

Parent Involvement in Special Education: The IEP



The START Project is a collaboration of the
New Jersey Department of Education Office of Special Education (NJOSE)
and Statewide Parent Advocacy Network (SPAN)
Funded by IDEA Part B funds

What SPAN Provides

- TRAINING
- TECHNICAL ASSISTANCE
- INFORMATION
- SUPPORT

...to parents of children with disabilities and special health and emotional needs, or who are at risk of inappropriate classification.

START Project

TOGETHER! **Families Can Make A Difference**

**Improve Special Education Programs & Services
Improve Student Outcomes**

- Assistance is available for schools and districts and for parents and parent leaders to enhance family engagement to improve outcomes for students with disabilities.

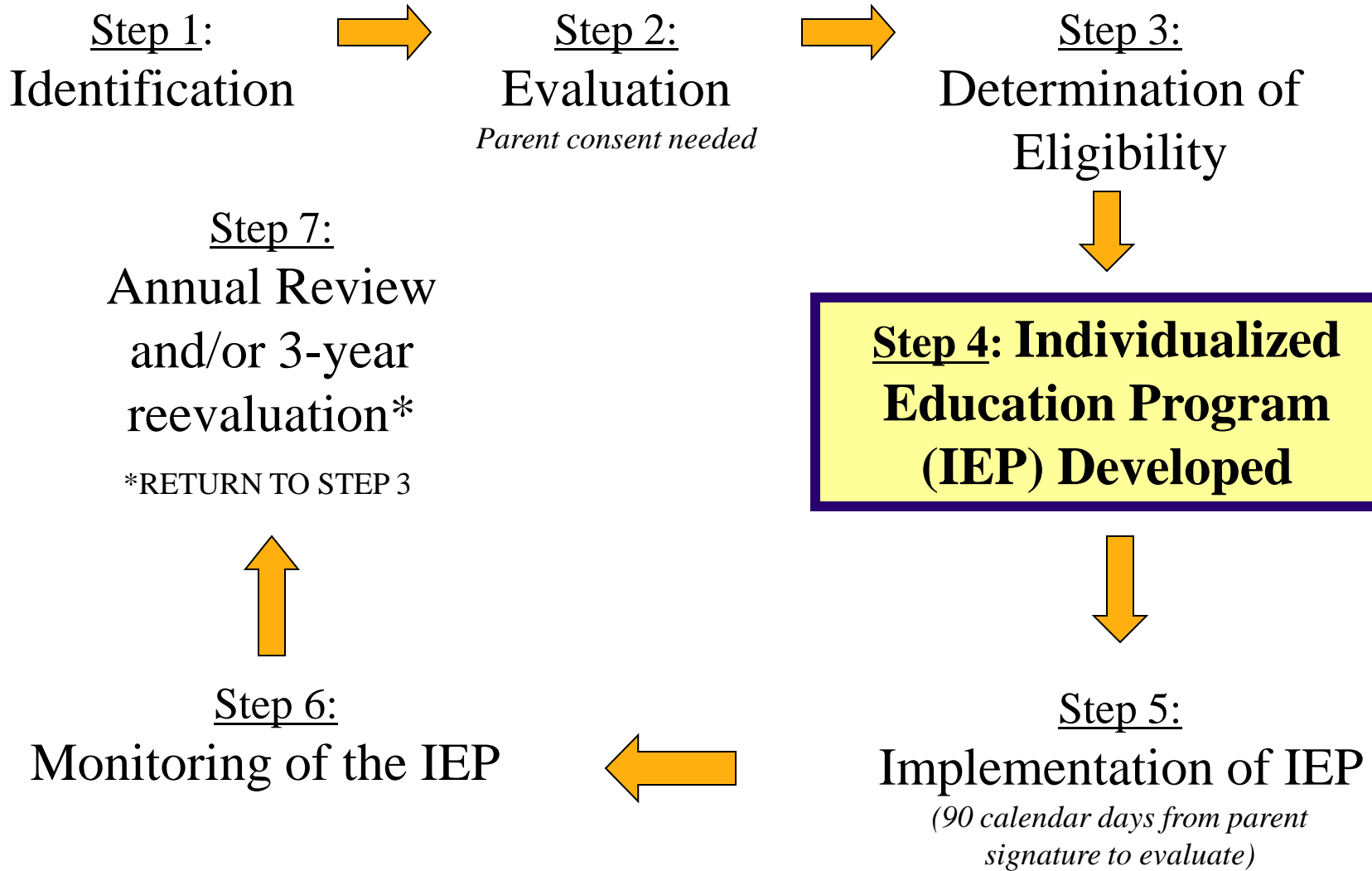


Workshop Overview

As a result of this workshop, you will:

1. Be able to identify the essential components of an IEP.
2. Be better prepared to effectively participate in the development and monitoring of your child's IEP.
3. Know how to address IEP concerns/ issues in a positive way.

Special Education Delivery Cycle



What is an IEP?

- Road Map to your child's education.
- Process
- Product
- Primary mechanism for parental participation in the special education cycle.
- Agreement between the local school district and parents to provide required services

Who Develops the IEP?

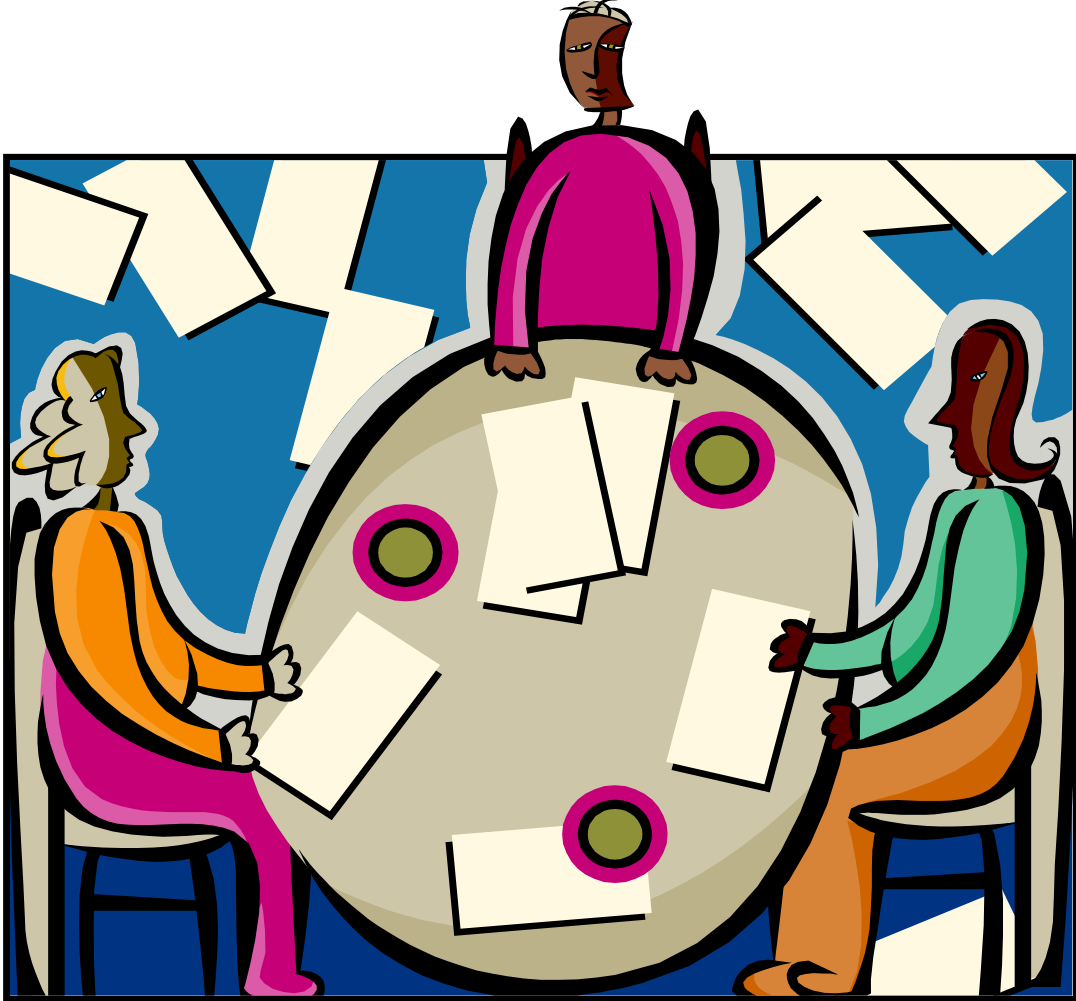
THE IEP Team

- Parent
- **Child as appropriate**
- Case Manager*
- General Educator
- Special Educator
- Other specialists, as needed
- Agency representative/
someone to commit agency resources
- Someone to interpret
evaluation results



**Note: Under State Code, Case Manager must be a Child Study Team member and must participate on IEP Team*

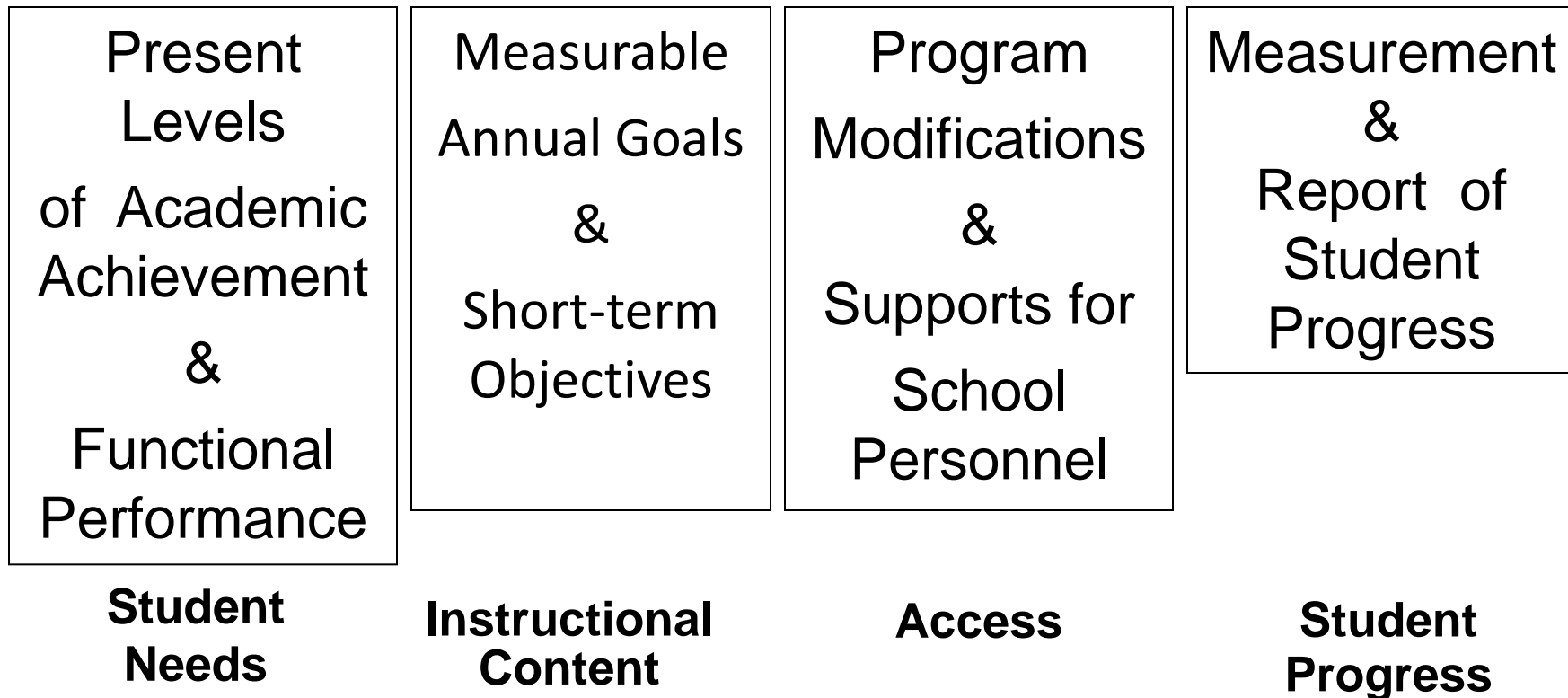
Establishing a Collaborative Team



Building Partnerships

- **Establish** a working relationship
- **Support** shared decision-making
- **Promote** joint responsibility
- **Develop** direct & clear communication
- **Encourage** mutual respect

IEP Development

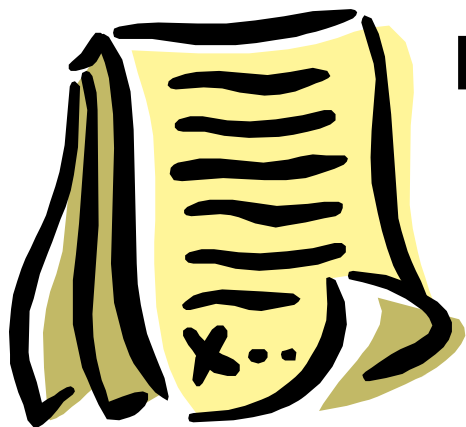


Preparing for the IEP Meeting

- Gather and Review Information
 - Current work
 - Current IEP
 - Progress reports
 - Home/school communications
- Talk with your child about school
- Observe the class(es)
- Make a list of your child's strengths and needs
- Make a list of goals you'd like your child to achieve

IEP DEVELOPMENT

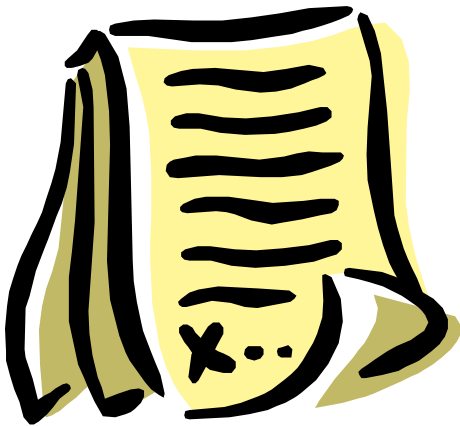
1. Present Levels of Academic Achievement and Functional Performance:



- Includes how child's disability affects involvement and progress in general curriculum
- Current, Objective, Measurable, Understandable
- Academic and non-academic areas affected
- Includes student's strengths, parental concerns
Includes every area of need (link to annual goals and objectives)
- For preschool age children, how disability affects participation in appropriate activities

IEP DEVELOPMENT

2. Measurable Annual Goals and Short Term Objectives:



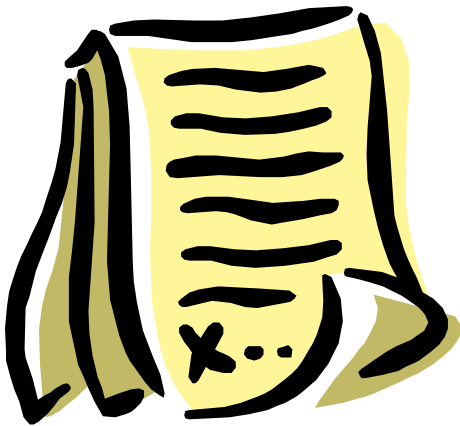
- Should be related to the child's needs so the child can be involved and progress in the general curriculum
- Other educational needs that result from the disability

Developing Goals & Objectives

- Goals: Long-range plans
- Objectives: Intermediate steps necessary to reach the goal
- A well written goal is:
 - A positive statement that describes an observable event
 - Based upon present levels of performance with appropriate short-term objectives

IEP DEVELOPMENT

3. Program Modifications and Supports for School Personnel:



Special Education, Related Services and Other Supports & Services for the child to:

- Advance toward annual goals
- Progress in general curriculum
- Participate in extra-curricular activities and non-academic activities
- Be educated and participate with children who do not have disabilities

Special Education

- Special Education services includes specially designed instruction or supplementary aids & services.
- Defined roles and responsibilities in implementation of IEP
- Instructional strategies

Service Definitions Under IDEA

- Special Education & Related Services:
 - New language added to IDEA “based upon peer-reviewed research to the extent practicable.”
 - Parents can use this language to discuss recommendations for services and placements that are not appropriate, or to request other services and placements that are research-based

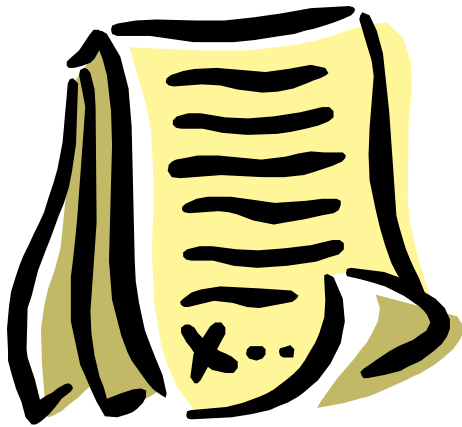
Related Services

“Transportation and such developmental, corrective, or other supportive services as are required to assist a child with a disability to benefit from special education.”

- Term includes:
 - Speech-language pathology and audiology
 - Psychological services
 - Physical and occupational therapy
 - Recreation, including therapeutic recreation
 - Counseling including rehabilitative counseling
 - Orientation & mobility services
 - Medical services for diagnostic or evaluation purposes
 - School health services
 - Social work services
 - Parent counseling and training

IEP DEVELOPMENT

4. Measurement & Report of Student Progress:



- A statement of how progress toward annual goals will be measured
- A Statement of how parents will be informed of progress, at least as often as report cards are sent out, including extent to which progress is sufficient to achieve goals by end of year



COMMUNICATION

Listening ↔ **Speaking**

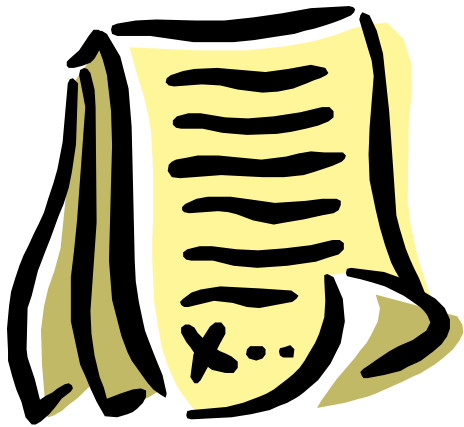


ACTIVE LISTENING

- Seek first to understand...then to be understood
- Keep the focus on the other person
- Attend with care and empathy
- Demonstrate understanding

Using active listening and effective communication strategies is one of the best ways to build strong partnerships.

Required Components



- Transition Plan
- Assessment
- Behavior Intervention Plan
- Student Needs
- Placement in the Least Restrictive Environment

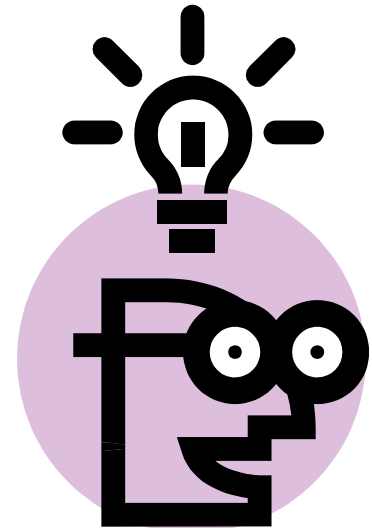
IEP Resources

NJ Inclusion Resources for Families

http://www.njcdd.org/InclusiveEducation/inclusion_resources.pdf

IEP/LRE Documentation Checklist

Check it out!



IEP Implementation

PARENTAL CONSENT:

- You must consent to the initial IEP before it can be implemented
- Subsequent IEP's do not require parental signature for implementation
- If you do not consent to the IEP, the district no longer has the obligation to provide FAPE
- Parents can “withdraw” consent for services



Annual Review

- Every year the IEP Team meets to review the past year and develop an IEP for the upcoming school year
- Every three years the IEP Team meets to determine whether the student continues to be eligible for special education services
- **REMEMBER- THE STUDENT IS PART OF THE IEP TEAM!**



STUDENT INVOLVEMENT

**“Nothing about me
without me.”**



Thank You
for joining us for this presentation

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