

# Developing an IEP for Educating Students with Disabilities in the Least Restrictive Environment

**A Lunchtime Teleconference Series**

**May 21, 2008 and May 28, 2008**

Sponsored by

NJ Dept of Education, Office of Special Education Programs  
and Statewide Parent Advocacy Network (SPAN)

## **Presenters**

**Carolyn Hayer, Director**  
**Parent & Professional Development**  
**SPAN**

**Donna Bogart, Special Ed Consultant**  
**NJ Department of Education**  
**Office of Special Education Programs**



# Topics

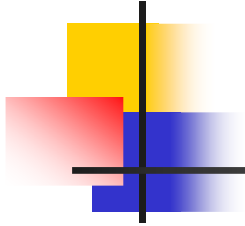
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## Part 1

- **Hallmarks of Inclusive Education**
- **Options for Supporting Students in General Education Programs**

## Part 2

- **IEP Development & Implementation**
- **Things to Consider in Selecting Supports**
- **Tips for Parents**



# Hallmarks of Inclusive Education



# Hallmarks of Inclusive Education

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## Regulatory Language

The Individuals with Disabilities Education Act (IDEA 2004) states that:

- "(1) To the maximum extent appropriate children with disabilities...are educated with children who are non-disabled; and
- (2) Special classes, separate schooling or other removal of children with disabilities from the general education classroom occurs only when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."



# Hallmarks of Inclusive Education

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- Children are more alike than different. All children need love acceptance, recreation, education and a chance to belong.
- Children with special needs have the right to participate in the same, school, neighborhood, and community activities and programs they would attend if they did not have a disability.
- Children are provided the supports necessary to ensure successful experiences and achievement of their human potential.
- Children with special needs must be afforded the dignity of risk.

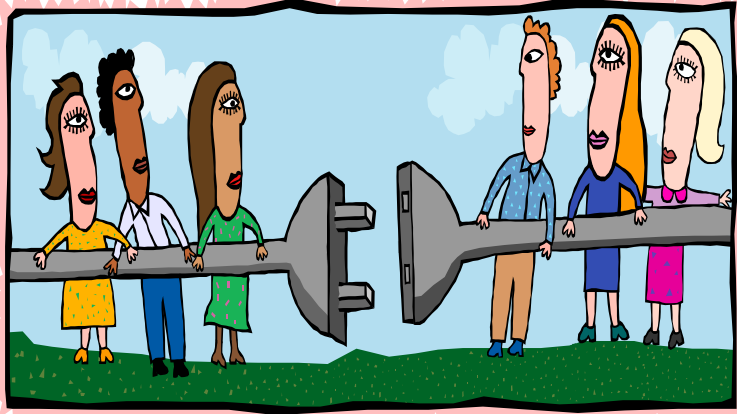


# Hallmarks of Inclusive Education

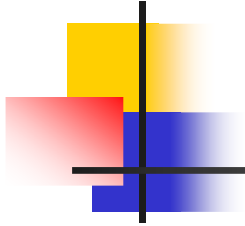
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- Students with and without disabilities learn the importance of differences and tolerance for those who are unlike them.
- Students with and without disabilities demonstrate increased benefits, both academically and socially.

# Hallmarks of Inclusive Education

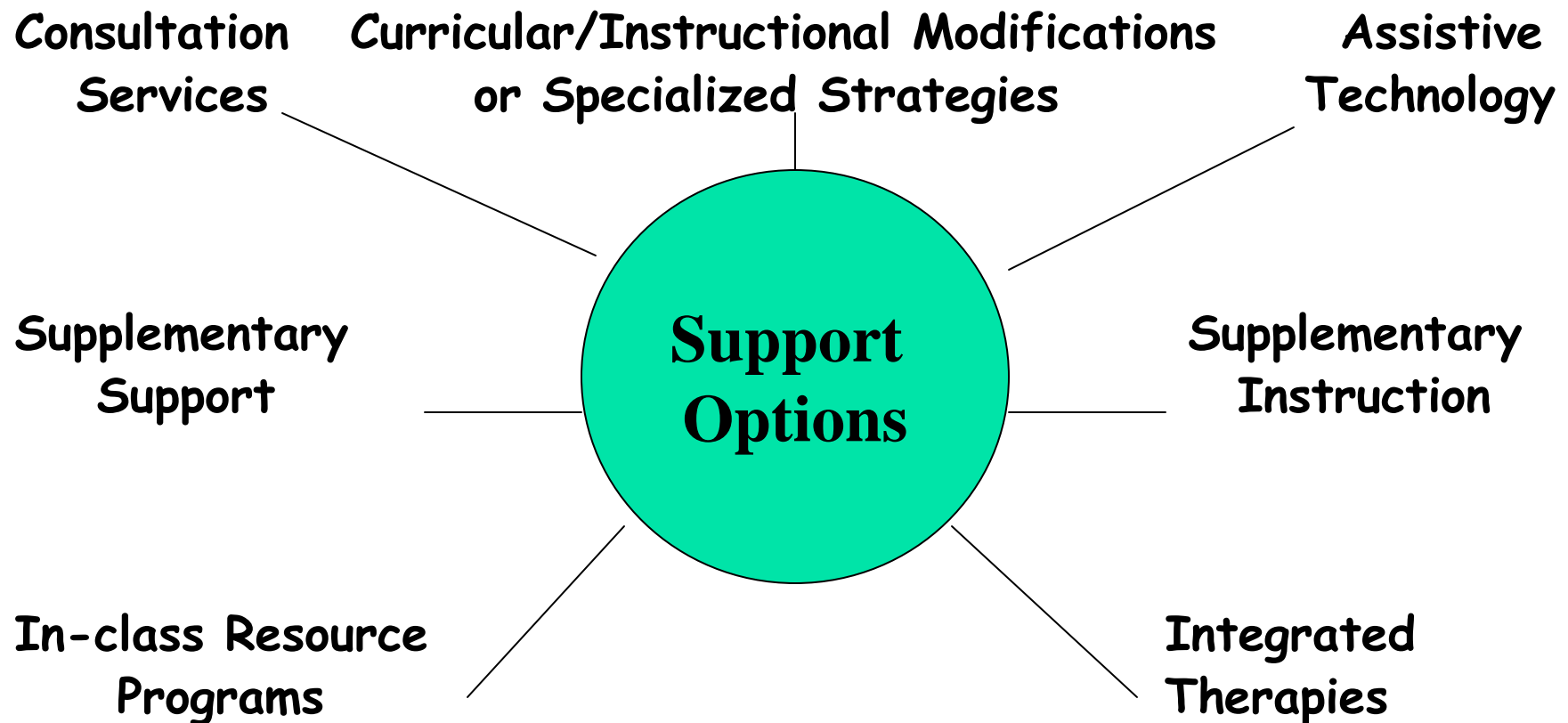


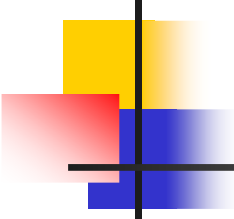
- High standards
- Research-based strategies
- Array of supports & services
- Flexible environments
- Administrative leadership
- Cooperation & Collaboration
- Expanding roles & responsibilities
- Ongoing staff development



# **Options for Supporting Students with Disabilities in General Education Programs**

# Options for Supporting Students in General Education





# Curricular/Instructional Modifications and Strategies

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## Things to consider...

- What are students expected to know and be able to do?
- How is instruction typically provided?
- What materials and equipment are used?
- How do students demonstrate their knowledge and progress?
- What are the routines of the classroom?
- What are the behavioral expectations of the classroom?

# Curricular/Instructional Modifications and Strategies

- ***Input:*** Adapt the way instruction is delivered to the learner
- ***Example:*** Design different visual aids, plan more concrete activities, provide hands-on activities, place students in cooperative groups



# Curricular/Instructional Modifications and Strategies

- ***Output:*** Adapt how the student can respond to instruction
- ***Example:*** Answer questions verbally rather than writing; use a communication book; allow students to show knowledge with hands-on materials



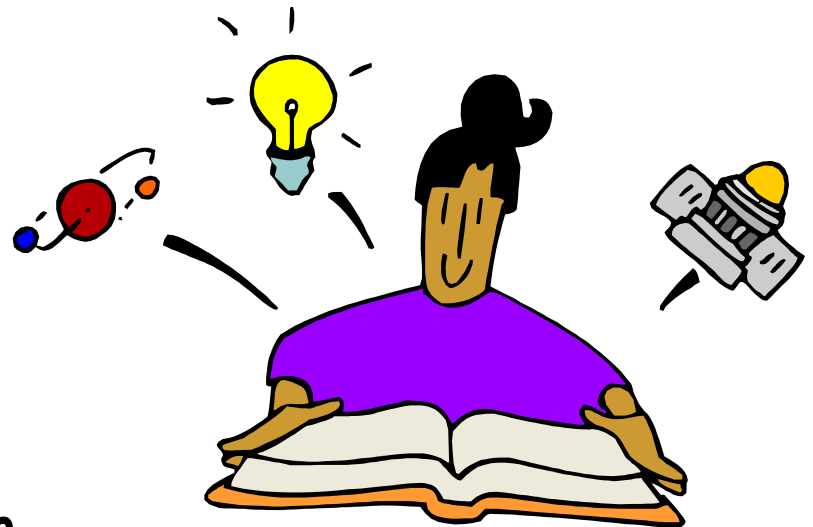
# Curricular/Instructional Modifications and Strategies

- **Time:** adapt the time allowed for individual learning, task completion, or testing
- **Example:** individualize a timeline for completing a task; pace learning differently



# Curricular/Instructional Modifications and Strategies

- **Size:** Adapt the number of items learner is expected to learn or complete
- **Example:** Reduce the number of social studies terms a learner must learn at any one time



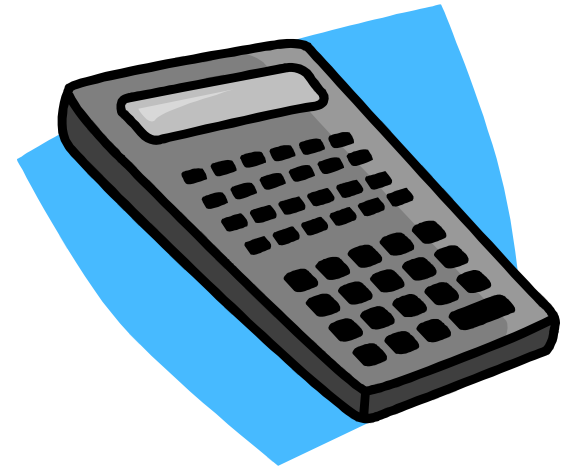
# Curricular/Instructional Modifications and Strategies

- *Participation:* Adapt the extent to which the learner is actively involved in the task
- *Example:* In geography, have a student hold the globe while others point out locations



# Curricular/Instructional Modifications and Strategies

- *Difficulty:* Adapt the skill level or how the learner may approach the work
- *Example:* Allow the use of a calculator; simplify task directions



# Curricular/Instructional Modifications and Strategies

- **Difficulty:** Adapt the goals or outcome expectations while using the same materials
- **Example:** In social studies, expect a student to locate states while others must locate capitals





# Evaluate the Effectiveness of the Accommodation

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- Does it help facilitate greater access to the general education lesson content?
- Does it help the student compensate for intellectual, physical, sensory or behavioral challenges?
- Does it allow the student to use current skills while promoting ways to learn new ones?
- Does it create a better match between the student's learning style and the teacher's teaching style?
- Does it reduce the level of abstract information to make content relevant to the student's life?



# Assistive Technology

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- **Assistive Technology Device**

- Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability

- N.J.A.C. 6A:14 Appendix F



# Assistive Technology

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- **Assistive Technology Service**

- Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device

- N.J.A.C. 6A:14 Appendix G



# Assistive Technology

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- **Common Misconceptions about AT...**
  - All AT is computer based
  - All AT is complex
  - Only students with the most severe disabilities need AT
  - AT solves all problems
  - AT is a one-shot process



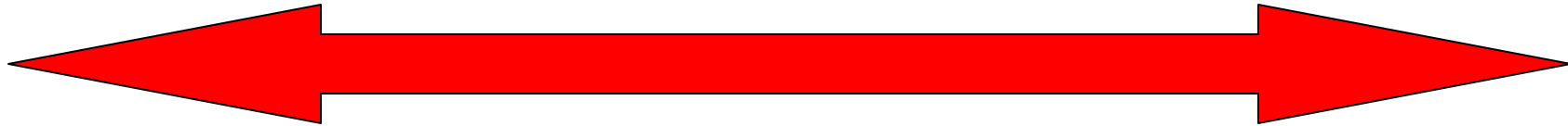
# Assistive Technology

## AT Continuum

Low Tech

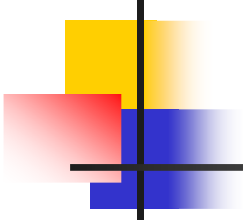
Mid Tech

High Tech



Readily available  
Simple  
Low cost  
Easy to use  
Limited capability  
Limited features  
Little maintenance

Not readily available  
Complex electronics  
Expensive  
Complex to learn & use  
Greater capability  
More features/functions  
High maintenance



# QUESTIONS AND ANSWERS



# Consultation Services

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- **Consultation as a service**
  - May be provided **on behalf of** a student with disabilities or a group of students with disabilities
  - May be provided by a related services provider, a teacher of students with disabilities or a child study team member **to the general education teacher and/or the teacher aide**
  - **Specified in each student's IEP, including frequency and duration**



# Consultation Services

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**Consultation services** may include, but is not limited to:

- **The development and demonstration of techniques and strategies**
  - Use of highlighters, graphic organizers, note taking guides to assist with information processing
  - Use of post-its to assist with guided reading
  - How to infuse learning strategy instruction into content instruction



# Consultation Services

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- **Data collection on the effectiveness of the techniques and strategies**
  - Methods and formats for collecting data on the effectiveness of instructional strategies and techniques
  - Methods and formats for collecting data on the effectiveness of behavior interventions



# Consultation Services

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- **Development of positive behavior supports**
  - Identifying and defining behavioral expectations
  - Developing the plan for directly teaching the behavioral expectations
  - Designing an incentives/reward system
  - Evaluating the effectiveness of behavior interventions and recommending modifications, as needed



# Supplementary Support

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- **Teacher aides may provide supplementary support to a student or students in the general education classroom**
- **The teacher aide works under the guidance and support of the general education teacher**



# Supplementary Support

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- The general education teacher is responsible for:
  - **Managing** the overall classroom
  - **Preparing** lesson plans
  - **Designing** whole group, small group, and individual student activities
  - **Designing and providing** initial instruction
  - **Monitoring, assessing, and reporting** student progress and performance
  - **Collaborating** in the planning, implementation, and evaluation of supports for IEP students
  - **Guiding and supporting** the work of the teacher aide within the classroom on a daily basis



# Supplementary Support

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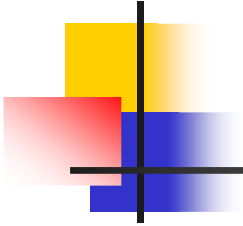
- The **teacher aide's** responsibilities may include, but are not limited to:
  - **Prompting, cueing, redirecting** student participation
  - **Reinforcement** of personal, social, behavioral, and academic learning goals
  - **Organizing and managing** materials and activities
  - **Implementing teacher-directed** follow-up and practice activities



# Supplementary Support

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- Best practice suggests that supplementary support is most effectively implemented when **both the teacher aide and the general education teacher receive consultation services from a special educator on a regular basis**



# QUESTIONS AND ANSWERS



# Supplementary Instruction

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- Provided by a **general education teacher**, appropriately certified either for the subject or level in which instruction is given
- Provided **in addition to** the primary instruction for the subject being taught
- May be provided **individually** or in **groups**
- May be provided **up to** the student's **entire instructional day**
- **Amount of time** the supplementary instruction teacher is present in the general education class shall be **specified in the IEP**



# Supplementary Instruction

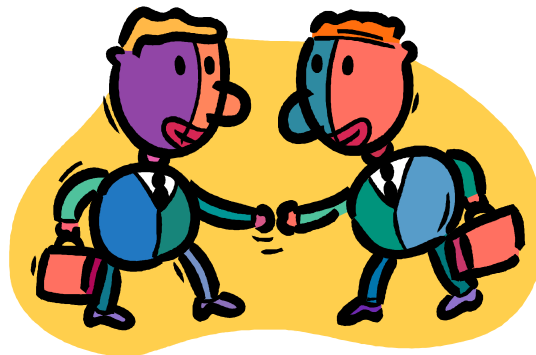
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## Example

- At the annual review, it was noted that Paul and Maria are unable to use science vocabulary and key concepts in lab activities/reports. The IEP team has recommended supplemental instruction in science for the coming school year. Here is how it works:
- The supplementary teacher works with Paul and Maria during small group instruction to re-teach/reinforce key science vocabulary and concepts.
  - Hands-on materials, mnemonics and memory strategies, and demonstration are utilized to help Paul and Maria retain and apply information.
  - The supplementary instruction teacher holds additional review sessions to prepare Paul and Maria for large group discussions.

# Supplementary Instruction

- A teacher of supplementary instruction shall be provided time on a regular basis for **consultation** with appropriate general education teaching staff



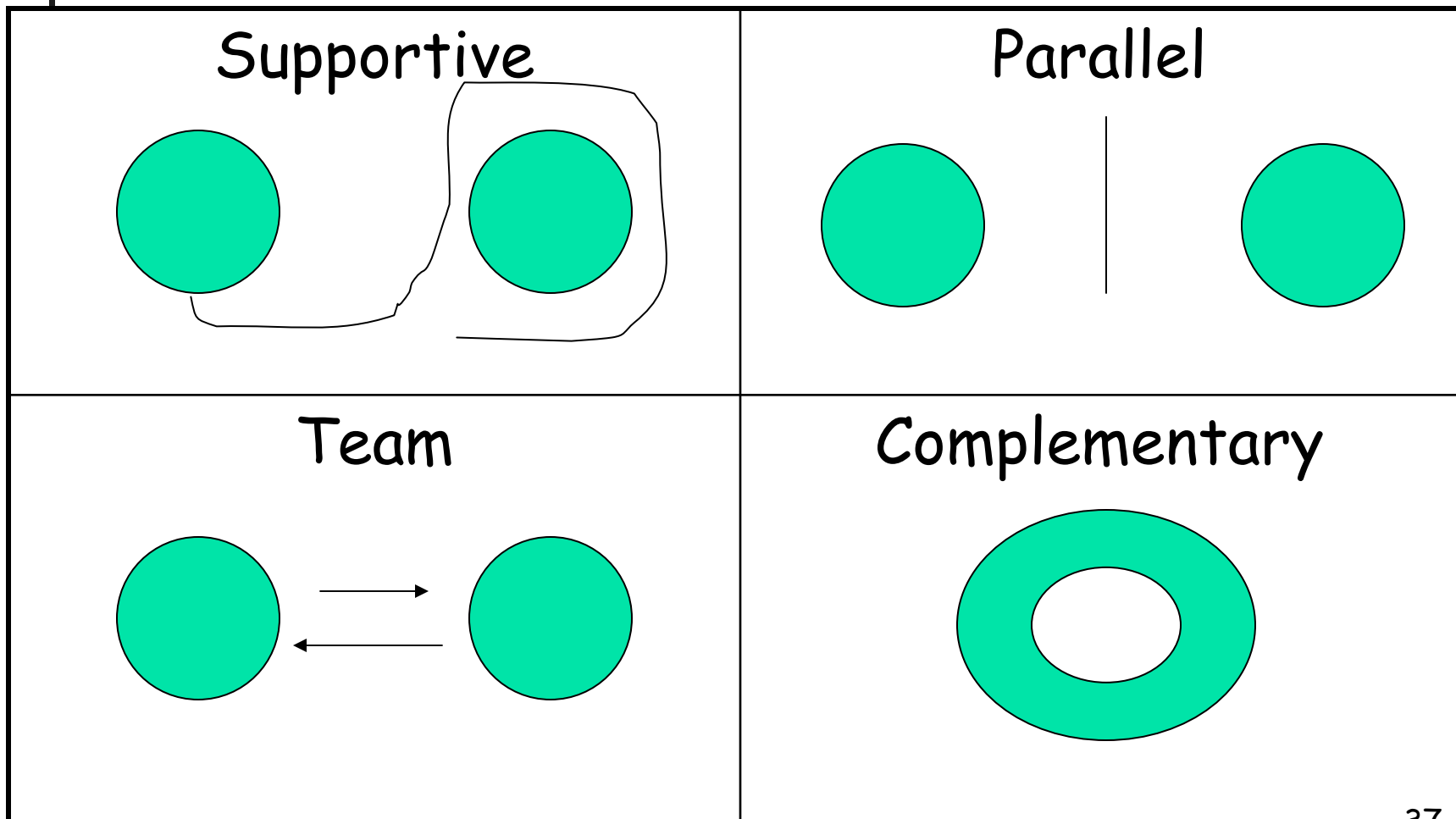


# In-class Resource Programs

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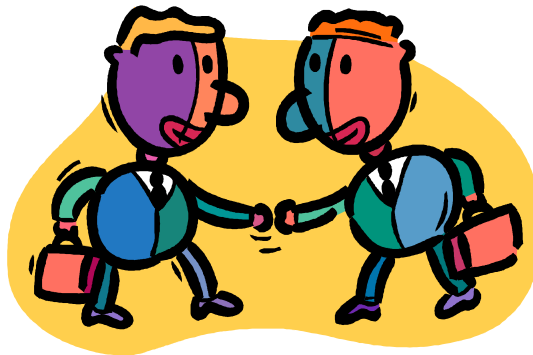
- Provided by an appropriately certified **teacher of students with disabilities**
- Provided in the general education class **at the same time** as the rest of the class
- Can be provided **up to** the student's **entire day**
- **Amount of time** the resource teacher is present in the general education class shall be **specified in the IEP**
- The **general education teacher** has **primary instructional responsibility**, unless otherwise specified in the IEP

# Collaborative Teaching Arrangements



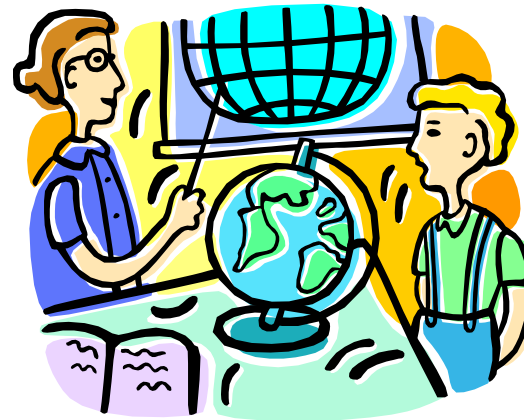
# In-class Resource Programs

- The resource program teacher shall be provided **time on a regular basis for consultation** with appropriate general education teaching staff



# Integrated Therapy Services

- **Provided, as appropriate, to address the student's individualized needs in his/her educational setting**
- **May be integrated into the context of ongoing activities or routines**





# Integrated Therapy Services

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Dante, a sixth grade student with a motor control challenge, is placed in a general education physical education class...

- During this class, the physical therapist comes in and works with Dante on his motor control during large and small motor tasks. The physical therapist communicates with the physical education teacher on a routine basis to know the sport that will be featured during a particular month.
- She then develops additional exercises to address Dante's individual needs that can be incorporated into the physical education activity that is scheduled for all students.
- Sometimes, Dante does a pre-class workout that addresses his individual motor needs. Often, some friends join him in this activity and the physical therapist works with a small group of Dante and his peers. This activity is used to prepare him for the large group physical education activity.

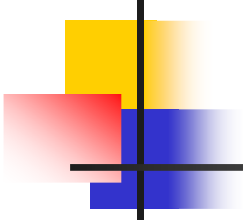


# Integrated Therapy Services

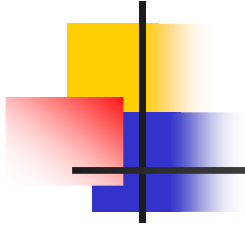
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## Benefits...

- Students learn skills in the environment in which they will be used
- Students have increased practice opportunities
- Students do not miss out on classroom instruction
- Ongoing classroom activities are not disrupted
- Classroom teachers can see how interventions fit into regular routines
- Specialists can work with teachers as concerns arise
- Classroom teachers can expand their skills by seeing what specialists do



# QUESTIONS AND ANSWERS



# Summary & Concluding Remarks



# Supports in General Education

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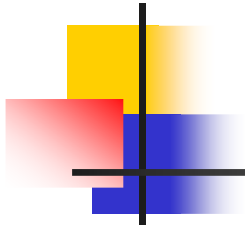
- Supports will vary depending upon the classroom activity/routine and the student's strengths and challenges
- Supports can be provided by people **working directly** with students in the general education classroom
- Supports can also be provided through **consultation services** to general education teachers and teacher aides



# Supports in General Education

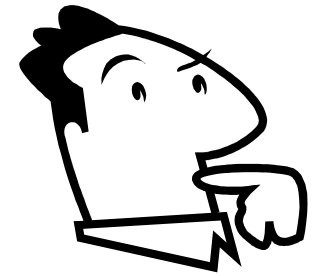
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- The number, type and intensity of supports should be evaluated on an ongoing basis
- The number, type and/or intensity of supports should be expected to change as the student's skills increase
- **Criteria** for selecting and evaluating the effectiveness of supports should be identified



## Point to Ponder

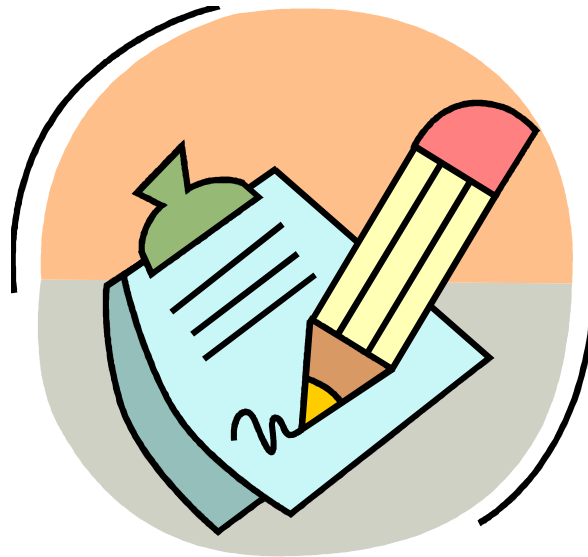
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"...Consider the possibilities that exist when educators view inclusive schooling as...  
**something we do**  
versus...  
**something we have."**

Paula Kluth (2002)  
You're Going to Love This Kid  
Brooke Publishing Co.

# Please Complete the Evaluation



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# Topics

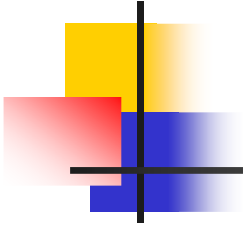
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## Part 1

- **Hallmarks of Inclusive Education**
- **Options for Supporting Students in General Education Programs**

## Part 2

- **IEP Development & Implementation**
- **Things to Consider in Selecting Supports**
- **Tips for Parents**

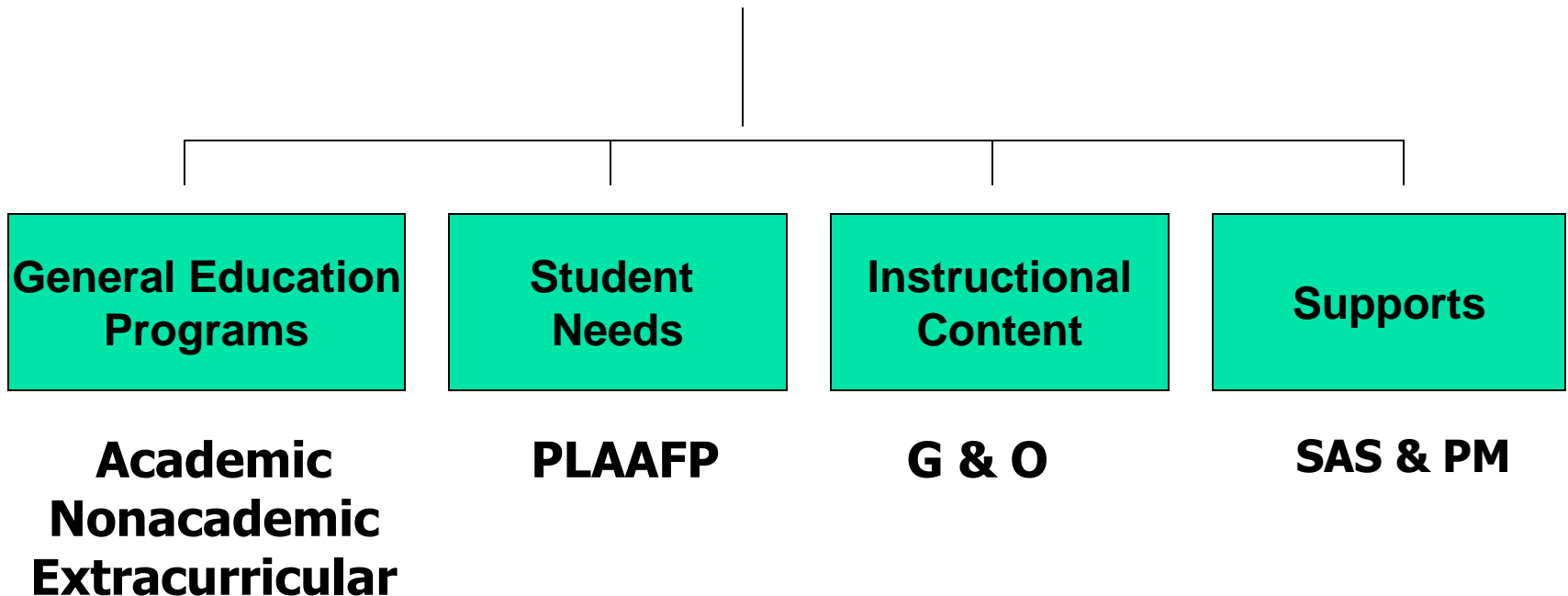


# **IEP Development & Implementation**



# Framework for IEP Development

## Individualized Education Programs IEPs





# GUIDING QUESTIONS FOR THE IEP TEAM

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For each subject area, consider:

1. What are the student's strengths?
2. What progress has the student made this year?
3. How is the student doing relative to age appropriate curriculum?
4. What are key needs that the student has in this subject?
5. What are effective learning/behavioral strategies for the student?
6. What are priority goals for the student for next year?



# Access to General Education Programs

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- Are the **academic subjects**, courses of study, and/or instructional areas provided to general education students available to students with disabilities?
- Are the **nonacademic activities** offered to general education students available to students with disabilities?
- Are the **extracurricular activities** offered to general education students available to students with disabilities?

# Access to General Education Programs

## Preschool Day Example

Arrival

Morning Circle

Center Time

Clean-up

Snack

Gross Motor Time

Center Time



# Access to General Education Programs

## Middle School Day Example

Homeroom

Language Arts Literacy

Mathematics

Music

World Languages

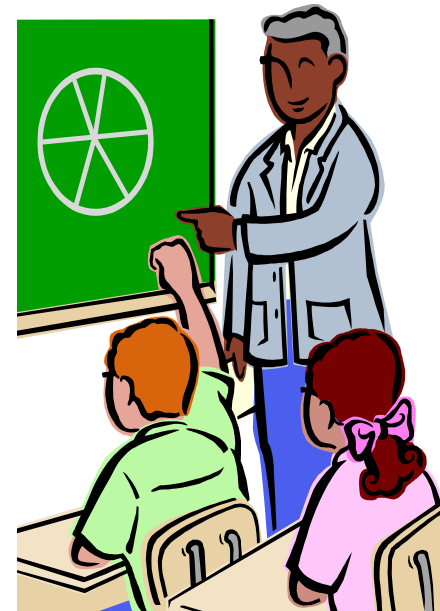
Lunch

Social Studies

Science

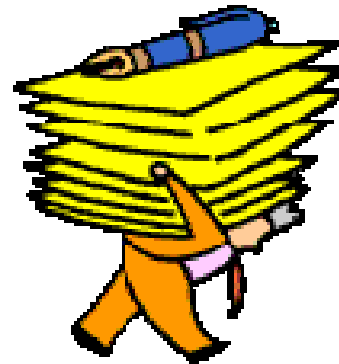
Physical Education

Extracurricular Activities



# Present Levels of Academic Achievement & Functional Performance

## Gathering Information





# TEACHER PREPARATION FOR THE IEP MEETING

**Student's Strengths:**

**Current Progress & Performance:**

**Effective Learning & Behavioral Strategies:**

**Areas of Difficulty:**

**Other Needs:**



# PARENT PREPARATION FOR THE IEP MEETING

**My child's strengths (abilities, interests) academically and socially:**

**What my child has learned this year (in and outside of school):**

**What is difficult for my child to do in school:**

**What helps my child learn:**

**My goals for my child for the next school year:**

**My questions or concerns:**



# STUDENT PREPARATION FOR THE IEP MEETING

**Who am I?**

(Describe your likes, dislikes, interests and hobbies in school and outside of school.)

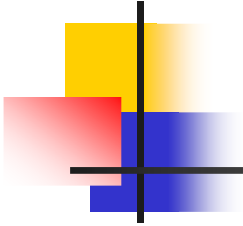
**What are my strengths? What am I good at?**

(Include school-related activities and activities outside of school.)

**What is difficult for me to do in school?**

**What helps me learn?**

**What are my goals for the next school year?**



# QUESTIONS AND ANSWERS

# Annual Measurable Academic & Functional Goals

- **Academic Goals**

- Related to the *Core Curriculum Content Standards (CCCS)* through the general education curriculum, or *Preschool Teaching and Learning Expectations: Standards of Quality* unless otherwise required according to the student's educational needs



# Annual Measurable Academic & Functional Goals

- **Functional Goals**

- Related to skills needed to participate in routine activities of everyday living and meeting the student's other educational needs





# Annual Measurable Academic & Functional Goals

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- What can the student learn that is the same as chronological age peers?
- Can the student be expected to meet the same general education curriculum requirements for the grade or subject being taught?
- Do changes need to be made in content and/or course requirements?
- What functional and/or other educational needs does the student have that may not be directly addressed by the general education curriculum?
- What are priorities for instruction next year?

# Annual Measurable Academic & Functional Goals



**Instruction**

**HOW**

**Content**

**WHAT**

**Assessment**

**HOW**

# Annual Measurable Academic and Functional Goals

## Benchmarks or Short Term Objectives

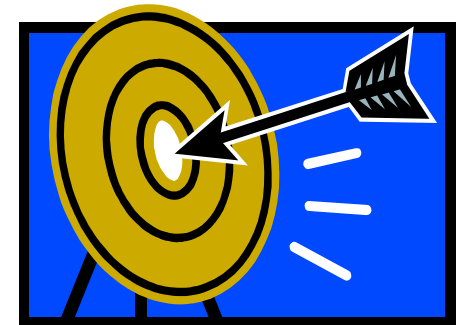
- Identify specific measurable steps between the student's current academic and functional performance and the annual goal
- Specify what the student is expected to do
- Specify in what manner or under what conditions
- Specify how you will recognize success

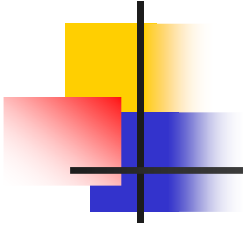


# Annual Measurable Academic & Functional Goals

“Students can hit any target  
as long as they can  
clearly see it and  
it doesn't move on them.”

*Richard Stiggins*





# QUESTIONS AND ANSWERS



# Supports in General Education

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- What supplementary aids and services does the student need?
  - Consider academic, nonacademic, extra-curricular
- What program modifications does the student need?
  - Consider academic, nonacademic, extra-curricular activities
- What supports for school personnel are needed?

# Sample Factors & Questions: Physical Dimension



- **Factor: Mobility**
  - Does the layout the classroom need to be rearranged to facilitate accessibility?
- **Factor: Room Arrangement**
  - Could a round table be placed in the classroom for small group work?
- **Factor: Seating**
  - Does the student's desk need to be placed close to the blackboard or teacher?

# Sample Factors & Questions: Instructional Dimension



- **Factor: Lesson Presentation**
  - Does the student need visual aids, large print, alternative media?
- **Factor: Skill Acquisition**
  - Could the student be provided highlighted or taped texts?
- **Factor: Assignments/Worksheets**
  - Could the student be allowed extra time to complete assignments, have alternative assignments, or use a calculator or word processor?

# Sample Factors & Questions: Instructional Dimension



- **Factor: Test Taking**
  - Could the student have a take-home, oral, or alternative test? Use a study guide? Divide tests into parts?
- **Factor: Evaluation**
  - Could portfolio evaluation be used? Could the student be graded pass/fail?
- **Factor: Learning Structures**
  - Could cooperative teaching be incorporated? Could the student be assigned a partner?

# Sample Factors & Questions: Instructional Dimension



- **Factor: Organization**
  - Does the student need an assignment notebook or home copies of texts?
- **Factor: Parallel Activities**
  - Could the student work on related activities (illustrating)?
- **Factor: Assistive Technology**
  - Could the student have computer-assisted instruction, software? Electronic aids or services?

# Sample Factors & Questions: Behavioral Dimension



- **Factor: Behavioral Skills Training**
  - Could the student be involved in social skills instruction? Could a “circle of friends” be initiated?
- **Factor: Positive Behavior Supports**
  - Does the student need PBS with reinforcement, supportive signals, corrective options?
- **Factor: Self-management**
  - Could the student use self-monitoring of target behaviors?

# Sample Factors & Questions: Collaborative Dimension



- **Factor: Consultative Services**
  - Could the teacher receive assistance from a curriculum consultant, strategies expert, or behavioral specialist?
- **Factor: Professional Development**
  - Could a relevant workshop or in-service be provided?

# Modifications in Extracurricular & Nonacademic Activities

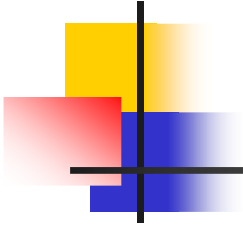
**For a students within in-district programs...**

- Consider what modifications will be provided to enable the student to participate in extracurricular and nonacademic activities

**For students in out-of-district placements...**

- Describe how the student will participate with nondisabled peers in extracurricular and nonacademic activities





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# Things to Consider in Selecting Appropriate Supports



# Things to Consider in Selecting Appropriate Supports

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## For each subject area:

- Consider the format of instruction (e.g., whole group, flexible groupings, activity-based)
- Consider the task/activity demands (e.g., pacing, complexity, criteria for success)
- Consider the materials and equipment that are used



# Things to Consider in Selecting Appropriate Supports

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## For each subject area:

- Consider other elements of the learning environment (e.g., physical layout, lighting)
- Consider how student learning and progress are evaluated
- Consider how supports might be provided within the existing structure and routine of the general education classroom and by whom (e.g., classroom teacher, teacher aide, peers)



# Things to Consider in Selecting Appropriate Supports

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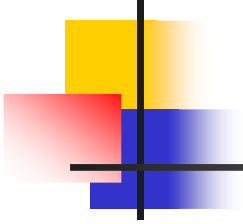
## For each subject area:

- Consider providing consultation services to the classroom teacher before considering other direct adult in-class supports
- Consider least intrusive supports
- Monitor effectiveness of supports
- Plan to fade intensity of supports over time, whenever possible

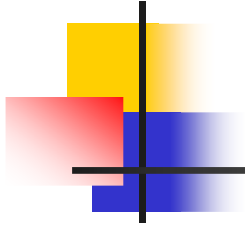
# Students in Separate Settings



- For students in **separate settings**, the IEP team should discuss, on an annual basis, activities necessary to move the student to a less restrictive placement



# QUESTIONS AND ANSWERS



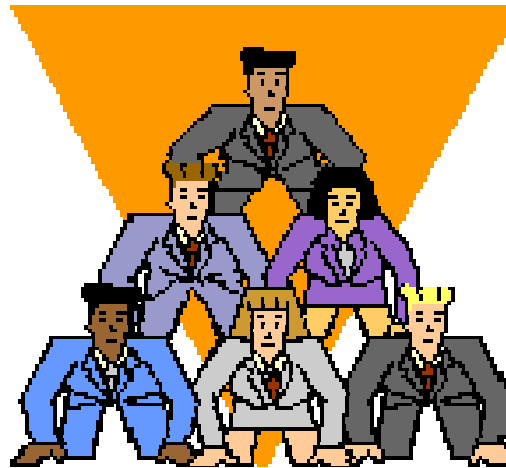
# Tips for Parents



# The IEP Team

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- You are part of the IEP team
- Commit to working together
- Participate in all meetings





# Preparing for the IEP Meeting

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- Know the purpose of the meeting
- Make sure enough time has been scheduled
- Be ready to support your ideas and requests
- Plan for the meeting
  - Organize your materials
  - Write down your questions
  - Know what you want to say
  - Practice communicating assertively



# Participating in the IEP Meeting

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- Consider, bringing a friend for support
- Have your son or daughter participate
- Take notes
- Be prepared to negotiate
- Remember, an IEP can be revised
- Review the IEP before signing
- Thank team members
- Follow-up with any requests in writing



# Continuing Connections

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- Keep contact throughout the year to share positive events
- If there is an ongoing issue or concern, reach out
- Alert IEP team members to any significant changes (or anticipated changes) at home or school

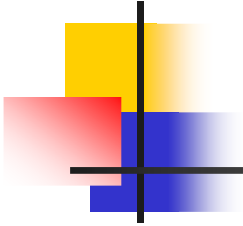


# Point to Ponder

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**Learning is not attained by chance.  
It must be sought for with ardor  
and attended to with diligence.**

**Abigail Adams  
1744 - 1818**



**Thank you for participating!**



# Please Complete an Evaluation

