

Introduction to the Online IEP Quality Tutorial Professional Development Resource

SELA

Lunch and Learn
April 19, 2023

Susan Carty – scarty@Illinois.edu
&
Jim Shriner – jshriner@Illinois.edu

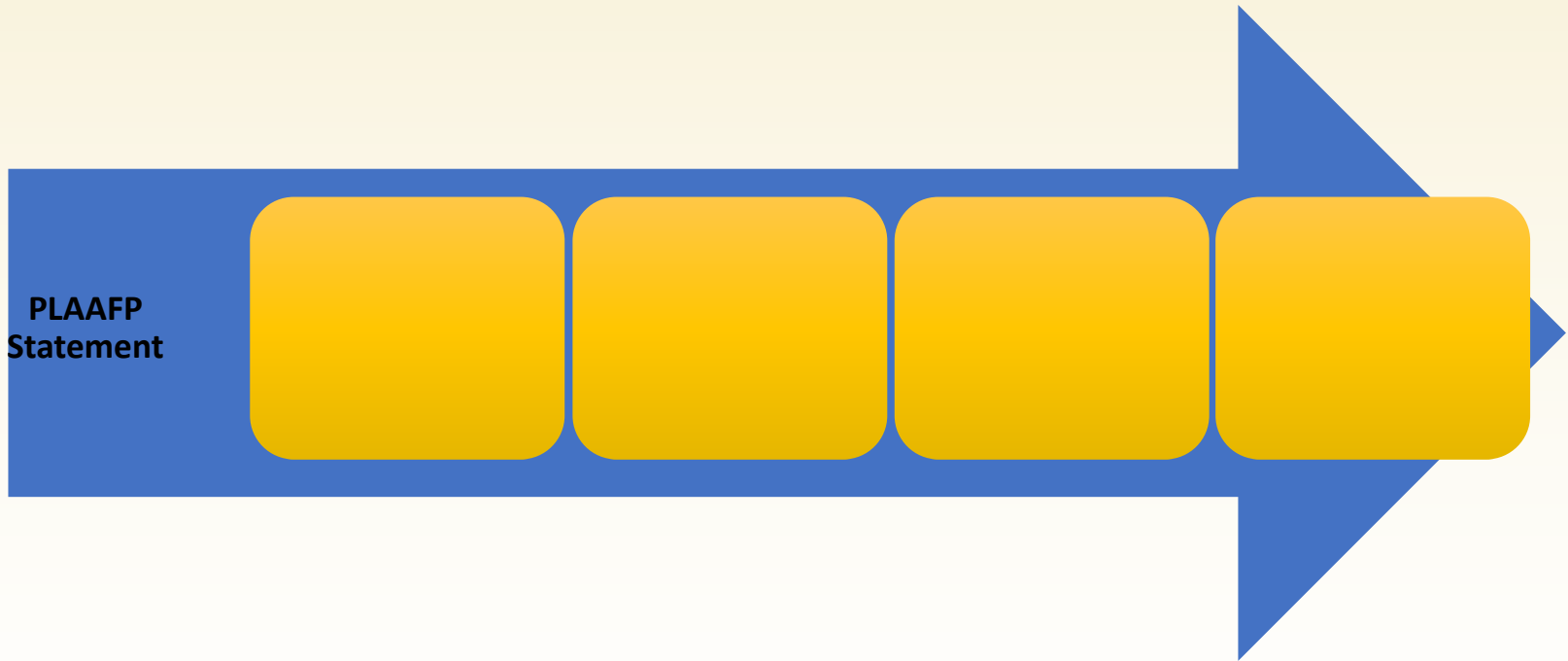
University of Illinois

Preparation of this presentation was supported, in part, by awards (R324J060002, R324A120081) from the U. S. Department of Education, Institute of Education Sciences, National Center on Special Education Research, and from the Illinois State Board of Education (Part B-Discretionary Programs) awarded to the author. Opinions expressed herein do not necessarily reflect those of the U. S. Department of Education or ISBE.



The IEP Quality Project is supported, in part, by funding from the Illinois State Board of Education (Part B-Discretionary Programs) and all content is subject to copyright. Opinions expressed herein are not to be considered legal advice and do not necessarily reflect opinions of the Illinois State Board of Education or Offices within it.

IEPs must be internally consistent

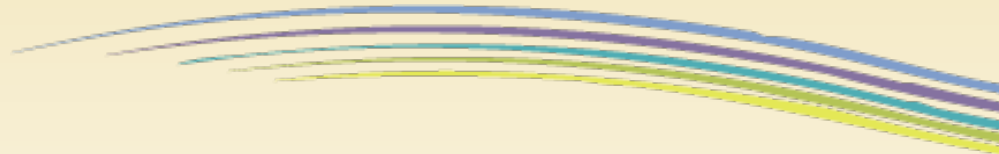


Source: Shriner, J.G., Bateman, D.F., & Yell, M.L., (2021, February). IEPs in the Era of *Endrew F.* : Writing Appropriate Present Levels Statements. Virtual Presentation to the 99th Annual Conference of Exceptional Children Conference.

One component/decision must lead directly to the next

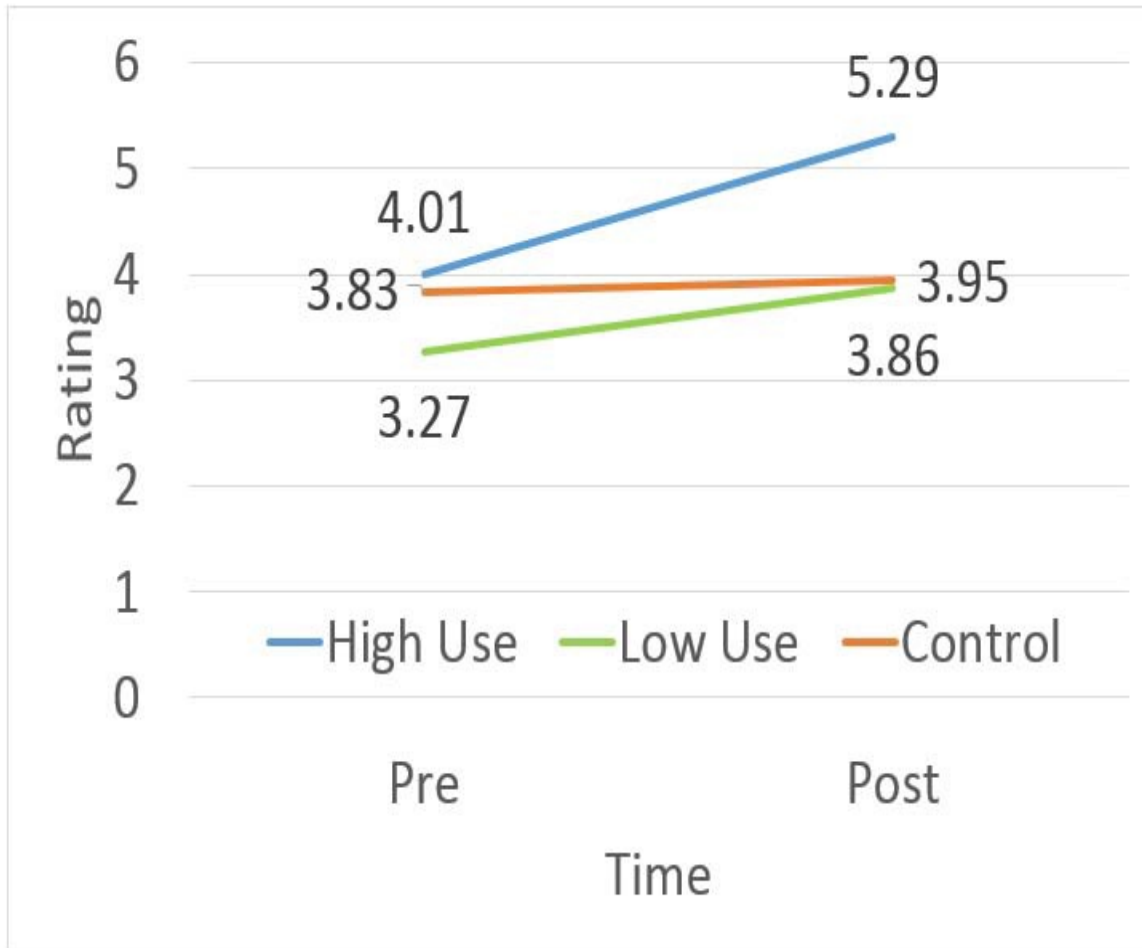
Internal consistency assures that:

- All needs identified in the PLAAFP are addressed either through Specially-designed instruction (SDI), Accommodations, or both.
- “Rogue” goals for SDI for which no need is documented are avoided
- Students are neither “under-accommodated” nor “over-accommodated”
- Services and supports are linked logically to PLAAFP/needs
- Data from evaluation and progress monitoring are used to examine the IEP’s appropriateness on a regular basis



Research Support: Impact and User Feedback

Change in Teachers' Practices – Goal Quality Scores



Note. The total possible points = 8.

Figure 2. Least Square Means of High Use, Low Use, and Control Groups by Time on IQIS Goal Quality Ratings. Results Shown for Overall Score

Change in Student Outcomes –

Students of “High Use” teachers had steeper slope of change

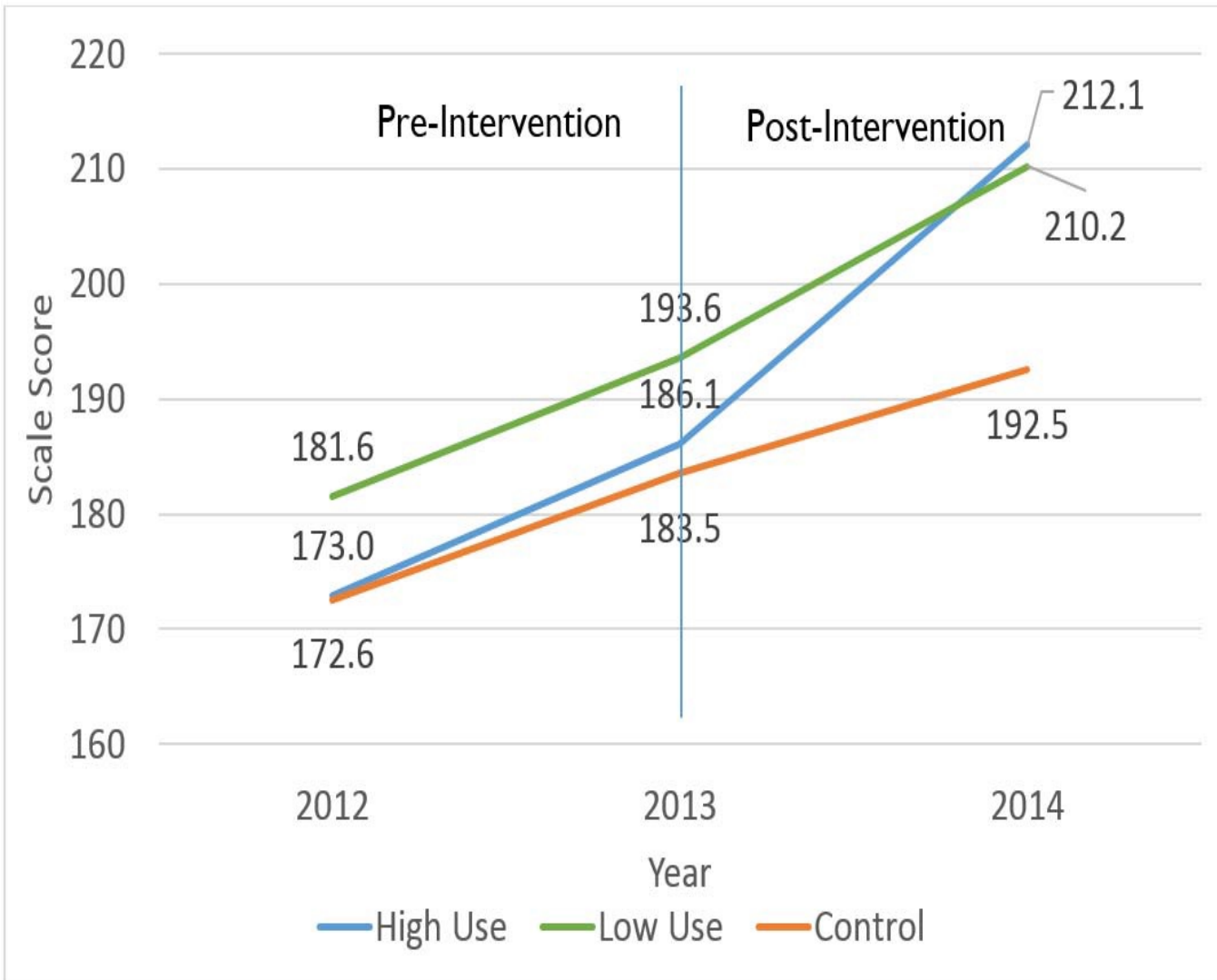


Figure 4. ISAT Reading Scores of High Use, Low Use, and Control Groups by Pre-Intervention (2012-2013) and Post-Intervention (2013-2014) School Years

- Overall, there is a goldmine of information! When I've attended one day workshops addressing changes in IEPs, I've felt overwhelmed by having all of the info thrown at me at once. Having this site available to access at my leisure and when it is needed is wonderful!

- It made me think about my kids on a deeper level

-I have been known to be nervous during IEP meetings knowing the goals, objectives, and present levels may be less than adequate. I now have confidence in the IEP and know it is a quality (IEP).

- I think I was on the right track, but this helped to solidify the proper way and most useful way to write goals and objectives that are measurable and realistic

- Because my goals are more in-depth my assessments for next year will be more student centered to focus on achieving the individual goals and objectives



User Feedback

- I had a couple of parents say that the goals were more clear and easier to understand

- Parent IEP Planning sheet was very helpful. In the past, I feel parents are many times unprepared to discuss concerns about the pupil because they haven't really given it much thought. It helps parents be prepared better for the IEP.

- They (gen ed staff) love it because they feel such a larger part of the IEP now, where before it's like it was the special ed. team that was developing the goals.

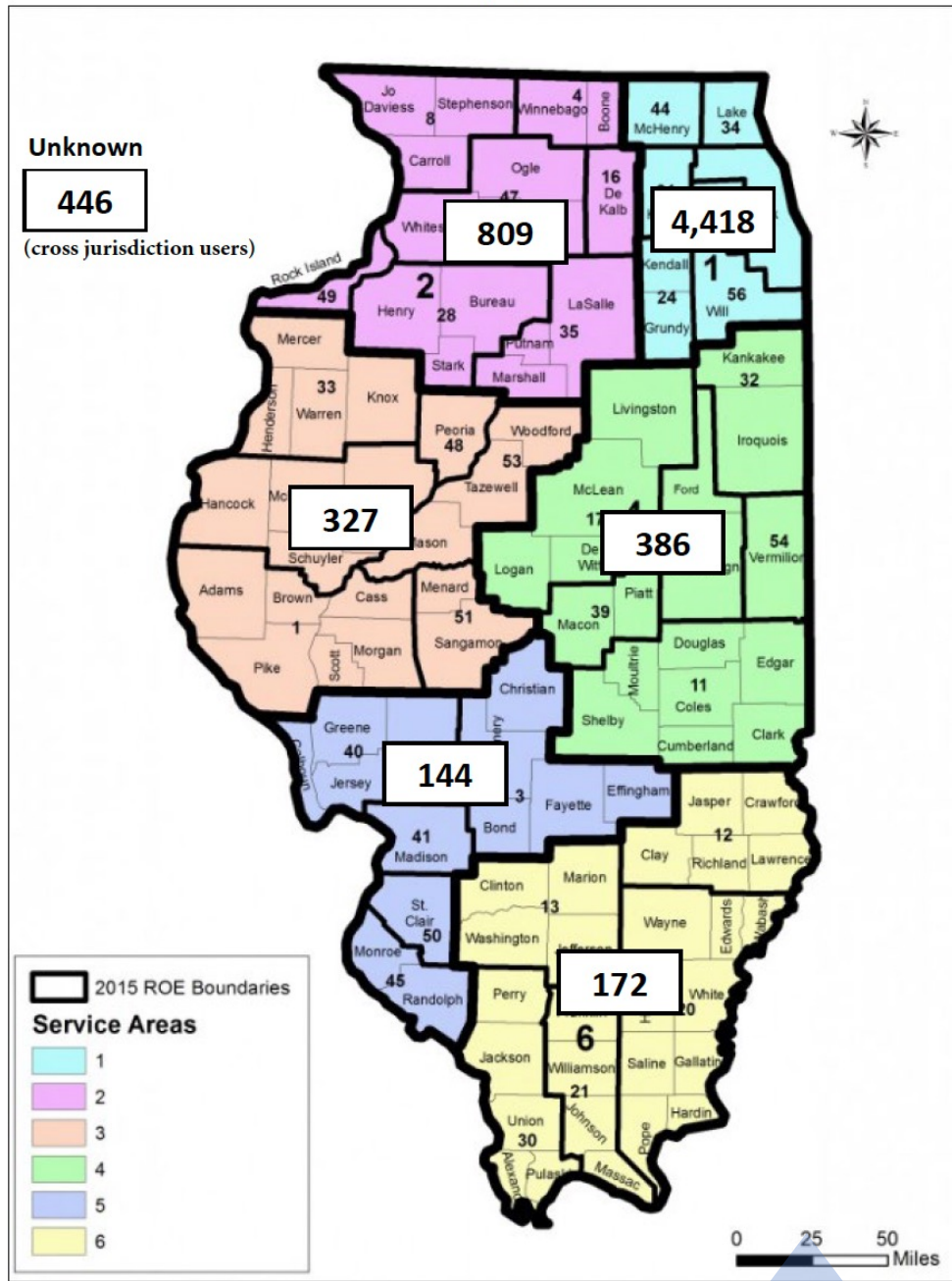
- I think it opened the eyes of the [gen. ed.] teachers too, in understanding even though this student is on an IEP, they still need to perform at the grade standard.



**Increased
input /
“buy-in” by
parents and
general
education
staff in IEP
process**

REGISTERED USERS BY SERVICE AREA

(April, 2023)



[Take a tour of the IEP-Q Tutorial!](#)

IEP Help Topics

- Introduction to IEPQ
- Evaluation & Reevaluation
- Present Levels of Academic Achievement & Functional Performance
- Goals and Objectives/Benchmarks
- Educational Accommodations & Supports
- Education Services & Placement
- Assessment
- Transition
- Behavior
- Other Topics

RESOURCE LIBRARY

Brings together important sources of information on IEP development, including books, web sites, and behavior data collection forms.



TOOLBOX

Contains goal assistant links, reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP.



STUDENT SCENARIOS

View fictionalized student examples based on actual teacher experiences.



Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education Programs (IEPs) for students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEPs for your students

IEPQ Website

<https://iepq.education.illinois.edu>

IEPQ Website

- <https://iepq.education.illinois.edu>
- Registering
 - <https://iepq.education.illinois.edu/user/register-illinois>
- Toolbox
- Resource Library
- Student Scenarios / Sample IEPs
- Help Topic Pages
 - PLAAFP
 - Goals and Objectives pages
- Help section
 - (videos that take you through IEPQ and the Goal Assistant programs)

IEP Help Topics

[Introduction to IEPQ](#)

[▶ IEPQ District Trainings](#)

[Evaluation & Reevaluation](#)

[Present Levels of Academic Achievement & Functional Performance](#)

[Goals and Objectives/Benchmarks](#)

[Educational Accommodations & Supports](#)

[Education Services & Placement](#)

IEPQ District Trainings

Content

The IEPQ staff, Susan Carty, M.Ed. and Dr. Jim Shriner, can provide trainings for districts, special education cooperatives, and Illinois State Board of Education (ISBE)-approved private facilities that may need more specific professional development with a primary focus on:

- use of the IEPQ website and its contents,
- writing Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, and
- annual goals and objectives.

Specific training topics can be found on the IEPQ Training Request Form. For other areas of the IEP (e.g., transition planning, eligibility determination), we recommend contacting ISBE for training resources specific to those areas.

Professional development and training will focus on the IEPQ website and its resources and how they can support you with the IEP writing process but will not tell participants how to fill out an Illinois IEP specifically or procedurally.