# Developing Quality T/IEPs

# Writing Quality Present Level Statements

2012 - 2013

# T/IEP Components

Present Levels of Academic Achievement and Functional Performance

Annual Goals
Short-Term Objectives or Benchmarks (if applicable)

Special Education Services and Supports

**In a quality T/IEP, all components are clearly aligned.**

# Present Level of Academic Achievement and Functional Performance

u Based on statement

u The student's strengths and what the student currently can do (current skills)

u How the disability affects the student's involvement and progress in the general curriculum or participation in appropriate activities

u The student's priority educational needs

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# Using the Problem-Solving Process
## Present Level Statement

**Step 1: Problem Identification (What's the problem?)**

- What is the student's current level of performance and rate of progress?

- What is the student expected to do?

- What is the gap between expected/current performance?

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**Step 2: Problem Analysis (Why is it taking place?)**

- Why is the expected skill/behavior not occurring?

- What factors are contributing to the gap?

- What is the impact of disability on progress?

# Step 1: What's the Problem?

u <span style="color:red">Determine the gap</span> between what is expected of a student at a current age or grade level and the current performance of the student.

    ä Review information about student progress to identify general areas of concern and strengths.

    ä Then investigate areas of concern to pinpoint specific needs.

# What resources are available to access the data for my students?

◆ STAR

➢ FCAT, Running Record, 6 Traits, Progress Monitoring Plan

◆ CORE K12

➢ Math and Science

◆ PMRN

➢ Reading

◆ Program Folder

➢ Psychological, KTEA, Social History, FBA/BIP, Work Evaluations

◆ Data

➢ OT/PT (other programs), Conference Notes, Referrals, eSembler, Parent/Student/Teacher/Agency Input, Transition Assessments, Attendance Records, Past Report Cards

# Transition Assessments

u Transition Assessments are "the **ongoing process** of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments."  Assessment data serve as the common thread in the transition process and **form the basis for defining goals and services** to be included in the "Individual Education Program." *(Sitlington, Neubert, & Leconte, Career Development for Exceptional Individuals, 1997, p. 70-71)*

# Transition Assessments

u  Transition Assessments provide practical information to assist in all facets of transition planning, T/IEP development, and Present Level Statements.

u  Transition Assessments enable the T/IEP team to provide **State Board Rule (6A-6.03028)** required activities to prepare students to develop attainable measurable postsecondary goals by age 16.

u  Transition Assessments need to be age appropriate.

# Examples of Transition Assessments

u	College entrance tests

u	Brigance

u	Work evaluations

u	Choices Explorer (MS)/Choices Planner (HS)

u	Questionnaires

u	Interviews

u	Self-determination worksheets, etc.

u	Career Cruiser

u	FCAT

u	Alternate Assessment

# Work Evaluation Summary Sheet

u   After work evaluations are completed, the work evaluator provides the results as well as a summary sheet for case managers to use as Transition Assessments that help guide T/IEP development.

u   The summary includes recommendations for:

ä   Measurable postsecondary goals

ä   Present Level Statement

ä   Annual Goals

# Based on Statement

- Must include sources that were reviewed to create T/IEP (e.g., parent, student, basic education teacher, agency, and/or Job Placement Transition Specialist input) *A minimum of 3 sources are required.*

- Should include references to statewide, district and/or alternate assessments, Transition Assessments

- Should identify all areas for which the student is not meeting expected levels of achievement (PMP)

# Based on Statement Example

u Elementary:

   ä Based on statewide assessments, formal and informal reading assessments, other informal assessments, student work samples, and teacher/parent input

# Based on Statement Examples

u  Middle School:

  ä  Based on recent FCAT scores, informal observations, Career Cruiser and C.I.T.E interest inventory, and parent/teacher/student input

u  High School:

  ä  Based on a recent work evaluation, FCAT scores, informal observations, CHOICES interest inventory, and parent/teacher/student input

# Related Strengths/Current Skills

u   Areas of curriculum where student is performing on or above grade level

u   Student's abilities or behaviors in home, school, and community work setting

u   Preferences or interests

*Examples:*

ä   *Is performing on grade level in mathematics*

ä   *When information is presented in an audible format, is able to recall main ideas and details*

ä   *Is interested in environmental issues*

# Self-Determination

u   Instruction or the provision of information in the area of self-determination needs to be addressed for students who will be 14 or older to assist the student to be able to actively and effectively participate in a T/IEP meeting and to self-advocate.

u   Self-determination should be reflected in the PLS, annual goals, and ESE services (Instruction in Self-Determination).

# Strengths and Current Skills

u Include ELL statement if the Special Cnsideration for ELL was chosen:

ä ___'s language proficiency level is _____ (Obtain from ESOL Resource Teacher or Chair). ESOL services are being provided by means of ___ (e.g., ELL bilingual instructional assistant's support, Developmental Language Arts through ESOL class, classroom teacher, ESOL modifications).

# PMP Students

u  _____ is not meeting district standards in the area(s) of <u>subject(s)</u>.

u  This includes Math, Reading, Writing, and Science.

# For Speech (F) Only PMP Students:

u For Speech only:

ä _____ is not meeting district standards in the area(s) of subject(s).  Strategic interventions are being implemented in the classroom and (student's) progress is being monitored.

# Attendance

u If:

ä 5 unexcused absences in a month

ä 10 unexcused absences in a 90 day period

u Then:

ä Need to address attendance in PLS and have a goal

# Step 2: Why Is It Taking Place?

u For each area of concern, analyze factors that may be affecting student performance

- ä Curriculum and instruction (standards, instructional methods and materials)
- ä Environment (barriers and supports)
- ä What is the effect of the student's disability?

# Impact of Disability

u This statement indicates how the student's disability impacts performance in the classroom.

u This is the statement that tells why the student can't be successful in a basic classroom without support.

# Educational Priority Needs (Elementary)

- Includes all areas for which current skills level is below expectation.

- This may be noted in the Strengths/Current Skills paragraph and/or the Impact of Disability Statement.

- Annual goals should be based on the identified educational priority needs.

- Academics, behavior, self-determination *(5ᵗʰ grade and above),* and attendance *(if needed)* should be addressed.

# Educational Priority Needs (Secondary)

- Includes all areas for which current skills level is below expectation.

-  This may be noted in the Strengths/Current Skills paragraph and/or the Impact of Disability Statement.

- Annual goals should be based on the identified educational priority needs.

- Academics, behavior, self-determination, attendance (if needed), and employment should be addressed.

- After age 16, these goals should relate to the students Measurable Postsecondary Goals (MPGs).

# What is the Format?

u **Based on Statement**
- ä Overall statement

u **Strengths/Current Student Performance (based on data)**
- ä Related to the area of concern and domain
- ä Followed by supporting statements with specific information and sources
- ä Name the assessments and dates
   (No acronyms, spell out FAIR/FCAT)

u **Description of the effect of disability/needs**
- ä How disability affects learning and behavior
- ä Need for special education services and supports

# PLS Reminders

◆ The PLS should not address services that the student currently receives or will receive.

◆ For every priority need written, you must then write a goal to meet that student's need.