

CCR IEP Process Chart Snapshot - One Team's Notes- Communication and Social Emotional Focus

This is an example of the 5-Step Process **for one effect of disability**. There may be many effects of a student's disability and many reasons why a student does not meet age or grade level standards and expectations. A student's disability-related need(s) and linked IEP goals and services must be determined on a case-by-case basis using data and information unique to that student. *

STEP 1	STEP 2			STEP 3	STEP 4
Current Level(s) Report data & other information about academic and functional performance. Understand "What" Reporter	Effects Observations of how disability affects access, engagement, progress. Describe "How" Observer	Root Cause Analysis Discussion of Whys and other factors Identify "Why" Analyst	Disability-Related Needs Student focused, address effects, reflect root causes. "Summarize." Synthesizer	Measurable Annual Goals Ambitious Achievable Develop Developer	Services Linked to Needs and goals; Clearly stated. Align Architect
Strengths: Follows routine multi-step directions; Auditory memory and listening comp. meet grade level expectations; Responds well to adult prompts and assistance; Usually has a good sense of humor Selected Data related to effect: Oral language production: Norm Referenced Story Grammar Rubric: Below proficient w/ scores of 2-3 in all areas; 4th gr. expectation is 4-5 in all areas. Student data: Language Sample Analysis areas of concern: - Short sentences MLU (mean length of utterance) 5; expected= 12.4 - Abandoned utterances 10; expected=2 - Speaking rate 30 WPM.; expected=55 - Adult prompts and strategies to help student elaborate provided an avg of 15X over 3 observations during ELA class. Social Emotional Communication Student states, "I can't think of the words to say" and "my brain freezes when I have to speak in class." Does not use effective strategies to deal with emotional load when struggling to communicate. 4th graders are expected to manage emotions in a manner sensitive to self and others. From Language sample: Communicates with friends during lunch and recess commenting on what others say but not initiating new topics. Uses longer, more detailed sentences with peers in non-academic activities (MLU 8).	Student doesn't speak much in class and becomes anxious when expected to talk. - Responses contain few words & ideas are shared out of sequence with few details making student difficult to follow. - Becomes physically tense when asked to speak in class. - Hesitates or states "I don't know" when asked questions. - Can elaborate when prompted. - Is generally quiet in social situations but is more relaxed with familiar peers.	Why doesn't the student speak much in class? Because activities requiring talking make them feel anxious and overwhelmed Why? Because they find discussion-based group learning difficult Why? Because communicating what they know is hard for them Why? Because they have difficulty organizing thoughts and putting thoughts into words	#1- Improve oral communication skills to effectively and efficiently communicate and be better understood by others, both in academic and social situations #2- Develop more effective strategies to deal with the emotional load of expectations for oral communication in school "Think Aloud" (summary of effect, root cause and DRN) <i>The student does not communicate much in class because of difficulty organizing their thoughts and putting them into words. The student needs to improve oral organization and sequencing so they can communicate thoughts and ideas, decrease emotional load, and increase oral participation needed to engage in learning.</i>	#1: Increase and use strategies such as graphic organizers and verbal rehearsal to sequence ideas and events & state relevant details and context during class discussion Baseline: uses 3 strategies with an avg of 15 prompts for 4 consecutive wks. Level of Attainment: use at least 5 strategies with no more than 3 prompts per activity for 4 consecutive wks. #2: With reminders, select and use a pre-taught strategy for dealing with emotional load in the classroom during oral tasks Baseline: does not have any effective strategies (0/5, 100% of the time) over 4 consecutive wks. Level of Attainment: Use a pre-taught strategy on 4 of 5 occasions (80 % of time) over 4 consecutive wks. How Progress will be measured: Structured observations by SLP or other educator using strategy checklists during ELA and Social studies 1x weekly	Supplementary Aids and Services: #1- Graphic organizers for all oral and written assignments all classes #1- Strategy cards for oral & written communication- daily check that student has cards-extra copy in each class #2- Adult reminders in use of strategies for managing emotional load in all classes SDI: #1- Oral Language instruction 1x 30 min/wk in reg ed; 1x 30 min/wk in special ed #2- Instruction in strategies for management of emotions: 20 min/wk. in special ed, 10 min/day in reg ed Supports for School Personnel: #1, #2 consultation & collaboration with teachers, 15 min/wk. in reg ed.



CCR IEP Process Chart Snapshot - One Team’s Notes- Communication and Social Emotional Focus

*Information from this note-taking chart could be used, in part, for completing DPI Form I-4 [IEP: Linking Present Levels, Needs, Goals, and Services Form](#)

NOTE: This is an example of notes from an Annual Review of the student’s IEP goal linked to Disability Related Need(DRN) **#1:** This is only one of the goals intended to address the following effect of disability: **The student doesn’t speak much in class and becomes anxious when expected to talk** . The IEP team believes **if the student improves their oral communication skills by developing and using various strategies, they will more effectively communicate thoughts and ideas, and emotional load will decrease**. This example does not address any other of the student’s IEP goals. An annual review of IEP goals and progress is required before developing annual IEP goals for the student’s next IEP.

STEP 5- Analyze student goal progress and service delivery to evaluate the effectiveness of the IEP. <i>(Example for one of the student’s goals.)</i>				
Date of Review	Goal Statement Including baseline and level of attainment and short-term objectives or benchmarks, if appropriate	Goal Met	Student’s current progress (include data). Ensure the data matches the measurement in the annual goal. <i>(Also see interim progress reports)</i>	Include factors affecting lack of progress and plan to address in new IEP
<input checked="" type="checkbox"/> Annual Review# May 17, 2023	#1: Improve Oral communication by increasing and using strategies such as graphic organizers, verbal rehearsal, etc. to sequence ideas and events & state relevant details and context during class discussion Baseline: uses 3 strategies with an avg of 15 prompts per activity for 4 consecutive wks Level of Attainment: use at least 5 strategies with no more than 3 prompts per activity for 4 consecutive weeks. How Progress will be measured: Structured observations by SLP or other educator using strategy checklists during ELA and Social studies 1x weekly	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Oct 28, 2022- Consistently uses 3 strategies with avg. of 10 prompts for 4 consecutive wks. Details lack content and sequential order. Speech continues to be halting to allow for “think time”. Jan 20, 2023-Consistently uses 4 strategies with avg. of 10 prompts for 4 consecutive wks. More content, better organization, and less pauses. Mar 17, 2023-Consistently uses 5 strategies with avg. of 7 prompts for 4 consecutive wks. Appears more confident when expected to talk in class demonstrating fewer hesitations and less physical tension. May 12, 2023-Consistently uses 5 strategies with avg. of 3 prompts for 4 consecutive wks. Occasionally volunteers to answer questions in class without being called on. States relevant details in sequential order. Sentence length remains below expectations for age and grade level (See Goal #3).	<input checked="" type="checkbox"/> NA Student Met goal Notes: The new IEP should continue to include prompts and cues as a supplementary aid and service, but no SDI required to teach new strategies. Communication goals should continue to focus on increasing oral vocabulary, and production. All services are effective in addressing student needs. The student has improved their oral communication so that they can better communicate their thoughts and ideas. Emotional load is decreasing as a result, and the student is participating more often in classroom discussions in all subjects. The student, parents, and teachers are pleased with this accomplishment.

Information from this note taking chart may be used, in part, to complete Sample Form I-5 [Annual Review of IEP Goals](#)

