

Parent Briefs

Support for Families of
Students with Significant Disabilities



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What are the Parent Briefs?

The Parent Briefs are a collection of documents that explain the supports and processes used to include students with significant cognitive disabilities in general education settings.



Who are the Parent Briefs for?

The Parent Briefs are for families of children with significant cognitive disabilities whose families are their first teachers, and their homes are their first inclusive environments.



The Parent Briefs Explained:

There are six Parent Briefs aimed at educating and supporting the families of students with significant cognitive disabilities:

1. 10 Reasons to Support Inclusive School Communities for ALL Students
2. Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities
3. Taking the Alternate Assessment does NOT Mean Education in a Separate Setting!
4. Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities
5. The General Education Curriculum – Not an Alternate Curriculum
6. Grading My Child with Significant Cognitive Disabilities in an Inclusive Classroom

Parent Briefs Breakdown

Brief #1 can be used by educators and family members to talk with one another and others about the importance of creating and supporting inclusive school communities.

Brief #2 focuses on developing Individualized Education Programs (IEPs) that support inclusive education for students with the most significant cognitive disabilities.

Brief #3 discusses the characteristics of students with the most significant cognitive disabilities, least restrictive environment, legal provisions, and next steps for parents.

Brief #4 answers the question of what access to and progress in the general education curriculum means for students with the most significant cognitive disabilities and confirms that federal education laws require that students who participate in the AA-AAAS receive instruction in the same grade-level content as all other students.

Brief #5 states that students with significant cognitive disabilities are to be provided access to and make progress in the grade-level general education curriculum, not just an alternate curriculum.

Brief #6 explains how grades are assigned and report cards are given in inclusive classrooms.

TIES Parent Briefs

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