The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)

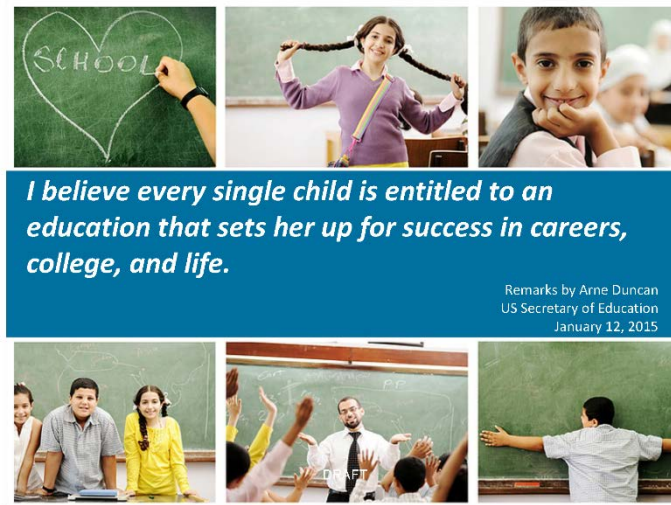# Module 2: Data-Driven Present Levels of Performance

Presenter Notes

Point of the slide -Welcome

PRESENTER – *use content below to frame presentation of material*
- Note Second module in a series of 4
- General purpose - An overview and discussion about using performance data for making decisions

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Point of the slide – emphasis on child and education for long-term goals and success

PRESENTER – <u>Learner Handout packet</u>, p. 1, agenda

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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 slide – remind why modules and content of this specific module

PRESENTER – *use content below to frame presentation of material*
Modules serve the dual purposes of refreshing and extending professional learning. They incorporate guidance on how to make decisions based on new and changing requirements, such as Louisiana's Act 833.

Module 1 – The Overview
Module 2 – Data-driven Present Levels of Performance
Module 3 – Measurable Goals
Module 4 – Accommodations, Modifications, and Service Delivery

(Highlight) Module 2 – focus on data-driven decision-making as part of a conversation about the student in general (General Student Information) and specifically (present levels of academic achievement and functional performance) for specific educational need areas; use these data to write individualized program

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Point of slide – to provide general purposes, continuity – ties Module 1 to Module 2

> PRESENTER – <u>Learner Handout packet</u>, p. 1

PRESENTER – *use content below to frame presentation of material*
Module 1 answered four important questions –
- Why have an IEP?
- Why have an IEP team and meeting?
- What are the essential or critical components of an IEP? and
- What are the expected outcomes?

Module 2 builds on the key foundation of the IEP Team meeting, conversation about the student
- Present levels are descriptions of the student's performance related to academic performance and functional outcomes
- Data about the individual student for making decisions

Questions to frame the module:
1. What do we mean by present levels?
2. What data should be used?
3. How might the data be analyzed?
4. What decisions can be made from the data analysis, including those for Act 833?
5. How do you decide on student need and write an effective present level statement?

NOTE: Current module is not an in-depth workshop on data analysis practices, but will provide more information on data sources and data conversations

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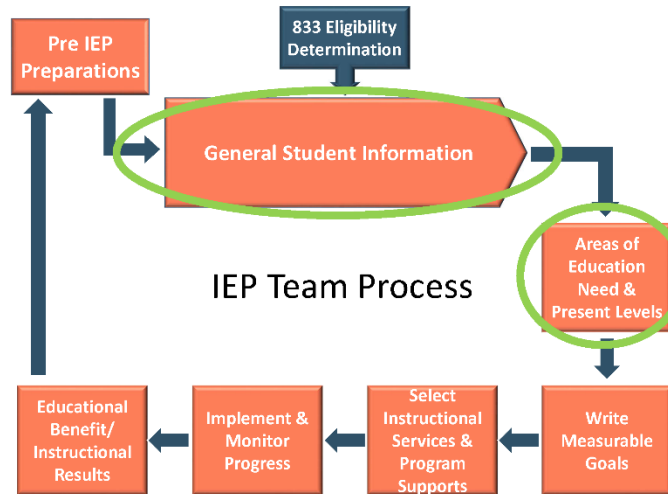**Point of slide** – to provide expected outcomes

> PRESENTER– Learner Handout packet, p. 1 for specific stated Expected Outcomes

PRESENTER – *use content below to frame presentation of material*
Participants for Module 2 are expected to –
- Identify data sources that inform the IEP conversation
- Consider data analyses that facilitate IEP team decisions, including those related to ACT 833
- Know the importance of present levels of performance to IEP development
- Engage in individual and group learning

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IEP Team Process

Point of the slide – provide a visual of the process and indicates the focus of Module 2

NOTE TO PRESENTER – Click to make circles appear around content areas for Module 2

PRESENTER – Learner Handout packet, p. 2

PRESENTER – *use content below to frame presentation of material*
Focus of this module is on
- General Student Information,
- 833 eligibility determination, and
- Educational need with descriptions of present levels of performance in that specific education need area

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Point of the slide – how each of these laws supports improved outcomes for students with disabilities.

PRESENTER – <u>Learner Handout packet</u>, pg. 3 for additional links and Information about these laws

PRESENTER – *use content below to frame presentation of material*
- Elementary and Secondary Education Act- accountability for all students, with challenging content
    - "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."
    (See more at: http://www.wrightslaw.com/heath/progress.curriculum.htm#sthash.rjtia3iZ.dpuf)
    - From Secretary Duncan's speech – January 2015 – about reauthorizing ESEA: *"Let's choose the path that says that we, as a nation, are serious about real opportunity for every single child."*
    -
- IDEA - students are to have access to content standards and make progress in general ed curriculum, participate in assessments, and "reasonable" accommodations
    - IDEA states that the IEP **must** be based on "the child's present levels of academic achievement and functional performance." It must include "a statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum ..."
    (See more at: http://www.wrightslaw.com/heath/progress.curriculum.htm#sthash.rjtia3iZ.dpuf)

- 833 provides an alternate pathway for grade promotion and graduation for certain students with disabilities. Whether or not an individual student is eligible for this alternate pathway is part of the entire conversation of general information about the student and development of the description of present levels of performance.

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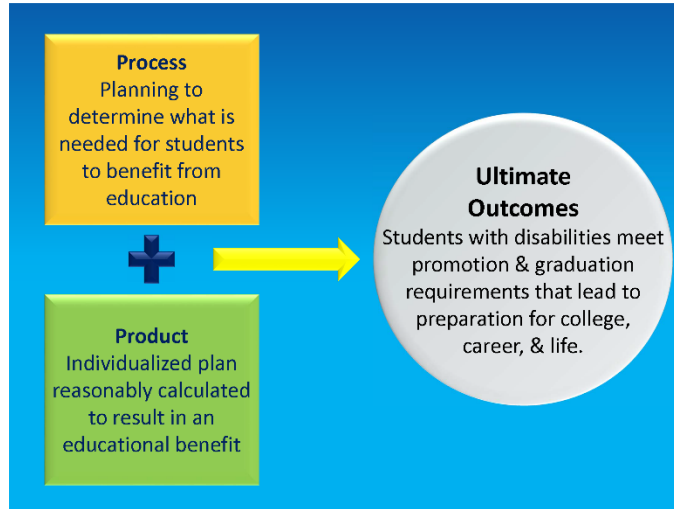
Point of slide – connector slide – connects and reinforces content from Module 1 – IEP as process that leads to a product (IEP) that leads to the ultimate successful outcomes for individual students with disabilities

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 -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 (graduation with a diploma, career and college)

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Point of the slide – visually show areas to consider, emphasis on "whole" child/student, and expected outcomes from education

      NOTE TO PRESENTER – Click to make Additional Considerations box appear

PRESENTER – *use content below to frame presentation of material*
Reminders to participants:
- Even as we talk about individual "areas and considerations" of General Student Information, the point of the conversation is the child/student
- IEP Team needs to consider both academic achievement and functional performance – the WHOLE child, the WHOLE student
- Consider the student's interests, both likes and dislikes - involve the student in the IEP process
- Different IEP Team members contribute different pieces of information
- Additional considerations are for long-term planning to reach ultimate outcomes

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Point of the slide – highlight all the areas to be considered in the general student information conversation

PRESENTER – *use content below to frame presentation of material*
- Frame General Student Information as a conversation about the individual student's current or present performance in all the areas listed.
- Data are needed including observations, numeric, and anecdotal information to objectively describe the student's present levels of performance in each area.

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Point of the slide – interaction with participants to engage in adult learning

      NOTE TO PRESENTER – Click to make each box appear

      PRESENTER – <u>Learner Handout packet</u>, page 4

PRESENTER – *use content below to frame presentation of material*
This activity is designed to get participants thinking about the IEP Team conversation for general student information.
INSTRUCTIONS:
1. THINK - Take a minute to think of data sources important in having a conversation about an individual student's current performance in all the areas covered in general student information. (1 minute)
      NOTE to PRESENTER - click to make THINK disappear; click to show MAKE A LIST appear
2. MAKE A LIST – Write down what data sources would be used to guide conversations about a student's present performance.

NOTE to PRESENTER: Allow 3 minutes for individuals to write their responses. Then have them get into pairs (or triads for a larger group) to share and combine their lists. Allow about 8 minutes for the sharing. Allow 1 minute to regroup

3. Ask participants to share responses (2 minutes)

Approximate Total Time: 15 minutes
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Point of the slide – introduce questioning as a data driven technique

   PRESENTER – <u>Learner Handout packet</u>, p. 5, 6 – General Data Collection Guide

PRESENTER – *use content below to frame presentation of material*
Each team member has important information about the student to contribute to the IEP Team meeting conversation. Additionally, individuals who do not serve as IEP team members may also have important information to include in the conversation.
   Ask yourself – Where might I find answers?
   Allow 1-2 minutes to find and review pages 5-6

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Point of the slide - Preparation is key to an effective and efficient individual education program team meeting. Identify four steps in using data for describing present levels of performance in the general education curriculum and classroom.

> NOTE TO PRESENTER – click to make Considerations for Decision Making box appear

> PRESENTER – <u>Learner Handout packet</u>, pages 7 - 11 – *NOTE SUGGESTED ONLY* - adapt as applicable

PRESENTER – *use content below to frame presentation of material*
- Foundations of special education = guarantee that ALL students with disabilities
    - Receive FAPE
    - Have access to and involvement in the general education curriculum and general education classroom
- Consider what constitutes "appropriate" for selected students:
    - Expectation that all students can succeed in the general curriculum in the general education classroom
    - IEP team needs to know about the general curriculum and classroom, including gathering information about content, academic and functional performance standards, performance measurement, and other expectations
- IEP meetings = data driven process; need to gather or collect, examine and analyze data to determine current performance, and any academic or functional gaps
- Emphasize each team member as an important source of data for information about the student

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Point of the slide – continue emphasis on preparation of all members for the IEP Team meeting

      PRESENTER – <u>Learner Handout packet</u>, pp. 12-19 – information required for initial, review, and interim IEPs (Bulletin 1530)

PRESENTER – *use content below to frame presentation of material*
- Points to consider before the meeting -
  - Gather information before the meeting to consolidate and format for easy review
  - Provide data summaries to every team member before the meeting
  - Use written or verbal communications for data gathering
- During the meeting –
  - Remember each IEP Team member is an equal participant
  - Use meeting time to talk about the student using data
  - Identify additional data that were missed, if necessary
  - Encourage parents/families to share additional information they may have from private service providers or extra-curricular activities outside of school sponsored ones.

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When Using Data from Evaluations

- Required for IEP development following initial evaluation or re-evaluation
- Choose data that are most relevant for accessing the general curriculum
- Use descriptive data versus a test or standard score
- Make sure the information is current

Point of the slide – note that evaluation information is required to be considered and addressed in General Student Information, yet, when the information may be a year or more old there is a need to consider more current/recent data on student performance

PRESENTER – *use content below to frame presentation of material*
- IDEA regulation [§300.324 (a)] requires IEP team to consider the results of the initial or most recent evaluations to ensure that the evaluation information is part of the IEP discussion.
- Comprehensive evaluations contain academic and functional assessments tied to the general classroom, including data outlined in the LA screening guidelines
- In preparation, check the dates of reports
- CAUTION - if the evaluation report is mostly test scores on assessments not aligned with the general curriculum or state standards or is more than a year old, the team will need to gather and review additional academic achievement and functional performance data

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**Learning Together Activity:
Finding the Data**

Where and how do I gather the data?

Learner Handout Packet, Page 20

Point of the slide – interaction with participants to engage in adult learning

>   PRESENTER – Learner Handout packet, page 20

PRESENTER – *use content below to frame presentation of material*
INSTRUCTIONS: Using page 20, take 5 minutes to jot down thoughts about where and how. Some of the sources (where) may be the same as those in Activity 1.

NOTE: Wait about 5 minutes.

Ask for responses from their lists. (3-5 minutes, depending on participation)

NOTE: Remind the participants that not all areas of General Student Information were included in this activity.

Approximate Total Time: 10 minutes

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Point of the slide – emphasis on thorough examination of data to guide good decision making

PRESENTER – *use content below to frame presentation of material*
- Purpose of the IEP is to meet the student's individualized needs:
  1) to enable involvement in and progress in the general education curriculum; and
  2) resulting from the disability.
- Achieving these purposes means basing decisions on present levels of performance data.
- Taking time at the meeting for comprehensive data analysis is key to ensuring that the best decisions for the student are made at this point in time to support the future outcomes
- It may be tempting to skimp on the data discussion and move quickly to the decisions, but it is critical to not shortchange this step.
- Emphasize again - Preparation is vital.

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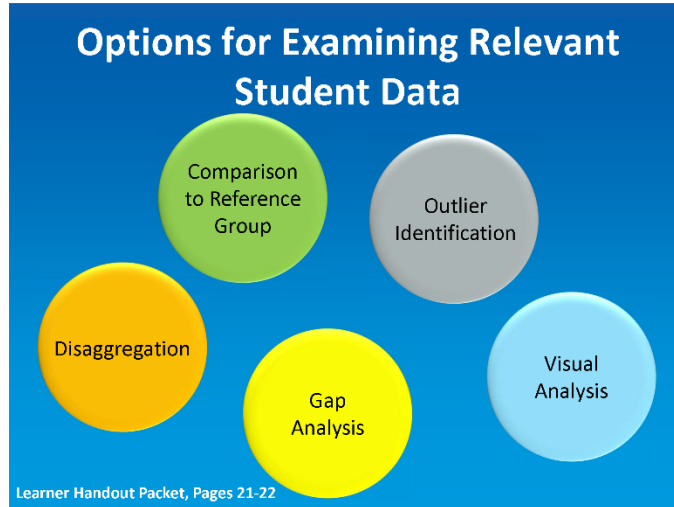
Point of the slide – provide more detail – what, why, and questions to consider

   PRESENTER – Learner Handout packet, pp. 21, 22

PRESENTER – *use content below to frame presentation of material*
   5 Basic types of data analysis (with examples):
- Disaggregation (by specific skill, class/subject, setting, specific behaviors)
- Comparison to Reference Group (state, grade-level peers, race, gender, disability category)
- Gap Analysis (difference between instructional level and current grade level, between student level of performance and expected level of performance)
- Outlier Identification (data points that do not fit an established pattern – significantly higher or lower than other data)
- Visual Analysis (examine data or graphs for trend, level, variability)

NOTE TO PRESENTER: Give student level examples for each routine

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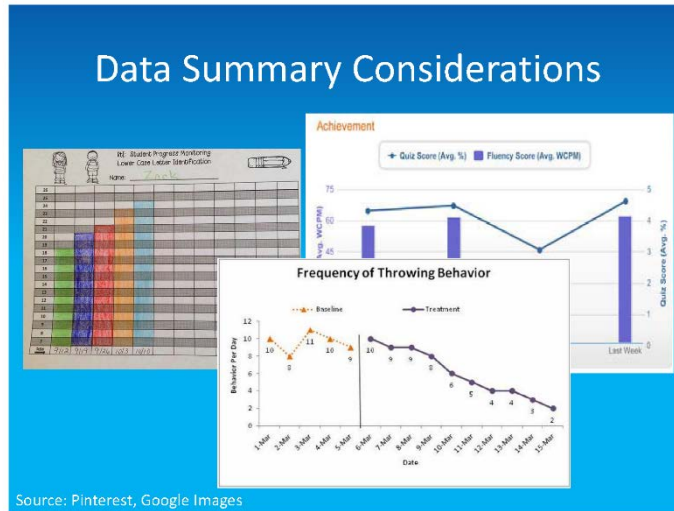
Point of the slide – IEP Team meetings are time limited; need to have data summarized to have good conversation and make decisions. Does not mean additional data cannot be shared – it is a data organization method. "A picture's worth a thousand words" – tell a story – picture for all to see.

PRESENTER – Learner Handout packet, p. 23

PRESENTER – *use content below to frame presentation of material*
- Data Summary so all can "see" the student's current performance across a range of areas
- Consider –
  - Data format
  - Show performance over time – progress or lack of progress
  - Highlight strengths
  - Note gaps
  - Use pictures whenever possible
  - Make sure it is self-explanatory and provide context
- *Pictures of graphs:* Tell a story – use visuals such as graphs, videos, pictures
- There are many ways to present data.
  - Student's accountability data file
  - Student's daily graphic progress chart
  - Student's reading and quiz score comparison
  - Behavior ratings on a daily tracking form
  - Behavior referrals
  - And more
- Think how the data and graphics can be used to make the most meaning

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Point of the slide – interaction with participants to engage in adult learning

      PRESENTER – <u>Learner Handout packet</u>, p. 24

PRESENTER – *use content below to frame presentation of material*
INSTRUCTIONS:
1. Get with a partner or two.
2. Talk about the answers to the questions on page 24. Take 2 minutes for each question.
3. Write short answers for each item. (8 minutes)
4. Ask for responses from their lists and compare. (2 minutes)

Approximate Total Time: 10 minutes

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Point of the slide – frame considerations of Act 833 for IEP Teams

NOTE TO PRESENTER – Click to make each bullet appear; click after last bullet to make Determine Act 833 eligibility box and text appear

PRESENTER – Learner Handout packet, page 25 links to more information about Act 833

PRESENTER – *use content below to frame presentation of material*
- In the general conversation about the student, Act 833 consideration is included
- Expectation that general education is part of the IEP development and implementation
- Too easy to write an IEP in isolation. Students with disabilities must have access to learning skills and knowledge deemed critical to meeting promotion and graduation criteria
- When students with disabilities have access to the general curriculum and access to participation in the general education classroom
  - Many students need modifications and accommodations
  - Some students need opportunities to also receive specialized instruction designed to develop missing skills
  - Other students need an alternate pathway to promotion or graduation
  - ALL students require routine communication and coordination among IEP Team members

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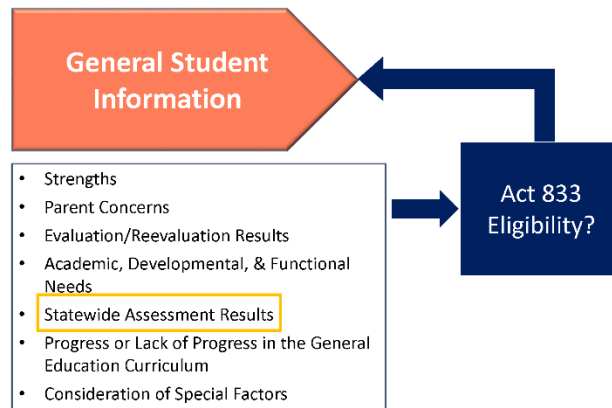
Point of the slide – talk about Act 833 eligibility decision-making

NOTE TO PRESENTER – Click to make General Student Information elements box appear, click again to make arrow and Act 833 Eligibility box appear with notation of Statewide Assessment - note after decision, document in State Assessment section, click again to make final arrow appear

PRESENTER – Learner Handout packet, pp. 26–29 -EXAMPLE of High School Graduation/Promotions Criteria for Students with Disabilities

PRESENTER – *use content below to frame presentation of material*
- All of the general information about the student's present performance informs the answer. The answer provides context to the remainder of the IEP conversation.
- Team member prepare for the IEP meeting and consider the data and information s/he brings to the meeting to describe the student's present levels of academic achievement and functional performance. This IEP Team conversation includes
  - Strengths,
  - Parent Concerns,
  - Evaluation/Reevaluation Results,
  - Academic, Developmental, and Functional Needs,
  - Statewide Assessment Results, and
  - Progress or lack of progress in the general education curriculum.
- Team conversation also includes consideration of special factors, such as
  - Behavior
  - Limited English Proficiency
  - Communication Needs
  - Instruction in and use of Braille
  - Assistive Technology Services/Devices
  - Health needs

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Point of the slide – reinforce Act 833 criteria according to LDOE guidance

    NOTE TO PRESENTER – Click to make each highlighting box appear

PRESENTER – *use content below to frame presentation of material*
IEP teams should review records of Act 833 eligible students and determine if and when it is appropriate to apply individual performance criteria.
Student Act 833 eligibility for graduation categories
- Entering High School
- Becoming Eligible in High School.
    - 2 ways in high school if entered before or during 2012-13 school year
Act 833 Promotion – important for 4th and 8th grade promotion

A student's Individualized Education Program team shall determine promotion to the next grade level for any student with a disability, *who fails to meet the required achievement level necessary for promotion to the next grade on a test administered to students pursuant to this Section or policies adopted by the state board, provided the student meets certain criteria established by the Individualized Education Program team relative to performance on the student's Individualized Education Program goals and objectives*. Act 833, p. 2 of 8, lines 12-21.

For school years 2014-15 and 2015-16 Act 833 does not apply to promotion criteria. It is important remember that the IEP Teams should include conversations about promotion at each meeting.

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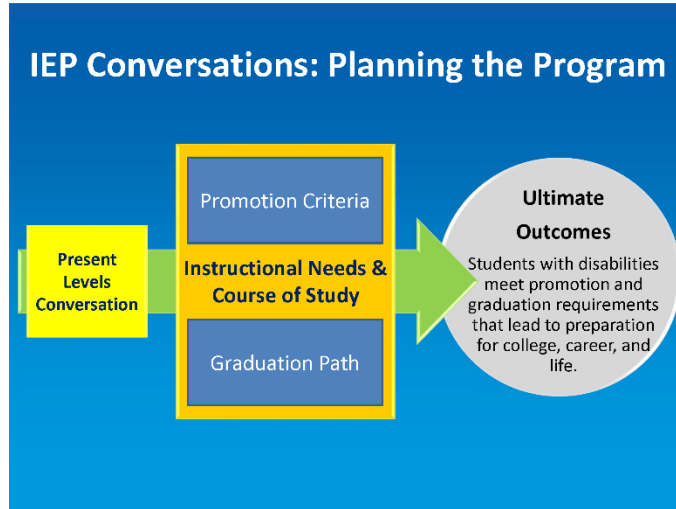
Point of the slide – graphic reminder - how present levels conversations lead to decisions and ultimately decisions related to the student's educational need(s) and goals

PRESENTER - *use content below to frame presentation of material*
For school years 2015-16 and 2016-17 Act 833 does not apply to promotion criteria. It is important remember that the IEP Teams should include conversations about promotion at each meeting.
Highlights of Present Levels conversation:
- Includes information in the general student information section of the IEP, including includes strengths, parent concerns, and academic, developmental and functional needs as well as other information.
- Leads to a determination of Act 833 eligibility
    - Note: In the earlier years of school (elementary and middle), IEP teams will primarily be making decisions specific to the need for adjustments for promotion. Still even the decisions about promotion criteria have an impact on the instructional needs of the student, including the needs for special education services as well as participation in the general classroom with accommodations or modifications.
- Determines course of study and the instructional content needs of the student

Note: a course of study is not generally associated with elementary and middle school in that students follow a set curriculum and do not have options for selecting different courses until high school. So in elementary and middle school years we think of course of study as the full general education curriculum and decisions related to promotion criteria are critical to determining the instructional needs and which of those needs requires special education services, including specialized services, related services, or instructional supports.

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Point of the slide – make connections among the components of General Student Information and IEP meeting conversation

PRESENTER – *use content below to frame presentation of material*
- Putting the conversation together:
  - Start with strengths, skills, what academic and functional performance the student demonstrates
    - School settings, home setting, community setting
    - Descriptions of content knowledge and skills not just test scores

NOTE to PRESENTER – cue participants to think of someone reading the IEP who does not know the student – can they use the program plan to develop individualized instructional information?

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Point of the slide – emphasis of the IEP meeting is on team members engaging in conversation about the student's needs to design an individual education plan, not completion of a form

> NOTE to PRESENTER – click to show Note about Forms box

> PRESENTER – Learner Handout packet, pp. 30, 31

PRESENTER – *use content below to frame presentation of material*
- Forms are generally designed for the convenience of standardization of practice and monitoring to ensure all required elements of IDEA and state regulations are included and easily located.
- Louisiana IEP form – SER enhancements (August 2015) include a prompt for noting Act 833 eligibility
- Function follows form; however, do not let the form become boxes to be completed. Quality matters when completing the IEP form (or any form for that matter)

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Point of the slide – reinforce General Student Information also includes special factors to consider

NOTE to PRESENTER – click to show Special Factors to Consider page of General Student Information

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

Note - Special Factors to consider – may or may not need to be addressed

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Point of the slide – visual of the Special Factors page – note the check box toward the bottom if there are NO special factors

PRESENTER – *use content below to frame presentation of material*
- Gather information and have the conversation about the student's present performance in each area first
- Address talking first so that IEP Team's conversation focuses to be on the student rather than the form.

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Point of the slide – as presentation moves into completing the form – a reminder

PRESENTER – *use content below to frame presentation of material*
REMEMBER –
- Conversation about the whole child/student
- Conversation about specific areas related to the student's academic and functional performance
- Before decision-making, conversations happen

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Purpose of the slide - End of general student information introductory section. Moving to more discussion on decision-making with data, specific to areas of instructional need and present levels of academic achievement and functional performance

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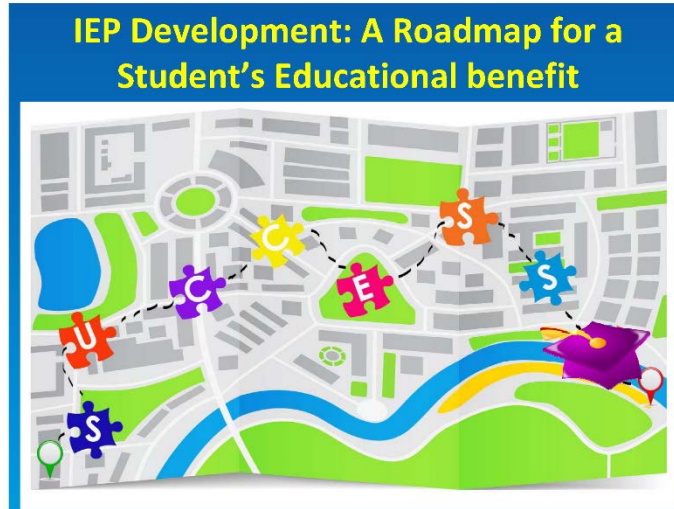
Purpose of the slide – Road map to success rests on good Decision-making - good data and data examination and analysis = good IEP decisions

PRESENTER – *use content below to frame presentation of material*
- Some decisions inform other decisions - key IEP components related to present levels
  - General information about the student, including, including consideration of special factors
  - Consideration of promotion
  - Consideration of graduation plan
  - Participation in statewide and district-wide assessments
  - Educational Content Need Areas
  - Present Levels of Performance
- Other decisions flow from these
  - Goals, objectives
  - Special Education and related services
  - Educational setting for receiving services
- For remainder of this module emphasis on writing good present levels of performance descriptions

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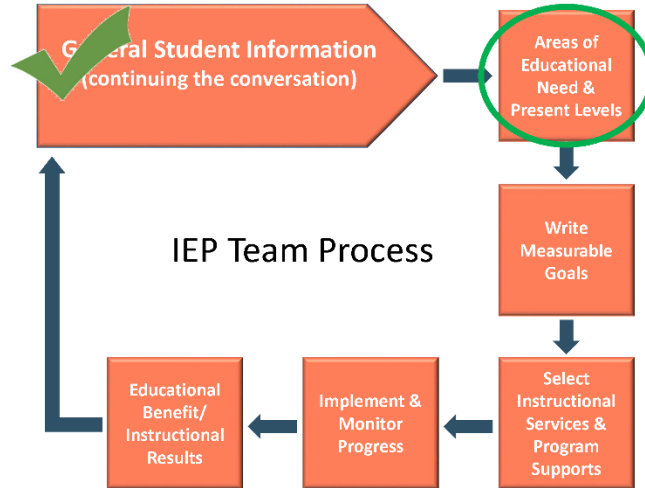
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Purpose of the slide – visually show transition from General Student Information to Areas of Educational Need and Present Levels

NOTE TO PRESENTER: click to make check marks appear

PRESENTER – *use content below to frame presentation of material*
Each member of the IEP Team is important to the conversation about the student's current performance.
- Academic/Cognitive
- Behavior
- Communication
- Motor
- Self-Help
- Social

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Purpose of the slide – make the connection between the activity and the IEP form

NOTE TO PRESENTER – Click to make circle appear to highlight Educational Need areas

PRESENTER – Learner Handout Packet, p. 31

PRESENTER – *use content below to frame presentation of material*
The IEP form with the Educational Need Areas is on page 31 in the Learner Handout packet
- IEP Team has
  1. Talked about the student in general terms
  2. Written objective and descriptive statements about the student's current – present performance in sections of GSI
  3. Made a decision about Act 833 eligibility
- Note transition – now - specific descriptions of present levels based on educational need arear.
- NOW decisions about the educational needs

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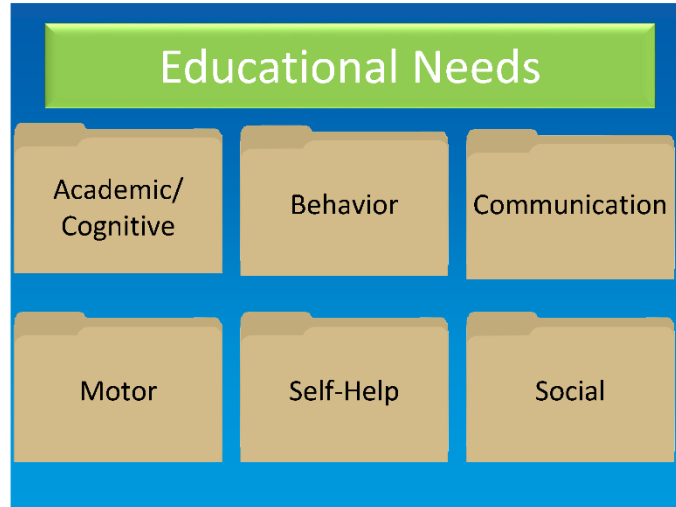
Purpose of the slide – provide an organizing visual scheme for the six areas of Educational Need

PRESENTER – *use content below to frame presentation of material*
- Take a bit of time here to talk about each of these organizing education need areas. (italics indicates words on IEP)
- Organizational structure is
    - Academic Areas = *Academic/Cognitive* = subject areas, such as English/language arts, math, science, history
    - *Behavior* = how the student interacts with the curriculum whether behavior impedes learning
    - *Communication* = verbal, non-verbal, and includes assistive technology use for communication
    - *Motor* = motor development, physical skills or limitations that pertain to the learning process
    - *Self-Help* = adaptive behavior, effectiveness with which the student copes with the natural and social demands of the learning environment
    - *Social*= includes social behavior including interactions with others, relationships
- Time to identify specific areas of educational need. General Student Information was only GENERAL information. Use similar methods of gathering data and engaging in conversation to 1) identify educational need areas and 2) write description for that area of academic achievement and functional performance.

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Purpose of the slide – focus attention

      NOTE TO PRESENTER: Click to make enlarged section of IEP appear

PRESENTER – *use content below to frame presentation of material*
For the remainder of Module 2 – Educational Need Area – more specifically Present Level of Academic Achievement and Functional Performance

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Purpose of the slide – introduce concept of using questions to guide writing descriptions of present levels of academic achievement and functional performance

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Purpose of the slide – how to use questions to guide conversation

> NOTE to PRESENTER: Click to make the questions appear on the slide

PRESENTER – *use content below to frame presentation of material*
- Using questions to guide the IEP Team conversation helps focus attention on the specific educational need area.
- Ultimately, what skills does the student require/need to access the general curriculum and be successful?

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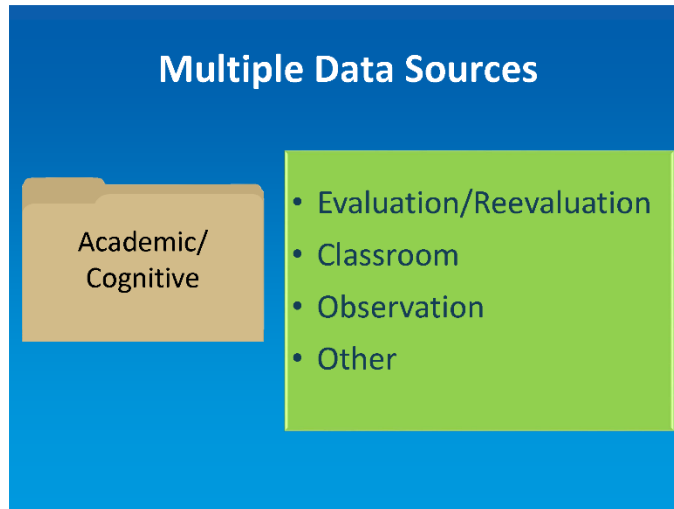
Purpose of the slide – give an example of multiple data sources for the Academic/Cognitive Educational Need area

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

PRESENTER NOTE – These are examples of data sources to inform the IEP Team for the various educational need areas. Add others as applicable; Remind participants to consider state standards as a guide
- Evaluation/Re-evaluation Reports – REMEMBER caution from earlier
- Classroom performance measures
    - Curriculum-based assessments
    - Work samples
    - Progress monitoring
    - Formative assessments
- Observations
- Independent work
- Group work
- Other
    - Student's assessment of his/her performance
    - Parent's concerns
    - Related service providers' information

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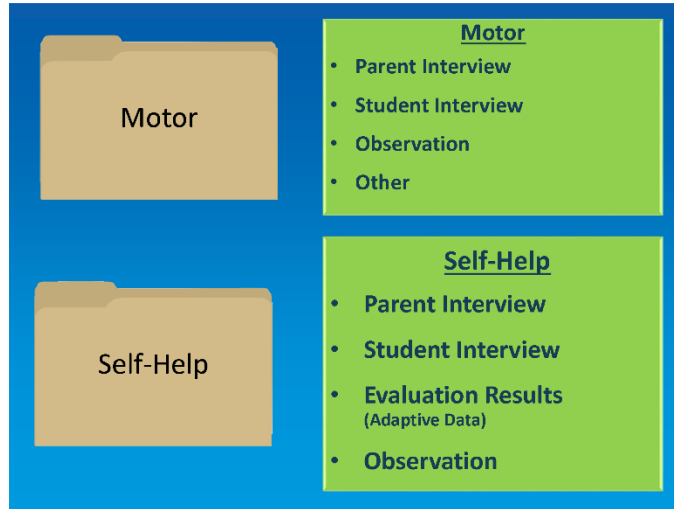
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Purpose of the slide – give an example of multiple data sources for these Educational Need areas

NOTE to PRESENTER – These are examples of data sources for the various educational need areas. Add others as applicable; Remind participants to consider state standards as a guide

PRESENTER – *use content below to frame presentation of material*
These are examples of data sources to inform the IEP Team for the various educational need areas. Add others as applicable; Remind participants to consider state standards as a guide

Notes:

Purpose of the slide – give an example of multiple data sources for these Educational Need areas

PRESENTER – *use content below to frame presentation of material*
These are examples of data sources to inform the IEP Team for the various educational need areas. Add others as applicable; Remind participants to consider state standards as a guide

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Purpose of the slide – give an overview of additional considerations and possible data sources for students where applicable

PRESENTER – *use content below to frame presentation of material*
- These are additional examples of data sources to inform the IEP Team. Add others as applicable; Remind participants to consider state standards as a guide
- End of the 8TH grade, every student, with the assistance of his parent or other legal custodian and school guidance personnel, or counselor, begin development of an **Individual Graduation Plan (IGP)** to guide the next academic year's coursework and to assist the student in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

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Purpose of the slide – give an overview of major components of present levels descriptions

PRESENTER – *use content below to frame presentation of material*
- Reinforce the ongoing nature of an IEP meeting. Although slides and presentation make the process seem linear, one part of an IEP Meeting conversation informs other parts.
- Critical conversation within present levels has to do with the student's participation in the statewide and district wide assessments.
- The actual decision about participation best made after the determination of goals and accommodations. Need to talk during present levels conversation because of the focus on the student's performance in the general curriculum.
- Participation in statewide assessments is noted at the end of the IEP; however, the discussion begins here.

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Purpose of the slide – give an overview of components of present level of performance descriptions

PRESENTER – *use content below to frame presentation of material*
Present level of performance descriptions must
- Be specific to the educational need, content area specific
- Be specific to the individual student
- Be data-based
    - Be written as objective statements
    - Be based on current data related to academic achievement and functional performance
    - Be framed in measurable terms
- Identify content area strengths, needs, and gaps in knowledge and/or skills

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Purpose of the slide – review content of present level of academic achievement and functional performance descriptions

PRESENTER – *use content below to frame presentation of material*
- Describe performance in content areas
- Use data from progress monitoring, weekly work, state content standards
- Use objective, measurable terms
- Be specific
- Ensure scores (if used) are self-explanatory or include an explanation of the score.
- Complete description probably needs multiple sentences.
- IDEA regulations specifically note the requirement to describe how the disability affects performance in the general education curriculum, it's good practice to consider how the disability might affect adult life functioning, if not addressed. Be specific; do not just write the disability.

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Purpose of the slide – give examples of academic achievement areas and how questions are used to guide conversation

PRESENTER – *use content below to frame presentation of material*
- Emphasize the areas on the slide are only examples of Academic Content areas. Talk about how to use the data and questions to determine what to include in the present level of performance statement
- Refer to standards to determine expectations at grade level
- Use the standards as a guide to determine what is important for the student to learn or be able to do
- Conduct an analysis to determine the gap between grade expectations and student's current skills/knowledge

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Purpose of the slide – give examples of functional outcome or performance areas and how questions are used to guide conversation

PRESENTER – *use content below to frame presentation of material*
- Functional performance generally refers to skills or activities that may not be considered academic or related to a child's academic achievement
    - Functional performance areas and academic areas can overlap – for example, written communication skills could be a content area of Educational Need – Academic
    - Functional performance can impact educational achievement.
- Functional is often used in the context of routine activities of everyday living and are varied depending on the individual needs of the child.
    - Functional Performance could also be broader as is captured by Personal Development – community participation
    - Focus on both the present and the future – what does the student need now to function as independently as possible as well as in the future

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Purpose of the slide – how to address the question of "how does the student's disability/disabilities affect academic and functional performance in the general curriculum?"

PRESENTER – *use content below to frame presentation of material*
- The next consideration is to discuss how the disability affects performance and the ability of the student to make progress in the *general curriculum*
- Convey the unique challenges or barriers that exist for the student as a result of the disability
- Describe the current levels of independence and any need for assistance.

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Point of the slide – interaction with participants to engage in adult learning

NOTE TO PRESENTER – Click to make instructions appear

PRESENTER – Learner Handout packet, p. 32

PRESENTER – *use content below to frame presentation of material*
INSTRUCTIONS:
1. Turn to page 32 of the Learner Handout packet.
2. Read each description.
3. Determine whether each description is clear, current, addresses educational need, is specific and self-explanatory. (Wait approximately 5 minutes to allow time to complete)
4. For each description ask for participants to indicate if they meet each of the criteria.

Each description can likely be improved in some way(s) and participants will point them out. However, descriptions 2 and 3 are clearly incomplete:
- Description 2 does not describe current performance, rather "cannot" perform. It states what she must do in English 2, yet does not tell what she can do. It is not specific.
- Description 3 also does include some description of current behavior, yet, it does not address the educational need. It talks about strategies that have been tried, yet, doesn't address what works. Behaviors such as "physical outbursts" are not specific.

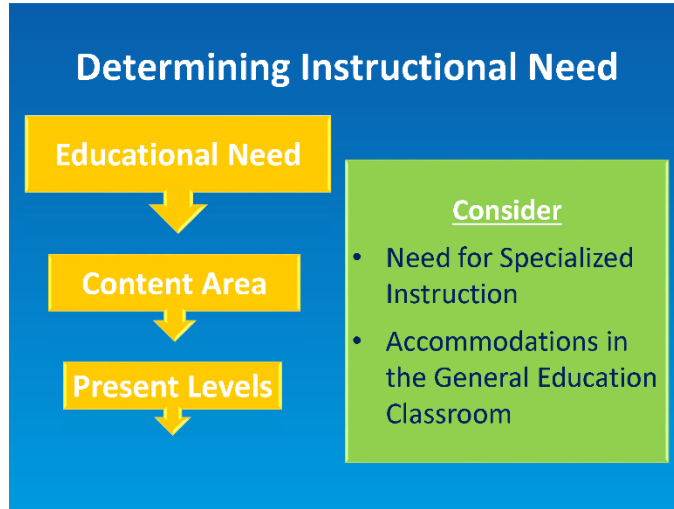Approximate Total Time: 10 minutes

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Point of the slide – considerations when identifying areas for IEP goal

NOTE TO PRESENTER – Click to make boxes with arrows appear, click again to make box appear

PRESENTER – *use content below to frame presentation of material on the next several slides.*
- Educational need area identified, as have content areas, with descriptions of present levels for those areas through the present levels conversation, focus now on priorities for special education instruction
- Not all instructional needs require an IEP goal = goal when special education instruction or services needed
    - Examples -
        - If an instructional need can be met with an accommodation in the general classroom, there is no need for an IEP goal.
        - If the majority of instruction for a student is in the general classroom, and the teacher or student requires support from special education (e.g., coaching, consultation, co-teaching, assistance with homework, pre-teaching concepts before presented in the general classroom, etc.), a goal is necessary.
- Goals should align with those areas of need requiring specialized instruction or specific support from a special education teacher.

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Point of the slide – continuing considerations for identifying need areas for IEP goal(s)

      NOTE TO PRESENTER – Click to make box at bottom appear

PRESENTER – *use content from prior slide and below to continue presentation of material*
- When a student is already two or three years behind grade level expectations, it is not feasible that all of the standards listed can be addressed if the gap is to be closed in a reasonable amount of time.
- A critical task is to look for those skills that support performance at the desired grade level.
- It is important to also identify basic skills that need to be addressed in addition to content standards, such as basic reading skills, math computation, writing, etc.

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Point of the slide – continuing considerations for identifying need areas for IEP goal(s)

PRESENTER – *use content from prior slide and below to continue presentation of material*
- Accommodations in classroom and on testing are allowed
- There could be individual performance requirements used for various purposes in the general classroom for students eligible for Act 833*

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Purpose of the slide – provide examples of phrases with specific verbs versus ones with vague verbs

      PRESENTER – Refer participants to <u>Learner Handout packet</u>, pp. 33, 34 for a Present Levels Checklist

PRESENTER – *use content below to frame presentation of material*
- Add other examples or generate other examples from the participants
- Note to the participants, these are only the beginning of rich descriptions

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Purpose of the slide – sandwiching non-examples with examples

NOTE TO PRESENTER – Click to make banner appear

PRESENTER – *use content below to frame presentation of material*
Pose question to the participants -*why are these not good examples*? Then click to show reminder.

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Purpose of the slide – how to address the question of "how does the student disability/disabilities affect academic and functional performance in the general curriculum?"

NOTE TO PRESENTER – Click once to make first example disappear and second example appear

PRESENTER – *use content below to frame presentation of material*
- When thinking about how the disability affects performance and progress in the general curriculum, be descriptive.
- Using the disability name does not tell anything about specific performance.
- Better to talk about the specific skill strengths then deficits as a result of the disability that interfere with participating and making progress in the general classroom.

Notes:

Purpose of the slide – Example of Academic Present Level of Academic Achievement description

PRESENTER – *use content below to frame presentation of material*
Example – 2nd grade student who has a classification of Other Health Impairment because of several diagnosed health conditions

NOTE to PRESENTER: Ask participants to read the description
Then ask questions about the description. Is the description:
- measurable
- objective
- functional
- current
- specific to the educational need and content area

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Sample Performance Description

EDUCATIONAL NEED AREA: Self-help
CONTENT AREA: Feeding Self Care

Presently Letisha is using a weighted spoon and fork for eating. She uses an adapted bowl with lip that assists with scooping. She eats with moderate (65%) spillage at this time. She is monitored and verbally reminded to eat slower with smaller bites. Letisha wears a plastic apron to avoid stained clothing. She is encouraged to put down the utensil between bites. OT integrates services and consultation into her planned daily activities.

Purpose of the slide – Example of Functional Performance Level for Personal Development area of Self-Help

PRESENTER – *use content below to frame presentation of material*
- 6th grade student with moderate intellectual and motor deficits.
- Ask participants to read – use same method as before
- Is the description:
    - measurable
    - objective
    - functional
    - current
    - specific to the educational need and content area

Notes:

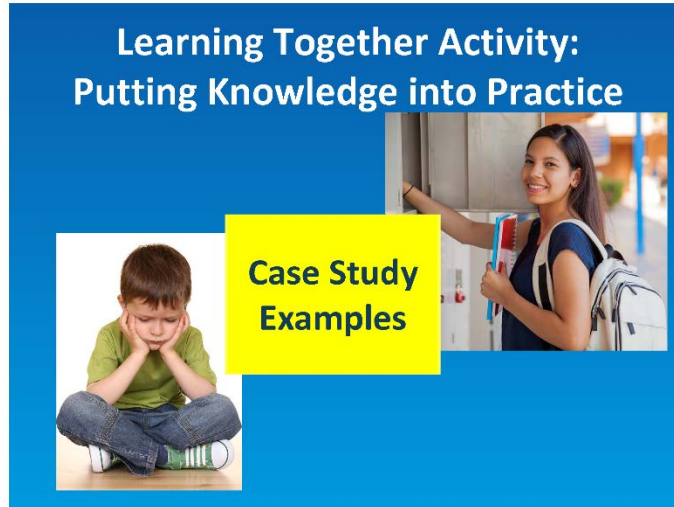**Point of the slide** – interaction with participants to engage in adult learning

PRESENTER – (<u>**Separate Case Study**</u> handout packet – General Student Information pages and Instructional pages:
- Pages: 1-4 for Jack (narrative description and General Student Information pages) (see Step 1a below)
- Pages: 1-5 for Megan (narrative description, Transition page, and General Student Information pages) (see Step 1a below)
- IEP Services' pages packet (2 Instructional pages) (see Step 2b below)

INSTRUCTIONS:

Step 1: <u>Individual Activity:</u>
a) Select one case study – Elementary or Secondary (2 minutes) – Handout packets
b) Spend the next 10 minutes familiarizing with the case study student (10 minutes)

Step 2: <u>Small Group Activity</u>
a) Form IEP Team groups of at least 4 for Elementary and 5 for Secondary Case Study (2 minutes) – Handout IEP pages packet
b) Take a role: ODR, parent, special educator, general educator (both groups); for secondary group – counselor and student (3 minutes)
c) Talk among yourselves from your role perspective about the student's educational needs (15 minutes). Remind participants that they are making this up.
d) Identify one or two educational need areas by checking the areas on the bottom of the second page of General Student Information. (5 minutes)
e) Identify, if applicable the content area. (5 minutes)
f) Complete the Present Level of Academic Achievement and Functional Performance description for one of the educational need areas. (15 minutes)

Step 3: <u>Whole Group Activity</u>
a) Bring attention of group back to presenter (2 minutes)
b) Ask IEP Teams to share (5 minutes)

Approximate Total Time: 60-70 minutes

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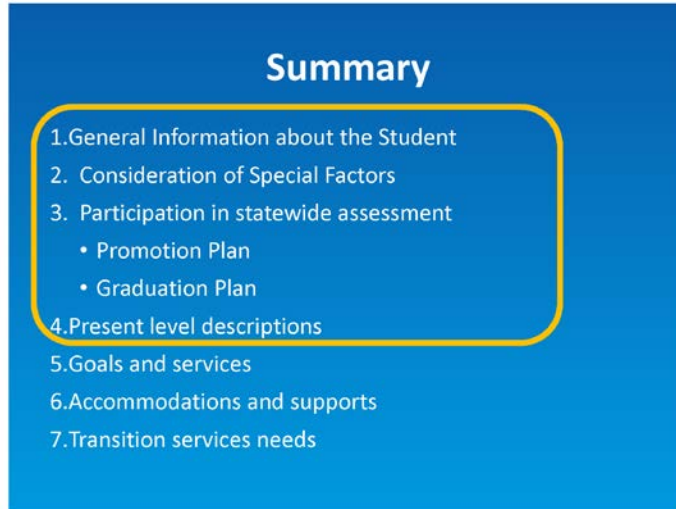
Purpose of the slide – Conclusion - material covered today

       NOTE TO PRESENTER – Click to make box appear around content covered by Module 2

PRESENTER – *use content below to frame presentation of material*
- This module session: discussed the first four decisions as part of the Present Levels of Academic Achievement and Functional Performance
- Items 5, 6 & 7 will be discussed in the next two modules

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Purpose of the slide – Review/summarize the material covered today

PRESENTER – *use content below to frame presentation of material*
Slides 12-15
- Sources for obtaining data
- Remind participants that part of gathering the data is also summarizing it in ways that are easy to review at the time of the meeting

Slides 17-20
- Key components to consider when analyzing data
- Keep in mind, however, that you will want to identify information needed both the overall general student information, including the special considerations portion of the IEP, as well as information specific to Educational Need and Content areas and how the disability affects progress in the general curriculum.

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Purpose of the slide – Review/summarize the material covered today

PRESENTER – *use content below to frame presentation of material*
- Summarize key points from the day to get closure for this session.
- 34 CFR §300.324(a)(1)

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Purpose of the slide – review/summarize the material covered today

PRESENTER – *use content below to frame presentation of material*
Slides 32-57

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Purpose of the slide – independent learning extension activity. On Your Own Learning Activities are for when you have your student's IEP and other data available for review.

PRESENTER – <u>Learner Handout packet</u>, pp. 35 – On Your Own Learning Activity

PRESENTER – *use content below to frame presentation of material*
- Page 36 is for educators – it examines Instructional need in the area of literacy
- Identifying instructional need requires identifying the specific skills and knowledge to close gaps and support the student's success in the general curriculum
- Not enough to say that based on a reading score on a certain standardized assessment the student needs instruction in reading
- Notice that the activity first directs you to locate the standards for a specific grade level, then provides a series of questions to guide the analysis to identify student strengths and areas of needed improvement

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Purpose of the slide – independent learning extension activity

     PRESENTER – <u>Learner Handout packet</u>, p. 36 – On Your Own Learning Activity

PRESENTER – *use content below to frame presentation of material*
- Second activity – on p. 36 - especially designed for parents or families to examine present levels of literacy performance
- Provides a link to the Louisiana Curricular Standards and also uses a set of questions
- Questions are more specific to how the student interacts with reading in the home setting and is aimed at identifying strengths and potential areas of need
- These two On Your Own Learning Activities demonstrate how information can be gathered and analyzed to encourage a conversation that will lead to richly descriptive Present Levels statements that include the variety of perspectives representative of an IEP team.

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Point of the slide – Introduce additional resources

> PRESENTER – <u>Learner Handout packets</u>, pp. 37-39

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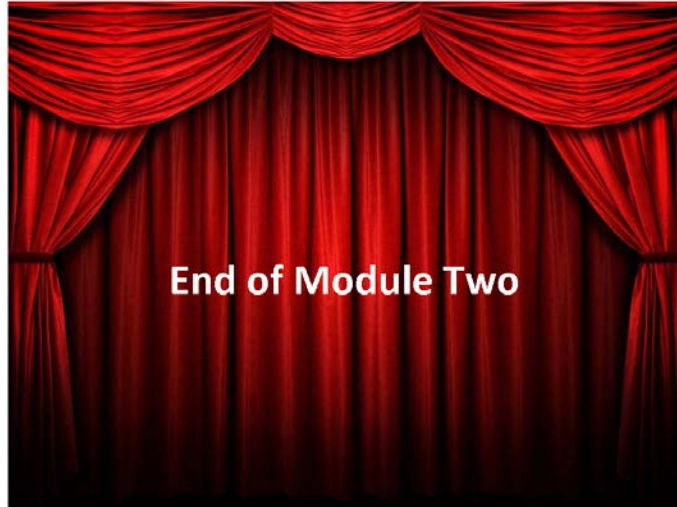
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NOTE: Content of this slide and narrative will be shaped by how the module series is presented, either as standalone or part of a longer multiple module session.

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.

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