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SPD 500: Survey of Special Education: Mild to Moderate Disabilities

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Special Education Survey.

Developing an understanding of the roles and responsibilities in the Individualized Education Program (IEP) and the delivery of services to students with exceptionalities is of primary importance in professional practice. With that in mind, I have interviewed Miss Edie, a certified teacher in special education. She teaches a class of 6 students who are diagnosed with autism spectrum syndrome. Her school is located in the New York City urban area. I am working with her class as a remote co-teacher.

Miss Edie, my professor Dr. Kathleen at Grand Canyon University assigned me to allocate at least 3 hours in the field to support field experience, and interview a certified special education teacher and a general education teacher relevant to my program of study. As a teacher, I will encounter all kinds of students, including some with exceptionalities who are legally entitled to receive special education services. Miss Edie, can you explain the steps that should be followed prior to creating an IEP for an individual with disabilities.

Thank you, Mr. Mohammad. I collect data from classroom observation, from parents and collaborate with a school psychologist prior to creating IEP. The observation helps to evaluate the progress of students. I take goals from prior IEP. I test them to see if they are making progress to perform with what they have learned, if not I try to make them re-master on those skills. I change goals based on their need. I look for data from the sandy assessment. I collect in class data too. I call parents to discuss goals that parents want them to work on. I share resources to help families find jobs or vocational courses.

Miss Edie, describe how you collaborate with the school psychologist and administration as team members?

If I see any student having a behavior issue, I speak with the parents first and then fill out a form to give it to psychologists. If I need to reevaluate a student, I contact the school psychologist. He assists in the identification of intellectual, social, and emotional needs of

students. He provides consultation to families and staff regarding behavior and conditions related to learning. He often serves as a facilitator during an IEP meeting.

Ms. Edie, Special education teachers frequently collaborate, communicate, and co-teach with general education teachers to provide educational services for students with exceptional skills. Describe your role in the IEP process. Describe how you involve parents/guardians and students in the special education process.

The role of the special education teacher is collaborative. It requires a specific skill set and understanding of the laws and regulations related to the Individuals with Disabilities Education Act (IDEA), the IEP process, and the implementation of the IEP. I provide support to families regarding behavior related to learning. I plan lessons to meet the special needs of children.

Ms. Edie describes the collaboration between special education and general education teachers to meet the needs of students. When asked, "What do you think about Knowledge of the laws that govern special education is essential in professional practice?" She answered: The school I work in is fully special education. It is separate from general education, but our students have equal access to general education. I have studied the Individuals with Disabilities Education Act (IDEA) outlines laws and Center for Exceptional Children (CEC) standards. It provides the framework in which teachers must operate to provide educational services for individuals with disabilities.

Miss Edie, I like to ask you about other legal, ethical, and policy responsibilities teachers have. What about strategies that can be used to ensure confidentiality of information and trust with parents/guardians.

I do not work on IEP from home, or share any information except parents and appropriate school staff. I use these data only for students' academic goals and setting purposes. I work from the school wifi zone.

Miss Edie, I understand that you are making a difference to the students' community. It is amazing to learn how you care for parents/guardians of individuals with disabilities. The ability to share and articulate laws to parents/guardians and students is essential to establishing mutual expectations. Thank you for your time.