

***IEP Decision Making Process:
Emphasis on LRE***

Co-presented by

**New Jersey Department of Education
Office of Special Education Programs and
Statewide Parent Advocacy Network**

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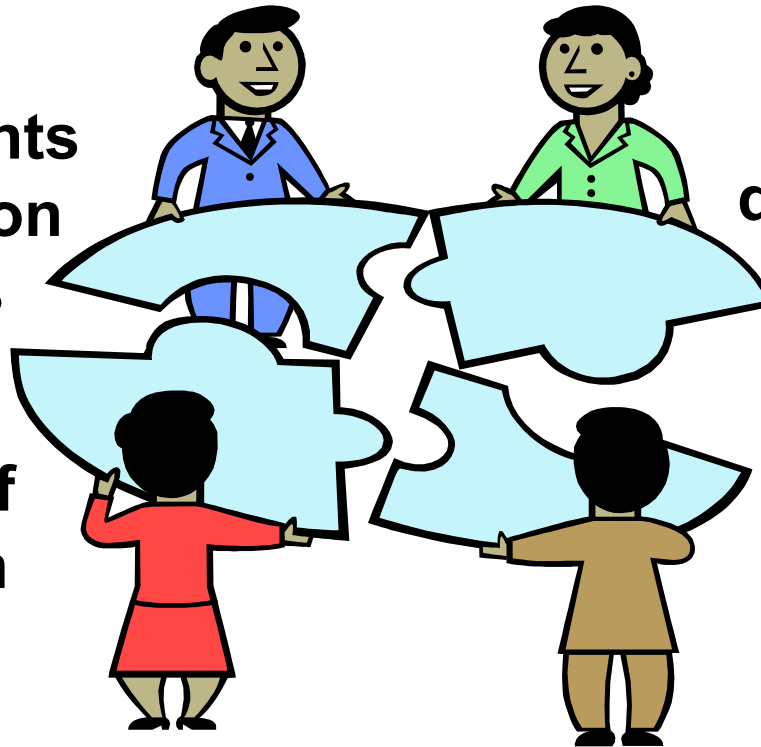
Focus of Today's Discussion

Review key elements of IEP/LRE decision making process

Reflect on district practice

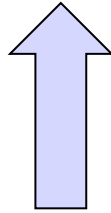
Review benefits of general education programs

Consider ways to share this information

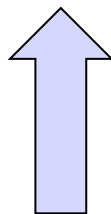


Evolution of the Philosophy of Inclusive Education

Inclusion



Integration



Mainstreaming

Least Restrictive Environment

- ...A student with a disability is **educated with children who are not disabled**
- **Special classes, separate school or other removal** of a student with a disability from the student's general education class occurs **only when** the nature or severity of the educational disability is such that education in the student's general education class with **the use of supplementary aids and services cannot be achieved satisfactorily** [N.J.A.C. 6A:14-4.2(a)]

Least Restrictive Environment

- A full continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services [N.J.A.C. 6A:14-4.2(a)3]

Best Practice Characteristics of Supported General Education Programs

- Presumed competence;
- Authentic membership;
- Full participation;
- Reciprocal social relationships, and
- Learning to high standards

by students with disabilities in age-appropriate general education classrooms with supports provided to students and teachers to enable them to be successful.

Benefits of Supported General Education Programs: What the Research Says

- Higher test scores on standardized tests of reading and math
- Fewer absences from school
- Fewer referrals for disruptive behavior
- Better outcomes after high school in the area of employment and independent living

Wagner, M., Newman, L., Cameto, R., Levine, P. and Garza, N. (2006). *An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2)*. (NCSE 2006-3004). Menlo Park, CA: SRI International.

Social Benefits

What the Research Says:

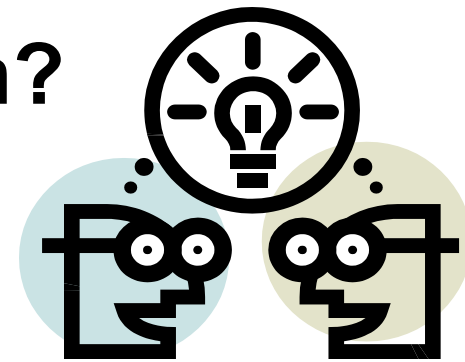
- Higher levels of social interaction
- Improved social competence and communication skills
- Higher level of engagement and involvement in integrated activities
- Higher likelihood to be identified as a member of a social network by peers without disabilities

McGregor, G., & Vogelsberg, R.T. (1998). Inclusive school practices: Pedagogical and research foundations. USA; Paul H. Brookes.

Reflection

Has there been an evolution in your district/school regarding supported general education programs?

What changes have you seen?



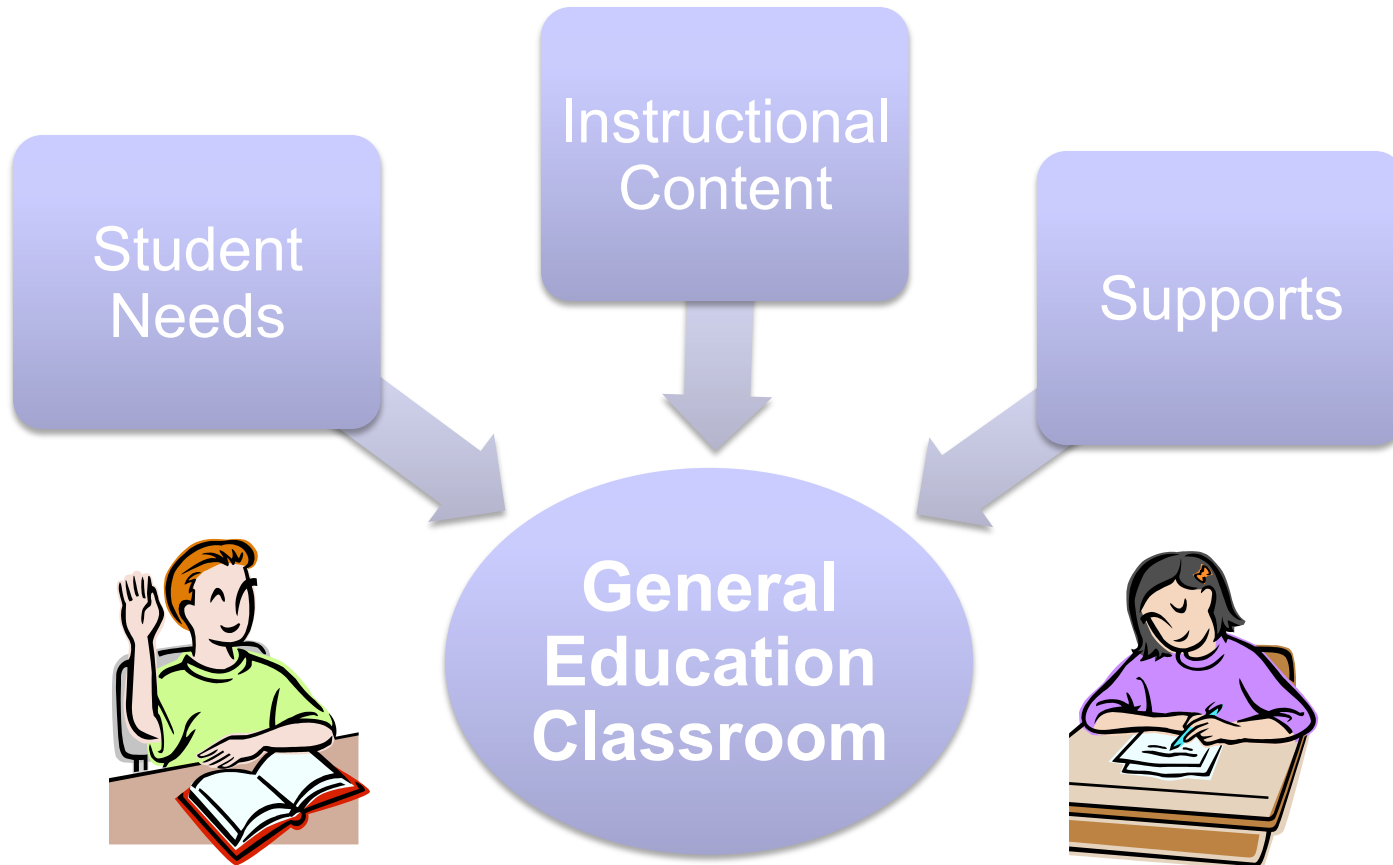
IEP/LRE Decision Making Process: Key Concepts

- Special education is a service, not a place
- Decisions are individualized (not one size fits all) based on student needs that impact learning
- Decisions are made subject by subject

IEP/LRE Decision Making Process: Key Concepts

- Placement considerations occur after discussions regarding student needs and learning goals
- The general education classroom is always the first placement option considered
- Decisions are made by the IEP team, including parents

IEP/LRE Decision Making Process: Key Concepts



Key IEP Components



Student Needs	Instructional Content	Supports
<p data-bbox="361 665 466 873">↓</p> <p data-bbox="176 964 663 1292">Present Levels of Academic Achievement & Functional Performance</p>	<p data-bbox="982 665 1087 873">↓</p> <p data-bbox="756 964 1289 1312">Measurable Annual Goals and Benchmarks/ Short-term Objectives</p>	<p data-bbox="1600 649 1705 857">↓</p> <p data-bbox="1356 964 1919 1305">Modifications Supplementary Aids & Services Supports for School Personnel</p>

Student Needs

Present Levels of Academic Achievement And Functional Performance (PLAAFP)



Student Needs

- **Consider relevant data**
 - What current information (formal/informal) provides information on how the student is performing?
 - What are the student's strengths?
 - What are the concerns of the parent(s)?

Student Needs

- **Describe the present levels of academic achievement and functional performance**
 - What is the student's current **progress and performance**?
 - Describe what the student can (**strengths**) do and cannot (**needs**) do.
- **Include other educational needs that result from the student's disability**

Student Needs

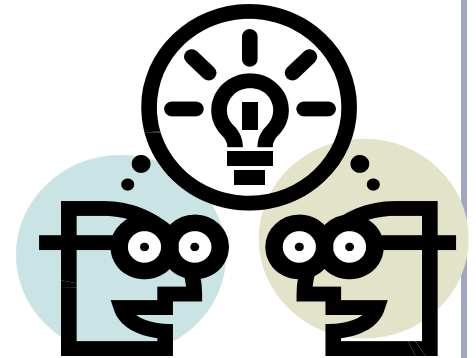
- **...and how the student's disability affects his or her involvement and progress in the general education curriculum**
 - What are the student's needs related to learning the general education curriculum?
 - What instructional strategies and supports have been effective in the classroom?

Student Needs

- **In addition, consider each special factor identified....The need for:**
 - Consultation;
 - Behavioral needs;
 - Language needs;
 - Communication needs;
 - Auditory needs;
 - Need for assistive technology devices and services;
and
 - Visual needs.

Do your PLAAFP statements provide a blueprint for success?

- ✓ Document student strengths
- ✓ Include data on how the student is performing relative to grade level curriculum and peers
- ✓ Identify areas of need and establish a baseline for goals and objectives
- ✓ Describe instructional strategies and supports that have been effective



Instructional Content

Measurable Annual Goals and Benchmarks/Short-term Objectives



Instructional Content

Considerations of Measurable Annual Goals are made:

- On an individual student basis
- According to **unique needs** of the child
 - Specific areas of difficulty (academic and/or functional) and other educational needs identified in the PLAAFP
- Regardless of placement

Decision Making for Goals and Objectives

Consider:

- What are **typical peers** expected to learn according to state standards (NJCCCS)?
- What are the learning priorities **for this student**?
- What can this student reasonably be expected to **accomplish within a year**?

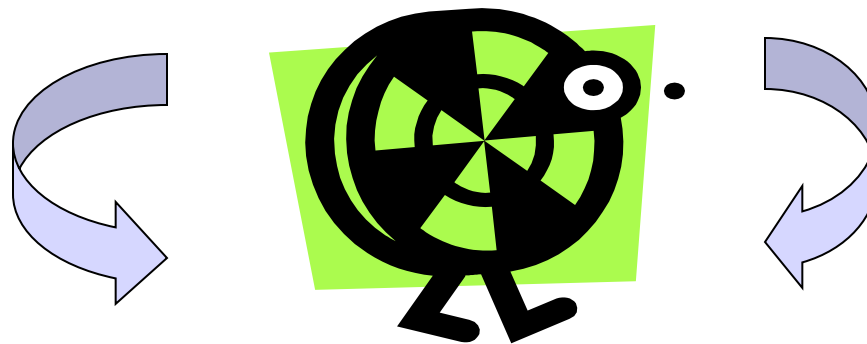
Developing Measurable Annual Goals

Measurable + **Meaningful** = **Well
Written
Goal**

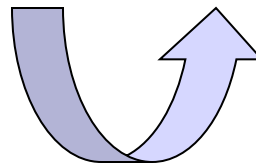


Goal is Measurable

Target skill or behavior



Criterion/Condition



Goal is Meaningful

- **Connection** between goal and the need(s) identified in the PLAAFP
- **Aligned** with the NJ CCCS through the general education curriculum
- **Practical and relevant** when the student's age and remaining years in school are considered
- Reflects anticipated growth that can be **accomplished within a year**

Benchmarks or Short-Term Objectives

- Major milestones/measurable steps toward reaching the annual goal



Annual Goals and the General Education Classroom

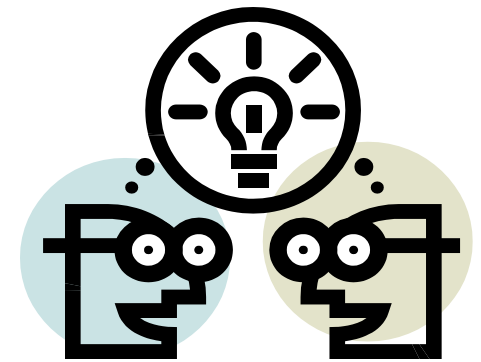
- ...a student with a disability is not removed from the age-appropriate general education classroom based solely on needed modifications to general education curriculum

[N.J.A.C.6A:14-4.2(a)9]



Do your annual goals measure up?

- ✓ Relate directly to student needs identified in the PLAAFP (academic, functional, other educational needs)
- ✓ Align with New Jersey CCCS
- ✓ Practical and relevant for the student
- ✓ Written with high expectations
- ✓ Meet the measurability test
- ✓ Enable student progress to be monitored and evaluated through data collection and analysis



Supports in the General Education Classroom

Modifications
Supplementary Aids & Services
Supports for School Personnel



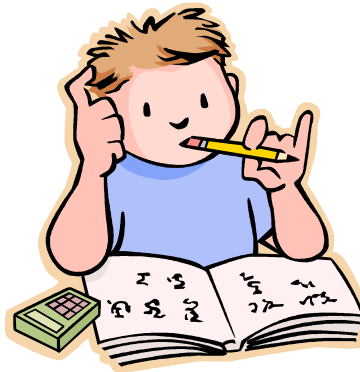
Key Questions

- What are the student's **educational needs** in this subject area?
- In what ways can we **support the student's educational needs** within the general education program?
- In what ways can we **support the staff** in order to address the student's needs within the general education program?

Supports in the General Education Classroom

Curricular/instructional modifications or specialized instructional strategies, materials, equipment, technology

**Adults working directly
with the student**

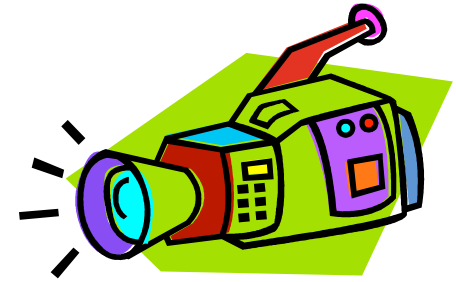


Peer supports

**Supports for school personnel
through consultation services**

Supports in the General Education Classroom

What types of supports do you see in this video clip?



Decision Making Process for Selection of Supports

- Selection of supports is made on an **individual student basis** through the **IEP process**
 - To address the student's unique needs
 - To implement the student's annual goals
- Identification of needed supports is determined on a **subject by subject basis**

Decision Making Process for Selection of Supports

For **each subject area** consider...

- Student strengths and areas of difficulty
- Demands of the general education classroom
 - Curricular
 - Instructional
 - Environmental

Decision Making Process for Selection of Supports

Then...

- Identify the need for **individual supports**, including **type and intensity**
- Consider **how** to provide these supports **within the existing structure and routine of the general education classroom**
- Consider **supports for school personnel**

Supports in the General Education Classroom

Guiding Questions Handout



Rationale for Removal from General Education



Rationale for Removal from General Education

- For each academic or functional area where student is removed, identify:
 - Specific supplementary aids and services and program modifications that **have been considered** to implement the student's annual goals
 - **Why each of these are not appropriate** to meet the student's needs in the general education class

N.J.A.C. 6A:14-4.2(8)i

Rationale for Removal from General Education

- Compare benefits of...

Participation in
the **general**
education class



versus

Participation in
the **special**
education class

N.J.A.C. 6A:14-4.2(8)ii

Rationale for Removal from General Education

- Describe potentially **beneficial or harmful effects** a placement in the general education class may have on the student with disabilities or the other students in the class

N.J.A.C. 6A:14-4.2(a)8iii

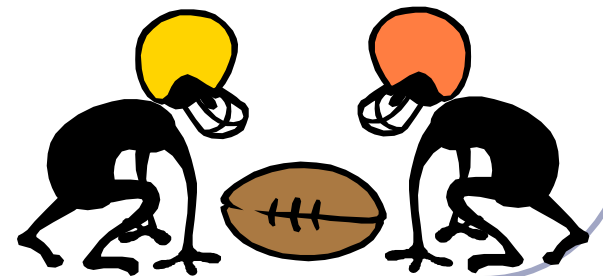
Rationale for Removal from General Education

- When determining the restrictiveness of a particular program option, such determinations are based solely on the amount of time a student with disabilities is educated outside the general education setting. [N.J.A.C. 6A:14-4.2(a)11]

Participation in Extracurricular and Nonacademic Activities

- What **program modifications** and/or **supports for school personnel** would enable the student to participate in nonacademic and extracurricular activities?

[N.J.A.C. 6A:14-3.7(e)4ii; N.J.A.C. 6A:14-3.7(e)4]



Participation in Extracurricular and Nonacademic Activities

- Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular and nonacademic activities. [N.J.A.C.6A:14-3.7(e)6]

Participation in Extracurricular and Nonacademic Activities

- For a student in an **out-of-district placement**
 - How will the student participate with nondisabled peers in extracurricular and nonacademic activities? [N.J.A.C.6A:14-3.7(e)17]



Transition Planning

- For **students in a separate setting** (for all or part of the day), set forth activities necessary to move the student to a less restrictive placement [N.J.A.C. 6A:14-3.7(k)]
 - A separate setting is defined as a building without general education students

IEP/LRE documentation checklist





Special education is a service

NOT a place.

Resources