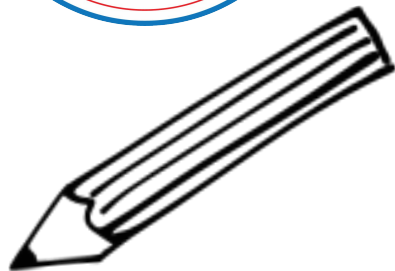


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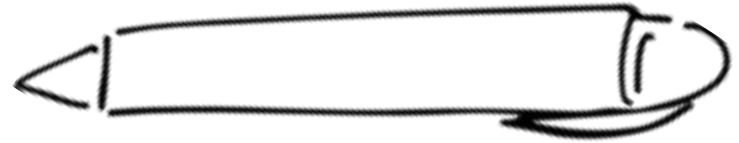
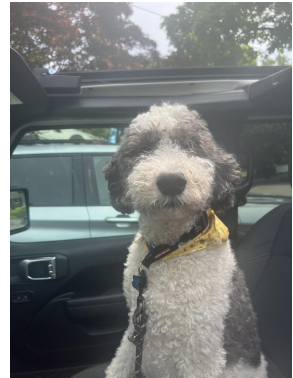
Assistant Superintendent for Special Education & Administration

Director of Special Education & Pupil Services

A little about Dr. Sapienza

Experience

- Dad of 3 (Tyler: 16, Julie: 14, Jack: 12) and one pup (Bree: 4)
- Special Education Teacher, K-12
- Assistant Director of PPS, 6-12
- Elementary Principal
- Runner
- CSE Member (Parent)



A little about Dr. Mueller

Background:

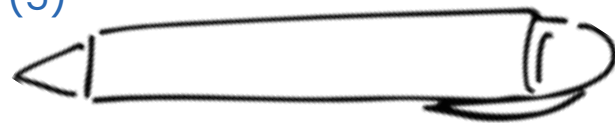
- Teaching Assistant & Behavior Specialist (DDI)
- Behavioral Consultant & Parent Training (Family of Kidz)
- School Psychologist (East Meadow)
- Special Education Admin. (Valley Stream 24 & Levittown)

Research:

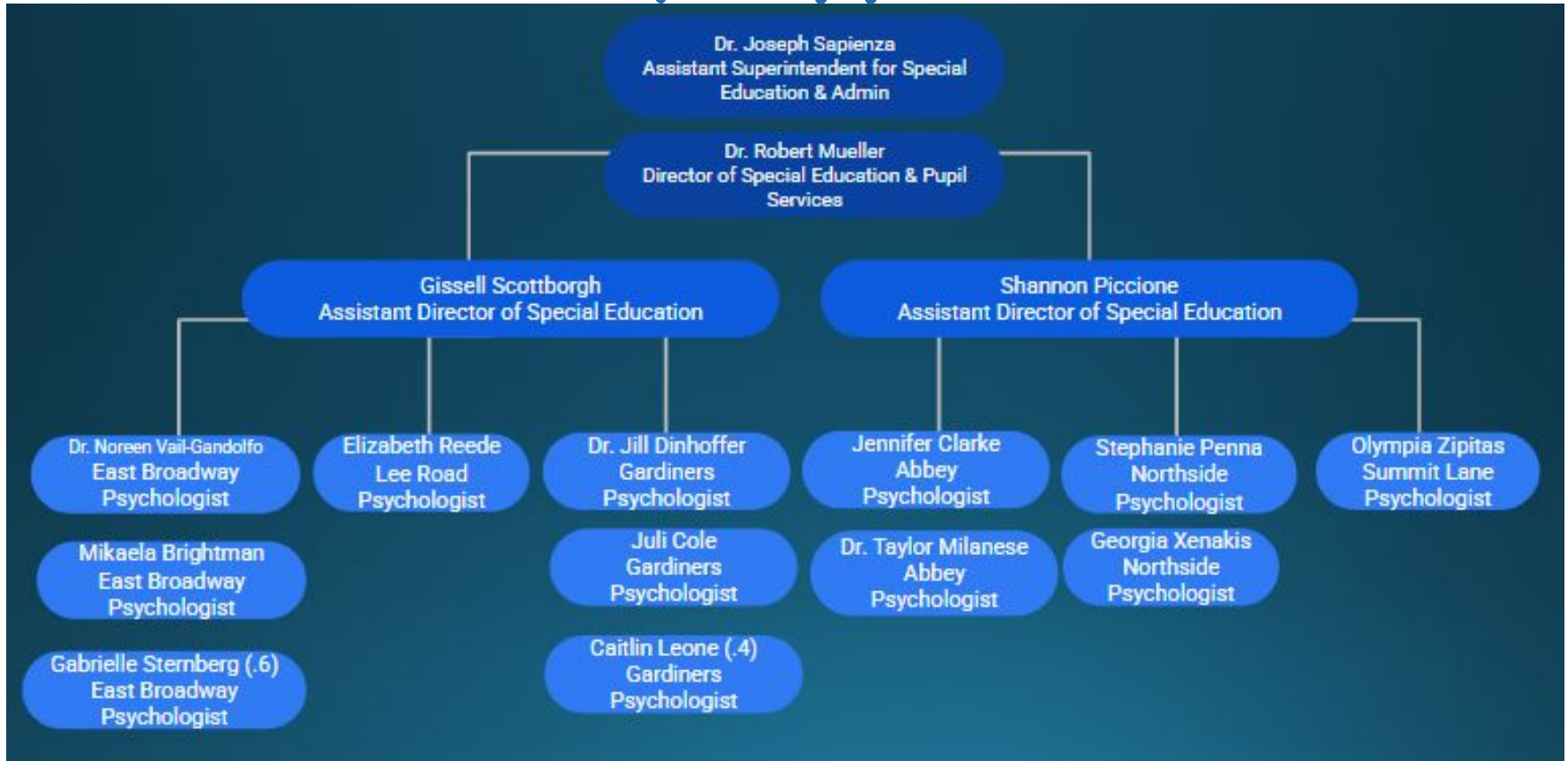
- Mueller, R. & Moskowitz, L. (2020). Positive family intervention for children with ASD: Impact on parents' cognitions and stress. *Journal of Child and Family Studies*, 29 (12).

Family:

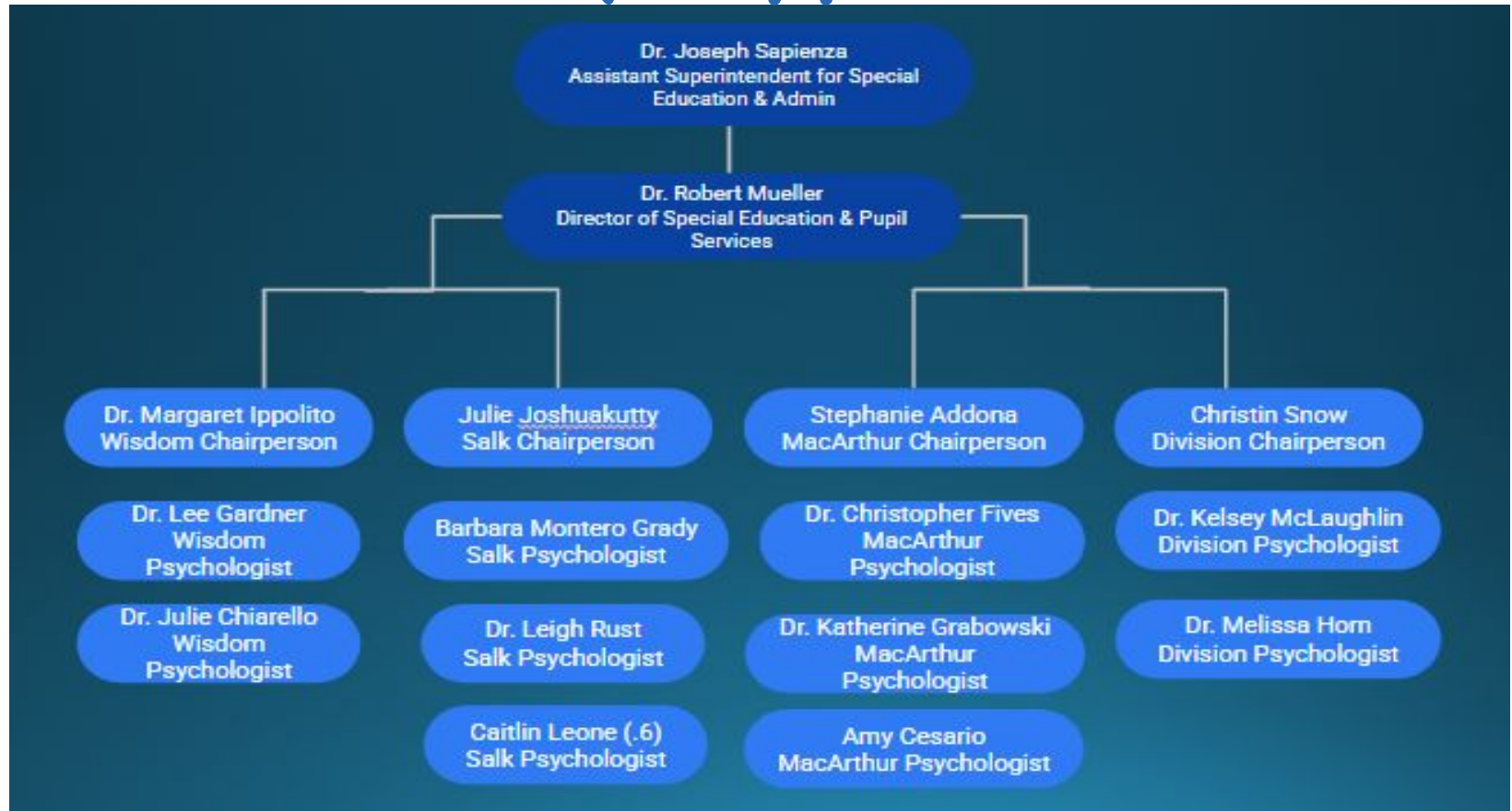
- Lisa (Special Education Teacher)
- 4 children – Andrew (10), Emily (8), Katelyn (5) & Keira (5)



Elementary Support Staff



Secondary Support Staff





UNDERSTANDING THE

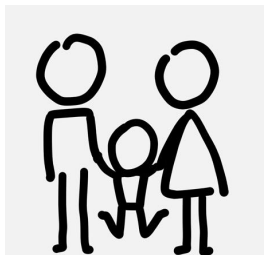
CSE Process



Referrals to CSE

Parent Referrals

- Written Request
- 10-Day Meeting for discussion
- Potential Pathway to CSE



School Referral

- Instructional Support Team (IST)
- Multi-Tiered Systems of Support (Integrated MTSS-I)



TYPES OF CSE Meetings

- Initial Eligibility Determination Meeting
- Annual Review Meeting
- Program Review/Requested Review Meeting
- Reevaluation Review
- Reevaluation/Annual Review Meeting

Section 200.4(b)(4): To the extent possible, the school district shall encourage the consolidation of reevaluation meetings for the student and other Committee on Special Education meetings for the student.

INITIALS & RE-EVALS



- Psychological Evaluation
- Educational Evaluation
- Social History
- Observation of Student (in learning environment)
- Physical Examination
- Other Possible Evaluations:
 - Speech/Language Evaluation
 - Occupational Evaluation
 - Physical Therapy Evaluation
 - Psychiatric Evaluation

COMMITTEE *Members*

- Chairperson
- Parent/Guardian
- School Psychologist
- Special Education Teacher
- General Education Teacher
- Related Service Providers: Social Worker, Speech, OT/PT, etc.
- Other Possible Members: BCBA, home provider, physician, family/friend

CSE Classifications

- Autism

- Deafness

- Deaf-Blindness

- Emotional Disability

- Hearing Impairment

- Intellectual Disability

- Learning Disability

- Multiple Disabilities

- Orthopedic Impairment

- Other Health Impaired

- Speech and Language Impairment

- Traumatic Brain Injury

- Visual Impairment

- Present Levels of Performance
- Measurable Annual Goals
- Programs
- Related Services
- Supplementary Aids & Program Accommodations
- Support for School Personnel
- Testing Accommodations
- Transition Planning (if applicable)

Reading the IEP

The IEP is more than just supports and minutes.





Changing an IEP



Program Review/Requested Review Meeting

- To review and discuss data and progress, as well as changes to current IEP.
- Big changes to IEP (e.g., classification category, placement, program , services.
- Minor changes to IEP if there is a need to review data and have discussion (e.g., accommodations, goals).

Amendment – Agreement No Meeting

- Minor changes to IEP
 - Adding, removing, or modifying a goal(s)
 - Ratio of an existing related service (e.g., 2:1 to 5:1), frequency or duration of service.
 - All Committee members have to be in agreement → if one party wants to discuss, then a meeting would be scheduled.

Present Levels of Performance



01

Holistic Profile

Uses current data to describe the student's academic, social-emotional, behavioral, and functional performance.



02

Testing Data

Includes current testing results, classroom performance, and progress-monitoring data.



03

Parent Input

Includes parent input and identify the student's strengths, needs, and concerns.



04

Learning Impact

Explains how the student's needs impact learning and participation.

INDIVIDUALIZED EDUCATION PROGRAM

IEP Goals



01

Measurable

Goals must define specific, objective criteria to accurately evaluate student growth and success.



02

Data Collection

Systematic gathering of assessment results, work samples, and structured observation logs.



03

Progress Monitoring

Continuous review over time to ensure student is actively on track to reach expected targets.

PARENT ADVOCACY TIP

It's ok to ask: "What data will you collect, and how will I know if my child is making progress?"

Annual Goals



01

Evaluative Criteria

The measure used to determine if the goal has been achieved.

- **Criteria:** e.g., 80%, 3 out of 4 trials
- **Period:** e.g., 3 consecutive occasions



02

Method

How progress will be continuously measured and evaluated.

- Recorded observations
- Student work samples
- Structured tests / checklists



03

Schedule

When and how often progress will be formally measured.

- Regular intervals (e.g., every 2 weeks)
- Aligned with report card marking periods



04

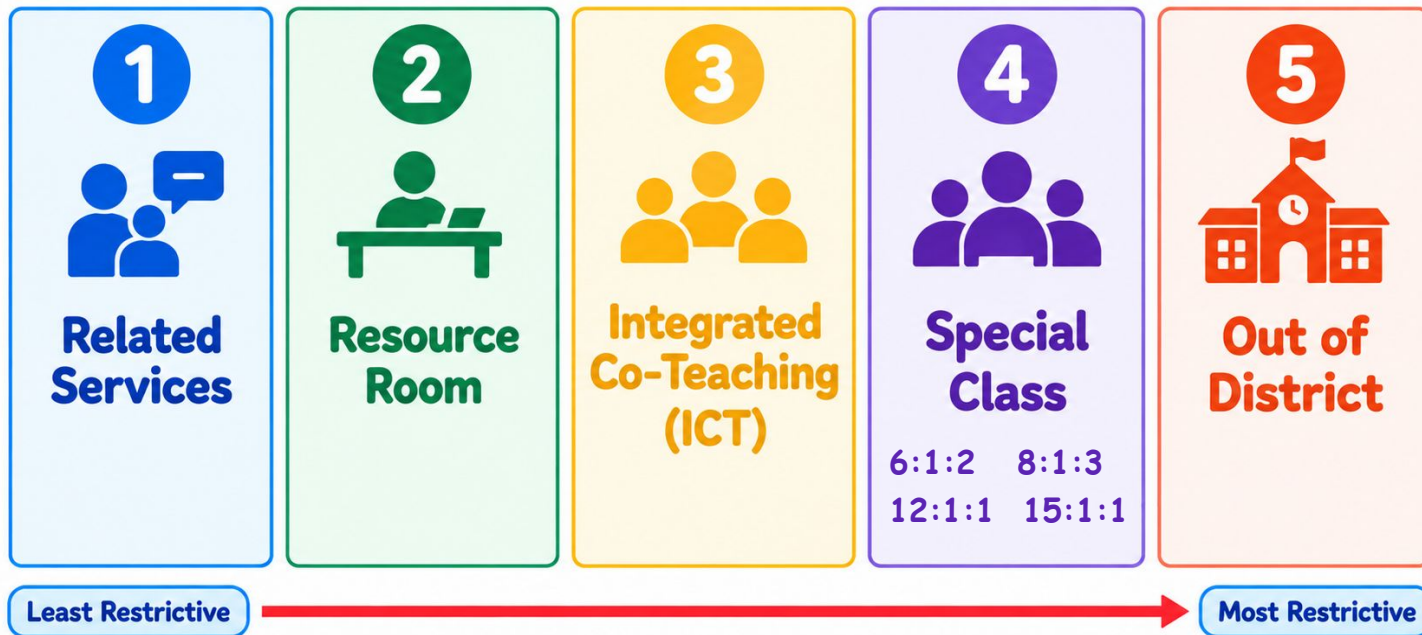
Responsibility

Person responsible for implementation and progress monitoring.

- Special Education Teacher
- Speech Therapist
- Related Service Provider

Programs & Services

Levittown Continuum of Services





WHAT IS THE Difference?



Accommodations

Accommodations changes how the student accesses or demonstrates learning.

Modifications

Modification changes what the student is expected to learn or demonstrate.

Supports for School Personnel on Behalf of the Student

- Indirect Service Delivery
- Special training for student's teacher to meet a unique and specific need of the student.
- Help the student to advance toward attaining the annual goals, as well as make progress in the general curriculum.
- Examples:
 - Behavioral consultation
 - Occupational therapy consultation

- Specific to the student's **disability and needs**
- Must be implemented in accordance with NYSED policies and state assessments of student achievement.
- Examples:
 - Extended time (1.5x)
 - Directions repeated 1x
 - On-task focusing prompts
 - Tests Read Excluding Measures of Reading Comprehension

Testing Accommodation

s



Transition Planning



- Begins at **age 15**.
- **Student voice is essential**—planning should reflect the student's strengths, preferences, interests, and goals.

Addressed in two key areas of the IEP:

- **Post-Secondary Goals & Transition Needs**
 - Goals for **education/training, employment, and independent living**
 - Identifies transition needs and an appropriate **course of study**
 - **Coordinated Set of Transition Activities**
 - Individualized activities and services to help the student achieve post-secondary goals
 - May include **instruction, related services, community experiences, employment preparation, and daily living skills**
- 

- Medical
- Reports
- Parent Observations

All parent provided information MUST be considered as part of the process.

Consideration does not necessarily mean adoption.

The Parent's Role

Parents/guardians provide important information to the CSE



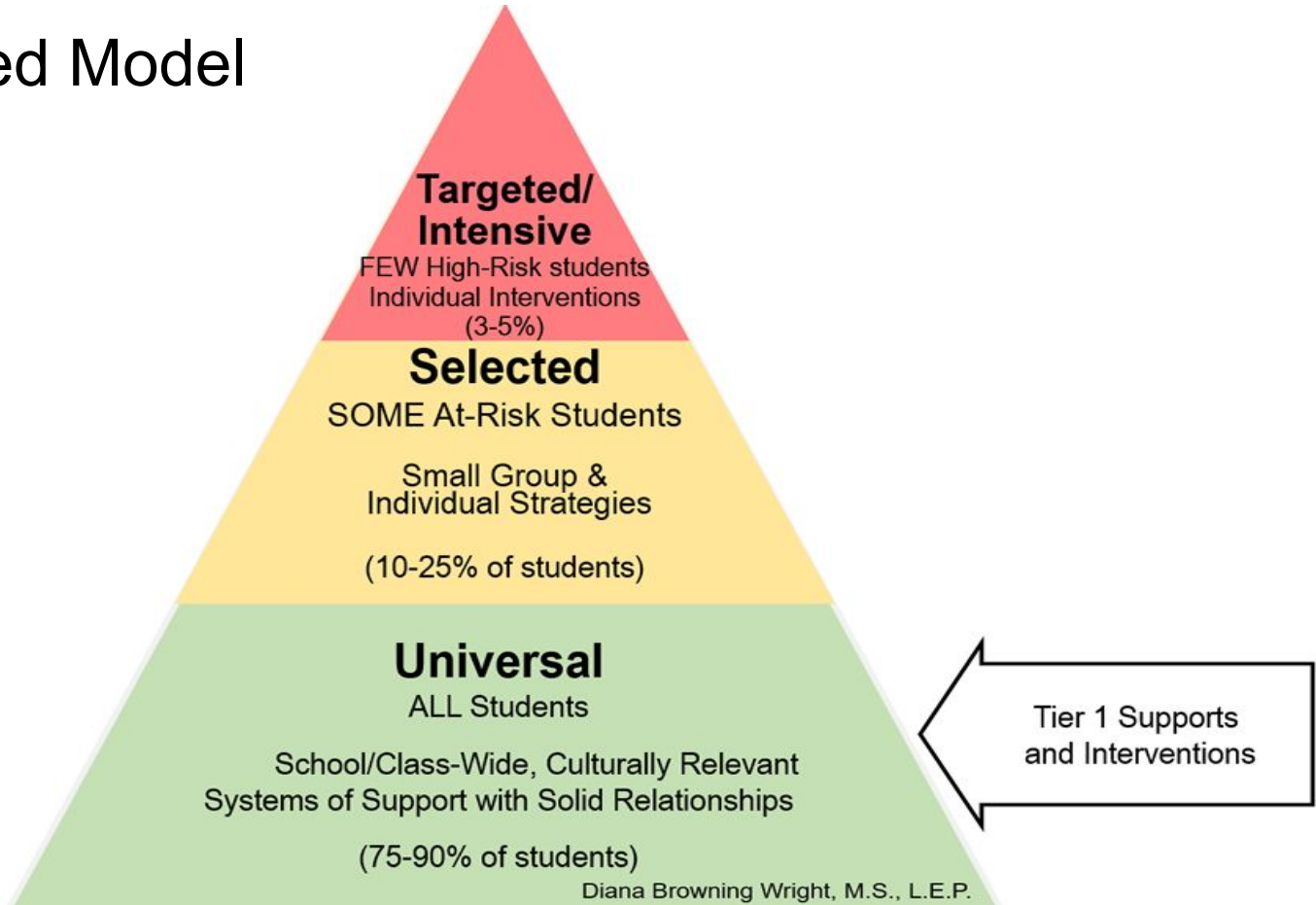
POSITIVE

Behavioral

Interventions &



PBIS - Tiered Model



PBIS – Multiple Tiers

The purpose:

Empirically supported prevention and intervention strategies for students

Tier 1

Prevention and Intervention Strategies

- Behavioral expectations, classroom rules, classroom charter – stated positively
- Positive reinforcement
- Character education for all students

Tier 2

Prevention and Intervention Strategies

- Token economy system, behavior chart
- Visual activity schedule
- Social story
- Check-In Check-Out (CICO)
- Social skills group; group counseling

Tier 3

Prevention and Intervention Strategies

- Functional Behavioral Assessment (FBA) → Behavior Intervention Plan (BIP)

What is in an FBA?

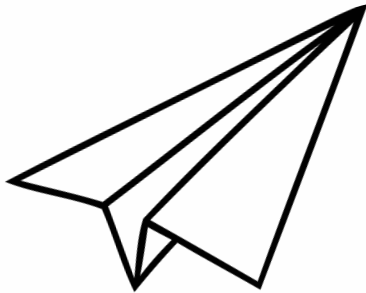
"There is no such thing as a problem person. Only problem contexts."

Functional Behavioral Assessment (FBA)

An FBA identifies why a behavior occurs and its underlying purpose using parent/teacher input, rating scales, and direct observation. It analyzes patterns, triggers, consequences, and environmental influences, noting that behaviors often aim to gain or escape something. FBAs are typically considered when behaviors:

- Significantly interfere with learning
- Persist despite Tier 1 and 2 supports
- Pose a risk of harm, injury, aggression, self-injury, elopement, or property destruction

What is a BIP?



Behavior Intervention Plan (BIP)

A proactive plan developed from an FBA to address the underlying function of behavior.

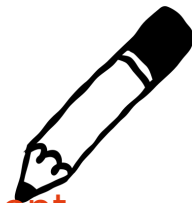
Strategies include:

- Preventing or reducing triggers
- Teaching replacement behaviors
- Reinforcing positive behaviors
- Responding consistently
- Monitoring progress

A BIP focuses on prevention and skill-building, not discipline.



Benefits Vs Needs



Special education programs and services are based on what each student needs to make meaningful educational progress, rather than what they would benefit from.

Need

Something necessary or required for a particular circumstance or outcome. For example, we need food and water to survive.

Benefit

Something to help improve, or be useful to someone or something, or to receive an advantage. For example, we might benefit from having a personal trainer in the gym.

It is important for us to understand the differences between needs and benefits, as many students may benefit from a particular program or service, while only some may need it.



QUESTIONS?

Thank you for coming!