



New York State Education Department
Office of Special Education
Educational Partnership





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Creating the IEP (Individualized Education Program)

Produced by the Technical Assistance Partnership for Behavior

12/1/2022



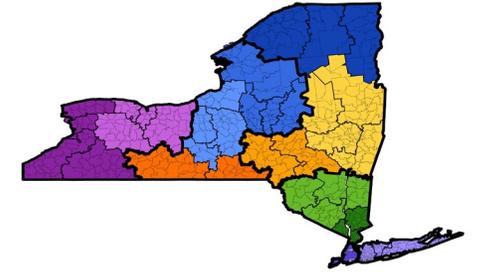


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Blueprint for Improved Results for Students with Disabilities

- 

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- 

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- 

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- 

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- 

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.
- 

Inclusive Activities

Schools provide high-quality inclusive programs and activities.
- 

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Participants will be able to:

Learning Objectives



Today's Materials

- “Guide to Quality Individualized Education Program Development and Implementation,” The University of the State of New York, The State Education Department.

<http://www.p12.nysed.gov/specialed/publications/iepguidance/IEPguideDec2010.pdf>

- “Regulations of the Commissioner of Education Part 200 Students with Disabilities and 201 Procedural Safeguards for Students with Disabilities Subject to Discipline.”

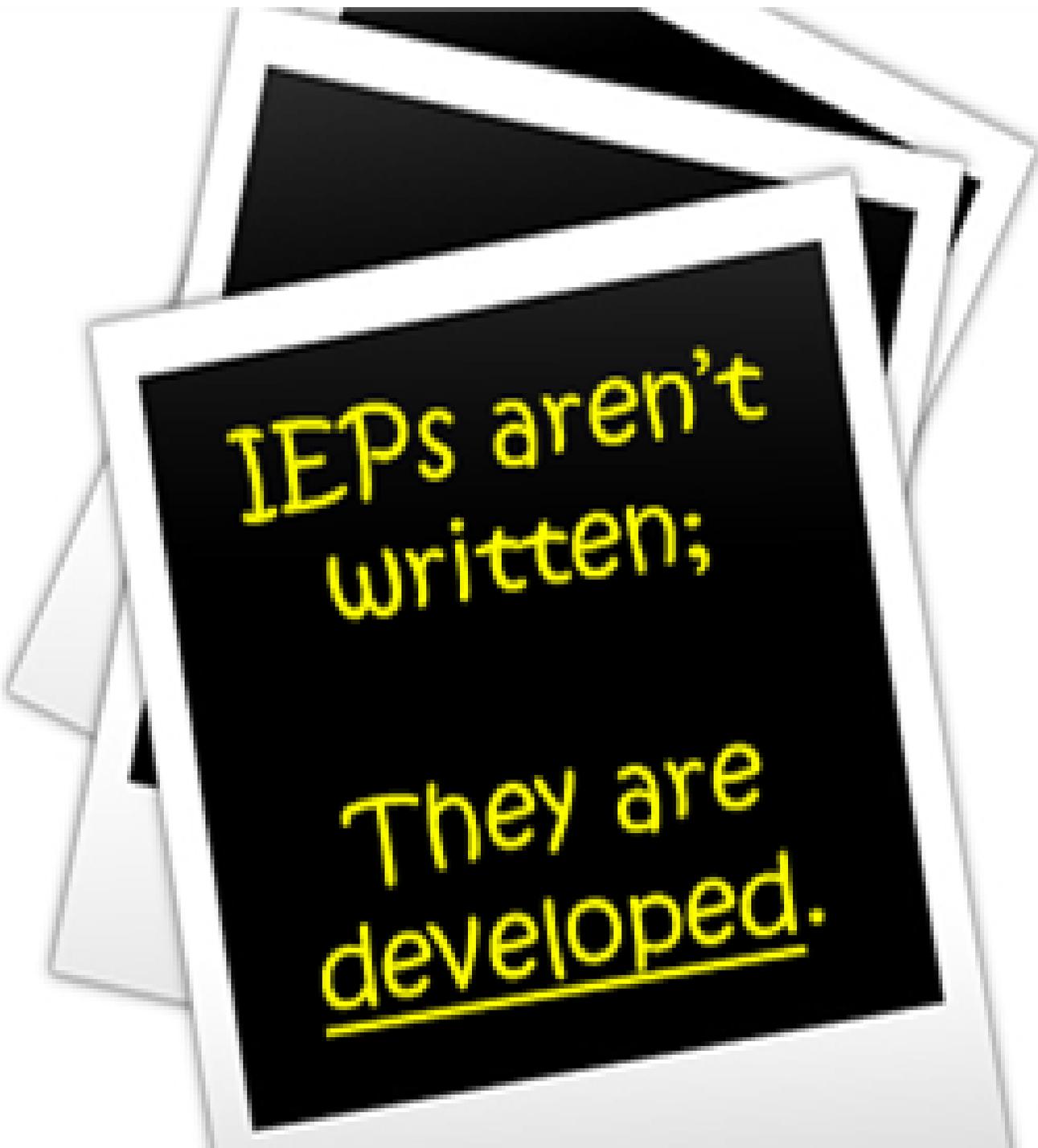
<http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-201-oct-2016.pdf>

- “Testing Accommodations for Students with Disabilities; Policy and tools to guide decision-making and implementation.”

<http://www.p12.nysed.gov/specialed/publications/documents/testing-accommodations-guide-feb-2018.pdf>

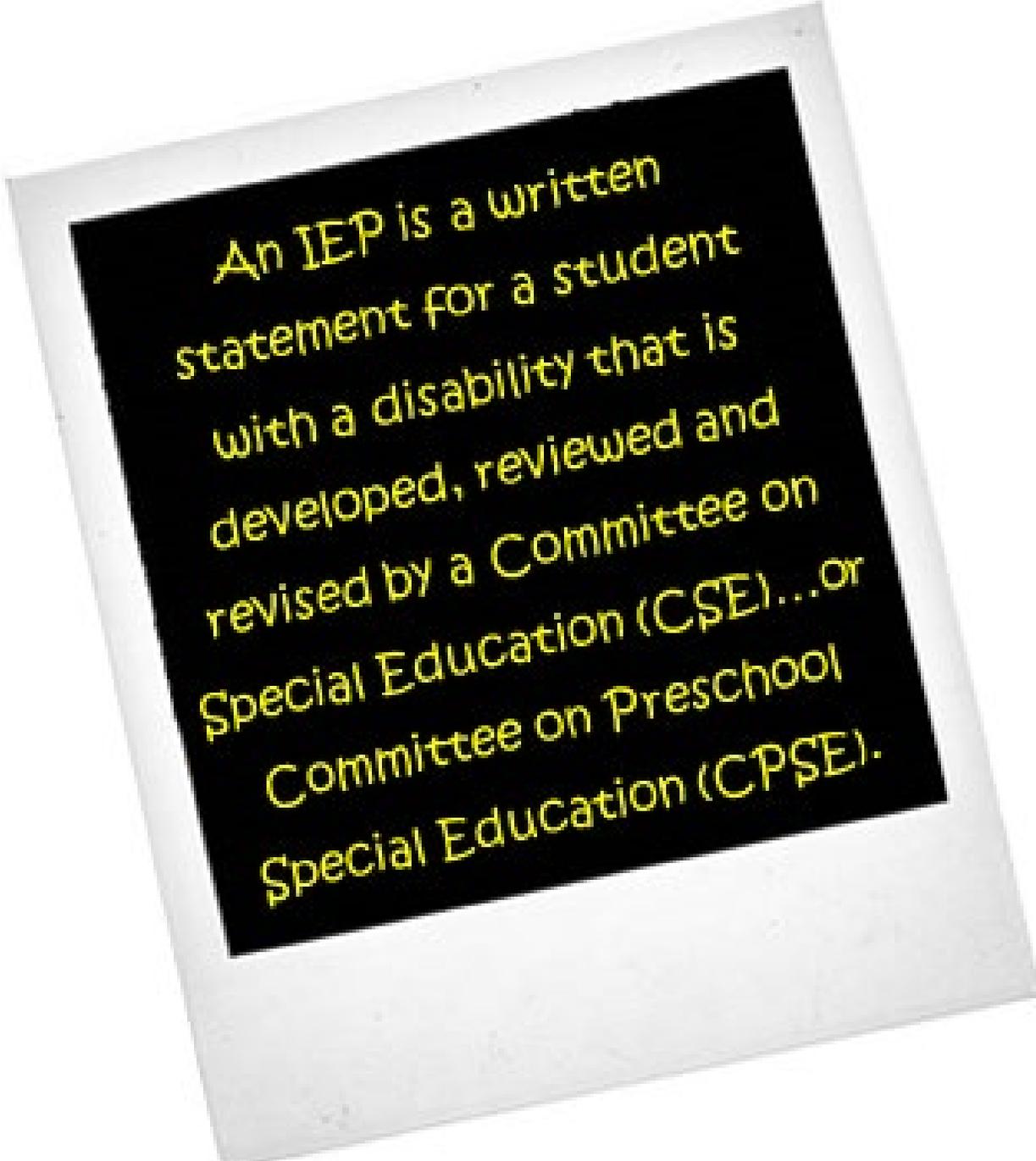
IEP Stands for...

Individualized Education Program



IEPs aren't
written;

They are
developed.

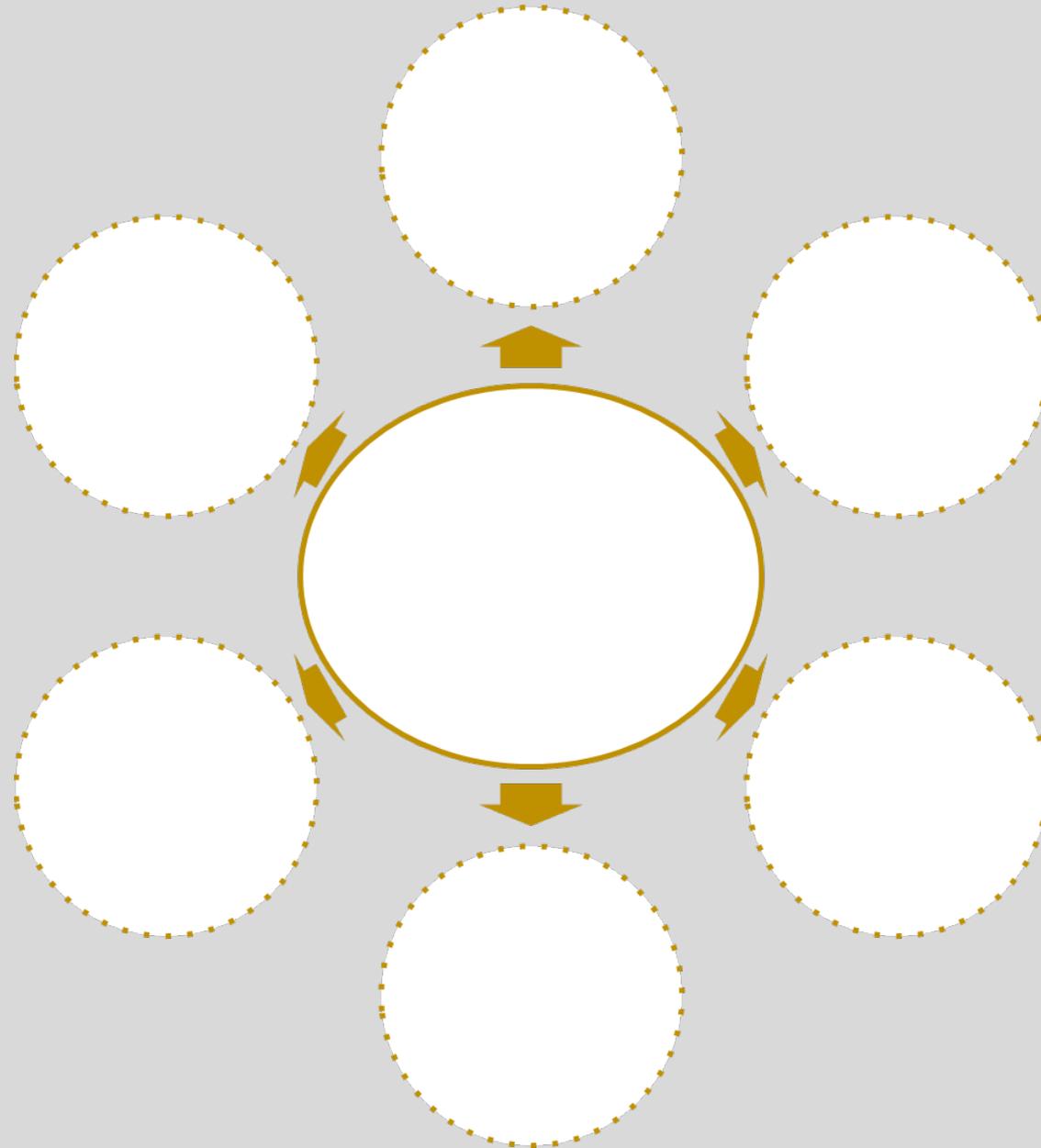


An IEP is a written statement for a student with a disability that is developed, reviewed and revised by a Committee on Special Education (CSE)...or Committee on Preschool Special Education (CPSE).

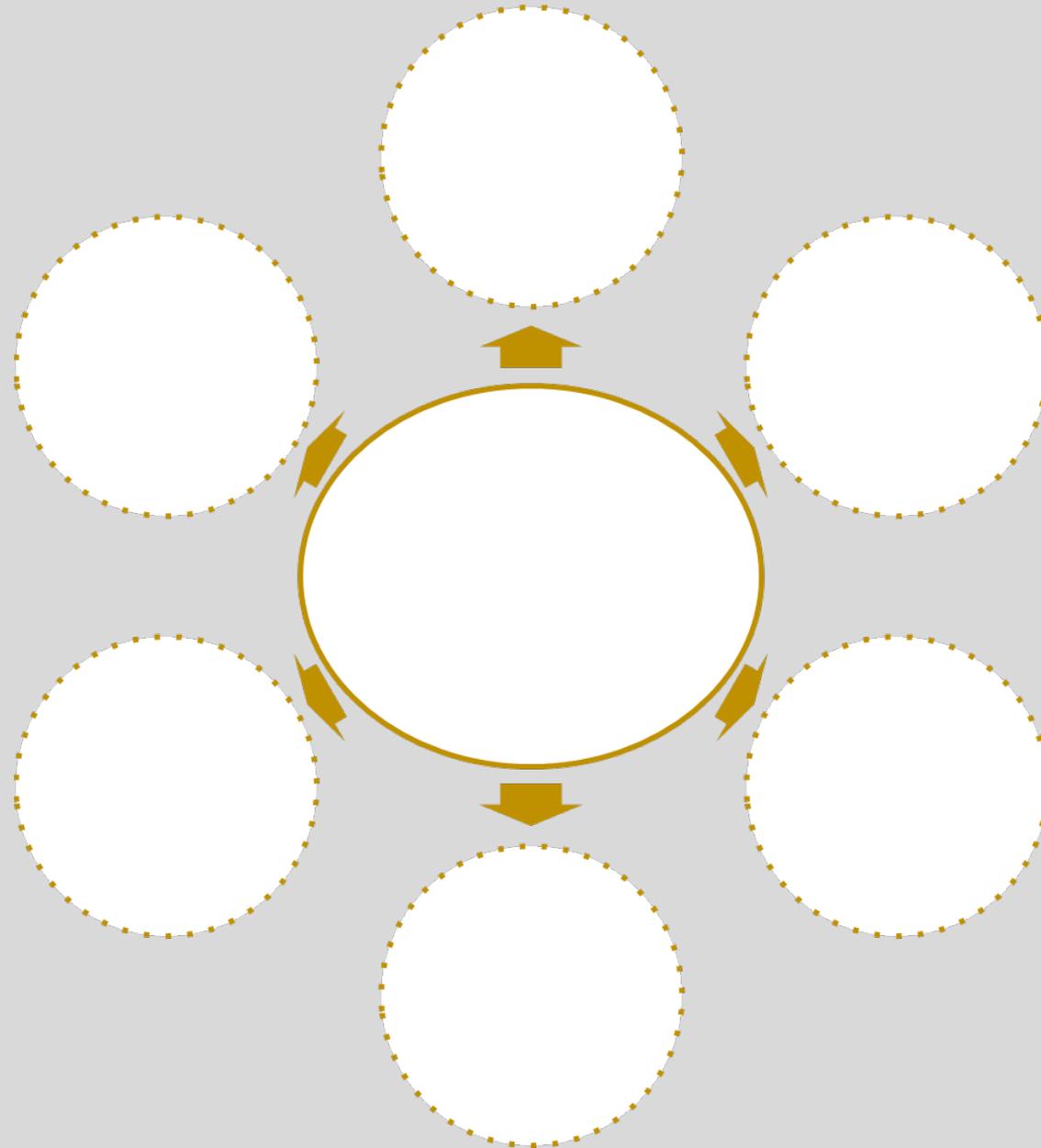


IEPs are like...

Your Turn: Purpose of IEP



Your Turn: Purpose of IEP Continued



Sections of the IEP

IEP Identifying Information	Present Levels of Performance / Individual Needs	Measurable Post-Secondary Goals / Transition Needs	Measurable Annual Goals, Short-Term Objectives & Benchmarks
Reporting Progress to Parents	Recommended Special Education Programs & Services	Coordinated Set of Transition Activities	Participation in State and District-Wide Assessments
Participation with Students Without Disabilities	Transportation	Placement Recommendation	IEP Implementation

IEP Identifying Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: DATE OF BIRTH:	LOCAL ID #:	DISABILITY CLASSIFICATION:
PROJECTED DATE IEP IS TO BE IMPLEMENTED:		PROJECTED DATE OF ANNUAL REVIEW:

Present Levels of Performance



The Present Level of Performance section of the IEP identifies the areas of unique needs related to the student's disability and the student's current level of functioning, including the strengths of the student, related to those areas.





**How are the
present
levels of
performance
developed?**

By whom?

With what?

Present Levels of Performance

Test Names and Assessments

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS
DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS
EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS) [REDACTED]
ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE: [REDACTED] STUDENT STRENGTHS, PREFERENCES, INTERESTS: [REDACTED] ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: [REDACTED]
SOCIAL DEVELOPMENT THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS: [REDACTED] STUDENT STRENGTHS: [REDACTED] SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: [REDACTED]
PHYSICAL DEVELOPMENT THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS: [REDACTED] STUDENT STRENGTHS: [REDACTED] PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: [REDACTED]

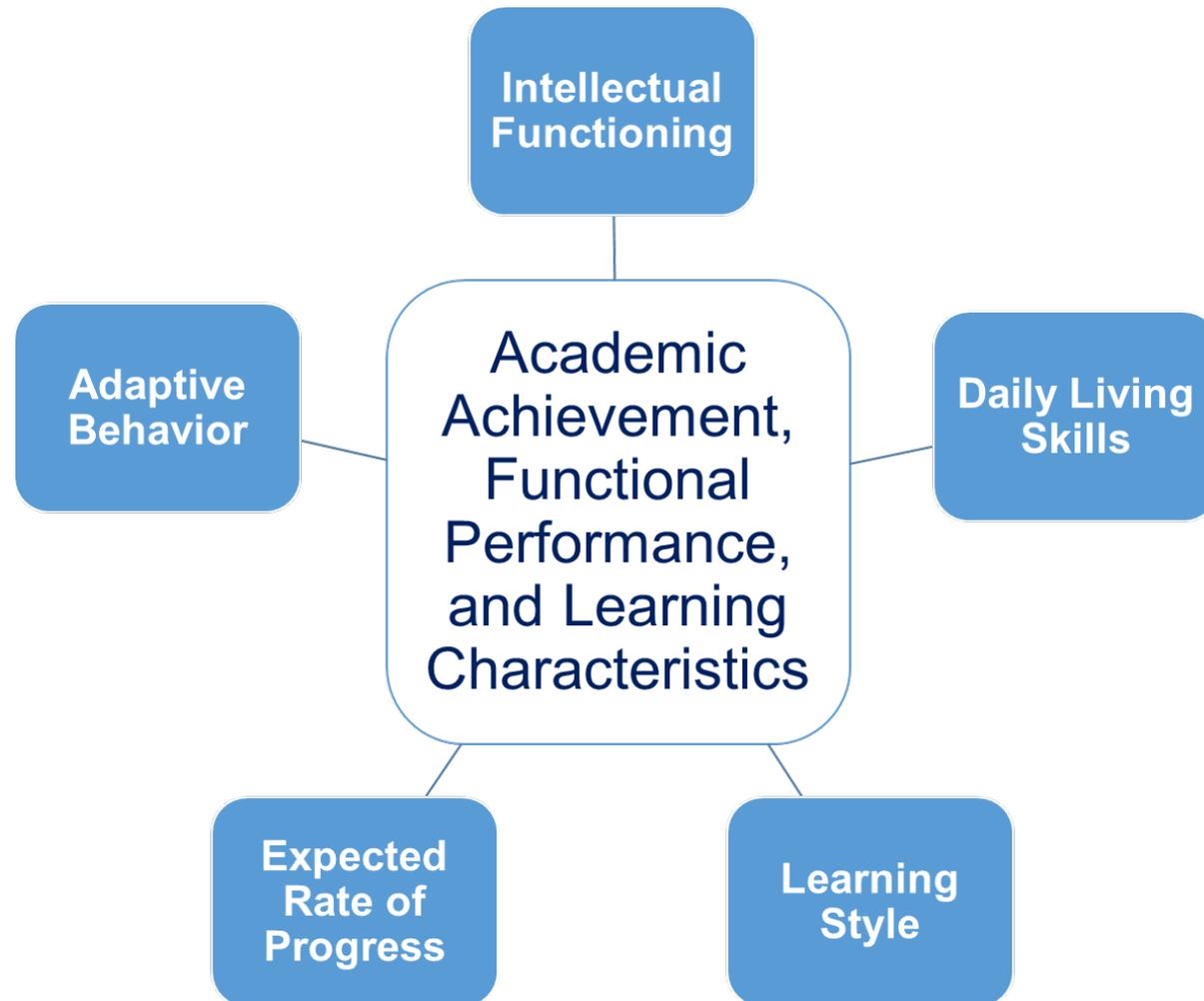
Present Levels of Performance

Academic Achievement, Functional Performance, and Learning Characteristics

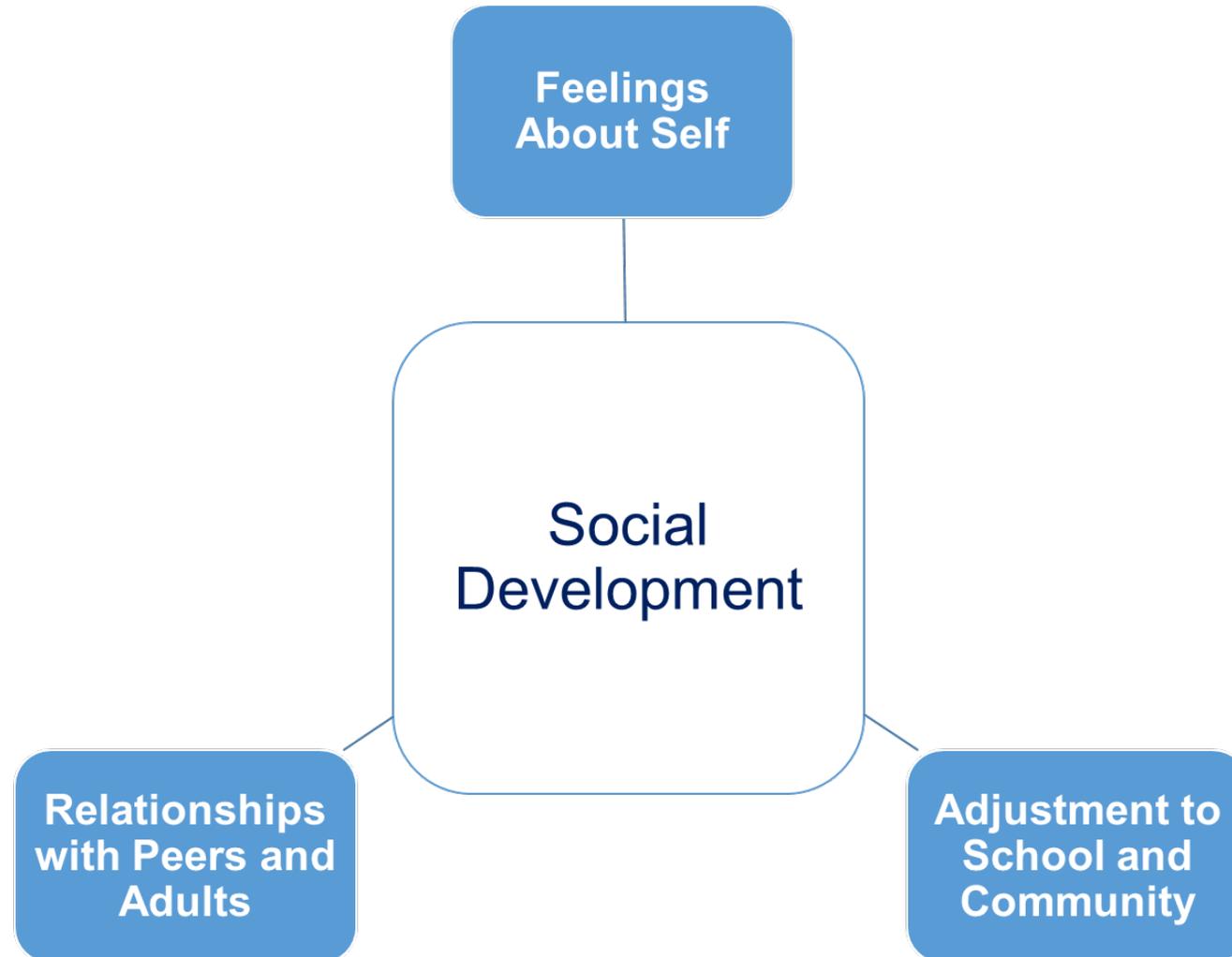
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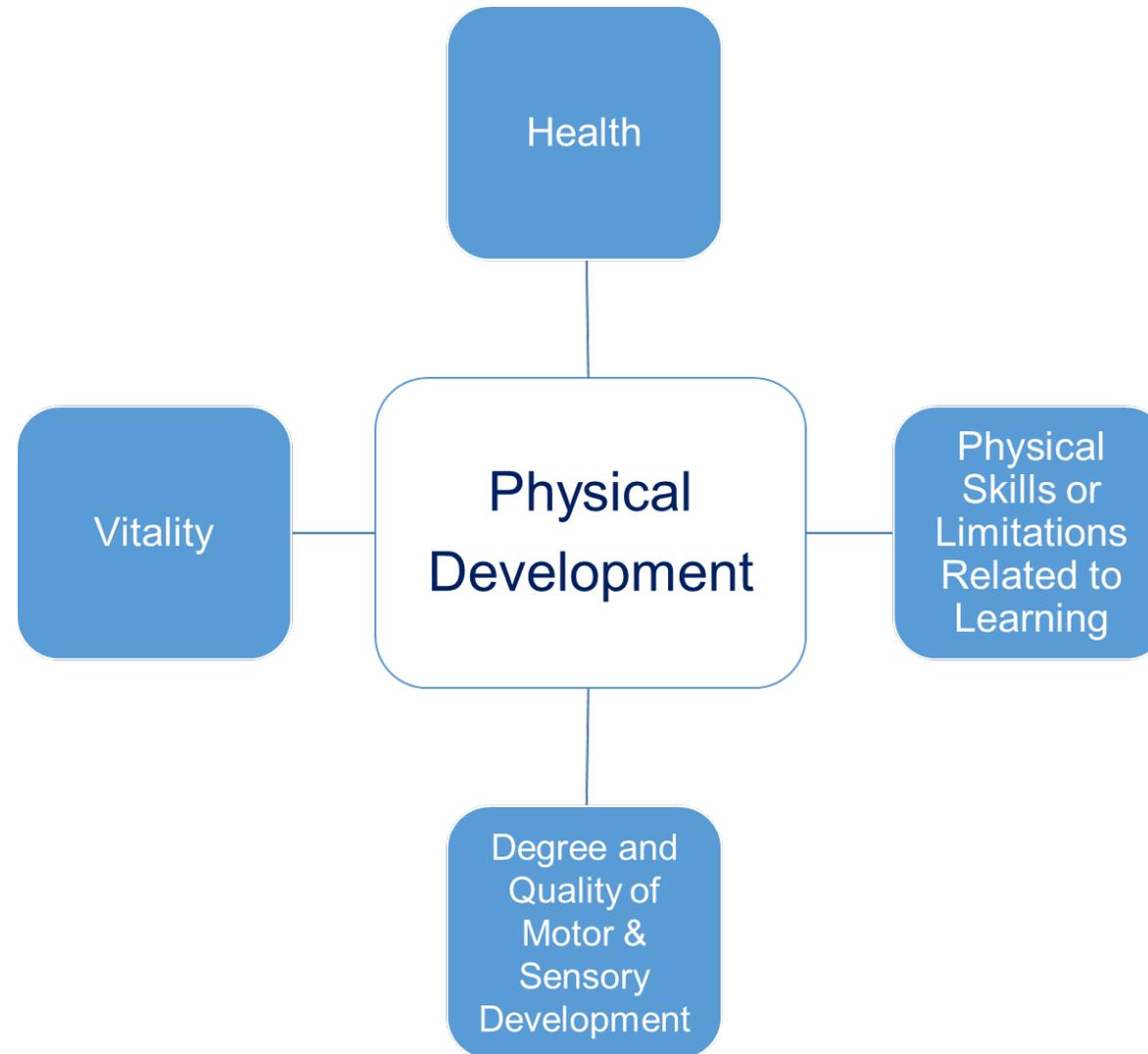
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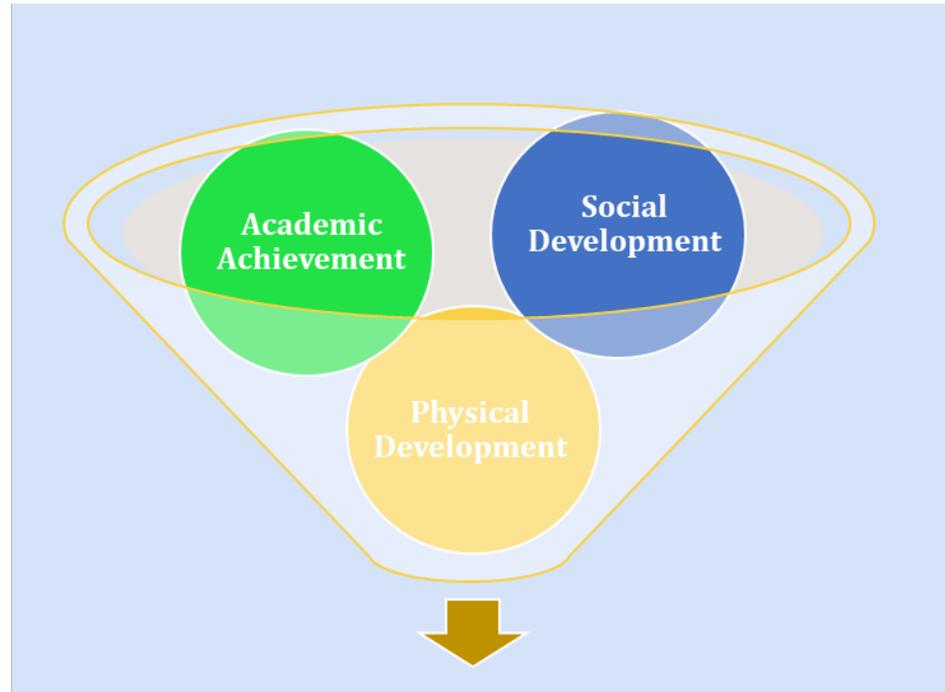


Social Development



Physical Development





Management Needs

The nature (type) and degree (extent) to which environmental and human or material resources are needed to address needs identified.

Present Levels of Performance

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES

Describe how the student's disability affects his/her involvement in the general curriculum (i.e. access and progress)

Present Levels of Performance – Attachment 2

<p>STUDENT NEEDS RELATING TO SPECIAL FACTORS</p> <p>BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.</p>
<p>Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes No</p> <p>Does the student need a behavioral intervention plan? No Yes:</p>
<p>For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?</p> <p>Yes No Not Applicable</p>
<p>For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? Yes No Not Applicable</p>
<p>Does the student need a particular device or service to address his/her communication needs? Yes No</p> <p>In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?</p> <p>Yes No Not Applicable</p>
<p>Does the student need an assistive technology device and/or service? Yes No</p> <p>If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No</p>

Attachment 2: “Consideration of Special Factors,” in the “Guide to Quality IEP Development and Implementation,” 2010

Present Levels of Performance – Strategy Considerations

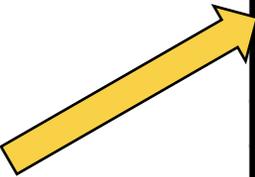
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Considerations:

- Compared to same-age peers
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Intervention Plan (BIP)
- Time out room

Present Levels of Performance – Language Considerations

<p>STUDENT NEEDS RELATING TO SPECIAL FACTORS</p> <p>BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.</p>
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- Considerations:
- CT in ESL classroom
 - Bilingual special class
 - Bilingual speech therapy

Present Levels of Performance – Visual Impairment Considerations

STUDENT NEEDS RELATING TO SPECIAL FACTORS

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Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes No

Does the student need a behavioral intervention plan? No Yes:

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

Yes No Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? Yes No Not Applicable

Does the student need a particular device or service to address his/her communication needs? Yes No

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Yes No Not Applicable

Does the student need an assistive technology device and/or service? Yes No

If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No

Considerations:

Use of Braille

Orientation and mobility

Braille note taker / other technology

Staff training in Braille software

Present Levels of Performance – Device or Service Considerations

STUDENT NEEDS RELATING TO SPECIAL FACTORS BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.
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Does the student need an assistive technology device and/or service? Yes No If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No

Considerations:

- Speech / Language Therapy
- Devices
- Interpreter
- Environmental Modifications

Present Levels of Performance – Assistive Technology Considerations

STUDENT NEEDS RELATING TO SPECIAL FACTORS

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Yes No Not Applicable

Does the student need an assistive technology device and/or service? Yes No

If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No

Considerations:

Technology to facilitate Least Restrictive Environment (LRE)

Access to general education classes

Communication (auditory, written)

Assessments

Paint a Clear Picture



IEP Questions to Consider



Look to Answer:

- Is the information relevant?
- Is it individualized?
- Does it describe the impact of the disability?

A green rectangular sign with rounded corners and a white border, mounted on two wooden posts. The sign features the text "The Last Word" in a bold, white, sans-serif font. The background is a bright blue sky filled with scattered white clouds.

The Last Word

Break



Please return at



Measurable Post-Secondary Goals & Transition Needs



When I Grow Up

Measurable Post-Secondary Goals

Transition Considerations

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15
(AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

- Goals for life AFTER high school
- “<STUDENT> WILL...”
- Based on age-appropriate transition assessments

Measurable Post-Secondary Goals

Examples

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15
(AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

Examples:

- Education/Training: Lisa will attend a two-year college to take courses in animal care
- Employment: Lisa will work as a dog groomer as she participates in veterinary science course work.
- Independent Living Skills Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.

Transition Needs

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

- a) a statement of the **student's needs**, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities
- b) a statement of the **transition service needs of** the student that focuses on the student's **courses of study**, such as participation in advanced-placement courses or a CTE program

Transition Needs - Examples

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

Transition needs statements:

- *Lisa **needs** to develop self-advocacy skills.*
- *Lisa **needs** to learn computer and time management skills.*

Courses of study statements:

- *Lisa **will** take courses of study that include animal biology and computer word processing and courses that include career and technical education courses in veterinary science.*

G O A L S

A close-up photograph of five light-colored wooden blocks arranged in a horizontal line on a wooden surface. Each block has a single letter printed on its top face in a bold, black, serif font. The letters, from left to right, are G, O, A, L, and S. The background is a soft-focus field of many more similar wooden blocks, creating a sense of depth and texture.

Think of a personal goal that you have set and achieved.

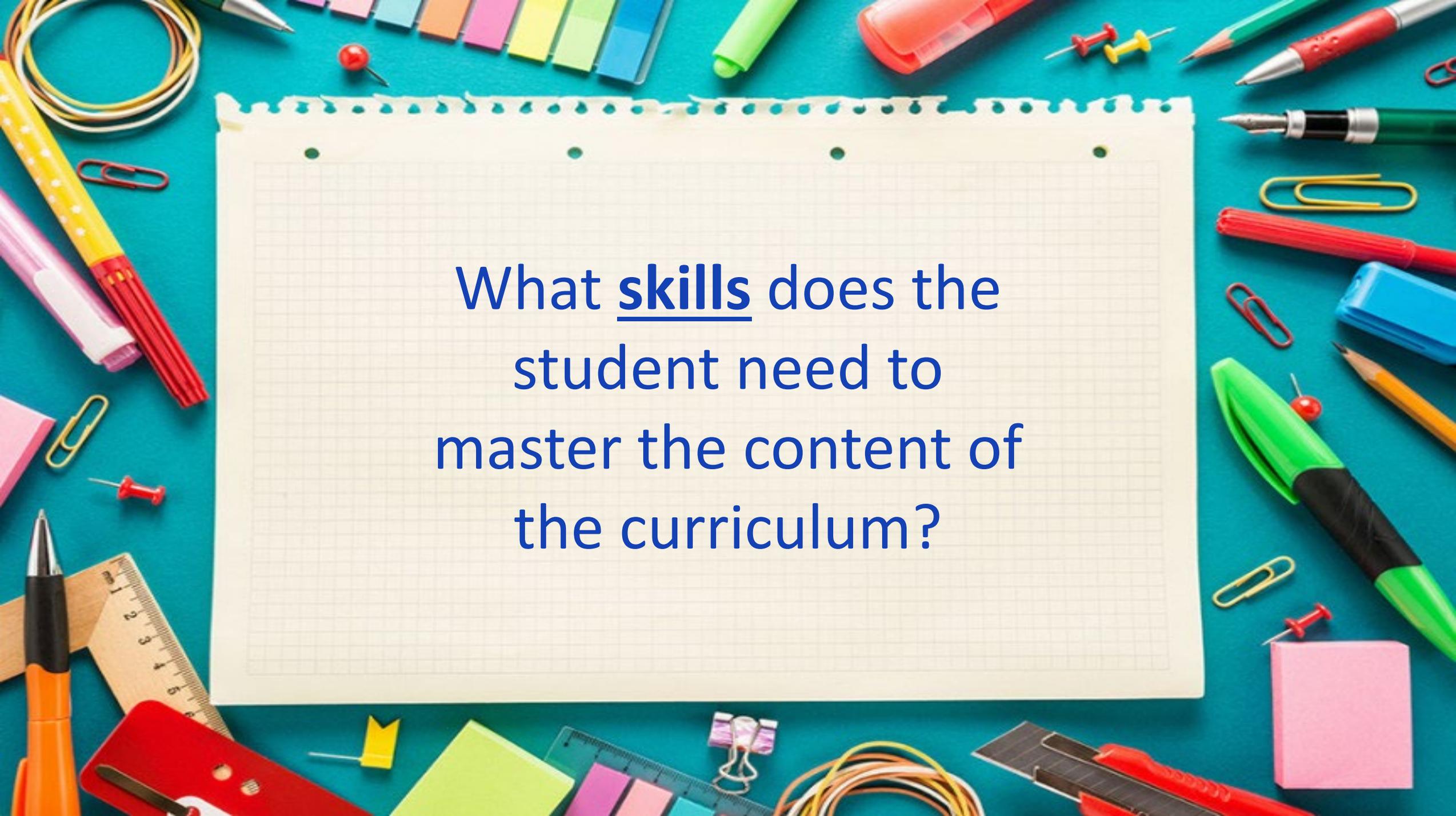


Questions

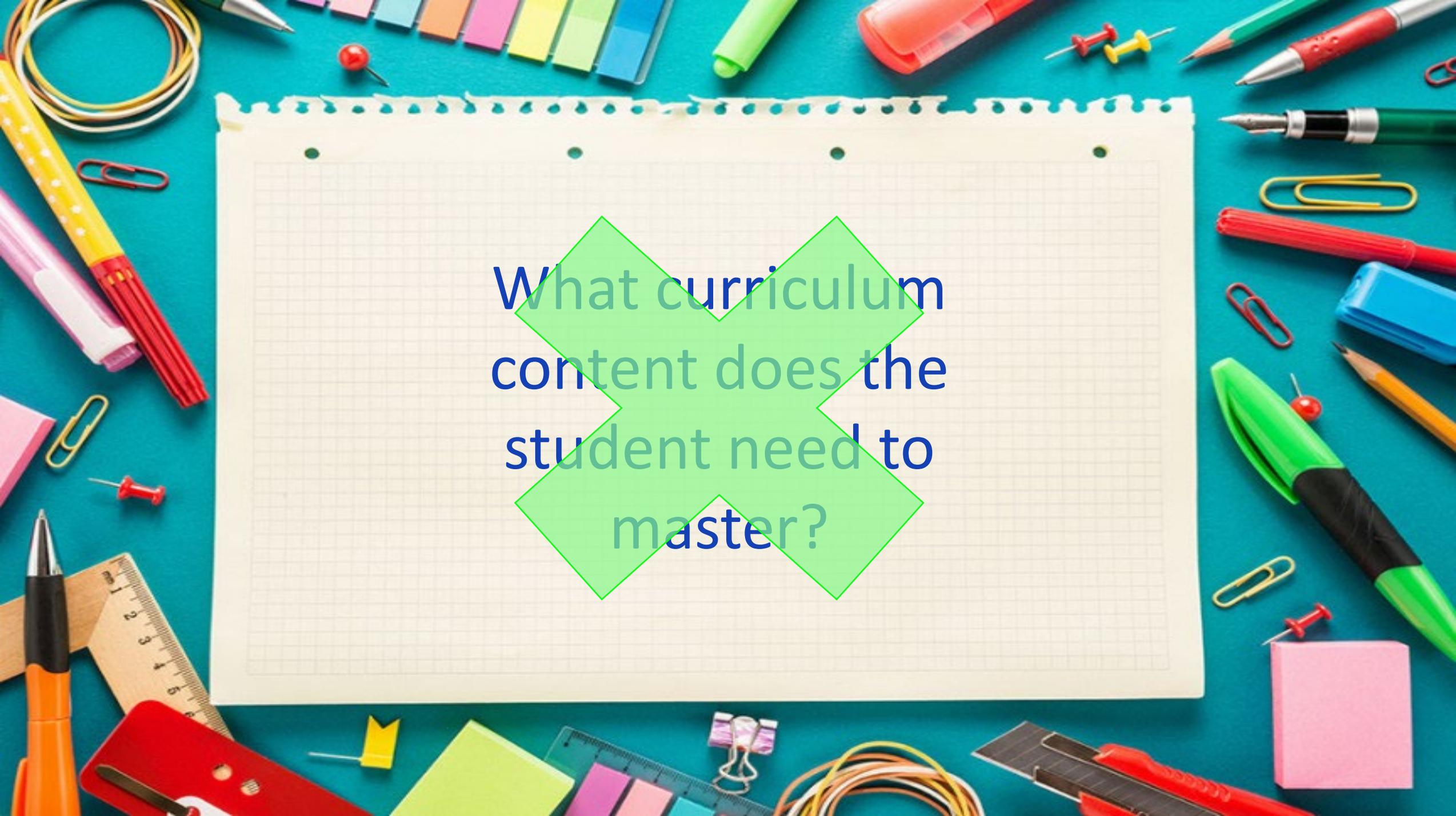


- Why did you choose that goal?
- What evidence did you have to know you were making progress?
- How did you know you were successful?





What skills does the student need to master the content of the curriculum?



What curriculum
content does the
student need to
master?

Sample Goal Template

Annual Goal (The task)	Criteria (The end result)	Method (The tool)	Schedule (The check-in)
<p><i>Given <u>what</u></i></p> <p><i>Student will...</i></p> <p><i><u>do what</u></i></p> <p><i><u>to what extent/</u></i></p>	<p><i><u>How well</u></i></p> <p><i>AND</i></p> <p><i>over what</i></p> <p><i>period of time</i></p>	<p><i>Tangible</i></p> <p><i>method to</i></p> <p><i>evaluate</i></p>	<p><i>How often</i></p> <p><i>you evaluate</i></p>

Student does this

Adult does this

Marshmallow Principle



<https://www.youtube.com/watch?v=Rwxf1BTyKz4>

To progress monitor (or measure progress), we must have MEASURABLE GOALS!



**MEASURABLE =
Can be observed or counted**



Observable?



• Feel

• Think

• Understand

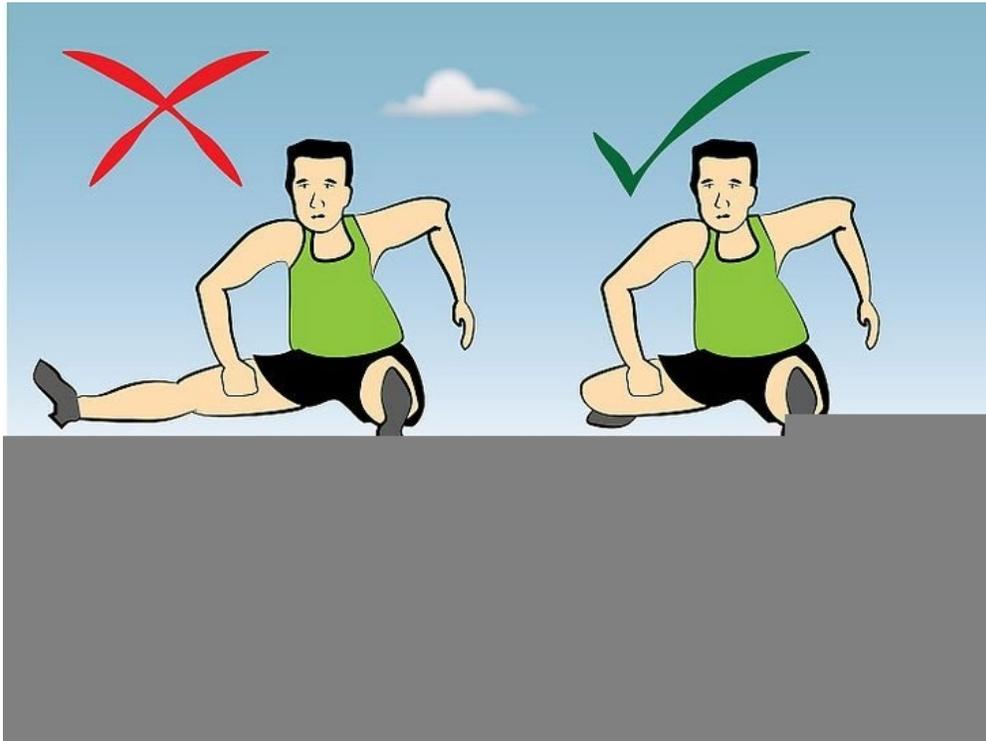
• Realize

• See

• Know

NOT OBSERVABLE

Criteria





METHOD



My Own Self-Monitoring Checklist

Create your own self-management checklist. Cut and paste 4 skills you want to monitor.

<input type="checkbox"/>	

Hands to self. Follow directions. Quiet voice. Inside voice. Stay in my seat. Keep my feet on the ground.	Look Forward. Work quietly. Keep my pencil still. Keep my hands in my work station. Focus on my work. Answer questions. Participate in class. Slow down and complete my work.
---	--

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Behavior Chart: Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/>				
<input type="checkbox"/> Outstanding <input type="checkbox"/> Great Day <input type="checkbox"/> I need to work on	<input type="checkbox"/> Outstanding <input type="checkbox"/> Great Day <input type="checkbox"/> I need to work on	<input type="checkbox"/> Outstanding <input type="checkbox"/> Great Day <input type="checkbox"/> I need to work on	<input type="checkbox"/> Outstanding <input type="checkbox"/> Great Day <input type="checkbox"/> I need to work on	<input type="checkbox"/> Outstanding <input type="checkbox"/> Great Day <input type="checkbox"/> I need to work on
following directions				
staying on task				
finishing my work				
keeping my hands to myself				
being kind				
Parent Signature: _____				

By Katie Tye

Schedule

Interval by which METHOD will be used to
measure progress

Think about:

WHEN WILL YOU COLLECT THE DATA??

NOT

WHEN THE GOAL WILL BE ACHIEVED

Making Goals Measurable I

“will increase mathematical problem-solving ability ”
becomes...

Annual Goal	Criteria	Method	Schedule
<i>Given a 4-function calculator, Sue will solve one-step word problems using addition and subtraction.</i>	<i>With 90% accuracy over 1 month</i>	<i>Teacher-created assessments</i>	<i>weekly</i>

Making Goals Measurable II

“will improve fluency” becomes...

Annual Goal	Criteria	Method	Schedule
<i>Given 5th grade material, Joey will orally read 100 words per minute.</i>	<i>With no more than 2 errors For 5 consecutive trials</i>	<i>Recorded observation</i>	<i>weekly</i>

Making Goals Measurable III

“will improve peer relationships” becomes...

Annual Goal	Criteria	Method	Schedule
<i>Given a 4-function calculator, Sue will solve one-step word problems using addition and subtraction.</i>	<i>With 90% accuracy over 1 month</i>	<i>Teacher-created assessments</i>	<i>weekly</i>

Objective and Benchmarks

Measurable intermediate steps between the student's present level of performance and the measurable annual goal

Can include increasing independence / decreasing support

For example –

- Given 3 verbal prompts
- Given 2 verbal prompts
- Given 1 verbal prompt

Can include increasing levels toward final goal

For example –

- By November,
- By February,
- By April,

Key Questions for Prioritizing Goals



Reporting Progress

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

When, not how many times

In October, January, April
and June

In conjunction with
report cards

Special Education Program & Services & 12-Month Services

Recommended Special Education Program

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					

Recommended Special Education Program – Continuum of Services

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					



Program must be from the continuum of services outlined in Part 200.

Recommended Special Education Program

Resource Room

Consultant teacher

Special Class

Integrated Co-Teaching

Home / Hospital Instruction

Private School

Related Services

Adapted PE

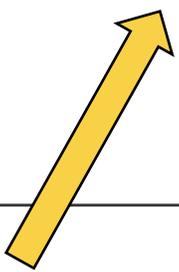
Recommended Special Education Program – Clarifying Information

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:	<div data-bbox="802 588 2094 1273" style="background-color: #4a86e8; color: white; padding: 10px;"> <p>For clarifying information, including:</p> <ul style="list-style-type: none"> • Special class size • Group or individual service • Language other than English • Direct or Indirect service • Subject/class where service will be provided </div>				
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

Recommended Special Education Program – Frequency

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					



How often?

- How many times per day, week, month?

NOT "AS NEEDED"!

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

Recommended Special Education Program – Duration

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

How long?

- Number of minutes per session?
- Length of class period?

NOT "AS NEEDED"!

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

Recommended Special Education Program - Location

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

NOT "Therapy setting"!
-BE SPECIFIC-

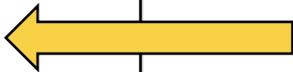
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

Recommended Special Education Program - Supports

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

Includes but are not limited to:

- Note taker;
- Special seating arrangement;
- Instructional material in alternative formats (e.g., Braille, large print, audiobooks);
- assignment of paraprofessional staff (or a one-to-one teacher aide or assistant); or
- Study guide outlines of key concepts



* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

Recommended Special Education Program – Assistive Technology

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.					

Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability

- Low tech (pencil grips, picture exchange system)
- High tech (voice synthesizer, augmentative communication device, text to speech software)



Recommended Special Education Program – School Personnel Supports

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS *	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM:					
RELATED SERVICES:					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

Necessary supports provided to school personnel on behalf of the student to enable:

- Attainment of annual goals;
- Involvement in and progress in the general curriculum;
- Participation in extracurricular and non-academic activities



* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

12-month **service and/or** program/Extended School Year (ESY)

12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August:
 No Yes
 If yes:
 Student will receive the same special education program/services as recommended above.
 OR
 Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/SERVICE DATE(S)

Name of school/agency provider of services during July and August:
 For a preschool student, reason(s) the child requires services during July and August:

NOT SUMMER SCHOOL

Who is Eligible for ESY?

Students must be considered for ESY to prevent substantial regression if they are students:

- Placed in special classes with:
 - highly intensive management needs and require high degree of individualized attention and intervention;
 - severe multiple disabilities and require primarily habilitation and treatment;
- Recommended for home and/or hospital instruction
 - whose special education needs are highly intensive and require high degree of individualized attention and intervention; or
 - with severe multiple disabilities and require primarily habilitation and treatment;
- With severe needs in seven-day residential program; or
- Receiving other special education services who exhibit need for ESY to prevent substantial regression.

Test Accommodations Manual

Testing Accommodations for Students with Disabilities

Policy and Tools to Guide Decision-Making and Implementation

February 2018
(Updated September 2019)



Testing Accommodations

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):
 INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT’S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
NONE		

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
 **Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

Testing Accommodations - Defined

- Changes in the standard administration of a test including testing procedures or formats that enable students with disabilities to participate in assessment programs on an equal basis with their non-disabled peers.
- Testing accommodations do not affect the constructs being measured.

Testing Accommodations - Categories

- Flexibility in Scheduling
- Flexibility in Setting
- Method of Presentation
- Method of Response
- Other

Coordinated Set of Transition Activities

Coordinated Set of Transition Activities - Connections

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

Coordinated Set of Transition Activities - Instruction

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Instruction		
<p>May include:</p> <p>Courses of study or skill areas</p>		

Coordinated Set of Transition Activities – Related Services

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT’S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Related Services		
<p>Any related services to support student In attaining post-school outcomes</p>		

Coordinated Set of Transition Activities – Community Resources

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Community Experiences		
Access to community resources		

Coordinated Set of Transition Activities – Post-school Services or Activities

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Development of Employment and Other Post- school Adult Living Objectives		
Services or activities to prepare for employment		

Coordinated Set of Transition Activities – Daily Living Skills

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT’S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
Activities of Daily Living		
Daily Living Skills		

Coordinated Set of Transition Activities – Functional Vocational Assessment

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15
(AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET OF TRANSITION ACTIVITIES

NEEDED ACTIVITIES TO
FACILITATE THE STUDENT'S
MOVEMENT FROM SCHOOL
TO
POST-SCHOOL ACTIVITIES

SERVICE/ACTIVITY

SCHOOL DISTRICT/
AGENCY RESPONSIBLE

Functional Vocational
Assessment

**Assessment to determine a student's
strengths, abilities, and needs in an actual or
simulated work setting or real-world work
sample experience**

Coordinated Set of Transition Activities – Question

What is a participating agency?

Coordinated Set of Transition Activities – Answer

State or local agency (NOT District) financially
and legally responsible for providing transition
services to student

Participation in State & Local Assessments

Participation in State & Local Assessments

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

Participation with Students without Disabilities

Only when nature or severity of the disability
is such that **EVEN WITH SUPPLEMENTARY
AIDS AND SERVICES**, education can not be
satisfactorily achieved

Participation with Students without Disabilities Section

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: No Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

Special Transportation

Special Transportation Section

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT
RELATING TO HIS/HER DISABILITY

None.

Student needs special transportation accommodations/services as follows:

Student needs transportation to and from special classes or programs at another
site:

Placement Recommendation

PLACEMENT RECOMMENDATION

The educational setting in which the IEP will be implemented

NOT

Location of service

Placement Recommendation Continued

PLACEMENT RECOMMENDATION

LEAST
RESTRICTIVE
ENVIRONMENT

IEP Questions to Consider Revisited

Consider the sections of the IEP in relation to what we learned about present levels of performance

- Are there connections to the present levels of performance?
- Are statements individualized?
- Is placement in the LRE?





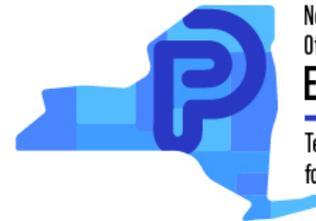
Wrap-Up and Questions

Thank you for your participation.

Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY AT ALBANY
State University of New York

Training Evaluation Survey

[Link here](#)

Break



Please return at

