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NATIONAL CONVENTION

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Transitioning From IFSP to IEP

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Objectives

- Understand the importance of early intervention
- Gain an understanding of the differences between early intervention and early childhood special / education
- Develop an understanding of the scores and terms used in special education
- Walk away feeling prepared to advocate for your child's needs



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Learn the Lingo

- FAPE – Free Appropriate Public Education
- LRE – Least Restrictive Environment
- LEA – Local Education Agency
- IDEA – Individuals with Disabilities Education Act
- PWN – Prior Written Notice
- IEP – Individual Education Program
- IFSP – Individual Family Service Plan
- Part C – Early Intervention
- Part B – Special Education



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Early Intervention – What Is It?



- Intent is to enhance a child's development; minimize the need for special education in the future; maximize the ability of living independently in the future; enhance the ability of families to meet the special needs of their infants and toddlers
- Varies from State to State – Birth – Three or Birth to Five
- Services are provided in natural environments
- Family Centered Care
- IFSP



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Eligibility

Early Intervention

(Part C of IDEA)

- “Infant or toddler with a disability”
- Under 3 years of age
- Needs early intervention due to
 1. Development delays in one or more areas of cognitive, physical, communication, social/emotional or adaptive development OR
 2. A diagnosed physical or mental condition that has a high probability of resulting in a developmental delay

Preschool Special Education

(Part B of IDEA)

- “Child with a disability”
- Over 3 years of age
- Presents with
 1. Intellectual disabilities, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities AND
 2. by reason thereof, needs special education and related services



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Individualized Family Service Plan

A written document which includes the components to be provided to meet the needs of an infant or toddler *and* their family

- Must include
 - Present level of functioning and needs
 - Results or outcomes expected to be achieved
 - Specific early intervention services to be provided
 - Where in the natural environment services will be provided
 - When and for how long services will be provided



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Individualized Education Program

- Written statement which includes the components to be provided to meet the unique educational needs of a student with a disability
- Must include
 - Current performance
 - Academic achievement, functional performance and learning characteristics;
 - Social development
 - Physical development;
 - Management needs
- Goals (based on a student's current performance, measurable and should be able to reasonably be accomplished in a year)
- Special education and related services
 - Includes frequency, duration and location of those services
 - Modifications to the child's program or environment
 - Supports for school personnel (including training / professional development)
- Participation with nondisabled children



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Transitioning from IFSP to IEP

- Begins no later than 90 days before 3rd birthday
- Lead agency is required to notify the LEA
- School district evaluates and holds IEP meeting on or before 3rd birthday



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Evaluations

- An educational evaluation must occur prior to creating an IEP
- What domains will be assessed?
 - Adaptive (self-help, functional skills)
 - Cognitive (early learning, thinking and reasoning)
 - Social-Emotional (engaging with others, play, coping)
 - Speech / Language (understanding language, expressive / receptive language, articulation)
 - Motor (fine and gross motor, sensory processing, motor planning)



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Developing Your Child's IEP

Considerations

- What are my concerns and biggest worries for my child (including PWS-related medical concerns)?
- What would I like my child to be able to do in the short-term? Long-term?
- Hyperphagia?
- How do I describe all of this in a way that is relevant to classroom instruction?

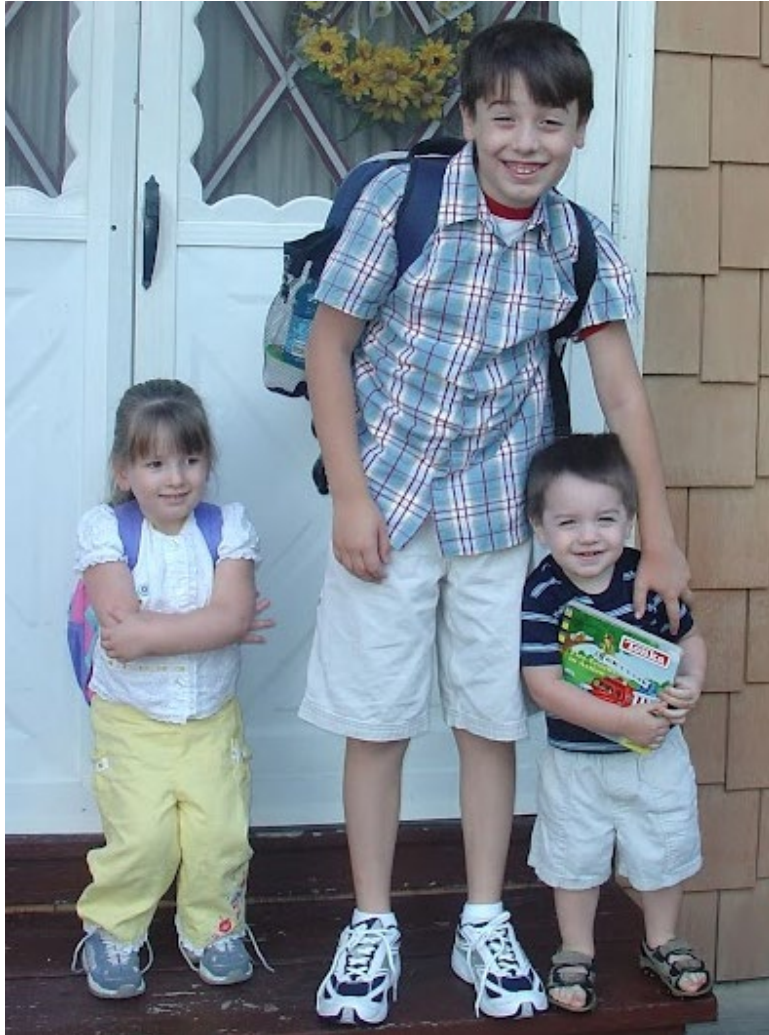
PWS Considerations in the Present Level of Performance (PLOP)

- Academic Achievement and Learning
- Social Development
- Physical Development
- Management Needs



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Academic Achievement and Learning



- Speech
- Language
- Functional skills for learning
 - Joint attention
 - Ability to participate in adult-directed tasks
 - Ability to remain engaged



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Social Development

- Ability to cope with frustration
- Emotional regulation
- Food anxiety
- Perseverative behaviors
- Rigidity
- Need for structure, routine and consistency
- Social interactions/play



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Physical Development

- Motor skills / motor planning
- Signs of illness
- Daytime sleepiness
- Scoliosis
- Thick saliva / drinking
- Hyperphagia / food seeking
- Reduced metabolism
- Sensory processing
- High pain threshold
- Gastrointestinal issues
- Temperature regulation
- Skin picking



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Management Needs

- Supervision
- Consistency between adults / including communication with substitutes
- Use of food in instruction (manipulatives or rewards)
- Special events / Field trips
- Communication with home



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Remainder of IEP

- Parent input statement
- Smart goals
 - <https://youtu.be/KuthONWDavQ>
- Modifications
 - Changes to the curriculum, what is taught/learned is modified
 - A different set of spelling words than the rest of the class on a spelling test
- Accommodations
 - Changes the way a student is taught/learning
 - Environmental changes to allow student to access their education
 - Using a computer instead of pencil and paper
 - Extended time to complete assignments and tests
 - No food in the classroom



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Advocating For Your Child



- What is your “gold standard” and what is your acceptable “fallback” position?
- Ask questions that require data collection and can be assessed within an established timeframe (i.e., “When can we follow up to make an informed decision?”)
- Document, document, document – if it’s not in writing it didn’t happen
- Be respectful, honest and direct



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Questions and Resources

- PWSA | USA
 - www.pwsausa/schoolsuccess
 - Family Support 941.312.0400
 - Stacy Ward sward@pwsausa.org
- Amy McDougall
 - amy.l.mcdougall13@gmail.com



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 Prader-Willi Syndrome Association | USA

THANK YOU



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