

# IEP Workshop - Facilitator's Notes

## 1. Long Range Planning (MAPS & PATH) (refer to sample Pathways & PATH)

### Tips When Facilitating Long Range Planning (10 min.)

- Doing a "learning needs" brainstorm with the student's family and therapists, should help us define the learning goal areas and objectives.
- When listing the student's needs, keep the team focused on what the student needs in order to be a more active participant in life (avoid statements like "the student needs a communication system" as this is a team goal. Instead address specific needs for the student such as "the student needs to communicate so others can understand him" or "the student needs to get the attention of others" or "the student needs to be able to greet peers". Keep brainstorming statements specific to the student.
- Next, look for common needs and link these if they appear to be under an "umbrella". Help the team identify the umbrella goal that will address all of these needs and tell us why the student needs to work on these specific areas. Instead of "communication", "The student will effectively communicate with others in his life."
- Long range planning is instrumental to developing great IEPs. Refer participants to the sample "Pathways" in the handout which has been adapted from MAPS. Note that it is helpful for some teams to create their own list of needs and goals/objectives when doing this type of brainstorming. Refer to the sample for this. For students approaching adulthood, the PATH tool may be more appropriate. Refer to this sample as well in the handout.

## 2. Goal Statements That Reflect Student Outcomes As Opposed To Team Outcomes (15 min.)

Refer to you handout and/or overhead #1: sample needs and goal statement.

- Goal statements or IEP goals need to reflect what the student will be working on. This should be identified in addition to the goal area. Statements should not reflect what the team needs to work on.
- Goal statements need to be broad enough to cover the goal area, and not too specific. The specific outcomes are the IEP objectives.

- Goal statements need to be long term and not just reflect outcomes for school. After all, school is the preparation for adult life.

- **Questions To Ask Your Therapists For Measurable Objectives** (10 min)

When we are writing objectives or identifying the skills for students with severe multiple disabilities, we need input from each discipline involved (OT, PT, SLP, Vision, Hearing, etc.) with the student to find out....

- Which activities could reflect the student's active participation in this area? (e.g., participating by allowing hand over hand for short periods of time)

- How could the student actually participate? (e.g., make eye contact with peers when they greet her)

- What would the student's level of participation look like here? (e.g., relax with prompting to assist with transfers)

- Measurement for progress may also be noted in levels of prompting and/or generalization of skills. (Susan will talk more about this later.)

Overhead #2: sample goal statements/fragments/phrases. How to rephrase these to reflect student focused statements?

### **3. Writing IEP Objectives That Truly Reflect What The Student Can**

**Demonstrate** (10 min.) (activities - for handout and/or overhead #3, #4, #5 & #6)

- Typical problems that arise....

- a) Some objectives reflect **team** goals and outcomes instead of student outcomes

- Refer to handout and/or overhead #3 for samples.

- Activity: Have each group select one to re-write. (3 min.) Then have each group share this with the group at large. (5 min.)

- b) Some objectives reflect **strategies** instead of student outcomes

- Refer to overhead #4 for samples

- Activity: Have each group select one objective to re-write. (3 min.) Then have each group share their revised objective with the group at large. (5 min.)

c) Some objectives are too **vague** and general to measure any progress for the student

- Refer to handout and/or **overhead #5** for samples

- Activity: Have each group select one objective to re-write. (3 min.)

Then have each group share this with the group at large. (5 min.)

d) Some student-focused objectives just need a little fine-tuning to become excellent objectives!

- Refer to handout and/or **overhead #6** for samples.

- Activity: Have each group select one objective to re-write. (3 min.)

Then have each group share this with the group at large. (5 min.)

#### **4. Criteria For Reporting Progress**

- There are 6 main areas to consider when writing and subsequently monitoring progress on student objectives. Refer to handout page called "Reporting Progress" and talk about some of the different ways in which we can note progress when the student's skills may still remain the same or somewhat similar.

- Talk to participants about the concept of generalization of skills as a way to note progress. Review the different ways in which skills can be generalized, as noted on the handout page.

- Have participant refer to the sample generic IEP in this package and review
  - the sample goal areas
  - student focused goal statements
  - measurable objectives that reflect the student's active participation
  - team related statements that are located in the strategy section.

- Refer to the Sample Report Cards (skills versus objectives) that illustrate the difference between goals, skills and objectives with measurable components

Ask for questions or comments on how others are doing with their IEPs.