Who We Are

Parent Training and Information Center a project of The Federation for Children with Special Needs

Is committed to enhancing educational, health and community participation opportunities for Massachusetts families with the greatest need, due not only to disability, but for those who are the most educationally and economically disadvantaged.

The Federation provides these families with information, support and assistance to encourage full participation in community life by all children, especially those with disabilities.
The Federation’s Impact on Families

- Assist approximately 40,000 families per year
- Respond to more than 16,000 phone calls and emails per year
- Maintain website, www.fcsn.org, which receives more than 1,500,000 visitors per year
- Present 600 training workshops to 8000 families and 1000 professionals at 100 sites across the state annually
- Publish quarterly newsletter, Newsline, with a distribution of 30,000 readers
- Join us on Facebook, Twitter and YouTube!

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FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

INFORMING, EDUCATING, EMPOWERING FAMILIES
An IEP for My Child

Produced by the Parent Training and Information project at the Federation for Children with Special Needs, supported in part by grant #H328M040001 from the U.S. Department of Education, Office of Special Education Programs and the Massachusetts Department of Education.
Workshop Agenda

1. IEP and the General Curriculum
2. Filling out each section of the IEP
3. Accountability for progress
4. Progress reporting
Special Education Process

Begin the process by April 1st!

- Referral/Reevaluation
- Consent
- Evaluations
- Independent Evaluation
- Eligibility Determination
- IEP Meeting & Development
- IEP Placement
- IEP to Parent
- Parent Response
- Implement IEP
- Progress Reports

- At least as often as report cards are issued
- Must occur at least annually
- Reevaluation must occur at least every 3 years

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Who Writes the IEP?

The IEP Team as a whole creates the IEP.

- The child with a disability
- Parents
- Teachers
  - Special Education
  - General Education
- A district representative who has knowledge of the district resources
- An individual who can interpret the instructional implications of evaluation results
- Others with knowledge and special expertise
  - including related service providers

[IDEA 2004: CFR 300.321]

IEP Meetings can now be held by teleconference, video conference or virtual meetings.
IEP Team Meeting

All members of the IEP Team **must** attend each IEP meeting unless the Parent agrees **in writing** that a particular member is either excused or not required.

**Excused**
Must submit written input to the **Parent** and the **Team** *prior to* the meeting

**Not Required**
Area of expertise not being discussed or modified

- Must occur **at least** annually
- *May be* **reasonably** requested sooner to discuss new information, to assess progress or to discuss changes
- Team members may attend via electronic methods such as teleconference and Skype™
- School must provide an interpreter to Parent if needed
- Parent may bring anyone they want *(but as a courtesy do let the Team know in advance)*
What is the General Curriculum?

Massachusetts Curriculum Frameworks
Local School District Curriculum
MCAS & MCAS-ALT
Why is a Good IEP Important?

Access and Accountability

=  
Your Vision  
Accommodations  
Modifications  
Specific Goal Focus  
How Services are Delivered  
How Progress will be Tested
What Concerns Do I Have?

Parent and Student concerns must be listed.

What do we need to look at for this year?

Which “skills” should be stronger?
Your Student’s Strengths

What do they do **well** at home, at school and in the community?

What do they **like** to do at home, in school and in the community?

Describe their positive qualities and their **successes**.
Your Student’s Strengths

What do the evaluations tell us?

Describe your student’s disability.

Describe your student’s performance in general education.

Evaluations must include written Recommendations.

603 CMR 28.04 (2)(C)
How did your student do on their last **MCAS** test?  
Were the **goals** from last year’s IEP met?  
What can your child do **developmentally** and **functionally**?  
– in both **academic** and **non-academic** settings?
“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equal opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities.”

IDEA Sec 1400 (c) (1)
Creating a Vision for Your Student

- Parents may be afraid to dream
- Vision doesn’t have to be “realistic”
- Journey of self discovery
- Listen to your student
- Opportunities to try!
- Believe the best in your child having high expectations
Creating a Vision for Your Student

• Think within 1-5 years
• Vision of participating
• Vision is based on your student’s interests and preferences especially at age 14
• Vision Outcomes can include:
  • Post-secondary
  • Adult living
  • Working environments
What Will help this Student SUCCEED?

Present Levels of Educational Performance (PLEP) A & B

Assessment Results
Description of the Disability
  – Especially how it effects progress in all areas
Accommodations needed to progress
  – Including accessible learning materials
    (IDEA 300.172(b)(3))
Modifications needed to progress

IEP page 2 & 3

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There are 2 Pages of PLEP; What’s the Difference?

Both PLEP pages include important information!

### PLEP A

**General Curriculum**
- Curriculum areas
- Frameworks

### PLEP B

**Other Needs**
- Participation in the overall life of the school
- Other needs not specifically addressed in the frameworks
- Age specific skills and Life skills
1. Skill weakness

2. How weakness impacts success

3. Address each component of the disability

4. Other Considerations—organization, attention, anxiety etc.
What is an Accommodation?

1. Changes within the learning environment
2. Allows access to the same information

- Extended testing time
- Preferred Seating
- Digital Books
- An aide
- Reading/Writing Software

[IDEA 2004: CFR 300.42]
What is an Instructional Modification?

Special Educator designs changes to:

- Content
- Methodology/Delivery of Instruction
- Performance Criteria
What are Supplementary Aids and Services?

Aids, services, and other supports that are provided in:

- regular education classes,
- other education-related settings,
- extracurricular and nonacademic settings,

...to enable children with disabilities to be educated to the maximum extent appropriate...
Skill Building Goals
Make the Biggest Difference

IEP SPECIFIC GOAL FOCUS

Reading
Transition
Writing
Communication
Social/Emotional
Math
Behavior
Vocational
What About Life Skills Goals?

A Team may decide that a student with disabilities needs to develop skills that will help the student be successful in daily life.

These goals must not be the only goals on the IEP or replace academic or life of the school goals.
... And the Life of the School?

Post-secondary Planning

School Sports

School Clubs and Activities

Self-advocacy

Taking Turns

Social Communication
Current Performance Levels (CPL)

How is this different from PLEP?

CPL
- Specific
- Limited to goal area
- Focused on skill building
- Used to write a goal

PLEP
- General
- Focused on progress in the general curriculum
- Used to write accommodations and modifications
“A goal that is not measurable, is just a slogan.”

- Alan Coulter
TARGET BEHAVIOR - The skill or behavior in need of change.

Condition - Circumstances under which the target behavior is to occur.

Criteria - Acceptable level of performance of the target behavior.
# Measurable Annual Goals

<table>
<thead>
<tr>
<th>TARGET BEHAVIOR</th>
<th>Condition</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With regular prompts</strong> Jarrett will <strong>USE THE TOILET AND WASH HANDS</strong> daily.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Scarlet will** independently answer yes and no questions by **LOOKING UP FOR YES AND LOOKING DOWN FOR NO** to express two complex choices.
**Measurable Annual Goals**

Nadia will **WRITE A SIX SENTENCE PARAGRAPH using four types of sentences** scoring 45/50 on the district writing rubric.

When given a topic in History, Social Sciences, English Language Arts or Science and Technology Carlos will be able to **independently WRITE A THREE-PARAGRAPHS ESSAY containing the required elements: introduction, supporting details, and conclusion.**

<table>
<thead>
<tr>
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<td>WRITE A SIX SENTENCE PARAGRAPH using four types of sentences</td>
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<td>Carlos</td>
<td>independently WRITE A THREE-PARAGRAPHS ESSAY containing the required elements: introduction, supporting details, and conclusion.</td>
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</tbody>
</table>

*Created collaboratively by MA DOE & © Federation for Children with Special Needs*
TARGET BEHAVIOR  Condition  Criteria

Monday through Friday, Jillian will USE THE PUBLIC TRANSPORTATION SYSTEM TO GET TO AND FROM HER JOB PLACEMENT independently arriving at work on time, for any five consecutive days.

John will FOLLOW SCHOOL RULES as described in the school handbook by walking through the halls without incident.
**Measurable Objectives**

Objectives break the Measurable Annual Goal into discrete components that are short-term, measurable, intermediate steps.

To ensure measurability, each objective should have a **TARGET BEHAVIOR** **Condition** **Criteria**.

IEP page 4
Examples of Measurable Objectives

Nadia will WRITE six sentence paragraph using four types of sentences scoring 45/50 on the district writing rubric.

• Given a list of sentences, Nadia will accurately label the four types of sentences.

• Nadia will be able to write acceptable examples of the four types of sentences when asked.

• Given a sample paragraph, Nadia will be able to consistently correctly label the components of a paragraph.

• Given a topic, Nadia will be able to write a paragraph using three out of the four types of sentences.
Measurable Benchmarks

Benchmarks break the Measurable Annual Goal into major milestones that the student is expected to reach within a specified period of time.

To help ensure measurability, Benchmarks may also have TARGET BEHAVIOR Condition Criteria.
Scarlet will independently answer yes and no by looking up for yes and looking down for no to express two complex choices.

• By the first progress report Scarlet will answer with a reliable yes by looking up 3-5 times daily.

• By the second progress report Scarlet will answer with a reliable no by looking down 3-5 times daily.

• By the third progress report Scarlet will answer a series of yes or no questions to express one simple choice.
Examples of Measurable Benchmarks

**Monday through Friday** Jillian will **USE THE PUBLIC TRANSPORTATION SYSTEM TO GET TO AND FROM HER JOB PLACEMENT independently arriving at work on time, for any five consecutive days.**

• By the end of the first quarter, accompanied by an adult, Jillian will walk to the bus stop, ride the bus to work, and get off at the correct work bus stop.

• By the end of the second quarter, Jillian will be able to identify the steps she will follow to independently travel to work.

• By the end of the third quarter, Jillian will independently walk to the bus stop, ride the bus to work and get off at the correct work bus stop.
A Narrative Description of Measurability

Annual Goals

Objectives, Benchmarks

The Team discussion should answer:

- What is the source of the data?
- What is the data collection schedule?
- Who will collect the data?

[34 CFR 300.320(3)(i)]
Data Collection Strategy

- **Data Collection Sources**
  
  **Examples:** rubrics, checklists, observation, record of verbal responses, portfolios, shortened tests, open book tests, teacher-made tests, illustrations, reports/observations from internships and vocational experiences, hands-on performance, self-evaluation

  For examples please visit: [www.circleofinclusion.org](http://www.circleofinclusion.org)

- **Data Collection Schedule**
  
  **Examples:** quarterly, by mid-year, monthly, 30 consecutive days, last week of each month

- **Data Collection Person**
  
  **Examples:** general educator, special educator, related service provider, aide, student
Is the Service Delivery Form Important?

Service Environment
Goal Focus
Description of Service
Type of Personnel
Service Schedule
Service Duration
Justification of Individualized Supports

Non-participation
  • Time spent with non-disabled peers

Schedule Modification
  • School Day or Year

Transportation Services
• All public school students must take MCAS
• All private school students funded by public school dollars must take MCAS
• Most students with disabilities will take MCAS with accommodations
• A very small percentage of students will take the MCAS Alternate Exam
Additional Information

Transition Information—Ages 14-22

Parent Participation

Other Relevant Information
Procedural Safeguards

Ways for Parents to protect their rights and their child’s rights under IDEA, which include various options for Parents and School Districts to resolve their differences.

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<th>Parent/Child Rights</th>
<th>Resolving Differences</th>
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<td>Program Quality Assurance (PQA)</td>
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<td>Right to Written Notice</td>
<td>Mediation</td>
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<td>Right to Consent/Reject</td>
<td>Facilitated IEP</td>
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<td>“Stay Put” rights</td>
<td>BSEA Hearing</td>
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<td>Timelines</td>
<td>BSEA Advisory Opinion</td>
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<td>Confidential Records</td>
<td>SPEDEEx</td>
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<td>Classroom/Program Observations</td>
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<tr>
<td>Independent Evaluations</td>
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<tr>
<td>Interpreter (if needed)</td>
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<tr>
<td>Translated documents (if needed)</td>
<td></td>
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</tbody>
</table>
Resolving Differences

Local Options
- Independent Evaluation
- IEP Meeting
- Meeting with Principal and/or Superintendent

Procedural Violations & Enforcement Issues
- PQA: Program Quality Assurance
- OCR*: Office for Civil Rights
  *if civil rights violation

Alternative Dispute Resolution Options
- Facilitated IEP Meeting
- Mediation
- SpedEx

Due Process
- BSEA Advisory Opinion
- BSEA Hearing

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Decided by the TEAM including the parents

Decided after the IEP is written

Determined by the needs of the child

Your child will attend your local school unless the IEP requires otherwise
All Teachers and Service Providers Must:

• Have a copy of the IEP

• Know their specific responsibilities to put the IEP in action

• Apply the specific accommodations, modifications, and supports included in the IEP

[IDEA CFR 300.323]
Is This the Right IEP?

The Progress Report Will Tell All!

- What is your student’s progress towards meeting each annual goal?
- Will your student achieve each annual goal by the end of the IEP period?

Progress reporting should be based on data that is recorded in various settings.
How Do We Know We are Doing It Right?

• Written with high expectations
• In line with the parent/student VISION
• Target skills enable access to the:
  • general education curricula and
  • life of the school
• Goals, objectives/benchmarks pass the measurability test
• We have identified a data collection strategy
• Student self esteem is raised!
Present Level of Educational Performance
General Curriculum Areas
Disability Affect Progress
Modifications
Accommodations
Specific Goal Focus
Current Performance Level
Measurable Annual Goals
Objectives/Benchmarks

IEP 2 & 3

IEP 4

Parent Concerns
Student Strengths
Key Evaluation Results Summary
Vision Statement

IEP 1

IEP 5 & 6

Non-Participation Justification
Schedule Modification
Transportation Services

IEP 7 & 8

State or District-Wide Assessment
Additional Information

How It All Fits!
Resources

Federation for Children with Special Needs (FCSN) [www.fcsn.org](http://www.fcsn.org)
Parent Training & Information Center at FCSN [http://fcsn.org/pti/](http://fcsn.org/pti/)
Massachusetts Department of Education [www.doe.mass.edu](http://www.doe.mass.edu)
MA PIRC at FCSN-Parent’s PLACE [www.pplace.org](http://www.pplace.org)
Family TIES at FCSN [www.massfamilyties.org](http://www.massfamilyties.org)
Disability Law Center [www.dlc-ma.org](http://www.dlc-ma.org)
Massachusetts Advocates for Children [www.massadvocates.org](http://www.massadvocates.org)
Mass. Association of Special Education PACs [www.masspac.org](http://www.masspac.org)
Parent Professional Advocacy League (PAL) [http://ppal.net/default/](http://ppal.net/default/)