



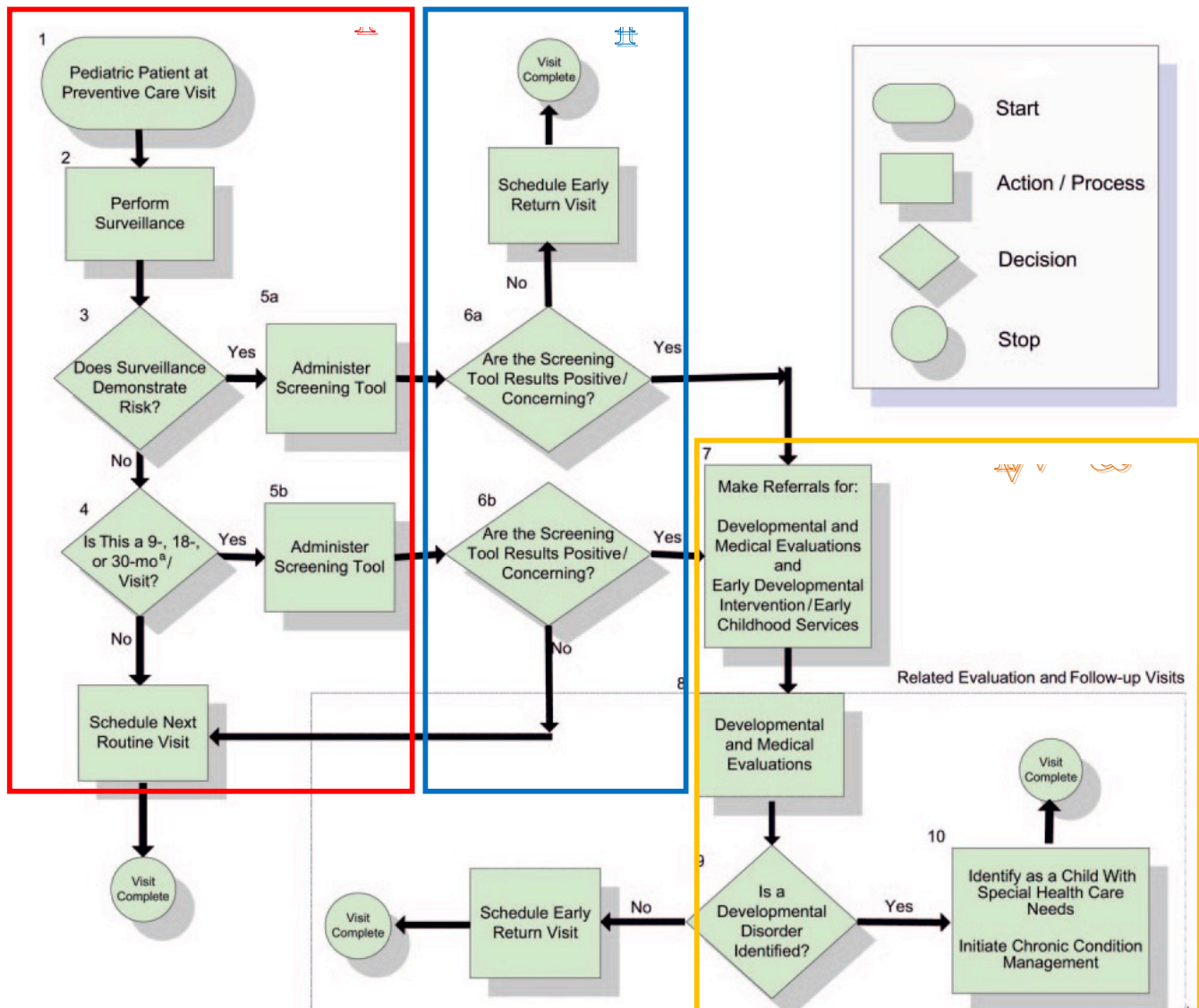
NCC Pediatrics Continuity Clinic Curriculum: Development I-V

Overall Goal:

Understand the proper use of developmental surveillance in the pediatric office, to include developmental screening, school readiness, & use of community resources. *(Graphic from AAP Policy Statement on Developmental Screening & Surveillance).*

Overall Objectives:

- Devo I: Typical Development
- Devo II: Atypical Development
- Devo III: “K.I.D.S. Game”
- Devo IV: Psycho-educational Testing
- **Devo V: Developmental Interventions & Services**





NCC Pediatrics Continuity Clinic Curriculum: **Development V: Interventions & Services** *Faculty Guide*

Pre-Meeting Preparation:

Please read the following enclosures:

- Modules 1 & 2 from the [DoD Special Needs Parent Tool Kit](#) (*click on link)
- Comparison of IEP vs. 504 Plan
- **Homework:** Bring in examples of IEPs or EIS reports from your continuity panel. Be prepared to discuss how each was developed and what contributions you made. *Have there been any modifications since the original plan was drafted? How has the plan impacted the patient and the patient's family?*

Conference Agenda

- Review Development V Quiz
- Complete Development V Cases
- **Resident/Staff Examples:** Discuss resident IEP and EIS examples.

Extra-Credit:

- AAP Policy Statements:
 - [“The Pediatrician’s Role in Development and Implementation of an Individual Education Plan \(IEP and/or an Individual Family Service Plan \(IFSP\)\)” \(AAP, 1999\)](#)
 - [“Provision of Educationally Related Services for Children and Adolescents with Chronic Diseases and Disabling Conditions” \(AAP, 2007\)](#)
- Parent Resources: *(give links to parents!)*
 - [IEP Tip Sheet for Parents: An Overview of the IEP](#) *(Progress Center at the American Institutes of Research)*
 - [IEPs and 504 Plans: A Guide for Parents](#) *(healthychildren.org)*
 - [Maryland—Early Intervention and Special Education Services](#)
 - [Virginia—Special Education](#)
 - [D.C.—Office of the Student Advocate](#)

IEP vs. 504 Plan

(Adapted from http://www.davidsongifted.org/db/Articles_id_10671.aspx)

Two types of written plans – an Individualized Education Program (IEP) or a 504 Plan – can be developed and implemented by local school agencies regarding students with identified disabilities. Both are federally mandated but fall under two separate laws. They each provide for the student to receive a free and appropriate education within the least restrictive environment. However, these two plans serve different purposes, according to the needs of the child.

What is an IEP and Who Qualifies?

IDEA (*the Individuals with Disabilities Education Act*) provides federal funds to state and local agencies to guarantee special education and related services to children with disabilities. To be eligible for an IEP under this law, your child must meet these criteria:

- Be between the ages of 3 and 21
- Have an identified disability that impedes learning to the point that the child needs specialized instruction in order to close the gap between the child's own academic achievement and that of his/her age peers.

Whether your child has a qualifying disability is determined at an IEP meeting, using the results of standardized assessments as well as other informal and formal data collection. It requires unanimous agreement from the members of a multidisciplinary team that includes one or more of the following: special educator, psychologist, parent, related service provider, and general education teacher. Additional members of the team include other individuals with knowledge or expertise regarding the child, and a representative of the local school agency who is qualified to provide or supervise specially designed instruction for children with disabilities. This person is usually an administrator familiar with the general education curriculum and the resources of the local school agency. The team must agree that your child's disability falls under one of the 13 federally mandated categories and that it interferes with the child's education and performance.

What is a 504 Plan and Who Qualifies?

As part of the *Rehabilitation Act of 1973*, Congress passed Section 504. This civil rights law protects people with disabilities by eliminating barriers and allowing full participation in areas of life such as education and the workplace. Section 504 is intended to prohibit disability discrimination by recipients of federal financial assistance and by public entities.

A 504 Plan is for students who *have a disability, have a record of a disability, or are treated as having a disability but do not qualify for special education services under IDEA*. For example, let's say that a child has cerebral palsy. While it does not interfere with the student's progress in the general curriculum, it does require the child to use special equipment to access his/her education. Therefore, this child would qualify for a 504 Plan.

It's important to realize that eligibility under Section 504 isn't a consolation prize for students who do not qualify for special education services under IDEA. Before deciding whether a student is eligible for this type of plan, the child must be assessed and the school team must agree that the child has a substantial and pervasive impairment in order to be eligible under this federal law. The purpose of a 504 Plan is to *level the playing field* and allow a child to get the accommodations/ modifications needed to access the curriculum at the same level as his peers.

How Does an IEP Compare with a 504 Plan?

The contents of an IEP are specified by law. This type of plan must contain:

- A statement of the student's present level of performance
- A statement to address how the child's disability affects participation in the general education curriculum
- Measurable annual goals and objectives related to the child's needs resulting from the child's disability
- A statement of special education-related services, supplementary aids, and other services to be provided
- Descriptions of program modifications and supports for school personnel
- Explanation of the extent, if any, to which the child will not participate with non-disabled children
- Explanation as to how the parents of the child will regularly be informed of the child's progress toward the annual goals
- A statement of whether the child will take district or state-wide achievement tests and if those tests will be taken with or without accommodations or modifications
- Explanation of why the child will not participate in such assessments if the IEP team makes that decision
- A statement of how the student will be tested if the district or state-wide tests are not used
- Projected date for initiating services and modifications and the frequency, duration, and location of those services and modifications
- The need for an extended school year
- Transition requirements for students aged 14 and older.

Unlike the IEP, there are no legal requirements for what should be included in the 504 Plan. Providing a free appropriate public education under Section 504 often means identifying reasonable accommodations to help the student. A 504 Plan usually addresses the following:

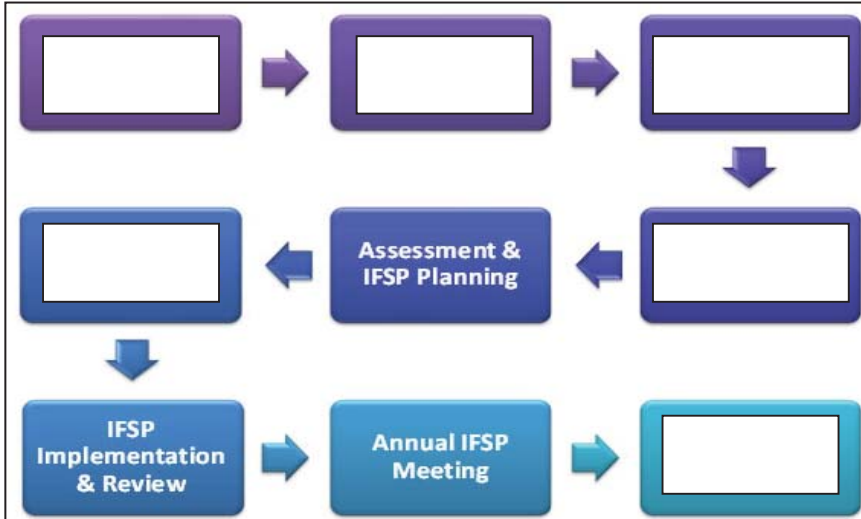
- Nature of the disability and major life activity it limits
- Basis for determining the disability
- Educational impact of the disability
- Necessary accommodations
- Placement in the least restrictive environment (LRE).

Conclusion

In summary, both documents are federally mandated and require the school system to implement them and adhere to their provisions. However, the federal guidelines are oftentimes vague at best. To complicate matters even more, each state and local school agency has its own interpretations regarding the implementation of these federal laws. The decision as to which, if either, of the documents discussed here would best fit with the needs of your child is one that requires research. Take the time to learn about your parental rights and to fully understand the process of qualifying for either an IEP or a 504 Plan. If you are still unsure if the school system is best meeting the needs of your child, seek the services of a professional skilled in this area.

Development V Quiz (must review online modules to properly complete):

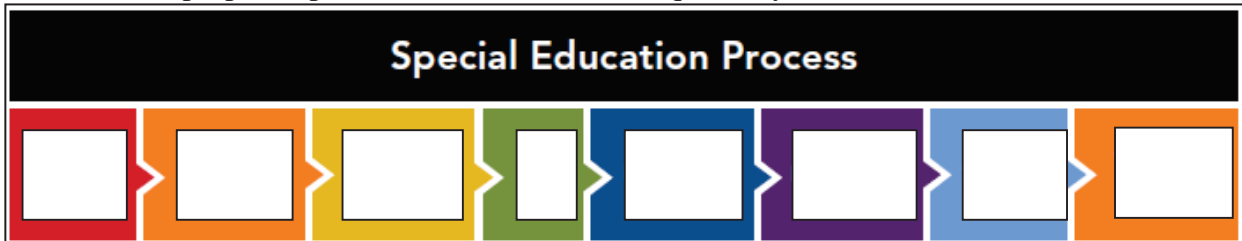
1a. Fill in the proper steps in the **EIS Timeline**, as required by _____:



1b. What is the max number of days between referral/intake & completion of the IFSP? _____

1c. What ages are covered by EIS & the IFSP? _____

2a. Fill in the proper steps in the **IEP Process**, as required by _____:



2b. What is the maximum number of days between referral/parental consent and completion of the initial evaluation? _____

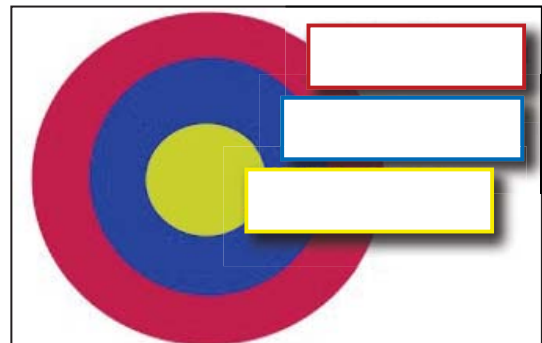
2c. What is the maximum number of days (in general) between determination of eligibility and completion of the written IEP? _____

2d. How often must the written IEP be reviewed? _____

2e. How often must a child with a disability be formally re-evaluated for eligibility? _____

2f. What ages are covered by the IEP? _____

3. Fill in the following diagram representing the legal definitions of disability, using the categories of “all children”, “504 children”, and “IDEA children”



Development V Cases:

Case 1:

You are seeing Maya, a former 34 week preemie for her 24-month well-baby check. Her birthday is 11/15/2021. Her NICU course was remarkable for 1 week on CPAP; otherwise uncomplicated. She also has a PMHx of reflux, for which she receives Prilosec. Mother reports no concerns at this visit. **What sort of formal screening do you want to do at this visit?**

Your SWYC shows the following:

	Not Yet	Somewhat	Very Much
Runs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Walks up stairs with help	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Kicks a ball	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Names at least 5 familiar objects - like ball or milk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Names at least 5 body parts - like nose, hand, or tummy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Climbs up a ladder at a playground	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Uses words like "me" or "mine"	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jumps off the ground with two feet	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Puts 2 or more words together - like "more water" or "go outside"	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Uses words to ask for help	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

	Many times a day	A few times a day	A few times a week	Less than once a week	Never
Does your child bring things to you to show them to you?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your child interested in playing with other children?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you say a word or wave your hand, will your child try to copy you?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your child look at you when you call his or her name?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your child look if you point to something across the room?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does your child usually show you something he or she wants?	Says a word for what he or she wants	Points to it with one finger	Reaches for it	Pulls me over or puts my hand on it	Grunts, cries or screams
(please check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What are your child's favorite play activities?	Playing with dolls or stuffed animals	Reading books with you	Climbing, running and being active	Lining up toys or other things	Watching things go round and round like fans or wheels
(please check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this the correct SWYC? [SWYC Main Page](#)

What is your overall assessment? List one milestone in each of the 5 developmental domains that you would expect of this nearly 24-month-old.

What are your recommendations? What will you tell Maya's parents specifically?

Maya's mother, although surprised by the results of your developmental screening, appreciates your recommendations. She is anxious and has many questions about what to expect from the Early Intervention process. **Walk her through the process.**

How many developmental domains are assessed in the Multidisciplinary Evaluation?

What determines eligibility for EIS?

Maya's mother e-mails you 3 weeks after your visit to report that her daughter's multidisciplinary evaluation was completed and, after the Eligibility Meeting, she was approved for Early Intervention Services. The process of writing the IFSP has begun, and mother asks you at which Early Childhood Center her child will be receiving PT, OT, speech & language.

What do you tell her?

Six-months after your initial referral to Early Intervention, Maya's mother emails you again. She reports improvement in your patient's gross motor skills; communication is still delayed. She is concerned; however, because her family is set to PCS to Ft. Bragg.

How do you counsel her?

Case 2:

PM is a 9 year-old otherwise healthy female we diagnosed with ADHD, Reading Disorder, and Disorder of Written Language, based on the cumulative results of her Vanderbilt Scales, WISC-IV aptitude testing, and WJ-III achievement testing. At the conclusion of the module, we recommended multiple school-based interventions, including an IEP.

Is PM eligible under IDEA Part B for an IEP?

To what else is she entitled under IDEA Part B?

- Intellectual disability
- Hearing impairments (including deafness)
- Visual impairments (including blindness)
- Deaf/blindness
- Speech-language impairments
- Emotional disturbance
- Autism spectrum disorders
- Traumatic brain injury
- Orthopedic impairments
- Specific learning disabilities
- Developmental delays (typically for children between three and nine years of age)
- Other health impairments
- Multiple disabilities

Imagine you are seeing PM and her parents for follow-up, after receiving her test results from psychoeducational testing. **How will you explain the “next steps” to her parents? Did you need to refer her for psycho-educational testing at WR-B in the first place?**

What should you, as PM’s pediatrician, and her parents expect to be included in her IEP?

For PM’s IEP, what are examples of modifications, accommodations, and related services?

PM's parents appreciate your detailed description of the IEP process and the elements of the written IEP. They take you aside, however, and ask you whether consenting to an IEP means that PM will be in a Special Education class "for the rest of her life".

What do you tell her parents?

You decide to attend the IEP meeting with PM's parents, her 4th grade teacher, her school guidance counselor, and her school reading specialist. Within 30 days after PM's disability was identified as meeting IDEA eligibility requirements, her IEP is completed. You continue to follow-up with PM regularly to assess her ADHD symptoms and check in on her school performance. Six-months into her IEP, the father reports that PM's teachers are "not following the plan". Specifically, they are not letting her use books-on-tape, and they are not giving her extended time for testing—both of which were clearly indicated on her IEP.

What do you advise the parents to do?

Despite the issues with PM's IEP, her parents think it was beneficial overall to her school success. They ask you whether her sister, DM, could get one too. DM has a PMHx of IBD.

Is she eligible for an IEP? Are there other options?

Development V Board Review:

1. A 14-year-old boy has been receiving occupational therapy due to weakness in his graphomotor (eg, handwriting) skills. During the school annual Individualized Education Plan (IEP) meeting, his mother asks about alternative strategies that could be used to help him compensate for his area of weakness.

Of the following, the BEST alternative strategy is to

- A. allow him to use print rather than cursive writing for his notes
- B. have a class scribe write notes for him
- C. have him use a word processor/laptop computer
- D. have him use audio books
- E. provide preferential seating near the blackboard

2. A 9-year-old child has been struggling in his regular third-grade classroom and has not yet received additional educational support. A comprehensive psychoeducational evaluation reveals a significant discrepancy between cognitive testing scores and academic performance for reading and writing.

Of the following, the BEST educational intervention for this boy is

- A. after-school private tutoring for language arts
- B. mainstream classroom with preferential seating
- C. resource services for language arts and reading
- D. self-contained classroom for all subjects
- E. summer school so he can catch up

3. A 12-year-old girl is receiving learning support because of difficulty with reading and language arts. She struggles to do well in the classroom but realizes she can never compete successfully with her older sister academically. She is well-coordinated and enjoys playing basketball in her yard. Her parents are concerned by her negative comments about herself and ask your advice on how they can help her improve her self-image.

Of the following, your BEST recommendation is to

- A. evaluate the girl for attention-deficit/hyperactivity disorder
- B. recommend extracurricular activities for the girl
- C. repeat the psychoeducational evaluation
- D. suggest that her older sister help with her homework
- E. suggest the parents hire an educational advocate