

2019

Navigating Individualized Education Plans (IEP) and
the 504 Accommodation Plan Process:
How to Advocate Effectively in Partnership with
Families



Participant Manual

Baltimore Marriott Waterfront Hotel
Baltimore, MD



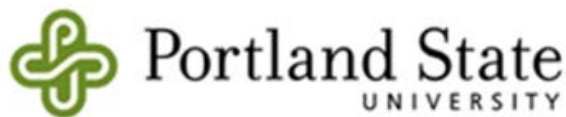
The National Wraparound Implementation Center (NWIC) supports states, communities, and organizations to implement Wraparound effectively. NWIC uses innovative approaches grounded in implementation science and incorporates cutting-edge strategies to support Wraparound implementation. NWIC provides support that is intensive yet affordable. The work is focused on building sustainable local capacity to provide model-adherent, high fidelity Wraparound, thereby increasing positive outcomes for children, youth, and their families.

NWIC is a partnership among the three leading universities involved with Wraparound implementation: The University of Washington School of Medicine; Portland State University School of Social Work; and the University of Maryland School of Social Work. These three universities collaborate to ensure sites have access to comprehensive support for implementing model-adherent, high quality Wraparound for children and youth with behavioral health needs and their families.

National Wraparound Implementation Center (NWIC)

www.nwic.org

Email: nwic@ssw.umaryland.edu





Think Back and Reflect:

Vocabulary	Association?	Positive (P) or Negative (N)?
principal		
recess		
parent conference		
special education		
teacher		
homework		
grades/report card		
guidance/school counselor		
PE		
cafeteria		

Now add up your "score": total positive _____ total negative _____

Discuss with your table group: How could these early experiences and associations impact our perspectives of involving school in the Wraparound process?



"You down with IEP? Yeah you know me!"

The IEP Process: Fill in the blanks

draft

assessments

results

services

eligibility

screening

concern

1. When a _____ is expressed to the school about a suspected disability , a screening meeting is scheduled.
2. At the _____ meeting, all relevant team members share current information, concerns, and decide whether or not to order testing.
3. _____ is another word for testing.
4. After assessment _____ are reviewed, the IEP team has to determine if the youth qualifies under one of 13 defined disabilities.
5. When the IEP team says “yes, we think this student is significantly impacted to the level that he/she requires specialized instruction”, it’s called determining _____.
6. An IEP that the school plans to review and edit in a meeting is called a _____.
7. Once an IEP is finalized, the student begins to receive _____.

How time-sensitive are...

IEPs?



504s?

IEPs and 504s: Parent/Family Rights

See if you can locate key family rights vocabulary in the word search below.



E I J O J D Y E T R N D U P Q
C G P M X Z R F C P M T R L J
I G A C W J N N V C D V H V F
T J R K Q W R D O T S S H N C
O S T F H I R N O U K S V A W
N G I O Y Z S E T U P S I D S
R N C X A E B D Z B I M T T S
P A I E N L S D V U A L H J B
P Q P T G I L N P K C G H N I
M X A S N Z Z C B A I T E W Z
J J T R S P L J B R P B Z A M
T K I T Q E V O I C E G D E X
H T O C Z T C P C M W U L A U
L F N Q P I U C I F M R D U F
H A G P F N E R A R G V L G U

ACCESS
CONSENT
DISPUTE
NOTICE
PARTICIPATION
RIGHTS
VOICE



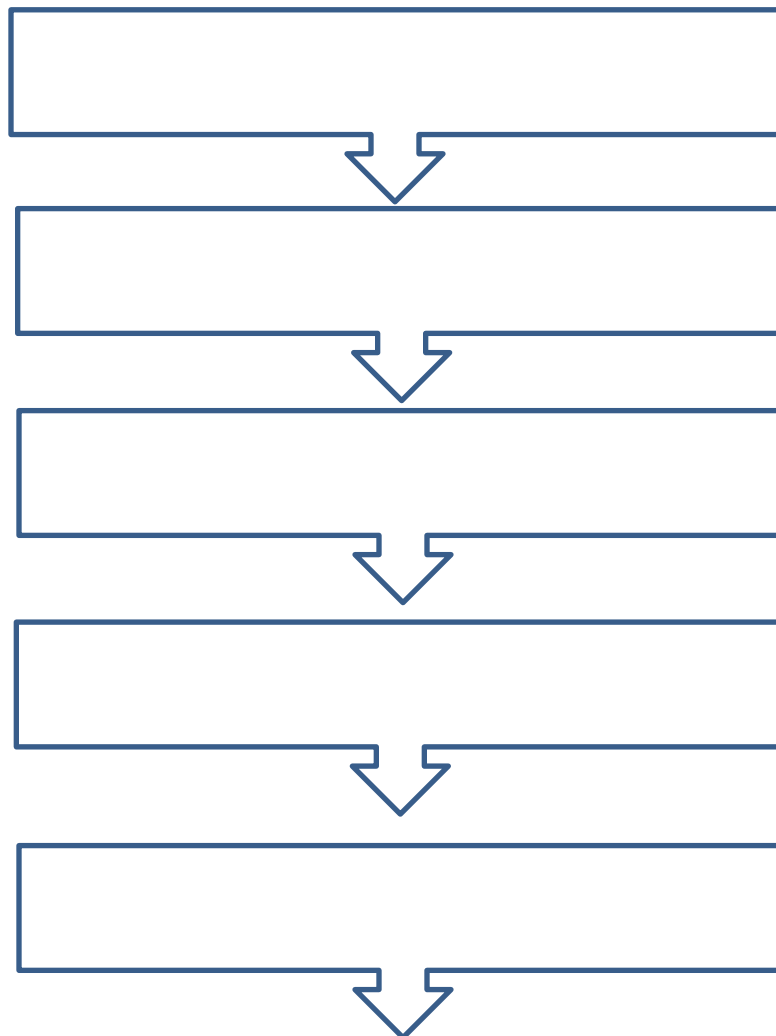
Now, highlight any terms (inside the search or on the list) that seem to have some commonality with the Wraparound process.

Other ideas? _____



Insert the terms into the flowchart in sequence.

diagnosis	educational impact	draft/edit
final plan	accommodations/modifications	



504 supports:



Besides IEPs and 504 plans, what other school supports might be available for a student in need? (unscramble)

lhsoco ernsu

herobiav Inpa

sieceivntt

hhgi tisnetre

clshoo rcooluens

gmneinrot

Think about the Wraparound Connection...

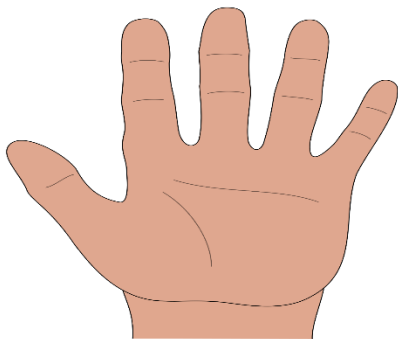


Notes: _____

“Alone we can do so little; together we can do so much”.

~ Helen Keller

Take Aways:



HEAD: What is one way your thoughts have changed after today's session?

HEART: What is something that resonated with you, emotionally?

HAND: What is one thing that you can take with you and put to use ASAP?

Resources for more information

www.understood.org	<ul style="list-style-type: none">• Detailed chart comparing IEP vs 504• Definitions of LRE• Timelines• Continuum of Services• Parent-advocacy
http://mdod.maryland.gov/education/Pages/Section-504-Plans.aspx	<ul style="list-style-type: none">• MSDE site with 504 plan related information
www.wrightslaw.com	<ul style="list-style-type: none">• Lots of very specific information about IEP timelines, procedural safeguards, and related.• Site is updated often