**Presents**
**"Individualized Education Program (IEP):**
**A Closer Look"**

1HR

# KY-SPIN
(Special Parent Involvement Network)
## Parent Training & Information (PTI) Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.
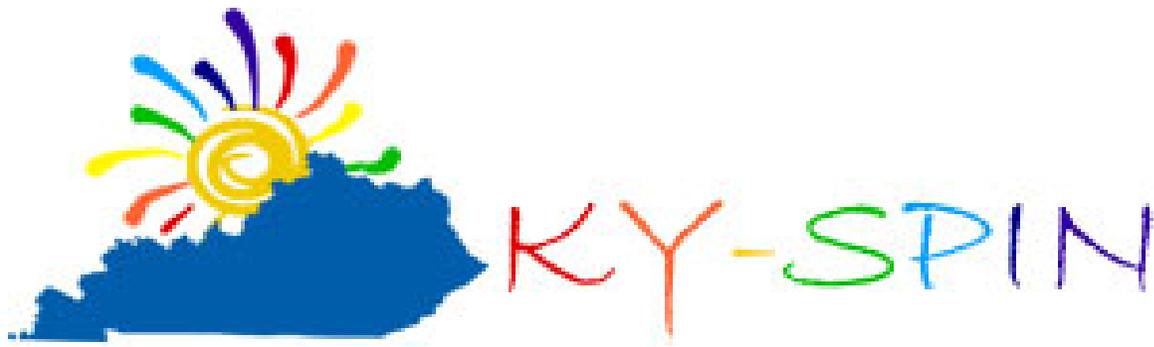
## We do NOT:
Act as Attorneys

## We DO:

♥ Empower Families to Effectively Advocate for their Children

♥ Provide peer support to help families access needed information and resources

# Today's Agenda

1. Review of IDEA (Individuals with Disabilities Education Act) and Kentucky Regulations

2. IEP:
> Present Levels of Performance
> Goals and Objectives
> Other Key Components

4. Questions and Answers
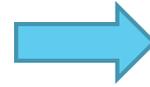
**Individuals with Disabilities Education Act (IDEA)** → **Federal Law**

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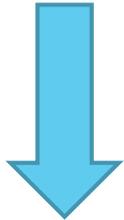
**Kentucky Administrative Regulations (KAR)** → **State Law**
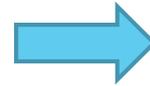
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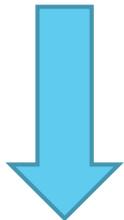
**Local Policies and Procedures** → **Public School District**

# Individuals with Disabilities Education Act (IDEA)



- In the USA  all children have a right to a free public education

- Some of these children have special needs and since 1975 have the right, through a law called IDEA  -Individuals with Disabilities Education Act-to services so they can access this education
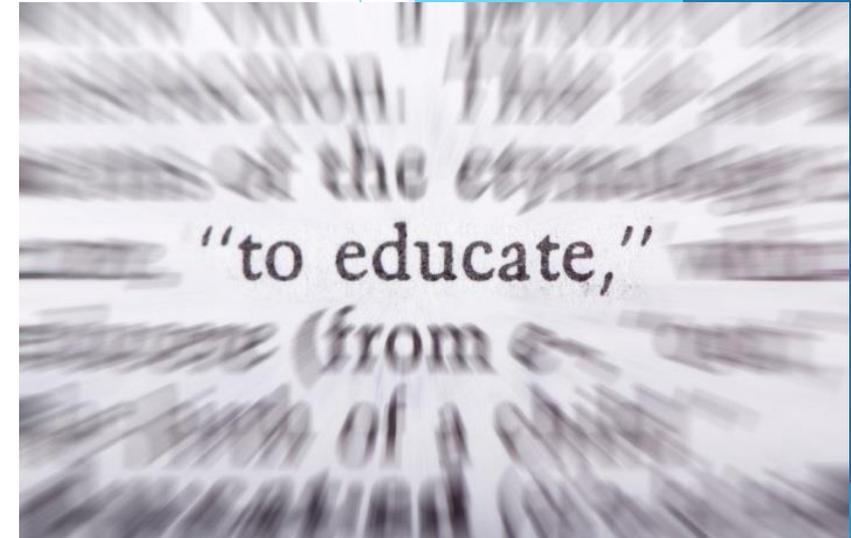
# WHO IS ELIGIBLE?

- Children with a disability who have been evaluated and found to meet the eligibility criteria

- Children who need special education services/specially designed instruction(SDI) and related services

# **Eligibility**

- Disability Categories
- Educational Needs
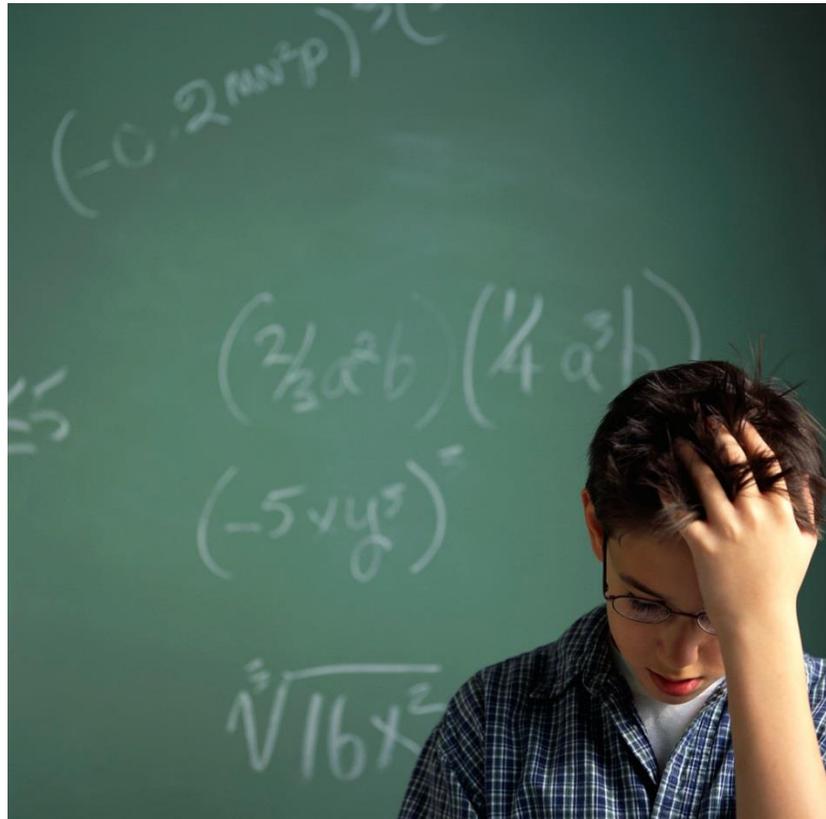
| Federal IDEA | KAR Categories |
|---|---|
| Autism Spectrum Disorder (ASD) | Autism |
| Deaf-Blindness | Deaf-Blindness |
| Development Delay (Ages 3 through 9) | Developmental Delay (Student is three (3) through eight (8) years of age. *(Note: Eligibility for DD ends on the child's 9th birthday.)* |
| Emotional Disturbance | Emotional-Behavioral Disability |
| Hearing Impairment (including deafness) | Hearing Impairment |
| Intellectual Disability | Mental Disability: Mild Mental Disability (MMD) or Functional Mental Disability (FMD) |
| Multiple Disabilities | Multiple Disabilities |
| Orthopedic Impairment | Orthopedic Impairment |
| Other health Impairment | Other Health Impairment |
| Specific Learning Disability | Specific Learning Disability |
| Speech or Language Impairment | Speech Language Impairment |
| Traumatic Brain Injury | Traumatic Brian Injury |
| Visual Impairment including Blindness | Visual Impairment |

# THE SPECIAL EDUCATION CYCLE

▶ Consent

▶ Evaluation

▶ IEP written

▶ Placement made

▶ Annual IEP review

▶ 3 year Evaluation

# HOW ARE PARENTS and STUDENTS INVOLVED?

- ▶ IDEA says that Parents are members of the team: Parents concerns for enhancing the education of their child must be considered

- ▶ The school is required to make every effort to get parents to participate

- ▶ Students at age 14 become members of the team but can participate at any time

# Parts of the IEP (Individualized Education Program)

**IEP stands for "Individualized Education Program."** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations. These requirements are discussed in this section.

**What an IEP Must Contain**

When the members of a child's IEP team sit down together and consider how the child will be involved in and participate in school life, they must be sure that the resulting IEP contains the specific information required by IDEA, our nation's special education law.

# Here's a brief list of what IDEA requires:

- A statement of the child's **present levels of academic achievement and functional performance**, including how the child's disability affects his or her involvement and progress in the general education curriculum;

- A statement of measurable **annual goals**, including academic and functional goals;

- A description of how the **child's progress** toward meeting the annual goals will be measured, and when periodic progress reports will be provided;

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# IDEA
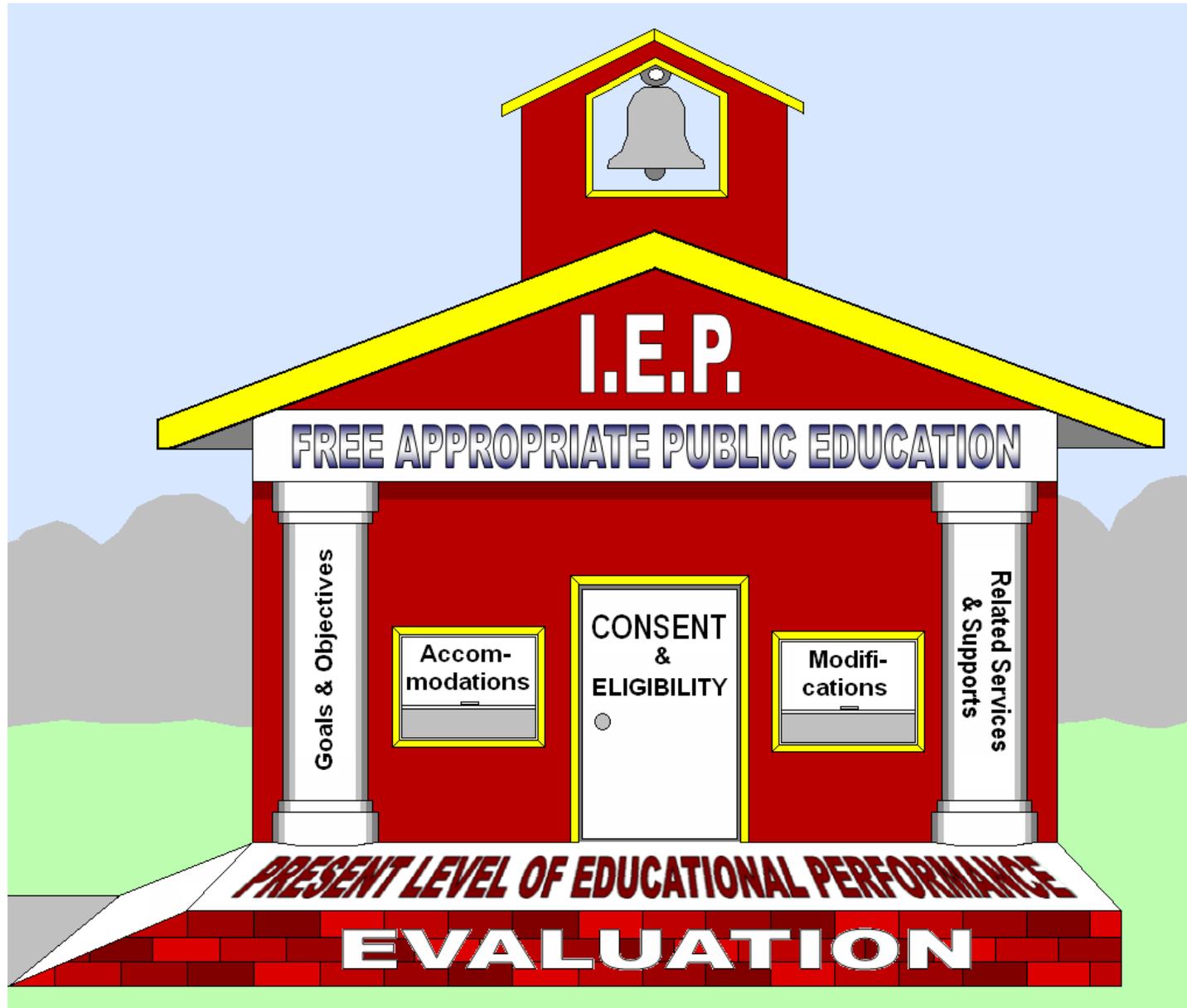
# **IDEA requires that an IEP include:**

A statement of the child's present levels of academic achievement and functional performance

**IDEA 2004
614(d)(1)(A)**

## Present Level of Academic Achievement and Functional Performance:

How the disability affects the child's involvement and progress in the general curriculum.

# Present Level of Academic Achievement and Functional Performance

Domains:

Communication Skills

Academic Performance

Health, Vision, Hearing, Motor Abilities

Transition Needs

Social and Emotional Status

Functional Vision/Learning Media Assessment

General Intelligence

# Present Levels

How is the child currently doing in school? How does the disability affect his or her performance in class? This type of information is captured in the "present levels" statement in the IEP.
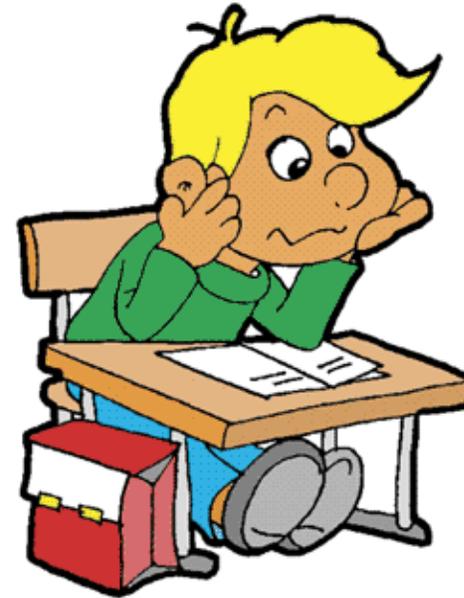


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# Writing the Present Level of Academic Achievement and Functional Performance

Before the ARC/IEP Meeting:

- Ask for a draft of the Present Levels of Performance

- Draft your own Present Level of Performance at the ARC/IEP Meeting:

- Bring a written list of current abilities, strengths, and areas of difficulty

- Give input on what your child is doing and can do now

# Examples of Present Levels
## Present Level of Performance (PLOP)

Examples can be very illustrative. None shared is a complete "present levels" statement. These snippets are provided to suggest the range of information and detail you might find in a "present levels" statement.

- Elise is essentially non-verbal and uses many ways to communicate including: gestures, facial expression, eye gaze, vocalizations, word approximations, head nods for yes, head shakes for no, and use of a Dynavox 3100 augmentative communication device which she accesses with a head switch.

# Examples of Present Levels

• Lawrence needs a quiet, separate place to do individual work.

• Terri learns quickly when working in a small group.

• Zung understands and remembers what he hears about a subject. Learning by reading or looking at pictures is difficult for him and doesn't work as well.

• Kim imitates other children and learns from them.

# Examples of Present Levels

•David's performance in basic reading and writing is significantly below his ability. David makes errors when he reads and has trouble decoding long words, but his comprehension skills are strong. He uses context cues and picture cues to help him understand what he is reading.

**IMPORTANT**

A fully developed, well-written "Present Levels" is the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.

# Annual Goals

In a manner of speaking, **annual goals are like a road map**. Where's the child heading this year? What will he or she work on, both academically and in terms of functional development? What does the IEP team feel the child can achieve by the end of the year–again, academically and functionally? A well-written goal should be positive, and describe a skill that can be seen and measured. It answers the questions:

**Who**?. . . will achieve?
**What**?. . . skill or behavior?
**How**?. . . in what manner or at what level?
**Where**?. . . in what setting or under what conditions?
**When**?. . . by what time? an ending date?"

# Annual Goals:

A statement of measurable annual goals, including academic and functional goals

IDEA 2004
614(d)(1)(A)

## Goals should:

- identify skills the child will gain

- address all needs identified in the Present Level statement

# IDEA's Exact Words

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) 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; and

(B) Meet each of the child's other educational needs that result from the child's disability…
[§300.320(a)(2)(i)(A) and (B)]

Writing goals can be one of the most challenging parts of developing the IEP. One reason for this is because the goals may cover so many different areas.

**The four critical components of a well-written goal are:**

**#1 - Timeframe** is usually specified in the number of weeks or a certain date for completion. A year is the maximum allowed length for the timeframe.

- In 36 instructional weeks…
- By November 19, 2017….
- By the end of 2017-18 school year…

**#2 - Conditions** specify the circumstances that prompt the child's performance of an observable behavior. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge.

• When presented with 2nd grade level text…
• Given a mixed 4th grade level math calculation probe….
• Given a story prompt and 30 minutes to write…

Conditions may also integrate a related service:

• Given appropriate equipment……..
• Given assistive technology……..
• Given a pencil grip……….

**#3 - Behavior** clearly identifies the performance that is being monitored, usually reflects an action or can be directly observed, and is measurable.

- Sarah will read…
- Claude will write the correct solutions…
- Tom will participate in the group….
- Jane will indicate her wants and needs…..
- Chris will write……

**#4 - Criterion** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the child or youth is expected to make by the end of the annual goal period.

- 96 words per minute with 5 or fewer errors.
- 85% or more correct for all problems presented.
- Earning 4 or better when graded according to the writing rubric.

# Objectives & Benchmarks

- IDEA 2004 – removed requirement, except for students who take alternate assessments based on alternate achievement standards
- Kentucky Administrative Regulations – A LEA's (Local Education Authority - County or Independent public school system)  procedures may determine the use of benchmarks or short-term objectives for a child's IEP.  [707 KAR 1:320. Section 5(7)]

# WHERE WILL STUDENTS RECEIVE THE SUPPORTS & SERVICES IN THEIR IEP?

► **Special education is not a place.**

► The district must look first at the student attending the school he/she would attend if he wasn't disabled, unless the IEP requires otherwise

► Least Restrictive Environment (LRE)-
To the maximum extent appropriate students with disabilities should be educated with students without disabilities.

# Other Parts of the IEP

**Service Delivery**
(http://www.parentcenterhub.org/iep-servicedelivery/)
When will the child begin to receive services? Where? How often? How long will a "session" last? Pesky details, but important to include in the IEP!

**Age of Majority**
(http://www.parentcenterhub.org/age-of-majority/)
Beginning at least one year before the student reaches the age of majority, the IEP must include a statement that the student has been told about the rights (if any) that will transfer to him or her at age of majority. What is "age of majority" and what does this statement in the IEP look like?

**Supplementary Aids and Services**
(http://www.parentcenterhub.org/iep-supplementary/)
Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings. The IEP team must determine what supplementary aids and services a child will need and specify them in the IEP.

# Other Parts of the IEP

**Program Modifications for School Personnel**
(http://www.parentcenterhub.org/modifications-personnel/)
Also part of the IEP is identifying the program modifications or supports for school personnel that will be provided.

**Extent of Nonparticipation**
(http://www.parentcenterhub.org/iep-nonparticipation/)
The IEP must also include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in other school settings and activities.

**Accommodations in Assessment**
(http://www.parentcenterhub.org/iep-assessments/)
IDEA requires that students with disabilities take part in *state or districtwide assessments*. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.

# **Periodic Reports**

Progress on each goal and/or objective

At least Concurrent with report cards,
but can be more frequent

Be specific in when you will
receive progress reports
&
what the progress report will cover

# If you still have questions…

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Please complete our evaluation

Information used from PACER, CIPR, KY P&A, FND of FL, IDEA, KAR, KDE