTON

Dayton, Ohio

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Approved by:

[redacted]

[redacted] Official Advisor

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# CHAPTER I

# INTRODUCTION

The information in this handbook is intended to be used by parents to help them understand the rules and regulations governing special education in the State of Ohio.

Having taught special education for a number of years, we have dealt with numerous parents and situations. We have been approached with reoccuring questions and concerns. Some of the concerns include parental rights, program descriptions and eligibility requirements, home instruction, placement procedures, related special services, conference review and appeal procedures and terminology. In response to parental needs, the following handbook was developed.

## Statement of the Problem

Some parents of special education students do not understand the rules and regulations governing special education in the state of Ohio. Because of their lack of knowledge, they do not understand all the procedures and terminology involved with the special education process. These parents become very frustrated and upset by the lack of knowledge.

There is a great need for a resource for these parents to have easy access to. The handbook provides that easy access for the parents. The parents can keep the handbook at home with them to assist in developing their role in the special education process. It becomes an aid for parents to use for better understanding.

## Significance of Problem

There is a need for a special education parents handbook to assist parents for students with special needs. Many parents do not understand the laws, their rights and the terminology when it comes to the education of their special education child. These parents are afraid to ask questions and do not know what questions to ask in regards to their child.

Theorists stress the importance of the home being a major ally of the teacher and school. Bloom (1976) says "The home also can be a major ally of the teacher and the school - if teachers wish this to be true. By giving parents a handbook, this makes the joint venture easier.

## Purpose of the Project

The purpose of this project is to develop a handbook that will help parents recognize their roles and the role of the school in implementing a special education program for their child.

# CHAPTER II

# REVIEW OF LITERATURE

Families of children with handicaps not only face the normal pressures and tensions of family life in our present society, but also must adjust to a unique set of problems and stressors. An understanding of these problems and stressors can enhance the relationship between professionals and parents, since they spend significant amounts of time together.

Educators are recognizing the importance of involving the parents in the remediation process. Therefore, it is necessary to understand the concerns of the parents.

Researchers (Gallagher, Beckman, & Cross, 1983) share the experiences and concerns of a group of parents of children with learning disabilities. Parents of eight different families were interviewed. Seven themes emerged from the interviews. A discussion of these themes follows.

## Parental Involvement in the Child's Education

A consistent theme emerging from the interviews was having active parental involvement in the education of their child. Parents wanted to assume different roles, such as teacher and advocate. All of the parents indicated a need for instruction in the home. Parents shared the belief that children who are not helped at home will not make the same gains as a child who is helped at home. Parents agreed that

doing homework at night was incredibly difficult. However, parents realize that, very often, it is their input that plays a major role in determining what happens to their child.

Parents in Relationship with the School

Each of the families identified at least one positive experience in dealing with their school personnel. The comments centered around teacher-to-parent communication, teacher acceptance of the disability, and teacher parent cooperation. Overall, teachers who made an effort to understand the limitations of the child's disability, accept its existenace, and communicate with the home were described in positive terms by the parents.

Support for the Parents

Raising a child with a learning disability can be both physically and emotionally exhausting. Parents indicated a need for external sources of support from other family members, friends, school staff, or parent or professional organizations.

Social Concerns for the Child

Several of the families expressed social concerns for their child. These children are generally more limited in their exposure to their peers. The children attend special classes for much of the school day, receive individualized instruction, often attend school in neighborhoods other than their own, and feel embarrassed about their disability.

## Concerns About the Child's Future

Some children face an uncertain future in the career world, and life in general. While the parents' present concern is to see their child educated, they are aware that if they fail in this area, the already limited possibilities available to their child become increasingly even more limited.

## Emotional Strains of Parenting

The demands and added responsibilities placed on parents can drain them both emotionally and physically. Emotional strains were indicated in relationship to such aspects as assessment, lack of self-esteem and parental feelings of emotional pain.

## The Effects on the Family

The presence of a child with a learning disability greatly affects family dynamics. The demands upon the parents can be numerous and extremely time-consuming. These parents spend a great deal of time working with the children, whether doing homework, rebuilding self-esteem, or dealing with issues related to the learning disability or to the normal issues and problems that all children face. Also, siblings of the children must often come to terms with the fact that their parents are going to give a lot of time, energy, and attention to the child with a disability. Therefore, they must learn to tolerate and accept the child's disability.

In summary, it has been demonstrated from the interviews that these parents believe it is necessary to be involved in the education of their child with learning disabilities. In addition to educational concerns, these parents expressed concern for their child's social status and his or her future. Finally, the families can be seen to have been greatly affected by the presence of a child with better coordination among the public schools, community services, and families is necessary to facilitate more successful adult outcomes.

The need for a parental handbook and guidelines for parents to follow is a very consequential matter. Families struggle with the special child from the beginning of school through high school. The family and the child's emotions play a big factor for the success of the child in school. The family needs to feel that they are also making decisions for their child and by having a handbook to answer questions this makes it easier on the family and school. (Betty B. Osman, 1979)

The author (Cranston, 1988) states that the French philospher (Rousseau, 1973) felt that teachers and parents have been concerned with the education of the child, since time began. The education of children should not be attempted unless we know how to conduct them, to where they will succeed. Rousseau also believed children should not

have the easiest route in life. The harder they struggle the more understanding they will have and display human tenderness and sympathy for their fellow man.

The United States is not alone in dealing with children who have special needs. In the German Democratic Republic's educational system, when a child has been diagnosed as learning disabled, the school makes all the decisions as to the placement of the child. Background information about the student, such as grades, assessments of behavior, his or her home environment, along with daily work samples, and the diagnostic test results are assembled and after the review, the parents are notified as to the placement of their child. The school then sets up the total program for the child. (Reading Teacher Magazine, 1986)

The United States deals with a special education student's placement altogether differently. The United States makes sure that the parent is involved in their child's placement and education. Public Law 94-142 was written clearly for this purpose. One of the provisions of this law is to protect the rights of children with disabilities and their parents. Parents participate in several ways. Parents may attend the I.E.P. meeting, or withhold consent whenever asked and for whatever reason without ever actually attending a meeting. The (Office of Special Education and Rehabilitative Services, 1980) found that the major parental

role was approving the I.E.P. of the child. In a study done by (Goldstein, Strickland, Turnbull, and Curry 1980) parental participation was found to be somewhat limited. They found the role of the parents in these meetings to be passive. The parents primarily just listened to the school personal more than aiding them.

Prior to the passage of Public Law 94-142, the schools were not legally required to involve parental participation in their child's education program. Because of this a number of inappropriate practices took place. Children remained in the same program for years without adequate reevaluation. Special education children were placed in special programs without their parents' permission or knowledge. Exceptional children were placed in restrictive educational classes and denied normalizing contacts with nonhandicapped children. (Morgan, 1981) Because of these practices and the enactment of Public Law 94-142 the present state of affairs in special education has changed. Such terms as teamwork, partnership, and parent power has flourished and the need for how-to manuals has grown important. The need for parents and the schools to work together is very significant. The schools need the parents to understand so they can aid the schools in the education of their child.

Due process enables the parents of a handicapped child to protest decisions made by the school that they believe

deny an appropriate education to their child.

The occurrence of a due process hearing usually means that parents participatory effects, including attendance at the IEP conference, have not yet succeeded.

A recent study (Budoff & Orenstein, 1981) considers many of the assumptions underlying parental participation.

For many parents, attendance at the IEP conference is not a deciding factor in whether they will be decision makers. Some parents, regardless of their attendance at the IEP conference, will not actively participate in decision making. Other parents will make and influence educational decisions with or without the legal incentive of Public Law 94-142 and attendance at the IEP conference.

For most parents who have been through a due process hearing it might be assumed that many types of participation have occured to some extent before the hearing. Parents who are involved in due process generally report having had numerous contacts with the school over a long period of time.

In examining events leading to a due process hearing, it appears in many instances that parents often go along with decisions made unilaterally by the school system for long periods of time without actually having a substantive voice in edcuational decision making. They have frequent interactions with the school but indicate that schools disregard the information they provide and their concerns.

Many teachers and administrators have expressed concern that they have not been trained to communicate with parents, the process of team planning is time-consuming, and their roles are ill defined. Resistant attitudes of school personnel may result in mere symbolic compliance with parental participation.

When parents feel unable to make joint decisions at the IEP conference, some parents may opt out of the decision-making process. Others may decide to make educational decisions alone or challenge the school through a due process hearing.

The decision to request a due process hearing is a decision by one party to take the element of decision making from both the parent and the school and place it in the hands of a third party. The only guarantee of the due process hearing, however, is that a decision will be made regarding the issues between the parent and the school, not that the child's full rights under Public Law 94-142 will be satisfied.

Few states have any mechanism for ensuring that a hearing decision is implemented. Therefore, many hearing decisions are not implemented. For example, if the hearing decision favors public, not private placement, parents may elect to send their child to a private school anyway, even though they must assume the cost. There is also the possibility that the school officials will not be satisfied with

the decision made by the hearing officer and will make no effort toward implementation.

Even though it appears that due process generally does not ensure the settlement of disputes in a positive and effective manner, there seem to be several indirect outcomes that may enhance and clarify parental participation.

First, many parents report being treated more as equals than before the hearing. Second, parents also indicate that the due process haring provides an invaluable education of the rights of parents in regard to their child's education, the structure of the school administration, and the many conflicting interpretations of Public Law 94-142. A third potentially positive effect of the due process hearing is that pertinent issues are continuously brought to the public. A fourth benefit of the due process hearing is that controversial issues are considered with the ultimate potential for clarification of state and federal policy in regard to the intended implementation of Public Law 94-142.

Congress has determined that the desired effect is appropriate education, and it has mandated the mechanisms for achieving it. It remains the task of the parents and educators to develop effective communication and close working relationships to establish the reality of appropriate education.

# CHAPTER III

## PROJECT DESIGN

The descriptive approach was used to design a handbook for the purpose of aiding parents. Our first step was to give a survey to the parents of special students to find out which questions and concerns the parents inquired about most often.

Through the survey the parents most requested knowledge on state and federal laws, parental rights, program discipline, eligibility requirements, home instruction, placement procedures, related special services, conference review and appeal procedures and special terminology.

Our second step was then to write to the Ohio Department of Education to request literature on the current laws in the state of Ohio. Third we visited the Lincoln Way Serrc Center in Louisville, Ohio. There we gathered information regarding due process and Individual Educational Programs. Next we conducted an Eric Search through the University of Dayton. Using these sources, we summarized information to present in Chapter II.

# A HANDBOOK FOR PARENTS OF

# SPECIAL STUDENTS

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## INTRODUCTION

The purpose of the parent guide is to help parents better understand their roles and the role of the school in implementing the law.

## THE LAW AND SPECIAL EDUCATION

### FEDERAL LAW

Public Law 94-142, The Education for All Handicapped Children Act (1975).

### PURPOSES OF PUBLIC LAW 94-142

1) To assure that all children with disabilities have available to them a free appropriate public education.
2) To assure that the rights of children with disabilities and their parents are protected.
3) To assist state and localities to provide for the education of children with disabilities.
4) To assess and assure the effectiveness of efforts to educate children with disabilities.

### REGULATIONS FOR IMPLEMENTING PUBLIC LAW 94-142

#### MAJOR PROVISIONS

* Free Appropriate Education
* Least Restrictive Environment
* Evaluation/Placement
* Individualized Education Program
* Procedural Safeguards (Due Process)

OHIO STATE LAW

House Bill 455 was established to conform to Public Law 94-142. Therefore, all children in the state of Ohio will be entitled to a free appropriate education according to the guidelines of Public Law 94-142.

Special Education

Eligibility Criteria

Each child being considered for any of the following programs must have a multifactored evaluation, conducted by a multidisciplinary group of qualified individuals, as specified in Special Education Rules for the suspected handicapping condition.

Specific Learning Disabled

To be eligible for a program for specific learning disabled children, each child shall have a disorder on one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Such disorder shall be evidenced by a servere discrepancy between intellectual ability and achievement which adversely affects his or her educational performance to such a degree that special education and related services are required in one or more of the following seven areas: (a) oral expression, (b) listening comprehension, (c) written

expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation, or (g) mathematics reasoning.

The child's severe discrepancy between achievement and ability may not be primarily the result of: (a) vision, hearing, or motor handicap; (b) mental retardation; (c) emotional disturbance; or (d) environmental, cultural or economic disadvantage.

Developmentally Handicapped

To be eligible for a program for developmentally handicapped children, each child shall:

(a) have a measured intelligence quotient of eighty (80) or below.

(b) exhibit deficits in academic performance.

(c) exhibit deficits in adaptive behavior in at least two (2) areas which adversely affect the child's educational performance and/or independent daily living skills.

Severe Behavior Handicap

To be eligible for a program for severe behavior handicapped children, the child must exhibit one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(a) An inability to learn, which cannot be explained by

intellectual, sensory or health factors;

(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(c) Inappropriate types of behavior or feelings under normal circumstances;

(d) A general pervasive mood of unhappiness or depression; or

(e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not include children who are socially maladjusted, unless it is determined that they are severe behavior handicapped.

A medical evaluation is required for initial placement.

Special Education

Program/Services Description

Students are provided special education program and services based upon:

1. Being of legal school age (Ages 3 to 21).
2. Results of a multifactored evaluation (testing).
3. Meeting eligibility requirements as described previously.
4. Demonstrated educational needs as described in the child's Individual Educational Program.

## PLACEMENT PROCEDURES

Personnel - Following the evaluation/multi-factored assessment, members of the professional staff, the child's parent (s) and any other appropriate individuals will have a team conference to discuss all available information which has been gathered. In some cases the child may attend the conference as well. Participants will be notified, in writing, in advance of the meeting so that it may be scheduled at a time that is convenient to all participants.

Purpose - The purpose of the meeting is to discuss the information gathered and to determine the need for any special education program and/or related service. As a result of the discussion, a team recommendation will be made. Where special class placement is not recommended, suggestions will be made to the regular classroom teacher to meet this child's individual needs. Suggestions may also be made to the parent in working with the child at home.

## POST-PLACEMENT PROCEDURES

### Periodic Review:

A review of the child's educational program may be requested at any time during the school year by the parent, school personnel or the child. The parent is notified in writing fifteen (15) days before each review is scheduled; parent participation is encouraged.

Annual Review:

At least once a year an annual review of the child's Individual Educational Program is conducted. During this review new goals are set for the upcoming year, and a recommendation is made for the program to be continued or discontinued. Again, you are strongly urged to attend this review. The parent shall receive a copy of the revised IEP goals.

## INDIVIDUAL EDUCATIONAL PROGRAM (IEP)

State law requires that an Individual Educational Program be developed for all children in special education units. An IEP is a written plan for the provision of special education services to a handicapped child. You will be encouraged to participate in the development of the IEP. The IEP must contain the following:

a. Statement of the child's current level of functioning.

b. The extent to which the child's educational needs may be met in the general education classroom.

c. The nature and degree of special education program placement, including the length of time such placement is expected to be needed.

d. Objectives to be stressed as a child begins the program. Short and long term goals to be attained by the child during the school year.

e. A plan for evaluation of the child's progress to take place within a year's time.

The IEP will be written during the IEP conference. Parents take an active role in the development of the IEP. When completed you will be asked to sign the IEP to indicate your approval. You may at any time ask that the committee meet to change the IEP if your child is not making satisfactory progress.

WHO COMES TO THE IEP MEETING?

REQUIRED...

1. School District Representative
2. Teacher
3. Parents or Guardian
4. The child, when appropriate
5. If it is the first meeting for placement: A person who knows about the child's evaluation/tests.

OPTIONAL...

6. Representatives from agencies
7. Others at discretion of parent or school

## HOME INSTRUCTION

Home instruction is an individualized special education program provided to a child with a handicap which prevents the child from attending a regular or special education program even with the aid of special transportation.

A child may only be placed on home instruction after a multi-factored assessment has been conducted and it is determined that home instruction is the least restrictive educational alternative available to the child.

All steps in the identification, evaluation, and educational placement process will be initiated and completed prior to the placement of the child on home instruction.

For a child receiving home instruction in accordance with the IEP, a minimum of one hour of home instruction shall be provided for each day the child is unable to attend school.

## PARENT'S RIGHTS

1. You have the right to receive prior written and oral notice to all evaluation procedures in your native language or through other appropriate means of communciation.
2. You have the right to give or decline to give permission for the assessment of your child.
3. You have the right to give or decline to give permission for changes in your child's educational program.

4. If you disagree with the results of the evaluation conducted by the School District, you have the right to an independent evaluation at public expense.
5. You have the right to a medical evaluation for diagnostic purposes, at public expense, for placement into those programs where medical evaluations may be required.
6. You have the right to a conference with school personnel regarding any aspect of the assessment or program placement.
7. You have the right to have all information during the educational assessment and decision-making process, communicated to you in your primary language and presented in both written and oral form. Where possible, the information must also be presented in a language that you understand.
8. You have the right to a case review and appeal conference.
9. You have the right to have all evaluation and placement data remain confidential. Personally identifiable data will only be released with your signed permission unless it is to be released to other educational agencies in which you seek or intend enrollment for your child.
10. You have the right to have access to all evaluation and placement data for your review.
11. You have the right to have copies of all evaluatoin and placement data at the cost of copying.

12. You have the right to request amendments be made to all personally identifiable data.
13. You have the right to an explanation and interpretation of data.
14. You have the right to seek and have present at all conferences outside help and counsel.
15. You have the right to revoke permission for any and all evaluation.

## THE EVALUATION PROCESS

The tests will be given in the language which your child speaks at home, if your child does not communicate orally, the tests will be given in the way he or she does communicate.

The tests will be proven through research to test what they are supposed to test. (They will be validated.)

People conducting the testing will be qualified to do so by the State Board of Education.

The tests will be conducted by persons who have been trained to give them according to directions provided by the test producers.

The tests will be used to determine specific educational needs of your child, and will give more than one score of your child's ability or learning potential.

If your child has a difficulty (such as speaking, handling objects, hearing or seeing), it will not be allowed to interfere with the test results, unless the tests are supposed to measure one of those abilities.

No single test will be used to determine the most appropriate educational program for your child.

The tests will be given by a multi-disciplinary team that includes a teacher or specialist in the area in which your child is suspected of being handicapped. Multi-disciplinary means that more than one discipline or specialty area will be represented on the evaluation team.

Your child will be tested in all areas related to his or her suspected handicap. Therefore, your child may be tested in some or all of these areas: health, vision, hearing, social and emotional adjustment, general intelligence, academic performance, communication skills, and physical abilities.

Your child will not be identified as handicapped because of inappropriate selection, administration or interpretation of tests.

If your child is suspected of having a specific learning disability or a severe behavioral handicap, the evaluation will include a classroom observation of your child by at least one member of the evaluation team (not your child's teacher). If your child is not in school, the observation willbe made in another appropriate environment, such as in his or her home.

If your child is suspected of having a handicap, a written report will be developed to summarize the findings

and suggestions of the evaluation team. You may ask for a copy of this summary.

Your child will be reevaluated at least once every three years, or more frequently if you or your child's teacher request it.

You may ask for a summary of the evaluation team's findings and recommendations. The findings and recommendations willbe reviewed with you at the I.E.P. conference.

## DUE PROCESS

Generally, due process is a set of steps or procedures guaranteed by law that protect an individual's rights. It includes a system for resolving differences.

In education, due process is the term used to described the steps followed in providing a free appropriate public education to handicapped children.

Due process is guaranteed for handicapped children, suspected handicapped children, their parents, and schools.

## A FREE APPROPRIATE PUBLIC EDUCATION

Due process assures that every child has the opportunity to receive a ...

FREE - available at no expense to the parent

APPROPRIATE - based upon a multifactored evaluation conducted by a multidisciplinary team and an individualized educaiton program developed in cooperation with the parents

PUBLIC - with public funds

EDUCATION - special education programs and related services in the least restrictive environment

Due process is also a system for resolving disagreements between parents and school districts about the provision of a free appropriate public education or the educaitonal status of a handicapped child.

CONFERENCE AND APPEAL PROCEDURES

Every effort is made to settle disagreements between parents and the school district informally. However, there may be times in which no agreement can be reached. In this case, steps in mediation are available. The suggested sequence for these steps is:

1) Case conference - an informal meeting requrested by parents or school district in writing or verbally. In this meeting the evaluation placement and review of the child's progress and IEP take place. If the conference was scheduled to resolve problems or disagreements and an agreement is reached then no further steps need to be taken. If no agreement is reached a request may be made for an administrative review or an impartial due process hearing.

2) Administrative review - This is requrested by parents or other educational agencies in writing. The request includes a statement of concern for the child submitted to the

superintendent or representative, a review or administrative hearing is held. The parents are notified within twenty calendar days after the review of the superintendents decision.

3) Impartial Due Process Hearing - The school district, parents or other educational agency may request the hearing. A written request is submitted to the board of education and to the superintendent of the school district. An impartial hearing officer is selected by agreement between the parents and the school district from a list of attorneys furnished by the school district. If no agreement can be reached the impartial hearing officer is appointed from a list of attorneys prepared by the Ohio Department of Education. The impartial hearing officer arranges for the hearing to be held and notifies all parties about the time, date and location of the hearing. All information to be presented at the hearing is disclosed to all parties including a list of witnesses who will appear. This occurs during a disculosure conference held at least five days before the hearing. The impartial hearing officer conducts the impartial due process hearing and during the hearing, both sides may present testimony, evidence, and cross-examine and questions. The impartial hearing officer review the record of the hearing and arrives at a decision based solely on the evidence and testimony presented during the hearing. The decision of the impartial hearing officer

is binding on all parties unless appealed. If the decision is not accepted either party may request a state level review.

4) State Level Review - The parents or the school district may request this. A written request for a state level review is submitted to the State Board of Education after reading the impartial hearing officer's decision. The state superintendent of public instruction appoints a reviewing officer to conduct the state level review. The parents and the school district are notified by letter of appointment. The reviewing officer examines the hearing record and takes additional evidence. The reviewing officer issues a final order and sends copies to the school and parents. The superintendent of the school district responsible for the child carries out the final order. If one of the parties objects to the order then an appeal of the final order may be made to the courts.

## CONFIDENTIALITY OF CHILD'S DATA

### ACCESS TO RECORDS:

All evaluative data that is collected about a child in the multifactored assessment process is kept confidential. It is accessible to parents of the child, memebrs of the special services and related services staffs and other administrators and staff members who are directly involved in the education of the child.

## RELEASE OF INFORMATION

Parents may sign release forms to have confidential information sent to other professional individuals or agencies if they so wish. Parents written consent is obtained before personally identifiable data is disclosed to anyone other than authorized officials, except as provided in state and federal law. Parents give written permission to destroy such data when it is no longer appropriate for making educational decisions.

## RELATED SERVICES

Related services means transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education.

The list of related services is not exhaustive and may include other developmental, corrective or supportive services, such as counseling services, recreation, school health services, and parent counseling and training, if they are required to assist a handicapped child to benefit from special education instruction.

Related services may include:

Adapted Physical Education

Attendant

Audiological

Guide

Interpreter

Occupational Therapy

Orientation & Mobility

Physical Therapy

Reader

School Psychological

Speech & Language

Supervisory

Vocational Special Education Coordinator

Work-Study Services

## GLOSSARY

Annual Review - A yearly review of the goals of an Individual Educational Program for a child previously placed in a special education program. The parent is invited to participate in the review.

Due Process - The safeguards to which a person is entitled in order to protect himself and his rights.

Handicapped Child - A person under 22 years of age who has one or more handicaps as described in the State Board of Education Program Rules for Special Education.

Individual Educational Program - A written statement for each identified handicapped child which is designed to meet the unique needs of the child as prescribed by the placement team and reflected in the actual placement.

Least Restrictive Alternative - Procedures and standards shall be established to ensure that each handicapped child shall be educated with non-handicapped children to the maximum extent appropriate for the particular child.

Multifactored Evaluation - Formal and information testing and observation of suspected handicapped child shall be conducted in more than one area of the child's functioning to ensure that no single procedure shall be the sole criterion for determining an appropriate program placement. This is done in an attempt to avoid placement based on the use of the one instrument which may be racially or culturally biased.

Parent - This means either parent. If the parents are separated or divorced, parent means the parent with legal custody. Parent also includes a child's guardian, custodian, surrogate, or the child age 18 or above.

IEP Conference - After a multifactored evaluation is completed on a suspected handicapped child, an IEP team meeting is held for professional staff personnel and parents to discuss the results of the evaluation and determine the nature and degree of special education intervention needed, if any. An IEP is developed for a child determined to be in need of special education. The educational placement in the least restrictive environment is determined in accordance with the IEP.

Related Services - Supportive services which may be required to assist a handicapped child in benefiting from special education.

Special Education - Instruction and related services which are designed to meet the unique needs of a handicapped child, to include in-school instruction, home instruction and instruction in hospitals and institutions.

# CHAPTER V

## SUMMARY

Every year thousands of children enter school with different special education needs. Parents of these children have many questions that need to be answered. For this reason, a handbook for parents of special students was developed. As teachers we felt that parent's questions should be answered. Over the years these same questions were asked so we devised a handbook to make it easier on the parents. Through literature, journals and research the answers to these questions were found.

This handbook was written to be used by parents of children with learning disabilities, behavioral disorders, or developmentally handicapped. The handbook can be taken home, giving the parents answers anytime. This will aid the parents and teachers making it easier for parents to feel involved.

The teachers who wrote this handbook recommend it to parents of children being tested or considered for one of the programs.

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