

The Continuum of Placements and the Continuum of Supports:

The process and options for determining the best
classroom placement for your daughter



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LRE and the Law

Least restrictive environment (LRE) is one of the major provisions of the Individuals with Disabilities Education Act (IDEA)

Inclusion, as a concept/philosophy, is not mentioned in the law



The Least Restrictive Environment Provision

to the greatest maximum extent appropriate, disabled children, including children in public or private institutions or other care facilities, are educated with children who are not disabled,



The Least Restrictive Environment Provision cont.

and that special classes, separate schooling, or other removal of disabled children from regular education environments occur only when the nature or severity of the disabilities is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Sec 612.5).



What the law says

Part 300 / B / 300.116

(a) The placement decision--

(1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

(2) Is made in conformity with the LRE provisions of this subpart, including Sec. Sec. 300.114 through 300.118;



What the law says

Part 300 / B / 300.116

(b) The child's placement--

(1) Is determined at least annually;

(2) Is based on the child's IEP; and

(3) Is as close as possible to the child's home;



What the law says

Sec. 300.115 Continuum of alternative placements.

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.



What the law says

Sec. 300.115 Continuum of alternative placements.

(b) The continuum required in paragraph (a) of this section must--

(1) Include the alternative placements listed in the definition of special education under Sec. 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and



What the law says

Sec. 300.115 Continuum of alternative placements.

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.



The Continuum of Placements

Home
bound

Hospital
programs

Residential
schools

Special schools

Special classes

Resource and tutorial

Consultation to regular teacher



The Continuum of Supports

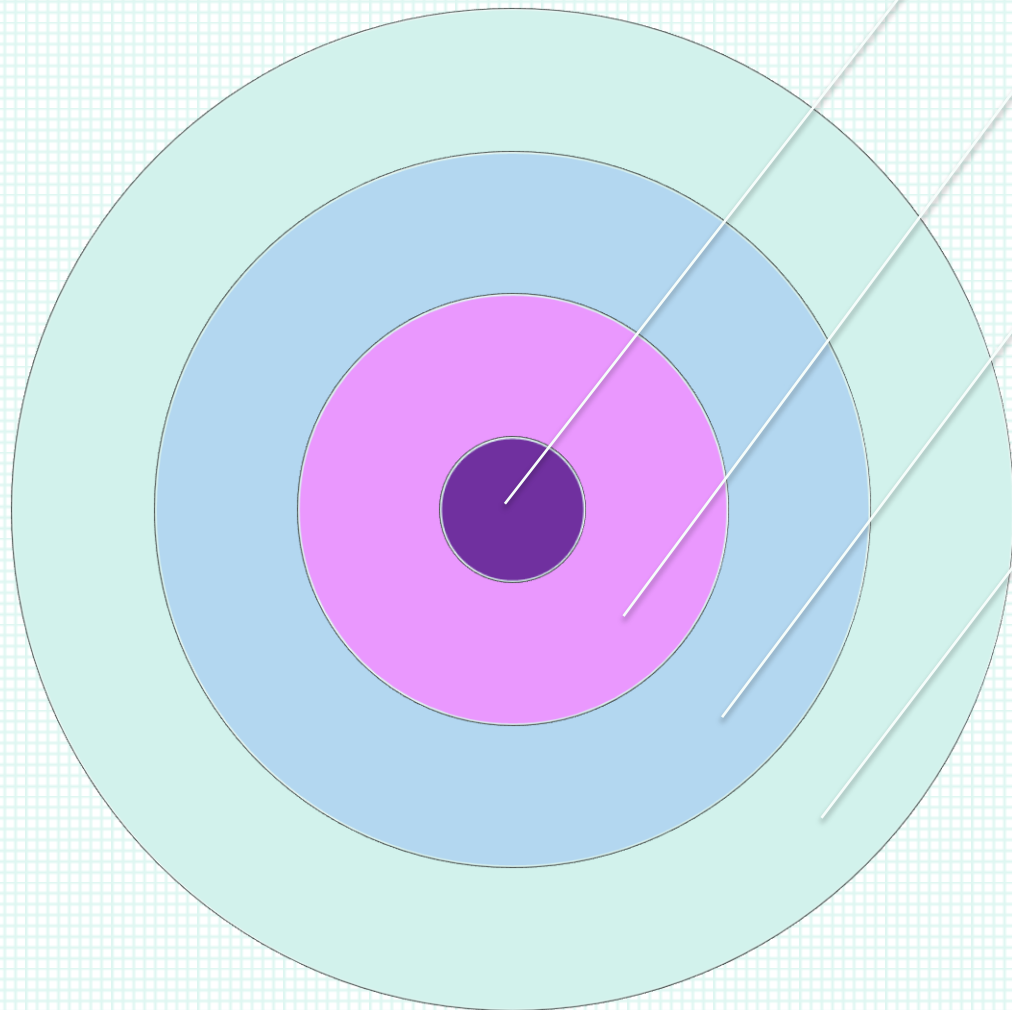
Means disassociating the delivery of supports from places and making the full continuum of supports available to every student in many different places.

The intensity of services is not in direct proportion to the restrictiveness of the setting.



Continuum of Supports

Assistive technology and access in all places



Student

Teacher(s),
Parents,
Aides

Therapists,
District
Administrators

Special
recreation,
Child
development
clinic, IRSF,
Family
physician



Top 10 Misconceptions

(false belief statements)

6. Inclusion is a growing trend
7. Being “ready” is prerequisite to LRE
8. Individualized educational program (IEP) means individualized instruction
9. Special services require special places
10. A one-to-one assistant assigned to your child in the general education classroom ensures LRE



Top 10 Misconceptions

(false belief statements)

1. Special education is a place
2. Inclusion is a right
3. IEPs are determined by the services offered in the predetermined placement
4. The general education curriculum is of no use to your daughter
5. Inclusion offers no benefit to non-disabled peers



What you can do to prepare

Observe

Consider **observing** your child in the current classroom. Pay attention to interactions with others and what is actually being taught.

Compile

Describe PLEP for your child: Academic, Social/Behavior, Functional, Communication

What skills do you want your child to focus on this year? Be as specific as you can.



What you can do to prepare

Compile

What related services and therapies do you believe your child will need? Remember: Therapies (the continuum of supports) are only required to be provided by the school if they are necessary for the student to benefit from the educational program.

Write down all your questions and bring them to the IEP meeting.



Placement Decisions

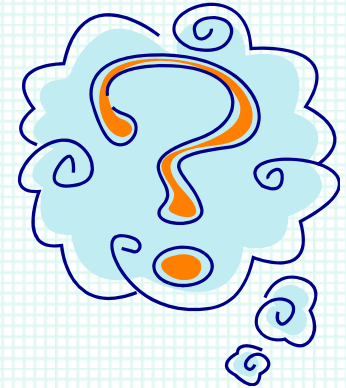
Placement decisions are made at the end of the IEP. You don't have to decide placement at the IEP meeting.

You can visit your district's various classrooms and schools before making the decision about what placement you believe is best.

Usually no placement is perfect. There are many factors to consider



Questions?



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