

# Pediatricians as Teachers: An Interactive Educational Session on 504s and IEPs

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# Objectives

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- 1: Small group: Compare and contrast IEP and 504 plans
- 2: Cases: Identify the need for an IEP vs a 504 plan in 3 cases
- 3: Mock IEP Meeting: Understand the role of a physician at an IEP meeting
- 4: Discussion: Describe common pitfalls to special education services



	IEP	504
definition	A plan that drives special education and services for disabled children.	A plan that drives accommodations for disabled children to access learning and support academic success at schools.
applicable law	The Individuals with Disabilities Education Act (IDEA)	Section 504 of the Rehabilitation Act of 1973
eligibility	<ol style="list-style-type: none"> <li>1. One of 13 specifically listed disabilities</li> <li>2. Must affect a child's educational performance and/or ability to learn/benefit from general education curricula, requiring</li> </ol>	<ol style="list-style-type: none"> <li>1. Child with any disability including learning or attention issues</li> <li>2. Must interfere with ability to learn in general education classroom.</li> </ol>
what is included	<p>Written, standardized document which includes:</p> <ul style="list-style-type: none"> <li>• Individualized and measurable learning goals</li> <li>• Accommodations and/or modifications to curricula</li> <li>• Plan for progress measurement</li> <li>• Related services.</li> </ul>	<p>No standardized plan, generally includes:</p> <ul style="list-style-type: none"> <li>• Specific accommodations/supports /services</li> <li>• Name of who will provide service</li> <li>• Name of individual responsible for service implementation</li> </ul>
how to request	Letter sent to school coordinator with parental signature	Letter sent to school coordinator with parental signature
personnel required	<p>Required to have following people involved at each meeting:</p> <ul style="list-style-type: none"> <li>• Child's parent</li> <li>• Student (when appropriate)</li> <li>• One or more of Child's general education teachers</li> <li>• One or more special education teachers</li> <li>• School psychologist or other specialist for interpreting evaluation</li> <li>• District representative</li> </ul>	<p>Team is comprised of people familiar with the child, evaluation data and special services options, including:</p> <ul style="list-style-type: none"> <li>• Child's parent</li> <li>• General vs special education teachers</li> <li>• School principal</li> </ul>

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reevaluation	<ul style="list-style-type: none"> <li>• Must review at least once per year</li> <li>• Must be reevaluated every 3 years for determining ongoing need</li> </ul>	<p>Vary by state; generally:</p> <ul style="list-style-type: none"> <li>• Reviewed yearly</li> <li>• Reevaluation every 3 years or as needed</li> </ul>
timeline	<ul style="list-style-type: none"> <li>• School must respond to parents regarding request within 15 days with plan for evaluation</li> <li>• 60 <u>school</u> days to perform evaluation</li> <li>• Maximum 30 <u>calendar</u> days from determination of special needs to IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>• No specific timeline for response or evaluation</li> </ul>



# Fictional Patient Scenarios

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- Becky, a 16-year-old girl with severe allergies to ferrets and severe persistent asthma, is seen by you in adolescent clinic. She is complaining that there is a ferret in the classroom right next to where she sits. She also gets very short of breath participating in some of the activities in PE, despite using albuterol.
- Sam is an 11-year-old boy with moderate ADHD, who is often distracted during class, gets out of his seat without permission and is unable to complete tests in the time given. However, he is currently passing all classes.
- Josh, an 11-year-old with severe ADHD and ODD resulting in several suspensions in the last couple of years, sees you in continuity clinic for behavioral concerns. He has been getting D's and F's due to incomplete assignments, frequent disruptions in the classroom, and teacher defiance.

# Writing an IEP Letter

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- Please consider how you would write an IEP for Josh with the resources provided.
- You can use the templates provided as an example!



# Skit Time!

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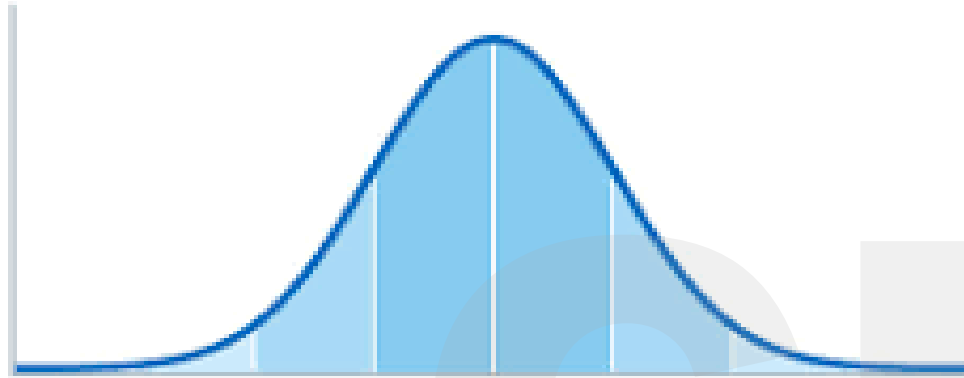
- Jonathan Junqua (resident)
  - Dr. Peterson (physician)
  - Dr. Pittleman (school teacher)
  - Volunteer (parent)
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- Please consider how the physician and teacher role were similar or different to your expectations.

# Brian's Background

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- 9 y/o in 4th grade
- Always struggled with reading, but did not hold him back until 3rd grade which began causing stress at home and in classroom
- Teacher met with parents and noted that Brian may benefit from an IEP (now 4th grade)
- Parents unsure about special education and potential stigma.
- Evaluation was completed and found Brian eligible for special education services under classification of specific learning disability
- School Context: Smithfield Elementary School, public, 20 children per class.
  - Reading instruction: grouped by reading level, expected to read independently when not working with teacher directly

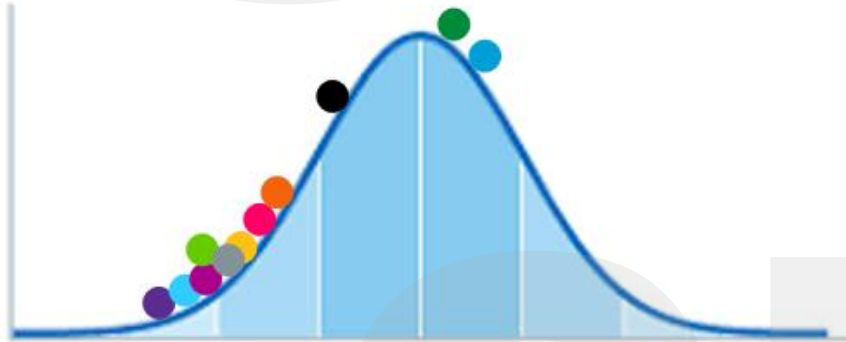




Measure		Score	Descriptor
WISC-V (IQ)		105	Average
WIAT-4	Reading Comp	79	Very Low
	Spelling	65	Extremely Low
	Sentence Comp	86	Below Average
	Basic Reading	68	Extremely Low
	Decoding	69	Extremely Low
	Reading Fluency	69	Extremely Low
	Math	109	Average
CTOPP-2	Phono Awareness	75	Below Average
	Phono Memory	92	Average
AIMS Web Reading		12 percentile	Below Average



## Brian's Test Scores



	Measure	Score		Descriptor
	WISC-V (IQ)	105	●	Average
	Reading Comp	79	●	Very Low
WIAT-4	Spelling	65	●	Extremely Low
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	Basic Reading	68	●	Extremely Low
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	Reading Fluency	69	●	Extremely Low
	Math	109	●	Average
	Phono Awareness	75	●	Below Average
CTOPP	Phono Memory	92	●	Average
	AIMS Web Reading	12 <sup>th</sup> %	●	Below Average

# More Complicated Scenarios

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- Marissa is a 13-year-old with juvenile idiopathic arthritis who has significant stiffness and limited range of motion, frequent absences due to pain and multiple medication needs.
- What is an IHP?



# Common Obstacles

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- School resources/abilities to provide services
- Parent/school adversarial relationships
- Lack of enforcing IEP/504 plans
- Gap in understanding of what diagnosis entails