Planning for Improvement: The IEP as a Guide

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Agenda

- Components of the IEP
- Responsibilities
- Implementation
- Employing in the Classroom
- Data Collection
- Making Adjustments
- Advocating for the Student
- Q&A

“To be prepared is half the victory.”
Miguel de Cervantes Saavedra
**Components of the IEP**

**Should I really look at it?**
- Goals and Benchmarks
- Implementer(s)
- Methods of Evaluation
- Progress Report Timing
- Strategies
- Locations (LRE)

**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?

**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?
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
- Verbal
- Visual
- Physical

Tracking
- Tally sheet
- Online system

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

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?

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

Effectiveness Rating Scale

Student Objectives

Numerical Value and Percentage

Frequency Count
Decisions are only as good as the data used to support them.

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<thead>
<tr>
<th>Data of Decisions</th>
<th>Steps Taken</th>
<th>Steps Addressed</th>
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- Participated in regular education classroom activities
- Response to educational interventions
- Participation in regular education classroom activities

Strategies

- Goal: 
- Objective: 
- Data:

- Targeted: 
- Standard:

- Make adjustments when indicated.

Making Adjustments

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.

Q&A
There’s so much more to learn.

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