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**Submission date:** 27-Jun-2021 03:30AM (UTC-0500)

**Submission ID:** 1612668518

**File name:** mini\_assignment.edited.docx (24.4K)

**Word count:** 1136

**Character count:** 6706

**Mini Assignment**

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## **Mini Assignment**

### **Part 1**

The video selected that focuses on parent conflicts and strategies to resolve the conflict before mediation is IDEA Basics: Mediation. The film has focused first by explaining how IDEA provides the steps parents and the school can use to handle disputes. In most cases, parents and the school staff are expected to work together and cooperate in helping children with disabilities have suitable services. However, there are occasions when the parents and the school staff, such as teachers, are not in a consensus on what comprises a Free Appropriate Public Education for the child. This situation can result in the use of IDEA procedures that will help resolve the disputes.

Your Special education rights (2013) have discussed two appropriate procedures provided by IDEA, including due process and mediation. Before the mediation process, I have learned that different states handle the mediation process differently. Therefore, the source argues that parents need to be aware that mediation is a voluntary process and is usually designed to settle disputes peacefully with a neutral person. This makes mediation a right for the parent in solving the individual's learning process of the child. Moreover, I have learned that parents can also file for due process before mediation has occurred and vice versa; thus, the school should not use mediation to delay parents to file for due process. This will require the parent to do proper research and guidance concerning the process because some states will not tolerate the issue. Also, consult with the attorney before the mediation process to ensure the parent is not involved in other problems.

### **Part 2**

The video presents how teachers can develop the Present Levels of Academic Achievement and Functional Performances (PLAAFP). Ten sigmas (2017) stated that PLAAFP is a snapshot of the student at a specific time and place. The student with disability passes through significant challenges in their life especially through realizing the special education the child may require. Therefore, I have learned that PLAAFP plays a critical role in helping students with a disability navigate through their academic success as well as a future career. For instance, explaining the student's academic and functional skills, weaknesses and strengths, and interests and preferences will provide a voice of the learner's teachers and parents or guardians' perspectives.

Moreover, the video has presented essential knowledge for teachers that will help in writing of PLAAFP because of the components that must be included in it. For instance, when writing a PLAAFP, the teacher needs to use neutral and objective language containing relevant information associated with the learners' requirements and disability. Besides, to ensure the information can be used efficiently, it is critical to include current data that is up-to-date and supported by concrete evidence (Ten sigmas, 2017). Also, having appropriate information will make the PLAAFP to be recognized and understood by everyone. Furthermore, I have learned that the document should comprise all the information concerning the age suitability evaluations from the student, such as academic, health, communication, social and emotional behavior, and functional, sensory, and transition to postsecondary life.

On the other hand, the article has provided critical information concerning the transition goals in the Individualized Education Program for students with disabilities. Through the article, I have learned about the national technical assistance center on transition (NTACT) and its role in ensuring proper secondary transition. Individuals with disabilities are supported by IDEA

2004 concerning their transition from youth to adulthood (Center for Patient Information and Resource, 2019). For instance, the IDEA 2004 necessitates that several components are included in the learners' IEP during the transition plan. It comprises proper and measurable postsecondary goals, transition evaluation, and postsecondary goals linked with age suitability.

As a teacher, I have also learned that NACT deals with the secondary transition process by creating a wide training material to assist states in gathering information concerning the transition services they offer to disabled individuals (Center for Patient Information and Resource, 2019). Furthermore, the materials are beneficial when assessing the type of transition information to consider in the IEP, thus should follow the NACT checklist when answering it. Several questions need to be answered, such as if there are measurable postsecondary goals for the learner and if they can be tallied. The three critical areas concerning life situations of the students are education or training, where they can work and how they can live their life independently. Similarly, the student will collaborate with IEP members to develop IEP goals that will help them recognize what they are going to do when they finish high school. This will comprise appropriate guidelines, associated services, community experience and proper attainment of the living skills.

### **Part 3**

Manifestation determination meeting is where the school district needs to implement a change of placement or suspend a kid for more than ten days and thus will need to decide if the student act was because of their disability or not (Ocspecialattorney.com, 2012). Therefore, IDEA has provided critical processes that must be followed by the school when providing discipline to students with a disability that interrupts the student code of conduct. Therefore, students with disabilities can be suspended. Still, IDEA will need them to examine the learner's

behavior to guarantee they are not suspended because of the behaviors associated with their disability (Picofdel, 2020).

A court case can appear when the parent is not satisfied with the decision provided by the IEP team and LEA concerning the student misconduct (Ocspecialdattorney.com, 2012). This will comprise the parent starting a due process which will then determine with the verdict of the court based on the evidence presented. IDEA requires the LEA, parent and appropriate members of the IEP team to examine all the critical information in the child's file comprising the student IEP, educator's observations, and any other crucial information presented by parents.

Nonetheless, the process comprises many schools' district staff (Center for Patient Information and Resource, 2017). As a special education teacher, I am always happy when the student with disability accomplishes their studies and live a meaningful life. Therefore, I will be affected tremendously because when the student finds that the act was not due to their disability, they will have to suffer disciplinary procedures the same way with the child with no disability.

Nevertheless, I can prepare for this by gathering information as much as possible concerning the student needs, IEP or behavior.

## References

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