

# All About the Child Study Team

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# Purpose of Today's Session

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- To define the purpose of the Child Study Team;
- To list the legally required members of the Child Study Team;
- To explain the responsibilities of each Child Study Team member;
- To provide a brief overview of Intervention and Referral Services (I&RS) and how the Child Study Team is involved in the process;
- To state the difference between a Child Study Team and Individualized Education Program (IEP) team;
- To define the purpose of the IEP team; and
- To state when a Child Study Team is needed and when an IEP team is needed.



# What is the Child Study Team?

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The Child Study Team is a multi-disciplinary educational team that has a responsibility to locate, identify, evaluate, determine eligibility and develop an Individualized Education Program (IEP) for children suspected of having educational disabilities.

**LOCATE \* IDENTIFY \* EVALUATE \* DETERMINE \* DEVELOP**


**N.J.A.C. 6A:14-3.1(a)**



# Responsibilities of the Child Study Team

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1. To LOCATE children suspected of having educational disabilities;
2. To IDENTIFY children suspected of having educational disabilities;
3. To EVALUATE children suspected of having educational disabilities;
4. To DETERMINE ELIGIBILITY of children suspected of having educational disabilities; and
5. To DEVELOP AN INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) for children suspected of having educational disabilities.



# Who are the members of the Child Study Team?

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New Jersey Department of Education defines the Child Study Team as:

1. School Psychologist
2. Learning Disabilities Teacher-Consultant (LDT/C)
3. School Social Worker
4. \*Speech & Language Specialist (if the suspected disability includes speech and language or if the child is 3-5 years of age)
5. \*Occupational Therapist and Physical Therapist
6. \*Parent/guardian (not required but attendance should be strongly encouraged)

**N.J.A.C. 6A:14-3.1(b)**



# Role & Responsibilities- School Psychologist

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- Has expertise in determining a child's level of cognitive and conceptual development;
- Makes recommendations for and ensures appropriate assessments are ordered based on the child's needs;
- Provides summary reports for all psychological related assessments and ensures they are integrated into IEP goals, objectives and behavior intervention plans; and
- May provide academic based counseling, crisis intervention and consultation services.





# Role & Responsibilities-LDT/C

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- Has expertise in assessments, analysis and classification of a child's learning differences;
- Plans and facilitates delivery of programs for children with learning differences;
- Supports and trains classroom teachers through consultation and collaboration;
- Responsible for completing an educational assessment for a child suspected of having a learning disability; and
- Serves as a Child Study Team member, educational consultant and instructional leader.



# Role & Responsibilities-School Social Worker

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- Conducts a social history evaluation on the child and child's family;
- Provides Child Study Team with information on how social, emotional, physical, behavioral and cultural factors can impact a child's adjustment and performance in school;
- May provide academic based counseling, crisis intervention and consultation services; and
- May help families access community services and resources based on the needs of the child and family.





# Roles & Responsibilities- Speech/Language Therapist

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- Has the expertise needed to assess the child's ability to communicate;
- Provides assessments and interventions in areas where there is evidence of speech, language or other communication difficulties; and
- Assists with the development of age appropriate communication skills which are essential to the learning process.



# Roles & Responsibilities- Occupational Therapist

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- Assists with children who have disabilities that impact their functioning in the school environment;
- Works to improve the fine and visual motor skills of a child who has a disability that impacts their ability to complete written work;
- Provides the classroom teacher with strategies on improving child's printing/handwriting; and
- Helps facilitate a child's active participation in areas of self-care, academics, vocation as well as physical education.

A large, stylized green leaf graphic is positioned on the left side of the slide, extending from the bottom towards the top. It has many fine, needle-like segments radiating from a central point.

# Roles & Responsibilities- Physical Therapist

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- Addresses functional limitations such as difficulties with mobility, transitions and/or gross motor skills;
- Provides interventions that address child's posture, balance, strength and coordination; and
- Assists child with becoming functional to meet their school-based needs.



# Roles & Responsibilities- Parent

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- Provides insight and information on child's strengths, weaknesses and areas of development;
- Assists team with developing strategies and interventions to address child's needs;
- Participates in the implementation of the strategies and interventions decided upon (i.e.- monitors homework log, communicates with classroom teacher about behavior tracker, schedules appointment with eye doctor, etc.); and
- Provides consent to evaluate child if team suspects an educational disability.



# Roles & Responsibilities Game

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- Please break into groups of 4 or 5.
- You will get an activity sheet called “Teams at a Glance”
- Please work with your group to complete the sheet (check appropriate boxes) and determine the required members and responsibilities of each team-
  1. I&RS Team (Intervention and Referral Services Team)
  2. CST (Child Study Team)
  3. IEP Team

## Teams At a Glance

	I&RST (Intervention and Referral Services Team)	CST (Child Study Team)	IEP Team
<b>Owned By:</b>			
Special Education Department		✓	✓
General Education Department	✓		
<b>Members:</b>			
Psychologist			
Social Worker			
LDTC			
Case Manager (can be Psych, SW, LDTC, or SP)			
Speech Therapist			
Occupational Therapist			
Physical Therapist			
General Ed Teacher			
Special Ed Teacher			
Parent			
Student			
Guidance Counselor			
Principal			
Other Building Staff			
<b>Responsibilities:</b>			
Provides interventions and accommodations <u>before</u> the student has an IEP			
Provides interventions and accommodations <u>after</u> the student has an IEP			
After interventions have been attempted, refers student to CST.			
Determines whether CST evaluations are warranted.			
Completes CST evaluations.			
Determines if the student is eligible for special education.			
Develops an initial IEP if the student is eligible.			
Completes an annual review IEP each school year.			
Makes revisions to the IEP as needed.			
Conducts reevaluation planning meetings as needed.			
Conducts reevaluations.			
Determines continuing eligibility for special education.			





# IEP Roles and Responsibilities

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Let's see how we did!!!!



# Child Study Team vs. IEP Team

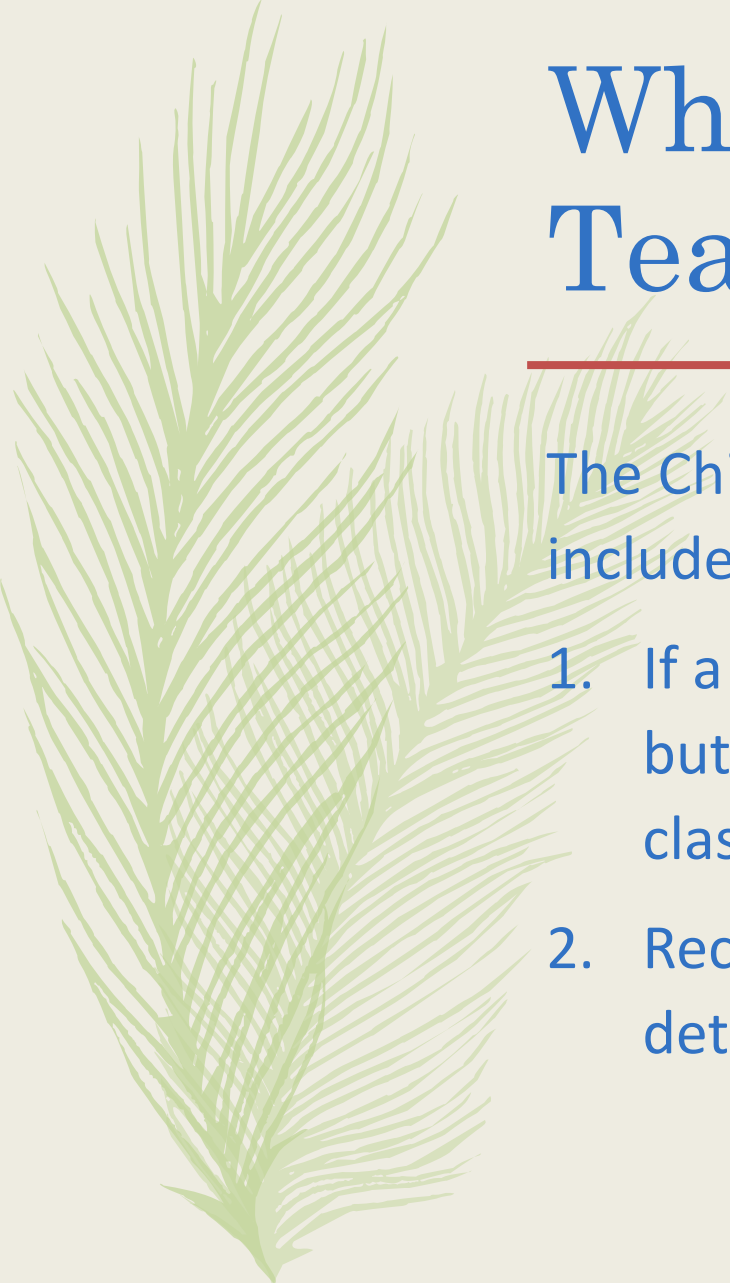
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## Child Study Team

1. School Psychologist
2. Learning Disabilities Teacher-Consultant (LDTC)
3. School Social Worker
4. Speech Language Specialist

## IEP Team

1. Case Manager\*
2. Parent/Guardian
3. Regular Education Teacher\*
4. Special Education Teacher
5. Representative of the Public Agency\*
6. Individual who can interpret the instructional implications of evaluation results\*
7. Other individuals who have knowledge or special expertise regarding the child
8. Child with a disability (when appropriate).



# When does the Child Study Team convene?

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The Child Study Team will convene for a number of reasons that include:

1. If a child goes through Intervention and Referral Services (I&RS) but continues to experience difficulties in the general education classroom.
2. Receipt of a referral (a written request for an evaluation to determine if a child is suspected of having a disability).



# Child Study Team Decision Making Process

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What does the Child Study Team need to decide?

**KEY QUESTION- Is a Child Study Team evaluation warranted based on the information presented at the meeting?**

1. If yes, a plan to evaluate is developed (i.e.- what is the suspected disability and what assessments need to be conducted?)
2. If no, the CST may refer the child to Intervention and Referral Services to schedule a meeting to discuss interventions and strategies that can assist the child in the general education classroom.



# Intervention & Referral Services (I&RS)

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Why does the District have Intervention and Referral Services?

- District boards of education SHALL (emphasis added) establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist children who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing the child's learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

**N.J.A.C. 6A:16-8.1**



# What does the I&RS Team do?

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- Identifies learning, behavior and health difficulties of the child;
- Gathers information about the child from teachers, support staff and the child's parents;
- Develops and implements a plan that provides academic and behavioral interventions and strategies for the teacher, school staff and parent to address the child's specific difficulties; and
- ACTIVELY involves the parent in developing interventions and strategies and communicates with the parent to discuss progress and revisions to the plan developed.



If only wealth  
were measured  
in IEP  
paperwork.






# What is the legal definition of an IEP team?

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"IEP team" means the group of individuals who are responsible for the development, review and revision of the child's individualized education program.

**N.J.A.C. 6A:14-1.3**



# Who are the members of the IEP Team?

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- **PARENTS** of the child;
- Not less than one **REGULAR EDUCATION TEACHER** of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one **SPECIAL EDUCATION TEACHER** of the child, or where appropriate, not less than one special education provider of the child;
- **CASE MANAGER**
- A **REPRESENTATIVE OF THE PUBLIC AGENCY** who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;
- An individual who can **INTERPRET THE INSTRUCTIONAL IMPLICATIONS OF EVALUATION RESULTS**;
- Other individuals who have **KNOWLEDGE OR SPECIAL EXPERTISE REGARDING THE CHILD**, including related services personnel as appropriate (invited at the discretion of the parent or the agency); and
- The **STUDENT** with a disability (when appropriate).

**N.J.A.C. 6A:14-2.3(k)(2)**



# Types of IEP Meetings

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There are 4 types of IEP meetings:

1. Identification/Evaluation Planning
2. Eligibility
3. IEP Team Meeting
4. Reevaluation Planning



# Identification/Evaluation Planning Meeting

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Any IDENTIFICATION/EVALUATION PLANNING meeting must include the following participants:

- The parent;
- The general education teacher of the child who is knowledgeable about the child's educational performance or if there is no teacher of the child, a teacher who is knowledgeable about the district's programs;
- The Child Study Team (all members);
- Speech-language specialist when the child is preschool age or when the suspected disability is a language disorder; and
- The case manager is assigned when the child is identified.

**N.J.A.C. 6A:14-2.3(k)1**



# Purpose of Identification/Evaluation Planning Meeting

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The purpose of the IDENTIFICATION/EVALUATION meeting is to:

- Determine whether an evaluation will be conducted to determine if the child is eligible for special education and related services;
- If it is determined that an evaluation will be conducted, the members of the team will determine the nature and scope of the assessments to be conducted; and
- Parental consent is obtained to conduct necessary assessments.





# Eligibility Meeting

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Any ELIGIBILITY meeting must include the following participants:

- The parent;
- A teacher who is knowledgeable about the child's educational performance or, if there is no teacher who is knowledgeable about the child's educational performance, a teacher who is knowledgeable about the district's programs;
- The child, where appropriate;
- At least one child study team member who participated in the evaluation;
- The Case Manager;
- Other appropriate individuals at the discretion of the parent or school district; and
- For an initial eligibility meeting, certified school personnel referring the child as potentially having a disability, or the school principal or designee if they choose to participate.

**N.J.A.C. 6A:14-3.5**



# Purpose of Eligibility Meeting

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The purpose of the ELIGIBILITY meeting is to:

- Determine whether the child is eligible for special education and related services;
- The Case Manager will review evaluation results and the IEP team will answer all questions the parent may have; and
- The Case Manager will discuss the rationale for determination of eligibility or non-eligibility.



# IEP Team Meeting

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Any IEP TEAM meeting must include the following participants:

- The parent;
- Not less than one general education teacher of the child, if the child is or may be participating in the general education classroom;
- Not less than one special education teacher of the child or, where appropriate not less than one special education provider of the child;
- At least one CST member who can interpret the instructional implications of the evaluation results;
- The Case Manager;
- Other appropriate individuals at the discretion of the parent or school district;
- A representative of the district board of education; and
- The child, where appropriate.

**N.J.A.C. 6A:14-2.3(k)2**



# Purpose of IEP Team Meeting

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The purpose of the IEP TEAM meeting is to:

- Develop the IEP once a child is determined to be eligible for special education and related services by:
  - Determining the child's current educational status and developing a program designed to meet the child's unique needs;
  - Discussing the child's present levels of academic achievement and performance;
  - Developing annual measurable academic and functional goals; and
  - Discussing participation in district and state assessments, Extended School Year (ESY) eligibility and placement in the Least Restrictive Environment (LRE).
- To review and revise the IEP as needed.



# Reevaluation Planning Meeting

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The REEVALUATION PLANNING meeting must include the following participants:

- The parent;
- Not less than one general education teacher of the child, if the child is or may be participating in the general education classroom;
- Not less than one special education teacher of the child or, where appropriate not less than one special education provider of the child;
- At least one CST member who can interpret the instructional implications of the evaluation results;
- The Case Manager;
- Other appropriate individuals at the discretion of the parent or school district;
- A representative of the district board of education; and
- The child, where appropriate.

**N.J.A.C. 6A:14-3.8(f)**



# Purpose of Reevaluation Planning Meeting

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The purpose of the REEVALUATION PLANNING meeting is to:

- Review the current data and decide whether additional testing is required to determine child's continued eligibility for special education and related services;
- Determine whether any additions or modifications to the special education and related services are needed to enable the child with a disability to meet annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum;
- The IEP team may decide that no additional information is needed to determine child's continuing eligibility for special education; or
- The IEP team may decide that additional assessments are needed to determine child's continued eligibility for special education and will obtain parental consent to assess.

**N.J.A.C. 6A:14-3.8(b)**





# Excusal of IEP Team Members

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There are two circumstances when an IEP team may request the parent's consent to excuse a member of the IEP team from a meeting:

1. If a required IEP team member's area is not being discussed, the team may ask for the parent's written consent to have that member of the team excused from part of the meeting or from the entire meeting. The request for consent must be sent with the notice of the meeting. If the parent consents to the team member being excused, they will sign the request for consent. If they do not consent, the team member will attend the meeting.
2. If a required IEP team member's area is being discussed, the team may ask for the parent's written consent to have that member excused from part of the meeting or from the entire meeting. The request for consent must be sent with the notice of the meeting and must include written input from the team member. The written input must also be sent to the other members of the IEP team prior to the meeting. If the parent consents to the team member being excused, they will sign the request for consent. If they do not consent, the team member will attend the meeting.

**N.J.A.C. 6A:14-2.3(k)9 & N.J.A.C. 6A:14-2.3(k)10**



# Materials Needed to Present

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1. Copy of the “All About the Child Study Team” PowerPoint;
2. Bingo Icebreaker Activity;
3. Teams at a Glance Activity form (partially completed);
4. Teams at a Glance form (completed); and
5. Special Education Process Flowchart.



# Questions/Comments

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**Now it's YOUR TURN to ask us any questions you have about turnkeying the presentation to teachers!**