

Components of the IEP

Center for Autism and Related Disabilities

University of Florida/Gainesville

IEP Training Series

Part 4 of 5

Audience

- The content presented in this 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

- Special considerations on the IEP
- Domains
- Evaluation results
- PLOPs
- Goals and objectives
- Assessment measures used
- Special and related services
- Supplementary aides and services
- ESY
- Accommodations and modifications
- LRE

Learning objectives

- Identify the 4 parts of an objective
- Give an example of an accommodation
- Give an example of a modification
- Explain LRE

Special Considerations

- Behavior impede his/her learning or learning of others
- Have an FBA and/or BIP
- Limited English proficiency
- Blind or visually impaired
- Communication needs
- Deaf or hard-of-hearing
- Need assistive technology devices or services

Domains

- Curriculum and learning
 - Examples: reading, writing, math
- Independent functioning
 - Examples: dressing, eating, transitioning
- Communication
 - Examples: expressive language, receptive language, pragmatics
- Social/emotional behavior
 - Examples: coping, emotion regulation, asking for help
- Health care
 - Examples: seizures, medications, feeding

Evaluation results

- Developmental testing
- Occupational therapy
- Physical therapy
- Speech and language therapy
- Assistive technology
- Behavior

Present levels of performance (PLOPs)

- What is your child currently able to do
 - Independently, semi-independently (with minimal prompting)
 - Ask: what is your child's educational strengths and weaknesses?
 - Ask: what skills or areas of learning need to be improved?
- "Sara can identify 12/26 upper case letters by pointing and 8/26 upper case letters expressively (verbally)."
- "Given a number line, Demarcus can complete single-digit addition problems. He requires verbal and gestural prompts to complete single-digit subtraction problems."
- PLOPs serve as the "jumping off point" for goals and objectives

Goals and objectives

- A goal is best guess about how much your child will learn over the course of one school year. Annual goals are then broken down into objectives (or benchmarks)
 - Example: Jason will improve his ability to answer wh-questions
- An objective is a stepping stone to the achievement of the annual goal
 - Example: Jason will answer "where" questions given a simple conversation with a familiar person involving directions to a destination, answering 4 of 5 questions correct over 10 opportunities

Write meaningful and measurable objectives

- **A meaningful objective...**
 - **Skills that your child needs to be able to perform**
 - **Across time**
 - **Across environments**

Ask: Will your child need this skill as a stepping stone to other skills?

ID family priorities

- What would make your child more independent?
- What would make your family's home life easier?
- What would help you access the community more readily?

Regarding Each Objective - Ask yourself..

- Is it observable and measurable?
- Is it masterable?
- Are there multiple opportunities to teach this skill?
- Is it functional- will my child use the skill across contexts? Will learning this skill help my child achieve other goals?

Meaningful and Measurable, cont.

- A measurable goal has the following parts:
 - Who- learner
 - What- learner behavior
 - Under what conditions - teacher behavior, when, and for how long
 - The Criteria - how do you know it's mastered- what is an acceptable level of performance?

Learner

- Use your child's name
- Reinforces the idea of individualized planning and instruction
- Makes it clear that the behavior to be observed is the child's, not the instructor's

Behavior

- What will my child do?
- Observable (operational): will anyone watching my child be able to ID the behavior?
- Use specific examples
- Should be reassessed regularly
- Helps avoid observer drift

IBSO: is the behavior specific and observable?

- Can you count the number of times the behavior occurs?
- Will a stranger know what to look for when you tell him/her the target behavior?
- Can you break down the target behavior into smaller components, each of which can be more specific and measurable than the original target?

Conditions of an Objective

- Verbal request or instructions
 - Josh, pick up the blue cup.
- Written instructions or format
 - Draw a line to the items that match.
- Demonstration
 - This is how you pick up the blue cup.
- Materials to be used
 - Blue cup, red cup
 - Worksheet with ten items that match
- Environmental setting or timing
 - In the lunchroom
 - During independent work time
- Manner of assistance
 - Independent
 - With partial physical assistance
 - With verbal prompts

Criteria of an Objective

- Minimum standard of performance
- Accuracy, frequency, duration
- Sufficiently ambitious, reasonable

<i>Component</i>	<i>Description</i>
Student	The child
Condition	Also known as the GIVEN Teacher behavior: When and for how long Additional materials and support Any manner of assistance (prompting, demonstration, etc.)
Behavior	What will the student do? Student response Operational (observable and measurable) Anyone watching should be able to see
Criterion	Measurement How do you know the behavior is mastered? What is an acceptable level of performance? Minimum standard of performance — sufficiently ambitious but reasonable

Good examples

* **Social Skills**

Given a 4-cell voice output device within arms reach, Sarah will respond to a greeting from a peer during free play and playground times by pressing the "Hello" button on the device at least four out of five presented opportunities for a period of two weeks.

• **Communication Skills**

Given a field of four, 2D color photos on a choice board presented within arms reach, and the teacher's question, "What do you want for snack," Jorge will indicate his choice of snack by pulling the photo off of the board and handing it to a teacher at least four out of five snack times for a period of two weeks.

More good examples

* **Adaptive Skills**

Given a short-sleeved shirt that is two sizes too big and the direction, "Please put on your shirt," Renee will put on the shirt (right-side-out and facing front) with no more than one partial physical prompt from a teacher on 8 of 10 opportunities for a period of one month.

* **Academics: Reading**

Given a headset, CD player, and age-appropriate read-along book during independent reading, Mitchell will listen to the story and turn the pages for a minimum of ten unsupervised minutes for 5 consecutive school days.

* **Academics: Math**

After reviewing the picture menu during a fast-food mealtime simulation, Jack will select a food item and remove the appropriate amount of money from his wallet given no more than one verbal prompt on 8 of 10 opportunities for a period of one month.

Tips

- **Beware of dead man goals/objectives**
- **Keep objectives in context with year-long expectations**
- **Indicate how many times, for how long, when, under what conditions/given what**
- **FUNCTION before FORM**
- **Ask yourself: WHY does my child need to know/do this? Is it a pre-req for an important skill or will it build on other skills?**

Don't forget these learning concepts

- **Acquisition: demonstrate initial understanding**
- **Fluency: demonstrate appropriate rate of responding**
- **Maintenance: perform the skill over time without re-teaching**
- **Generalization: perform with adaptations if necessary under conditions different from those associated with initial instruction**
 - Instructions
 - Materials
 - Persons
 - Settings

How would you revise

- Will understand
- Will cooperate
- Will distinguish
- Will learn

Data Collection

- **Identify outcomes valued by the team**
- **Keep it simple- create forms that are easy to use and don't require a lot of writing**
- **Create an evaluation schedule that is REGULAR and REASONABLE for you and for the child**
- **Don't take more data than you're willing to analyze**

Data Collection Measures

- What are you trying to capture?
 - **Frequency**
 - **Accuracy**
 - **Intensity**
 - **Duration**
 - **Self-initiations**
 - **Number of prompts**

Major Messages

- When the child is not demonstrating learning, ask yourself...
 - **Is the reinforcement powerful enough? Is it being delivered consistently and often?**
 - **Am I providing enough opportunities to practice the skill?**
 - **Is instruction being provided across the day in all relevant settings?**
 - **Are all instructors being consistent?**

Assessment measures used

- How will your child's progress be measured?
- How will instructors be accountable for progress?
- Examples include
 - General statewide assessment
 - General district-wide assessment
 - General assessments with accommodations (be specific)

Special and related services

- Speech and language therapy
 - Audiology
 - Psychology services
 - Counseling
 - Physical therapy
 - Occupational therapy
 - Therapeutic recreation
 - Orientation and mobility training
 - Transportation
- Must include the following:
 - Initiation date
 - Duration of service (end date)
 - Frequency of service (how much time, over how many days, weeks, or months)
 - Location (where service will be delivered... in classroom, pullout)

Supplementary aides and services

- Classroom aide assigned to the classroom
- Delivery of instruction
- Assignments and tests
- Personalized assistance
- Schedules and routines
- Assessment
- Seating arrangements
- Removal of barriers
- Behavior management
- Student groupings
- Planning and monitoring
- Assistive technology
- Collaboration and consultation
- Classroom aide assigned to child

Accommodations

- HOW content is being taught/HOW your child will access information and demonstrate performance
- Also known as presentation, response, setting, and scheduling accommodations

Examples of presentation accommodations

- Large print
- Video recordings
- Braille
- Recorded books
- Content read aloud to your child
- Visual cues (pictures, photos)
- Magnification
- Positioning tools (e.g., slant board)
- Personal word lists
- Advance organizers
- Highlighting
- Color coding
- Study guides
- Note-taking assistance
- Directions with pictures or diagrams
- Simplified instructions
- Copies of verbal instructions
- Directions repeated
- Sample problems
- Number of problems

Examples of response accommodations

- Scribes
- Computer or tablet
- Word prediction software
- Voice recorder
- AAC
- Adapted writing utensils
- Specialized writing paper
- Dictionaries
- Graphic organizers
- Increased wait time
- Calculators
- Tactile tools and manipulatives (e.g., counting blocks)
- Charts of math facts
- Diagrams and flow charts
- Circling response
- Pointing to the response
- Drawing a picture representing the response

Examples of setting accommodations

- Accessible workstations
- Preferential seating
- Specialized lighting
- Sound dampening
- Posted rules and expectations
- Predictable routines
- Structured free time
- Reduced distractions
- Small group arrangements
- Individual work stations
- Compartmentalized containers
- Organizers
- Diagrams
- Checklists
- Binders

Examples of scheduling accommodations

- Time allocation
 - Extended time
 - Breaks
 - Schedule adjustments
- Time management
 - Predictable routines and procedures
 - Separating tasks into parts
 - Timelines
 - Checklists
 - Timers and alarms
 - Planners and schedules

Modifications

- WHAT your child is being taught, WHAT your child is learning
- Examples:
 - Class is learning to sound out words; your child is learning to identify letters
 - Class is learning two-digit addition; your child is learning single-digit addition
 - Class is learning the life cycle of a plant; your child is learning to identify parts of a plant
 - Class is learning to write a 5-paragraph essay; your child is learning to write a complete sentence

Least Restrictive Environment (LRE)

- The law states that your child must be served in a setting which is the least restrictive (most like a typical setting, with typically-developing peers) but which still meets his/her needs
- It is the assumption that this setting is the general education classroom, unless otherwise determined by the IEP team
- The IEP must state the extent to which your child is NOT going to participate in the LRE and WHY
- Three areas for consideration: regular classroom, extra curricular activities, non-academic activities

Examples

- Regular classroom participation

- Full participation in general education
- Homeroom
- Math class
- Art and music
- Computer lab
- Language arts

- Extracurricular activities

- Basketball team
- Pep squad
- Safety patrol
- School clubs

- Non-academic activities

- Lunch
- Assemblies
- Recess
- Parties

Helpful Resources

- Developing quality individual educational plans: A guide for instructional personnel and families
 - FL Department of Education (2012)
- Guide to writing quality individualized education programs: What's best for students with disabilities?
 - Gibb and Dyches (2000)

<http://www.wrightslaw.com/info/iep.index.htm>

Center for Autism and Related Disabilities
University of Florida
Gainesville, FL 32609

(352) 273-0581
800-9-AUTISM