

IEP Workshop – Facilitator’s Notes

1. Long Range Planning (MAPS & PATH) (refer to Pathways form on Inclusion Outreach website).

Tips When Facilitating Long Range Planning (10 min.)

- Doing a “learning needs” brainstorm with the student’s family and therapists, should help us define the learning goal areas and objectives.
- When listing the student’s needs, keep the team focused on what the student needs in order to be a more active participant in life (avoid statements like “the student needs a communication system” as this is a team goal. Instead, address specific needs for the student such as “the student needs to communicate so others can understand him” or “the student needs to get the attention of others” or “the student needs to be able to greet peers”. Keep brainstorming statements specific to the student.
- Next, look for common needs and link these if they appear to be under an “umbrella”. Help the team identify the main goal that will address all of these needs and tell us why the student needs to work on these specific areas. Instead of “communication”, “the student will effectively communicate with others in his life.”
- Long range planning is instrumental to developing great IEPs. It is helpful for some teams to create their own list of needs and goals/objectives when doing this type of brainstorming. For students approaching adulthood, the PATH tool may be more appropriate than Pathways.

2. Goal Statements That Reflect Student Outcomes As Opposed to Team Outcomes (15 min.)

Refer to handout: sample needs and goal statement

- Goal statements or IEP goals needs to reflect what the student will be working on. This should be identified in addition to the goal area. Statements should not reflect what the team needs to work on.
- Goal statements need to be broad enough to cover the goal area, and not too specific. The specific outcomes are the IEP objectives.
- Goal statements needs to be long term and not just reflect outcomes for school. After all, school is the preparation for adult life.

3. Questions To Ask Your Therapists For Measurable Objectives (10 min.)

- Which activities could reflect the student's active participation in this area? (e.g., participating by allowing hand over hand for short periods of time).
- How could the student actually participate? (e.g., make eye contact with peers when they greet her).
- What would the student's level of participation look like here? (e.g., relax with prompting to assist with transfers).
- Measurement for progress may also be noted in levels of prompting and/or generalization of skills.

Activity: See sample goal statements/fragments/phrases. How to rephrase these to reflect student focused statements.

4. Writing IEP Objectives That Truly Reflect What The Student Can Demonstrate (10 min.)

Typical programs that arise...

- Some objectives reflect **team** goals and outcomes instead of student outcomes.

Activity: Refer to samples. Have each group select one to re-write (3 min.) Then have each group share this with the group at large (5 min.)

- Some objectives reflect **strategies** instead of student outcomes.

Activity: Refer to samples. Have each group select one objective to re-write (3 min.) Then have each group share their revised objective with the group at large (5 min.)