Developing IEPs

How Should IEPs Be Developed?

Information comes from:
- Assessment
- Present Levels of Performance (PLOP)
- Progress Towards Goals
- School and Parent Observation

How Are They Often Developed?

This is not a good model

Think about Saying:

“‘I’m concerned about...’”

Instead of

“‘I want’”

CA-LEND Parent IEP Coaching, USC
UCEDD CHLA
Children should reach their annual goals!

Possible reasons for not reaching goals
- Inappropriate goals
- Inappropriate services/supports
- Barriers to receiving service
  - Provider
  - Child

Ask about:
Why the goals weren’t reached.
Not reaching goals is a problem, it is important to discuss why the goals weren’t reached.

To develop good goals, you need good information. Ask the school if they know enough about the child to develop appropriate goals. If they don’t, assessments might be needed.
Should all children be doing grade level work?

No!

Some children with IEPs
• Can do grade level work on their own
• Can do grade level work with accommodations or supports
• Need modified work and may not be able to do grade level work

But...

All children should make progress.
All children should reach their IEP goals.
Assessment

Assessment is a way to get information. Assessment is done:

- To see why a child is having difficulty with school or learning
- To see how the disability affects his/her involvement and progress in the general education curriculum
- To see if a child needs special education services
- Every 3 years (triennial) to see if a child continues to need special education services
- To see if a child needs a particular service or support
- To learn why a child isn’t making progress towards her/his IEP goals

Children should be assessed in all areas of suspected disability

How to get your child assessed in all areas of suspected disability:
- Describe your Child
- Provide information about your concerns
- Talk with people who work with your child

Describe Your Child
- What (s)he likes
- What (s)he doesn’t like
- What (s)he is good at
- What is difficult for your child
Parts of an Assessment

- **Background**
- **Reason for Assessment**
- **Tools Used**
  - All or Part
- **Description of Assessment Procedure(s)**
- **Narrative of the Assessment** *(how/what happened)*
- **Validity**
- **Results**
- **Recommendations**

**Assessment Results**
- A Description
- A Profile
- A Standard Score
  - A Percentile Score
  - An Age/Grade Equivalent
  - Composite score

**Recommendations**
- include what type of help a child might need.
  - This might include a service or support or another way of doing a task.
- Sometimes an assessment points out the need for more information or another assessment.
What If You Don’t Agree With the Assessment Results?

Reasons to Disagree

- You don’t think the test was done well
- Covered all areas of concern
- Provided accurate results

You can:

- Discuss your concerns
- Get more information
- Ask for an Independent Educational Evaluation (IEE)
Annual Goals For Each IEP Area

- Should be based on:
  - **Information** (Assessment; School/Parent Observation)
  - **PLOP**
  - **Progress towards goals**

- **Goals describe what your child should be able to do in a year**

- **Annual Goals must be:**
  - **Measurable** -
    - **Benchmarks**
  - **Goals should answer**
    - **What**
    - **Who**
    - **When**
      - **Frequency**
      - **Amount of time in each session**
    - **Where**
    - **How**
      - **How they will be measured**
# Transition from Early Start

## Differences Between Early Start and Special Education

- Natural environments (ES)
- Working with two service systems (SE)
- Services primarily from one agency (ES)
- Broader range of diagnoses (SE)
- Services more directed towards child than to the family (SE)
- Educational Benefit (SE)
- “Appropriate” (SE)

## Similarities Between Early Start and Special Education

- Individualized program
- Team Planning
- IDEA
- Parent’s Rights

---

CA-LEND Parent IEP Coaching, USC
UCEDD CHLA
Preparing for an IEP meeting can be your most important investment of time

- It will make your job easier at the IEP meeting and also
- make it easier to get appropriate services.

You can prepare by yourself or use helpers
- A professional who knows your child
- Someone who is knowledgeable about IEPs
- Assessment reports (remember to get them at least a week before the IEP)

Think about:
- What is going well
- What isn’t going well
- What you would like to see changed
- What you would like your child to be able to do in a year
- What you think would help him/her

Tell the school about your child.
Write down what your child:
- Likes
- Does well
- Doesn’t like
- Needs help with

Share this information with the school
- To start a discussion, not to make a demand