OPTIMIZING THE IEP THROUGH THE STRUCTURED COLLABORATIVE IEP PROCESS

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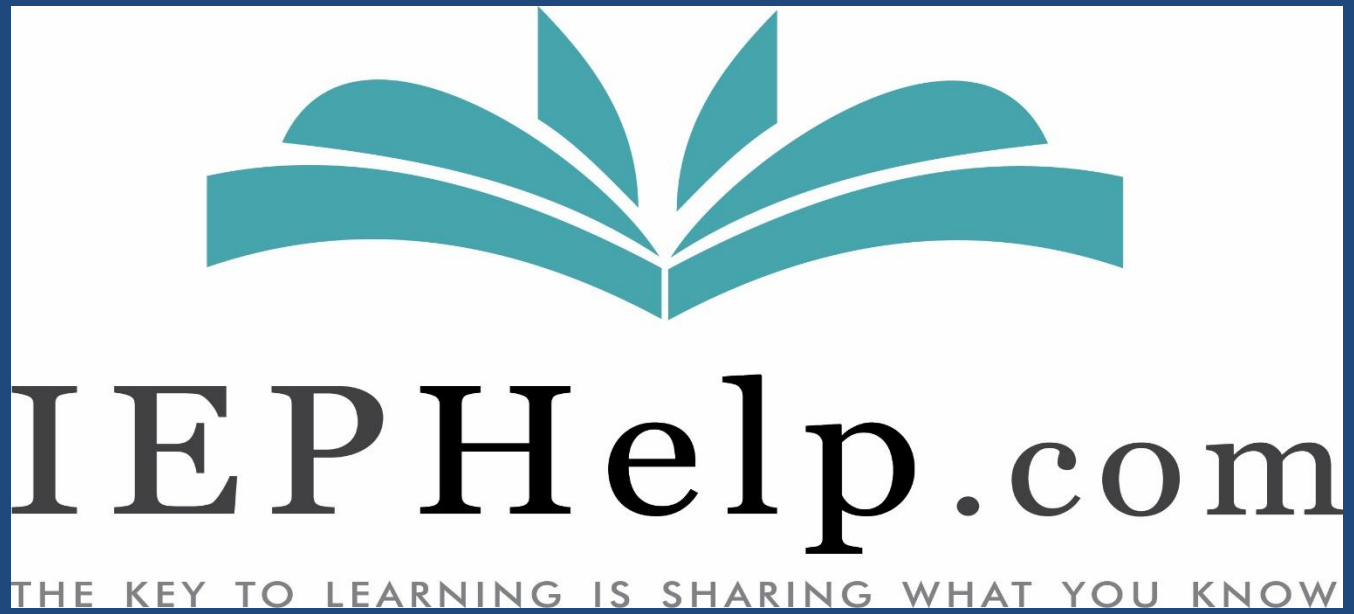


SCHOOL…

IS A PART OF WHAT DEFINES US AS CHILDREN…

We first begin to daily compare ourselves to ourselves

We begin to compare ourselves to others

PreK, K, elementary, middle school, high school, college and or work environment

IT'S WHAT WE DO THAT..

- Helps guide our children and students thru school and life
- Is how we approach our children with their problems and ours
- Does or does not support the learning of resiliency
- Models anger or frustration with them or their environment
- That makes the difference

Dear Mom and Dad and my teachers

Learning is tough for me. Reading is bad enough, but writing can be even worse. This is short because it wares me out to write my thoughts. I need your help. I don't need to be reminded of what I new and remebered yestrday. I didn't remeber it today. I don't find school work fun like you guys did. I don't feel as smart as you tell me I am. You remind me of how stupid I feel every time you say there were others with disabiltes like Enestine I am not Enstine I never will be. I am me.

I do need help but I'm in high school and am tired of asking for it and not being listned to when I tell you. It does not help. I'm tired of stuff like being called out to go to a room to take tests and sit there for an hour way after I am done because you put it in that IEP.

Dear Mom and Dad and my teachers

You did that without evn asking me if I needing or even wanted it. I feel so depndnt on you all now because I'm not sure what I really can do on my own.

I can't beleve that is what you really wanted for me because I know you care but that is where I am. I know you wanted the best for me, but you forgot what I needed and spent most of the time worrying about the IEP and not me. About acomodatins and not helping me.

I still need your help. Please talk with me and not to me.

TRUE STORY (IES)

I CAN HELP YOU IF…

BUT, WHAT IF…

IEP meeting members cooperated

in a

collaborative way

AND IF…

… the focus was only on the child's needs

BECAUSE…

…you knew that achieving collaboration stems from answering 6 key questions?

WHAT?

ONLY 6 QUESTIONS?

COLLABORATION

VS.

STRUCTURED COLLABORATION

COLLABORATION

- A group of people who work together
- Time spent on figuring out where to begin
- Time spent to figure out how to collaborate
- Unclear as to how to finish

STRUCTURED COLLABORATION

- A group of people who work together
- All know the steps to take
- Easy to implement and practice
- Question is posed and ALL reply
- Questions guide the team to product.

STRUCTURED COLLABORATION

Structured methods of collaboration encourage introspection of behavior and communication.

http://www.abitabout.com/Collaboration

We will be constructing small incremental steps of agreement

WRITING THE IEP

DEVELOPING AN IEP *THROUGH* ANSWERING *KEY* QUESTIONS *AS A TEAM*

STRUCTURED COLLABORATIVE IEP PROCESS

1. **What do we know?**
2. **Where do we need to go?**
3. **How will we get there?**

STRUCTURED COLLABORATIVE IEP PROCESS

4. How do we know we are getting there?
5. How do we know when we have arrived?
6. Where do we go from here?

DATA-WHERE HERE IS

- PSYCHOEDUCATIONAL EVALUATIONS
- INDEPENDENT EDUCATIONAL EVALUATIONS
- FORMAL TESTS
- INFORMAL TESTS
- FORMATIVE TESTS
- SUMMATIVE TESTS
- CLASSROOM WORK**********

BEHAVIORS

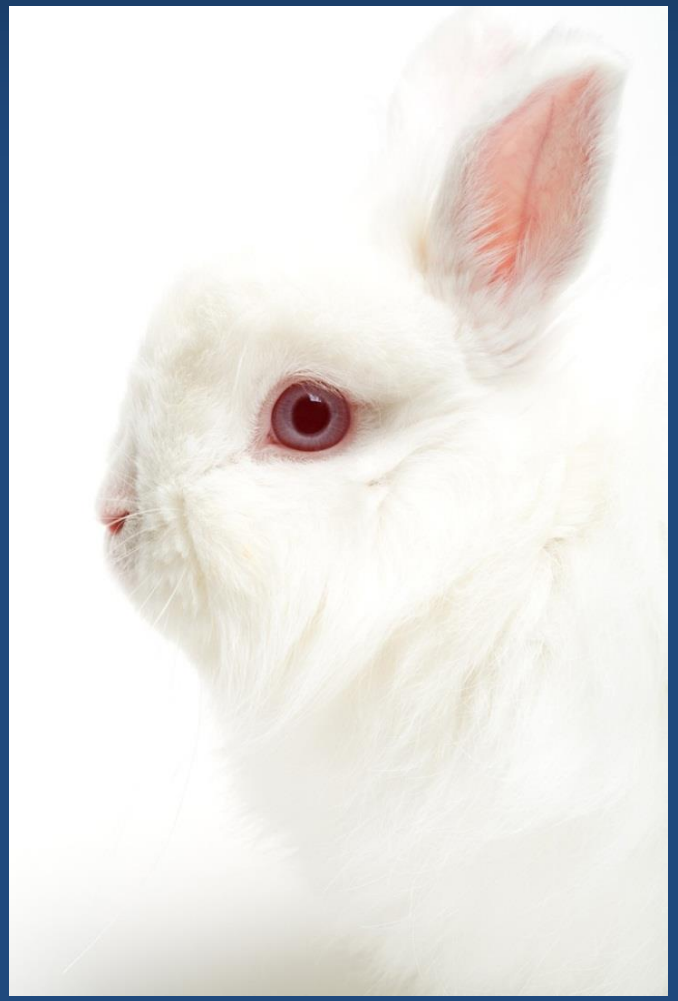
&

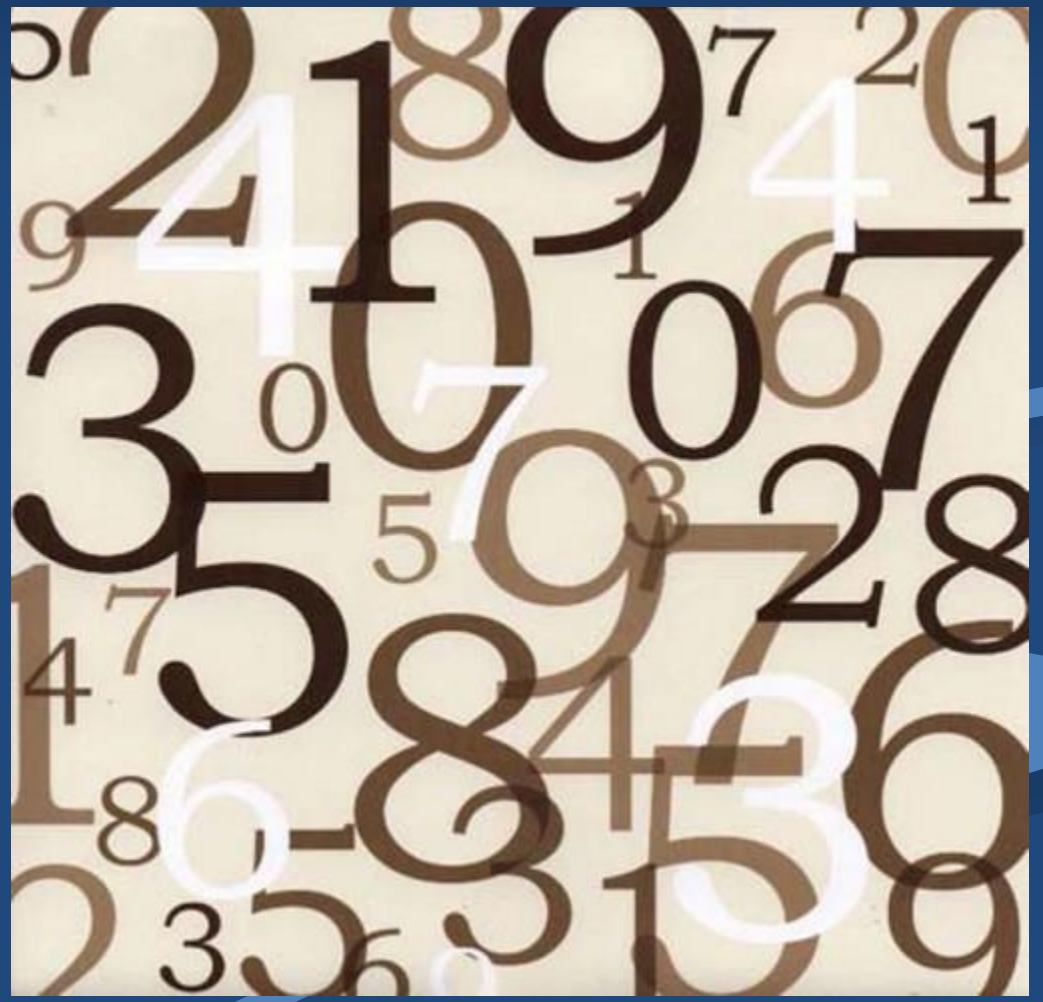
DATA

(AKA)

INFORMATION

FLUFF VS. STUFF

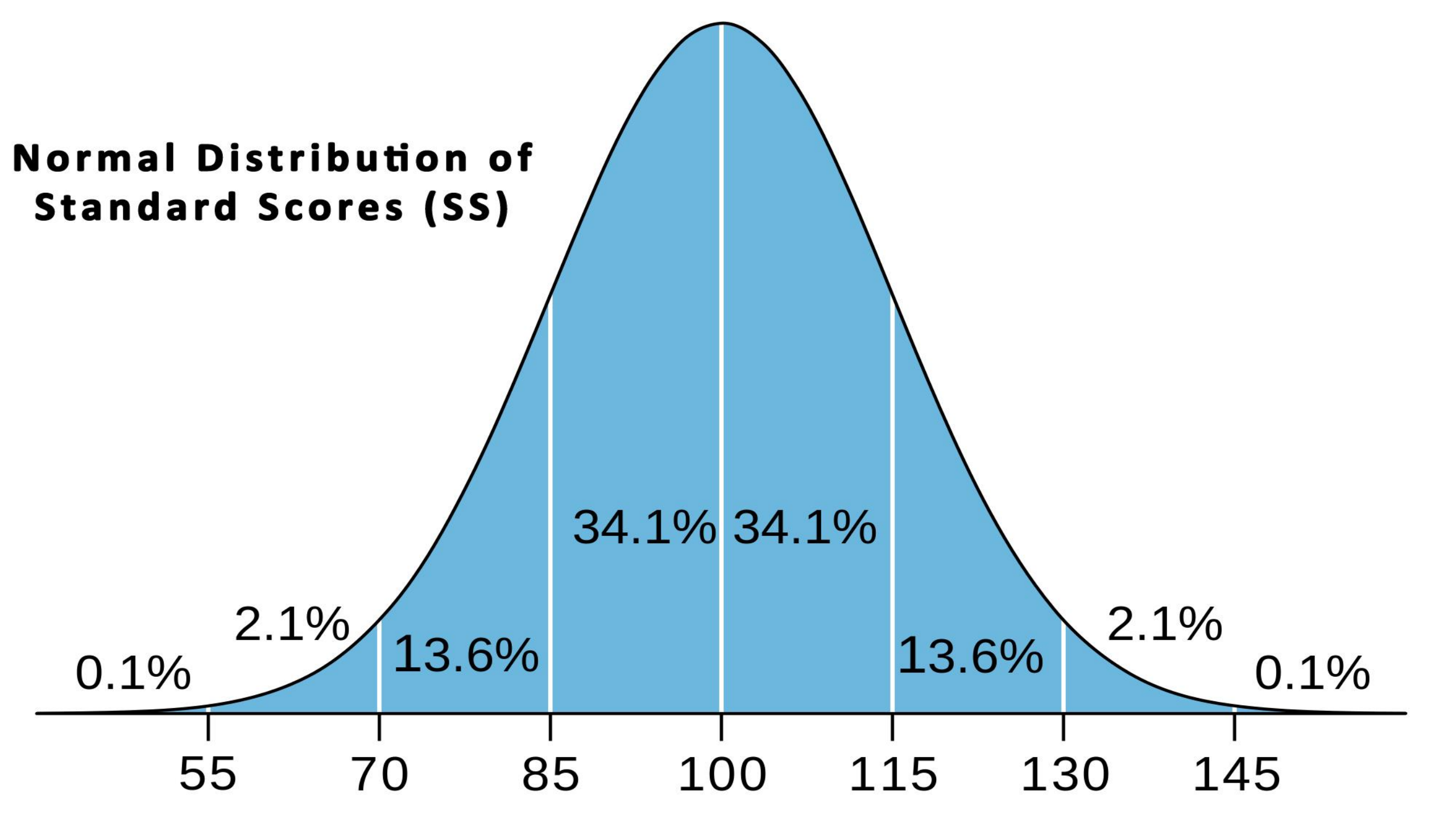




Academic Assessments

Wide Range Achievement Test 4	SS
Recognizing and naming letters	100
Word reading	34
Writing letters and words from dictation	28
Sentence Comprehension	38
Spelling	44
Counting	120
Reading number symbols	116
Oral and written math computation	60

Woodcock Reading Mastery Test-Revised Update	GE
Visual–Auditory Learning	2.5
Letter Identification	4.6
Word Identification	3.1
Word Attack	2.7
Word Comprehension	2.6
Passage Comprehension	2.9
Total Reading	2.9


Normal Distribution of
Standard Scores (SS)
0.1%
2.1%
13.6%
34.1%
34.1%
13.6%
2.1%
0.1%
55
70
85
100
115
130
145

SCALED SCORES

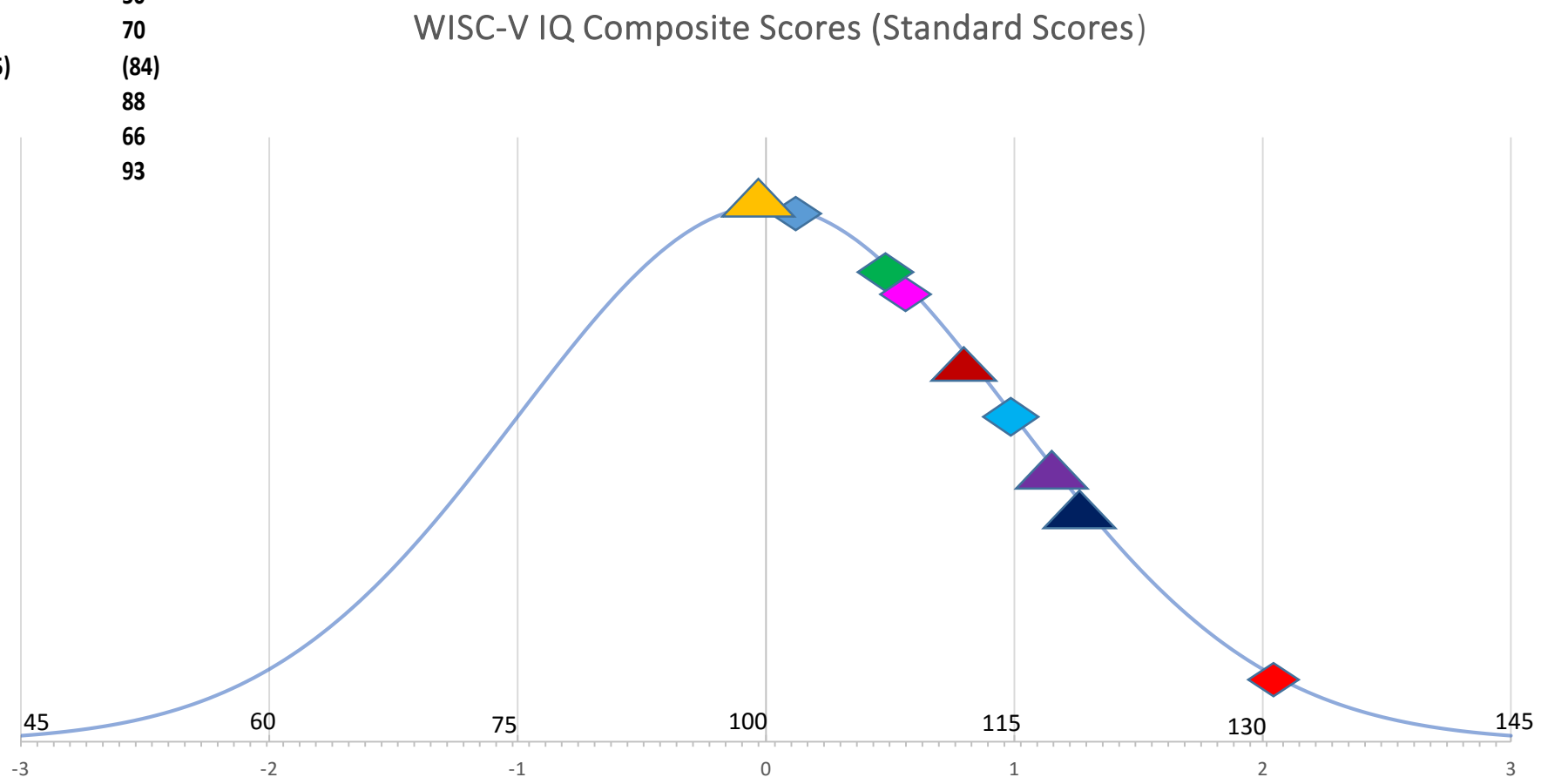
Scaled Score Range	Descriptors	Standard Score Range
16	Superior	130
13	Above Average	115
10	Average	100
7	Below Average	85
4	Exceptional Weakness	70

CONVERSION CHART

Standard Score	Percentile Rank	Scaled Score	T-Score	Z-Score	Description
110	75	12	57	+0.67	Average
109	73				Average
108	70		55	+0.55	Average
107	68				Average
106	66				Average
105	63	11	533	+0.33	Average
104	61				Average
103	58				Average
102	55		52	+0.25	Average
101	53				Average
100	**50**	**10**	**50**	**0.00**	**Average**
99	47				Average
98	45		48	-0.25	Average
97	42				Average
96	40				Average
95	37	9	47	-0.33	Average
94	34				Average
93	32		45	-0.50	Average
92	30				Average
91	27				Average
90	25	8	43	-0.67	Average

WISC-V

	Standard Score	Percentile
Verbal Comprehension (VC)	**103**	**58**
Visual Spatial (VS)	**111**	**77**
Fluid Reasoning (FR)	**131**	**98**
Working Memory (WM)	**100**	**50**
Processing Speed (PS)	**108**	**70**
Full Scale (FS)	**(115)**	**(84)**
General Ability Index (GAI)	**118**	**88**
Cognitive Proficiency Index (CPI)	**106**	**66**
Nonverbal Index (NVI)	**122**	**93**



WISC-V

45 +SCORES

WISC-V 45+Scores

Verbal Comprehension	**Working Memory**	**Quantitative Reasoning**	**General Ability**	**Naming Speed Index**
Similiarities	Digit Span	Figure Weights	Block Design	Naming Speed Literacy
Vocabulary	Picture Span	Arithmetic	Similiarities	Naming Speed Quantity
Visual Spatial	**Processing Speed**	**Auditory Working Memory**	Matrix Reasoning	
Block Design	Coding	Digit Span	Vocabulary	
Visual Puzzles	Symbol Search	**Letter-Number Sequencing**	Figure Weights	
Fluid Reasoning	**Full Scale IQ**	**Nonverbal**	**Cognitive Proficiency**	
Matrix Reasoning	Information	Block Design	Digit Span	
Figure Weights	Picture Concepts	Matrix Reasoning	Coding	
	Letter-Number Sequencing	Coding	Picture Span	
	Cancellation	Figure Weights	Symbol Search	
	Comprehension	Visual Puzzles		
	Arithmetic	Picture Span		

Verbal Comprehension	Scaled Sore	Percentile Rank	Conversion to Standard Scores	Symbol
Similarities	10	50	100	
Vocabulary	11	63	105	
Visual Spatial				
Block Design	12	75	110	
Visual Puzzles	12	75	110	
Fluid Reasoning				
Matrix Reasoning	17	99	135	
Figure Weights	14	91	120	
Working Memory				
Digit Span	8	25	90	
Forward	6	9	80	
Backward	9	37	95	
Sequencing	9	37	95	
Picture Span	12	75	110	
Processing Speed				
Coding	12	75	110	
Symbol Search	11	63	105	

WHAT DO WE KNOW?

IEP

PLAAPF:

Given 5th grade reading material of 250 words, can read and answer fact based questions and sequence events, but cannot state main idea.

WHAT DON'T WE KNOW?

WHAT WE DON'T KNOW, WE ASSESS

WHERE DO WE NEED TO GO?

GOALS BASED ON NEEDS

NON-EXAMPLES

- Pass state assessments
- Will increase ability to understand and respond to literature from various genres and geo-cultural group
- Will know and apply second grade level phonics and word analysis skills in decoding and encoding words both in isolation and in text with **90% accuracy in 3 out of 4 trials.**

EXAMPLES

- When given a passage of 250 words on a 5th grade reading level, the student will be able to state the main idea with 100% accuracy.
- Will increase oral reading to 139 words per minute on 6^{th} grade passage.
- Will decode two syllable words with regular letter patterns with **85% accuracy**.

HOW WILL WE GET THERE?

What do we need to get there?

Who is responsible for what?

HOW WILL WE KNOW WE ARE GETTING THERE?

REPORT CARD

GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance: Present	40			
Absent	0			
Tardy	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

PROGRESS REPORTS

NON-EXAMPLES

- Passing
- Making Progress
- Satisfactory
- “C”
- Not Introduced
- Acceptable
- Meeting Expectations
- “U”

EXAMPLES

- Decode two syllable words with regular letter patterns with 73% accuracy.
- Reads orally 112 words per minute on 6th grade passage.
- States main idea of a 5th grade passage of 250 words with 89% accuracy.

PROGRESS REPORTING

PLAAFPS: Given 5th grade reading material of 250 words, can read and answer fact based questions and sequence events, but cannot state main idea.

GOAL: When given a passage of 250 words on a 5th grade reading level, the student will be able to state the main idea with 100% accuracy.

1st Qrtr: States main idea with 80% accuracy after reading 250 words on a 5th grade level

2nd Qrtr: States main idea with 75% accuracy…

3rd Qrtr: States main idea with 95% accuracy…

HOW DO WE KNOW WE HAVE ARRIVED?

HOW DO WE KEEP WHAT WE HAVE?

HOW DO WE KEEP WHAT WE HAVE?

WHERE DO WE GO FROM HERE?

IN SUMMARY….

The focus is ALWAYS on your child's needs.

Data and behaviors are key to understanding.

The answers to the 6 questions become the IEP.

CAUTION

You don’t always get <u>what you want</u>…

YOU GET WHAT <u>YOUR CHILD NEEDS</u>

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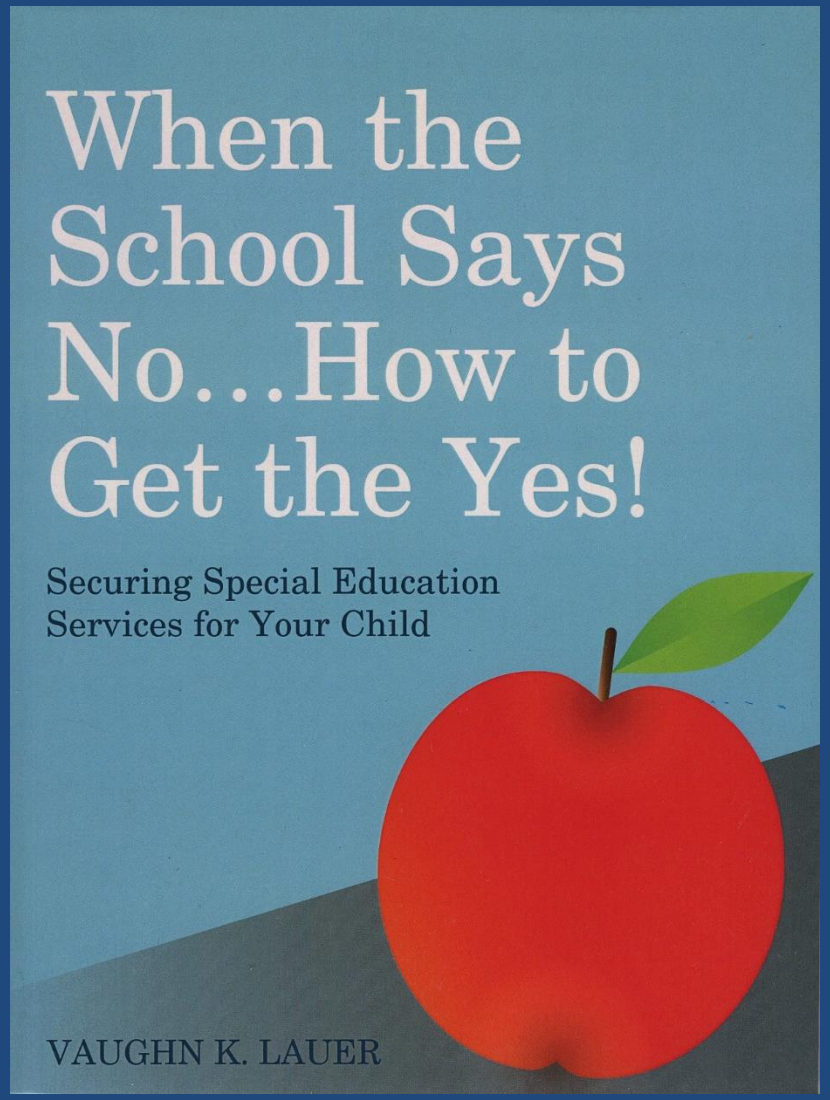

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