



2018

IEP Best Practices Guide

NSSEO

799 W. Kensington Rd.

Mt. Prospect, IL 60056

Table of Contents

Introduction	3
Purpose	3
IEP Best Practices Committee	3
IEP Best Practices Training Modules	3
We Believe.....	4
The Individualized Education Plan (IEP):.....	6
Best Practices in IEP Development and Monitoring Module.....	7
Home/School/Community Partnership	7
Partnering with Culturally Diverse Families	8
Data Driven	9
IEP Goal Components	10
Data Based Decision Making Essential Components	16
Student Centered.....	18
Student Participation in the IEP Process across the Grades	18
Efficient & Collaborative Teaming Process	20
IEP Team Member Roles and Responsibilities	20
Autism IEP Best Practice Module Overview:	24
FBA/BIP Best Practice Module Overview:.....	25
Transition IEP Best Practices Module Overview:	27
Appendix A (Parent Input Forms)	30

Introduction

Purpose

The purpose of this guidance document is to outline the beliefs and practices of the IEP process and practices for NSSEO. This document serves as a guide and resource document for consistent implementation across the district and for training new staff. The IEP best practices training modules are aligned to the content delineated in this guide.

IEP Best Practices Committee

This district-wide committee, representative of program administrators and student services personnel, collaboratively developed the practices outlined in this document. The committee (see table below) meets ongoing to review implementation practices and guide supports for high-quality IEP practices.

Miner	Timber Ridge	Kirk	DHH	Riley/RTMS	Professional Learning
Karin Martin Alison Dauernheim Erik Brekke	Tracey Olson Nancy Milne Brian Weems	Claire Oliver Ana Carabajal Cathi Ivack	Melissa Swanson	Molly Dunne	Kristyn Bair Stacey Weber Pam Radford

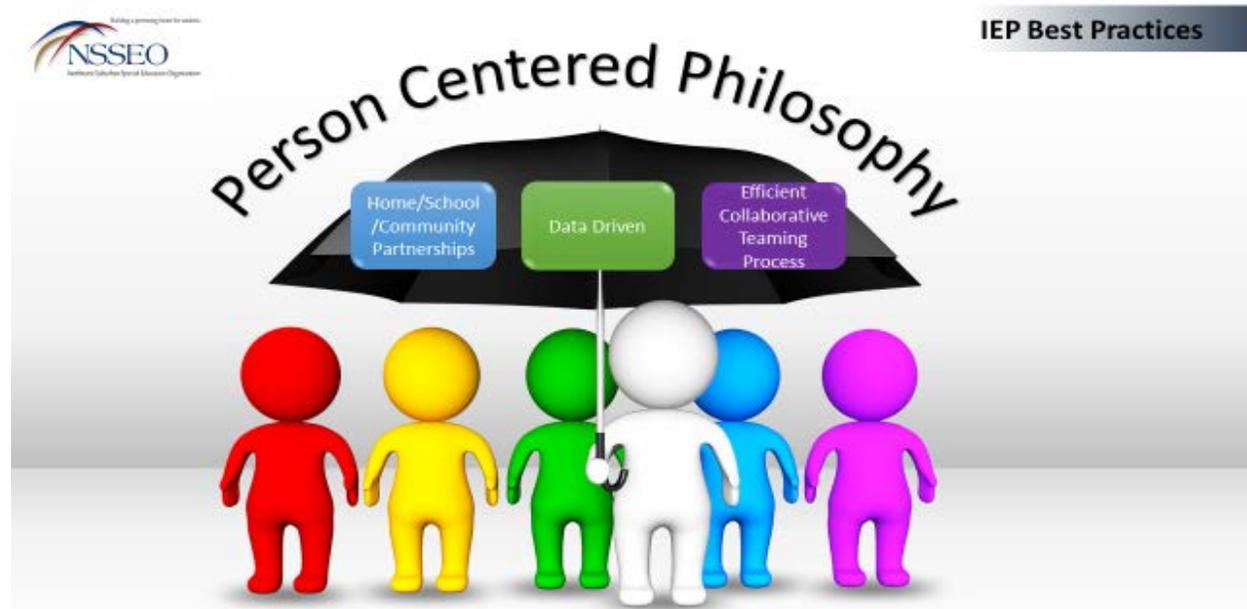
IEP Best Practices Training Modules

TRAINING TITLE	BRIEF DESCRIPTION
Best Practices in IEP Development and Monitoring (2016-2017)	Focus on data based decision making within the teaming process to develop and implement an Individualized Education Plan (IEP) including facilitation of an IEP meeting to develop and write rigorous goals. Emphasis on applying the problem solving method to monitor and evaluate progress toward IEP goals.
Best Practices in Autism Assessment and Eligibility (2017)	Focus on a framework in the assessment and determining eligibility for students with possible Autism Spectrum Disorder. The framework supports a step by step process that supports team conversations and collaboration between professionals and families for entitlement and IEP development purposes.
Best Practices in Functional Behavioral Assessment and Behavior Intervention Plans (2017)	Focus on a team-based approach to conducting an FBA by using data to define and understand target behaviors, including environmental variables. Linking FBA data to guide the development, implementation and evaluation of a comprehensive BIP will be covered.
Best Practices in Customized Transition Plans (2017)	Focus on person centered planning in the development of a transition plan, including student-led IEPs, assessments to develop transition focused skills (employment, independent living, social, career planning, decision making, self-advocacy, college success) and engaging student & parents in the process.
Best Practices in RtI Eligibility & Entitlement for Specific Learning Disability (2018)	Focus on determining eligibility and entitlement for Specific Learning Disability within an RtI model and based on the ISBE guidance document. Considerations for ELLs included.

We Believe...

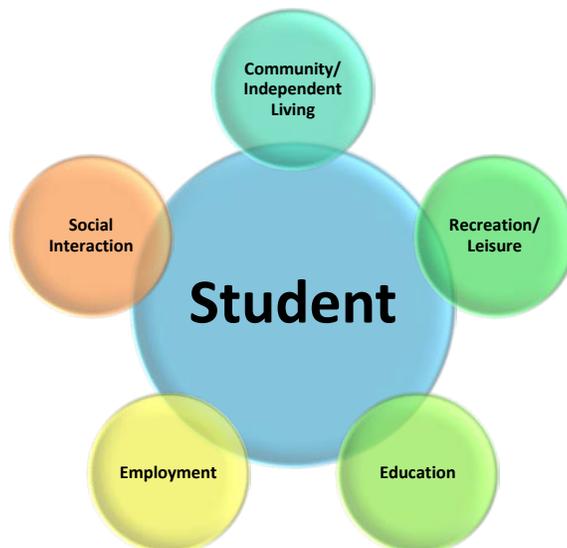
Through a collaborative, partnership approach the Individualized Education Plan process is based upon a person centered philosophy designed to support the students' progression toward identified post-secondary outcomes. A person-centered philosophy is a set of approaches designed to assist students with disabilities to plan their life and supports to increase their personal self-determination and improve their own independence. This philosophy provides a clear path for decision-making by:

- embodying the student's voice;
- creating a community of support;
- building upon the student's strengths and passions and striving for independence;
- individualizing support to address unique needs; and
- focusing on building promising futures.



At NSSEO, the *student is the center of the IEP process*...that is every decision and action is based on the needs of students and includes student voice.

- Self determination
- Individualized
- Student needs
- Student voice



Practices to develop an Individualized Education Plan to enhance student’s talents and dreams for a promising future are embedded within our person centered philosophy and described below.

We believe *data driven* decisions connect effective supports and services for continuous student growth academically and behaviorally.

- Systematic approach
- Assessment tools to identify needs
- Assessment tools to monitor progress
- Visual representation of data
- Triangulation of data
- Integrated goals
- Use of data across various purposes of meetings

We believe *home, school and community partnerships* are critical to promote lifelong student success.

- Parents are equal team member in decision making
- Ongoing communication
- Seeking input from parents continuously (prior, during, after meeting)
- Parent friendly communication
- Cultural sensitivity

We believe individualized plans are developed and implemented through an *efficient and collaborative teaming process* to guide supports and services aligned to student needs.

- Clearly defined roles and responsibilities
- Identifying purpose of collaborative decision making
- Use of agendas with time allotments, not time limits
- Efficiency
- Norms and consensus for decision making

The Individualized Education Plan (IEP):

The IEP has two general purposes: (1) to establish measurable annual goals for the child; and (2) to identify the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the child. When constructing an appropriate educational program for a child with a disability, the IEP team considers the child's involvement and participation in three main areas of school life through a person centered philosophy:

- the general education curriculum,
- extracurricular activities, and
- nonacademic activities.

By **general education curriculum**, it is meant the subject matter provided to children without disabilities and the associated skills they are expected to develop and apply. Examples include math, science, history, and language arts. When talking about **extracurricular activities and nonacademic activities**, it is in reference to school activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic. They typically involve others of the same age and may be organized and guided by teachers or other school personnel. Examples: yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, recreational clubs.

The IEP can be understood as the blueprint, or plan, for the special education experience of a child with a disability across these school environments.

IEP components include:

- the child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel
- how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs (called extent of nonparticipation)
- how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
- service delivery details, such as when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
- how school personnel will measure the child's progress toward the annual goals.

Best Practices in IEP Development and Monitoring Module

This module focuses on data based decision making within the teaming process to develop and implement an Individualized Education Plan (IEP) including facilitation of an IEP meeting to foster family/school/community partnerships. An emphasis on applying the problem solving method to monitor and evaluate progress toward IEP goals is included.

Home/School/Community Partnership

It takes a village! *Partnership and engagement of all connected to the student enables a high quality IEP process.* Since parents are equal team members in decision making process related to their child's IEP, scheduling of meetings should be an agreed upon time and location to meet. Both parents and schools have the right to invite other people with knowledge or special expertise about the child, including related services personnel as appropriate, and that the party inviting the individual makes the determination that the invitee possesses the requisite knowledge or special expertise regarding the child. All invitees must be included on the notification of the IEP meeting, as well as the purpose(s) of the meeting. Knowing each of these elements in advance of the meeting gives parents the opportunity to prepare and more fully participate in meeting discussions and decisions. IEP teams should inquire about parent input prior to the IEP meeting and include in the agenda during the meeting, as well as share necessary information (e.g., IEP DRAFT goals, evaluation reports/information) ahead of time so parent can come to the meeting prepared to focus on being an active partner in the decision making process at the IEP meeting. Below are the outlined parent partnership best practices before, during and after an IEP meeting.

Before an IEP Meeting:

Notification of Meeting:

- Notification letter of agreed upon IEP meeting date, location, invitees and purpose mailed and emailed (if possible) to parent (by designated staff, typically administrative assistant). Ensure documentation of 3 attempts to communicate notification of scheduled IEP meeting, as the school must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:
 - Detailed records of telephone calls made or attempted and the results of those calls;
 - Copies of correspondence sent to the parents and any responses received; and
 - Detailed records of visits made to the parent's home or place of employment and the results of those visits. [§300.322(d)]
- Included in the notification letter of the agreed upon IEP meeting date and time, include a letter of parent confirmation to attend IEP meeting. Parents return this letter to school, confirming attendance to the meeting by signing the notice.
- A reminder notice to attend meeting is sent home two weeks prior to scheduled meeting date or with parent input form and draft IEP goals. This provides another documentation to notify parents of meeting.
- Three days prior to the scheduled IEP meeting, the case manager or teacher call the parents to remind them of the upcoming meeting. This provides another documentation to notify parents of meeting.

Parent Input and Communication:

- At least two weeks prior to the scheduled IEP meeting, parent input (Appendix A) will be solicited through use of one of the four sample parent input forms from the teacher and/or case manager. Provide multiple ways for parents/guardians to submit Parent Input Form:
 - Email
 - Phone call
 - Written
- Consider if the parent form needs to be translated to another language or use of an interpreter to interview parents via phone. Schedule an interpreter for the IEP meeting, if needed.
- Draft IEP goals related to evaluations are sent home to parents at a minimum of one week before the scheduled IEP meeting. For parents who speak a different language, include the cover sheet to assist in interpretation of the content.
- Copies of evaluation reports should be sent home one week prior to the IEP meeting or schedule a time to meet with the parents separately to discuss/review results of evaluation and allow time to process.

During an IEP Meeting:

- If parent does not show up and/or did not communicate they were not coming to the scheduled meeting, a phone call to parent is made from the meeting to determine alternate ways of participation (e.g., phone, video conferencing) to ensure voice in the process.
- Present agenda visually at the start of the meeting
- Review parent input in beginning of meeting
- Provide information in parent friendly language
- Provide parents with “At a Glance” to use to complete throughout the IEP meeting
- Read cues from parents...are they disengaged, angry or appear overwhelmed? If so, take a minute to stop and reflect.
- Listen to the stories without judgment and validate feelings
- Ensure a comfortable physical environment for the meeting
- Recognize cultural differences and plan accordingly

Ongoing/After an IEP Meeting:

- Distribute Parent Exit survey to family upon completion of the IEP meeting for annual review meetings (at least annually).
- Identify who is responsible for compiling the data and schedule a time for review of data to inform partnership practices
- Communicate progress updates to parents in preferred communication mode more than the required 4 times per year
- Present progress reports visually, when appropriate.

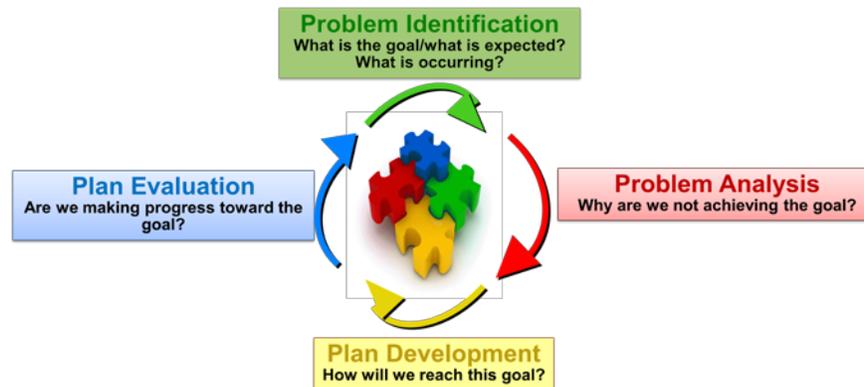
Partnering with Culturally Diverse Families

School systems must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. IEP forms can be translated on POWER IEP. Notification of use of Google translate is located on POWER IEP.

Data Driven

Begin with the end in mind! *Backward planning facilitates alignment of resources to student needs.* Data based decision making provides a clear model with steps for problem solving to review student progress and make necessary instructional adjustments to support continued growth. Special education teams use a schedule time to review ongoing data collection toward IEP goals and report progress to parents more frequently than the required IEP benchmark updates.

Data Based Decision Making



Before an IEP Meeting:

- DRAFT IEP goals are sent home to parents at least one week prior to the scheduled IEP meeting so parents can review, provide input and ask questions. **Don't put all your eggs in one basket!** *Triangulate your data to inform decision making.* (See **IEP Goal Components**).

During an IEP Meeting:

- **A picture is worth a thousand words!** *Present data visually.* Progress reports are provided in the format of a visual representation (i.e., graph) to support understanding of growth. Descriptions of data are presented in parent friendly language.

Ongoing/After an IEP Meeting:

- Student's progress toward IEP goals are reviewed every 6-8 weeks by the special education team, using the problem solving process to guide instructional decision making.
- Progress is communicated to parents based on preferred modality after each problem solving meeting. Parents should receive progress updates (e.g., phone call, email) at least one time between each required IEP goal updates.

IEP Goal Components

All IEP goals must:

1. Relate directly to grade-level standards – either the general standards (NILS or SEL) or alternate assessment standards (EE)
2. Relate directly to content area foundational skills that can be addressed while learning the grade-level standards.
3. Address communication, social, and behavioral skills that facilitate participation in general education instruction based on the general education curriculum and other inclusive activities and environments.
4. Address skills related to knowledge, skills, and participation in other inclusive school and community activities.
5. Follow the SMART goal format

An individualized IEP goal must contain:

- A statement of the child's present levels of academic and functional performance
- A statement of measurable annual goals
 - Academic and functional goals must enable the student to make progress in general education curriculum
 - Meet each of the child's other educational needs
- A description of benchmarks and objectives
- A description of how the child's progress towards the goals will be measured
- A delineation of when progress towards annual goals will be provided
- When the student turns 14.5 years old, postsecondary goals must be included

This can be achieved by:

- Evaluating students thoroughly to determine individual needs and present levels of performance
- Providing data in the present levels of performance that specifically relates to the goals and objectives. This should allow for direct comparison of progress.
- Writing a goal that can be achieved in one year. *A goal should not be repeated year to year, as a repeated goal is evidence of a flawed IEP.*
- Ensuring that parents know exactly what skill the student should achieve or improve at the end of the IEP year.
- Writing goals that are objectively measured and directly linked to identified skill deficits.
- Specifically choosing how and when progress on IEP goals will be measured
- Collecting data to show progress on goals.
- Communicating progress to parents
- Adjusting the IEP, goals, plan and supports, FBA/BIP, if the student is not making expected progress or if the student achieves the goal before the year is complete.

SMART goals are used to ascertain accountability by doing what is best by and for the students. These goals lend themselves to a strong responsibility to student learning and pushes educators to have a deeper understanding of individual student needs.



The goal statement format will follow this structure:

In **(number)** weeks, when **(condition)** occurs, **(student or group)** will **(behavior)** to a **(criterion)**.

For example, By January of 2019, Sally will read 100 words with less than 2 errors in one minute from a 4th grade passage across three consecutive weeks.

Ensure goals will pass all three tests:

1 - Dead person test:

If a dead person could do the goal, then it is not appropriate for students.

- Do not include terms such as 'won't do' or 'refrain from'

2 - So what... test:

If a student accomplishes this goal, so what?

- Relevant to individual student needs

3 - Stranger test:

If a stranger could observe and measure the goal, success!

- Specific and observable

What does a SMART goal entail?

	<p>SMART goals are specific.</p> <p>It should be clear on what needs to be accomplished.</p> <ul style="list-style-type: none"> ● Clear statement of what skill based on a state level standard will be taught and how progress will be measured ● Based on student's present levels ● Written so that anyone who picks up the IEP will know what to do and how to assess (i.e. future teachers, high school staff, etc.)
	<p>SMART goals are measurable.</p> <ul style="list-style-type: none"> ● Can be counted or observed ● Progress is objectively determined at numerous data points ● Includes what will be used to judge progress
	<p>SMART goals are attainable.</p> <ul style="list-style-type: none"> ● Goals should be realistic and reachable ● Feasible with resources within the school ● Action-oriented ● Could be attained in the year timespan
	<p>SMART goals are relevant.</p> <ul style="list-style-type: none"> ● Developed with standards in mind ● Relates to a necessary skill of value that will support the success of the student ● Addresses individual needs of the student ● Results-oriented
	<p>SMART goals are time-based.</p> <ul style="list-style-type: none"> ● Clearly defined beginning and end ● Revolves around dates, deadlines, and schedules ● Monitor progress at regular intervals

Present Levels of Performance (PLOP)

Everything we do at NSSEO is driven by data! The present levels of performance (PLOP) are the building blocks for annual goals, benchmarks, and objectives. The data that should be incorporated into the PLOP should be from a variety of sources (refer to 'Sources of Data' page). This data should delineate student strengths, weaknesses, and areas of most significant need; what you present at IEP meetings should be backed by data sources. If the PLOP is not strong, then goals, benchmarks, and objectives will not be strong.

In the PLOP, it is important to state how the student's weakness affects his/her involvement in the general education setting. This should lead to the goal statement.

PLOP Structure:

- Include strengths and weaknesses for all content areas - reading, writing, and math
- Prioritize the needs of the student
- Includes a peer comparison
- Describe what the student can do in relation to the area of need based on multiple measures related to the state standard
- Weaknesses will be a direct correlation to the creation of IEP goals
- Statement relating student's weaknesses to involvement in the general education setting
- Include PLOP pieces that directly relate to IEP goal on each goal page

Structure Possibilities:

Who - (the student)	From:
Does what - (observable behavior)	<ul style="list-style-type: none"> • What does the student know and how is he/she performing
When - (by what reporting date)	To:
Given - (under what circumstances)	<ul style="list-style-type: none"> • What do you want the student to know and how will he/she perform
How much - (accuracy or criteria)	
How measured - (performance data)	

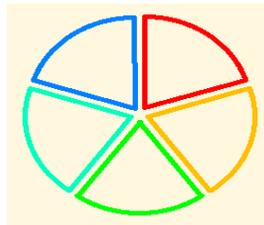
Objectives vs. Benchmarks

Benchmarks



Benchmarks are focused on **one** skill and are intermediate steps to the annual goal. Benchmarks are similar to ladders where the PLOP is the bottom rung, each benchmark is a rung, and the top rung is the annual goal. At least four benchmarks are required per annual goal (one per marking period).

Objectives



Objectives are focused on **one** skill and are made of subskills that, when all are achieved, will accomplish the annual goal. Objectives are similar to pies where each pie piece is a separate sub-skill. When all the pieces are put together, they make the pie (annual goal). 3 to 4 objectives are used, depending on the goal.

IEP Goal Checklist to Ensure SMART Format

Yes	No	Measurable Goals Components
		Specifies when full mastery of the goal is expected (number of weeks, annual review date, etc.)
		Matches information described in PLOP statement and is based on the baseline reflected in the PLOP
		Describes what the student will do in observable terms (passes the <i>Stranger Test</i>), what the behavior look like based on a state standard
		Includes the conditions that must be present when student exhibits skill/ behavior based on a state standard (location, person(s) present or absent, activity requirement, prompting or degree of prompting)
		Includes specific performance criteria (degree of success given a certain number of opportunities)
		Goal reflects appropriate growth rates (when norms are available)
		Performance criteria are challenging yet realistic and will lessen the gap
		Goals can be accomplished within specified amount of time
		Goal is relevant considering the grade, age, and/ or developmental level and remaining years in school (passes the <i>So What Test</i>)
Yes	No	Monitoring Plan Components
		Measurement tool is designed to be repeated frequently
		Measurement tool produces quantitative data
		Schedule for progress data collection is identified
		Who will collect the data identified
		When data will be collected
		Where data will be collected is identified
		How parents will be notified of progress is identified
		When data will be reviewed

Data Based Decision Making Essential Components

A role of school based teams is to review individual student data on an ongoing basis to determine progress and adjust plans as needed. Essential components for implementation are outlines below.

PROBLEM IDENTIFICATION	
	Behaviors of concern listed and prioritized
	An individual student's target behavior to be defined in terms of the <u>desired</u> behavior
	Quantifiable data (e.g., reading score, percent of work completion, frequency of following directions, percent of staying in area) are used to identify the target student's <u>current</u> performance in the area of concern, as well as the <u>desired</u> level of performance (e.g. cut score/standard criteria, peer comparison) in the area of concern
PROBLEM ANALYSIS	
	Hypotheses (i.e., reasons) related to the student's strengths and weaknesses explaining why the target student(s) is not demonstrating the <u>desired</u> behavior
	Data are reviewed and collected as needed to confirm the reasons that the student is not achieving the desired level of performance
PLAN DEVELOPMENT	
	Intervention plans are based on the confirmed reasons that the student is not achieving the desired level of performance
	Plan logistics of what the plan includes, who is responsible, when it will occur, when the plan will start, and a goal for determining progress based on data are identified
	Staff member(s) identified who is/are responsible for collecting, organizing and storing the progress monitoring data
	A plan is developed to collect data to ensure the plan is implemented as intended
PLAN EVALUATION	
	Graphed data are reviewed to determine progress of student with plan
	Decision Rules created AND followed to evaluate progress and make changes to the plan as needed (fade, continue to problem solve, maintain)

TEAMING INFRASTRUCTURE	
	Frequent team meetings (weekly)
	Members include: Administrators, level teachers, targeted personnel as needed for students not progressing (e.g. school psychologist, SLP, OT/PT, nurse, ESPs, administrator as needed).
	Sufficient time to meet (30 minutes)
	Team norms explicitly stating expectations of participants during the meeting
	Norms are made available as needed (e.g. posted in room, on the agenda)
	Team meetings include different roles (facilitator, timekeeper, notetaker, data coach/analyst, administrator as needed)
	Meetings include a concrete process to come to a team decision (consensus process)
	Agenda includes a purpose-to review student data
	Agenda items have assigned amount of time needed

Student Centered

Students First! *Student voice is essential and decisions are grounded in what is best for the student.*

Student centered planning is an ongoing problem-solving process used to help plan for student's future by focusing on the student's vision of what they would like to do in the future. Self-determination emerges with active anticipation in one's life; thus we believe that students should have a voice in the IEP process at all ages, as appropriate to individual strengths and challenges. Students are expected to participate in their IEP meetings from kindergarten to transition age, with students taking on more ownership of the IEP process to align to what they desire in the future. Reasons why students should be active participants in the IEP process include:

- meeting is about the student;
- students should have a voice in making decisions that can affect educational experiences and post-secondary outcomes;
- opportunities for students to practice social, advocacy and communication skills; and
- being a part of identifying needs and supports and developing and monitoring goals can increase student motivation and investment in personal growth.

Student Participation in the IEP Process across the Grades

GRADES	STUDENT EXPECTATION	WHAT IT LOOKS LIKE...
K-5	<ul style="list-style-type: none"> • Introduces self at the beginning of the meeting • Introduces self at the beginning of the meeting and given choice to participate or leave meeting 	Shares: <ul style="list-style-type: none"> • "I like/dislike..." • "What I learned..." • "What I need to learn..."
6-8	<ul style="list-style-type: none"> • Introduces self and meeting • Self evaluate on strengths and areas for growth • Aware of goals and begin to monitor own progress • Have an understanding of supports being provided and why 	Shares: <ul style="list-style-type: none"> • "Who I am and what I like/dislike..." • "What I hope for and don't want..."
9-12	<ul style="list-style-type: none"> • Student taking more lead in directing/facilitating IEP meeting • Student voice on supports being provided • Assisting with draft plan post HS. • Active participation in IEP and future goals 	Shares: <ul style="list-style-type: none"> • "Who I am and what I like/dislike..." • "What I hope for and don't want..." • "What I hope to do for a job..." • "How I hope to live..." • "What I need to get better at..."
Transition Age	<ul style="list-style-type: none"> • Leads entire meeting and clearly knows personal strengths, challenges, hopes and desires • Advocates for self 	Shares: <ul style="list-style-type: none"> • "Who I am and what I like..." • "What I hope for and don't want..." • "What I want to do for a job..." • "How I want to live..." • "What I need to get better at..." • "What supports I need..." • "What goals I would like to work on..."

Before an IEP Meeting:

- Teacher and/or case manager meets with student to assist them in identifying strengths/challenges and whether they participate in part of their meeting. In collaboration with parent, plans how student can provide input into meeting and to what extent the student will be a part of the meeting.

During an IEP Meeting:

- Student shares appropriate information as it relates to their age expectations in a preferred format (e.g., video, powerpoint, describing in meeting).

Ongoing/After an IEP Meeting:

- Student shares appropriate information as it relates to their age expectations in a preferred format (e.g., video, powerpoint, describing in meeting).
- Complete appropriate level on the Student Voice Tracker for the annual review IEP meeting only.

Efficient & Collaborative Teaming Process

Work smarter not harder! Use effective teaming practices for efficient and collaborative decision making. Clearly defined roles and responsibilities and agendas aligned to the purpose(s) (e.g., annual, triennial, domain, IEP review) representative of parent and student input support development of a person centered IEP plan. Critical participants of the meeting include:

IDEA (at §300.321) describes the IEP team as including the following members:

- the **parents** of the child;
- not less than one **regular education teacher** of the child (if the child is, or may be, participating in the regular education environment);
- not less than one **special education teacher** of the child, or where appropriate, not less than one special education provider of the child;
- a **representative of the public agency** who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;
- an individual who can **interpret the instructional implications of evaluation results**;
- other individuals who have **knowledge or special expertise regarding the child**, including related services personnel as appropriate (invited at the discretion of the parent or the agency); and
- the **child** with a disability (when appropriate).

IEP Team Member Roles and Responsibilities

Roles and responsibilities for effective meeting facilitation include facilitator, time keeper and note taker. These roles are determined prior to an IEP meeting and differences in who takes on different roles may vary across NSSEO programs. Staff responsible for goals are gathering data and reporting out on data and fidelity of implementation of instructional plans.

Roles	Before the Meeting	During the Meeting	After the Meeting/Ongoing
Student	Help identify and plan a presentation about personal strengths, preferences, interests and needs	Introduce team members and conduct presentation Participate in a discussion about progress towards previous goals	Work toward achieving goals Help monitor progress
Parent	Complete Parent Input Form Review proposed goals and provide input/feedback	Ask questions, seek clarification as needed, and provide input	Maintain on-going communication with school staff

<p>Administrator</p>	<p>Assist with communication between LEA Rep, Parents, and Case Manager</p> <p>Review IEP drafts, ensure completion, and provide feedback</p> <p>Discuss potential difficulties that may arise during IEP with the district</p>	<p>Facilitate the meeting or assign someone trained to facilitate</p> <p>Ensure parent concerns are addressed</p> <p>Provide a comfortable meeting environment</p>	<p>Follow up with any additional issues or concerns</p> <p>Ensure that all paperwork is sent and filed appropriately (Print copies of IEP and provide to Parent, District, File, and student portfolio)</p>
<p>LEA Representative</p>	<p>Be available for questions from NSSEO and/or parents prior to the meeting</p> <p>Review student's current IEP</p>	<p>Help facilitate the discussion about placement and LRE, approve AT devices, 1:1 support, etc.</p> <p>Ask questions and provide input as needed</p> <p>Serve as an additional note-taker</p>	<p>Keep a copy of the IEP</p> <p>Obtain answers to questions posed by parents that require further follow-up</p>
<p>Classroom Teacher</p>	<p>Obtain parent input</p> <p>Update relevant IEP goal(s), Present Levels, Transition plan, a meeting agenda, and other necessary IEP forms</p> <p>Provide IEP draft goals and reports related to evaluation (if appropriate) for administration and parents</p> <p>Make minimum of 3 reminder contacts for meeting</p>	<p>Share present levels, goal updates (old and new), discuss accommodations and supports, etc.</p> <p>Be familiar with inclusion/mainstream options</p>	<p>Collect data on IEP goals and report progress on goals, at a minimum of each quarter</p> <p>Participate in collaborative problem solving with team regarding goal progress and communicate with parents in between quarter benchmarks on progress</p> <p>Identify if a goal is not going to be achieved and problem solve or amend IEP when needed</p>

	Review Person-Centered plan, as appropriate		
Social Worker/School Psychologist	<p>Update IEP goal(s), Present Levels, FBA and BIP</p> <p>Meet with student before meeting to see if any topics need to be facilitated between student and parent and when would that happen (as appropriate)</p> <p>Review person-centered plan, as appropriate</p>	<p>Present present levels, goal updates, review FBA and BIP</p> <p>Bring supporting materials/data to the meeting and contribute to the discussion of supports and services that align with the student’s needs</p>	<p>Continue to monitor BIP, interventions, and review fidelity of implementation during team problem solving meetings</p> <p>Follow up with any required assessments or trainings to which the team agreed and listed in the IEP document and follow up with the team regarding any concerns/issues addressed during the meeting</p> <p>Collect data on IEP goals and report progress on goals, at a minimum of each quarter</p> <p>Participate in collaborative problem solving with team regarding goal progress and communicate with parents in between quarter benchmarks on progress</p>
Related Services (OT, PT, SLP, School Nurse)	<p>Update IEP goal(s), Present Levels</p> <p>Draft emergency plans, bus plans, and other health plans with parents’ input (School Nurse)</p> <p>Review Person-Centered plan, as appropriate</p>	<p>Provide update on present levels, goal updates</p> <p>Update OT and PT prescriptions as needed for services</p>	<p>Follow up with any required assessments or trainings to which the team and follow up with the team regarding any concerns or issues addressed during the meeting agreed and listed in the IEP document.</p>

Before an IEP Meeting:

- Review the current IEP to ensure all components accounted for and up-to-date.
- Gather your data: review it, chart it, look for patterns, and be ready to draw conclusions.
- Parent input sent two weeks before IEP meeting.
- Send draft IEP goals and evaluation reports to parents at least one week ahead of time.
- If appropriate, draft the new IEP.
- Develop an agenda & prioritize how time will be used & how information will be shared.
- Agenda drafted reflects purpose of IEP meeting and includes parent input and student input.
- Identify who will be the notetaker, facilitator and time keeper for the IEP meeting.
- Prepare the Parent Exit survey for annual review meetings.

During an IEP Meeting:

- Provide visual representation (printed copy, post on screen) of agenda at every IEP meeting.
- Start on time
- Begin with introductions of roles for the meeting
- Review working agreements/norms for meeting (may be posted in meeting space)
- Review the agenda to inform parents of the process and timeframe
- Begin with student strengths by domain area and have everyone participate, rather than a round robin approach
- Monitor and check for parent understanding throughout meeting
- Notetaker uses checklist to ensure necessary paperwork components are met during the meeting
- Summarize parent concerns to verify understanding of position and determine what should be addressed in the meeting and what can be addressed outside of the meeting

Ongoing/After an IEP Meeting:

- Distribute Parent Exit Survey
- Collect progress monitoring data
- Graph progress monitoring data
- Review progress monitoring data every 6-8 weeks as a special education team
- Communicate interim progress reviews to parents based on mode of communication (e.g., email, phone, send graph)
- Mark level of student voice on the Student Voice Tracker for annual IEP meetings

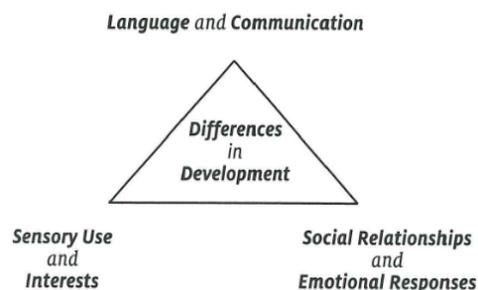
Autism IEP Best Practice Module Overview:

Emphasis on utilizing the descriptive triangle as a visual framework for developing, writing, and sharing out support plans for students with Autism. The visual framework organizes the child's differences across 3 developmental areas: Language and Communication, Social Relationships and Emotional Responses, and Sensory Use and Restricted Interests. . By having a deeper understanding of the three areas of developmental difference, teams will be able to develop support plans that are specifically aligned to meet with needs of students with Autism.



Before an IEP Meeting:

- Team members will develop an individual student profile which includes both strengths and needs in the three areas of developmental difference: Language and Communication, Social Relationships and Emotional Responses, Sensory Use and Restricted Interests.
 - First, teams will review existing IEP goals, accommodations, and modifications and determine what needs have been identified in each of the three areas of developmental differences. Teams may additionally choose to utilize the Autism Problem ID/Analysis Tool to identify additional strengths/needs in the three key areas.
 - Teams work to prioritize needs in each of the three areas of developmental difference and may choose to reference the VB-MAPP, GPS Play Scale, and/or Social Thinking Building Blocks to guide prioritization of needs.
- Information with the Present Levels of Functional Performance will be reported under the three sub headings of Language and Communication, Social Relationships and Emotional Responses, and Sensory Use and Restricted Interests.



During an IEP Meeting:

- During the IEP meeting, teams will share out student strengths and needs by areas of the descriptive triangle rather than by individual reports. For instance, multiple team members will share information regarding the student's performance in area of Language and Communication before the whole team moves on to talk about Social Relationships and Emotional Responses.

After/Ongoing an IEP Meeting:

- Teams will continue to link the areas of developmental differences when creating, implementing and adjusting plans for students with autism.
- The needs identified in those three key areas will specifically be addressed and monitored within the IEP.

Autism: Problem-Solving Think Sheet

Problem ID/Problem Analysis	Area of Need	Area of Strength
ACADEMIC		
• Has excellent memory for details (e.g., facts, stories, movies, songs)?		
★ Demonstrates learned skills erratically/inconsistently (i.e., may not demonstrate skill upon request)?		
★ Displays weakness in reading comprehension but has strong word recognition?		
★ Has difficulty applying learned skills in new settings?		
★ Demonstrates attention and focus difficulties?		
★ Has difficulty organizing self in order to initiate or complete an activity?		
★ Displays very literal understanding of concepts?		
★ Resists or refuses writing tasks?		
★ Has poor motor coordination and/or writes slowly?		
★ Has difficulty with open-ended writing assignments?		
★ Displays weakness in understanding the perspective of others in reading or writing?		
FUNCTIONAL: Language and Communication		
★ Has difficulty expressing wants and needs?		
★ Demonstrates sounds, words, phrases, or questions repeatedly?		
★ Interprets words or conversations literally- has difficulty understanding figurative language?		
★ Fails to initiate or respond to greetings?		
★ Has difficulty with rules of conversation (e.g. interrupts others, asks inappropriate questions, makes poor eye contact, has difficulty maintaining conversation, staying on topic)?		
★ Communicates needs through behaviors such as crying, aggression, or destruction of property?		
★ Has difficulty starting, joining, and/or ending a conversation?		
★ Has difficulty asking for help?		
★ Has difficulty expressing thoughts and feelings?		
★ Has difficulty understanding language with multiple meanings, humor, sarcasm, or synonyms?		
★ Displays little pretend or imaginative play or thought?		
★ Has difficulty talking about other's interests?		
★ Has difficulty naming things that are within the learners environment?		

Functional: Social Relationships/Emotional Responses	Need	Strength
★ Has difficulty recognizing the feelings and thoughts of others (mindblindness)?		
★ Does not seek others' attention in order to share an experience (e.g., bring an object to show)?		
★ Has difficulty maintaining personal space, physically intrudes on others?		
★ Has difficulty taking turns or waiting in social interactions or activities?		
★ Fails to respond to the eye gaze or pointing of others-does not orient to the object or person?		
★ Has difficulty imitating the actions or words of others?		
★ Has difficulty joining an activity?		
★ Difficulty understanding nonverbal communication (e.g., tone of voice, facial expressions, body language)		
★ Shows little curiosity or interest in others or the immediate environment?		
★ Tends to be less involved in group activities than most same age individuals?		
★ Is anxious, easily stressed, depressed or sad?		
★ Stressed when presented with new task/novel situation(e.g., does not initially attempt new things)?		
★ Has difficulty understanding the connection between behavior and resulting consequences?		
★ Exhibits unexpected reactions or "meltdowns" in response to apparently minor events?		
★ Injures self (e.g., bangs head, picks skin, bites nails until they bleed, bites self)?		
★ Has difficulty tolerating mistakes- own or others'?		
★ Has low frustration tolerance		
★ Has difficulty identifying, quantifying, expressing, and/or controlling emotions (e.g., can only recognize and express emotions in extremes or fails to express emotions)?		
Functional Sensory Use/Restricted Interests		
★ Expresses strong need for routine or "sameness"-has difficulty with change?		
★ Displays rituals/nonfunctional routines (e.g., must perform activities in an unusual and specific way)?		
★ Uses objects in repetitive, atypical manner (e.g., lines up objects, purposefully drops objects)?		
★ Displays repetitive motor movements (e.g., flaps hands, paces, rocks)?		
★ Has difficulty transitioning from a preferred activity?		
★ Has strong need for closure or difficulty stopping a task before it is completed?		
★ Responds in an unusual manner to sound, pain, taste, light, temperature.....?		
★ Seeks activities that provide touch, pressure or movement?		
★ Avoids activities that provide touch, pressure or movement?		
★ Preoccupied with sensory exploration of objects (e.g., mouths, licks, chews, sniffs, holds close to eyes, rubs, squeezes, or uses object to make sounds)?		

Problem ID Prioritization:

Based on existing data, along with responses from the above questions prioritize student needs.

	Tools to help prioritize skill sequence	Prioritize the identified needs in this area	Identify how the identified need will be supported within the IEP	Is this area of need a goal (yes or no)?	Is this area of need an accommodation or modification (yes or no)?
Academics	<ul style="list-style-type: none"> • VB-MAPP • Social Thinking Core Vocabulary 				
Language & Communication	<ul style="list-style-type: none"> • Building Blocks for Social Thinking • Social Thinking Playscale 				
Social Relationships and Emotional Responses					
Sensory Use and Restricted Interests					



FBA/BIP Best Practice Module Overview:

Focus on a team-based approach to conducting an FBA by using data to define and understand target behaviors, including environmental variables. Expanding data collection using RIOT across ICEL to confirm duration, intensity and frequency of behavior and validate hypothesized function. BIPs are developed based on the confirmed hypothesis and include proactive, educational and motivational strategies.

Before an IEP Meeting:

- All team members are critical to the FBA/BIP process and are included in the identifying the target behavior, reviewing data, and development of BIP. Facilitate team meeting document FBA data using the Competing Behavior Pathway form.
- Within team process, prioritize and define target behavior. Collect FBA data to help determine hypothesis. FBA data collection includes:
 - Review of existing data (BDF, point sheet, etc.)
 - Student interview and reinforce assessment is completed.
 - Parent interview is completed.
 - Educational staff interview completed (e.g., PBQ, QABF).
 - Systematic direction observation of target behavior in most and least likely settings
- Review FBA data within 2 weeks of data collected to confirm hypothesis. Develop BIP based on FBA.
- BIP must include strategies that include presentation (prevents behavior from occurring), teaching (focus on teaching an acceptable replacement behavior) and motivational (reinforcement for using replacement behavior and removal of reinforcement for undesirable/target behavior).
- Write specific goals to evaluate BIP and includes: increasing a replacement behavior and one to decrease the target behavior.
- Determine what progress monitoring tool will be utilized to review ongoing progress toward goals and who is going to collect it.

During an IEP Meeting:

- For annual reviews, data on BIP will be reviewed and presented in a graphic format before reviewing the new/updated FBA/BIP.
- Share the summarized FBA data using the Competing Behavior Pathway form with supporting data.
- Explicitly state replacement behavior to scaffold to reach the desired behavior, outlining specific BIP goals. BIP goal included increasing replacement behavior as well as decreasing the target behavior.
- Use BIP template to share strategies aligned to the FBA, including proactive, educational and motivational strategies.

After/Ongoing an IEP Meeting:

- Ensure necessary training for implementers and monitor fidelity of implementation and plan for collecting ongoing progress monitoring data on replacement behavior for BIP review.
- Ensure plan is implemented with fidelity and for at least 2 weeks before evaluating effectiveness and determining if changes need to be made.
- A review of progress toward BIP goals scheduled on a 6-8 week cycle as a part of the classroom team's problem solving agenda for all students with BIPs to determine increasing expectations, fading supports, or troubleshooting why sufficient progress is not occurring.
- Communicate with parents about progress toward BIP and possible changes.

Functional Behavioral Assessment (FBA)

Student Name: _____

Date: _____

8

6

Skill Deficit

Performance Deficit

7

Student Strengths & Preferences for Reinforcement

Desired Behavior

Reinforcing Consequence(s) for Desired Behavior

4

2b **Setting**

2a **Antecedent**

1

Baseline Data:
Frequency:
Duration:
Intensity:

3

5

Environmental Variables

Setting and Antecedent

Operational Definition of Target Behavior

Consequence(s)

Function

9

Replacement Behavior

10 Hypothesis of Behavioral Function:

When (setting) and (antecedent), (student) does (target behavior for how long, how many times, at what intensity) to get / avoid _____.

Target behavior is more likely when (environmental variables). This hypothesis is confirmed based on (Review data), (Interview data), and (Observational data).

Adapted from Deanne A. Crone & Robert Horner

Transition IEP Best Practices Module Overview:

This module focuses on the development of rich student-centered transition plans which spans across four years created with a teaming process including the student, parent/guardian, and adult agencies.



Before an IEP Meeting:

- Send home Outside Agency consent form with students IEP quarterly updates.
- Case manager will follow the steps outlined on the Yearly Transition Planning Timeline (see attached).
- Related service will collaborate with the case manager to prepare for the Transition Action Planning Meeting.
- Team will hold an in-person Transition Action Planning Meeting for new students, 14.5 year old students and students in eleventh grade two months prior to the annual review.
- Each year after the Transition Plan is created, the case manager will review and revise the four-year transition plan with the student and parent/guardian. This conversation will occur on the phone unless a team member feels that an in-person meeting is necessary.

During an IEP Meeting:

- The IEP meeting will begin with a discussion of the Transition plan.
- The team will connect the IEP general components to the transition plan throughout the meeting.

After/Ongoing an IEP Meeting:

- The team will implement the transition services listed in the transition plan.
- The educational team will continually **Assess, Plan, Instruct, and Evaluate** the transitional IEP.
- The utilization of the student transition services binder with frequent review and necessary updating of the transition plan and checklist.

Transition Checklist for students and families that are under the age of 18

Description of Service or Linkage	Informed (I) Completed (C) Not Eligible (NE)	More Info Needed	Comments
Age of Majority information. At age 17 begin to explore guardianship options so that you are set to begin the process when your child reaches the age of 18			
Register for PUNS when your child turns 3- Update with your PAS agency every year! (CAU or Day One/PACT is the PAS agency depending on where you live)			
Attend and tour day programs and become aware of the post school options. It is never too early to begin planning and thinking about the future!			
Participate in recreation and leisure activities in your community.			
Resources needed to develop Long Term Financial Support Plan			
Attend Parent education events through NSSEO at the PERC.			

Age 18-22 Transition Checklist for Parents

Please use this tool at your young adult’s transition planning meeting and through the duration of their educational experience to help successfully plan for their post-secondary outcomes. Upon completion please submit one copy of your student’s case manager.

Description of Service or Linkage	Informed (I) Completed (C) Not Eligible (NE)	More info needed	Comments
1. PUNS –application and/or annual follow up with PAS Agent			
2. Apply for Supplemental Security Income (SSI) (1 month past age 18)			
3. Apply for Medicaid (after SSI eligible)			
4. Transportation			
5. Guardianship/Power of Attorney			
6. Age of Majority Information			
7. Special Needs Trust			
8. DRS Case Coordination			
9. State ID			
10. Apply for Voters Registration			
11. Selective Service Registration (Required for all males 18 and older)			
12. Residential/Agency Tours			
13. Day Program Tours			
14. College and Program Visits			
15. Recreation/Leisure/Hobby Networks			
16. DHS Home Service Application			
17. Develop Long Term Financial Support Plan			
18. Dynamic Resume			
19. Week at a Glance			

Appendix A
Parent Input Forms (4)

Parent Input Form

Your child's IEP meeting is schedule for [insert date and time] located at [insert location]. We value your partnership in the IEP process, please complete and return to you school by [insert date].

What are you child's strengths?

What parent concerns do you have at home?

What parent concerns do you have at school?

What do you like about your child's current programming?

What do you see as possible improvements to your child's current programming?

Please Print Name: _____

Parent /Guardian Signature: _____



Parent Input Form

*Your child's IEP meeting is scheduled for **[insert date and time]** located at **[insert location]**. We value your partnership in the IEP process, please complete and return to your school by **[insert date]**.*

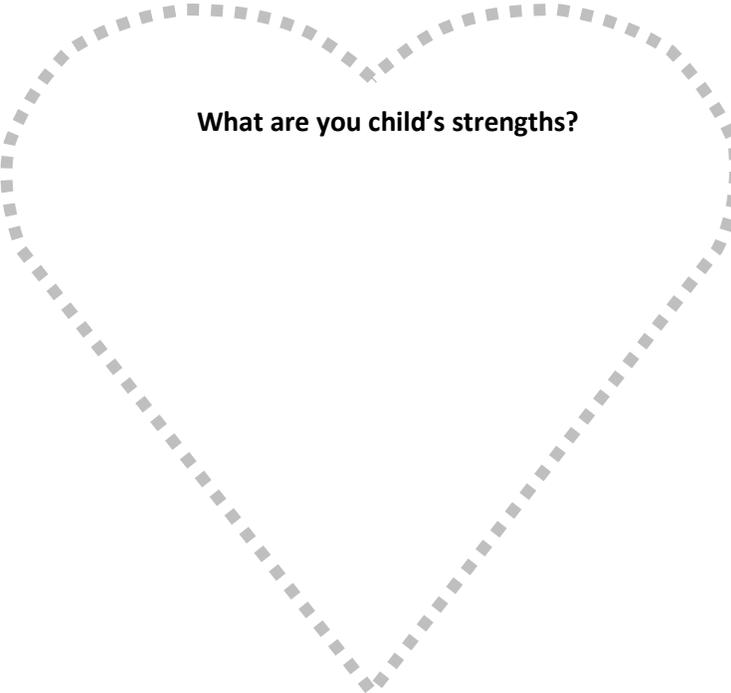
1. What are your child's strengths?
2. What parent concerns do you have at home?
3. What parent concerns do you have at school?
4. What do you like about your child's current programming?
5. What do you see as possible improvements to your child's current programming?

Please Print Name: _____

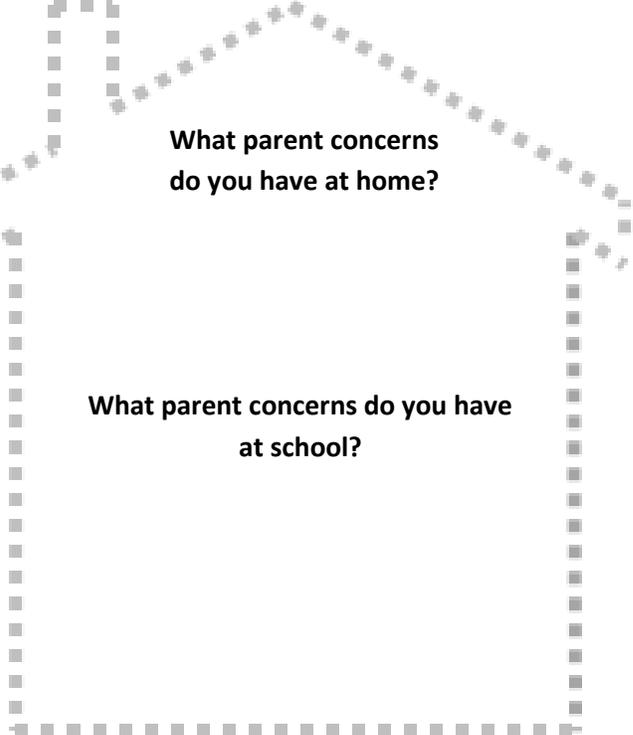
Parent/Guardian Signature: _____

Parent Input Form

Your child's IEP meeting is schedule for *[insert date and time]* located at *[insert location]*. We value your partnership in the IEP process, please complete and return to you school by *[insert date]*.

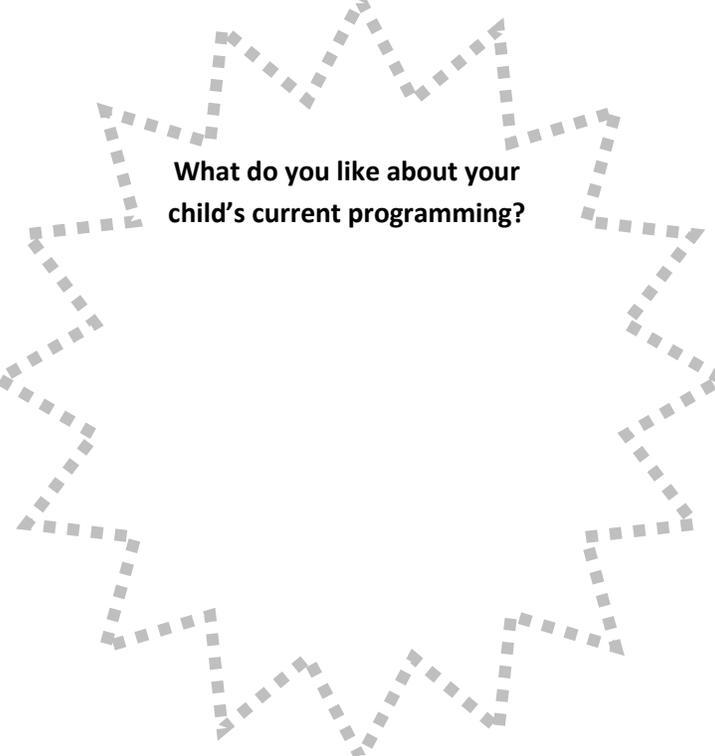


What are you child's strengths?

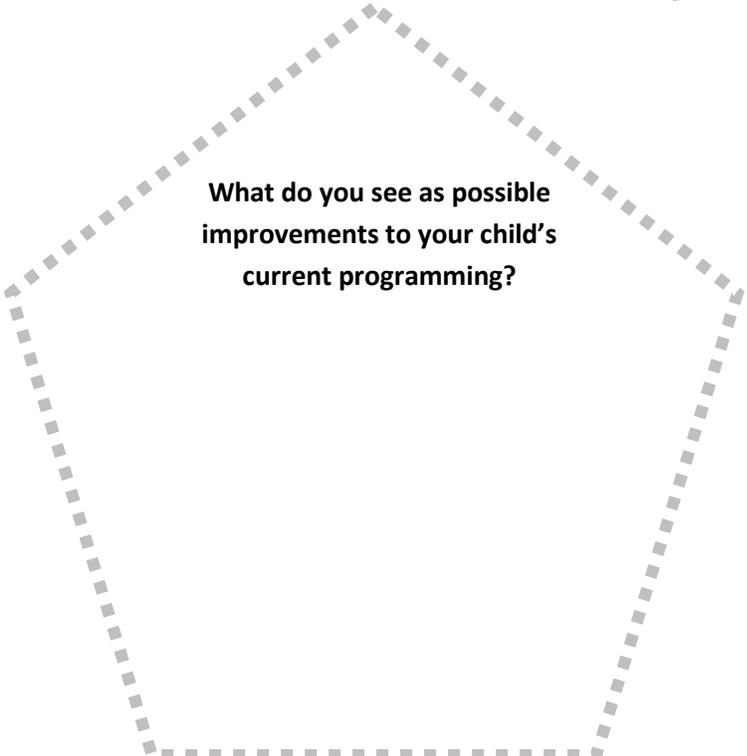


What parent concerns do you have at home?

What parent concerns do you have at school?



What do you like about your child's current programming?



What do you see as possible improvements to your child's current programming?

Please Print Name: _____

Parent/Guardian Signature: _____

