



IEP and 504 Accommodations
axys Family Conference
The Children's Hospital - Denver



UNIVERSITY of
DENVER

MORGRIDGE COLLEGE OF EDUCATION

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Goals for today

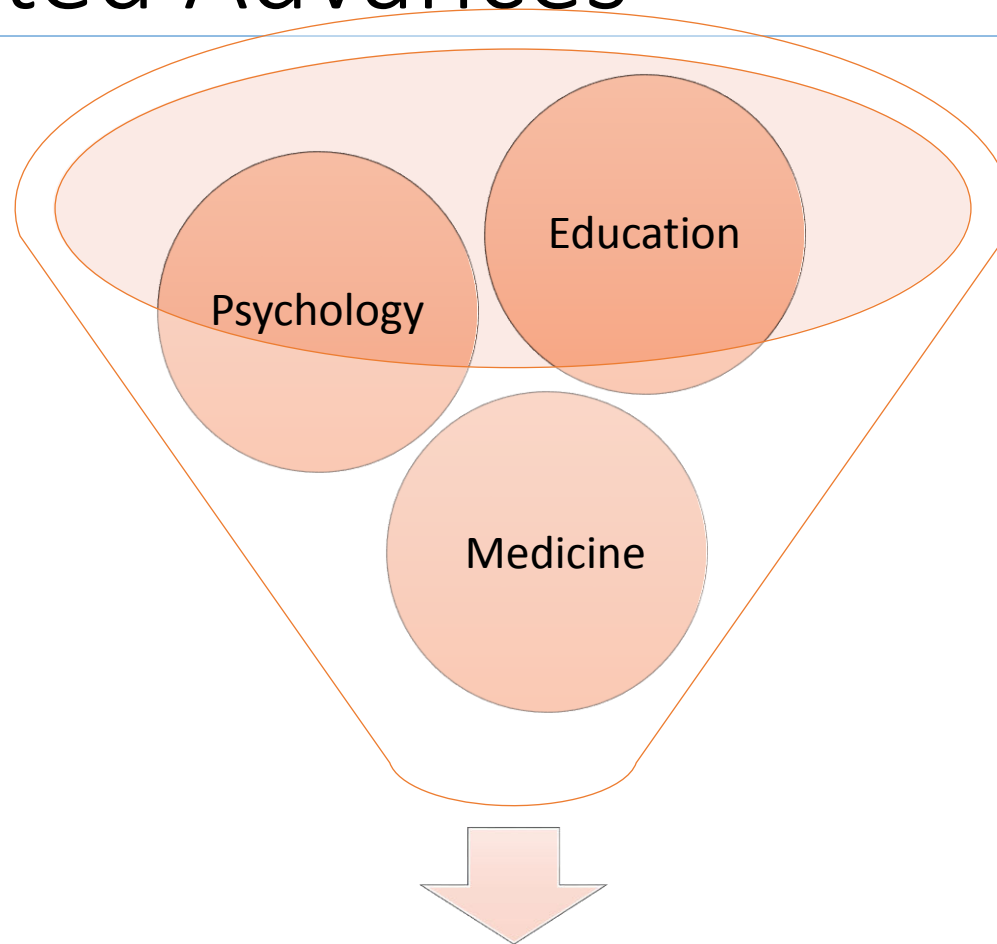


- Participants will have an understanding of the differences and similarities of a 504 plan and an IEP
- Participants will have an understanding of the Multi-Tiered System of Supports
- Participants will have an understanding of accommodations and modifications
- Participants will have and understanding 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





Category	IEP	504 Plan
Definition	Individualized Education Program (IEP): Student program or curriculum that is essentially different from what peers utilize – fundamentally a special education program at its core	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
Purpose	Specialized instruction with modification of actual program or curriculum materials	Accommodations for accessing standard program or curriculum materials
Eligibility	Only under specified disability categories: Autism, Emotional, Specific Learning Disability, Sensory (Hearing, Vision, Deaf-Blind), etc.	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
Oversight	Individuals with Disabilities Education Act (IDEA) – Education Law	Americans with Disabilities Act (ADA) – Civil Rights Law



Category	IEP	504 Plan
Contents	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	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
Funding	Federal funding	No federal funding
Reciprocity	A student covered under IDEA on an IEP is automatically covered under ADA's Section 504	A student covered under ADA's Section 504 is not necessarily covered by education law under IDEA
Testing	Standardized testing accommodations available	Standardized testing accommodations available
Tracking	Progress reporting	No progress reporting

IEP and 504 Comparison

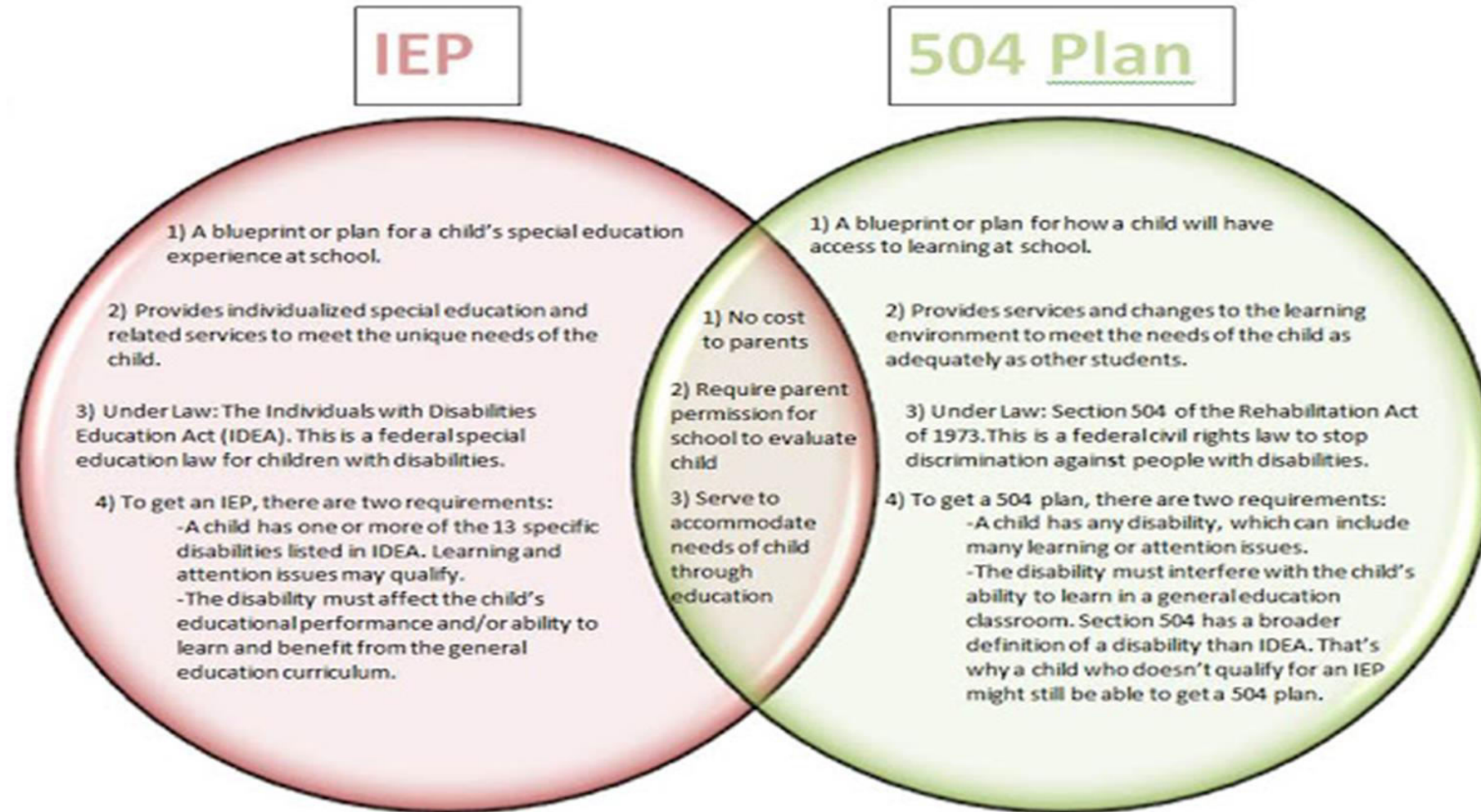


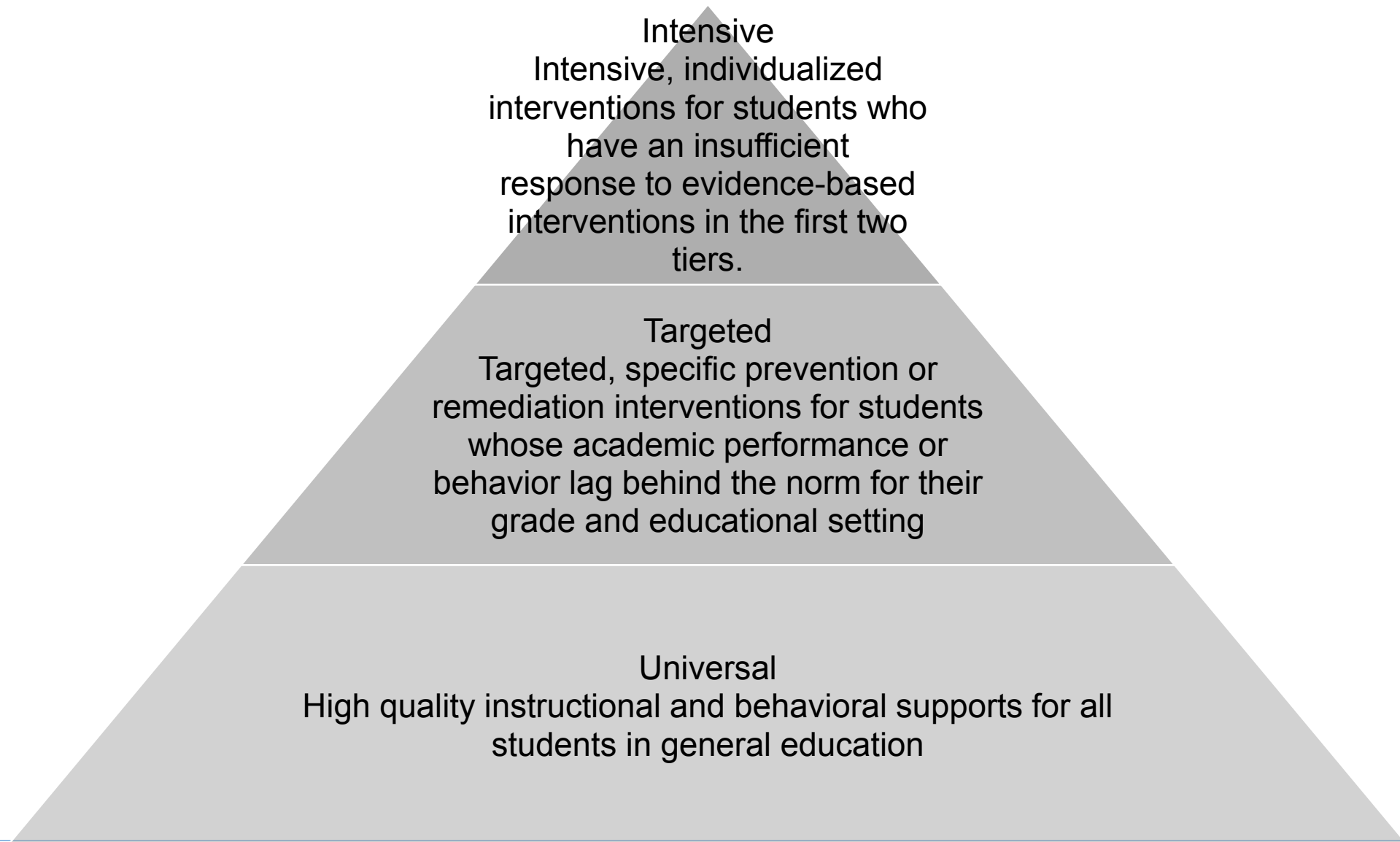
Figure 1. IEP vs. 504 Plan. Retrieved from <http://specialeducationhistoryjackson.blogspot.com/2015/07/iep-vs-504-plan.html>

MTSS vs. RTI

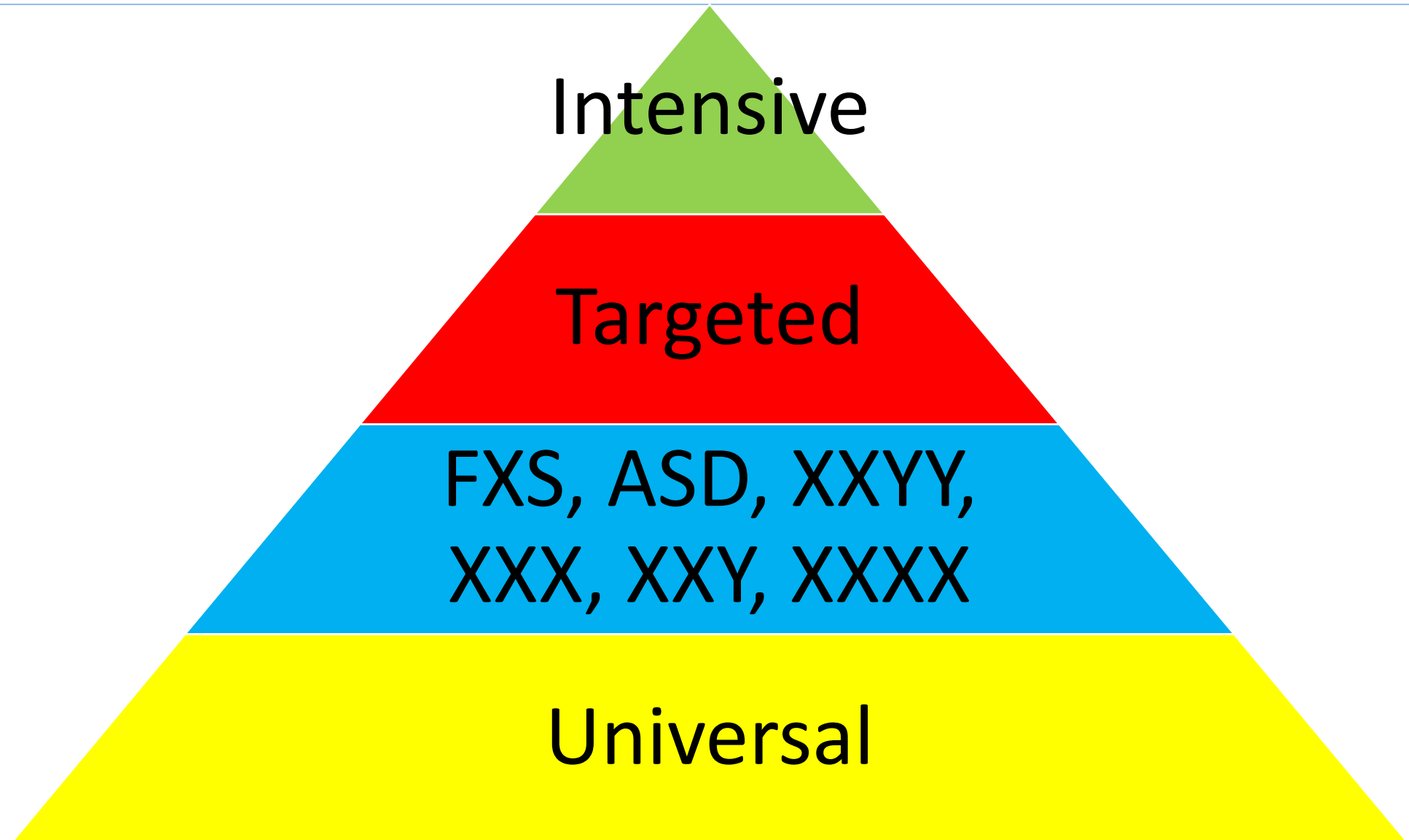
- RTI focus on the child
- RTI is academic specific
- MTSS comprehensive and includes social emotional
- MTSS can include Behavior Intervention Plan
- MTSS can include Positive Behavior Support
- MTSS can include professional development for teachers



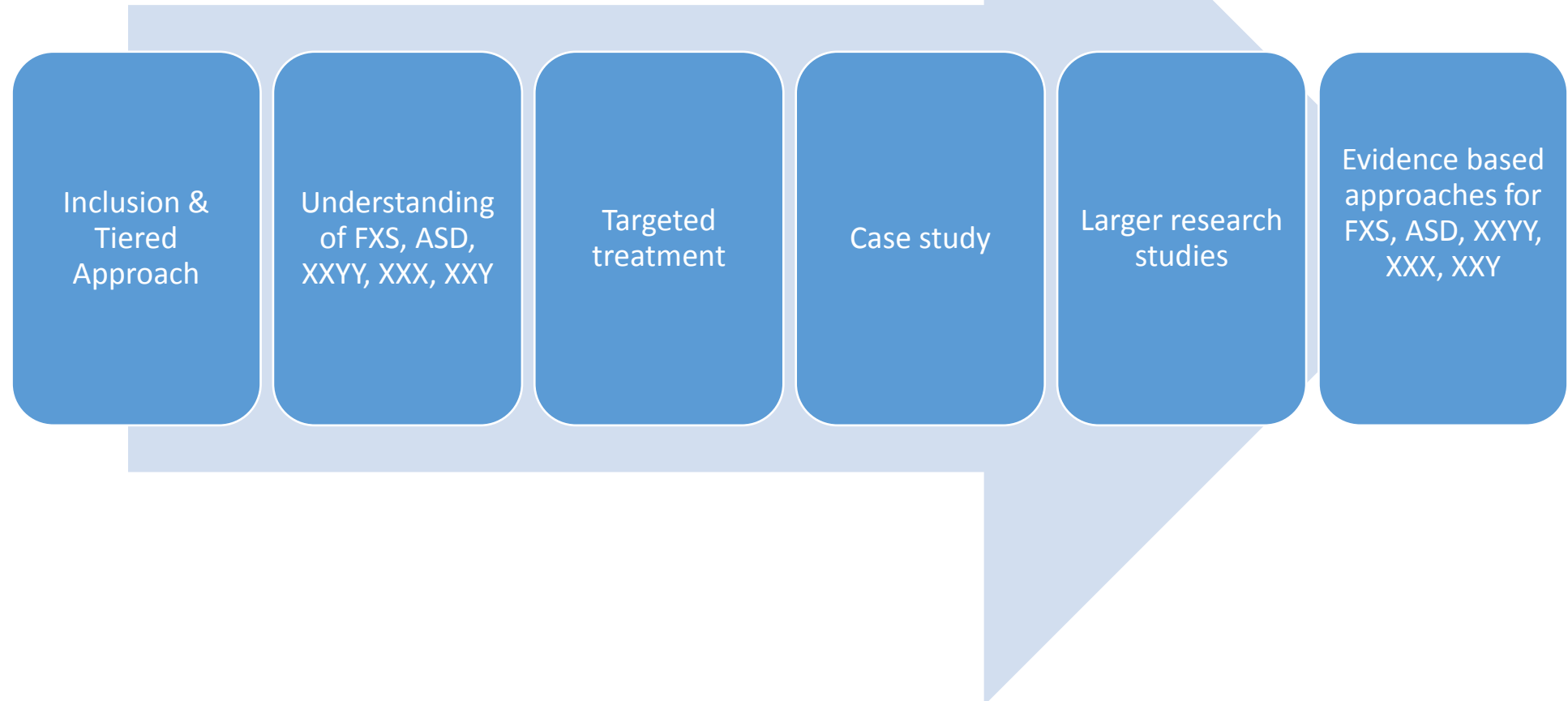
Multi-Tiered System of Support



What if the pyramid looked like this?

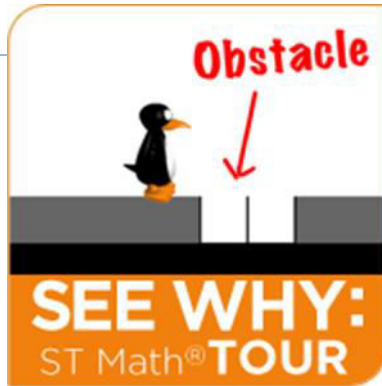


Pathway to evidence based academic intervention





ST Math



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

Reading Plus®

HOW
IT WORKS



- 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

4 Functions of Behaviour



		What It Does For Me	When Does it Happen
S Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
E Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
A Attention		Provides access to people or interactions	When I want social interaction
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity

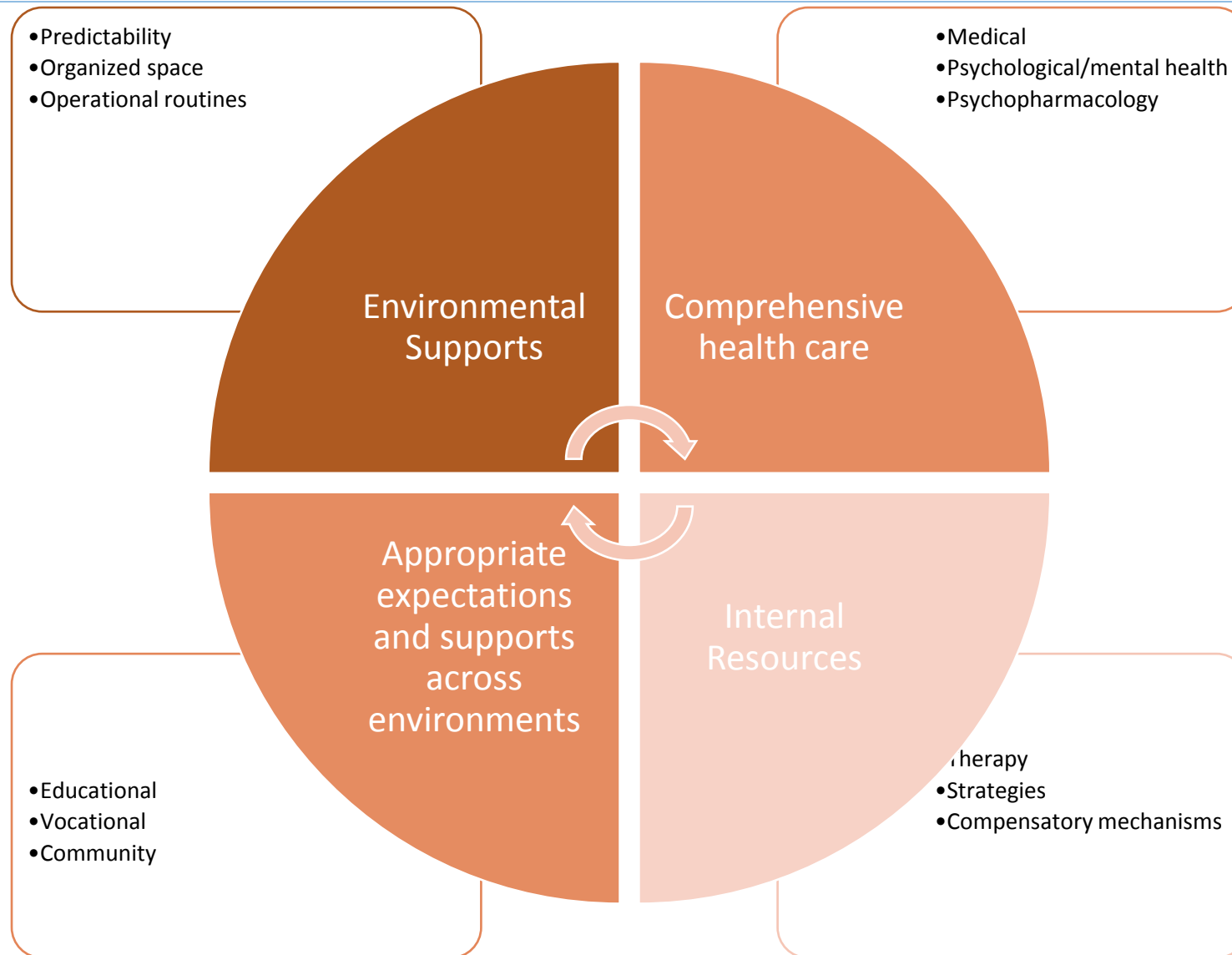
The four common functions of
behavior:

"Everybody E.A.T.S."
Escape, Attention,
Tangible, Sensory

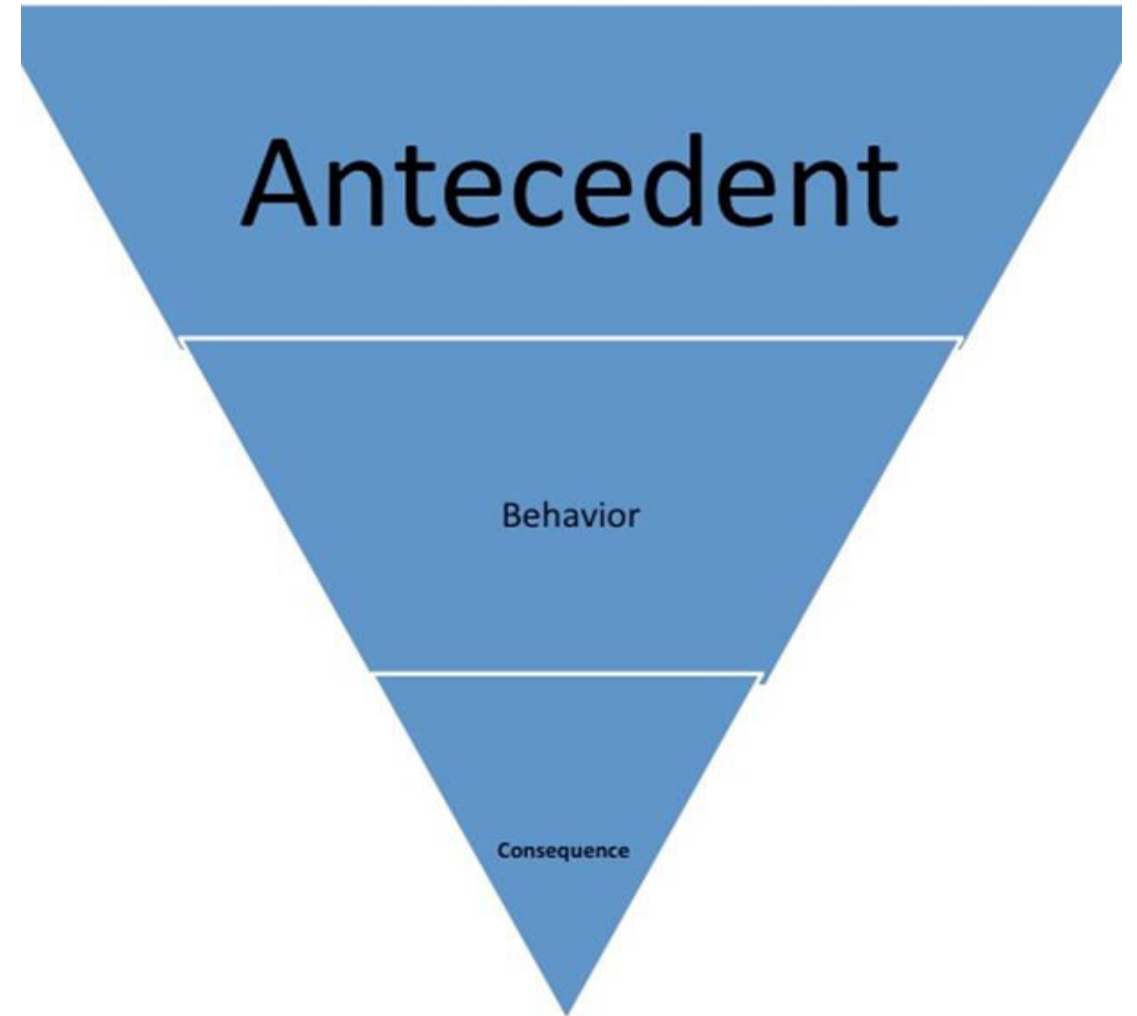
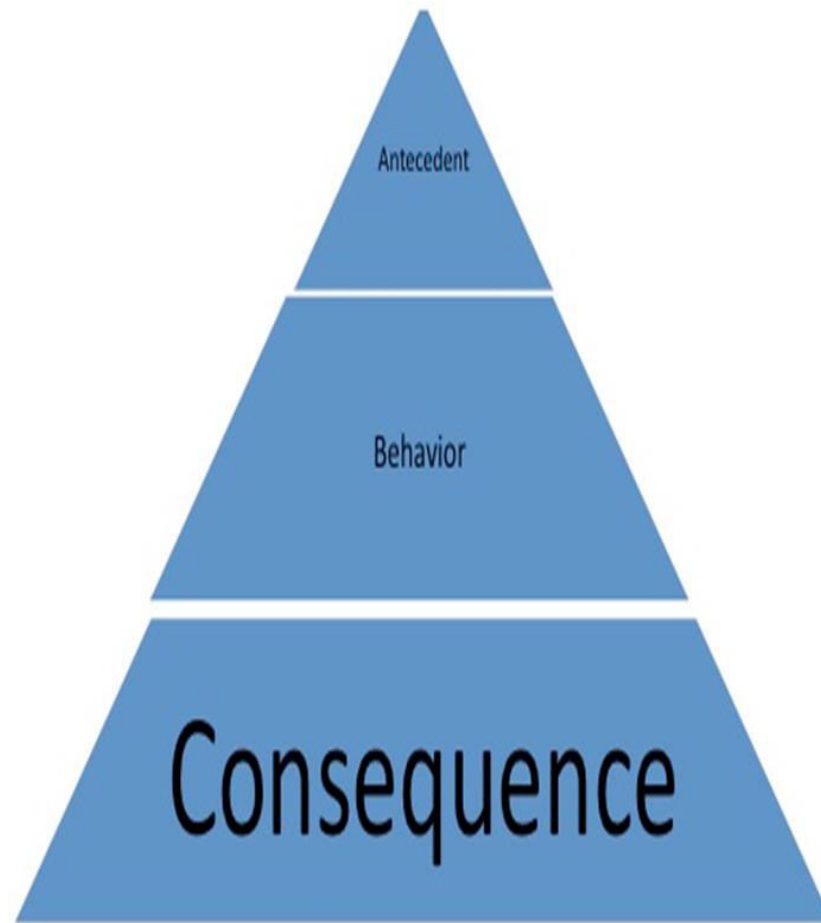


someecards
water mark

Basic Needs



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.

In the classroom	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).	Kids who are far behind their peers may need changes, or modifications , to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are <i>not</i> expected to learn the same material as their classmates nor are they expected to learn at the same rate.
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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>
- The Goldberg Center for Educational Planning. (2007). *A Support Plan Comparison: IEP vs. 504.* Retrieved from http://www.edconsult.org/hs-fs/hub/41331/file-14184103-pdf/docs/plan_comparison_iep_vs_504.pdf

Thank you

