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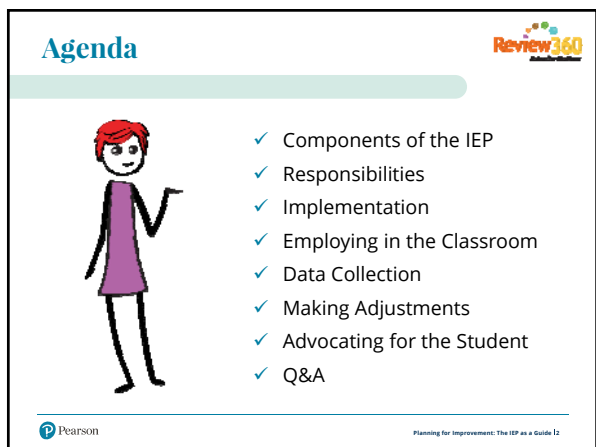
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## Components of the IEP

**Should I really look at it?**

- Goals and Benchmarks
- Implementer(s)
- Methods of Evaluation
- Progress Report Timing
- Strategies
- Locations (LRE)



Review360  
Adapted from Pearson

Pearson Planning for Improvement: The IEP as a Guide 14

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## Responsibilities

**What am I responsible for?**

- Look for areas with your title:
  - General Education Teacher
  - Behavior Coordinator
- Familiarize yourself with the data collection methodology:
  - Assignments
  - Point sheets
  - Reward charts
- Identify the strategies to be used:
  - Do I know the strategy?
  - Do I understand the strategy?
- Determine data management and reporting procedures:
  - Where/how is data recorded?
  - To whom is data reported?
  - With whom is data shared?



Review360  
Adapted from Pearson

Pearson Planning for Improvement: The IEP as a Guide 15

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## Implementation

**How do I put these items into action?**

- Are you confident in knowing how to implement what is being asked of you?
- Do you have the end result in mind and know what that looks like?
- Do you need some training on the strategies/interventions/techniques you are being asked to perform?
- Are you cognizant of the importance of collecting data with fidelity?
- Do you understand the role of a paraprofessional/teaching assistant?



Review360  
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## Implementation

**Example**  
 Student is expected use positive verbal interactions with no more than 2 prompts in 9 out of 10 opportunities.

- Understand the prompting level (verbal, visual, physical, etc.).
- Determine the tracking method (tally sheet, online system, etc.).
- Are you tracking the use of a strategy as well as its effectiveness?

Strategies: 1 of 1 Strategies Active

Reinforcement Schedule

Lots of things can be happening at once for 1 student and 1 goal...

Pearson

Task Completed	Cue Utilized	Success
1	Visual Cue	✓
2	Visual Cue	✓
3	Visual Cue	✗
4	Visual Cue	✓
5	Visual Cue	✓
6	Visual Cue	✓
7	Visual Cue	✓
8	Visual Cue	✓
9	Visual Cue	✓
10	Visual Cue	✓

Goal: 90%

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## Employing in the Classroom

**What could work for all students?**

- Do you see strategies/techniques that could work for all students?
- Keeping the IEP in mind, have you designed the classroom environment in a way that could benefit all students?



**Visual Supports**

Class Schedule  
Activity Timer  
Transition Music

**Sensory Breaks**

Can the class take "mind" breaks throughout the day?

**Positive Reinforcement**

Is this built into the classroom system and how?

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Planning for Improvement: The IEP as a Guide II

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## Data Collection

- How confident are we with collecting data?
- Do we know exactly what kinds of data we are collecting and when?
- How are we collecting data?
  - Frequency counts
  - Numeric valuation
  - Percentage levels

Strategies: Cool Down Time

Effectiveness Rating Scale: 4 stars

Student Objectives: Responded to adults directions

Numerical Value and Percentage: 80%

Targeted (Tracking - Does not affect the student's daily score): Argues with adults

Frequency Count: 2

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### Making Adjustments

**Decisions are only as good as the data used to make them.**



**Plan Status**

Days of Data	Days Scored	Days Absent
9	9	0

**Participated in regular education classes/activities**

Days	1	2	3	4	Avg Total Min
Participated in regular education classes/activities (minutes)	9	--	--	--	0

**Strategies**

Rated Days	Avg Rating
Cool Down Time	8

**Objective**

Days	Goal	Score %
Responded to adults directions	9	80% 70.8%

**Targeted - (Tracking Only)**

Scored Days	Total Frequency
Argues with adults	7 26

**Strategy Effectiveness Key**

- Not Used
- Not Effective
- Somewhat Effective
- Effective

**Make adjustments when indicated.**

Planning for Improvement: The IEP as a Guide [10]

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### Advocating for the Student

- Speak up if you believe the strategies aren't working, but you must have data to support it.
- If the student can handle more, provide them more.
- Call parents when things are going well, not just when they are bad.
- Don't always be a problem finder, be a problem solver - bring solutions to the table.
- Be an active part of the IEP Team... Success depends on everyone.



Planning for Improvement: The IEP as a Guide [11]

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**Q&A**

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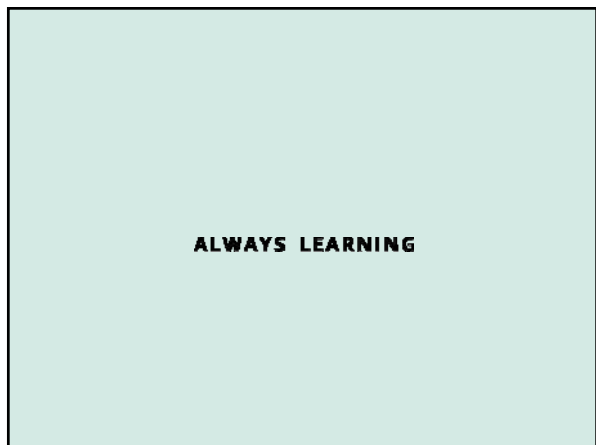
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**ALWAYS LEARNING**

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