

Best Building the ~~Better~~ IEP

Presented by
Notre Dame de Namur University

Learner Objectives

By the end of the workshop, the learner will know ...
... the best practices for SpEd case management.
... the best practices for SpEd strategic collaboration.
... the best practices for creating legally defensible IEP.

| | |
|--------------------------------|----------------------------------|
| Accurate Information | Services and Supports |
| Types of IEPs | ESY – Extended School Year |
| Disability Determination | CA State Assessments |
| Goals and Progress Reports | ITP – Individual Transition Plan |
| Special Factors Incl. Behavior | FAPE Offer |

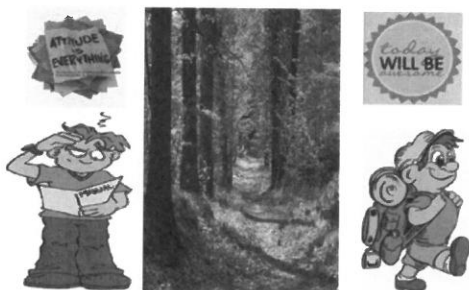
What the Workshop IS and IS NOT

| Workshop IS | Workshop IS NOT |
|---|--|
| Training on how to create a legally defensible IEP .. | Providing legal advise on a specific IEP(s) .. |
| .. by providing general background information .. | .. related to a specific school district(s) .. |
| .. and using professional best practices. | .. and directing the use of a specific best practice(s). |

You Say ... I Say

| | |
|--|----------------------------|
| When You Say ... | Then I Say ... |
| "Is it legal to ... ?" | "Ask a lawyer." |
| "Why is my school district saying I have to ... ?" | "School districts differ." |
| "Are you telling me I have to ... ?" | "Use best practices." |

As We Begin Our Journey



"There is nothing more unequal than the equal treatment of unequal people."

Thomas Jefferson





KWL for Case Management

In column #1 (left) write 1 fact you know about Special Education Case Management and how you know it to be true.

In column #2 (middle) write 1 thing you want to learn about Special Education Case Management.

Leave column #3 (right) blank and you will complete it after the training.

Be prepared to share this information with us.

Who is a Case Manager?

A case manager is a credentialed Special Education Teacher or Related Services Provider who is the coordinator for the delivery of instruction and services, the contact with the parents and family, and the student advocate.

That is YOU.

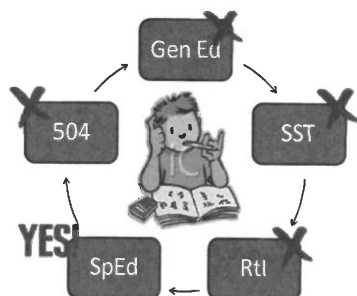


Assignment of a Case Manager

Case management is usually assigned to the Special Educator who delivers the fundamental or foundation service. Every student with an IEP has a case manger.



The Intervention Cycle and Case Management



Who Is the Appropriate Case Manager?

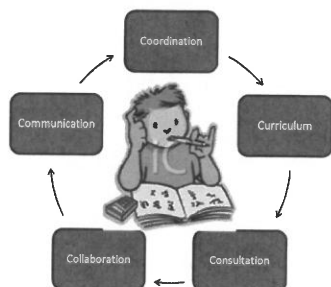
For a student who is only receiving speech therapy? DIS Speech Therapist

For a student who is receiving speech therapy and RSP? RSP Teacher

For a student who is receiving physical therapy and SDC? SDC Teacher

For a RSP student who is fully included in a Gen Ed class? RSP Teacher

5 C's of Case Management



Traditional View of Our Role as a Special Educator

Teacher



Case Manager



Perception of an Unbalanced Role



"I spend more time doing paperwork than teaching!"



"The more I do, the more they give me to do!"



"There is not enough time in the day to get everything done!"



"All I want to do is teach!"



Reality of an Unbalanced Role



What the Data Shows

75% Teaching Time at the
Elementary Level



65% Teaching Time at the
Secondary Level



**Options for Creating Case Management Time
for Elementary Teachers**

Walk-On PE Coaches
Art and Music Taught by Parents
Roving Substitute Teachers
Full Inclusion Students
Combining Classes



**Options for Creating Case Management Time
for Secondary Teachers**

Teacher Preparation Periods
Teacher Case Management Periods
Substitute Teachers at School Who Bank Time
Full Inclusion Students
Strategic Student Scheduling



Case Management and Documentation

Case Management  Documentation
Does Not Equal

Case Management  Documentation
Does Require

If it is not documented it is a "s/he – s/he said" situation without any evidence. There are two sides to every story and the truth usually lays somewhere in the middle.

Case Management Contact Log

| Date | Type | Purpose | Comments |
|----------|-----------|------------------------------------|-------------------------------------|
| 08/17/17 | Telephone | Invite parent to P/T conference | No answer so left message |
| 08/18/17 | Telephone | Parent responded re P/T conference | She will be attending |
| 08/22/17 | Meeting | P/T conference #1 | Agreed to meet 2 nd time |
| 08/30/17 | Telephone | Schedule follow-up P/T conference | Agreed on 09/14/17 |
| 09/14/17 | Meeting | P/T conference #2 | All issues resolved |
| 09/21/17 | Note | Note sent home re behavior | Great day re no outbursts |
| 09/29/17 | Telephone | Schedule annual IEP | Suggested 04/01/17 at 08:00 |
| 09/29/17 | Note | Parent agrees to IEP date | Sent out IEP notice of mtg |
| 09/29/17 | Mail | IEP notice of mtg | IEP 04/01/17 at 08:00 |

Case Management and Confidentiality

Information related to Special Education students is confidential.

School staff who have a need to know should be provided with this information.

School staff who receive this information must keep it confidential.

Have I provided too much or too little information in order for the student to receive the very best education and services?

Have I provided the information to too many or too few school staff for the student to receive the very best education and services?

E-Mail Etiquette for Effective Communication



Case Management and Initial IEPs

A student who is referred for an initial assessment is not in Special Education but does require a Special Education Case Manager.

The best practice is to have a rotation basis by which both RSP and SDC teachers share the responsibility unless it is a "DIS only" student.

An initial assessment is to determine if the student has a disability and needs Special Education. It is not an initial assessment for Special Education.

Case Management and Student Advocacy

The most important ROLE of the Case Manager is to be an active advocate for each student with a disability on your caseload.

Big picture



Small details



Always look through the lens of student advocacy.

Everything else



Case Management and the IEP

The most important TASK of the Case Manager is to create a legally defensible IEP and any necessary addendums for each student with a disability on your caseload.



What Is a Legally Defensible IEP?

A legally defensible IEP is a document developed in collaboration with all appropriate stakeholders that includes all legally required information written in professional language and with the degree of specificity required for the "unfamiliar reader" to fully understand the content and implement the plan.

IDEA 2004 Guidelines for IEP Team Membership

Student (if appropriate)
 Parent(s)/Guardian(s)
 General Education Teacher
 Special Educator (Case Manager)
 LEA Representative (Administrator or Designee)
 DIS Service Provider(s)
 Others invited by school district as appropriate
 Others invited by parent/guardian as appropriate



It's All About the Calendar

A persistent and significant concern is the missing of due dates many of which are specified in the law.

Purchase a year-long calendar and make sure all school district dates are entered on it (holidays, vacations, trainings, etc.).

Make sure all IEP due dates are entered on it.

Make sure all IEP progress report due dates are entered on it.

Look for conflicts (holidays and IEP due dates, etc.) and reschedule in order to eliminate the conflicts.

Keep the calendar updated on a regular schedule.



Changing IEP Due Dates

You CAN schedule an IEP earlier than its annual due date.

You CANNOT schedule an IEP later than its annual due date.

You CAN plan strategically for IEP due dates.

You CANNOT ask the parent/guardian for an extension.

Examples of Changing an IEP Due Date

Mary's annual IEP due date is June 12, 2015. It is the last instructional day of the school year and the same day as the high school graduation.

Move Mary's IEP forward to mid or late May 2015.

Mark's annual IEP due date is April 15, 2015. It is in the middle of spring break which begins on April 7, 2015.

Move Mark's IEP forward to early April 2015.

Another Example of Changing an IEP Due Date

Betty's annual IEP due date is October 1, 2014 and her triennial IEP due date is November 2, 2014. Both dates are cleared on her teacher's calendar to convene these 2 IEPs.

Move the triennial IEP due date forward to coincide with the annual IEP due date.

It is fairly common to have annual and triennial IEP due dates which are not consistent with one another. Always try to eliminate this inconsistency by moving the later IEP forward to the earlier IEP within reason.

It Was a Mess When I Got Here!

It is your 1st day on the job as a RSP teacher. In reviewing your 28 students' IEPs you notice that 5 are already overdue, 6 are coming up within the next month, and the remaining 17 are well spaced out for the remainder of the school year.

What would you do?



But then what would you do?

Focus on the upcoming 6 IEPs to make sure they are completed by the annual due date and then work on catching up the 5 overdue IEPs.

School Districts Differ Greatly

School districts differ greatly in their cultures and approaches to doing the business of educating students.

The best practice is to adapt to and/or adopt the culture and approaches.

School districts differ greatly in their interpretation and implementation of the FED and CA Special Education laws.

The best practice is to understand the rationale behind the interpretation and implement accordingly.

KWL for Case Management

You previously completed column #1 (left) and #2 (middle) of the KWL chart and shared that information with us.

In column #3 (right) write 1 fact that you learned about Special Education Case Management.

Be prepared to share this information with us.



Selected IEP Topics
Part 1

Accurate Information

Accurate Information



The IEP information must be accurate because the CA CASEMIS accountability system is data-based.

If this is the 1st IEP for the student, check every bit of information from original source documents.

If the same information is needed in more than one IEP section, make sure it is repeated exactly.

If the information is not accurate, it will be detected at DEC and JUNE data dumps and require correction.

If the information is not accurate (garbage in – garbage out), it will invalidate any program decisions undertaken by the school district.

Typical Information



Legal Name No nicknames

Parent/Guardian Name

Date of Birth

Home Address

Age in Years + Months

City, State, Zip

Gender

Ethnicity

Home Phone

ELL Designation

Work Phone

Migrant Designation

Cell Phone

Native Language

Email Address

Grade No ungraded

Accurate Information - Name



The probability that more than one student has the same name is significant.

4,292,303 = Michael in USA

2,863,223 = Smith in USA

37,809 = Michael Smith in USA

734,422 = Total CA Students with Disabilities

But Isn't A Name A Name?



The student's legal name is Juan Jose Rodriguez-Mendoza but the computer does not know that. It only knows what you tell it and it has the student listed under 10 different names.

Juan Rodriguez
 Juan Mendoza
 Juan Rodriguez-Mendoza
 Jose Rodriguez
 Jose Mendoza
 Jose Rodriguez-Mendoza
 J. Rodriguez
 J. Mendoza
 J. Rodriguez-Mendoza
 John Rodriguez-Mendoza

10 Most Common First and Last Names



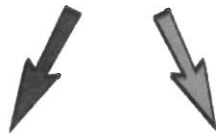
Common First Names

Michael
 James
 John
 Robert
 David
 William
 Mary
 Christopher
 Joseph
 Richard

Common Last Names

Smith
 Johnson
 Williams
 Brown
 Jones
 Garcia
 Rodriguez
 Miller
 Martinez
 Davis

IEP Notes Page



Everything that happens during the IEP team meeting is captured in the notes.

This is not practical for a number of reasons.

Only the noteworthy things that happen during the IEP team meeting are captured in the notes.

This is very practical.

Identify the Noteworthy Comments

What's in a Name?

| | |
|------------------------------------|-------------------------------------|
| Parent recd Procedural Safeguards | Yes |
| IEP goals progress reviewed | No there is another IEP section |
| Parent concern re communications | Yes |
| IEP goal reworded/dropped because | Yes |
| IEP follow-up meeting scheduled | Yes |
| SLP missed 10 sessions no make-up | Yes |
| Parent contact info remains same | No there is no change |
| Inclusion time reduced by 25% | Yes |
| Parent req OT and PT assessments | Yes |
| Transition goals added | No ITP goals are identified as such |
| Translator/interpreter not present | Yes |
| Parent req IEP translation Spanish | Yes |

Who Does the IEP Notes Page?

What's in a Name?

The Special Education Case Manager is usually the person identified as the facilitator of the IEP.

It is a best practice to have the IEP facilitator and scribe roles assigned to different persons.

Regardless of whom is assigned to what role, always read out loud any information that is entered on the IEP form during the meeting to ensure that all participants are aware of the information, how it is worded, and that they agree to its content and wording.

The IEP facilitator should be fully engaged in creating and maintaining a cooperative and collaborative atmosphere in order to create the very best IEP for the student.

Some Reminders About IEP Accuracy

What's in a Name?

IEP accuracy is accomplished by the person entering the information on the IEP form. That is you. 

"I wrote down my best guess" is no substitute for IEP information accuracy.

"I could not find the information so I left it blank" is no substitute for IEP information accuracy.

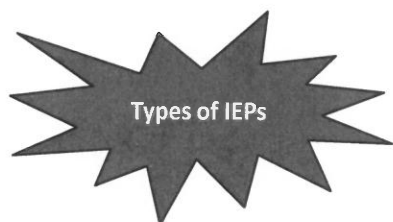
"I know that they review the IEP at the DO and they will correct any mistakes" is no substitute for IEP information accuracy.

"I will add the information when I receive it" is no substitute for IEP information accuracy.

"I can always do an IEP amendment to clean it up" is no substitute for IEP information accuracy.

IEP accuracy is accomplished by the person entering the information on the IEP form. That is you. 





Not All IEPs Are Created Equal

A school district purchases a commercial web-based IEP system using a software platform.

The IEP system uses the same fundamental procedures for every IEP.

The IEP system uses the same core set of documents for every IEP.

The IEP system is flexible in order to use alternate procedures/documents for special circumstance IEPs.

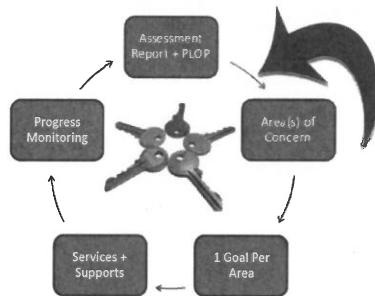
Therefore, not all IEPs are created equal.

Types of IEPs



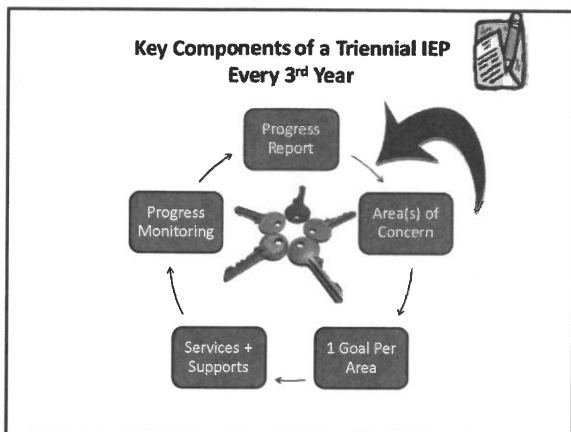
Initial IEP ... held to decide eligibility after assessment
Annual IEP ... held within 1 year of the previous IEP
Triennial IEP ... held every 3rd year after reassessment
Transition IEP ... held when program transition occurs
Pre-expulsion IEP ... held for manifest determination
Interim IEP ... held when student transfers districts
Other IEP ... held for any other reason
Amendment IEP ... held to do a minor fix in an IEP

Key Components of an Initial IEP 45 or 60 Calendar Days



Key Components of an Annual IEP Within 1 Year of Previous IEP





The Myth of Triennial Reassessment

There is a myth that all Triennial IEPs require formal standardized assessments.

It is required that the IEP team determine if formal standardized assessments are needed.

If the IEP team agrees with the parent/guardian that additional formal standardized assessments are not needed, the IEP meeting is scheduled and held.

If the IEP team agrees with the parent/guardian that additional formal standardized assessments are needed, a PAP is signed, the assessments are conducted, and the IEP meeting is scheduled and held.

Transitions in Special Education

Age 3 ... Regional Center IFSP to Public School IEP

Age 5 ... Preschool to Kindergarten

Grade 6 ... Elementary to Middle School

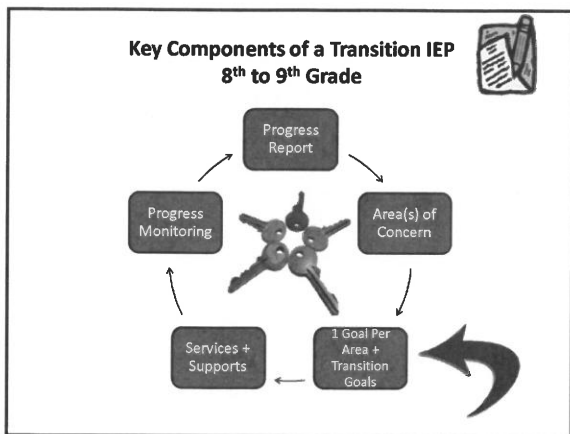
Grade 8 ... Middle to High School

Grade 12 ... High School Graduation or Post-Secondary

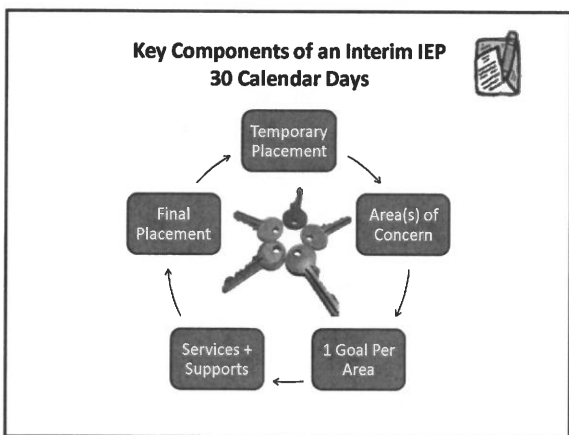
Age 22 ... Post-Secondary to Community

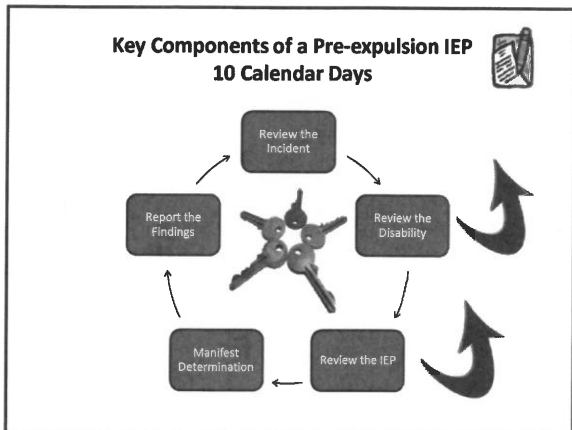
Some Elementary Schools are K – Grade 5

Some Middle Schools are Grade 5 - 8









Pre-expulsion IEP
10 Calendar Days

The behavior was caused by or had a direct or substantial relationship to the disability.
Cannot expel the student

The behavior was the direct result of a failure to implement the IEP.
Cannot expel the student

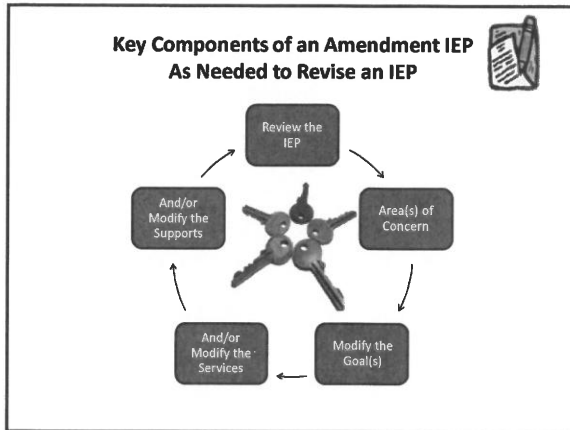
The behavior was not a manifestation of the disability.
Can expel the student


When Can A Student Be Expelled?

John has TBI with uncontrolled thrashing of his arms when he is upset. He inadvertently hits a teacher during a tantrum.
NO

Sally hit a teacher but her IEP is overdue and she has not received the behavior support services listed in the IEP.
NO

Sam has a SLD with dyslexia. He brings a knife to school, gets another student in the restroom and extorts money from him by threatening to stab him.
YES




Amendment IEP 

An amendment IEP is held to revise an original IEP to make minor changes during the year in which it is in effect.

01/01/16 ----- Original IEP ----- 12/31/16
 05/15/16 --- Amendment IEP --- 12/31/16

It either falls away or is incorporated into the next IEP.

Which Is An Appropriate Amendment IEP? 

| | |
|--|--------------|
| Add 1 speech therapy session per week. | YES |
| Change placement from RSP to SDC. | NO |
| Increase inclusion by 2 periods per day. | MAYBE |





Assessment to Determine a Disability

The assessment must be a multi-disciplinary effort with no single test and/or assessor.

The assessment must be completed in all areas of suspected disability after the parent signs a PAP.

The assessment must be completed by personnel qualified to do so in the suspected areas.

The assessment must be completed within the timeline without requesting an extension.

The assessment must be presented in a written report and an IEP summary referred to as PLOP.

The assessment must be considered by the IEP team in making a determination of eligibility.

3 Primary Factors That Must Be Considered

1. Does the student meet the eligibility criteria as an individual with a disability?
2. Does the severity of the disability have an adverse effect on the student's educational performance?
3. Does the student require special education and services and supports to achieve FAPE?

Present Levels of Performance – PLOP

Pre-academic, academic, functional skills
 Communication including receptive/expressive lang
 Fine and gross motor development
 Social, emotional and behavioral development
 Pre-vocational and vocational skills
 Adaptive and daily living skills
 Health including hearing and vision

The Big 13

| | |
|------------------------------|---------------------------|
| AUT – Autism | OHI – Other Health Imp |
| DB – Deaf-Blindness | ED – Emotional Disturbed |
| DEAF – Deafness | SLP – Specific Learn Dis |
| HI – Hearing Impairment | SLI – Speech Lang Impair |
| ID – Intellectual Disability | TBI – Traumatic Brain Inj |
| MD – Multiple Disabilities | VI – Visual Impairment |
| OI – Ortho Impairment | |

CA 2015-2016 Disability Data
CalEdFacts



734,422(100.0%) = Total Students with Disabilities
 288,296 (39.3%) = Specific Learning Disabled
 159,755 (21.7%) = Speech and Language Impaired
 448,051 (61.0%) = Should be in inclusive Gen Ed classes
 97,162 (13.2%) = Autism Spectrum Disorder
 82,855 (11.3%) = Other Health Impaired
 43,913 (06.0%) = Intellectual Disability
 24,316 (03.3%) = Emotional Disturbance
 38,125 (05.2%) = Remaining Disabilities
 286,371 (39.0%) = Should be in at least partial inclusion

Can a Disability Classification Change?



Mark is a student who is legally blind (primary disability). He has been assessed and determined to also have a SLD (secondary disability) specifically APD.
 Add a Disability

Mary has been receiving speech therapy for 12 speech mis-articulations since age 3. All of the speech mis-articulations are now corrected.
 Eliminate a Disability

Jason was diagnosed with SLI at age 4 because of significant expressive language problems. By age 6 it became apparent that Jason was also having documented social interaction difficulties with his peers and he met the eligibility criteria for AUT. The initially identified SLI characteristics may have been an artifact of AUT, not of SLI.
 Mis-Identify a Disability

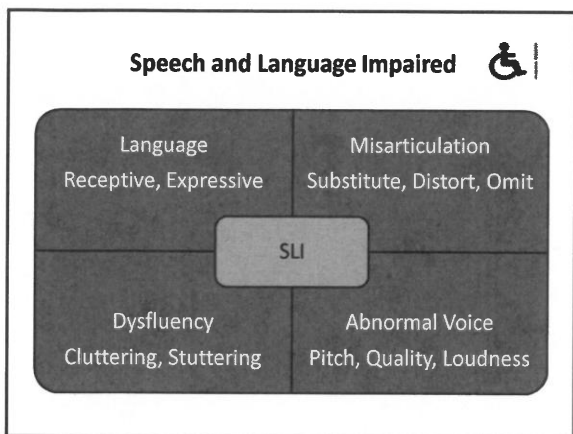
Declassification of a Student with a Disability

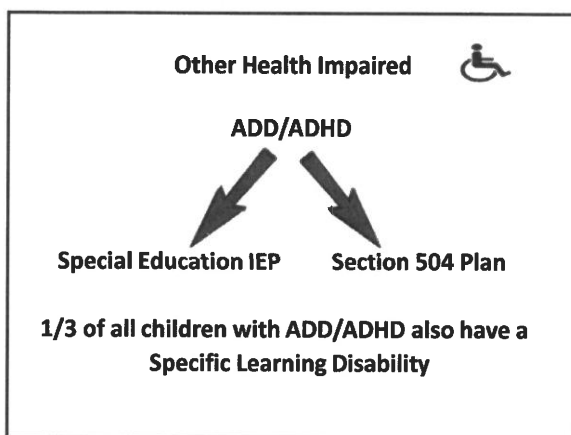


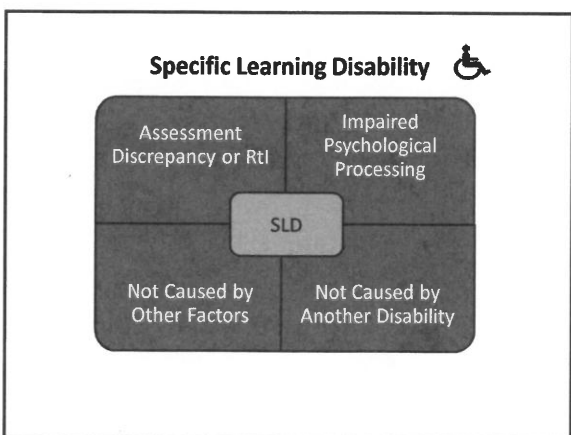
Special Education has sometimes been criticized as “a one-way street” down which “it is relatively easy to send children, but they rarely return.” Finn, et.al. 2001

Declassification = Elimination of Disability Designation

SEELS (Special Ed Elementary Longitudinal Study) 2005
 US Dept. of Ed. – Office of Sp. Ed. Programs







A Student Should Not be Identified as SLD If

| | |
|--|--------------------------|
| Limited or irregular school attendance | Attend school |
| Lack of curriculum instruction | Rtl |
| Lack of English language support | English language support |
| Environmental disadvantage | Enrich environment |

Types of Specific Learning Disabilities

| | |
|---------------------------|---------------------------|
| Auditory Process Disorder | Dyspraxia – speaking |
| Dyscalculia – numbers | Executive Functioning |
| Dysgraphia – writing | Memory |
| Dyslexia – reading | Visual Perceptual Deficit |
| Lang Process Disorder | Visual Motor Deficit |
| Non-verbal Learning Dis | ??? ADD/ADHD ??? |

Which 2 Disabilities Are at the Greatest Risk of High School Dropout?

| | |
|---|--|
| Specific Learning Disability | Emotional Disturbance |
| Many students with a specific learning disability do not receive the academic and related accommodations listed in their IEP and therefore fail many of their Gen Ed classes. | Many students with an emotional disturbance do not receive the behavioral and related accommodations listed in their IEP and therefore are repeatedly suspended from Gen Ed class. |
| They drop out of high school because they think (or know) they will never graduate. | They drop out of high school because they think (or know) they will never graduate. |

**Think Outside the Box
CHSPE**



CHSPE = CA High School Proficiency Examination

A student who is at least 16 years old and has been enrolled in 10th grade for 1 academic year or longer can take the CHSPE.

If the student passes the MATH and ENG/LA sections with 350 or more s/he passes the CHSPE.

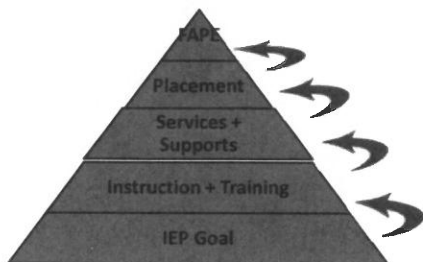
The student receives a Certificate of Completion (equal to a high school diploma) from the CA State Board of Education.







The IEP Goal is the Foundation



Whose IEP Goal Is It?

The student "owns" the IEP goal because it is about his/her target behavior and performance.



The case manager "helps" the student obtain the IEP goal by providing services and supports.



Age of Majority

The student with a disability must be advised of his/her rights at age of majority (age 18) on or before his/her 17th birthday.

At age 18 the student becomes the adult student.

The adult student has the right to directly receive all information about his/her educational program and make all decisions related to his/her education unless conserved by the court.


This includes the right to represent him-her/self at IEP meetings and to sign the IEP in place of his/her parent and/or guardian.

Training the student with a disability to self-advocate is essential.


The Reality of IEP Goals 

We always strive for ... **We many times get ...**

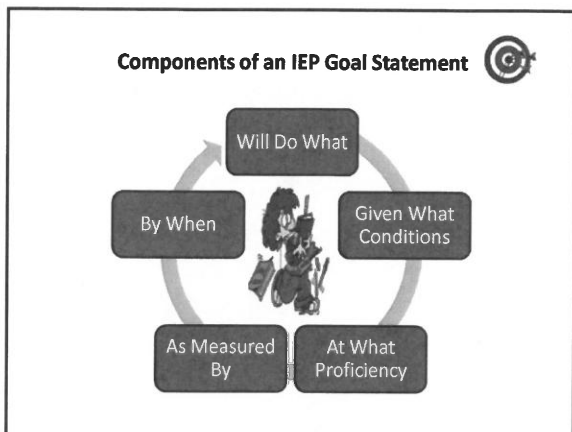




SMART Goals 

| | |
|---|---|
| <p>S = Specific</p> <p>M = Measureable</p> <p>A = Attainable</p> <p>R = Results Oriented</p> <p>T = Time Limited</p> | <p>The goal specifies a skill</p> <p>The goal is data driven</p> <p>The goal is realistic</p> <p>The goal states what to do</p> <p>The goal states a time frame</p> |
|---|---|


Some NOT-SO-SMART and SMART Goals 

| NOT-SO-SMART Goals | SMART Goals |
|--|---|
| S = Mark will improve in his G4 oral reading. | S = Mark will orally read a G4 passage at 110+ words per minute. |
| M = Sally will solve G5 math problems using a calculator. | M = Sally will solve fraction problems with 75% accuracy. |
| A = Matt will compose a 25-page research paper. | A = Matt will compose a 5-sentence paragraph without errors. |
| R = Beth will have good eye contact during group activities. | R = Beth will look at the speaker 90% of time in 4 out of 5 trials. |
| T = Tom will improve in his use of vocabulary words. | T = Tom will learn 50 new vocabulary words by May 15. |




IEP Goal Banks 


Many web-based IEP systems have a built-in IEP goal bank accessed with a drop-down menu.
 The IEP goal bank is easy to use and saves time, but always ask yourself ...
 Am I trying too hard to fit the goal to the student?
 Am I trying too hard to fit the student to the goal?
 OR
 Am I creating an individual goal appropriate for this student and his/her unique needs?

Does the IEP Goal Fit Right? 

Close enough for gov'n work!



Fits just right!



Writing SMART IEP Goals



Write an IEP Goal for the Following Students

Mary is a 4th grade student with a SLD having difficulty calculating division problems with a remainder.

Todd is a K student with SLI having difficulty with naming common objects in the classroom.

Larry is a 8th grade student with AUT having difficulty with violating others' personal space.

Carmen is a 6th grade student with a SLP having difficulty with ENG/LA curriculum vocabulary.

Sophia is a 5th grade student with ID having difficulty with manipulation of fractions.

Paul is a 9th grade student with a SLD who is not attending school on a regular basis.

What Does the IEP Goal Address?

Select any/all statement(s) that apply to the IEP goal.

Addresses the involvement and progress in Gen Ed.

Select if the student is working on a CCSS goal.

Addresses needs resulting from the disability.

Select if the student is working on a self-help, social skills, etc. goal.

Addresses linguistic needs resulting from ESL.

Select if the student requires ELD based upon the CELDT score.

<http://www.cde.ca.gov/ta/tg/el/> for 2016-2017 CELDT Information Guide

Addresses needs related to secondary transition.

Select if the student is working on 1-6 of the secondary transition goals.

Common Core State Standards (CCSS)

<http://www.cde.ca.gov/re/cc/>



The CA State Board of Education establishes standards for all students, including students with disabilities, from K through high school.

In 2010 the CA State Board of Education adopted the Common Core State Standards (CCSS) for ENG/LA and Math.

IEP goals are aligned with the CCSS for the student's grade level.

Reporting IEP Goal Progress



Progress on the student's IEP goal(s) is/are reported in 2 forms: (1) a numeric (data) value (required) and (2) a narrative statement (permissive).

Progress on the student's goal(s) is/are reported in writing in order to create a permanent cumulative chronological record.

Progress on the student's goal(s) is/are reported with the same frequency as progress is reported for the student's non-disabled peers.

Progress on the student's goal(s) is/are reported in addition to a report card.

Data-Based IEP Goal Reporting



Annual IEP Goal

By 05/15/17, Marcus will complete 10 fraction addition problems using a calculator with 80% accuracy as measured by the end-of-the-unit test from the textbook.

Numeric (Data) IEP Goal Report (Required)

6/10 or 60% accuracy

Narrative IEP Goal Report (Permissive)

Marcus understands the concepts of fractions and their addition, but he frequently inverts the numbers.

Frequency of IEP Goal Reporting

Highland USD is an unified school district which provides an education for students from preschool through age 22.

Preschool Quarter Schedule 4 Reports

Elem (K-G6) Trimester Schedule 3 Reports

Secondary (G9-12) Semester System 2 Reports

Post-Sec (18-22) Semester Schedule 2 Reports

Continuation HS 6 Week Schedule 6 Reports

The specific report card dates published on the Highland USD website are also used as the IEP goal reporting dates.

Progress Reports and Report Cards

Report Card  IEP Goal Progress Report
Does Not Equal

Report Card IS Required



AND


IEP Goal Progress Report IS Required



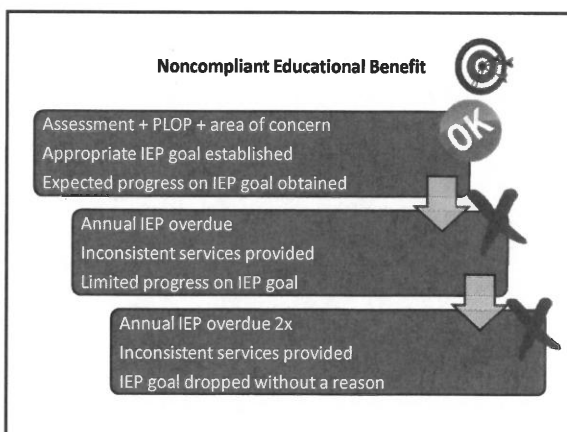
IEP Goal Progress Less Than Expected

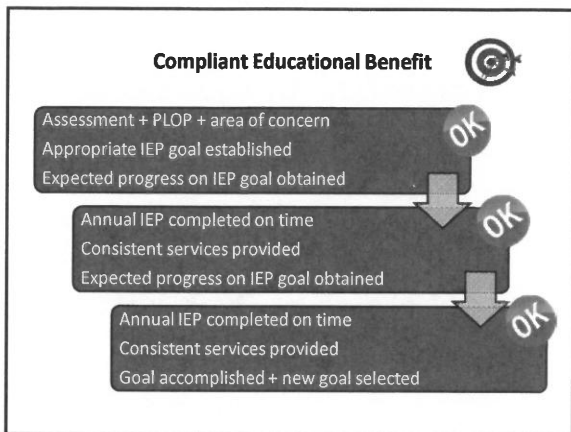


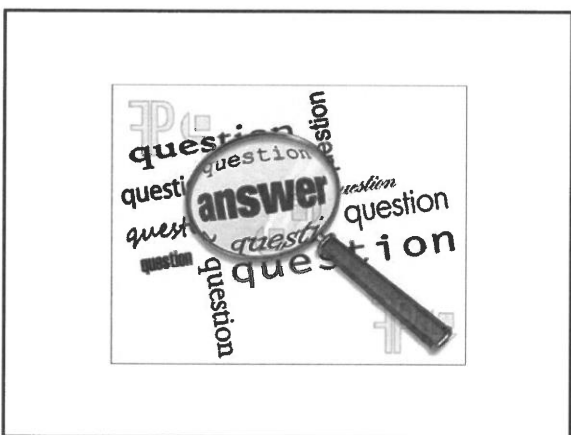


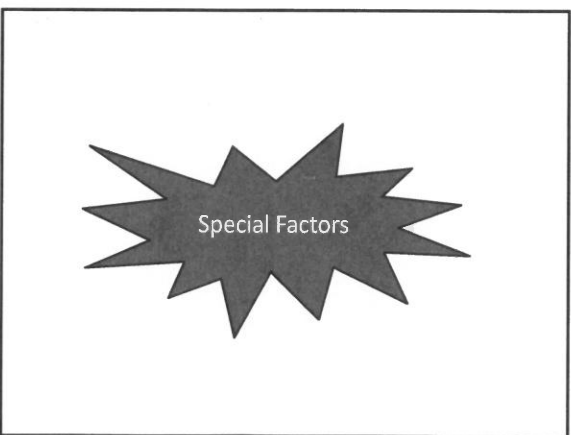
IDEA 2004 Educational Benefit 


| | |
|---|--|
| <p>CA Individual IEP Review CA Department of Education, Special Education Division, conducts reviews of individual IEPs.</p> <p>The focus is on point-in-time line-by-line reviews of all legally mandated IEP components.</p> | <p>FED Educational Benefit Review CA Department of Education, Special Education Division, also conducts reviews of multiple years of IEPs.</p> <p>The focus is on the coordinated efforts of a student's IEP over 3 years to demonstrate consistency.</p> |
|---|--|










Special Factors to be Addressed 

| | | |
|----------------------|---------------|-----|
| Behavior | | |
| Assistive Technology | Low Incidence | |
| Blind or Visual Imp | Deaf or HOH | ELL |


Blind or Visual Impairment 

Where do you find the disability determination?
It should be identified on the 1st page of the IEP.

Where do you find the impact of the disability?
It should be in the assessment report + PLOP.

What next statements do you make if it is YES?
Confirm the disability determination.
Summarize the impact of the disability.
Identify how instruction will happen (Braille, etc.).

Who can help you with this?
Teacher of the Blind and/or Low Vision Specialist.

Deaf or Hard of Hearing 

Where do you find the disability determination?
It should be identified on the 1st page of the IEP.

Where do you find the impact of the disability?
It should be in the assessment report + PLOP.

What next statements do you make if it is YES?
Confirm the disability determination.
Summarize the impact of the disability.
Identify how instruction will happen (ASL, SEE, etc.).

Who can help you with this?
Speech Therapist and/or Teacher of the Deaf and HOH.

English Language Learner

Where do you find the ELL designation?

It should be identified on the 1st page of the IEP.

Where do you find the impact of the ELL designation?

It should be in the PLOP under "communication."

What next statements do you make if it is ELL?

Confirm the ELL designation and CELDT score.

Summarize the impact of the ELL designation.

State the instructional language and ELD services.

Who can help you with this?

Bilingual teacher and/or CELDT assessor.

Low Incidence and Assistive Technology

Does the student require low incidence (Blind, VI, OI, Deaf, HOH) services, equipment and/or materials to meet educational goals?

If YES you must specify the information.

Does the student require assistive technology and/or services to meet educational goals?

If YES you must specify the information.

John has CP and is classified as OI. He requires a wheelchair for mobility and a communication board with head pointer for peer and adult interactions.

Behavior

Behavior is the most frequently addressed of the special factors in an IEP.

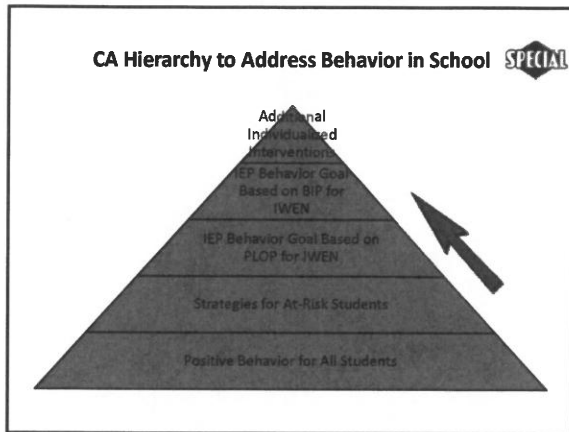
Does the student's behavior impede learning of self and/or others?

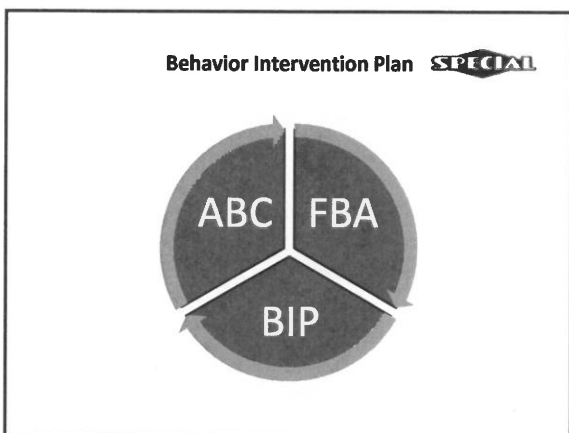
If YES you must identify positive behavior interventions, specific strategies, services and supports.

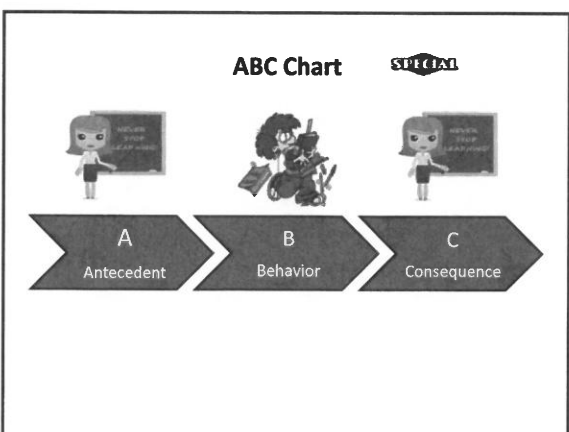
If YES you must develop an IEP behavior goal.

If of minor concern the IEP goal is based on PLOP.

If of significant concern the IEP goal is based on BIP.







Components of an IEP Goal Statement **SPECIAL**



IEP Behavior Goal Statement **SPECIAL**

By May 15, Mark will return to his chair if he leaves it to wander around the classroom given the verbal prompt "Mark return to your chair" 80% of the time as measured by teacher observation and recorded on his daily behavior data chart.

When to Move to a BIP **SPECIAL**

A BIP is a written document developed when a student exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the student's IEP.

- Self injurious behavior
- Assaultive behavior
- Serious property damage behavior
- Severe behavior problems that are pervasive and maladaptive for which the IEP instructional and/or behavioral strategies have been unsuccessful







KWL for Strategic Collaboration

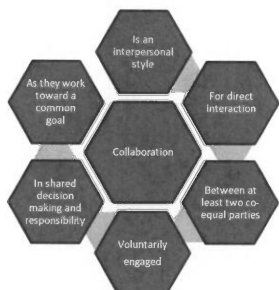
In column #1 (left) write 1 fact you know about Special Education Strategic Collaboration and how you know it to be true.

In column #2 (middle) write 1 thing you want to learn about Special Education Strategic Collaboration.

Leave column #3 (right) blank and you will complete it after the training.

Be prepared to share this information with us.

What Is Collaboration?



Components of Collaboration



Personal Commitment

The **1st** component of collaboration concerns your **personal commitment** to it as a tool for carrying out the responsibilities of your job.

It includes your beliefs about the benefits of working closely with colleagues and parents/families and the added value of learning from others' perspectives.

You have to "talk the talk" and "walk the walk."



Communication Skills

The 2nd component of collaboration is communication skills which are the basic building blocks of collaborative interactions.

Even though most educators have relatively strong communication skills, the skills needed for effective collaboration are more refined and technical.

These skills include effective listening, speaking and non-verbal communication.



Are You A Good Listener?



Interactive Processes

The 3rd component of collaboration is the interactive processes we undertake.

The most common interactive process is problem-solving related to conflict resolution.

There are 5 keys to achieving successful conflict resolution.

- Define acceptable behavior
- Hit conflict head on
- Understand the WIIFM factor
- Recognize the importance factor
- View conflict as an opportunity



The Nature of Conflict



Define Acceptable Behavior

Just having a definition for what constitutes acceptable and unacceptable behavior is a positive step toward avoiding conflict during interactions. Creating a framework for decision making, encouraging collaborative efforts, and team building are all required. Clearly and publicly make it known what and what will not be tolerated.



Hit Conflict Head On

While we cannot always prevent conflict, the secret to conflict resolution is in fact conflict prevention when possible. By seeking out areas of potential conflict and proactively intervening in a just and decisive fashion you will likely prevent certain conflicts from ever arising. If a conflict does flare up, you will likely minimize its severity by dealing with it quickly. Time spent identifying and understanding natural tensions will help avoid unnecessary conflict.



We agree to disagree.

Understand the WIIFM Factor

Understanding the other person's WIIFM (What's In It For Me) position is critical to solving problems. It is absolutely essential to understand others' motivations prior to weighing in on an issue. The way to avoid conflict is to help those around you achieve their goals. If you approach conflict from the perspective of taking the action that will help others best achieve their goals you will find few obstacles will stand in the your way with regard to resolving conflict. Leading by example will result in others doing the same to you. It's a "win-win."



What's in it for me?

Recognize the Importance Factor

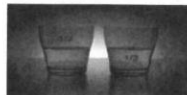
Pick your battles and avoid conflict for the sake of conflict. However, if the issue is important enough to create conflict then it is surely important enough to resolve. If the issue, circumstance, or situation is important enough, and there is enough at stake, people will do what is necessary to open lines of communication and close positional and/or philosophical gaps.



Do you really want to die on this hill?

View Conflict as an Opportunity

Hidden within virtually every conflict is the potential for a tremendous teaching and learning opportunity. Where there is disagreement there is an inherent potential for growth and agreement. If you do not leverage conflict for team building and leadership you have missed a great opportunity. Smart staff look for the upside in all differing opinions.



Is your glass half full or half empty?

Programs and Services

The 4th component of collaboration is the set of programs and services which are affected by the process. Collaboration cannot occur in isolation with no direct impact on programs and services. The ultimate beneficiary is the student with a disability who will receive the very best instruction, services and supports.



Context

The 5th and final component of collaboration is context which refers to the overall environment in which collaboration occurs. Special attention has to be paid to the individuals involved in collaboration since they are critical in determining the climate of collaboration. They bring with them a variety of communication styles some of which are unproductive.



Tip 1 for Handling Unproductive Communications Passive Communicator

The passive communicator seems to participate not at all, reveals no expression, and does not contribute anything to the communication.

Try this ...



Pause and use brief silent periods to allow time for him/her to process what is being discussed and say something. Ask him/her questions. Indicate verbally or nonverbally that you are waiting for a response or seeking agreement.

**Tip 2 for Handling Unproductive Communications
Overly Expressive Communicator**

The overly expressive communicator has an excited or enthusiastic response to everything. Even when what you are saying seems inconsequential, this person has an extremely intense reaction.

Try this ...



Often a communication partner will modify his/her interaction to closely match yours. Slow your speech or speak in a softer volume.

**Tip 3 for Handling Unproductive Communications
Overly Talkative Communicator**

The overly talkative communicator seems to talk incessantly and often about topics quite unrelated to your intended topic.

Try this ...



Listen and try to determine why the person is so talkative. Use re-directive statements such as "Getting back to your concern about the issue." or "Can you be specific about your concern?"

**Tip 4 for Handling Unproductive Communications
Pseudo Communicator**

The pseudo communicator seems to be interacting, but his/her responses are static. They never vary and always seem to be noncommittal restatements of what you have said providing no real sense of his/her position.

Try this ...



Directly ask for a response. For example, you may say "Do you agree?" or "What part of what I said seems most possible to you?" Keep after him/her for a real response.

**Tip 5 for Handling Unproductive Communications
Preoccupied Communicator**

The preoccupied communicator may claim to be an expert at multi-tasking and does other things while you are talking.

Try this ...



If you feel s/he is not attending and what you are saying requires concentration, ask for it. If s/he is not able to give you full attention at the present time, you might offer to reschedule. You might say "This topic really needs both of us to concentrate on it. Should we reschedule for a time when you have less to do?" And then schedule the new date and time right there and then.

**Tip 6 for Handling Unproductive Communications
Distracted Communicator**

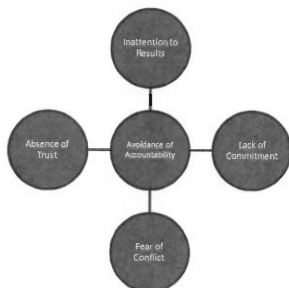
The distracted communicator looks all around the room, at others and other things, but rarely at you.

Try this ...



Change position so that you are facing the distractions and s/he is facing away from them. Try to maintain direct eye gaze and ask more questions to engage him/her.

***The Five Dysfunctions of a Team*
by Patrick Lencioni**



KWL for Strategic Collaboration

You previously completed column #1 (left) and #2 (middle) of the KWL chart and shared that information with us.

In column #3 (right) write 1 fact that you learned about Special Education Strategic Collaboration.

Be prepared to share this information with us.

The Power of Collaboration

Lost At Sea



What Happened



You have chartered a yacht with 3 friends for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience you have hired an experienced skipper and crew.

Unfortunately in mid Atlantic a fierce fire breaks out in the ship galley and the skipper and crew have died trying to fight the fire. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items undamaged and intact from the fire. You have also managed to salvage a four-man rubber raft and a box of matches.

SOS ... SOS ... SOS

What You Saved



Your Task



Step 1. Individually rank each of the items from most important to least important for your survival.

Step 2. Join together with others to form a group.

Step 3. As a group rank each of the items from most important to least important for your survival.

Step 4. Enter your individual and group rankings on the data form.

Your Survival Ranking



- | | |
|-------------------------|----------------------------|
| 1. Shaving mirror | 9. Floating seat cushion |
| 2. Can of gasoline | 10. Can of shark repellent |
| 3. Container of water | 11. Bottle of rum |
| 4. Case of army rations | 12. Transistor radio |
| 5. Plastic sheeting | 13. Map of Atlantic Ocean |
| 6. Chocolate bars | 14. Mosquito netting |
| 7. Fishing pole | 15. Sextant |
| 8. Nylon rope | |

Reflection

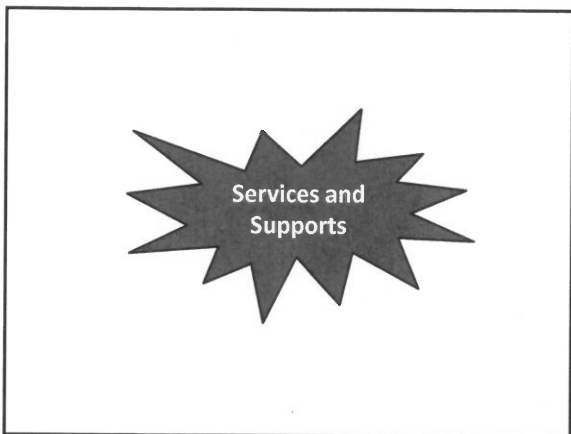



How did you do?

How did you do it?




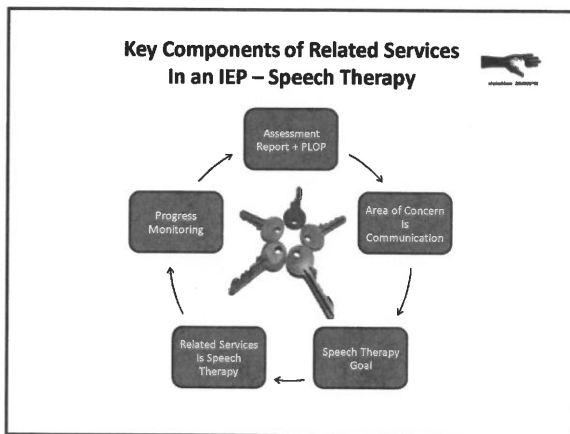
Selected IEP Topics
Part 2



What Are Related Services? 

Related services (commonly referred to as DIS services) are those specific services that a student with a disability needs in order to fully benefit from special education and receive FAPE.





Types of Related Services



Speech Therapy
Adapted PE
Health and Nursing
Assistive Technology
Occupational Therapy
Physical Therapy
Counseling
Psychology
Behavior Management
Other

Description of Related Services in an IEP

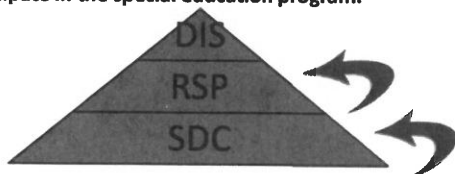


| | |
|-------------------------|----------------------------|
| Name of Service | Speech Therapy |
| Description | Individual therapy session |
| Frequency | 2 x week |
| Duration | 20 minutes per session |
| Location | Speech therapy room |
| Dates of Service | 01/22/15 to 06/15/15 |

What Are Supports?



Supports are additional instructional activities that a student with a disability needs in order to fully participate in the special education program.



Types of Supports



Accommodation

An accommodation is a change in the manner in which instruction occurs.

An accommodation does not fundamentally change the core curriculum.

An accommodation changes how something is taught, not what is taught.

Modification

A modification is a fundamental alteration in the core curriculum.

A modification changes the core curriculum in a number of ways.

A modification changes what is taught, but may not change how it is taught.

Examples of Accommodations and Modifications



Accommodation

Textbook

Audio textbook format

Curriculum – Math

Use a calculator

Grades

Differential weighting

Change how not what.

Modification

Textbook

Different textbook

Curriculum – Math

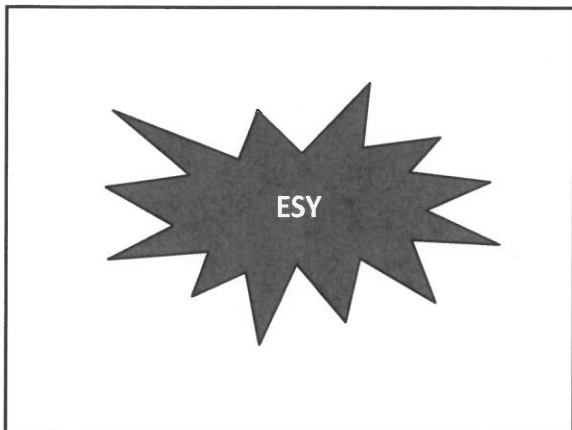
Below grade concepts


Grades

Effort instead of content

Change what not how.






Typical ESY Statement in an IEP 

A typical ESY statement in an IEP looks like this ...

ESY
☐ Rationale _____

... but the rationale for determining if a student is recommended for ESY is far more complicated.

What IS and IS NOT ESY 

Extended School Year (ESY) IS special education and/or related services provided beyond the regular school year when school is not usually in session and most often during summer.

Extended School Year (ESY) mirrors the regular school year in standards, scope and quality, but for fewer hours per day (usually 4 hours) and fewer days (usually 20 days).

Extended School Year (ESY) IS NOT summer school, credit or unit recovery, daycare, respite, or an enrichment program.

Eligibility Criteria for ESY



The ESY determination cannot be based on a single criteria as the sole qualifying factor, but it is an individual decision.

The ESY determination must be based on a variety of data including retrospective data (what happened in the past) and predictive data (what is likely to happen in the future).

The ESY determination must be made in relation to the regression (loss of learning and/or skills) and recoupment (difficulty in regaining learning and/or skills) and related factors.

The ESY determination must be accompanied by an explicitly defined rationale.

The ESY determination cannot be limited to a particular disability and/or type of placement (RSP no – SDC yes, etc.).

Regression and Recoupment



The question is whether the loss of skills and/or extra time to regain them is likely to create a significant barrier to progress toward goals and/or to learning.

Regression = Does the student need extra reinforcement of skills to prevent the loss of learning and/or skills.

Recoupment = Is the student at higher risk for difficulty regaining learning and/or skills lost over time.

Regression and/or recoupment evidence may qualify a student for ESY.

Data Collection for Regression and Recoupment



Compare June IEP progress report to back-to-school IEP goal testing for regression.

If regression, monitor and regularly test until student regains learning and/or skill for recoupment.

Pre- and post- IEP goal testing before and after every major vacation period (winter and spring breaks, etc.) for regression.

If regression, monitor and regularly test until student regains learning and/or skill for recoupment.

Gather regression and/or recoupment data from previous records, reports and IEPs.

Some Reasons to Offer ESY



Regression

Mark exhibited a 50% regression for all 6 IEP goals from June 2015 to Sept 2016. Once he regained these skills he again exhibited a 47% regression for the same 6 IEP goals during the 2 week winter break. Once he regained these skills he exhibited a 43% regression for 5 of the 6 IEP goals during the 1 week spring break.

Recoupment

Martha exhibited a lag of 4 months (40% of the school year) in recovering the skills she lost during summer 2012. Once she recovered the skills she again exhibited a lag of 2 months (20% of the school year) following the 2 week winter break. This pattern was in stark contrast to other students with the same disability and severity level in the classroom who received the same instruction.

Some Additional Reasons to Offer ESY



Emerging Skills

Juan is beginning to emerge from a ELL silent period into a verbal interaction period with his peers as he acquires ELL skills. Developmentally he is entering a period of language acquisition in which he needs consistent and constant verbal modeling by adults and his non-disabled peers. In order to generalize these new skills, this developmental period typically lasts approximately 6 months. Since he is the only child in the home he does not have access to other non-disabled students during the day.

Disability Severity

Amanda is a student with an Intellectual Disability based upon a PSY report of an IQ less than 30. She makes slow and steady progress on her IEP goals but this progress is extremely limited and any gains are based on intensive individualized instruction with almost all of her instructional day structured in order for her have a 1:1 instructional assistant to support the Special Education teacher. Any loss of instructional time results in a complete halt to any progress on her IEP goals.

Even More Reasons to Offer ESY



Interfering Behaviors

Jason has significant behavior problems that interfere with his learning. He has a BIP in the current IEP which requires almost constant behavior management by the school staff including a 1:1 instructional assistant. The BIP has been successful in containing Jason's behaviors, but any reduction in the intensity of the behavior management program, even for a few minutes, creates a significant negative physical response and disrupts any training.

Special Circumstances

Elizabeth has AUT and has found it difficult to bond and interact with family and friends. She is the closest with her father who has now left the home due to a divorce. This has had a significant negative effect on Elizabeth during the last 3 months of the school year. It is anticipated that she will continue to have adjustment problems especially during the summer if she does not have a structured school environment on a consistent basis.

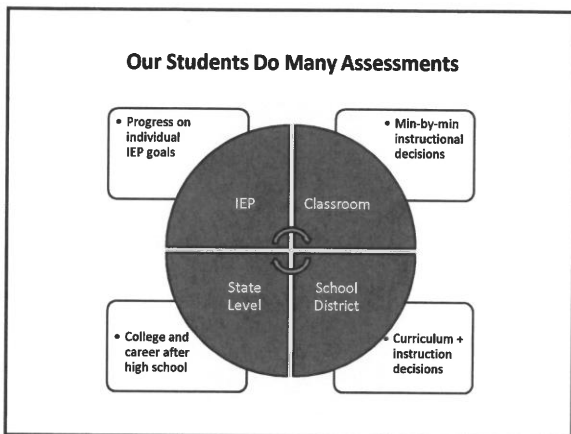
Some Buts About ESY



But we already held the annual or triennial IEP.
 Hold an amendment IEP and add ESY.
 But there is no Gen Ed class for Inclusion.
 Inclusion is not required for ESY.
 But the student walks to school and we moved the ESY school.
 Hold an amendment IEP and add transportation.
 But the student will not attend ESY anyway.
 ESY offer is required but student attendance is permissive
 because there is no ESY compulsory attendance like the
 regular school year.
 But I do not want to do any more paperwork.
 Best practice is to do an IEP goals pre- and post- assessment
 to validate that ESY instruction was effective.
 But I do not have any data to make an ESY recommendation.
 Use retrospective data from records and predictive data.





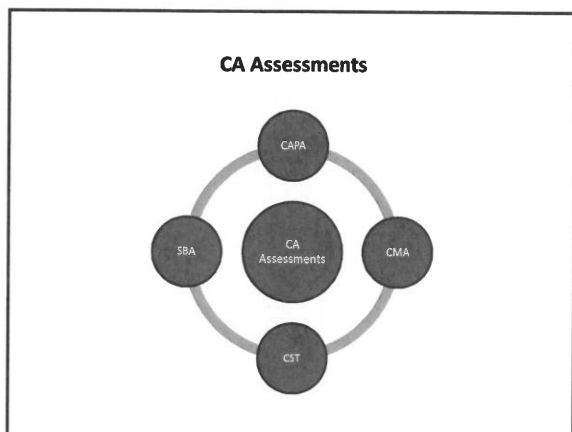


CAASPP

The California Assessment of Student Performance and Progress (CAASPP), which replaced the Standardized Testing and Reporting Program (STAR), is the CA state academic testing program for all students including those with disabilities.

CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and a career.

CAASPP includes both computer-based and paper-based tests.



CA Assessments

CAPA = CA Alternate Performance Assessment

CMA = CA Modified Assessment

CST = CA Standards Test

SBA = Smarter Balanced Assessment

CA Assessment and Accommodations

A testing accommodation is a change in the manner in which assessment occurs.

A testing accommodation does not fundamentally change what is being assessed.

A testing accommodation is listed in the student's IEP the same as other instructional accommodations.

A testing accommodation should be used during the year to prepare the student for upcoming assessment.

A testing accommodation must be provided during assessment if it is listed in the student's IEP.

CA Assessments

Where do you find information about CAASPP?

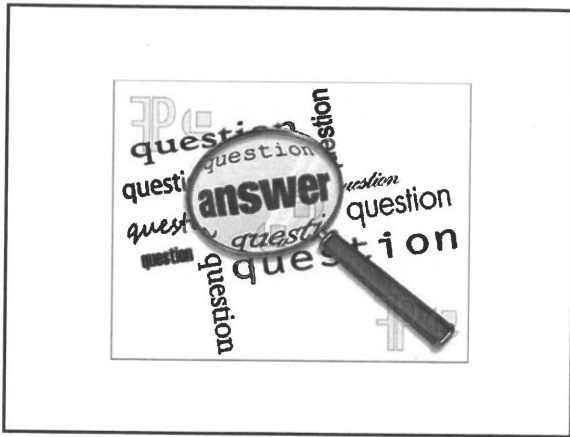
www.cde.ca.gov/ta/tg/ca

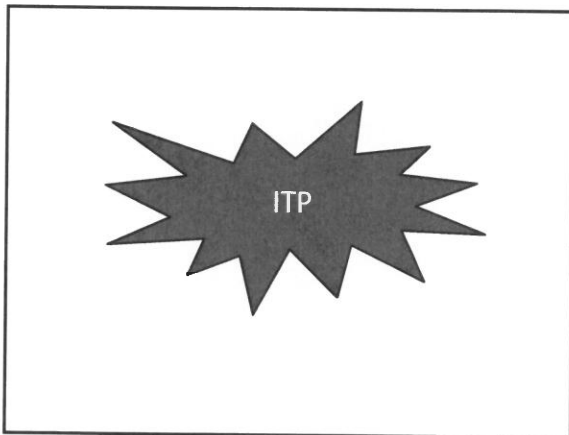
www.caaspp.org

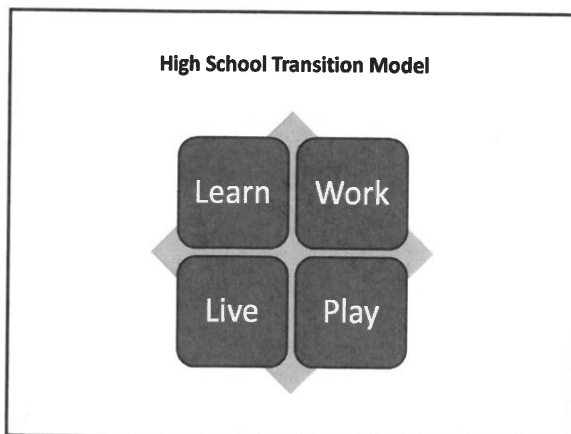
Who will help you with this?

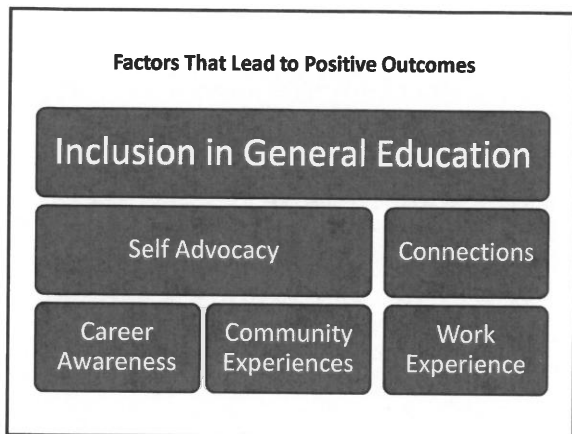
Special Education Director


CAASPP Coordinator









CA State Performance Plan 

Indicator 1. Increase graduation rate.
CA has NOT met the corrective action target.

Indicator 2. Decrease drop-out rate.
CA has NOT met the corrective action target.

Indicator 13. Secondary transition goals and services.
CA has NOT met the corrective action target.

Indicator 14. Post-secondary education and employment.
CA has NOT met the corrective action target.

*State of California State Performance Plan for Individuals with Disabilities
Education Act of 2004 submitted December 2005 revised November 2011*

IEP Process and High School Transition

IDEA 2004 requires a high school transition IEP not later than the 1st IEP to be in effect when the student turns 16 or as young as 14 if appropriate.

It is best practice to hold the 1st high school transition IEP at the end of 8th grade before the student enters high school.

It is best practice that both middle school and high school staff participate in the 1st high school transition IEP.

Thereafter an annual high school transition IEP is held until the student graduates or ages out at 22.

Options for Exiting High School

Standard Diploma – completes a prescribed course of study (diploma coursework) and has passed proficiency requirements approved by the state with or without differential standards.

Certificate of Completion – completes an alternative course of study (functional skills curriculum) approved by the local governing board.

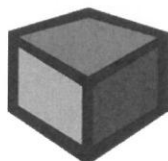
The selected option must be clearly specified because it drives all of the other components in the IEP.

Key Components of a Transition IEP 8th to 9th Grade



IEP Transition Goals

Print the 6 IEP transition goals on each side of the cube.
Describe 2 of them without repeating the name.



IEP Transition Goals

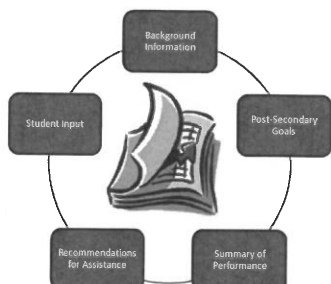
Examples of IEP Transition Goals

| Mild/Moderate Disabilities | Moderate/Severe Disabilities |
|---|--|
| Education Attend a 4 year college | Education Attend a 2 year community college |
| Training Complete graphic arts intern | Training Complete electrician apprentice |
| Employment F/T graphic artist | Employment F/T electrician |
| Recreation/Leisure Community baseball team | Recreation/Leisure Community soccer team |
| Living Rent own apartment | Living Rent apartment with friends |
| Self Advocacy Independent self advocacy | Self Advocacy Supported self advocacy |

Summary of Performance - SOP

For a individual whose eligibility under Special Education terminates (loss of PSP) due to graduation with a standard diploma or due to exceeding the age of eligibility, the LEA "... shall provide the child with a summary of the child's academic achievement and functional performance which shall include recommendations on how to assist the child in meeting his/her post-secondary goals." The SOP must be completed during the final year of a student's high school or post-high school education.

Components of a Summary of Performance - SOP



The Myth of the SOP

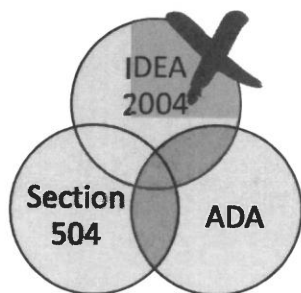
There is a myth that the student's final IEP can be used in place of the SOP.

This is NOT true. All students receive a SOP when they graduate or age out at 22.

There is a myth that only students with moderate/severe disabilities require a SOP.

This is NOT true. All students receive a SOP when they graduate or age out at 22.

Public School Protections - PSP



Self-Advocacy and Case Management

Case managers usually advocate for their student without the student being present.

I will take care of it.

Case managers sometimes advocate for their student with the student being present.

Let's take care of it together.

Case managers seldom advocate for their student by training the student to advocate for herself/himself and then arranging for monitored practice opportunities.

You take care of it.

Self-Advocacy and Student Choice

Involving the student in making decisions about his/her future is critical to the high school transition process.

For the student to have direction and control over his/her own life, they rather than the service providers, are central to planning, implementing and evaluating high school transition activities.

As few as 1 in 4 student with disabilities who graduate or age out of high school have such a goal included in their IEP high school transition plan.

Ways In Which Student Can Be Involved in IEP

The goal is student self advocacy.







What Is FAPE?

F = Free at public expense



A = Appropriate to individual needs



P = Public school placement



E = Education to prepare for future



What is a FAPE Offer?

The entire IEP can be conceived as the FAPE offer.

But there are specific IEP components as well.

IEP goals and progress reporting

Services such as SPE, OT, etc.

Supports incl'ng accommodation and modification

Transportation

Gen Ed and inclusion opportunities

Placement in LRE

Other

Make sure the parent/guardian or adult student get a copy of the *Notice of Procedural Safeguards*.

FAPE - Transportation



Transportation is to be provided if the student with a disability needs it to access services and supports.

Transportation is usually described as portal-to-portal (door-to-door).

Transportation can be in a variety of vehicles (big bus, little bus, taxi, etc.) depending on the IEP.

Transportation may be provided for ESY if the program is not held at the student's neighborhood school.

FAPE -- Gen Ed and Inclusion



The IEP team must make a decision as to how much time the student with a disability will spend included in the Gen Ed classroom.

% of time in Gen Ed + % of time not in Gen Ed = 100%

| | |
|-----------|------------|
| Inclusion | Separation |
|-----------|------------|

The IEP team must provide a reason(s) as to why the student with a disability cannot spend time in the Gen Ed classroom.

The IEP team must make a decision as to what services and supports are needed by the student with a disability in order to increase time in the Gen Ed classroom.

FAPE – Placement in LRE



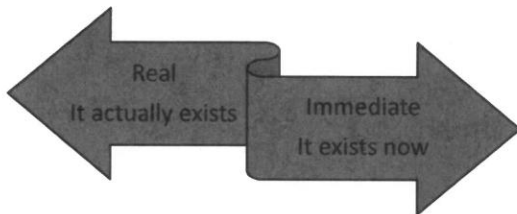
Placement decisions must be made in conformity with least restrictive environment (LRE) requirements.

These requirements direct that to the maximum extent possible a student with disabilities be educated with their typically developing peers.

Placement must be made in a school that the student would attend if s/he did not have a disability unless unique circumstances prevent this placement.

The dilemma of RSP versus SDC placements at the elementary school level.

FAPE – Real and Immediate

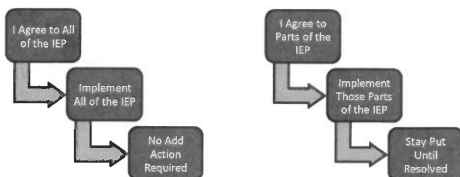


Consent to Implement the IEP



Consent to All of the IEP

Consent to Parts of the IEP



Your Autograph Please

The IEP is a team activity and it requires all appropriate and necessary members to participate.

DO encourage IEP team members to print their name as well as sign the IEP. 

DO NOT encourage IEP team members to do a "drive by" IEP.





