



presenter's notes

IEP Module

Materials Needed:

- Presenter's PowerPoint with LCD projector and audio
- Flipchart or whiteboard and markers
- Handout #1: Participants PowerPoint handout
- Handout #2: Roles and Responsibilities
- Handout #3a: Present Level of Performance a
- Handout #3b: Present Level of Performance b
- Handout #3c: Present Level of Performance c
- Handout #4: Sample Annual Goals and Objectives
- Handout #5: Nathan's Cognitive Goals and Objectives
- Handout #6: Tips for Teachers : IEPs
- Handout #7: Teacher's guide: setting up for the IEP meeting
- Handout #8: Teacher's guide: participating in the IEP meeting
- Handout #9: Activity Matrix
- Handout #10: Child Activity Matrix
- Handout #11: Classroom Activity Matrix Activity
- Handout #12: Resources for Teachers
- Handout #13: Session Evaluation
- Optional: Participant's IEP goals and objectives from their own classroom

NOTE: In this module we will use a case study featuring a child named Nathan. We will view clips from his IEP meeting and see examples of parts of his IEP. It is also possible to have participants bring their own examples of IEPs from a child(ren) in their classroom to complete some of the activities



handout

Head Start Center for Inclusion, IEP Module

Welcome the participants to the training. Have participants share about themselves (names, professional roles, experiences in Head Start, experiences with inclusion and specifically IEPs).

Hand out the participants' PowerPoint handout #1

Slide 2**Today's objectives**

Discuss each of the objectives with the participants.

"Our objectives today are to..."

- Participants will learn what an IEP is and who is involved in creating it.
- Participants will understand the link between the IEP and a child's participation in a high quality inclusive preschool setting.
- Participants will understand how to use an IEP in the classroom with regard to planning activities for the child with special needs."

Slide 3**ABC's of frequently used terms**

"When we talk about inclusion, special education and especially IEPs, there are many letters and terms that get thrown around. It's like an alphabet soup.

Here are a few of the terms that will be helpful to know:

- IEP- Individualized Education Program (education plan used for children with special needs from ages 3-21)
- IFSP- Individual Family Service Plan (education plan used for children from birth through age 2)
- ILP-Individual Learning Plan (education plan for typically developing children used in some Head Start settings)
- IDEA-Individuals with Disabilities Education Act"

Slide 4**What is an IEP?**

"So for this training today we are going to go into detail about the IEP: What it is? Who writes it? Why it is important to special education and what do we do with it after it has been written?"

Discuss what is written on the slide

- An IEP is a written legal document describing what types of individualized special education services the child with special needs qualifies for.
- It is written by a team of people, including the child's family and teacher.
- It describes how the child is currently performing in their classroom setting and what skills the child still needs support with.
- It includes measurable goals and objectives to help get the child to where they need to be.

NOTE: IEPs will vary slightly from school district to school district, but the items mentioned here are required by the Federal Law Individuals with Disabilities Education Act

Slide 5**Individualized**

"So when talking about IEPs, the most important word here is the first word, which is... INDIVIDUALIZED. A child's IEP is nothing if not individualized for that particular child's needs. No two IEPs are the same in terms how they are written to reflect each individual child's needs. Each child with special needs is unique and different, so it makes sense that the skills that they need to work on will be different and...INDIVIDUALIZED. Each child has different needs when it comes to being able to participate in the general education curriculum. Individualizing the IEP to fit the needs of the child is the most important part of writing and using an IEP."

Slide 6

Who writes the child's IEP?

"So...who writes the IEP? Many people may be involved in contributing information for a child's IEP; however, it is actually written by the child's special education teacher. It makes sense though that the people who know the child the best, such as his classroom teacher and parents, contribute to the IEP with ideas, questions and essential information about the child.

The members of the child's educational team may all help contribute to the writing of the IEP. An IEP team may include any of the following people although it varies from state to state:

- Parents and caregivers
- Child's teacher
- School district representative
- Head Start Disabilities Coordinator
- Head Start Family Services Specialist
- Related services therapists
- School psychologist

Can anyone think of someone or a role we may have left off of this list? One other person may be a friend of or advocate for the family. Other professionals and experts that may be a part of the team include nutritionists, nurses, medical doctors, and audiologists. Handout #2 provides a list and description of various expert roles and responsibilities"

Handout #2: Roles and Responsibilities

2

handout

Slide 7

IEP Process

The IEP development process can look many different ways. Here is what typically happens during the process:

- Typically the child's special education teachers, related service therapists and other district personnel will write the first draft of an IEP.
- The rough draft is then presented at the IEP meeting for the child's parents, Head Start teacher and other team members to review, change, provide more information to and approve.
- Head Start teachers and families are crucial to this process.

Ask participants to discuss why the Head Start teachers and family members are crucial to this process? List their ideas on a flip chart or white board.



flip chart

Slide 8

Parts of an IEP

"So there can be quite a lot of variation between IEP forms that are used throughout the country, as well as in neighboring school districts...Generally though, the components of an IEP are the same in each IEP because they are required by the Federal Law IDEA. These components are:

Present levels of performance = what a child can do, what his/her needs are. Skills levels include cognitive, self-help, socio-emotional, motor and communication.

Test scores and summary of evaluations used to determine eligibility

Accommodations = any support needed to aid curriculum, e.g., visual supports, extra time to complete an activity

Types & amounts of services provided = specific hours/minutes per week a child needs specially designed instruction. Important to note that a child can receive these services in a Head Start classroom.

Goals and objectives (these may be optional to include in an IEP in some states) = A description of yearlong educational goals.

"So when we talk about an IEP being good for a whole year, this is what we mean... An IEP can be created at any time of the year, and it is then good and active for one year from the date it was initiated...if it is a child's first or initial IEP and they have already qualified to receive special education services in their birth to three program by using an IFSP, their IEP will be due on the day of their third birthday... If a child enters a preschool program as a typical child, but then is seen as a focus of concern by his/her teachers, they would then be referred for evaluations and testing in whatever developmental area they need support with. If indeed they do qualify for services, then the IEP will be created at that time, whenever that time falls in the school year. So whenever an IEP is written and initiated, it is active for one full year from that date..." Make sure this makes sense to the participants... answer question at this time about IEPs being active for one year.

Slide 9

Present Levels of Performance

"So the main sections of an IEP that you will be most interested in when it comes to helping to create and using in your classroom are, the Present Levels of Performance section (we call it the PLOP) and the goals and objectives section, where the child's year-long educational goals are stated. So when the present levels of performance are written, we want it to emphasize the areas of strength for the child, as well as areas in which the child is struggling. They should also include a brief description of the test scores the child received in each area so it is clear that the child did qualify for services. We want the PLOP to give us a picture or snapshot of how this child is presently performing with the classrooms general education curriculum.

Slide 10

3



handout

small group activity

Present Levels Activity

Handout #3a, 3b and 3c: Present Levels of Performance

Divide participants into small groups and hand out the 3 different PLOP descriptions. Hand out #3a has test scores and not much else. Hand out #3b has useful information about how the child is presently doing on skills in the classroom, and Hand out #3c has all “fluff” without providing very useful information. After the participants read the handouts, open up discussion about what they see as the differences between the three, why one is better or more useful than the others?

Slide 11

Test scores and evaluations

“We won’t really go into test scores today, but just know that they are summarized in a child’s initial IEP, then they do not have to be mentioned again in their annual IEP.”

Slide 12

4

handout

Annual Goals and Objectives

Handout #4: Sample Annual Goals and Objectives

For this slide, pass out sample goals and objectives for “Nathan” (Handout #4). Participants will see in front of them exactly what a goal and the corresponding objectives look like...

“So another section of the IEP which you as teachers will be using the most in your classroom planning is the goals and objectives section of the IEP. In each area or domain that the child qualifies to receive services in, he or she will have an overall goal such as *Improving cognitive skills in the context of classroom activities* or *Improving peer interaction skills in the context of daily classroom activities*, and then each of these goals will have several smaller objectives tied to it. These smaller more measurable goals will help the child to meet that larger goal in smaller steps. So the large goal in each domain will be essentially broken down into smaller parts for the child to work on throughout the year.”

Ask the group if there are any questions...

“So, the areas or domains that a preschooler might qualify to receive services in are: The Cognitive domain, which are a child’s thinking and reasoning skills, the Adaptive domain, which are a child’s self-help and safety skills, Communication, which is verbal and non-verbal speech, language and communication, Motor skills, which is how a child uses the small and large muscles in their body, the Social domain, which is how a child relates to their peers, and in the area of Behavior, which is how a child behaves and functions in everyday home and classroom activities. Some children can qualify to receive services in each of these areas; some kids only qualify to receive services in one or two of these areas. It can vary from child to child and is based on the test scores that were used to evaluate the particular child. Now let’s take a look at your hand out on goals and objectives. We see that Nathan qualifies in the area of cognitive, communication, social and fine motor.”

Slide 13

Annual Goals and Objectives

Discuss slide with group.

Slide 14

5

handout

Goals and Objectives Activity

Handout #5: Cognitive Goals and Objectives

Go over the activity for Goals and Objectives, provide each participant with handout #5 which lists three different goal/objectives page, each one is for the cognitive domain, each one is for Nathan.

Break participants into groups and have them read each goal/objective page out loud. Then have the participants talk about what they see as differences between the three, which one would be most useful, which one is not useful...

After they are done discussing between themselves, bring whole group back to talk about why one is better than the others and why...

NOTES: #1 is too vague, # 2 is way too specific and #3 is just right, based on the curriculum based assessment the AEPS.

Depending on the group, facilitator can ask how they might begin thinking about how to teach these objectives in their classroom.

Slide 15

Accommodations and Modifications

"The accommodations and modifications section of an IEP describes any other services that a child may need to be able to participate in the general education curriculum, besides what is being addressed in their goals and objectives.

Examples include...

- Door to door bus transportation
- Use of a communication devise during classroom activities
- Child needs to have a walker available to them during classroom activities and transitions."

Slide 16

Service Matrix

If there is a service matrix included in the IEP, this section describes the amount of time during the week that a child is going to receive specialized instruction in the area or areas that they qualify in. This is based primarily on the needs of the child as well as the availability of the child's related service therapist and teacher."

Slide 17**The IEP meeting...what does it look like?**

"OK, we've talked about the different parts of an IEP, how you may be able to contribute to the IEP, what the goals and objectives look like as well as the present levels of performance section. We also talked about how you as a teacher will begin to recognize a useful PLOP from one that is not so useful...also goals and objectives...which ones will give you a clear picture of what a child is working on from ones that are not very clear."

Ask group if there are any questions about the first section of the presentation?

"Now we are going to look at what an IEP meeting looks like and what you can do as head teachers to help ensure that they go smoothly." as head teachers to help ensure that they go smoothly."

- An IEP meeting can be held any place that is private and comfortable for the child's family as well as other school staff.
- An IEP meeting can be held in the child's classroom, a conference room, or even in a families' home.

Handout #6: Tips for Teachers: IEPs

Open up discussion again for those who have been to IEP meetings, how they went, what went well, what they might have changed...

"We are now going to watch a video tape of an IEP meeting. This is an IEP meeting for our case study child Nathan who we have seen some of the goals for already... The first section that we are going to watch will be the teacher and special education teacher setting up the room for the meeting...We'll watch this section and talk about what we saw..."

6**handout****Slide 18****Setting up for the IEP meeting**

After the video, open it up for discussion about what they observed...

"What did you see in this video with regard to how they set up the room?"

"What did the teacher and special education teacher do to get the room ready for the IEP?"

"Why do you think they did this?"

Handout #7: Teacher's Guide: setting up for the IEP meeting**7****handout****Slide 19****Planning for the IEP meeting**

"Here are some ideas that you can do to plan for the IEP meeting."

- Before the meeting, write down ideas for goals based on classroom observations
- Talk with the family before the meeting about what they see as priorities for their child to work on...Make sure they get addressed in the meeting.
- Arrive early to set up the space for the meeting.
- Bring photos of the child and recent artwork

Which of these did you see happening in the video clip?"

Slide 20**Beginning the IEP meeting**

"Now we are going to watch a section on during the IEP meeting. Notice who is there, what things you feel they do well, what things you might do differently..."

Slide 21**During the meeting**

Go over slide

"So IEP meetings can often be very stressful and emotional for families. You are going to be discussing a family's child and you are going to be talking about areas in their child's development that they need support with, or areas that they are struggling with. Depending on the family and the family's culture, their beliefs about children with special needs, their ideas about special education and school in general, can often make the meetings quite sensitive. It is our job as teachers to try and make the families feel welcome and supported. We want to use "family friendly language" when talking to parents about their children and about how they are doing in the classroom. We want to speak about what their child is doing well, what their strengths are, how much progress they have made in specific areas. Helping to make families feel at ease and as members of their child's educational plans from the beginning will really help to make the meeting become a positive experience for the families.

You'll want to remind the family that they have the right to ask specific questions about the goals and how the teacher is going to monitor their child's progress.

Handout #8: Tips for teachers: participating in the IEP meeting

8**handout****Slide 22****Generating goals and objectives**

"Now we are going to watch a video of how these teachers generate goals and objectives during the IEP meeting. Notice how the family is able to ask questions to further their understanding and how they are presented with the information."

After the video, talk with participants about what they saw; what they felt went well, what they felt didn't go well.

Slide 23**After the meeting...**

"The Head Start teacher should try and schedule a time that the related services provider can come and meet with them.

It would be optimum to invite the special education staff to an upcoming classroom planning meeting as well as ask if the child's SLP, OT or PT could attend so that you can get some ideas from them as to how to work on the child's objectives in the classroom when they are not there."

Slide 24**Closing the meeting**

"So this video clip is going to show how the teacher and family service worker end the meeting with the family. Watch how they chat with the family after the meeting...what do they say or do to help make the family feel confident and comfortable with the process?"

Slide 25**OK...the IEP is written...now what do I do?**

So...We have had the meeting, we have written the IEP...Now what? Well... we could just stick it in the child's file folder and never look at it again until it comes time to write the quarterly report...But we can do better than that... In order to serve the child the way in which they deserve to be served we need to USE the IEP!

Slide 26**How do I use the IEP in the classroom?**

""OK. So we have planned for the IEP meeting, we have contributed to the document, we have had the meeting, met with the parents and therapists, and now we receive a copy of our child's IEP for our classroom files. So now what? We know what we don't want to do...We don't want to put it in the child's file and then never look at it again. We actually want to use it! We want to bring it out, look at the goals, write them down, and we especially want to bring it to our planning meetings. We want to actually teach the skills that the child needs to learn. We want this child to make progress and he or she cannot make progress in our general education curriculum without us teaching him or her using specialized instruction."

DISCUSS THIS SLIDE. Ask participants how they have used an IEP in the classroom. What have they done and what has been challenging for them...

Slide 27**What is an Activity Matrix?**

"So one thing that has been extremely effective and helpful for other teachers who have children with disabilities in their classrooms, has been to create something called an Activity Matrix.

- An activity matrix is a way of keeping track of when and where you as a teacher will teach a child's individualized learning objectives.
- It can be done by hand, on the computer, on a giant white board/chalk board or on a bulletin board...anywhere where it can be SEEN and USED!"

Slide 28**Child Activity Matrix**

"An activity matrix is a form or chart that teachers use to plug in which activities you are going to target to teach a specific skill to a specific child. It is a way of keeping track of when and where you are going to teach a child's individualized learning objectives during your classroom activities."

Handout #9 and #10: Blank Activity Matrix and Child Activity Matrix

"Let's take a look at our handouts #9 and #10. The first one is a blank activity matrix and the second is a child activity matrix which is filled out on Nathan." Take participants through the process of the creating the child activity matrix.

9**handout****10****handout**

Slide 29



small group activity

11

handout

Classroom Activity Matrix

"Here is another example of an activity matrix. The one titled Handout #11 is another version of an activity matrix, but it is designed for use with multiple children." Take participants through the process of creating a classroom activity matrix.

Handout #11. Classroom Activity Matrix Activity

Slide 30

Activity Matrix Example

Talk to participants about this slide and about other ways to create an activity matrix.

Slide 31

How do I make an Activity Matrix?

Give participants a blank activity matrix form with activities on the side... Then give them some of Nathan's cognitive goals. Have them plug in on the matrix where they think they could work on these goals.

NOTE. *An alternative to this activity would be to have participant's use a few of the IEP goals and objectives from their own classroom to complete this activity.*

Slide 32

How do we know if a child is learning?

"So lets talk about progress monitoring. How are you going to know if the child with an IEP is making progress on their goals? How will you know if what you are doing is working? What will you do differently so that the child makes progress?"

Slide 33

How do I monitor Progress? Write down what you see!

"There is really no right or wrong way to monitor your child's progress. You can write down what you see them doing with regard to their goal. You can make tally marks on a piece of tape on your leg. You can carry around a clipboard. You can keep index cards for each child's goal in your pocket and pull them out when you give them instruction on their objective...Anything will work that at the end of the day or week when you look at it, you will be able to tell if they are moving forward or if they are not learning the skill."

Slide 34**Key Messages**

"Thanks you for coming and participating in this training! As a reminder, here are the key messages about IEPs in Head Start." Please complete the training evaluation.

Handout #12: Resources for Teachers

12

handout

Slide 35**Thank you!**

- Visit the website for more resources
www.headstartinclusion.org
- Please complete the evaluation form and turn into your trainer.

Handout #13: Session Evaluation

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handout