



Welcome



This Training is being Recorded.

***Please feel free to ask questions as they come up,
but we will have several Chat Box Check-Ins
throughout the training.***

Live transcription is available. Click button below.

Teachers are...

Caring **Understanding** **FUNNY** **Sharing**
Compassionate *determined* **Passionate**
OCD **Patient** **Reliable** **Family** **Hard**
Working **AMAZING** **Flexible**
AVAILABLE **RESILIENT** **patient**
DYNAMIC **CHAMPION** **dedicated**
Role Models **WONDERFUL** **Possess Purpose**
problem solvers **Resilient** **Flexible**
Oriented **MOTIVATED**
Busy **Remarkable** **INNOVATIVE** *Brave*
Creative on the fly *Forward Thinkers*
Resourceful **Innovative** **Adaptable**



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Programming for Multiple Disabilities

**Maine Department of Education
Special Services Team**


2/9/2022



AGENDA



- Introductions
- Determining eligibility for multiple disabilities
- Writing the IEP
- Questions



**Please feel free to unmute yourself and ask
questions as they come up**

or

**drop any questions in the Chat Box
and we will answer them.**



Links to Procedural Manual and MUSER in Chat Box





A child with a Disability is an Individual Who –

- Has reached the age of 3 years;
- Has neither graduated from a secondary school program with a regular HS diploma nor reached nor reached 20 years of age at the start of the school year;
- Has been observed in the learning environment/classroom setting; and
- Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.
- A child with a disability shall have one or more of the disabilities listed in MUSER VII.2.A-M



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Multiple Disabilities MUSER VII.2.H(1)

Definition. Multiple Disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments. The term does not include children who have deaf-blindness.

34 CFR 300.8(c)(7)



Procedures for Determination MUSER VII.2.H(2)(a)



(a) A child under this category will have a diagnostic report which specifically articulates the distinct documented disabilities-the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one impairment. The disabilities are concomitant.



Procedures for Determination MUSER VII.2.H(2)(b)

(b) If the IEP Team is unable to determine a primary disability and the conditions under (a) are met, the child should be categorized as a child with multiple disabilities.

If a child qualifies under Multiple Disability:

- you must identify the ***concomitant*** disabilities
- disability as identified by those listed in Section 2 (not by diagnosis)

Section 2: DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability <i>(check all applicable concomitant disabilities)</i>

MUSER VII.2

Page 75-90

- MUSER provides a detailed definition of each disability category as well as the procedure for determination.
- Each concomitant disability must meet these criteria for identification.



Procedural Manual

Page 16

Section 2: DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability <i>(check all applicable concomitant disabilities)</i>

This section is used to:

- Document under which disability the Team has determined that the child is eligible.

In the case of Multiple Disabilities, check the concomitant disabilities.

- Multiple Disabilities is identified when the child has impairments that occur concomitantly (two or more disabilities that occur at the same time); and
- The result of the combination of the impairments causes such severe educational needs that the child cannot be accommodated in special education solely for one of the impairments.
- The term does not include children who have Deaf-Blindness or Developmental Delays.

Procedural Manual

Page 16

Section 2: DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability <i>(check all applicable concomitant disabilities)</i>

This section is used to:

- Document under which disability the Team has determined that the child is eligible.

Speech or Language Impairment is an eligibility category.

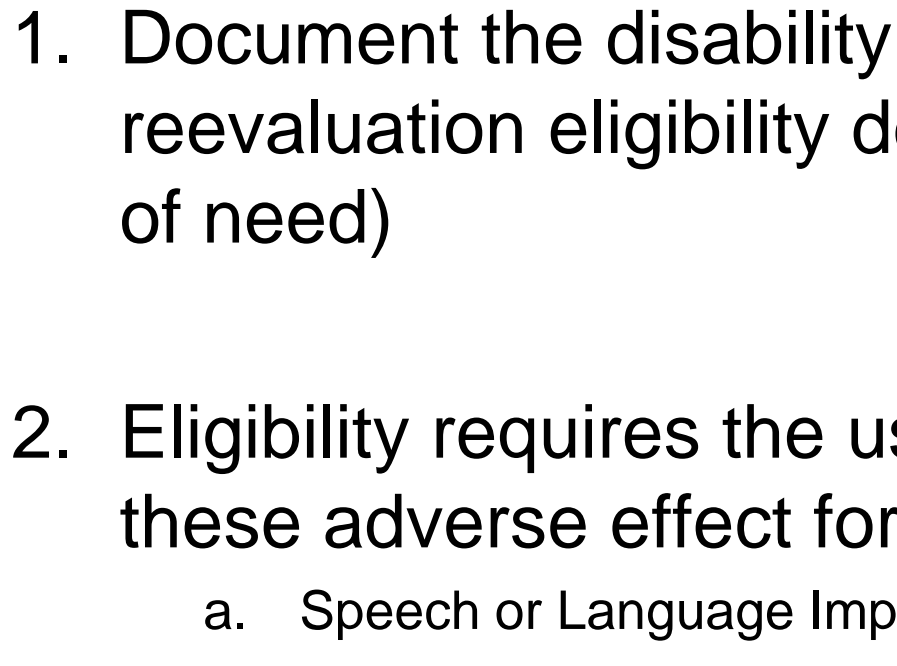
Speech/language services can also be a related service to other eligibility categories. Where a child has a need for speech/language services, but Speech or Language Impairment is not the primary disability, do not check the Speech or Language Impairment box; speech/language services would be delivered as a related service. (For example- Other Health Impairment with speech/language services would NOT become Multiple Disabilities unless the two disabilities were concomitant.)

Multiple Disability Identification:

- ME-DOE Administrative Letter 14 (May 7, 2018)
 - National Percentage: 2.34%
 - State Percentage: 10.77% (3 states/territories higher)

SPECIAL EDUCATION BY DISABILITY									
2017		2018		2019		2020		2021	
SPECIAL EDUCATION COUNT	PERCENT	SPECIAL EDUCATION COUNT	PERCENT	SPECIAL EDUCATION COUNT	PERCENT	SPECIAL EDUCATION COUNT	PERCENT	SPECIAL EDUCATION COUNT	PERCENT
3,196	10.79%	3,385	11.13%	3,318	10.80%	2,988	9.63%	2,693	8.83%

<https://www.maine.gov/doe/data-reporting/reporting/warehouse/SpecialEdStateStats>

- 
1. Document the disability based on the initial or reevaluation eligibility decision (identifies areas of need)
 2. Eligibility requires the use of at least one of these adverse effect forms:
 - a. Speech or Language Impairment Eligibility Form
 - b. Specific Learning Disability Eligibility Form
 - c. Form for Determination of Adverse Effect on Educational Performance



QUESTIONS

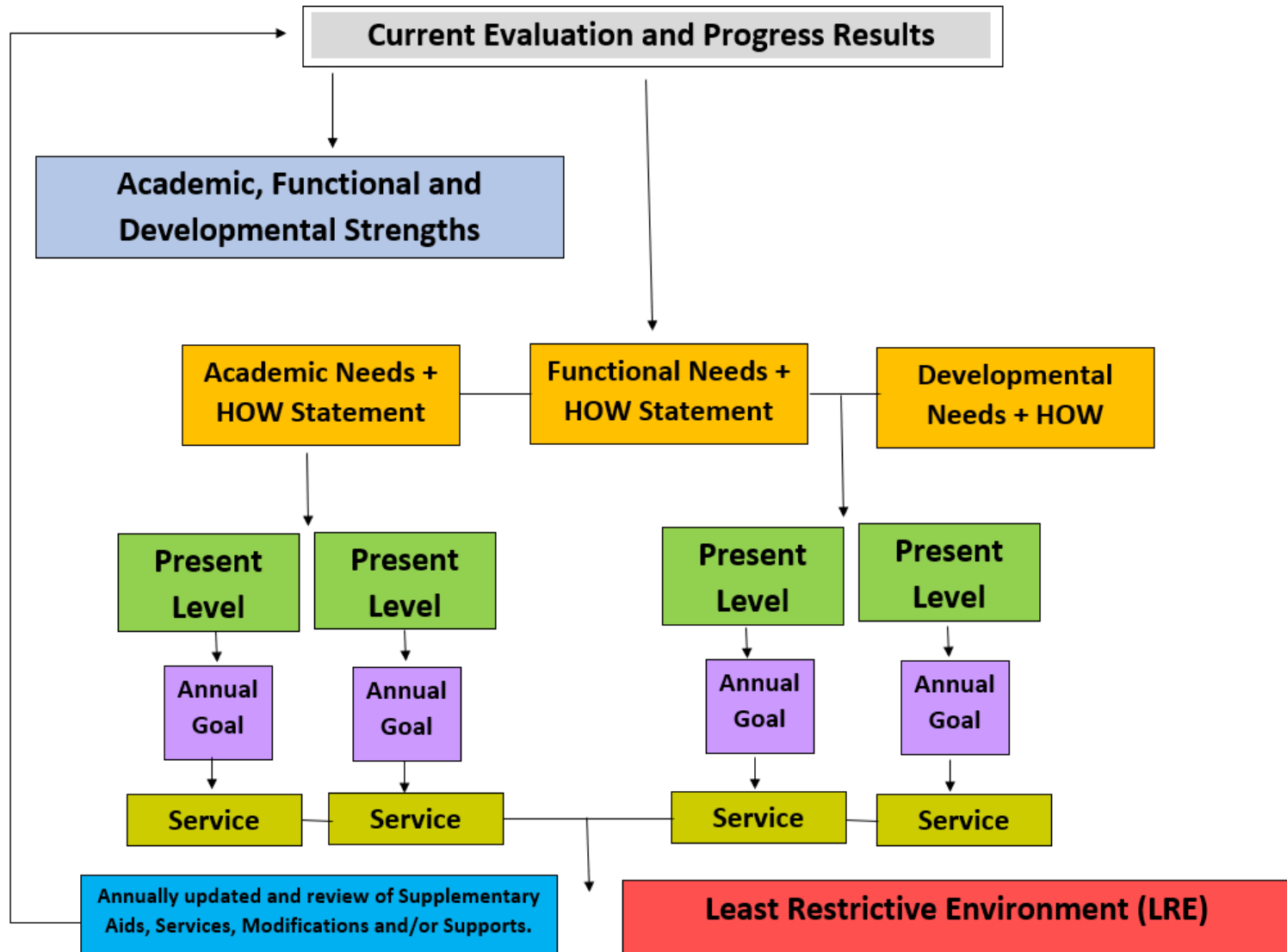


Chat Box
Check



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Individualized Education Plan IEP Alignment

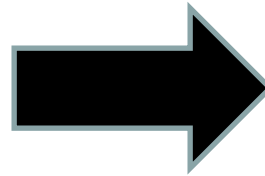




Evaluations Support Eligibility Determination



Evaluations

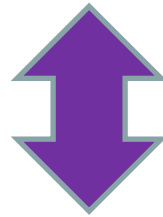


Disability
Identification

Evaluations listed in Section #4A support eligibility identification in Section #2.

2. DISABILITY

- | | | |
|---|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Deafness |
| <input type="checkbox"/> Developmental Delay (3-5) | <input type="checkbox"/> Developmental Delay (Kindergarten) | <input type="checkbox"/> Emotional Disturbance |
| <input type="checkbox"/> Hearing Impairment | <input checked="" type="checkbox"/> Intellectual Disability | <input checked="" type="checkbox"/> Visual Impairment (including Blindness) |
| <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Traumatic Brain Injury | <input checked="" type="checkbox"/> Multiple Disability |
- (check all applicable concomitant disabilities)*



4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

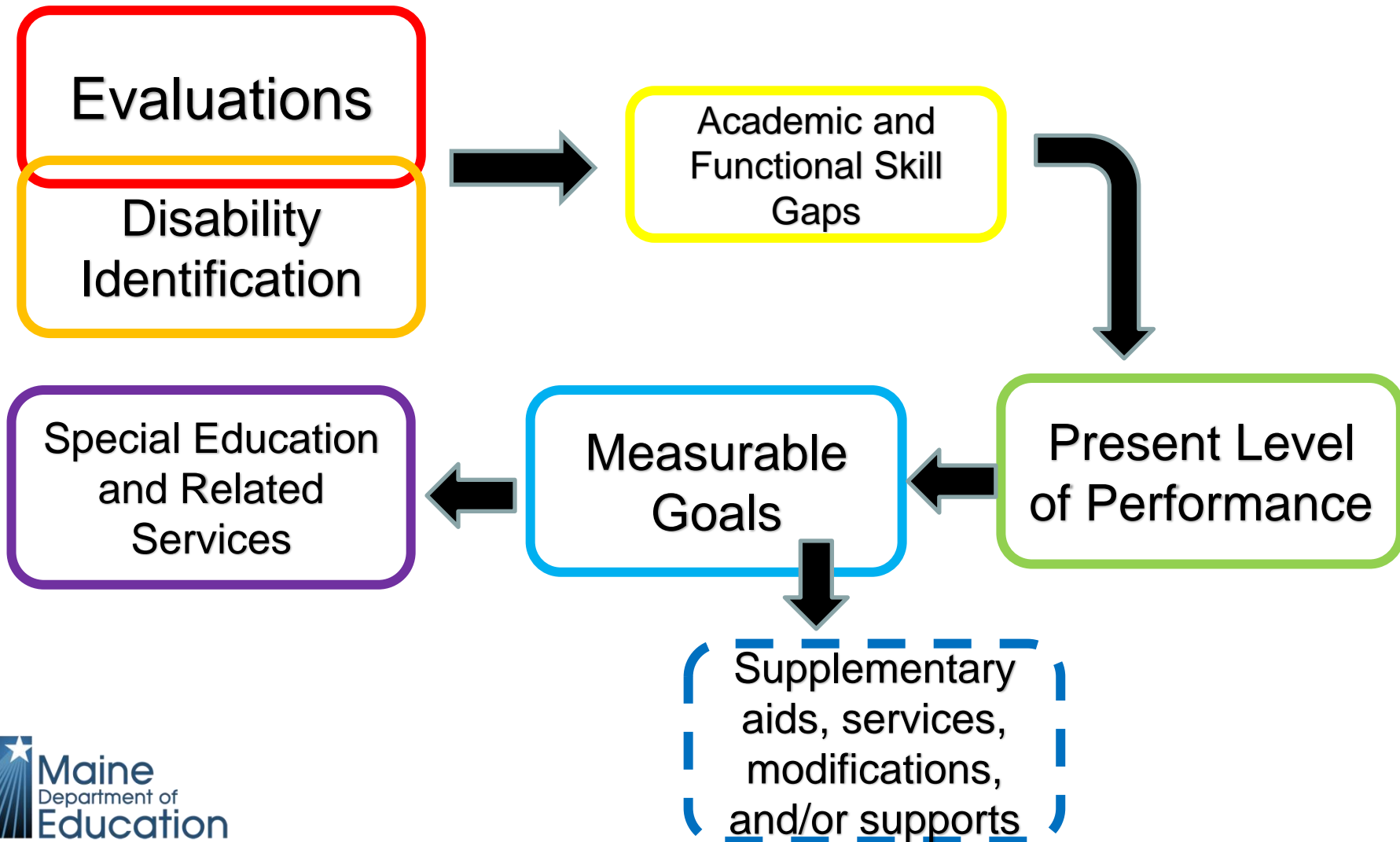
**Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) 9/1/2021
(RESULTS)**

**Woodcock-Johnson, IV, Test of Achievement – Fourth Edition (WJ-IV) 9/18/2021
(RESULTS)**

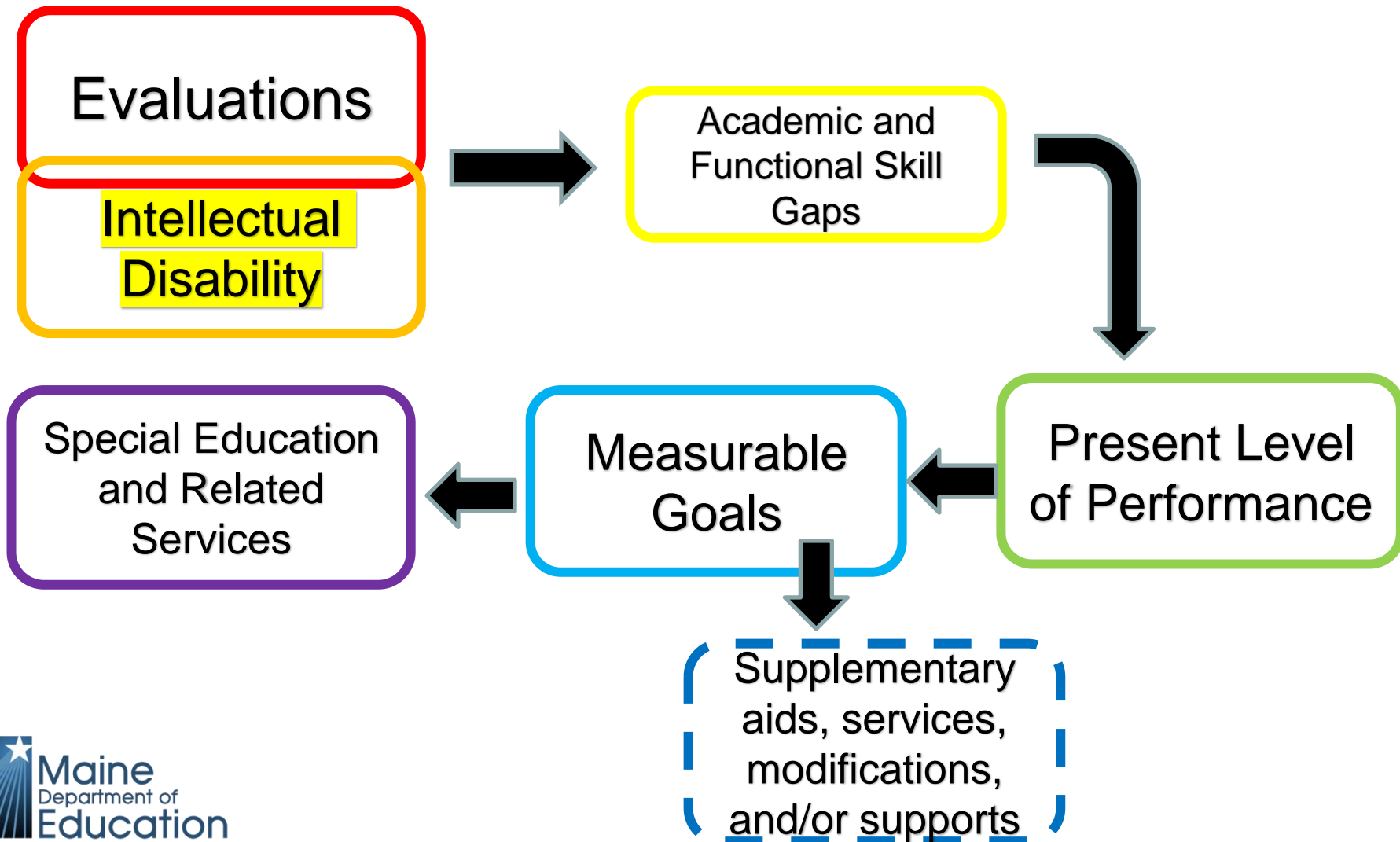
**Motor Free Visual Perception Test 9/3/2021
(RESULTS)**

**Beery Developmental Test for Visual-Motor Integration (VMI 5th Ed.) 9/15/2021
(RESULTS)**

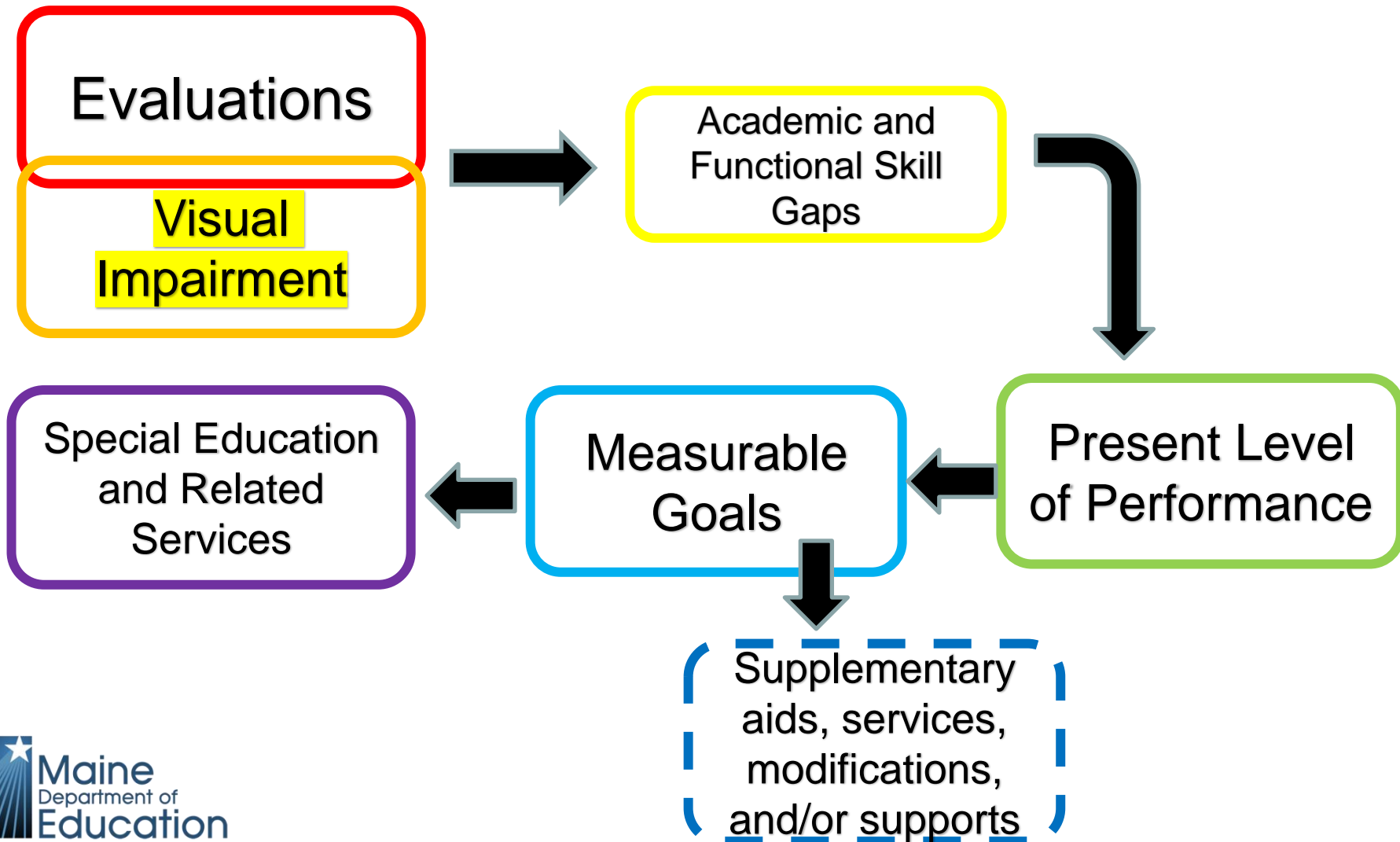
Alignment throughout the IEP document



Alignment throughout the IEP document



Alignment throughout the IEP document





Resources

Professional Development Calendar –

<https://www.maine.gov/doe/calendar>

Link for Recordings and Power Points –

<https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives>

Special Education Resources –

<https://www.maine.gov/doe/learning/specialed/resources>

Special Education Laws and Regulations –


<https://www.maine.gov/doe/learning/specialed/laws>

Special Education Forms and Reporting –

<https://www.maine.gov/doe/learning/specialed/data>



Contact Hour



The certificate for 1 contact hour will be emailed
to you.

If you are watching this as a recording,
please email:

Jennifer.Gleason@maine.gov
for a contact hour.

123 Certificates

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Upcoming Office Hours

2nd & 4th Wednesdays, 3:00-4:00

- **February 16:** Written Notice
- **March 9:** Transition Assessments
- **March 23:** Transition Activities and Services
- **April 13:** Transition Plans: Beyond Compliance

Open Q&A: February 18, 11:30-12:00

<https://www.maine.gov/doe/calendar>



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