

School Supports 102: IEP Meeting Supports

PRESENTED BY:

DEE MARKS

PARENT MENTOR

DUBLIN CITY SCHOOLS

Welcome!

- ▶ Introduction
- ▶ Meeting etiquette
- ▶ Agenda



BASICS OF THE IEP

- ▶ INDIVIDUALIZED EDUCATION PROGRAM
 - ▶ PROTECTED UNDER INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
 - ▶ ENSURES STUDENTS WITH DISABILITIES RECEIVE A FREE AND APPROPRIATE PUBLIC EDUCATION
 - ▶ PROVIDES SPECIALIZED INSTRUCTION TO STUDENT
 - ▶ FOCUSES ON ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS
 - ▶ COVERS PRESCHOOL UP TO AGE 22 IN THE STATE OF OHIO, IF THE STUDENT REMAINS UNDER THE DISTRICT'S UMBRELLS, BUT DOES NOT FOLLOW THE STUDENT TO COLLEGE.

*An IEP can be converted to a 504 Plan for college.

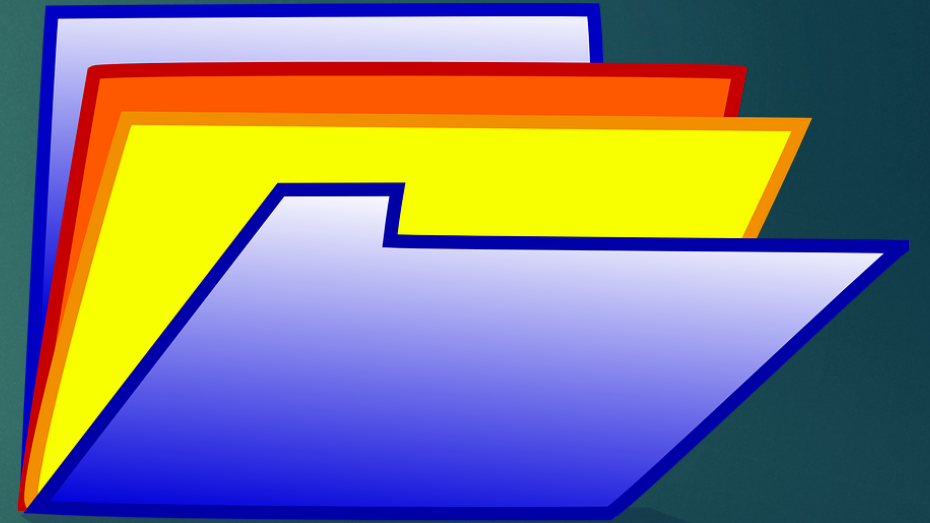


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SECTIONS OF THE IEP

▶ COVER PAGE

- ▶ STUDENT INFORMATION
- ▶ PARENT/GUARDIAN INFORMATION
- ▶ OTHER INFORMATION
- ▶ EVALUATION TEAM REPORT (ETR) DATE
- ▶ FUTURE ETR DUE DATE (EVERY 3 YEARS)
- ▶ IEP MEETING DATE
- ▶ FUTURE IEP DUE DATE (ANNUALLY)
- ▶ AMENDMENTS



SECTIONS OF THE IEP

▶ SECTION 1: FUTURE PLANNING

- ▶ STRENGTHS AND INTERESTS
- ▶ AGE 14 AND UP: EDUCATION, EMPLOYMENT AND INDEPENDENT LIVING

▶ SECTION 2: SPECIAL INSTRUCTIONAL FACTORS

- ▶ IDENTIFIES SPECIFIC NEEDS TO BE ADDRESSED IN THE IEP

▶ SECTION 3: PROFILE

- ▶ BACKGROUND HISTORY
- ▶ EVALUATION/ASSESSMENT DATA
- ▶ STRENGTHS/ NEEDS
- ▶ MEDICAL INFORMATION
- ▶ DISCIPLINE INFORMATION
- ▶ OTHER RELEVANT INFORMATION (DETERMINED BY DISTRICT)



SECTIONS OF THE IEP

▶ SECTION 4: EXTENDED SCHOOL YEAR SERVICES

- ▶ REGRESSION/RECOUPMENT
- ▶ EMERGING SKILL
- ▶ SEVERITY OF DISABILITY

▶ SECTION 5: POSTSECONDARY TRANSITION

- ▶ POSTSECONDARY TRAINING AND EDUCATION
- ▶ COMPETITIVE INTEGRATED EMPLOYMENT
- ▶ INDEPENDENT LIVING (AS APPROPRIATE)



SECTIONS OF THE IEP

▶ SECTION 6: MEASURABLE ANNUAL GOALS

- ▶ **WHO?** The child
- ▶ **WILL DO WHAT?** Observable behavior describing what the child will do to complete the goal/objective
- ▶ **TO WHAT LEVEL OR DEGREE?** How many times the behavior must be observed to consider the goal/objective mastered and the level of achievement required
- ▶ **UNDER WHAT CONDITIONS?** Describe the situation, setting or given material that needs to be in place
- ▶ **IN WHAT LENGTH OF TIME?** Timeframe to complete goal or objectives
- ▶ **HOW WILL PROGRESS WILL BE MEASURED?** Select method(s) from list on form



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SECTIONS OF THE IEP

- ▶ **SECTION 7: DESCRIPTION OF SPECIALLY DESIGNED SERVICES**
 - ▶ SPECIALLY DESIGNED INSTRUCTION
 - ▶ RELATED SERVICES
 - ▶ ASSISTIVE TECHNOLOGY
 - ▶ ACCOMMODATIONS
 - ▶ MODIFICATIONS
 - ▶ SUPPORT FOR SCHOOL PERSONNEL
 - ▶ SERVICES TO SUPPORT MEDICAL NEEDS



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SECTIONS OF THE IEP

- ▶ SECTION 8: TRANSPORTATION AS A RELATED SERVICE
- ▶ SECTION 9: EXTRACURRICULAR ACTIVITIES
- ▶ SECTION 10: GENERAL FACTORS
- ▶ SECTION 11: LEAST RESTRICTIVE ENVIRONMENT
- ▶ SECTION 12: STATEWIDE AND DISTRICT WIDE TESTING
- ▶ SECTION 13: EXEMPTIONS



SECTIONS OF THE IEP

▶ SECTION 14: MEETING PARTICIPANTS

- ▶ Always sign that you participated in the meeting!

▶ SECTION 15: SIGNATURES

- ▶ If you disagree with something in the IEP, sign that you participated, but disagree with (specific section).
- ▶ This will trigger a new meeting to discuss the disagreed upon section.

▶ SECTION 16: CHILDREN WITH VISUAL IMPAIRMENTS



REMEMBER...



You will help guide your child's education for the remainder of their school years. Teachers will come and go, but you will be the ONE consistent member of your child's IEP team.

WHAT TO EXPECT AT AN IEP MEETING

- ▶ Prior to meeting, parents should receive a draft of the proposed IEP.
- ▶ Members of the student's IEP team should be present, including an administrator with the authority to approve items.
- ▶ Related service providers and educators should share information about the student's progress and expected next steps (goals).
- ▶ Team members should be focused and attentive.
- ▶ If a disagreement occurs, the student should remain the center of the conversation. A team can choose to work through an area of disagreement at a future meeting and agree to accept the IEP with the exception of that particular area.



PARENTS' RIGHTS AND ROLE

- ▶ Parents have the right to
 - ▶ Request an IEP meeting at any time.
 - ▶ Have meaningful participation in the IEP process.
 - ▶ Invite others to the IEP meeting.
 - ▶ Ask questions about the IEP and services.
 - ▶ Decide who has access to their child's IEP.
 - ▶ Review documents at any time.
 - ▶ Approve or disagree with the IEP.
 - ▶ Receive a Prior Written Notice (PR-01) summarizing the meeting.



Benefits of Parental Engagement



Reduces the confusion over the IEP process and increases participation in IEP development and implementation



Decreases parental anxiety and increases their confidence about their own abilities, as well as in working with educators

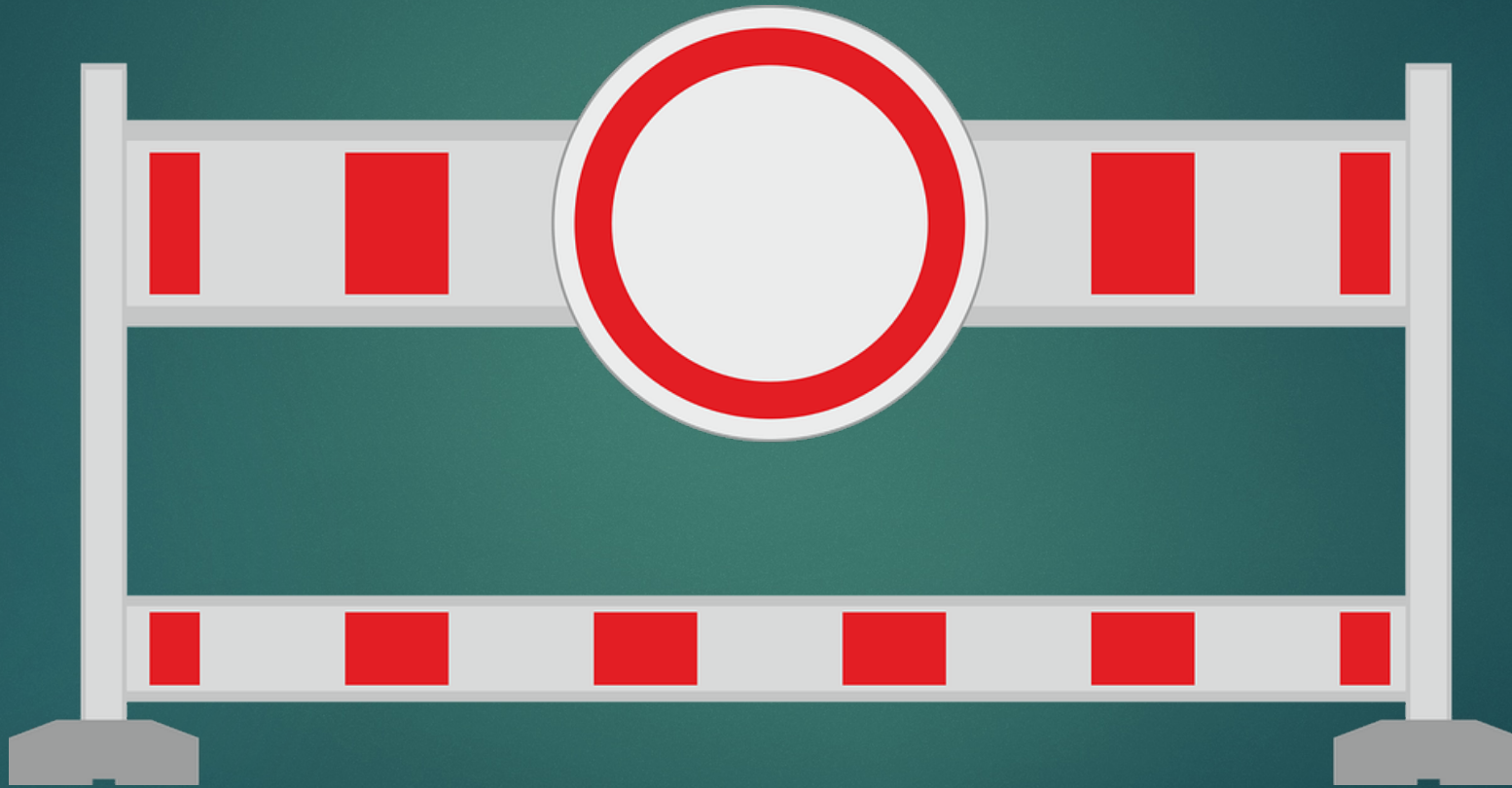


Increases the feelings of support in regards to educators understanding the special needs of the individual parent's child



Increases the student's academic success, the generalization of the skills to be learned and overall consistency in implementation

COMMUNICATION TOOLS AND STRATEGIES



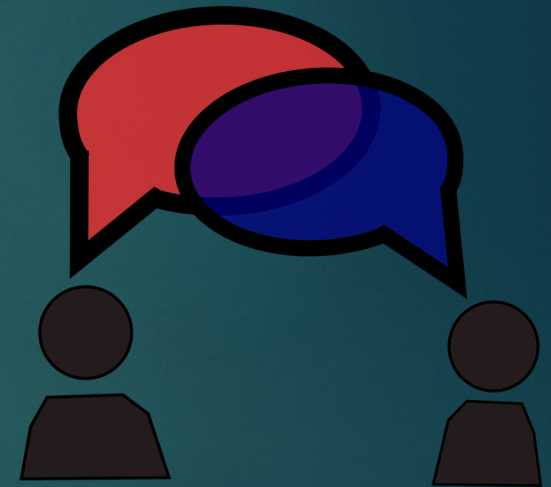
Possible Barriers to Engagement

Barriers for Parents	Barriers for Educators
*The law is difficult to understand and access to training is often limited	*Lack of training in how to involve parents
*Assessment and procedures are often intimidating	*Lack of time
*Previous negative IEP/ School communication experiences and other parent complaints of their experiences	*Misinterpreting lack of parent involvement
*Personal negative experiences from their own school career	*Negative IEP experiences
*Cultural/ language differences	*Cultural/language differences

Effective Communication: Making It Happen

▶ To improve your communication skills, practice:

- ▶ Maintaining eye contact
- ▶ Controlling your body language
 - ▶ Nodding occasionally to acknowledge a strong point in the conversation
 - ▶ Standing/ sitting with hands clasped in front of you— never crossing arms
 - ▶ Controlling nervous ticks such as wringing hands, picking at nails, tapping pen



Effective Communication: Making It Happen

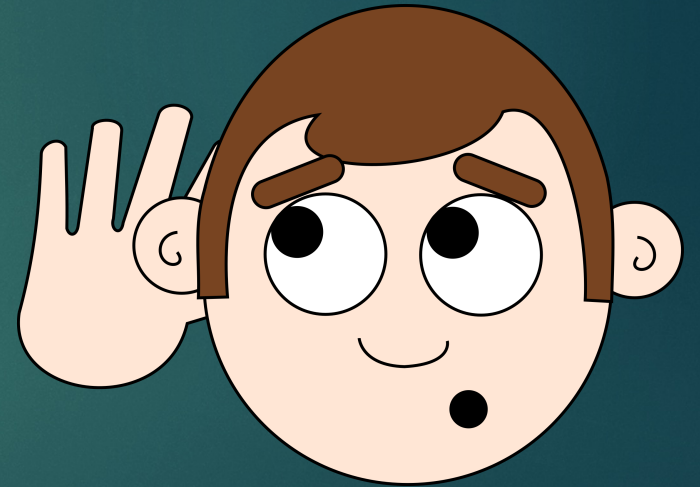
- ▶ Speaking in a clear and concise manner
- ▶ Acknowledging important information and your comprehension
- ▶ Reflecting, paraphrasing, and summarizing key information
- ▶ Asking clarifying questions
- ▶ Thinking before responding



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Effective Communication: Making It Happen

- ▶ Putting away distractions
- ▶ Writing a script/ notes prior to a meeting
- ▶ Upping your empathy
- ▶ Listening, REALLY listening





**THE BIGGEST
COMMUNICATION
PROBLEM IS THAT WE
DO NOT LISTEN TO
UNDERSTAND.
WE LISTEN TO REPLY.**

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