



# **Accessing the General Curriculum**

**Connecting the IEP to  
the Program of Studies**

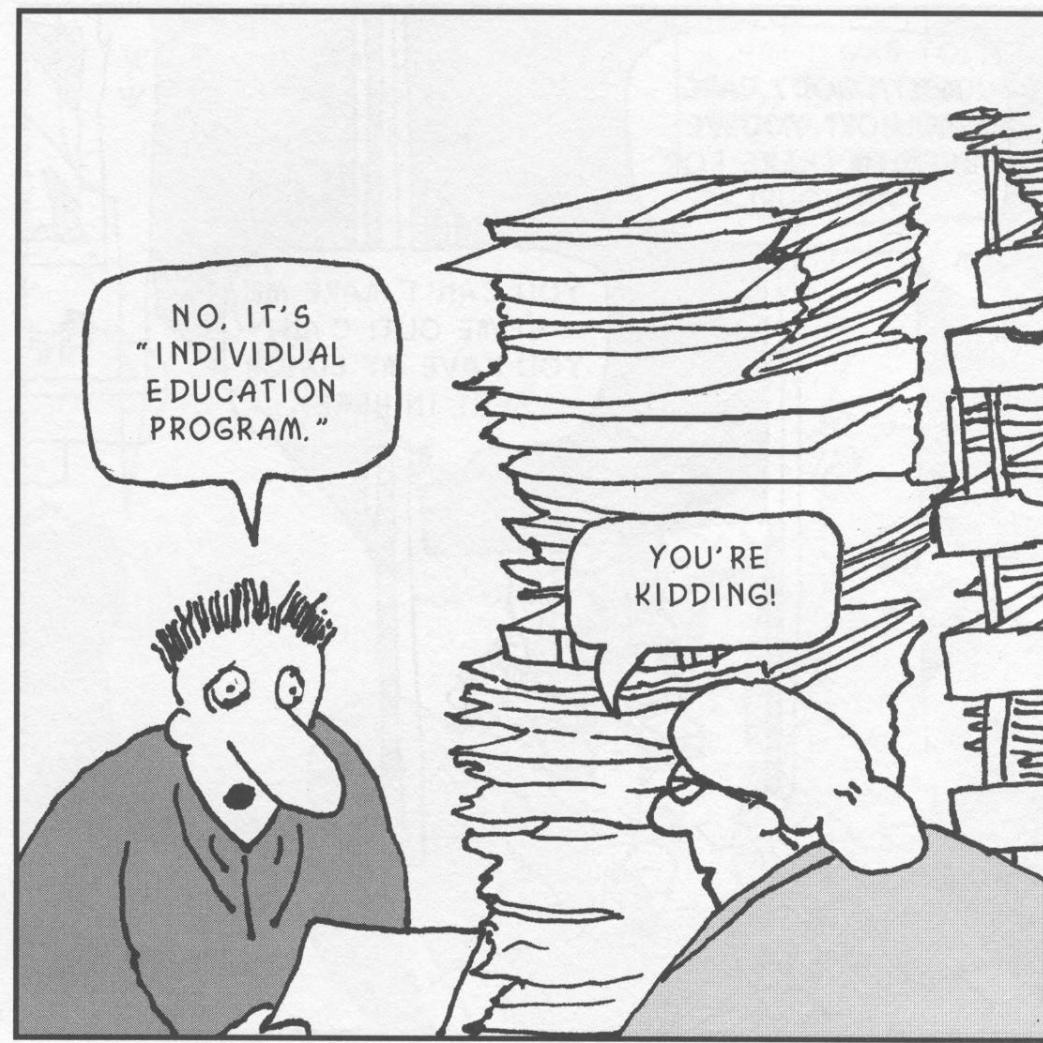
# Your Guides...



- Shea Rogers, Special Education Consultant
- Pam Coe, Cooperative Director

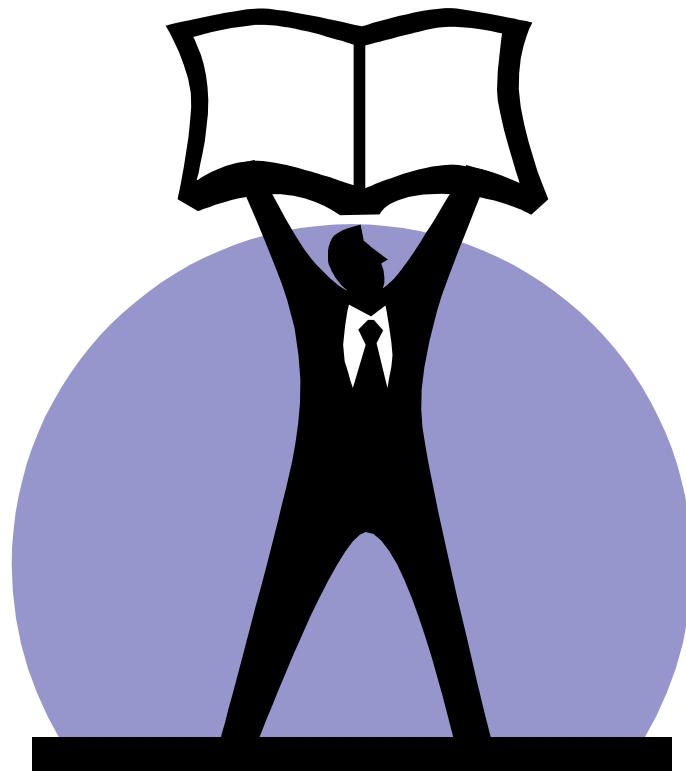


A decorative graphic featuring large, stylized letters and bars. The letters 'I', 'F', 'P', and 'U' are rendered in a bold, blocky font. The letter 'I' is magenta, 'F' is orange and yellow, 'P' is blue, and 'U' is purple. Each letter has a thin white outline. Behind the letters are several vertical bars of varying heights and colors: a tall magenta bar on the far left, a shorter red bar next to it, a tall orange-yellow bar in the center, a short green bar to its right, and a short purple bar on the far right. All elements are set against a white background with light gray diagonal shadows.



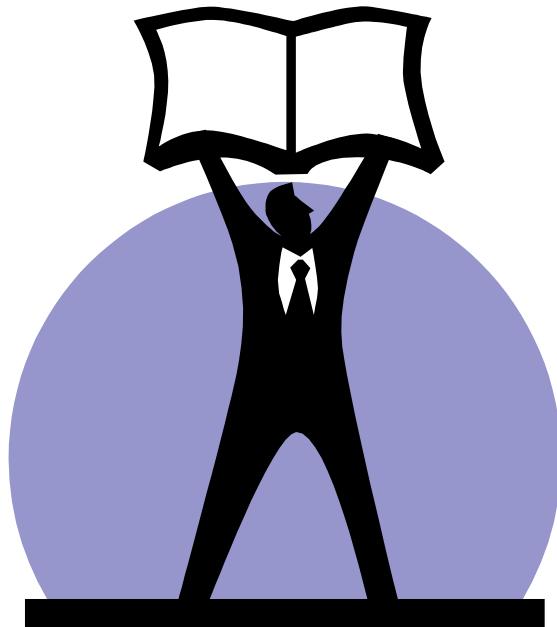
MRS. SNIPPETT HAD LONG  
THOUGHT I.E.P. STOOD FOR  
"INCREDIBLY EXCESSIVE PAPERWORK."

# **Purpose of the IEP**



To support learning by...

# The IEP supports learning by:



- Providing access to the general curriculum.
- Ensuring the student will make progress in the general curriculum.
- Addressing the child's other unique educational needs.



Nothing worth  
learning is learned  
quickly, except  
parachuting.

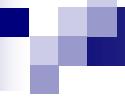
*David S. Brown*



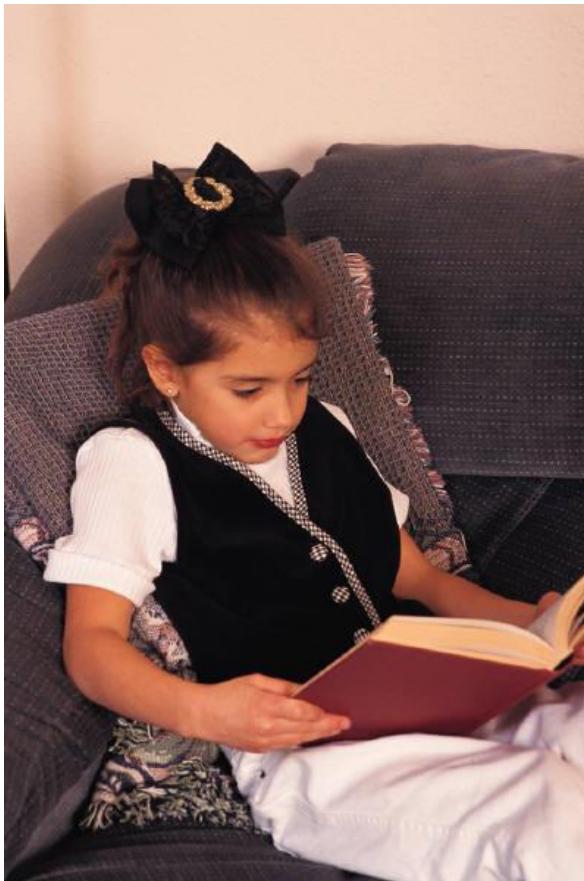
# IEP PLANNING PROCESS

- SPED
- Roles & Responsibilities
- Timelines
- Discussion Topics

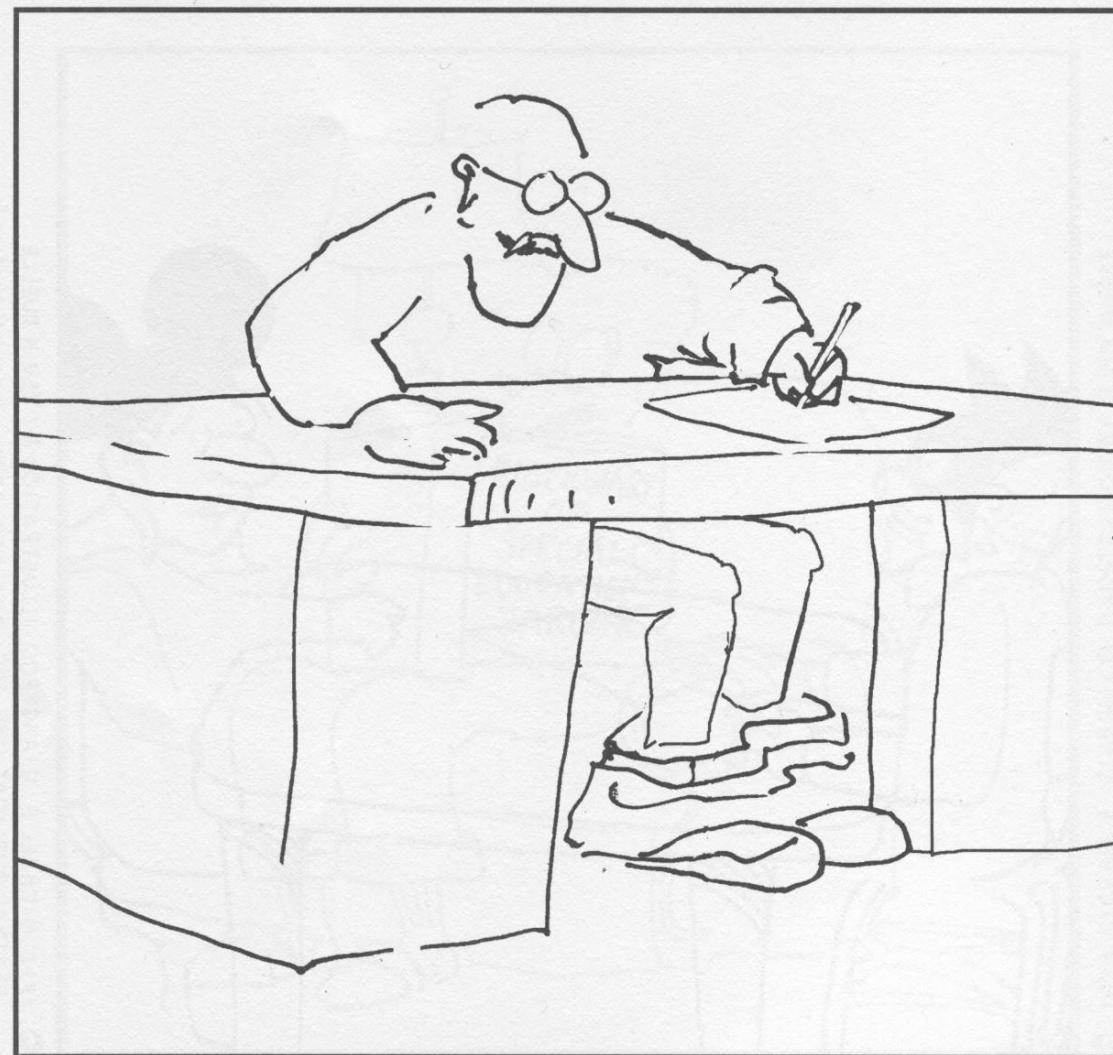




# **S P E D**



- S – Strengths of the child
- P – Parent input
- E – Evaluation Information
- D – District or state assessment



RODNEY IS CAUGHT WITH HIS PANTS DOWN -  
WRITING IEP GOALS AND OBJECTIVES  
WITHOUT FAMILY INPUT.

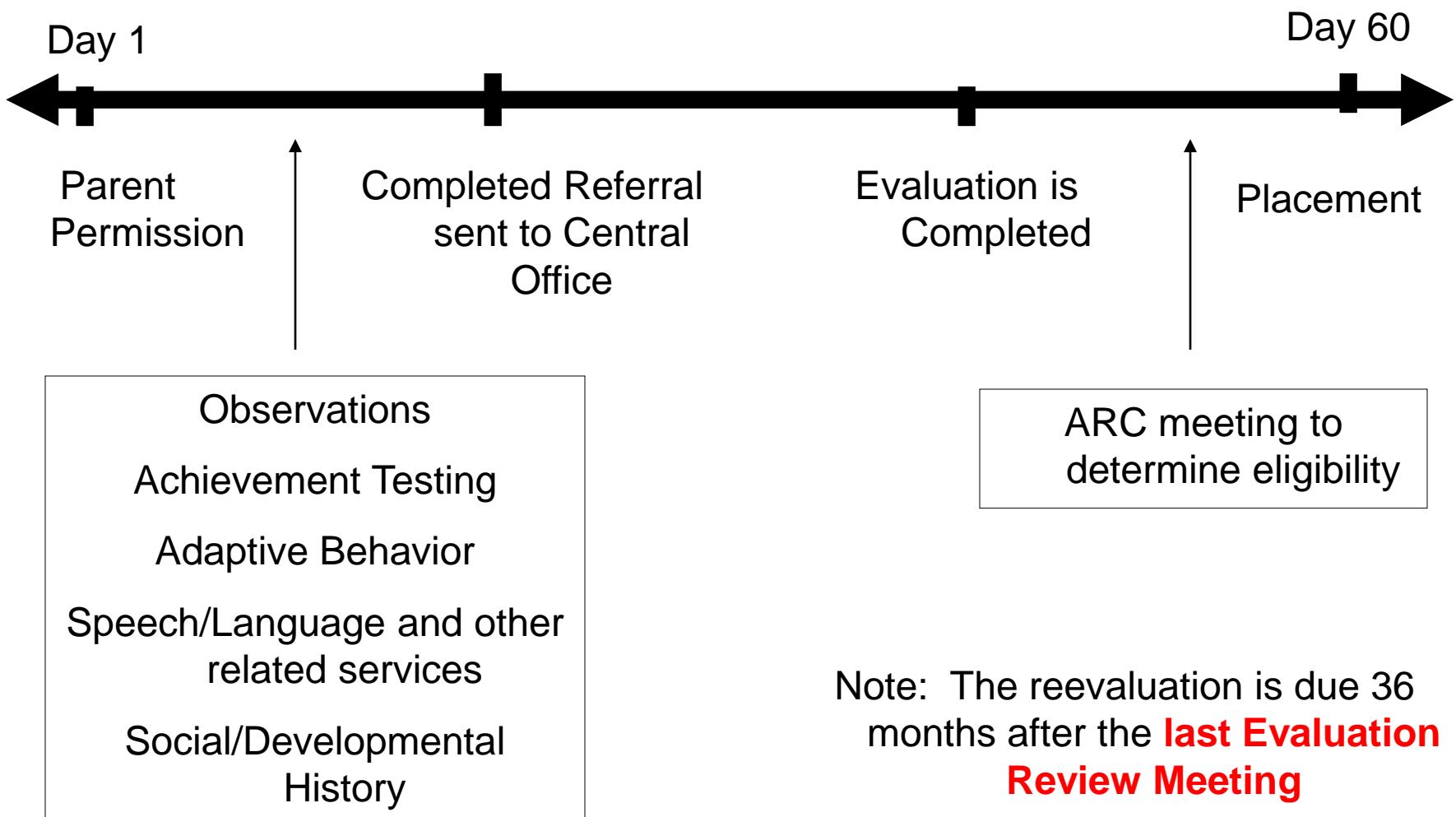
# Roles & Responsibilities

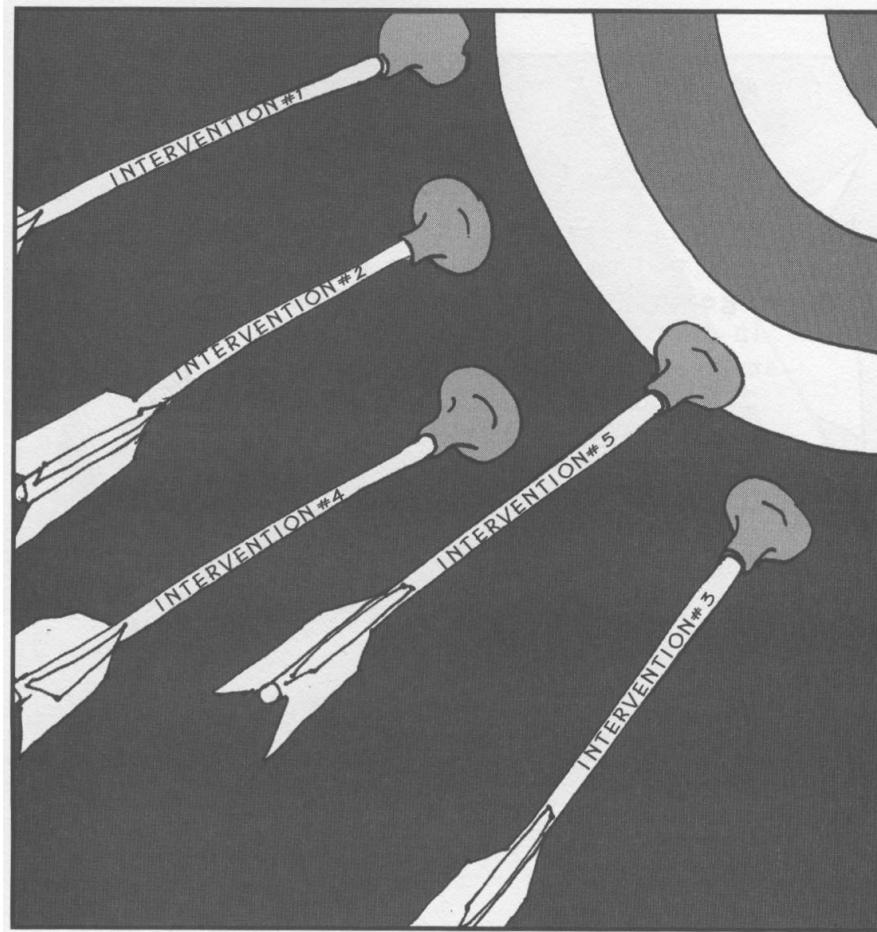
## The Special Education Teacher:

- Assists in maintaining records of meeting procedures
- Assists in conducting necessary evaluations
- Assists committee in determining eligibility
- Provides input in the development of the IEP
- Implements IEP
- Provides input about the child's progress

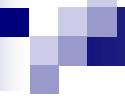


# Timelines - Evaluation





**SHOOTING IN THE DARK:**  
WHAT HAPPENS WHEN YOU SELECT  
INTERVENTIONS WITHOUT GOOD  
ASSESSMENT DATA



# **Timelines – Annual Review**

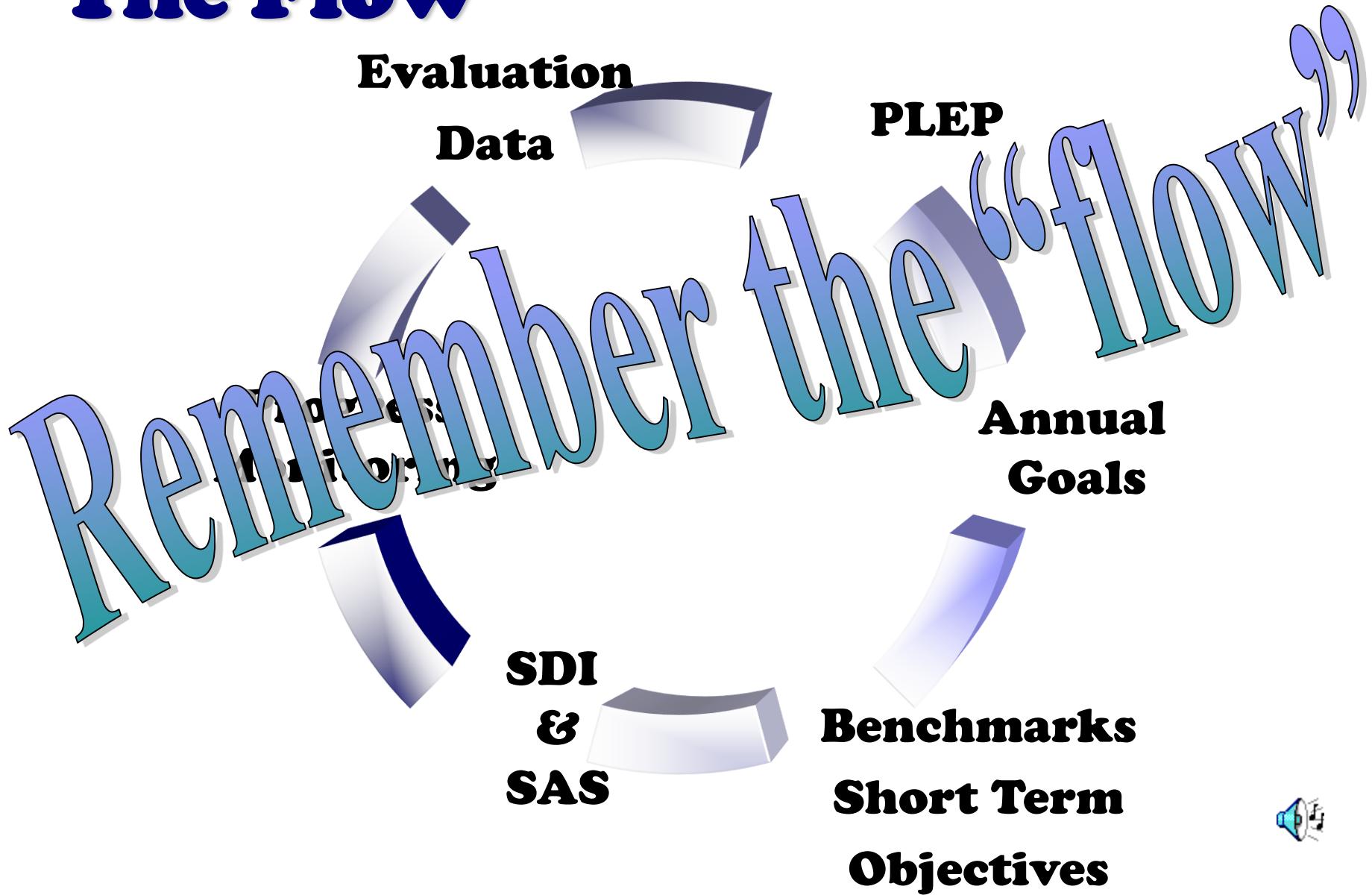
- Notice of Conference – 7 calendar days prior to the meeting.
- Meeting – within 12 months of the previous ARC
- Mail or deliver records to parents who did not attend the meeting – within 2 school days of the meeting

# Discussion Topics

- Transition
- Present Levels of Educational Performance
- Consideration of Special Factors
- Annual Goals, Benchmarks & Objectives
- IEP Services
- Participation

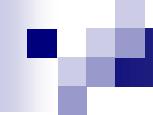


# The Flow





IS BIGGER BETTER?



**Meet**



**Anita!**

# Transition



- Begins at age 14 (or younger if determined appropriate)
- Is updated annually
- Focuses on the course of study
- Addresses drop-out prevention
- Includes, if appropriate, the interagency responsibilities or any needed linkages

# Transition Tips

- Strongly suggest that the Transition Meeting take place prior to the ARC meeting.
- “Transition Rules!”
- Have the IGP at all ARC meetings
- Update the transition surveys annually (parent and student).
- Review other evaluations that are available.

Remember the “flow”



# Present Levels of Educational Performance

## *What is it?*

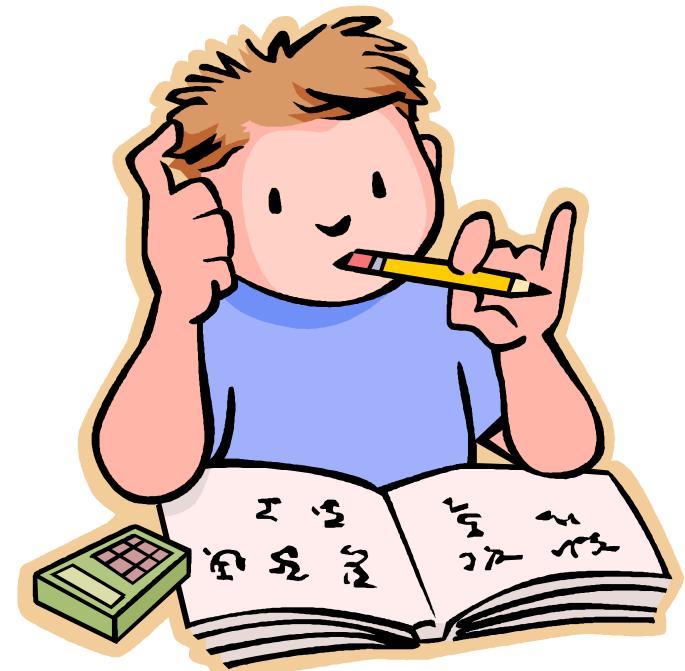
- Statement of current functioning
- Foundation of the IEP
- Basis for goals and objectives/benchmarks
- Description of how the disability affects progress in the general curriculum; or
- For preschool children, participation in appropriate activities.



# **Present Levels of Educational Performance**

## ***Questions to Consider***

- What skills does the student have and what content does he know?
- What skills and content does the student need to learn?
- What does the student need to learn that is not addressed through the curricular documents?



# Present Levels of Educational Performance

## *What sources may be used?*

- pre-referral intervention results
- work samples (e.g. portfolios, daily assignments etc.)
- behavioral observations
- results of standardized individualized assessments
- oral presentations
- culminating products/projects
- state and district-wide assessment results
- progress data
- interviews
- classroom tests
- formal assessment
- journal writing
- Transition survey information

# Present Levels of Educational Performance

## *Who contributes to the PLEP?*

- General and special educators
- Parents
- Students, when appropriate
- Evaluation specialists
- Related service providers



# Present Levels of Educational Performance

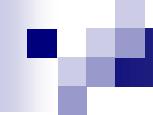
## *Some PLEP Tips...*



- Use vocabulary from the Program of Studies
- Remember to include a statement of effect
- Do not quote specific test scores
- Describe the range of functioning level

Remember the “flow”





# Practice!

Anita

# **Consideration of Special Factors**

- 1. Behavior Concerns**
- 2. Limited English Proficiency**
- 3. Blind or Visually Impaired**
- 4. Communication Needs**
- 5. Deaf or Hard of Hearing**
- 6. Assistive Technology**



# Prioritizing Student Needs

1

Student's strengths and interests

2

Amount of time left in school

3

Skills needed to achieve life/transition goals

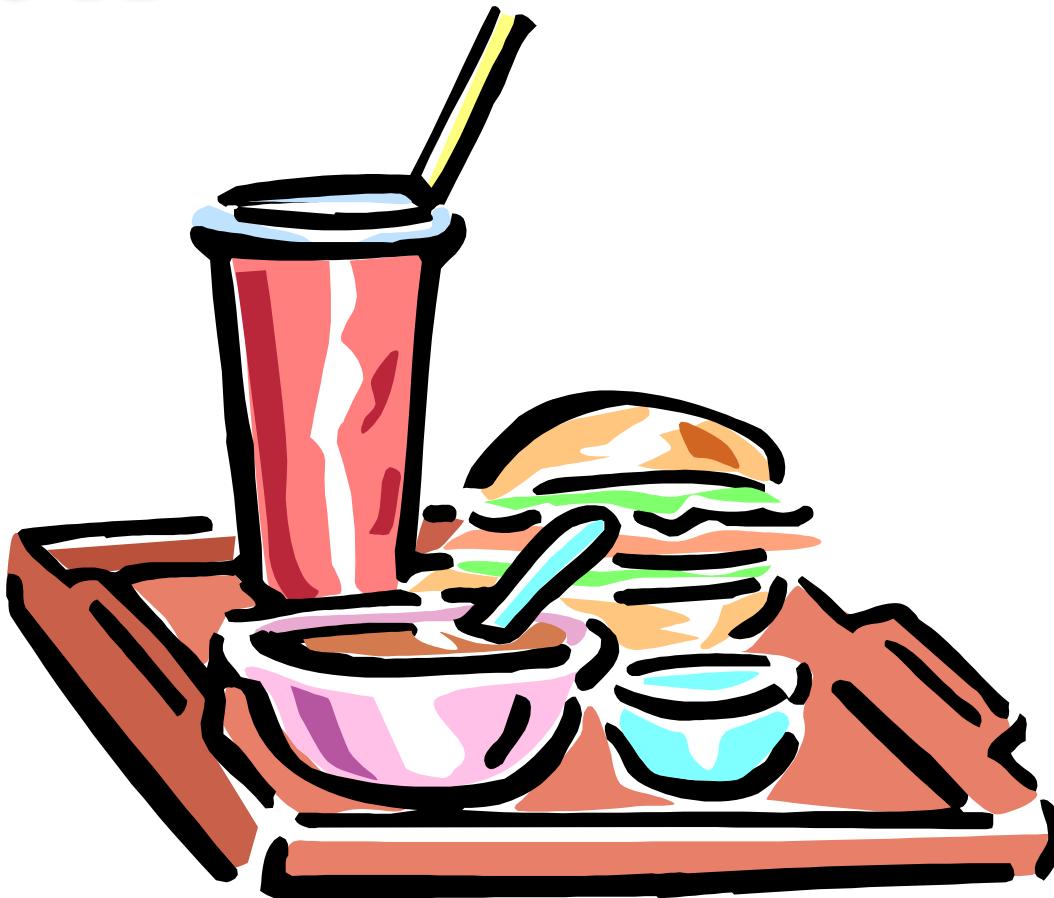
4

Behaviors that appear most modifiable

5

Parent, teacher and student concerns

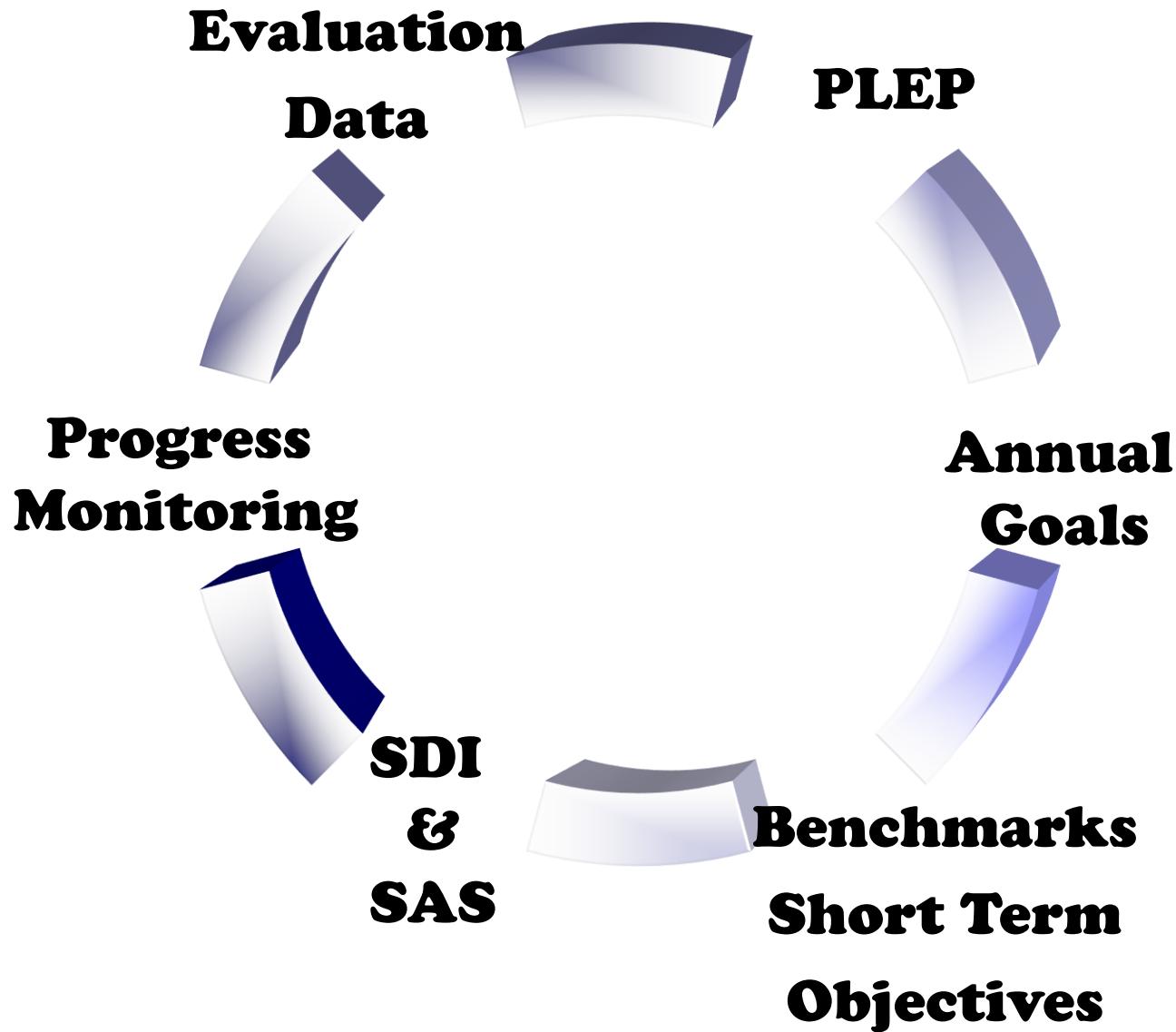
# LUNCH



# Documents Review



# The Flow



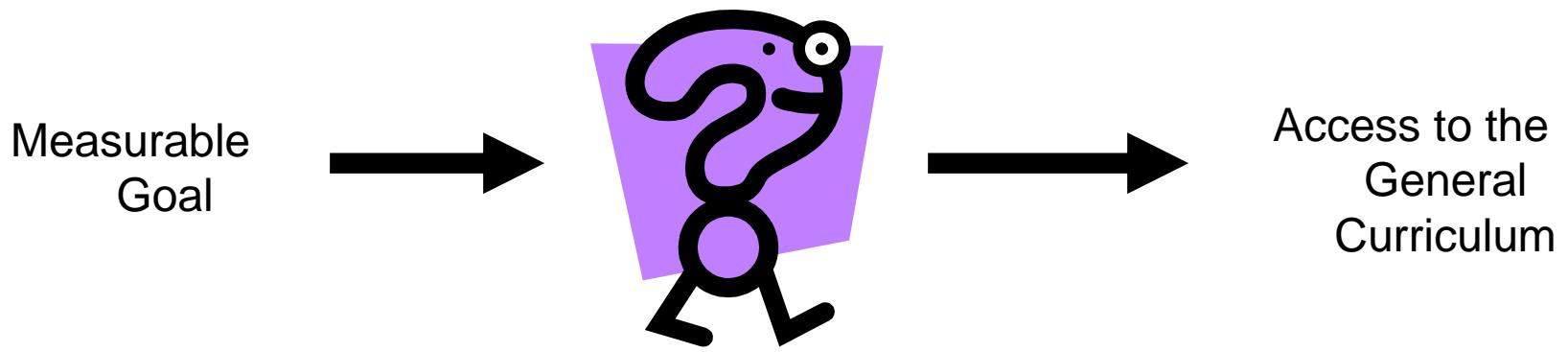
# Annual Goals, Benchmarks/ Short-Term Objectives

A statement of *measurable annual goals*, including benchmarks or short-term objectives, related to:

- Enabling the child to be involved in and progress in the general curriculum, and
- Meeting the child's other educational needs **that result from the child's disability.**

707 KAR 1:320 §5 (7)(b)  
34 CFR 300.347 (a)(2)

# How can we write Measurable Goals that access the General Curriculum?

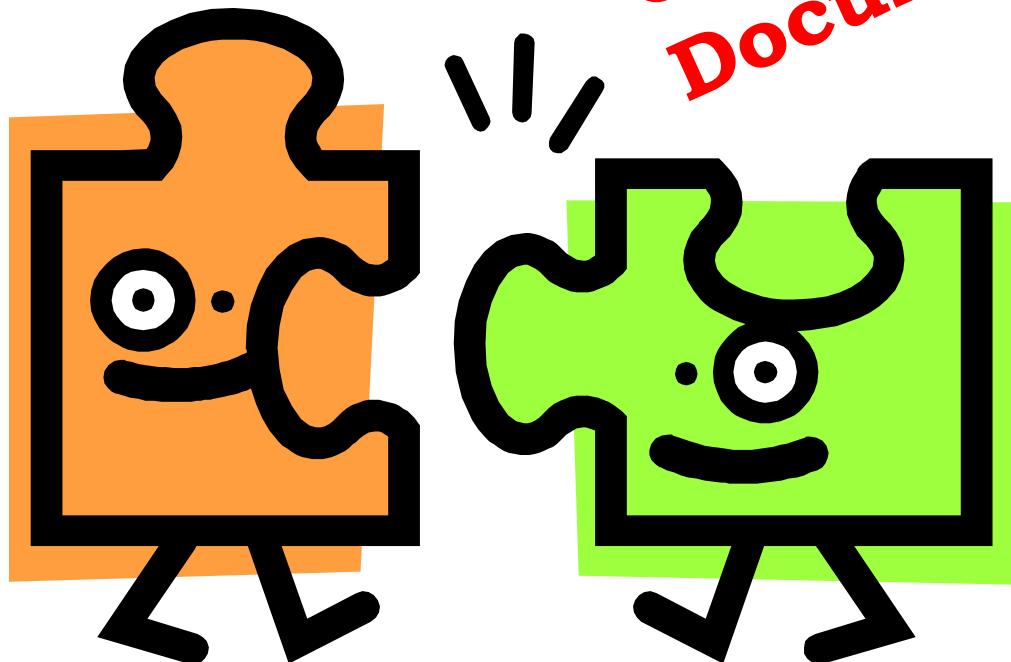


*What's the missing link?*



# **How can we write Measurable Goals that access the General Curriculum?**

Measurable Goal



Access to the General Curriculum

# Annual goals are to be measurable (observable).

see



measure

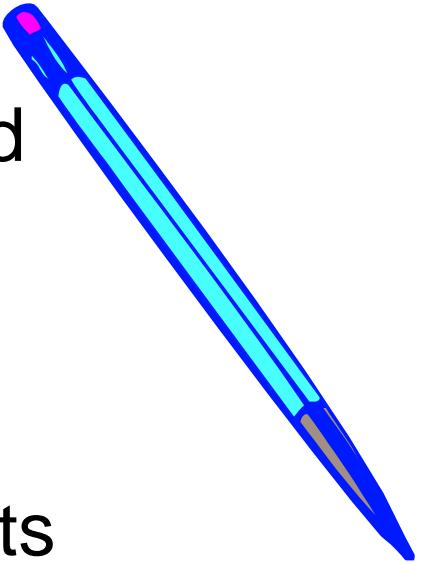


hear

count

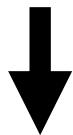


# Methods of Evaluation

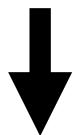
- Rubrics
  - Curriculum-based assessment
  - Teacher made tests
  - Standardized tests
- 
- Teacher observations
  - Error Analysis
  - Running Records for reading

# Remember the “flow”

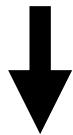
**PLEP**



**Identified Need**



**Annual Goal from Academic Expectations**



**Add demonstrators to make measurable**



# Remember the “flow”

**PLEP**



Johnny can use visual strategies to understand words. He has a limited sight word vocabulary and has difficulty with employing sight word vocabulary to make sense of text.

**Identified Need**



Increase sight word vocabulary and improve comprehension skills.

**Annual Goal**



AE 1.2 Johnny will make sense of a variety of materials he reads

as evidenced by scoring proficient on teacher made tests.

**Demonstrators**



# Remember the “flow”

**PLEP**



Suzie can solve single digit computation problems but has difficulty with multi-digit computation.

**Identified Need**



To learn skills to use resources (calculator) in order to comprehend grade level content.

**Annual Goal**



AE 2.7 Suzie will understand number concepts and use numbers appropriately and accurately

as demonstrated by achieving a score of 80% on textbook chapter tests with the use of a calculator.



# Remember the “flow”

**PLEP** →

Verbally and in writing, Anita’s ideas are expressed by completing simple sentences due to her limited vocabulary. Anita lacks the skills for interviewing, writing resumes, and completing applications that will be required for post secondary training or placement.

↓  
**Identified Need** →

To develop skills for transitional writing.

↓  
**Annual Goal** →

AE 2.38 Anita will demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to get a job

↓  
**Demonstrators** →

as demonstrated by a score of proficient on a rubric to assess her job portfolio and interviewing skills.



# Annual Goal Tips

- Use vocabulary from the Academic Expectations
- Add demonstrators “as demonstrated by or as evidenced by” to make it measurable (Seen, Heard, Measured, Counted)
- Thoughtfully consider method of evaluation.

Remember the “flow”



# Practice!



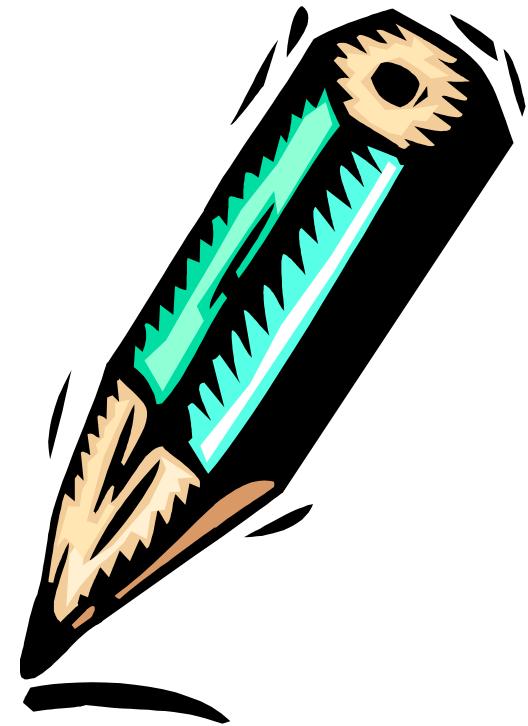
# **Review of Progress of Annual Goal**

- Method of Evaluation
- Report of Progress
- Goal Anticipation



# **Progress Report to Parents**

- Parents informed as often as parents are informed of their non-disabled children's progress.
- Progress toward annual goals
- Extent to which progress is sufficient to enable the child to achieve the goals by the end of the year.



# Benchmarks: Steps to the Annual Goal



Benchmarks

# Johnny

- **PLEP:** Johnny can use visual strategies to understand words. He has a limited sight word vocabulary and has difficulty with employing sight word vocabulary to make sense of text.
- **Annual Goal:** AE 1.2 Johnny will make sense of a variety of materials he reads as evidenced by scoring proficient on teacher made tests.
- **Benchmarks:**
  1. Johnny will use word identification strategies, including prediction, context cues, and phonetic awareness, to read and understand unknown words. (POS)
  2. Johnny will summarize the events of a story in sequence through drawing and writing. (POS)
  3. Johnny will explain the meaning of a passage taken from texts appropriate for elementary school students. (CC)

# Suzie

- **PLEP:** Suzie can solve single digit computation problems but has difficulty with multi-digit computation.
- **Annual Goal:** AE 2.7 Suzie will understand number concepts and use numbers appropriately and accurately as demonstrated by achieving a score of 80% on textbook chapter tests with the use of a calculator.
- **Benchmarks:**
  1. Suzie will extend and apply addition, subtraction, multiplication, and division of integers both concretely and symbolically (mental, pencil and paper, calculators). (POS)
  2. Suzie will compute (e.g., estimate, use pencil and paper, use calculator, round, use mental math) large and small quantities and check for reasonable and appropriate computational results. (CC)

# Anita

- **PLEP:** Verbally and in writing, Anita's ideas are expressed by completing simple sentences due to her limited vocabulary. Anita lacks the skills for interviewing, writing resumes, and completing applications that will be required for post secondary training or placement.
- **Annual Goal:** AE 2.38 Anita will demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to get a job as demonstrated by a score of proficient on a rubric to assess her job portfolio and interviewing skills.
- **Benchmarks:**
  1. Anita will prepare a job portfolio including a resume and samples of work. (POS)
  2. Anita will demonstrate appropriate interviewing skills (e.g., friendly greeting, maintain eye contact, responding positively.) (POS)

# Benchmark Tips



- Refer to PLEPs for specific skills
- Use the language found in Program of Studies, Core Content, TASKS, etc.
- Use appropriate grade level expectations

Remember the “flow”



# Practice

Write Benchmarks for Anita.

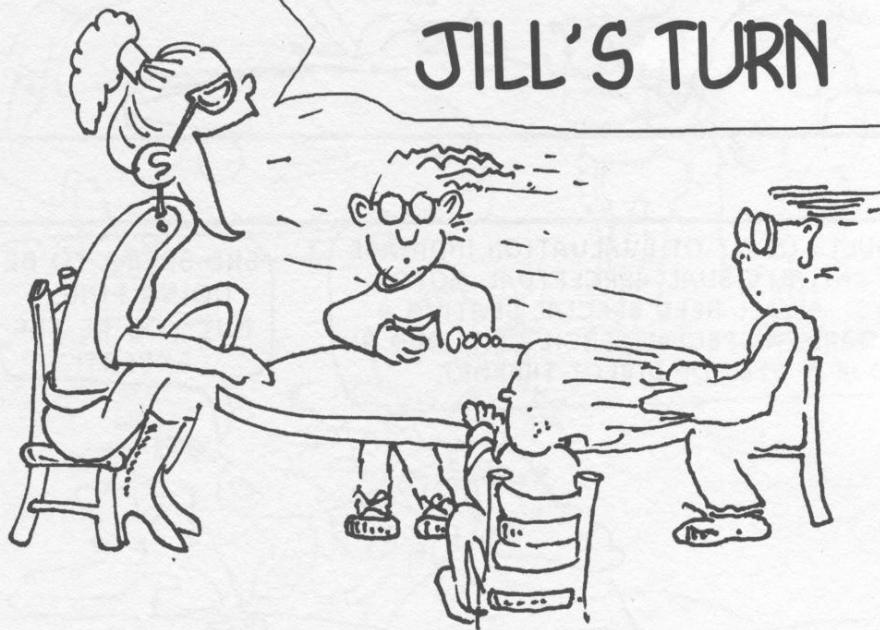


# **SDI: The Definition**

Specially-designed instruction (SDI) means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child with a disability and to ensure access of the child to the general curriculum included in the Program of Studies.



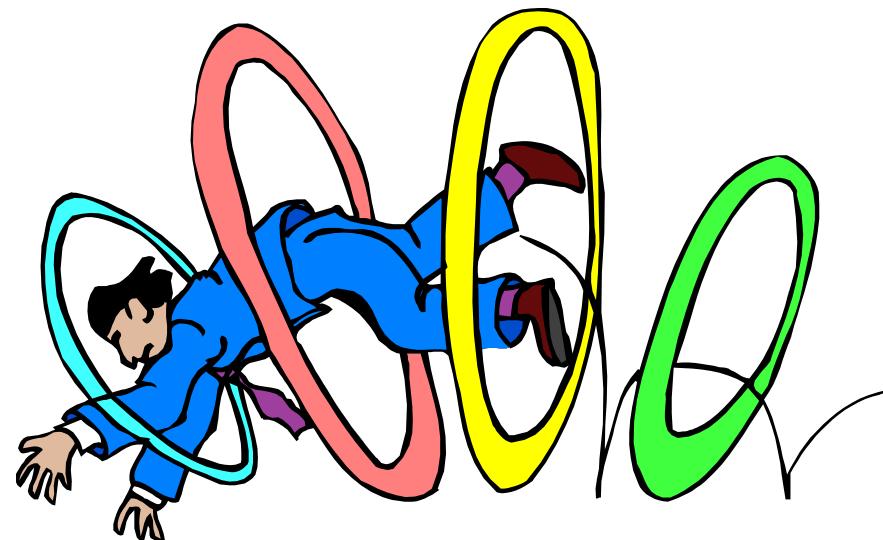
THAT'S VERY GOOD,  
ALAN, NOW IT'S  
JILL'S TURN



ELLEN THINKS "SPEAKING LOUDLY"  
IS A FORM OF  
SPECIALIZED INSTRUCTION.

# Activity

Brainstorm several different forms of specially designed instruction.



# **Examples of SDI**



- Oral presentation of printed material
- Use of talking calculator
- Manipulatives
- Procedural prompts
- Visual cues
- Multi-sensory approach to reading
- Reinforcement strategies
- Text/Screen readers
- Advanced organizers
- Signed instruction
- Word identification strategies
- Paraphrasing strategies

# Practice



Write SDI for Anita.

# **Specially Designed Instruction in P.E.**

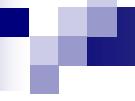
Does the student require specially designed  
P.E.?



Yes



No



# **Specially Designed Instruction in P.E.**

Does the student require specially designed P.E.?



Yes



No

If yes, make sure to document as specially designed instruction!

# **Supplementary Aids and Services Are...**

Aids, services, and other supports that are provided **in regular education classes** or other education-related settings to enable children with disabilities to be **educated with non-disabled children** to the maximum extent appropriate.

# Examples of Supplementary Aids and Services

- Manipulatives
- Calculators
- Extra time
- Preferential seating
- Adapted test format
- Behavior contracts
- Shortened assignments
- Use of computer
- Text/Screen readers
- Enlarged text
- Self-monitoring
- Augmentative communication
- Scribe





# Assessment Modifications

- Related to verified disability (with evaluation data to support it)
- Documented as a part of the IEP
- Part of regular instructional routine
- Purpose is to insure access to the general curriculum (demonstrate what student knows)

# **Program Modifications / Support for School Personnel**

- Specialized Training**

- Use and maintenance of specialized equipment

- Use of school time**

- Shared planning time

- Use of school staff**

- Additional adult supervision (note when & where)



# LRE and General Education:



Explain the extent, if any,  
to which the child will  
**NOT** participate with  
non-disabled children in  
regular classes.



THE DISTRICT'S EXPERIMENTAL METHOD  
FOR DETERMINING RELATED SERVICES  
WORKS JUST AS WELL AS MAKING THOSE  
DECISIONS BEFORE KNOWING A  
STUDENT'S IEP GOALS AND OTHER  
LEARNING OUTCOMES.

# **Related Services...**

- facilitate provision of specially designed instruction
- facilitate participation in the regular education program
- need to be provided in school facilities
- facilitate access to public school
- are not needed solely for aesthetic, musical, medical, or health reasons

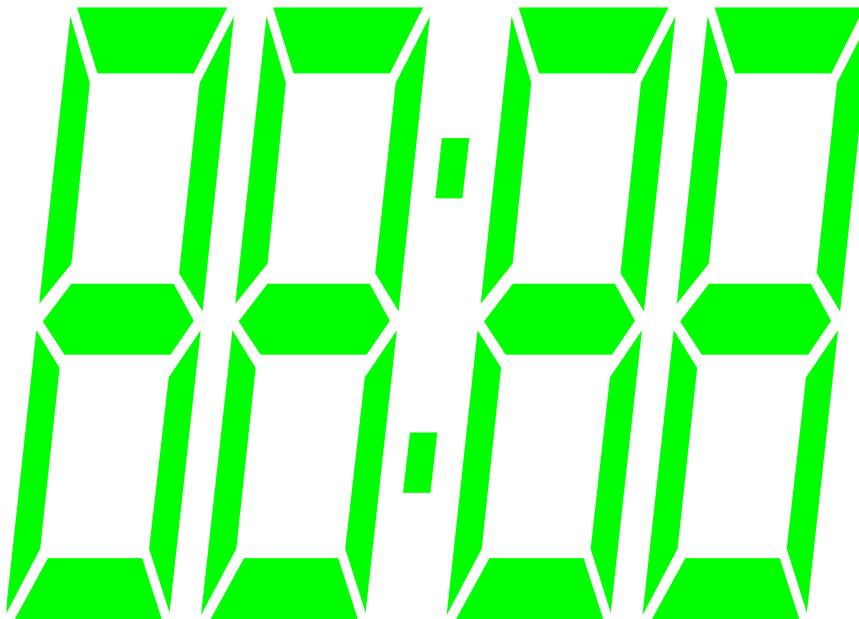


# Examples of Related Services

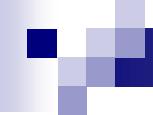
- transportation
- psychological services
- counseling
- parent education
- interpreting
- orientation and mobility
- occupational therapy
- physical therapy
- recreational therapy
- speech and language therapy



# **Beginning Date, Frequency, Location, & Duration**



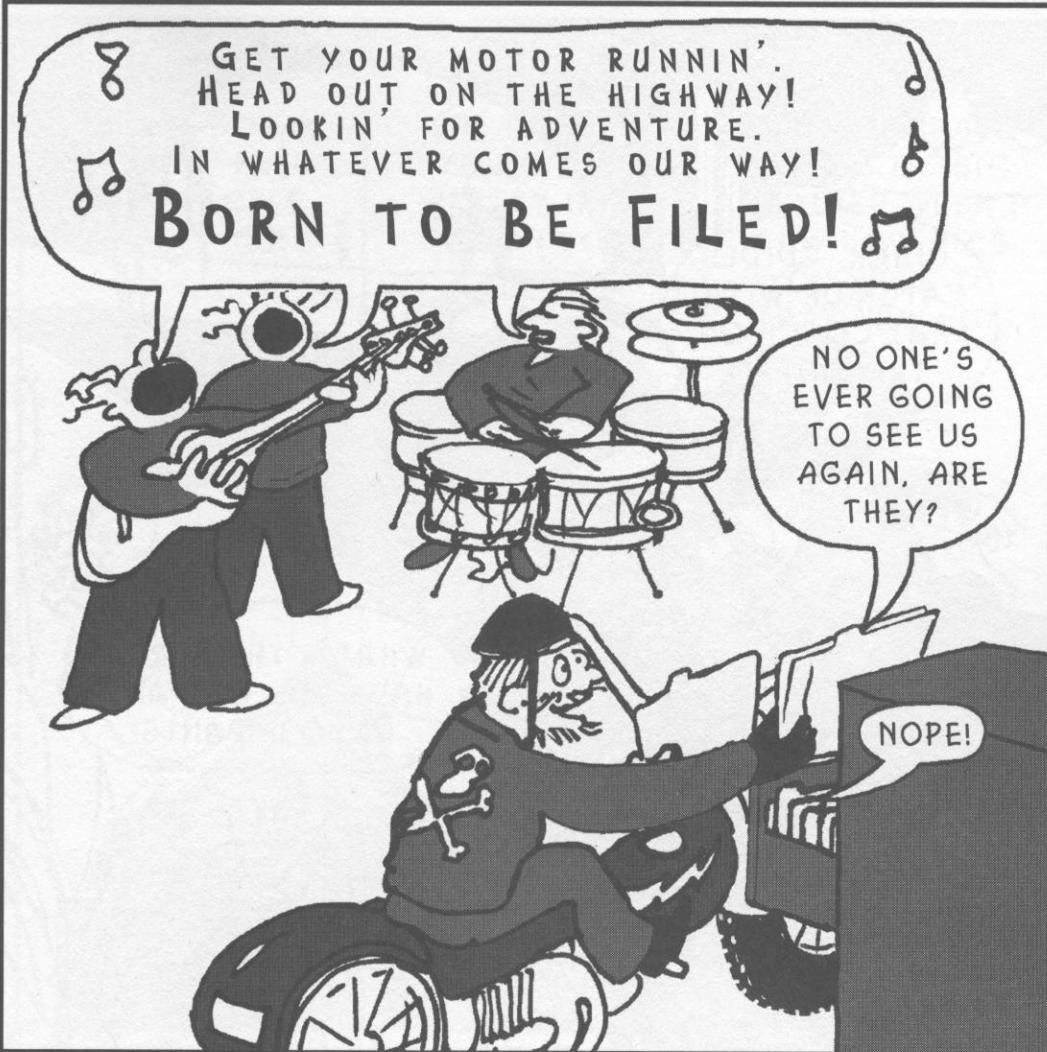
- Stated for services & modifications
- Anticipated frequency = how often
- Anticipated duration = anticipated amount of time & beginning date
- Location



# Implementer



Each implementer is responsible for the instructional planning, implementation, and documentation related to the IEP.

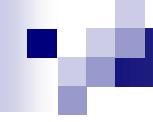


TEAMMATES ENGAGE IN THEIR ANNUAL  
POST-IEP COMPLETION RITUAL.



# Balloon Review





**Even though it may get rough  
on the way that we must go,  
we're in the boat together and we will**



**Remember the “flow”**

