Effective IEP Development

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Introductions

- About Me
- About the Matthew Reardon Center for Autism
  - School
  - Advocacy
  - Outreach
- About You

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Before we get started…

- What we **will** and **will not** focus on
- Acronyms & Jargon
- Volume, Pacing, etc.

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Agenda

- Autism and IEPs
- Reviewing the Document
- Writing Effective IEP Objectives
- Common Mistakes
- Questions

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IEPs & Autism

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DSM-5 Criteria

A. Persistent deficits in social communication and social interaction across multiple contexts…

1. Social-emotional reciprocity
2. Nonverbal communication
3. Developing, maintaining, and understanding relationships

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DSM-5 Criteria

B. Restricted, repetitive patterns of behavior, interests, or activities…

1. Repetitive movements/speech
2. Rituals & Sameness
3. Restricted interests
4. Reactivity to sensory input

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DSM-5 Criteria

C. Symptoms present early

D. Clinically significant impairment

E. Rule out ID and GDD

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Autism and IEPs

Autism is **NOT** an academic disability

- Social Communication
- Social Interaction
- Behavior

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Autism and IEPs

Focus should be on addressing these needs

- Many academic deficits are a byproduct of these areas of need

"River of Curriculum"

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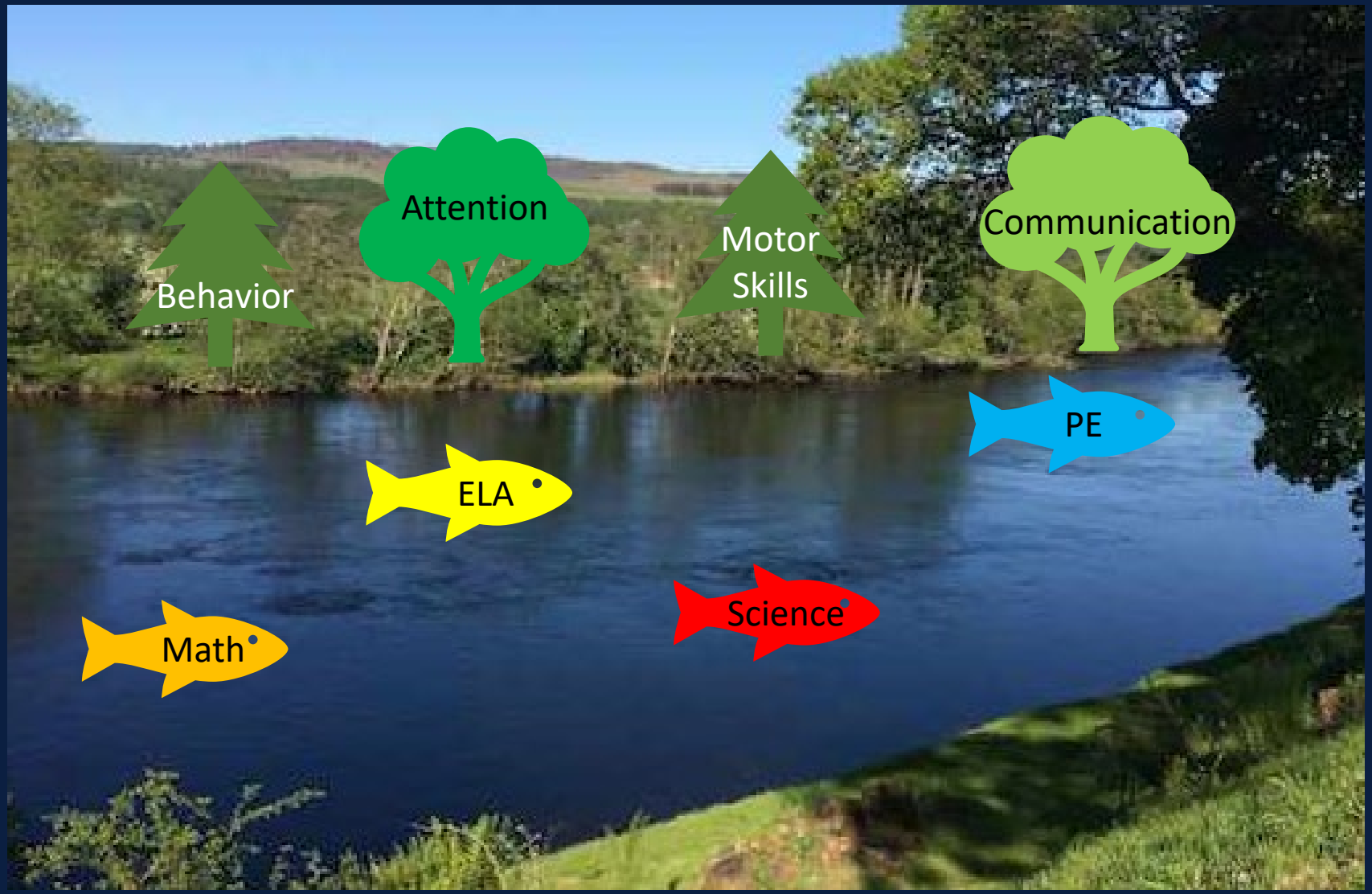

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The IEP Document

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Purpose

"…to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."

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Purpose

"…to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."

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The IEP Meeting

- Many schools develop IEPs beforehand
  - Present & mark as **DRAFT**
- IEP meeting is to develop the IEP
- Bring ideas for potential goals
- Ask questions

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The IEP Meeting

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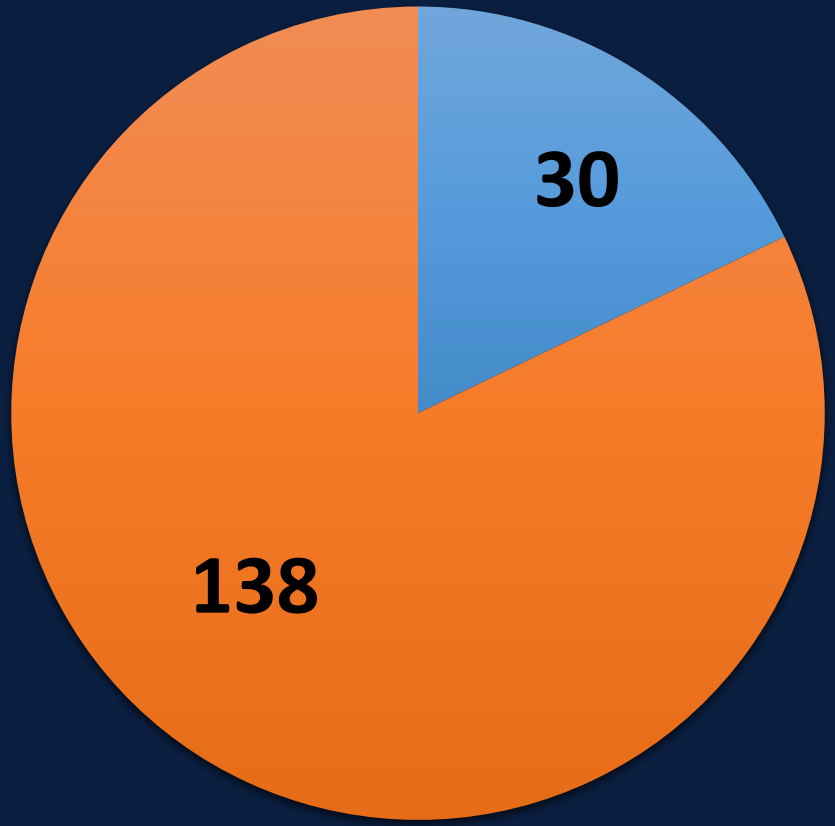
The IEP Meeting



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The IEP Meeting

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Student Info/Sign-in

- Student/family contact info (confirm at meeting)
- Members of IEP TEAM:
  - Parents
  - STUDENT
  - SPED Teacher
  - Gen. Ed. Teacher
  - School Administrator
  - OT, PT, SLP
  - Other professionals/agencies

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Present Levels…

Document baseline levels used in developing IEP

- Most recent evaluation
- State/District Assessments
- Strengths/Needs
- Parent Concerns
- Impact of Disability

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Recent Testing

- Results of most recent re-evaluation
- Placement Testing
- Standardized Testing
- Examples of test options

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Strengths and Needs

- Academic, Developmental, Functional
- Common to only focus on needs
- Common to only focus on academics
- Needs ⟶ IEP objectives

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Parent Concerns

- Usually blank prior to meeting
- Discuss concerns prior to meeting
- Concerns should be addressed through goals

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Vision Statement

TEAM's vision for next 1-5 years

- Move to LRE?
- Adult living?
- Employment
- Community Participation

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Impact of the Disability

- How does ASD affect progress with general curriculum
  - Communication
  - Social Skills
  - Behavior

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Special Factors

- Behavior (BIP)
- Limited English Proficiency
- Visual/Hearing Impairment
- Assistive Technology
- Alternative format

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Transition Plan

- Start Early!
  - Required by age 16 or 9th grade
- Develop long-term vision **with** student
- Involve any necessary individuals/agencies
- Update annually

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Transition Plan

- Develop Measurable Post-secondary Goals
  - Education & Training
  - Employment & Employability
  - Independent Living
  - Community Participation

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Goals and Objectives/Benchmarks

"What the Child Needs to Learn"

- Measurable
- Challenging yet attainable (one year)
- Address needs and concerns
- How will progress be reported?

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Accommodations

"How the Child Learns Best"

- Instructional
  - Visuals, classroom seating
- Testing
  - Extended time, Response Method, etc.
- Supplemental Aids/Services

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Accommodations

"How the Child Learns Best"

- Supports for School Personnel
  - Specialized training, Workshops, etc.
- Standardized Tests
  - Alternate/Modified Assessment?
  - Accommodations?

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Placement Options

"Special Education is a service, not a place"

- Where can Goals/Objectives and Accommodations be implemented?
- FAPE
- LRE

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Related Services

- Speech, OT, PT, Transportation
- Who will provide service?
- Where?
- How often?
- When will services start/end?

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Additional Sections

- Extended School Year
- Transportation
- Additional Info
- Notification of Meeting
- Parent Participation

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Writing IEP Objectives

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IEP Objectives should include:

Context

- When/Where will child demonstrate the skill, with who, etc.
- Examples:
  - Across 2 people and 2 settings…
  - During Community Outings…
  - When given a directive…

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IEP Objectives should include:

Skill: What will the child do?

- Should be observable and measureable
- Use clear, concise language
- Examples:
  - …will expressively identify his street address…
  - …will independently prepare a meal item…
  - …will remain seated during classroom instruction…

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IEP Objectives should include:

Performance Criteria

- What level of independence, accuracy, consistency, etc. is required for mastery?
- Examples:
  - …90% accuracy across 3 consecutive sessions.
  - …with one or fewer prompts.
  - …80% accuracy for 20 lessons.

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IEP Objectives should include:

# of Skills/Items for mastery (if applicable)

- How many successful attempts/completion levels needed?
- Examples:
  - …for 20 lessons.
  - …for 50 sight words
  - …for 4 new leisure activities

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"Stranger Test"

- Can someone unfamiliar with the student could read the objective and understand it?
- Example: "…will decrease anger…"
- Instead you could say "…*will speak to classroom staff without swearing…*"

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"Dead Man's Test"

- Can a dead man do it?
- Example: "…will sit in class without yelling…"
- Instead you could say "…*will complete work without yelling*…"

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Putting it all together

Do the following examples pass the test?

- Context, Skill, Criteria, Quantity
- Stranger Test
- Dead Man's Test

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Putting it all together

When shown an analog clock set to the half-hour, Tom will state the time with 80% accuracy over 5 consecutive sessions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When shown an analog clock set to the half-hour, Tom will state the time with 80% accuracy over 5 consecutive sessions.

✓Context

✓Skill

✓Criteria

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Putting it all together

Alex will demonstrate knowledge of figurative language (idioms, similes, metaphors) with 80% accuracy over 3 consecutive sessions

- ❑Context
- ❑Skill
- ❑Criteria
- ❑Quantity (if applicable)

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Putting it all together

Alex will demonstrate knowledge of figurative language (idioms, similes, metaphors) with 80% accuracy over 3 consecutive sessions

- ❑ Context
- ❑ Skill
- ✓ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

Brad will expressively identify the function of common objects with 80% accuracy over 3 consecutive sessions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

Brad will expressively identify the function of common objects with 80% accuracy over 3 consecutive sessions.

- ❑ Context
- ✓ Skill
- ✓ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

Billy will regulate his own emotions and behavior with teacher support when needed in 3 of 4 trials.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

Billy will regulate his own emotions and behavior with teacher support when needed in 3 of 4 trials.

- ❑ Context
- ❑ Skill
- ✓ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When given a model, Mary will imitate circular, horizontal, and vertical strokes with 75% accuracy over 3 consecutive sessions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When given a model, Mary will imitate circular, horizontal, and vertical strokes with 75% accuracy over 3 consecutive sessions.

✓Context

✓Skill

✓Criteria

✓Quantity

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Putting it all together

When given a topic, Grace will construct complete meaningful sentences using noun/verb agreement, helping verbs, and articles with 80% accuracy over 3 consecutive sessions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When given a topic, Grace will construct complete meaningful sentences using noun/verb agreement, helping verbs, and articles with 80% accuracy over 3 consecutive sessions.

✓Context

✓Skill

✓Criteria

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Putting it all together

Across 2 people and 1 setting, Matt will verbally respond to 10 "Wh-" (Who, What, Where) questions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

Across 2 people and 1 setting, Matt will verbally respond to 10 "Wh-" (Who, What, Where) questions.

- ✓Context
- ✓Skill
- ❑Criteria
- ✓Quantity

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Putting it all together

When presented with pictures of familiar people, Ryan will name the person with 90% accuracy and independence across 2 consecutive sessions for 12 pictures.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When presented with pictures of familiar people, Ryan will name the person with 90% accuracy and independence across 2 consecutive sessions for 12 pictures.

✓Context

✓Skill

✓Criteria

✓Quantity

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Putting it all together

When given a list of 20 Pre-K sight words, Kelly will recognize them with 80% accuracy and independence across 3 consecutive sessions.

- ❑ Context
- ❑ Skill
- ❑ Criteria
- ❑ Quantity (if applicable)

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Putting it all together

When given a list of 20 Pre-K sight words, Kelly will recognize them with 80% accuracy and independence across 3 consecutive sessions.

- ✓Context
- ❑Skill
- ✓Criteria
- ✓Quantity

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Putting it all together

- By 2/27/2020, after watching a teacher model of how to respect others' personal space (e.g. not moving one's desk to be closer to a peer without their permission, touching or moving too close to peers while on the rug), during an independent work activity, when sitting amongst peers…(e.g. on floor, at desk), (name) will remain in seat and refrain from inappropriate contact or movement into the personal space of those nearby (e.g. hanging on others, leaning too close, unwanted touching) for at least 10 minutes in 4/5 independent work activities

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Putting it all together

- By 2/27/2020, after watching a teacher model of how to respect others' personal space (e.g. not moving one's desk to be closer to a peer without their permission, touching or moving too close to peers while on the rug), during an independent work activity, when sitting amongst peers…(e.g. on floor, at desk), (name) will remain in seat and refrain from inappropriate contact or movement into the personal space of those nearby (e.g. hanging on others, leaning too close, unwanted touching) for at least 10 minutes in 4/5 independent work activities

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Common Mistakes

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"Cut and Paste" IEPs

- It's common to target the same skill for different students…
  - Change name
  - Change gender
- Don't use same IEP document for different students
  - Target different objectives during the same lesson

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Goals and Objectives

- Too many

- Can't realistically be implemented
  - Materials
  - Facilities
  - Opportunities

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Goals and Objectives

- Setting bar too high
  - Target pre-requisite skills first

- Easily attainable
  - Low criteria
  - Areas of strength

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Goals and Objectives

- Criteria aren't appropriate
  - 80% seems to be the default
    - Street Crossing?
    - Toileting?
  - Criteria = Chance
    - 50% for yes/no

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Goals and Objectives

- Objective relies on behavior of others

- Would require amendment to modify
  - Specify certain targets/curriculum

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Questions?

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