


Improving the IEP through Advocacy

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- Creating a strong IEP
 - Transition
 - Parent Advocacy
 - Parent Rights

Agenda



Continuity

- **What is is:**

- Blueprint of the IEP
- A clear picture of what your child can/can not do-yet!
- Includes specific assessments and observations that clarify skill levels.

- **What it is NOT**

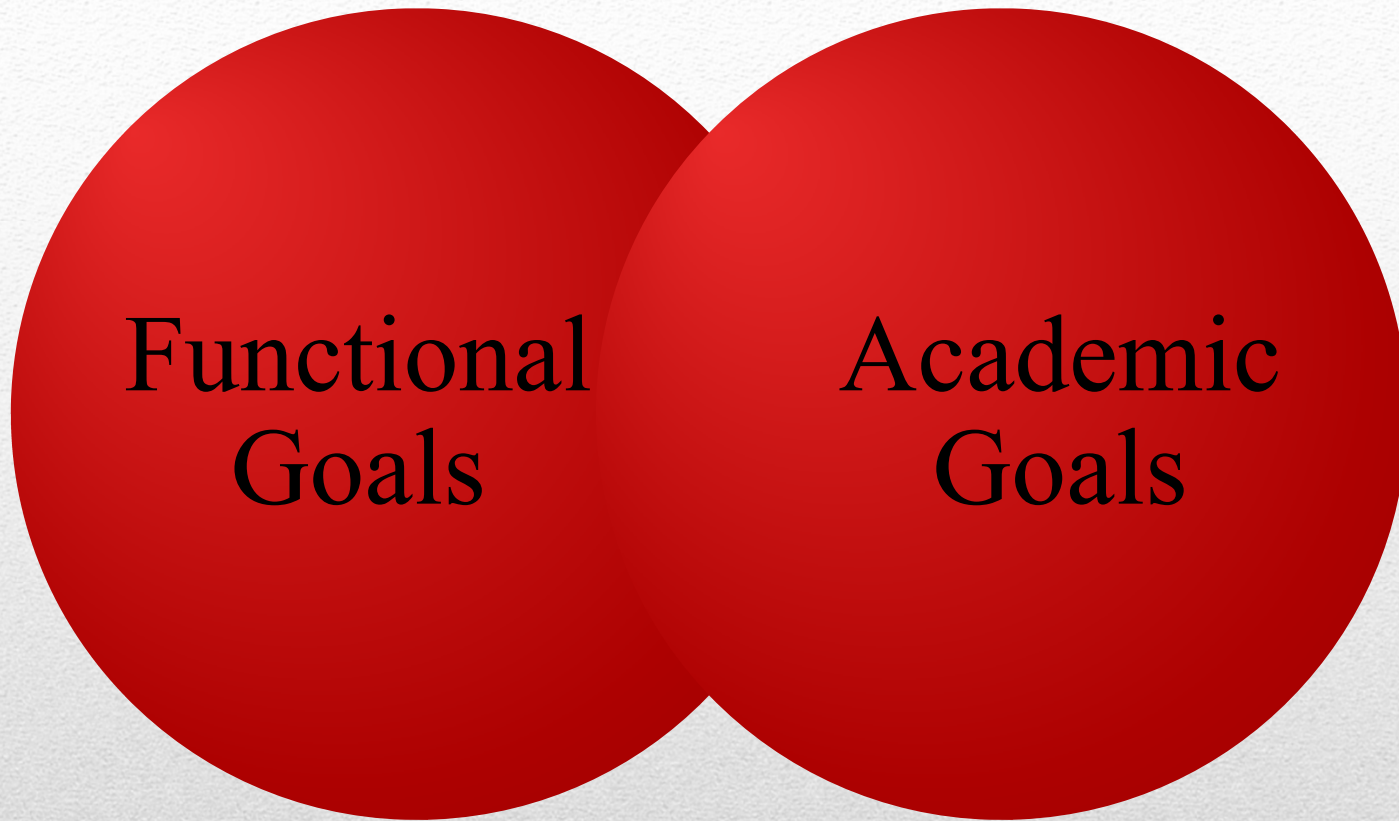
- Solely report card grades
- A laundry list of difficulties
- Broad statements about performance without evidence to support it

Present Levels



- 2 weeks prior to the meeting, send an email that you are interested in viewing the work samples, assessments, and data collection used to assess the goals, as well as to write the present levels. Videos are also a great way to see progress!
- Analysis of the assessment can help give more information regarding where the breakdown is happening.
- Dynamic Assessment as a tool to see how our students perform with the tools they need to succeed.

Present Levels- Tips



NOT mutually exclusive



Area of Need
Baseline

Writing a Strong Baseline

- The school is not required to show that the child has MET each goal, but must show progress.
- This is impossible, if the baseline is weak.
- The child should be fully assessed for each goal prior to it being drafted.

Baseline

- Jonny struggles with reading comprehension.
- Jonny is able to answer simple questions about first grade level text with 85% accuracy, when the text is read aloud and he is able to look back for visual cues. When he is required to make a prediction or inference, he struggles to connect the clues from the text with his background knowledge, and does so with 50% accuracy.
- Sarah can not write a complete sentence.
- Sarah often writes sentences that are fragments, and are missing elements. Her sentences are complete 60% of the time. She uses proper beginning capitalization 60% of the time, and ending punctuation 30% of the time.

Weak Baselines to Strong

- Begins with a strong baseline
- Imbeds the supports the child needs to meet the goal into the goal itself
- Can be read by a stranger and understood how to implement

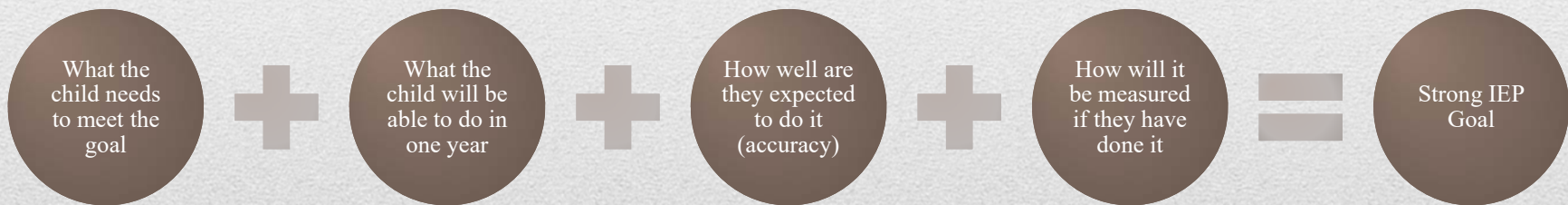


A Strong IEP Goal

- Power Standards
- ENDURANCE
 - Relevant throughout a student's lifetime
- LEVERAGE
 - Standards that focus on knowledge and skills used in multiple academic disciplines
- ESSENTIALITY
 - Standards that focus on skills necessary for success in the next grade level, or step in life



How to Choose Goals



Goal Writing

- Describe what supports the student needs to do it, what you want them to do, how well you want them to do it and how you will measure if they have done it.
- By July 29, 2018, Given modeling and sentence frames, Abe will use his AT device to construct a meaningful sentence in response to a prompt or question, that includes 5 words or more and is grammatically correct 80% of the time in 3/3 opportunities as measured by student work samples (screenshots).

**Another way to think
about it**

Are the services adequate to meet the goals?

Minutes

How provided



Are the approaches being used effective?

Curriculum

Strategies




Are there enough supports?

Accommodations

Input/ Output

Not meeting goals?

- 
- Ensure that a state standard is referenced on each goal related to academics.
 - Look for patterns and trends overtime to ensure the goals are building from year to year.
 - If you have an area you would like addressed as a goal, present evidence that it is an area of need, and propose it to the team ahead of time.
 - Goals drive services, are the services reasonable to reach the goals?
 - Remember, you are an important member of the team and your voice counts! Requesting and reviewing a draft ahead of time can help make you a more meaningful member.

General Tips- IEP Goals

- Assistance provided by the IEP team to support transition to adulthood
- **REQUIRED** at 16, can be implemented at a younger age if the IEP deems it necessary
- Although part of the IEP, should not be **STATIC**

Transition Plans



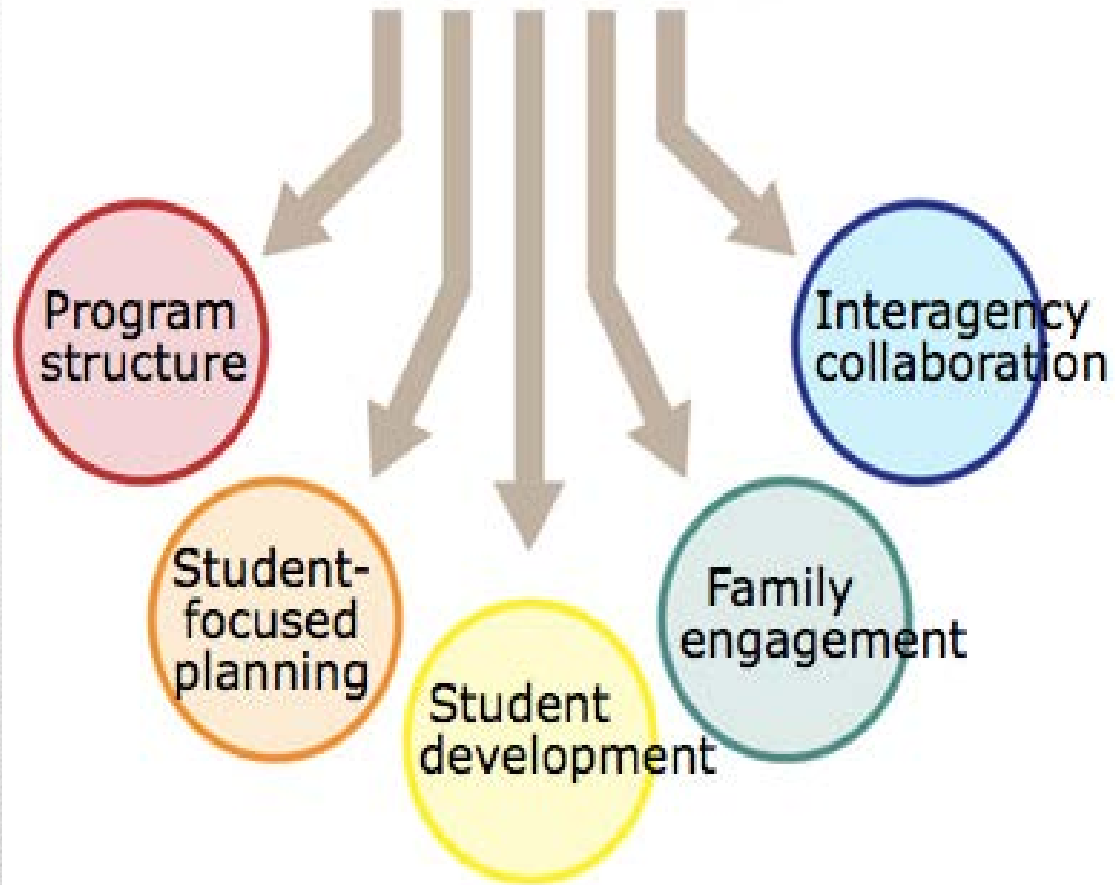
- Work
 - Interest and strength-based, job readiness
- Living
 - Maximize independence
- Community Involvement
 - Activities to engage in through adulthood

Assist in the process of selecting appropriate goals working towards independence, which leads to career and adult-living success.

IDEA- “results oriented process”

Transition Includes

Taxonomy for Transition Programming



- Transition should ALWAYS be considered, beginning with giving our children the power to choose and self-advocate
- Begin with a vision statement, what does your child see for themselves? What do you see as parents?

Create a Vision Statement for your child.

Wouldn't it be great to have a one-page personalized vision statement about your child to accompany IEP meetings or to have ready prior to school and/or teacher transitions? You can! We've developed a quick and convenient template to help you and your family keep all the pertinent information about your child's educational profile, in one place. Fill out the template today and be prepared for your child's next meeting!

[CLICK HERE TO START](#)



Parent Advocacy

What are my rights as a parent?

There are a variety of rights afforded to parents of children with IEPs.

These rights include, but are not limited to:

- The right to participate in the educational decision-making process.
 - The right to record a meeting (24 hours in advance notice).
 - Parents must give informed written consent before the school can provide special education services.
 - You have the right to have your child assessed in all areas of suspected disability.
 - If you disagree with an evaluation, you have the right to request an Independent Educational Evaluation, or (IEE) at the school's expense.
 - You have the right to mediation and due process if you have a dispute with the school.
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A person wearing a dark blue suit jacket and a light-colored shirt is holding a white rectangular sign with both hands. The sign has the word "QUESTIONS?" written on it in a bold, dark blue, sans-serif font. The background is a plain, light grey color.

QUESTIONS?

The IRIS Center. (2013). *Secondary transition: Helping students with disabilities plan for post-high school settings*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/tran/>

- <https://www.pmsf.org>
- www.arnoldadvocacy.com
- <http://www.matrixparents.org>
- <https://iris.peabody.vanderbilt.edu/module/tran/>
- Vision Statement:
- <http://www.arnoldadvocacy.com/vision-statement-form/>



More information
