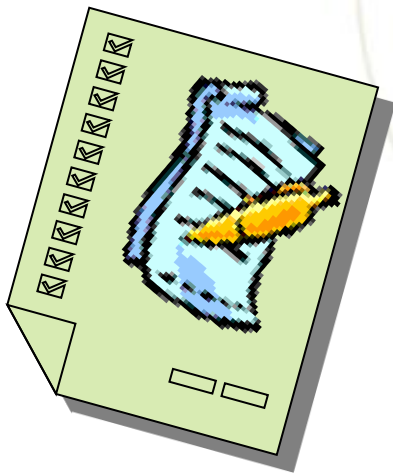


BEST PRACTICES IN DEVELOPING COMPLIANT IEPS Module 5 of 5

Everything you always
wanted to know...
but had no idea you were
supposed to ask!



Module 5 of 5

Consideration of Special Factors Placement Extended School Year



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Program Specialist
Compliance Unit

Georgia Department of Education



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

MODULES 1-5...SOME INFORMATION

- The webinar is divided into five modules. The modules can be viewed all at one time or individual modules can be selected for information regarding specific sections or topics.



- Some sections with related information are grouped together; therefore, the order of presentation does not necessarily conform to the order in some IEPs.



- Transition Plans are not discussed in this webinar. Extensive information regarding Transition Plans is available on the Georgia Department of Education website.



MATERIALS

- Copy of the PowerPoint



- Handouts:
 - A set of handouts is attached to each module; however, the handout set is the same for all modules.
 - So...you only need to download the handouts one time.
 - **Handouts are not needed for the webinar**...they are designed to be used as references and examples as you develop IEPs in daily practice.



HANDOUT SET: TITLES

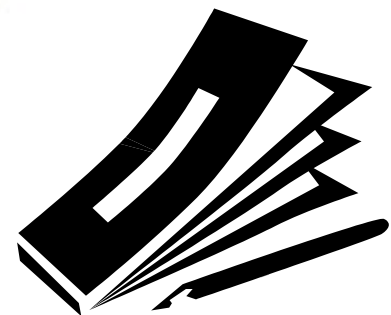
1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals, & Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals, & Examples
5. CCGPS to CBM to Deficit to Measurable Goals Math
6. CCGPS to CBM to Deficit to Measurable Goals Reading
7. Curriculum Based Measurement (CBM)
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placement



SOME CLARIFICATIONS...GO-IEP

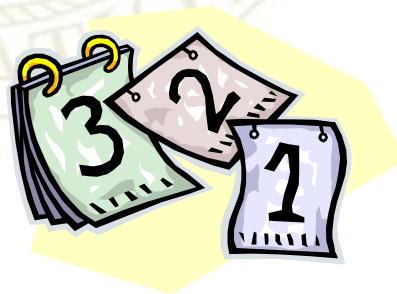
- GO-IEP is Georgia's Official Online IEP and, as such, adheres to all of the IEP content required by the Georgia Department of Education.
- Although this webinar is not part of GO-IEP, the information covered here is the same information required by GO-IEP. There are some slight differences in terminology; however, all major content remains the same.
- If you would like additional information about GO-IEP, please contact:

Linda Castellanos, Ed.S.
404-232-1606 Office Land Line
404-719-8045 Office Cell
lcastellanos@doe.k12.ga.us



SOME CLARIFICATIONS...DATE/S

- For purposes of this webinar...
- When considering whether or not a date/s falls within an acceptable range...
- Use the date of June 1, 2013 as your reference point...



SOME CLARIFICATIONS...IN AN IEP...

- ✦ **THERE ARE NO BLANK SECTIONS**
Complete all sections of the IEP; otherwise, it may appear that information was accidentally omitted.
- ✦ **THE PHRASE “NOT APPLICABLE”** must not appear in an IEP. All parts of an IEP are potentially applicable...
- ✦ It may be that a section of the IEP is not appropriate or not needed at the time an IEP is written...
- ✦ ***A phrase such as the following can be used:
“Not appropriate/needed at this time.”***



BEST PRACTICES IN DEVELOPING COMPLIANT IEPs

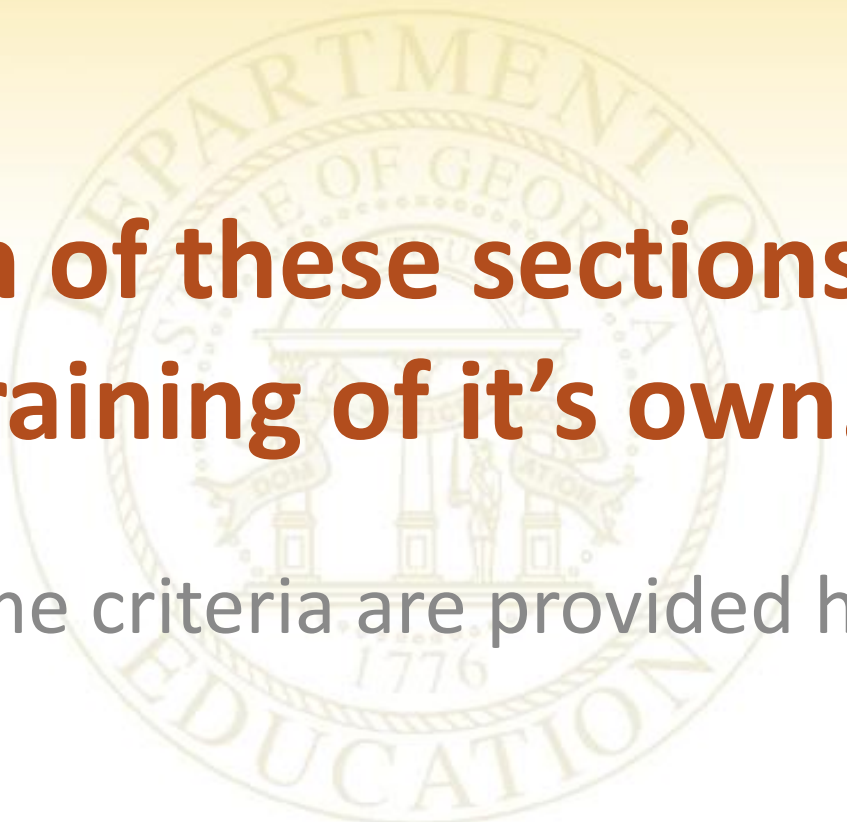
<u>MODULE 1</u>	GENERAL INFORMATION; TEAM MEMBER ATTENDANCE; NOTICE OF MEETING; PARENT PARTICIPATION DOCUMENTATION
	PLAAFP: RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING
	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>STRENGTHS</u>
	PLAAFP: PARENTAL CONCERNS AND IMPACT OF THE DISABILITY
<u>MODULE 2</u>	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>NEEDS/DEFICITS</u> AND... CURRICULUM BASED MEASUREMENT
<u>MODULE 3</u>	MEASURABLE GOALS:
	PROGRESS MONITORING
	ALIGNMENT OF GOALS AND NEEDS
<u>MODULE 4</u>	STUDENT SUPPORTS:
	ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS
	SUPPLEMENTAL AIDES AND SERVICES
	SUPPORTS FOR SCHOOL PERSONNEL
<u>MODULE 5</u>	CONSIDERATION OF SPECIAL FACTORS; PLACEMENT; AND EXTENDED SCHOOL YEAR



◆ Consideration of Special Factors

- ◆ Behavior
- ◆ Limited English Proficiency
- ◆ Blindness/Visual Impairment
- ◆ Communication Needs
- ◆ Deaf/Hard of Hearing
- ◆ Assistive Technology Device/Service
- ◆ Alternative Format for Instructional Materials





**Each of these sections is a
training of it's own...**

Some criteria are provided here



Consideration of Special Factors...Behavior

- Does the student's behavior impede his, or other students' learning?
- If yes, consider conducting a Functional Behavioral Assessment (FBA).
- If yes, consider the developing a Behavior Intervention Plan (BIP).

**For additional information regarding behavior issues, contact:
Ms. Ginny O'Connell, Program Manager
Positive Behavior Supports and Interventions (PBIS)
goconnell@doe.k12.ga.us
404-657-9953**



Consideration of Special Factors...

Limited English Proficiency

- What is the student's *English Language Proficiency level*?
- How was it determined?
- Is the student's communication and language proficiency adequate to enable him/her to succeed...
 - in acquiring grade level skills and concepts ?
 - within the general curriculum ?
- What are the implications for instructional strategies and educational services?
- What supports are needed?
- What will be done to increase English proficiency?



Consideration of Special Factors...

Blindness/Visual Impairment

Braille

Has the student been evaluated to determine whether or not Braille instruction is needed?

- If Yes:

- Date: _____ Learning Media Assessment
- Date: _____ Functional Vision Evaluation
- Date: _____ Low Vision Evaluation

- If No: Why not?



Consideration of Special Factors... Blindness/Visual Impairment

- **Braille Instruction Not Required**

Explain why the absence of Braille instruction will not impair the student's ability to read and write effectively.

- Student is able to read standard sized print efficiently.
- Supplemental aides or services enable student to read standard or large print text.
- Additional disabilities interfere with comprehension of Braille at this time.



Consideration of Special Factors...

Blindness/Visual Impairment

- **Braille Instruction Required:**
 - How will Braille be implemented as a primary mode for learning?
 - How will Braille be integrated throughout the curriculum?



Consideration of Special Factors...

Blindness/Visual Impairment

For additional information regarding students with visual impairments

- There is a recorded webinar with supporting materials on the Special Education page of the GaDOE webpage:
“Creating Compliant IEPs for Teachers of Students with Vision Impairment”
- You can also contact:
Dr. Elaine Thagard, Program Specialist
Vision
ethagard@doe.k12.ga.us
404-463-0616



Consideration of Special Factors...

Communication Needs

Communication Needs

What are the student's language and communication needs regarding the issues below?

- Deaf/Hard of Hearing
- Dyspraxia
- Dysarthria
- Expressive Language Disorders
- Augmented Communication



Consideration of Special Factors...

Deaf/Hard Of Hearing

- Deaf/Hard of Hearing
 - What are the student's language and communication needs?
 - What are the student's opportunities to communicate, using his/her usual method of communication, directly with...
 - Classmates
 - School Staff

For additional information regarding Deaf/Hard of Hearing Issues, contact:

Dr. Frank Nesbit, Program Specialist

Deaf/Hard of Hearing

fnesbit@doe.k12.ga.us

404-844-8741



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Consideration of Special Factors: Assistive Technology



Consideration Statement

- Does the student require assistive technology?
 - Yes/No
- A statement must be included for either response
 - **Yes:** Johnny requires a text to speech reading aid to access instructional materials due to a severe reading deficit
 - **No:** While a reading deficit has been noted, Johnny is able to access instructional materials with accommodations currently in place.



Consistency in the IEP

- In Consideration of Special Factors, assistive technology is checked “Yes”, but a statement listing assistive technology is not included nor is there anything else in the IEP about assistive technology.
- In Consideration of Special Factors, assistive technology is checked “No”, but assistive technology is noted in other places in the IEP.



Consistency in the IEP (continued)

- In Consideration of Special Factors, assistive technology is checked “No”, but weaknesses were identified in the present levels.
- Assistive technology is listed in statewide testing accommodations, but nowhere else in the IEP.



Where to Document AT

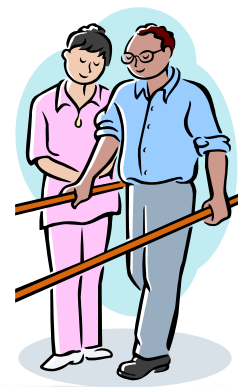
- Where you could find AT documented in the IEP.
 - Consideration of Special Factors
 - Present Levels of Performance
 - Instructional Accommodations and Modifications
 - Testing Accommodations and Modifications
 - Goal and Benchmarks
 - Transition Plans
 - The GPAT Consideration Checklist is not a required component of IEP but it can be included with student files





**SPECIAL EDUCATION:
Instruction/Related Services In the
General Education Classroom/Early Childhood Setting**

**SPECIAL EDUCATION:
Instruction/Related Services Outside of the
General Education Classroom**

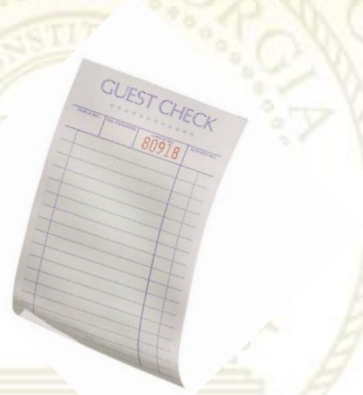
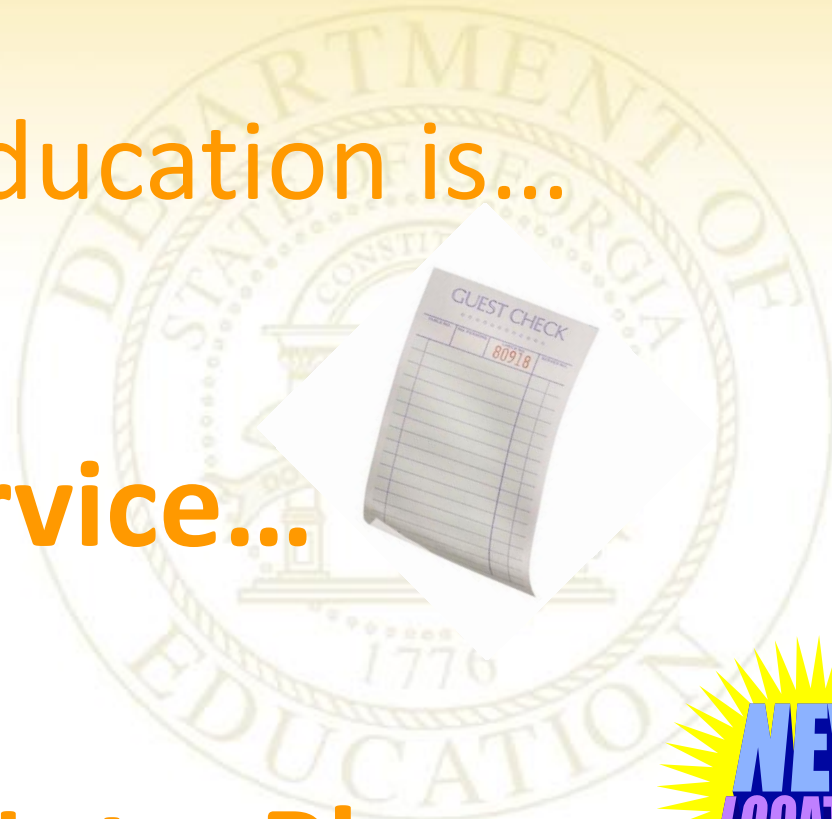


Placement Options...

Special Education is...

A Service...

Not a Place...



General Education...Special Education ...Both??

Where will services be provided in order to enable the student to...

- receive a free appropriate public education
- in the least restrictive environment



General Education...Special Education ...Both??

Placement Decisions...Inside and Outside GenEd

- Are made to ensure the student will **advance at a reasonable rate toward attaining annual goals**
- Begin with the General Education setting
- Are made on a Subject-By-Subject basis



General Education...Special Education ...Both??

Placement Decisions...Inside and Outside GenEd

Are fully aligned with the...level of supports required to access the general education curriculum...

- PLAAFP
 - Assessment Results
 - Needs Statement
- Accommodations
- IEP Goals



Continuum of Alternative Placements From Least, to Most, Restrictive

- Consultative
- Supportive Instruction
- Collaborative
- Co-Teaching
- Part Day Pullout (Formerly Resource)
- Full Day Pullout (Formerly Self Contained)



Related Services and Supplementary Aids and Services

IDEA refers to Related Services and Supplementary Aids and Services that are...

“based on peer-reviewed research to the extent ‘practicable.’ ”

The type of Supplementary Instruction selected and implemented... must...have **research data to substantiate increases in student learning.**



Related Services and Supplementary Aids and Services

More clearly...
the interventions need to be not only

Research Based...

but also...

Evidenced Based...

the intervention has shown an increase in academic or behavioral skills not just in one location...but across sites...giving it far more credibility.



Websites for Evidence Based Interventions: Academic and Behavioral/Social

- What Works Clearinghouse
www.w-w-c.org
- The Promising Practices Network
www.promisingpractices.net
- Blueprints for Violence Prevention
www.colorado.edu/cspv/blueprints/index.html
- Social Programs That Work
www.excelgov.org/displayContent.asp?



Continuum of Alternative Placements From Least, to Most, Restrictive

These placements are **not** necessarily exclusive of one another.
A student with a...

- **A Reading disability** that impacts decoding and fluency may have an ELA Co-Taught Class in order to access grade level standards and a Part Day Pullout for twenty minutes four times per week in order to improve decoding and fluency skills.
- **A Math disability** that impacts math reasoning may be in a Co-Taught Math class for access to grade level math standards and a Part Day Pullout for thirty minutes two times per week in order to build math strategies for math reasoning issues.



Placement Decision is Made... Now What?

- An explanation of the extent, if any, to which the child will not participate with peers without disabilities...
 - in the regular class
 - and/or
 - in nonacademic and extracurricular activities:



An EXPLANATION of the extent to which the child will receive services outside the General Education Class...

EXAMPLE: READING ISSUES

CRITERIA

EXPLANATION

1. Impact of the disability statement
 - a. Characteristics of the Disability → S. has phonemic awareness deficits.
 - b. Impact on Specific Classroom Performance → that make it **difficult** for him/her to develop **grade level decoding and reading fluency skills**.
2. Type of Instruction to be provided outside GenEd → As a result, S. needs **explicit decoding and fluency instruction in a small group**.
3. Reason the GenEd Environment is not appropriate → The GenEd classroom **size and pace** does **not** allow for **differentiated instruction at this level**.



An EXPLANATION of the extent to which the child will receive services outside the General Education Class...
EXAMPLE: LANGUAGE PROCESSING ISSUES

CRITERIA

EXPLANATION

- Impact of the disability statement
 - Characteristics of the Disability → S. has **language processing deficits**
 - Impact on Specific Classroom Performance → that make it **difficult** for him/her **understand grade level text.**
- Type of Instruction to be provided outside GenEd → As a result, S. needs **supplemental reading and math comprehension** instruction.
- Reason the GenEd Environment is not appropriate → The GenEd classroom pace does not allow for differentiated instruction at this level.



An EXPLANATION of the extent to which the child will receive services outside the General Education Class...NON-EXAMPLES

What Criteria Are Missing From These Explanations?

- The team continues to agree that the pull out setting is the appropriate and least restrictive environment for Seth.
- Seth will participate in two regular classes geared towards his academic strengths and two pull out classes for remediation of his weaknesses.



EXTENDED SCHOOL YEAR



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ESY CONSIDERATION...

REGRESSION...

CANNOT...AND MUST NOT...

BE THE SOLE CRITERIA...

WHEN CONSIDERING WHETHER OR NOT A
STUDENT MEETS THE CRITERIA FOR ESY
SERVICES...



MULTIPLE FACTORS ARE TO BE WEIGHED WHEN DISCUSSING THE NEED FOR ESY SERVICES...

1. AGE OF THE STUDENT
2. SEVERITY OF THE DISABILITY
3. PROGRESS TOWARD GOAL/S
4. IMPORTANCE OF THE GOAL/S
5. RATE OF PROGRESS TOWARD MEETING GOAL/S
6. TRANSITION PLAN...IF APPROPRIATE
7. RELATED SERVICES NEEDED FOR PROGRESS TOWARD GOAL/S
8. INSTRUCTIONAL SERVICE DELAY OR INTERRUPTION DURING THE SCHOOL YEAR
9. EMERGING SKILLS
10. REGRESSION...HOWEVER, THIS IS NOT THE SOLE CRITERIA



ESY CONSIDERATIONS...

When is ESY Provided?

- During the school year...as long as it occurs before or after the instructional day
- During the summer...**CAVEAT**...
 - ESY is not the same as summer school...
 - In order for summer school to be considered an ESY service, the goals that are being extended must be addressed and monitored during the summer program.
 - Generic summer programs for all students are **not** considered ESY services
- Transportation **must** be provided.



How are ESY Services Documented in the IEP?

XI. EXTENDED SCHOOL YEAR

Yes

No

a. Are Extended School Year Services Necessary? If yes, complete the section below.

b. Goals to be Extended:

Given a four paragraph, third grade narrative text, S. will retell the story with a score of 4, or better on a 5 point rubric in three out of four opportunities.

OR

If it's the exact same goal... Refer to Reading Goal # _____ Refer to Math Goal # _____

Services	Frequency	Initiation of Services mm/dd/yy	Anticipated Duration mm/dd/yy	Provider Title	Content Area/ Location
Math	30 minutes 3xs/week	6/1/12	7/1/12	SpEd Teacher	Classroom

END OF MODULE 5



Please feel free to contact me with questions or comments. My contact information is on the next slide.



Contact Information

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(If you are in the “Slide Show” format...the email address is hyperlinked so it will open directly into my email.)

Website: http://www.gadoe.org/ci_exceptional.aspx

