

# IEPs: Being Prepared

Center for Autism and Related Disabilities

IEP Training Series

Part 2 of 5

# Audience

- The content presented in this training series is intended to benefit parents of students with disabilities who are eligible for services and an IEP under IDEA.
- However, all interested parties, including family members, educators, related service professionals, and school administrators are welcome and encouraged to participate in this series.

# What we will cover today

- Identifying your child's strengths and needs
- Having input into your child's present levels of performance (PLOP)
- Goals and objectives
- Identifying your top three priorities for the school year
- Accommodations and modifications

# Learning Objectives

- Goals and Objectives
- Modifications and Accommodations

# Remember

- You are the expert on your child
- You know your child's strengths
- You know your child's areas of need
- You know what works... and what doesn't... for your child
- You know your priorities for your child
- Your input is essential... required, not just recommended... in the IEP process

# Identifying your child's strengths

- Why?
  - We use your child's strengths to identify "what works." We use "what works" to address your child's needs
- What does your child do independently? With some help?
- What does your child enjoy doing?
- What sorts of things does your child enjoy learning about?
- How does your child communicate when calm? Upset?

# Identifying your child's needs

- Why?
  - Needs become goals and objectives on the IEP
  - Helps keep the focus of the IEP on your child... individualized
- What does your child struggle to do independently?
- What sorts of things does your child show an interest in doing but needs lots of help to do?
- What skills would make your child more independent (make your life easier)?
- What skills does your child need as building blocks for long-term goals?

# Present Levels of Performance (PLOP)

- Description of what your child CAN do/knows NOW
- Based on assessment data and anecdotal data (parent/teacher reports)
- Must include a description of how your child's disability affects his/her involvement in the regular education curriculum
- Helps the IEP team choose your child's educational goals
  - Examples of areas: academic, speech/language, social/emotional, physical/motor, sensory, independent functioning, etc.



Present levels should clearly describe what your child can currently do. This helps the team identify the “next steps” in his/her learning. These next steps become the goals and objectives on the IEP.

# What is an IEP goal?

- General target for instruction
- Measurable
- Set for mastery in one year (annual)
- Describes the skills the child will gain
- Meant to address the “next steps” from the PLOPs

# What is an IEP objective?

- Breaks down the annual goal into smaller pieces
- Measureable, masterable
- Also known as benchmarks

# Domain Areas

- Curriculum and learning environment (academics)
  - Reading
  - Spelling
  - Writing
  - Math
- Communication/social skills
- Behavior
  - Self-management
  - Coping
- Independence
  - Responsibility for belongings
  - Transitions

# Identifying your top priorities for your child

- What would make your child more independent? Happier? More social?
- What would make your life easier on a day-to-day basis?
- What skills represent stepping stones (pre-requisites) to necessary skills for your child?
- What skills would help your child and family achieve a better quality of life?

\*At the very least, you want to make sure that your top priorities for your child are represented on his/her IEP.

Priority	N/A	Not at all					Extremely	Rank 1-3
1. I want my child to learn to complete self-care tasks more independently (wash hands, brush teeth, dress himself, etc.)	0	1	2	3	4	5	6	
2. I want my child to learn to understand and communicate more effectively.	0	1	2	3	4	5	6	
3. I want my child to learn basic concepts such as numbers, colors, letters, and shapes.	0	1	2	3	4	5	6	
4. I want my child to learn to play with toys more appropriately.	0	1	2	3	4	5	6	
5. I want my child to learn to use the toilet more independently.	0	1	2	3	4	5	6	
6. I want my child to learn to socialize with peers and adults more appropriately.	0	1	2	3	4	5	6	
7. I want my child to learn to eat more or different types of foods.	0	1	2	3	4	5	6	
8. I want my child to learn to be more appropriate in the community.	0	1	2	3	4	5	6	
9. I want my child to demonstrate challenging behavior less often.	0	1	2	3	4	5	6	
10. I want my child to sleep better.	0	1	2	3	4	5	6	
11. Other: _____ _____	0	1	2	3	4	5	6	

# What is an accommodation?

- A change in the way your child is taught or tested (HOW)
- Includes providing different tools to aid learning
- Includes using different assessment measures to assess progress and mastery

# Examples of accommodations

- Additional time to complete tests
- Use of a number line
- Use of a calculator
- Use of a note taker
- Use of visual supports
- Responds orally instead of in written form
- Opportunity to retake tests
- Using counting chips to complete a math activity
- Written instructions provided (in addition to oral)
- Frequent breaks
- Adapted equipment
- Augmentative or alternative communication systems (AAC)
- Preferential seating
- Writing single-word responses instead of sentences



# What is a modification?

- Change to what the student is learning (WHAT)
- May include learning a different content than the other students

# Examples of modifications

- Being responsible for learning only the “core” spelling words,” others considered bonus words
- Learning the capital of Florida instead of all of the state capitals
- Completing single-digit addition while peers are working on double-digit addition
- Identifying the main character of the story while peers are identifying main ideas and themes

Thank You for Viewing IEP Series Part 2: Being Prepared!

Other titles in this series:

Part 1: Getting Started

Part 3: Alphabet Soup

Part 4: Components

Part 5: Tips for a Successful Meeting