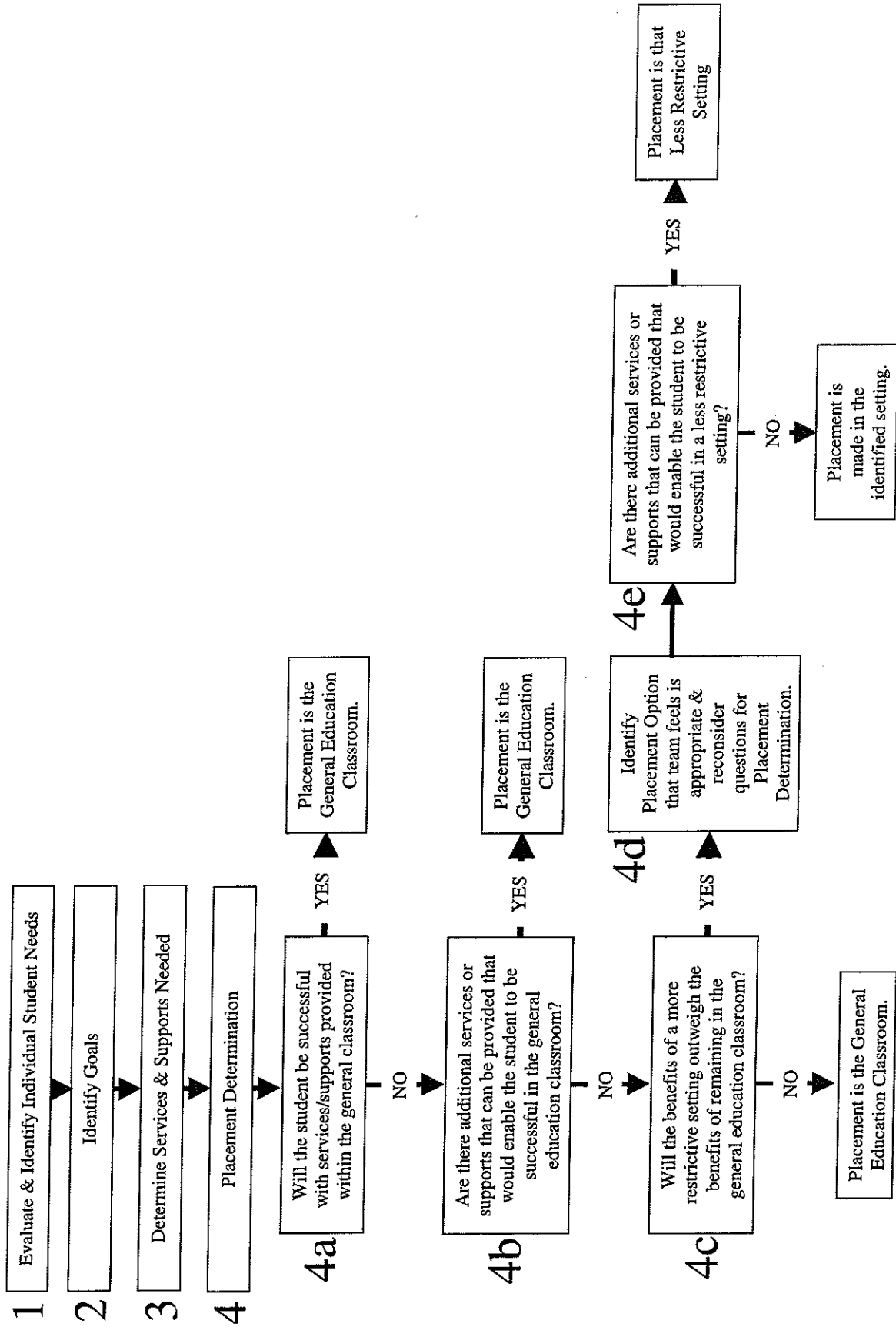


LRE Decision Tree



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| 1 | <p>Evaluate & Identify Needs – For the IEP Team to be able to make any decisions for a student they must clearly understand the student’s needs. Think beyond academics and consider function as well.</p> <ul style="list-style-type: none"> Does the team understand how the disability manifests itself within the general education classroom? Does the team understand what it is about the student’s disability that prevents the student from being successful in the general education classroom? |
| 2 | <p>Identify Goals – After the team completely understands the student’s needs they can then prioritize the needs and identify the goals for the student (both post-school and annual goals). Using their understanding of the two questions above the team can determine what the student needs to become more independent and successful within the general education classroom.</p> |
| 3 | <p>Determine Services & Supports Needed to Achieve Goals & Meet Other Needs – After the goals for the student have been identified that team then moves to determining what services and supports need to be provided to enable the child to achieve those goals and to address the other needs identified in the present levels but do not have goals written for them. The services that the team needs to consider are special education, related services, program modifications, supplementary aids & services and supports for school personnel. When making these decisions the team needs to keep in mind how much support the student needs to be successful. Too much support can build dependence in a child but providing the wrong type of services can prevent the student from being able to function in more independent ways. In addition to all of these considerations it’s important to remember, by law, a child with a disability cannot be removed from age-appropriate general classrooms solely because of needed modifications in the general education curriculum. Some questions to keep in mind when making service decisions include:</p> <ul style="list-style-type: none"> Are there skills that could be taught to the student in order to reduce the amount of support she/he needs? Is the focus every year on making the student as independent as possible? <p><i>Note: The following are placement decisions not service decisions, they are not considered at this point: Resource Room, Pull-Out, Self-Contained, Inclusion, Center Based, BD/ED Program.</i></p> |
| 4 | <p>Determine Placement – Once the team has determined the services that the student needs then the discussion can move to placement, where services will be provided. To assist with this decision process the following questions lead the team through the placement discussion.</p> |
| 4a | <p>Can the services determined necessary be provided within the general education classroom? – When having this conversation try to focus on whether services could be provided in the general education classroom and not how we typically provide services. The discussion of whether the services can be provided in the general education classroom must be done for each individual student based on their specific needs. If the team determines it is possible to provide the services in the general education classroom then the least restrictive environment for the student is the general education classroom.</p> |
| 4b | <p>If not, are there additional services or supports that can be provided that would enable the student to be successful within the general education classroom? – If the team determines that the services as originally identified as necessary are unable to be provided in the general education classroom the next discussion should be whether additional supports or services could be provided that would allow the student to remain within the general education classroom. When making the decisions the team should consider the same issues of student independence as was considered in Step 3.</p> |
| 4c | <p>If not, will the benefits of a more restrictive setting outweigh the benefits of remaining in the general education classroom? – If the team determines that it is not possible to provide additional services and supports in the general education classroom to meet the needs of the student then the consideration of placement options outside of the general education classroom are then considered. The team should move in small incremental steps away from the general education classroom and at each movement in the continuum the team should readdress questions in 4a and 4b for that placement. It is not until this point in the placement determination does the team consider placement options such as pull-out, resource room, etc. In making this decision, the team should consider (a) whether reasonable efforts have been made to accommodate the student, (b) the educational benefits, both academic and social that are available in each setting, (c) the possible negative effect of the inclusion of the student on the education of other students, and (d) the harmful effects of a more restrictive environment on the student.</p> |
| 4d | <p>Identify Placement Option that team feels is appropriate & reconsider questions for Placement Determination – If it is determined that the general classroom is not appropriate, based on the student’s needs and the services to be provided, the team identifies a reasonable and appropriate placement.</p> |
| 4e | <p>Are there additional services or supports that can be provided that would enable the student to be served in a less restrictive setting? – The team needs to consider whether program modifications could occur or additional services could be provided which would enable the student to be appropriately served in a less restrictive setting. Even if these program modifications have never before been provided in the less restrictive setting, it should still be considered. When making the decision the team should consider the same issues of student independence as described in Step 3. Placement in the less restrictive setting should occur if additional modifications or supports would make that setting appropriate for the student.</p> |