

Equipping Parents For Education Advocacy

Advocate with Knowledge & Confidence

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Overview

When to Seek Supports

Trauma and Developmental Impact

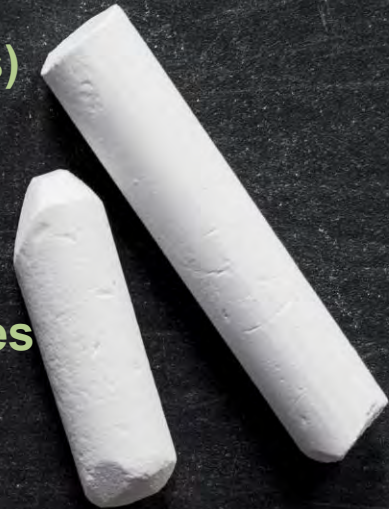
Early Intervention Services (Birth - 3 years)

School Based Support (3 years - 22 years)

Interventions, IEPs and 504s

Accommodations, Modifications & Services

Best Practices



When to Ask for Additional School Support?

Developmental Milestones

Behavior

Sensory

Trauma

Physical Ailments

Social interactions

Poor grades or teacher reports

Attitude about school changes

Disorganized / attention / hyperactivity

Discussion with Pediatrician

Parent / Guardian Instinct

Trauma and Development

Adverse Childhood Experiences Potentially traumatic events that occur in childhood (0-18)

Experiences

- Physical abuse
- Emotional or verbal abuse
- Sexual abuse
- Physical neglect
- Emotional neglect

Environmental Aspects

Undermine child's sense of safety, security and/or stability

- Mental illness
- Incarcerated relative
- Witnessing parent abused
- Family member with substance use disorder
- Separation or Divorce

Impact of ACEs

Toxic Stress can impact a child's brain development
Linked to chronic health problems and mental illness

Early Intervention Process

Statewide system that provides support to families with children under three years old that have developmental delays or disabilities.

Early Intervention Process

1. Referral
2. Eligibility
3. Assessment
4. Individualized Family Services Plan (IFSP)
5. Services
6. Transition

Must begin transition planning at least 90 days before 3rd birthday

Where to Start

Select “Refer” at
ohioearlyintervention.org
Call 1-800-755-4769

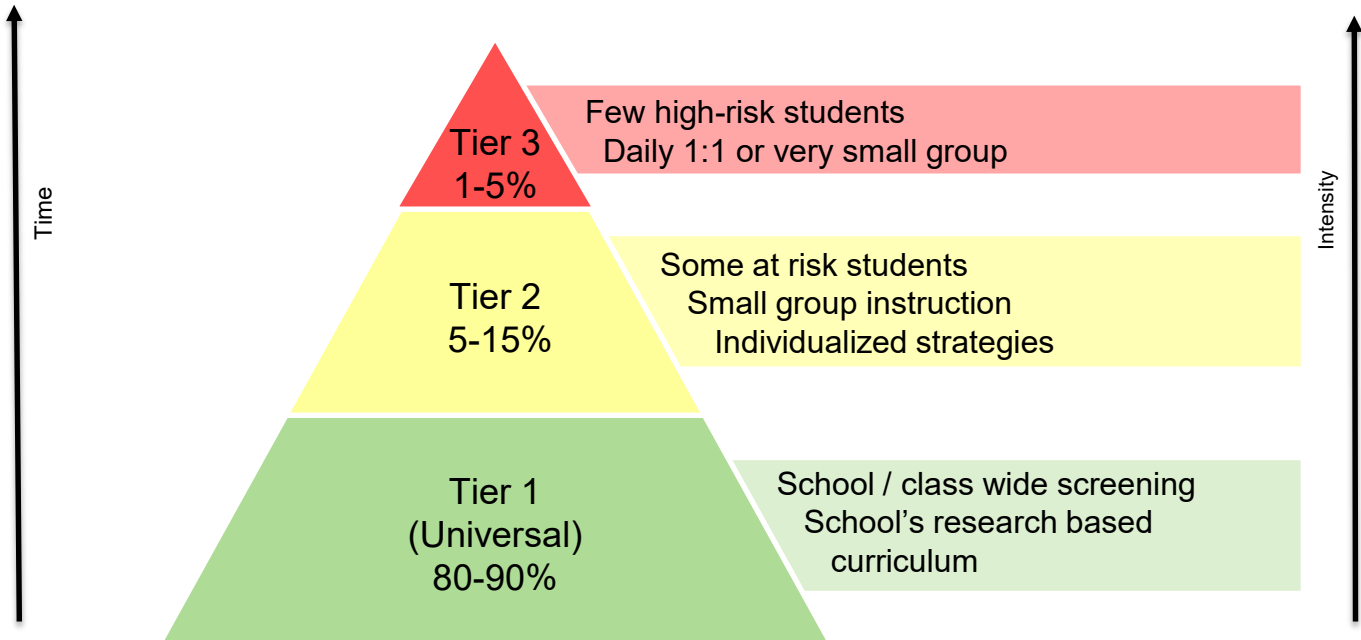


School Based Supports (Age 3 – 22)

- **Response to Interventions
Multi-tiered System of Supports**
- **Section 504 Plans**
- **Individualized Education Programs**



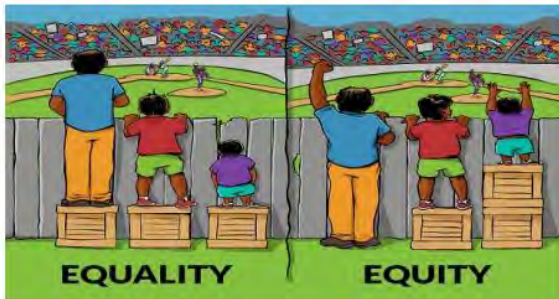
Tiered Interventions



Federal Laws Protecting Students with Disabilities

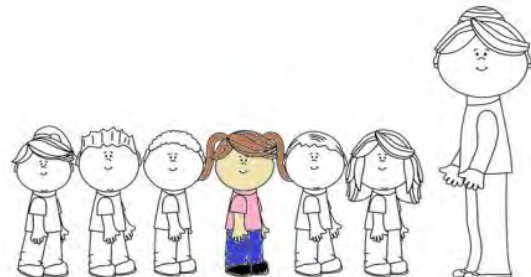
Section 504 of the Rehabilitation Act of 1973

- 504 Plan
- Levels the Playing Field



IDEA: Individuals with Disabilities Education Act

- IEP – *Individualized* Education Plan
- Designed to meet the unique needs of the child
- Part B: Ages 3-21
- Part C – Early Intervention (birth – 2)



504 Plan v. Individualized Education Plan

	Individualized Education Program	Section 504 Plan
Law	Special Education Individuals with Disabilities Act (IDEA)	Civil Rights Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Eligibility	1) Has one of 13 disabilities 2) Significantly impacts educational performance, and 3) Requires specialized services	Has a disability that significantly impacts a major life function
What is included	Accommodations Related services Modified assignments or curriculum Specialized education services	Accommodations Related services Modified assignments
Age Limits	12 th grade or until student turns 22	No age limits
Discipline	Manifestation Determination Review if suspended more than 10 days Determine if the behavior was a manifestation of the student's disability	



TO QUALIFY FOR SECTION 504

- Physical/mental impairment that substantially limits one or more major life activities
 - caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working

IF QUALIFY:

- *Legal protections as a person with a disability: FAPE, no discrimination, procedural safeguard, discipline, etc.*
- *504 Plan: ONLY IF the need is determined*

Eligibility Determination

4. ELIGIBILITY

ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics. YES NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document. YES NO

The child demonstrates an educational need that requires specially designed instruction. YES NO

If the response is **NO** to any question, then the child is **NOT** eligible for special education.

If the response to all three questions is **YES**, then the child **IS** eligible for special education.

The child is eligible for special education and related services in the category of:

BASIS FOR ELIGIBILITY DETERMINATION: (or Continued Eligibility)

Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in OAC 3301-51-01 (B)(10)(Definitions) and OAC 3301-51-06 (Evaluations). **Include** how the disability affects the child's progress in the general education curriculum.

13 Disability Categories

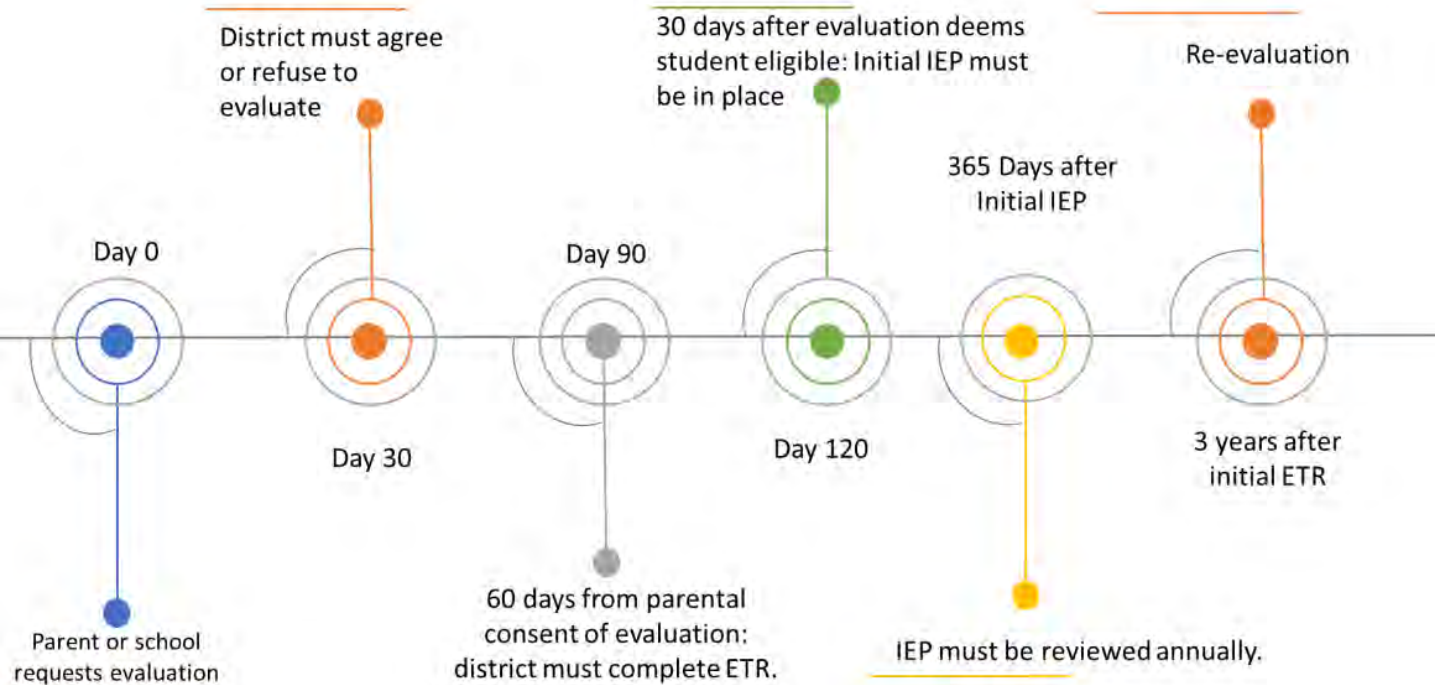
Developmental Delay (2-10)

1. Specific learning disability (SLD)
2. Other Health Impairment (OHI)
3. Autism Spectrum Disorder
4. Emotional Disturbance
5. Speech or language impairment
6. Visual impairment

7. Deafness

8. Hearing Impairment
9. Deaf-blindness
10. Orthopedic impairment
11. Intellectual disability
12. Traumatic Brain Injury
13. Multiple Disabilities

Evaluation Process & Timeline



IEP Structure

1. Profile
2. Annual Goals
 - Present Level of Performance
 - Measurable Goal
 - Method for Measuring Progress
 - Measurable Objectives
3. Specially Designed Instruction
4. Related Services
5. Accommodations
6. Modifications
7. Placement / Least Restrictive Environment
8. Extended School Year



Accommodations, Services, Modifications

Common Accommodations

Pre-teach materials	Allow oral responses
Shorten assignment	Extended time
Extra cues or prompts	Small group testing
Chunk assignments	Preferential seating
Visual schedule	Reduce visual distractions
Calendar or journal	Larger print
Breaks / movement breaks	

Related Services

OT, PT, Speech
Counseling, Gym

Modifications

● Assignment

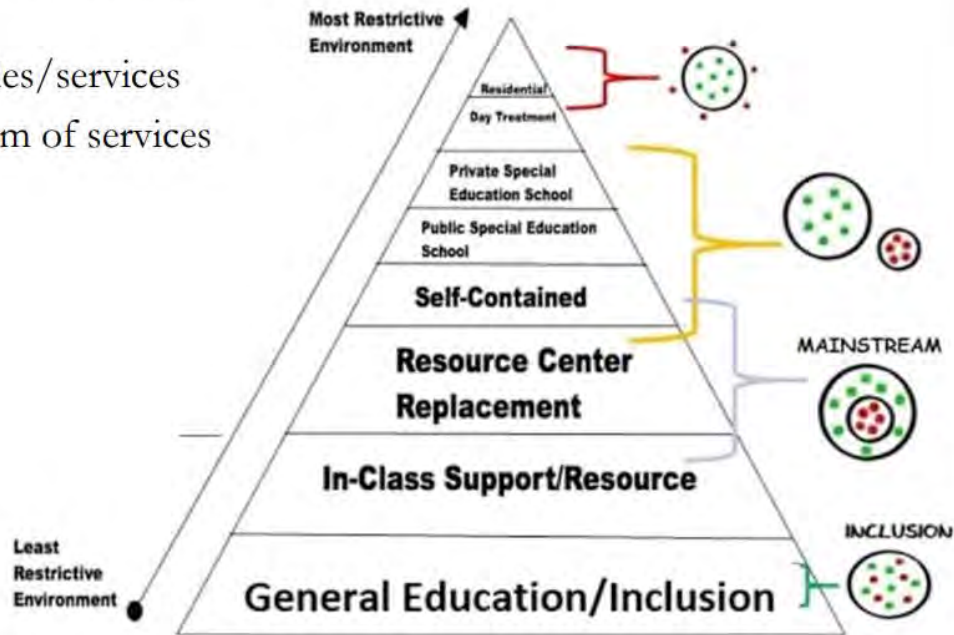
- Different home, test questions
- Alternative projects or assignments

● Curriculum

- Different material
- Different grade or test standard

Least Restrictive Environment (LRE)

- With typical peers to the maximum extent appropriate
- Use supplementary aides/services
- Consider full continuum of services



Scenario 1: ADHD, Sensory

Sensory Breaks

Movement Breaks

Heavy Work

Preferential Seating

Chunking

Prompts, Redirection

Visual Organizers

Visual Schedule

OT as a Direct or Related Service

Scenario 1: Anxiety, Behavior Concerns, Sensory

Calming Breaks

Offer Choices

Trusted Adult

Extended Test Time

Frequent Reinforcements for Desired Behavior

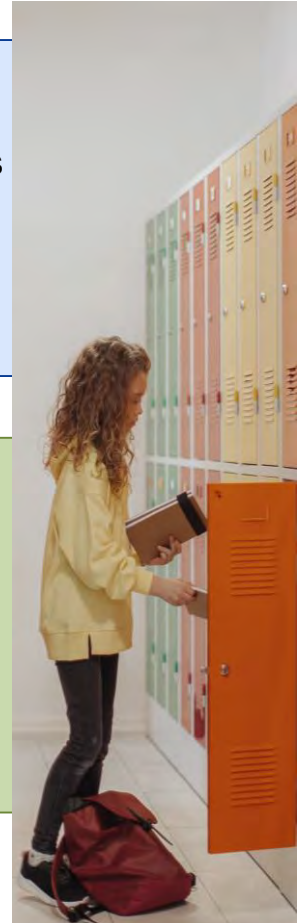
Extra Time & Warning Before Transitions

Prompt Before Calling On Student

Positive Reinforcement

OT as a Related Service

Counseling



Best Practices For Parents / Caregivers

- Be collaborative
- Everything in writing
- Don't sign right away
- Bring a support person
- Check the meeting invite for attendees
- Bring relevant records
- Organized records
- Write down goals and concerns

- Research your child's condition, IEP and 504
- Be prepared for emotional advocacy
- Extracurriculars
- School to home connection
- Social Emotional Matters

