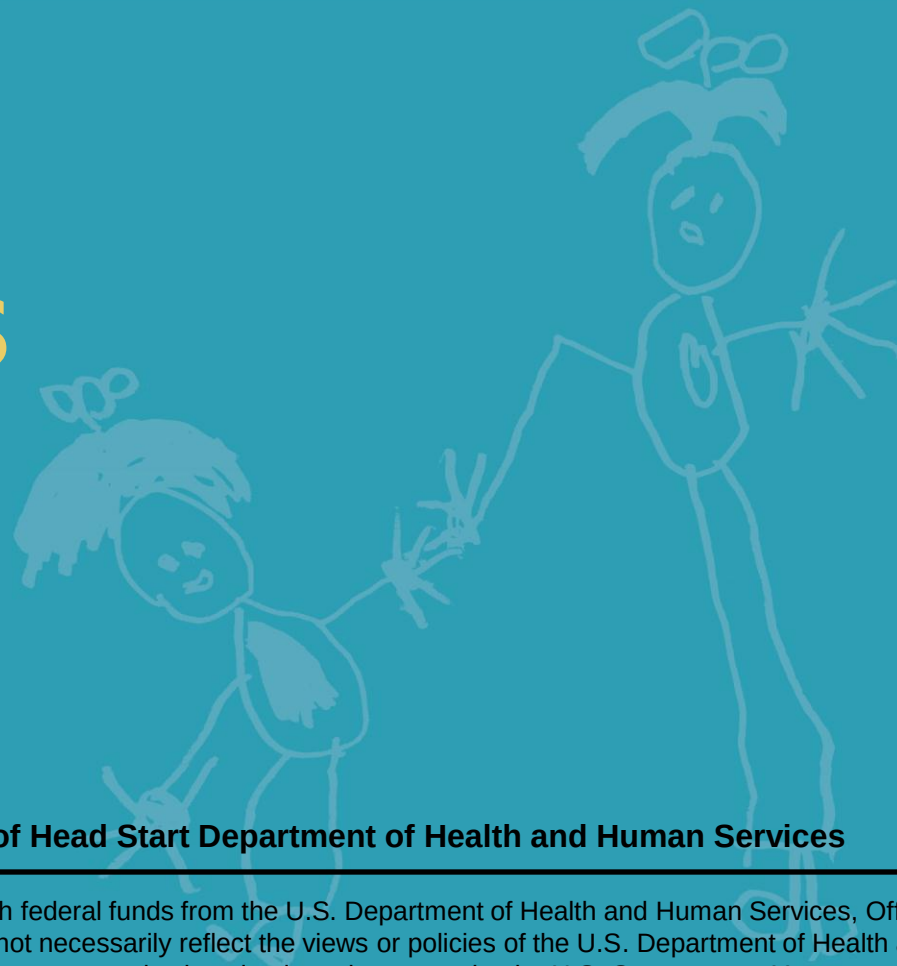




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Module: IEPs

Head Start Center
for Inclusion



Head Start Center for Inclusion Funded by the Office of Head Start Department of Health and Human Services

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Today's Objectives...

- 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.



ABC's of frequently used terms

- 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



What is an IEP?

- 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.



INDIVIDUALIZED!

- The I in IEP is the most critical aspect...
- A child's education plan needs to be individualized to meet the needs of the child.
- A child's annual goals and objectives, need to be individualized to help them participate and learn within the teachings of the general education curriculum.



Who writes the child's IEP?

The members of the child's educational team all help contribute to the IEP. An IEP team can include any of the following people:

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



IEP 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.



Parts of an IEP

- Present level of performance
- Test scores and summary of evaluations used to determine eligibility
- Accommodations & modifications
- Types & amounts of services provided
- Goals & Objectives



Present Levels of Performance

- This section describes what the child is currently doing in the classroom and what they still need support with.
- Evaluations and test scores are summarized
- After the present levels of performance are written, the annual goals and objectives sections can then be created based on what special education services the child qualifies for.



Present Levels Activity

- Read the three different Present Levels of Performance descriptions written about Nathan
- Compare and contrast the three descriptions in a small group



Test Scores and Evaluations

- Test scores and evaluation summaries are included in the child's initial IEP in the present levels of performance section.
- These scores do not need to be added or talked about in other subsequent IEPs.



Annual Goals and Objectives

- Individualized goals are written by the IEP team to specifically target skills for the child to work on, based on what services they qualify for.
- Goals need to be measurable and observable.

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Annual Goals and Objectives

- It is expected that a child will work on the goals for an entire year, starting from when the IEP is written.
- Short term objectives can be created to break down the annual goal.



Goals and Objectives Activity

- What do you see as differences in the objectives?
- Which one would be most useful for you as a teacher?
- Begin thinking about how you would teach this skill to this child in your classroom.



Accommodations and Modifications

This section describes what types of modifications or adaptations to the general education curriculum a particular child should receive based on their individual needs.

Examples include:

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



Service Matrix

This section describes the amount of time a child qualifies for a particular type of specialized instruction, based on the needs of the child as well as the availability of the therapist or teacher.



THE IEP Meeting...

What does it look like?

- 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 family's home.



Setting Up Before IEP Meeting





Planning for the IEP Meeting

- Door to door bus transportation
- 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



Beginning IEP Meeting





During the meeting...

- Welcome the parents/greet by name
- Share the photos and artwork; talk about what the child is doing well
- Share ideas for goals
- Ask questions



Generating Goals & Objectives





After the meeting...

- Request a copy of the completed IEP, or find out when a final copy will be available to you.
- Schedule any follow-up meetings.
- Discuss how and when written progress reports will be sent to families.
- Connect with disability coordinator if problems.



Closing the Meeting





OK...the IEP is written... Now what do I do?

- Use it!
- Familiarize yourself and your classroom staff with the child's IEP goals
- Meet with the child's OT/PT and/or SLP and invite them to attend your classroom planning sessions.
- Keep track of how the child is doing on their various goals and objectives.



How do I use the IEP in the classroom?

- Create an activity matrix to help plan and visualize the child's individual goals and how they will fit in with the general education curriculum.
- This matrix can be used to help train staff and to communicate with them about how to better plan for the child's specialized instruction.



What is 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!



child's name: Nathan

teacher name: Shawna

date: 3/15/09



IEP module #10 child activity matrix

Write out classroom schedule in the left-hand column. Write the child's learning objectives across the top row. Fill in the appropriate cells with brief versions of the selected teaching strategy. (Form can be used for 1 child or multiple children.)

CLASSROOM SCHEDULE

CHILD'S LEARNING OBJECTIVES

	Recognize letters in name	Initiate social interactions	Trace letters of name	Ask peers for turns with objects		
Arrival	1 trial name on cubby	3 trials				
Circle time	2 trials letters on circle name letters on job chart name tag	1-10 trials give high-five to kids before they transition Good morning song				
Small-group time	2 trials letters on paper letters on table	2 trials comment on peers work				
Free-choice time	3 trials letter puzzle magnetic letters letters on computer letters at art	4 trials ask friend to play make a comment give high-five "let's play"				
Cleanup and transitions		1 trial ring bell, tell friends to clean up				
Mealttime	1 trial letters on table name	3 trials ask peers to pass food ask question				
Outdoor time	1 trial letters on cubby name	2 trials ask to play chase say "come on!" to peer				
Departure	1 trial letters on bulletin board on way out					

Child Activity Matrix



date: 10/15/09 teacher name: _____



IEP module #11 classroom activity matrix

Write out classroom schedule in the left-hand column. Write the children's names across the top row. Fill in the appropriate cells with brief versions of the children's learning objectives where you will be targeting them.

CLASSROOM SCHEDULE	CHILD'S LEARNING OBJECTIVES					
	Brian	Cameron	Leah			
Arrival	Remain with the group	Greeting Peers	Put away/retrieve belongings independently			
Circle time	Remain with the group Saying "My Turn"	Greeting Peers	Sitting up using adaptive cushion			
Small-group time	Match objects Remain with the group Saying "My Turn"	Taking Turns Following 2-step directions	Asking peers for items.			
Free-choice time	Match objects Saying "My Turn"	Taking Turns	Asking peers for items.			
Cleanup and transitions		Following 2-step directions	Putting away toys/belongings independently			
Mealtime	Match objects Remain with the group		Asking peers for items.			
Outdoor time	Remain with the group	Taking Turns				
Departure	Remain with the group	Greeting Peers Following 2-step directions	Retrieving belongings independently			

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Classroom Activity Matrix



Activity Matrix Example

	Jose	Samisha	Kayla	Ahmad	Aiden	Jame
Arrival	Walk down stairs independently	Initiate greetings to peers		Respond to greeting Remove coat		Initiate greeting to peers
Circle	Jump with 2 feet together Follow 1-step group direction		Expressively identify blue + yellow	Imitate gross motor actions	Participate in group activities	
Free Choice	Use 2 word combinations	Join + maintain cooperative play	Request from peer Respond to peer request	Use functional actions with objects	Initiate interaction with peer	Take turn with peer
Snack	Drink from open cup Use 2 word combinations	Count with 1:1 correspondence	Request from peer Respond to peer request	Use spoon	Ask Questions	Take 2 turns in a conversation
	Jump with 2 feet	Ride a	Throw and catch	Kick a ball	Participate in group	Put on coat +



How do I make an Activity Matrix?

- Look at the examples of activity matrices handed out.
- Think about how this might work in your classroom.
- When would you teach specific skills?
- Think about how you would set up the activity for that instruction to happen



How do we know if a child is learning?

- We need to monitor child progress
- IEPs require quarterly progress reports and annual updates
- It is important to collect information on child progress regularly to insure that children are making progress on their goals and objectives



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

- You can write down directly on your activity matrix
- You can keep clip boards around your room with the child's goals on them.
- You can use index cards and keep them in your pocket
- You can use whatever system you already use if you have children with ILP goals.



Key Messages

- An IEP is a written legal document describing what types of individualized special education services the child with special needs qualifies for.
- The IEP is developed by a team of people, including the child's family and teacher.
- IEPs require quarterly progress reports and annual updates



Thank you!

Visit the website for more resources

www.headstartinclusion.org

Please complete the evaluation form
and turn it in to your trainer.