



# Individualized Education Plan (IEP) Accommodations

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Fig. 2 ingres

- PhD Student
    - Maternal mental health during pregnancy
    - Fetal Alcohol Spectrum Disorders (FASD)
    - School Based Behavioral Health
  - Behavioral Health Specialist
    - Provides counseling services for identified students with behavioral needs to support their academics
  - I am a mother- Parent Advocate
    - Mother of a child diagnosed with FASD
    - HI FASD Board Member
    - Parent & Caregiver Support Group Facilitator
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# For Parents

- Advocate- have the courage to advocate.
- Educate team about your child's disability.
- Educate team about your child's specific needs.
- Provide evidence of needs for services you are seeking in school to support your child.
- You are a part of the team and you know your child best.



Fig. 3 Licensable

# FASD- Invisible Disability

- Is a **brain-based** physical disability with behavioral symptoms. Neurological condition.
- Brain damage in the form of missing brain structures, damaged brain structure, and damaged brain pathways and connections.

Vs.

Can't



Won't

*Hawaii FASD Action Group 2019*  
*[https://psychology.wikia.org/wiki/Fetal\\_Alcohol\\_Spectrum\\_Disorder](https://psychology.wikia.org/wiki/Fetal_Alcohol_Spectrum_Disorder)*

# Considerations for Providers

- Learn about the students disability and its direct impact on learning in school.
- Understand not just the current, but learn about this history of the child & family.
- Find ways to bridge the gaps.
- Build upon the students strengths, highlight them.



Fig. 4 imgres

# Developmental Delay Eligibility

(1) A student, aged three through five, shall be eligible for any eligibility category in this subchapter if the applicable criteria are met, or for the category of developmental delay if, as measured by appropriate diagnostic instruments and procedures, one or more of the following is met:

(A) Cognitive development and adaptive behavior are delayed equivalent to one and one-half standard deviations below the mean when compared with the standard score expected for the chronological age.

(B) One of the following areas is delayed one and one-half standard deviations below a standard score for: (i) Motor development, including fine motor, gross motor, sensory motor, and perceptual-motor development;(ii) Communication, including speech and language development;(iii) Academic development;(iv) Adaptive behavior;

(2) A student, aged six through eight, shall be eligible for any eligibility category in this subchapter if the applicable criteria are met, or for the category of developmental delay if as measured by appropriate diagnostic instruments and procedures, three of the five areas are delayed one and one-half standard deviations below a standard score for:

(A) Motor development, including fine motor, gross motor, sensory motor, and perceptual-motor development;(

B) Communication, including speech and language development;

(C) Academic development;

(D) Adaptive behavior;

(E) Cognition.

(3) If assessment materials would not conclusively demonstrate eligibility as required under paragraphs (1) or (2), the team of qualified professionals and the parent may find the student eligible under the category of developmental delay if the team determines the student's patterns of learning deviate from age expectations across settings. The documentation of eligibility required by section 8-60-38 shall include a statement of the patterns of learning that deviate from age expectations across settings and the basis and method used in determining eligibility.

# Other Health Disability Eligibility - FASD

A student shall be eligible under the category of other health disability if both of the following are met:

- (1) The student has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to stimuli, that results in limited alertness with respect to the educational environmental, that is due to chronic or acute health problems or a medically fragile conditions such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (2) The health disability adversely affects the student's educational performance.

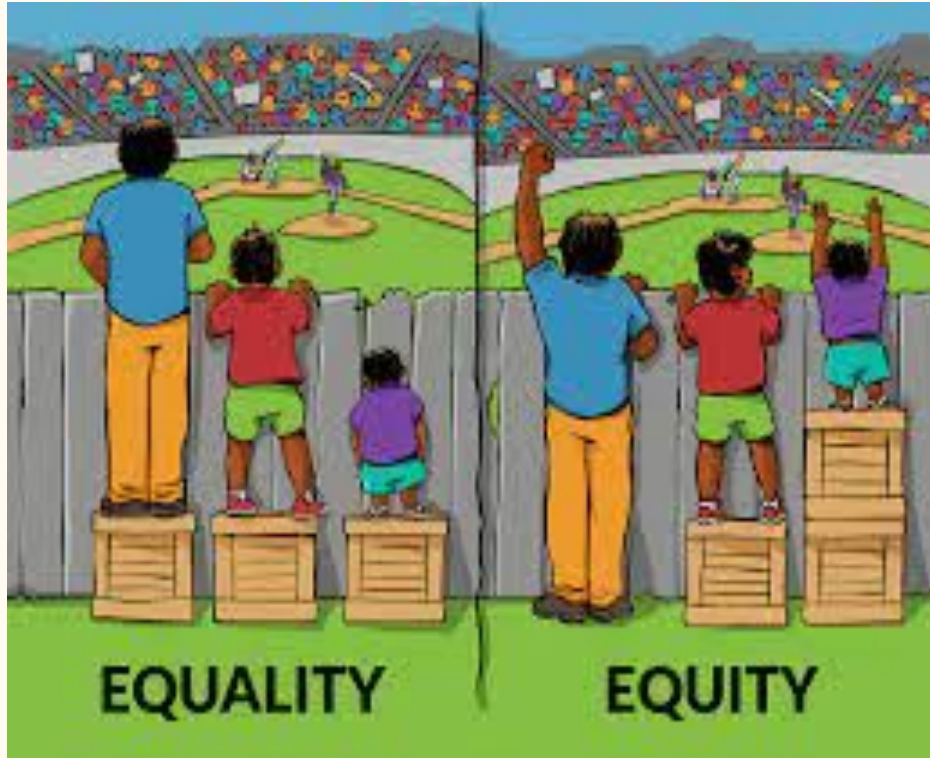
# What is an accommodation?

- An alteration or change to the environment or instruction that help the student to learn the same curriculum as non-disabled students.
- Accommodations can be used in all school settings.
- Accommodations should meet the students needs according to their disability.



Fig. 5 ingles





**Equity**- student is given what they need to be successful, based on their unique abilities and needs.

# Checklist for Success

- Use simple, concrete and consistent language.
- Remember this is brain damage.
- Give one instruction at a time. Keep instruction short; use minimum number of words.
- Say exactly what you want the student to do.
- If you are interrupted while giving an instruction, go back to the beginning of your sentence.
- Given the student time to think about what you have asked of them. (10-second child in a 1-second world).
- Use positive communication; instead of saying, “Don’t run,” say, walk.”

# Checklist for Success continued.....

- Communicate with parents/caregivers regularly.
- Show, rather than tell; demonstrate concepts so students know exactly what is expected.
- Plan multi-sensory experiences based around the student's sensory strengths and needs; including activities involving movement.
- Plan around the students strengths and interests and provide immediate, frequent, praise for each achievement.
- Remove as many distractions from the environment as possible to enable the student to concentrate on the teacher/task.

# Types of Accommodations



- Transition Meetings
  - Require all staff to be informed about students needs.
  - Meet with team prior to the beginning of school.
  - Discuss plan
  
- Preferential Seating
  - Sit near teacher for accessible help
  - Away from distractions
  - In an area for movement breaks
  - Carrel desk
  
- Simplified Language
  - Ensure student can comprehend instructions and curriculum
  - Ask student to repeat back task
  
- Frequent Check In/Check in for understanding
  - Check in with student after x amount of time
  - When student appears to sit idle and not producing work
  
- Chunking
  - Break assignments down into smaller portions for student to complete one at a time until completed.
  
- Modification
  - Reduce the amount of work student is expected to complete for homework and test

# Types of Accommodations



- Speech to text
  - Difficulty reading, read to student
- Picture taking
  - Difficult time writing notes, take pictures of notes on board
- Chromebook to type
- Extended Time
  - More time to complete assignments
  - Be aware of snowball effect
- Visual Aids
  - Visual daily schedule
  - Pictures to assist in learning
- Graphic Organizer
- Study Guide
  - Main points

# Types of Accommodations



- Retake test for failing grade
- Private presentations 1:1
  - Video taped responses
- Oral responses
- Private participation
  - Write answers on paper
  - Ask student privately
- Breaks
  - Work x amount of time
  - Recoup
- Same routines
  - Prepare student ahead of time for change
  - Inform subs of students needs

## REASONABLE ACCOMMODATION



Physical



Developmental



Speech



Sensory



Visual



Mental

- You know your child. Request accommodations that will support their ability to learn with the change or alteration needed.

# References

- Hawaii Department of Education (2022). *Hawaii Administrative Rules, Chapter 60 Guidelines*. <https://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/Ch60Guidelines.pdf>
- Hawaii FASD Action Group (2019). [https://psychology.wikia.org/wiki/Fetal\\_Alcohol\\_Spectrum\\_Disorder](https://psychology.wikia.org/wiki/Fetal_Alcohol_Spectrum_Disorder)