

IEPs: Guide to Writing Individualized Education Programs (Parts 3-4) Reading Response

Respond to the following in your own words after reading the text.

Part 3:

1. What is the requirement in the IEP in regards to the measurement of progress?

When monitoring progress, it is a requirement to measure behaviors that might be disruptive, as well as to monitor the goal growth of the student. Behavior can be monitored through record-keeping of frequency, latency, and duration. To monitor the goal growth in academic goals, you need to do formal and informal assessments.

2. From ideas in the book as well as your own experience, what are good ways to track and record progress?

Like I mentioned up above, the best way to track progress is to use informal, and formal assessments, these can help you figure out where a student is, where they should be, and whether it is time for them to move on. Also, anecdotal notes can come in handy to figure out what are the students' strengths, what subjects interest them, and what doesn't really make sense to them, also what might be causing behaviors.

3. What are the different data sources that can be used for measuring progress, and how do you describe that in the IEP?

To explain, a formal assessment is a more direct form of testing, it might include quizzes, exams, written tests, quick writes, etc. It is mostly associated with paperwork and the physical form of testing. Informal assessment is more observation, this might involve anecdotal notes, interviews, and a checklist.

4. After reviewing the examples on pgs. 88-89, complete the "Time to Practice" activity on pgs. 89-90.

- a. Mikiah's measurement method should be behavior observation, The rationale is that the teacher must watch and note if Mikiah is successfully sorting her clothes to prepare for laundry.
- b. Alanzo's measurement method is a more formal assessment The rationale is that this can show how Alanzo solves the one-digit subtraction problems.

5. What are the different ways that you can report progress on IEP goals to parents?

You can do these reports through emails, letters, phone calls, and text messages. But it also depends on your school, it is important to check with the school to see the way they like to send out the reports to parents.

6. Describe the differences between measuring and monitoring and how does this impact the teacher in the classroom setting?

Measuring is an act of administering some type of assessment to describe a student's academic or social behavior; However, monitoring is the act of comparing student achievement to desired goals. Both of these impact the teacher in the classroom setting because they help the teacher figure out where their students are at and what they might need to go back on. This information

can then help the teacher change the style they teach or change the curriculum being used to help students receive the best education they can get to better our chances for the future.

Part 4

7. Quality IEP PLAAFP statements and goals should drive services and supports, not the other way around. Why is this important?

Well, not only is it required by law to have the goal driving the services and supports, but also it can help the team know what services should be provided and how to implement them. If you come up with the services and supports without an goal or statement, the services may not even relate to what needs the student has.

8. What considerations should a team make when determining the LRE for a student?

The annual goals are the reference points. After the team comes up with the goals, they then discuss what special education services or supplementary aids will most likely help the student achieve those goals. Also IEP team must ensure that students' educational placement is determined annually, that it is based on the student's IEP, and is provided as close as possible to the student's home.

9. List out the continuum of placement options for students with disabilities.

- Full inclusion in regular class
- Less than half of each day in the resource room
- More than half of each day in the resource room
- Instruction in a self-contained classroom within the school
- Instruction in a separate school
- Instruction in the child's home
- Instruction in a hospital or institution

10. For each of the following describe what this service is, who is responsible for providing the service, and how you record the need for these services in the IEP:

a. Special Education Services

Special Education services consist of the specially designed instruction to meet the unique needs of student's with disabilities. This is provided by a licensed special education teacher and you would record the need for these services in the IEP, by stating the Specially designed instruction and what it is for (For Example, *specially designed instruction for reading*). As well as the location, time, frequency, begin date, and duration.

b. Related Services

Related services refer to transportation and developmental, corrective, and other support services needed to help a student with disabilities benefit from special education. Each related services is provided by the professional who is licensed to provide it. Related services would be written in the IEP by stating what related services is needed as well as the location, time, frequency, begin date, and duration.

c. Supplementary Aids and Services

This group refers to the services and aids provided in the regular classroom or related educational settings to enable students with disabilities to be educated with nondisabled

students to the maximum of what is appropriate. These services are usually provided by the general education teacher, paraeducator, special education teacher, or other qualified school personnel. When writing this in the IEP, the team must write what type of aid or service the student will need, along with the frequency it is being used.

d. Program Modifications and Supports

Program modifications include interventions and accommodations necessary for the teacher to help the student achieve IEP goals. Supports include special training for teachers to help them meet unique or specific needs of students in the classroom. The school personnel may receive either of these from a special educator, a paraeducator, a related service provider, a staff developer or another education professional. In regards to writing this in the IEP, you will include the type of program modifications or support needed as well as the frequency on which they are being used.

11. What are special factors in an IEP?

- If the student's behavior interferes with his or her learning
- If the student has limited proficiency in English
- If the student is blind or visually impaired
- If the student is deaf, hard of hearing, or has other language or communication
- If the student is in need of assistive tech devices or services.

12. Complete the "Let's Practice" activity on page 103

- a. Candace requires especially designed instruction in both the regular class and in special education.
- b. Candace requires Speech-language services
- c. Support training and consultation for teacher and paraeducator.
- d. Same answer above.
- e. Positive behavior instruction and support when behavior impedes learning of student or others. Language needs for student with limited English proficiency Braille instruction for student who is blind or visually impaired. Communication and/or language services for student who is deaf or hard of hearing or has other communication needs. And, Assistive technology devices or services
- f. The team thought Candace could use these services in academics, such as math and ELL, the Speech comes in with Candaces communication needs. That is what I think.

13. Describe the decisions in terms of date, frequency, location, and duration that an IEP team must consider.

The IEP should designate when the special education and related services will begin. It should also indicate how often the services will be provided. Location of the services must be of the LRE and the duration is about deciding how long the services should be provided. The team must re-evaluate annually, but can review and rewrite the IEP more often if needed.

14. What is the "tricky" common error to watch out for when working on the IEP at this point?

There can be confusion with the terms services and location. For example, you wouldn't put special education class as a service, that would be the location.

15. At what age, under IDEA, does the team required transition planning?

When students are at the age of 16 and older.