

What's The Big IDEA?

Individuals With Disabilities Education
Improvement Act 2004

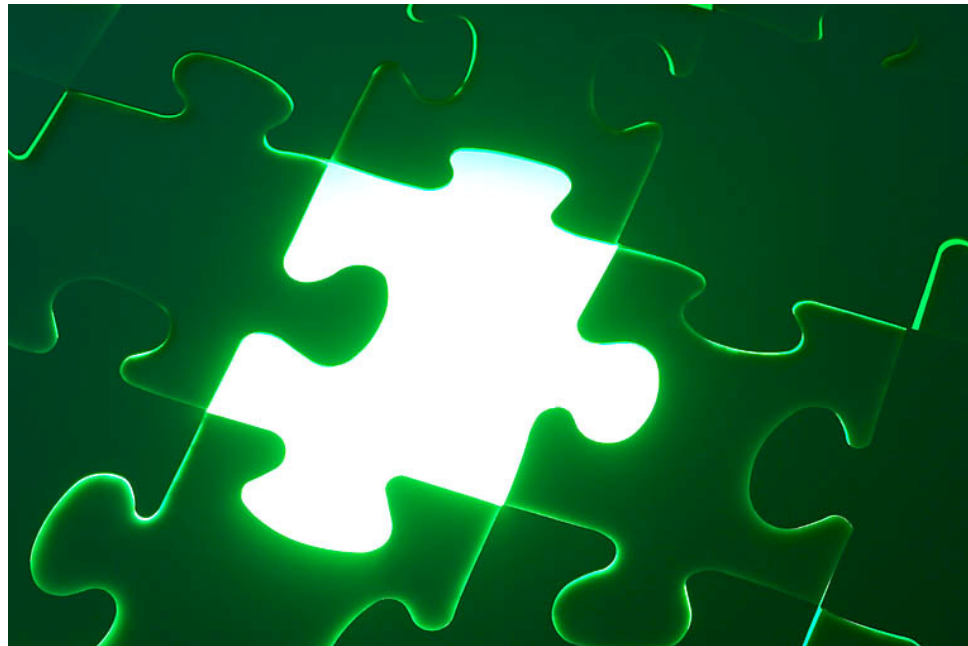
Laura McClure & Dr. Frances Paris
Compliance Support Services

January, 2008



Goal: Increase awareness of the IEP process in order to support constructive participation in IEP meetings

IDEA '04



**Results, Not
Process**

**All Kids are
Gen Ed First**

Prevention, Not Failure

Agenda

- IEP Process
- Elements of an IEP
 - Present Level Statement
 - Goals & Objectives
 - Supplemental Aids & Services
 - Data Collection
- Resources



Materials

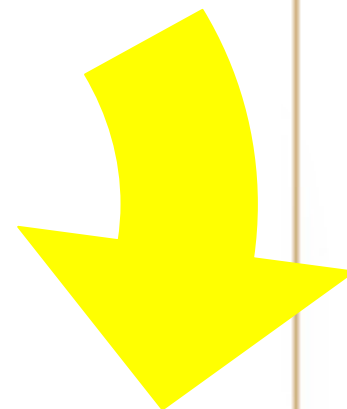
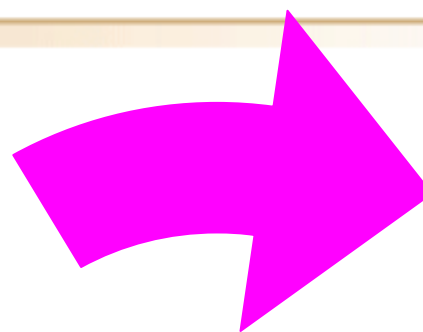
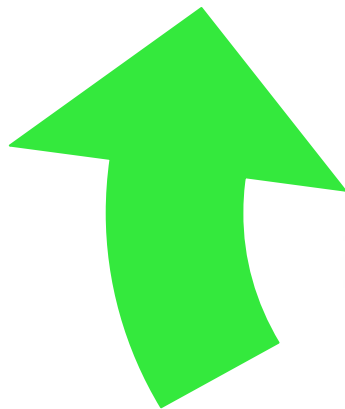
- Blank IEP Form & IEP Manual
- Seven Step Process to Creating Standards-Based IEPs
- Present Level card
- MSEMP brochure
- Resources: People and Places
- OS Compliance Support
- Case Study (Confidential Envelope)



Today's emphasis: IEP Process

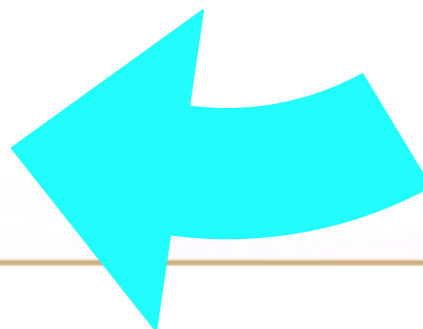
Needs

Goals
&
Objectives



Supplementary
Aids and
Services

PROGRESS



IEP Process

- Eligibility
- **Present Level of Academic Achievement and Functional Performance (PLAAFP)**
- Transition (if applicable)
- **Supplemental Aids & Services**
- **Goals & Objectives**
 - **Report of progress**
- Programs & Services
- Assessment
- Conclude IEP



IEPs are developed as a result of quantitative & qualitative data.

A. TRUE

B. FALSE



The role of “Factors to Consider”

Strengths of the student

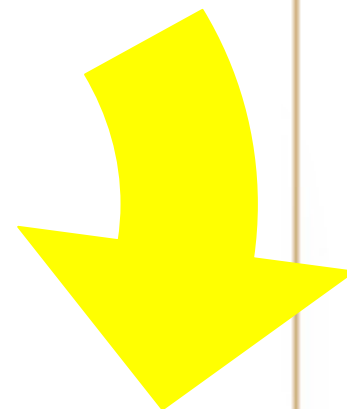
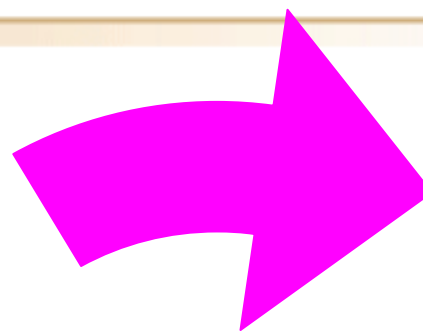
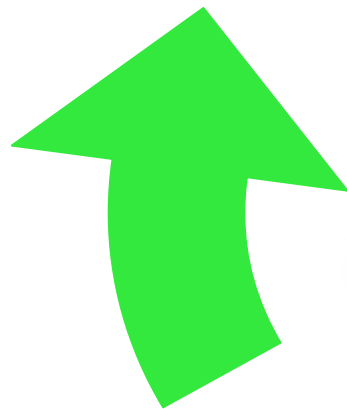
- Parent input and concerns
- Evaluation results
- Progress in current IEP goals/objectives
- Communication needs
- Positive behavior supports
- Language needs
- Braille instruction
- Communication/language
- Need for assistive technology



Today's emphasis: IEP Process

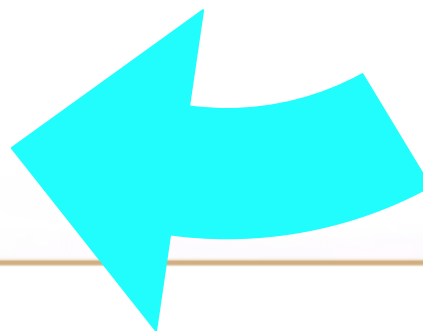
Needs

Goals
&
Objectives



PROGRESS

Supplementary
Aids and
Services



When Is A Present Level Statement Developed?

- A. At the IEP team meeting
- B. In time to send home with the IEP invitation
- C. Just use last year's
- D. On your way to the IEP Team meeting



Present Level Statement: 4 Elements

- 1. Description of each area of educational need**
- 2. Baseline data**
- 3. Narrative summary of the baseline data in understandable terms.**
- 4. Statement of how disability impacts the student's involvement/progress in the general education curriculum**



Data Sources for Developing Present Level Statements

How many can you identify?



Data Sources

- Attendance
- Checklists
- EDP
- Observational data
- Report Cards/Grades
- Class assignments
- Informal assessment results
- Formal test results
 - Criterion referenced tests
 - Standardized tests
- Completion of work
 - Work samples
 - Portfolio contributions
- Behavioral expectations
- Discipline file
- Teacher anecdotal written records
- Grade level performance
- Authentic assessment
- Progress reports
- Achievement tests
- Ancillary staff written input
- Community-related input
- Parent input
- PC
- Past IEPs
 - Previous goals and objectives
 - Reported progress



“Charlie”

Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 grade level on the problem solving section of the Key Math test and 4.8 on the computation section. He completes word problems at 50% accuracy.



FIND the 4 Present Level Elements for **Charlie**

- 1. Description of each area of educational need**
- 2. Baseline data**
- 3. Narrative summary of the baseline data in understandable terms.**
- 4. Statement of how disability impacts the student's involvement/progress in the general education curriculum**



“Charlie”

Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 grade level on the problem solving section of the Key Math test and 4.8 on the computation section. He completes word problems at 50% accuracy.



“Joanne”

In unstructured settings and transitional times of the day, Joanne’s activity level increases and she is more likely to violate school rules or become agitated and angry. Joanne does not de-escalate her behavior and is not willing to discuss situations afterward. Disciplinary records indicate 8 removals in the past 10 school days and 27 in the previous 3 months, causing her to fall behind in her schoolwork.



FIND the 4 Present Level Elements for **Joanne**

- 1. Description of each area of educational need**
- 2. Baseline data**
- 3. Narrative summary of the baseline data in understandable terms.**
- 4. Statement of how disability impacts the student's involvement/progress in the general education curriculum**



“Joanne”

In unstructured settings and transitional times of the day, Joanne’s activity level increases and she is more likely to violate school rules or become agitated and angry. Joanne does not de-escalate her behavior and is not willing to discuss situations afterward. Disciplinary records indicate 8 removals in the past 10 school days and 27 in the previous 3 months, causing her to fall behind in her schoolwork.



10 Minute--Present Level Development

Using the data sources in the “Confidential” envelope on your table, develop a Present Level Statement for Bob inclusive of the 4 required elements for one area of educational need.



Bob's Present Level Statement: 4 Elements

- 1. Description of each area of educational need**
- 2. Baseline data**
- 3. Narrative summary of the baseline data in understandable terms.**
- 4. Statement of how disability impacts the student's involvement/progress in the general education curriculum**



IEP Development: Present Level Summary

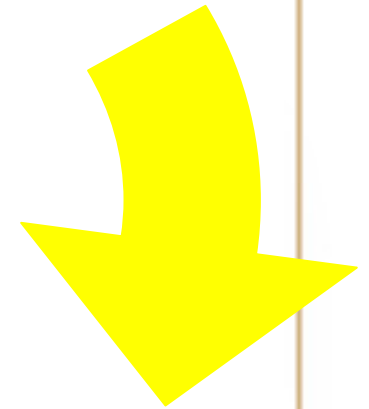
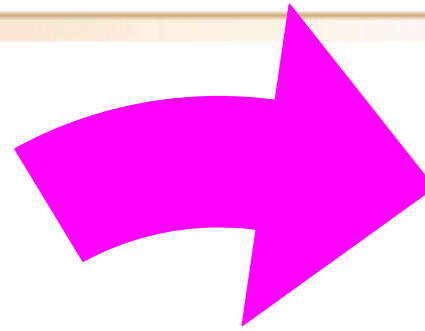
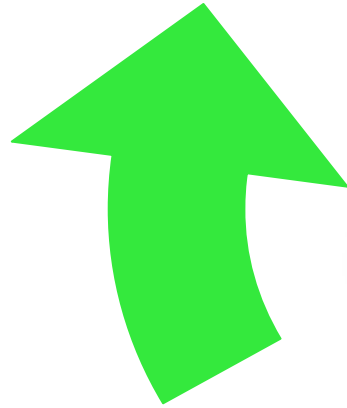
- ❖ The IEP sets the general direction for intervention and is not a detailed instructional plan
- ❖ **Each** area of need identified in the present level must logically connect to :
 - (1) supplementary aids, services or personnel supports and/or
 - (2) measurable annual goals and short term objectives designed to enable the student to be involved in and make progress in the general education curriculum (or appropriate activities for preschool children).



Today's emphasis: IEP Process

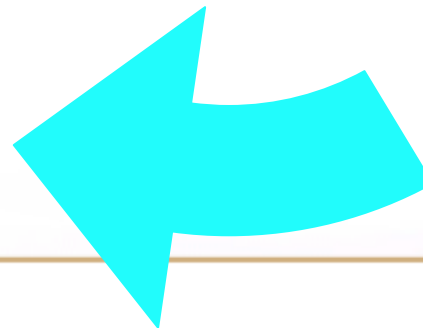
Needs

Goals
&
Objectives



PROGRESS

Supplementary
Aids and Services



Present Level → Goal Development

- Present Level describes what the student is achieving **NOW**
- Annual Goal describes what the student should be achieving **ONE YEAR from now**



Annual Goals

- Describe the progress which can be reasonably expected of the student with a disability in a 12-month period
- Meets student's needs that result from the disability to enable progress in general education curriculum
- Meets student's other educational and transitional needs that result from disability



3 Components of the Annual Goal

1. Meaningful connection to identified needs in present level
2. Measurable
3. Monitoring of progress



All needs identified in the Present Level Statement are required to have a goal with objectives or supplemental aide/service or program or be met in the transition section.

- A. TRUE
- B. FALSE



Goal Examples

- Charlie
 - Charlie will be able to solve applied math problems related to multiplication and division of whole numbers with 70% accuracy



FIND 3 Components of the Annual Goal for **Charlie**

1. Meaningful connection to identified needs in present level
2. Measurable
3. Monitoring of progress



Goal Examples

- Joanne
 - Joanne will identify and demonstrate 5 appropriate school-based coping strategies for managing transitions from class to class



FIND 3 Components of the Annual Goal for **Joanne**

1. Meaningful connection to identified needs in present level
2. Measurable
3. Monitoring of progress



Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Annual Goal: _____

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1.						
2.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ___ % Accuracy ___ of ___ Rate ___ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Goals

Generate a goal from the present level you developed for **Bob**

1. Meaningful connection to present level
2. Measurable
3. Monitoring of progress



What are broad in nature, observable, measurable and address identified needs that allow the student to be involved in and make progress in the general education curriculum?

- A. Short term objectives
- B. Annual goals
- C. Progress reports
- D. Evaluation review



Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Annual Goal: _____

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1.						
2.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ___ % Accuracy ___ of ___ Rate ___ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Short Term Objectives

- Each annual goal has more than one short term objective
- Measurable
- Acts as intermediate step between present level and annual goal
- Achievable within shorter time than annual goal (month, marking period, semester)



3 Components of Short Term Objectives

1. Evaluation procedure
2. Performance criterion
3. Schedule for evaluation



Data Used to Determine Present Level of Academic Achievement and Functional Performance: Math skills for computation present at grade level (4.8) with 80% accuracy; math skills for applied problem solving present below grade level (2.8) with 50% accuracy

Annual Goal: Charlie will be able to solve applied math problems related to multiplication and division of whole numbers with 70% accuracy

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1. Charlie will identify computation operation necessary (multiplication or division) to solve applied math problems.				S	90%	W
2. Charlie will create an equation sentence from an applied math problem.				S	80%	W
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ___ % Accuracy ___ of ___ Rate ___ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

ASSESS for the Components of **Charlie's** Short Term Objectives

1. Is there more than one Short Term Objective?
2. Are they measurable?
3. Can the Short Term Objective be obtained within a one year period of time?
4. Does it contain:
 - a. Evaluation Procedure
 - b. Performance Criterion
 - c. Schedule for Evaluation

Data Used to Determine Present Level of Academic Achievement and Functional Performance: Joanne's activity level increases and she is more likely to violate school rules or become agitated or angry

Goal: Joanne will identify and demonstrate 5 appropriate school-based coping strategies for managing transitions from class to class

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1. In a simulation of a classroom transition, Joanne will select one of 5 coping strategies and role play the coping strategy				D	5/5	W
2. Joanne will identify a coping strategy and demonstrate its application in a school situation during her scheduled transitions				D	9/10	W
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ___ % Accuracy ___ of ___ Rate ___ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

ASSESS for the Components of **Joanne's** Short Term Objectives

1. Is there more than one Short Term Objective?
2. Are they measurable?
3. Can the Short Term Objective be obtained within a one year period of time?
4. Does it contain:
 - a. Evaluation Procedure
 - b. Performance Criterion
 - c. Schedule for Evaluation

Write Short Term Objectives for **Bob**

*Use the Present Level
and Goal you have
written to generate short
term objectives*



Which of the following is NOT a required component of a Short Term Objective?

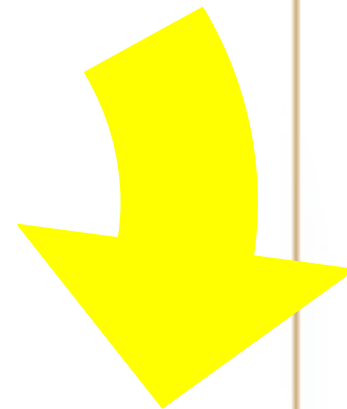
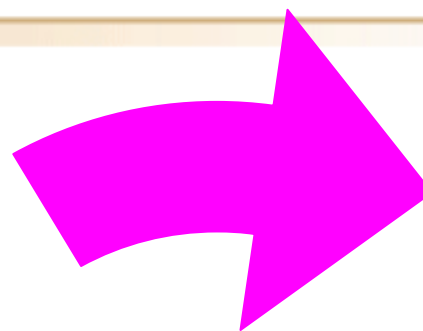
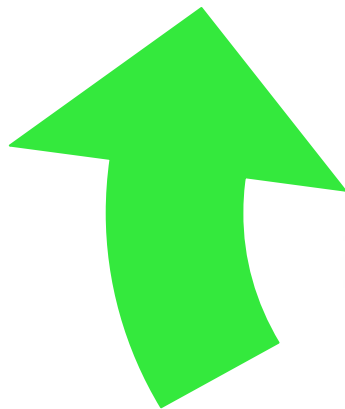
- A. Evaluation procedure**
- B. Performance criterion**
- C. Frequency & duration**
- D. Schedule for evaluation**



Today's emphasis: IEP Process

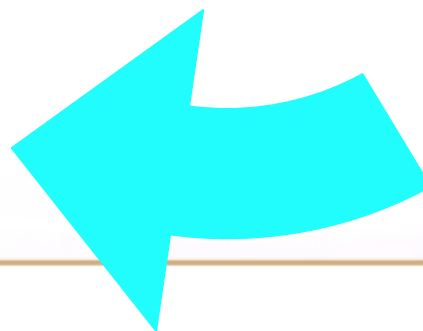
Needs

Goals
&
Objectives



Supplementary
Aids and
Services

PROGRESS



Supplementary Aids and Services- Examples

- Aids and services and other supports provided in general education
- Materials
- Equipment
- Paraprofessionals/assistants
- Assistive Technology
- Accommodations
- Modifications



Supplementary Aids/Services/Personnel Supports

Supplementary Aids/Services/Supports	Amount of Time/Frequency/ Conditions	Location

Accommodation

- **HOW** you teach
 - **NO** change in content

Modification

- **WHAT** you teach
 - **CHANGE** in content



Charlie's Accommodations

Supplementary Aids/Services/Personnel Supports		
Supplementary Aids/Services/Supports	Amount of Time/Frequency/Conditions	Location
Calculator	Available at student request to complete applied math problems	General Education Math and Science classes

Joanne's Accommodations

Supplementary Aids/Services/Personnel Supports		
Supplementary Aids/Services/Supports	Amount of Time/Frequency/Conditions	Location
Teacher consultant for the emotionally impaired	20 minutes/ weekly	General education classroom
Transition between classes 2 minutes prior to the first bell	Student determined need when presenting hallway card to teacher	General education classroom
Visual schedule in cafeteria	Daily use during 30 min lunch	Cafeteria

Section 2: Michigan Educational Assessment Program (MEAP)

MEAP Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment <u>accommodation(s)</u> and what specifically is needed. If NO, state the reason why the specific MEAP assessment is not appropriate for the student.	Is the Assessment <u>accommodation(s)</u> standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
English Language Arts (Grades 3-8 and 11)					
Mathematics (Grades 3-8 and 11)					
Science♦ (Grades 5, 8 and 11)					
Social Studies♦ (Grades 6, 9 and 11)					

Section 3: MI-Access, Michigan's Alternate Assessment Program

MI-Access Type of Assessment and Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES , why is the alternate assessment identified appropriate for the student? and If YES , for each type of MI-Access assessment and/or content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.	Is the Assessment accommo- dation standard as per current guidelines? Check the appropriate box below.	
	YE S	NO		YES	NO* *
Participation					
Supported Independence					
Functional Independence: English Language Arts					
Functional					

Section 5: District-wide Assessment

Directions: Check the one that applies to this IEP

- District-wide Assessments are *NOT* administered at the grade level covered by this IEP.
- District-wide Assessments *ARE* administered at the grade level covered by this IEP. (If checked, continue below.)

District-wide Assessment: List each assessment that is administered district-wide below and answer the questions to the right.	Is the assessment appropriate for the student? Check the appropriate box below.		If YES , for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO , state the reason why the specific district-wide assessment is not appropriate for the student and indicate what alternate assessment the student will be administered.
	YES	NO	

Thinking about **Bob**, offer accommodations that could be listed in supplementary aids/services on the IEP.

Identify: Accommodation

Describe: Time/Frequency/Condition

List: Location



*Assess for **Bob's** Supplementary aids and services*

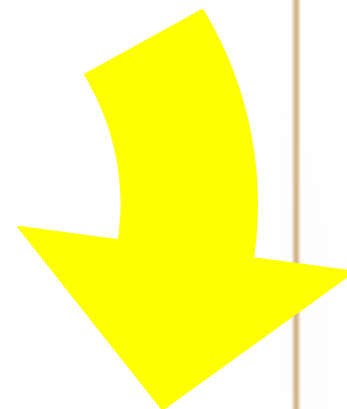
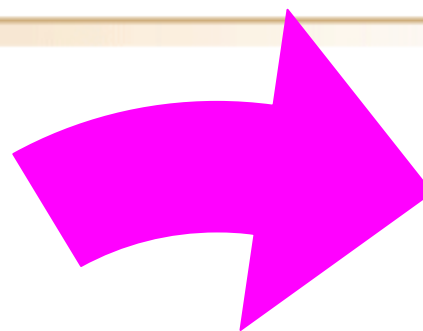
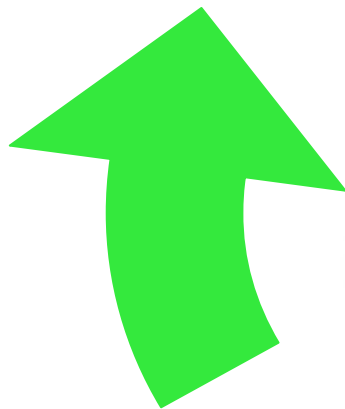
1. Is there evidence of a logical connection to the Present Level Statement (need)?
2. Is the Supplementary Aid described for time/frequency /condition?
3. Is location identified?



Today's emphasis: IEP Process

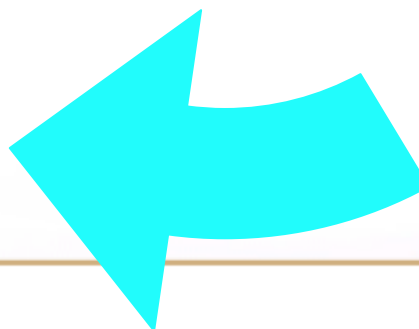
Needs

Goals
&
Objectives



Supplementary
Aids and Services

PROGRESS



Measuring Progress

- Begin with the end in mind
- Make it “doable”
- Collect the **DATA**
- Share progress with parent
- Can progress be represented visually?



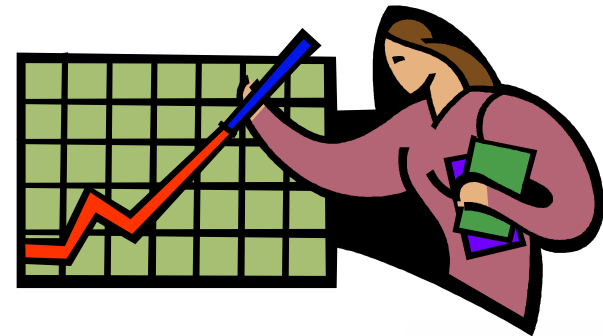
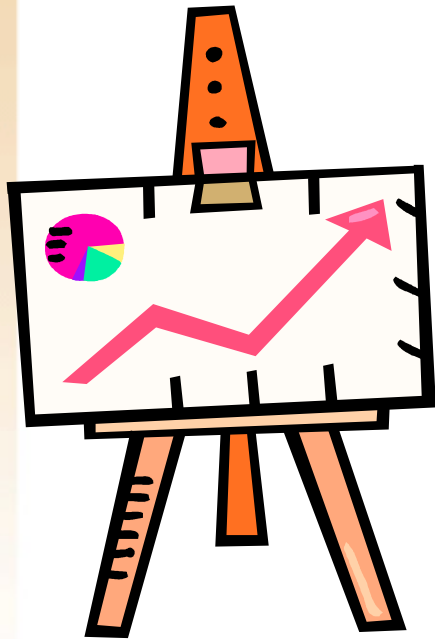
Reporting Progress

The parents will be regularly informed in writing of progress on goals and objectives of this IEP.

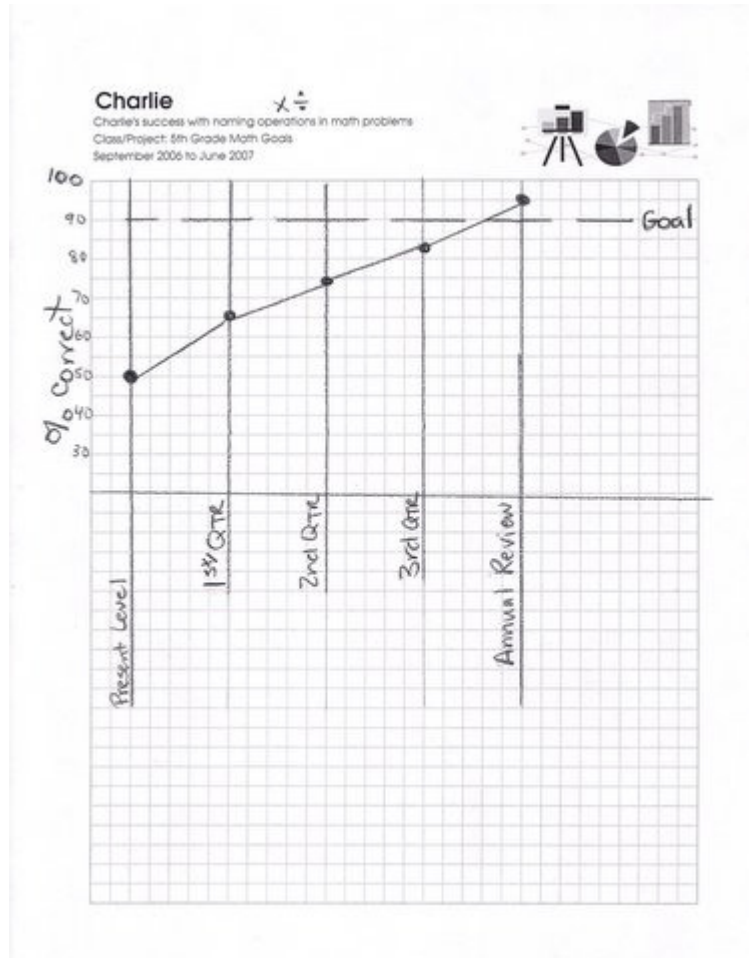
How: _____

When: _____

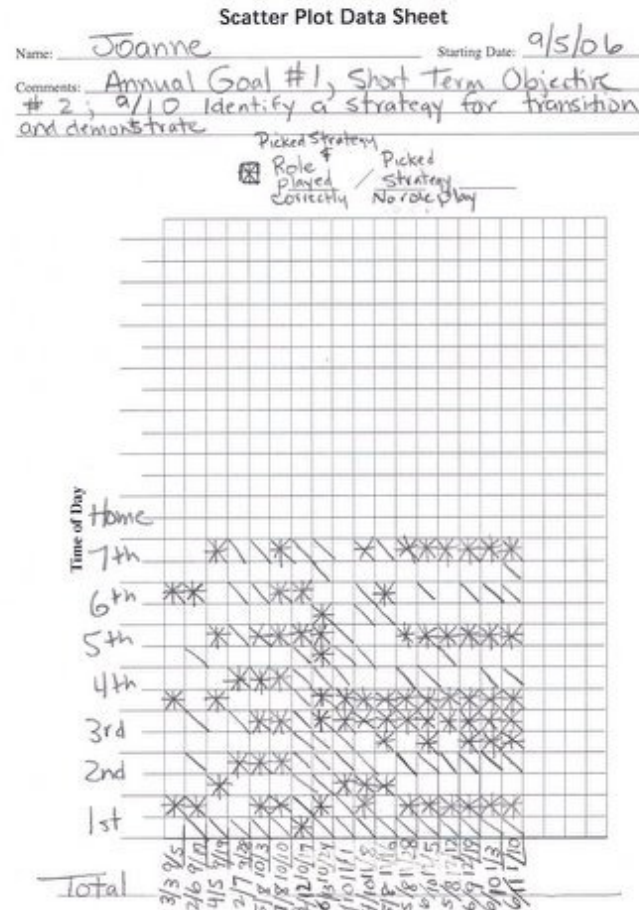
Graph-The visual aid for sharing progress



Charlie's Progress



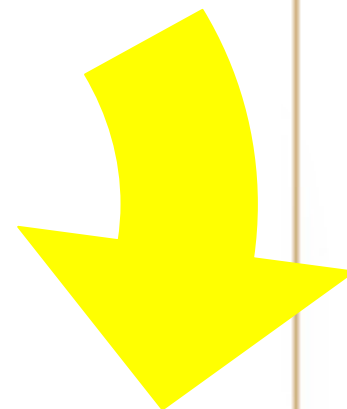
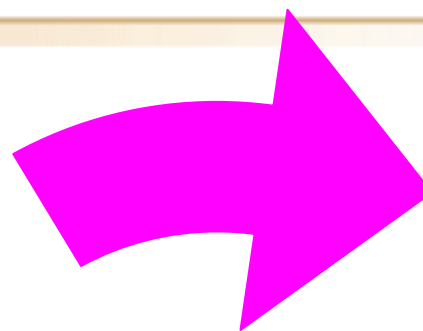
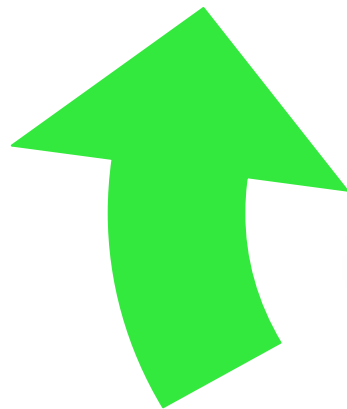
Joanne's Progress



Today's emphasis: IEP Process

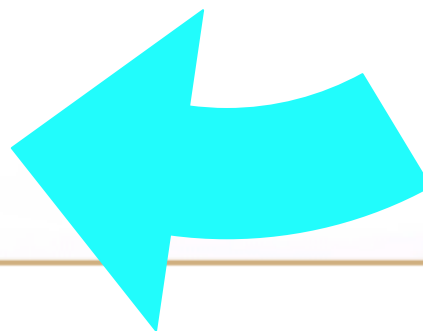
Needs

Goals
&
Objectives



PROGRESS

Supplementary
Aids and Services



Contact the Presenters

- Laura McClure,
Compliance Support Services
Laura.McClure@oakland.k12.mi.us
248.209.2552
- Frances Paris,
Compliance Support Services
Frances.Paris@oakland.k12.mi.us
248.209.2353

