

Strongsville City Schools

Special Education Procedures



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Each school district shall adopt and implement written policies and procedures approved by the Ohio Department of Education, Office for Exceptional Children, that ensure all children with disabilities residing within the district, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated as required by the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA) and federal regulations at 34 C.F.R. Part 300 (October 13, 2006) pertaining to child find, including the regulations at 34 C.F.R. 300.111 and 300.646 (October 13, 2006) and as required by the provisions of this rule.

Key Questions in Planning the Evaluation Process

The following questions guide the planning process to ensure that the appropriate information has been considered for determining the child’s eligibility and if eligible, for developing the child’s IEP.

1. Is the child functioning within a typical range of development for his/her age?

This is a decision related to (a) the need for interventions or (b) suspecting a disability and a need for specialized instruction (special education and/or related services).

Are additional assessments needed to determine whether the child is in need of interventions or a referral to determine eligibility for special education and related services? The Early Learning Program Guidelines require a health screening and a developmental screening within 60 days of enrollment. Screenings may provide sufficient data to plan for interventions if there is not sufficient cause to warrant an evaluation for special education eligibility.

Assessment for intervention* planning (may also provide additional information for eligibility)

- What interventions are most appropriate (if the child is not eligible for special education and related services)?
- What is the child’s present level of developmental performance?
- Is the child’s health a factor? Based upon follow-up for health needs, are special considerations in programming needed?
- What does the child need to be successful in the classroom, home and/or community?
- What are the effects of adaptations and assistance of child’s performance?
- What are the child’s usual patterns of responding?
- What is the relationship between the child’s response or behaviors and environmental variables or conditions? How do these appear to be influencing the child’s performance?

*OSEP clarification aka the “Brekken letter” dated June 2, 2010, addresses using the “response to intervention (RTI)” approach for preschoolers. OSEP’s response: “The IDEA does not require, or encourage, a [district] to use an RTI approach prior to a referral for evaluation or as part of determining whether a [preschooler] is eligibility for special education and related services.” In addition, the letter clearly states that a district cannot require another early learning program to provide interventions prior to referral for an evaluation.

2. Does the child have a disability or developmental delay? Is the child eligible for special education and related services?

Eligibility as a preschool child with a disability means there is a need for special education and related services.

- Does a disability or developmental delay exist?
- If so, what is the nature and extent of the disability or delay?
- How does this impact the child’s ability to participate in developmentally appropriate activities?
- Does the child meet the specified criteria?

DATA SOURCES FOR DETERMINING ELIGIBILITY

Records review (This section must include data from Help Me Grow. Information from Help Me Grow can include screenings, assessments such as the Bailey or Battelle, or the Child Outcomes Summary Form (COSF). The COSF may not be completed at the time of the transition conference but can be requested once the child exits Help Me Grow.)

- Has the team located and reviewed all information that exists for the child?
- Is screening information included?
- What assessments and/or programming have been provided?
- What does the information tell the team about whether the difficulties have been present over time?

- What does the information tell the team about whether the difficulties have been present across settings?
- What does the information tell the team about how the child learns best?
- What else does the team need to know? Do the following data sources provide that information?

Interview

- What are the perceptions of the significant adults in the child's life?
- What have you learned about the conditions that impact the child's behaviors?
- What have you learned about the settings that impact the child's behaviors?
- What have you learned about the interactions with adults that impact the child's behaviors?

Observations – multiple observations across a variety of settings and activities

- What learning behaviors are seen in a variety of settings and circumstances? How do these behaviors vary?
- What have you learned about the conditions that impact the child's behaviors?
- What have you learned about the settings that impact the child's behaviors?
- What have you learned about the interactions with adults that impact the child's behaviors?
- How does the child's behavior compare to nondisabled, same-aged peers?

Criterion-referenced or Curriculum-based assessments

- What have you learned about the depth and breadth of the child's knowledge, skills, and abilities?
- Did you learn anything about the child's preferences, interests and learning styles?
- What have you learned about the conditions that impact the child's behaviors?
- What have you learned about the settings that impact the child's behaviors?
- What have you learned about the interactions with adults that impact the child's behaviors?
- To what extent is the child's learning skills or behavior different from nondisabled, same-aged peers?
- To what extent is the child's learning skills or behavior different from age or grade level standards?
- In conjunction with other information, are the child's strengths and needs understood?

Norm-referenced assessments (Remember an IQ is only required for cognitive disability.)

- To what extent is the child's learning skills or behavior different from nondisabled, same-aged peers?
- To what extent is the child's learning skills or behavior different from age or grade level standards?
- In conjunction with other information, are the child's strengths and needs understood?

3. How does this evaluation inform the team about the child's need for specialized instruction?

Information from the evaluation process should assist the team in developing the child's profile, present levels of performance, individual goals and Section 7 of the IEP that addresses specialized instruction.

Goal Development

- What are the child's strengths?
- What are the child's challenges?
- What skills need to be developed?
- What general knowledge should be addressed?
- What should the child's educational program address with regard to the content standards?
- What, if any, social-emotional needs/development should be supported?
- What, if any, self-help skills need support?

4. What type of environment is necessary to address the child's need for specialized instruction?

When considering what assessment information is needed, the type of environment in which the child may receive services can impact decisions on data that is needed and if the data reviewed addresses the following factors:

Environmental assessment

- Is there a general curriculum?

- How involved is the general preschool staff in supporting the child's needs identified through the ETR process?
 - How involved must the special educators be to ensure the needs identified on the ETR are sufficiently addressed?
 - Is a high quality learning environment being provided?
 - Are there modifications or adaptations to the environment necessary (space, materials, equipment)?
 - Are all the children making important learning progress?
5. How will this information assist the adults working with the child when determining progress in the general curriculum and progress on IEP goals? Is the child making adequate progress in learning important skills?

The ETR and the IEP provide the basis for planning the child's educational program including access to the general curriculum. The ETR and IEP provide a baseline from which to measure a child's progress at regularly scheduled intervals throughout the year or as otherwise required by the IEP. The following questions indicate the types of questions to be asked when measuring child progress.

- What is the child's initial performance of important skills?
- What is the child's present performance of important skills?
- Is the child using these skills across contexts/environments?
- How is the child performing in skills other than those listed on the IEP?
- What is the child's demonstrated performance for social-emotional skills across contexts/environments?
- What is the child's demonstrated performance for social-emotional skills across contexts/environments?
- What is the child's demonstrated performance for self-help skills across contexts/environments?
- What is the child's demonstrated performance for acquisition and use of knowledge and skills across contexts/environments?
- Is the child able to integrate skills in different developmental domains to demonstrate an ability to function in various contexts/environments?
- What is the child's performance across all curricular domains and development?
- Is progress being measured against IEP goals?
- Is progress being measured against content standards?
- Is progress being measured against developmental milestones?
- Is the Early Childhood Outcomes Summary Form being used as a measurement?

ETR Evaluation Team Report- PRESCHOOL

EVALUATION PLANNING FORM

ELIGIBILITY DETERMINATION

CHILD'S NAME: _____ DATE OF PLAN: _____

ID NUMBER: _____

INITIAL EVALUATION

REEVALUATION

DATE OF BIRTH: _____

TRANSITION FROM PART C

TEAM CHAIRPERSON: _____

SUSPECTED DISABILITY _____

TEAM MEMBERS: _____

NOTE:

1. Each domain must be assessed using one of the methods listed.
2. The areas related to the suspected disability must be assessed using all the methods listed (data from early intervention only applies if the child is transitioning from Help Me Grow**). Refer to the chart on the next page.
3. Provide the name of the individual responsible for the required data.

ASSESSMENT AREAS	EXISTING DATA AVAILABLE	ADDITIONAL DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)							
ADAPTIVE BEHAVIOR							
COGNITION							
COMMUNICATION							
HEARING							
VISION							
PREACADEMIC SKILLS							
GROSS/FINE MOTOR SKILLS							
SOCIAL/EMOTIONAL/ BEHAVIORAL							
MEDICAL/HEALTH							

*Observations are in more than one setting and in multiple activities.

- The team has taken into consideration limited English proficiency in planning this evaluation and determining eligibility as a preschool child with a disability.
- The team has taken into consideration possible sources of racial/cultural bias in the assessments used.

SIGNATURES

School District Representative (name/Date)

Parent (Name/Date)

General Preschool/Regular Education Teacher (Name/Date)

Preschool Special Education Teacher (Name/Date)

ETR Evaluation Team Report- PRESCHOOL

The following chart can assist the team **planning for assessments and determining eligibility**.

Suspected Disability:

- | | | |
|--|---|--|
| <input type="checkbox"/> Autism (AUT) | <input type="checkbox"/> Cognitive disability (CD) | <input type="checkbox"/> Deaf-blindness (DB) |
| <input type="checkbox"/> Deaf | <input type="checkbox"/> Emotional disturbance (ED) | <input type="checkbox"/> Hearing impairment (HI) |
| <input type="checkbox"/> Multiple disabilities (MD) | <input type="checkbox"/> Orthopedic impairment (OH) | <input type="checkbox"/> Other health impairment (OHI) |
| <input type="checkbox"/> Speech or language impairment (S/L) | <input type="checkbox"/> Specific learning disability (SLD) | <input type="checkbox"/> Traumatic brain injury (TBI) |
| <input type="checkbox"/> Visual impairment (VI) | <input type="checkbox"/> Developmental Delay (DD) | |

Based upon the suspected disability, the following areas should be considered in planning the evaluation. The team determines the assessment plan. ♦ Related to disability category • Other areas recommended

ASSESSMENT AREAS	AUT	CD	D/B	DEAF	ED	HI	MD	OH	OHI	SLD	S/L	TBI	VI	DD ²
PREVIOUS INTERVENTIONS	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
COGNITION ¹	♦	♦		•	•	•	•	•	•	♦		♦	•	♦
PREACADEMIC SKILLS ³	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
HEARING ⁴	•	•	♦	♦	•	♦	•	•	•	•	•	♦	•	
AUDIOLOGICAL			♦	•		♦					•			
VISION ⁴	•	•	♦	•	•	•	•	•	•	•		♦	♦	
ADAPTIVE BEHAVIOR		♦			•		•	•						♦
COMMUNICATION	♦	•	♦	♦	•		•	•	•	♦	♦	♦		♦
ORAL EXPRESSION										♦	♦			•
LISTENING COMPREHENSION										♦	♦			•
WRITTEN EXPRESSION										•			•	
GROSS MOTOR SKILLS	♦	•			•	•	•		•			♦	•	
FINE MOTOR SKILLS	♦	•			•	•	•		•			♦		
SOCIAL FUNCTIONING	♦						•			•		•		♦
EMOTIONAL STATUS	•				♦							•		♦
BEHAVIORAL STATUS	•						•		•			•		♦
PHYSICAL/MEDICAL/HEALTH	•	•		♦	•	♦		♦	♦			♦	♦	♦

¹Intelligence quotient required for a cognitive disability only.

²All possible areas for developmental delay are noted. The team will decide the areas to be assessed for eligibility.

³Preacademic skills are related to content standards and basic functional skills for preschoolers and provide information on current level of performance.

⁴Vision and hearing screening are part of the basic requirements for entry into program, just like kindergarten, and are part of the Early Learning Program Guidelines,

A preschool child is determined eligible because of a disability that (1) adversely affects the child's performance and ability to participate in developmentally appropriate activities and therefore, (2) the child is in need of special education and related services.

Eligibility in a disability category other than developmental delay must be determined first. If the child is eligible with a disability category of speech/language impairment, cognitive disability or emotional disturbance, the team may choose to use the term developmental delay without any further assessments. If the child does not meet the criteria for any of these disability categories, the team is to consider developmental delay. Developmental Delay means the child has a disability in one or more of the following areas of development: physical, cognitive, communication, social or emotional, or adaptive. A developmental delay is substantiated by a delay of 2.0 standard deviations below the mean in one area of development or 1.5 standard deviations below the mean in two areas of development. The standard deviation cannot be the sole factor in determining the child has a disability.

A preschool child with a disability is at least age 3 and not of compulsory school age. A child who will be three as of December 1 of the school year can begin earlier than the third birthday. A child who will be age 5 as of December 1 is to have kindergarten (pre-academic skills) considered. Age is determined as of the district entry date; if a child is age 6 as of that date, the child is no longer a preschooler.

Additional data beyond what is necessary for eligibility may be collected and reviewed for programming purposes.

ETR Evaluation Team Report- PRESCHOOL

EXAMPLES

Developmental Delay (DD)- one or more areas are identified as potential areas of DD; whichever is the suspected area needs all four methods documented. In this case, social- emotional is the suspected area for DD.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)	◆	Previous interventions & HMG						✓
ADAPTIVE BEHAVIOR	◆							
COGNITION	◆							
COMMUNICATION	◆							
HEARING		✓						✓
VISION		✓						✓
PREACADEMIC SKILLS	◆							
GROSS/FINE MOTOR SKILLS	◆							
SOCIAL/EMOTIONAL/ BEHAVIORAL	◆	✓	X	X	X Home & Child Care	X	X	✓ ASQSE
MEDICAL/HEALTH	◆							

Speech or language impairment (S/L)

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)	◆	Previous interventions						
ADAPTIVE BEHAVIOR								
COGNITION								
COMMUNICATION	◆		X	X	X- oral language; language sample at Home	X Receptive & expressive language: PLS4	X High Scope CAR/COR	NA
HEARING	•							
VISION								
PREACADEMIC SKILLS	◆		X	X	X Play-based assessment			
GROSS/FINE MOTOR SKILLS								
SOCIAL/EMOTIONAL/ BEHAVIORAL								
MEDICAL/HEALTH								

ETR Evaluation Team Report- PRESCHOOL

Autism (AUT)-all four methods are documented representing the areas related to the suspected disability that need assessed.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C
BACKGROUND (PR-04)	◆	Previous interventions						
ADAPTIVE BEHAVIOR			X			X		
COGNITION	◆		X			X		
COMMUNICATION	◆						X	
HEARING	•	✓						✓
VISION	•	✓						✓
PREACADEMIC SKILLS	◆		X		X Play-based Home			
GROSS/FINE MOTOR SKILLS	◆		X		X			
SOCIAL/EMOTIONAL/ BEHAVIORAL	◆ social		X	X				
MEDICAL/HEALTH	•	✓						✓

Orthopedic impairment (OH)- all four methods are documented representing the areas related to the suspected disability that need assessed.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C
BACKGROUND (PR-04)	◆	Previous interventions						NA
ADAPTIVE BEHAVIOR	•	✓						
COGNITION	•	✓						
COMMUNICATION	•							
HEARING	•							
VISION	•							
PREACADEMIC SKILLS	◆							
GROSS/FINE MOTOR SKILLS					X Play-based Home	X	X	
SOCIAL/EMOTIONAL/ BEHAVIORAL								
MEDICAL/HEALTH	◆			X	X			

ETR Evaluation Team Report- PRESCHOOL

There are different types of assessments that may be used for different reasons. IDEA (P.L.108-448, 2004) does not permit screening to be used for evaluation purposes or for eligibility determinations. Screenings however can indicate a need for further assessment.

The following chart is provided to assist teams in reviewing data on how the child currently functions.

Decision	Assessment Type	Requirements	Probing Questions
<p>Is the child functioning within a typical range of development for his/her age?</p> <p>Are additional assessments needed to determine whether the child is in need of interventions or a referral to determine eligibility for special education and related services?</p>	Screening	<p>The Early Learning Program Guidelines require a health screening and a developmental screening within 60 days of enrollment.</p> <p>Screenings may provide sufficient data to plan for interventions if there is not sufficient cause to warrant an evaluation for special education eligibility.</p>	<ul style="list-style-type: none"> Is there an area of concern-one that is out of range of normal development? Are there multiple areas of concern? Does developmental screening indicate potential for developmental delay or disability?
<p>Does the child have a developmental delay or disability?</p> <p>Is the child eligible for special education and related services?</p>	Evaluation	Eligibility as a preschool child with a disability in need of special education and/or related services.	<ul style="list-style-type: none"> Does a developmental delay or disability exist? If so, what is the nature and extent of the delay or disability? Does the child meet the specified criteria? Follow 3 part decision chart*A
	<p>DATA SOURCES FOR DETERMINING ELIGIBILITY</p>	<p><i>Key Questions</i></p>	
	<p><i>Records review Including data from Help Me Grow</i></p>	<ul style="list-style-type: none"> <i>Has the team located and reviewed all information that exists for the student?</i> <i>Did you include screening information?</i> <i>What does the information tell the team about whether the difficulties have been present over time and across settings?</i> <i>What does the information tell the team about how the child learns best?</i> 	
	<p><i>Interview</i></p>	<ul style="list-style-type: none"> <i>What are the perceptions of the significant adults in the child's life?</i> <i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i> 	
<p><i>Observation-multiple</i></p>	<ul style="list-style-type: none"> <i>What is the child's learning behaviors in a variety of settings and circumstances?</i> 		

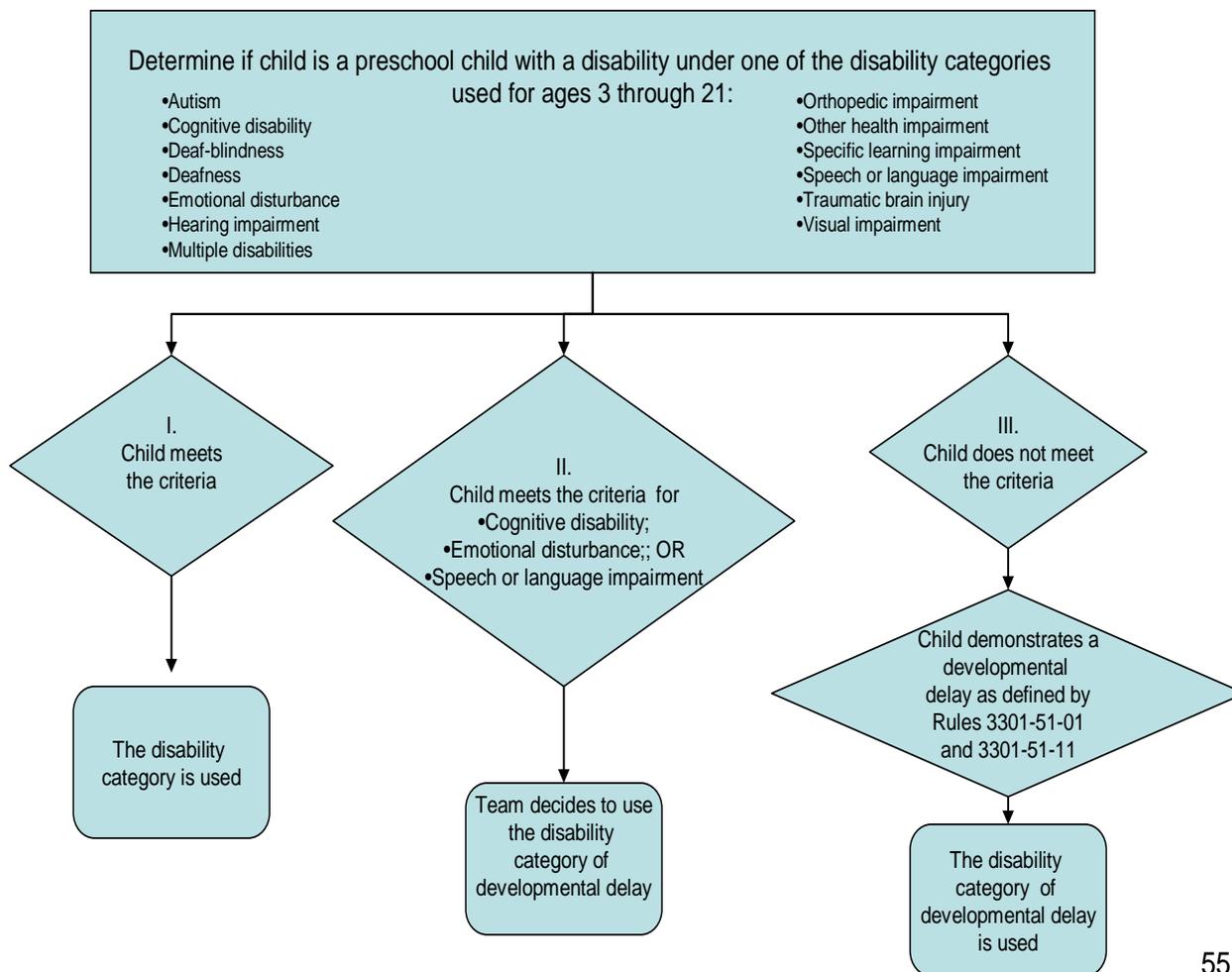
ETR Evaluation Team Report- PRESCHOOL

Decision	Assessment Type	Requirements	Probing Questions
	<i>observations across a variety of settings and activities</i>	<ul style="list-style-type: none"> • <i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i> 	
	<i>Criterion-referenced or Curriculum-based assessments</i>	<ul style="list-style-type: none"> • <i>What have you learned about the depth and breadth of the child's knowledge, skills and abilities?</i> • <i>Did you learn anything about the child's preferences, interests and learning styles?</i> • <i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i> • <i>To what extent is the child's learning skills or behavior different from peers?</i> • <i>To what extent is the child's learning skills or behavior different from age or grade level standards?</i> • <i>In conjunction with other information, are the child's strengths and needs understood?</i> 	
	<i>Norm-referenced assessments</i> <i>(Remember an IQ is only required for cognitive disability.)</i>	<ul style="list-style-type: none"> • <i>To what extent is the child's learning skills or behavior different from peers?</i> • <i>To what extent is the child's learning skills or behavior different from age or grade level standards?</i> • <i>In conjunction with other information, are the child's strengths and needs understood?</i> 	
<p>What should the child be taught?</p> <p>What should the child's educational program address?</p> <p>What interventions are most appropriate (if the child is not eligible for special education and related services)?</p>	Assessment for intervention planning		<ul style="list-style-type: none"> • What is the child's present level of developmental performance? • Is the child's health a factor? Based upon follow-up for health needs, are special considerations in programming needed? • What does the child need to be successful in the classroom, home and/or community? • What are the effects of adaptations and assistance of child's performance? • What are the child's usual patterns of responding? • What is the relationship between the child's response or behaviors and environmental variables or conditions? How do these appear to be influencing the child's performance?

ETR Evaluation Team Report- PRESCHOOL

Decision	Assessment Type	Requirements	Probing Questions
Is the child is making adequate progress in learning important skills?	Progress monitoring/curriculum based assessment		<ul style="list-style-type: none"> • What is the child's initial performance of important skills? • What is the child's present performance of important skills? • IS the child using these skills across contexts/environments? • How is the child performing in skills other than those listed on the IEP? • What is the child's performance across all curricular domains and development? • Is progress being measured against IEP goals? • Is progress being measured against content standards? • Is progress being measured against developmental milestones? • Have the ECOSF being used as a measurement?
Is the program is providing a quality learning environment.	Environmental assessment	Early Language and Literacy Classroom Observation Self Reflection Tool for teachers	<ul style="list-style-type: none"> • Is a high quality learning environment being provided? • Are all the children making important learning progress? • Are the needs of the children being considered I planning and modifying the environment (space, materials, equipment)?

Eligibility Decisions



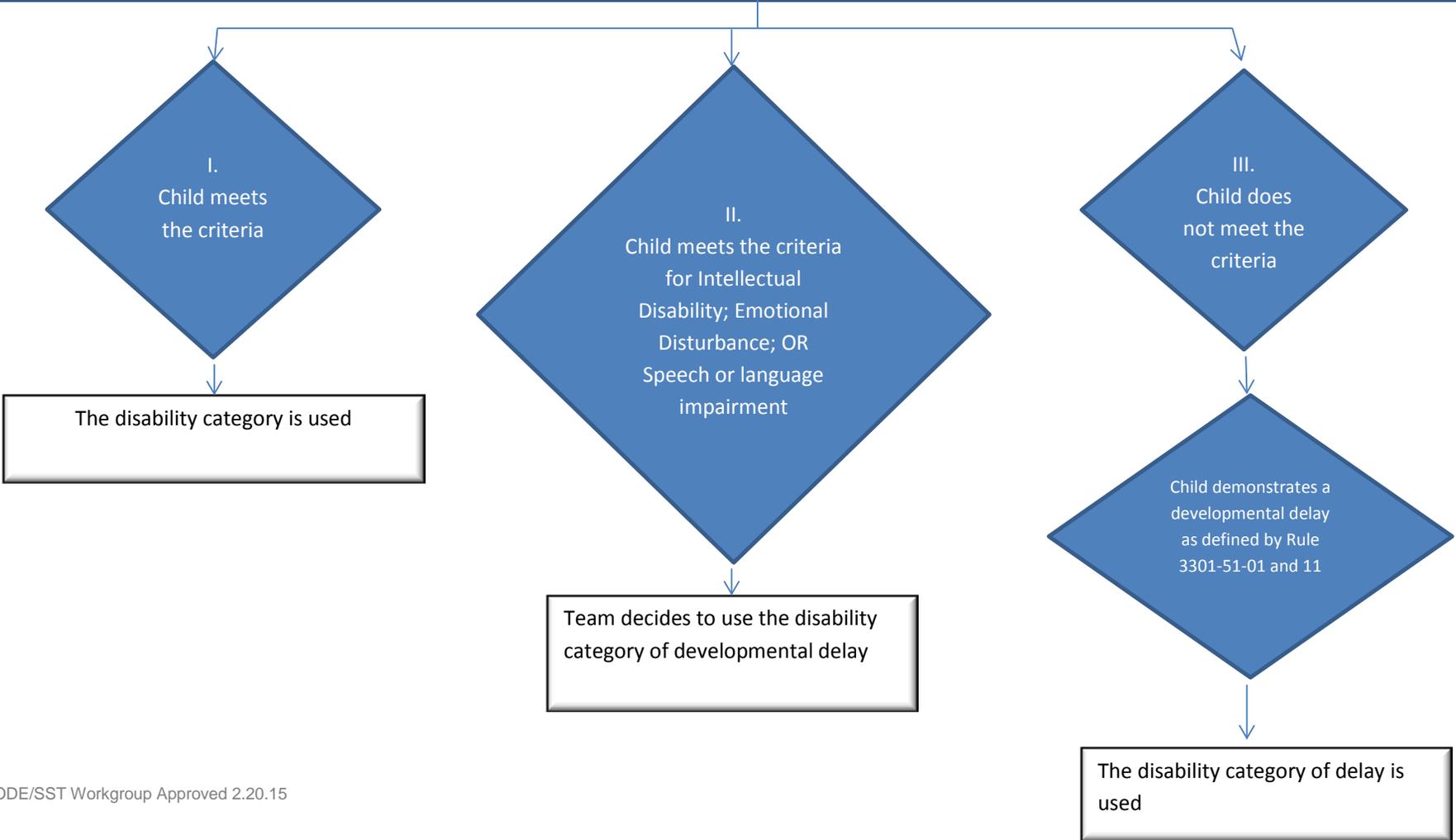
Initial Evaluation Procedures Flowchart

Steps	Description	Form
1	Interventions are developed and documented for a struggling student.	District developed
2a	<p>Once a disability is suspected:</p> <ul style="list-style-type: none"> • District Referral: (referral date is the date the team decided an evaluation should be conducted)parents must receive: <ol style="list-style-type: none"> 1. Completed Referral for Evaluation form (PR-04) could be developed at the conclusion of the Intervention review. 2. Parent Invitation (PR-02- "Develop an Evaluation Plan") if the parent is not present 3. Procedural Safeguards (Whose IDEA is This?) 4. Preschool or School Aged Evaluation Plan on the planning form is completed. Be sure all areas have been addressed. The parent should be involved in this process and the parent input should be documented. 5. Provide Written Notice (PR-01 "Proposes to initiate an initial evaluation") and a Parent Consent for Evaluation (PR-05). <p>If parent permission is not granted, send another PR-01 documenting the parent's response, or attempts to contact and lack of response.</p>	<p>Within 30 days from initial referral need PR-01,PR-02, Whose IDEA, PR-04,Planning Form and PR-05</p> <p>or</p>
2b	<ul style="list-style-type: none"> • Parent Referral: (referral date is the date the school received written/verbal request of the parents) If the district agrees they must do the same steps as a district referral. If district doesn't suspect a disability PR-01 must be sent within 30 days indicating their refusal to initiate an evaluation and give reasons why. 	PR-01 refusing
3	<p>Parent sent Invitation to ETR meeting (PR-02 – "To determine eligibility for services as a child with a disability") and Written Notice (PR-01- "Other: Eligibility Determination") which isn't required but is Best Practice</p> <ul style="list-style-type: none"> • Document Attempts to Obtain Parent Participation- at least 3 (dates, times and results from phone, email, visits) 	PR-01, PR-02 to ETR OP-9 /district developed
4	<ul style="list-style-type: none"> • Evaluation Team Report Meeting is held to discuss evaluation results. (All areas except Description of Educational Needs and Implications for Instruction and Progress Monitoring – can be done as a draft prior to the ETR meeting). At the meeting the team completes a summary (Part 2) and Determines Eligibility (Part 4) for special education (PR-06). Part 3 of the PR-06 is filled out for SLD determination. Participants indicate whether they agree or disagree with the determination (Part 5). <ul style="list-style-type: none"> ○ If NOT eligible Parents are sent a PR-01 ("Other: Child is not Eligible for special education and related services") ○ If eligible parents are sent a copy of the Evaluation Team Report (PR-06) and an Invitation to the IEP meeting (PR-02 – "To develop, review, and/or revise the student's IEP"). The student, who will be 14 years old prior to the expiration of the IEP, is also sent an Invitation/added to parents PR-02. ○ Document reasonable attempts for parent and student participation in IEP – at least 3 attempts (dates, times and results from phone, email, visits) ○ If parent refuses services it should be reflected within a PR-01. 	<p>PR-06</p> <p>ETR is held within 60 days of initial consent, unless SLD mutually agree to extend timeline</p> <p>PR-01 PR-02 to IEP</p> <p>OP-9 /district developed</p>
5	<ul style="list-style-type: none"> • IEP (PR-07) is developed <ul style="list-style-type: none"> ○ Parent is sent a PR-01 ("Proposal to change the identification, evaluation, educational placement of the child or provision of FAPE") at the conclusion of the IEP and prior to implementing the new/revised IEP. ○ Provide PR-01 to parents and receive written informed consent from parents before initial placement of a child in special education. This is provided through the parents signature on the IEP (PR-07) ○ If the parent disagrees with sections it would be reflected in the PR-01 ○ If the parent refuses consent for the initial IEP this should be reflected within the PR-01 along with the services that the student will not be given. <p>If Evaluation Team Meeting and IEP are held together be sure to give parents a copy of PR-06 <u>before the IEP</u>.</p>	<p>PR-01 PR-07</p> <p>IEP is held within 30 days of ETR, 120 days from referral</p> <p>Copies of PR-07 sent within 30 days</p>

Eligibility Decisions

Determine if child is a preschool child with a disability under one of the disability categories used for ages 3 through 21:

- Autism
- Intellectual Disability
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



PR-06 Helpful Handout

(Asking/Answering these questions may be helpful when completing the PR-06 form.)

CONTENT AREA TEACHERS:

- How does the student's lack of skill in the areas of reading/math/writing present itself in your subject area?
 1. Reading fluency (e.g., choppy, slow, fast)
 2. Math calculation/reasoning
 3. Responding to questions or explaining concepts in written or oral format.

ALL TEACHERS:

- Fine Motor
 - Is handwriting legible?
- Sensory Processing
 - Does student: pick at clothes or body, chew on objects, sniff objects, rock in seat or is annoyed by loud noises?
 - How does student handle situations that are unexpected or over stimulating (e.g., fire drills, substitute teachers, assemblies)?
- Listening Skills
 - Do directions need repeated or rephrased?
 - Does information need to be re-explained?
 - Does student understand information read orally?
- Speaking Skills
 - Can student be understood when talking (volume, monotone, articulation)?
 - Does student stay on topic when speaking?
 - Can student participate in a back and forth conversation?
- Attention Span
 - Does student need to be redirected back to task? How often?
 - Is student easily distracted by peers or excess activity/noises?
- Activity Level
 - Is student lethargic?
 - Does student have difficulty remaining seated?
 - Does student fidget with objects?
- Behavior
 - How does student handle redirection/correction?
 - Does student follow classroom rules? School rules?
 - How does student handle daily transitions or unstructured time?
- Social Skills
 - Does student work well with others?
 - Does student choose to work in groups or alone when given a choice?
 - How does student interact with peers in non-structured settings?
 - Does the student appear to make friends?
 - How does student interact with adults?

- Can the student read social clues?
- Organization Skills
 - Are materials lost and need to be replaced?
 - Can student find materials when asked?
 - Is a binder, accordion, or folder system utilized?
 - Are needed materials brought to class?
- Study Skills
 - How does student prepare for quizzes/tests?
 - Does student utilize time given in class to study?
- Work Completion
 - Is homework completed and turned in on time?
 - If Not, WHY? (e.g. difficulty of material; motivational concerns; weak organizational skills/time management skills)
 - Does student utilize time given in class to work on assignments?
 - How is assignment book used?
- Self Help Skills
 - Does student recognize they need help?
 - Does student try task before asking for assistance?
 - How often does student need confirmation/assistance?
- Problem Solving
 - Is student proactive in solving problems?
 - Does student take ownership of problem?
 - Is student dependent on peers and/or adults to find solutions?
- Medical Health
 - Does student complain of aches/illness?
 - Does student often ask to leave class for the office or restroom?
- Attendance
 - How often is the student absent/tardy?
 - Does student take responsibility for work /material missed?
- Class Participation
 - How often does student volunteer?
 - If called on does student attempt to answer?
 - Is there an extended wait time for response?
 - Is response on topic?
 - Does student call out?
- Emotional Status
 - Is student quick to anger/sadness?
 - Does the student over or under react to situations?
- Assistive Technology
 - Does the student utilize devices (e.g. writer pro, fm system) in your classroom?

How to Word Your PR-06

Our audience is parents, teachers and administrators. Please phrase your information so that it is understandable for everyone. Special education is full of terms and acronyms that parents may not know, and they may be too embarrassed to ask what they mean.

Here are some tips:

- Spell out acronyms
- Explain numbers (below average, average, above average)
- Describe difficult terms (i.e. visual perceptual integration → difficulty making sense of what they see or difficulty reading)

What to say...	What <u>not</u> to say
He/she has difficulty, struggles, faces challenges, requires more guidance with, may develop these skills in the future...	He/she doesn't get it He/she fails to understand how to... He/she will not be able to...
He/she has basic reading skills which include...	He/she is only reading at a 1st grade level He/she cannot read
May benefit from...	Will need, requires...
Typically developing peers	Regular/normal kids
May benefit from intensive interventions	Needs special education
Large group setting/ in class with his/her peers	Regular classes
Small group setting	Resource room
Individualized support	One-on-one or paraprofessional
Assistive technology device that will allow him/her to better communicate	iPad or any other specific name brand
Based on classroom data, it is recommended that...	I feel...

We also need to word information in the PR-06 so that it does not outline what services will be—that will happen with the IEP. When writing a PR-06, we are sharing information and brainstorming ideas; the decision that the student requires specially designed instruction will be made at the ETR meeting when everyone signs the report.

- A Speech/Language Pathologist is the one to say if a child requires speech services
- An Occupational Therapist is the one to say if a child requires OT services
- A Physical Therapist is the one to say if a child requires PT services

PR-06 Helper Guide

Summary of Assessment Results:

- Begin by stating student's areas of strength (academic, work habits, behavior, social, communication, etc.)
 - i.e. Joey participates in class 3/5 days, turns his work in on-time 4/5 days, gets along well with others and is organized with his materials.
- Statement of areas of weakness and what strategies, accommodations and interventions have been done to address them within the classroom
 - i.e. Joey has difficulty attending during instruction which required approximately 10 prompts to redirect his focus in a 30 minute period at the beginning of the school year. After moving his seat to the front row, checking on him frequently and using a private signal his focus improved. He now only needs 1-2 redirects in a 30 minute period.
- Summarize academic assessment data collected through informal assessments and classroom based assessments as compared to typical peer performance.
 - **Reading** (QRI, IRI, accuracy with grade level text, fluency probe, classroom vocabulary and comprehension tests)
 - i.e. Though Joey is in the fall of his 9th grade year, he is reading at a fourth grade level according to the Informal Reading Inventory. He was able to answer 4/4 explicit questions and 2/4 implicit questions at the fourth grade level, but only 2/4 explicit and 0/4 implicit at the fifth grade level.
 - i.e. When given a passage from his textbook, Joey is able to read with 85% accuracy; however, typical peers read with at least 95% accuracy. His frequent decoding errors could impact comprehension.
 - i.e. Joey has averaged a 65% on vocabulary quizzes when compared with a class average of 90%.
 - types of decoding errors made (vowel sounds, word endings, substitutes with similar looking word)
 - comprehension: predicting events, sequencing, identifying the main idea, making inferences, finding details
 - **Writing/Spelling** (Include any analysis of the student's writing skills based on classroom samples)
 - Average number of sentences per paragraph/paragraphs per sample compared to what is expected
 - How many spelling errors per sample or percentage of sample spelled correctly
 - Use of correct capitalization and punctuation
 - Organization of ideas, use of correct format and able to stay on topic
 - Complexity of vocabulary/Variety of sentence structure
 - Grammar—i.e. subject/verb agreement; verb tense; syntax
 - Uses proofreading/editing tools effectively
 - **Math** (classroom assessments and assignments, observation of mental math skills)
 - Basic calculation skills—look at speed and accuracy, calculator dependent?
 - Reasoning skills—i.e. number sense, measurement, geometry, probability, algebra, problem solving (use content standards to assist with specific skills)
- Summarize behavior and work habits (respond to checked areas on the PR-06 helper form)
 - Work habits, organization, social skills, following directions, attention span, impulsivity, etc., and effect on classroom performance (i.e. Joey's inattention causes him to miss directions presented in the classroom.)

Description of Education Needs:

- Based on assessments, describe academic needs and other needs related to educational success
 - i.e. Joey needs to improve his study habits, ability to express ideas in writing and attention to task.

Implications for Instruction and Progress Monitoring:

- Using the needs mentioned in the section above, indicate the types of instructional strategies needed to accelerate the child's progress in the general education curriculum. Also indicate classroom accommodations that are necessary for success (verbal prompts to stay on task, seating near the teacher, information read aloud)
 - Joey would benefit from reviewing his notes nightly, creating and reviewing flashcards to learn new vocabulary, and attending study sessions with the teacher prior to each test. Joey has difficulty generating ideas for writing independently, so discussing ideas aloud first and using a graphic organizer would be beneficial strategies. He needs to turn his drafts in early for editing and revision feedback. Joey benefits from being seated near the teacher and redirected as needed. He responds to a private signal to return his attention to task.
- It is important to remember that special education determination is not made by the team at the meeting not on this form..
 - Instead of... "Joey needs special education...or instruction in the resource room," *maybe*... "Joey appears to require intensive interventions in order to be successful with the curriculum...or he may benefit from more individualized instruction."

Intervention Summary (ETR, Section 2) Checklist

Type of information to include:	YES
<p>1. A description of the research based interventions used. <i>Describe in detail the actual intervention you chose:</i> <i>What is the name of the intervention?</i> <i>What was the child doing?</i> <i>What was the teacher doing?</i> <i>How was it delivered (setting, conditions)?</i> <i>How was the data collected/documented?</i> <i>*Cite a link to the protocols if available</i> Example for Reevaluation, if no new interventions: *Cannot be left blank for reevaluations <i>"No additional interventions were provided outside of the Specially Designed Instruction, Services and Supports from the Individualized Education Program."</i></p>	<input type="checkbox"/>
<p>2. How long the intervention was provided. Describe the length of time that was determined by the protocol or team: <i>Weeks?</i> <i>Months?</i> Example: <i>"The intervention(s) started on October 2, 20__ and continued for the prescribed __ (weeks/months), as reflected in the intervention protocol."</i></p>	<input type="checkbox"/>
<p>3. The intensity of the intervention. Describe how often the child received the intervention: <i>How many minutes per day?</i> <i>How many minutes per week?</i> Example: <i>"The _____ intervention was provided three times a week for twenty minutes each session."</i></p>	<input type="checkbox"/>
<p>4. A description of the results compared to the baseline data. Example –<i>"(Student name)'s baseline performance was (data) and by the end of the intervention period (Student name) performed at (present level data). A same age peer would be expected to perform at _____ (level)."</i></p>	<input type="checkbox"/>
<p>5. The decision was made as a result of the intervention(s). Example: <i>"The intervention was continued for _____ weeks and in the judgement of the team the student...</i> <i>...did not make sufficient progress and was referred for an initial evaluation on (date).</i> <i>...did not make sufficient progress and may require additional services through the Individualized Education Program (IEP).</i> <i>...did make sufficient progress and will continue to receive the interventions described.</i></p>	<input type="checkbox"/>

Ideas for Linking ETR and IEP

*This document is an informal guide to assist teachers with using information contained in Evaluation Team Reports when writing IEPs. It is not an official or required tool. Since each Evaluation Team Report is unique, this grid may not reference every area in the report that may provide information useful for IEP development.

IEP Section	Possible Places to Find Information in Evaluation Team Report
Student Information	<ul style="list-style-type: none"> • Cover page-includes child/parent contact information (including guardian or surrogate parent) • “Date of Meeting” is the current Evaluation Team Meeting date
1. Future Planning	<ul style="list-style-type: none"> • Discussions with child/parents • <u>Vocational/Occupational Needs</u> Part 1 of ETR • <u>Information Provided by Parent or Student Interview</u> Part 1 of ETR • Any occupational/career assessments that may or may not be attached to ETR (e.g., Kuder, Great Oaks Functional Vocational Evaluation, VCAT, etc.) • Consider strengths/skill weakness from ETR “<u>Summary of Assessment Results</u>” in each Part 1 or look at <u>Part 2 Team Summary “Summary of Assessment Results”</u>
2. Special Instructional Factors	<p>Does child’s behavior impede his/her learning or learning of others?</p> <ul style="list-style-type: none"> • <u>Social-Emotional Part 1</u> or <u>Behavior Part 1</u> (especially “Implications for Instruction”) • <u>Observation Part 1</u> • <u>Part 2 Team Summary -“Summary of Observation”</u> section • Functional Behavior Assessment Summary if part of evaluation <p>Does the child have limited English proficiency?</p> <ul style="list-style-type: none"> • <u>Background Information</u> or <u>Communication/Communicative Status</u> Part 1 (or any assessment results given specifically for English Language Learners) <p>Is the child blind or visually impaired?</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health, or Vision</u> Part 1 <p>Does the child have communication needs (required for deaf or hearing impaired)?</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health, communication/communicative status, or hearing/audiological needs</u> Part 1 <p>Does the child need assistive technology devices and/or services?</p> <ul style="list-style-type: none"> • <u>Educational Needs</u> or <u>Instructional Implications</u> sections of <u>Part 1s</u>

	<p>Does the child require specially designed physical education?</p> <ul style="list-style-type: none"> • <u>Gross Motor, Physical Exam/General Health Part 1s</u>
<p>3. Profile</p>	<p>Child's Strengths/Weaknesses</p> <ul style="list-style-type: none"> • State <u>specific skill strengths/weaknesses</u> identified in each <u>Part 1</u> (e.g., academic, social/emotional, behavior, adaptive behavior, fine/gross motor, communication, general intelligence, etc.) • <u>Part 2 Team Summary "Summary of Assessment Results"</u> <p>Concerns of Parent</p> <ul style="list-style-type: none"> • <u>Background Information, Information Provided by Parent</u>, or any parent interview information found in ETR • <u>Part 2 Team Summary "Information Provided by Parent"</u> section <p>Child's Interests</p> <ul style="list-style-type: none"> • <u>Social/Emotional Functioning Part 1</u> or any student interview information • Interests may be included in <u>Functional Behavior Assessment</u> if included <p>Relevant Medical and Safety Information</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health, Vision, Hearing, Information Provided by Parents</u> section • <u>Part 2 Team Summary "Medical Information"</u> section • Safety issues may also be included in <u>Behavior Assessment</u> or <u>Observation Part 1s</u> <p>Needs Identified in ETR that Team Determined Will <u>Not</u> be Addressed in IEP</p> <ul style="list-style-type: none"> • Any educational needs not already mentioned included in "Description of Educational Needs" at end of each <u>Part 1</u> or listed in <u>Part 2 Team Summary</u> <p>Performance on State/District Assessments</p> <ul style="list-style-type: none"> • Any results from OAT/OAA, OGT, and district testing (e.g., <i>Stanford, OLSAT, etc.</i>) that may be found in <u>Background Information</u> or <u>Academic Skills Part 1s</u> (or simply attached to the report) <p>Adult Living, Working, Learning Information Related to Transition (if not mentioned elsewhere)</p> <ul style="list-style-type: none"> • <u>Vocational/Transition Part 1, Adaptive Behavior Skills Part 1, Information Provided by Parent</u> (or any skill strength/need identified as important related to future transitions) • Outside agencies providing transition-related services (Clermont DD, BVR, etc.)

<p>4. Postsecondary Transition</p>	<p>Statement of Transition Service Needs</p> <ul style="list-style-type: none"> Needs should be developed based on information from <u>IEP Sections 1, 3, 4, and 6</u> (see above for where information in these areas can be found in ETR) <p>Age-Appropriate Transition Assessments</p> <ul style="list-style-type: none"> Include summary of a transition related assessments (e.g., vocational aptitude/interest assessments, relevant academic skill data, adaptive behavior/daily living skill assessments, communication data, social-emotional/behavioral functioning, etc.) <u>Vocational/Transition Needs Part 1, Adaptive Behavior Part 1, Information Provided by Parent, any Vocational Assessments Attached to Report</u> (e.g., Kuder, Functional Vocational Evaluations, VCAT, etc.), and any other relevant skill areas (e.g., communication, motor skills, etc.)
<p>5. Postsecondary Transition Services</p>	<ul style="list-style-type: none"> <u>“Educational Needs and Instructional Implications”</u> section of <u>Vocational/Transition Part 1</u>
<p>6. Measurable Annual Goals</p>	<p>What skill areas are identified as a concern/low by team members? In addition to reviewing each Part 1, look specifically at the <u>Educational Needs</u> sections at the end of each <u>Part 1</u> or in the <u>Part 2 Team Summary</u> when choosing IEP goals.</p> <p>Present Levels of Academic Achievement and Functional Performance</p> <ul style="list-style-type: none"> Details about <u>specific skills</u> student does and does not demonstrate, measurable baseline data, quantifiable instructional level from <u>Part 1 “Summary of Assessment Results”</u>, <u>Part 2 Team Summary “Summary of Assessment Results”</u>, <u>Data from Interventions</u>, <u>IEP Progress Monitoring Data included in ETR</u> or <u>Functional Behavior Assessment Summary</u> (in addition to any formative assessment, curriculum-based assessment, progress monitoring, etc. you also have from the classroom)
<p>7. Description of Specially Designed Services</p>	<p>What services are needed to address specific areas of need? Look at <u>Educational Needs and Instructional Implications</u> sections at the end of each <u>Part 1</u> or in the <u>Part 2 Team Summary</u></p> <p>Specially Designed Instruction</p> <ul style="list-style-type: none"> Look for specific skills (academic, social, behavior, communication, etc.) team members identify the student needs to learn in <u>“Educational Needs”</u> section of <u>Part 1</u> and suggestions for the type of instruction a student needs which may be included in <u>“Instructional Implications”</u> section of <u>Part 1</u>. Also see <u>“Educational Needs”</u> and <u>“Instructional Implications sections in Part 2 Team Summary</u>. <p>Related Services</p>

	<ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify related services to meet student needs (e.g., speech/language, occupational therapy, mental health, adapted physical education, etc.) <p>Assistive Technology</p> <ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify assistive technology needs (e.g., communication devices, devices that convert text to audio, etc.) <p>Accommodations/Modification</p> <ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify accommodations and modifications student needs on a <u>regular basis</u> to participate and make progress in the educational setting **Accommodations/modifications in this section may differ from those listed in Statewide/Districtwide Testing section as only certain accommodations/modifications are permitted on these tests**
8. Transportation as a Related Service	//
9. Nonacademic and Extracurricular Activities	//
10. General Factors	//
11. LRE	<ul style="list-style-type: none"> Consider all results from <u>ETR</u> along with any relevant additional information in team discussions when making decisions regarding least restrictive environment
12. State and Districtwide Testing	<p>If participating in statewide/districtwide testing with accommodations:</p> <ul style="list-style-type: none"> See <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify accommodations and modifications student needs on statewide/districtwide testing (*Must be allowable as defined in the <i>Ohio Statewide Testing Program Rules Book</i>)

Present Levels of Performance Checklist

Type of information to include:	YES
<p>1. Includes current evaluation data (formative, quarterly, short cycle, progress reports, Statewide Assessments, teacher reports and checklists, current progress data, parent information and ETR info as appropriate, etc (i.e. specific data about the skill))</p> <ul style="list-style-type: none"> • Measurable baseline data should link directly to each goal • Data should be less than one year old and time referenced 	<input type="checkbox"/>
<p>2. Identifies where the child is now so a clear picture is given as to what has to be learned next and what supports and services are needed to get there (summary of current daily academic/behavioral/functional performance)</p>	<input type="checkbox"/>
<p>3. Describes strategies, accommodations, and/or interventions that have been successful in assisting the child in making progress in the general curriculum</p>	<input type="checkbox"/>
<p>4. Reflects the priorities and concerns of the child and his/her parents for the child's education (specific to the goal)</p>	<input type="checkbox"/>
<p>5. Compares student to same age/same grade/typical peers.</p> <ul style="list-style-type: none"> • Describes what the student can and cannot do • Describes how the student is performing in relation to grade level standards 	<input type="checkbox"/>
<p>6. Statement regarding how the disability affects the child's involvement and progress in the general curriculum <i>(if this is not stated in each PLOP, it should be stated in Section 3-Profile or Section 11-LRE)</i></p>	<input type="checkbox"/>

Measurable Goals Checklist

Type of information to include:

YES

1. Goals are based upon the present levels of performance (PLOP)

2. Each goal and objective contains 6 components

- **Who**
- **Will do what** clearly defined observable behavior/skill; single verb of highest complexity (not an Aimsweb or DIBELS score, grade score, Level B; not the grade level content standards-it is the skill to get there)
- **Under what condition** (situation, setting, required material/given—ie: during circle time, given a ___ grade level passage, given \$1 and \$5 dollar bills, when playing with a peer, when cued to respond, given a fishbone graphic organizer, during role play, with a 7th grade writing prompt, given 3 minutes to plan and 5 minutes to write)
- **To what level** (criteria to master the goal— ie: 80% mastery, less than 3 errors per 100 words, 90% accuracy, 100 correct words per minute, with fewer than 2 errors, ___ cumulative counts, ___ out of ___ occasions, with no more than 2 teacher redirections)
- **To what degree** (how many times does the student have to do it for you to consider it mastered?—ie: 3 out of 4 trials, on 5 written assignments within 10 weeks, 4 times during a class period, 3/5 opportunities, on 3 consecutive days)
- **In what length of time** (by the end of the IEP)
- **How will progress be measured** (observation, short cycle assessment, work sample, checklist, anecdotal records, read alouds, using a one-minute probe, running records, work samples, rubrics--be sure to include criteria for rubrics)

3. At least one goal for each area of need (behavior if checked as a special factor, or adaptive if student is CD)...*If a need is not going to be addressed in a goal, explain why--All needs must be addressed by a goal, accommodation, modification, or explanation*

4. Did you avoid vague terms such as “grade level reading work”, “ask for help when needed”, increase/reduce without baseline”, etc.

SECTION 6: MEASURABLE GOALS

FACTORS TO CONSIDER: PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE

- The PLOP should be the present level of skill for the task which is the goal. Include concrete data. There should be no confusion about where the child is now and where you want the child to be in 12 months.
- The PLOP should be written in the same unit of measurement as the goal is (i.e. ___%tage on ___ of 5 trials)
 - **Hint: Copy and paste the goal into the PLOP** and put the data points as to **where the child is functioning now.**
- Include language about **how the disability has an effect in making progress in the general curriculum**
 - **Hint: compare to typical peers,** and how this skill is a foundation to help close the gap

FACTORS TO CONSIDER: MEASURABLE GOALS

- Goals should be **prioritized**. These should have a direct relationship to the needs identified in the ETR, or recent evaluation data.
- Statements in **measurable terms** that describe what can be taught to the child using specially designed instruction **within a 12 month period**
- There is a **direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance** that precede it.
- Include a: **Behavior goal if you marked it as a special factor or if student is ED, Adaptive goal if student is CD** or explain why it isn't needed in Profile.
- Contains the **6 Elements**:
 - **Who?**
 - **Will Do What?** A clearly defined observable behavior –
 - Use a **measurable verb**
 - **Do NOT use vague terms** : i.e. “participate”, “reasonable amount”, “grade level math work”, “ask for help when needed”
 - Be sure to be **specific about the skill** (i.e. what mathematical operation, problem solved accurately, what skills are needed to get a 4 point in the writing rubric etc..) so anyone would know what it is.
 - **Hint: be careful not to blend two skills** (i.e. decoding and fluency) it is too difficult to write a well written goal with all elements when blending two skills.
 - **Hint: Do NOT: list benchmarks/objectives with just commas as the goal, use the grade level content standard(it should instead be the skill needed to get to the content standard)**
 - **To What Level AND Degree?**
 - Performance criteria and mastery: including **BOTH (mastery) the level** (i.e. 80%) the child must demonstrate for mastery **and the(criteria) number of times** (i.e. 3 out of 5) the child must demonstrate the skill or behavior for mastery
 - **Hint: Be sure that you don't over or incorrectly use a % tage**
 - **Hint: The same unit of mastery and criteria should be used in the PLOP and in progress reporting.**
 - **Hint: Avoid vague language** such as: grade scores, “increase/decrease” without a baseline/target, “acceptable performance level”.
 - **Under What Conditions?**
 - i.e. situation, setting or given material under which the behavior is to be performed
 - **In What Length of Time?**
 - Often this is to the end of the IEP
 - **How will Progress be Measured?**
 - i.e. curriculum based assessments, checklists, portfolios, observations, work samples, running records, anecdotal records, inventories, rubrics, etc...
 - This should **match the box you check** on the IEP

SECTION 6: MEASURABLE GOALS

Examples:**Reading:**

- After reading a 5th grade reading selection, Logan will independently answer 10 comprehension questions correctly with 80% accuracy in 3 out of 4 trials by the end of this IEP, which will be monitored by work samples and Curriculum Based Measurements.

Behavior:

- When Jacob is redirected by staff, he will follow the given direction without arguing, 80% of the time in 4 out of 5 trials by the end of this IEP, to be monitored by a daily checklist.
- When given teacher directions in the resource room (with clarification and visual/verbal cues) Erin will begin a task 3 out of 4 times within 2 minutes, 4 out of 5 days by the end of this IEP, to be monitored by a daily checklist.

Math:

- Using an analog clock, Amy will tell time to the minute with 80% accuracy in 3 out of 5 trials by the end of this IEP, and will be monitored by observation and work samples.

Progress Measurement Descriptions

Curriculum Based Assessment

The CBA provides a structured way to see how well a child performs on the materials the teacher is assigning the class. The assumption is that if we want to know whether children are progressing in reading and writing, then we should observe (or count) their behavior as they read and write in school, and we should collect this data as often as feasible so that we quickly know whether a child is making progress or falling behind.

Witt, J. C., Elliot, S. N., Daly III, E. J., Gresham, F. M., & Kramer, J. J. (1998). Assessment of at-risk and special needs children. (2nd ed.). Boston, MA: McGraw-Hill.

Examples might include: Probes using brief reading passages, short spelling lists, samples of math items from the curriculum, etc.

Portfolios

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in toward mastery of the curriculum that shows change and growth over a period of time. It should represent a collection of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed, and documents according growth and development toward mastering identified outcomes.

Paulson, F.L. Paulson, P.R. and Meyer, CA. (1991, February). "What Makes a Portfolio a Portfolio?" Educational Leadership, pp. 60-63.

Observations/Anecdotal records

An observation is an informal visual assessment of student learning. It has a beginning and ending time. They are often filled out on a specific form/checklist/data collection. In all cases, there should be written documentation of what was observed (and NOT the interpretation of what was observed). An **observer should have a sense of purpose** and a question or two that she is looking to answer in the observations.

Anecdotal records are the **written observations** of what a child is doing and saying. It is like a transcript on an event, series of events or even throughout the day. These are similar to an observation but have more description.

Short-Cycle Assessments

Short-cycle assessments are tests given several times over the course of the school year with the intention of preparing students for the high-stakes test. Almost all states give a test designed to assess students on what they have learned based on the content standards that state has deemed necessary. These tests can take many different formats including written responses, multiple-choice, or a demonstration of learning. A short cycle assessment should measure student ability compared to a specific skill.

Performance Assessments

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform/demonstrate a task or skill rather than select an answer from a ready-made list. You need to structure the way of scoring the assessment beforehand (i.e., a rubric might be used in conjunction with a performance assessment).

Checklists

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. The checklist names specific skills or steps of skills and the evaluator indicates whether the child is able to perform those skills/subskills on a particular date.

Adapted from: learnalberta.ca October, 2008

Running Records

A running record allows you to assess a student's *reading* performance as she/he reads from a benchmark book. A running record form, with text from the book printed on the form, accompanies each of the benchmark books. Only the first 100 -150 words of the longer benchmark books are used for the upper level running records.

Work Samples

A variety of student work completed may be chose from that would best show the level of skill a student can display.

Inventories

Broader than a checklist, an inventory is a list of skills or behaviors used to measure progress toward the mastery of a goal.

Rubrics

A scoring rubric includes 1) one or more dimensions/criteria on which performance is rated, 2) definitions or descriptors that clarify how the attribute is measured, and 3) a rating scale for each dimension.

Adapted From: Herman, J.L., Aschbacher, P.R. and Winters, L. A Practical guide to Alternative Assessment. Alexandria, Va: Association for Supervision and Curriculum Development, 1992)

Goals And Objectives Menu

Examples

UNDER WHAT CONDITIONS?	STUDENTS WILL DO WHAT?		LEVEL/DEGREE
<p>Location</p> <ul style="list-style-type: none"> • <i>During</i> lunch • In a large group • In a small group • In a 1 : 1 setting • During free/play time • Across environments • During timed readings • In the community <p>Givens</p> <ul style="list-style-type: none"> • Given ___ paragraphs • Given pictures • Given unfamiliar material • Given words or letters • Given a topic • Given a story starter • Given CVC words • Given a calculator • Given a model • Given a writing prompt <p>Misc.</p> <ul style="list-style-type: none"> • With typical peers • With adults • With ___ software (do not use brand names) • With ___ grade vocabulary • With two hands • With L/R hand • With a (#) key hit sequence through use of ___ (AT) • Through use of ___ strategy/behavior • In (grade level) test/material 	<ul style="list-style-type: none"> • Alphabetize • Answer • Arrange • Ask • Bring • Calculate • Choose • Compare/contrast • Compile • Complete • Compose • Contrast • Contribute • Correct count • Create • Decode • Define • Demonstrate • Describe • Determine • Differentiate • Discriminate • Does not ___ • Edit • Explain • Evaluate • Formulate • Generate • Give • Greet 	<ul style="list-style-type: none"> • Identify • Include • Initiate • Imitate • Label • List • Maintain • Match • Name • Organize • Outline • Paraphrase • Point • Pronounce • Predict • Read • Recognize • Record • Retell • Say • Select • Self-correct • Sequence • Share • Solve • Speak • Spell • Summarize • Type • Volunteer 	<p>LEVEL</p> <ul style="list-style-type: none"> • ___ x each day • ___ x in ___ minutes each day • ___ consecutive days • Fewer than ___ minutes each week • For ___ minutes • For ___ repetitions in ___ (amt of time) • ___% of the time • ___ our of ___ trials • With ___ errors • No more than random error (define) • ___ words per minute • ___ letters per minute • In less than ___ minute • ___ seconds or less • ___ complete work in ___ minutes • Within ___ minutes of a verbal prompt <p>DEGREE (# of times the student must demonstrate skill/behavior for mastery)</p> <ul style="list-style-type: none"> • ___ per week • On ___ out of ___ trials • In ___ out of ___ transitions • Per Quarter • In ___ out of ___ days • In ___ out of ___ weekly checks • Over ___ consecutive sessions <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NON-MEASURABLE: <i>comprehend, enjoy, feel, increase (from what to what?), know, listen, learn, manipulate (how?), participate (how?), realize, understand</i></p> </div>

Goal Development

code: make a choice of underlined options

SKILL AREA	1. WILL DO WHAT?	2. CLARIFYING	3. UNDER WHAT CONDITIONS? Don't use terms like "moderate support"	4. HOW WILL PROGRESS BE MEASURED? <i>..as measured</i>	5. TO WHAT LEVEL OR DEGREE?	
	What (Capstone Skill)	What it will look like?		<i>..as measured</i>	Criteria	# times for Mastery
Reading Decoding	<ul style="list-style-type: none"> __ will decode (__ grade level) materials __ will segment words into familiar patterns to decode unfamiliar words __ will read/match picture and text __ will sound out words using decoding skills 	<ul style="list-style-type: none"> Dolch, Frye, or district approved __ grade list suffix/prefix/root word 	<ul style="list-style-type: none"> given __ grade level materials/ reading passage given a list of __ grade words from __ classes every week, given __ grade Dolch sight words given a reading sample of _ grade content 	<ul style="list-style-type: none"> through read alouds through tally sheets/running records 	<ul style="list-style-type: none"> less than __ errors per 100 words with __ wpm 	<ul style="list-style-type: none"> __/5 trials or opportunities 4 times during a class period
Phonemic Awareness /Phonics	<ul style="list-style-type: none"> __ will delete the initial consonant and replace it with a new consonant to create a new word (i.e. <u>cat</u>>_at> <u>bat</u>) __ will segment individual sounds in words and blend then back into a word(i.e. C-a-t, cat) 	<ul style="list-style-type: none"> using long/short vowels 	<ul style="list-style-type: none"> given Consonant Vowel Consonant (CVC) words (i.e. cat) 	<ul style="list-style-type: none"> <u>Orally/ in print</u>, through tally sheets/running records/worksheets 	<ul style="list-style-type: none"> with fewer than 2 errors with __ accuracy 	<ul style="list-style-type: none"> 3 times a day/week
Reading Fluency	<ul style="list-style-type: none"> __ will orally read a passage from __ 	<ul style="list-style-type: none"> __ correct wpm to __ correct wpm. 	<ul style="list-style-type: none"> given a __ grade level passage 	<ul style="list-style-type: none"> using a one minute probe 	<ul style="list-style-type: none"> __ times a day/ week 	<ul style="list-style-type: none"> over __ consecutive sessions
Reading/ Listening Comprehension	<ul style="list-style-type: none"> __ will choose the response that best answers the who or what questions __ will identify the story structure elements __ will retell a story __ will answer what if, why and how __ will answer literal/inferential questions __ will draw conclusions and make inferences or predictions 	<ul style="list-style-type: none"> character, setting, conflict and resolution main idea, sequencing, literal, inferential questions after <u>reading/ listening</u> to a by citing evidence from the textbook 	<ul style="list-style-type: none"> in a __ grade level passage after listening to/reading a __ grade level passage given a choice of 2 responses (supported with visuals which would answer "who" or "what ") given a __ (i.e. wh question -who, where, what, when, why; fishbone; Venn diagram,...) graphic organizer given a reading passage supported with picture symbols 	<ul style="list-style-type: none"> <u>orally/in writing</u> through tally sheets/anecdotal notes/work samples 		<ul style="list-style-type: none"> on __ written assignment within __ weeks
Math	<ul style="list-style-type: none"> __ will make a multiple item purchase (up to \$20) and pay the next dollar amount, using the dollar up strategy. __ will determine if he has enough money to make a multiple item purchase (up to __ \$) using the dollar up strategy. __ will add, subtract, and multiply double digit math problems 	<ul style="list-style-type: none"> __ # digit problems mentally/calculator with/without regrouping to the ½ hour, quarter hour, or __ minute 	<ul style="list-style-type: none"> in the community in the classroom, given up to \$10 in single dollar bills and a listing of items to purchase and their cost given \$1 and \$5 dollar bills with manipulatives 	<ul style="list-style-type: none"> as measured through a checklist/running record 		
Vocabulary	<ul style="list-style-type: none"> __ will be able to apply vocabulary strategies to determine the meaning of words __ will be able to state/express/write a definition that includes the category/group, function/do, parts, features, and associations 	<ul style="list-style-type: none"> root word, prefix, suffixes, context clues, etc...) elimination, 	<ul style="list-style-type: none"> in __ grade curricular content of words from the <u>curriculum/weekly vocabulary list</u> given 4 choices 	<ul style="list-style-type: none"> <u>running records/checklist/ tally sheet/writing sample</u> 		

Goal Development

code: make a choice of underlined options

	<ul style="list-style-type: none"> • __ will be able to identify the definition of the word by using strategies 	<p>identifying key words,</p>		<ul style="list-style-type: none"> • with less than __ errors per __ words 		
Articulation Phonology	<ul style="list-style-type: none"> • use correct /k/,/g/ and /s/ sounds in (initial/medial/final/all) positions of words in (sentences/reading/conversation)—whichever is the highest skill within a year <i>Note: if they won't end up in the same place, you need separate goals</i> • __ will reduce the occurrences of cluster reductions (st to t> i.e. stove =tove, bl to b> i.e. blue =bue) in spoken words to be more easily understood. 	<ul style="list-style-type: none"> • in (<u>initial/medial/final/all</u>) positions of words • in (<u>sentences/reading/conversation</u>) 	<ul style="list-style-type: none"> • during a structured therapy session • with a familiar/unfamiliar listener • with a known context 	<ul style="list-style-type: none"> • 10 minute speech sample • <u>running records/checklist/ tally sheet</u> • from 100% to 20% of a selected word list. 		
Language	<ul style="list-style-type: none"> • __ will create a 2-3 word sentence for a variety of language functions 	<ul style="list-style-type: none"> • request, refuse, commenting, ask/answer questions, etc...) 	<ul style="list-style-type: none"> • using verbal speech, pictures and/or a voice output device • When cued to respond 	<ul style="list-style-type: none"> • as measured by <u>checklists/tally sheet/anecdotal records</u> • __ minute structured speech sample during therapy 		<ul style="list-style-type: none"> • __ consecutive circletimes • 3/5 opportunities
Pragmatics	<ul style="list-style-type: none"> • __ will take __ conversational exchanges/turns (back and forth between speaker and listener) on a single topic 		<ul style="list-style-type: none"> • when playing with a peer • on a topic of their choice 	<ul style="list-style-type: none"> • as measured by <u>running records, observation, language sample</u> 		
Fluency	<ul style="list-style-type: none"> • __ will speak without stuttering (repetitions or blocks) 	<ul style="list-style-type: none"> • at the (<u>word/2word/phrase/sentence/conversation</u>) 	<ul style="list-style-type: none"> • when talking on the telephone • when speaking in class • when reading • during a structured therapy session 	<ul style="list-style-type: none"> • 10 minute speech sample • <u>running records/ checklist/ tally sheet</u> 		
Behavior	<ul style="list-style-type: none"> • __ will be able to identify what factors might trigger inappropriate behaviors (i.e. melt downs), tell the consequences of the behavior including its effect on others, and state what other replacement behaviors would be more socially acceptable. • __ will begin her class assignments within __ minutes and complete __% of the work within the allotted time 		<ul style="list-style-type: none"> • after a behavioral outburst (i.e. screaming, melt down...) • during role play • prior to a community outing • without more than one verbal re-direction 	<ul style="list-style-type: none"> • as measured by <u>observation, anecdotal records</u> 		
Writing	<ul style="list-style-type: none"> • __ will compose a two paragraph essay that includes a topic sentence, __ supporting sentences and a conclusion • __ will write with appropriate capitalization (first word, proper nouns) 	<ul style="list-style-type: none"> • at least 10 sentences • using transition words • correct word sequence • appropriate subject/verb 	<ul style="list-style-type: none"> • with a (i.e. wh question -who, where, what, when, why; fishbone; web; Venn diagram,...) graphic organizer • with a writing prompt • given a __ grade story prompt • given __ min. to plan and __ min. to write 	<ul style="list-style-type: none"> • as measured through a __ minute writing sample • using the 6 traits rubric (see attached) • using curriculum based measurement 	<ul style="list-style-type: none"> • With fewer than __ spelling/grammatical errors 	
Motor	<ul style="list-style-type: none"> • __ will walk up and down __ steps • __ will type on a keyboard with __ wpm with less than __ errors 	<ul style="list-style-type: none"> • with a reciprocal pattern (alternating feet) 	<ul style="list-style-type: none"> • using a handrail • during a building class transition • using a keyguard/word prediction • using a <u>written model/text to copy</u> 	<ul style="list-style-type: none"> • __ steps in __ minutes • as measured by timed work samples 	<ul style="list-style-type: none"> • __ flights of stairs 	<ul style="list-style-type: none"> • on 2/3 opportunities in the classroom

From: From Gobbledygood to Clearly Written Annual Goals by Barbara Bateman 2007 Attainment Company

Type	Gobbledygook	Better
BEHAVIOR		
Behavior 3	Andrew will 80% of the time, not bite everyone or approximate himself in a biting position <ul style="list-style-type: none"> • If he spent a full hour biting out of the day he would achieve this goal • What is 80% of the time • What does approximate himself in a biting position mean? 	During the last month of the IEP year Andrew will not bite anyone or physically threaten to do so.
Behavior 6	Chip will demonstrate improved independent functioning within the classroom as measured by documented teacher observation with 90-100% accuracy. <ul style="list-style-type: none"> • What is improved independent functioning? • How often does he do these things now? • What is 90-100% accuracy? Teacher or student's behaviors? 	Chip will follow the teacher's classroom directions without repetition or assistance (4 out of 5 times), complete class assignments without undue assistance (5 out of 5 times) and participate in small group activities, when assigned to do so by the teacher, with no inappropriate behaviors (4 out of 5 times) during the last grading period of the IEP year.
•		
COMMUNICATION		
Commun. 2	Chip will initiate conversation/comment with peers at lunch given prompts with 80% accuracy <ul style="list-style-type: none"> • What is 80% 	For 3 consecutive days Chip will initiate at least 5 appropriate verbal comments/conversations with peers during lunch, recess and other unstructured times.
Commun. 11	Andrew will name 10 endangered animals <ul style="list-style-type: none"> • Is this worthy of being an annual goal? • Is it the most important skill? 	Given pictures of common objects, Andrew will name them, performing expressively at a 3-4 year old level. Given a receptive language task such as pointing to the picture of a named object, (i.e. "point to tree") he will perform at a 3-4 year old level.
Commun. 31	Nelson will improve his ability to speak clearly to communicate meaning. <ul style="list-style-type: none"> • Not measureable 	Nelson will orally answer 9 out of 10 questions (to which he knows the answers (i.e. what are you wearing now?) using at least three meaningful and understandable words in each answer.
MOTOR		
Motor 4	Jason will gain 3 new fine motor skills by June 2006 <ul style="list-style-type: none"> • What is a skill? What is the developmental level? How do we know they are new skills? 	Jason will attain a six year old developmental level in cutting, copying geometric forms and buttoning.
ROUTINES		
Routines 14	Adriana will increase her understanding of a structured home/school day by participating in routines and activities from a verbally and physically assisted level to an imitative or verbally prompted level by April 2005. <ul style="list-style-type: none"> • What does increase her understanding mean? • What is the different between verbally assisted and verbally prompted? 	Given four daily classroom routines (i.e. lining up for recess, putting away materials at the end of the day), Adriana will correctly perform them by imitating classmates or with no more than one verbal prompt by an adult.

Specially Designed Instruction Checklist

Type of information to include:	YES
1. Clearly define what specially designed service/instruction is needed including: <ul style="list-style-type: none"> ○ Group size (small group, individual) <input type="checkbox"/> ○ Skill/Content (i.e. phonics, decoding words, articulation...) <input type="checkbox"/> ○ SDI/Methodology (breaking down steps, frequent redirection, modeling, reinforcement, corrective feedback, teaching strategies in ____) <input type="checkbox"/> ○ Conditions/Delivery of Instruction (given/with ____ using grade level material) <input type="checkbox"/> 	
2. Avoid vague terms such as “as needed”, “may”, “math”...	<input type="checkbox"/>
3. Specify: <ul style="list-style-type: none"> ○ Who (title) <input type="checkbox"/> ○ When (begin & end, if left blank it is presumed to be same dates as IEP) <input type="checkbox"/> ○ Amount of Time (in minutes or hours)(Only the time the student is getting SDI) <input type="checkbox"/> ○ Frequency (a day, week, month, quarter...) <input type="checkbox"/> ○ Location (where, exact location. If 2 separate them into two boxes) <input type="checkbox"/> ○ Which Goals the instruction is tied to <input type="checkbox"/> 	
4. Include a new set of boxes for each change in type of service, provider, location, time, beginning/ending or frequency	<input type="checkbox"/>
5. Include Assistive Technology Supports that are needed (naming features vs. title)	<input type="checkbox"/>
6. Specifically identify what Accommodations are needed – defining when, under what conditions and for how long, etc...not Ipad, but word processing device)	<input type="checkbox"/>
7. Specifically identify what Modifications are needed – defining what kind/type, how/to what extent, when, where and who will make the modifications	<input type="checkbox"/>
8. Include Aide or Consultative services only under Support for School Personnel	<input type="checkbox"/>
9. Has every need been addressed by a service, or goal & service (if instruction is needed)?	<input type="checkbox"/>

Section 7 Clue Sheet

<p>Specially Designed Instruction (SDI): Type of Instruction - What the instruction will be that a regular education teacher couldn't do on a regular basis? (prove your degree)</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Make it specific!</p> <ul style="list-style-type: none"> • Group Size/Delivery of Instruction: individual, small group • What Skill/Content? Phonics, decoding words, oral reading, vocabulary, comprehension analysis of the structure of words, receptive language, social skills training in ___, etc... • What the SD Instruction/Methodology will be? Direct/intensive instruction in ___, pre-teach, breaking down the language/steps, guided practice, modeling, shaping, expansion, role play, corrective feedback, paired reading, repeated practice, frequent reinforcement/redirection/ corrective feedback, teach strategies in (making connections, determine importance, summarize), counseling/guidance on appropriate behaviors, etc.. <u>Note: "multisensory approach" must include an explanation</u> • Conditions? Prior to the presentation of material in the classroom, using ___ grade level <p> Clue: Do not use vague terms in isolation such as "special reading program", "math instruction/intervention services", "small group", "social skills", "multi-sensory approach", "speech/Language services", "support in classroom".... Provide more detailed description</p> <p> Clue: Services delivered by an aide or Consultative services (adult to adult) do not belong here, but in Support for School Personnel.</p> <p> Clue: Every IEP MUST have some type of Specially Designed Instruction.</p> <p> Clue: If a related service provider (i.e. OT, PT) is the only one delivering specially designed instruction – it belongs in the top specially designed instruction box, not related service.</p>	<p> Clue: Should only be one provider unless you are co-teaching.</p> <p> Clue: If you need more than one provider chances are the specially designed instruction or frequency is different – so create a new set of boxes for each provider.</p>	<p> Clue: If more than one location, create a new set of boxes for each location (i.e. classroom and pull out resource room).</p> <p> Clue: Never use vague terms such as "and/or", "as needed", "across all school settings".</p>	<p> Clue: Put time in minutes or hours</p> <p> Clue: Frequency can be daily, weekly, monthly, quarterly...</p> <p> Clue: It should not be the "entire bell" – but just the time the student is receiving specially designed instruction.</p> <p> Clue: Time and frequency could be contingent on "trigger events" (for increase/decrease of services), but should be well explained (i.e. "when the student exhibits 2+ instances of aggressive physical contact with peers or adults direct IS support will be implemented for <u>(time and frequency)</u>), when student has calmed and returned to schedule without aggressive behavior direct IS support will be provided for <u>(time and frequency)</u>".)</p>
<p>Related Services</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Be specific about the service delivered, and avoid vague terms like Specially Designed Instruction (SDI) above.</p> <p> Clue: Code a service in only ONE area. If Speech and Language is the Primary Handicapping Condition – only code it in the top box "specially designed instruction" and not both related services and SDI.</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>
<p>Assistive Technology (AT)</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Be specific about the AT service (i.e. providing the AT, maintain, customize, and train). Examples:</p> <ul style="list-style-type: none"> • Initiate an AT collaborative team assessment which would: 1. identify appropriate AT for ___ in the area of ___, 2. involve ongoing trials, 3. reviewing data every ___ months with the team, 4. making adjustments as the data indicates • Science and Social Studies Text and reading material scanned and converted into text to speech software <p> Clue: Specify the AT device (any tangible item) that is needed by a student to access the curriculum or school related activities. Do not name the technology but instead describe the features the child needs. Example:</p> <ul style="list-style-type: none"> • Voice output communication device, with 40 cells, the ability to hide/reveal cells, color 	<p> Clue: Explain:</p> <ul style="list-style-type: none"> • who will prepare the material, • who will train whom on what (i.e. programming, scanning) , etc. • who will maintain device (i.e. charging, repairing) <p> Clue: if not an SDI</p>	<p> Clue: Access to the communication device during:</p> <ul style="list-style-type: none"> • English Language Arts • All academic classes • Non-instructional times such as lunch/recess, 	<p> Clue: Time and Frequency examples:</p> <ul style="list-style-type: none"> • Any writing assignment/activity which involves writing more than a sentence • For independent reading assignments, over ___ paragraphs that are given to all students • For any novel that is assigned • For the duration of all academic classes • At least 2 – one hour training sessions on the programming and use of ___ within the first month of school

Section 7 Clue Sheet

<p>icons with the ability for color background, dynamic organization of core vocabulary...</p> <p> Clue: If you marked AT as a special factor – there should be something in this section</p> <p> Clue: AT should be considered for every student on an IEP, this is especially important if a student is unable to perform a major academic function (i.e. communicate, write, read, etc...)</p>	<p>provider or if they are providing support for the teacher it would appear in support for school personnel</p>	<ul style="list-style-type: none"> • Home for continued practice on goals 	<ul style="list-style-type: none"> • Trigger events- given a new task/activity that has not yet been completed using (AT device) student will require Direct instruction in that task (time/frequency i.e. quarterly)
<p>Accommodations</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Be specific about the accommodations that are needed (when, under what conditions, for how long, etc...)(i.e. scribe when over a paragraph, extended time when writing over 1 page not to exceed double the allotted time)</p> <p> Clue: Be sure to define extended time</p> <p> Clue: be specific enough so if the child moved you would know what they need</p> <p> Clue: these accommodations must match what is in section 12 and there must be a justification</p> <p> Clue: these accommodations must be for ALL assessments and not just the OAA and OGT</p>	<p> Clue: State who provides what and where</p>		<p> Clue: do not use vague terms (“as needed”, “may”, “should”)</p> <p> Clue: Goal, Time and Frequency is optional</p>
<p>Modifications</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Delineate needed modifications- what kind/type; how/extent; and when who will make the modifications.</p> <p> Clue: It must specify how much reduction for tests and assignments</p> <p> Clue: be specific enough so if the child moved you would know what they need</p>	<p> Clue: Who makes the modifications?</p>	<p> Clue: Where does this occur?</p>	<p> Clue: do not use vague terms (“as needed”, “may”, “should”)</p> <p> Clue: Goal, Time and Frequency is optional</p>
<p>Support for School Personnel</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Support for School Personnel must be clearly delineated as to what the service will be, why, who will be giving it, etc...</p> <p> Clue: This is adult to adult support such as Crisis Prevention Training, behavior management training, training on how to use AT device, etc.</p> <p> Clue: Consultative services should not stand alone, there must be some SDI that is delivered to the student from an IS or related service provider – otherwise it would be questionable why the student is on an IEP.</p> <p> Clue: Services delivered by an Aide belong in Support for School Personnel not SDI or related services</p>		<p> Clue: Goal, Time, Location and Frequency is optional</p>	<p> Clue: Goal, Time, Location and Frequency is optional</p>
<p>Services to Support for Medical Needs</p>	<p>Provider Title</p>	<p>Location</p>	<p>Time and Frequency</p>
<p> Clue: Be as specific as possible.</p>		<p> Clue: Location optional</p>	<p> Clue: Goal, Time and Location is optional</p>

Possible topics and phrases to include on a Preschool IEP for specialized instruction:

Specialized instruction in _____ to include _____

Adaptive Behavior

- Self feeding
- Caring for own belongings
- Toileting
- Dressing
- Independent play
- Following a schedule
- Following familiar routines
- _____
- _____
- _____

Include (examples):

- Modeling
- Guided practice
- Guided repetitions
- Visual cues
- Prompting hierarchy
- Chaining of behaviors (backwards/forwards)
- Hand over hand assistance
- Corrective feedback
- Task analysis with reinforcement of discrete steps
- Oral motor desensitization/ stimulation
- Reinforcement of successive approximations
- Tactile cues
- _____
- _____

Pre-Academics

- Sorting & Classifying by single or multiple attributes
- Rote Counting
- Auditory discrimination of letter sounds
- Basic sequencing
- Copying simple lines and shapes
- Imitating patterns
- _____
- _____
- _____
- _____

Include (examples):

- Visual supports and cues
- Corrective feedback
- Manipulatives
- Scaffolding of new material to build on previous learning
- _____
- _____
- _____

Basic Communication

- Expanding utterances
- Following multi-step directions
- Initiating Conversations
- Request assistance
- Communicate basic needs
- Vocabulary development (noun and verbs)
- _____
- _____
- _____

Include (examples):

- Modeling
- Instructions provided in simple sentence structure
- Visual sentence strips
- Repeated practice
- Verbal rehearsal & repetition
- _____
- _____
- _____

Social/Emotional, Behavior Skills

- Maintaining focus
- Turn Taking
- Smooth transitions
- Seeking attention
- Dealing with frustration
- Completing a work system
- Identifying emotions
- _____
- _____
- _____

Include (examples):

- Modeling
- Social stories
- Role playing
- Repeated practice, guided practice
- Proactive sensory breaks
- Corrective feedback with re-teaching
- Visual schedule/Visual supports
- Peer modeling & reinforcement
- Think aloud
- Structured turn taking
- Rule reminders
- Planned ignoring
- De-escalation strategies
- _____
- _____

Use this as a guide for ideas. It is not intended to be a "Complete List" or "Must use these" list.

Possible topics and phrases to include on an IEP for specialized instruction:

Specialized instruction in _____ to include _____

Articulation & Language

- Expressive language
- Receptive Language
- Social Skills
- Pragmatics
- Fluency
- Speech Sound Production
- Starting Conversations
- Multi-step directions
- Conversational exchange
- Seeking attention
- Vocabulary
- Basic Concepts
- Following directions
- Active listening skills
- _____
- _____
- _____

Include (examples):

- Modeling
- Checklist (picture or words)
- Social stories
- Role playing
- Visual Supports
- Corrective feedback
- Categorizing
- Asking questions
- Verbal drill
- Sequencing
- Multisensory approach
- _____
- _____
- _____

Fine Motor and Sensory

- Fine Motor skills (i.e. scissors skills)
- Sensory processing
- Handwriting
- Coloring
- Visual motor activities
- Keyboarding
- Attending to task
- Social Skills
- Self-Care
 - Buttoning
 - Shoe tying
 - Zipping
 - Hair brushing
 - Brushing teeth
- Daily Living Skills
 - Baking
 - Laundry
 - Dish washing
- _____
- _____
- _____

Include (examples):

- Sensory diet
- Modeling
- Adaption of environment
- Guided practice
- Visual models
- Hand strengthening
- Guided visual models
- Positioning
- Role playing
- Alert training
- _____
- _____

Use this as a guide for ideas. It is not intended to be a "Complete List" or "Must use these" list.

Possible topics and phrases to include on a School Age IEP for specialized instruction:

Specialized instruction in _____ to include _____ .

Articulation & Language

- Expressive language
- Receptive Language
- Social Skills
- Pragmatics
- Fluency
- Speech Sound Production
- Starting Conversations
- Multi-step directions
- Conversational exchange
- Seeking attention
- Vocabulary
- Basic Concepts
- Following directions
- Active listening skills
- _____
- _____
- _____

Include (examples):

- Modeling
- Checklist (picture or words)
- Social stories
- Role playing
- Visual Supports
- Corrective feedback
- Categorizing
- Asking questions
- Verbal drill
- Sequencing
- Multisensory approach
- _____
- _____
- _____

Fine Motor and Sensory

- Fine Motor skills (i.e. scissors skills)
- Sensory processing
- Handwriting
- Coloring
- Visual motor activities
- Keyboarding
- Attending to task
- Social Skills
- Self-Care
 - Buttoning
 - Shoe tying
 - Zipping
 - Hair brushing
 - Brushing teeth
- Daily Living Skills
 - Baking
 - Laundry
 - Dish washing
- _____
- _____
- _____

Include (examples):

- Sensory diet
- Modeling
- Adaption of environment
- Guided practice
- Visual models
- Hand strengthening
- Guided visual models
- Positioning
- Role playing
- Alert training
- _____
- _____
- _____

Use this as a guide for ideas. It is not intended to be a "Complete List" or "Must use these" list.

Possible topics and phrases to include on an IEP for specialized instruction:

Specialized instruction in _____ to include _____

Reading/Phonemic Awareness

- Basic Reading
- Decoding/Phonics
- Reading Fluency
- Reading Comprehension
- Vocabulary
- _____
- _____
- _____

Include (examples):

- Multisensory approach
- Guided practice
- Guided repeated
- Oral reading practice
- Making connections
- Visualization
- Inferring
- Synthesizing
- Determining importance
- Asking questions
- Sequencing
- Modeling
- Corrective feedback
- Categorizing
- _____
- _____
- _____

Writing:

- Prewriting (*ideas*)
- Mechanics (*capitalization, punctuation, spelling*)
- Sentence structure
- Paragraph development & organization
- Word choice
- Note taking
- Outlining skills
- _____
- _____
- _____

Include (examples):

- Graphic organizers
- Modeling
- Corrective feedback
- Visual supports
- Editing skills
- _____
- _____
- _____

Math:

- Number sense
- Count/Compare numbers
- Fact fluency
- Computational skills (+, -, x, /)
- Problem solving (*multi-step*)
- Real life application (*time, \$*)
- Measurement
- Data analysis
- _____
- _____
- _____

Include (examples):

- Guided practice
- Visual models
- Repeated practice
- Mnemonic device for math vocabulary
- Manipulatives
- _____
- _____
- _____

Work Habits/Social Skills/Life Skills

- Maintaining focus
- Independent completion of tasks
- Problem solving
- Handling transition
- Seeking attention
- Starting conversations
- Following a schedule
- Getting started on an assignment
- Organizing materials
- Using a planner
- Handling disappointment
- Multi-step directions
- Dealing with frustration
- Completing a work system
- _____
- _____
- _____

Include (examples):

- Modeling
- Checklists (picture or words)
- Social stories
- Role playing
- Repeated practice
- Proactive sensory breaks
- Guided practice
- Visual schedule/Visual supports
- Coping skills
- Manipulatives
- Hand over hand
- _____
- _____

Use this as a guide for ideas. It is not intended to be a "Complete List" or "Must use these" list.

Specially Designed Instruction Rubric

RUBRIC

- **Type of service?:**
 - **Direct Only (there must be some direct service to the student)**
- **How will it be delivered?: small group, individual, large group**
- **What? (intensive/repeated) instruction, pre-teach, intervention in breaking down language/steps, repeated practice, reinforcement, redirection, social skills training, speech and language therapy...**
- **How? Through?: modeling/prompting, scaffolding, role play, guided practice, corrective feedback, reinforcement, repeated practice, paired reading, with a Multisensory approach, teach strategies in ____**
- **In what skill...?**
 - Phonics and decoding words, Dolch sight words, analysis of structure of words, contextual analysis, oral reading...
 - Vocabulary, Comprehension (making connections, ask questions, self-monitor, infer, determine importance, summarize, Breaking down information, sequence...

Reading

- **Reading Decoding/Fluency**
 - **Direct individual instruction with a multisensory approach** in basic reading skills, to include phonics, vocabulary, analysis of the structure of words, and contextual analysis to determine the meaning of new words, and guided repeated oral reading practice.
 - **Direct Small group intervention** in comprehension skills development to include modeling, corrective feedback, and repeated practice.
 - **Reinforce** reading fluency development in all academic areas by providing opportunities for paired reading group size.
 - **Direct, intensive small group instruction** in basic reading skills including learning the Dolch sight words, phonics and decoding words, and vocabulary development with guided repeated practice and corrected feedback.
- **Reading Comprehension**
 - **Direct small group instruction with modeling and guided practice** in using comprehension strategies including answering "why?" and "what will happen next?" questions.
 - **Reinforce** vocabulary development through peer assisted sight word activities using visual prompts in small group setting.
 - **Direct small group instruction with modeling, guided practice and corrective feedback** in the use of pre-reading strategies, identifying the main idea and summarizing, and citing evidence from text.

Writing

- **Direct small group Instruction with guided repeated practice and feedback** in the writing process: prewriting activities writing, revising, editing and publishing.

Math

- **Direct small group instruction with modeling and guided practice** of strategies in how to answer multi-step problems and word problems.

Speech and Language

- **Direct speech and language therapy in a small group setting** to provide modeling, prompting, expansion, shaping and feedback for language skills.
- **Direct individual speech and language therapy** to teach strategies to reduce dysfluencies (i.e. easy speech, easy onset, pull outs, breathing exercises.)

Accommodations: Learning Needs and Teaching Tips

Students with...

Visual perception needs may have the following characteristics:

- Frequent loss of place when reading or copying
- Has trouble discriminating among similar shapes, letters and words
- Does not enjoy pictures, slides or books
- Has difficulty reading and copying accurately from chalkboard
- Shows signs of eye strain such as squinting, blinking, and holding head close to page
- Has trouble following written directions from board or printed page
- Works slowly on printed assignments or tests
- Displays poor sight vocabulary
- May use fingers to keep pace while reading
- Skips words or reverses words when reading aloud
- Cannot visualize things in mind
- Demonstrates erratic spelling or incorrect letter sequences
- Does not notice details on pictures, maps and photographs
- Is confused by work sheets containing a great deal of visual stimuli
- Has difficulty remembering what is seen
- May whisper to self while working with visual material

Teaching Tips

- Make sure students are seated close to the teacher, board or work area
- Make an effort to write clearly and neatly on the board and on worksheets
- Try always to give verbal information or explanation along with visual presentation
- Use color highlighters on worksheets to cue the student to important words and concepts
- Introduce new vocabulary in context before a reading assignment
- Allow students to use index cards to keep their place while reading
- Pair students for reading assignments
- Pause periodically during an oral presentation to ask questions
- Summarize at the end of the lesson and encourage students to ask questions about what they may have missed

Auditory needs may have the following characteristics:

- Has trouble distinguishing fine differences between sound and words (such as d-t and pin-pen)
- Loses interest or concentration during lectures
- Has difficulty following a series of oral directions
- Cannot accurately record notes from oral presentations
- Displays poor receptive vocabulary
- Repeats what is told before acting or responding?
- Often repeats the same question
- Asks questions about oral directions and facts previously given
- May watch the speaker's face or lean forward toward the speaker
- Does not enjoy listening to music
- Becomes irritated by extraneous noise
- Has difficulty learning and applying phonetic rules
- May have difficulty remembering what is heard

Teaching Tips

- Seat students in allocation where sound is clear; avoid seating near distracting sounds or noises.
- Keep oral directions short and simple. Give one-step directions at first. Gradually increase to two-step directions and so on.
- Accompany oral directions with written directions. List them sequentially using vocabulary appropriate for the students.
- Ask student paraphrase your oral directions. Call on different group members to do this.
- Alert student when you are giving directions by setting the stage (e.g. "This is important. I'll give you directions *now*." Additional help can be provided by alerting an individual student through eye contact, positioning toward a student, or a gentle touch.
- Be conscious of your rate of speech. Talk slower if students indicate they are having difficulty staying with you.
- Assist student to "stay with *you*" during instructions by using gestures and changes in tone and pitch of your voice.
- Allow the students to move to a quiet place in the classroom to do their independent work.
- Summarize the key points of your lesson with a visual prop
- Try to use visual support (pictures, photographs, charts, maps, films, DVDs, overheads, smart boards) with auditory presentations.

Kinesthetic/tactual needs may have the following characteristics:

- Tries things out; touches, feels or manipulates
- Expresses things physically: jumps for joy, pushes, tugs, stomps, pounds
- Gestures when speaking; is a poor listener, stands very close when speaking or listening; quickly loses interest in long verbal discourse
- Starts the day looking neat and tidy but soon becomes disheveled through physical activity
- Seems impulsive
- Prefers to attack problems physically; seeks solutions that involve the greatest activity
- Handwriting that appears good initially but deteriorates as space runs out on the paper and the student exerts more and more pressure on the writing instrument
- Prefers stories with lots of action, especially in the beginning; rarely an avid reader
- Fidgets a lot while handling books
- Often a poor speller; needs to write words to see if they look correct

Teaching Tips

- Provide opportunity for direct, concrete physical involvement in activities.
- Allow opportunities for materials manipulation.
- Allow opportunities for writing on paper and the chalkboard, drawing, hand-on activities with real objects that can be touched.
- Use hand signals, small group discussion, activities that involve emotions and feelings or enable students to move around.
- Play music as a good method of involving movement; sculpture and clay modeling are preferable to painting.
- Plan field trips that enable them to dance or play percussion instruments, or to touch them.
- Try activities that allow for gross motor movement reinforced through visual stimulation
- Avoid verbal lectures and sedentary classroom activities as much as possible.
- Use sign language to teach sight words.

Fine motor needs may have the following characteristics:

- Displays poor handwriting and has difficulty forming letters and numbers
- Has difficulties in activities requiring cutting or pasting
- Finds it hard to trace or color within given borders
- Has trouble with speed and neatness in taking notes
- Shows fatigue and restlessness during writing or drawing tasks
- Turns handwritten work that often appears sloppy and disorganized
- Has difficulty manipulating or using small objects and tools
- Usually works slowly in completing written work
- Has trouble making straight lines for connecting points, matching answers, or labeling maps
- Displays poor copying skills

Teaching Tips

- Strive to set a good handwriting example. A teacher's own handwriting serves as a model for students' writing.
- Place the paper to be copied directly at the top of students' paper rather than to one side or the other when copying is necessary.
- Teach students how to erase and make corrections without beginning over each time. This is a minor matter that can make a big difference in the appearance of students' papers. Students may be able to eliminate unclear, distracting erasures by using erasable pens.
- Minimize copying activities by providing the information or activities on worksheets or handouts.
- Assign follow-up activities that reduce the students' writing requirement. Paired talking activities, cooperative small group assignments, short answer activity sheets and instructional games all provide students with opportunities to review skills and knowledge without requiring lengthy written answers.

Written/motor expression need may have the following characteristics:

- Has difficulty writing answers on paper but may be able to give correct answers orally
- Written vocabulary is much weaker than spoken vocabulary
- Handwritten work is sloppy and disorganized
- Written ideas and concepts usually stronger than writing mechanics (e.g. spelling, syntax, vocabulary level)
- Has trouble writing a sentence with a complete thought
- Demonstrates poor spelling skills
- Tests better on objective tests than on tests that require writing (e.g. essays and definitions)
- Frequently does not complete written assignments

Teaching Tips

- Allow students more time to complete written assignments.
- Allow the students to give all short answer to questions (e.g. single word or phrase).
- Allow students to check and correct their own worksheets against a model (individually or in a group).
- Permit student to use pictures, drawings, and diagrams as part of their written products.
- Allow students to do taped or "live" oral reports instead of written reports.
- Permit students to work independently in an area free of distractions (away from windows, doors, or traffic areas).
- Try using all-student response cards in small group settings. All students would have the same set of index cards, each card with a specific answer. In response to a question posed by the teacher, each student finds that card with the answer he/she believes is correct and holds up the card to the teacher. The teacher gives the correct answer and explanation to the group if anyone has responded incorrectly.
- Allow students to tape answers or work with peers, tutors, or volunteers who perform the writing tasks.

Verbal expression needs may have the following characteristics:

- Does not enjoy discussions, oral presentations. Or reading aloud
- Has difficulty explaining him/herself clearly and coherently
- Displays poor speech- articulation, fluency, expressiveness
- Unable to vocalize thoughts rapidly
- Uses slang or colloquial terms instead of more precise words
- Has spoken vocabulary that is much weaker than written vocabulary
- Is reluctant to volunteer ideas or respond verbally to questions
- Makes remarks that are often irrelevant, confusing, or inaccurate
- Is uncomfortable speaking in a group
- Has difficulty recalling a word he/she wants to use
- Uses grammatically incorrect sentences

Teaching Tips

- Give students a little extra time to respond. Many students have a struggle inwardly before being able to complete their thoughts verbally.
- Give students a hint to help them along if they are having difficulty
- Urge students to use outlines or notes when presenting oral reports
- Encourage students to use visual aids or handouts in conjunction with oral reports
- Give students the opportunity to read silently before asking them to read orally
- Structure opportunities for student verbal expression on a one-on-one basis and in small groups. Avoid calling on students to answer aloud in a group as punishment for inattentiveness during discussion.
- Limit the length of oral presentations by students.
- Permit students to sometimes use all-student response cards in small groups instead of giving verbal responses
- Ask specific, structured questions. This will permit the students to use the elements of the question to organize their answers. For example, "Can you tell me one way that comets and meteors are alike?" instead of "Compare comets and meteors."

Least Restrictive Environment Checklist

Type of information to include: **YES**

1. The description used matches the boxes checked (yes/no attending school; receiving all special ed services with non-disabled peers)

2. If marked “no” justify why and include the following:

- “The team considered delivery of services in the general education Classroom”
- “The team has determined that supplementary aids and services will not be sufficient for the student to access OR make adequate progress in a general education classroom for (language arts, math, etc.) curriculum because....” (provide a reason that is due to the student’s needs!)
- “The student needs....” (explain the needs of the student justifying why they need to be educated in the absence of general education peers)
- Indicate why the general education setting would not be the appropriate educational setting (**could this be done in the general education environment if no, why not**)?

3. Indicate what the student will participate in....with non-disabled peers (i.e. art, music...)

4. Section 7 (SDI) matches what is listed in Section 11 (LRE)

Strongsville City Schools Special Education Procedure: IEP Amendments

1. Changes should be made in PowerSchool Special Education (PSSE) before or during the meeting.
2. In PowerSchool, select the Finalized IEP that you want to amend.
3. Click on the “More” dropdown box next and select “Create Revision of This Document.”
4. Label the document with a brief description of the amendment (e.g. “Amendment to discuss ESY).
5. Under “Meeting Information,” enter the Amendment date. **Do not change** the meeting date (IEP **effective** dates on the cover page do not change when an IEP is amended).
6. Under “Meeting Type,” the program will automatically check the “**Amendment**” box.
7. Under the “Amendments” section, complete the following:
 - a. In the first box “IEP Sections Amended,” make sure to enter the correct section numbers of the IEP being amended (e.g. Section 6: Goals). Make sure you include “Cover Page” and “Profile” because the Cover Page and Profile are always changed in an amendment.
 - b. In the second box, give an accurate summary/description of the changes agreed upon by the team for each section (e.g. Section 6, Goal 5 was ended and Goal 6 was added; Section 7 - services for Goal 5 were ended, services for Goal 6 were added).
 - c. In the third box, insert the date of the amendment meeting.
 - d. In the last box, click on “non-lookup” and then list all the participants and their roles.
8. Add a statement to the Profile (in bold, at the beginning of the profile): “**The team reconvened on (date) to amend the IEP due to [e.g. the parent’s concern about (e.g. communication, progress in reading)].**”
9. If possible, a proposed draft of the amendment should be sent home to the parent/guardian(s) prior to the meeting. Each page sent needs to have a stamp, watermark, or note of some kind that indicates the document is in draft form.
10. Print a copy of the amended IEP. Make sure the team members in attendance **sign and date the amendment section of the IEP.**
11. Provide a copy of the IEP and [Procedural Safeguards \(Who’s Idea?\)](#) to the parent.
12. Place a copy in the student’s B file at the building of attendance.
13. Forward the original copy of the amended and initialed IEP to OPS. Including the following:
 - Notice of Scholarship Form
 - Invitation
 - PR-01
 - New EMIS form must be completed even if no services changed.
 - Any other required forms (e.g. updated transportation form, etc.).
14. Mark the IEP as Final in PowerSchool Special Education.

Amendments Handwritten at the Meeting:

1. If **Internet access is not available** at your meeting and handwritten changes are made on the IEP, all changes must be initialed in specific locations where changes were made on the IEP

and on the front page where amendment box was checked. Hand write **ALL** agreed upon changes at the meeting. You **cannot** change the wording on the IEP after the meeting.

2. See steps 3-13 above. **Additional Note:** when sending copies to OPS, include the copies of the amended IEP with original handwritten changes **AND** the typed copy of the IEP with the agreed upon changes. All changes need to be in PowerSchool Special Education.

Amendment Instructions for Section 7 of the IEP

1. **If a service is ending**, then change the service end date to reflect the date the service will be stopped. **DO NOT** delete the old service box that reports the service the student has received during the course of that IEP.
2. **If an existing service is being changed** such as more time added to the services, then do the following:
 - a. Change the END date of the service that you are amending to the date the service ends (pay attention to dates - i.e. the end date should be the day BEFORE the start date of the new service so there is no lapse or doubling up in the service)
 - b. Add a new service box, enter the changed/new service including:
 - time
 - frequency
 - location
 - start date (remember your new start date cannot occur before the PR-01 date)
 - end date (which will generally be the same end date as IEP effective end date).
 - c. Enter the service END date, which will generally be the same end date as IEP effective end date.

Correcting a Typo Only—No Amendment:

1. Please note—a typo is a grammatical, spelling or punctuation error. A change of dates is NOT a typo—it is an amendment as it changes the student's FAPE.
2. Draw one thin line through the typo, correct it in ink and initial the change yourself.
3. **Do not white out or cross out!**
4. Send the original to OPS.
5. Make 2 additional copies. Send one to the parent and keep one in the student's B file.
6. For a Typo, you do not need to send PR-01, Transportation Form, etc.
7. If you are unsure if your error is a Typo or requires an amendment, contact your special education supervisor for assistance.