What Is an Individualized Education Program (IEP) for Families of Preschool Students?
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.
Meeting Norms

• Take care of your needs (water, food, restroom, etc.).
• Speak your truth; use “I” statements.
• Ask what you need to understand and contribute.
• Listen with respect.
• Push your growing edge.
• Participate and struggle together.
• Expect a lack of closure.
• Respect each other's needs.
Learning Objectives

Participants will:

• List the various preschool components of the IEP
• Identify the family's role in the development of the IEP and on the Committee on Preschool Special Education (CPSE)
• Review tools and resources that can enhance family engagement during the IEP process
Welcome and Introductions

• Name

• School District

• What are you hoping to take away from this training?
Individuals with Disabilities Education Act 2004 (IDEA)

Federal law governing special education ages 3-21, entitles students to a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE).
New York State Education Department Office of Special Education

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.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CPSE</td>
<td>Committee on Preschool Special Education</td>
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<tr>
<td>CSE</td>
<td>Committee on Special Education</td>
</tr>
<tr>
<td>ESY</td>
<td>Extended School Year</td>
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<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>NYSED</td>
<td>New York State Education Department</td>
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<tr>
<td>SEIT</td>
<td>Special Education Itinerant Teacher</td>
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What is an IEP?

The IEP is the tool that ensures a student with a disability:

• Has access to the general education curriculum and age-appropriate learning activities.
• Is provided the appropriate learning opportunities, accommodations, adaptations, specialized services, and supports needed for the student to progress towards achieving the learning standards and to meet their unique needs related to the disability.
This Is a Partnership

• The development of an IEP is a collaborative partnership and process between the student, family, provider, county, and district.

• Providers and families have the best knowledge of the child’s:
  - Current levels of abilities
  - Strengths and needs
  - Supports and accommodations that work
  - Next steps
### CPSE Membership in New York State

<table>
<thead>
<tr>
<th>Member Title</th>
<th>CPSE (3–5)</th>
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<tbody>
<tr>
<td>Parents/Individual in Parental Role</td>
<td>Required</td>
</tr>
<tr>
<td>Not less than 1 General Ed. Teacher (If child is or may be in general ed)</td>
<td>Required</td>
</tr>
<tr>
<td>Not less than 1 Special Ed. Teacher/Provider</td>
<td>Required</td>
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<tr>
<td>School Psychologist</td>
<td>Not Required</td>
</tr>
<tr>
<td>District Representative (CPSE/Committee on Special Education [CSE] Chairperson)</td>
<td>Required</td>
</tr>
<tr>
<td>Others with Knowledge/Expertise</td>
<td>Required</td>
</tr>
<tr>
<td>Individual to Interpret Evaluations (may serve dual role with any of the professional roles listed above, but not the parent)</td>
<td>Required</td>
</tr>
<tr>
<td>School Physician</td>
<td>Not Required</td>
</tr>
<tr>
<td>Additional Parent Member</td>
<td>If requested (72 hrs.)</td>
</tr>
<tr>
<td>Agency Representative (for transition planning)</td>
<td>Not Required</td>
</tr>
<tr>
<td>Student (if appropriate)</td>
<td>Not Required</td>
</tr>
<tr>
<td>Representative from Municipality</td>
<td>Invited</td>
</tr>
<tr>
<td>Representative from Early Intervention</td>
<td>By parent request for transition to CPSE</td>
</tr>
</tbody>
</table>
The CPSE Process

1. **Referral**
   - Parental Notice and Consent

2. **Evaluation**
   - by an approved State Education Department (SED) Evaluator

3. **Eligibility**
   - Recommendation/IEP Development

4. **Implementation**

5. **Annual Review**
   - within one year of last annual review date

6. **Reevaluation**
   - every three years
Guiding Principles for IEP Development

- Tool to guide instruction and measure progress
- Child centered
- Shared responsibility, parental participation
- Special education is a service, not a place
- LRE
- Includes positive behavior supports
- Planning for adult outcomes
- Based on individual strengths and needs
- General education curriculum, standards, and assessments

Adapted from Guide to Quality IEP Development and Implementation
## Family’s Role in the IEP Process

**What to expect and how to prepare for success at the CPSE meeting**

<table>
<thead>
<tr>
<th>Your role at the CPSE meeting</th>
<th>How to prepare</th>
</tr>
</thead>
</table>
| Provide documentation prior to meeting                                   | • Read through all of your child’s evaluations and highlight anything you feel is relevant  
|                                                                           | • Submit all documentation that professionals will need to have the most well-rounded description of your child |
| Describe how your child learns and their strengths, needs, and interests  | • Make a list about your child’s strengths, needs, and interests prior to the meeting  
|                                                                           | • Consider completing the "About My Child form" to bring to the meeting                           |
| Consider bringing another person with you to the meeting                  | • This person could be a family member or friend  
|                                                                           | • You can also request a parent member and interpreter, up to 72 hours in advance               |
| Participate fully                                                        | • Voice your thoughts, questions, and concerns  
|                                                                           | • Advocate for what you believe your child needs to be successful                                |
Sections of the IEP

1. Placement
2. Special transportation
3. Participation with students without disabilities
4. Testing accommodations (if needed)
5. Twelve-month services (if needed)
   Programs and services—modifications and supports
6. Reporting progress to parents
   Annual goals, objectives/benchmarks

Present levels of performance

(Optional student information form) and student information
Components of the Present Levels of Performance

Including:
- Strengths
- Preferences
- Interests
- Needs
- Concerns of the family
Evaluation Results

Evaluations are a variety of assessment tools and strategies including information from the parent to gather relevant functional, developmental, and academic information about the student.

- Individual Evaluations (psychological, speech, occupational therapy (OT), physical therapy (PT), physical/medical, etc.)
- Social history
- Student observation
- Factors related to the disability
- Family concerns
Academic Achievement and Functional Performance

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. Academic achievement and functional performance also includes student needs that are of concern to the parent/guardian.

- Dressing
- Toileting
- Identifying objects
- Problem solving
- Decision making
- Following a schedule and routine
- Attention to tasks
- Following directions
- Avoiding danger
- Communication skills
- Processing verbal information
Social Development

Social development is the process through which students learn the ability to interact with others and regulate their own behaviors. The student can develop and maintain meaningful interpersonal relationships, engage in positive social interaction skills with adults and peers, regulate their emotions, and develop self-awareness. Social development also includes student needs that are of concern to the parent/guardian.

- Sharing
- Friendships
- Resolving conflicts
- Cooperative Play
- Self-confidence
- Identifying feelings
- Exploring and engaging in their environment
Physical Development

Physical development is the growth and skill development of the body including the brain, muscles, and senses during infancy and early childhood. This includes the student’s use and control of their bodies. Developing gross (large muscles involving the whole body) and fine motor (small muscles involving hands and fingers) skills is a component of physical development. Physical development also includes student needs that are of concern to the parent/guardian.

- Walking
- Running
- Buttoning
- Using scissors
- Copying shapes and letters
- Controlled sitting
- Using utensils
- Brushing teeth
- Zipping
## Management Needs

The nature (type) and degree (extent) to which environmental modifications and human or material resources are needed to address student needs identified in the Present Levels of Performance.

<table>
<thead>
<tr>
<th>Environmental Modifications</th>
<th>Human Resources</th>
<th>Material Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistency in routine</td>
<td>• Simplify, repeat directions</td>
<td>• Adapted utensils, pencil grip, weighted utensils</td>
</tr>
<tr>
<td>• Limited visual/auditory distractions</td>
<td>• Verbal/visual/physical prompts</td>
<td>• Picture exchange systems/visual cues of people, places or things</td>
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<tr>
<td>• Adaptive furniture</td>
<td>• Hand over hand assistance with feeding</td>
<td>• Visual schedules/First - Then</td>
</tr>
<tr>
<td></td>
<td>• Assistance with toileting</td>
<td>• Fidgets</td>
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Effect of Student Needs on Participation in Appropriate Preschool Activities

Summary of how your child's disability affects their ability to participate or progress in activities. For preschool children, appropriate activities include any activity that same-age peers engage in, such as coloring, pre-reading activities, play time, listening to stories, sharing-time, or parallel play.

Examples:

• Dayton prefers to play in isolation and becomes upset (e.g., cries and hits others) when another student comes too close. As a result, his peer interactions at playtime are limited.

• Damien’s attention problems result in failure to follow teacher’s directions, talking out of turn, and responding inappropriately during group activities.
Student Needs Relating to Special Factors

- Behavioral Considerations
- Language Needs
- Students Who Are Blind or Visually Impaired
- Communication Needs
- Assistive Technology
Annual Goals

§200.4(d)(2)(iii)(a) and (b)

• Focus on knowledge, skills, and behaviors to address the student’s needs or skill delays, identified in the Present Levels of Performance, that interfere with the child's ability to function age-appropriately in their learning environment.

• Parents have input into the goals that are developed for their child.

• Goals are reviewed at least annually and can be modified, as necessary and appropriate for the student.

• Goals should be measurable and observable.

• Preschool student goals require either objectives or benchmarks.
Objectives vs. Benchmarks

**Short-Term Objectives**

The intermediate knowledge, skills, and/or behaviors that must be learned for the student to reach the annual goal.

Objectives break down the skills into discrete components or sub-skills (task analysis).

**Benchmarks**

Indicate those *measurable intermediate steps* between the student’s Present Levels of Performance and the Measurable Annual Goal.

**Objective**

Can include increasing independence/decreasing support.

For example:

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

**Benchmark**

Can include increasing levels toward the final goal.

For example:

- By November
- By February
- By April
Examples of Goals with Objectives and Benchmarks

Annual Goal:
• Given 15 minutes of free play, Anika will verbally interact with peers for a minimum of 10 minutes.

Short Term Objectives:
• Anika will initiate verbal interaction with a peer(s) during a play activity.
• Anika will use a minimum of four verbal exchanges with a peer(s).
• Anika will sustain verbal interaction with a peer(s) for five minutes.

Annual Goal:
• Given 15 minutes of free play, Anika will initiate a conversation with peers five times.

Benchmarks:
• Given 15 minutes of free play, Anika will initiate a conversation with peers one time.
• Given 15 minutes of free play, Anika will initiate a conversation with peers two times.
• Given 15 minutes of free play, Anika will initiate a conversation with peers four times.
Reporting Progress to Parents

The IEP must identify when periodic reports on the progress the student is making toward the annual goals will be provided to the student’s parents.

1. Progress reports will be provided at least as often as parents of nondisabled students are informed of their student's progress.

2. Progress is reported in a jargon-free, objective manner that is easily understood to inform parents of:
   a) Specific data regarding the extent to which the student is progressing toward meeting annual goals.
   b) The student's progress or lack of progress in order to review/revise the IEP to ensure the student is provided the appropriate supports to reach the annual goals.
Special Education Programs and Services

What programs and services does a child need to achieve their annual goals and to participate in age-appropriate activities?
LRE Placement

§200.1(cc)

The placement of an individual student with a disability in the LRE must:

• Provide the special education needed by the student
• Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities
• Be as close as possible to the student's home
Access to Inclusive High-Quality Early Childhood Programs

When enrolled in a district pre-kindergarten (pre-K) program, including special education programs and services, preschool students with disabilities must have equal access to:

• Pre-K curriculum
• Desired learning results established for all students
• Length of school day
• Protocols for Emergent Multilingual Learners
• Family engagement and parent choice activities
• School facilities and food programs
Preschool Programs and Services

- Related Services §200.16(i)(3)(i)
- Special Education Itinerant Services (SEIS) §200.16(i)(3)(ii)
- Related Services and SEIS §200.16(i)(3)(ii)(d)
- Special Classes in an Integrated Setting (SCIS) §200.9(f)(2)(x)
- Special Classes §200.16(i)(3)(iii)

Half-day/Full-day 12-month Special Services/Programs
Related Services (§200.1(qq))

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability, and includes:

- Speech-language pathology
- Audiology services
- Interpreting services
- Psychological services
- PT
- OT
- Counseling services, including rehabilitation counseling services
- Orientation and mobility services
- Medical services as defined in this section
- Parent counseling and training
- School health services
- School nurse services
- School social work
- Assistive Technology services
- Appropriate access to recreation, including therapeutic recreation
- Other appropriate developmental or corrective supports and services
- Other appropriate supports and services
- Includes the early identification and assessment of disabling conditions in students
Supplementary Aids and Services/Program Modifications/Accommodations

Provided in general education classes or other education-related settings to enable students with disabilities to be educated with students without disabilities to the greatest extent possible in the LRE.

Examples:

- Therapeutic chair, adaptive furniture
- Adapted materials, utensils
- Simplify language/restate directions
- Visual schedule/routine
- Pictures, visual cues of people, places, things
- Preferential seating—close to teacher
- One-to-one aide/teaching assistant
Assistive Technology Devices and Services

**Assistive technology device** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

**Assistive technology service** means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

**Examples:**
- Noise-blocking headphones
- Fidgets
- Foam grips
- Augmentative and alternative communication devices
Supports for School Personnel

• The IEP must consider any training and/or professional development that providers or staff may need in order to help them to work more effectively with the student.

• Should consider what support the student might need in meeting annual goals.

Examples:

• Information on a specific disability and implications for instruction
• Training in the use of a specific positive behavior intervention
• Training on specific software or technology
• Consulting with related service for adapted utensils or equipment
• Assistance with instructional supports
Twelve-Month Program/Services
Extended School Year (ESY)

The CPSE must determine whether a student requires special education services during the months of July and August in order to prevent substantial regression.

Typically for students as follows:
• Highly intensive management needs
• Severe multiple disabilities/services are mainly habilitation and treatment/in special classes
• Home/hospital instruction to prevent substantial regression
• Seven-day residential placement

Not all students will qualify to receive services in July and August!
Special Transportation

For students who are recommended to attend a Special Class or SCIS setting, the Committee must determine whether a student’s disability prevents them from using the same transportation provided to other students.

Special transportation can include:

• Special seating (car seat, booster)
• Vehicle/equipment needs (lifts, ramps, etc.)
• Adult supervision (aide)
• Type of transportation (car/small bus)
• Other accommodations (head-set, tablet)
Self-Determination
Critical Skills for Success
What is Self-Determination?

“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”
It’s Never Too Early to Start

Early Childhood
• Toddlers and young children need to feel control over their environment by having access to choose toys and clothes, make decisions, and problem-solve.

Elementary School
• Students need to know about their disability, what it means, and how it affects learning and behavior. They need to embrace their strengths.

Middle and High School
• Students need to be competent and confident in their decisions, take the lead in meetings for and about them, and learn goal setting and achievement.

Adapted from I'm Determined Module Three: Parents Developing Self-Determination in their Youth
Developing Self-Determination Skills

• Students learn self-determination skills by practicing over time.

• The path to obtaining these skills begins at a very early age.

• Skills build upon each other.
  ▪ For example, students who make simple choices daily will be more prepared to make harder choices when needed.

(Doll, Sands, Wehmeyer, & Palmer, 1996)
Next Steps

• Develop a yearly folder/binder to keep your child's educational documents.

• Secure a copy of your child's IEP for your records.

• Review your child's IEP; if there is anything that does not sound familiar or is unclear, contact the CPSE chairperson for clarification.

• Communicate regularly with your child's providers to ensure all areas of the IEP are being implemented.

• Be sure to review progress monitoring information and gather more information from your child's team if necessary.
Final Thoughts or Questions
Resources

- Elements of Self-Determination
- Extended School Year Programs and Services Questions and Answers
- General Directions to Use the State’s Mandatory Individualized Education Program (IEP) Form
- NYSED Office of Special Education Website
- NYSED Blueprint for Improved Results for Students with Disabilities
- NYSED Field Advisory—July 2021: School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten Programs
Resources (continued)

- NYSED Guide to Quality IEP Development and Implementation
- NYSED Individual Evaluations
- NYSED Part 200 Regulations of the Commissioner of Education
- The New York State Prekindergarten Learning Standards
- U.S. Department Of Health And Human Services U.S. Department Of Education Policy Statement On Inclusion Of Children With Disabilities In Early Childhood Programs
References


Contact Us

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