

Visions of Community  
Conference

March 14, 2009

An IEP Primer

Madeline Levine  
Department of Elementary and  
Secondary Education  
781-338-3375  
[mlevine@doe.mass.edu](mailto:mlevine@doe.mass.edu)



---

---

---

---

---

---

---

---

This session will provide  
on overview of the  
Individualized Education  
Program (IEP)  
as a tool in  
order to access,  
participate and make  
progress in the general  
curriculum and the life  
of the school.



---

---

---

---

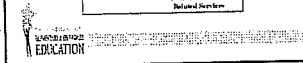
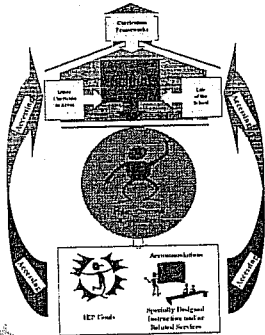
---

---

---

---

Access to the General Curriculum and Life of the  
School



---

---

---

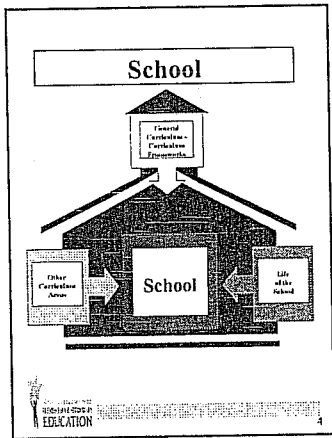
---

---

---

---

---




---

---

---

---


---

---

---

---

### Individual Student Focus



- Concerns
  - parent
  - student
- Vision
  - parent
  - student
- Assessments
  - formal
  - informal
  - eligibility/disability
  - MCAS

MASSACHUSETTS DEPARTMENT OF EDUCATION

---

---

---

---

---


---

---

---

### Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?



MASSACHUSETTS DEPARTMENT OF EDUCATION

---

---

---

---

---

---

---



---

**Vision Statement:**  
 What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement.

Beginning no later than age 14, the statement should be based on the student's preferences and interest,

and should include desired outcomes in adult living, post-secondary and working environments


---

---

---

---

---



---

---

---

**ASSESSMENT DATA**

Integrate information from observations, parent input, previous school experiences, review of prior records, tests, interviews, daily work assignments...


---

---

---

---

---



---

---

---

**ASSESSMENT DATA**

- \* What picture emerges of the student's areas of strength and need?
- \* What information appears to be inconsistent?
- \* Where is more information or detail needed?


---

---

---

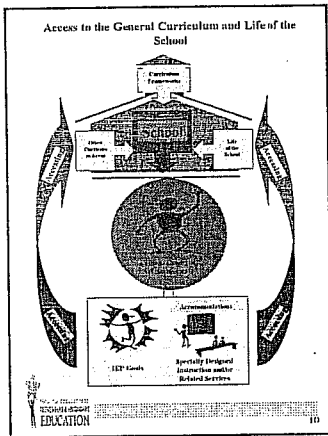
---

---

---

---

---




---

---

---

---

---

---

---

---

**What the Teacher(s)/School does**  
to help the student access, participate and make progress in the general curriculum and the life of the school.

**Accommodations**

**Specially Designed Instruction and/or Related Services**

EDUCATION 11

---

---

---

---

---

---

---

---

**What skills does the student need to develop**  
in order to access, participate and make progress in the general curriculum and the life of the school?

**IEP Goals**

**Objectives and/or Benchmarks**

EDUCATION 12

---

---

---

---

---

---

---

---

## Progress Reporting

What is the student's progress towards meeting the annual goal?



Is the progress sufficient to enable the student to achieve the annual goal by the end of the IEP period?



---

---

---

---

---

---

---

---

## MEASURABLE ANNUAL GOALS

Skill Building



Contains Target Behavior, Condition and Criteria

Data Collection Strategy that Supports the Measurability of the Goal



---

---

---

---

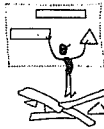
---

---

---

---

In order to access, participate, and make progress in the general curriculum and the life of the school,



A GOAL MUST BE SKILL BUILDING.



---

---

---

---

---

---

---

---

**GOAL FOCUS**

A goal must **focus** on an area of need that will make the **biggest difference** to the student.



The **focus** of the goal must help the student **develop skills** to access, participate and make progress in the general curriculum and the life of the school.

---

---

---

---


---


---

---

---


**These Areas are Easy to Picture as a Goal Focus in Need of Skill Building**

Memory 

Communication 

Time Management 

Self Advocacy 

Emotions 

Organization 

---

---

---

---

---

---

---

---

**Harder to Picture**

**Would**

- Reading,
- Writing and/or
- Mathematics

**Be Considered**

**Curriculum or Skill Building?**



---

---

---

---

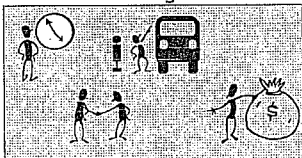
---

---

---

---

**What about  
life skills goals?**



A Team may decide that a student with disabilities needs to develop skills that will help the student be successful in daily life. These goals must not be the only goals on the IEP or replace academic or life of the school goals.



19

---

---

---

---

---

---

---

---

**Services and Goals**

Occupational Therapy, Counseling,  
Speech Therapy, Physical Therapy...



Reminder: Goals are written to reflect what the student will do, not what service is provided.



20

---

---

---

---

---

---

---

---

**Check for  
Measurability**

The Team must *begin* to discuss what Data Collection Strategy will be used to measure the progress toward reaching this goal.

The discussion should answer:

- What data will be collected?
- What is the source of the data?
- What is the data collection schedule?
- Who will collect the data?



21

---

---

---

---

---

---

---

---

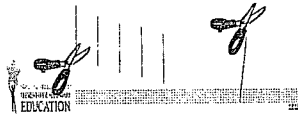
**Is this Goal Meaningful?**

**Goal**

When asked to cut a straight line, Sam will be able to use scissors with 80% accuracy.

**Benchmarks**

- By 1st quarter, Sam will cut with 20% accuracy.
- By 2nd quarter, Sam will cut with 40% accuracy.
- By 3rd quarter, Sam will cut with 60% accuracy.



---

---

---

---

---

---

---

---

**Measurable Objectives**

Objectives break the Measurable Annual Goal into discrete components that are short-term, measurable, intermediate steps.



---

---

---

---

---

---

---

---

**Measurable Benchmarks**

Benchmarks break the Measurable Annual Goal into major milestones that the student is expected to reach within a specified period of time.



---

---

---

---

---

---

---


---

**FINAL STEPS IN THE PROCESS**

**Measurable**

Annual Goals  
Objectives, Benchmarks

Now the Team can complete the process and finish the data collection discussion.



- What is the source of the data?
- What is the data collection schedule?
- Who will collect the data?

WEST VIRGINIA UNIVERSITY EDUCATION 25

---

---

---

---

---

---

---

---

---

---

---

---

**The Complete Package**

1. Goal Focus
2. Current Performance Level
3. Measurable Goals
  - Data Collection Strategy
  - What - information collected
  - Where - the source of the data
  - When - collection schedule
  - Who - person(s) responsible for data collection
4. Objectives/Benchmarks
5. Progress Reports
  - Information from Data Collection Strategy

WEST VIRGINIA UNIVERSITY EDUCATION 26

---

---

---

---

---

---

---

---

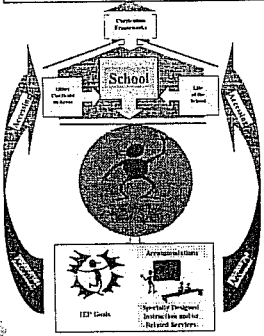
---

---

---

---

Access to the General Curriculum and Life of the School



WEST VIRGINIA UNIVERSITY EDUCATION 27

---

---

---

---

---

---

---

---

---

---

---

---

Transition Planning  
Massachusetts

School districts must use the Transition Planning Form for all students with disabilities who are 14 years of age.

The form was developed for transition planning that occurs either prior to or at the time of the annual development of the IEP.



---

---

---

---

---

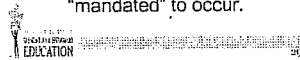
---

---

---

Transition Planning  
Massachusetts

- The Transition Planning Form (TPF) is a mandated form and must be maintained with the IEP.
- Districts must use this format to document that transition planning has occurred.
- Only those aspects of this planning that translate to the elements of the IEP are "mandated" to occur.



---

---

---

---

---

---

---

---

What is the definition of transition in IDEA 2004?

330.43 Definitions

**The term 'transition services' means a coordinated set of activities for a child with a disability that – is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability ...**



---

---

---

---

---

---

---

---

**Definition Continued**

*THE COORDINATED SET OF ACTIVITIES  
MUST:*

A) Facilitate the child's movement from school to post-school activities, including post-secondary education, integrated employment (including supported employment), continuing and adult education, adult services, and independent living; and...



DEPARTMENT OF  
EDUCATION

31

---

---

---

---

---

---

---

---

**Definition Continued**

*THE COORDINATED SET OF ACTIVITIES  
MUST:*

B) Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.



DEPARTMENT OF  
EDUCATION

32

---

---

---

---

---

---

---

---

**Transition Services**

The IEP must include:

- 1) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- 2) The transition services (including courses of study) needed to assist the student in reaching those goals.



DEPARTMENT OF  
EDUCATION

33

---

---

---

---

---

---

---

---

**A Coherent and Inclusive Plan**

**General Education**

- Course of Study
- Vocational opportunities
- College and career exploration
- Employment

**Special Education Services**

- Measurable IEP goals/objectives
  - for specific skill building
- Specially designed instruction
- Related services
- Specialized services needed to access the high school and community opportunities

NEW YORK STATE EDUCATION 34

---

---

---

---


---

---

---

---

**The Transition Planning Form** provides the IEP Team and others a form to consistently document the student's entire transition discussion.



NEW YORK STATE EDUCATION 35

---

---

---

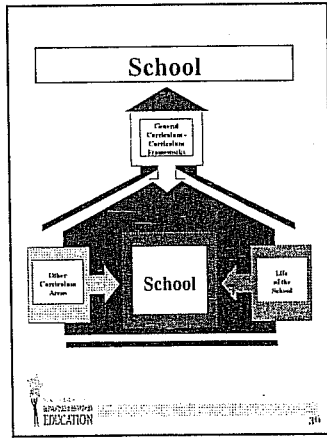
---

---

---

---

---




---

---

---

---

---

---


---

---

*Using The Transition Planning Form*

**Post-Secondary Vision:**  
**This section should correspond with the vision statement on IEP 1.**

In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/training, employment, and adult living.



37

---

---

---

---

---

---

---

---

---

---

**Action Plan:**

- Outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision.
- Indicate how Special Education/ General Education, family members, adult service providers or others in the community will help the student develop the necessary skills.



38

---

---

---

---

---

---

---



---

---

---

*Using The Transition Planning Form*

**Instruction:**  
 Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?

39

---

---

---

---

---

---

---

---

---

---

*Using The Transition Planning Form*

**Employment:**  
Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?



INSTITUTION OF EDUCATION 40

---

---

---

---

---


---

---

---

*Using The Transition Planning Form*

**Community Experiences/ Post School Adult Living:**  
Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?



INSTITUTION OF EDUCATION 41

---

---

---

---

---

---

---

---

*Using The Transition Planning Form*

**Disability Related Needs:**  
**This section should correspond with the goals on IEP 4.**

Identify the skills (disability related) that require IEP goals and/or related services. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

INSTITUTION OF EDUCATION 42

---

---

---

---

---

---

---

---

Transition Planning



Transition Planning is a whole school, family, student, and community activity.

---

---

---

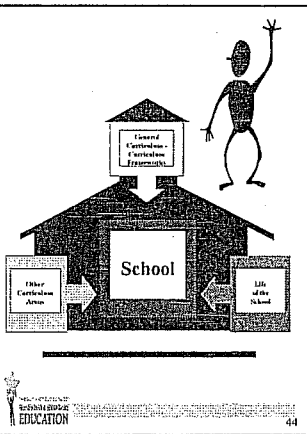
---

---

---

---

---



---

---

---

---

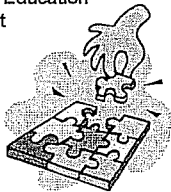
---

---

---

---

Individualized Education Program, Transition Planning Form, the General Education Environment and the Life of the School



All of the Pieces Fit Together

---

---

---

---

---

---

---

---

