


Learning Ally.

An In-Depth Look at the IEP for Students with Dyslexia

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Individual Education Plans

A Document? YES
but more importantly...

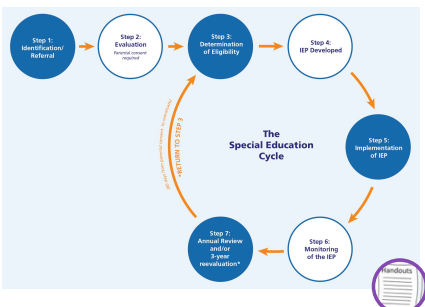
A PROCESS!





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Overview of the IEP Process



The Special Education Cycle

Step 1: Identification/Referral

Step 2: Evaluation

Step 3: Determination of Eligibility

Step 4: IEP Developed

Step 5: Implementation of IEP

Step 6: Monitoring of the IEP


Annual Review and/or 3-year reevaluation

Handouts



STEP 4: IEP Developed
Needs – Goals - Services

- Identify your child’s NEEDS
- Develop GOALS that meet your child’s needs
- Make decisions about the SERVICES that are needed in order for your child to meet their goals



Equal IEP Team Members


Parents & Students

What role do we play in the IEP process?

Child Centered / Focused

We need to have the confidence to step into this role and help our team remain child focused.

"We are here to discuss my child's life. We need to understand where he is and work together to get him where he wants and needs to go."




Positions vs. Interests

- **Position: The WHAT**
Specific solution proposed to resolve problem
- **Interest: The WHY**
Underlying real need/desire that gives position its life (beliefs, values, expectations, fears, priorities, hopes, concerns)

AS PARENTS WE SHOULD ASK OURSELVES:


Why is this solution so important to my child?
And then focus the team on that **WHY**



**NEEDS:
Present Levels of Performance**


Starting point from which the year's progress is to be measured


- Evaluation Results
- Progress Monitoring Data
- Classroom/Teacher Observations
- Grades – Accommodations/Modifications
- Other: Behavior Data, Homework Data



Present Levels of Performance


- Ask who on the team will be preparing the draft
- Initiate a discussion or ask for an advanced copy
- Share with them:
 - Input from your & your child's perspective
 - Questions on any specific data points you will need to see included or clarified so that you can participate fully in the IEP development process
 - Ideas on the types of goals you will want to discuss at the meeting






Sample – Starting Point?


John struggles to read grade level material. He loses his place and becomes distracted during reading group time. His behavior impedes his learning. He stumbles when attempting to read multisyllabic words.





Example – Starting Point


On a first read of 4th grade level text, John orally reads 40-50 cwpm with 80% accuracy (as measured by the DIBELS). While John has mastered the sound-letter correspondences in isolation, he still confuses short vowel sounds when reading connected text. He struggles to decode words containing vowel team, r-controlled and final consonant le syllable types. His reading struggles are starting to impact his behavior during reading group work. He is distracted and needs to be redirected 2-3 times per group session. Parents report that homework involving reading tasks is causing avoidance behaviors at home.



Take a look at your child’s present levels of performance

Is it a good starting point from which to write goals?

Ask for more data if needed



Annual Measurable Goals

- Remember that needs drive goals
- Goals are intended to move the child towards grade level standards
- It's vital that goals are objectively measurable
- Coordinate units of measurement with progress monitoring



Sample – Measurable?



- John will know and apply grade-level phonics and word analysis skills in decoding words.
- John will read with sufficient accuracy and fluency to support comprehension.



Example – Measurable




- John will apply combined knowledge of all letter-sound correspondence and syllabication patterns to automatically read unfamiliar multisyllabic words in context and pseudo-words in isolation (word lists) with 96% accuracy.
- Given unfamiliar 5th grade level text, John will read with a fluency rate of 90-110 cwpm with 96% accuracy to support comprehension.



Take a look at your child's goals

Are they connected to your child's identified needs?


Are they written in a way to drive instruction?



INSTRUCTION
Statement of Services
(Modifications and Accommodations)


The conditions the child needs (requires) in order to learn efficiently and effectively.

- **Special Education**
 legally defined as Specially Designed Instruction to meet the unique needs of the child
- **Specially Designed Instruction**
 includes adapted content, methodology and delivery of service



Methodology

- Case law recognizes that instructional methodology can be an important consideration
- Courts will not substitute a parentally-preferred methodology
- A child with a learning disability who has not learned to read using traditional instructional methods, may require some other instructional strategy
- Nothing in the definition of "specially designed instruction" requires instructional methodology to be addressed in the IEPs of students who do not need a particular instructional methodology in order to receive educational benefit
- Whether methodology would be addressed in an IEP would be an IEP team decision



Describe the Methodology

- Multisensory structured language (MSL) instruction; Orton Gillingham approach
- Teaching techniques are explicit, direct, cumulative, intensive, and systematically focused on the structure of language
- Coordinates the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language
- Connections are consistently reinforced between the symbols the student sees, the sounds the student hears, and the actions they can feel.





Parental Concerns

Use this section of the IEP to document, document, document!






Progress Monitoring


- Keeps everyone focused on the data
- Allows everyone to be objective
- Builds frequent communication into the process
- It's how we know if the services are working




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Other Considerations

- Assistive Technology
- Supports for School Personnel
- Extended School Year
- Participation in Assessment


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Notice of Recommended Educational Placement

Agreeing to placement, goals and specially designed instruction


Describe any options considered and the reason those options were rejected

Describe the procedures, test, records or reports and factors used in determining the proposed action


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Procedural Safeguards

- Facilitated IEP
- Mediation
- Resolution Meeting
- Due Process
- State Complaint





Tips to Keep You on Track

- Contact publishers to understand protocols
- Research evaluation and progress monitoring tools
- Talk to other parents in your school/ state
- Consider what is needed from outside supports
- Develop good relationships
- Keep team focused on solutions



Develop an IEP Highlights Document





Questions to Ask the Team

- Do you feel we have enough information in order understand our starting point?
- Have we addressed all of my child's needs?
- What type of specialized instruction is going to be needed to keep my child making progress towards these goals?
- What types of accommodations are needed so my child can access grade level materials and demonstrate proficiency?
- How will we communicate progress regularly so we can make good instructional decisions?




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TOGETHER IT'S POSSIBLE

- Parent Support Specialist Consultations
- Webinars and Events
- Youth Services
- Ask A Parent and Parent Chat Forums
- Specialist Directory & Tutor Network
- Community E-Newsletter
- National Achievement Award Program
- Audiobook Library Access



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THANK YOU

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