



Bringing the Special Education Playbook to Life: IEP Writing Workshop

Elementary School Level



WHAT TO EXPECT IN THIS SERIES

1

Review of Best Practices & How IEPs Can Reinforce Them

2

Yes! It's legal.

3

IEP Writing Samples & How to Change IEPs



THREE BEST PRACTICES



FOCUS
ON CORE
INSTRUCTION



EXTRA
TIME TO
LEARN

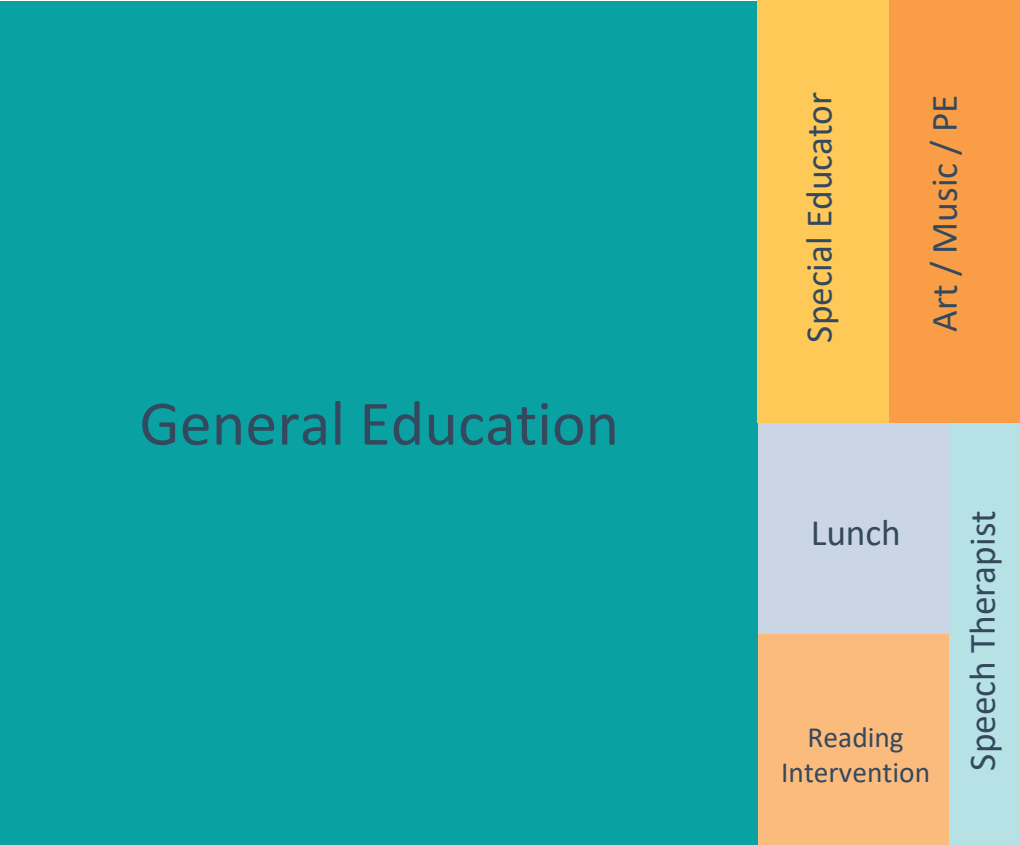


CONTENT
STRONG
TEACHERS

CHAT

**What do you already know or think about the
LDOE Special Education Playbook?**

General Education Matters Most!



Students who struggle often get less core instruction



TYPICAL STUDENT

READING

MATH

LUNCH AND RECESS

ART

SCIENCE

SOCIAL STUDIES

Students who struggle often get **less** core instruction



STUDENT WITH SPECIAL NEEDS

READING

SPEECH THERAPY

MATH

SPECIAL ED READING

LUNCH AND RECESS

ART

SCIENCE

SOCIAL STUDIES

Most students who struggle need extra time to learn



Effective intervention requires dedicated time



BEST PRACTICE ELEMENTARY SCHEDULE

READING

MATH

INTERVENTION

LUNCH AND RECESS

ART

SCIENCE

SOCIAL STUDIES

Effective intervention requires dedicated time



BEST PRACTICE ELEMENTARY SCHEDULE

INTERVENTION

Effective intervention requires dedicated time



BEST PRACTICE ELEMENTARY SCHEDULE

CONNECTED TO
THE CORE CONTENT

PRE-TEACH
AND RE-TEACH
CURRENT MATERIAL

FILL IN MISSING
FOUNDATIONAL SKILLS
AND CORRECT PAST
MISUNDERSTANDINGS

INTERVENTION IS TARGETED DIRECT INSTRUCTION

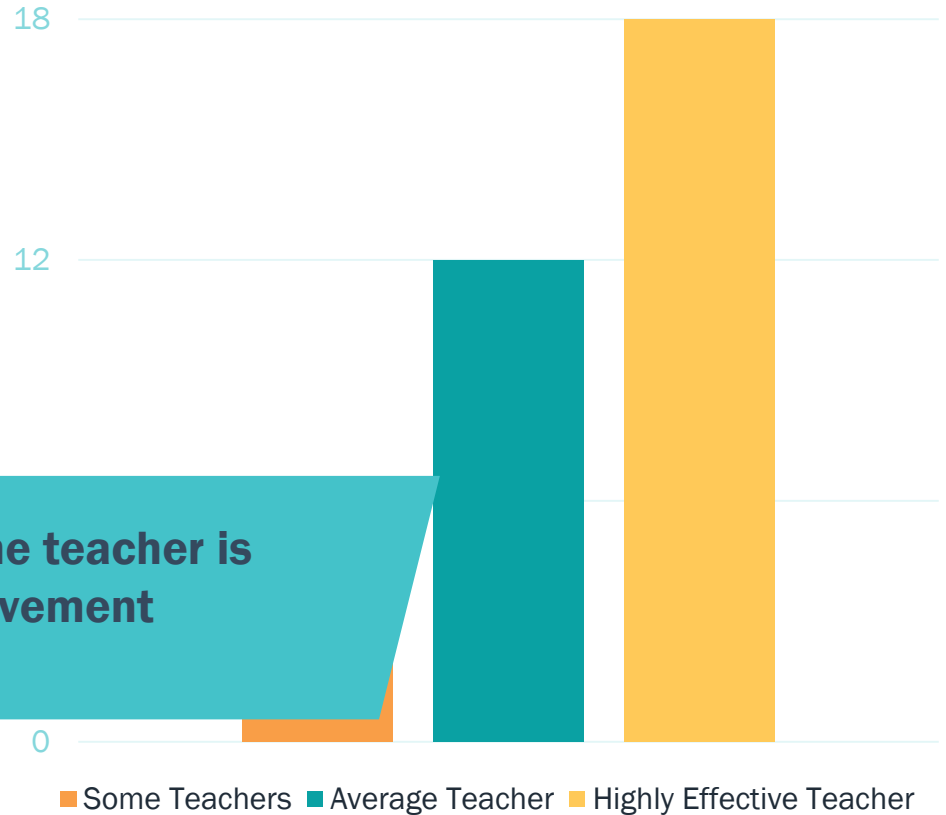
- 1 PRE-TEACH
- 2 RE-TEACH CURRENT
YEAR CONCEPTS
- 3 RETEACH PRIOR YEAR CONTENT
IN THE MOMENT
- 4 ADDRESS FOUNDATIONAL SKILLS
- 5 UNTEACH MISCONCEPTIONS



Who provides the instruction is paramount



Research is clear, the effectiveness of the teacher is the single largest driver of student achievement
(beyond social economic status)



Content strong teachers are much more effective in accelerating learning

1

Have formal training in the content they teach

2

Have a love and aptitude for the subject matter

3

Can see a wrong answer
And infer the error

4

Can teach a concept
three or more ways



Discussion Question

Do you think these best practices would help raise achievement for students with mild to moderate disabilities?

Why or why not?

IEPs can Reinforce a **Focus on Core Instruction**

For students with mild to moderate disabilities, IEPs should call for:

1 No pullout from core reading and math

2 Very limited use of replacement classes

IEPs can Reinforce **Extra Time Intervention**

For students with mild to moderate disabilities, IEPs should acknowledge that:

1

Co-teaching and push in support don't provide extra time

2

Many general education interventions do provide extra time and students with mild to moderate disabilities should have access to these as part of SDI and “special education minutes”

3

New supports can't just be added on top of all existing supports

IEPs can Reinforce **Content Strong Teachers**

For students with mild to moderate disabilities, IEPs should acknowledge that:

1

Only special educators with expertise in teaching reading should be providing reading support

2

Paraprofessionals should not be providing academic support

3

General education teachers and reading teachers can provide SDI or “special education minutes”

Discussion Question

Does it seem desirable and realistic that IEPs would reinforce the 3 best practices?

Why or why not?

YES! It's Legal

“

*“The fact that some services may also be considered “best teaching practices” or “part of the district’s regular education program” **does not preclude those services from meeting the definition of “special education”** or “related services” and being included in the child’s IEP.”*

– U.S. Department of Education





THANK YOU!



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QUESTIONS?

