# DEVELOPING YOUR CHILD'S IEP

January 25, 2017

# Agenda

- Introductions
- IEP Process Overview
- Questions and Collaboration

### What is an IEP?

- An Individualized Education Program (IEP) is developed for each student who is eligible for special education services.
- The IEP is reviewed at least annually

### What must the IEP include?

- Present levels of Academic Achievement and Functional Performance;
- Measurable Annual Goals and Objectives or Benchmarks;
- The special education, related services, and supplementary aids and services that will be provided to (or on behalf of) your child, including program modifications or supports for school staff;
- An explanation of the extent (if any) to which your child will not participate with children without disabilities in the regular class and in school activities;
- Any modifications your child will need when taking state or district-wide assessments;
- The dates when services will begin and end, the amount of services, as well as how often and where they will take place;
- How and when you will be informed of your child's progress;
- By age 14.5 (or younger, if the IEP team so decides), postsecondary goals and the transition services (including courses of study) that your child will need to reach those goals;

### **IEP Goals**

- Describes what your child can be expected to do or learn within a 12-month period
- Goals are broken down into objectives or benchmarks
- IEP goals 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?

### IEP Goal Example

By the Annual Review, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 80% accuracy.

- By March 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts given 1 repetition with 60% accuracy.
- By June 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 60% accuracy.
- By November 2017, Suzie will execute 2-step oral directions including spatial, sequential, quantitative, and/or temporal concepts with 70% accuracy.

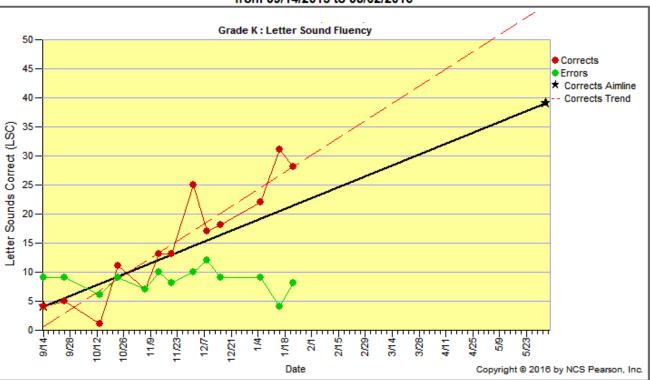
### IEP Goal Example

By his annual review date, Bob will be able to correctly state 41 letter sounds on a 1 minute timed 1st grade letter sound fluency measure with no more than 3 errors in 3 out of 4 trials.

- By March 2017, Bob will be able to correctly state 20 letter sounds on a 1 minute timed kindergarten letter sound fluency measure with no more than 5 errors.
- By June 2017, Bob will be able to correctly state 30 letter sounds on a 1 minute timed kindergarten letter sound fluency measure with no more than 5 errors.
- By November 20167 Bob will be able to correctly state 35 letter sounds on a 1 minute timed 1st grade letter sound fluency measure with no more than 3 errors.

# Goal in Progress

#### Progress Monitoring Improvement Report for from 09/14/2015 to 06/02/2016



#### **Goal Statement**

In 37.4 weeks achieve 39 Letter Sounds Correct with 3 Errors from grade K Letter Sound Fluency. The rate of improvement should be 0.95 Letter Sounds Correct per week. The current average rate of improvement is 1.48 Letter Sounds Correct per week.

Date	09/14	09/24	10/13	10/22	11/05	11/12	11/19	12/01	12/08	12/15	01/05	01/14	01/21
Corrects	4	5	1	11	7	13	13	25	17	18	22	31	28
Errors	9	9	6	9	7	10	8	10	12	9	9	4	8
Goal/Trend ROI	0.95/ 1.48												

# Who attends the IEP Meeting?

- Parent
- Special Education Teacher
- General Education Teacher
- LEA Representative
- A person knowledgeable about evaluation results and how they can be used to plan educational programs
- Related service personnel, as appropriate
- Your child, as appropriate
- At the discretion of the parent or school district, other individuals who have knowledge or expertise regarding your child

### What to expect at an IEP Meeting

- Introductions, sign-in and purpose of the meeting
- Parent Input
- Present Levels of Performance (academic and functional performance including strengths, needs, progress on goals
- IEP goals and objectives
- Supplementary aids and services
- State and District-wide Assessment
- Educational Services and Placement

### How can you prepare for an IEP meeting?

- Check the IEP notice to determine who will be attending the meeting
- Review any information that is sent home in advance of the meeting (i.e. draft goals, evaluation reports, etc.)
- Complete the parent input form or reach out to the case manager with any questions or concerns that you want to make sure we discuss
- Gather any relevant information that will be helpful at the meeting (i.e. reports from school, your observations, doctor's reports)
- Prepare your thoughts before the meeting by writing down important points you want to make about your child or any specific questions that you have.

### Questions to think about as a family

- What does my child do well?
- What does my child struggle with?
- What are my long-range goals for my child?
- What skills would increase my child's independence?
- What goals do I want the school to work on?
- What particular things do I want the school to report to me about?
- What should I know to be able to support my child's progress at school and in the home?
- How and when are good times for the school to contact me when this is necessary?
- How can I communicate with the school?
- What information should I give the school on an ongoing basis?

### Resources

District 57 Student Services Page:

http://www.d57.org/StudentServices.aspx





http://www.isbe.net/spec-ed/html/parents.htm

# Questions?