

**STRENGTHENING IEPs**

**In the**

**MIDDLE**

**A Student's Passport to  
SUCCESS**

# WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

- A document that describes the educational program that has been designed to meet that child's unique needs.
- A document designed for one student and must be truly individualized.
- Creates an opportunity for teachers, parents, school administrators, related services personnel, and students to work together to improve educational results.
- A document that is legally binding.
- The school must ensure that the IEP is available to all of the student's teachers and service providers responsible for implementing the IEP.
- All teachers should be told their specific responsibilities for implementing the IEP



# WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM?

- Describes an educational program
- Individualized meets the child's unique needs
- Provides opportunity and purpose for parents, children, school personnel, service providers to plan and work together
- LEGALLY BINDING
- Must be available to all the child's teachers and service providers
- Lets all those involved know their responsibilities



# What is a Standards-based IEP?

*A Standards-based IEP describes a process in which the IEP team has incorporated state content standards in its development*

# WHAT IS THE DIFFERENCE BETWEEN THE TRADITIONAL AND STANDARDS-BASED IEP?

## *Traditional IEP*

- *Focused on acquiring basic academic, access, and/or functional skills*
- *Little relationship to a specific academic area or grade-level expectations*

## *Standards-based IEP*

- *Both the student's present level of academic achievement and functional performance (PLoP) and the annual IEP goals are aligned with and based on the state's grade-level standards*

# Major Components of the IEP

- Present Level of Performance (PLOP)
- Goals
- Objectives/Benchmarks
- Services:
  - ✓ special education
  - ✓ related services
  - ✓ supplementary aids & services
  - ✓ accommodations/modifications
  - ✓ placement
- Assessment
- Secondary Transition



# Developing Student Present Level of Performance (PLoP)

- **Consider the Grade-level Standards for the Grade/Content**
- **Examine Classroom and Student Data**
- **Write the Present Level of Performance**

# Questions to Consider when Developing Standards-based PLOP

## QUESTIONS TO CONSIDER WHEN DEVELOPING A SB PLOP

- SB-IEP: 7 Questions**
1. What skills/behaviors (academic or functional) is the student able/unable to perform?
  2. What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?
  3. What strategies, accommodations, and/or interventions have been successful in helping the student make progress in the general curriculum?
  4. How does the identified disability affect involvement and progress in the general curriculum?
  5. What are the parent concerns?
  6. What are the student's interests, preferences, and goals? Include post-secondary aspirations based on age appropriate transition assessments.
  7. Is the student on track to achieve grade-level proficiency within the year?

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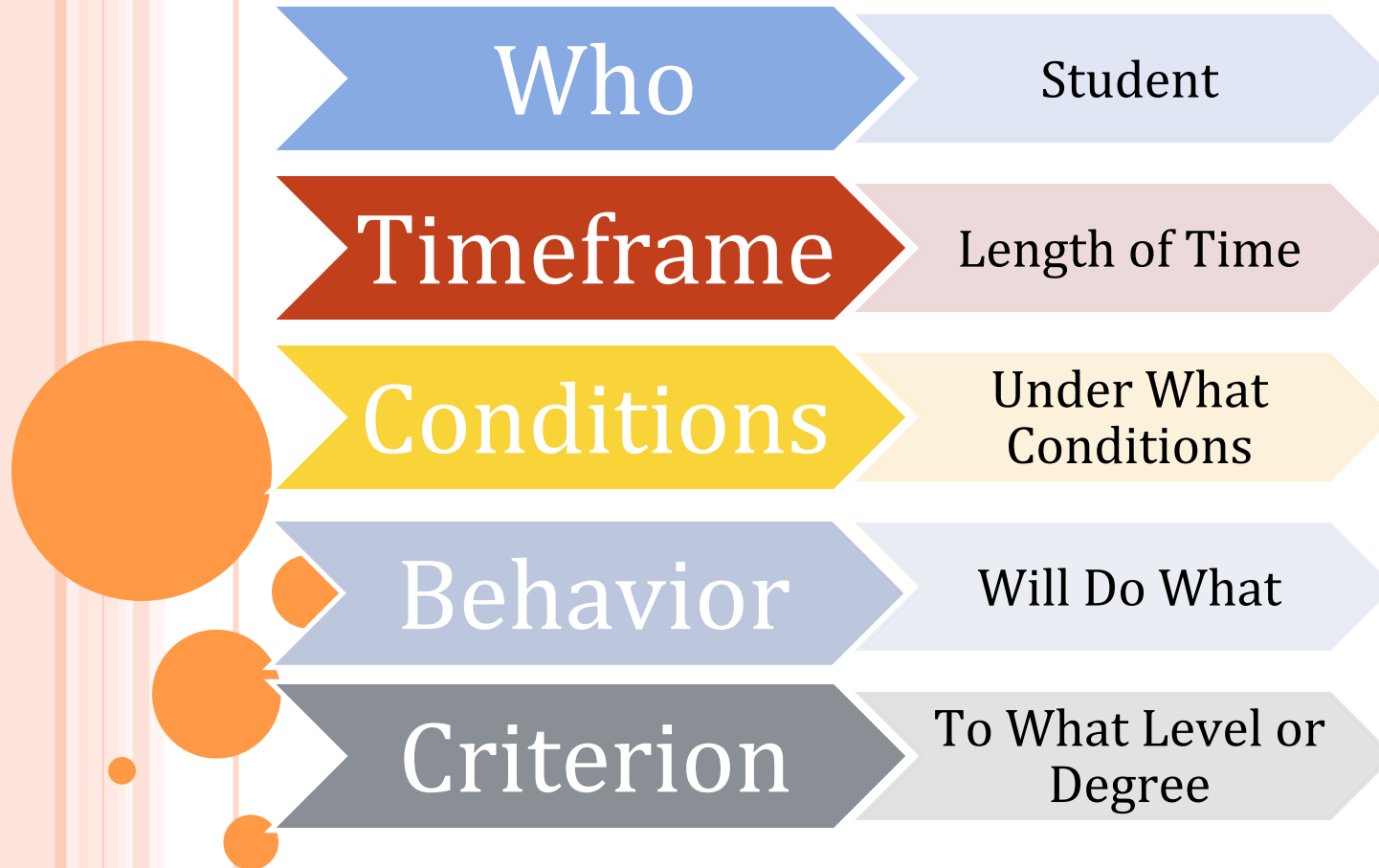


# Develop measurable annual goals aligned with grade-level academic content standards.

## Ask:

- ✓ What are the student's needs as identified in the present level of performance?
- ✓ What skills does the student require to master the content of the curriculum?
- ✓ What can the student reasonably be expected to accomplish in one school year?

# A. Writing Annual Goal Components



## **B. Develop measurable postsecondary goals and transition needs**

### Ask:

- ✓ What do you want to do when you finish high school?
- ✓ If you go to college, what do you want to study?
- ✓ What kind of work do you want to do?
- ✓ What do you want to learn more about?
- ✓ Where do you plan on living?

# ASSESSMENT, ASSESSMENT, ASSESSMENT, ASSESSMENT!

- **Review the student file**
  - **What is Missing**
- **SPIN**
- **Student Voice**
- **Resources**
  - **Discovery**
  - **VA Career View**
  - **Education Wizard**

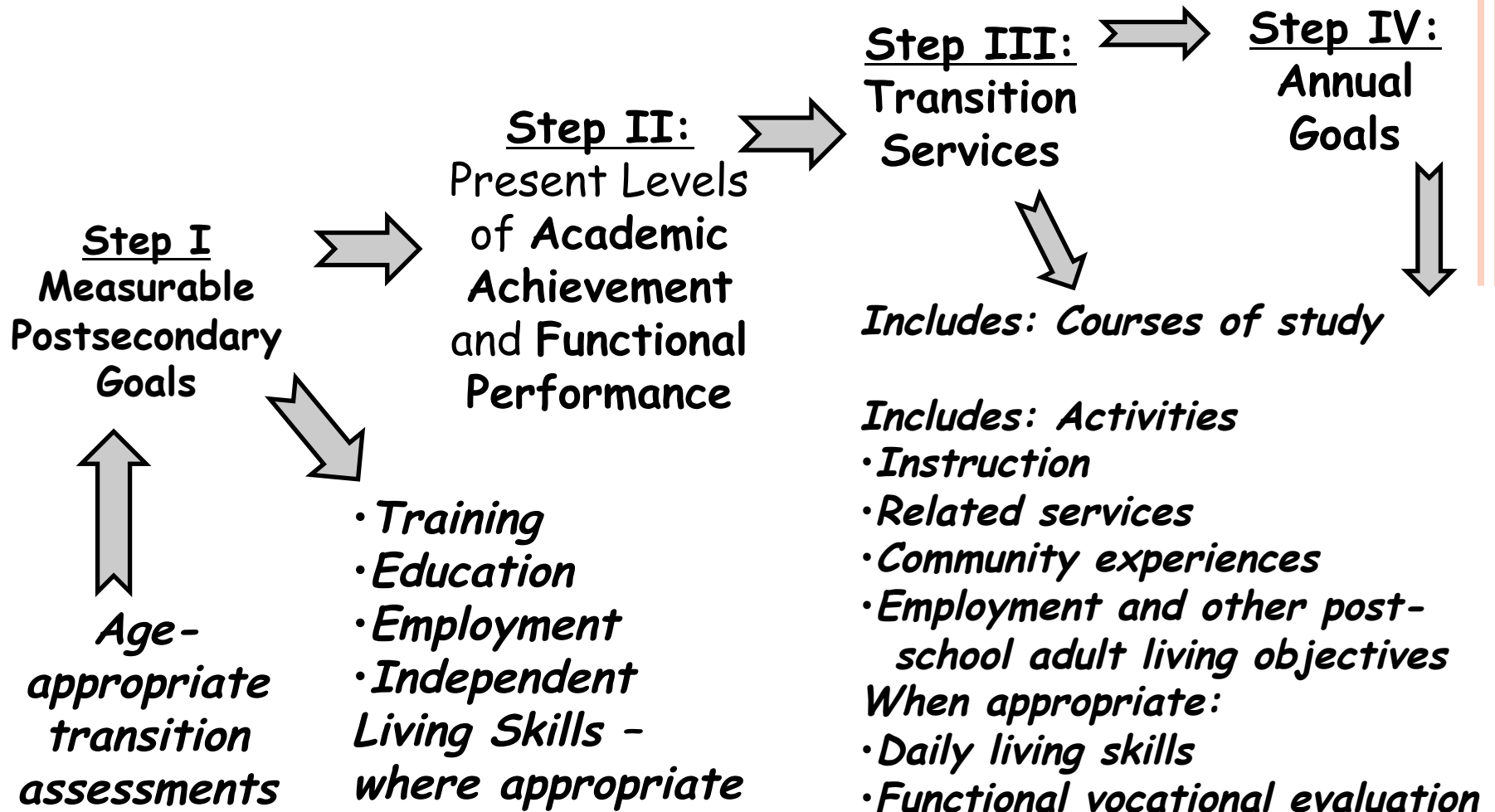


# DEVELOPING POSTSECONDARY GOALS AND ADDRESSING TRANSITION NEEDS

- **Employment**
- **Education**
- **Training**
- **Independent Living**



# A PROCESS NOT AN EVENT



# STANDARDS-BASED INDIVIDUALIZED EDUCATION

## PROGRAM:

### **ASSESSING AND REPORTING STUDENT PROGRESS**

# A. Progress Monitoring: At the time the IEP is developed, specify how progress will be measured, including;

- What will be monitored
- Who will monitor it,
- When it will be monitored,
- Where the monitoring will be conducted,
- How will the data be reported.
- **How does Indicator 13 effect monitoring?**

Example of progress monitoring methods:

How will progress toward this annual goal be measured? (check all that apply)

<input type="checkbox"/> Classroom Participation	<input type="checkbox"/> Observation	<input type="checkbox"/> Criterion-referenced test: _____
<input type="checkbox"/> Checklist	<input type="checkbox"/> Special Projects	<input type="checkbox"/> Norm-referenced test: _____
<input type="checkbox"/> Class work	<input type="checkbox"/> Tests and Quizzes	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Homework	<input type="checkbox"/> Written Reports	



## B. Reporting Student Progress

Progress on IEP goals and short-term objectives (if required) is reported to parents as often as non-disabled students receive academic progress reports.

- Timeline: Mid-Quarter (Interim Reports), Quarterly
- Format: Compilation Forms, Graphs, Narratives
- How will you report progress on transition related activities, services, and goals?

**STANDARDS-BASED INDIVIDUALIZED EDUCATION**  
**PROGRAM (IEP):**  
**IDENTIFYING SPECIAL EDUCATION**  
**AND RELATED SERVICES**

# *Identifying Special Education and Related Services*

## Ask:

- ✓ What related services or accommodations are needed to enable the student to access the knowledge in the general education curriculum?
- ✓ What accommodations have been used with the student and were they effective?
- ✓ Has the complexity of the materials been changed in such a way that the content has been modified?

ACCORDING TO THE REGULATIONS,

**“Related services” means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education and includes:**

- speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; etc



# Types of Related Service interventions offered by schools include:

- Direct Services – Related service professional interacts directly with the student *i.e.. – one on one counseling*
- Indirect Services – Related service professional interacts with other personnel *i.e.. – training teacher how to implement a behavior management program*

## B. Identifying the Supplementary Aids and Services:

- Accommodations - Accommodations do not reduce learning expectations. They provide access. *Ex. repeat directions*
- Modifications - Modifications refer to practices that change, lower or reduce learning expectations. *Ex. Below grade level book*

# STANDARDS-BASED INDIVIDUALIZED EDUCATION

## PROGRAM:

### **DETERMINING THE MOST APPROPRIATE ASSESSMENT OPTION**

## A. Selecting the most appropriate assessment option.

### Ask:

- ✓ What types of assessments are offered in the state? **What transition related assessments have you provided (career, functional and academic)?**
- ✓ *What types of responses do different state assessments require? What does this mean?*
- ✓ Has the student received Standards-based, grade-level instruction?
- ✓ Can the student demonstrate what he/she knows on the assessment option under consideration?
- ✓ Does the student meet the criteria for the assessment



## LARGER CONTEXT: THE IMPORTANCE OF WELL-DEVELOPED IEP FOR THE MIDDLE GRADES

### ○ 2013-14

- ACP
- Diploma Status
- College and Career Ready
- Rigor
- Increase Graduation
  - Engage Students
  - Decrease Dropouts

