

# Special Education

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**Special education** means *specially-designed instruction*, at no cost to parents, to meet the unique needs of the *child with a disability*, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.

34 Code of Federal Regulations § 300.39.

*What is specially designed instruction?*

This type of instruction is adapting, as appropriate, to the needs of the eligible child under the Individuals with Disabilities Education Act (IDEA), the content, methodology or delivery of instruction; addressing the unique needs of the child that result from the child's disability; and ensuring access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the local educational agency (LEA) that apply to all children.

34 Code of Federal Regulations § 300.39(b)(3)

*Who is a child with a disability?*

The term "child with a disability" means a child with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

34 Code of Federal Regulations § 300.8

*Roles and Responsibilities of the Counselor:*

- Professional school counselor responsibilities in working with students with disabilities may include but are not limited to:
  - Student Advocacy
  - Transition planning
  - Development and/or implementation of Behavior Intervention Plans and Social Skills training
  - Making referrals to specialists
  - Serving as a team member on student support teams
  - Participating as part of the school multidisciplinary team in the Special Education Referral and Evaluation Process
  - Attend Admission, Review, Dismissal (ARD) Committees
  - Serving as consultant to parents and school staff
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## KEY QUESTIONS FOR A COUNSELOR:

1. Who are the students on my caseload that are receiving Special Education Services?
2. Am I familiar with their Individual Education Plans (IEP)?
3. If there is a Behavior Intervention Plan (BIP) included in the IEP, do I have a copy?
4. Which students will be provided counseling services through my office?
5. When is the date of the Annual Admission Review and Dismissal Plan for each student?
6. Who is my first point of contact regarding questions I have about the Individual Education Plan?
7. Do I have a clear understanding of the Graduation Options for Students with Disabilities?
8. Have I provided the ARD committee with any necessary information for decision making in the area of credits, graduation and post-secondary options?
9. What is my role in Transition planning on this campus?
10. What is the district procedure for the Special Education Referral Process?

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## **RESOURCES AND REFERENCES:**

ASCA Position Statement: The Professional School Counselor and Students with Disabilities

[https://schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Disabilities.pdf](https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf)

Building the Legacy: IDEA 2004

<http://idea.ed.gov/explore/home>

Guiding the School Counselor: An Overview of Roles and Responsibilities

<http://iris.peabody.vanderbilt.edu/module/cou/>

School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings

<http://iris.peabody.vanderbilt.edu/module/cou2/>

SPEDTex – Special Education Information Center

<http://www.spedtex.org/>

Texas Project First: A project of the Texas Education Agency

<http://www.texasprojectfirst.org/>

The Legal Framework for the Child Centered Special Education Process

<http://framework.esc18.net/display/Webforms/LandingPage.aspx>

Transition in Texas: A website for students, parents, educators and agencies

<http://www.transitionintexas.org/transitionintexas>