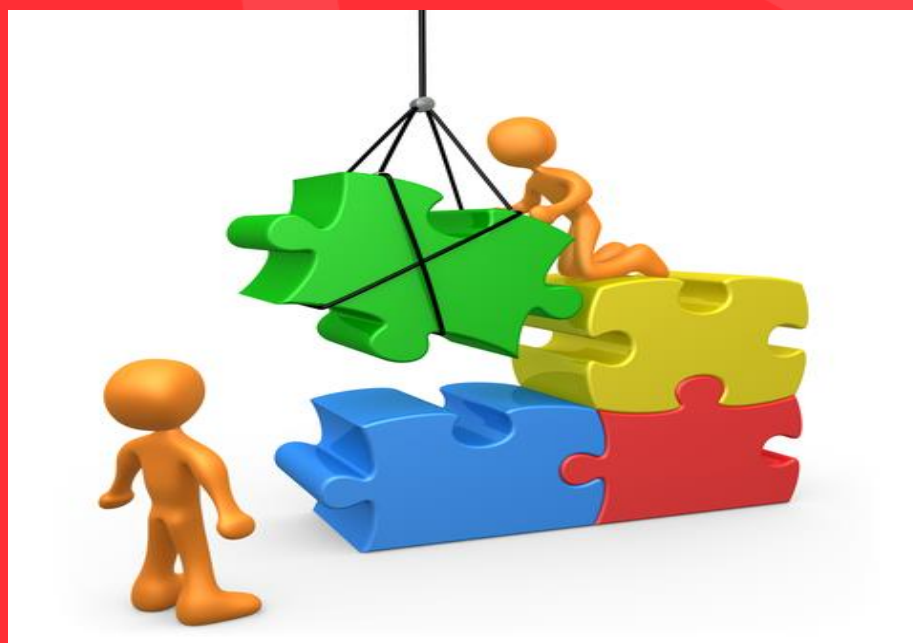




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The Building Blocks of Effective IEP and 504 Plans



By: Jeanne Kane, MA and Trish Lawson, M.ED

PAUSD Community Presentation

October 5, 2019



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H.E.A.L. PROGRAM

Hospital Educational Advocacy Liaison

Our mission is to help medically involved children experience success in learning despite limitations imposed by their medical condition by collaborating with medical teams, students, parents and school personnel to understand unique learning needs in order to obtain appropriate school services.

HEAL Team

Jeanne Kane, MA – Supervisor & Educational Specialist

Trish Lawson, M.Ed – Educational Specialist

Christian Ambler, PhD – Neuropsychologist

Katie Anson, DPsych – Neuropsychologist

Lisa Casazza – Administrative Assistant



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WHO?

- School-age LPCH Stanford Patients with acquired chronic medical conditions that adversely impacting learning.

WHAT?

- Advocacy, informational resources, attend IEP/504 meetings, neuropsychological and academic evaluations, educational presentations

WHEN?

- Referrals are requested by medical staff or parent through email/chart system. Once packet is received, we will call the family. Patients are never exited.

WHERE?

- Lucile Packard Children's Hospital Stanford

WHY?

- It is our passion to help patients experience success in learning despite limitations imposed by their medical condition.



The Rehabilitation Act of 1973

Section 504

- ❖ Section 504 is civil rights law
- ❖ Protects rights of individuals with disabilities in programs funded by Department of Education
- ❖ Provides “accommodations” in the general education environment
- ❖ Eligibility – past or current physical or mental impairment that limits major life activity

How to Request a 504 Plan

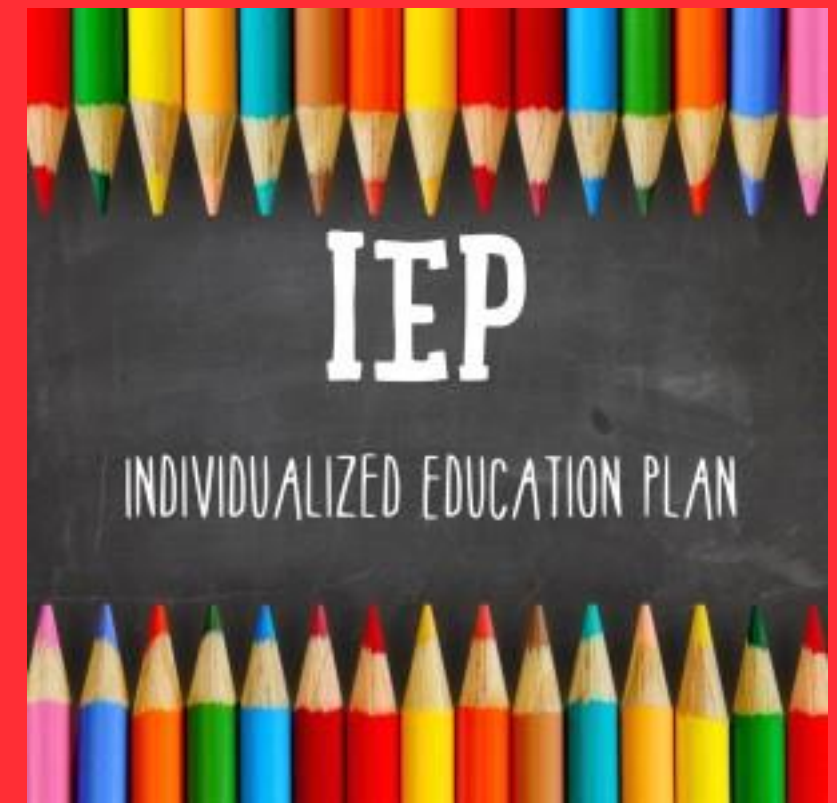
- ❖ Parents put request in writing and give to school personnel
- ❖ School schedules meeting (no timeline)
- ❖ Ask for nurse to be included
- ❖ Nurse can write Individual Health Plan (IHP) for medical needs
- ❖ Disagreement –Mediation, impartial hearing (school offers), or file complaint with Office for Civil Rights



Individuals with Disabilities Education Act (IDEA)

AKA: Individual Education Program (IEP)

- Federal law passed by Congress in 1975 and re-authorized in 2004
- Establishes formal process to assess children with disabilities
- Provides specialized program & services
- Free appropriate public education (FAPE)
- Least Restrictive Environment (LRE)



To qualify for an IEP, a child's school performance must be “*adversely affected*” by a disability in one of these 13 categories:

Types of Disabilities (IDEA)

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury or
- visual impairment (including blindness)

Individuals with Disabilities Act (IDEA)



Autism Spectrum Disorder (ASD)

ASD is a developmental disability. It covers a wide range of symptoms, but mainly affects a child's social and communication skills. It can also impact behavior and is generally evident before age three.



Deaf-blindness

Simultaneous hearing and visual impairment. The combination causes severe communication and other developmental and educational needs. Most needs are so unique they cannot be accommodated in special education programs solely for children with deafness or children with blindness.



Deafness

A hearing impairment so severe that students who fall under this category can't hear most or all sounds, even with a hearing aid.

Hearing Impairment

A hearing loss, whether permanent or fluctuating, that adversely affects a child's educational performance but is not covered by the definition of deafness.

Emotional Disturbance

Various mental health issues including anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression.



Intellectual Disability (ID)

Students with this type of disability have below-average intellectual functioning. They may also have poor communication, self-care, and social skills.



Multiple Disabilities

Students with multiple disabilities have more than one condition covered under IDEA. Severe educational needs that can't be met in a program designed for any one disability.



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Orthopedic Impairment

When a student lacks function or ability in their bodies. The term includes impairments caused by congenital anomaly, disease, or other causes.



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Other Health Impairment (OHI)

An umbrella term that covers conditions that limit a child's strength, energy, or alertness. Examples include ADHD, asthma, diabetes, epilepsy, heart conditions, leukemia and more.



Specific Learning Disability (SLD)

The umbrella term SLD covers a specific group of learning challenges. These conditions affect a child's ability to read, write, listen, speak, reason, or do math.

Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

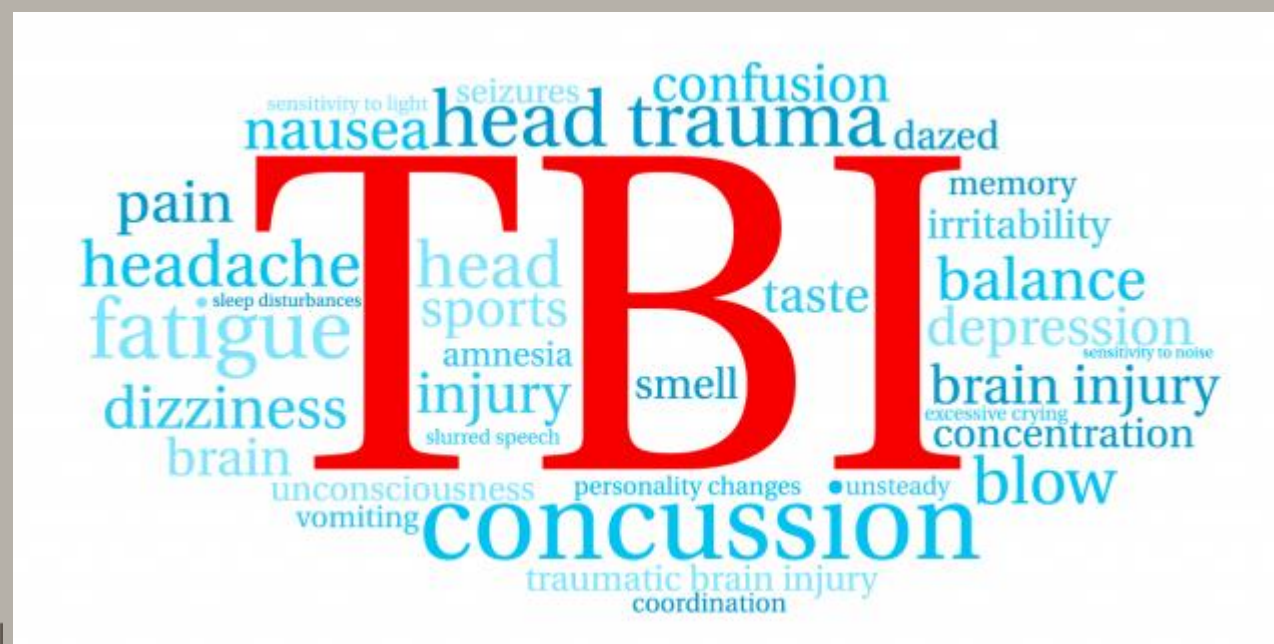
Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.



Traumatic Brain Injury (TBI)

TBI is a brain injury caused by an accident or some kind of physical force resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgement, sensory, information processing and speech.



Visual Impairment, Including Blindness

An impairment in vision that, even with correction (eyewear), adversely affects a student's educational performance. Includes both partial sight and blindness.



How to Request an IEP Evaluation

- Submit request to school administrator *in writing*.
 - Have them stamp date received and make a copy for records
- School district **MUST** respond with assessment plan within 15 days of receiving request
- Parent signs plan and returns it to school
 - School has 60 calendar days to do assessment and hold IEP meeting

IEP vs 504

Individualized Education Plan (IEP)

504 Plan

Type of Law

Required because of IDEA (an education law)

Required because of Rehabilitation Act of 1973 (civil rights law)

Department

Department of Education

Office of Civil Rights

Requirements for Eligibility

Has a disability that:
1) Meets criteria under IDEA
2) Significantly impacts educational performance
3) Requires specialized services

Has a disability that significantly impacts a major life function

What is Included?

Specialized education services, accommodations, and related services

Accommodations and modifications

Age Limits

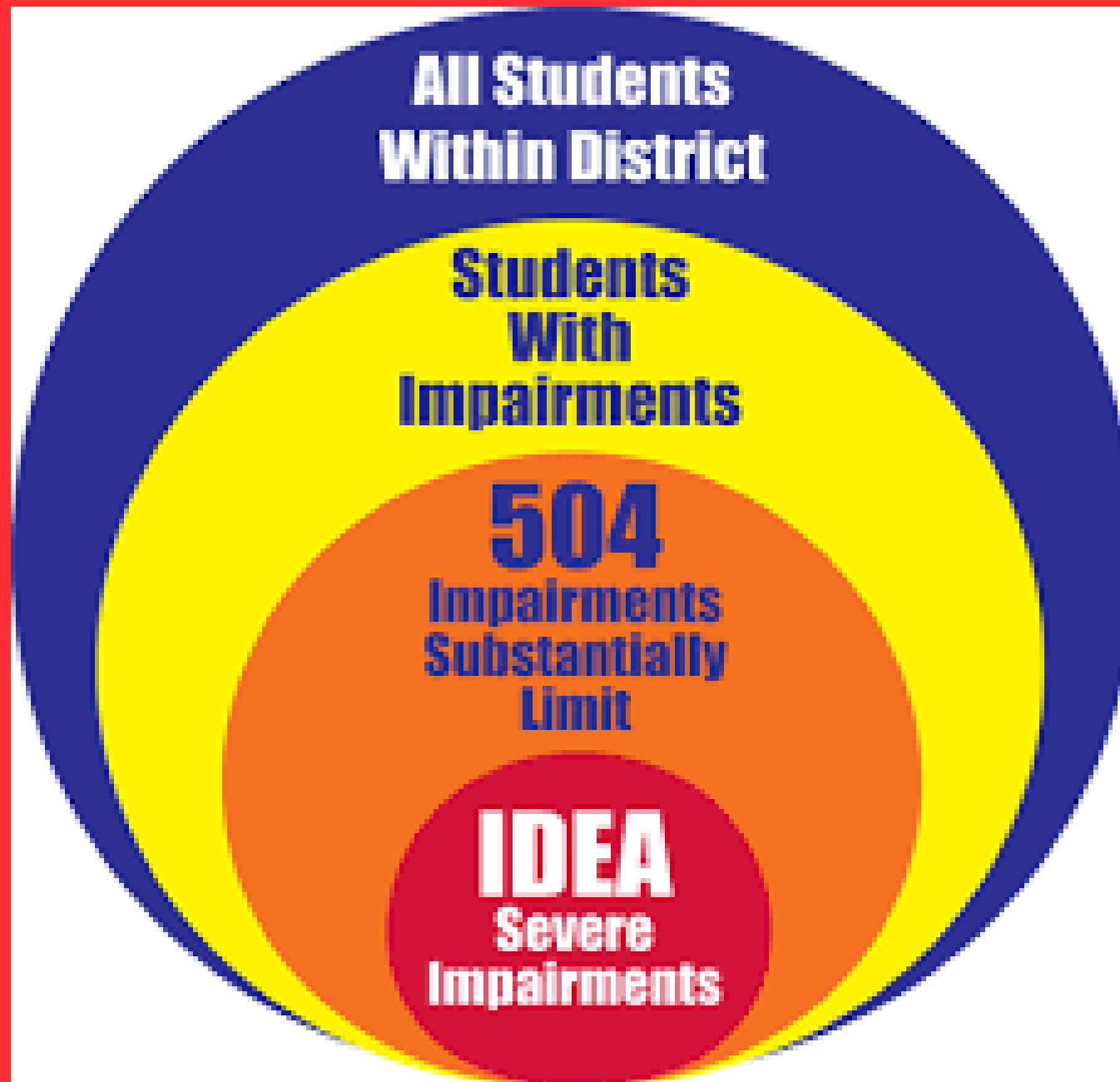
IEP offered through 12th grade

No age limits

Where is the Plan Used?

Through 12th grade. Does not transfer to college.

School, work, and college. 504 plans will transfer to college.

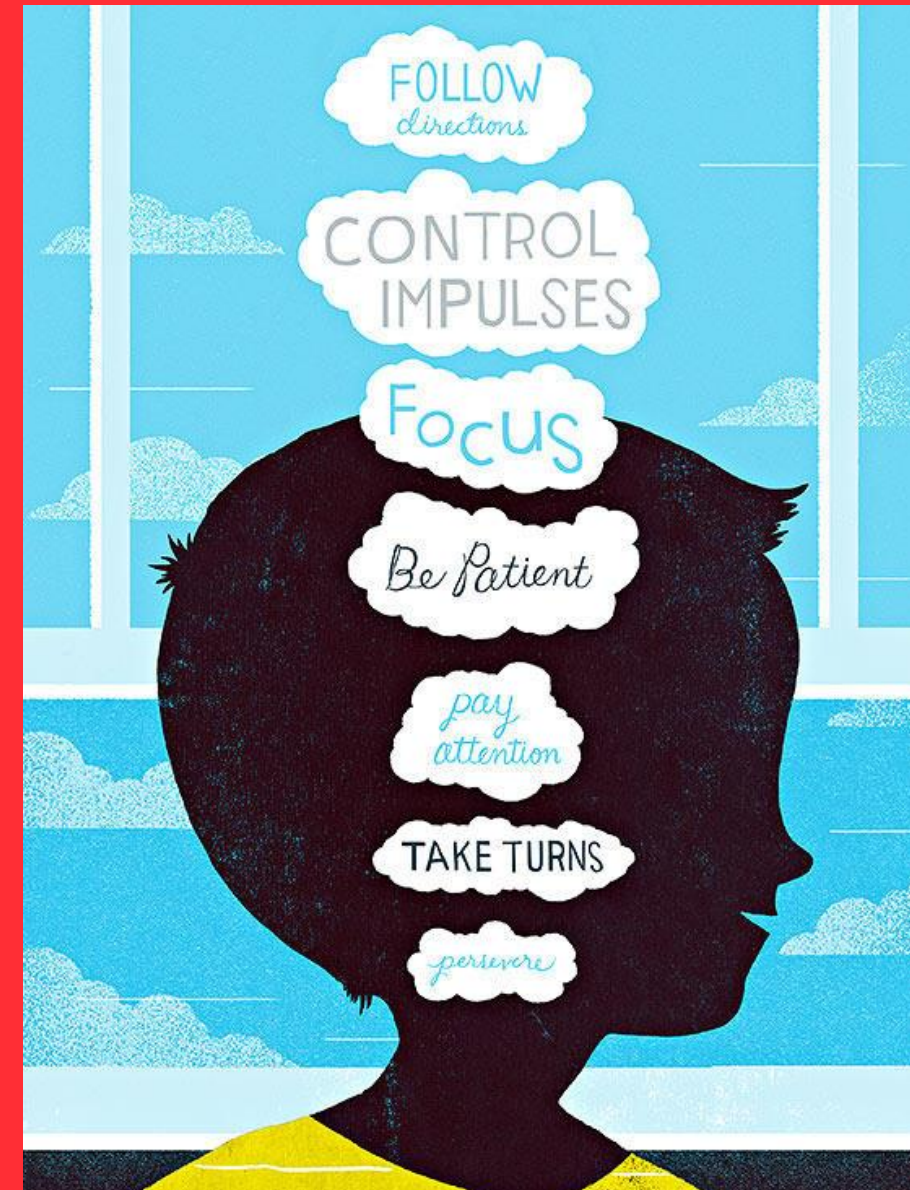


Types of Assessments

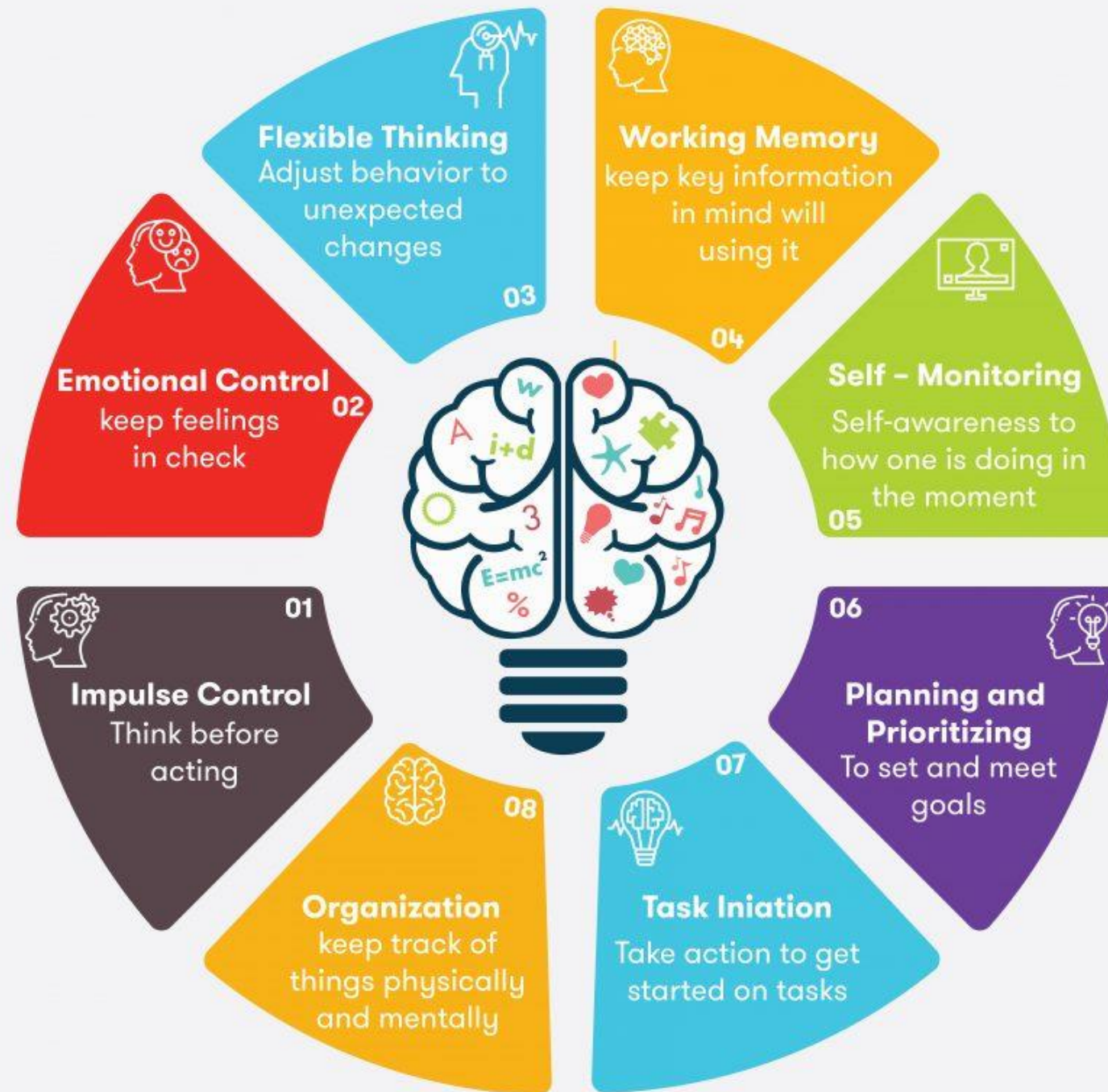
- ❖ Cognitive (Intelligence) Testing – Neuropsychological evaluations are highly encouraged for children with Epilepsy
- ❖ Academic Achievement Testing
- ❖ Memory Testing
- ❖ Social-Emotional (Behavioral)
- ❖ Measures of Executive Functioning
- ❖ Visual-Motor Integration
- ❖ Speech and Language Testing (if indicated)
- ❖ Occupational Therapy Testing (if indicated)



What is *Executive Functioning*?



EXECUTIVE FUNCTIONING



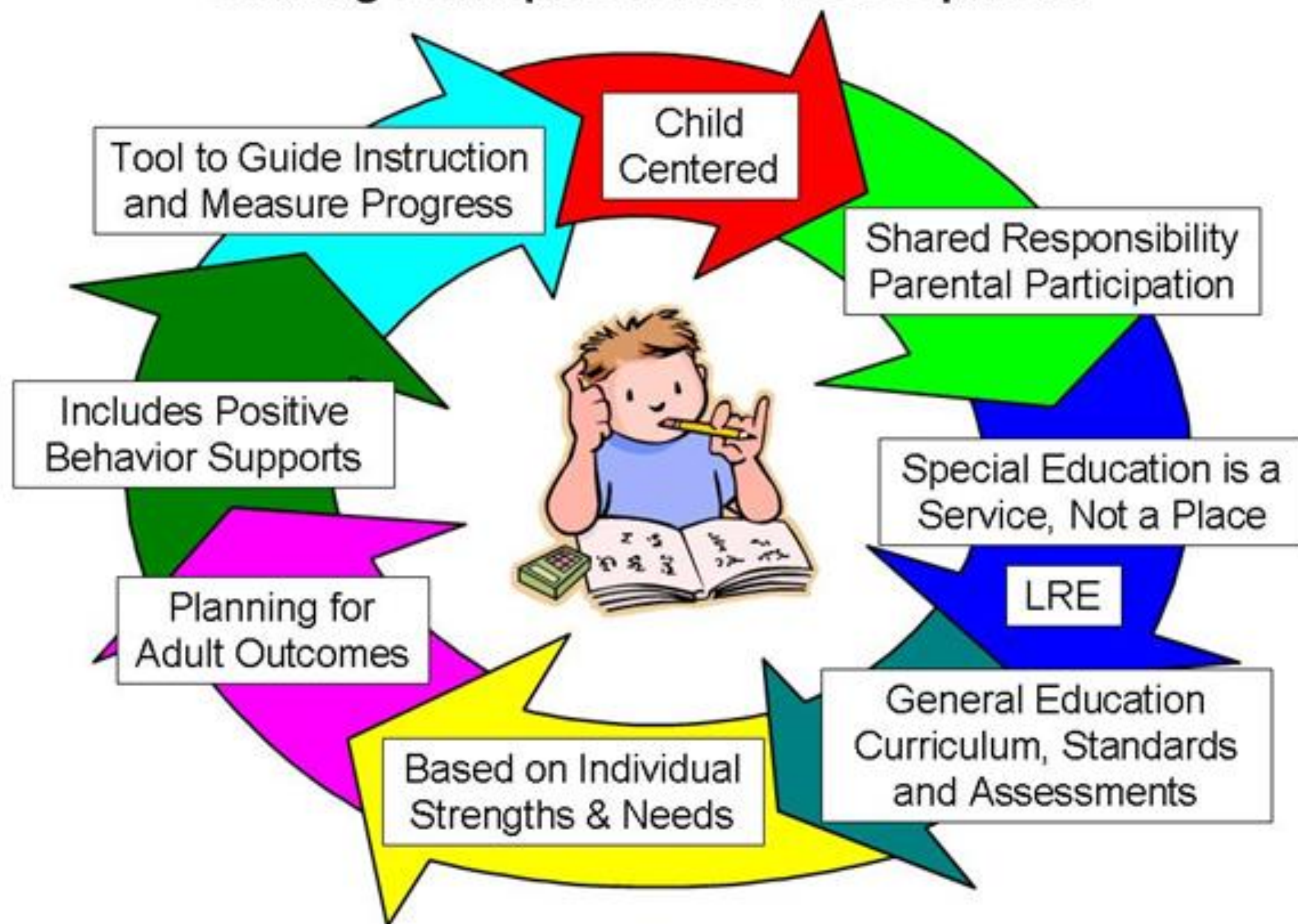
www.advantageslearningcenter.com

Common School Accommodations

- Provide written or pictorial instructions
- Environment with reduced “triggers”
- Have a peer buddy take notes for the student, permit tape recording, allow student to take picture of notes
- Divide large tasks into smaller steps
- Provide a checklist of assignments and a calendar with due dates
- Decrease memory demands during classwork and testing (e.g., use recognition rather than recall tasks)
- Student graded on quality not quantity with no penalty
- extra time to complete assignments/tests
- Prioritize missing assignments (What is important to meeting the standards?)
- reduced homework/assignments
- alternative types of assessments/projects
- sample of end product
- Regular communication with teachers
- Consultation with District Nurse
- Teaching services at home or hospital for prolonged absences
- Special class placement if necessary
- Counseling or psychotherapy
- Presentation on Epilepsy to the class



Guiding Principles for IEP Development



Home Hospital Instruction

- District has own forms for doctor to fill out, must put end date.
- School has 5 days to determine eligibility and 5 more to find a teacher. Total of 10 days.
- 5 hours a week
- Teacher should have basic understanding of child's medical condition as it impacts learning
- Keep a record log of teacher attendance
- Home teacher should establish ongoing consultation with child's classroom teacher to maintain appropriate grade level instruction

Q AND A

HEAL Contact Information:

Phone Number: 650-725-2381

Email: heal@stanfordchildrens.org

Website:

<http://www.stanfordchildrens.org/en/patient-family-resources/hospital-educational-advocacy-liaisons>

