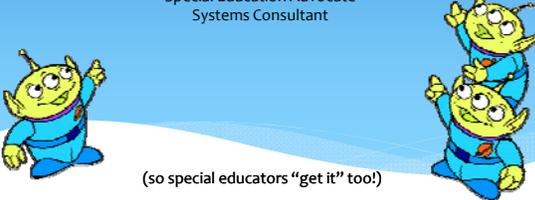


IEPs in SPACE

IEP's in SPACE
From Alienation to Collaboration

by Toni Hoy
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Systems Consultant



(so special educators "get it" too!)

What You Will Learn

- How to help your educational team "get it"
- The difference between an Advocate and an Attorney
- The difference between an IEP and a 504
- The components of an IEP
- How to identify trauma and attachment based needs and goals
- Training for parents and staff in the IEP
- Importance of transition planning
- What works in the classroom
- What doesn't work in the classroom
- Steps to take when you disagree

Welcome to SPACE



- Trauma & Attachment is foreign
- Remember when you didn't get it
- At some point there was a paradigm shift

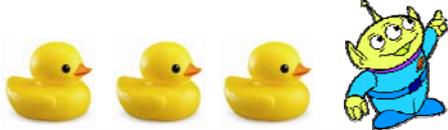
Take me to Planet RAD



IEPs in SPACE

“You Can’t Know What No One Has Told You”

- Teaching students with attachment & trauma is not taught in college/university
- They are not taught at “in service”
- They are not taught at conferences
- If it walks like a duck, talks like a duck, looks like a duck, he's a duck!



Advocate or Attorney?

Advocate

- * Addresses the educational program until a dispute arises
- * Facilitates communication in developing IEP
- * Has training in special education and specially designed instruction

Attorney

- * Addresses a dispute arising from an educational program
- * Represents student in mediation
- * Represents student in due process
- * Has training in the law

504 or IEP

504 Part of ADA

- * Section of the Americans with Disabilities Act
- * Does not require written plan
- * Parent not required
- * Fewer procedural safeguards- prior notice, records review, impartial hearing/review
- * 504 follows the student for life

IEP Part of IDEA

- * Requires written plan
- * IEP may be used for the 504 plan
- * Includes plan for special education and specially designed instruction.
- * Does not follow the student after high school
- * Legal document

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Components of IEP

- * Strengths
- * Present levels of academic achievement
- * Present levels of functional performance
- * Needs
- * Goals-accommodations, specially designed instruction, behavioral intervention plan
- * Parent concerns
- * Transition plans-age 14 ½
- * Assessment or evaluation report findings
- * Parent Letter of Attachment

Every NEED should be matched with a GOAL!

Trauma as a Primary Diagnosis

Classify as "Other Health Impaired" or "Emotional Disturbance"

Who Identifies It

- * Clinicians
- * Child welfare trauma assessments
- * Independent evaluations
- * Environmental history

Diagnostic Tools

- * ACE Study (Adverse Childhood Experiences)
- * Trauma specific evaluation
- * Clinical reports
- * Clinical letters of support
- * Classroom observation
- * Ecological assessments across environments

Stress Response

Hyperarousal and hypoarousal are NOT

- Inattention or a voluntary shift in attention
- Willful matters of choice
- Within the individual's control

"It's not a won't, it's a can't"

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Stress Response

Hypoarousal
(Disassociation, freeze, surrender)

- Daydreams, sleeps in class, spaces out
- Forgets assignments & material previously learned
- Unmotivated, lazy
- Not processing material just read
- Self-soothing behaviors
- Hyperfocus
- Blocks awareness or memory of some activity/maintains some level of function for others

Stress Response

Hyperarousal
(Fight or Flight)

- Hyperactive
- Tense, irritable, impatient
- Angry, aggressive, have outbursts
- Reactive, defiant, impulsive
- Hypervigilant
- Exaggerated startle response
- Chatter

Areas of Need
Focus on Social/Emotional

- * Social awareness
- * Social cognition
- * Problem solving skills
- * Social skills
- * Social isolation
- * Social communication/pragmatic language
- * Bullying
- * Peer relationships

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Areas of Need

Executive Function <ul style="list-style-type: none">* Difficulty processing more than one thought* Difficulty with sequencing* Organizing thoughts and actions* Impulsivity	Theory of Mind <ul style="list-style-type: none">* Mentalizing to hypervigilance* Predicting the actions of others* Identify thoughts, feelings, and intentions of others* Leads to manipulation/triangulation
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Area of Need Executive Function

Problem Solving Decision Making <ul style="list-style-type: none">* Sequencing* Prioritizing* Organizing* Initiating tasks* Pacing/repetitive checking* Completing tasks	Other Areas <ul style="list-style-type: none">* Abstract thinking* Concept formation* Verbal Creativity* Creativity with spatial modalities* Daily living skills/self care* Inflexible thinking/obsessive thinking* Impulsivity* Self monitoring* Strategic thinking
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Needs

Physical <ul style="list-style-type: none">* Toileting issues* Destructive* Stealing* Sexual acting out* Poor eye contact* Clingy* Abnormal eating patterns	Oral <ul style="list-style-type: none">* Absence of guilt or remorse* Lack cause and effect thinking* Preoccupied with blood, gore, fire* Fears-fear of dark* Mood swings
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Needs

Verbal	Social
<ul style="list-style-type: none">Deny accountabilityChronic nonsensical lyingRefuse to answer simple questionsBlame othersFalse allegations of abuseExtreme defianceDemanding	<ul style="list-style-type: none">Manipulative-superficially charmingLook for weak linkBossy-needs to be in controlPoor peer relationships-hang with kids younger, boys hang w/girlsLack impulse control

GOALS
What Doesn't Work in the Classroom

- Traditional problem solving questions
- Vague Praise
- Conventional behavior management plans-level systems, progress charts
- Zero tolerance policies
- Belief in child's tales about horrendous treatment at home
- Challenge them with objective thinking
- Set parents up to be "the heavy"-imposing consequence at home for school behavior
- Taking their comments/behavior personally
- React emotionally
- Being predictable

GOALS
What Does Work

- Trauma informed Behavioral Intervention Plan
- Work on positive relationships with teachers and peers
- Time ins vs time outs
- Restorative justice without blaming
- Being somewhat unpredictable on purpose
- Make some rewards without contingency
- Maximize opportunities for choice and control
- Use a tone that is matter of fact, no nonsense, not hostile
- Phrase directions as direction, not question
- Keep praise concrete and specific
- Use the word "trick" rather than "lying" or "manipulating"
- Observe non-verbal response, recognize trauma triggers
- Offer sensory breaks
- Act as child's historian-child lives in the moment, remind him of past successes

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Parent Training is a Related Service

IDEA Section
300.34

- (8) (i) Parent counseling and training means assisting parents in understanding the special needs of their child
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP

Extended School Year (ESY)

- Is NOT just summer school or enrichment
- Applicable to 504 and IEP
- To address regression and recoupment
- Subjective no comprehensive criteria within the law
- Must be based upon multiple criteria

Targeted populations for ESY

- Autistic spectrum disorder
- Pervasive developmental disorder
- Serious emotional disturbance
- Moderate or severe levels of mental retardation
- Degenerative impairments
- Severe multiple disabilities
- Goals associated with self-sufficiency & independence from caretakers

Transition Planning

"Successful transition from secondary education is the chief indicator of the effectiveness of our educational system"

- College/university
- Training program
- Living arrangements
- Change in peers/expectations
- Sheltered workshop
- Job corps
- Full/part time employment
- Military vocational school,
- Vocational training
- Functional community based skills

IEPs in SPACE

When You are on Different Planets



- Play nicely in the IEP Outer Space!
- Identify how much the trauma is affecting special ed issues
- Supply documentation and reports
- Use outside experts as needed
- Use the Parent Letter of Attachment to document requests, concerns, and disagreements

"If it's not in writing, it NEVER happened!"



Parent Letter of Attachment

IEP for _____

Date _____

Proposal	Accepted	Rejected	Reason	Start date	Responsible person

"The parent is an EQUAL part of the IEP team"

Bringing it Back to Earth



- Assume they know nothing about trauma and attachment unless you find out differently
- Emphasize the importance of Trauma as the MAIN reason for the IEP
- Know whether you need a 504 or IEP
- Ask for parent training in your child's area of need
- Consider whether you need Extended School Year services other than summer
- Assess transition planning at age 14 ½
- Play nicely in IEP Outer Space "What I heard you say was..."
- Document, document, document in writing
- Attorneys can help with Arbitration and Due Process
- Consider the benefit of hiring a Special Education Advocate
