



Figure 1: 300 x 225 - friendshipcircle.org

ABC's of IEP's

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About your Presenters

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Goals for this workshop

- ▶ **Define IEP**
- ▶ Awareness of **Jargon** used in IEP's
- ▶ Understand the **components** of the IEP
- ▶ Know the **team** players
- ▶ **Preparing** for your IEP
- ▶ Hear some personal **stories**
- ▶ Understand your **Parental Rights**

What is an IEP?

- ▶ Individualized Education Plan (IEP)
 - ▶ Strategies that align professional practice and current legislation while meeting the individual needs of a student.
- ▶ School Act, section 168 (2)(a)
 - ▶ Ministerial Order - Individual Education Plan Order M638/95
- ▶ Identifies your child's learning needs, program adaptations and/or modifications and how progress will be measured.
- ▶ Is a living document - will evolve and change with your child
- ▶ Is reviewed regularly - typically at reporting times

Is IEP Jargon Overloading You?

My Own IEP

This word search will help familiarize you with individualized education program (IEP) terms. Two-word entries may appear on different lines.

L R S P S I S R Z E L J W Y C S L Z K J
I E P E W N I P S Y V A Q J A E A X O M
J S A J V G O W E Z E N G C S T I D Z E
R P E D H I T I W C O O C E Y F T I Z E
M O D T E I T F T I I O K T L N N S Z T
F N S Q N R B C T A M A I X H P E A Y I
E S V G O F S A E M C L L H D E D B E N
Q I Z L M H C H O J I I O H V O I I N G
M B A E F U U D I B B F F A H Z F L O Y
O I Y L D Q A N I P K O L I O A N I I K
V L Y E D T R G M X Q U W Z D N O T T K
B I F M I A I W S L A O G W N O C Y I T
D T B O W L Z N Y T Q R O T U X M E S S
J Y N R E S T R I C T I V E Y V R H N A
X S Z F U D G O A D V O C A C Y C M A E
F S S F W X N G I K G X T O W T I O R L
S B L F T W O A U U Z F S Q B T L V T H
O E O E Q V C S U L A U D I V I D N I E
S W J F B X J C T B J T D E K C F Z H Q
H W J J D I K N O I T A N I M R E T E D

ACCOMMODATIONS
DISABILITY
GOALS
LEAST RESTRICTIVE
OBJECTIVES
SELF DETERMINATION

ADVOCACY
EDUCATION
IEP
LEGAL
RESPONSIBILITY
SPECIAL EDUCATION

CONFIDENTIAL
ELIGIBILITY
INDIVIDUAL
MEETING
RESTRICTIVE
TRANSITION

DETERMINATION
EVALUATION
LEADERSHIP
MODIFICATIONS
RIGHTS

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Excerpted from *Getting the Most Out of IEPs: An Educator's Guide to the Student-Directed Approach* by Colleen A. Thoma Ph.D. and Paul Wehrman Ph.D.

Figure 2: 741 x 946 blog.brookespublishing.com

- ▶ When you hear “IEP” does it make you feel like you are experiencing a word puzzle? Do you feel like you have to search to find the answer?

Jargon Clarity

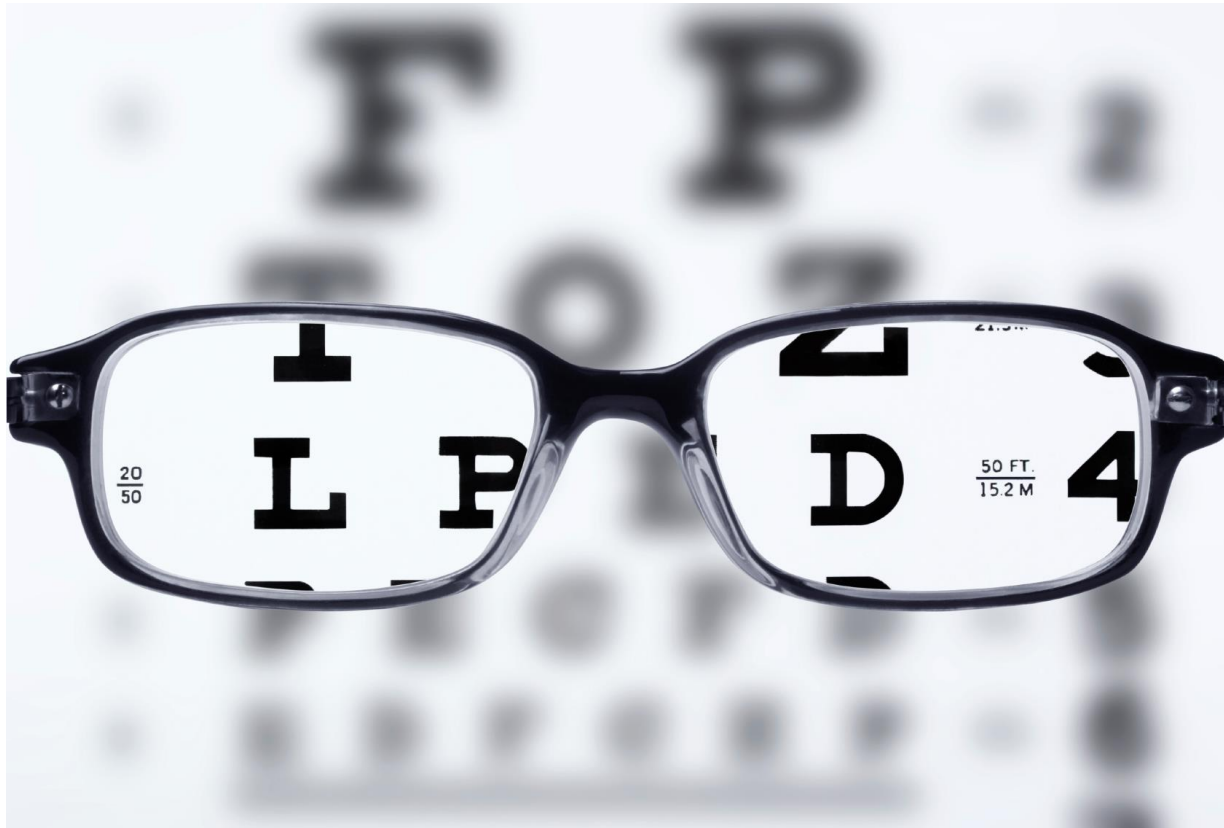


Figure 3: 1693 x 1134 Gretchinrubin.com

Team Players

- ▶ Parents
- ▶ Student
- ▶ School Staff
 - ▶ Classroom teacher, Resource Teacher
 - ▶ SEA
 - ▶ Principal
 - ▶ School Psychologist, Speech/Occupational Therapist, etc.
 - ▶ Special Ed District Staff
- ▶ Home Team
 - ▶ Service Providers
 - ▶ Support Person
 - ▶ Advocate



Figure 4: Prescriptionsforhappiness.com

Preparing for the IEP Meeting

- ▶ Your Goals for your child
 - ▶ Align home and school goals
 - ▶ What are your non-negotiables & flexibility
- ▶ School Form about your child
 - ▶ **Hint:** Ask them to send you the document electronically so you can save and edit from year to year
- ▶ You know your child
 - ▶ What are his/her strengths?
 - ▶ Concrete examples of success (strategies & environment)
 - ▶ Motivation & Reinforcement
- ▶ Invite Home Team Members
 - ▶ Inform the School who will be attending IEP meeting with you
- ▶ Collaborative Mindset - ready to work with team



Figure 5: 614 x391 simplepayroll.net

The IEP Meeting

- ▶ Plan for the meeting to last a minimum of one hour
 - ▶ Much beyond one hour people become less effective
 - ▶ Ask for an agenda
- ▶ Should happen typically in October
 - ▶ New Teacher needs time to learn about your child
- ▶ Start with Positives
 - ▶ What is going well at home and what is going well at school
- ▶ Review previous IEP
 - ▶ Celebrate Successes and Identify needs for change



Figure 6: 370 x 278 tumblrthis.tumblr.com

Components of an IEP - what to expect

▶ **Student Background**

- ▶ Demographics, Parent Info, Support Team, Diagnostic Info, Previous Assessments

▶ **Student Profile**

- ▶ Strengths & Interests, Needs & Challenges, Current Assessments, Current Services

▶ **Adaptations or Modifications**

- ▶ Curricular, Environmental, Social-Emotional, Other

▶ **Adjudication**

- ▶ Related to adaptations for writing provincial exams

▶ **Annual Goals and Objectives**

- ▶ Includes strategies & resources, current level, & measurement

▶ **IEP Review Date**

Measuring Goals and Objectives

- ▶ **Goal:** The purpose toward which an effort is directed; aim or desired result
 - ▶ Johnny will keep himself and his materials organized.
- ▶ **Objectives:** Efforts or actions intended to attain or accomplish a target-goal
 - ▶ Bring his agenda out of his backpack to his desk 90% of the time without prompt.
 - ▶ Write 1 item in his agenda daily with minimal prompting.
- ▶ **Strategies and Resources**
 - ▶ Put a stamp or sticker on the agenda when he successfully
 - ▶ Demonstration for first three weeks scaffolding to independence
- ▶ **Current Level of Performance**
 - ▶ Johnny is prompted 3 out of 5 days to get his agenda out of his backpack.
- ▶ **Method of Measuring**
 - ▶ Observation, Demonstrations, work samples, assessment tools, test

Your Parental Rights

Auton, SCC 2004

- ▶ The Supreme Court upheld the Lower Court (BC Supreme Court) finding that ABA is considered a “medically necessary” intervention for children with autism

Hewko v. B.C., 2006 BCSC 1638

- ▶ Duty to consult and meaningful consultation (throughout Hewko decision and Section 7 of the BC School Act)
- ▶ Instructional Control :means “enabling the child to maintain focus on whatever subject is to be learned”: para. 298 of Hewko.
- ▶ Need for consistency (Paragraph 58)

Moore v. B.C. 2012 SCC 61, [2012] 3 S.C.R. 360 .

- ▶ On November 9, 2012, the Supreme Court of Canada (SCC) handed down a landmark decision on disability rights. The Moore case establishes that students with disabilities are entitled to receive the accommodation measures they need to access and benefit from the service of public education. **The Court said that adequate special education is not “a dispensable luxury”** and further acknowledged that such measures serve as **“the ramp that provides access to the statutory commitment to education made to all children in British Columbia.”**

Tina's Personal Story

- ▶ **Hunter:** 11 years old, Autism Spectrum Disorder, Celiac Disease, SPD (Sensory Processing Disorder), Anxiety (PTSD)
- ▶ Educational journey moved from one of distrust and alienation to that of trust and inclusion.
 - ▶ Building trust and collaboration is key to success
- ▶ Preparing for the IEP is almost as important as the meeting itself.
 - ▶ Ask for a copy of the IEP draft
 - ▶ Communicate new information prior to IEP meeting
- ▶ **IEP Meeting**
 - ▶ Be prepared to listen to the school staff
 - ▶ Don't be afraid to advocate for your child's needs
 - ▶ Keep it child centred
- ▶ **Measuring IEP Goals**
 - ▶ Link to daily data sheets or simple daily communication sheets



Sherri's Personal Story

- Quinn: 6 years old, Autism Spectrum Disorder, Epilepsy, and Global Developmental Delay
- **IEP Preparation:**
 - Set an early meeting date
 - Involve full home and school team participants
 - Dissemination of diagnostic and assessment reports and flag pages
- **IEP Meeting:**
 - 1 hour, limit small talk and stay on task
 - Establish 4–5 domains and 2-3 goals per domain
 - Prepared in advance by BCBA/parents
 - BCBA largely led the meeting and kept participants on task with meaningful participation from all
- **IEP Implementation and Monitoring:**
 - Do not file your copy- treat it as a living document
 - Use case conferences to review
 - Ask school team members to review and provide feedback



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