

We will be starting soon, but in the meantime....

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  - ✓ We will open for questions at the end



# CME Accreditation

## ACCREDITATION:

- This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of The George Washington University School of Medicine and Health Sciences and Children's National. The George Washington University School of Medicine and Health Sciences is accredited by the ACCME to provide continuing medical education for physicians

## CME CREDIT:

- The George Washington University School of Medicine and Health Sciences designates this continuing medical education activity for a maximum of **30** AMA Physician Recognition Award Category 1 Credits™ (total project).
- Participants will be required to certify attendance or participation on an hour-for-hour basis.

# Steps to help a school age child having behavioral and/or academic issues at school

Kathy S. Katz, PhD  
DC MAP Psychologist  
Pediatric Psychologist  
Georgetown University Medical Center

# Objectives:

- Participants will recognize the typical learning and behavior problems that may warrant school support services
- Participants will understand the steps for requesting consideration of an IEP or 504 plan through the school
- Participants will be able to identify the components for evaluating the areas of child functioning that may warrant support services
- Participants will understand the procedure for developing, implementing and evaluating an IEP or 504 plan

# When to request a school team review:

- Teacher reports attention/discipline problems
  - Poor attention, compliance
  - Impulsivity; peer conflicts
  - Poor emotional regulation
- Child is having academic difficulties
  - Child has gotten any low grades
  - Teacher reports child is behind
  - School suggests retention

## Parent should request:

- A meeting of teacher, school psychologist or counselor, and vice-principal (form the ***SST-Student Support Team***)
- The ***SST Request Form*** to complete and sign

# What is a 504 plan?

- The 504 plan is also called an ABIS(Academic/Behavioral Instructional Strategies)plan
- Does not require formal team evaluations

# How is the 504 plan developed?

- Parent can request achievement screening
- Teachers can complete classroom behavior rating forms(e.g. Vanderbilt Scales)
- Parent can request a classroom behavior observation by the psychologist or behavior specialist



# Typical components of a 504 plan:

- Preferential seating near the teacher,
- Extra time to complete worksheets and tests,
- Extra help from the reading or math specialist,
- Accommodations for writing assignments,
- Daily behavior goals, with a reward system for meeting the goals,
- Lunch bunch meetings with the counselor and some peers,
- Individual meetings with the counselor.

## Assessing the 504 plan:

- The SST should plan to meet with the parent every 2-3 weeks to assess the plan,
- The plan should be tested for about 6 weeks
- At the end of the 6 week trial, a decision can be made to refine the plan and give it more time, or
- Refer the child to the IEP(Individualized Education Plan) team, to determine eligibility for special education services

# Steps in preparing for the IEP Evaluation:

- Parents should complete a **written request** to the principal or special education director, for an eligibility evaluation to qualify for IEP services (date the request and keep a copy),
- Within 30 days, the parent should receive a letter asking their permission to go ahead with the evaluation, and the school then has 60 days to complete the evaluation. (Sometimes the school says the evaluation is not needed),
- The evaluation team then writes up the plan for evaluation and arranges for the testing.

# Recommended components of the IEP Evaluation

- Parent should request a full team evaluation by:
  - A School Psychologist assessing IQ, achievement, attention, behavior ratings(classroom and home);
  - A Speech and Language Pathologist assessing receptive and expressive language;
  - An Occupational Therapist(OT) evaluating fine motor/writing skills and sensory processing;
  - If the child has adjustment problems in the classroom or with peers, a classroom behavior observation should be done by the Behavior Specialist.
  - Social work interview with parent to gain parent perspective.

# Findings of the Evaluation:

- Determine if there are intellectual disabilities or learning disabilities, requiring more individual or small group instruction;
- Determine if there are speech or language deficits requiring speech therapy;
- Determine if there are fine motor/spatial/sensory deficits requiring OT;
- Determine if there are behavior issues requiring a classroom behavior plan, individual/peer group counseling and/or community MH intervention

# Translating findings into education goals:

- Team determines what skills/goals child will master in a prescribed period of time,
- Goals may be set for 3 months, 6 months, 1 year
- IEP review should be planned at those prescribed periods (yearly review is required, but not enough)
- Parent can request an IEP review at any point when there are concerns or new information.

# Developing the IEP to meet projected goals:

- Number of hours of special education instruction to be provided weekly;
- Number of hours of Speech therapy/OT that might need to be provided weekly
- Number of hours of individual or group counseling support to be provided
- Individual providing oversight of a classroom behavior plan
- Classroom accommodations to support learning

# Parent monitoring of IEP progress:

- Hours actually delivered
- Absences of service providers
- Weekly goals to carryover in classroom and at home
- Updating goals when skill achieved



# IEP Duration

- Yearly review required
- Triennial review required; best by full team re-evaluation
- Children eligible for IEP implementation from age 3 years till 22<sup>nd</sup> birthday
- Best to keep IEP active even if child has progressed to needing minimal Special Education input

# If school does not respond:

- Parents should contact:
  - Instructional Superintendent for the child's DCPS Cluster
  - DC Charter School Board 202-328-2660



# Case Example

- Imari is an 8 yr old African-American boy in 3<sup>rd</sup> grade in a DCPS Elementary School,
- Imari lives with his 26 yr old single mother and 3 younger brothers in SE,
- Imari is frequently late for school, fails to bring finished homework, has occasionally fallen asleep in class,
- Imari is behind in reading and is resistant to written work,
- The teacher questions his readiness for 4<sup>th</sup> grade.

# Does Imari Need Support Services?

- What are hypotheses about problems?
- How can we evaluate those problems?
- What are possible supports needed?
- What would a support plan look like?

# Questions

