

# Developing Quality T/IEPs

## Part 4: T/IEP Implementation, Review, and Revision



*All special education and related services (including transition services), accommodations, program modifications, and supports identified on the student's T/IEP are implemented with fidelity. The T/IEP team regularly monitors student progress and revises the T/IEP based on changes in student performance data.*

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# You Will Learn to...

## ◆ Make the T/IEP a reality.

What is needed to

- plan and implement the T/IEP?
- monitor student progress and use results to make decisions?
- report progress to parents?
- review and amend the T/IEP?

## ◆ How will I determine what T/IEP resources are in Florida?

# Using the Problem-Solving Process to Implement, Review, and Revise the T/IEP

## MTSS

## T/IEP

Step 1. Problem Identification  
*What's the problem?*

Step 2. Problem Analysis  
*Why is it taking place?*

Step 3. Intervention Planning and Implementation  
*What are we going to do about it?*

Step 4. Response to Instruction/  
Intervention  
*Is it working?*

- Present Level of Academic Achievement and Functional Performance
- Measurable Annual Goals
- Special Education Services and Supports
- T/IEP Implementation, Review, and Revision

# Understanding Responsibilities

- u Teachers and other service providers must be informed of specific responsibilities related to the student's T/IEP.
- u Each general education teacher, ESE teacher, and other service provider who work with the student must have access to the student's T/IEP.
- u Accessibility logs from meetings with general education teacher, ESE teacher, and other service providers must be maintained.

# Who Will be Responsible for...

- u Planning the intervention for the annual goals?
- u Implementing the intervention with integrity?
- u Monitoring student performance and reporting progress to parents?
- u Interpreting student performance data and making decisions concerning effectiveness of the intervention?

# T/IEP Implementation with Integrity

- u Requires advance planning
- u Staff may require professional development and coaching
  - ä How to implement the instructional procedures, accommodations, etc.
  - ä Assistance with data collection and progress monitoring
- u Involves collaborative planning

# T/IEP Implementing with Integrity

- u Was the intervention provided in the way it was designed or intended?
  - ä Key aspects – materials, instructional approach
  - ä Instructional procedures used systematically
  - ä According to documented “level of intensity”
  
- u Verified through direct observations, self-reports, and student products
  
- u For more information see: *Guiding Tools for Instructional Problem Solving (GTIPS)*. (2011). Tallahassee, FL: Florida Department of Education. <http://www.florida-rti.org/index.htm>

# Monitoring Student Progress

## Identify the measurement procedures

- u Check the annual goals

- ä What conditions are required?

- ä What specific assessment methods/tools?

- ä What are the mastery criteria?

- u Make a plan

- ä When will student be assessed?

- ä Who will interpret results?



# How Often Should Data Be Collected

- u Data must be collected **regularly and frequently** to make reliable instructional decisions
- u **Consider type of data**
  - ä Behavior data/collected daily
  - ä Academic data/collected weekly

# What Evidence Should Be Collected? By Whom?

- u Given a travel checklist, Stuart will independently use the city bus to travel to his work site, completing all of the steps in five consecutive opportunities over a week.
  - ä What behavior?
  - ä What conditions?
  - ä What is mastery?
  - ä How often?
  - ä What assessment tools?
  - ä Who is responsible?

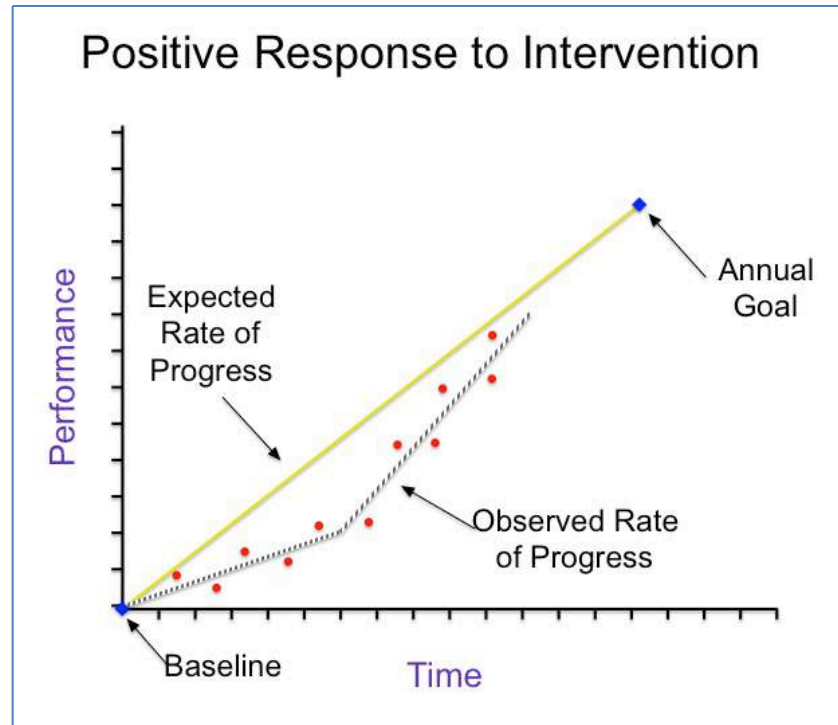
# Reporting Progress to Parents

- u Present data in easy-to-understand visual formats, depicting performance over time. Use graphs and easy-to-understand charts.
- u Provide additional information, such as written narratives or documented phone calls or conferences.

# Reporting Progress to Parents

- u Indicate what data were collected, with a description of the student's progress
  - Mastery, goal met*
  - Satisfactory, progress towards meeting goal*
  - Needs Improvement, at risk of not meeting goal*
  - N/A, not addressed yet (should not be marked more than once)*

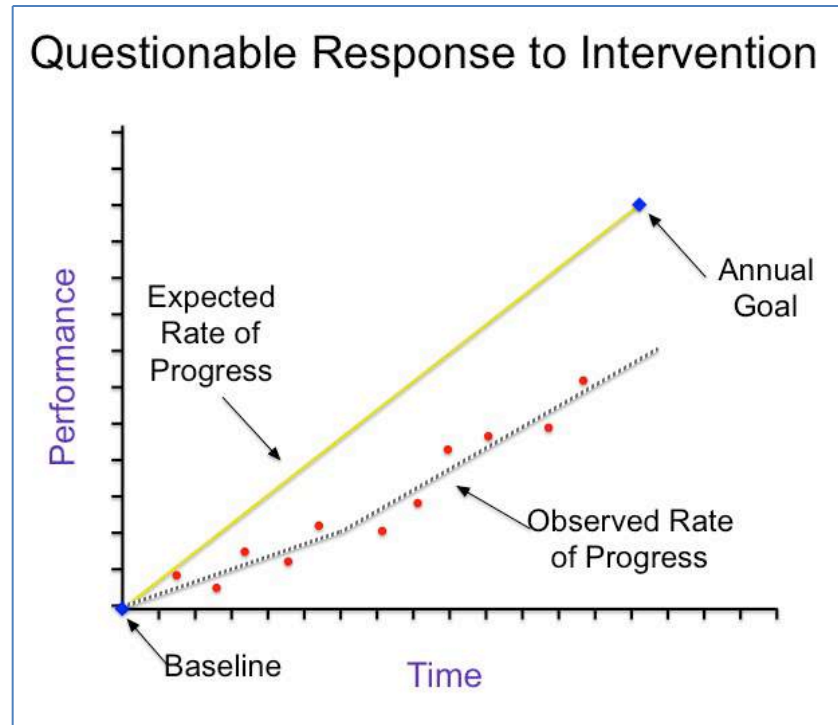
# If the Response Has Been Positive...



## Possible Actions:

- Continue services and supports with current annual goal.
- Continue services and supports and increase annual goal.
- Gradually fade services or supports to determine if the student can perform independently.

# If the Response Is Questionable...

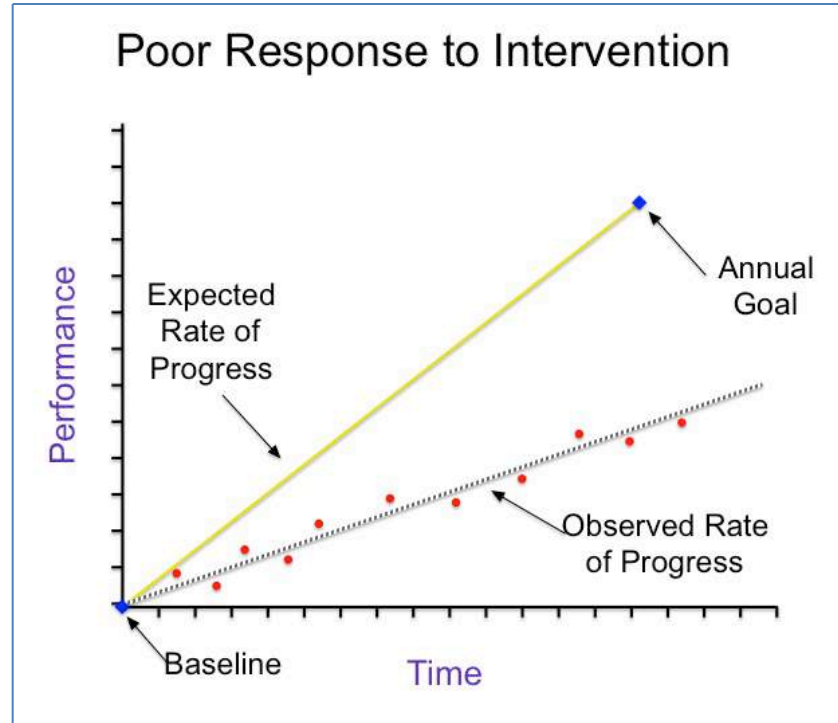


## Possible Actions:

Determine if the services and supports were implemented as intended.

- If not, improve implementation of services and supports.
- If yes, increase intensity of current services and supports and assess impact. If rate doesn't improve, return to problem solving.

# If the Response Has Been Poor...

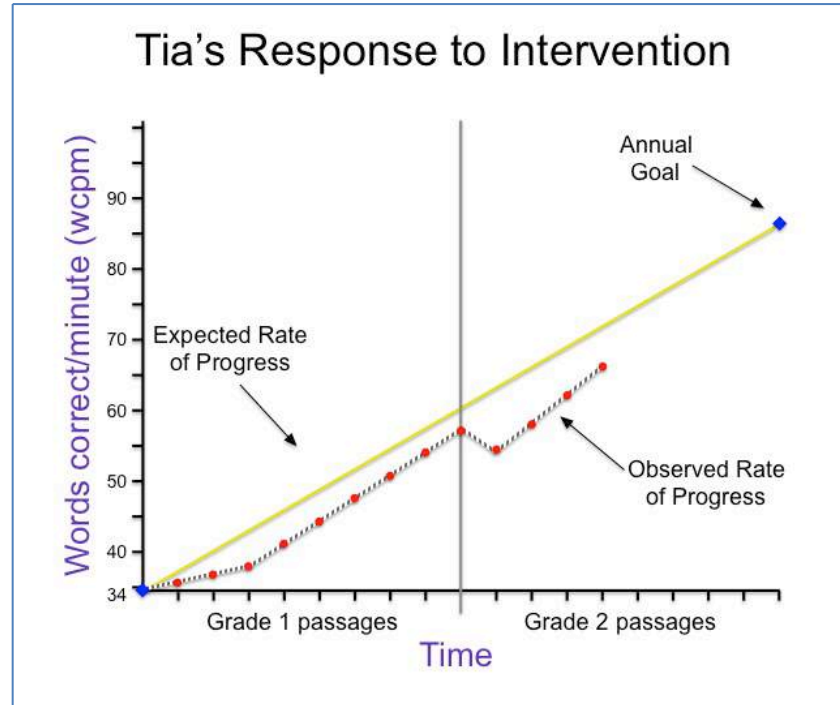


## Possible Actions:

Determine if the services and supports were implemented as intended.

- If not, improve implementation of services and supports.
- If yes, return to problem solving.

# You Try It



Tia's response has been \_\_\_\_\_.

Now what?



# Reviewing the T/IEP

- u The T/IEP must be reviewed at least annually and revised to address
  - ä Any lack of progress towards annual goals or in the general curriculum
  - ä Results of re-evaluation
  - ä Information about the student provided to or by parents
  - ä Student's anticipated needs
  - ä Other

# Revisions

- u Only one revision meeting is allowed per annual T/IEP (You can make multiple changes at the meeting. Be sure to invite the entire team).
- u Revisions need to be highlighted, dated, and initialed.
- u T/IEP team members must sign the attendance section on the 2nd page at the meeting.

# Informed Notice of Change of Placement (MIS #797)

- u Change in placement occurs when a student crosses the following thresholds:
  - ä from 80% or more of the day with nondisabled peers to less than 80% of the day with nondisabled peers (general to resource)
  - ä from 40% - 79% or more of the day with nondisabled peers to less than 40% of the day with nondisabled peers (resource to separate)
  - ä any action in the opposite direction. If this T/IEP does not reflect a change in placement, this must be indicated by marking N/A on the review form.

# Informed Notice of Change of Placement (MIS #797)

- ◆ Therapy services discontinued  
(e.g. PT, OT)
- u Orientation and mobility services added or discontinued
- u Change from direct service to consult service
- u Switching diploma options
- u Other significant changes

# Amendment

- u Federal guidelines now allow certain changes to be made to a student's T/IEP without a meeting, by agreement of the parent/guardian/adult student and local educational agency (LEA).
  
- u The T/IEP may be amended after the meeting
  - ä If parent and school district agree and develop a written document that amends the T/IEP
  - ä The entire team must be informed of changes



# Re-evaluations

## What are the procedures for the re-evaluation process?

- u A re-evaluation occurs for each student with a disability at least every three years, or more frequently if conditions warrant, or if requested by the child's teacher or parent.
- u Re-evaluation procedures for any student with multiple areas of eligibility must be conducted concurrently.
- u Keep in mind that you must complete "Recommendations for Regarding re-evaluations (MIS #809)." This is a team decision. Testing is not always necessary.
- u If testing is recommended, then the parent must sign the consent for re-evaluation (MIS #444)



# Summary of Performance

# Summary of Performance

- U Re-evaluation is not required for a student before the termination of eligibility, due to graduation with a standard diploma or exiting from school upon reaching the student's 22<sup>nd</sup> birthday.
- U **The district must provide the student with a summary of academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the postsecondary goals.**

**Rule 6A-6.0331(8)(f), F.A.C.**

# It's Important to Stay Informed!

Florida Department of Education

<http://www.fldoe.org>

Bureau of Exceptional Education and Student Services

<http://www.fldoe.org/ese/>

Project 10: Transition Education Network

<http://project10.info>

Technical Assistance and Training Systems (TATS) for  
prekindergarten programs

<http://www.tats.ucf.edu/about/index.html>

# Local Resources/Supports

- FDLRS
- District ESE Department
- District Website
- ESE WIKI
- ESE Department Chair
- Staffing and Compliance Teacher
- AT/CORE Team Liaison

# Workshop Wind-up

- u T/IEPs and Problem Solving
- u T/IEP Team
- u Present Level Statement
- u Annual Goals and Short-Term Objectives and Benchmarks
- u Service and Support
- u Implementation and Review

# You Learned How to...

Follow a systematic problem-solving process to develop and implement a quality T/IEP.

A Quality T/IEP

Is there any other kind?