

Integrating IEPs, Transition Plans and Health Care Plans

October 28, 2022 - 23rd Annual Chronic Illness and Disability Conference:
Transition from Pediatric to Adult-Based Care

Focus for Today

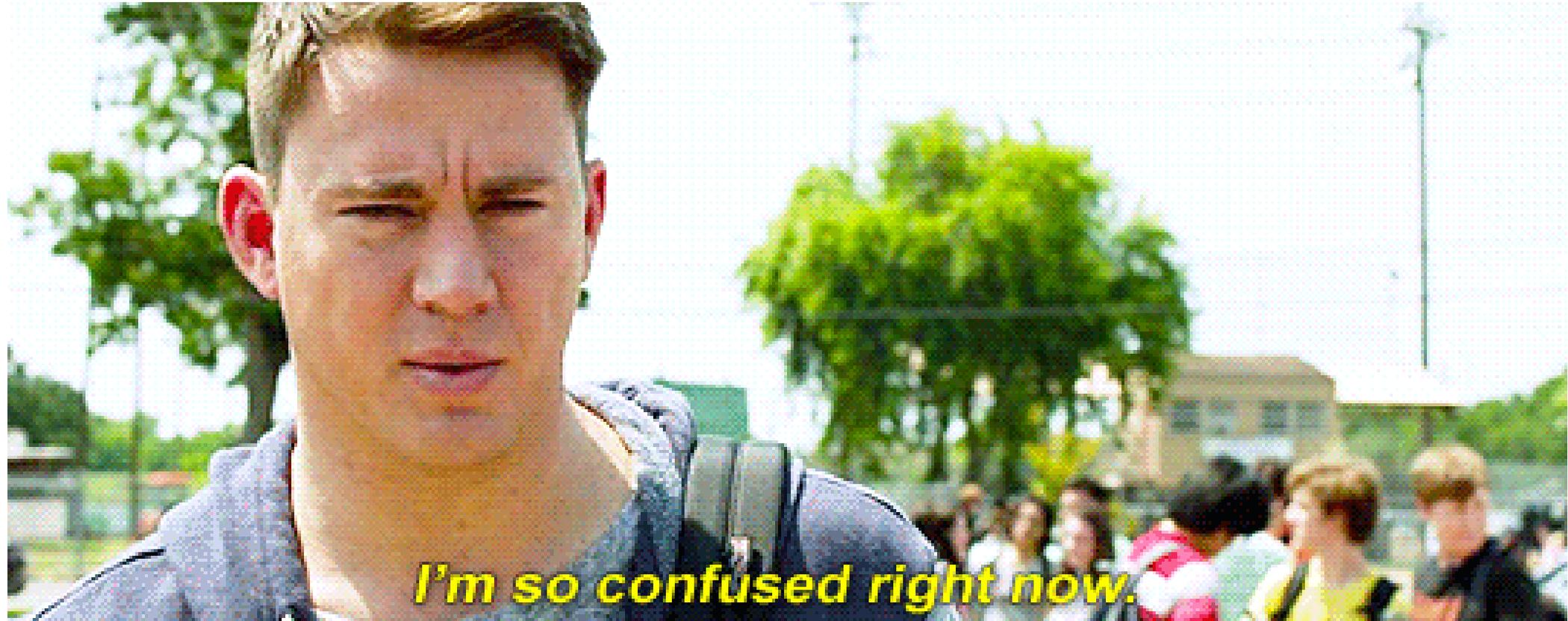
- Discuss the importance of moving towards an interprofessional mindset when planning and working with students with disabilities
- Describe the components of an Individualized Educational Program (IEP) and how this document impacts your work
- Identify the components of a 504 Plan and how this document impacts your work

Many different plans exist for transition age students

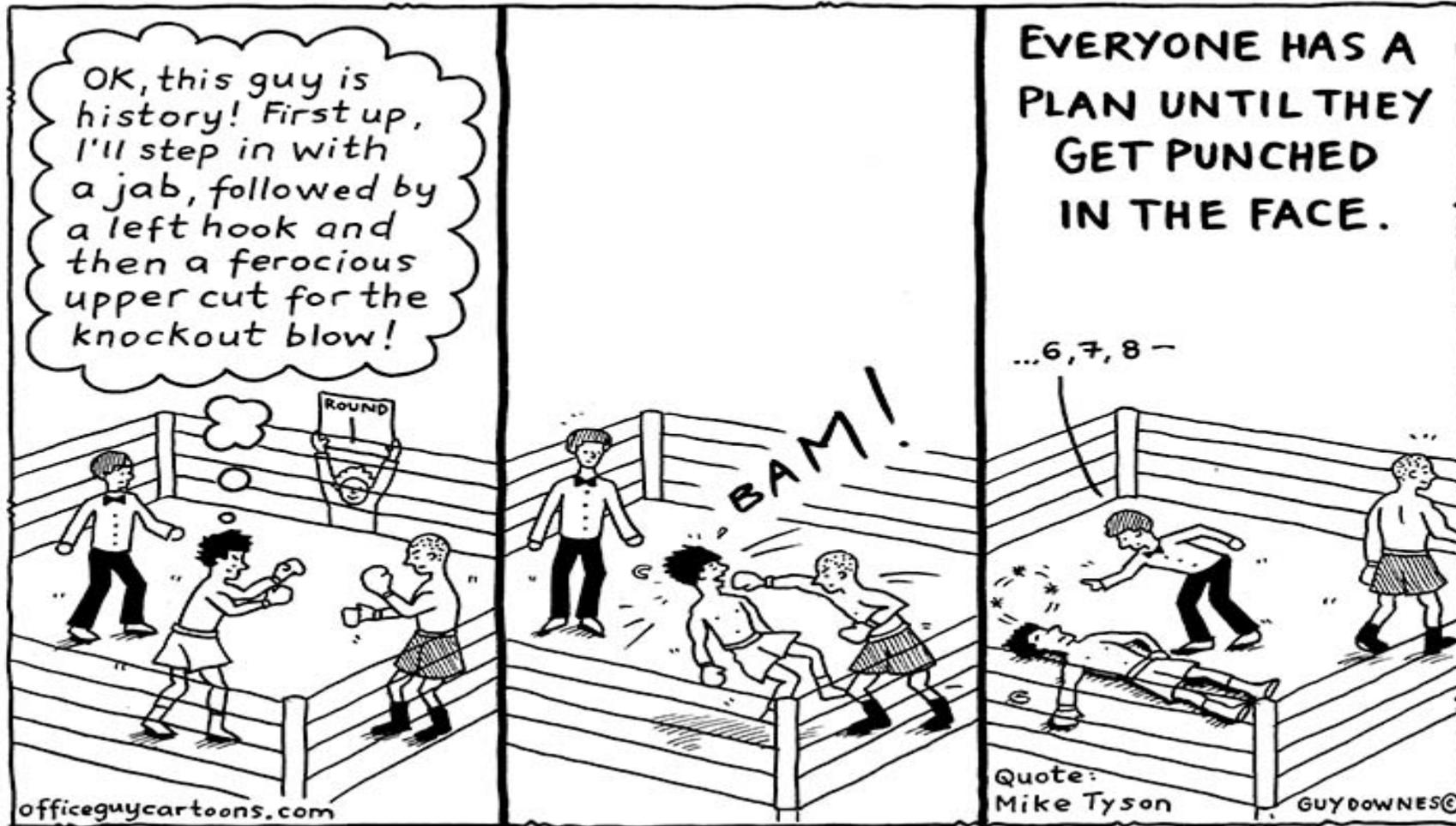
- Individual plan of study for collage, career and life readiness (general education/school guidance counselor)
- **504 Plan (general education)**
- **- (special education)**
- Individualized Health Care Plan – (IHP) – (school nurses)
- Emergency Care Plan (ECP) – (student’s doctor)
- Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP) (general education, special education)
- Summary of Academic Achievement & Functional Performance (SOP) – (special education)
- Individual Plan for Employment (IPE) – (vocational rehabilitation)
- Individual Support Plan (ISP) – (intellectual and developmental disability agencies) – that includes a person-centered plan



Whew... that's a lot of fragmented information



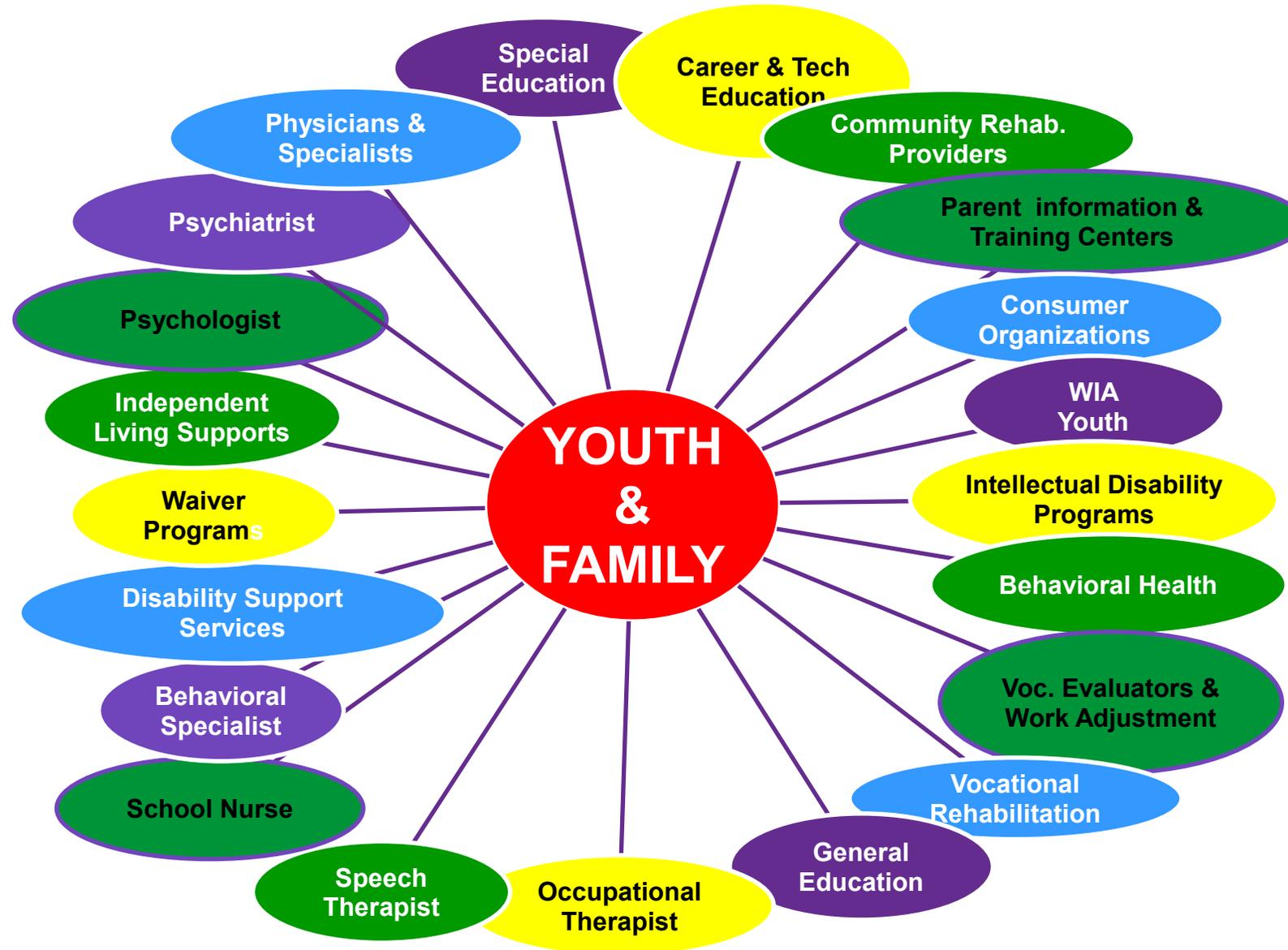
Why plan awareness and coordination matters...



Multi-professional Silos of Transitions



Transition Team Partners



Moving towards an Interprofessional Mindset



Definitions

Multi-professional

- Shared experiences
- No expectation of interaction or participative decision-making

Interprofessional

- Shared experiences
- Interaction/joint decision making
- Shared responsibility/accountability for decisions

Moving towards an Interprofessional Mindset

Interprofessional collaboration occurs when 2 or more professions learn with, from, and about each other to improve collaboration and the quality of care.

Center for Advancement of Interprofessional Education, 2008

WHO, Framework for IPE, 2011

Interprofessional Secondary Transition Practice Requires

A person centered, collaborative, interdependent use of shared expertise directed toward a unified purpose of successful youth/young adult transition outcomes for:

- Post-Secondary Education
- Competitive Integrated Employment
- Community Living and Social Engagement

Thinking Differently.....

- Collaborative – includes concepts of shared responsibilities, shared decision-making, shared values, shared planning and intervention, and sharing of professional perspectives
- Interdependent - mutual dependence rather than autonomous – arises out of common desire to address patient's needs
- D'Amour, D., M. Ferrada-Videla, et al. (2005). "The conceptual basis for interprofessional collaboration: Core concepts and theoretical frameworks." Journal of Interprofessional Care **Supplement 1**: 116-131.

NTACT:C– Collaboration Framework

- The Collaboration Framework is designed to support operationalizing collaboration at the state-, local-, and student- and youth-levels and assists each partner to organize, assess, plan, implement, and sustain goals that lead to successful postsecondary outcomes for students and youth with disabilities and their families. The Framework includes questions, considerations, and outputs for each section, with questions designed to improve the effectiveness of current and newly formed teams, meeting the “team where it is,” along the continuum of its development. By utilizing the framework and addressing each set of questions, teams can anticipate achieving the identified outputs.
- Focused on three levels – State, Local, and Student/Youth Level
- Stages of consideration:
 - Organize
 - Assess
 - Plan
 - Implement
 - Sustain

A Quick Dive Into Looking at the IEP



IEP Purpose and Development

The IEP has two general purposes:

- to set reasonable learning goals for a child, and
- to state the services that the school district will provide for the child

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability. Want the specifics of who you'll find on an IEP team? Read the detailed IEP Team page.

The IEP includes (1)

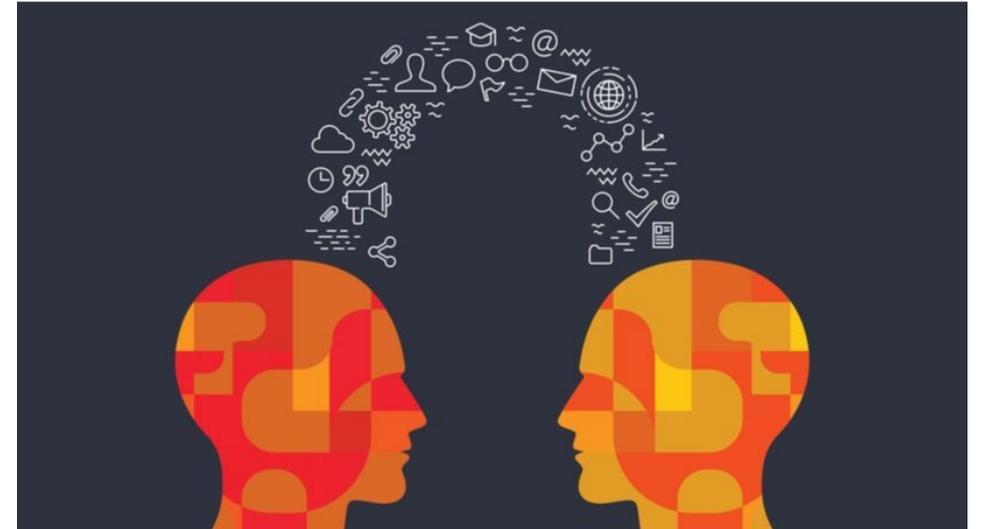
- the child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- individualized transition planning considerations must be addressed for the areas of postsecondary education or vocational training, employment, independent living, and community participation.
- annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel

The IEP includes (2)

- how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs
- how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
- when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
- how school personnel will measure the child's progress toward the annual goals.

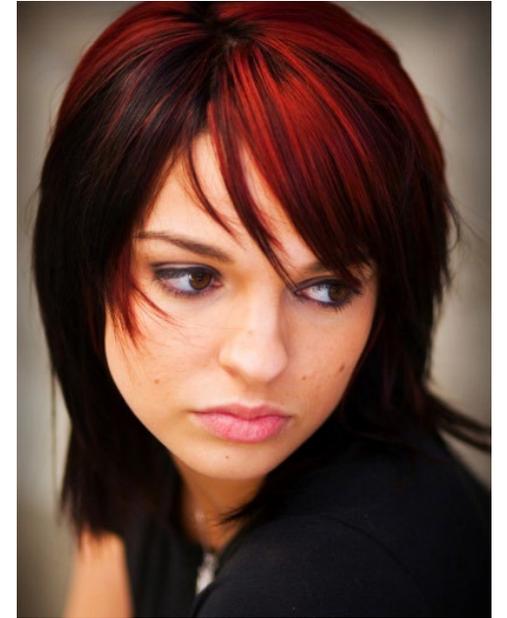
Considerations for Health and Education Identified in IEP

- Self Advocacy
- Self Care
- Communication
- Assistive Technology and Accommodations
- Disclosure
- Organization
- Compliance
- Intra and Inter Agency Collaboration
 - Education
 - Health
 - Other state and local agencies
- Financial considerations:
 - insurance
 - benefits
 - Waivers

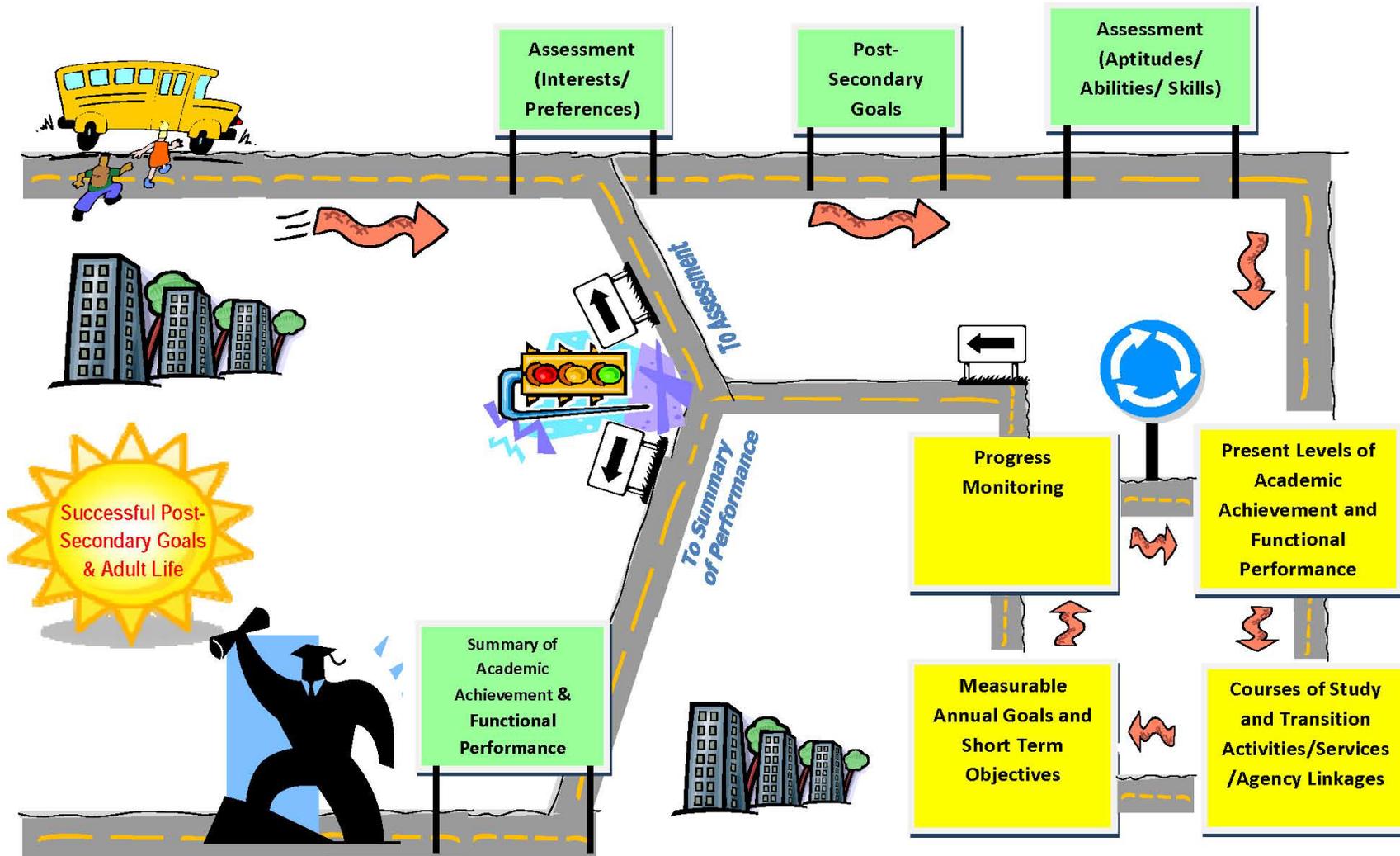


Meet Caroline

- 15-year-old 10th grader
- Interested in becoming a cosmetologist and going to Career Technical Education Program next year
- Recent behavioral concerns in classroom and during transportation
- Behavioral Intervention Plan (BIP) developed
- Writing and Math skill deficits
- Medical concern that she has diabetes
- Strengths in art and sports



Secondary Transition in a Standards Aligned System: Roadmap



As was discussed during yesterday's presentation: Assessment is...

- A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment; transition assessment; career assessment; vocational assessment; developmental, physical, behavioral, emotional health assessment).
- Information can be gathered from multiple people and places over a period of time.

Caroline's Post-Secondary Goals

→ Post-secondary Education and Training Goal:

- Caroline has a goal of enrolling in post-secondary training in the area of cosmetology or a related field.

→ Employment Goal:

- Caroline has a goal of competitive employment in the area of cosmetology or a related field.

→ Independent Living Goal:

- Caroline has a goal of living independently at some point after graduation.



Areas Addressed in Present Levels Section of the IEP

- Present levels of academic performance
- Present levels of functional performance
- Present levels related to current post-secondary transition goals (if student is 14, or younger if determined by the IEP team)
- Parental concerns for enhancing the education of the student
- How student's disability affects involvement and progress in general education curriculum
- Strengths
- Academic, developmental, and functional needs related to the student's disability

Present Levels Should Provide.....

- Information that is data driven (measurable and observable).
- A starting point (baseline) for development of measurable academic and functional annual goals.
- Reference gaps in instructional level vs. grade level standards/expectations.
- Reference post-secondary transition goals.
- Be **relevant**, **useful** and **understandable**.
- Incorporate information from all team members.
- Describe effect of disability on performance.
- Identify strengths and prioritize needs.
- Guide development of other areas of the IEP.

Caroline present level for Health

- Caroline has a diagnosis of Type 1 diabetes and is inconsistent in tracking and monitoring her glucose sugar levels and in maintaining a healthy, balanced diet with accurate carbohydrate counts
 - Low sugars cause: irritable, frustrated, non attentive, angry disorganized, difficulty with processing direction, confused, staring/spacey, lack of self initiation with projects and self control.
 - High sugars cause: same as listed above in addition to hyperactivity, impulsive and non responsive.

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP) (general education, special education)

Description should answer these questions:

- What specific type of behavior does the student exhibit?
- Approximately how frequently does this occur?
- What is happening or under what circumstances does the behavior typically occur?
- What is the consequence for the behavior?
- What is the perceived function of the behavior (result of FBA)?
- What does the student say about his/her behavior?

Caroline's FBA Summary

- The team conducted a Functional Behavioral Assessment in September 2021. Baseline data was collected in the three classes where problems occurred most frequently.... Refusals were defined as “putting her head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing her book or notebook with a bang.” Some refusals escalate to verbal challenges to staff (saying “make me”, swearing, name calling).
- Summary of data indicates that she is refusing about 40% of assignments in general, with the highest rate in English (.6) and the lowest rate in Biology (.25).
- In an interview for her FBA, Caroline indicated that she is frequently embarrassed by her behavior but states that she cannot help herself sometimes. Caroline has several friends at school, but she reported that she is not spending as much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.

Caroline's Prioritized Needs

Caroline needs to:

- Develop more acceptable alternative (replacement) skills to the behaviors that she displays during assignments perceived as difficult.
- Improve organizational skills that impact assignment completion, as these are needed both at school and in future workplaces.
- Improve skill deficits in writing, beginning with overall fluency and willingness to write.
- Expand her use of standard word processing (i.e. Microsoft Word) features, and graphic organizer software (e.g. Inspiration) and utilize these as a tool for completing assignments
- Increase ability to track and monitor glucose sugar levels
- Utilize a program to maintain a balanced diet with accurate carbohydrate counts
- Develop coping skills to employ when anxious, frustrated or angry, as skill deficits in these areas will negatively impact her success in high school as well as future career endeavors. This instruction/support needs to be coordinated with her community service provider.

Making the connection to your work (1)

- Given the seven areas addressed in the Present Levels section of the IEP what information would be helpful to you when working with a student with a disability?
- What health care information would be helpful for you to share with the IEP team for inclusion in the Present Levels?

Transition Services / Activities listed in the IEP

- Action steps – both activities and services
- Services include **instructional services to address skill deficits** (e.g., reading, writing, behavior, organization, Health etc.), supported by Measurable Annual Goals
- Slated to occur during current IEP
- Lead to achievement of post -secondary goal
- Put all together from 1st year to final year of transition planning = coordinated set of activities

Courses of Study listed in the IEP

- Part of the “coordinated set of activities” that help student move from high school to identified post-secondary goals
- Support academic and functional achievement
- Should promote graduation by meeting district standards
- Courses are listed by name- not “functional curriculum” or “college prep”
- Reflect current year’s courses. (If courses change over two academic years this would also be noted)

Measurable Postsecondary Goals (MPGs)

- Each IEP for a student with a disability, who will be of transition age* during the time period of the IEP, must have separate, measurable postsecondary goals (MPGs) that address the areas of:
 - Training/education and
 - Employment, and
 - When appropriate, independent living
- These goals may not be combined.

*Transition age varies from state to state – is required by IDEA to begin by age 16 – (states starting age range from 12-16)

Categories of Measurable Postsecondary Goals

- **Training/Education:** specific vocational or career field, independent living skill training, vocational training program, apprenticeship, military, Job Corps, etc., or 4 year college or university, technical college, 2 year college, military, etc.
- **Employment:** paid (competitive or supported)
- **Independent living skills:** adult living, daily living, self-care, independent living, financial, transportation, community engagement, recreation/leisure etc.

Sample Transition Section of the IEP → Employment Goal:

Employment Post-Secondary Goal: Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.					Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Counseling to develop and use coping strategies to manage anger, frustration, anxiety.	High School	30 minutes/week	10/2/22	10/1/2023	LEA, School Counselor
*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.	High School Academic classes and Resource Room	Each school day	10/2/22	10/1/2023	LEA, General and Special Education Staff, Counselor
*Instruction on organizational skills and use of a self monitoring checklist to support bringing appropriate materials and assignments.	High School Academic classes and Resource Room	Each school day	10/2/22	10/1/2023	LEA, General and Special Education Staff
Monitoring, tracking and managing blood glucose levels	HS home work and community transportation	As directed by doctor	10/2/22	10/1/23	LEA Sp ed supervisor Caroline Doctor /family School nurse

Making the connection to your work (2)

- What transition related activities do you think would be helpful for students to engage in while still in high school and included in the transition section of the IEP?

Measurable Annual Goals (MAG)

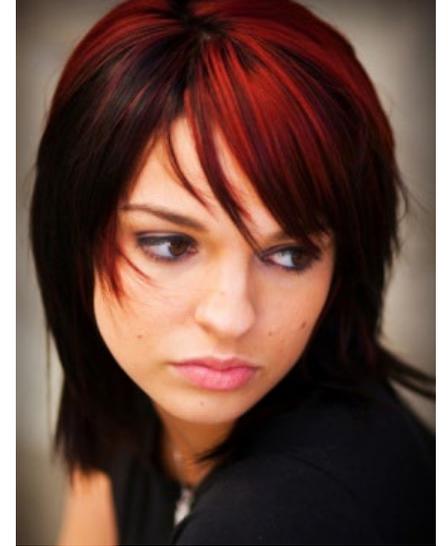
- Build *skills* (identified in Needs)
- Prioritized: 3 - 5 goals for many students
- Projects student performance at the end of one year of instruction
- Begin from baseline of skill (present levels)
- Contains measurable, countable data
- Are written to include progress monitoring

Measurable Annual Goals at a Glance

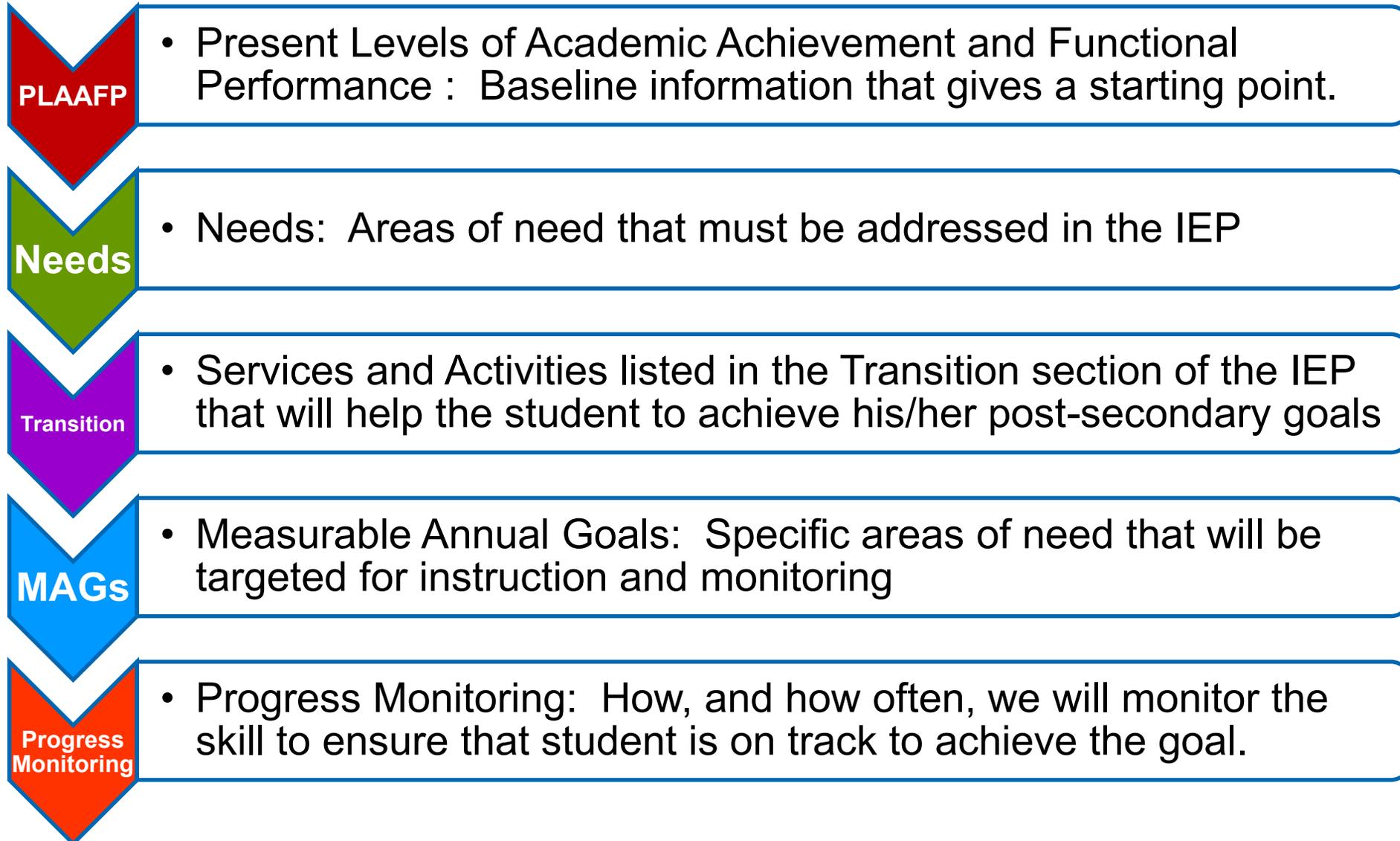
Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lectures in math...</p> <p>Given active response checks</p>	<p>Use the Student's Name</p>	<p>Describe behavior in <u>measurable, observable</u> terms.</p> <p>Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <p>Locate</p> <p>Name</p> <p>Point</p> <p>Separate</p> <p>Rank</p> <p>Choose</p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <p>% of the time</p> <p>#times/# times</p> <p>With the # or % accuracy</p> <p>"X" or better on a rubric or checklist.</p>	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently?</i></p> <p>How consistently will the student need to perform the skill(s) before considered "mastered?"</p>	<p><u>Evaluation Schedule:</u></p> <p><i>How often?</i></p> <p>How often will the student be assessed?</p> <p>What will be the method of evaluation?</p>

One of Caroline's Measurable Annual Goals

Given a daily self monitoring checklist, and two times daily “check in” with the Learning Support teacher, Caroline will work successfully on assigned tasks in Biology, English, and History classes, with no inappropriate verbalizations, gestures, or refusals, earning at least 83% of possible points each day for twenty consecutive days.



IEP Alignment



Other Areas of the IEP to Consider

- Related Services
- Supplementary Aids and Services
(accommodations and modifications)
and Supports for School Personnel

IDEA- Special Education Related Services Could Include:

- Speech-language pathology and audiology services;
- Interpreting services;
- Psychological services;
- Physical and occupational therapy;
- Recreation, including therapeutic recreation;
- Early identification and assessment of disabilities in children;
- Counseling services, including rehabilitation counseling;
- Orientation and mobility services;
- Medical services for diagnostic or evaluation purposes;
- School health services and school nurse services;
- Social work services in schools;
- Work experiences; and
- Job coaching and support services.

Supplementary Aids and Services Could Include

- Supports to address environmental needs (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement)
- Levels of staff support needed (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant)
- Planning time for collaboration needed by staff
- Child's specialized equipment needs (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment)
- Pacing of instruction needed (e.g., breaks, more time, home set of materials)
- Presentation of subject matter needed (e.g., taped lectures, sign language, primary language, paired reading and writing)

Other Areas of the IEP.....

- Percentage of Time in the Least Restrictive Environment
- Extended School Year
- Procedural Safeguards to Protect Parents Rights
- State and Local Assessments
- School Transportation
- Remote and Hybrid Learning Contingencies –(COVID related)

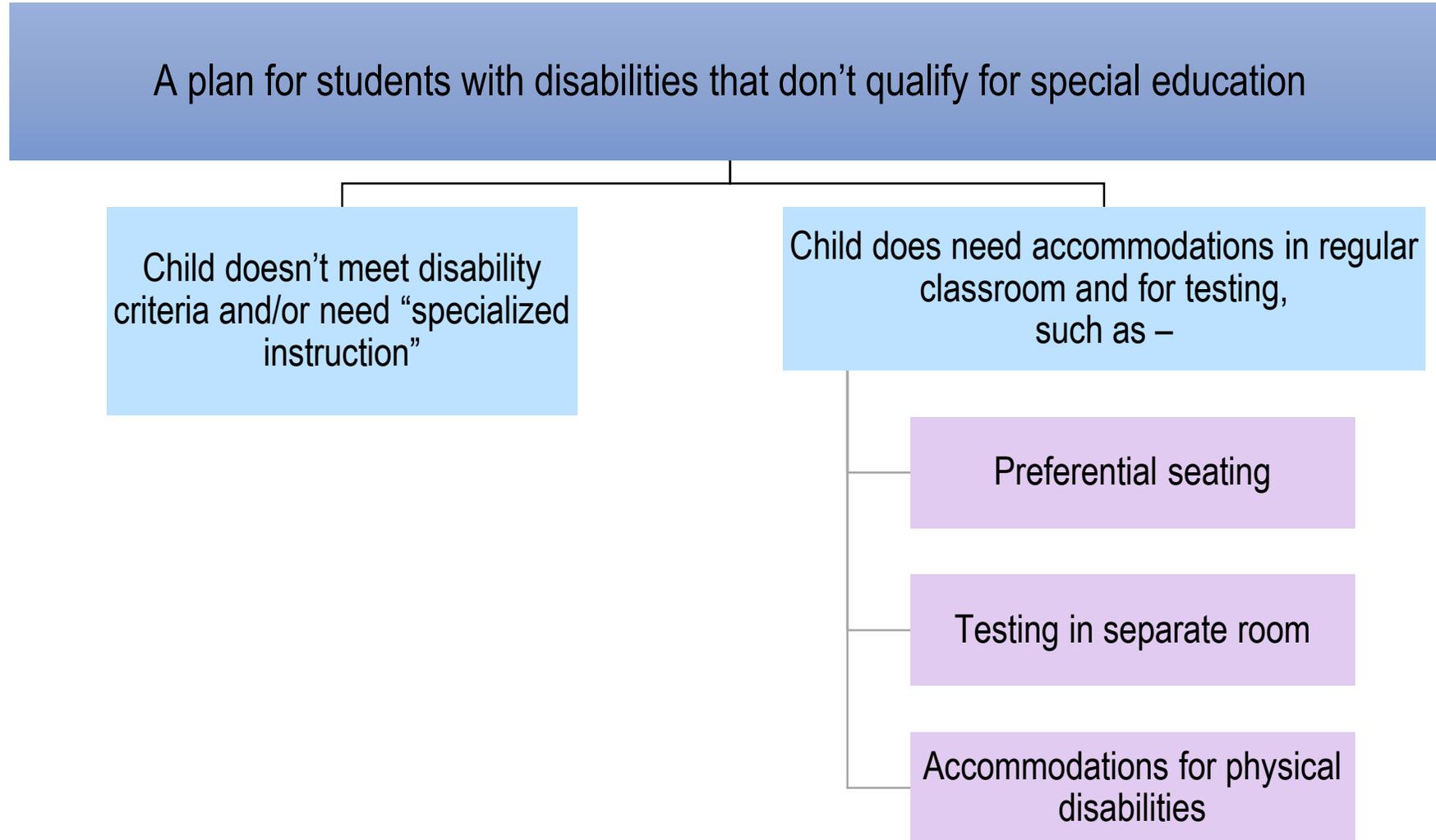
A Quick Dive Into Looking at the 504 Plan



Section 504

- The **Rehabilitation Act of 1973**, as amended, (**Section 504**) is a civil rights law that was passed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance.
- **Section 504** of this law, prohibits the denial of public education participation, or enjoyment of the benefits offered by public school programs because of a child's disability.

What's a "504 Plan"?



What is Covered in a 504 Plan?

- Mental or physical impairment - (disability)
- Is the impairment temporary?
- Identified impairment limits major life activities
 - Learning
 - Concentrating
 - Communication
 - Physical activity
- An Individual Health Plan -(could be part of a 504 Plan if the student has an acute health or medication condition)
- Accommodations/Modifications
 - Instruction/Curriculum
 - Environmental

“504 Plans”

Based on federal anti-discrimination law

Guarantees students full access to the educational facilities and programs

Tend to be less formal and less structured than IEPs

504 Plans don't include a required section on transition planning

IDEA requirements NOT the same for 504 and the protections are not the same.

Making the connection to your work (3)

- Given the components of a 504 Plan what information would be helpful to you when working with a student with a disability?
- What health care information would be helpful for you to share with educational staff for inclusion in a 504 plan?

THANK YOU
for joining us!

Contact Us:

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