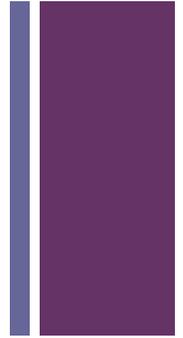


IFSP/IEP Advocacy: Leveraging Language

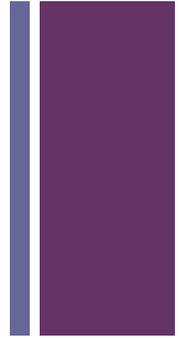
EHDI Annual Meeting
April 13-15, 2014

+ Your Presenter



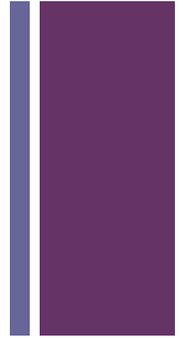
- Caroline Jackson
- Attorney at NAD, Skadden Fellow
- Lawyer, not linguistics expert (but I do have a background in language acquisition)
- Goal: Give you things that you can do.

+ You??



- Parents
- Educators
- Medical service providers (e.g., audiologist)
- Other service providers (e.g., speech-language pathologist)

+ Road Map



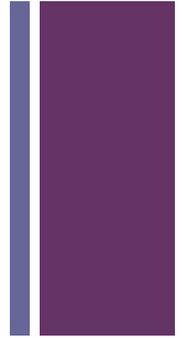
- The Individuals with Disabilities Education Act (IDEA)
 - Part C: The Individual Family Service Plan (IFSP)
 - Part B: The Individualized Education Program (IEP)

- Leveraging the IFSP format:
 - Dream big
 - Know the language milestones
 - Know the common core

- Leveraging the IEP format.
 - Document everything
 - Know the common core

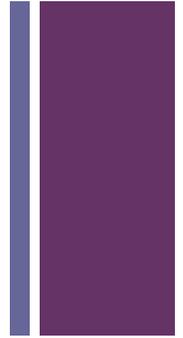
- General Tips

+ Individuals with Disabilities Education Act (IDEA)



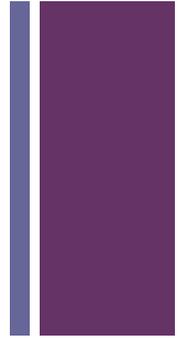
- Child's qualifications:
 - Birth to 21 years of age.
 - Has a disability that necessitates special education and related services.
- Ensures a free, appropriate public education in the least-restrictive environment.
- If special education and related services not required, look to the ADA and Rehabilitation Act (e.g., "504 plan").

+ Individualized Family Service Plan (IFSP) – ages 0-3



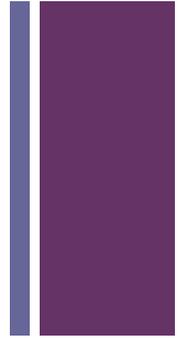
- Developed by the IFSP team (parents + guests, service coordinator, evaluators, service providers).
- Written document outlining goals and services designed to keep your child on track developmentally.
- Philosophy: family is the child's greatest resource
- Goal: Make your child kindergarten-ready

+ Individualized Education Program (IEP) – ages 3-21



- Developed by the IEP team (required members include parents, service providers, general education teachers, school administrators, etc.)
- Written document outlining the special education and related services necessary for your child to receive a free, appropriate public education
 - Must address academic and functional needs.
 - For deaf and hard of hearing students: must consider their language and communication needs, including opportunities for direct instruction in their language and communication mode and direct interaction with peers.
- Goal: Prepare your child for life beyond school.

+ Compare and Contrast



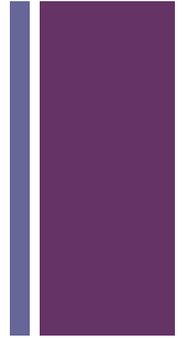
■ Unique IFSP components:

- Parents develop goals unilaterally.
- Team collaborates to meet them.
- State not obligated to fund services.
 - Financial support depends on parents' financial need.

■ IEP Components (contrast)

- IEP Team must *agree* on goals for child.
- School/state pays for all services.

+ Leveraging the IFSP Format



- Parents develop goals unilaterally: Dream big!
 - Address your whole child (she's more than a flat audiogram).
 - Include both sign and speech to ensure a successful program (it's what the parents of hearing kids are doing)

- How to prepare:
 - Learn language milestones for *all* your child's languages.
 - ASL Milestones: ASCY website, ASDC website (google it)
 - Expect your child to meet them.
 - Be flexible on the approach (sign/speech).
 - Learn what kinds of providers you need (particularly for students who are eligible under multiple categories)

+ Leveraging the IFSP Format: Know your language milestones

Spoken Language Milestones

- Receptive Language (2-3)
 - Follows 2-step commands
 - Attends to longer stories
 - Understands differences in meaning (“go-stop” “up-down”)
- Expressive Language (2-3)
 - Names objects
 - Two- to three-word sentences
 - Speech understood by familiar listeners

<http://bit.ly/1l27NY3>

Sign Language Milestones

- Receptive Language (2-3)
 - Understand complex commands
 - Shows interest in “how” and “why”
 - Attention span of 20 min
- Expressive Language (2-3)
 - Two-word sentences, showing action, possession, pronouns, etc.
 - Signs to self

<http://bit.ly/1gze5yT>

+ Leveraging the IFSP Format: Know the common core (www.corestandards.org)

- Common core = national standards for what students are expected to know/do by the end of kindergarten.
 - Make sure you child is on track to meet these goals.
 - Read them carefully, break them down.

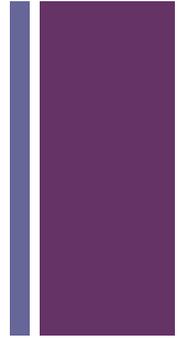
Core Standard	Breaking it down
With prompting and support, retell familiar stories, including key details.	Sustain attention to receive story
	Understand multi-sentence stories
	Recognize key details in a story
	Produce multiple sentences
	Produce multiple sentences on a single topic

+ Leveraging the IFSP Format: Know the common core (www.corestandards.org)

- Use your break-down of the common core to develop IFSP goals: (Disclaimer: Model IFSP Goals *not* developed by expert)

Breaking it down	IFSP Goal
Sustain attention to receive story	Attends to narrative for (1, 5, 10,20) minutes
Understand multi-sentence stories	Shows understanding of (1-min, 5-min) story by . . .
Recognize key details in a story	Identifies (1,3, 5) key details in a (1-min, 5-min) story
Produce multiple sentences	Sustains narrative for (1,2) min
Produce multiple sentences on a single topic	Sustains related narrative for (1,2) min

+ Leveraging the IEP Format: Document everything



- Biggest issues in IEP Advocacy:
 - School's low expectations.
 - School renegeing on promises.

- Document everything:
 - Keep every IEP.
 - Record every IEP meeting & *take your own notes*
 - Email with teachers/administrators as much as possible.
 - Follow up conversations with “thank you” emails.

+ Leveraging the IEP Format:

Know the common core (www.corestandards.org)

- Bring the common core to the meeting.
- Break down the goals.

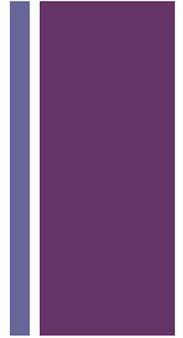
Core Standard (3 rd Grade)	Breaking it down
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Understand complex grammatical structures (tenses, conjunctions, etc.)
	Select the correct meaning for words with multiple meanings
	String together meaning across multiple paragraphs

+ Leveraging the IEP Format: Know the common core (www.corestandards.org)

- Translate the broken-down standards into IEP goals for ALL your child's languages

Breaking it down	IEP Goals
Understands complex grammatical structures (tenses, conjunctions, etc.)	Understands past/past perfect/past progressive verbs in ASL & English
	Understands present perfect/present progressive verbs in ASL & English
	Understands future/future perfect/future progressive verbs ASL & English
Select the correct meaning for words with multiple meanings	Selects the correct meaning for: bark, bit, bat, bolt, etc. (http://bit.ly/1nYPRSx)

+ General Tips



- Dream Big!
 - The road to success is paved by your high expectations.
 - Schools' low expectations hurt children.
 - Example: Mayven' s story.
- Be persistent, be professional, but never give up on your child.
- Address your whole child.
 - Focus on information and skills.
 - Include both sign and speech.