



# What Does LRE *Really* Mean?

# Warm-Up Activity

Welcome!

Please find a seat at a table and follow the directions on the activity card.

# Objectives

## Participants will be able to:

- articulate the least restrictive environment (LRE) mindset.
- recognize the difference between LRE reporting and LRE planning.
- create a plan for changing the LRE conversation within their district.

# LRE

LRE is one of the many important responsibilities and decisions made by a student's individualized education program (IEP) team.

LRE is the fundamental basis that ensures students have access to the instruction, supports, and services needed for them to be successful.

LRE is not just a right....but the right thing to do.

# Impact of LRE

- LRE may impact access and/or participation within:
  - standards-based instruction
  - interest-based instruction
  - peer groups
  - field trips
  - community experiences
  - extra-curricular activities
- What other areas may be impacted?

# Exclusionary Mindset

LRE discussions from an exclusionary mindset focus on:

- prerequisite skills needed before considering general education;

Example:

Alison does not have the ability to focus for very long. Once she can, we can revisit the idea of her attending kindergarten for some of the day.



# Exclusionary Mindset

LRE discussions from an exclusionary mindset focus on:

- prerequisite skills needed before considering general education;
- deficit-based programming;

Example:  
Alison really needs to learn to identify her letters before we can discuss her attending ELA in the general education classroom.



# Exclusionary Mindset

LRE discussions from an exclusionary mindset focus on:

- prerequisite skills needed before considering general education;
- deficit-based programming;
- student assignment to a “program;” and

Example:

We have a classroom for students with needs as significant as Alison's. The only other option is the resource program but that is only for reading and math for 30 minutes each, or an hour daily so it's not really an option.





# Exclusionary Mindset

LRE discussions from an exclusionary mindset focus on:

- prerequisite skills needed before considering general education;
- deficit-based programming;
- student assignment to a “program;” and
- “trial” or temporary placements.

Example:

Let's try Alison in the classroom for 10 minutes a day for the next four weeks before deciding that is the right placement. If she has any problems, we will need to stop the inclusion until she has the skills to be successful.



# Exclusionary Mindset

LRE discussions from an exclusionary mindset focus on:

- prerequisite skills needed before considering general education;
- deficit-based programming;
- student assignment to a “program;” and
- “trial” or temporary placements.



# Exclusionary Mindset

*An exclusionary focus is reactive and fails to support the student as they “fit into” a program just like pushing the block into the tower.*



# LRE Mindset

LRE discussions from an **inclusionary** mindset focus on:

- general education settings,
- universal designs for learning,
- student strengths,
- supports and services needed, and
- individual needs.



# LRE Mindset

*An inclusionary focus is proactive and systematically builds supports and services much like carefully building a tall and tower with multiple layers.*



# Connecting Needs to Instruction

- The more we know and understand our students, the more we can plan instruction that is:
  - accessible
  - meaningful
  - engaging
- The more students are engaged in instruction, the more they learn.

# Connecting Needs to Instruction

- Access to instruction goes beyond being present in the room.
- Access involves the students' active participation including questioning, exploring, pondering, connecting, testing, concluding, synthesizing, demonstrating, etc.
- Instruction should include considerations of what to teach, when, where, and how.

# Sort Activity

Work in groups of two or three people.  
You will be given a set of cards to sort.

Now as a group, decide where to place the new card  
“Least restrictive environment (LRE)”



# LRE Reporting vs. Planning

<b>Who?</b>	<b>Provider</b>
<b>What?</b>	Core grade-level instruction
<b>When?</b>	Schedule
<b>Where?</b>	Least Restrictive Environment
<b>Why?</b>	Identified needs
<b>How?</b>	Intervention(s), accommodation(s) and/or modification(s)

**or**

Least Restrictive Environment

<b>Who?</b>	<b>Provider</b>
<b>What?</b>	Core grade-level instruction
<b>When?</b>	Schedule
<b>Where?</b>	Setting
<b>Why?</b>	Identified needs
<b>How?</b>	Intervention(s), accommodation(s), and/or modification(s)

# LRE

1. LRE when **planning** the student's IEP services and supports refers to a related set of requirements aimed at providing individuals with disabilities:
  - the greatest interaction with children, youth, and adults without disabilities;
  - appropriate education;
  - special assistance needed for success in the general education setting; and
  - a setting that is not contingent on funding issues.
2. The LRE when **reporting** indicator 5 and 6 for students is the setting in which special education services and supports will be provided to the student.

# Does our definition of LRE impact decisions?

Who?	Provider
What?	Core grade-level instruction
When?	Schedule
Where?	Least Restrictive Environment
Why?	Identified needs
How?	Intervention(s), accommodation(s) and/or modification(s)

How does this definition impact decisions about:

- Teaching and learning?
- Student schedule?
- The adults' interactions with the student?
- The setting the student is in for each portion of the day?

# Does our definition of LRE impact decisions?

What would be different if this was our understanding of LRE?

## Least Restrictive Environment

<b>Who?</b>	<b>Provider</b>
<b>What?</b>	Core grade-level instruction
<b>When?</b>	Schedule
<b>Where?</b>	Setting
<b>Why?</b>	Identified needs
<b>How?</b>	Intervention(s), accommodation(s), and/or modification(s)


# Continuum of Services

- Schools must ensure that a student's needs are met and, for students on an IEP, that they are taught according to the LRE determined by the IEP team.<sup>1 2</sup>
- Schools must also ensure that a student is actively engaged in meaningful instruction.<sup>3</sup>

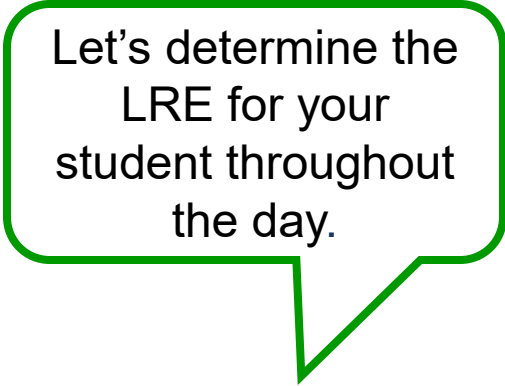
1. [Individuals with Disabilities Education Act §300.114 LRE Requirements](#)
2. [Section 504 regulation at 34 CFR Part 104, 104.33-104.37](#)
3. [Tennessee State Board Policy 2.101 District and School Improvement](#)

# Changing the Conversation

LRE is designed for the student. Understanding that all schools must provide a continuum of supports and services changes the conversation.



We don't have that program available at our school.



Let's determine the LRE for your student throughout the day.

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

**TN**

# **Activity: Changing the Conversation**

# Final Thoughts

- As students' needs change, access to meaningful instruction may look different for each subject, time of day, or each year of school.
- Use data to make decisions regarding student needs, the impact of current services, and potential additional needs.
- If the current plan isn't working, change it. This is an opportunity to use this new information to make a better plan.



# Contact Information

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*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**