

## **ABC's of the IEP**

**Accommodations:** changes made to the learning environment or how educational materials look. No changes to standards or levels of curriculum are made.

**AIMS Web:** web based data management system used to maintain District 67 CBM data.

**Annual review:** by law the IEP is reviewed annually at the annual review meeting. Goals are reviewed and progress updates are shared.

**Assistive Tech:** term used to describe devices that are specially selected to assist those with disabilities.

**Benchmarks:** on an IEP, goals are established for the student. Goals are broken down into benchmarks to monitor progress toward the goal.

**Case Manager:** A Case-manager is the supervisor of a child's special education program. The case manager coordinates all aspects of the students Individualized Educational Plan (IEP). The case manager manages communication with parents and service providers.

**CBM/CB Evals:** **C**urriculum **B**ased **M**easurement; an assessment tool given to students to monitor academic progress in basic areas – math, reading fluency, and writing. **C**urriculum **B**ased **E**vals are another in-depth, diagnostic assessment of academic skills.

**Co-Taught:** Co-taught teaching involves two or more educators sharing instructional responsibility for a group of students to teach required curriculum with mutual ownership, pooled resources, and joint accountability.

*The Nuts and Bolts of Co-Teaching:*

- Co-teaching is a proactive approach to education.
- Co-teaching pairs general and special educators.
- Co-teaching takes place in heterogeneous, integrated settings.
- Co-teachers are simultaneously present in the classroom setting.
- Co-teachers maintain joint responsibility for classroom instruction.
- Co-teachers work in a coactive and coordinated fashion.
- Co-teachers design instruction to meet the needs of all students in the class.

**Data Collection:** Data may be collected in the following areas for the purpose providing appropriate assessments and interventions:

- Reading
- Writing
- Math
- Social, emotional, and behavioral functioning
- Standardized tests including ISAT, NWEA-MAP, Curriculum Based Measurements – CBM's)

**Deadlines:** Deadlines in special education refer to the specified number of school days that specific evaluations and meetings need to take place by law, unless the parent/guardian consents to a deadline extension.

***Initial evaluation/reevaluation:*** *If it is determined that an evaluation is necessary, the district must complete the evaluation within 60 school days of receiving parent/guardian consent.* ***Meetings:*** *The parent/guardian must be afforded the opportunity to participate in meetings regarding the identification, evaluation, eligibility, reevaluation, and educational placement of your child. In order to ensure parent/guardian participation, the school district must provide you with ten day written notice of the meeting.*

**Differentiated Instruction:** (sometimes referred to as **differentiated learning**)

Differentiated instruction is a way of thinking about teaching and learning. Differentiating instruction involves providing students with different avenue to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching products so that all students within a classroom can learn effectively, regardless of differences in ability.

**Direct Instruction:** Research based curriculum in the areas of reading, writing, and math that is highly structured, scripted and consistent. Also referred to as D.I. programs. D.I. programs are effective with at risk and special education populations.

**Domain Meeting:** The Domain Meeting is the meeting where a team of staff members (may include any of the following: school psychologist, school social worker, speech and language pathologist, general education teacher, special education teacher, and a representative of the school administration) and the parent/guardian determine what type of evaluations are necessary to get a full educational view of the student. The Domain meeting is held for the purpose of an initial special education eligibility evaluation or a 3-year re-evaluation. At the meeting, the following area “domains” are discussed: Hearing, Vision, Social Emotional Functioning, Academic, General Intelligence, Communication and Motor Skills. An Occupational or Physical Therapist may also attend. At this meeting, parents sign permission for the evaluation to take place.

**Early Childhood:** Early childhood services are provided for those students who are identified as requiring student support services prior to entering kindergarten. This can be identified at early childhood screenings offered within the district. If it is determined that a student requires these services, the expense is absorbed by the school district in which the student resides.

**Eligibility Determination:** Eligibility determination refers to the identification of why the student is eligible for student support services. Examples of eligibility determination may include but are not limited to learning disabilities, speech and language, autism, ADHD, etc. In some cases, a physician’s input is needed if the determination refers to a medical or neurophysical determination. Eligibility determination is a requirement to begin an IEP. The Individuals with Disabilities Education Act (IDEA) identifies a total of 13 disability categories from which to choose.

**ESY:** Extended School Year refers to academic support offered within the summer months to continue to address goals stated on the student’s IEP. ESY is limited to students with current IEP’s. The IEP team considers, as appropriate, whether a child needs ESY services in order to receive a free appropriate public education. It is suggested but not mandatory.

**FBA:** Functional Behavior Assessment. FBA is generally considered to be a problem-solving process for addressing troublesome student behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior.

**Fluency:** Fluency is the rate of relaying information within a specified timed period. In reading this may refer to oral reading skills. In the area of math, it refers to the pace of computational skills.

**504 plan:** an individualized plan guaranteeing the rights of any student who has a documented disability that substantially impacts functioning. 504 Plans allow for equal access within the classroom setting and therefore include classroom accommodations and supports.

**Goals:** written to individually address academic/behavior concerns. Progress monitored through data collection.

**Home/school communication:** open communication between parents and school regarding student progress and concerns.

**IDEA:** (*Individuals with Disabilities Education Act*) ensures services to all children with disabilities across the nation; governs how states and public agencies provide early intervention, special education, and related services to eligible individuals.

**IEP:** (*Individualized Education Plan*) a written document created individually for students that qualify for Special Education; contains information regarding student’s needs, rights, and accommodations to be successful in the least restrictive environment.

**Invitation:** a formal notice for an IEP meeting sent to all participating members of the IEP team.

**IPF:** (*Instructional Planning Form*) a detailed list of academic services provided to a student *includes: minutes, program, environment, assessment.*

**Key contact:** the main person to be notified for any/all information regarding the student (typically = case manager)

**Least Restrictive Environment:** Children should be educated in the regular education environment, except when they cannot achieve satisfactorily in a regular education classroom even with supplementary aids and support. Least Restrictive Environment is the environment where the child can be most successful.

**LRC:** The Learning Resource Room is where the child is pulled out for reading, writing, and math support.

**Minutes:** The time a student meets with a speech therapist, occupational therapist, psychologist, or resource teacher to meet the needs of the student. The minutes may be served in the general education setting or a special education setting.

**Modifications:** changes made to the curriculum in order to meet the needs of the students. Modifications are made when the expectations are beyond the student's level of ability.

**NWEA MAP tests:** The Northwest Evaluation Association Measures of Academic Progress tests are computer tests aligned with district curriculum that measure student achievement and growth, and accurately reflect the instructional level of each student.

**Objectives:** Short-term goals set for the children in order to achieve their long-term goal.

**Other Health Impaired (OHI):** A child may qualify for special education services under the classification of "Other Health Impaired" or OHI. This classification refers to a child who has limited strength, vitality, or alertness due to chronic or acute health problems. Examples of such health problems include but are not limited to ADHD, asthma, diabetes, epilepsy, hemophilia, and leukemia.

**OT:** Occupational Therapists work with students with special needs in order to help them find success within the school environment. Occupational therapists utilize consultative and direct service intervention in order to address fine motor skill development and sensory processing.

**Parent Rights:** One time per year, parents will receive a packet describing their rights as parents of a student with an educational disability. The packet that parents receive outlines the rights that are mandated to parents by the Individuals with Disabilities Education Improvement Act (IDEA-2004; Public Law 108-446).

**Phonemic Awareness:** the ability to hear and manipulate sounds. It is an auditory ability and does not involve words in print. Some examples of phonemic awareness skills include: identifying the first sound of a word, identifying the last sound of the word and segmenting all of the sounds you hear in a word (ex: mop = m-o-p). **Phonics** refers to teaching how to read and write. Letter-sound correspondence is taught and students learn how to blend sounds together to produce approximate pronunciations of words.

**Progress monitoring:** Students receiving academic supports through Special Education or Tiered Instruction are closely monitored in order to determine academic progress. Teachers collect progress-monitoring data using Curriculum-Based Measurement (CBM) tools in the areas of reading, writing, and math. Teachers use this data to ensure student progress and to help to determine whether instructional changes are needed. This information is usually reported using graphs generated by Aims Web, a web-based data maintenance program used by District 67 to maintain records of student CBM data.

**Progress Reports:** When a student has an IEP, special education teachers and/or related service providers will provide a report of that student's progress towards each IEP goal. IEP progress reports are provided three times per year, and correspond to the three benchmarks into which each IEP goal is divided.

**PST-Problem Solving Team:** This school-based team meets bimonthly and is comprised of grade level teachers and specialists. Teachers refer students for whom they have academic or behavioral concerns. Following the problem-solving framework, the team collects data in order to help identify the problem, analyze why the problem may be occurring, develop interventions, and evaluate intervention effectiveness. The team keeps written records of students who have been brought to PST. If, after interventions have been tried with integrity, the student continues to show a lack of growth, the team might recommend special education consideration.

**Pull-out/push-in:** Special education services can be delivered on a pull-out or push-in basis, depending on what the team determines to be optimal based on the student's needs. Pullout services involve a teacher or related service provider pulling the student from the general education environment into a separate location in order to deliver special education supports. Push-in services occur when a special education teacher or related service provider provides special education supports to the student within the general education environment.

**Question:** If you have any questions regarding your child's IEP, you should first contact the case manager.

**Re-Eval:** Reevaluations occur every three years from the time of a student's initial evaluation/initial eligibility into Special Education. Reevaluations may or may not be completed in each domain. If the team has sufficient information in a particular domain to dismiss a student from services or recommend continued services, a formal assessment may not be necessary.

**Related services:** Related services refers to any services that a student receives that is not provided under their primary diagnosis. For example, if a child has a primary diagnosis of Specific Learning Disability and receives special education academic support for this, he/she may also receive Speech/Language services and have this listed as their secondary diagnosis. In this case, the Speech/Language services would be considered a related service.

**RTI:** RTI stands for Response to Intervention. It is a nationally implemented process that provides guidelines/protocols for intervention steps/levels (Tier 1, Tier 2, Tier 3) in order to support students and their needs in the educational environment. Tier 1 is what is done at the general education level. Tier 2 and Tier 3 are intervention steps/levels in which intervention is provided with increased intensity (ex: duration, times per week, environment, smaller group etc.). Intervention tiers and specific interventions are determined based on individual needs and progress made at the previous tier level.

**SCERTS:** Social Communication, Emotional Regulation, and Transactional Support

The SCERTS model is a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities with individuals with ASD. It recognizes that most learning in childhood occurs in social context of daily activities and experiences.

**School Psychologist:** a School Psychologist is involved with academic and social assessment and data-based problem solving as well as teacher/parent consultation and direct service to students with social/emotional/behavioral needs.

**Sensory Breaks:** Leaving the classroom or an activity to help a child to decrease emotional arousal in order to stay focused or alert.

**SLP:** Speech and Language Pathologist

**Social Worker:** The social worker serves the student whose social, emotional, and/or family problems interfere with his/her capacity to function adequately as a student. The social worker professionally assesses the problem and, through consultation, individual, or group action, develops a plan to assist the student and/or his/her family.

**TA:** Teacher Assistant. The teacher assistant is typically assigned to a student as a one on one program assistant. This adult is responsible for modifying work, and making accommodations to a student's day according to the IEP. Also referred to as the para-professional.

**Team, members of an IEP:** Parent, Teachers, Support staff, Outside Providers. Any professional that services the child.

**Tiered Instruction:** Tier1 – General education, Tier 2- smaller/more intense group instruction of general education curriculum. Tier 3- Different curriculum in a pull out format

**Transition Meeting:** A meeting of the IEP team and the team that the child will have in the future in the next grade or location.

**YPP:** Yearly Progress Pro is a math progress-monitoring tool. It gives teachers feedback on student progress on grade level concepts that are covered in math. This allows the teacher to work on areas of student need.