

Individual Planning making Connections

Navigating the livestream- phonebook navigator (technology)

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Purpose of IDEIA

- Provide a “most appropriate” educational opportunity that develops a students’ abilities so s/he is prepared to lead a productive and independent life, to the maximum extent possible, under:
 - An “excess cost” (Free Appropriate Public Education – FAPE) funding model;
 - Termination of “disability eligibility” under IDEIA at graduation or age 22; and
 - Linked with adult agencies: Referred for “eligibility” to needed interventions/supports/services/programs or have them in place.

Expectations/Outcomes

- Provide basic understanding of special education rights & responsibilities for qualified individuals under IDEA & #504-ADA and other applicable laws.
- Assist all individuals involved to understand and reach consensus on the development and implementation of a person-centered individual plan.
- Provide information on the need for “coordinated” lifelong services & supports for individuals with disabilities (through an individual plan).
- How to use collaborative conflict resolution to resolve differences to reach consensus when developing individual plans.

Laws/Rules that Govern Services

FEDERAL LAWS- Tier 1

- ESSA Every Student Succeeds Act
- PL94-142 Education for All Handicapped Children Act
- PL101-476 Individuals with Disabilities Education Act (IDEA)
- IDEA '97 Amendment- add Improvement (IDEIA)
- IDEIA '04 Amendment
- IDEIA '08 Amendment
- ADA Americans with Disabilities Act
- Section 504 Rehabilitation Act of 1973
- Section 1983 Formally known as the Klu Klux Klan Act
- Title I Improving the Education of the Disadvantaged
- Title VI Civil Rights Act 1964
- Title IX Education Amendments of 1972
- HIPAA Health Insurance Portability and Accountability Act
- FERPA Family Educational Rights & Privacy Act 99

STATE LAWS- Tier 2

- Illinois School Code Articles 2, 3, 10, 11, 12, 14 26, 27, 28, 29, 50
- 23 IAC Illinois Administrative Code, Subchapter F, Part 226,
- 375 Student Records
- PA 87-1103 Behavioral Interventions
- Illinois Interagency Coordinating Council

LOCAL- Tier 3

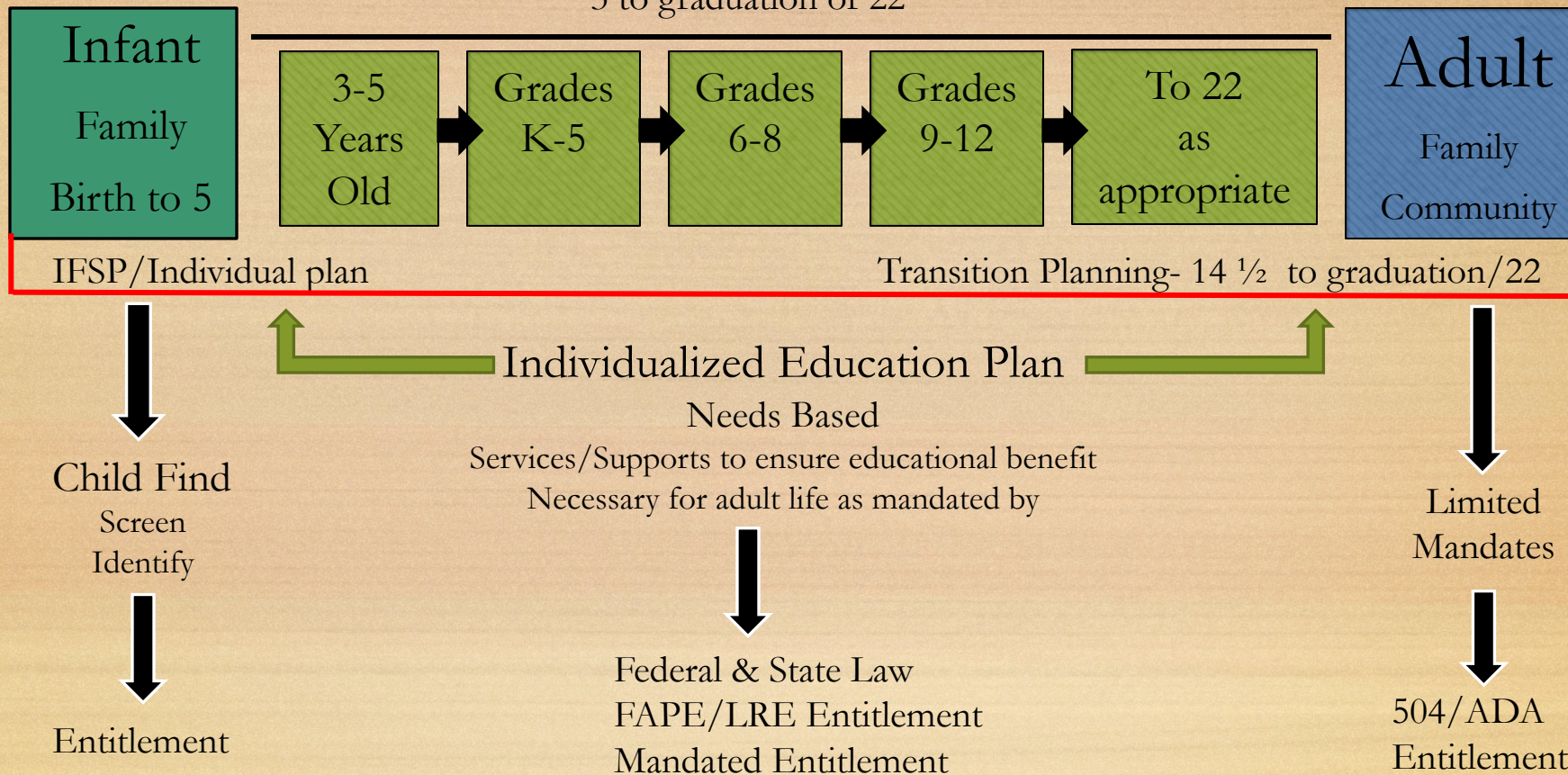
- Policies
- Procedures

Long Term Planning for Individuals with Disabilities

(Life Plan)

Public Education Continuum
for Students with Disabilities under LRE

3 to graduation or 22



Stages/Tiers/Levels

Levels of intensity for services

• Federal	State	Local
• Early Intervention	3-Graduation/22	Adulthood
• Developmental	Academic	Functional/Life Skills
• Support	Services	Programs
• General	Frequent	Intensive
• Class	Group	Individual
• Interests	Priorities	Needs

Individuals with Disabilities Education Act (IDEA)

20 U.S.C. §1400 et seq

Child with a disability (A) In general the term “child with a disability” means a child—

- (i) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as “emotional disturbance”), orthopedic impairments, **autism**, traumatic brain injury, other health impairments, or specific learning disabilities; and
- (ii) who, by reason thereof, needs special education and related services.
- (iii) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and
- (iv) who, by reason thereof, needs special education and related services.

Autism Spectrum Disorder

- (1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (that adversely affects a child's educational performance) and includes autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), childhood disintegrative disorder, and Rett Syndrome, as defined in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-V Rev. 2020) and the International Classification of Diseases (ICD). Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
 - (i) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Autism Spectrum Disorder

In the development of the Individualized Education Program (IEP) for a student on the autism spectrum, the IEP team shall consider all of the following factors:

1. The verbal and nonverbal communication needs of the child.
2. The need to develop social interaction skills and proficiencies.
3. The needs resulting from the child's unusual responses to sensory experiences.
4. The needs resulting from resistance to environmental change or change in daily routines.
5. The needs resulting from engagement in repetitive activities and stereotyped movements.
6. The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder.
7. Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

226.230 Content of IEP

- c) Beginning not later than the first IEP to be in effect when the child turns 14½, and updated annually thereafter, the IEP shall include:
- 1) appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and independent living;
 - 2) the transition services that are needed to assist the child in reaching those goals, including courses of study and any other needed services to be provided by entities other than the school district; and
 - 3) any additional requirements set forth in Section 14-8.03 of the School Code [105 ILCS 5/14-8.03].
- d) For purposes of 34 CFR 300.320(c), *the age of majority under Illinois law is 18*. The IEP of a student who may, after reaching age 18, become eligible to participate in the home-based support services program for adults with intellectual disabilities that is authorized by the Developmental Disability and Mental Disability Services Act [405 ILCS 80] shall set forth specific plans related to that program that conform to the requirements of Section 14-8.02 of the School Code.

§300.43. **Transition services.**

- (a) Transition services means a coordinated set of activities for a child with a disability that--
- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's/“young adult” movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's/“young adult” strengths, preferences and interests; and includes--
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. (Authority: 20 U.S.C. 1401(34))

U.S. Code Definition of Developmental Disability



- The definition of "developmental disability" is described in the U.S. Code at 42 USC 15002 as follows:
- **42 USC Sec. 15002 — Definitions**
- (8) Developmental disability
- (A) In general
- The term "developmental disability" means a severe, chronic disability of an individual that:
- (i) is attributable to a mental or physical impairment or combination of mental and physical impairments;
- (ii) is manifested before the individual attains age 22;
- (iii) is likely to continue indefinitely;
- (iv) results in substantial functional limitations in three or more of the following area of major life activity:
- (I) self care
- (II) receptive and expressive language
- (III) learning
- (IV) mobility
- (V) self-direction
- (VI) capacity for independent living
- (VII) economic self-sufficiency; and
- (v) reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Americans with Disabilities Act of 1990

(42 U.S.C. §12101 et seq)

- The term “disability” means, with respect to an individual—
 - (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
 - (B) a record of such an impairment; or
 - (C) being regarded as having such an impairment.

Rehabilitation Act of 1973 (504/508)

(29 U.S.C §701 et seq.)

Disability The term "disability" means -

- A) except as otherwise provided in subparagraph
- (B), a physical or mental impairment that constitutes or results in a substantial impediment to employment; or
- (C) for purposes of sections 701, 711, and 712 of this title, and subchapters II, IV, V, and VII, the meaning given it in section 12102 of title 42. 29 U.S.C §705(9)

Key Services Needed to Support Individuals with Autism Spectrum Disorder

Behavioral interventions	Mental health care
Case management/ coordination	Postsecondary education planning and supports
Communication services	Residential supports
Day programming	Social supports
Family Education and Supports	Transition Planning Services
Life Skills Education and Experience	Transportation Supports
Medical care	Vocational supports

Advocate / Consult

- Prepare for the next level. Be adulthood oriented.
- Explain need based on data.
- Remember it is always individual choice that can include parent/guardian input.
- Network services- Other agency involvement, Get help when needed
- Look for positive solutions
- Active Team Member: communicate, provide input on plan development,
- Provide input: information (releases)
- Diversity, Equity, Inclusion, Culturally Correct, Access

Strategies

- “For what purpose”
- “Help me understand”
- “Put it on the table”
- Communicate- Be specific
- Collect data before making a decision (determine what is needed)
- Use collaborative conflict resolution to reach consensus
- Offer your expertise and get it documented
- Explain the need based on data
- Priorities- Needs, Interests, Preferences, Assessments
- Document implemented services & supports
- Emotional activities Individual Planning Meetings, Transition Points, Interviews
- Learn to handle frustration

Skills

to Pay the Bills



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