

Answers**4**Families.org



PTI & Answers4families Webinar

Informational Sessions from the convenience of
your Office or Home – 12:00pm or 8:30pm

Presented by PTI Nebraska
Guest Speaker – Jenn Miller
PTI Specialist

Understanding the IEP

Parent Training and Information Nebraska

PTI Nebraska is a statewide resource for families of children with disabilities and special health care needs.

PTI Nebraska's staff are parent/professionals

PTI Nebraska conducts relevant workshops across the state.

PTI Nebraska has printed and electronic resources available at no cost.

PTI Nebraska encourages and supports parents in leadership roles locally and statewide.





Family to Family Health Information Center

PTI NEBRASKA IS THE HOME OF
NEBRASKA'S FAMILY TO FAMILY
HEALTH INFORMATION CENTER

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Thank you to Our Partner

Answers  **Families.org**

Special thanks to
Answers4families in providing
the website connection allowing
PTI Nebraska to share
information with families and
professionals
free of cost.

Answers Families.org

Check out

answers4families.org

For more information about children with special healthcare needs and/or disabilities:

Self-Assessments for Services

Discussion groups

Ask an Expert

Ask Rx

Nebraska Resource & Referral System (NRRS)

- A state wide system to locate services in your area by
- State, county, city or zip code.

Focused on Families

As the Parent Training and Information Center for Nebraska, our goal is to inform families of the systems and resources that serve their children.

It is important for professionals to know about the information we share with families. We value their participation in the webinars.

Webinar Information

Please ask questions to guide your learning.

- Open the chat box on your computer for questions or comments or
- Email questions to nbaker@pti-nebraska.org for answers after the presentation

Documents are available

- All handouts will be emailed following final presentation

Certificate of Attendance is available

- Emailed to all registered participants



Understanding the IEP

PRESENTED BY PTI NEBRASKA

Individualized Education Program

- I.D.E.A. Part B— Federal law that governs special education and related services for school-aged children with disabilities (including preschool)
- Rule 51 – Nebraska Department of Education Special Education regulations
- An Individualized Education Program (IEP) is a process and a written document that describes a child's educational needs, identifies goals and objectives to work on at school, and lists the educational supports and services to be provided to meet those goals



Individualized Education Program

- School must provide Free Appropriate Public Education (FAPE)
- Must be individualized to meet each child's unique educational needs, both academic and functional
- Can include specialized instruction which is specially designed for the child to help learn different skills and knowledge
- Can include related services based on the child's needs

IEP Development Process

- Identify the child with a disability (referral)
- Parents give school consent to evaluate
- Child is evaluated by Multidisciplinary Team (MDT) to determine present level of performance (needs, deficits, strengths, abilities). The evaluation process can take 45 school days to complete
- The child is evaluated in all areas related to the suspected disability and the team will utilize different assessments and tools in gathering information about your child. Parent input is included



IEP Development Process



- It's important that the evaluation is a clear, accurate picture of the child as it provides the foundation upon which all other decisions in the IEP will be made
- Educational needs that are considered:
 - Academic performance
 - Cognitive abilities
 - Functional skills (e.g. communication, behaviors, social development, self-help, organizational, socio-emotional, speech-language, motor skills)

Did You Know?

- Once a student is on an IEP, a reevaluation must happen once every three years to see if he or she still qualifies for special education services. (That is unless the parent and school agree it's unnecessary in writing)
- The reevaluation can happen earlier than the three year mark for various reasons
- It may not occur more than once a year (unless parents and school agree)
- Can be requested by parents or teacher
- Can be a full MDT reevaluation or just specific areas of concern

- A parent can disagree with the results of the evaluation completed by the school and ask for an Independent Education Evaluation (IEE) to be completed
- This is a "second opinion" evaluation paid for by the school
- It is completed by an outside source not employed by the school district. IEE provider information is provided by the school
- Parents are responsible for setting it up
- Only one IEE is allowed each time the school district conducts an evaluation that the parent disagrees with

Did You Know?

Did You Know?

- Upon request, the school can either say yes and provide the info or say no and then initiate a hearing to show it's own evaluation is appropriate
- The results of the IEE must be considered by the school
- Any evaluation that a parent obtains at their own expense must also be considered as long as it meets the school's evaluation criteria
- IEEs and private evaluations do not take the place of or carry more weight than the school's evaluation
- Schools do not have to base decisions off of the IEE or private evaluation results, they only need to "consider" them

IEP Development Process

- Determination is made on child's eligibility for special education and related services based on the school's comprehensive evaluation data
- Outside evaluation information shared by the parent must be "considered" in the IEP process as long as it meets the school district's approved criteria





IEP Development Process

- After eligibility is determined (MDT meeting), the IEP team must meet to develop the IEP within 30 days of the determination
- IEP development includes:
 - Developing goals/objectives
 - Determining appropriate supports and services, placement, and instruction

Verification Categories

There are 13 eligibility categories in the verification process

- | | |
|---------------------------|--------------------------------|
| • Autism | • Orthopedic Impairment |
| • Deaf-Blindness | • Other Health Impairment |
| • Developmental Delay | • Specific Learning Disability |
| • Emotional Disturbance | • Speech-Language Impairment |
| • Hearing Impairment | • Traumatic Brain Injury |
| • Intellectual Disability | • Visual Impairment |
| • Multiple Impairments | |

*For more information on the 13 categories, see NDE Verifications Guidelines Technical Assistance Document, <http://www.education.ne.gov/sped/technicalassist/verificationguidelines.pdf>



IEP Team Members

Required:

- One or both parents or guardians
- Regular Education Teacher (at least one)
- Special Education Teacher (at least one)
- Representative from Local Education Agency (school district) who can commit district resources
- Person who can interpret the evaluation results

May include:

- Other individuals at the discretion of parents
- The child with a disability (when appropriate)
- Related service professionals (as needed)

Did You Know?

- An IEP team member can be excused for all or part of the IEP meeting if the parents and the team agree, in writing, that his or her presence is not necessary because their area of the curriculum or related service is not being discussed or modified at the meeting
- In the event that the team member's specialty area is being discussed or modified, he or she can still be excused for all or part of the meeting if the parents and team agree in writing AND if the member submits written input prior to the meeting

Placement Decisions

- Made by the IEP team, which includes parents or guardians
- Based on evaluation data and documentation of needs, supports, and services, not based on availability
- Determined after the IEP is developed by the team
- Decided after the team determines what the students Least Restrictive Environment (LRE) is
- This is where the student can successfully work on his/her goals - academic and functional skills such as behaviors, social skills, and socio-emotional learning



Least Restrictive Environment (LRE)

- A student with a disability should have the opportunity to be educated with non-disabled peers, to the maximum extent appropriate, where the supports, supplemental aids, and services allow the student to be educated satisfactorily in the general education classroom
- If a student cannot be educated satisfactorily in general education, the student can be removed and a continuum of alternate placements options should then be considered



What Must Be Included in the IEP?

- Present Levels of Performance (PLOP)
- Measurable annual goals
- Information on child's progress
- Statement of supports and services
- Participation statement
- Assessment information
- Projected dates for services
- Transition services
- Extended School Year (ESY) Services

Present Levels of Performance

- Describes how disability affects the student's participation in general education and other appropriate activities
- Includes data and documentation on academic and functional performance – identifies current deficits and challenges as well as strengths, abilities, and learning styles
- Describes and prioritizes the child's needs that will be addressed in the IEP
- Helps establish a baseline of information that serves as a starting point for developing appropriate goals and objectives

- Based on student's documented needs and current level of performance
- Addresses the student's areas of needs/deficits and how those deficits impact the student's ability to participate and progress in the general curriculum
- Describes what the IEP team wants the student to accomplish within the 12 month time period through being provided specially designed instruction and related services (if needed)
- Ask "What knowledge and skills does the student need to learn? What does the student need to do?"

Measurable Annual Goals

Measurable Annual Goals

- Should be specific, measurable, meaningful, and able to be monitored/observed
- Provides a way to determine whether the expected outcomes are being met, and if the instruction, supports, services, and placement are appropriate for the child and their individualized needs
- May include short-term objectives



Information on Progress



- IEP should specify how the student's progress toward meeting the annual goals will be measured (the criteria, tool, or procedure being used, when, and by who)
- Periodic reports on the progress the student is making toward meeting the goals is provided to the parents or guardians at least as often as reports are provided for general education students
- If not automatically included, parents or guardians should request the calculated data on the progress made towards the goals to be included on every progress report

Information on Progress

- In order for the IEP team to revise the IEP to address any lack of expected progress towards the goals, and in the general education curriculum (if appropriate), the progress reports should include the student's baseline or starting point, where they are currently performing at, and what the expected outcome is supposed to be



Statement of Supports and Services

Statement of Supports and Services
(to be provided to the student based
on his or her need);

- Special education services
- Related services
- Supplementary aids
- Accommodations, modifications, and supports

Statement of Supports and Services



And a statement of program
modifications and supports for school
personnel that will be provided to
enable the student to:

- Advance appropriately towards achieving goals
- Be involved and progress in general education curriculum
- Participate in extra-curricular and nonacademic activities
- Be educated and participate with nondisabled children and other children with disabilities

Did You Know?

Special education means Specially Designed Instruction (SDI), provided at no cost to the parent, to meet the unique needs of the student



SDI means the school can adapt the content, delivery of instruction, or methodology being used as appropriate to address a student's needs that result from their disability, and to ensure access to the general curriculum

Participation Statement

- The IEP should explain if the student will not be participating with nondisabled peers in general education class and other activities.
- The amount of time in and out of the general education setting should be specified



Assessment Information

- The IEP should explain any accommodations the student will receive on state and district-wide assessments, and if the student will take an alternate assessment instead of a regular assessment



Projected Dates

- What services and modifications will be provided and by who
- When services and modifications begin and end as well as:
 - Frequency – how often during the week, month, quarter, or semester
 - Location – where the services will be provided (e.g. in the general education classroom, pull-out to a different classroom)
 - Duration - how long it will last (e.g. 30 minute speech session, 15 minute conversation with counselor)



Transition Services



- Starts when the student is 16 years old, or younger (14) if deemed appropriate by the team
- A coordinated set of activities oriented toward producing results
- Activities must address academic and functional skills
- Should include appropriate goals and supports to address future goals and dreams relating to:
 - Postsecondary education
 - Employment (integrated and supported)
 - Vocational training
 - Independent living
 - Community participation

Transition Services

- Based upon the individual student's needs and must take into account their strengths, preferences, and interests
- The IEP team develops the transition plan and the student must be invited to any IEP meeting when transition services are being discussed
- Representatives of other agencies should be invited to the IEP meeting (Nebraska VR, DHHS-DD, university/college personnel, etc.)



Transition Services

The goals are:

- based on age-appropriate assessments
- developed to represent the steps that need to be taken while the student is still in high school to get ready for achieving the post-secondary goals after high school
- supported by different supports and services the student needs to help them achieve the goals such as:
 - specific instruction
 - related services
 - community experiences
 - the development of employment and other post-school adult living objectives
 - acquisition of daily living skills if appropriate

Extended School Year Services

- Every student on an IEP must be considered for ESY services
- Provided if the IEP team determines this necessary for FAPE
- Key factors looked at are regression and recoupment of critical life skills, and emerging skills or break-through opportunities
- Services are provided beyond the regular school year during the summer
- Focus is on maintaining current skill levels
- No cost to parents
- Transportation can be provided

Individual Healthcare Plan & the IEP

Individual Healthcare Plan (IHP)

- For students who need skilled medical care at school
- Written by an RN with family and school administration
- Needed for medical safety of the students who needs care

IHP is named and referenced in the IEP

IHP can assist to resolve issues with the IEP if medical care is needed

Talk with the school nurse & school administration about how the IHP

PTI has an IHP booklet – call and ask for it.

What Must Be Considered in the IEP?

- Student's strengths and parent concerns
- Recent evaluation results (academic, developmental, and functional needs)
- Positive Behavioral Interventions & Supports (PBIS) and other strategies to address any behaviors that impede a student's learning or that of others





What Must Be Considered in the IEP?

- The language needs of the student
- Braille instruction for a student who is blind or visually impaired
- The communication needs of the student
- Assistive technology devices and services (based on need)

Other Possible Services

- Routine checks of hearing aids and external components of surgically implanted medical devices
- Adapted/specially designed physical education services
- Assistive technology devices or services, or both



Other Possible Services

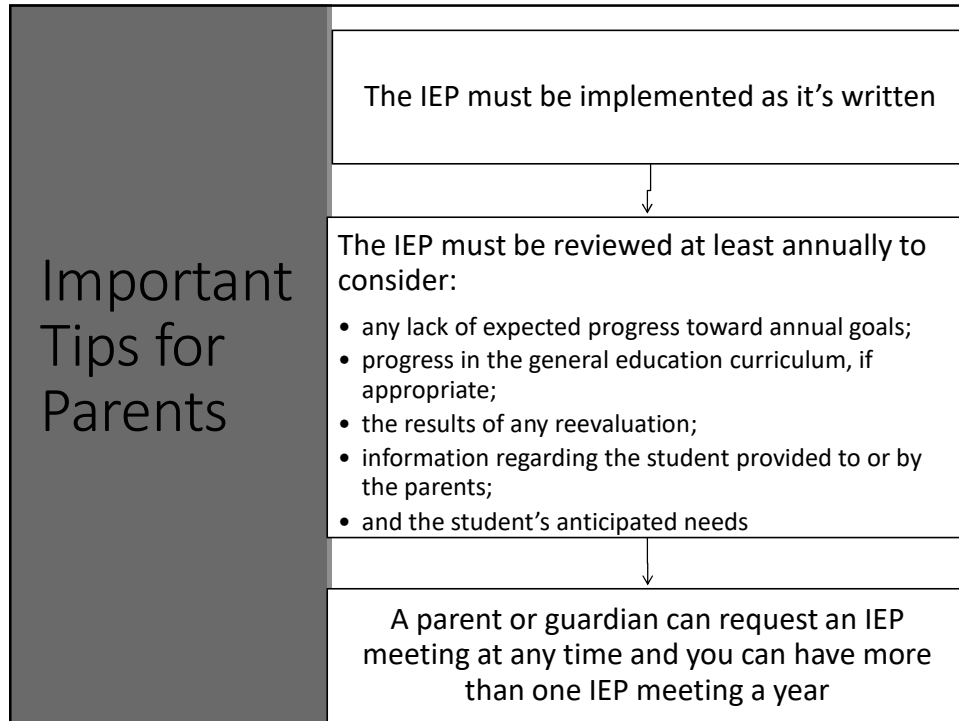
- Accommodations, modifications, supplementary aids and services (determined appropriate and necessary) to enable a student to have equal opportunity for participation in nonacademic and extracurricular services and activities
- Students may not be excluded from these services and activities on the basis of their disability
- Activities and services may include: counseling services, athletics, health services, recreational activities, transportation, special interest groups, and school-sponsored clubs



Important Tips for Parents



- The student's IEP must be accessible to every school personnel who is responsible for its implementation
- Every teacher and service provider must be informed of their specific responsibilities related to the student's IEP.
- All decisions about the supports, accommodations, and modifications that are provided to the student must be written down and documented in the IEP



Important Tips for Parents

- You are considered an expert on your child and you are an equal partner in your child's education
- Decisions should be based on data. Ask for the data and documentation that is being used in the discussion and decision-making process
- You have the right to disagree with any part of the IEP. Work with the team to problem-solve and compromise. If you and the school are not able to come to an agreement, you have dispute resolution options available to you to help resolve disputes

Important Tips for Parents



- Ask open-ended questions to help get the IEP team communicating and collaborating with each other more and so you understand the IEP better
- Three important questions:
 - What interventions/strategies are we currently using to address my child's _____ need?
 - How effective are they? (Ask for data)
 - What other interventions/strategies can the team implement to address my child's _____ need?

Resources

- PTI Nebraska – www.pti-Nebraska.org
- Nebraska Department of Education – www.education.ne.gov



Thank
You!

Thank you for attending this training.
Your time is appreciated.

Please complete the [evaluation form](#).
We really appreciate your feedback!

If you have any additional questions,
please contact PTI-Nebraska. Our main
line is 402-346-0525 and our toll-free #
is 1-800-284-8520. You can also email us
at reception@pti-nebraska.org.

Have a great day and
keep advocating on!



THANK YOU

Jenn Miller
jmiller@pti-nebraska.org
402-346-0525 - office
800-284-8520 – toll free



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For More Information
Contact:

Nina Baker

PTI Nebraska

402-403-3908

800-284-8520

nbaker@pti-nebraska.org



Evaluation

~~Please complete the evaluation when it arrives in your email tomorrow~~

You will receive handouts and the presentation by email

Future funding and support of PTI Nebraska programs benefit from your honest evaluations

Changes to programs come through comments on evaluations

<http://www.surveymonkey.com/s/PTIwebinar>