

Coffee and Conversation

IEP's and School Issues



Ice Breaker... Lightning round

Type your answers in the chat box or unmute yourself and shout it out

- Pool or beach?
- Books or movies?
- Sunrise or Sunset?
- Cats or dogs?



What do you want to talk about?



Where are you in the process?

- Just getting started. My child is very young and/or newly diagnosed
- I'm in it. My child has an IEP or 504, but I am not sure they are getting everything they need or I have some specific questions
- I'm over it. We are nearing the end of my child's time in K-12 school and thinking about planning for the future



Just Getting Started



IEP or 504?

	IEP	504
Requirements	1. One or more of the 13 disabilities listed in IDEA 2. Disability must affect education performance and/or ability to learn	1. Any disability 2. Disability must interfere with the child's ability to learn
Participants	Strict legal requirements about participation	Created by a team of people who are knowledgeable about the child



Who develops the IEP?

- An IEP team is comprised of the following:
 - Student's parents
 - General education teacher (if some services occur in a general education classroom)
 - Special education teacher
 - Local Education Agency (LEA) representative
- Other team members may include:
 - The student
 - Related service providers
 - School psychologist
 - School Nurse
 - Educational Diagnostician / Learning Disabilities Teacher Consultant (NJ requirement)



What are related services?

- Supportive and developmental services that assist a child in their school setting
- Examples include:
 - Speech & Language Therapy
 - Audiology
 - Counseling
 - School Health Services
 - Interpreting Services
 - Occupational/Physical Therapy
 - Social Services
 - Mobility Services
 - Assistive Technology Services
 - Reading Specialist Services



What is in an IEP?

- An IEP must contain the following:
 - Student's present levels of academic achievement and functional performance (PLAAFP) (f/k/a PLOP)
 - Measurable annual goals
 - Description of how the student's progress toward meeting the annual goals will be measured
 - Description of special education and related services
 - Description of supplementary aids and services
 - Statement of participation in general education classes and standardized assessments



Who develops the 504?

- The rules about who is on the 504 team are less specific than for an IEP
- Typically determined by the school and the needs of the student being discussed
- Team members often include:
 - Parents
 - General and special education teachers
 - The school principal or a designee



What is in a 504?

- A blueprint/plan for how the school will provide support and remove barriers
- Provides services and changes to the learning environment
- There are no set rules for what a 504 plan should look like or what it should include
- 504 Plans often include accommodations. Some *examples* are:
 - Changes to environment, e.g., quiet room to take tests
 - Changes to instruction, e.g., frequent one-on-one check-ins to assess understanding
 - Changes in how curriculum is presented, e.g., access to a lesson outline



Discussion / Questions

- What can you do to prepare for your first, or your next IEP meeting?
- Are there materials you need from others? (e.g letter from your mito provider)
- Where can you go for information / advice? (Can be a person, place or thing)



Feelings Check

FEELINGS & EMOTIONS

SAD

Depressed
Desperate
Dejected
Heavy
Crushed
Disgusted
Upset
Sorrowful
Weepy
Frustrated



HAPPY

Amused
Delighted
Glad
Pleased
Charmed
Grateful
Optimistic
Content
Joyful
Enthusiastic
Loving



HURT

Jealous
Betrayed
Let down
Tender
Wounded
Impaired
Damaged
Criticized
Abused
Punished
Rejected

CONFIDENT ENERGIZED

Strong
Brave
Assured
Certain
Prepared
Successful
Encouraged
Peaceful
Secure
Relaxed
Comforted



Strengthened
Motivated
Focused
Invigorated
Determined
Inspired
Creative
Healthy
Renewed
Vibrant
Refreshed



I'm in it



7 ways parents can get ready for the IEP meeting



- 1** Organize your records and your thoughts.
- 2** Get copies of items not in your files, such as missing evaluations or more information on the law.
- 3** Make your list of concerns, questions, and recommendations that you want considered in the development of the IEP. Put them in order of importance.
- 4** Talk to your personal advocate about what the meeting will be like and plan what his or her role will be.
- 5** Write statements you want to make to the IEP team.
- 6** Write self-statements you will make to yourself for personal support.
- 7** Rehearse your role in the IEP process, including management of any difficulties that you think could arise, and rehearse again.

Identify needs related to medical conditions

- Use the routine nature of the IEP/504 to conduct annual check-ins with school nurse, teachers and service providers to discuss any changes
- Consider modifications and accommodations related to mito specifically
- Discuss “major life activities” impacted by student’s diagnosis
- Suggest goals related to the student’s medical diagnosis
 - IEP Goals can include self-advocacy
- Consider equipment needs for the classroom or school building in general
 - Evacuation needs
 - Assistive technology
 - Supplemental oxygen
 - G tube feedings
 - Central line emergency



Provide ongoing training to teachers and staff

- IDEA Disability categories
 - “Other health impaired”
- Epilepsy Foundation training modules
- www.umdf.org
- Mito University <https://www.umdf.org/mito-university/>



Collaborate with the medical team for their recommendations

- Collaborate with the student's medical team to provide information to the school team related to:
 - Restrictions, if any, placed by the neurologist or other members of the medical team
 - Medication dosage schedule (during the school day) and any side effects
 - Dietary needs/restrictions
 - Seizure Action (and other) Plan(s)
- School letter from primary mito care provider



Help maintain active plans

- Seizure action plan
 - provides detailed health and medical information about a student and his/her epilepsy or seizure disorder.
 - provides guidelines as to how to respond when a student is experiencing a seizure.
- Individualized Healthcare plan / Classroom Health Plan
 - Plan of care for students whose healthcare needs require more complex school nursing services.
- Bus Plan



Discussion / Questions

- What supports does your child have?
- Are there supports your child needs that they do not have?
- How can you best advocate for your child's needs?
- Was your child virtual this past school year? Did that have any obvious impact? Positive or negative?



Feelings Check

- When driving to my child's IEP meeting I feel ...
 - a. excited to see the team and resolve my child's issues.
 - b. fear and anxiety that I will have to fight for everything my child needs.
 - c. something else

- How does your child feel when they come home from school?



happy



worried



angry



hopeful



sad



proud



scared



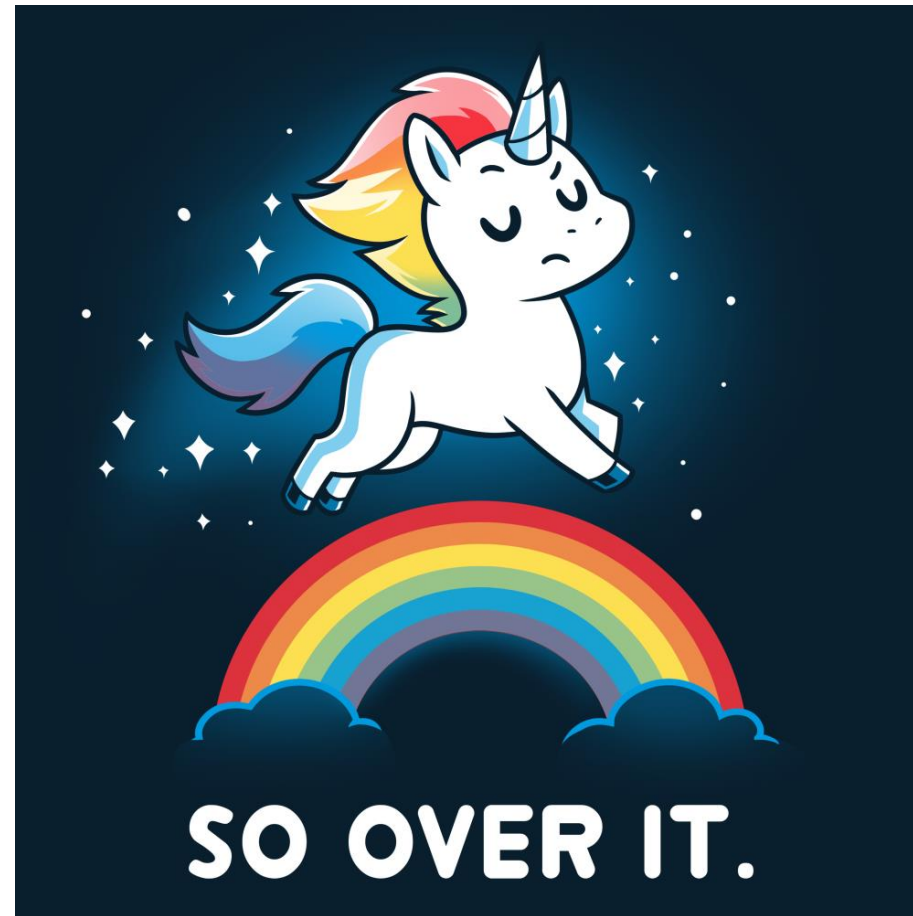
excited

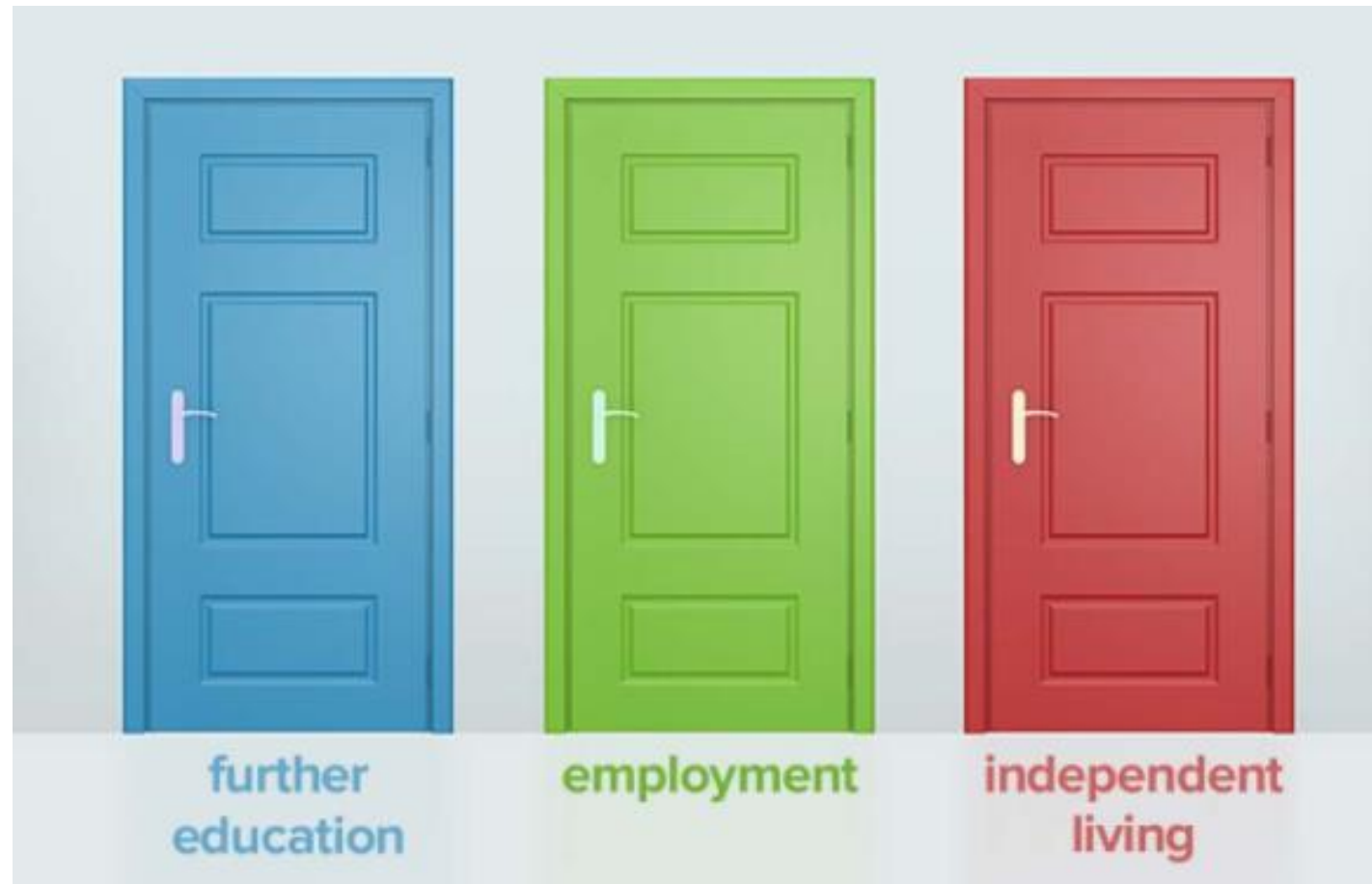


disappointed



I'm Over It





Creating a Vision for / with Your Child

- Informal tools
- Formal tools
 - Charting the Lifecourse



Getting the resources you need

- Informal tools
 - It's not what you know, it's...
- Formal tools
 - Employment Services (DORS in Maryland)
 - Centers for Independent Living
 - Disability services in college



Discussion / Questions

- How can I make sure my child is involved in planning their future?
- My child told me he applied to college an hour a way? What am I going to do?
- My daughter is in high school and is starting to worry about what kinds of services and supports will be available to her if she decides to pursue higher education. Are there IEPs and 504 plans in college?



Feelings check



Online Resources

- Epilepsy resources: www.epilepsy.com
- [Legal-Rights-of-Children-with-Epilepsy-in-School-and-Child-Care.pdf](#)
- Advocacy through IEPs & 504s: <http://wrightslaw.com/>
- IDEA: <http://idea.ed.gov/>
- Section 504 of the Rehabilitation Act:
<http://ww2.ed.gov/about/offices/list/ocr/504faq.html>
- ADA: <https://www.ada.gov>
- Understood: Understood.org
- Parent Training and Information Centers: <https://www.parentcenterhub.org/find-your-center/>
- Individualized Health Plans: https://www.schoolhealth.com/media/pdf/IHP_GUIDE.pdf

