

SECTION 7

**inclusion
matters!**



Individualized Education Program (IEP)

Individualized Education Program (IEP)

The student's IEP is the vehicle that pulls together the work of the team into a permanent record of the student's instructional plan. Procedural guidelines for completion of the IEP are outlined in the Special School District's IEP manual and should be reviewed prior to conducting the IEP meeting.

The purpose of the IEP is to identify the special education and related services needs for an individual student. The following programmatic guidelines should be considered when developing the IEP for all students, in particular students moving to a less restrictive environment:

1. Plan the IEP based on the individual, priority needs of the student.
2. Support parent input by providing the parent with updated data, professional learning and support opportunities, as well as providing them with the IEP Preparation and Participation Form for Families.
3. Develop goals that increase the number of age-appropriate environments (current and future) where the student can actively participate, that enhance the student's image, and that increase the student's ability to make choices and develop meaningful relationships.
4. Consider all environments the student is in throughout the school day. Consider goals that can be generalized to many environments. Identify skills the student needs to learn to be more successful.
5. Write goals that are easy to understand and allow for reliable implementation by anyone who may deliver instruction, including the family. Specify appropriate criterion for mastery in natural environments. Identify a variety of methods to facilitate data collection and document progress.
6. Consider goals that can be taught throughout the student's daily routine. Consider various learning centers, natural school and home routines, and curricular activities of the classroom for implementation.
7. Plan goals that allow for multiple opportunities for practice and guidance. Arrange a variety of materials and activities throughout the natural school and classroom routines through which the student can practice skills.
8. Consider goals that focus on social, motor and communication skills within the context of meaningful activities. Related services objectives are embedded in the goals to facilitate functional skills across integrated environments.
9. Consider additional supports to assist the student following the criteria set forth in the Paraprofessional document – Support Selection Guide.
10. It is important to remember that the IEP is a working document and evaluation of the student's program is ongoing. Revisions in the IEP may be needed during the school year to accommodate progress and/or changes needed as identified by the IEP committee. When a student is first included it is not unusual to reconvene the IEP and rewrite or amend it during the first couple of months.

Please contact the Parent Education and Diversity Awareness Program at (314) 989-8460 for additional information and training or to request a copy of the Parent Handbook. In addition, visit DESE website – Parent's Guide to Special Education <http://www.dese.mo.gov/se/compliance/documents/ParentGuide.pdf>

IEP Preparation & Participation Form for Families

This form follows the order of the IEP. It is designed to help you (and when appropriate, your child) participate more effectively in the IEP process and to assist you and your child’s teacher in planning to meet your child’s needs.

Although completion of this form is not required, your input is very important in the development of your child’s IEP. Feel free to complete only the questions you believe apply to your child’s educational needs. You may want to ask your child some of these questions, as well.

1. Present Level of Academic Achievement and Functional Performance (PLAAFP)

<p>What are some of the best ways your child learns? What are some ways you motivate your child?</p>	
<p>What are some successes your child has had this year (school, home, in the community)?</p>	
<p>What are some of your child’s strengths, gifts and talents?</p>	
<p>Describe the needs of your child at school -- consider academic, communication, behavioral, physical, social and/or emotional needs.</p>	
<p>Describe any concerns you have about your child’s education, safety and/or future.</p>	
<p>Do you feel there is need for additional information to identify/support your child’s learning needs or area(s) of disability? If so, please explain.</p>	

2. Special Considerations: Federal and State Requirements

These areas are required to be addressed and discussed during the IEP meeting:

	YES	NO
Is your child blind or visually impaired?		
Is your child deaf or hearing-impaired? Use an assistive hearing device?		
Does your child exhibit behaviors that impede his/her or others' learning?		
Does your child have limited English proficiency?		
Does your child have communication needs?		
Does your child need assistive technology devices or services?		
Is your child eligible for extended school year (ESY) services?		
Are transition services required (age 16 and older)?		
Has there been a transfer of rights (age 18)?		
Are state assessments administered for your child?		
Are district-wide assessments administered for your child?		

3 & 4. IEP Goals and Services Summary

Based on the needs identified in Section 1, what would you like to see your child accomplish this year?	
What long-range goals do you have for your child?	
<p>What do you think your child needs to reach their goal? Where do you think your child should receive these services?</p> <p>(i.e. general education classroom, resource room, special education classroom, SSD school)</p> <p>For more information, visit: www.ssdmo.org/cool_tools/fcrc_parent_handbook.html</p>	
<p>What, if anything, needs to be different for your child in the classroom? (Ex: extended time for tests, specialized seating).</p> <p>For more information on accommodations or modifications, visit: www.ssdmo.org/cool_tools/fcrc_parent_handbook.html</p>	

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IEP Preparation & Participation Form for Families

5. Transportation

If transportation is a related service, what accommodations and/or modifications are needed?	
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6. Regular Education Participation/Placement Considerations

Do you feel that your child's participation with non-disabled peers in the general education setting is sufficient? If not, please explain.	
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Support Selection Guide

Name of student possibly needing additional support:	
Date:	

Step 1: Needs Assessment

<p>In what areas does the student need support (check all that apply and complete corresponding section below.)</p> <p><input type="checkbox"/> A) Academic Skill</p> <p><input type="checkbox"/> B) Behavior Performance</p> <p><input type="checkbox"/> C) Personal care & safety</p>	<p>What specific skill(s) does the student need to learn or need support with?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
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A) Academic Skill	
What specific skill has been taught to the student by a special educator?	
Has the skill(s) been taught in the general education setting?	

B) Behavior Performance	
What classroom universals in place?	
What FBA/BIP in place and being implemented with fidelity?	
What are accommodations being utilized with fidelity?	
How frequently does the child have to be re-directed to perform a needed skill?	
Frequency of behavior that are injurious to self or others:	
Frequency of physical restraints:	
Safety in the school environment concerns:	

Support Selection Guide

C) Personal Care and Safety	
What are the student's physical needs?	
What areas does the student need assistance?	
When does the student need assistance?	

Other questions for consideration	
Describe the student's level of independence as compared with peers. Describe how adult support might increase or decrease the student's level of independence.	
If there are behavior concerns, describe how the presence and support of an adult seems to decrease or increase the escalation.	

Support Selection Guide

Step 3: Determination (choose only one below)

- This student requires additional adult support to obtain the stated skills or implement proficiency in the skill area

 - This student's needs can be met through the following solution (i.e. accessing volunteers, utilizing adults presently in the building, etc):
-
-

Step 4: Final Considerations

Will this adult require specialized training? If so, please describe:	
Are there other considerations the team might consider when deciding who will provide support; such as gender of the adult support? If so, please describe:	
Describe the criteria that will be considered for fading the adult support:	
Schedule for administrative review – this plan will be reviewed with my supervisor on the following date(s):	

Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

<p>Identify need for Adult</p> <p>What are the specific Goal/Skills the Adult will be supporting?</p>	
<p>What Settings will the support be needed?</p> <p>Specify Class Activity</p>	
<p>How will the Adult reinforce the skills?</p> <p>What data will be collected and how often?</p>	
<p>Total Time needed for Adult Support</p>	
<p>Describe the level of service:</p> <ul style="list-style-type: none"> • Full/partial physical • Modeling • Direct/indirect verbal • Gestures • Natural 	
<p>How will independence be encouraged?</p> <p>How will social acceptance and positive interdependence be promoted?</p>	
<p>What is the fading plan?</p> <p>What data will be collected for decision making regarding fading and how often?</p>	
<p>Anticipated total time in reduction of Adult support by review date?</p>	

Reference: Mueller, P.H. & Murphy, F.V. (2001). Determining When a Student Requires Paraeducator Support. Teaching Exceptional Children, Vol 33, No. 6, pp. 22-27.

SSD Support Selection Guide

The Support Selection Guide was developed by the Effective Use of Paraeducator Committee. The goal of the Support Selection Guide is to promote student success and support the effective and efficient use of paraeducators.

Why Did We Develop the Adult Support Selection Guide?

SSD developed the Adult Support Selection Guide in alignment to its values, mission and vision. This tool is intended to provide guidance related to a) when to provide Paraeducator support, b) how the support will be implemented and c) how to plan for fading support. The Support Selection Guide will provide the guidance and support teams need to successfully implement adult support while keeping true to SSD's values, mission and vision. The ultimate goal being working towards fading support through Universal Design, remediation and building of skills, and use of appropriate accommodations to create independence.

When to Use the Support Selection Guide: The Guide should be referenced, utilized anytime/ every time adult support considerations are discussed. From initial IEP to a mid-year check in, the purpose of the Guide is to provide a team with a roadmap for consideration while determining how best to support a student.

*If there is a discussion/request for support outside an IEP meeting OR the case manager is aware that support will be discussed during the upcoming meeting:

- 1) Area Coordinator and AC case manager confer
- 2) Review relevant data
- 3) Review student schedule
- 4) Teacher completes draft forms
- 5) Present draft at IEP during services discussion
- 6) Determine support needs and fading plan
- 7) Determine team meeting and review dates
Submit form

(*from Effective Use of Paraeducators Committee IGOE housed on Committee meeting notes 2012-13)

How to Use the Guide:

The Guide has built in instructions within each step. Each step must be addressed and filled in. It should be done as a team; however, completion of drafts prior to the meeting as a working document is strongly encouraged.

Step 1: Needs Assessment

Step 2: Complete the schedule mapping process for the student

Step 3: Determination

Step 4: Final Considerations

Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

Where to Go for Additional Support?

A sample Guide is provided as a template. If there are additional questions or concerns, please contact:

- 1) Your Area Coordinator or SSD Principal
- 2) Your region's Facilitator
- 3) Your region's Social Emotional Behavior or Autism Effective Practice Specialist

MLP Draft date 12.3.13

Support Selection Guide [SAMPLE]

Name of student possibly needing additional support:	Suzie Sample
Date:	4/11/2013

Step 1: Needs Assessment

<p>In what areas does the student need support (check all that apply and complete corresponding section below.)</p> <p><input type="checkbox"/> A) Academic Skill <input type="checkbox"/> B) Behavior Performance <input type="checkbox"/> C) Personal care & safety</p>	<p>What specific skill(s) does the student need to learn or need support with?</p> <p>Academics- Academics are below grade level in all areas and need to be modified by an adult and require adult support in order to complete</p> <p>Behavior: Suzie requires an adult to keep her on task and engaged in the lessons in the whole group setting (will refuse by screaming, refusing, leaving classroom); Requires adult to implement reinforcement schedule as indicated in BIP;</p> <p>Personal care and safety: Suzie will (and has many times) elope from the classroom in order to seek out a preferred activity or place; Suzie will not consistently indicate when she needs to use the bathroom</p>
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A) Academic Skill	
What specific skill has been taught to the student by a special educator?	Special Ed teacher addresses academics both inside and outside of the classroom based upon a combination of general education curriculum and IEP goals.
Has the skill(s) been taught in the general education setting?	Yes. When special education teacher is not in the general education classroom, the TA is implementing strategies in order to help Suzie access general education classroom.

B) Behavior Performance	
What classroom universals in place?	*****NEED TO INSERT SOMETHING HERE *****
What FBA/BIP in place and being implemented with fidelity?	*****NEED TO INSERT SOMETHING HERE *****
What are accommodations being utilized with fidelity?	*****NEED TO INSERT SOMETHING HERE *****
How frequently does the child have to be re-directed to perform a needed skill?	Daily.

Support Selection Guide [SAMPLE]

B) Behavior Performance	
Frequency of behavior that are injurious to self or others:	Behaviors are not injurious to self or others
Frequency of physical restraints:	None
Safety in the school environment concerns:	Major team concerns are elopement; Suzie has left the classroom and will run down the hall; She is very quick; Also, during the after school program where Suzie did not have 1:1 support, she eloped and was found in an entirely different section of the school.

C) Personal Care and Safety	
What are the student's physical needs?	Receives APE; Student is able to walk, move, run, etc.
What areas does the student need assistance?	Bathroom schedule, staying on task in the classroom, exhibiting appropriate behaviors in the classroom, remaining in the learning area (classroom or lunch/recess)
When does the student need assistance?	Daily

Other questions for consideration	
Describe the student's level of independence as compared with peers. Describe how adult support might increase or decrease the student's level of independence.	Adult support would increase students level of independence- When Suzie does not have an adult with her, she does not comply with classroom routines and cannot be redirected by the general education teacher, as they are trying to teach the other children as well. Example: When the class goes to the carpet to read a story, Suzie may go to the back of the room and begin to eat her lunch and refuse to attend. If there is an adult to redirect her, she is able to "work for" a snack, etc. The adult can provide the reinforcement as appropriate for the situation.
If there are behavior concerns, describe how the presence and support of an adult seems to decrease or increase the escalation.	It depends; Suzie requires an adult to be monitoring her during situations where inappropriate behavior is occurring, yet it is best (in order to decrease escalation) for that adult to ignore Suzie; This often happens in the hallway during transitions

Step 2: Complete the schedule mapping process for the student.

Activity Time of Day	What can the student do without assistance?	What can the student do with accommodations or modifications?	What can the student do with adult assistance?	Identify areas to promote social acceptance and positive interdependence and how peers will be used.	Identify areas to target for independence.
Morning Routine	Student will put her backpack and coat on hook		Still requires adult redirection otherwise student will wander and participate in a preferred activity	Peers are very helpful to Suzie and they redirect her to her hook	Suzie requires an adult to prompt her to come back to her learning area after she puts her things away; This is an area to target for independence
Reading Block	Student can inconsistently sit and listen to whole group lesson without adult redirection	Many of the literacy activities during literacy block are modified for Suzie's needs; Other accommodations include support with writing (using a highlighter to trace, still needs hand over hand)	Requires adult assistance during all academic times of the day in order to make sure the curriculum is at Suzie's level	Peers want to be partners with Suzie and love to help her/partner read with her	Suzie is performing below grade level in academics and requires an adult to support her during this time
Lunch/Recess	Requires adult assistance to come into the cafeteria and get lunch set up (Suzie can now open containers, ziplock bags, etc.)	Adult will partially open difficult containers and Suzie will finish	Requires adult assistance during this time because of possibility of elopement; Student has eloped during lunch	Suzie sits near peers during this time	Opening of all containers complete by herself (OT); Throwing away trash independently while coming back to the table
Specials	Can participate in music and PE with minimal redirections; Student will elope and needs to be carefully watched; Art- requires adult support because of difficulty with fine motor tasks and art is a non-preferred activity	Accommodations are implemented during class as needed (ex: art- needs assistance cutting, writing, drawing, etc)	Requires adult assistance during this time because of possibility of elopement and for support during art for fine motor tasks	Suzie is partners with typically developing peers for various activities in these specials classes	Sometimes during specials (unstructured activities) Suzie displays unsafe "hands" with peers- Area to target is having safe hands with peers during specials
Math Block	Inconsistently sit and listen to whole group lesson without additional adult support (sped teacher has been sitting in the back)	Accommodations and modifications are implemented for all math activities	Requires adult assistance during all academic times of the day in order to make sure the curriculum is at Suzie's level	Suzie is with her peers during the whole group math lesson; There is not a ton of interaction with peers during this time as the kids are focused and in more of a lecture-setting	Individual IEP goals: Which number is bigger?

Support Selection Guide [SAMPLE]

Step 3: Determination (choose only one below)

- This student requires additional adult support to obtain the stated skills or implement proficiency in the skill area
 - This student's needs can be met through the following solution (i.e. accessing volunteers, utilizing adults presently in the building, etc):
-
-

Step 4: Final Considerations

Will this adult require specialized training? If so, please describe:	<i>The adult working with Suzie will have to be able to follow through with the behavior interventions put into place; For example, certain behaviors are to be redirected while certain behaviors are to be ignored; Suzie struggles with a change of personnel</i>
Are there other considerations the team might consider when deciding who will provide support; such as gender of the adult support? If so, please describe:	
Describe the criteria that will be considered for fading the adult support:	
Schedule for administrative review – this plan will be reviewed with my supervisor on the following date(s):	

Step 5: Complete the Adult Support Plan - Adult Support Matrix and Plan

Identify need for Adult What are the specific Goal/Skills the Adult will be supporting?	Safety- Student will elope; Behavior (goal is "safe hands" with peers and adults) Academics
What Settings will the support be needed? Specify Class Activity	All general education classes, specials, lunch/recess Math, Reading, Science, Social Studies, Writing
How will the Adult reinforce the skills? What data will be collected and how often?	Data is being collected on the frequency and time of elopement and "hands on others" Data is being collected on specific IEP goals related to these academic areas on a bi-weekly basis; Reviewed by data team every 6 weeks
Total Time needed for Adult Support	All general education classes Academic support required by an adult for all academic areas in the classroom
Describe the level of service: <ul style="list-style-type: none"> • Full/partial physical • Modeling • Direct/indirect verbal • Gestures • Natural 	Modeling, direct/indirect verbal, Natural
How will independence be encouraged? How will social acceptance and positive interdependence be promoted?	Adult does not always sit right next to Suzie- but adult is in the room to ensure safety Independence is encouraged in academics as Suzie is partners with typically developing peers and Suzie is challenged in her work with modeling from adult
What is the fading plan? What data will be collected for decision making regarding fading and how often?	Fading plan will be revisited by the IEP team when/if student does not require support for safety Fading plan will be revisited by the IEP team when/if student does not require this support for academics in the classroom
Anticipated total time in reduction of Adult support by review date ?	

Reference: Mueller, P.H. & Murphy, F.V. (2001). Determining When a Student Requires Paraeducator Support. Teaching Exceptional Children, Vol 33, No. 6, pp. 22-27.