Now, Needs, Next: Better IEPs for Our Students with Complex Needs
March 2016
Maureen Nevers

Outcomes
- Identify efficient, effective process for great IEPs!
- Know points of reference, required contents, and good practices for writing ‘present levels’
- Understand relationship between present levels and supports/goals
- Identify features of quality IEP goals

It’s all in the handouts...
Better IEP's
How to Develop Legally Correct and Educationally Useful Programs
Barbara D. Batemen
Mary Anne Linden
2006
Attainment Company
IEP Resources

Working Through the IEP

<table>
<thead>
<tr>
<th>Now</th>
<th>Needs</th>
<th>Next</th>
<th>Accommodations</th>
<th>Adult Supports</th>
<th>Services</th>
<th>Goals</th>
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Now, Needs, Next

Now, Needs, Next Planning Chart

<table>
<thead>
<tr>
<th>Area of Development</th>
<th>Now</th>
<th>Needs</th>
<th>Next</th>
<th>Accommodations</th>
<th>Adult Supports</th>
<th>Services</th>
<th>Goals</th>
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Now, Needs: We look at the NOW - identifying strengths and abilities, challenges, concerns, and impacts in foundational, academic and functional skill areas. We specify educational NEEDS.

Next: We plan for NEXT steps and how we will address all needs through accommodations, supports/services, and goals.
IEP Have-to’s:

**Academic and Foundational Skill Areas**

Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns.

IDEA says:

- The academic, developmental, and functional needs of the child.
General Education Curriculum

"the general education curriculum (i.e., the same curriculum as for nondisabled children)"

[34 CFR §300.320(a)(1)]

IDEA says:

The definition of core academic subjects does not vary for secondary students who are functioning significantly below grade level. The Act focuses on high academic standards and clear performance goals for children with disabilities that are consistent with the standards and expectations for all children.

IDEA regulatory guidance says:

IEP must include:

- A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum...

IEP Team must consider:

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The academic, developmental, and functional needs of the child
**Functional**

IEP must include:
- A statement of the child’s present levels of academic achievement and functional performance, including – How the child’s disability affects the child’s involvement and progress in the general education curriculum...

**IEP Team must consider:**
- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The academic, developmental, and functional needs of the child

**IDEA says:**

**Functional Performance**

“Functional performance (functional) is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child’s academic achievement. Instead, “functional” is often used in the context of routine activities of everyday living.”

**IDEA Regulatory Guidance says:**

**Plaafp**

CSSS / Functional / Needs

**Strengths / Abilities**
Identify current status for each of the areas listed, focusing on strengths, abilities—what the student is able to do, including functional performance.

**Challenges**
Identify current status for each of the areas listed, focusing on challenges, or where the student may have difficulty, related to their disability, including functional performance.

**Impacts**
What is the impact of the student’s challenges on their access, involvement, and progress in grade-level general education curriculum?
Needs

“A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.”

[34 CFR §300.320(a)(2)(i)(A)]

IDEA says:

PLAAFP

Accommodations and Modifications

“The terms “accommodations” and “modifications” are terms of art referring to adaptations of the educational environment, the presentation of educational materials, the method of response, or the educational content.”

§ 300.39

IDEA says:

PLAAFP

All needs must be addressed via an adult change (accommodation, support, service – “A”) or child change (goal + specialized instruction – “G”)

PLAAFP

Needs

A statement of measurable annual goals, including academic and functional goals designed to meet each of the child’s other educational needs that result from the child’s disability.

[34 CFR §300.320(a)(2)(B)]

IDEA says:

PLAAFP

Accommodations and Modifications

“The terms “accommodations” and “modifications” are terms of art referring to adaptations of the educational environment, the presentation of educational materials, the method of response, or the educational content.”

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IDEA says:
Goals

"A statement of measurable annual goals, including academic and functional goals designed to:
Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.

[34 CFR §300.320(a)(2)(i)(A)]

IDEA says:

PLAAFP

Accommodation and/or Goal

All needs must be addressed via an adult change (accommodation, support, service – "A") or child change (goal + specialized instruction – "C")
Goals

Consistent with § 300.320(a)(4) and section 614(d)(1)(A)(iv) of the Act, the child’s IEP Team determines the special education and related services, and supplementary aids, services, and other supports that are needed for the child to advance appropriately toward meeting the child’s annual goals.

IDEA says:

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Accommodation and/or Goal

All needs must be addressed via an adult change (accommodation, support, service – “A”) or child change (goal + specialized instruction – “G”)
### Sample Now, Needs, Next Chart

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Need</th>
<th>Next</th>
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<tbody>
<tr>
<td>Engaged, willing participant, attentional</td>
<td>Memory, communication system</td>
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<tr>
<td>Visual</td>
<td>Can be distracted by auditory interruptions, takes a long to respond appropriately</td>
<td>Headphones, FM system</td>
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<tr>
<td>Motor</td>
<td>&amp; sensory processing,</td>
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<tr>
<td>Sensory</td>
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<tr>
<td>Reading</td>
<td>Selective focus,</td>
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<td>Motor</td>
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<tr>
<td>Fine Motor</td>
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<tr>
<td>Cognitive/Learning</td>
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<td>Communication</td>
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<tr>
<td>Language/Communication</td>
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<td>Visual</td>
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<td>Auditory</td>
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<tr>
<td>Motor</td>
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</tbody>
</table>

### Student Profile

- **Health/Medical:** Healthy
- **Vision:** Normal
- **Hearing:** Middle range, use assistive devices
- **Speech/Language:** Normal
- **Cognition/Learning:** Average
- **Motor Skills:** Normal
- **Self-Regulation:** Good
- **Recreational Activities:** Engaged in sports and music
- **Social Skills:** Good
- **Communication:** Oral

### PLAAFP and Program

- **Health/Medical:** Basic care
- **Vision:** No special needs
- **Hearing:** Middle range
- **Speech/Language:** Normal
- **Cognition/Learning:** Average
- **Motor Skills:** Normal
- **Self-Regulation:** Good
- **Recreational Activities:** Engaged in sports and music
- **Social Skills:** Good
- **Communication:** Oral

### Other Content Areas

- **Art:** No special needs
- **Music:** Enjoys playing instruments
- **Sports:** Participates in track and field
- **Dance:** No special needs
- **Vocational:** No special needs
### Now, Needs, Next Planning Chart

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>Health / Medical</td>
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<td>Vision</td>
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<td>Hearing</td>
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<td>Physical / Gross Motor / Mobility / PE</td>
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<td>Fine Motor / Tactile / Sensory</td>
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<td>Health / Hygiene / ADLs</td>
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<td>Speech / Language / Communication</td>
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<td>Cognition / Learning</td>
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<td>Guided/Structured / Self-Regulation</td>
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<td>Writing</td>
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<td>Math</td>
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<td>Other Content Areas</td>
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<td>The Arts</td>
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<td>Recreational</td>
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<td>Family</td>
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When we know better, we do better.

Top 10 Ways to Improve PLAAFP

1. Reference the GLCCEC as starting point
2. Address all academic, foundational and functional areas
3. Represent both strengths and challenges for each area addressed
4. Interpret test scores
5. Use clear, respectful language
6. Reference objective data sources
7. State all educational needs
8. Acknowledge when you need more information
9. Convey high expectations
10. Write the one you want to receive

Top 10 Ways to Improve Goals

1. Seen as measure of effectiveness of adult services
2. “If our services are effective, what change will we see in the student?”
3. Connected to needs statement
4. Are educationally relevant
5. Are discipline-free
6. Start with GLCCEC connection
7. Include thoughtful, appropriate measures
8. Are reasonable quantity
9. Represent quality outcomes for improving the child’s life
10. Focus on content first
11. Combine foundational and academic skills
“The IEP is intended to be an individualized, special education document – not a version of the entire general education curriculum. The IEP indeed must address what the child needs in order to access the curriculum but it need not and should not contain the general curriculum itself.”


Next Steps

- See if you have evaluation tools for each of the areas specified in the list of areas to address.
- Work the positive language examples into PLP.
- Use N3 to evaluate your current IEP.
- Use N3 to prepare for an upcoming IEP.
- Apply the N3 process to one area (e.g., vision, communication) and work across.

Questions?

Thank You!

The ASF Communication Training Series is made available by the Angelman Syndrome Foundation and a generous grant from The Foster Family Charitable Foundation, a family foundation established in Central California.