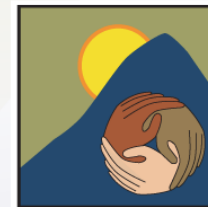


The IEP: A Tool for Realizing Possibilities

A Toolkit Developed for PEAK Parent Center



PEAK
PARENT
CENTER

Helping Families Helping Children

People First Language

- An important part of the IEP process
- Using **People First** Language helps the IEP team to stay focused on the child

Examples:

- Adam is a young boy with cerebral palsy
- Lucy uses a wheelchair



Two Young Girls

Brooke

- Brooke is 11 years old and has Down syndrome. Her I.Q. is 55. She has significant cognitive delays. Her receptive and expressive language is at the 4 year 6 month level. She has minimal basic academic skills. She requires constant supervision. Her time on task and task completion skills are poor.

Malia

- Malia is an active 11-year-old who enjoys being with other children and making friends. She has a good memory for details and for following through on activities that are part of a daily routine. She likes doing things independently. She's very curious about how things work and likes to explore. She's good at operating electronic equipment like computers, DVDs, and CD players.



Questions for Groups

- How would the student's teaching team planning inclusion in a general education classroom be able to use this kind of information about the two girls?
- How would general educators respond?
- How would special educators respond?
- Which girl would it be easier to support in class? Why?



Strengths Activity

- Take a moment to describe a good friend or someone you admire.
- Talk in pairs for a moment about the descriptors you use for this person.



Strengths and Strategies

Adapted from *Strengths and Strategies: Assessing and Sharing what Matters* by Paula Kluth & Michelle Diamon-Borowski (see www.paulakluth.com)

5 of my child's **strengths, interests, and talents**

- _____
- _____
- _____
- _____
- _____

5 **strategies** that work for my child

- _____
- _____
- _____
- _____
- _____



What is an IEP?

The IEP, Individualized Education Program, is a written document that is developed for each student who is eligible for special education.

The IEP is designed for each student and must be a truly individualized document.



The IEP Overview

- Within 30 days of completing the evaluation, an IEP meeting occurs and within that meeting the IEP is written determining the child needs and eligibility



IEP Overview

- IEPs are required for every child who qualifies for special education under IDEA
- Three types of IEPs:
 - Initial
 - Annual
 - Triennial



Required IEP Team Members

1. Parents
2. Not less than one regular education teacher
3. Not less than one special education teacher
4. School district representative
5. Person to explain evaluation results



Optional IEP Team Members

1. Related services staff
2. Others who know the student
3. The student himself



Basic Steps in the IEP Process

1. Identification
2. Evaluation
- 3. Present Levels of Academic Achievement and Functional Performance (PLAAFP)**
4. Needs
5. Eligibility
6. Annual Measurable Goals
7. Short Term Objectives
8. Supports and Services
9. Placement
10. Implementation



Strength-Based Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Present Levels of Academic Achievement & Functional Performance Include:

- Evaluation results
- The child's strengths
- The child's interests



Write a Strength Based Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Including evaluation results, strengths, and interests

Example:

- Jordan has many strengths. He is a cooperative young man who is eager to please. He always congratulates classmates' accomplishments. He has a large vocabulary and a great sense of humor. Test results from the informal reading inventory were as follows: word reading - 6th grade instructional level, and comprehension - 4th grade level. Jordan loves to read and is interested in science. He needs to learn big ideas in science and social studies according to the state standards. Jordan is a motivated learner and enjoys peer interaction. Jordan needs to be with his peers without disabilities for academic and social development.



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Examples of Needs

- To develop friendships with classmates, which can carry over to neighborhood activities
- To improve reading skills so that he can continue to grow as a reader and use reading throughout his life in home, work, and recreation activities
- To know what will happen during the day so that she will feel calm
- To learn to use the computer to help with writing skills



Examples of How Needs Should Be Listed

- To learn grade level academic standards for social studies and science in order to build a broad base of general knowledge
- To improve speech in order to talk with peers and others
- To learn when and how to ask for help so that people can assist when he is in need
- Extended school year services to ensure student does not lose academic and/or social skills



Examples of How Needs Should **NOT** Be Listed

- Needs to sit still
- Needs to listen better
- Needs to keep his hands to himself
- Needs to quit making noises
- Needs one-on-one speech therapy



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Write “SMART” goals

- S** Specific: list what you want your child to know and be able to do
- M** Measurable: observe and collect data to show progress
- A** Active: use action words
- R** Relevant: target individual needs and interests
- T** Time limited: identify what the child will learn in one year



Sample Goal

- Joe will be able to successfully express and defend his point of view in a written essay as measured by teacher evaluation and the eighth grade district writing assessment.
- While participating in general education world history, Shantal will learn four new concepts for all units in the school year. Shantal will show her knowledge of concepts using a variety of assistive technology strategies (power point presentations, drop and drag worksheets, and inspiration timelines or brainstorm), completed with 75% accuracy or at least 3 concepts for each unit.



When Drafting Goals, Include Phrases Like:

- With typical peers used for support
- With one prompt from a classmate
- In the presence of students who do not have disabilities
- While engaged in the general education curriculum
- During naturally occurring times of the day



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Supports & Services

- Behavior Plan
- Assistive Technology
- Communication Plan
- Health Plan
- Literacy Plan



Putting it all Together

Need: John needs opportunities to express himself in writing

Goal: John will be able to successfully express and defend his point of view in a written essay as measured by teacher evaluation and the district writing assessment.

Short-Term Objectives:

- Complete an internet search on a selected topic to gather information.
- Identify and record facts from research that support his opinion.
- Develop a thesis statement that includes a main opinion and three supporting reasons.

Support & Services: Consultation and direct service with the District Augmentative Specialist to adapt a keyboard so that John can successfully use the computer.



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Thoughts on Placement

- Remember that Special Education is not a place.
- Special Education provides supports and services that are brought to the child in the Least Restrictive Environment (LRE).
- Make sure IEP goals are written to provide access to academics as well as the opportunity to learn with and from peers without disabilities.



More Thoughts on Placement

- Students with disabilities do not have to achieve at the same level or rate as their peers without disabilities to be included in general education classes.
- Curriculum can be adapted and modified so that students can have access to interesting, age-appropriate content.
- Differentiating instruction is good for the whole class, not just one student.



More on Placement

- Teachers and parents should **have high expectations for students with disabilities at all levels**. Inclusion at the high school level has been very successful in assisting students with disabilities to develop social and academic skills that will help them achieve a successful transition to college or the workplace.
- Children are more alike than different.
- Inclusive placements foster the development of skills necessary for students to communicate with others, develop academic skills, and learn in dynamic and changing environments.



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Progress Towards Annual Goals

- Be sure you receive a report in writing about your child's progress towards reaching their annual goals.
- The school should provide this as frequently as the school reports the progress of typical students.



Implementation of the IEP Is the Key

- Work as a team to ensure that you're the child's IEP is being implemented and the child is successful.
- Convene the team if obstacles arise.



Progress Towards Annual Goals

Keep open communication

- Use a communication book
- Share work completed in school
- Email teachers
- Ask to meet with teachers



What Do Parents Do If Problems Arise?

- Use **dispute resolution processes** to address the issues.
- Parents have the right under the law to several options for dispute resolution
 - Mediation
 - Federal complaint
 - Due process




IEP Preparation Checklist

- Review the IEP Preparation Checklist to see that you've thought through things before the meeting.



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About PEAK Parent Center

Welcome! PEAK Parent Center is a nonprofit that works every day to ensure that all people with disabilities are fully included in their neighborhood schools, communities, employment, and all walks of life.

A Parent Center founded in 1986, PEAK offers an array of free and low-cost services to families of children with disabilities and self-advocates across Colorado and beyond. Each year, PEAK directly reaches more than 45,000 families, youth with disabilities/self-advocates, and educators.

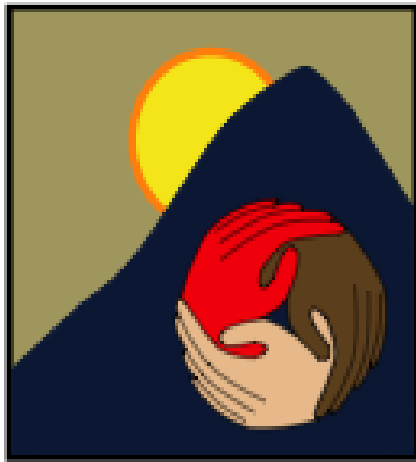


PEAK Parent Center Resources

- Webinars
- Parent Advisors (also for educators)
- Regional Connectors
- Workshops across the state
- PEAK's statewide conference-Denver
February 18-19, 2021

*PEAK is a nonprofit, and we rely on donations from generous donors like you to be able to deliver webinars like this.
Please consider making a donation online at www.peakparent.org/donate*





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