

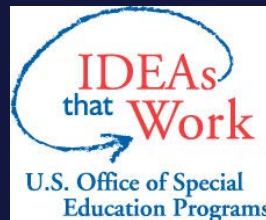


IEP Teams: Student Identification and Standards-based IEPs



NCEO

National Center on
Educational Outcomes



NCEO is supported through a cooperative agreement between the University of Minnesota, National Center on Educational Outcomes (NCEO) (#H326G160001) and the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. **Project Officer:** David Egnor.

Overview

- Student Characteristics
- Participation Guidelines
- Definitions

STUDENT CHARACTERISTICS

Common Understanding

- There is no federal disability category called “most significant cognitive disability”
- Data indicate that most (but not all) of the students who take alternates are in three disability categories:
 - Intellectual disability
 - Autism
 - Multiple disabilities

Common Understanding, cont.

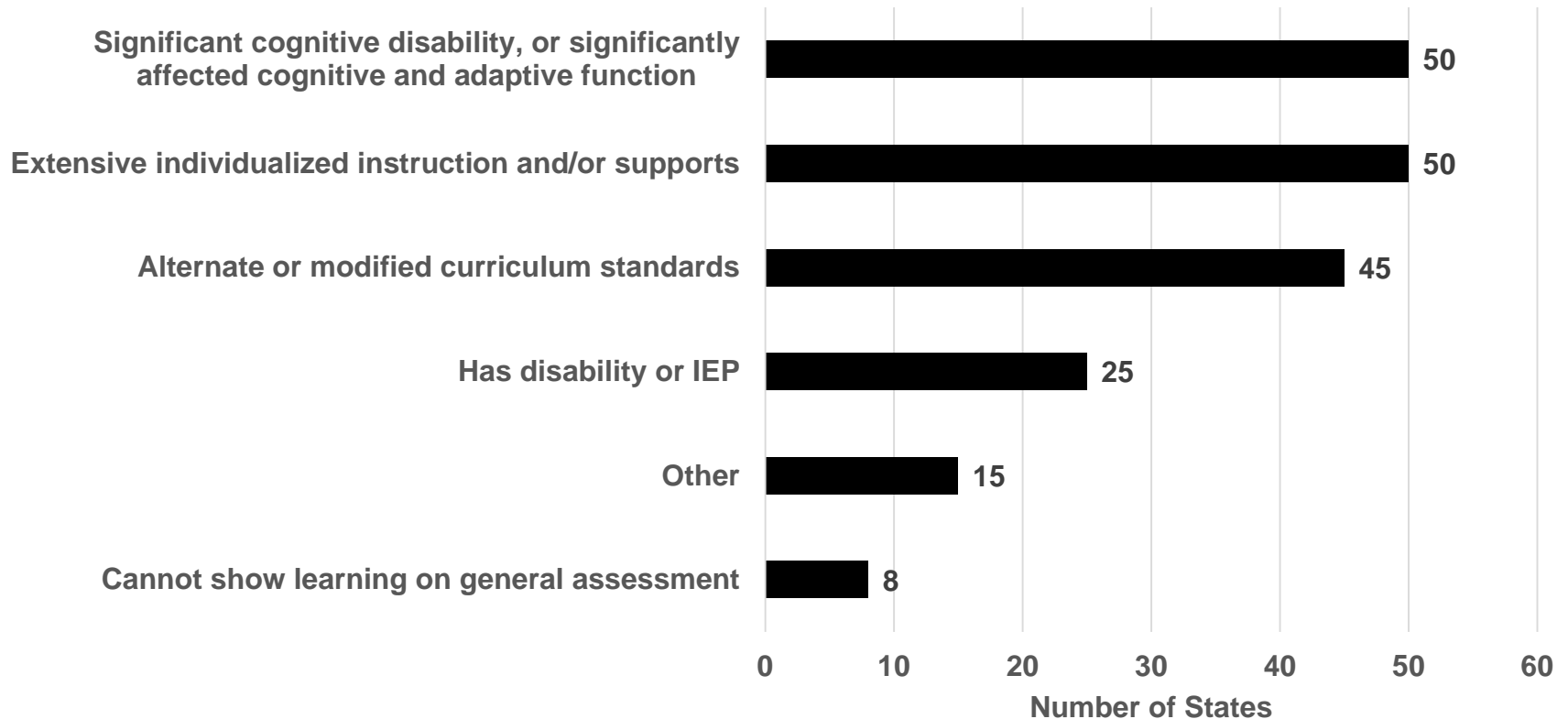
- Students in this group are very heterogeneous in their characteristics and current skill levels
- Most of these students, but not all, are identified prior to entering kindergarten
- A small, but important, percentage of these students, do not yet have a communication system

PARTICIPATION GUIDELINES

Considerable Consistency

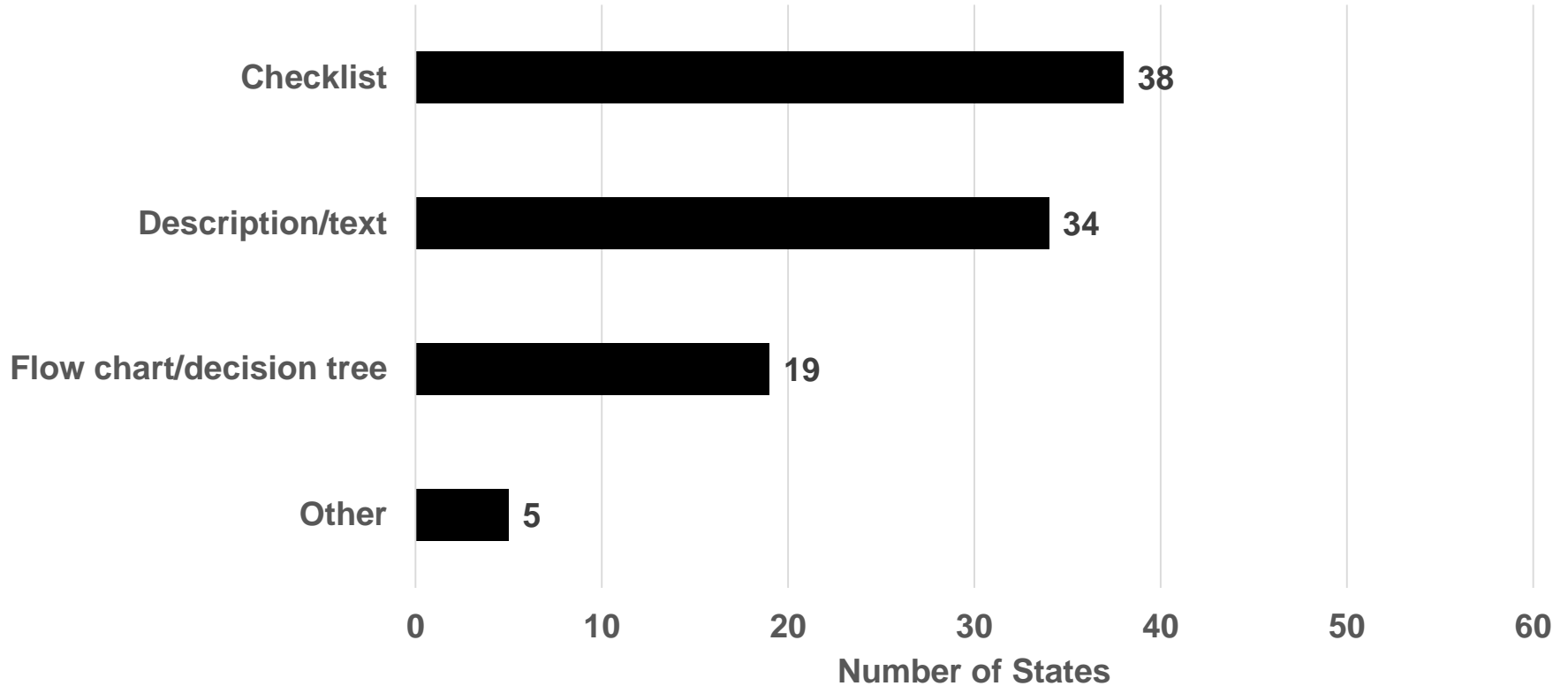
- State guidelines for participation are similar in that they emphasize:
 - Student's disability or multiple disabilities significantly affect intellectual functioning and adaptive behavior
 - Student requires extensive, direct, and individualized instruction and supports that are not temporary or transient in nature
 - Student uses substantially adapted materials and individualized methods of accessing materials in individualized ways

2017-18 All States Had Guidelines



See NCEO Report 406

Criteria Formats (2017-18)



See NCEO Report 406

DEFINITIONS OF “STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES”

State Definitions (2017-18)

17 States had explicit definitions that matched the criteria in their guidelines.

For example:

“A student with a significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score, but rather a holistic understanding of a student.” (Arizona)

Key Questions

- Why is there such variability in participation rates across states and across districts?
- How do we assist IEP teams in identifying students for the alternate assessment?
- How do we help to ensure that IEPs for students with the most significant cognitive disabilities are based on academic standards?

SPEAKERS

Randy LaRusso
Need Affiliation

James Shriner
University of Illinois