IEPs: Being Prepared

Center for Autism and Related Disabilities

IEP Training Series

Part 2 of 5
Audience

• The content presented in this training series is intended to benefit parents of students with disabilities who are eligible for services and an IEP under IDEA.

• However, all interested parties, including family members, educators, related service professionals, and school administrators are welcome and encouraged to participate in this series.
What we will cover today

• Identifying your child’s strengths and needs

• Having input into your child’s present levels of performance (PLOP)

• Goals and objectives

• Identifying your top three priorities for the school year

• Accommodations and modifications
Learning Objectives

• Goals and Objectives
• Modifications and Accommodations
Remember

- You are the expert on your child
- You know your child’s strengths
- You know your child’s areas of need
- You know what works... and what doesn’t... for your child
- You know your priorities for your child
- Your input is essential... required, not just recommended... in the IEP process
Identifying your child’s strengths

• Why?
  • We use your child’s strengths to identify “what works.” We use “what works”
    to address your child’s needs

• What does your child do independently? With some help?
• What does your child enjoy doing?
• What sorts of things doing your child enjoy learning about?
• How does your child communicate when calm? Upset?
Identifying your child’s needs

• Why?
  • Needs become goals and objectives on the IEP
  • Helps keep the focus of the IEP on your child... individualized

• What does your child struggle to do independently?
• What sorts of things does your child show an interest in doing but needs lots of help to do?
• What skills would make your child more independent (make your life easier)?
• What skills does your child need as building blocks for long-term goals?
Present Levels of Performance (PLOP)

• Description of what your child CAN do/knows NOW
• Based on assessment data and anecdotal data (parent/teacher reports)
• Must include a description of how your child’s disability affects his/her involvement in the regular education curriculum
• Helps the IEP team choose your child’s educational goals
  • Examples of areas: academic, speech/language, social/emotional, physical/motor, sensory, independent functioning, etc.
Present levels should clearly describe what your child can currently do. This helps the team identify the “next steps” in his/her learning. These next steps become the goals and objectives on the IEP.
What is an IEP goal?

• General target for instruction

• Measurable

• Set for mastery in one year (annual)

• Describes the skills the child will gain

• Meant to address the “next steps” from the PLOPs
What is an IEP objective?

• Breaks down the annual goal into smaller pieces

• Measureable, masterable

• Also known as benchmarks
Domain Areas

• Curriculum and learning environment (academics)
  • Reading
  • Spelling
  • Writing
  • Math

• Communication/social skills

• Behavior
  • Self-management
  • Coping

• Independence
  • Responsibility for belongings
  • Transitions
Identifying your top priorities for your child

• What would make your child more independent? Happier? More social?
• What would make your life easier on a day-to-day basis?
• What skills represent stepping stones (pre-requisites) to necessary skills for your child?
• What skills would help your child and family achieve a better quality of life?

*At the very least, you want to make sure that your top priorities for your child are represented on his/her IEP.
<table>
<thead>
<tr>
<th>Priority</th>
<th>N/A</th>
<th>Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Rank 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want my child to learn to complete self-care tasks more independently (wash hands, brush teeth, dress himself, etc.)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2. I want my child to learn to understand and communicate more effectively.</td>
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<tr>
<td>3. I want my child to learn basic concepts such as numbers, colors, letters, and shapes.</td>
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<tr>
<td>4. I want my child to learn to play with toys more appropriately.</td>
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<tr>
<td>5. I want my child to learn to use the toilet more independently.</td>
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<tr>
<td>6. I want my child to learn to socialize with peers and adults more appropriately.</td>
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<td>7. I want my child to learn to eat more or different types of foods.</td>
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<tr>
<td>8. I want my child to learn to be more appropriate in the community.</td>
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<td>9. I want my child to demonstrate challenging behavior less often.</td>
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<tr>
<td>10. I want my child to sleep better.</td>
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<td>3</td>
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</tr>
<tr>
<td>11. Other: _________________ _________________</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>
What is an accommodation?

• A change in the way your child is taught or tested (HOW)

• Includes providing different tools to aid learning

• Includes using different assessment measures to assess progress and mastery
Examples of accommodations

- Additional time to complete tests
- Use of a number line
- Use of a calculator
- Use of a note taker
- Use of visual supports
- Responds orally instead of in written form
- Opportunity to retake tests
- Using counting chips to complete a math activity

- Written instructions provided (in addition to oral)
- Frequent breaks
- Adapted equipment
- Augmentative or alternative communication systems (AAC)
- Preferential seating
- Writing single-word responses instead of sentences
What is a modification?

• Change to what the student is learning (WHAT)

• May include learning a different content than the other students
Examples of modifications

- Being responsible for learning only the “core” spelling words,” others considered bonus words
- Learning the capital of Florida instead of all of the state capitals
- Completing single-digit addition while peers are working on double-digit addition
- Identifying the main character of the story while peers are identifying main ideas and themes
Thank You for Viewing IEP Series Part 2: Being Prepared!

Other titles in this series:
Part 1: Getting Started
Part 3: Alphabet Soup
Part 4: Components
Part 5: Tips for a Successful Meeting