

Docket #ED-2019-ICCD-0005 (OMB #: 1850-0916)

COMMENT: I have been a Habilitation Trainer for individuals with autism and other mental disabilities for five years. From my experience individuals with special needs really thrive when they are able to receive attention one-on-one. I believe the implementation of an IEPM structured classroom for students with disabilities would cause more harm than good. I believe that this study would show that no students would benefit from this structure of classroom. Students with disabilities need accommodations, they need an education tailored to them in order for them to succeed.

I believe this study is not based on honest intentions, rather its actual purpose is to serve as a vessel for which it can be referenced as "justification" for cutting the funding of special education programs.

RESPONSE: Thank you for your comments. IEP_M will be implemented in schools that are already serving children receiving special education in the same classroom as their peers. By offering teaching teams in preschool classrooms with a tiered instructional model to promote the social, emotional, and behavioral skills development of young children using evidence-based practices, IEP_M is aimed to better support the needs of children in the classroom by targeting more intensive or individualized supports to those children demonstrating social-emotional concerns or at risk for problem behavior in the classroom. The study will not be replacing the one-on-one instruction and other supports that children with disabilities are already receiving (and required to receive under IDEA). Instead IEP_M will supplement or enhance the instructional supports currently available to children with disabilities in the preschool classroom.

No changes have been made to the study plans since the comment did not address specific suggestions for revisions.