

Organizing Information and Creating an IEP

Family Navigator Training
Family to Family Network of Virginia
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Learning Objectives

- The IEP
 - Acronyms
 - Timelines
 - Diplomas & Assessments
 - Present Level of Performance
 - Goals
 - Services & Accommodations
 - Placement
- Negotiation

What does LRE Stand for?

- A. Language and Reading Education
- B. Learning Rehabilitation Enhancement
- C. Least Restrictive Environment
- D. Land of Reduced Expectations

What is an FBA?

- A. Functional Behavioral Assessment
- B. Full Behavioral Accommodations
- C. Foolish Bureaucratic Annoyance
- D. Full Building Accessibility

What is ESY?

- A. Expected Scholastic Yield
- B. Enrichment for Special Youth
- C. Endless School Year
- D. Extended School Year

Acronyms

BIP

PT

IEP

TBVI

NCLB

IEE

O&M

LRE

ESY

EOC

FAPE

AT

PLOP

LEA

OCR

SOL

SLP

OT

ESL

PBS

AYP

FBA

PRC

VR

LEP

SEAC

Timelines

- Referral
 - 10 business days after referral
- Evaluation and Eligibility
 - 65 business days
- IEP
 - 30 calendar days

Diplomas & Assessments

- Standard
- Advanced Studies
- Modified Standard
- Technical
- Special
- Certificates (GED)
- SOL
- VGLA
- VSEP
- VMAST
- VAAP

Present Level of Performance

- Plans for the future
- Strengths
- Needs
- Test scores
- Parent concerns

My Present Level of Performance

Complete this worksheet and ask for help if you need it. Ask each IEP team member to also complete this worksheet.

My Name: _____

Age: _____

Grade: _____

Date: _____ / _____ / _____

What is my Present Level of Performance?

My strengths: things about me that will help me do my best; my successes; my goals/dreams for my future.	
What are concerns my parents have for my education and my future?	
How does my disability make my learning what is taught in my grade level (general education curriculum) harder for me?	
What are the results of my testing (standardized, statewide, and classroom tests) and how have I done on IEP goals?	
If I have any special needs considerations (behavior, communication, etc.), how are they handled?	
What are my needs in preparing to transition to my next school setting and/or my life after school?	
What are my unique instructional needs (including academic and functional/life skill needs)?	

Goals

- Academic needs
- Functional life skill needs
- Standards or Aligned Standards
- Post school goals

Developing My Goals and Identifying How My Progress Will Be Measured

Work with your parents and educators to draft some goals based on your needs and what you are expected to learn.

STEP 5

My Name: _____ Age: _____ Grade: _____ Date: _____/_____/_____

My Need: What do I need to learn? (You may want to read back through your PLoP.)	What am I supposed to learn? Are there grade-level standards or aligned standards* or skills linked to my need?	My Goal (include how the goal will be monitored and progress reported): In this area of need, what do I want to be able to do? How am I doing now, and how much do I want to improve by the end of the year? What instruction will I need to get to help me make this improvement? How will my improvement be measured and reported to me, my parents, and my teachers? (Objectives and benchmarks, steps in reaching the goal, are optional but are required for students participating in alternate assessment programs.) <i>For examples of goals, see p. 40</i>

* States may have Aligned Standards for students with disabilities whose IEP teams have determined that the appropriate state assessment is an alternate assessment program.

Center for Family Involvement
Partnership for People with Disabilities at Virginia Commonwealth University
It's About Me: A Step-by-Step Guide for Creating My IEP

Services & Accommodations

- Special Education services
- Related services
- Modifications
- Accommodations

Key Steps in Advocating for a Service:

1. Identify the need or the problem
2. Gather data to document the need/
problem
3. Identify decision-makers
4. Develop recommendations to address the
need/problem

Determining My Services, Placement, Accommodations, and Date to Review My IEP

Put your ideas on this worksheet and ask other IEP team members to do the same. Then, work together to determine the services, placement, and accommodations you need.

STEP 6

My Name: _____

Age: _____

Grade: _____

Date: ____/____/____

Services I will need, how often, and for how long:

Special education services, related services, supplemental aids and services, least restrictive environment, placement

Accommodations and modifications I will need:

When will my IEP need to be reviewed/revised, and is there anything else to consider (e.g., behavior plan or extended school year)?

Placement

Placements should not be offered based on what the school division already has in place, but should be based on the least restrictive environment for the child

What is least restrictive for one child may not be least restrictive for another

The Art of Negotiation

- Come to the meeting fully prepared
- Leave emotions at the door
- Keep personal references out of the conversation
- Look for common alliance
- Be open to compromise
- Listen
- Communicate an attitude of cooperation
- Help find solutions