Goals for today

• Participants will have an understanding of the differences and similarities of a 504 plan and an IEP
• Participants will have an understanding of the Multi-Tiered System of Supports
• Participants will have an understanding of accommodations and modifications
• Participants will have an understanding of how their own child’s profile can impact his/her behavior.
• Participants will discuss some strategies that have proven effective
Integrated Advances

We are on the cusp of significant advances in......

Effective Interventions for children and families
Let’s start with the kid!

- Systems are intended to serve individuals
- Systems need to serve groups
- Systems are bureaucratic
- Systems are different in different locations
- Although phenotypes provide frameworks each child is different
- Your child will need different things at different times
- Understanding the needs of the individual is crucial
- Understanding the system is paramount to success for the individual
## IEP/504

<table>
<thead>
<tr>
<th>Category</th>
<th>IEP</th>
<th>504 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Individualized Education Program (IEP): Student program or curriculum that is essentially different from what peers utilize – fundamentally a special education program at its core</td>
<td>Section 504 of the Rehabilitation Act of 1973 (504): Equal opportunity for those students with disabilities – fundamentally a general education program at its core with supports extended to access it</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Specialized instruction with modification of actual program or curriculum materials</td>
<td>Accommodations for accessing standard program or curriculum materials</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>Only under specified disability categories: Autism, Emotional, Specific Learning Disability, Sensory (Hearing, Vision, Deaf-Blind), etc.</td>
<td>Less discriminatory – availability to students with physical or mental impairment substantially limiting at least one major life activity, have a record of such impairment or regarded as having such an impairment</td>
</tr>
<tr>
<td><strong>Oversight</strong></td>
<td>Individuals with Disabilities Education Act (IDEA) – Education Law</td>
<td>Americans with Disabilities Act (ADA) – Civil Rights Law</td>
</tr>
</tbody>
</table>

(The Goldberg Center for Educational Planning, 2007)
<table>
<thead>
<tr>
<th>Category</th>
<th>IEP</th>
<th>504 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>Disability listing, vision statement, progress impact, short-term goals, accommodations/modifications, behavior and/or social skills plan if applicable, summer services, transport needs, placement recommendation</td>
<td>Plan objectives, definitions, care and self-care details, resource access, health/medical monitoring, emergency planning, testing and classroom dynamics, communication and notification instructions, additional contact details</td>
</tr>
<tr>
<td>Funding</td>
<td>Federal funding</td>
<td>No federal funding</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>A student covered under IDEA on an IEP is automatically covered under ADA’s Section 504</td>
<td>A student covered under ADA’s Section 504 is not necessarily covered by education law under IDEA</td>
</tr>
<tr>
<td>Testing</td>
<td>Standardized testing accommodations available</td>
<td>Standardized testing accommodations available</td>
</tr>
<tr>
<td>Tracking</td>
<td>Progress reporting</td>
<td>No progress reporting</td>
</tr>
</tbody>
</table>

(The Goldberg Center for Educational Planning, 2007)
IEP and 504 Comparison

**Figure 1. IEP vs. 504 Plan.** Retrieved from http://specialeducationhistoryjackson.blogspot.com/2015/07/iep-vs-504-plan.html
MTSS vs. RTI

- RTI focus on the child
- RTI is academic specific
- MTSS comprehensive and includes social emotional
- MTSS can include Behavior Intervention Plan
- MTSS can include Positive Behavior Support
- MTSS can include professional development for teachers
Multi-Tiered System of Support

Intensive
Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers.

Targeted
Targeted, specific prevention or remediation interventions for students whose academic performance or behavior lag behind the norm for their grade and educational setting

Universal
High quality instructional and behavioral supports for all students in general education
What if the pyramid looked like this?

Intensive

Targeted

FXS, ASD, XXY, XXX, XXY, XXXX

Universal
Pathway to evidence based academic intervention

Inclusion & Tiered Approach

Understanding of FXS, ASD, XYY, XXX, XXY

Targeted treatment

Case study

Larger research studies

Evidence based approaches for FXS, ASD, XYY, XXX, XXY
ST Math

Reading Recovery® Council of North America [www.readingrecovery.org]

Reading Plus®

• See and Learn

Mimeo
All of these characteristics impact behavior

• Cognitive deficits
• Academic challenges
• Sensory integration dysfunction
• Speech and language delays
• Gross and fine motor delays
• Physical ailments
• Social/Psychological Characteristics
<table>
<thead>
<tr>
<th>Functions of Behaviour</th>
<th>What It Does For Me</th>
<th>When Does it Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td>Provides preferred sensory experiences; behaviour feels good to do</td>
<td>Anytime, even when alone. Especially if I’m anxious</td>
</tr>
<tr>
<td>Escape</td>
<td>Removes undesired activities or interactions</td>
<td>When task is too: hard, easy, boring, or scary</td>
</tr>
<tr>
<td>Attention</td>
<td>Provides access to people or interactions</td>
<td>When I want social interaction</td>
</tr>
<tr>
<td>Tangibles</td>
<td>Provides preferred items or activities</td>
<td>When I want a preferred item or activity</td>
</tr>
</tbody>
</table>

Andrew Davis B.Sc.H|M.ADS @amldavis

Geneva Centre for Autism - www.autism.net
The four common functions of behavior: “Everybody E.A.T.S.”
Escape, Attention, Tangible, Sensory
Basic Needs

- Therapy
- Strategies
- Compensatory mechanisms
- Educational
- Vocational
- Community

Environmental Supports
- Predictability
- Organized space
- Operational routines

Comprehensive health care
- Medical
- Psychological/mental health
- Psychopharmacology

Internal Resources
- Appropriate expectations and supports across environments
- Therapy
- Strategies
- Compensatory mechanisms
Flip the model
**Accommodations vs Modifications**

- Both can be a part of 504 plans, IEPs or MTSS approaches.
- They serve fundamentally different purposes.
- **Accommodations** change *how* a student learns material.
- A **modification** changes *what* a student is taught or expected to learn.
- Students can require one or the other or both.

<table>
<thead>
<tr>
<th>In the classroom</th>
<th>Accommodations are designed to help kids learn the same material and meet the same expectations as their peers. If a student has reading challenges, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation (like listening to an audio recording of a text) and setting (like where a student sits).</th>
<th>Kids who are far behind their peers may need changes, or <strong>modifications</strong>, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are <em>not</em> expected to learn the same material as their classmates nor are they expected to learn at the same rate.</th>
</tr>
</thead>
</table>

Start with the environment

• The environment is the easiest thing to change.
• The environment can have a huge impact.
• Changing the environment can shed light on the true antecedent of behaviors.
• The environment is anything physical.
• The physical structure of the environment should not be overlooked as fundamental to basic visual supports.
The more disorganized the individual on the inside the more organized the environment needs to be in order for him/her to be successful.
• Less is more when it comes to physical space
It is difficult to overcome this with this
Cool things can be therapeutic
Assessment

• Is the assessment being used for the correct purpose?
• Is it sensitive to change?
• Time?
• Accommodations?
• High stakes testing?
Cognitive Measures

- A **Cognitive Test Battery for Intellectual Disabilities (Pis Hessel, Kravis, Riley)**
- Collaboration between UCD MIND Institute, DU, Rush, Northwestern
- NIH - 1R01HD076189-01A1
- Goal - to establish a feasible, reliable, valid, and sensitive cognitive test battery for use in treatment studies of persons with intellectual disabilities (ID).

**Rational**

- There is a rapidly growing translational neuroscience effort to understand the brain mechanisms of dysfunction in neurodevelopmental disorders (NDs) such as fragile X syndrome (FXS), Down syndrome (DS), and other conditions.
- Genotypically specific approaches to interventions
- Most standardized tests are normed on typical populations resulting in significant floor effects, are not designed to measure change over time,
- Psychopharmacology, education, psychology, medicine advances are accelerating.
- Lack of consensus on best measures of cognition for persons with ID.
- Functional outcomes are important for use in clinical trials.
- There is a broad range of involvement in ID populations and a high comorbidity rate with behavioral and mental health issues.
Inclusion is not simply geography
References

• *Figure 1. IEP vs. 504 Plan.* Retrieved from http://specialeducationhistoryjackson.blogspot.com/2015/07/iep-vs-504-plan.html

Thank you