



Saturday, August 3, 2019

Breakout Session A4 • 10:45-11:45am • Chantilly Ballroom East

Looking and Feeling Like a Pro. Preparations for Walking into the IEP Meeting

Savannah Trice, Mississippi State University

Katherine Johnson, Mississippi State University

Kasee Stratton-Gadke, PhD, Mississippi State University

Presenter Information

Savannah Trice is a third-year Educational Specialist graduate student in the school psychology program at Mississippi State University. She has been a member of the Bulldog CHARGE Syndrome Research Lab for three years. Savannah's research interests related to CHARGE includes adolescent's perception of sexuality and reproductive health and parent satisfaction with Individualized Education Plans. Savannah is also a student clinician at the School Psychology Services Center at Mississippi State University.

Katherine Johnson is a first-year Educational Specialist graduate student in the school psychology program at Mississippi State University. Katherine has been a member of the Bulldog CHARGE Syndrome Research Lab for three years, including time as an undergraduate student.

Dr. Kasee Stratton is an assistant professor in School Psychology at Mississippi State University, as well as a licensed psychologist and nationally certified school psychologist. Dr. Stratton has been involved with the CHARGE community and conducting research for 15 years and is the director of the Bulldog CHARGE Syndrome Research Lab at Mississippi State University. Dr. Stratton's clinical work has been with children and adolescents with a wide range of developmental disabilities and significant behavioral concerns. She is currently the Co-Director of the Autism and Developmental Disabilities Clinic at Mississippi State University where she supervises and provides services from an applied behavior analytic perspective enhancing skills (i.e. communication, social, behavioral, adaptive skills) and minimizing problem behaviors.

Presentation Abstract

Do you have an upcoming IEP (Individualized Education Plan/Program) meeting? Whether you have felt the common intimidation entering the IEP meeting or this is your first—this presentation is for you. We will provide an overview of the importance of the IEP meeting, why this is a legally binding document, and what to expect during the meeting. Our goal is to provide strategies and information to decrease the intimidation factor and to increase parent participation and advocacy during the IEP meeting.

Learning Objectives

- Parents will learn more about their valuable role in the IEP meeting.
- Parents will be equipped with strategies on how to better navigate the IEP meeting process and how to advocate for their child.
- Parents will learn more about federal legislation and how this applies to their child's education.

Looking and Feeling Like a Pro: Preparations for Walking into the IEP Meeting

Katherine Johnson
Emily Mathis
Kasee Stratton

August 3, 2019

14th Annual International CHARGE Conference
Dallas, Texas



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM

- Defining IDEA and IEP
- Importance of an IEP
- Participation in the IEP Meeting
- Preparing for the IEP Meeting
- At the IEP Meeting



IDEA

IDEA- The Individuals with Disabilities Education Act

IDEA is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2 years 11 months, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.



IEP

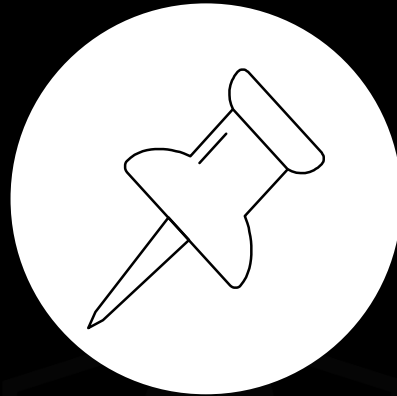
IEP - Individualized Education Program

An IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance to IDEA.

The IEP includes:

- Present level of Academic Achievement & Functional Performance
- Measureable, Annual Goals (Academic & Functional Goals)
- Description of the child's progress toward meeting annual goals
- Statement of SPED & Related Services, Supplementary Aids & Services to be provided to the child
- Explanation of the extent that the child will not participate with nondisabled children in regular class & activities (accommodations & assessment placement)
- Transition Services (Age 16 or earlier if determined by IEP team)





Importance of a Student's IEP



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM



The IEPs are used to direct a student's:

- Educational needs
- Goals and objectives (academic & functional)
- Placement
- Evaluation criteria
- Present levels of educational performance
- Duration of programming modification for students that are receiving SPED services





Participating in the IEP Meeting



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM



Under IDEA, the parent of the student receiving an IEP is identified as a member of the IEP team (IDEA 300.322).

IDEA dictates that it is the duty of the public agency to include the parent/parents of an individual in the planning of the IEP meeting, at least giving them the opportunity to be apart of the IEP process for their child (IDEA 300.322).

The student is included a a possible member of the IEP meeting, when appropriate and determined by the IEP team (IDEA 300.321).





Steps for Preparing for the IEP Meeting



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM



BEFORE ANYTHING ELSE:

- Look closely at your IEP meeting notice
 - *Make sure that you can make the meeting (time & place)*
 - *Be aware of who will be at the meeting with you.*
 - *Know the purpose of the meeting*
 - *Under IDEA, all of this information should be provided at the time of the meeting notification (IDEA 300.322)*
- Review your child's previous IEP
 - *IDEA states that a physical copy of the IEP must be provided to the parent at no cost (IDEA 300.322)*





- Some states require that a draft of the proposed IEP be sent out to team members (including parents) prior to the meeting for review
 - *If this is not mandated by your state, you can always request that a draft be sent to you prior to the meeting*
- Create list of your child strengths and areas you would like to see improve
- Take a copy of your rights (highlights, tabbed, organized)
 - *This can be found on any state department's special education website*
- Review progress notes on IEP goals and determine what goals have been met and need modified





- Common services for individuals with CHARGE to receive include:
Physical Therapy, Occupational Therapy, Speech Therapy, One-on-One Instruction, Orientation & Mobility, & Hard of Hearing Teacher

- Accommodations received by individuals with CHARGE include:
Visual Schedules, Modified Physical Education, Appropriate Seating, Preferred Seating, FM System/Amplification Device, Extended School Year, Extra Breaks, & Assistive Technology



1

What is your child's current academic achievement?

- *Has there been an increase or decrease in performance?*
- *Has anything seemed to more helpful for your child?*



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM

2

What services does your child potentially qualify for?

- *What services has your child received in the past?*
- *Have there been any changes since the last IEP meeting that may call for new services or removal of any services?*
- *Under IDEA parents have the right to request additional assessments to evaluate and determine the student's educational needs (IDEA-300.305)*



3

Is it time to start working on a transition plan?

- *How old is your child?*
- *What are your thoughts about plans for your child after high school?*
 - If the meeting is going to include conversation of post secondary goals for the student, the public agency must invite the student. If the student does not attend the meeting, the public agency must ensure that the student's preferences and considerations are considered (IDEA 300.321)
- *Do these plans map on to your child's interests, skill sets, and abilities?*
 - If this information is unclear, are there plans for your child to receive a transition plan assessment?

A fellow member of the Bulldog CHARGE Syndrome Lab, Megan Anderson will be giving a talk about Transition Plans later today in Breakout Session D, Grand Ballroom D/E



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM

4

Is there a need for additional IEP team members?

- *CHARGE is a complex, rare syndrome that many people may be unaware of before interacting with your child and may have limited knowledge on the possible needs of an individual with CHARGE.*
- *Under IDEA, as a member of the IEP team, parents have the add additional team members that have knowledge or special expertise regarding the student (IDEA 300.321)*



5

What progress has your child made?

- *Look at your child's progress towards previously identified IEP goals and how fast it took them to meet the goals.*
 - If goals are being met quickly, would your child benefit from more goals or more challenging goals on their new IEP?
 - Every goal that is met on an IEP must be replaced with a new one!
- Updates on your child's progress should be provided every quarter (9 weeks).



6

How to assess the quality of the IEP?

- *Are the goals observable?*
 - Goals should be behaviors that can be seen and heard by an observer
 - **Not observable:** know, understand, remember, identify, be familiar with, participate in
 - **Observable:** point to, count, walk, read orally, circle, etc.
- *Are IEP goals measurable?*
 - Goals behaviors should include a standard method of measurement
 - Accuracy, Duration, frequency, number of trials, time frame
 - **Not measurable:** Emily will improve her attention
 - **Mesurable:** Emily will remain seated in her desk for 5 minutes during reading time.
- *Do the IEP goals include a time frame for which the team plans to review the collected data?*
 - **Great goal:** Givin enlarged text, Kathrine will be able to read orally 30 words correct per minute for 3 consecutive trials, as evaluated every two weeks by the teacher.
- *IEP Quality Indicators for Individual with Deafblindness*





In Closing



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM

- Know that you have the right to be there and be involved!
- Advocate for what you know your child deserves!
- Be confident in your opinions and knowledge! - You have a unique perspective as the parent of an individual with CHARGE
- Know your priorities prior to the meeting.



Helpful Resources

■ Your State's Education Website

■ IEP Quality Indicator:

<https://www.tsbvi.edu/iep-quality-indicators-db>

■ Questions Often Asked by Parents about Special Education Services

<https://www.parentcenterhub.org/lg1/>

■ A Parents Top 10 Tips and Tricks for the IEP Process

<https://www.ncld.org/archives/blog/a-parents-top-10-tips-and-tricks-for-the-iep-process>

■ Before the IEP Meeting: 6 Tips for Parents

<https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/iep-meeting-6-tips-parents/>



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM

Citations

Fish, W. W. (2008). The IEP meeting: perceptions of parents of students who receive special education services. *Preventing School Failure*, 53, 8–14.

U.S. Department of Education, (2004). Individuals with disabilities education act (IDEA) Retrieved from: <https://sites.ed.gov/idea>.



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM



Thank You!

Contact Information:

Katherine: kej187@msstate.edu

Emily: eas216@msstate.edu

Kasee: KStratton@tkmartin.msstate.edu



MISSISSIPPI STATE UNIVERSITY™
SCHOOL PSYCHOLOGY PROGRAM