

# IEP Breakdown

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Family Navigator



**Family  
Support  
Services**



# IEP Breakdown

## Housekeeping Issues:

- Please video when possible
- Please mute unless speaking
- Use chat at any time for Questions/Clarification
- Will have Q & A sessions at the end of each class

# The Arc Northern Chesapeake Region

## Our Mission

The Arc NCR empowers people with differing abilities to live, work and thrive within their communities

## Our Vision

A world where people with differing abilities lead valued lives



# Family Support Services

- FSS provides opportunities to educate families and individuals so they have the knowledge to effectively advocate and fully participate in their best chosen life.
- While all individuals are different, they all have similar needs. FSS is designed to support families as needed, from birth through end of life, or over the “Arc” of a lifetime.
- Designed to be flexible.
- Based on Family or Individual needs.
- Open to all members of the community.



# What Does FSS Offer?

## Education and Training

Customized resources and referrals, based on the unique needs of each individual:

- Advocacy Information
- Future Planning
- Financial Planning
- Navigating the Education System
- Workshops and trainings on relevant topics provided by experts in the subject matter
- Problem solving



# What Does FSS Offer?

## Resources and Connections

- Parent Connections
- Assistance in locating funding sources
- Government and local resources
- Local events
- Recreational opportunities
- Respite Care
- Social Events

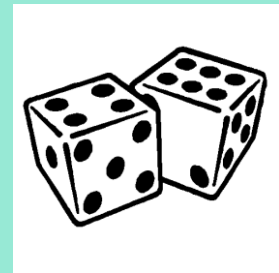


# Educational Advocacy

We teach classes and workshops about educational advocacy throughout the year. Examples of some of our classes we have taught in the past year include:

- Getting Started: IEP Basics
- Transitioning Youth
- Charting the Life Course/Future Planning
- IEP Breakdown

**VEGAS RULE!!!**



# Help me help you...

## Why you are here today???

- Your first name
- The reason you are attending today
- Tell me about your child: age, grade, diagnosis
- Graduation track: diploma or certificate
- Your Knowledge or understanding of the IEP process



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# When it comes to Educational Advocacy, KNOWLEDGE IS:



The more you know, the more successful you will be at facilitating outcomes for your child at an IEP Meeting. Balance the Scale!



What are some questions you would like to have answered in this class?



# Understanding the IEP Process is Critical

You must understand the  
process to effectively  
advocate.

# It important to understand what you are asking of an IEP Team

- WHO? Who will do the work?
- WHAT ? What do you want to be done?
- WHEN? When or how often will it be done?
- WHERE? Where will it be done?
- WHY? Why should they agree to do this?

# WHY does it seem so hard to get services for my child?

Federal and State laws are technical documents which can be interpreted several different ways. Schools, parents and advocates may not always agree on how to interpret the laws, which contributes to conflict and misunderstanding about expectations.



# Answer the Question: WHY?

- Create of vision of what you want for your child so others, who do not know your child, can understand.
- Bring a Picture of your child to remind team why they are there.
- Why does your child need the service?
  - How will the service or accommodation help?
  - What will change because of the added support?
  - How can they impact the child's life?
  - Do your homework, be prepared with what you will say.

# Let's talk about the WHY!

- Why is often overlooked.
- Why is the most important part.
- Why is why you will get the team do support you and your child.
- Why is your key to success.

- Know Your WHY!!!

[www.youtube.com/watch?v=LZe5y2D60YU](http://www.youtube.com/watch?v=LZe5y2D60YU)



# IDEA

## Individuals with Disabilities Education Act States:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.



# The Stated Purpose of the IDEA is:

- “to ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living”;
- “to ensure that the rights of children with disabilities and parents of such children are protected”;

# The stated purpose of the IDEA is (cont.):

- “to assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities”;
- “to assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families”;

# The stated purpose of the IDEA is:

- “to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services”;
- “to assess and ensure the effectiveness of efforts to educate children with disabilities”.

# Free Appropriate Public Education

Means that special education and related services shall be:

- “Provided at public expense, under public supervision and direction, without charge (to the family)”.
- “Meet the standards of the state educational agency”.
- “Include an appropriate preschool, elementary school or secondary school education in the state involved”.
- “Provided in conformity with the individualized education program required under the section 1414c of this title”.

# Free Appropriate Public Education

- According to Federal Law:

All children with disabilities have available to them:

- a **Free, Appropriate, Public Education** that emphasizes special education and related services,
- **designed to meet their unique needs and prepare them for further education, employment, and independent living,**
- to ensure that the rights of children with disabilities, and parents of such children are protected.

# COMAR

Code of Maryland Administrative Regulations

COMAR must comply with Federal law but may also be more stringent than Federal law requires.

An example of COMAR change is 5-day notice ruling.

# Prior Written Notice (PWN)

A fancy term that means that the school is required (by law) to document any disagreements at IEP team meetings. That means that if you do not agree with what the school is saying, you can request PWN, which requires the school to document what you requested and the reason for their denial, in the minutes (PWN) of the IEP meeting.

# PRIOR WRITTEN NOTICE

It is a procedural safeguard to protect students, that includes:

- A description of the action proposed or refused by the agency.
- An explanation of why the agency proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards.
- Sources for parents to contact to obtain assistance in understanding the provisions of this part.
- A description of other options considered by the IEP team and the reason why those options were rejected.
- A description of the factors that are relevant to the agency's proposal or refusal.



# Time to Brainstorm...

Think about your child:

What prevents them from living their best life???

Their unique needs

Their special challenges

Their barriers to success

What do they need to succeed?

These items should be reflected in the IEP.

# What do you see for your child in their future, when living their BEST life?

- You have an IEP Date, what do you do now?
- Brainstorm!!!
- What do you want for your child?
- How do you get there?
- What are the obstacles to achieving that vision?
- List your concerns, these are your child's needs.



# What You will need to get started:

- Current IEP
- Previous IEP
- Quarterly Reviews/Assessments
- IEP Breakdown Tool
- IEP Breakdown Instructions
- Interview sheet
- Quarterly Report Cards



# Breaking Down the IEP

- Section 1: Meeting and Identifying Information
- Section 2: PLAAFP Present Levels of Academic Achievement and Functional Performance
- Section 3: Special Considerations & Accommodations
- Section 4: Goals
- Section 5: Services
- Section 6: Placement
- Section 7: Authorizations



# Breaking Down the IEP, cont.

- Start with the End in Mind:
- As we work through the IEP Breakdown Outline, please refer to pages 17 and 18 of the IEP Breakdown Tool where you will find 2 action plans.
- This is where you can record actions that you need related to school/IEP or outside of school.

# Student Information

- Review Student Information and be sure you agree with what is written about your child.
- Primary Disability-does this accurately reflect what your child has been diagnosed with?
- Areas affected by Disability-are all areas of concern reflected in this area?



# Section 1: Meeting and Identifying Information

- This is the section of the IEP that determines NEED for an IEP.
- Review the data and ensure that all areas of concern are captured and reflected in this section of the IEP.
- All school and shared private assessments should be reflected in Section 1 of the IEP.
- Indicate Primary Disability and other areas impacted by disabilities.
- Review student Participation in District/Statewide Assessments
- Do you agree with what has been written about your child?
- Add any changes to your IEP Action Plan in your IEP Tool.

# Section 2: Present Levels of Academic Achievement and Functional Performance

- Section 2 summarizes of how your student is currently performing.
- Data can come from standardized or informal assessments
- Is data Subjective or Objective?
- Who has written your Parental Input?



# Develop Your Parental Input for PLAAFP

- Your Parental Input is VERY important!
- This is your opportunity to document your concerns, wishes, requests in the actual IEP.
- Focus on the needs of your child.
- Document your concerns and requests.
- Avoid emotions.
- Be sure to have your parental input added to the IEP as written.
- Use “Letter to a Stranger” approach.



# Section 2

## Parental Input

- You will see that this section is in your IEP Breakdown Packet twice.
  - First Time: Summarize how the Parental Input is currently written in the IEP.
  - Second Time: Write the Parental Input the way you would like it to be written in the IEP, using **YOUR OWN WORDS!**
  - Use this information by creating a word document that you can email to your IEP Team and request that they use your entire document in the IEP, to reflect **YOUR** Parental Input!

# Section 2

## Parental Input, continued

- Summarize Parental Input regarding student's educational program.
- Goals for your student's next year.
- Favorite hobbies and activities for your student.
- What are your student's strengths, interests and significant personal accomplishments? (Include post school preferences and activities if appropriate.)



# Section 2

## Parental Input, continued

- How does student's disability affect his/her involvement in the general education curriculum?
- Any additional Parental Concerns not previously reflected in the IEP?
- This is your **ONLY** chance to document your concerns in the IEP.
- This section should come from you, not the school!

# Section 2

## Formal Assessments

- This section should include all pertinent assessments completed within the past 3 years.
  - Can be completed by the school (Internal Assessment)
  - Can be completed outside of the school (Outside Assessment)
  - Do you agree with what is currently written?
  - Is the data objective or subjective?
  - You can request that info be presented differently or that different info be included.
  - Be sure to include changes in your Tool Action Plan.

# Section 3: Special Considerations and Accommodations

- List any special considerations or accommodations that your child needs in this section of the IEP.
- If you believe something is missing, add it to this section of your IEP Tool and highlight it in yellow.
- Be sure to add your IEP changes to your action plan on the final page of tool.

# Section 3: Special Considerations and Accommodations, cont.

- Extended School Year Decisions are made in this section of the IEP.
  - Do you agree with ESY decisions?
  - If you believe your child should receive ESY, document your reasons in your Parental Input.
  - “Critical Life Skills” are very subjective and are to be determined by the IEP Team.

# Section 3: Special Considerations and Accommodations

- Transition: For youth 14 years and above, but can be earlier.
- Be sure to consider functional and behavioral strengths and challenges, not just academic.
- Remember if you disagree with any decision being made, ask the IEP Team to document the issue in the IEP Meeting minutes (PWN).



# Section 3: Special Considerations and Accommodations

- Do you agree with plans for Graduation?
  - Diploma vs. Certificate should be a PARENTAL Decision.
  - When your child graduates is an IEP decision.
  - Your child has the right to stay in school until they are 21 years old.
  - Be sure you are plugged into appropriate transition agencies as needed.



# Section 4: Goals and Objectives

- Add your Goals and Objectives to your IEP Breakdown Tool.
- Do they make sense?
- Are they objective?
- Are they measurable?
- Do they make sense?
- How are they to be assessed?
- Is your student making meaningful progress?
  - Refer to quarterly progress when unsure.

# Section 4: Goals and Objectives

- When updating Goals and Objectives, if goals have been reached, consider advancing the goal, not just eliminating the goal.
- When you are writing new goals, look closely at the data being included in the goals and objectives.
- You have equal say in what is documented, you do not have to accept what has been written.

# Section 5: Services

- Using your IEP Tool, summarize the services that your child is to receive.
- Do you agree with those services?
- What would you like to add or change?
- Does the location or frequency make sense to you?
- Remember, you are an equal member of the IEP team, you can ask for more or different services to be provided, be prepared to defend.



# Section 5: Services, continued

- Each area of need identified in the beginning of the IEP should have a goal with objectives.
- Each goal should have enough time in special education or related services so the child can make adequate progress within 12 months.
- Services should be related to functional life skills, and independent living skills, not just academics.



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# Section 6: Placement Data

- Placement Data determines where your child will go to school.
- Your student should be placed in their least restrictive environment, where educational needs can be met, but also where they feel safe to learn and grow.
- If you do not agree with placement, document the need for change of placement, along with objective data to support your recommendation.
- Add to your Tool Action Plan.



# Section 7: Authorizations

- If your student has medical assistance, your school may request that you agree to sign the MA agreement, allowing them to bill your insurance for services.
- You have the right to agree or disagree with allowing the school to bill.
- Schools billing medical insurances does not impact you financially.

# Now What?

- Once you have completed the IEP Breakdown process, review your IEP Breakdown Tool.
- Look for highlighted Needs throughout the document.
- Each need should be identified early in the IEP process and addressed throughout the IEP.

# IEP Action Plan

Take this tool to your next IEP meeting and use it as a guide for changes you would like to implement in upcoming IEP.



# Outside IEP Action Plan

This tool should be filled with items that need to be addressed outside of an IEP meeting.

Examples might include private SLP or OT assessments.

This tool is to ensure that essential follow up items that will support you and your child during the IEP meeting are addressed in preparation for the next IEP.

# The Arc Northern Chesapeake Region

Family Support Services

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