





EP
IDEA 2004   Least Restrictive Environment
Burden of Proof Continuum of Services Burden of Proof When is it clear to become more restrictive!  When is it clear to become more restrictive!  WHAT IS SPECIAL EDUCATION?  Specially designed instruction Provided to students with identified disabilities Access to the general education curriculum Least restrictive environment NOT special education studentsperson-first language General education students Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's plocement.
Specially designed instruction Provided to students with identified disabilities Access to the general education studentsperson-first language General education studentsperson-first language Ceneral education students. Children do not EARN their way into the general education classroom  Specially designed instruction Provided to students with identified disabilities Access to the general education curriculum Least restrictive environment NOT special education students. Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports! Where a child with a disability receives special education services is that child's plocement.
WHAT IS SPECIAL EDUCATION?  Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education students. person-first language  General education students.  Children do not EARN their way into the general education classroom  * Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
WHAT IS SPECIAL EDUCATION?  Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education students. person-first language  General education students  Children do not EARN their way into the general education classroom  * Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's plocement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education students**  Special education is not a place. It's a set of services and supports!  **Where a child with a disability receives special education services is that child's placement.
Special education is not a place. It's a set of services and supports!  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Special education is not a place. It's a set of services and supports!  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education students**  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction Provided to students with identified disabilities Access to the general education curriculum Least restrictive environment NOT special education studentsperson-first language General education students Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports! Where a child with a disability receives special education services is that child's placement.
Specially designed instruction Provided to students with identified disabilities Access to the general education curriculum Least restrictive environment NOT special education studentsperson-first language General education students Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports! Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education students**  Special education is not a place. It's a set of services and supports!  **Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education students**  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Special education is not a place. It's a set of services and supports!  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   **Special education students**  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction  Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction Provided to students with identified disabilities Access to the general education curriculum Least restrictive environment NOT special education studentsperson-first language General education students Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Specially designed instruction Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Provided to students with identified disabilities  Access to the general education curriculum  Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Access to the general education curriculum     Least restrictive environment     NOT special education studentsperson-first language     General education students     Children do not EARN their way into the general education classroom
Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Least restrictive environment  NOT special education studentsperson-first language  General education students  Children do not EARN their way into the general education classroom   Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
NOT special education students General education students Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports! Where a child with a disability receives special education services is that child's placement.
Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Children do not EARN their way into the general education classroom  Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Special education is not a place. It's a set of services and supports!  Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Where a child with a disability receives special education services is that child's placement.
Placement is NOT determined by the number of minutes of specialized instruction needed by
the child!
the child!  Placement (where a child gets special education services) should be one of the LAST things
the team decides! This ensures that services are not driven by the placement.
Children with disabilities must always be considered general education students first.

IDEA 2004	
FAPE: Free Appropriate Public Education     IDEA 2004	
Tern Reject     Nondiscriminatory Evaluation	
Individualized & Appropriate     Least Restrictive Environment	
Procedural Due Process     Parent Participation	
Letter of the Law vs. Spirit of the Law	
IEP	
Individualized Education Program	
<ul> <li>Must be designed to allow the child with disabilities to access the general education, considering the individual, unique needs of the child, using the necessary supplementary</li> </ul>	
aids and services.  • It's a LONG process!	
30 days to review existing data     60 days to conduct testing	
30 days to create an IEP	
IEP PARTICIPANTS	
Required participants     Parent/Guardian	
Regular Education Teacher	
Special Education Teacher     School administrator	
<ul> <li>Someone with expertise in interpreting evaluation results</li> <li>Community service representative if discussing postsecondary transition goals</li> </ul>	
The studentwhen appropriate.	

# IEP CONTENTS

- Present Level of Academic & Functional Performance
- Special Considerations
- IEP Goals...designed to address deficits/concerns found in the PLAFP
- Services Summary
   Supplementary Aids/Services\*
   Supports for School Personnel\*
- Regular Education participation\*
- Placement Considerations/Decision\*

## IMPORTANT TO KNOW...

- Once you give permission to provide services...
- 10 days to consider the changes made...

Specialized instruction in Language Therapy         201 time per week         Speciel Classroom         874-877 [MC           Specialized instruction in Mult Problems Solving         251 fs min duily         Regular Classroom         874-877 [MC           Specialized Instruction in Reading Comprehension         751 fs min duily         Regular Classroom         874-177 [MC           Specialized Instruction in Busic Reading         731 fs min duily         Regular Classroom         874-177 [MC           Regular Classroom         874-177 [MC         872-872 [MC         872-872 [MC         872-872 [MC	Disability	Disabilit	y Areas			Carlot Co.
Language Impairment						
IEP CONTENT (Required):		Sound S	ystem Disorder			14.70
Date of IEE Meeting: 8/1417         Institution Date of IEE: 8/14/17 (Amenated on 11/14)           Precise(Date of annual EE Review: 8/13/18         Parent(1)/Lega (carefulant) provided copy of this IEE: 5/28/17           Service         Min Wk/Prequency         .ocation         Notes (Begin 'Eas Special Education Services)           Special Education Services         201 time per week         Specied Classroom         8/14/17/19/15           Special Interaction in Language Therapy         201 time per week         Specied Classroom         8/14/17/19/15           Special Interaction in Language Therapy         201 time per week         Specied Classroom         8/14/17/19/15           Special Interaction in Malin Problem Solving         75 is mit daily         Regular Classroom         8/14/17/19/15           Specialized Interaction in Reduling Complexion         75 is mit daily         Regular Classroom         8/14/17/19/15           Specialized Interaction in Basis Reading         75 is mit daily         Regular Classroom         8/14/17/19/15	Language Impairment	Morphol	ogy, Pragmatics, Ser	mantics, Syntax	1000	
Projected Date of Annual EF Review: 81318		IEP CONTEN	T (Required):			
Service	Date of IEP Meeting: 8/14/17		Initiation Date of IE	P: 8/14/17 (Amended on	1/19/18)	
Special Relaxation Services         Special Relaxation in Sound System         201 time per week         Special Relaxation in Language Therapy         202 time per week         Special Relaxation in Language Therapy         202 time per week         Special Relaxation in Language Therapy         203 time per week         Special Relaxation in Relaxation	Projected Date of Annual IEP Review: 8/13/18		Parent(s)/Legal Gua	ardian(s) provided copy	f this IEP	8/28/17
Secialized Instruction in Sound System   20  time per west   Speech Classroom   97.1477 [91.]	Service	Min/V	Vk Frequency	Location	Notes	Begin* End*
Specialized Instruction in Language Therapy         201 time per week         Specied Chassoone         874-877 [81]           Specialized Instruction in Math Problem Solving         761 5 min daily         Regular Classroom         874-17 [81]           Specialized Instruction in Reading Comprehension         781 5 min daily         Regular Classroom         874-17 [81]           Specialized Instruction in Basic Reading         781 5 min daily         Regular Classroom         874-17 [81]           Regular Classroom         874-17 [81]         874-17 [81]         874-17 [81]	Special Education Services					
Specialized Instruction in Madis Problem Solving   75   5 min daily   Regular Classroom   \$1.4477   \$1/1.5   \$1.	Specialized Instruction in Sound System		20 1 time per week	Speech Classroom		8/14/17 8/13/1
Specialized Instruction in Reading Comprehension         75 [15 min daily         Regular Classroom         8/14/17 [8/15 min daily           Regular Classroom         8/14/17 [8/15 min daily         Regular Classroom         8/14/17 [8/15 min daily           Related Services         8/14/17 [8/15 min daily         Regular Classroom         8/14/17 [8/15 min daily	Specialized instruction in Language Therapy		20 1 time per week	Speech Classroom		8/14/17 8/13/1
Specialized Instruction in Basic Reading 75 15 min daily Regular Classroom 8/14/17 8/13 Related Services	Specialized Instruction in Math Problem Solving		75 15 min daily	Regular Classroom	8 8 6	8/14/17 8/13/1
Related Services	Specialized Instruction in Reading Comprehension		75 15 min daily	Regular Classroom	( C)	8/14/17 8/13/1
	Specialized Instruction in Basic Reading	100000	75 15 min daily	Regular Classroom		8/14/17 8/13/1
Occupational Therapy 301 time per week Regular Classroom 8/14/17/8/1:	Related Services					
	Occupational Therapy		30 1 time per week	Regular Classroom		8/14/17 8/13/1
*N/A if will be same as initiation and annual review date indicated on page 1. If a date is listed, it must include the month, day, and year.	*N/A if will be same as initiation and annual revi	ew date indicated on	page 1. If a date is	listed, it must include the	month, d	ay, and year.

	IDEA (2004) REQUIRES A CONTINUUM OF PLACEMENTS	
	IDEA (2004) REQUIRES A CONTINUUM OF PLACEMENTS FOR CHILDREN WITH DISABILITIES:	
	At the state of th	
	State	
	at the things to the things to the time time the time the time time the time time the time time the time time time the time time	<del></del>
	Least Most Restrictive Restrictive	
	The child's placement is determined at least annually, based upon the child's IEP, and is as	
	close as possible to the child's home, unless the IEP requires some other arrangement.  Consideration must be given to any potential harmful effect on the child or on the quality	-
	of services that the child needs.  A child with a disability may not be removed from education in age-appropriate regular	
	classrooms solely because of needed modifications in the general education curriculum.	
		-
	Given the age and assigned grade level of the student, and considering ALL of the general education opportunities this student would have if he/she were NOT a child with a disability.	
	disability  How can this student participate and progress in regular classes and nonacademic settings with the use of supplementary side and progress.	
	with the use of supplementary aids and services?  This MUST be the FIRST conversation your team has when it comes to determining placement of your student!	
	Your school CANNOT say that "we don't provide that here" as an excuse to become more restrictive! The law does not support that!	
	Location of services must not be assigned based on administrative convenience, providers'	
14/1/1	schedules, or the master schedule of the school.	

## SUPPLEMENTARY AIDS AND SERVICES

- Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings
- Enable students with disabilities to be educated with nondisabled children.
- What does the child need in order to be able to access the general education curriculum inside the general education classroom?

## **EXAMPLES OF SUPPLEMENTARY AIDS/SERVICES**

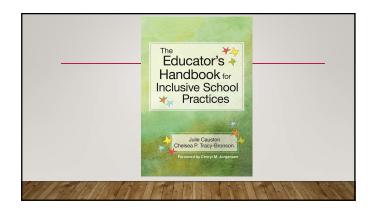
- Special education instruction
- Paraprofessionals or personal assistants for individuals with physical disabilities for assistance in and about school or for transportation
- Instructional support provided by paraprofessionals
- Interpreters for students who are deaf or hearing impaired
- Materials and specialized equipment that help the child remain in the regular education classroom
- Intensive short-term specially designed instruction designed to help keep the student with his non-disabled peers
- Peer tutors or adult tutors
- Regularly scheduled consultation
- Regularly scheduled collaboration among staff
- Training for staff to be able to meet the needs of your child

- Educators must utilize all of the possible supplementary aids and services before determining that a student should leave the general education classroom.
- "Special classes, separate schooling, or other removal of children with disabilities from
  the regular educational environment occurs only if the nature or severity of the disability
  is such that education in regular classes with the use of supplementary aids and services
  cannot be achieved satisfactorily." Section 300.114 LNE Requirements
- Sometimes, you have to be the creative one to suggest supplementary aids and services to the team! Educate yourself on what this means and offer suggestions!

MODIFICATIONS & ACCOMMODATIONS	
<ul> <li>A child with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.</li> </ul>	
MODIFICATIONS	
<ul> <li>Modifications</li> <li>Modifications are adjustments to the requirements of an assignment or test (changes in what</li> </ul>	
a student is expected to learn and demonstrate, changes in the instructional level, changes in the number of key concepts mastered, and changes in content).	
<ul> <li>Modifications change the construct through altering language load, content complexity, and/or cognitive complexity.</li> </ul>	
Evamples of Medifications	
Examples of Modifications     Simplified reading passages     Reduced response choices	
* Reduced response cnoices     * Modified Grading     * Modified Assignments	
Alternative Materials     Portfolio	

# ACCOMMODATIONS Do not change the construct of the assignment/ assessment Give student equal access to learning without "watering down" the content Are not to be provided for score enhancement Must be aligned or matched between classroom instruction, classroom assessments, district-wide and state-wide assessment Accommodations allow a student to complete the same assignment/test as the other students but with adjustments in time, format, setting, presentation and/or response.

# Examples of Accommodations Student Marks in Book Student Reads Test Aloud to Self Test Administrator Reads Test Aloud Special Test Environments Extended Time Examples of Accommodations Multiple Test Sessions Testing in Separate Room Audio Tapes Preferential Seating Study Guide Preferential Seating



WHAT IS LEAST RESTRICTIVE ENVIRONMENT (I	LRE)?
--	-------

- To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.
- Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only...
- ...if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
  - IDEA (2004)

## DETERMINING LRE

- Roncker Portability Test
  - Can services provided in segregated setting be transported to the general education classroom?
- Daniel Two-Part Test
  - Can meaningful education be provided in the general education classroom with supplementary aids and services?
  - $\bullet$  Is the student integrated to the maximum extent possible?

- Rachel H. Four-Factor Test
  - How do the educational benefits of the general education classroom with supplementary aids
  - and services compare to those of the segregated setting?
  - What are the non-academic benefits of the general education classroom?
  - $\bullet \ \ \mbox{What effect does the student's presence have on others in the general education classroom?}$
  - What is the cost associated with provision of aids and services in the general education classroom?

_				

 artman Three-Part Test
<ul> <li>What, if any, are the educational benefits of the general education classroom with supplementary aids and services?</li> </ul>
<ul> <li>Do the educational benefits obtained only in a segregated setting outweigh those in the general education classroom?</li> </ul>
• Is the student with a disability a disruptive force in the general education classroom?

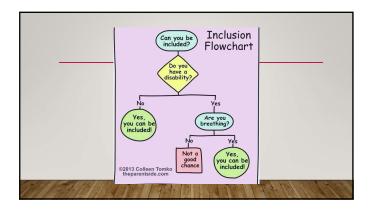




# WHAT IS INCLUSION? Not explicitly found in IDEA (2004) Not found in the ADA (1990) Not found in the ADA (1990) Not found in Section 50 of of the RehabilitationAcc of 1973 Brown v. Board of Education (1954) Obert v. Board of Education (1954) Greer v. Rome City School District (1993) Greer v. Rome City School District (1993) Board of Education v. Holland (1992, 1994) Board of Education v. Holland (1992, 1994) Let's start with what is init... Let's start with what is i

# IS INCLUSION APPROPRIATE FOR ALL CHILDREN?

- First of all, IDEA (2004) states that placement decisions must be based on a child's unique needs and IEP, not on administrative convenience, disability/program label, or allocation of funds.
- Secondly, yes, inclusion is appropriate for ALL children! We have a basic human right to be included. Segregation is a violation of a child's civil rights!
  - What inclusion looks like for your student will be different from what it looks like for other students.
  - Basic tenets should apply



## BURDEN OF PROOF

- The LRE statement must answer the question "why?" Why can't the student's education, even with supplementary aids and services, be achieved in the regular education class/environment? Why must the student be removed from his/her typically developing peers for specially designed instruction?
- This statement should not just restate the disability category or the setting...but focus
  on the educational needs of the student that require the removal from nondisabled
  peers.
- Special education services should be delivered in regular education classrooms except with the nature and severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

# EDUCATIONAL PLACEMENT

- The educational placement decision is determined based on the percentage of time a student remains with his/her nondisabled peers.
  - Regular Classroom 100%
  - Inside Regular Classroom at least 80%
  - Inside Regular Classroom 40%-79%
  - Inside Regular Classroom less than 40%
  - Placement is based upon individual needs, not achievement or cognitive levels as compared to grade-level peers.

HOW DO I GET HYTEAM TO FOCUS MORE ON PROVIDING SERVICES BOSCHEF CONFAUL EDUCATION CLASSICOPY  **Be selling to gain; a super  **An for apport  **Know this limit (EAS 2004.DA), Section 309)  **Offer risks (pagementry and its revice, incommoderors, mortification)  **E willing to gastered the decisions proposed by the spart  **Know when its in this best interest of your child to go more reasonate  **Sand your ground  **Together appoint defeators (classicors create segarate from Yhris students are reasonated from the greated industrial or entrol manual degree of the page of the pa		
In solid Time Control of the process of the control		
Be willing to speak up All for support Know he has red (ORA 2004 ARA). Section 504) Offer clear (supplementary size its service, ascommodations modifications) Be willing to quadwork the decision prepared by the search Know when it is in be best interest of your clids to go more restrictive  - Seard your growth  "Separate special education discretion or create supprate lives. When students are respected from the general education discretion receives supprate lives. When students are respected from the general education education and a scalar lives spearate from those of their peers' (Cassaton & Ticzy Browson, p. 6).  - See Separated classocome, see "very controlled because or only dis students in self.  - See Separated classocome in "very controlled because or only dis students in self.  - See Separated classocome in "very controlled because or only dis students in self.  - See Separated classocome in "very controlled because or only dis students in self.  - See Separated classocome in "very controlled because or only dis students in self.  - See Separated classocome in "very controlled because or only dis students in self.  - See Separated classocome in only only controlled because or only distriction in self.  - See Separated classocome in only only controlled because or only distriction in self.  - See Separated classocome in only only controlled because or only distriction in self.  - See Separated classocome in only only controlled because or only distriction in self.  - See Separated classocome in only only only only only only only onl	HOW DO I GET MY TEAM TO FOCUS MORE ON PROVIDING SERVICES INSIDE THE GENERAL EDUCATION CLASSROOM?	
- Sali-constand of Suprocess price is service, accommodation, modifications)  - Servillage operation that decision proposed by the small  - Know when is in on the best interest of your child to go more restrictive  - Sand your ground  - "Separate special education discrement crisis aspected lives. When students are movement from the general education environment, they for scriment and social lives separate from those of their peers" (Casterin & Timey-Bronson, p. 6).  - Sali-constanded disserccome interest to a very limited basis of all lives buildens when the content of the peers" (Casterin & Timey-Bronson, p. 6).  - Sali-constanded disserccome interest to a very limited basis of all lives buildens when the content of the peers" (Casterin & Timey-Bronson, p. 6).  - Sali-constanded disserccome interest to a very limited basis of all lives buildens when the content of the peers" (Casterin & Timey-Bronson, p. 6).  - Sali-constanded disserccome interest to a very limited basis of all lives buildens when the content of the peers of t		
Solvential of Charles (Solvential Accessors)  Be willing an question the decisions proposed by the small Florious whole is a in the best stresser of year child to go more recentible Sand year gound  "Singurate special decisions controlled bears and stress that the stress of year child to go more recentible Sand year gound  "Singurate special decisions on classrooms create separate lives. When roadens are removed from the general decisions environment, they live sections and social lives separate from those of their peer? (Causton & Truy Mentron, p.6).  Sale Centralised Absorptions are "very commonstial bearses are only do structure, and access the sale of their peer? (Causton & Truy Mentron, p.6).  Sale Centralised Absorptions are "very commonstial bearses are only do structure, and access the sale of their peer? (Causton & Truy Mentron, p.6).  Sale Centralised Absorptions are "very commonstial bearses are only do structure, and access the sale of their peer? (Causton & Truy Mentron, p.6).  Sale Centralised Absorptions are "very commonstial bearses are only do structure, and access the sale of the peer of o		
* Stage your ground  * "Supprate special selection deteriors prepared by the search  * Stage your ground  * "Supprate special selection deteriors of your child to go more restrictive  * Stage your ground  * "Supprate special selection deteriors controlled to go more restrictive  * "Supprate special selection deteriors create separate lives. When students are removed from the general electron certain selection of the selection o		
Self-contained discreame and "key concreved lacation entransis and self-contained discreame and "key concreved lacation entransis ("Custon & Tracy-Gronous and self-contained discreame and "key concreved lacation entransis ("Custon & Tracy-Gronous and self-contained discreame and "key concreved lacation entransis ("Custon & Tracy-Gronous and Stracy-Gronous and Stracy-Gron		
* "Signarias special education disarronns creats separate loves. When students are manused from the general education environment, they be academic and occal loves separate form those of their geen? "Cluston & Tracy Bronon, p. 6).  * Solf-contained disarronns are "way controvental Measure por only do students in self-contained disarronns interact on a very interfer loss of class (with higher to do not be contained as a very loss of the contained disarronns interact on a very limited basis of as it, with higher to do not the deal of the contained of carronns interact on a very limited basis of as it, with higher to do not the deal of the contained as the contained of the contained of the contained as the contained of the contain		
* Squares special effection classrooms create separate lives. When students are removed from the general education environments, they live scadems and social lives separate from those of their peers" (Causton & Tracy-Brownon, p. 6).  * Sald-contained classrooms are "very controversal because not only do students in self-contained distancement interact on a very limited beautiful production of the contained of t		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interaction a very location of the general education in the students and social hises suppress from those of their poers" (Causton & Tracy Revision, p. 6).  * Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis (Fall, with students who self-contained classrooms interact on a very limited basis (Fall, with students who self-contained classrooms interact on a very limited basis (Fall, with students who self-contained classrooms interact on a very limited basis (Fall, with students who self-contained classrooms interact on a very limited basis (Fall, with students with disabilities who are included in penal education classes (Region & Duly, 1995, Causton-Phoobse as Technology). Causton-Phoobse as Technology (Causton & Trochers as Technology).	Know when it is in the best interest of your child to go more restrictive	
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis," at all, with students with disabilities, but also they do not make greater education classes (Bayer & Dall, 1995. Causton-Theohans & Theohans, 2008; Causton-Theohans, Theohans, Bull & Cosier, 2011 (Asughn, Moody, & Schumn, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).	Stand your ground	
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis," at all, with students who do not have disabilities but also they do not make greater education lasses (Bajeri & Dall, 1995; Gauston-Theoharis, 2008; Causton-Theoharis, Bull & Cosier, 2011   Naughn, Moody, & Schumn, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education lasses (Bajeri & Dall, 1995, Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Maythn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis," at all, with students who do not have disabilities but also they do not make greater education lasses (Bajeri & Dall, 1995; Gauston-Theoharis, 2008; Causton-Theoharis, Bull & Cosier, 2011   Naughn, Moody, & Schumn, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who are included in general education classes (Banel & Dally, 1995; Causton-Thecharis, & Theoharis, 2008; Causton-Theoharis, Bull & Cosier, 2011/Nught, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education lasses (Bajeri & Dall, 1995, Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Maythn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education lasses (Bajeri & Dall, 1995, Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Maythn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education lasses (Bajeri & Dall, 1995, Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Maythn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education lasses (Bajeri & Dall, 1995, Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Maythn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998; "(Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who are included in general education classes (Banel & Dally, 1995; Causton-Thecharis, & Theoharis, 2008; Causton-Theoharis, Bull & Cosier, 2011/Nught, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who but also they do not make greater education classes (Bayeri & Day).  * Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who they do not make greater education algains that students with disabilities who are included in general education classes (Bayeri & Day). 1975: Causton-Thocharis, & Thocharis, 2008; Causton-Thocharis, Bull & Cosier, 2011; Naughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1999)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajeri & Dall). 1995; Causton-Theoharis, & Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Naughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1999)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajeri & Dall). 1995; Causton-Theoharis, & Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Naughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1999)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajnel Shall) plays Causton-Theoharis, & Theoharis, & Theoharis, & Theoharis, & Cosier, 2011. Vaughn, Moody, & Schumm, 1998. Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		İ
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajnel Shall) plays Causton-Theoharis, & Theoharis, & Theoharis, & Theoharis, & Cosier, 2011. Vaughn, Moody, & Schumm, 1998. Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajnel Shall) plays Causton-Theoharis, & Theoharis, & Theoharis, & Theoharis, & Cosier, 2011. Vaughn, Moody, & Schumm, 1998. Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajnel Shall) plays Causton-Theoharis, & Theoharis, & Theoharis, & Theoharis, & Cosier, 2011. Vaughn, Moody, & Schumm, 1998. Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater education classes (Bajnel Shall) plays Causton-Theoharis, & Theoharis, & Theoharis, & Theoharis, & Cosier, 2011. Vaughn, Moody, & Schumm, 1998. Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities who are included in general education classes (Bajeris d'au). [1958] caustion-Theoharis & Theoharis, 2008; Causton-Theoharis, Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, 2008; Causton-Theoharis, Theoharis, Ball & Cosier, 2011; Naugh, Modoly, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).	"Separate special education classrooms create separate lives. When students are	
* Self-contained classrooms are "very controversial because not only do students in self-contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education alsess (Banjer & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Yaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).	separate from those of their peers" (Causton & Tracy-Bronson, p. 6).	
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		-
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
contained classrooms interact on a very limited basis, if at all, with students who do not have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).	C-If and the second sec	
have disabilities, but also they do not make greater educational gains that students with disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Theoharis, Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
disabilities who are included in general education classes (Banjeri & Daily, 1995; Causton-Theoharis, 2008; Causton-Theoharis, Theoharis, Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
Theoharis & Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn, Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).		
	Theoharis & Theoharis, 2008; Causton-Theoharis, Theoharis, Bull & Cosier, 2011; Vaughn,	
• It is okay to try and fail! Fail forward! Make inclusion work for your student!	Moody, & Schumm, 1998; Waldron & McLeskey, 1998)" (Causton & Tracy-Bronson, p. 9).	
• It is okay to try and fail! Fail forward! Make inclusion work for your student!		
	It is okay to try and fail! Fail forward! Make inclusion work for your student!	

# SO, WHEN IS IT OKAY TO PLACE A CHILD IN A MORE RESTRICTIVE SETTING? \* "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Section 300.114 LRE Requirements \* Holland \* Academic benefit to the student \* Nonacademic benefit to the student \* Negative effects of the LRE placement on the student and other students and staff \* Cost of LRE placement

	FBA & BIP
	Functional Behavioral Assessment
	<ul> <li>If a student is to be removed from the current setting because of behaviors, an FBA must be conducted to determine the function of the behavior.</li> </ul>
•	Behavior Improvement Plan
	A BIP must be created to address the functions of behavior seen in the FBA.
	Goals must be created in the BIP.
	Time must be given for the interventions to work!
	Positive Behavior Intervention & Support (PBIS)

https://www.kcdsg	.org/inclusion.php	
• www.moinclusion.	org	
brianherndon@me	oinclusion.org	