

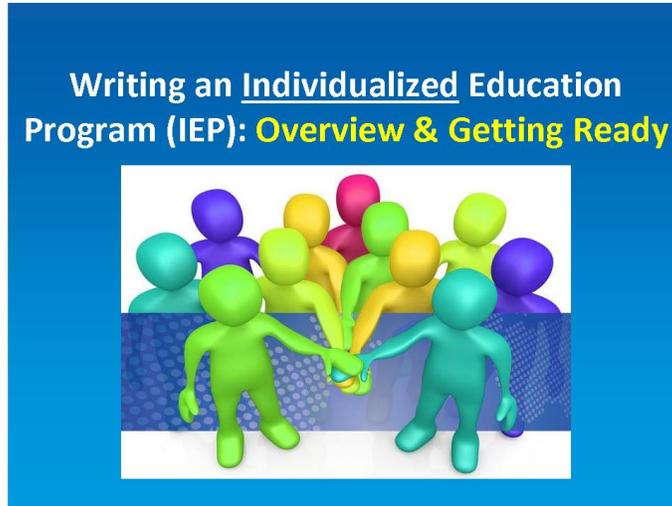
The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)



Module 1: Overview and Getting Ready

Presenter Notes

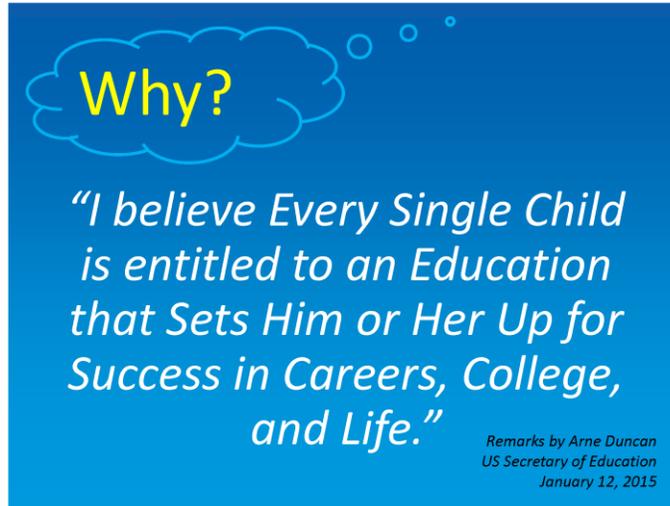


Point of the slide – welcome participants

PRESENTER – *use content below to frame presentation of material*

- This is a Professional Learning series on Writing an Individualized Education Program or IEP
- This is the first module in a series of 4
- This module provides an overview of both the series and of the critical components of an IEP

Notes: _____



Point of the slide – establish the importance of aiming high for all students

PRESENTER – use content below to frame presentation of material

- IDEA is about success for children and youth with disabilities.
- It is important to ensure that each child is held to high expectations and given opportunities to learn skills and knowledge essential to success in an adult life of their choosing.
- The Individualized Education Plan or IEP is one key element for helping students be successful.
- Having a good IEP that provides a roadmap toward that success is imperative to avoid detours and dead end streets.
- This IEP Team Professional Learning Project’s purpose is to develop knowledge and skills for creating IEPs for individual student success in careers, college, and life.

Notes: _____

The IEP Team Professional Learning Experience	
Module 1:	Overview & Getting Ready
Module 2:	Data-Driven Present Levels of Performance
Module 3:	Measurable Goals
Module 4:	Accommodations, Modifications, & Service Delivery

Point of the slide – provide an introduction to the four modules

NOTE to PRESENTER: Click to change slide after each description of a module.

PRESENTER – *use content below to frame presentation of material*

- Modules serve the dual purposes of refreshing and extending professional understanding of the IEP.
- They incorporate guidance on how to make decisions based on new and changing requirements, such as Louisiana’s Act 833.
- Module 1 - the Overview is intended to ensure that a broad base of educators and families understands the roles and responsibilities associated with being part of an IEP Team. This module provides activities and tools to assist the team to be prepared for the IEP meeting and evaluate the team’s performance of their responsibilities.
- Module 2 on Data-Driven Present Levels of Performance is intended to ensure that the IEP Team knows how to use key data to both describe the student’s present levels of academic and functional performance in General Student Information and to make programmatic decisions.
- Module 3 on Measurable Goals is intended to ensure that the IEP Team can accurately and adequately write measurable goals based on the student’s needs as described in the Present Level of Academic Achievement and Functional Performance (PLAAFP.)
- Module 4 – Accommodations, Modifications, and Service Delivery is intended to ensure that the IEP Team makes decisions about which – if any – accommodations or modifications the student needs to progress toward meeting those measurable goals. Least Restrictive Environment and Service Delivery is intended to ensure the IEP Team makes judicious, data-based decisions about placement that minimize separation from non-disabled peers.

Notes: _____

Module 1: Purposes

- Why have an IEP?
- Why have an IEP team?
- Why have an IEP meeting?
- What do you need to prepare for an IEP Team Meeting?

Point of the slide – provide the purpose of Module 1 organized to answer four questions

PRESENTER: Learner Handout Packet, p. 1

PRESENTER – *use content below to frame presentation of material*

Module 1 answers four important questions –

- Why have an IEP?
- Why have an IEP team?
- Why have an IEP meeting?
- What do you need to prepare for an IEP Team Meeting?

Notes: _____

Module 1: Expected Outcomes

Participants Will Know:

- ✓ The Purpose of an IEP: Educational Benefit
- ✓ Steps in the IEP Team Process
- ✓ IEP Team Roles & Responsibilities
- ✓ Qualities of an IEP
- ✓ How to Prepare for a Meeting

Point of the slide – set stage for getting started

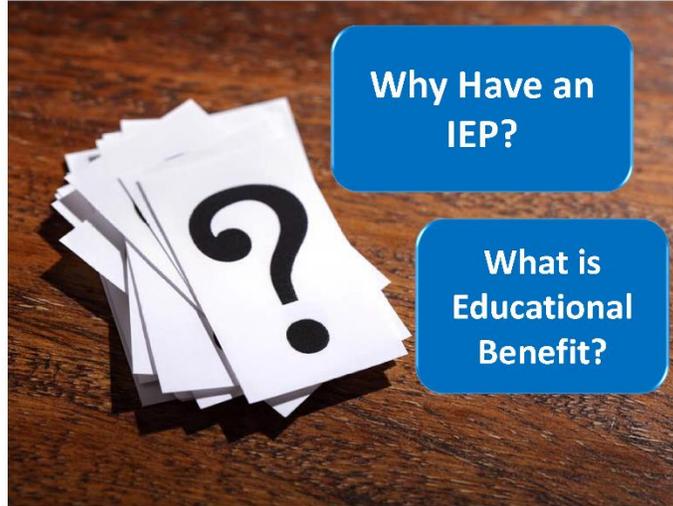
PRESENTER – Learner Handout packet, p. 1

PRESENTER – *use content below to frame presentation of material*

Participants for Module 1 are expected to know –

- The purpose of an IEP, which is Educational Benefit
- The steps in the IEP team process
- IEP team member roles and responsibilities
- The qualities of an IEP
- How to prepare for an IEP team meeting

Notes: _____



Point of the slide – introduce the concept that the IEP is developed for the purpose of ensuring educational benefit

NOTE to PRESENTER: Click to make boxes appear individually.

PRESENTER – *use content below to frame presentation of material*

- We all know that the IEP is required by law. Yet, the IEP is much more.
- The IEP is the program – the plan – the roadmap to the future for a student with disabilities.

Notes: _____



Individuals with Disabilities Education Act (IDEA) – Educational Benefit

“meet the child's needs . . . to enable the child to be involved in and make progress in the general education curriculum”

34 CFR 300.320(a)(2)(i)(A)

Point of the slide – provide connection to IDEA

PRESENTER – Learner Handout packet, pp. 2 – 4

- References to federal and state statutes
- Source: U.S. Code § 1400 - Short title; findings; purposes
- Note that page 4 of handouts addresses Act 833.

PRESENTER – *use content below to frame presentation of material*

- Ultimately we want all students have access to and make progress in the general education curriculum.
- The IEP is an important support to enable the student with a disability to achieve this outcome.

Notes: _____

Educational Benefit



*Improving educational results for children with disabilities is an essential element of our national policy of ensuring **equality of opportunity, full participation, independent living, and economic self-sufficiency** for individuals with disabilities.*

Point of the slide – define/discuss meaning of educational benefit

PRESENTER – use content below to frame presentation of material

Congress recognized improving educational outcomes for students with disabilities as a national policy imperative.

Notes: _____



Point of the slide – provide an analogy or picture for thinking about IEP planning

PRESENTER – *use content below to frame presentation of material*

- A roadmap provides an image of something in real life with which almost everyone is familiar.
- Mapping out the direction or route you want to take is illustrative of good planning.
- It is not done all at once, rather the planning is ongoing and, in the end—even though one destination may be reached—there is always another.
- The new goal will not always be totally new and different, though at times it might be. Sometimes it might be expanded or revised based on data gathered along the way.
- You have to know where you want to go then you put in good data about where you currently are to create a map.
- As you go along, new opportunities arise or you come upon a barrier and you have to adjust.
- When you arrive at your first goal, you choose a new or expanded goal that will help you get to the long-term destination.

Notes: _____

**Learning Together Activity:
Educational Benefit**



**Ask Yourself:
What Positive
Outcomes concerning
Educational Benefit
should Families
Expect? Students?
Teachers?**

Learner Handout Packet, Page 5

Point of the slide – engage participants in discussion and sharing their ideas.

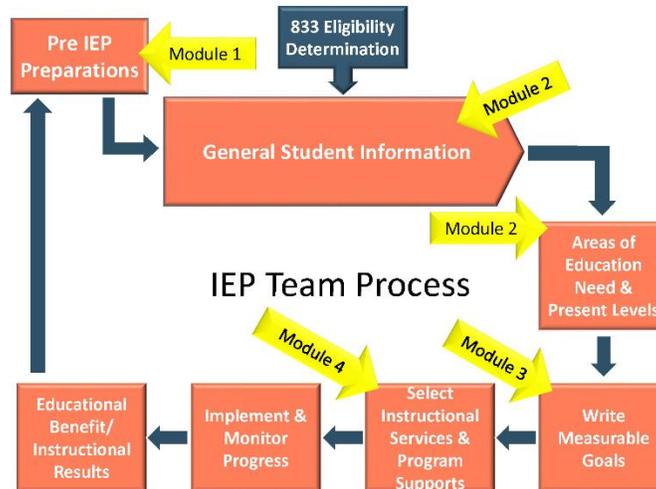
PRESENTER – Learner Handout packets, p. 5

PRESENTER

- Step 1: Ask participants to find Learner Handout packet page 5 and read question on the slide and at top of page.
- Step 2: Give participants 2 minutes to generate and write their own responses to the question in the respective boxes.
- Step 3: Ask participants to form groups of 3 – introduce themselves and share their responses. Suggest that they add to their lists as they hear something new from their neighbors. (4 minutes)
- Step 4: Engage in some whole group sharing and reflection. Suggest that participants continue to add notes or new ideas to their Learner Handout packet as you proceed through this session. (2 minutes)

Approximate Total Time: 7-10 minutes

Notes: _____



Point of the slide – provide a visual of the whole process for developing and implementing an IEP.

PRESENTER – Learner Handout packets, p. 6

PRESENTER – *use content below to frame presentation of material*

- The final IEP document has many parts, but, for now the focus is on the steps in the process.
- The whole IEP process is made up of seven or 8 components.
- While there is some pre-IEP preparation, the process generally begins with a general description of student information that includes the present levels of academic achievement and functional performance (PLAAFP).
- This leads to identifying areas of education need and the development of annual goals that can be measured to monitor and report progress.
- Based on the identified goals, the team selects the special education services that will support achievement of the goals, including how participation in general education curriculum and classroom will support accomplishment of those goals.
- The IEP also addresses any necessary program and/or testing modifications and the length and duration of services.
- As goals are achieved through implementation of the IEP, the process starts anew using progress monitoring data to develop a new or revised IEP
- Ultimately, the desired outcome is for success in a student’s post-school choices

NOTE to PRESENTER: Click a second time to show how the content of the modules follows the process components

PRESENTER – *use content below to frame presentation of material*

- The four modules have been developed around the critical components in the IEP team process.
- Module 1 will focus on the pre-IEP preparation to ensure the whole team is on the same page. Modules 2 through 4 will go into more detail about specific content of the IEP document.

Notes: _____



Point of the slide – introduce concept that it takes a team of individuals with different perspectives.

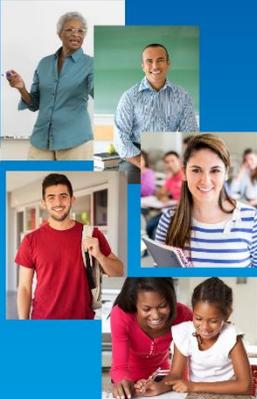
PRESENTER – *use content below to frame presentation of material*

- Having a team of knowledgeable people design a student’s individual education program provides for various perspectives of the student – school and home and community.
- Family members and the student provide background and community experience and expectations.
- Educators – teachers, counselors, related service providers, administrators – provide the perspectives of school expectations and requirements.
- The team works together at the IEP meeting to plan a program to meet the individual needs of a specific student with disabilities.
- The meeting builds a communication channel between the family and school.

Notes: _____

IEP Team Members

- Parents or Legal Guardians
- Officially Designated Representative (ODR)
- General Education Teacher(s)
- Special Education Teacher(s)
- The Student
- Evaluation Representative (Initial)
- Other Individuals



Point of the slide – review the members of an IEP team

PRESENTER – Learner Handout packet, p. 7

PRESENTER – *use content below to frame presentation of material*

- IEP teams are comprised of all who have information about and work with the student.
- See IDEA and LA IEP Manual for required listing of IEP team members.
- Required members include:
 - The student’s parent or parents or legal guardians are important members of this team. The parent is an equal partner in the IEP team decision-making process. Learner Handout packet contains a definition of parent.
 - An officially designated representative of the LEA or ODR must attend. The ODR must be qualified to provide or supervise provision of specially designed instruction, knowledgeable about the general education curriculum as well as the resources of the LEA/school to implement the IEP.
 - A general education teacher or teachers if the students is expected to or may be in general education classes. The general education teacher can discuss the general education curriculum and how the curriculum is taught, as well as make recommendations for positive behavior supports and other contributions as applicable.
 - A special education teacher to bring information on the provision of special education services, progress monitoring and data-based decision-making, assistance with accommodations and assistive technology, and supports to help ensure the student’s participation in the school community.
 - The student. Bulletin 1530 states, *The student should be given the opportunity to participate in the development of the IEP. In many cases the student will be responsible for the goals and objectives.*
 - An evaluation representative is required at an initial IEP meeting. This person must be able to interpret the evaluation data for the individual student.
 - Other individuals can be invited at the discretion of the parent or the LEA. These other individuals would be persons with special knowledge or expertise such as related service personnel, guidance counselors, advocates, and others. To build the communications channels and trust, it is important that the LEA let the parent know of others who are being invited to the meeting; similarly, parents should let the LEA know of others whom they have invited.

Notes: _____



Point of the slide – remind participants of the importance of including the student as an IEP team member

PRESENTER – Reference Learner Handout packet, pg. 18 (link to www.imdetermined.org for resources on self-determination and student involvement in their educational outcomes)

PRESENTER – *use content below to frame presentation of material*

- The Louisiana regulations are very clear that *the student should be given the opportunity to participate in the development of the IEP.*
- We've heard it said that students can only participate after they reach 4th grade or 6th grade or 12 years of age, but there is no restriction on the age for when a student can participate.
- Whenever a student is included as a participant, at whatever age, it is best to provide some coaching or preparation about what to expect and how a student might wish to participate as a contributor to the conversation.
- It is also clear that the student must be invited at any age whenever the purpose of the meeting will be the consideration of postsecondary goals and transition services.
- Whether the student is invited or attends the actual IEP meeting, the student should actively participate in development of the IEPs.
- There are a variety of ways to involve the student including: 1) to talk with the student about his or her interests, classes, likes, dislikes, hopes and dreams or 2) more formally interview the student. Information gathered from these activities provides valuable data to share and compare with that of other IEP Team members. Student-led IEP meetings are another way to directly involve students in the development of their IEP and supports and services.
- An important aspect of including the student in the IEP planning and meeting process and more importantly successful educational outcomes is teaching personal responsibility for learning along with self-advocacy and self-determination.

Notes: _____

Rationale for a Team Approach

- Different Information about the Student
- Data from Differing Perspectives
- Consensus of a Team
- Creates Buy-in for Implementing the Program

A photograph of a young child with light hair, wearing a blue jacket, looking thoughtful with one hand on their chin. The child is positioned in front of a green chalkboard that is covered with numerous white question marks. The photo is tilted slightly to the right.

Point of the slide – To provide rationale for having an IEP meeting

PRESENTER – *use content below to frame presentation of material*

- Team members bring different information about the student.
- Team members look at data from differing perspectives.
- Good decisions come from consensus of a variety of perspectives.
- Meeting as a team creates buy-in and ownership for implementing the program.

Notes: _____

**Learning Together Activity:
IEP Team Roles**



**Take a Moment:
Complete the
Activity on Page 8.
Think about What
You May Share with
the Group.**

Learner Handout Packet, Page 8

Point of the slide – To engage participants in reflective conversation

PRESENTER – Learner Handout packets, p. 8

PRESENTER – *use content below to frame presentation of material*

Step 1: Have participants turn to Learner Handout packet page 8 and give 2 minutes to complete the matching activity.

Step 2: Have participants get with 2 or 3 neighbors and compare answers (2 minutes).

Step 3: Ask for any reflection or questions (2 minutes).

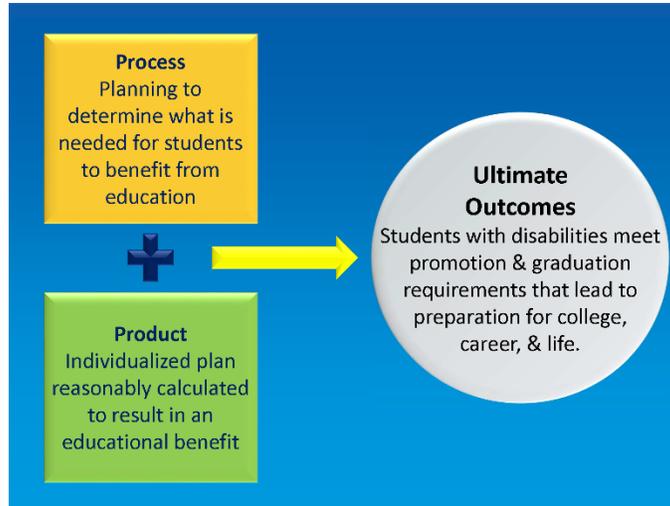
Approximate Total Time: 5 minutes

Notes: _____



Point of the slide – transition to next section of the Module – rationale for having an IEP Meeting

Notes: _____



Point of slide – connector slide – IEP as process that leads to a product (IEP) that leads to the ultimate successful outcomes for individual students with disabilities

PRESENTER – use content below to frame presentation of material

- The IEP is NOT a document with blank spaces to be completed.
- IEP Team has important responsibility to thoroughly and thoughtfully consider the educational and functional outcomes, both short-term and long-term, of the student
- IEP Meeting is a process. IEP document is a product that results in meaningful information.
 - Process - effective planning - one-year plan that focuses on goals
 - Product – plan “reasonably calculated to result in educational benefit” for the individual student
 - Ultimate Outcomes – prepared for college, career, life

Notes: _____



Point of the slide – emphasize to participants the importance of the IEP as a team conversation

PRESENTER – *use content below to frame presentation of material*

- Coming together in a meeting provides an opportunity to have a conversation that allows everyone to build a shared picture or road map.
- The IEP builds a communications channel between the family and the school.
- This roadmap gives everyone a concerted destination – one that all can work toward achieving.
- While certain things get written on a document – the IEP form – the conversation that occurs is critical to building shared meaning or shared understanding.
- Conversations and relationship-building within the IEP team are critical, especially given the different paths students can take such as alternate pathways to promotion and graduation.

Notes: _____



Point of the slide – provide a review of how Act 833 decision-making impacts IEP team decisions

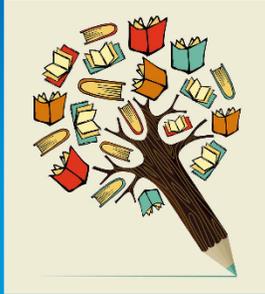
PRESENTER – use content below to frame presentation of material

- Act 833 emphasizes the importance of planning for the future throughout a student’s school career.
- Post-school outcomes are built on the many years leading up to leaving school.
- Act 833 supports the commitment to ensuring an individualized program that supports the student in progressing toward successful educational outcomes – graduation, college, career, independent living – dreams.
- The IEP Team and meeting serve also as a means of guiding the student as she or he plans for the future.
- The IEP Team uses data driven decision making to thoughtfully evaluate the student’s progress and make program adjustments.

Notes: _____

Qualities of an IEP

- ✓ Results in Educational Benefits for a Successful Life
- ✓ Connected to State Standards
- ✓ Requires Knowledge About the Curriculum and Effective Instructional Practices
- ✓ Living Document



Point of the slide - provide a concept of what constitutes a quality IEP

PRESENTER – use content below to frame presentation of material

- There are certain premises or assumptions underlying good IEPs.
- IEPs are individualized to provide the student with an education that to the greatest extent possible addresses the general education curriculum in the general education classroom.
- For our purposes - “Good” is synonymous with effective or high quality. The term “educational benefit” appears in case law and relates to the student *advance[ing] appropriately toward attaining the annual goals and to be involved in and make progress in the general education curriculum* (§300.320(a)(4)(i & ii).
- Other assumptions about good IEP development include the following:
 - Having knowledge about the curriculum is important to help guide discussions about instructional content or IEP goals.
 - Effective instructional practice is critical to understanding what is reasonable for one year as well as determining the services, both direct and indirect, that will most likely help the student achieve the desired one-year goal(s).
 - Improving student learning is ultimately about choosing effective instructional services and strategies.
 - Ultimately, a good IEP results in student learning – it’s what the student has learned that is the most important result.
 - Our best intentions and planning must result in improved competence of the learner.
- Characteristics of a good IEP include that it:
 - is reasonably calculated to result in educational benefits for a successful life;
 - is connected to state standards as a fundamental component to educational benefit;
 - requires team knowledge about the curriculum and effective instructional practices; and
 - is a living document.

Notes: _____

**Learning Together Activity:
The IEP as a Living Document**



"We are dedicated to making sure that a child's IEP is a 'Living Document...'"

How would you know an IEP is a Living Document?

Learner Handout Packet, Page 9

Point of the slide – provide an opportunity for small group discussion and learning together.

PRESENTER – Learner Handout packets, p. 9

PRESENTER – *use content below to frame presentation of material*

Step 1 – Ask participants to look at Learner Handout packet page 9 and provide 1 minute for thinking and writing in silence.

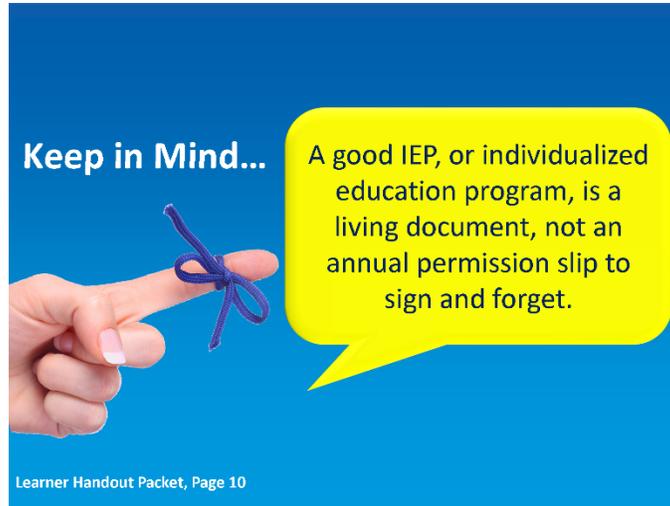
Step 2 – Ask participants to share the ideas with their neighbor(s) and add to their original list (3 minutes).

Step 3 – Ask a few participants to share their ideas with the full group (2 minutes).

NOTE to PRESENTER: Source of quote on slide: <http://www.passagewayschool.net/iep.php>

Approximate Total Time: 5 minutes

Notes: _____



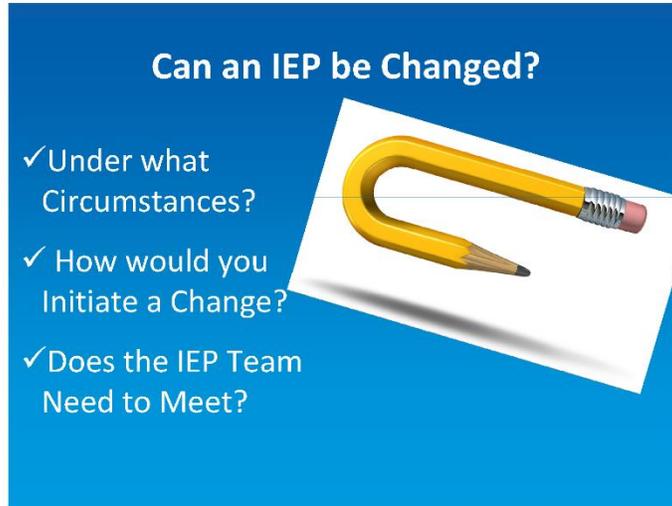
Point of the slide – examine possible evidences that the IEP is a living document

PRESENTER – Learner Handout packets, p. 10

PRESENTER – *use content below to frame presentation of material*

- A good IEP is meant to be used by all those who are part of the student’s IEP Team.
- Teachers – general education and special education – use it to inform their instruction and to measure progress.
- Developing routine times for review, such as reporting periods, allows for both educators and families to know when adjustments need to be made either because of accelerated progress or a lack of expected progress.
Source: Indy’s Child – Gauging an IEPs Effectiveness
- Learner Handout packet Page 10 provides 5 Questions to Determine if the IEP is a Living Document. This can be used later as a checklist or tool for reviewing school practices.
 - All IEP team members and those responsible for providing supports and services have reasonable access to the IEP. (For questions concerning what constitutes “reasonable access” to the IEP, consult your district or school’s policies).
 - Each team member can identify accommodations specified on the IEP.
 - Data are matched to the goals on the IEP.
 - Progress reports specifically identify progress on IEP goals.
 - There is communication between IEP team members about student performance and progress other than regularly scheduled progress reports.

Notes: _____



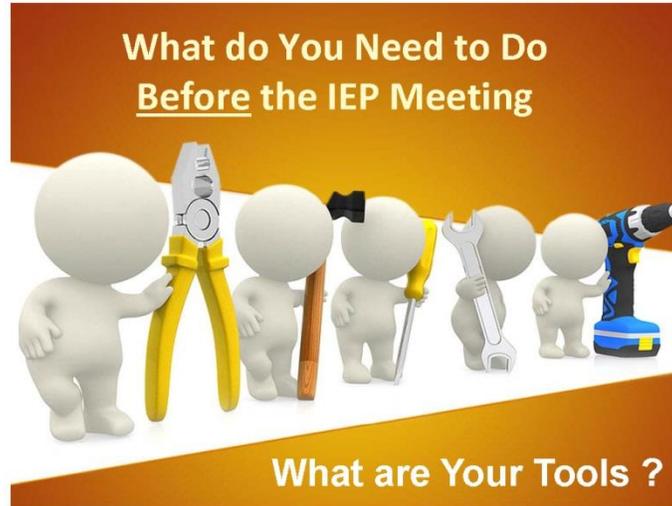
Point of the slide – remind participants that the IEP as a living document can be modified as needed

PRESENTER – Learner Handout packets, page 11

PRESENTER – *use content below to frame presentation of material*

- As a living or dynamic document the IEP may need to be amended.
- Amendments may need to be made because of progress exceeding what was initially expected or planned or because progress in one or more areas has lagged behind what was expected.
- It is a time for the IEP Team to reflect and evaluate the program, the instructional strategies, the settings in which services are received, and other data that will help them decide how to amend the IEP to address that individual student’s needs.
- Reconvening the IEP Team for a meeting is different from having a teacher conference.
- When the parent and the LEA agree not to convene a formal meeting to make changes, an amendment or modification to the IEP can be completed.

Notes: _____



Point of the slide – set the stage for a conversation about preparing for a meeting

PRESENTER – use content below to frame presentation of material

- Compare preparing for a meeting to other routine activities an individual has in his/her life. For example, how one gets ready to start the day.
- Most people have routines for daily life that they follow but don't even consciously think about. But when we prepare, the day may go more smoothly.
- Similarly, we often think of meetings as routine. But each is unique.
- When time is given to preparing for the meeting, it is more likely to be more productive and efficient.
- Depending on an individual's role in the meeting, the preparation routine may be different.
- However, the person who coordinates or facilitates the meeting will need to carry out some specific preparation functions.
- Consider the tools your district or school has available to help prepare for the IEP meeting.

Notes: _____



Point of the slide – to highlight some IEP meeting preparation items that are important to consider

PRESENTER – Learner Handout packet, p. 12-15

PRESENTER – *use content below to frame presentation of material*

- There are a number of considerations to take into account when preparing for an IEP meeting. Pages 12-15 of the learner handout include more information.
- Once the student is a student with a disability, all due diligence is needed to communicate with the parent through the **Written Prior Notice** to schedule the IEP meeting and communicate the purpose of the meeting and who is expected to be in attendance.
- Note in Louisiana, there are three possible types of IEPs for students with disabilities– the interim, initial, and review IEPs
- **Privacy and confidentiality** - ALL discussion during an IEP meeting and about the student are confidential and to remain among the team members. While there are requirements of law around this, it is important to consider privacy within the broader area of respect and trust.
- **Team member involvement:** Each member of the IEP Team is important. General educators bring to the meeting deep knowledge about the general curriculum and expectations. The general education classroom teachers in whose class the student has been attending bring knowledge of the student’s performance and progress. Special educators are knowledgeable about how to apply specialized instructional strategies to support learning and often bring deep knowledge of the individual student’s needs for accommodations or modifications. Parents and the student bring special knowledge of the student and his or her interactions across multiple settings – at home, at church, in the community, with friends and adults.
- LEAs should encourage school personnel to *take measures to ensure that parents and all other team members ... can understand and actively participate in discussions and decision-making*, including interpreters or translation services and alternate methods for participating such as virtual meetings through means such as video conferences or conference calls. It is good practice to document the measures used.
- Act 833 has also heightened the connection necessary among team members in planning students’ IEPs because of the important considerations and decisions that must be made about promotion and graduation.

Notes: _____



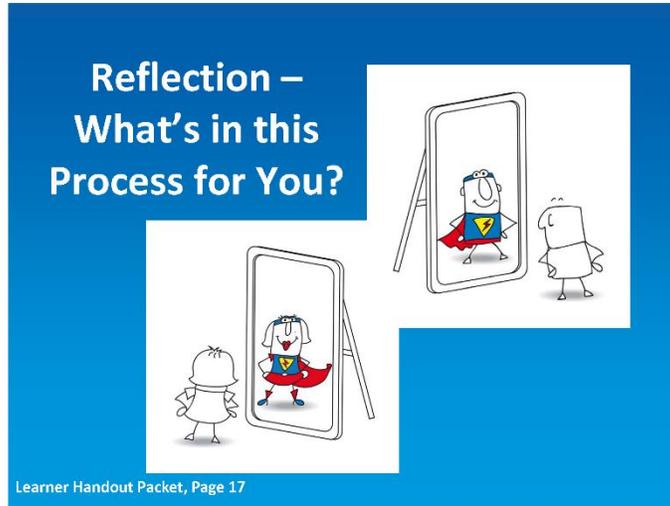
Point of the slide – introduce the use of checklists as a way to organize for the IEP Team Meeting

PRESENTER – Learner Handout packet, p. 16

PRESENTER – *use content below to frame presentation of material*

- Earlier the IEP development was described as a process that leads to a product, and the process is as important as the product.
- Checklists help us remember steps and are great ways to support preparation in our hectic lives.
- Handout page 16 is a short checklist to help ensure all of the preparation steps have been considered. On page 18 of the Learner Handout packet there is a link to a Parent IEP Meeting Checklist.

Notes: _____



Point of the slide – allow time to reflect and engage in conversation with others

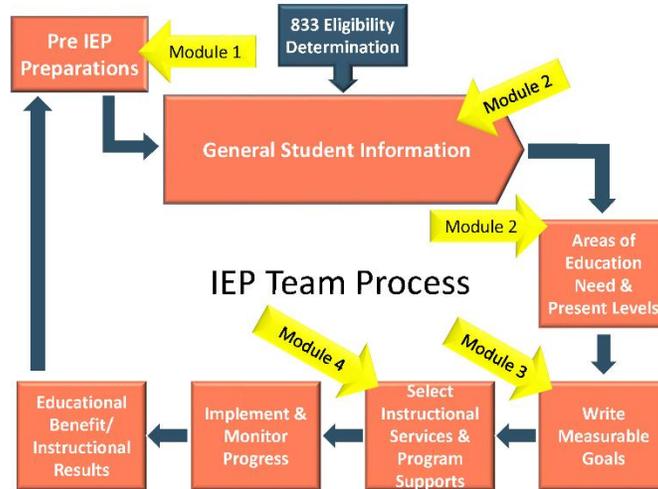
PRESENTER – Learner Handout packets, page 17

PRESENTER – *use content below to frame presentation of material*

- Step 1: Ask the participants to pause and reflect. Why would they want to commit to this process and the effort required? Tell them to take a few minutes to think and jot a few notes. Share with their neighbors. (1 minute to reflect; 4 minutes to share)
- Step 2: Ask for volunteers to share responses. (3 minutes)

Approximate Total Time: 8 minutes

Notes: _____



Point of the slide – review the four modules to bring closure to this module and set the stage for upcoming modules

PRESENTER – use content below to frame presentation of material

Remind participants that this module was an overview of the IEP Team process. Modules 2-4 will provide greater detail about the following:

- Describing general student information,
- Making the decision about Act 833 eligibility,
- Determining educational need areas,
- Writing statements describing the student’s present levels of performance for each educational need,
- Developing measurable goals and objectives,
- Deciding upon special education and related services and what are the least restrictive environments for provision of those services, and
- Considerations for successful implementation.

Notes: _____



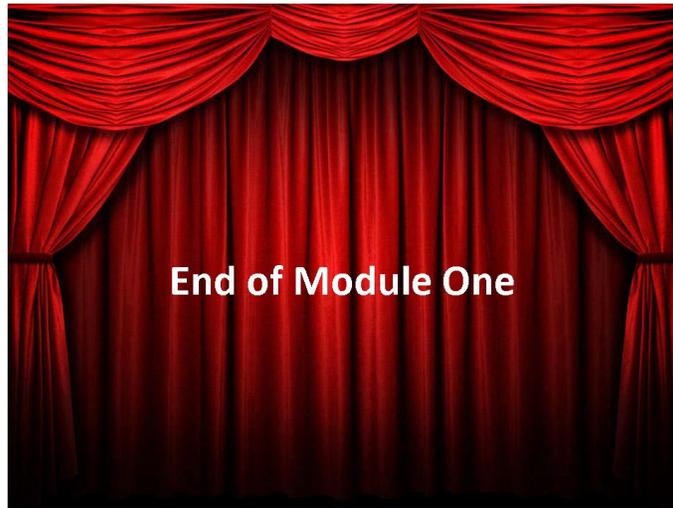
Point of the slide – Introduce additional resources

PRESENTER – Learner Handout packets, page 18

PRESENTER – *use content below to frame presentation of material*

- There are a few additional references and resources related to the four questions that have structured this module of your Learner Handout packets.
- Please do note the disclaimer – by listing these resources there is no endorsement or marketing of particular agencies or products.
- It is important to note that there is much more to Bulletin 1530 than is included in the Learner Handout packets; these were specific excerpts to support the work in this module.

Notes: _____



NOTE: Content of this slide and narrative will be shaped by how the module series is presented, either as standalone or part of a longer multiple module session.

These four modules were developed by the Human Development Center, LSU Health Sciences Center and the Jefferson Parish Families Helping Families with the financial support of the Louisiana Department of Education. Integral to the development process was input from a stakeholder group representing the perspectives of parents/family members, teachers, school administrators, related service professionals, counselors, and special education supervisors. East Baton Rouge Parish graciously hosted field tests of several of the modules so developers could solicit additional feedback on module content and sequence. Staff of the Louisiana Department of Education generously offered feedback and related material. Input and advice from all these people was vital to the process of module development, however, the Human Development Center, LSUHSC, is solely responsible for the final product. No endorsement from any entity or their representatives is intended or implied.

Notes: _____
