

Preparing for Your IEP

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IEP Deconstructed

- Individualized plan, based on professional evaluations and standardized assessments.
- Goals are developed based on these assessments.
- IEP provides information about placement, goals, supports and services required to help student achieve goals, accommodations and modifications, and additional input (notes) from family and education team.
- Students are expected to make appropriate progress with goals in order to participate in current placement.
- IEP team meets yearly. New, thorough evaluations and assessments are done every three years (triennial).

Did You Know?

- You are an equal part of the IEP team.
- You have every right to request any type of placement, support, service, goal, accommodation, or modification that you believe will help your child access curriculum and make appropriate progress.
- If you feel your child is not receiving appropriate services and support, you may request an IEP meeting at any time.
- <https://www.californiaspeciallaw.com/special-education-timelines-for-california/>

Be Prepared

- Know the law. Here's a great resource – www.wrightslaw.com
- Know your child's present levels, current goals, and scope of services and supports currently being provided.
- Develop a vision statement. What do you want for your student? You know your child best and will always be his/her best advocate.
- Have questions/concerns ready.
- Document everything! Record your IEP meeting, if possible.
- A positive attitude goes a long way. Try to stay calm, open-minded, and respectful. A healthy relationship with your team will only benefit your student.

NAVIGATING THE IEP

It's a lot...

PARENT INPUT INTO THE IEP

Use the “Concerns of parent relevant to educational progress” section that is usually on page 2 of the IEP

- Can type up ahead of time and give to the team to be copied in
- If inclusion is important to you, be sure to state that here.
- “Parent feels it is important that Will be educated alongside his typically developing peers as he benefits greatly from observing and interacting with them.”
- “Our main priority is for Kate to be educated alongside her typical peers in the least restrictive environment with the appropriate accommodations, modifications and supports. We are concerned that the recommendations from the AACT/AT report have not been implemented. We would like the recommendations to be implemented and documented on this IEP. We requested by email that we receive all progress reports and draft goals one week prior to this IEP meeting but did not receive them and therefore are concerned that our meaningful participation in this meeting has not been facilitated appropriately.”

SPECIAL FACTORS PAGE



Does the child require assistive technology devices and/or services?

If so, then this box should be checked and rationale/description included

Make sure the AAC/AT devices and services that are required are either documented here, on FAPE page or in the Notes



If the child has limited expressive language:

Ask for an Alternative and Augmentative Communication (AAC) evaluation



Child has difficulty writing

Ask for an Assistive Technology (AT) evaluation (end of 1st grade)

GOALS

- **Goals drive services**
- Make sure you have goals for all areas of need:
 - Speech (3-4, addressing receptive, expressive and articulation)
 - Fine motor (OT) (2-4)
 - Gross motor (PT or APE) (2-4)
 - Reading (2-3) (sight words, phonics, spelling, comprehension)
 - Math (2-3)
 - Writing (1) (expressive writing not handwriting)
 - Social Studies/Science (1)
 - For each classroom science and social studies unit of study, Liam will learn one key concept and 6 key vocabulary words by answering a fill-in the blank question for the key concept (with word bank provided) and matching words to pictures for the vocabulary.)
 - Using assistive technology with word prediction software, Liam will write a sentence with at least 5 words to describe a picture (related to grade level science or social studies curriculum) with 80% accuracy in 2/3 opportunities
 - Behavior/Social Skills as needed

GOALS CONTINUED...

- **When creating goals**
 - Look at the state standards for that grade level
 - Be sure you have a clear present level
 - Is the goal **SMART**
 - Specific – based on students' present levels of academic achievement/functional performance
 - Measurable – progress is objectively determined at frequent data points
 - Achievable – realistic, related to the most critical needs
 - Results-oriented – goal clearly states what your child will do to accomplish it
 - Time-bound – clearly defined beginning and ending dates
 - If you moved, would the team at the next school understand the goal?
 - Can this goal be worked on in general ed setting?
 - Don't want the goal too difficult because lack of progress could result in more restrictive placement

COMMON MODIFICATIONS & ACCOMMODATIONS

Accommodations

- Large print materials
- Talking Calculator
- 100 chart and/or multiplication table
- Scribe
- Read Aloud (reading passages)
- Text-to-speech
- Alternate response options
- Assistive technology (tablet with apps for calculation, listening to books, writing/composing)
- Visual schedule, First/Then chart

Modifications

- Alternate grading system
- Modified science and social studies tests sent home a week prior to test to review and practice
- Topic board for each science/social studies unit to represent key concepts and vocabulary with images and label
- Spelling words aligned to phonics goal

INCLUSION IN SCHOOL AND COMMUNITY

- If child is spending ANY amount of time in/with general education
 - Has an assigned general ed classroom teacher (has desk, cubby, etc.)
 - Child is included in general ed class picture in yearbook
 - Parent is on general ed teacher's email list to receive newsletters, field trip info, emails from the room mom, etc.
 - Parent is invited to general ed back to school night (and also meets with special ed in their room)
 - Eats lunch with peers from the assigned general ed class
 - Your child's name is on the classroom list that is distributed for valentine's day, whole class birthday invites, etc.
 - Parent invited to parent/teacher conference with general ed teacher
 - Parent is informed of and child participates in all field trips, grade level events, performances, school wide day events, etc.

HOME / SCHOOL COMMUNICATION

- Can be listed under Accommodations or in the Notes section of the IEP
- Needs to be reasonable, remember that the teacher has many other students and therapists have back to back students
- Possible formats
 - Blank lined composition notebook
 - Fill-in the blank form
- Homework

SCHOOL/HOME DAILY COMMUNICATION LOG

Date: _____

Red Yellow Green

Highlights/Success/News

Difficulties/Needs Improvement

Goal Work

Therapeutic Services

Questions/Comments/Concerns from home

BEFORE YOU SIGN...

- Take home and review (either sign or ask for changes within 1 week)
- Read through the IEP in entirety
- “Offer of FAPE – Services” page
 - Accommodations
 - Modifications
 - Special Education and Related Services
 - All services listed? Duration/Frequency? Individual vs. group? Start and end dates?
- “Offer of FAPE – Educational Setting” page
- - First placement discussion should always be general ed
 - % of time in and out of regular classes
 - Activities to support transition
- Notes (can be helpful to audio record IEP, must give 24-hour notice)

- Provide school team with "Goals at a Glance" and One Page Profile
- Add a cover letter with your email and cell phone number
- These can be provided as hard copy or sent as an email
- Ask classroom teacher or case manager for a copy of your child's weekly schedule and make sure it matches what the IEP says in terms of services, minutes in general ed, etc.
 - This should include:
 - Specific day/times that they are in SDC and what subjects they are covering
 - Specific day/times that they are in pull-out for therapy and/or resource
 - Specific day/times/subjects that they are in general ed

BACK TO SCHOOL PREP

GOALS AT A GLANCE & ALL ABOUT ME



LIAM HAWLEY
AGE 13
6TH GRADE

Teach me to soar and I will

-Kelle Hampton

VISION STATEMENT

We envision Liam living a life of choice. We envision him spending his days at work and places in the community that he enjoys, and finds productive. We envision Liam attending a college program and living on campus.

STRENGTHS

- Memory for interests, music and books
- Tidy and organized
- Following routines
- Social skills
- Using a calculator
- Using iPad
- Sight word reading
- Classroom behavior

WHAT DOESN'T WORK

- Loud sudden noises
- Reacting with negative emotions
- When I am tired

I LOVE: My Family, Toy Story, Disney movies, friends, pets and swimming

WHAT WORKS FOR ME

- Incorporate my interests
- Use music and movies
- Send positive notes home
- Working with peers
- Wearing my CPAP

WHAT I'M WORKING ON

- Sight word reading
- Using phonics
- Using TouchMath
- Counting \$1s, \$5s, \$10s

Liam's IEP Goals at a Glance

By March 2020


Academic

1. Given a prompt to identify the type of dollar bill (1, 5 or 10), Liam will count one dollar bills to 20, 5 dollar bills to 50, and 10 dollar bills to 100 in 4/5 trials with 80% accuracy
2. Given the time to the ¼ hour, ½ hour, and ¾ hour within an hour and time on the hour, Liam will order digital time with 80% accuracy in 2/3 trials
3. After hearing a familiar story and given key cards with pictures and language of beginning 1st, middle 2nd, and end last, Liam will both state the beginning, middle and end of a story, as well as what happens 1st, 2nd and last in a story with 80% accuracy 2/3
4. Liam will decode 5 short vowel words and 5 long e words in a single session, given no more than 4 total prompts throughout the session, with 80% accuracy in 2/3 trials
5. Given no more than one prompt per word, Liam will decode 200 sight words within familiar text in 2/3 trials with 80% accuracy
6. Using assistive technology with word prediction software, Liam will write a sentence with at least 5 words to describe a picture (related to grade level science or social studies curriculum) with 80% accuracy in 2/3 opportunities

OT

1. Liam will type/produce a 5-6 word sentence on his iPad/computer using an external USB keyboard, from a model with 80% accuracy in 3 out of 4 opportunities
2. Given visual model and minimal verbal cues, Liam will be able to copy uppercase and lowercase letters with appropriate formation and orientation 75% of the time.
3. Given a visual model, Liam will write numbers 21-30 with appropriate sizing and formation in 4/5
4. Liam will be able to independently button 2 out of 3 buttons of ½ inch size on shirt he is wearing 80% of time
5. Liam will drop and catch a tennis ball requiring a minimum of at least one step in 5/5 trials
6. Liam will catch a 5 inch ball with two hands without trapping it to his chest from distance of 7 feet in 4/5 trials

Speech

1. Using complete sentences, Liam will respond to  comprehension questions, 80%
2. Liam will demonstrate an improved understanding of word relationships by listing 2 or more attributes of an object or scene/event in 80% of trials
3. Liam will demonstrate improved expressive language by producing complete sentences using the regular and irregular past tense verbs in 80% of trials
4. Liam will demonstrate improved overall intelligibility by producing /f/ and /v/ in all positions of words at the conversational level with 80% accuracy

Remember...

- Utilize IEP meeting to determine the "who, what, when, where, why, and hows" of your child's specialized education plan.
- Your child DOES NOT need to be working at grade-level in order to participate in General Education.
- You will need to decide whether your child is on a "diploma track" by freshman year of high school. At that time, should student choose to work toward a high-school diploma, he/she will be required to complete all grade-level assignments, tests, exit exams, etc.
- If student graduates with a certificate or "alternative diploma," he/she is eligible for transitional services until age 22. Students with certificate can still attend college, obtain meaningful jobs, and develop life skills needed to live independently or semi-independently.