

All Things IEPs!

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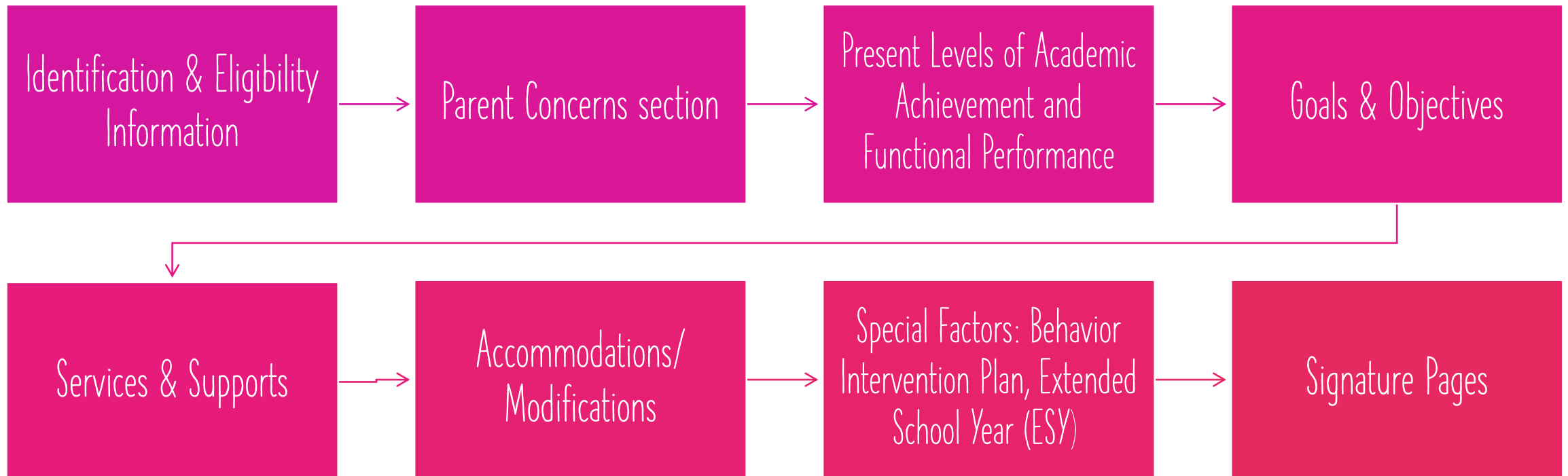
Purpose/Agenda Today

- Review the basic content in the IEP
- Become familiar with how goals and objectives are developed
- Leave with a better understanding of the content of the IEP so that you can be a more active & comfortable participant in the meeting
- COVID-19/School Closures Impact & Discussion

Basics of the Legal Stuff

- Individuals with Disabilities Education Act (IDEA) 2004 - key legislation
- Individualized Education Plan (IEP) is the cornerstone of special education - tell the who/what/where/when/why/how
- Provides the framework for what a free, appropriate public education (FAPE) in the least restrictive environment (LRE) looks like for that student
- Law explicitly says that parents/family are equal members of the IEP process and decision-making team

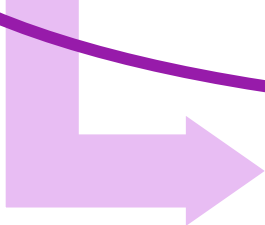
Major Components of the IEP



It's All Connected...

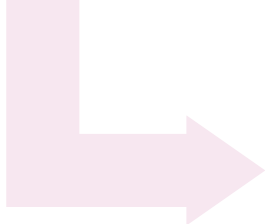
Present Levels

Describes the student's strengths and weaknesses, instructional needs are identified here



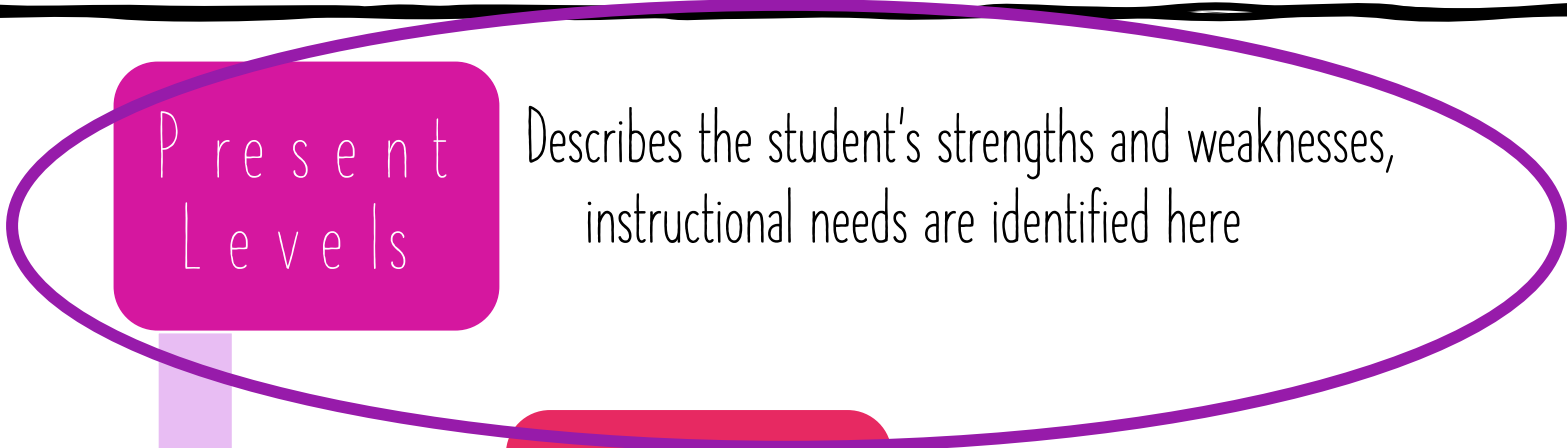
Annual Goals

Says what the school team will be working on with the student for the next year



Services and Support

How instruction towards those goals will be provided



Present Levels

- Written description of both academic *and* functional performance:
 - Strengths, what the student can do
 - Weaknesses, what the student is still working on
- Needs to be current - within the last year
- Should include multiple sources of data/information
 - Observations from working with the student, hard data (numbers!) and percentages, prompt levels, work samples, context in which student performs best, what contributes to student being less accurate or struggling with the skill
 - Ensure the present levels sections are *objective* not *subjective*



It's All Connected...

Present
Levels

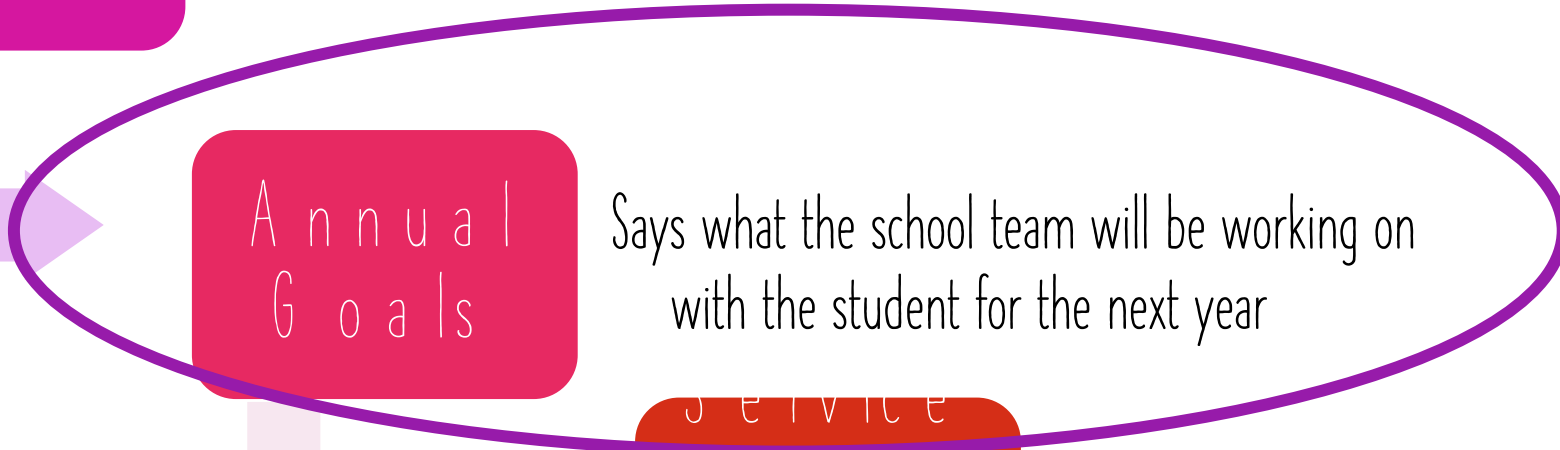
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GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND

Goals

- Clear link to the Present Levels section – for every need identified, ensure that a goal is written to address that need
- Should be measurable, attainable, specific
- Must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum.

Goals (continued)

Extra Advocacy! Analyze the objectives section!



Goals = annual goals that will be worked on for the year



Objectives = shorter term goals that help accomplish the larger annual goal (also called "short term objectives")



Inclusion of STO varies from district to district

Ex: students taking alternate assessments may be required to have STO, other students only have goals

Annual Goal: adding 1-20

S TO: adding
manipulatives
1-10

S TO: adding
manipulatives
1-15

S TO: adding
manipulatives
1-20

complete lunch routine

S TO: using visual,
complete lunch
routine with verbal
prompts

S TO: using visual,
complete lunch
routine with
gestural prompts

S TO: complete
lunch routine with
only visual task
list

Deciphering IEP Goals...

By 2/26/19, given a phrase or sentence composed of known sight words, STUDENT will independently match the phrase or sentence to a corresponding image with 90% accuracy on 3 consecutive data collection days as measured by staff data collection.

By 10/30/19, given a variety of common lunch or classroom containers (ex. zip lock, tupperware, twist top bottles, etc.) STUDENT will open 5 containers with only 1 verbal prompt, as measured across 3 consecutive data collection days by teacher data collection.

The "formula" for goals: Understanding the lingo

Given (some sort of condition),	In what situation(s) do we expect the student to perform the behavior?
student will (specific, observable behavior),	Exact behavior/performance we expect
with (how much) accuracy/prompts,	How independent or how many correct will we know they've mastered this goal?
with (what) consistency [every day? 4 consecutive data collection days? every recess opportunity?]	How frequently do we expect them to perform this with the above accuracy so that we know they've mastered it?
as measured by (teacher observation & data collection? chapter reading test?),	how are we taking/reporting data on this goal?
by (date to be completed).	when do we expect the student to master this goal?

“Is this
a good
goal for
my
child?”

Things to consider when reviewing your child's goals:

- Knowing my child's rate of progress – is this a reasonable goal for my child to achieve in a year?
- Is this a skill that will benefit my child in the 'long run'?
- Is this goal *meaningful* to my child?
- Is the criteria reasonable and practical?
- Are there goals covering all MY areas of concern? (ELA, Math, Written Expression, Speech, Fine Motor, Gross Motor, Adaptive Behavior, Social/Emotional Behavior, Prevocational/Vocational Skills, etc.)

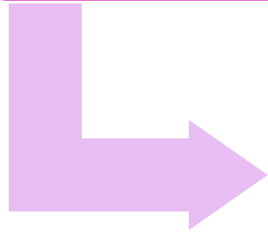
Places to Look for Goal Ideas/Guidance

- State standards and district curriculum – review the overall sequence of skills that students learn from grade to grade in your school/district
- Formal Assessments/Programs sometimes come with skill recommendations – ask IEP team to see them if it's not stated in the evaluation/assessment results
- Search for area specific IEP goal banks online
- ASF IEP Bank or Me!

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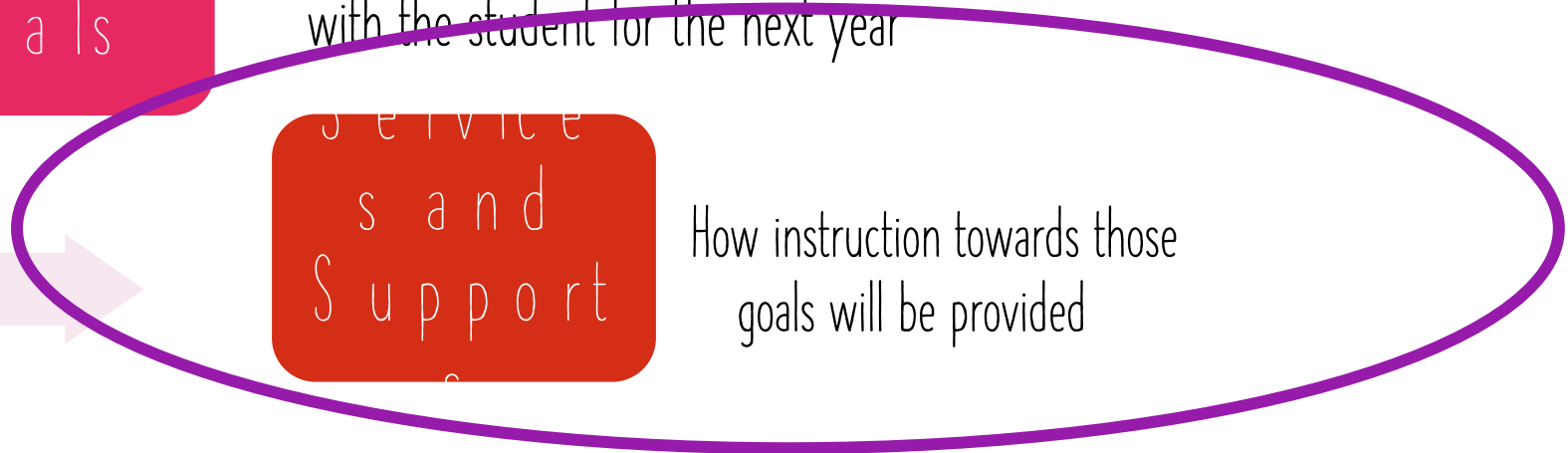
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and
Support

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Services and Supports

Who will provide what kind of instruction to accomplish the goals

Where the instruction will be provided

Many service options exist that provide the *Least Restrictive Environment* for that student! Such as:

- Instruction in sped setting
- Assistant support in gen ed setting or sped setting
- Coteaching (1 sped and 1 gen ed teacher in a typical classroom) for part or all of a day

Ensure that you as the parent are comfortable with each setting your child will be in and it is *based on your child's needs*



IEP Reflection Tool

COVID-19/School Closures Discussion

What about the IEP document itself?
What should at home learning look like for my child?

*Let's
chat!*

Want me to look over an IEP? Specific behavior question? Want a copy of the slides?

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