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People First Language

Individualized Educational Plan (IEP)

504 Plan

IEP accomodation

45-Day Screening Process

One of the five apples in the bowl is green, and a green apple is more like red apples than different. One in five Americans is a person with a disability, and people with disabilities are more like people without disabilities than different. Like gender, ethnicity, and other traits, disability is a natural part of being human. And it's time for the light of inclusion to shine on ALL!

People First Language

The People First Respectful Language Modernization Act of 2006 was enacted by the Council of the District of Columbia on July 11, 2006 to “require the use of respectful language when referring to people with disabilities in all new and revised District laws, regulations, rules, and publications and all internet publications.”¹

People First Language

“People First Language” (PFL) puts the person before the disability, and describes what a person has, not who a person is. PFL uses phrases such as “person with a disability,” “individuals with disabilities,” and “children with disabilities,” as opposed to phrases that identify people based solely on their disability, such as “the disabled.”

People First Language

	Outdated term:	Replace with:
A	"afflicted with disability"	"has autism"
	"autistic"	"has autism"
C	"crippled"	"has a disability"
D	"the disabled"	"people with disabilities"
	"disabled adults"	"adults with disabilities"
	"disabled people"	"people with disabilities"
	"disabled children"	"children with disabilities"
	"disabled voters"	"voters with disabilities"
	Etc.	Etc.
F	"feeble-minded"	"has a cognitive disability"

People First Language

F	"feble-minded"	"has a cognitive disability"
H	"a handicap" "the handicapped" "handicapped buses" "handicapped bathrooms" "handicapped parking" "handicapped buses" "handicapped bathrooms" "handicapped parking" Etc.	"a disability" "a disability" "accessible buses" "accessible bathrooms" "accessible parking" OR "buses accessible to people with disabilities" "bathrooms accessible to people with disabilities" "parking accessible to people with disabilities" Etc.

IEP Individualized Education Program

What Is an IEP?

An IEP falls under the Individuals with Disabilities Education Act (IDEA).

This federal act ensures access to special education and related services for eligible children with disabilities.

An IEP is a working document that allows for necessary accommodations, and a student is also able to receive specially designed instruction with an IEP, meaning they get tailored instruction unique to them based on their disability, goals, and objectives.

These goals are addressed by a special education teacher in the student's least restrictive environment (LRE) to help the student make progress in areas affected by their disability.

What's in an IEP?

An IEP must contain information about the child and the specific and unique educational program designed to meet their needs. The document includes the child's present levels of academic achievement and functional performance (PLAAFP), which describes how the disability impacts the child's involvement in the general education curriculum. Based on the PLAAFP, IDEA also requires the following IEP components:

Measurable annual goals

Progress reporting

Special education, related services, and supplemental aids and services

Program modifications and accommodation supports

Least Restrictive Environment statement

Participation in state and district-wide tests

Description of service delivery

Postsecondary transition components

Transition services and activities

Who Qualifies for an IEP?

The first step in qualifying for an IEP is a comprehensive evaluation to see if the child has a disability and if the disability has an adverse effect on their educational progress.

In accordance with IDEA, there are 13 categories for which students qualify to receive free and appropriate education (FAPE) in special education:

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

An IEP is a legally binding document, each IEP provides a written plan for intervention and specialized instruction in deficit areas affected by a student's disability.

Questions

Break

504 Plan

What Is a 504 Plan?

A 504 plan is covered under Section 504 of the Rehabilitation Act, which is a federal civil rights law that ensures an individual cannot be discriminated against due to their disability.

These plans provide support and accommodations but do not include goals and objectives. 504 plans are reviewed periodically based on need.

For most states is every three years (the only caveat is if the medical condition is no longer “substantially limiting one or more basic life functions or activities”), but parents have the right to request a meeting to discuss the plan more often if they feel the need.

What's in a 504 Plan?

There is no requirement for what is included in a 504 plan; however, schools create personalized accommodations to address the needs of a child based on their disability.

Accommodations can include assistive technology, preferential seating, getting a written list of instructions, receiving class notes prior to the lesson, and larger text, among many others.

Who Qualifies for a 504 Plan?

Section 504 broadly defines someone who qualifies for a 504 plan as an “individual with a disability ... which substantially limits one or more of such person’s major life activities.”

They are often granted to students who may have medical needs or a disability that requires support but not specialized instruction.

The school team should take into account information from the child’s doctors, family members, teachers, and other relevant service providers to determine whether a 504 plan is needed.

Who Qualifies for a 504 Plan?

Some students who don't qualify for special education services through an IEP do qualify for services through a 504 plan.

For example, a student may have a disability that carries into school work, and needs to use a word processor instead of handwriting assignments, but doesn't benefit from strategic personalized instruction in an academic area.

Another student may have severe asthma and need certain accommodations during physical education, like taking breaks after an extended period of time, but is still physically capable of participating in instruction alongside their typical peers.

Questions?

IEP accommodations

Presentation

Students may require the presentation of content to be a little different. For example:

Audio versions of lectures or test descriptions

Large print

A designated reader

Fewer lines per page

Response

How a student is required to respond may affect their score. To level the playing field, you may consider allowing the following options for responses:

Verbal responses

Dictated responses

Recording audio responses

Record directly in the test booklet

Computer responses

Setting

Where the student's learning takes place may need to be adjusted.
For example:

Testing in small groups

Study/testing in rooms with minimal distractions

Specific seating, such as at the front of the room

Particular lighting/acoustics

Testing in a private space

Timing / Scheduling

You may need to adjust the time allowed for a student response or to complete an assignment or test. Examples include:

Frequent breaks

Extended time for completion of assignments or tests

Provide testing in multiple sessions

Provide testing over several days

Allow for subtests to be taken in a different order

Administer tests at specific times of day

Other

There may be other accommodations that must be made for a student throughout their learning career. These could include:

- Offer special test prep

- Provide other accommodations (within reason), which may not fit under the other categories

- Offer focusing prompts

Each of these accommodation categories aids students in completing the same work as their peers, without giving them an unfair advantage.

Questions?

45-Day Screening Process

45-Day Screening Process

Federal and state law requires that School Districts must ensure that a free and appropriate public education is available to all children with disabilities residing within the district between the ages of 3-22, inclusive, including children with disabilities who have been suspended or expelled. The identification, locating and evaluation of students with disabilities within Sanders District.

45-Day Screening

All students enrolling in the district for the first time will be screened in the areas of vision, hearing, communication, academic skills and social skills within 45 days of their enrollment. Any concerns identified by this screening will be followed up by the appropriate person.

SAMPLE 45-DAY SCREENING FORM

IMPORTANT: Consult your LEA's *Child Find Policies and Procedures* for complete identification and referral requirements.
See www.azed.gov/specialeducation/az-find for child find laws, regulations, procedures, sample forms, and other resources.

Student's Name	Grade	DOB	Student ID#	Date of Entry
☐ Home Language Survey completed. If any answer to a question is other than English, conduct an English language proficiency assessment.				
Student Screening				
	Yes	No		Notes:
Vision	☐	☐	Holds reading materials too close or too far away	
	☐	☐	Squints or tilts head to see the board or objects at a reasonable distance	
	☐	☐	Problems with eye health (i.e., tearing, sensitivity to light, eye rubbing, pain)	
	☐	☐	Other: _____	
Hearing	☐	☐	Responds inappropriately to questions/directions	
	☐	☐	Frequently asks for information to be repeated or asks "What?"	
	☐	☐	Watches others to imitate what they are doing	
	☐	☐	Complains of earaches, ear pain, or head noises	
	☐	☐	Difficulty localizing sounds/the speaker	
	☐	☐	Consistently inattentive	
	☐	☐	Uses nonverbal skills (i.e., gestures, nods, head turning, leaning in)	
	☐	☐	Watches speaker intently/moves to see speaker	
Communication	☐	☐	Poor articulation	
	☐	☐	Speech is not effective	
	☐	☐	Ineffective	
	☐	☐	Difficulty	
	☐	☐	Voice	
	☐	☐	Difficult	
	☐	☐	Does	
	☐	☐	Other: _____	
Cognitive or Academic	☐	☐	Learning	
	☐	☐	Attention	
	☐	☐	Behavior	
	☐	☐	Difficult	
Adaptive	☐	☐	Other: _____	
	☐	☐	Wears	
	☐	☐	Poor	
	☐	☐	Difficult	
Social or Behavioral	☐	☐	Inappropriate	
	☐	☐	question	
	☐	☐	Other: _____	
	☐	☐	Exhibits externalizing behaviors (e.g., bullying, excessive absenteeism)	
	☐	☐	Exhibits internalizing behaviors (e.g., anxiety, depression, withdrawal)	
	☐	☐	Inappropriate behaviors or feelings under normal circumstances	
	☐	☐	Poor conduct/defiance in campus settings, unstructured environments	
	☐	☐	Trouble transitioning between activities	
☐	☐	Difficulty developing or maintaining peer or adult relationships		
☐	☐	Other: _____		
☐	☐	Gross motor development not age appropriate (i.e., clumsy or awkward;		

<https://cf.nearpod.com/neareducation/new/Webpage/1092208216/iconoriginal.pdf?AWSAccessKeyId=AKIA5LQSO4AXIHKV2NEC&Expires=2147483647&Signature=flDjtKTlkSEVcprQ1VS0pyRKISU%3D>

Administrative Action:

☐ No concerns at this time.

☐ Concern(s) noted. Action(s) taken:

☐ Parent(s) notified on _____

☐ Referred for student study team

☐ Referred to appropriate program administrator

☐ Referred for ☐ Comprehensive Evaluation ☐ 504 Plan

☐ Other: _____

Teacher's Signature: _____

Administrator's Signature: _____

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Questions?

Thank You

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