



Unit 3- Life Span Goals and Objectives

Special Education Advocacy Training
A Comprehensive 3-Day Seminar Presented by Rene Thomas Folse, JD, Ph.D.

Schedule of Topics Each Day

| Day 1 | Day 2 | Day 3 |
|---|---|---|
| Unit 1: Introduction to special education advocacy. Demographics, glossary and acronyms. Eligibility assessment criteria. Comparisons with DSM-IV diagnostic categories. | Unit 4: De-mystifying and psychological and educational assessment tools in... | Unit 7: The IEP team process, IEP writing, access or failure. Behavior problems, social discipline, misbehavior. |
| Unit 2: Free and Appropriate Public Education (FAPE), the Rowley decision, Least Restrictive Environment (LRE), Aids and Services. | Unit 5: Survey of specific ability (IQ), achievement and adaptive skills. | Unit 9: Integration with other systems. Regional center issues and the IPP. Section 504, The ADA, and more. |
| Unit 3: Life Span goals and objectives, developing the big picture for the child. | Unit 6: Federal laws: IDEA, PDD, etc. | |



My Traditional Thinking

- What do I want? I want it **all!**
- An attorney is accustomed to attempting to maximize recovery for a client. I soon learned that this did not work well.
- There are limited resources at school, limited resources at home (money) and most importantly there is a limit to how much the child can handle in one day.
- Non disabled children are lucky to remain “engaged” for 240 minutes of instruction per day.
- A child with special needs has typically less than 240 minutes of engagement time per day to “spend”.
- I learned that **I must spend their engagement time wisely, and instead of wanting it all, I needed a silver bullet to get the job done, no more no less.**



The Big Picture

► Developmental Disorders

| | | | | | |
|--|--|--|---|--|---|
| Preschool School Readiness and ability to Survive and Succeed in Kindergarten Language Behavior Safety Adaptive Skills | High Functioning Autism ► ADD- Learning Disabilities | Early Elementary Survival and Success in Integrated Setting Address remaining developmental issues. Repeat K? | Late Elementary Academics and Socialization skills as demands increase Emotional state | Middle School Academic demands. Socialization and Transitions (non-contained classroom) | High School Passing CAHSEE Self Advocating Transition to Adult Life |
| | | Affective and Anxiety Disorders ► Conduct Disorders | | | |
| | ► ► Behavior and Emotional State is Always High Priority ► ► | | | | |
| | Scaffold the Child to Success, Then <i>Slowly</i> Remove Support to Zone of Discomfort | | | | |



Supported Living



- Supported living has developed over the past ten years or so as the practice of supporting people, even those with severe disabilities, to live in their own homes, gain control in their lives, and to become valued members of their communities.
- Though supported living is associated with these general goals, specific outcomes for individuals and the process through which they are achieved cannot be prescribed.
- Service providers are learning through direct experience and from the experience of others to implement a supported living approach.

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Supported Employment



- Adults, even if severely disabled can accomplish meaningful work and contribute to their own support.
- Supported employment (SE) enables people with disabilities who have not been successfully employed to work and contribute to society.
- SE focuses on a person's abilities and provides the supports the individual needs to be successful on a long-term basis.
- It allows people experiencing disabilities, their families, businesses, and their communities to experience the successes of people with disabilities.

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Association for Persons in Supported Employment <http://www.apse.org>



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Supported Employment/Living is Just “Scaffolding” that Still Can be Slowly Removed

- The end point of child advocacy is independent living and independent employment.
- If this is not achieved by adult life, there is still no reason to not keep that goal in mind.
- It becomes adult advocacy.
- Continue to slowly remove support to a zone of discomfort where learning takes place.
- Over time there should be less and less need for support and more and more independence.



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CAHSEE - 2008

- More than 90 percent of seniors in the class of 2008—but **only 53.8 percent of all special education students tested—had passed the California High School Exit Exam** by May, according to numbers released by the California Department of Education Sept. 9 2008.
- The passing rate for the class of 2008 is slightly lower than the 94 percent pass rate for the class of 2007, but the 2008 numbers include test results of **students with disabilities, who this year for the first time were required to pass CAHSEE in order to graduate.**



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CAHSEE Future

- Lawmakers have also attempted to block the requirement by passing legislation this year that would suspend the requirement until 2011, and require the state to design alternative assessments, Senate Bill 1446 by Los Angeles Democrat Gloria Romero.
- Gov. Arnold Schwarzenegger vetoed a similar bill last year and vetoed SB 1446 in October 2008.
- **Chapman v. California Department of Education** class action settlement requires “independent” evaluation of CAHSEE and development of alternatives.
- The governor did sign Assembly Bill 2040 by Fabian Nuñez, former speaker of the Assembly, which paves the way for development of “alternative testing” of students with learning disabilities.



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Budget Woes – No CAHSEE



- As part of the 2009-10 Budget deal, AB 4x 2, section 30, was included to exempt eligible pupils with disabilities from having to pass the CAHSEE graduation requirement in order to receive a high school diploma.
- An eligible pupil with a disability is defined as a pupil with an individualized education program (IEP) or a 504 Section plan
- 60852.3 is added to the Education Code ¹⁰

So What Do I Want?



- Independent living and independent employment (with a HS diploma) is the goal of advocacy.
- If necessary, omit much effort toward any skill that does not directly lead to achieving this goal.
 - Memorizing times tables
 - Academics not directly related to CAHSEE or HS Graduation
- If you are sure this goal is not problematical, then enjoy the luxury of adding less focused skill goals.
- Always ask the question about any skill based goal written into an IEP “So were are we going with that?” If it leads to nowhere, omit the goal.

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How Do You Get What You Want?

PLAN FIRST!

- After developing a “Big Picture” of what you want, advocacy requires that you **look at the details of achieving that one step at a time.**
- Thus the work is to **design the focus of the program every year** and
- **present and advocate for this design at each and every IEP team meeting.**
- **The design is driven by identification and prioritization of deficits.**
- A child with no deficits does not need a specially designed program.
- It is **the deficit that forces the school to specifically address an educational need** and to make “meaningful” (the Rowley standard) progress toward achieving that goal.

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Step 1, Do I know what You are dealing with Rene?



- Children are not always accurately diagnosed. A new file comes in with a variety of diagnosis from a variety of professionals often with little consensus.
- Sometimes it does not matter, sometimes it matters a great deal.
- **Certain diagnosis have preferred strategies,** and getting a clear diagnosis makes case management more effective in some cases.

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Example: It is ADHD or not?



- There are classic perplexing diagnostic issues. ADHD can instead be...
 - Bipolar disorder with rapid cycling.
 - Gifted child.
 - Sensory Integration Dysfunction.
- It can make a difference in how you proceed, so it is wise to seek clarity in these areas.
- Sometimes you will never be able to clear it up.

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Bipolar Child

The Bipolar Child
 Consultations with Dr. Papolos Model IEP Resources Conferences Contact
 Demetri Papolos M.D. and Janice Papolos

NEW**
 Click here to watch a trailer of "24 A Day in the Life of Bipolar Children and Their Families"

A DVD and D-CSS set detailing all of the emotional and educational issues that the children and their families face every day. Special features include access to a "Secret IEP" offers a wealth of ideas that will be especially helpful to a special education team.

Finally in Paperback!
The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder

The book that has become the acknowledged bible about pediatric bipolar disorder. It's found an equally special place in the mind, soul and lives of thousands and The New Yorker. The first book about early onset bipolar disorder (with over 200,000 hardcover copies sold) is now available in a significantly expanded third edition.

Special features, text, and audio materials. In writing this book, I assisted in addressing the most common challenges that kids with bipolar disorder and their families face, such as: misdiagnosis, inappropriate prescription of medications, lack of treatment and support. The book offers hope and compassion to a situation fraught with pain and frustration.

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High Functioning Autism/Asperger's

ASPERGER'S DISORDER

- Children with high functioning autism and Asperger's disorder do not have profound developmental delays in early life that call attention to the child.
- They are often quite bright or gifted which then overshadows any concern that might be there.
- The chief deficit is in the social emotional domain. There are little social demands in early elementary school to cause these to show up.
- Around 4th or 5th grade the social dysfunction becomes more and more apparent causing greater and greater concern.

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Childhood Depression



- When adults are depressed, they mostly know it and can tell you about it.
- Children cannot understand or express their feelings very well so they do not often report being depressed.
- Thus, depression in a child can look like a variety of things. Change in behavior or performance at school, acting out, self mutilating, anger and meltdowns, and more.

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Step 2, Identify All Areas of Deficit



- An accurate **diagnosis may help find a treatable cause of school problems, or give guidance about scientifically preferred programs.**
- **What is "Individual" about an IEP** is to specifically address areas of deficit with a goal and a service to achieve that goal.
- The art of special education advocacy is **to identify, prioritize and then monitor progress on IEP goals.**
- **Schools** will perform some standardized testing of Intelligence, academic achievement, speech and language, occupational therapy adaptive behaviors, but they **may not identify all deficits.**
- More standardized testing may be helpful, and also **some criterion based measures focused on life span development are helpful as well.**
- Using both gets the deficit identification task underway.

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Third, Rank Order the Deficits



- All deficits need to be put into the “big picture” so that you minimize wasted time, effort and money.
- **Limit effort expended on deficits that actually do not go anywhere in terms of value to the child’s life.**
- **Maximize the effort on deficits that will make a big difference.**
- Understanding life span development helps this rank ordering process.

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Assessment “Tools”



- Two types of assessment.
- **Standardized** assessment tools that will tell you where a child is in relation to other “normal” children. You will know if your child is below, at or above “normal”. **We will discuss these during the second day of Advocacy Training**
- **Criterion** based assessment tools. You will know what trait your child has or does not have, but you will not know their ranking in terms of equating them to others.

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Most Tests in School are Criterion Based.



- Just about every time a **teacher** gives a **test** or quiz to a student in school it is a **Criterion Based measure**.
- For **example**, in a history class after reading a chapter on the Civil War, the students are given a quiz. Students who pass the test are deemed “to know” about the topic, those that fail are deemed “not know” the material.
- The outcome of **the quiz does not tell us where each child ranks with other children in the universe** of students. A standardized test would answer that.

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Value of a Criterion Measure



- They are easier to make, administer and score and interpret. Good for parents, attorneys and lay advocates.
- They may be created in areas where standardized tests do not exist.
- **You can more readily ascertain the present level of performance (PLOP) and then write educationally based goals to improve. (Why I like them)**
- The educational community can make use of it.

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Value of Standardized Measures



- **Mandated** by Federal law for SpEd.
- **The “Gold Standard” for forensic work.**
- **Measures things that cannot be measured** with criterion referenced tools (e.g. intelligence, auditory processing, attention).
- **Tells me if the child is closing the gap**, or if the gap is getting wider.
- **Should corroborate and confirm** criterion referenced tests.
- Years of **science** behind them.
- **Well understood** by health and educational professionals.

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School Data and My Data



- When I get a new preschool case, the school will have already done an initial comprehensive standardized evaluation, (and perhaps the Regional Center as well).
- The school will have already conceded eligibility and placement on a preschool program.
- **My role** is to 1) Identify all deficits 2) Set PLOP, 3) Prioritize 4) Write and monitor goals.

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Pre-School Life Span Checklists



- These life span development checklists are readily available on the internet and other sources.
- Most parents can complete them unaided.
- The lists are organized in the order in which the skill typically develops.
- Simply take a pencil or pen, and line out the skill that can be accomplished, until you have lined out all that apply.
- During preschool the lists pertain to general development. Afterward they start to include academic achievement.

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School Readiness Checklist

- This is a gross level criterion measure that focuses on the issue of ability to attend an integrated kindergarten class.
- From this I can look deeper into specific areas of need.
- Most parents understand what the pre-school program is about for the first time.

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School Readiness Topics

Focus on anything precluding integration

- Attending Skills: You need to pay attention to learn.
- Imitation Skills: "See if you can do this"
- Receptive/Expressive Language Skills
- Social Language Skills: Using Language
- Academic Skills
- Social Skills: Follows directions
- Self Help: Eating and toilet training
- Problem Behaviors: Disruptive self stimulating.
- Fine Motor Skills: Using pencil
- Gross Motor Skills

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Dig Deeper



- The Standardized Vineland Adaptive Rating Scale is good for creating goals.
- Vocabulary Checklist
- Self Help Checklist
- Sensory Integration Checklist
- Social Skills Checklist
- Social Play Checklist
- Gross and Fine Motor Skill Checklist
- **Prutting and Kirchner 30 Item Pragmatic Language Checklist**

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You Can Set OT PLOP and Goals from the Answers to this List

| Fine Motor/Adaptive | Mean | Normal Range |
|------------------------|-----------------|-----------------|
| Unfisted | 3 months | 0 to 4 months |
| Bats at objects | 3 months | 2 to 5 months |
| Objects to midline | 4 months | 3 to 6 months |
| Transfers objects | 5 months | 4 to 7 months |
| Raking grasp | 7 months | 5 to 10 months |
| Finger feeds | 7 months | 5 to 10 months |
| Primitive pincer | 8 months | 6 to 10 months |
| Neat pincer | 9 months | 7 to 10 months |
| Voluntary release | 12 months | 10 to 15 months |
| *Helps with dressing | 12 months | 10 to 16 months |
| Spoon feeds | 15 months | 12 to 18 months |
| *Uses cup open/sippy | 15 months | 10 to 18 months |
| Imitates housework | 18 months | 14 to 24 months |
| Handedness | 24 months | 18 to 30 months |
| *Helps with undressing | 24 months | 22 to 30 months |
| *Undresses self | 36 months | 30 to 40 months |
| *Toilet training | 24 to 36 months | |

*** These are common goals for a preschool IEP**

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Pre-School Language PLOP

| Language | Mean | Normal Range |
|-----------------------------------|-----------|-----------------|
| Cooing | 3 months | 1 to 4 months |
| Laugh | 4 months | 3 to 6 months |
| Turns to voice | 4 months | 3 to 6 months |
| Razzing | 5 months | 4 to 8 months |
| Babbling | 6 months | 5 to 9 months |
| Dada/mama non-specifically | 8 months | 6 to 10 months |
| Gesture games | 9 months | 7 to 12 months |
| Understands no, | 10 months | 9 to 18 months |
| Mama/dada specifically | 10 months | 9 to 14 months |
| One step command with a gesture | 12 months | 10 to 16 months |
| Immature jargoning | 13 months | 10 to 18 months |
| *One step command w/out a gesture | 15 months | 12 to 20 months |
| Points to body parts | 18 months | 12 to 24 months |
| Mature jargoning | 18 months | 16 to 24 months |
| *Puts two words together | 24 months | 20 to 30 months |
| *Pronouns inappropriately | 24 months | 22 to 30 months |
| *Two step command | 24 months | 22 to 30 months |
| States first name | 34 months | 30 to 40 months |
| *Pronouns appropriately | 36 months | 30 to 42 months |

*** These are common goals for a preschool IEP**

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Pre-School Vocabulary

- 4.5-5 years - understands 2500-2800 words speaks in 5-8 word sentences uses 1500-2000 words tells long stories accurately
- 5-6 years - understands 13,000 words.
- I have a list of about 800 words that are commonly in a pre-school vocabulary.
- If a child knows for example 50 words, I can set a clear cut PLOP and Vocabulary Goal using this tool.

ANIMALS (REAL or TOY)

| | | |
|-----------|----------|------------|
| Alligator | Duck | Penguin |
| Animal | Elephant | Pig |
| Ant | Fish | Pony |
| Beaver | Frog | Puppy |
| Deer | Giraffe | Rooster |
| Bird | Goose | Sheep |
| Bug | Hen | Squirrel |
| Bunny | Horse | Teddy bear |
| Butterfly | Kitty | Tiger |
| Car | Lamb | Turkey |
| Chicken | Lion | Turtle |
| Cow | Monkey | Wolf |
| Deer | Moose | Zebra |
| Dog | Moose | |

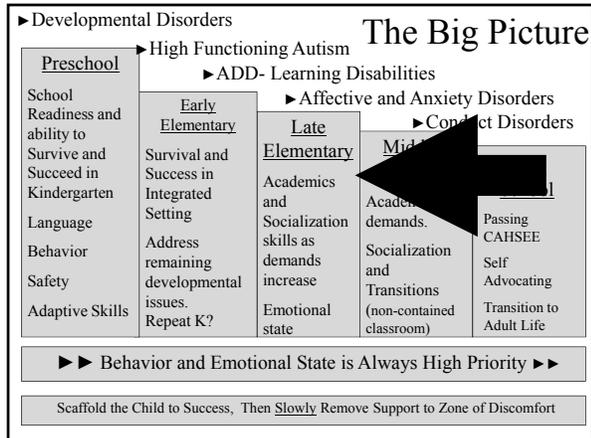
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Prioritize & Keep Your Eye on the Ball



- Once all the deficits have been identified and PLOP established, the data should roughly agree with standardized data, **it is time to prioritize.**
- **The entire pre-school program** in my judgment should focus on **at least survival** but hopefully a successful fully integrated kindergarten experience.
- Life Span Development milestones in a non-disabled child accomplishes this. **The point is to simply catch up with normal life span development essential to the goal of at least survival if not success.**
- **Avoid goals that will not directly achieve this until you know for sure you will meet this goal.**

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Academic Checklists



- These academic checklists reflect the California Mandated Curriculum (but are easier to understand).
- Most parents can complete them unaided.
- If not, an elementary or secondary school tutor can place the student in one or two hours of time
- Simply take a pencil or pen, and check off the skill that can be accomplished, until you have off all that apply. This is the PLOP.
- **Anything left that is below grade level is a good goal or set of academic goals.**

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Example: K Math Curriculum

| MATHEMATICS STANDARDS OF LEARNING KINDERGARTEN | | |
|--|--------------------------------|--------------------------|
| DATE: _____ | Assessment Performed by: _____ | |
| SKILLS PERFORMED BY CHILD | YES | NO |
| Number Sense The Student Will | | |
| 1. K-1 count in various ways including counting objects up to 12, counting by ones up to thirty-one and backwards from ten, skip counting by fives and tens to 50 and by tens up to ten (2 to 10 and 1 to 9) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. K-2 identify written numbers from 0 to 31 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. K-3 select the correct numeral to indicate a quantity from 0 to 9, trace over the numeral, and write the numeral | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. K-4 select a reasonable order of magnitude from three given quantities – a one-digit number, a two-digit number, and a three-digit number (e.g., 5, 50, and 500) – for a familiar situation | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. K-5 identify ordinal positions from first to fifth using concrete objects | <input type="checkbox"/> | <input type="checkbox"/> |
| Number Facts - Addition and Subtraction The student will . . . | | |
| 6. K-6 identify one more and one less for numbers from 1 to 9 | <input type="checkbox"/> | <input type="checkbox"/> |

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Speaking and Listening Curriculum

- This component of the K-12 curriculum is not often explicitly taught to children as most of them develop these skills on their own without formal instruction.
- Not so with children with Autism.
- Often if you try and add a goal to an IEP and call it “pragmatic communication” you will get resistance that “it is not required”.
- You can find the same goal in the K-12 speaking/listening curriculum, and if the child does not have this skill, you can force them to add such a goal because the skill is mandated in California.

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<http://www.cde.ca.gov/be/st/ss/>

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Content Standards

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students expect to gain at each grade level.

The content standards website is by the California State Board of Education and listed below. Printed publications can be purchased from CAL PRESS EDUCATIONAL SERVICES.

- Career Technical Education, adopted May 2008 (PDF, 4,289, 441pp)
- English Language Learners, adopted December 2008 (PDF, 1,879, 367pp)
- English Language Learners, adopted September 2002 (PDF, 3,036, 578p)
- English Language Learners, adopted December 2008 (PDF, 1,879, 367pp)
- Mathematics, adopted December 2007 (PDF, 3,132, 728p)
- Performance Indicators, adopted December 2008 (PDF, 2,000, 172p)
- History-Social Science, adopted October 1999 (PDF, 847, 832p)
- History-Social Science, adopted October 1999 (PDF, 847, 832p)
- Physical Education Model Content Standards, adopted June 2003 (PDF, 1,588, 172p)
- Science, adopted October 1999 (PDF, 4,108, 819p)
- Science, adopted October 1999 (PDF, 4,108, 819p)
- Spanish and Performance Arts, adopted January 2001 (PDF, 1,178, 91pp)
- Spanish and Performance Arts, adopted January 2001 (PDF, 1,178, 91pp)
- Fine Arts of Arts and Performance Arts, adopted January 2001 (PDF, 1,178, 91pp)
 - Visual and Performance Arts, Music
 - Visual and Performance Arts, Theatre
 - Visual and Performance Arts, Visual Arts
- English Language Development, English Version (PDF, 670, 91pp)
- English Language Development, Spanish Version (PDF, 279, 91pp)
- English Language Development, Spanish Version (PDF, 1,638, 832p)

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What Most Parents Say



- “Rene, I finally understand what my child is missing, and what this program is supposed to do.”
- Parent involvement and empowerment statistically is highly correlated with school success.
- Many parents who have never taken this workshop can be guided to use these by professionals and other parents.
- Feel free to use them as much as you like.

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