Promoting Family-School Partnership through the IEP Development Process.

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Do we believe these presuppositions?
Do our practices reflect these beliefs?
Why is it important that we hold these beliefs in our work?
Reflect with someone around you about your experience developing family partnerships. What has worked well, what hasn’t worked well. Why is it important. 3 minutes – report out.
From Connect Modules on Family Professional Partnerships
Ann Turnbull
Pinnacle of true partnership is trust
Two important pathways to trust are our family focus and our focus on the child’s needs
Base is effective communication with the family and effective teaching for the child
Building blocks include advocacy, etc.
Resources Family-Professional Partnerships

- Connect Module 4- Family-Professional Partnerships
  http://community.fpg.unc.edu/connect-modules/learners/module-4/introduction

- School, Family & Community Collaboration

- Kansas Parent Information Resource Center
  http://www.kpiirc.org/

- Beach Center on Families and Disabilities
  http://www.beachcenter.org/default.aspx?Script=1

Highlight Connect Modules:
1) Embedded intervention
2) Transition
3) Collaboration
4) F-P partnerships
5) Assistive technology
6) Dialogic Reading
7) Tiered Instruction

Include videos, resources and application activities
Rationale

- IDEA does not regulate discussion at the IEP meeting. However, 34 CFR 300.320 through 34 CFR 300.324 implicitly set an agenda of items that must be discussed.

- IDEA imposes the requirement that parents be treated as equal participants in the meetings, contributing to the discussion about the child’s needs and joining with the other participants in deciding what services and placement the child will receive.
Doug C v Hawaii
June 13, 2013

- When there are logistical scheduling conflicts for an IEP meeting, priority is given to the parent. “The attendance of [the]… parent, must take priority over other members’ attendance … an agency cannot exclude a parent from an IEP meeting in order to prioritize its representatives’ schedules.”

- The school cannot cure the failure to include the parent at an IEP meeting by convening a second meeting with the parent within 30 days? Parental involvement, after the fact is “not enough because the IDEA contemplates parental involvement in the creation process.”

http://www.wrightslaw.com/law/art/dougc.hawaii.pwanalysis.htm
On June 13, 2013, the U.S. Court of Appeals for the Ninth Circuit issued an important decision about parental participation at IEP meetings. As a part of that ruling, the Court answered several issues and clarified the approach that must be used to determine the proper response when procedural rules appear to conflict with each other.

Kansas is in the 10th circuit court – sharing because it highlights the importance the law has placed on parent participation.

Date scheduled and rescheduled several times until very close to the annual IEP date
Parent called and was sick and couldn’t come, wouldn’t commit to a date that same week
School held the IEP meeting without the parent and changed placement
Schedule a second IEP meeting a month later, Dad came but didn’t participate and no changes were made to the IEP.
Law suits often involve – ensuring required team members are present and the parent has 10 day notification of who might be present

10 day notification of who will be at the IEP meeting
Making sure all the required team members are present
Making sure parents are fully informed of the things to be discussed at the meeting
Family Friendly IEP Conference Flow Chart

Pupil Assessment Information Gathered

Present Levels
Discuss the pupil's strengths and needs in the following areas:
Academic/Cognitive, Health/Physical, Communication, & Social/Emotional. Keep notes on chart paper, white board or computer projector so all can see the information.

Goals & Objectives/Benchmarks
Based on the information documented in the present levels, develop measurable annual goals in the areas of need. Document on visual display.

Time in Service
Based on Present Levels and Annual Goals, indicate Services Needed, Special Education Time & Dates and K-F Time (Regular Education Time), Document on visual display.

Special Considerations
As necessary, include IEP and Annual Review Intervention Plans, Assistive Devices, Transportation, etc.

Signature Page and Notice and Consent as needed

10/21/13
+ Format for Family Friendly Eligibility and/or IEP Meeting

- Participant’s Preparation Prior to Meeting
  - Complete Assessment
  - Written Evaluation Reports (if also doing eligibility)
  - Summarized PLAAFP information
  - Draft of potential goals
  - Baseline data for Potential Goals
  - Recommendations for services
Family Friendly IEP Conference Flow Chart

1. Pupil Assessment Information Gathered

2. Present Levels
   - Discuss the pupil's strengths and needs in the following areas: Academic/Cognitive, Health/Physical, Communication, and Social emotional. Use notes on chart paper, whiteboard, or computer projector as all can see the information.

3. Goals & Objectives/Benchmarks
   - Based on the information documented in the present levels, develop measurable annual goals in the areas of need. Document on visual display.

4. Time In Service
   - Based on Present Levels and Annual Goals, determine Services Needed, special education time, aides and/or 1:1. Document on visual display.

5. Special Considerations
   - As necessary, also discuss and develop Behavior Intervention Plans, Assistive Devices, Transportation, etc.

6. Signature Page and Notice and Consent as needed

10/21/13
Format for Family Friendly Eligibility and/or IEP Meeting

- **Roles**
  - Facilitator
  - Recorder (chart paper)
  - Time Keeper (optional)
  - Observer (optional)

- **Materials**
  - Visual Display with PLAAPP headings (cognition/academic, health/physical, communication, and Social-Emotional), space to list and prioritize needs, and space to summarize services. (Chart Paper, White Board, Elmo or Projector Display)
Examples of how to talk to parents
What are the questions you ask for each of the present levels, letting the parent talk first
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What are the questions you ask for each of the present levels, letting the parent talk first
What are some Questions you might ask Families to help them share Health/Physical Information

- For Example...
  - How is your child’s health?
  - Tell us about the child’s actions/reactions with regard to hygiene (toothbrushing, washing, hands/face, blowing nose, etc.)?
<table>
<thead>
<tr>
<th>Health/Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit Dr. Kershman / Dr. Austin</td>
<td>- Uses crayons/pencils</td>
</tr>
<tr>
<td>seasonal allergies / some improve</td>
<td>feeds self, prefers pasta &amp; meat</td>
</tr>
<tr>
<td>passed hearing/vision</td>
<td>wears put on under his pants</td>
</tr>
<tr>
<td>doing more coloring &amp; straight line</td>
<td>would put on under his pants</td>
</tr>
<tr>
<td>draws circles &amp; ordinary line</td>
<td>can talk, hum</td>
</tr>
<tr>
<td>watches big wheels in box</td>
<td>can get food out</td>
</tr>
<tr>
<td>gross WNL - able</td>
<td>- walks independently</td>
</tr>
<tr>
<td>climbs rope ladder</td>
<td>- washes hands</td>
</tr>
<tr>
<td>Met all fine motor objectives</td>
<td>- Next steps:</td>
</tr>
<tr>
<td>mirror lines</td>
<td>Sorting by size</td>
</tr>
<tr>
<td>completes easy puzzles</td>
<td>Reading instruction</td>
</tr>
<tr>
<td>strings beads</td>
<td>Inclusion</td>
</tr>
<tr>
<td>opens containers</td>
<td></td>
</tr>
<tr>
<td>uses forks</td>
<td></td>
</tr>
<tr>
<td>uses pincer grasp</td>
<td></td>
</tr>
<tr>
<td>toilets by self</td>
<td></td>
</tr>
</tbody>
</table>

Communication:

- Says "mama"
What are some Questions you might ask Families to help them share Social-Emotional Information

- For Example...
  - What does your child typically do around other children, familiar adults, strangers?
  - What does your child do when he/she is upset or needs comfort?
Social/Emotional

Happy
Sits in small & large groups & participates
He will follow peers
Does not initiate interaction with peers
Likes adults & older peers
Beginning to take interest in teachers & other adults
Toleration of transitions generally
Shy with same age peers
Will greet others, at times will initiate
Needs cues to slow body down, playful
good eye contact
What are some Questions you might ask Families to help them share Academic/Cognition Information

- For Example...
  - What do you see your child doing at home when they play? What kinds of toys do they like best?
  - Do they (count, look at books, etc.)? How does that look?
Education/Academic

Counts on fingers
Name letters in name - upper case
remembers some sight words
imitative
Knows colors
working on labels of shapes
interested & attending to new things
Matching color word to same color picture
working on word to color
Distractible
Sorts by color & size
What are some Questions you might ask Families to help them share Communication Information

For Example...

• How does your child use words and language in everyday situations (e.g. home, at preschool, with other children, with strangers)?

• How easy is it for you to understand what your child says? Others?
Communication

Using Words to request

Good imitation

Requests food mainly - jacket / launchees, grilled cheese, simple meals or liking items

Says short that there's a problem

Sometimes ask for toy he can't reach by touching

Parent to where it was

Gets frustrated when people don't know what he wants

Will use "no" when asked to do something, avoid

Asks how he can't have directions - are you okay?

When asked upset

- calls brother / bubbles

- not all of objectives

PECS - initiates requests

Uses comm. Book

"I want"

Started with imitation of phrase - now

Uses words as function of objects

Uses verbs
Other

Likes crackers
Feeds self, prefers fingers; will use spoon
Talors (Ily) will need help with wiping
will put on underwear can get dressed it
he wants to go somewhere; usually
Can talk him through
Can get food out of the fridge

Staff anticipates toiletting
- Washes hands "lilKy"
Format for Family Friendly Eligibility and IEP Meeting

- **For Eligibility - Discussion of eligibility**
  - Complete eligibility paperwork

- **For Eligibility - Check-In with Parents**
  - Would they like to end the meetings here or are they comfortable moving on to the development of the IEP

- **Review PLAAFP information that has been recorded and provide an opportunity for the team to add additional information** *(recorder documents on chart paper)*
Format for Family Friendly Eligibility and IEP Meeting

- Discussion of needs and record potential goals (*recorder documents on chart paper*)
- Prioritize goals
needs

- Let staff know when he needs to use bathroom

communicating different needs

- Use more phrases
- Interacting with peers

1. writing/learning letters
2. seeking help/initiating play
3. wants/needs
   who?
Striving for Functional Measureable IEP Goals

- Will the skill increase the child’s ability to interact with people and objects within the daily environment?
- Will the skill have to be performed by someone else if the child cannot do it?
- Does the skill represent a general concept or class of responses?
- Can the skill be taught in a way that reflects the manner in which the skill will be used in daily environments?
- Can the skill be elicited by the teacher/parent/therapist/caregiver within the classroom/home activities?
Parent doesn’t sign agreement with IEP just attendance, so no rule they have to leave the meeting with a written copy
They sign consent for services and if discussed then no problem with them signing the consent either.
<table>
<thead>
<tr>
<th><strong>Health/Physical</strong></th>
<th><strong>Communication</strong></th>
<th><strong>Social</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seasonal allergies</td>
<td>Says “mom,” “grandma,” “what,” “I love you”</td>
<td>Seeks adults to play by certain kids</td>
</tr>
<tr>
<td>Generally healthy</td>
<td>Receptive language</td>
<td>In room</td>
</tr>
<tr>
<td>Runs, climbs</td>
<td>Using nouns</td>
<td>Leans her to interact more</td>
</tr>
<tr>
<td>Scribbles starting to talk</td>
<td>Using verbs</td>
<td>Laughing/crying at times</td>
</tr>
<tr>
<td>Working and drawing</td>
<td>Receptive language</td>
<td>Adopts</td>
</tr>
<tr>
<td>Art work</td>
<td>Communicates</td>
<td>Adoptive</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>Adoptive goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adoptive services:</td>
</tr>
<tr>
<td>Starting to count</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>ABC song</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>Follow routines</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>Loves songs</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>Bingo, read handbook, Daddy Finger,</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>Has matches colors</td>
<td></td>
<td>Services:</td>
</tr>
<tr>
<td>Matches letters of name</td>
<td></td>
<td>Services:</td>
</tr>
</tbody>
</table>

Another example
Use handout and chart paper to develop goals for Ava
Questions
"'Last year, when we developed the IEP, we discussed the LRE in order to provide FAPE. While we disagreed on the BIP, we did agree on ESY services.'"
Strategies for Parent Friendly IEP Meetings

- Only require the attendance of those individuals who are necessary.
- Schedule the meeting when those present can stay for the entire meeting.
- Don’t be afraid to break an IEP meeting into several sessions if the IEP cannot be completed in a reasonable amount of time (2 hour time limit on the length of any individual meeting.) Once the team is comfortable with the format, most eligibility/IEP meetings can be reasonably completed in 1 hour.
Questions/Comments