



IDEA: Determining Eligibility

Competency

Educator demonstrates an understanding of the connection between laws, regulations, policies, and procedures at the federal, state, and local levels and the process used to determine eligibility for special education and related services.

Key Method

The educator identifies key components and processes needed to identify a child as having a disability and in need of special education and related services. The educator researches and reflects on their own school site and shares information with colleagues.

Method Components

What is IDEA?

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Prior to IDEA, over 4 million children with disabilities were denied appropriate access to public education. Many children were denied entry into public school altogether, while others were placed in segregated classrooms, or in regular classrooms without adequate support for their special needs (Katsiyannis, Yell, Bradley, 2001; Martin, Martin, Terman, 1996; U.S. Department of Education, 2010).

IDEA has four distinct sections:

- Part A of IDEA lays out the basic foundation for the rest of the act.
- Part B of IDEA is the section which lays out the educational guidelines for school children 3 to 21 years of age.
- Part C of IDEA recognizes the need for identifying and reaching infants and toddlers with disabilities. This portion of IDEA provides guidelines



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concerning the funding and services to be provided to children from birth through 2 years of age.

- The final section of IDEA, part D, describes national activities to be undertaken to improve the education of children with disabilities.

This micro-credential focuses on Part B.

Note on Eligibility

Eligibility is part of the Child Find process and includes an evaluation to identify a child as having a disability and in need of special education and related services.

Components of an Informational Pamphlet?

When choosing what information you want to include in an informational pamphlet, you need to first identify your audience to determine the language and style you will be using. Informational pamphlets should include brief pieces of text, compelling images, and a reader-friendly layout. You can find “how to create a pamphlet” in the Resources section. An informational pamphlet may include the following:

- Compelling (copyright-free images)
- Purpose
- Who to contact
- Tips
- Highlights/big ideas
- Resources to learn more
- FAQ

Supporting Rationale and Research

United States Department of Education. IDEA Individuals with Disabilities Education Act. Retrieved from <https://sites.ed.gov/idea/statuteregulations/> on July 17, 2018

United States Department of Education. A Guide to the Individualized Education Program. Retrieved from <https://ed.gov/parents/needs/speced/iepguide/index.html> on July 17, 2018

US Department of Education. (2002). Twenty-Fourth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. Retrieved from <https://www2.ed.gov/about/reports/annual/osep/2002/index.html>

P. Lipkin-J. Okamoto, The Individuals With Disabilities Education Act (IDEA) for Children With Special Educational Needs — Pediatrics — 2015. Retrieved on July 17, 2018 from <http://pediatrics.aappublications.org/content/136/6/e1650>



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Resources

Templates

Comparison Chart

<https://docs.google.com/document/d/1quvvyLUzOrlEWrkVH3jJZ8xbMSTNXOIYqtngixLY3TE/edit?usp=sharing>

Background Information Regarding IDEA and What You Need to Know.

Individuals with Disabilities Education Act (IDEA): What You Need to Know

<https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childrens-rights/individuals-with-disabilities-education-act-idea-what-you-need-to-know>

Understanding Special Education

<https://www.understood.org/en/school-learning/special-services/special-education-basics/understanding-special-education>

Easy Steps to Create an Informational Pamphlet.

How to Create an Informational Pamphlet

<https://www.google.com/search?client=safari&rls=en&q=how+to+create+an+informational+pamphlet&ie=UTF-8&oe=UTF-8>

WikiHow – How to Make a Pamphlet

<https://www.wikihow.com/Make-a-Pamphlet>

Video — How to Make a Brochure in Microsoft Word

<https://www.youtube.com/watch?v=2-wuhi2W-Yc>

Video — How to Download from Google Docs

<https://www.youtube.com/watch?v=CA7c2mi0-SM>

Federal Law and Regulations to Determine Eligibility

Evaluations, eligibility determinations, individualized education programs, and educational placements

<https://sites.ed.gov/idea/statute-chapter-33/subchapter-II/1414>

Understanding Special Education – Understood.org

<https://www.understood.org/en/school-learning/special-services/special-education-basics/understanding-special-education#item1>



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250- to 500-word limit)

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers.*

- Describe your state and local district's demographics. What is the total number of students and the percentage of the student population who are identified as students with disabilities?
- Describe your school site and your role.
- Describe the students you engage with daily. Include grade level, subject area, cultural backgrounds, and special considerations regarding student characteristics (English language learners, students with exceptionalities, etc.).
- Describe your understanding of the current process in your local district that is used to determine eligibility for special education and related services.

Passing: All questions were answered completely using specific details to support responses to give the assessor a clear view of the current implementation at the educator site.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following artifacts as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: IDEA Comparison Chart

Download the provided template (in the Resources section), complete the three-column chart that compares eligibility requirements at the federal, state, and local levels.

- *To complete column 1, refer to the resources in this micro-credential and list the federal requirements to determine eligibility for special education and related services.*



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- To complete column 2, refer to your state department website and list state requirements to determine eligibility for special education and related services.
- To complete column 3, research your local website and/or policies and list your local district's requirements to determine eligibility for special education and related services.

Artifact 2: Informational Pamphlet

Design a pamphlet that describes how IDEA supports struggling students as a means of determining eligibility. The intended audience could be educators, parents, community members, or students. Pamphlet should include:

- A summary of the federal IDEA laws
- State laws and regulations
- District laws and regulations
- District implementation
- Links to resources

Artifact 3: Presentation

After identifying gaps or strengths in your state or local law/policies, create a presentation that could be shared with colleagues or other stakeholders.

Presentation should:

- Consist of at least five slides
- Utilize note pages to explain each slide
- Cover the big ideas and relevant policies
- Identify strengths and recommendations for you school site/district

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Comparison Chart	All sections of the chart are complete and accurately reflect federal, state, and local eligibility requirements.	Most sections of the chart are completed. Some sections may not contain accurate eligibility requirements.	Chart lists minimal amount of information. Some sections of the chart may not be completed.
Artifact 2: Informational Pamphlet	Pamphlet explicitly describes how federal, state, and local laws and regulations support the	Pamphlet is somewhat clear on how federal, state, and local laws and regulations support the eligibility determination.	Pamphlet does not reflect correct and accurate information. Pamphlet is not designed to meet



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	<p>eligibility determination.</p> <p>Pamphlet is designed to be reader-friendly for the intended audience.</p> <p>Quality resource links are provided to provide additional information.</p>	<p>Pamphlet is designed with some degree of reader-friendliness for the intended audience.</p> <p>Some of the resource links are relevant and provide additional information.</p>	<p>the needs of the intended audience. Resource links are not included.</p>
Artifact 3: Presentation	<p>A presentation has been designed which details gaps and strengths when comparing local and/or state policies.</p> <p>Note pages (on PowerPoint) are specific and clear for understanding.</p>	<p>A presentation has been designed but it does not include clear details of gaps and strengths when comparing local and/or state policies.</p> <p>Note pages are used but not specific.</p>	<p>A presentation does not include all required items and/or is not at least five slides long.</p>

Part 3 Reflection

(300- to 500-word limit)
 Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. Reflect on the following question: Using the comparison chart, what are the gaps or strengths of the reality in your local district?



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2. Describe how this micro-credential impacted your role in understanding and determining eligibility under IDEA? What will you do differently now?

Passing: Reflection provides evidence that the learner has discovered the gaps and strengths of the Special Education eligibility process in their district. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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