Understanding & Using IEPs-at-a-Glance

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All Teacher Training 2016

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| **Teachers will be able to:*** Articulate the purpose and components of an IEP-at-a-Glance.
* Plan to implement key components of IEPs-at-a-Glance for scholars with IEPs in their classrooms, including required instructional and assessment accommodations.
* Plan 2 – 4 strengths-based and support-based strategies for scholars with IEPs in their classrooms.
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**School-Specific Hook** 

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| **Customization**: Think about how you will engage teachers in this session that is unique to your school context/staff. For example, you might tell a personal story about a time when you were a first year teacher and didn’t know about the contents of the IEPs of scholars in your class and what the impact was. Or, for a largely returning staff, you could name this as a “WIN” area for this year – that you are all going to be 100% in compliance with supports outlined in our scholars’ IEPs and 504 plans. The sky is the limit here, as long as you keep this to 5 minutes and plan a hook that leaves teachers eager to dive into their IEPs-at-a-Glance! |

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| **Harry Styles** IEP at-a-Glance**IEP Annual Review Date:** 1/30/17**Disability Classification:** Other Health Impairment (ADHD plus Specific Learning Disability)**Special Education Services:**

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| *Service* | *Frequency* | *Group Size* |
| Counseling | 30 minutes / 1x per week | 3  |
| ICT | All day (math, reading, writing) / 5x per week  | 30  |
| Occupational Therapy | 30 minutes / 2x per week | 1 |

http://img.wennermedia.com/article-leads-vertical-300/1351181573_harry-styles-290.jpg |
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**Continuum of Services**

General Education Classes (with supplemental aids and accommodations)

SETTS (NY) and Resource Room (CT/RI) Supplemental to Core Content (including interventions taught by special educators)

Collaborative Team Teaching (CTT) /

Integrated Co-teaching (ICT)\*

Self-Contained Class (pilot phase in NY)

Self-Contained Class in a Specialized School

Home/Hospital Instruction

*IEP mandated accommodations, and para-professional support* can be provided throughout the continuum.

*Related services support* can be provided throughout the continuum. RS includes, but isn’t limited to:

\*Counseling

\*Occupational Therapy (OT)

\*Physical Therapy (PT)

\*Speech & Language Therapy (SLP)

LRE

🡨---- more restrictive -------- less restrictive -----🡪

\*We aim to serve the vast majority of students in an inclusive environment through ICT/CTT Classrooms.

Highlighted text indicates services provided at AF!

**IDEA requires school districts to place students in their Least Restrictive Environment (LRE) to the maximum extent appropriate.**

MRE

**Airtight Activity: Harry Styles & Mr. Modest**

*Scenario: Mr. Modest has been teaching second grade literature for four years at AF Pretend. He is a strong teacher who truly embodies special services mindsets. Mr. Modest received an IEP-at-a-Glance for Harry Styles from Ms. Suzy, his SSL, during summer PD. Mr. Modest agreed to “open up his mind” and share his thought process as he reviewed Harry’s IEP-at-a-Glance document.*

Directions: Read Harry’s IEP-at-a-glance on page 8, then the section labeled “Inside Mr. Modest’s Mind” on the next page and the resulting “Roadmap of Required and Suggested Supports” (page 9) for scholars. As you read Mr. Modest’s thoughts, respond to the questions below.

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| * *What questions does Mr. Modest ask himself as he internalizes the IEP-at-a-Glance?*
* *What steps does he take as he creates a roadmap for implementation?*
* *Hypothesize: What will be the impact of the teacher taking time to internalize the IEP-at-a-Glance and create this roadmap for implementation?*
* *Stretch your thinking: How can this teacher proactively use the roadmap?*
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| http://johnprados.com/wp-content/uploads/2013/08/word.png**IEP-at-a-Glance Component**  | http://static1.squarespace.com/static/514e08e7e4b0a337a812d9b7/t/51881e4ce4b032df75a35b9f/1367875149686/brain-loss-c.jpg**Inside Mr. Modest’s Mind**  |
| **Scholar Strengths & PLOPs** | * What are Harry’s strengths? I like to start here to ensure that I am looking at my scholars with an assets-based lens. I also know I can build on and play off strengths to help kids succeed.
* I see that Harry has a really strong long-term memory. It’s great that he can retain pieces of information for long periods of time! One way that I can tap into this strength of Harry’s is to break down behavioral tasks into concrete smaller steps which will be easy for him to remember. For example, when students SLANT, I’ll always say “feet, back, hands, eyes,” to remind scholars to calm their feet, straighten up, put their hands together and put their eyes on me.
* I could also do this for other repeatedly-do academic tasks, like annotating a text, and breaking that task into smaller steps, like “summarize, question” to ensure scholars first summarize a paragraph into one . I know that these steps will likely be easy for Harry to remember and will free up brain-power to focus on important new information that he is getting through reading.
* How will I make sure that this support lives in the classroom? In both cases—SLANT and annotating—I can use these steps every single time. If Harry is struggling, I can prompt him with a concrete reminder, like “What comes after feet?” or “What is the second annotation step?” Other students could benefit from this as well so I’ll put it on a poster up front.
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| **Scholar Struggles & PLOPs** | * I know that Harry will also have areas of relative weakness that I’ll want to account for when planning instruction. What are areas that aren’t strengths yet?
* It says that Harry has a hard time focusing for longer periods of time, which I know may be more pronounced in my literature classroom. After all, literature this year requires more independent work than last year.
* How can I help Harry with his tendency to get distracted? What has worked in the past?
* I know! I can always explicitly name how long independent work-based tasks should take and then set a timer on his desk for that amount of time. I’ll implement this from day one of school so Harry is used to it.
* I’ll check in with him first during independent time and write down TWO “5 min” tasks on a post it so he can check off the jobs as he does them (essentially breaking down the independent work into mini-tasks).
* Then, when I circle back around, if he has been able to finish the first “5 min” task, I’ll ensure he gets a quick reward that will provide a break. I could do a stretch break with him, OR he could take a note to the office or do a quick “brain break” job (like sorting papers.)
* I want to make sure I can de-scaffold this as Harry’s struggles become strengths. How could I de-scaffold this support? I could make the tasks bigger, or have him set his own timer after I name time expectations. My goal is for him to increase his amount of sustained worktime.
* What other struggles do I see that could specifically be tricky in my content and classroom? I can look to the PLOPs for more detailed information here. Hmm… Harry struggles with retelling stories – this has likely kept him from passing higher STEP levels and probably contributes to comprehension struggles.
* One way that I have had success with helping scholars who struggle with this skill is by teaching them to write a 1 – 2 sentence summary of each page on a post-it and sticking it in their book. This is a scaffold I can use for Harry at the beginning of the year, teaching him to put the post-its together to summarize a page or two of text.
* Eventually, I’ll be able to encourage Harry to only do this at the end of a book chapter.
 |
| **Required Testing Accommodations**  | * What are the legally mandated accommodations that Harry needs for testing?
* Pretty straightforward here! He requires 10 minute breaks after every 45 minutes of testing.
* How will this testing accommodation impact our testing setting? Honestly, this won’t be much of a concern for most of the year. Our weekly quizzes don’t last more than 20 minutes. The only thing I need to be aware of is Interim Assessments, which sometimes take an entire class period. If there is an IA assessment scheduled, I will proactively plan with Ms. Suzy, our SSL, to ensure that either she or our special education teacher will be available to facilitate his break and get him back into testing.
 |
| **Required Instructional Accommodations** | * What additional accommodations does Harry require in the classroom on a day-to-day basis?
* Looks like we’re talking about preferential seating in the front of the classroom and carpet. This isn’t a problem – I’ll have Harry sit in the red row on the carpet and at the red table.
* Is there anything else I can do to ensure Harry is successful on a day-to-day basis?
* I feel like it could also help to have him seated next to a particularly focused scholar, for whom attention isn’t a struggle. I will ask the current first grade teachers if they have a recommendation of someone who might be a good “seat buddy” for Harry.
 |
| **Student Interests** | * What are interests of Harry’s that I could potentially leverage to get him engaged in me and my class from the outset?
* He loves basketball and minesweeper– that’s good to know. I’ll make some basketball and minesweeper references in the first week and make sure to direct this toward him.
* The other thing is that he seems to struggle with self-esteem so I’ll make sure to give him authentic, specific positive praise frequently in the first week.
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**Mr. Modest’s Roadmap:**

**Required & Suggested Supports**

**for Second Grade Students**

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| **Student Name** | **Required Instructional Accommodations** | **Required Testing Accommodations** | **Strengths-Based Strategies** | **Support-Based Strategies** | **Student Interest Strategies**  |
| Harry Styles  | -Preferential seating (red row and red table)-Seating next to a focused scholar (TBD – follow up w/ first grade teachers) | -10 minute breaks after every 45 minutes of testing (coordinate w/ Ms. Suzy on all IAs) | -Utilize solid long-term memory by breaking repeatedly-do tasks into 2 – 4 consistent steps (i.e: 2 steps to annotate a text, 4 body parts of SLANT), use them every time and narrate their use if he is stuck (i.e: “Remember your 2 steps. What do you do first every time?”) | -Support struggle with focus by quietly sharing how long a task should take and setting the timer; follow up with a small break/reward for hard work the whole time.-Help with retelling struggles by teaching him to use post-its to write a 1 – 3 sentence summary after each text “chunk” (work from paragraphs to whole chapters) | -Incorporate authentic positive praise into weeks 1 and 2-Basketball and minesweeper references in first 6 weeks |

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| **PRESENT LEVEL OF PERFORMANCE (PLOPs) HIGHLIGHTS** |
| **Data**IA 3 ELA: 55%IA 3 Math: 67%STEP Level: 7 | **Reading:** * Strong at decoding and a fluent reader
* Comprehension at a factual level is strong when asked specific questions
* Struggles to effectively summarize a text (leaves out major events and includes less important details)

**Writing:** * Communicates clearly and, when motivated by topic, enjoys writing stories and essays
* Will sometimes get distracted during sustained writing blocks

**Math:** * Strong number sense
* Effectively solves addition one step story problems (first draws picture)
* Struggles with stamina on multi-step story problems and/or those involving subtraction
 |
| **HOW TO SUPPORT** |
| **STRENGTHS** | **STRUGGLES** |
| * Exceptional long-term memory
* Responds well to repeated visual cues
* Bonds with adults easily and quickly
* Eager to please preferred adults
 | * Self-esteem can impact his academics
* Has a hard time sustaining work for longer than 10 minutes without a focus break
* Can be defiant if task is perceived as “too long” or “too hard”
 |
| **STUDENT INTERESTS** | **EFFECTIVE CLASSROOM STRATEGIES** |
| * Classroom jobs (any but make sure he earns them!)
* Recess, especially when he can run!
* Minesweeper
* Occupational therapy (loves clay, manipulating objects, etc.)
 | * Check-in before starting a long tack to provide encouragement and to break the task into parts
* Using a calm voice
* Breaks as needed to reset and refocus
* Check-ins after a consequence (reset the relationship and rebuild his confidence)
* Prompts for focus during independent work (including checklist he can check off)
 |
| **MANDATED TESTING ACCOMMODATIONS** | **MANDATED INSTRUCTIONAL/CLASSROOM ACCOMMODATIONS** |
| * 10 minute breaks after every 45 minutes of testing
 | * Preferential seating in the front row on the carpet and at the front of class (preferably not directly in front of the teacher but slightly to the side)
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**\_\_\_\_\_\_\_\_ Grade Roadmap: Required and Suggested Supports for Scholars**

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| --- | --- | --- | --- | --- | --- |
| **Student Name** | **Required Instructional Accommodations** | **Required Testing Accommodations** | **Strengths-Based Strategies** | **Support-Based Strategies** | **Student Interest Strategies**  |
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