



# MCAAP Monday Drop In Lunch Bunch:

“Leveraging Community Services To  
Support Your Patients’ Learning and  
Developmental Needs”

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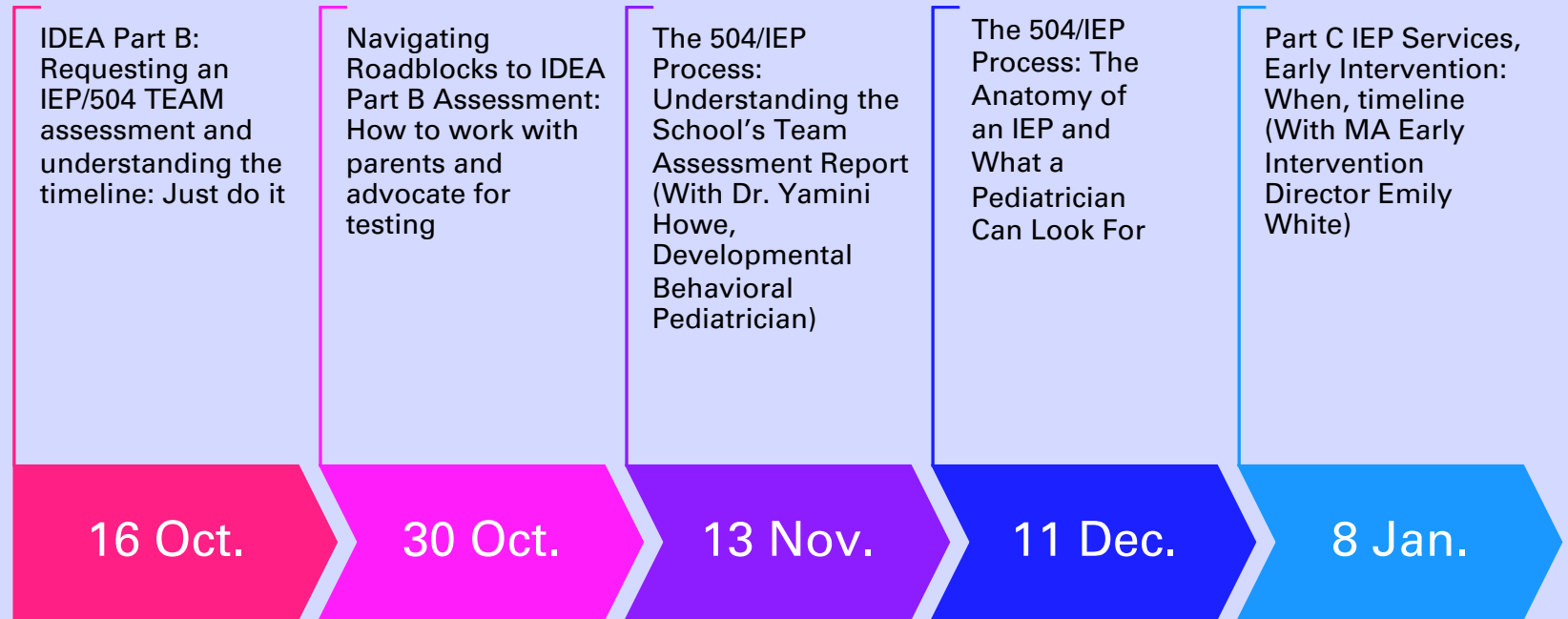
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November 13, 2023

With MCAAP President:  
Mary Beth Miotto, MD, MPH  
And Special Guest:  
Yamini Howe, MD

# Monday Lunch Bunches this fall, winter, and on..



*We'll meet less frequently over the holidays*

# HOW DO I ACCESS OR SHARE PAST MONDAY DROP IN CONTENT?

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Find past videos and hyperlink-powered slide decks at <https://mcaap.org/cme/>

Look for new biweekly invite links in MCAAP member emails on Mondays.



November 13, 2023:  
The 504/IEP Process:  
Understanding the  
School's Team  
Assessment Report:  
Special Guest Dr.  
Yamini Howe

*How does a PCP  
help a family get  
needed school  
supports? What  
knowledge helps  
that PCP?*

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# SIX PRINCIPLE OF SPECIAL EDUCATION LAWS (FEDERAL AND MASSACHUSETTS):

Special Education Law is organized around the following six principles:

What are the major principles of special education laws?

1. Parent and Student Participation
2. Appropriate Evaluation
3. Individualized Education Program (IEP)
4. Free and Appropriate Public Education (FAPE)
5. Least Restrictive Environment (LRE)
6. Procedural Safeguards

“You can make a referral for special education at any time. Providing instructional support cannot be used to delay the evaluation of a student. If a student is referred for an evaluation, documentation of the use of instructional supports is part of the evaluation information reviewed by the Team.”

From The Parent’s Guide to Special Education:

<https://fcsn.org/wp-content/uploads/sites/2/2021/08/pgenglish.pdf>

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# Members of the Multidisciplinary Team

Regular  
education  
teacher

School  
psychologist

Educational  
evaluator

Special  
education  
teacher

Speech and  
language  
clinician

Medical  
personnel (when  
appropriate)

Social worker

School/guidance  
counselor

*Zoom???*

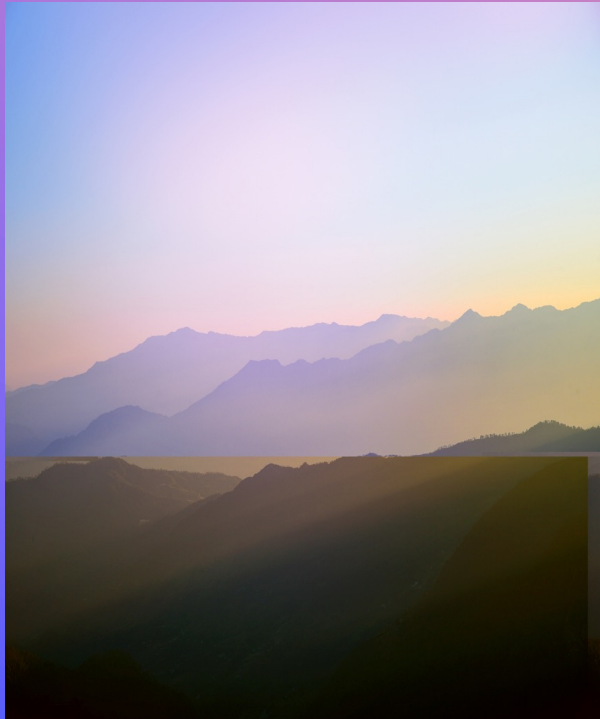
Parents

School nurse

Occupational and  
physical  
therapists (when  
appropriate)



# WHAT IS A COMPREHENSIVE ASSESSMENT?



An evaluation for special education should always be conducted on an individual basis.

When completed, it is a **comprehensive assessment** of the child's abilities.

Under IDEA 2004, no single procedure is used as the sole criterion for determining an appropriate educational program for a child.

Further, **the child must be assessed in all areas related to the suspected disability**




# Components of a comprehensive assessment include:

An individual psychological evaluation including general intelligence, instructional needs, learning strengths and weaknesses, and social emotional dynamics

A thorough developmental, social, and academic history based on interviews with parents and student

A physical examination including specific assessments that relate to vision, hearing, and health

A classroom observation of the student in his or her current educational setting



You can ask for these specifics

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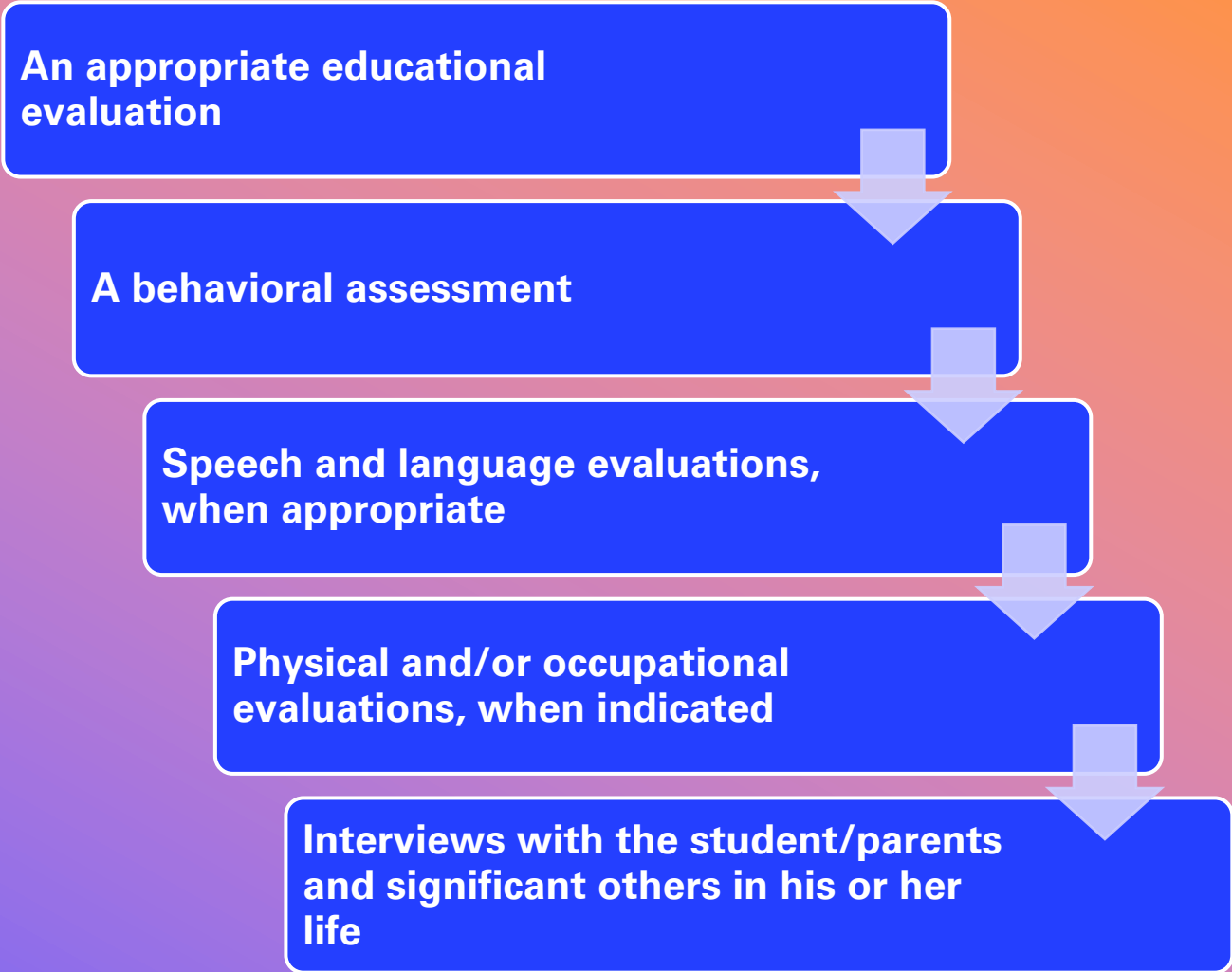

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# A Comprehensive Assessment may also include:

Do the parent and pediatrician know that these elements may be included? Maybe request them specifically?



## Different terms for the evaluation

- Special education assessment
- School evaluation
- IEP evaluation
- Comprehensive or multidisciplinary evaluation



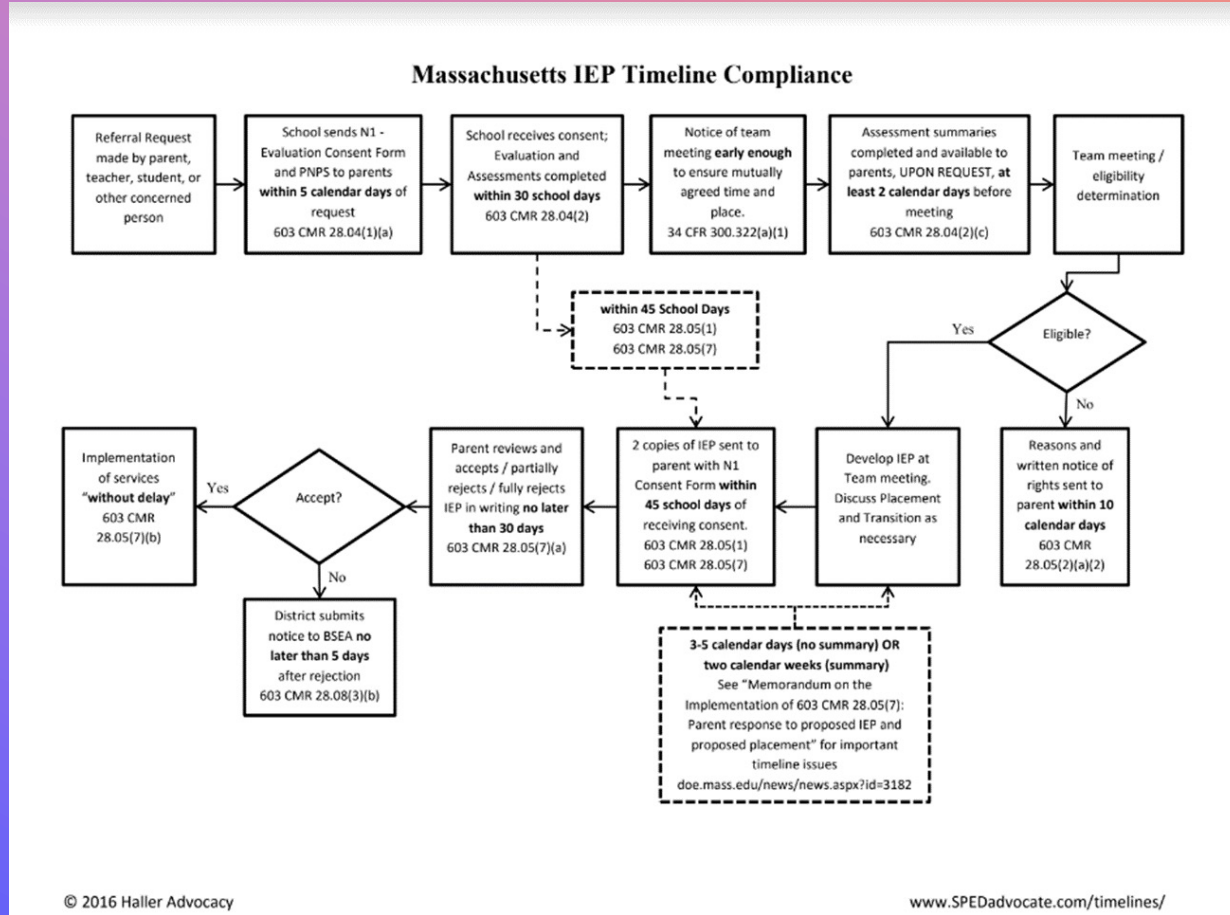
**Is the parent confused about terms? Encourage them to ask their IEP Team for clarification!**

## Different terms for the tests that may be in the evaluation

- Psychoeducational evaluation or cognitive testing, which looks at how a child thinks
- Educational evaluation, which looks at a child's academic skills
- Functional assessment, which looks at how a child behaves



# MASSACHUSETTS IEP TIMELINE REQUIREMENTS



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[www.SPEDadvocate.com/timelines/](http://www.SPEDadvocate.com/timelines/)

School District Name:	
School District Address:	
School District Contact Person/Phone #:	

### Special Education Eligibility/Initial and Reevaluation Determination

Student Name:		DOB:		ID#:		Date:	
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A. Proceed through the flowchart until an eligibility determination is reached.

1. Does the student have one or more than one disability?

- Autism
- Developmental delay
- Intellectual
- Sensory: Hearing, Vision, Deaf-Blind
- Neurological
- Emotional
- Communication
- Physical
- Specific Learning
- Health

no  → Student is not eligible for Special Education but may be eligible for other services in other programs.

yes  → if yes, indicate disability type(s):

\_\_\_\_\_

2. (a) Is the student making effective progress in the general education program? In the case of a three-year reevaluation, would the student continue to make effective progress in the general education program without special education services?

yes  → if yes, indicate disability type(s):

\_\_\_\_\_

no  → 2. (b) Is the lack of progress a result of the student's disability?

2. (b) Is the lack of progress a result of the student's disability?

no  → Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.

yes  → 2. (c) Does the student require special education and/or related services to make effective progress or to access the general education curriculum?

2. (c) Does the student require special education and/or related services to make effective progress or to access the general education curriculum?

no  → Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.

yes  → THE STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION.

THE STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION.

B. Answer this question for all students.

Is parent satisfied with school evaluation?

yes  → Continue forward as previously discussed.

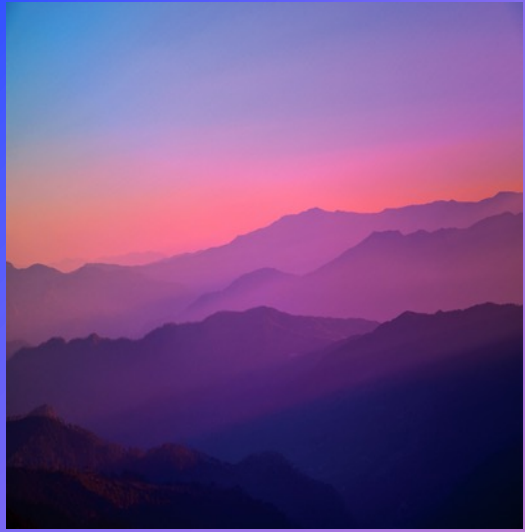
no  → Discuss Extended Evaluation and rights to an Independent Educational Evaluation.

#### KEY EVALUATION FINDINGS AND/OR NEXT STEPS

\_\_\_\_\_

# Special Education Eligibility Determination Form

<https://www.doe.mass.edu/sped/iep/forms/english/ed1.docx>



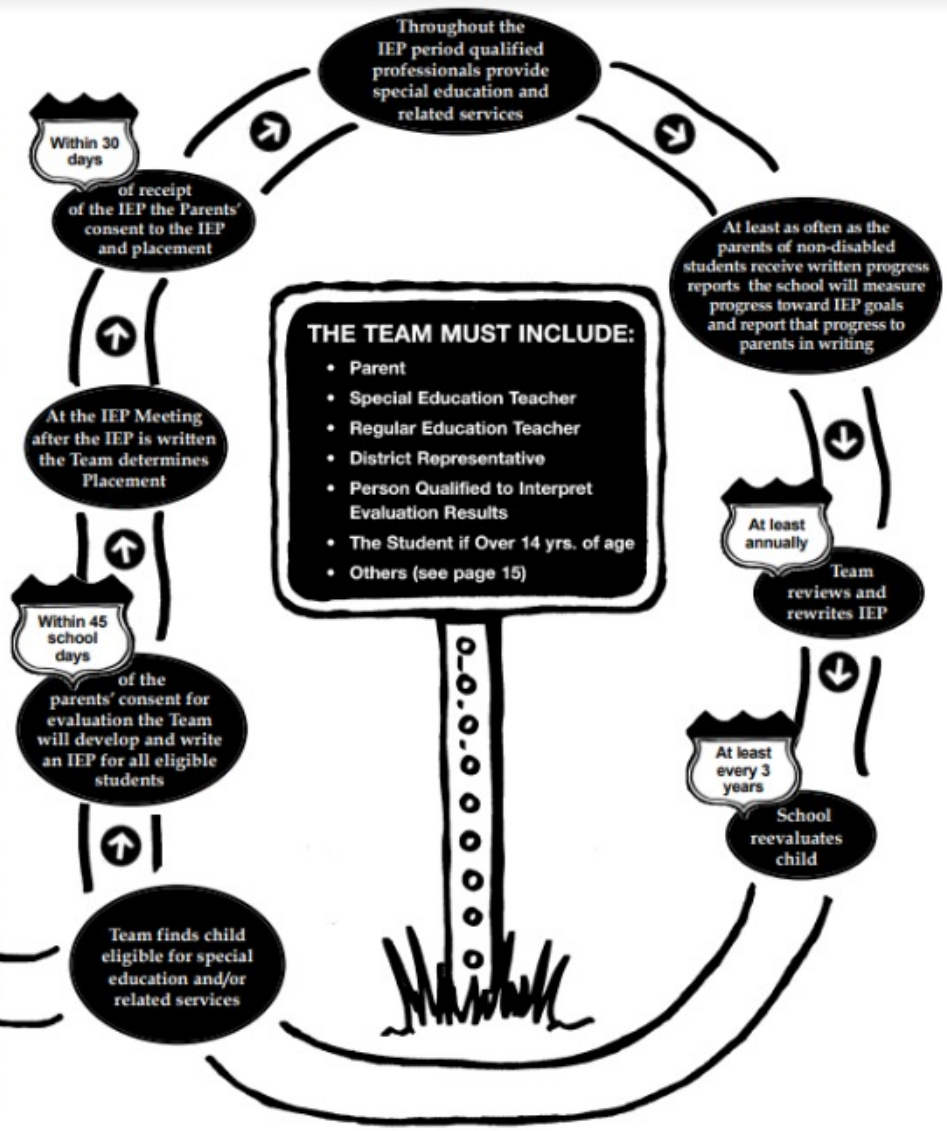
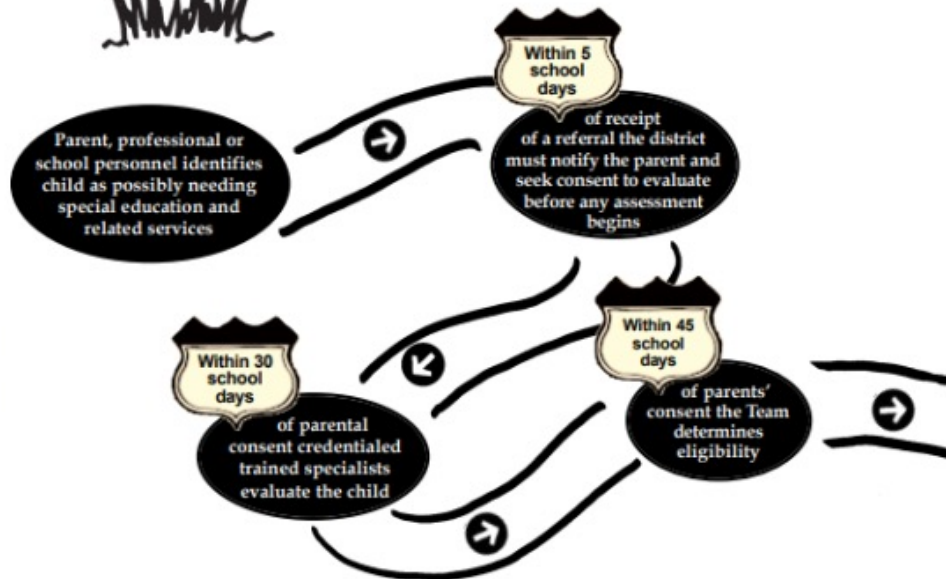
se examples  
with Dr. Howe



# Understanding the Special Education Process

## A Brief Overview for Students Eligible for Special Education

Below is a brief overview of how a student is found eligible for special education, how the IEP is developed and implemented, and how progress is measured.



Dr. Yamini Howe presents on the special ed process and testing:

# THANKS TO DR. YAMINI HOWE AND ALL OUR MONDAY PARTICIPANTS

Dr. Howe practices at Cortica in Burlington, Massachusetts. Her patient care is informed by lived experience as a mother of two, one of whom has an intellectual disability due to Down syndrome. She works with families to develop holistic treatment plans that may include medication and other therapies to support their child's wellness and ongoing development.

Although originally from Little Rock Arkansas, Dr. Howe completed all of her training in New England - with her BS at MIT, MD at Tufts, and peds residency and DBP fellowship at Brown.

WOULD YOU LIKE TO GATHER WITH  
OTHER PEDIATRICIANS TO IMPROVE  
DELIVERY OF THIS  
DEVELOPMENT/BEHAVIORAL CARE OR  
ADVOCATE FOR BETTER SCHOOL  
HEALTH POLICIES?

*Join the MCAAP School Health Committee  
Contact Executive Director Cathleen  
Haggerty at [chaggerty@mcaap.org](mailto:chaggerty@mcaap.org)*

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Thank you for your participation



Please contact MCAAP President Dr. Mary Beth Miotto if you would like to suggest new topics, formats, or guests for this series. Feedback is welcomed!

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# RESOURCE SLIDES FOR YOUR LATER REVIEW



# IEP ASSESSMENTS AND SPED TERMS

- <https://adayinourshoes.com/special-education-terminology-pdf/>
- <https://educationadvanced.com/resources/blog/special-education-assessments-what-schools-need-to-know/>
- <https://www.wrightslaw.com/links/glossary.assessment.htm>
  - The Wrightslaw website offers valuable resources on education rights

## A Parent's Guide to Special Education

### Resources

#### Federation for Children with Special Needs

(800) 331-0688  
TTY (617) 236-7210  
1135 Tremont Street, Ste. 420  
Boston, MA 02120  
www.fcsn.org  
Federation Satellite Offices:  
Hyannis: 508-778-0442  
Worcester: 508-798-0531  
Northampton: 413-585-8140

#### Disability Law Center\*

(800) 872-9992  
VOICE/TTY (617) 723-8455  
11 Beacon Street, Suite 925(800) 872-9992  
Boston, MA 02108

#### Disability Law Center – Western Mass.\*

(800) 222-5619  
(413) 584-6337  
TTY (413) 586-6024  
22 Green Street  
Northampton, MA 01060

#### Family Ties

(508) 947-1231  
Mass. Department of Public Health  
109 Island Road  
Lakeville, MA 02347  
www.massfamilyties.org

#### Massachusetts ARC

(781) 891-6270  
217 South Street  
Waltham, MA 02453

#### Massachusetts Advocacy Center

(617) 357-8431  
TTY (617) 357-8434  
100 Boylston Street, Suite 200  
Boston, MA 02116

#### Mass. Association of Special Education Parent Advisory Councils (MASSPAC)

781-784-8316  
P.O. Box 167  
Sharon, MA 02067  
www.masspac.org

#### Parent Professional Advocacy League (PAL)

(617) 227-2925  
15 Court Street, Suite 1060  
Boston, MA 02108  
www.ppal.net

#### Parents for Residential Reform

(800) 672-7084  
TTY (617) 236-7210  
1135 Tremont Street, Ste. 420  
Boston, MA 02120  
www.pfrr.org

#### Volunteer Lawyers Project\*

(617) 423-0648  
TTY (617) 338-6790  
(VLP of the Boston Bar Association)  
29 Temple Place, 3rd Floor  
Boston, MA 02111

### GOVERNMENT AGENCIES

#### Massachusetts Department of Education (DOE)

(781) 338-3000  
*Bureau of Special Education Appeals*  
(781) 338-6400  
*Program Quality Assurance*  
(781) 338-3700  
350 Main Street  
Malden, MA 02148  
www.doe.mass.edu/sped

\*These agencies offer free and low cost legal services for income eligible individuals.

## A Parent's Guide to Special Education

### Resources, continued

#### Bureau of Transitional Planning

(617) 727-7600  
*Executive Office of Health and Human Services*  
1 Ashburton Place, Room 1109  
Boston, MA 02108

#### Massachusetts Commission for the Blind

(800) 392-6450  
TTY (800) 392-6556  
88 Kingston Street  
Boston MA 02111

#### Massachusetts Commission for Deaf and Hard of Hearing

(800) 882-1155  
TTY (800) 530-7570  
210 South Street 5th Floor  
Boston MA 02111

#### Massachusetts Department of Mental Health

(800) 221-0053  
25 Staniford Street  
Boston, MA 02114

#### Massachusetts Department of Mental Retardation

(617) 727-5608  
TTY (617) 727-9866  
160 North Washington Street  
Boston, MA 02114

#### Massachusetts Department of Public Health

(617) 624-6000  
TTY (617) 624-6001  
250 Washington Street  
Boston, MA 02108

#### Massachusetts Department of Social Services

(617) 748-2000  
TTY (617) 348-5599  
24 Farnsworth Street  
Boston, MA 02108

#### Massachusetts Department of Transition Assistance

(617) 348-8500  
TTY (617) 348-5599  
600 Washington Street  
Boston, MA 02111  
*Recipient Services: (800) 445-6604*

#### Massachusetts Rehabilitation Commission

(617) 204-3730  
Fort Point Place  
27-43 Wormwood Street  
Boston, MA 02210

#### U.S. Office for Civil Rights

(617) 223-9662  
FAX (617) 223-9669  
U.S. Department of Education  
J.W. McCormack P.O.C.H., Room 707  
Boston, MA 02109  
*(for section 504 and ADA complaints)*

Remember that there are many organizations, from your district's SPEDPAC to family resource agencies that can provide support to parents even beyond what the pediatric team and specialty teams may provide. Parents will thank you for THESE referrals!

From The Parent's Guide to Special Education:

<https://fcsn.org/wp-content/uploads/sites/2/2021/08/pgenglish.pdf>