School Accommodations

1st Annual ASPN Multi-Disciplinary Conference

Charlotte, NC
September 20, 2013

Lynn Puma, LCSW
Levine Children’s Hospital
Disclosure

- No conflict of interest
Objectives

• Recognize obstacles for kids with CKD.

• Understand the legislation on education and disability.

• Distinguish between a 504 plan and an IEP.
School Re-entry

- Children with Chronic Illness are viewed differently by peers.
- They may experience increased anxiety
  - Catching up on school work
  - Dealing with questions from other kids
  - Appearance may be different due to treatment
- Understanding their rights in regards to school accommodations.
- Utilizing supports available in the school.
  - Support Services
  - Principal
  - Nurse
  - EC/504 Coordinator
  - School Psychologist
Being “School-aged”

- **Erikson**
  - School Age - 4th stage of development
  - Approx ages 6-12
  - Industry vs. Inferiority –
    - From this conflict the child develops the basic strength of competence.
  - Children are eager to learn and accomplish more complex skills.
  - Form moral values
  - May start to express independence
  - Start to recognize their special talents and discover interests
Being “School-aged”

- Piaget
  - Concrete Operational Stage
  - Age 7-12
  - Less Egocentric - More aware of the presence of others
    - Can see things from different points of view
  - Think in terms of cause-effect relationships
  - Still think concretely – tangible, definite, exact terms
  - Show more reasoning abilities
    - Same amount of clay molded into different shapes remains the same amount.
Developmental and Educational obstacles for children with CKD & ESRD

- **Peers**
  - Being different
    - Catheters, Fistulas, Medications
  - Dealing with questions kids ask?
    - “What’s that thing?”
    - “What’s wrong with your arm?”
    - “What’s that rash on your face?”
  - To tell or not to tell?
    - Not all kids are comfortable disclosing their diagnosis to peers.
Developmental and Educational obstacles for children with CKD

School

- Developmental delays (congenital or illness-related)
- Absence from school
  - Make up work
  - Missed learning
- Fatigue and difficulty concentrating
- Changing medical needs in school
- Lack of adequate staffing in school
- Need for para-professional assistance
Legislation on Education and Disability

Rehabilitation act of 1973

- Civil Rights – Federal Law
- Protects rights of individuals with disabilities
- Related to programs that receive federal funds financial assistance.

Americans with Disabilities Act (ADA) of 1990.

- Expanded to include private businesses, state and local governments and public accommodations
  - Services, transportation, and communication
What is Section 504?

“No otherwise qualified individual with a disability...shall solely by reason of his/her disability be excluded from participation in, be denied benefits of, or be subjected to discrimination any program or activity receiving Federal financial assistance.”

-29 U.S.C.A § 794)
What’s the Big “IDEA”?

Individuals with Disabilities Education Act
What’s the Big “IDEA”?

IDEA is a federal law ensuring:
that all children with disabilities have available
to them a free appropriate public education
(FAPE) that emphasizes special education and
related services designed to meet their unique
needs and prepare them for further education,
employment and independent living.

-20 U.S.C § 1400 et seq.
IDEA Entitlements

- Free appropriate public education (FAPE)
- Appropriate evaluations (multi-disciplinary evaluations)
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Parent/Student participation in making decisions
- Procedural safeguards under IDEA
IDEA Entitlements

Free Appropriate Public Education (FAPE) –

- **Free** – provided at no cost to parents
- **Appropriate** – does not need to be “best” or to maximize potential; simply providing “educational benefit”
  - Board of Education vs. Rowley (1982)
- **Public Education** – special education and related services that are supervised and directed by the local school system.
IDEA Entitlements

Child with a disability –
- Age 3-21 with a physical or mental disability that interferes with learning so that specially designed instruction is needed to make educational progress.

Least Restrictive Environment (LRE) –
- The setting in which children with disabilities can be educated with typical children to the maximum extent possible.
What is an IEP?

Individualized Education Plan - Process

- Request services in writing
- Evaluation – testing done within 60 days of parent request
- Identification and Eligibility Determination
- Team meets - Plan Developed
- Services and Placement started – within 30 days of evaluation
- Updated annually; re-evaluated every 3 years
IEP

- Current level of educational performance
- Annual goals
- Will include specific educational and supplementary aids and services to provide support to student
- Testing, scheduling and instruction accommodations
- Transition services for children 14 and older.
Developing a 504 Plan

1. Identify student and document disability.
2. List accommodations or modifications needed.
3. Referral to the 504 coordinator – responsible for coordinating the development, maintenance, and implementation of the 504 plan.
4. 504 Meeting – must consist of a group of people who has knowledge about student, understand the meaning of the evaluation data, and are aware of placement options.
5. Should be reviewed annually.
# Possible Accommodations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Absences excused due to: doctor’s appointments, hospitalizations, sick days due to relapse, blood work, and other sick days (low blood counts, etc.).  <strong>2-3 days of treatment per week. School may be missed.</strong></td>
</tr>
<tr>
<td>X</td>
<td>Assignments provided ahead of time for scheduled hospitalizations/doctor’s appointments.</td>
</tr>
<tr>
<td>X</td>
<td>Abbreviated or altered school schedule (i.e.: ½ days, shorter weeks, lighter class load). <strong>Depending on dialysis schedule</strong></td>
</tr>
<tr>
<td>X</td>
<td>Extended time to make-up assignments and projects.</td>
</tr>
<tr>
<td>X</td>
<td>Homework/Classroom modification as needed. (i.e.: 25 math problems instead of 50)</td>
</tr>
<tr>
<td>X</td>
<td>Testing adaptations as needed. (i.e.: extra time, oral answers, separate place to test, etc.)</td>
</tr>
<tr>
<td></td>
<td>Possible State testing accommodations.</td>
</tr>
<tr>
<td></td>
<td>Fluids and/or snacks in the classroom as needed. <strong>Has fluid restriction.</strong></td>
</tr>
<tr>
<td></td>
<td>Unrestricted access to the bathroom.</td>
</tr>
<tr>
<td>X</td>
<td>Modified Physical Education as needed. <strong>No contact sports such as football, dodge ball, hockey, etc</strong></td>
</tr>
<tr>
<td>X</td>
<td>A designated place to rest should signs of fatigue or illness occur during treatment.</td>
</tr>
<tr>
<td>X</td>
<td>Two sets of books. One for home/dialysis and one for school.</td>
</tr>
<tr>
<td>X</td>
<td>Tutorial help if needed. <strong>If miss a lot of days and fall behind.</strong></td>
</tr>
<tr>
<td></td>
<td>Vocational Rehabilitation.</td>
</tr>
<tr>
<td>X</td>
<td>If student begins to run a fever, please contact the family IMMEDIATELY.</td>
</tr>
<tr>
<td>X</td>
<td>Due to compromised Immune System, please contact family if there is an outbreak of the flu, chicken pox or other communicable disease.</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Section 504 and ADA:

- Considered to have a disability if that person:
  - Has a physical or mental impairment that substantially limits one or more of such person’s major life activities.
  - Has a record of such impairment, or
  - Is regarded as having such an impairment.

- Education Plan - 504 plan

IDEA:

- Must fit into one specific category of disability:
  - Autism
  - Deafness
  - Deaf – Blindness
  - Developmental Delay
  - Emotional Disturbance
  - Intellectual Disability
  - Multiple Disabilities
  - Other Health Impaired
  - Specific Learning Disability
  - Speech or Language Impairment
  - Traumatic Brain Injury
  - Visual Impairment including blindness

- Education Plan - IEP
**504 plan vs. IEP**

**IEP needed if:**
- Need assistance with learning.
- Team sets goals each year to improve academic achievement.

**504 Plan needed if:**
- There is an issue with the physical environment.
  - Need access to an elevator, extended time for assignments etc.
- Need modifications made to environment in order to “equal the playing field”.
Transitioning to high school, college, work

- 504 plans transfers to college settings
- Vocational Rehabilitation can help with:
  - Job skill training
  - Guidance and Counseling
    - Job seeking skills training
    - Career Guidance
  - Job placement
  - On the job and post-employment support
- Set Goals
  - Continuing Education vs. Going to Work
Parents as advocates

Advocacy Tips

1. Put it in writing!
2. Ask questions. Don’t be afraid to question the plan.
3. Prepare, Prepare, Prepare!
4. Get copies of all documents and ask for a few days to review before signing.
5. Remember the “I” in IEP stands for individualized.
6. Enter every meeting with a smile and remember to thank the teacher.
7. If it’s not written into the plan, then assume it is not going to happen.
Resources

- Exceptional Children’s Assistance Center (NC)
  www.ecac-parentcenter.org

- Wright’s Law (National)
  www.wrightslaw.com