

Understanding Schools:

IEPs, 504s, and Available Resources

Chayla Slaton



Learning Objectives

1. What is the difference between a 504 plan and an IEP
2. How does a child qualify?
3. Categories for Special education and where do Fetal Alcohol Spectrum Disorders fit?
4. Classroom adjustments and resources

IEP vs. 504 Plan

Governing Laws

Individualized Education Program (IEP)

- Special Education services covered under the Individuals with Disabilities Education Act (IDEA)
- Federal Special Education Law

504 Plan

- Section 504 of the Rehabilitation Act of 1973
- Federal civil rights law to stop discrimination and ensure ALL students have access
 - Provides support and removes barriers
 - Prevents discrimination based on disabilities (physical, emotional, educational)

Qualifications

Individualized Education Program (IEP)

- Two parts
 - 1. Must meet the criteria for a disability
 - 2. Must show an adverse impact on educational performance
- Not every child with a disability will qualify for special education
- Committee decision

504 Plan

- Broader than SPED- if a child does not qualify for SPED they might for a 504
- Committee decision and requires professional judgement
- Not meant to maximize but to provide equality
- Can include issues pertaining to attendance, behavior, health plans, multiple failing grades, No response to RtI

12 Areas of Exceptionality

- Autism
- Deaf- Blindness
- Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impaired
- Traumatic Brain Injury
- Visual Impairment

Issues Related to FASDs

- Hyperactivity
- Impulsivity
- Memory deficits
- Attention
- Inability to complete tasks
- Disruptiveness/ Attention Seeking Behavior
- Poor Social Skills
- Disregard for rules and authority
- Difficulties with abstract thinking and higher order skills that require connecting new information to known information and building that knowledge
- Reading and writing difficulties
 - Poor planning and organization
- Issues with computational math
- Repeating mistakes
- Tardiness
- Keeping hands to themselves
- Lying
- Stealing
- Vision
- Hearing
- Depression
- Anxiety
- Substance Abuse

Every child is different. Every
child responds in a different way.

David Fincher

Depends on the Child's Particular Struggles.....

- **Specific Learning Disability**

"Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction."

- **Other Health Impairment**

"Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, etc., and adversely affects a child's educational performance."

Characterized by: "an inability to attend to a task the same length of time as their peers"

Continued

- Speech or Language Impaired

"Speech or Language Impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Can be characterized by pragmatic language impairment

Primary Modifications and Accommodations (can be outlined by IEP or 504)

- **Modifications**

- Worksheets with no more than 3-4 problems on a page
- Shorten homework assignments
 - less reading, less problems, etc.
- Allowing students to answer questions verbally rather than in writing
- Alternative assignments
- Spell-check support
- De-escalation plans
- Daily feedback
- Additional time on tests/assignments

- **Accommodations**

- Allowing frequent breaks
- Providing notes
- Allowing the student to take tests in another room without distractions
- Using visuals
- Providing a list of assignments
- Allowing the use of calculator
- Provide the student with more frequent deadlines for long projects
- Having the student repeat instructions to verify understanding
- Preferential seating
- Mnemonics

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