

Michigan Special Education Basics



Purpose of Special Education

The purpose of special education is to ensure that all children with disabilities have available to them a “free appropriate public education” that emphasizes special education and related services “designed to meet their unique needs and prepare them for further education, employment, and independent living”. Special education services are provided at no cost to the parents and must be provided in the “least restrictive environment”.

Special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a **specific** child’s needs that result from his or her disability. Each child is unique, so special education is individualized for each child.

Michigan Alliance for Families:

www.michiganallianceforfamilies.org

800-552-4821



Your free guide to special education.
Michigan Alliance for Families provides information, support, and education for families who have children and young adults (birth to 26 years of age) who receive (or may be eligible to receive) special education services.

Special Education

Individuals with Disabilities Education Act (IDEA)

- Federal Law
- Part C: Early Intervention
 - Birth to Age 3
 - Coordination of Services
- Part B: Special Education
 - 3 years to 21 years

Michigan Administrative Rules for Special Education (MARSE)

- Michigan Law
- Special Education
 - Birth to 26 years
- Eligibility
 - 13 Categories



Developmental Milestones

MILESTONES MATTER: LET'S TALK ABOUT THEM!

MILESTONES AT 4 MONTHS

- ✓ Begins to babble
- ✓ Responds to affection



MILESTONES AT 6 MONTHS

- ✓ Likes to play with others
- ✓ Responds to own name



MILESTONES AT 9 MONTHS

- ✓ Has favorite toys
- ✓ Understands "no"



MILESTONES AT 1 YEAR

- ✓ Tries to say words you say
- ✓ Waves "bye-bye"



MILESTONES AT 2 YEARS

- ✓ Begins to run
- ✓ Begins to sort shapes, colors



MILESTONES AT 3 YEARS

- ✓ Knows name and age
- ✓ Climbs and runs well



Get free milestone checklists for these ages and more at www.cdc.gov/Milestones or by calling 800-CDC-INFO (800-232-4636).

Learn the Signs. Act Early.

Developed in partnership by the University of Missouri and the US Department of Health and Human Services, Centers for Disease Control and Prevention.



Resources:

cdc.gov/milestones

cdc.gov/concerned

What is *Early On* Michigan?

<https://www.1800earlyon.org/>



Mission: *Early On* builds upon and provides supports and resources to assist family members and caregivers to enhance eligible children's learning and development through everyday learning opportunities.

Vision: Infants and toddlers who are enrolled in *Early On* reach their fullest potential, successfully transitioning to the next phase of life, with empowered and supportive families.



Who is eligible Part C?

Children in Michigan birth to age 3 with either:

Developmental Delay

When a child takes longer than expected to learn a basic skill

Examples:

- Talking
- Moving
- Responding to others

Established Health Condition

Examples:

- Down Syndrome
- Autism
- Cerebral palsy
- Hearing loss
- Vision Impairment



How do we get started Part C?



1. Referral
2. Meeting with child, family, and evaluation team
Evaluation and eligibility determination
3. Learn about your child and establish a plan
If not eligible, community resources are shared
If eligible, Individualized Family Service Plan developed
(more to come)
4. Assigned Service Coordinator ensures services are delivered

Individualized Family Service Plan

<https://www.michiganallianceforfamilies.org/ifsp/>

INDIVIDUALIZED:

written specifically for your child and family

FAMILY:

focus on changes (called outcomes) you want to see for your child and family as a result of your participation in *Early On*

SERVICE:

the what, where, when, how often, how long, and by whom services will be delivered to your child and family

PLAN:

a written document that can be changed as your child's and family's needs change



IDEA

Natural Environment (Part C):

Services must be provided, to the maximum extent appropriate, in natural environments including in the home and community settings in which children without disabilities participate

Least Restrictive Environment (Part

B): to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled

Who is eligible Part B?

<https://www.michiganallianceforfamilies.org/eligibility/>

13 Eligibility Categories:

- Autism Spectrum Disorder (ASD)
- Cognitive Impairment (CI)
- Deaf-Blindness (DB)
- Deaf or Hard of Hearing (DHH)
- Early Childhood Developmental Delay (ECDD)
- Emotional Impairment (EI)
- Other Health Impairment (OHI)
- Physical Impairment (PI)
- Severe Multiple Impairment (SXI)
- Specific Learning Disability (SLD)
- Speech and Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

How do we get started Part B?

1. Request comprehensive evaluation
2. Team may Review Existing Evaluation Data (REED)
3. Evaluations must be completed 30 school days from informed parent consent
4. Multidisciplinary Evaluation Team (MET) meeting to discuss results and determine eligibility

If not eligible, 504 may be explored

If eligible, Individualized Education Program developed to offer free appropriate public education

Individualized Education Program

<https://www.michiganallianceforfamilies.org/iep/>

INDIVIDUALIZED:

to address the student's unique needs

EDUCATION:

prepares all children for their future

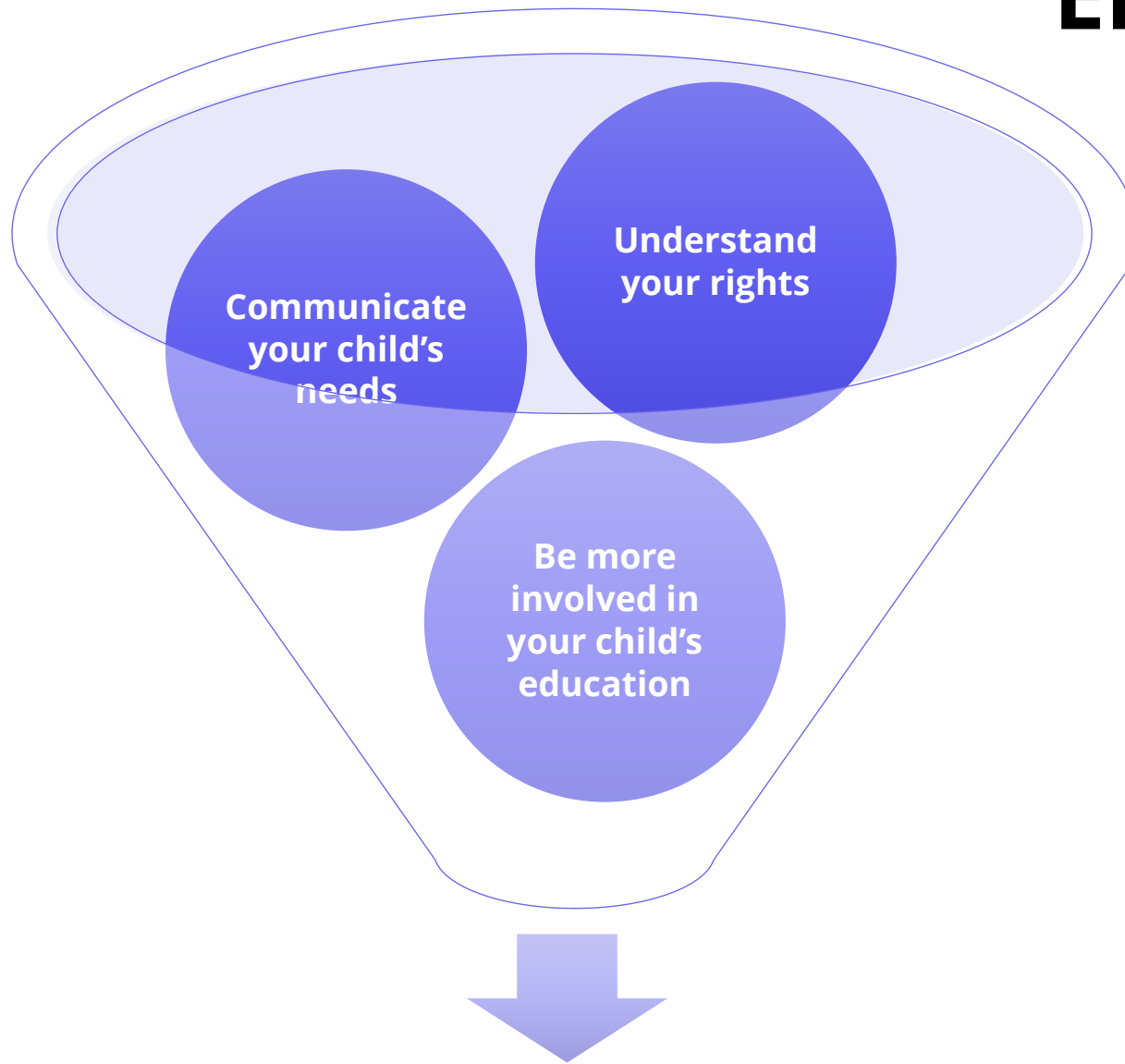
PROGRAM:

written document that outlines the student's needs, goals, programs, and services





Empower Families



Better services and outcomes

How We Do It

Information

- Provide printed, electronic, and multimedia information/resources.
- Live relevant learning opportunities
- All information FREE

Mentor

- 1:1 guidance in special education, related services, and disability specific information
- Encourage and support parents in leadership roles

Refer

- Partners: based on need, some disability specific



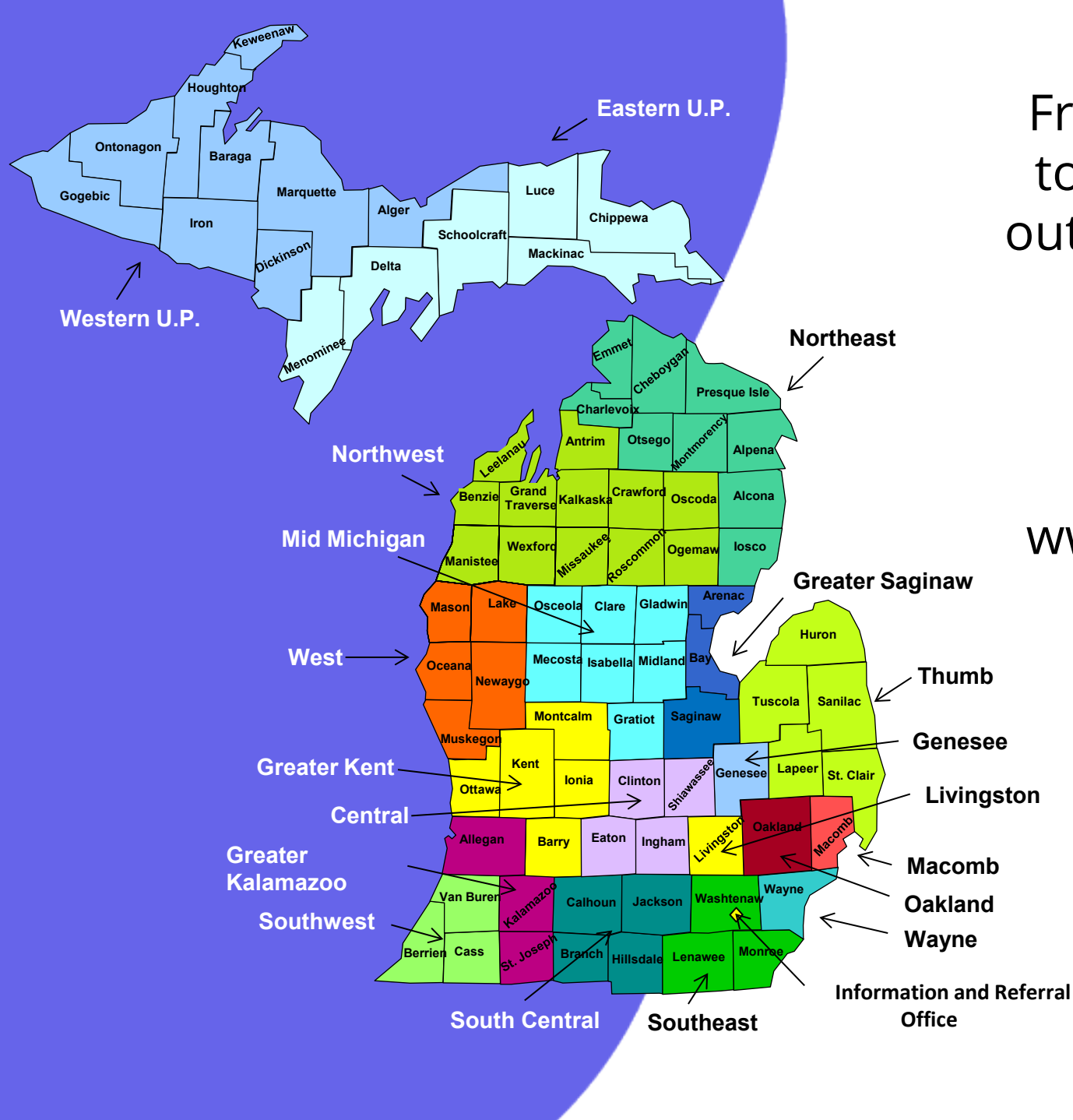
Procedural Safeguards

Procedural safeguards inform parents about the rights and protections available under Individuals with Disabilities Education Act (IDEA).

Procedural safeguards are designed to protect the rights of parents, and their child, and provide a way to resolve their disputes.

Some examples of procedural safeguards include the right to:

- Disagree with decisions that the school system makes
 - Use IDEA's dispute resolution options
- Keep personal information confidential
- Provide consent
- Review records



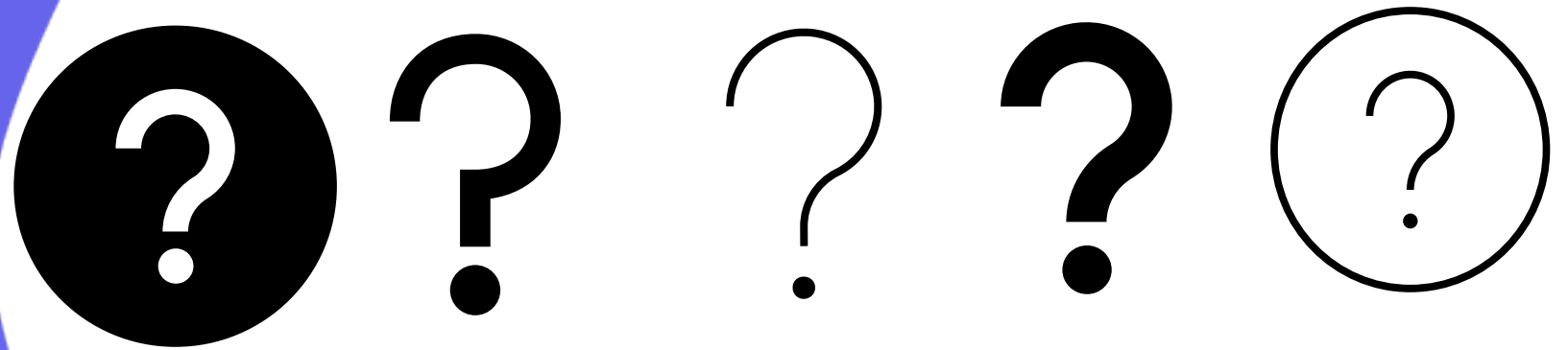
Free parent training and information
to improve educational services and
outcomes for students with disabilities

800-552-4821

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Questions



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We are here to support you!



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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families

In collaboration with



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