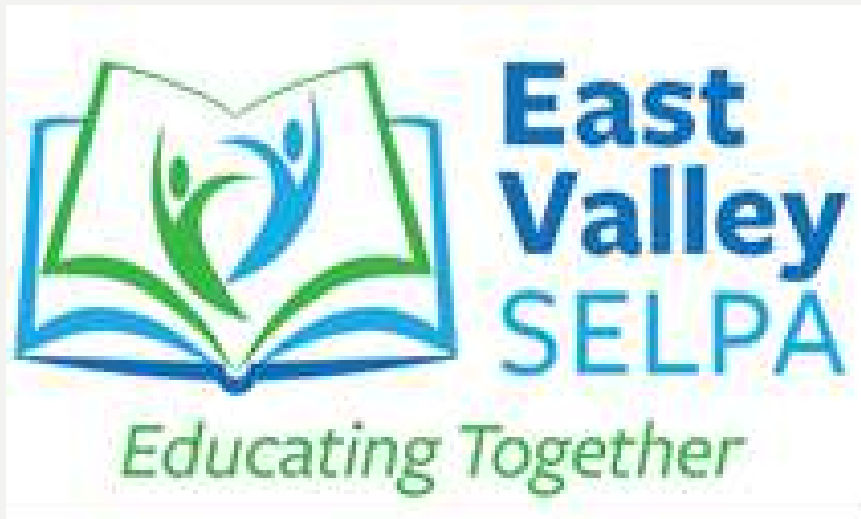


# IEP BASICS TRAINING FOR PARENTS



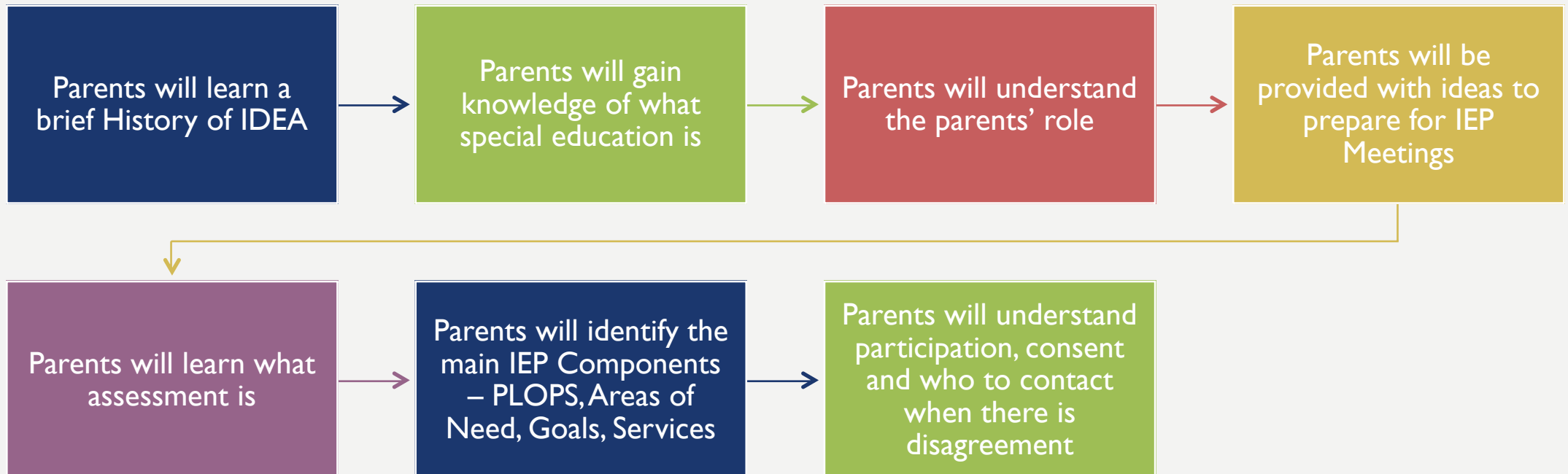
Patty Metheny, Ed.D., Administrator

Shannon Vogt, Program Specialist

East Valley SELPA

*September 23, 2019*

# TRAINING OBJECTIVES



# **BRIEF OVERVIEW OF IDEA**

Individuals with

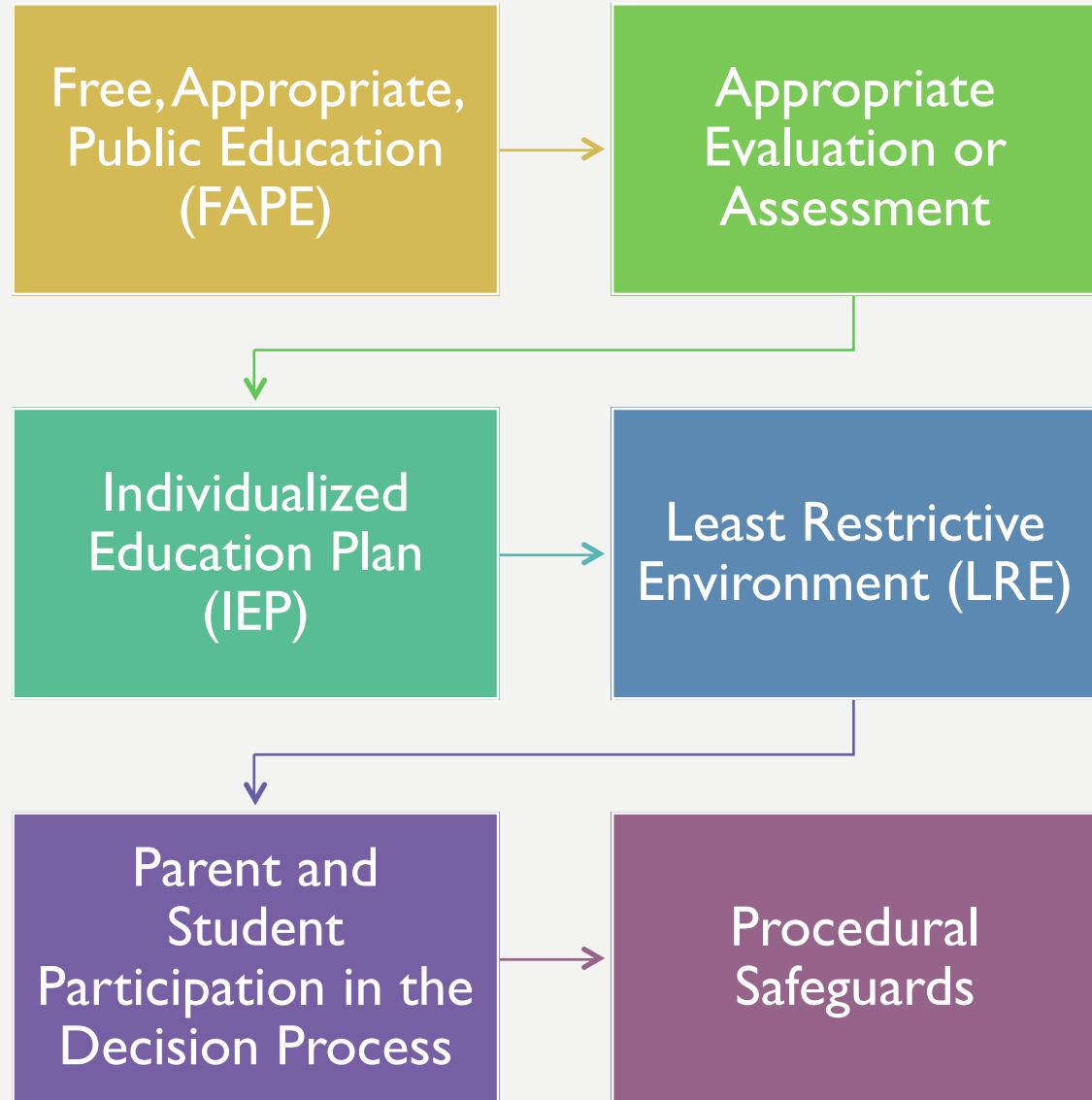
Disabilities

Education

Act

- Enacted in 1975

# THE 6 MAIN PRINCIPLES OF IDEA



# WHAT IS SPECIAL EDUCATION ?

The Purpose of special education is to ensure that children with disabilities have a special education program designed to meet their unique needs and to prepare them for further education, employment, and independent living

– (IDEA 601 (d) (1) (A))



Specially designed Academic and Functional Instruction

Available at no cost for parents designed to meet the specific individual needs of an eligible child

Provided in the most typical school setting for the student

IEP Services help the child make meaningful educational progress

**WHAT IS A  
FREE  
APPROPRIATE  
PUBLIC  
EDUCATION  
(FAPE)?**

# **SPECIAL EDUCATION & ASSESSMENT**

In order to qualify for special education services a student must have:

- A Disability
- Adverse effect on educational performance
- Need for specially designed instruction to receive a free and appropriate public education (FAPE)

# 13 AREAS OF DISABILITY

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Established Medical Disability (ages 3-5)
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including blindness)



To determine  
Special  
Education  
eligibility, initial  
evaluation

Triennial re-  
evaluation

To determine if  
any special  
services are  
needed for the  
child to benefit  
from school

To develop  
goals

# **WHAT IS ASSESSMENT & WHY ASSESS?**

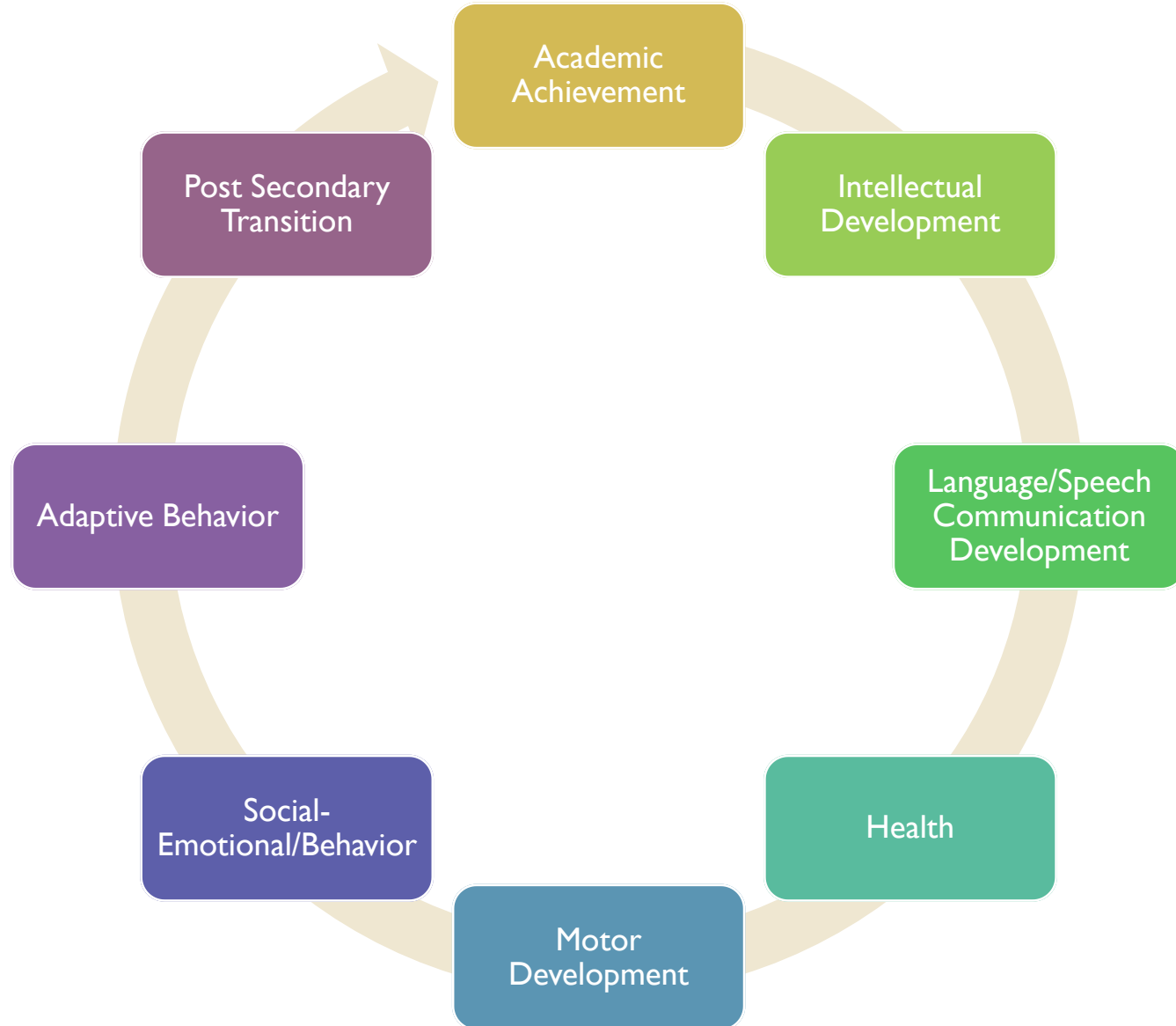
There are different types of assessment

These might include:

- Psychoeducational assessment
- Speech, Language and Hearing Assessment
- Educationally Related Mental Health Assessment
- Occupational Therapy assessment and many more...

# **TYPES OF ASSESSMENT**

# ASSESS WHAT?



# WHAT IS AN IEP?

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs.

Every child who receives special education services must have an IEP.

It is a meeting that results in a legal document.

The IEP lasts for one calendar year.

# WHO ARE THE IEP MEMBERS?

Parents or legal guardian of student

Student, when appropriate

Not less than one regular education teacher

Not less than one special education teacher

A representative of the public agency

An individual who can interpret the instructional implications of evaluation results

Any related services personnel

Other individuals who have knowledge or special expertise regarding the child

# THE MEETING IS JUST THE BEGINNING





Present Levels



Areas of Need



Goals/objectives



Transition (Age 15+)



Services

# PARTS OF THE IEP DOCUMENT

# PRESENT LEVELS

Reading

Math

Written  
Expression

Language  
Communication  
Speech

Social Behavior

Physical Skills

Self-help skills  
Functional skills  
Independent  
skills Activities  
of daily living

Prevocational  
Vocational  
Career

Health



# PRESENT LEVELS

Identify what  
the child can  
do

- ***Can do Statement***
  - “Currently student is able to ...”

Identify what  
the child  
needs to  
improve on

- ***Area of need Statement***
  - “Currently student is unable to ...”
  - “Student is not yet able to...”

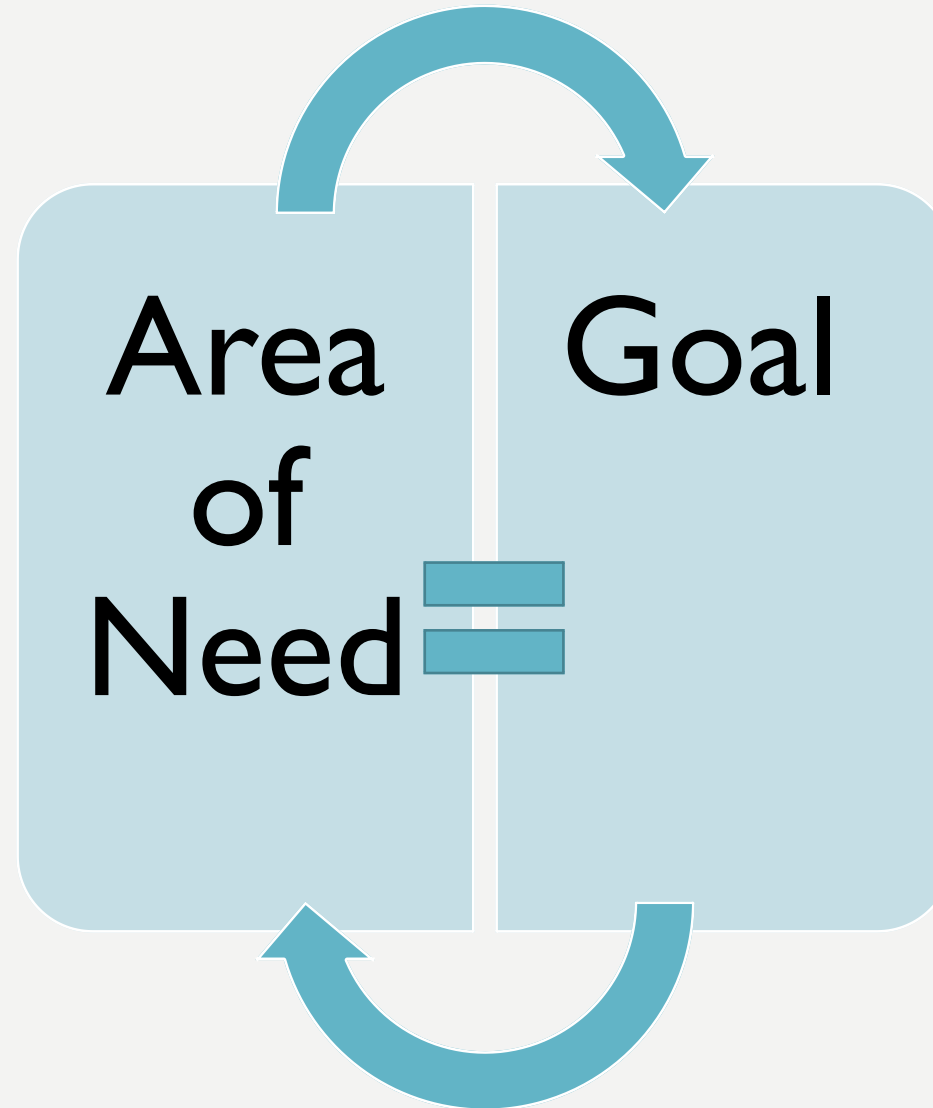
# PLOP SAMPLE

## Written Expression

Student prefers using graphic organizers and highlighters when working in small groups to complete grade-level writing assignments. Student is currently working completing 3-paragraph essays when given a word bank and sentence frames.

## Communication/Language/Speech

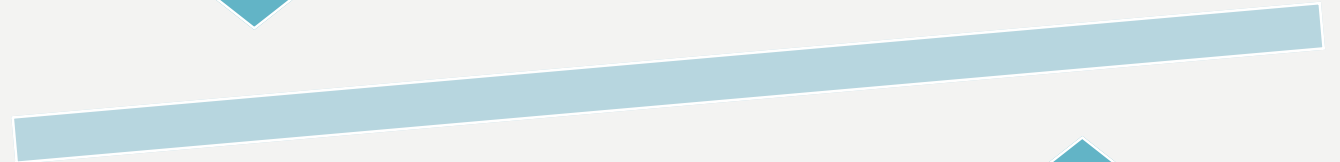
# AREA OF NEED STATEMENT = GOAL



# ANNUAL GOALS AND OBJECTIVES



**OBSERVABLE**



**MEASURABLE**



# GOALS AND OBJECTIVES SAMPLE

<b>AREA OF NEED:</b>  <b>Writing</b>	<b>BASELINE:</b> Student can complete a 3-paragraph essay with a score 1/4 on a writing rubric (see attached)
When given a graphic organizer, a word bank of 15 words, and a sentence frame, Student will complete a 3-paragraph essay with 100% accuracy in 2/3 trials (1 essay with 4/5 score on writing rubric=1 accurate trial). See attached rubric and word bank	
By: _____ When given	

# TRANSITION (AGE 15+)



Transition planning is a process mandated by the Individuals with Disabilities Education Act (IDEA 2004)



This planning process is for all students aged (15+) who have an Individualized Education Program (IEP) in K-12 education.



The purpose is to facilitate the student's move from school to post-school activities.

# SERVICES

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When your student qualifies for special education, services will be determined to support your child.

---

These services can be provided in different ways

---

The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability.

# **LEAST RESTRICTIVE ENVIRONMENT (LRE)**

Least restrictive environment (LRE) is not a physical place or setting.

LRE is a principle that guides your child's educational program.

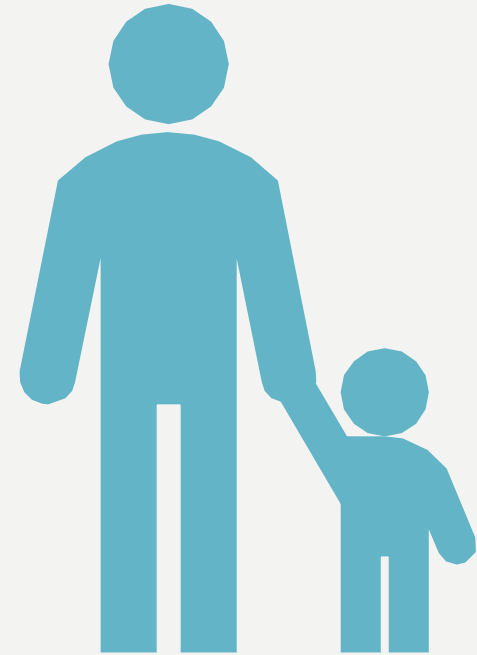
Your child should be learning with his/her peers (maximum amount of time possible)

When LRE comes up, so do the words "mainstreaming" and "inclusion."



# PARENT ROLE

- The law supports you and gives you the right to attend every meeting for your child
- Parents are the best advocate for their own children
- Parents have the best understanding of the strengths and struggles of their children
- Parents can support students in the home environment
- You and your child are the only permanent member of this team



# AS A PARENT, YOU HAVE THE **ROLE** TO

1

Participate during IEP meetings

2

Have access to your child's school record

3

Use Alternative Dispute Resolution (ADR) process

4

Consent to all or part of the IEP document



Understand your rights



Prepare for meeting, attend meeting and follow up after meeting



Ask clarifying questions



Make checklists (ideas and thoughts in writing)



Understand the role of each different member

# PARENT ROLE

# TIPS FOR PARENTS

Ask for the assessment results ahead of time

Recommendation: ask when you sign the assessment plan



If you have additional assessment information, share it with the team



Ask questions about the assessment

Who will be doing the assessment?

How long will it last?

How many times will your child be seen?

# TIPS FOR PARENTS

Learn about the assessment

Ask what it measures

Ask why it is being given (if you don't know)



Prepare your child for any upcoming additions or changes in services, accommodations and modifications

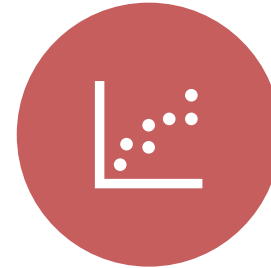
# TIPS FOR PARENTS



EDUCATE YOURSELF  
ABOUT SPECIAL  
EDUCATION



TAKE SOMEONE WITH  
YOU—A FRIEND, FAMILY  
MEMBER OR ADVOCATE



MAKE A LIST OF POINTS  
YOU WANT TO RAISE



BECOME FAMILIAR  
WITH THE IEP  
DOCUMENT

# TIPS FOR PARENTS



USE A PORTFOLIO



IF YOU DON'T AGREE WITH PARTS OF,  
OR ALL OF THE IEP, EXPRESS YOUR  
CONCERNS TO THE TEAM MEMBERS



ASK QUESTIONS IF YOU DON'T  
UNDERSTAND

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**Procedural**

---

**Safeguards**



# CALIFORNIA PROCEDURAL SAFEGUARDS

To participate

To consent

To address concerns, disagreement

# **PARTICIPATION**

SIGNATURES OF MEETING PARTICIPANTS

(attended & participated in the development/review of this IEP)

# CONSENT AND AUTHORIZATION

Where initialed, my signature below indicates that:

- I consent to all parts of the Individualized Education Program (IEP) and placement.
- I consent to the Individualized Education Program (IEP) and placement (all components of the IEP will be implemented) with the exception of:

---

- I do not consent to the Individualized Education Program (IEP) and placement because:

---

I understand that my student is:

- eligible for special education.
- not eligible for special education.
- no longer eligible for special education.

# IF YOU DISAGREE

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Contact your child's teacher or school principal and discuss your concern

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Talk to your school district special education director

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Call the East Valley SELPA office for other options  
909.252.4507