



Illinois verses Indiana Special Education

Presentation by: Carol Fike
Learners with Mild Disabilities
Class

Dr. Korrine Gust

Explanation



- During today's Presentation I would like it if everyone would take notes
- What I would like you to focus on is things that are similar and different between Special Education in Illinois and Indiana
- Add this information to the Venn Diagram

Certification to be a Special Educator



- Complete an approved education program including student teaching
- Pass the basic skills test, the content area test and the assessment of Professional teaching test
- Special Education Teachers now have to be certified in Elementary Education as well at the elementary level and have to be certified in whatever subjects they may teach at the high school level in order to be highly qualified.

What does this license cover?



- Special Education teachers do not have different licenses for different areas
- The certification you get is called Learning Behavior Specialist which covers all areas
- Must be certified to teach General Education

Pieces to the Special Education puzzle



- Programs differ school to school and child to child
- All students must have an Individualized Education Plan written for them annually

Various Programs

- Resource rooms
- Self-contained rooms
- Special schools
- "Push-in help in the general classroom"

This depends on the Childs Least Restrictive Environment



Special Schools

- Illinois School for the Deaf
- Illinois School for the Visually Impaired



Response to Intervention



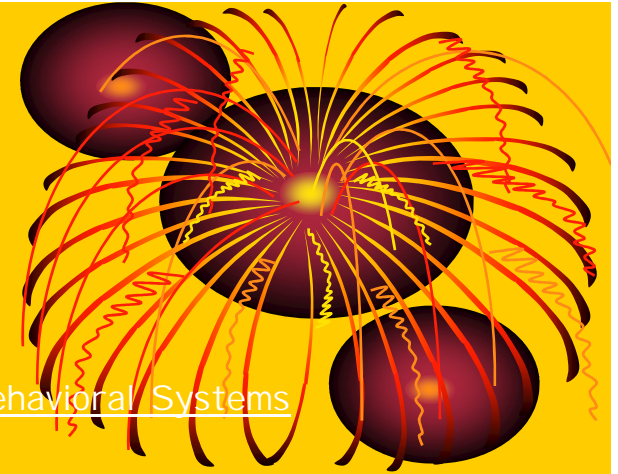
- Goal – to identify students before they fail (Early Identification)
- Intervention is crucial to a student's success
- General Educators and Special Educators work together to effectively teach all children
- Create a uniform educational system that focuses on the success of all learners

Response to Intervention



- Use Multi-tier approach
- A process that identifies struggling learners EARLY
- Provides data to assist educators in making educational decisions and provides support for these decisions
- Assessments
- Use data during the decision making process

Multi-Tier Model



Academic Systems

Behavioral Systems

Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity

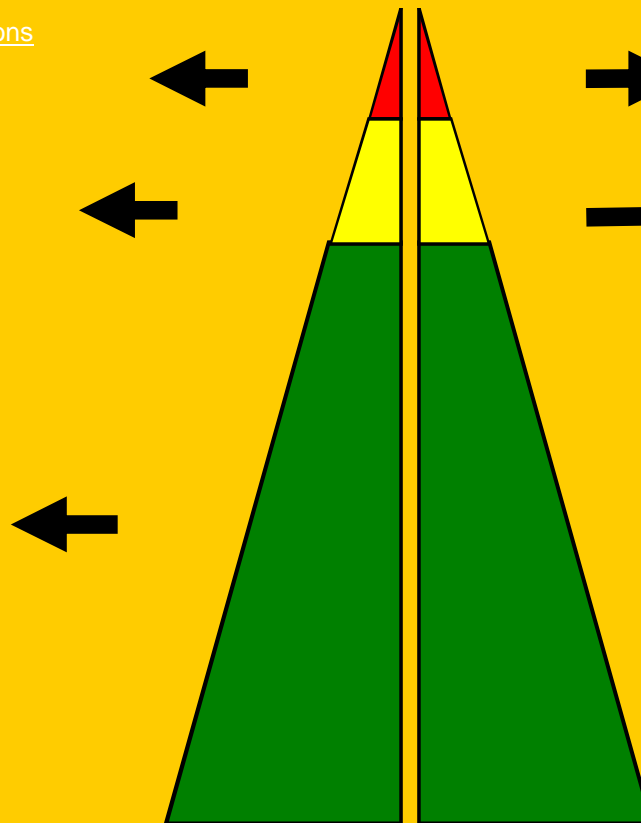
Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Universal Interventions
All students
Preventive, proactive

Intensive, Individual Interventions
Individual Students
Assessment-based
Intense, durable procedures

Targeted Interventions
Some students (at-risk)
High efficiency
Rapid response
Individual or Group

Universal Interventions
All settings, all students
Preventive, proactive



Let's Check out some Numbers



- http://www.isbe.state.il.us/SPEC-ED/pdfs/Annual_Report_2006.pdf
- ILLINOIS NUMBERS

More Numbers!!



- <http://www.doe.in.gov/exceptional/sp/eced/pdf/2007-04-12-SpecialEdReport.pdf>
- <http://www.doe.in.gov/exceptional/sp/eced/pdf/07-08-StatReport.pdf>
- Page 49
- INDIANA NUMBERS

SHARING TIME

- Share the Venn Diagrams
- Make a large one on the board and all the information



Resources

- <http://www.isbe.state.il.us/SPEC-ED/default.htm>
- Email exchange with Gigi Ditzler a current Special Educator in Freeport, Illinois

