

Understanding IEPs, 504 Plans, Service Plans, Accommodations & Modifications

What Supports are Right for Your Child?

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Introductions

Marci Skigen, Executive Functioning Specialist, Educational Therapist, Special Education Advocate, and Founder of Enhance EFS

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Naomi Rubinstein, Family Educator and Social Learning Specialist, Naomi Rubinstein LLC

Who is here?

In the chat, please share...

1	Preschool parent
2	Elementary school parent
3	Middle school parent
4	High school parent

What type of plan does your child have?

In the chat, please share...

0	No plan
1	Individualized Family Support Plan (IFSP)
2	Individualized Education Plan (IEP)
3	504 Plan
4	Individualized Service Plan (ISP)

By the end of the evening...

You will leave with a working understanding of the following:

- Individualized Family Service Plan (IFSP)
- Individualized Education Plan (IEP)
- Individual Service Plan (ISP)
- 504 Plan
- An awareness of which plan may be best for your child
- The difference between accommodations and modifications

Have an opportunity to ask questions and get some answers!

504 and Individualized Education Plans (IEP)

Preschool-High School Students

What is it?

504	IEP
<ul style="list-style-type: none">● A fluid support plan for a student with a disability● Addresses barriers to learning● Contains accommodations and supports	<ul style="list-style-type: none">● A comprehensive plan outlining a student's special education experience in a public school● Contains:<ul style="list-style-type: none">○ Goals and objectives○ Accommodations and modifications○ Related services○ Behavior plan, if applicable

Who is Eligible?

504

Students with:

- A disability that limits one or more basic learning activities
- Disability is more broadly defined and is not limited to the 13 outlined by IDEA (e.g., medical diagnosis)
- The disability must interfere with the child's ability to learn in a general education classroom (learning, reading, communicating and thinking)

IEP

- Students, ages 3-21, who have one or more of the 13 disabilities listed in IDEA, including Autism.
- Disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum.
 - Can present as a social/emotional need
- Child must require specialized instruction to make progress.

*One of the 13 disabilities alone, without educational impact, may not result in an IEP

What to Expect:

504	IEP
<ul style="list-style-type: none">● A list of specific accommodations and supports● Name of person responsible for ensuring implementation● Location of support● Annual meeting to determine continuation of plan● Free for the family	<ul style="list-style-type: none">● Quarterly progress updates on goals and objectives● At least one annual meeting● Case manager● Duration and frequency of services (how often they occur and how long they last)● Free for the family

Questions?



Individualized Family Service Plans

Birth-Age 4

IFSP (Individualized Family Service Plan)

What is it?

- A document that identifies the child's needs
- Crafted by a multidisciplinary team
- Identifies approaches the team will use to support progress
- Identifies outcomes
- Communicates timelines
- Focuses on the child and the family (parent/caregiver coaching model)

IFSP

Who is Eligible?

- Children birth through age three (with an option to extend through age four)
- To qualify for an IFSP, a child must fall under one of the following categories:
 - at least 25 percent delayed
 - identified as “atypically developing” in at least one developmental area
 - at risk for developmental disability due to diagnosed condition

IFSP

What to Expect:

- Year-round early intervention services through a parent/caregiver coaching model
- Free for the family
- Services provided in the child's familiar environment
- Accountability

Questions?



Individualized Service Plans

Private School Students

Age 3 -High School

ISP (Individualized Service Plan)

What is it?

- Plan provided by local school district for identified students who attend **private school**
- Less comprehensive than an IEP; only includes resource and speech services
- May include goals and objectives

ISP

Who is Eligible?

Students in private school who:

- Have one or more of the 13 disabilities listed in IDEA, aged 3-21
- Have a disability that affects their educational performance and/or ability to learn and benefit from the general education curriculum
- Require specialized instruction to make progress

ISP

What to Expect:

- Students may be required to travel to a public school for services
- Transportation is provided by the school district
- In some cases, provider will deliver services at the child's private school
- Progress updates on goals and objectives and annual meeting
- Free for the family

*Implementation of service plans can be disruptive to the student's class schedule

Questions?





Accommodations and Modifications

What is an Accommodation?

- Accommodations enable equitable access to instruction (levels the playing field)
- Accommodations are changes in **how** the student learns or accesses the material
- Accommodations are changes in timing, formatting, setting, scheduling, response and/or presentation

What is a Modification?

- Modifications change *what* the student is taught or expected to learn
- Modifications are provided to students who require additional support to accommodations
- Modifications can be used in conjunction with accommodations
- Modifications are changes to content rigor, test and assignment expectations and academic standards

Preschool Accommodations/Modifications

Areas of Instruction	Barrier to Learning	Accommodations	Modifications
Classroom Instruction	Difficulty shifting attention, anxiety	Visual schedules, prime before change in schedule , cube chair for whole class instruction, break task into smaller chunks, preferential seating, check for understanding—ask child to paraphrase directions	Reduce the number of steps in a task
Centers	Overwhelmed by perceived amount of work/difficulty of the activity	Utilize choice boards , reduce the number of options in each center, break tasks into chunks	Reduce workload at academic centers (activity rotation)
Specials (PE)	Overwhelmed by perceived amount of work/ difficulty of the activity	Use choice board with two choices for materials, limit amount of information shown/directions given at once , break activity into chunks	Alternate physical activity

Elementary School **Sensory** Accommodations/Modifications

Areas of Instruction	Barrier to Learning	Accommodations	Modifications
Classroom Instruction	Loud noises Bright lights Physical sensitivity	Fidgets; noise cancelling headphones; lamps; colored overlay; weighted sensory pad ; exercise bands on chair, etc.	Provide alternative assignment (e.g., instead of creating a model with clay, student can draw model or create with other material)
Classroom Tests	Loud noises Bright lights Physical sensitivity	Alternate test setting; noise cancelling headphones; alternate seating; study carrel; lighting changes	Reduced content on test ; reduced choices (e.g., multiple choice); additional wordbank
Specials (Art)	Loud noises Bright lights Physical sensitivity	Allow student to stand; seat cushion; slant board; work in alternate location; noise cancelling headphones ; alternate material options	Alternate assignment (e.g., instead of weaving basket with reeds, draw basket on paper)

Middle School **Curricular** Accommodations/Modifications

Areas of Instruction	Barrier to Learning	Accommodations	Modifications
Classroom Instruction	Scattered assignments Procrastination Lost materials	Break assignments into smaller chunks with sub-deadlines	Pace learning differently
Classroom Tests	Stuck staring at test Lack of preparation Hard time sitting still	Scribe; extended time; small group setting; breaks between each test section	Grade assessed by alternate standard; reduced content on test
Specials (PE)	Procrastination Poor preparation Lost materials	Provide social stories of upcoming activities; pair with peer; visual model of steps/directions	Provide alternative activities; grade assessed by alternate standards

High School **Attention and Focus** Accommodations/Modifications

Areas of Instruction	Barrier to Learning	Accommodations	Modifications
Classroom Instruction	Expectations are too high Loud noises Talking with classmates	Preferential seating; graphic organizer; checklists; timer to manage task completion ; speech to text	Adjusted homework/classwork assignment , reduced content on test
Classroom Tests	Difficulty sitting for long periods of time Loud noises Daydreaming	Alternate setting; flexible seating ; study carrel; questions read aloud; noise cancelling headphones	Grade assessed by alternate standard; reduced content on test
Specials (Music)	Difficulty sitting still Loud noises Classroom routines are too rigid or lenient	Breaks; noise reduction headphones, visual schedules ; visual expectations	Alternate assessment standards

Not Every Accommodation Fits Every Child!

- Accommodations should be meaningful and relevant to learning barriers
- The laundry list hazard
- Self-awareness, reflection and self-advocacy

Questions?



Parent Tips

- Read progress reports throughout the year
 - Discuss updates with your child, as appropriate
- Maintain file of all data and correspondence
- Save examples of your child's work, include notations when/how assistance was provided versus when completed independently
- Make a list of questions/concerns in advance of any school meeting
- Note what is working and why and communicate this to the team
- Share any accommodations and/or recommendations from any outside providers, or testing
- Check in with your child to reflect with them on their experience prior to annual meetings
- Ask the case manager to communicate to all teachers the reasoning behind all accommodations and modifications

Get in Touch!

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The Basic Series 2023

- Lunch and Learn on Executive Functioning Challenges for ASD Students: January 13th, 12:00 - 1:00 PM
- Primer on MCPS Placements for Autistic Students: February 7th and February 9th, 7:00 – 9:00 PM
- Your Student’s IEP Explained – Section by Section: March 7th, 7:00 – 8:30 PM
- How to Write SMART IEP Goals: April 18th, 7:00 – 8:30 PM



We appreciate your feedback!

