



## Strand 1: ABCs of the IEP

**Riley O'Donnell:** Thank you and welcome for joining the ABCs of the IEP today at Prepping for PROGRESS. We're really excited to have you here and share a little bit about IEP development and implementation.

Just to familiarize ourselves with who is joining us today, please take a moment to introduce yourself in the chat by sharing your name, your role, and where you are joining us from today, wherever you're located, since we're all virtual. Take a moment to go ahead and do some introductions in the chat, and then we will continue on.

I see we have someone from Texas, Las Vegas, Rhode Island, Massachusetts, Indiana, Ohio, D.C., California, Pennsylvania. All right, awesome. It's great to see all of you and thank you for those introductions.

My name is Riley O'Donnell, and I am a technical assistance provider here at PROGRESS. Today I am joined by Steven Prater, who leads the intensive technical assistance team at PROGRESS Center as well as Amy Peterson, who leads the universal technical assistance team at PROGRESS. And you'll be hearing from all 3 of us at different points throughout today's presentation.

So before we dive in, we would love to hear more about why you all decided to join the ABCs of the IEP session. So, using the annotate feature in your toolbar, let us know which response resonates the most with you, and why you decided to choose this session. You can mark as many choices that you may see fit. So perhaps you're new to special education or supporting students with disabilities, or you're interested in a refresher on the IEP. Maybe you're looking for resources to share about the IEP, or you're responsible for training and supporting staff or families who are new to the IEP.

Please feel free to share in the chat, if there may be a different reason than the choices above that best explain why you chose this session. All right. We see some IEP refreshers.

**Mia Mamone:** And if anyone needs help figuring out how to annotate, just at the top of your screen, it'll say you're viewing Riley O'Donnell's screen. Next to that, it says view options, and if you click down on view options, there is the annotate feature. So you should be able to leave a drawing, a sticker, anything like that.

**Riley O'Donnell:** Thank you, Mia. So it looks like we have some people that are responsible for training or supporting staff and families to the IEP. Some people who are new to special education. I'm interested in a refresher, as well as some new ideas and some more resources.

Alright, awesome. Well, luckily, all of these reasons are great reasons to join, and we'll make sure that we're cover all of this content today and make sure that everyone kind of gets what they were looking for in the session.

Let's take a look at the learning objectives for today's presentation. During today's session we will cover and identify the requirements of IEPs from IDEA. We'll explore how the requirements of the IEP connect and work with each other. We will learn and discuss about present levels of academic achievement and functional

performance, or PLAAFP statements. We'll learn and discuss about the statement of services and aids, and we'll learn and discuss about measurable annual goals.

Particularly, we're going to dive a little bit deeper and reinforce the importance of really being clear in the unique and individual needs that a child experiences because of a disability as well as reinforce the importance that all services within the IEP must be aligned to these individual needs in order to enable a student to make progress.

We wanted to get us started by sharing this video where we hear from a deaf-blind student, Billy Pickens, and Billy shares about his experiences with high expectations in his educational settings, and how important this was for him in making progress in being successful in school.

And this topic of high expectations is important because our beliefs and expectations as educators often determine the path that we take or provide for our students.

**Donna Sacco (in video):** In this Stories from the Classroom video, Billy Pickens tells us how his teacher's high expectations for him may not have been welcome in high school, but that as an adult who is deaf-blind, he now appreciates how important it was for his future.

**Billy Pickens:** On the first school days with school, and I was young at the time, so I didn't recognize this, but teachers weren't really giving me the same work. In fact, in the beginning I was placed in a special Ed class, even though I had been mainstreamed throughout elementary school.

And so, their automatic assumption was that I need to be in a special ed class. but they realized, oh, you kinda surpassed the class and what they were doing. So, they put me back in mainstream, and then, when I got mainstream, some of the teachers were very kind of hesitant about how to teach me.

And so, I definitely felt like at the time I was kind of not thinking much of it because they weren't, they weren't really giving me work, and I guess I was fine with that because I was 12, and I didn't want work. But I think that later, when I realized that there was a lot of under expectation, a lot of just wanting to pass me up and not really try, not really treat me the same way as my sighted peers.

**Donna:** One English teacher, made a lasting difference for Billy's future.

**Billy:** He called a meeting, and he was like, your writing is really good, and he was like, why are you in standard? You should be in honors for this kind of writing, and I said, well, I don't want to do the homework.

And he was like, well, I can, you know, help that you can stay in standard, but I'm going to give you honors level work. And so, he kept me in standard. I thought he was joking, but then, all of a sudden, points get taken off for commas here. And it kind of came to a point where, you know, me and my mom were all kind of but intense about it, because I need the class to graduate, and he was being extremely hard on me. But and at the time I didn't really like it, because, like I said, it really didn't work. And later, he told my mom, like, I know he can do it. I know he can do it. So, I really gave it my all eventually, and I did past the class and did well.

**Donna:** So, what does Billy recommend for educators to promote progress for students with disabilities?

**Billy:** When you leave your biases at the door and just walk in and see people as individuals. I know that sometimes it can be hard, and I understand that we're all kind of judgmental in some way at times. We all kind of look at people or have a first impression of people. But I think, as a teacher, do your best to try to realize that

anyone who was your classroom likely wants an education. They may not realize it at that point, because they may be young and just kids, but I think everybody genuinely wants to learn something.

And so, I think, if you see that, and see beyond what disability they have, or what race they are, or whatever it might be, I think that you can realize that at the end of the day everybody wants to learn and everybody can learn.

**Donna:** Billy graduated from the University of North Carolina at Charlotte in 2020. He now works for the Exceptional Children's Assistance Center, leading the Youth Advisory Team and Youth Newsletter, while developing his very own podcast series.

**Riley O'Donnell:** Alright. And like we said, we like to start the session off with this, to really set the stage and reinforce the importance of holding all students to high expectations, and that we really focus on these high expectations when developing and implementing IEP. So why do we do what we do here at PROGRESS, and why the PROGRESS Center really started after this Endrew F. Decision, the Supreme Court decision that states that an IEP must be reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

And under IDEA, we know that the individualized education program, or commonly referred to as the IEP, serves as the foundation of promoting progress for students with disabilities, and we know that a well-designed IEP ensures that students have access to special education and related services, supplementary aids, and services, as well as other services that support progress towards ambitious annual goals.

So there really is an emphasis on progress. And the Endrew F. decision really stress the idea that the IEP must aim to enable a child to make progress in light of that child circumstances, stating that the second essential function of an IEP is to set out a plan for pursuing academic and functional advancements.

With this decision serving as the foundation of our work, we want to help you write high quality IEPs that move students towards making progress. And it's important to note that progress isn't defined in IDEA, but that that piece is really a part of the team, and based on those high expectations that you hold for your students.

In order to ensure a student can make progress, we need a school-wide, sustainable ecosystem with the capacity to develop and implement high quality educational programming for this for students with disabilities. We need that collective efficacy, and collective teacher efficacy is the collective belief of educators and their ability to positively affect students, including students with disabilities.

Although collective efficacy is more than just beliefs, it is this combined belief that allows educators to have a tremendous, sustained impact on learning. And collective efficacy, along with the evidence that you are making a difference, is strongly correlated with student achievement, and it is built on the evidence of impact. When thinking about collective advocacy, you have to start with the right questions. So, some things to kind of get your mind going are: what do we want for our students, teachers, and families in our school? What is the current reality? And who are the players? What do our students, our teachers, and our families need to be successful? And how can we maximize our resources to support our students and families?

So the foundation of the work at PROGRESS really looks at the development and the implementation of the IEP, and we know that it is important to focus on the development of a strong IEP. But it is also equally important to focus on the implementation because the implementation piece really results in the benefit which is the improved access and the outcomes are FAPE which we'll get into more in a moment.

But you see here on this slide that we use a multiplication sign between the development and implementation of high-quality educational programming. And that's because you can't have one without the other. We need to have a good design development and good implementation for the benefit to be there.

There are three FAPE requirements that fall within IDEA, and we're going to break down all 3 of them. So that first piece is a procedural piece is what goes in the IEP, and how do we write it? And this comes from the Rowley decision. And really, has a school district and the IEP team complied with the procedures set forth in the law? The procedural requirements represent knowing what procedures the law requires in ensuring that those procedures are followed, or the when and the how.

That second piece is the substantive piece. And are we designing it in a way that allows us to make claims that this is going to help the student meet those unique needs that are outlined in the PLAAFP form?

And if implemented, is the IEP going to help produce growth? And the substantive piece is based on that, and your decision: is the student's IEP reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances? The substantive requirements of IDEA refer to a school district's obligation to provide FAPE designed to lead a student to progress.

Substantive requirements focus on the adequacy of the student's IEP in terms of its likely or actual results, or the what, or the content of the IEP. And for the implementation piece, you have to think about when implementing an IEP were the instructional services and supports that were outlined in the document that were provided as agreed on during the IEP process.

So here at PROGRESS, we like to think about these different requirements as kind of a bike analogy. So thinking first about the program development, or that procedural piece, and similar to this illustration, which shows the required parts of a bicycle, or the wheel, the handlebars, the seat, and the peddles. The IEP must include things such as the PLAAFP statements, the statement of special education and aids and services, measurable goals, a monitoring plan, the date, frequency, duration, and location of services, as well as an explanation of the student's participation outside of regular education and state and district-wide assessment.

Now, other things can be added to enhance the IEP, or it's a bicycle in this matter, but they are not all legally required. And when developing an IEP, educators often focus on completing parts or sections of the form or the template, such as the present level section or the goals pages. But when doing this, we're often viewing the IEP as paperwork, so the end case, it places compliance as the end result, which we know is not what we're looking for in the end.

That second piece is a substantive piece. And when thinking about the bike analogy, what makes the bike functional is when all of the pieces work together, or align in a way that will move it towards progress, which is again, how we can think of the substantive requirements of an IEP.

The wheels connect to the frame, which connects to the handlebars and the pedals. It's the collection of all the aligned parts that provide us with this well-designed bicycle. And this process is similar to an IEP, because in well-developed IEPs, there is a direct relationship between the PLAAFP and the other components of the IEP the PLAAFP identifies. The students need and provide the baseline for measurable annual goals.

In addition, our high-quality educational programming also must meaningfully connect to the goals to our special education services, or SDI, that ensures access to and progress in the general curriculum for each annual goal. The IEP team also develops a description of how the students' progress towards the goal will be measured which

they will share with parents and families, and it allows us to determine, based on student data, if we need to change course by adjusting our SDI or other services.

This monitoring plan is important, because it can help us understand if we've met the substantive requirement through the program that we developed, and it can also tell us if the student is benefiting from the education that we're providing, or if a change might be needed.

This image here demonstrates a quick overview how all the parts of an IEP should fit together and work together with the PLAAFP statement leading the development of the remaining components of the IEP. So, every need identified in the PLAAFP statement must be correlated with the special education, aids and supplementary service or program modifications found in the statement of services and aids.

Now for some of those needs, we will need annual goals that allow us to measure the overall impact of the program that we are offering to the student. The goals are also connected to the aids and services described in the outlined in the box here. If we have a well-designed IEP, all of the proposed aids and services will allow the students to demonstrate appropriate progress towards their IEP goals as measured by the monitoring plan that we included as part of the IEP.

And it's this demonstration of internal consistency that allows us to meet the procedural and the substantive requirement of an IEP, and ultimately support fidelity of implementation of the proposed services and aids. So, as you can see from this image and the bike analogy, both the bike and the IEP have those critical components that need to be in place and well-developed.

So as noted earlier to develop high-quality educational programs, it is essential to focus on individualization and the parts of the bike and the parts of the IEP must be individualized to the rider or to the student needs. In addition, the parts of the bikes, like the parts of the IEP, must fit together in order to make progress, and there is no wrong bicycle, assuming that all the parts work together for its collective purpose and for the unique needs of the user, much like the part of the IEP.

Now, the bike or the IEP are only useful when taken for a ride or implemented. So, we need to ask ourselves, what good is a great IEP if it doesn't guide implementation? And, as we stated earlier, the IEP is not the outcome. It is the mechanism in which we can achieve the desired outcomes and allow students to make progress.

So going back to this third dimension from FAPE, and it's the implementation piece. And there are 2 ways of thinking about implementation. There's the fidelity, or the extent to which we put the IEP into practice. Is it feasible and acceptable to the team and likely to create impact that is relevant to the student?

The second piece is that capacity to implement. Do our staff have the knowledge and skills to be able to implement that IEP? This is important because in failure to implement cases, parents have asserted that a school district has denied FAPE based on the claim that the school district failed to partially or fully implement the student's IEP. So, we have to be developing an IEP that can be implemented to get students to that growth and to make progress.

So, the growth and the progress of the outcome is what we're really looking for. And this image you can see here is the idea of the path to progress. So, to successfully implement the IEP, educators and administrators need to consider the ecosystem that is in place to build educator capacity and ensure fidelity of implementation. You can compare this to the bike analogy by thinking of road maintenance or training or problem solving that needs to be in place to ensure a successful bike ride.



We can ensure that our riders, our staff, and our students are well trained and have the necessary skills, knowledge, and support from leaders to prevent or respond to potential challenges, implement effective instruction and services, collect and analyze data and work collaboratively with families and other educators to problem, solve and readjust as needed.

If you think about it just like a bicycle, the quality of the program will determine how much progress is made. If the missing parts are not put together, well, we will struggle. We'll have more stops and starts, and it will become more costly for the bike rider, for our students.

So, reflecting on this beginning information so far, and the concept that was just shared. We want you to take a moment to think about where you might have the most challenges. Is it in that procedural piece or developing high-quality educational programming that needs those requirements? The substantive piece, we're developing high-quality educational programming and creating a system to support implementation.

We're going to take a quick 5 minutes and break you off into small groups to kind of have this discussion with your peers. Think about where you have those challenges, why you might have those challenges, and then we'll come back, and if anyone feels open to sharing with the group, we could do so before continuing on.

Mia is going to get those rooms open, and as soon as you see them, please feel free to jump into those breakout rooms, and we will be back in just about 5 minutes.

[Break]

**Riley O'Donnell:** Alright, as everyone kind of starts to get situated back into the main room, we hope you had some good discussions and your small group about some of those challenges that you might have in developing or implementing high quality educational programming. If anyone feels like coming off of mute and sharing. If anyone would like to come off of mute and they can share what they talked about, what those challenges might be, or please feel free to drop in the chat. If you and your group maybe had a collective decision, or if everyone kind of had different answers to where they're challenged the most. So we're open to people to either drop in the chat or come off of mute for a whole group discussion before we keep going.

**Patrina:** I was in group two, and we spoke about the challenges faced in the classroom, and regular ed teachers and the special ed teacher. Then one of the problems is lack of teachers in the classroom, and the teachers that are there aren't trained sometimes. And the frequency of teachers leaving so often within the school year that also holds a problem for students with IEPs, because then you will have to start over. You don't know where this teacher left off, and you don't know what they were doing. Sometimes the records are not there, and that was a big problem with students with IEPs. And that's one of one in the teachers, the shortage of teachers.

**Riley O'Donnell:** Yeah, thank you, Patrina, and that seems to be something that we see a lot with some of the partnership sites and schools that we work with here at the PROGRESS Center is the staff turnover, and just providing the support for those students and saw some similar themes in the chat, the lack of training and support for the general ed teachers, and that collaboration between general ed and special educators.

**Riley O'Donnell:** And then we had someone share about, felt like some students needed a behavior plan in place, the challenge when put you these students in the general ed classroom without an aide. So those staffing challenges seems to kind of be a prevalence theme in the discussions here.

All right. Thank you for those of you who shared. And we're going to keep going and make sure we can get through all this content today.

And just to get started here, before we start breaking down the IEP, let's take a look at this question. And in the chat, we'd like you to share your answer to the following question.

IDEA outlines how many requirements of an IEP? So whenever you feel confident in a response, feel free to go ahead and drop that in the chat. We'll start seeing those answers come in.

So, we have an option of 5 requirements, 7 requirements, 9 requirements, or 11 requirements per IDEA. If you want to go ahead and drop your answer in the chat. Alright, seeing a couple of 9s, 11, 9, eleven with transition. It seems like 9 to be the most common answer. So we have a 5. So the actual answer is 7. There are 7 requirements that all IEPs need to have for IDEA. And taking a look at this graphic, we have the present level of academic achievement and functional performance, or those PLAAFP statements, measurable annual goals, measuring progress toward annual goals, the statement of special education and aids and services, explanation of educational setting, participation in assessment and the date, frequency, duration, and location of the services.

Now, we're going to dive a little bit deeper in a couple of these components, the remainder of the session. And so, with that, I'm going to pass it over to Steven Prater, and he's going to get us started talking about the PLAAFP statements.

**Steven Prater:** All right. Thanks everybody again. My name is Steven Prater, and I am the lead of our intensive technical assistance team here at the PROGRESS Center. And yes, I must start us off talking about the PLAAFP, because the PLAAFP is really the foundation from which the rest of the IEP is built from. So that's why we want to start here and emphasize the importance of the PLAAFP statement. So, I know you just got into your groups, but we're going to do another small group activity here. So, the purpose of this is to kind of just prime you for some of the information we're going to go over about PLAAFPs, and also give you an introduction to some of our resources, or one of our resources, which is a this tip sheet. So, we have tip sheets over all of those 7 required components of the IEP, so we're going to look at the PLAAFP statement right now.

So on your own, so Mia just dropped the link to the PLAAFP tip sheet in the chat. So if you will click on that link and then take that out, we're going to split you into small groups again, but take about 8 minutes on your own to just kind of read through the tip sheet. Okay, so just read it on your own.

But then, while you're in your small groups, I want you to share two things that you learned, or you found interesting from the tip sheet. And then, after you have that discussion in your small group, we're going to come back together in our large groups and then give people the opportunity to share the things that they found interesting, or maybe the discussions you had in your group about what was interesting about the tip sheet. So we're going to spend about 8 min in your small group. Read it on your own for 3 minutes, for 5 minutes kind of discuss with your group about what you found it interesting, and then we'll come back and have a short discussion as a large group about anybody that wants to share all right any questions before we break you out again.

All right, let's head back to our small groups and we'll see in about 8 min.

[Break]

All right. Welcome back, everybody. I think everybody's flooded back in now. So any brave people out there want to either come off mute, or you can put in chat either a couple of things that you found interesting, or that you learned from reading over the tip sheet, or maybe interesting things you learned from your conversations with



your, with your small group? If you'd like to come off mute, go ahead and do that, or you can put it in chat, and we will. We'll read it out loud.

**AsiaRay:** And we talked about making sure we are--let me go back to the PLAAFP, I just want to make sure I word it correctly. sorry. We talked about making sure we are identifying areas of concern between the students and the parent. And for preschoolers, mostly because their way of learning is mostly play, students who may have, like disabilities as far as handicapped like physical handicap, you have to be open minded and more innovative, and creating your lessons that involve that type of thing, because every student may not be able to do certain things that you're used to, that's like, consider like the preschool norm.

So we talked about making sure you have different ideas so everybody feels like they're included. So say, there's a student that's wheelchair bound, and you don't want the other students to be discouraged, or you know what I mean. You don't want them to feel left out, because school may be new to them, but it may also be to their parents. And this may be their parents first time coming back into school after like 20 years of being out of school.

**Steven Prater:** Yeah, and if you all were there for our opening panel this morning as if you all saw Xuan, I think that was kind of her one of her points she was trying to make, is in in the earlier grades, in elementary school, it was really hard. She felt like it was really hard to be included, or they didn't know how to include her. So yeah, being really intentional and thinking about that asking the parents and the students that that's an important thing, and later on I'm going to show you your resource to help make sure you include a student in parent information in the PLAAFP statement. So thank you for that.

And then I see one thing in the chat here about making sure to explain to parents about all the jargon we use, you know, like standard scores, percentile bands, etc., things like that. Yes, that's very important as well. I don't know if we highlight them today, I can't remember, but we also do have parent resources through the PROGRESS Center. So if you go through the PROGRESS Center and look for tip sheets that are specifically for parents, you can, you can give them the links to those, you can print those out and just hand it to them. But it's all free to use as many times as you want, so make sure and take advantage of those things if you haven't explored it on the on the progress website yet.

**Jennifer:** I want to say something. I wasn't well, we know we were talking about following up with parents where you know, some might want lots of follow up lots of information. How was their day. There's logs, things like that where others may not want that much, and they feel like that could be information overload. But I think it's also important to note self-care for teachers because we cannot follow up on every, you know, 5 minutes of Billy's day for 25 kids, you know. So I guess, finding a system you're comfortable with on how much that you want to follow up, because you also don't want to be following up with more parents than others, you know. Squeaky wheel gets the grease, and you know, so to give everybody a little bit of something, you know, once a week, or whatever it is comfortable for you. But then, having that time yourself to just turn your phone off, you know, after 4 o'clock or whatever, so you're not burning yourself out. I guess that's the thing is just to prevent burn out. So we're not going into information overload. And then that just sets the bar high for the next year when they go to, you know, kindergarten, a first grade, or whatever. Well, she gave me all this information, and all this follow-up and that's what I expect. And so I don't know. It's difficult. It's difficult to decide how much and what to share.

**Steven Prater:** Yeah, I agree with you, and I don't think there is a good answer. I think it's just one of those things like it, we and we'll probably state a lot of times today, it's just being in just being in contact with the parents like asking them what they want like, how often do you want updates, or what you're willing to, or able to give throughout the day? So that way the expectation isn't like, oh, they think I'm going to update them every 5 minutes, or maybe I'm on the once a month, you know. Just so, just making sure it's okay.





**Jennifer:** Not looking at your email after you leave school, turn your phone off, get it back up, you know. Open it up in the morning. That's allowed. I want to say that a thousand times, you can be answering calls and emails at 9 o'clock at night. So unless you're comfortable.

**Steven Prater:** Just really be careful setting that standard. So yeah, you want to have some self-care as well. Right? Thank you for sharing.

**Christine:** Can I just add also, as far as the jargon. It's really important that we, when we are writing and contributing to an IEP that you know we're putting it in layman's terms. I'm a special education teacher, but I'm also a teacher for the visually impaired, and even when I'm writing out and adding to an IEP input I may, you know, I'm not just going to say like, Oh, the student has Albinism. I then define what is that so that you know the parents understand, and also then you know, the teacher who may be looking at this IEP next year will have a better understanding of, you know, what is this medical condition. And also when I'm giving examples of or providing information like, maybe the student has a visual acuity of 20/63, I try to equate that to a font size. So because I feel like people can understand that more than you know the jargon of, you know, what the heck is 20/63 when it comes to a visual acuity. So I'm trying to be more mindful as I'm writing my IEPs. You know, could anybody, if they pick this up, understand it?

**Steven Prater:** Yeah, and I think somebody put in there about the stranger test. That's definitely something we talk about, too. If not, only, you know, stranger test. If they move to a different school or district or something. But like, do your parents and your General Ed. Teachers understand what's in this IEP, because they're the ones that are going to need to understand what's going on help you implement it. And things like that. So they need to understand, not just, you know, just an actual stranger. But these general and teachers and parents also.

Oh, yeah, so that Amy put in a center for parent information. I was actually going to mention that, too. I'm glad she put that resource in there. They have, a they have a really, they put out really good clear information for parents and other people that may be unfamiliar with special education and the jargon and things like that the Center for Parent Information and Resources. It's has a lot of good clear information there.

Alright. Thank you all for sharing. Very good. I'm impressed with all the all the things you all shared out and had conversations about. I love to hear about all the things that you talk about in your group, so thank you for sharing for those of you that that shared.

Alright. So let's talk about a little bit more about our PLAAFP statement here. So just like with all of our tip sheets, we always kind of start up the up at the top with what does IDEA say? And so let's look at what the IDEA says about the PLAAFP statement. So it's a statement that includes how a child's disability affects the child's involvement and progress in the general education, the same curriculum as non-disabled children, or for those preschool kiddos, it's as appropriate, how the disability affects the child's participation in appropriate activity. So there's a little bit of a difference. Most of, or all of our resources at the PROGRESS Center really deal with those with those school age kiddos. We don't deal as much with the preschool kids and resources. So a lot of our resources are for those children ages, you know, like 5 to 21.

Alright, next slide. There you go. So, what is meant by the present levels of academic achievement? So, as we said that the PLAAFP that has included both a summary for academic achievement and functional performance. But IDEA doesn't really define either one of those things. They don't define academic achievement, or they don't define functional performance. But they do, people have asked the question a lot, and they have responded to questions about that to give some clarification. So, for example, I'm going to read a quote from the Department of Education about academic achievement. So, what they say is, academic achievement generally refers to a



child's performance in academic areas. It could vary, depending on a child's circumstance or situation. Therefore, a definition of academic achievement is not included in the IDEA regulations. But generally, it's going to be those things you see on the slide, like reading, writing, math, science history, the things we generally think of as the academic subjects at school.

Alright. On the next slide we're going to talk about functional performance. So again, the Department of Education explained that what they say is functional performance generally refers to skills or activities that are not considered academic or related to a child's academic achievement. So the term functional usually refers to routine activities in daily living. Okay? So before we go on to the next slide, if you will share in the chat, maybe a list, some things you think would be considered functional skills or functional performance.

So I'm going to give everybody about 30 secs or so just type in some things that you think would be considered as functional performance. Okay, how to eat in the cafeteria, yeah. There you go. Toileting, moving around the school. I saw that one pop up. Communication skills. You all are getting some good examples. Age-appropriate material social skills. Yeah, social interactions. Yep, another one. They're good.

Alright? Asking questions. Yeah, communication. just as in general, right. I think you'll see, so let's go and go on the next slide. You'll see a lot of those that y'all were just mentioning there. Now, in some of you all were mentioning some more specific examples like, you see up there communication skills, so communication skills would be things like asking questions, self-advocacy, you know, things like that. So that are kind of lumped on their communication skills. But a lot of things you all mentioned before like toileting, eating, mobility, things like that. These are all kind of considered under that functional performance. So again, what they said, I'm going to read something from the Department of Education again, what they say is, the reason they don't include examples of functional skills in the idea is because they say the range of functional skills is as varied as the individual needs of children with disabilities.

So basically what they're saying is, it really depends on the kiddo and what they need. And they can't provide an exhaustive list because they may not be able to list every single thing that any kid may need. So that's why it's really, really important to individualize for the students and think about what they need.

Alright, next slide. Alright. So here's a question we get a lot is, what if the student doesn't require functional annual goal? So what if they don't really need to work on functional skills? Well, even so, you still have to include information about their functional skills in the PLAAFP statement. So it could be very, you know, if it's a student that that really just has a learning disability, really, their main area is just something like, say math, and they don't really need any help with like toileting or communication, or things like that that we are talking about. You still have to include some information in the in the PLAAFP about their functional skills. So it could be really short if it if they don't really have any needs in that area. But you always had to include some kind of information about that. So just we'll give you a few seconds to stop and reflect, and just think to yourself.

Do your PLAAFP statements always address both academic and functional present levels? So just make sure, just think to yourself, you don't have to put anything in the chat or anything. But just think about that and think about if you may need to include those more in the future.

Alright. So what is the big deal about PLAAFP statement? Okay, so in the beginning, we said, you know, the PLAAFP forms, is kind of the foundation of how we develop our IEP, and so the PLAAFP can also help us to avoid assumicide. So assumicide, where we make decisions based on assumptions rather than evidence. So we want to avoid this assumicide, because it impacts our ability to hold our high expectations and the design programming based on the strengths and needs of the student. Okay, so if we're thinking about present level statements, we



want to leave our assumptions at the door, because the better we know our students, then the less likely it is we're going to make decisions based on what their disability category is based on.

Maybe other students that we've known in the past that are similar to the student, and so on. So we don't really want to assume what a student needs based on their disability or based on what we think they're going to need based on other students we've taught in the past. We want to form our PLAAFP based on the evidence about showing us what they need.

All right, here's a couple more quotes from the U.S. Department of Education. So I'm just going to read these aloud to you. It says a district cannot lawfully prepare IEPs with the same statement of current levels of performance for all students in a specific program, and the second one there says, it is impermissible for districts to have the IEP for each student in a class or disability category contain identical statements of present levels of educational performance.

Okay, so what does that mean? All right, let's look on the next slide. So that means present levels and needs are not based on a disability category. They're based on the individual needs that a child experiences because of their disability. So if you have a group of students, and several of them say, have autism, you can't just assume that those students are all going to need the same things.

Autism is a very broad spectrum, as some of you may know, so some students may need a lot of support, and some students may not need as much support. But you wouldn't want to just say they all have the same needs just because they're all students with autism. They are going to have their own specific needs. And that's the same with any of our disability categories. Students are going to have their own disability needs because of that disability. And they're not all going to be exactly the same.

Alright, excellent. There you go. So if you go back and think about those 4 questions that Riley brought up earlier, the 4 questions for collective efficacy. You can see that the PLAAFP statement was really important or really involved in 2 of those questions. So if you think of that first question, what do we want for our students? The way we're going to answer that question or talk about that is, is by talking about their current reality. That's something we should be describing in our PLAAFP.

And also, what does the student need? That's the other thing that we should be describing in our PLAAFP statement. So we're going to talk about more about those 2 things for sure coming up in our next slides.

Alright. So even though IDEA doesn't specify what a PLAAFP should look like, they don't say it needs to include these parts to it to make it a PLAAFP statement, right? But on our tip sheets, hopefully, you got a chance to see we recommend that there's some 4 essential elements that if you have these four elements, you're more likely going to have a high-quality PLAAFP statement. So those 4 elements are student needs the effect on the progress and the general education, baseline information, and the connection to the goals and services. So what we're going to do is we're going to look at each of these individually, and while we look at them, we're going to also look at a sample PLAAFP from a resource that we have called IEP case scenario, which highlights a fictional student called G. H. but just to warn you this PLAAFP statement and this whole resource, if you look at it later on, it's not like meant to be an exemplar PLAAFP statement or exemplar IEP. We use it for training purposes. So it has, it's incomplete in some areas, and it's and maybe not as well written as it should be, as you would want an exemplar to be, because that's the way we use it. We use it for training purposes. So people can see and think about how we they can improve this.

So just so you know, we're going to look at the PLAAFP, parts of the PLAAFP from this resource, but just know, this is not meant to be an example. It's just meant as a training thing, training resource. And we're going to just

look at parts of it just to help emphasize what we mean by each of these 4 central elements. Alright. So let's look at our first one, our first essential element we're going to talk about is student needs. So with student needs, what we're talking about here is what are the main areas of concern for the student that so the academic concerns and the functional concerns. And then how do those concerns relate to either the district and state standards and benchmarks and the student's post-secondary interest. So you had to think about that, especially when those kiddos start getting older. And you have to think about what they're going to do outside of school.

You also want to include parent concerns and you also want to include the results from the evaluation. So results that include like standardized tests, or maybe progress monitoring data. Those are all good information to have in the PLAAFP statement. So you want to make sure when you're writing your PLAAFP statement to use specific language. Because that helps to give an accurate description of their academic and functional performances. And you can also include information about how they're doing socially, as far as interacting with peers or interacting with the staff. But you want to be specific about what that looks like. So even though the PLAAFP statement should for sure include all the areas of need, it should also include the areas of strength that's related to those in it identified areas of need. So, for example, say, a student has needs as far as like struggles with reading, fluency and reading comprehension, but maybe, if an adult reads something to a student, their comprehension goes way up. It significantly improves. So that's some information you'd want to include in the PLAAFP as well. You may want to say yes, they have need in need and reading comprehension, but if an adult reads something to them, their comprehension of that story goes way up. So that's just good information to know.

So when you're documenting this the information in the PLAAFP, you want to make sure include up to date information about the students. So the most recent testing or benchmarking or progress monitoring information you have. That's the information you want to include in the PLAAFP, but not just like scores from tests and benchmarking and things like that, other things to include would be like classroom observations, teacher, family, and student interviews, universal screening information. We mentioned progress monitoring and things like that and standardized test. So all that can be included as current present levels of information about that student.

So you can include some historical information about it. the student in the class, such as maybe their most recent evaluation was, say, 2 years ago. So you'll include those scores from the most recent evaluation. Or maybe they have some relevant medical history. Maybe they got diagnosed with something, you know, several years ago. But that diagnosis is still relevant. That medical diagnosis, you may want to include that. But what I've seen in the past and you don't want to do is, people will just copy all the PLAAFP from the previous IEP and just paste it into the current PLAAFP statement area and then add to it.

So eventually, after several years, you're going to get a PLAAFP that's 10 pages long and nobody's going to want to read. And nobody's going to understand, because it's just going to be a jumbled mess, right? So you don't want to do that. You don't want to just copy and paste all the information from every year into your current PLAAFP statement. That's why we say it's a present level, like, what is the student doing now? What is the most up to date information about that student, and then include any historical information that you may need to, such as medical history or anything like that. Alright, next slide.

Alright. So here's the example I was talking about. That comes from that, that progress and a resource about G. H. And again, this is just a piece of that platform that we copied out of that that resource. So I'm just going to give everybody about 20 seconds, just read that highlighted area there that that talks about what the student's needs are.

So you can see in that in that second sentence there they already like very up front and right from the beginning, say, based on the all the data you're going to see, they still need specially designed instruction because of math calculation to benefit from grade level curriculum. So you already know that what they need. They're for sure

going to need specially design instruction. And the IEP will outline what that looks like, but it's good that they outline that right in the beginning. But you also see some more information there about their scores on some benchmark testing and their scores on some progress monitoring, testing, so and then they kind of even break it down to specifically like, specific areas in math calculation like addition facts, division facts and things like that. So there, this is just an example of what we say, like, what does a student need. This is some ways to document what a student needs there.

Alright, and so let's go to our next slide. So now we're going to talk about the effect on progress and the general education. So after you document those needs, you also want to say, like, how does that disability, how does the student's disability affect the student's involvement in progress in the general education curriculum? So that's going to be important because you're going to need that to know how to plan services, how to how to give accommodations, how to get modifications and outline all that in the IEP.

So, instead of just naming this disability, like I said earlier, like autism, you don't want to just name the disability you want to say, like, how do the characteristics of that disability impact their progress and in general education curriculum. So what about that disability is impacting them and their progress in the general education classroom?

So some other things that can also help with that, like we mentioned before, is classroom observations, interviews with teachers and family and the student, if it's appropriate, to help talk about how that, how their disability impacts them either at home or how they, the student themselves fill that that it impacts them.

And it's also good when you're writing your PLAAFP statement to include comparisons to same age and grade peers to communicate how that disability affects the performance. So you can see how their performance compares to those same age peers and grade level peers.

Alright. So we're going to on the next slide. We're going to take a look at that same PLAAFP statement that we were just looking at before, but now we've highlighted the areas where it talks about the effects of progress in the general education. So I'll give everybody about 20 seconds just to read those few sentences there.

Okay, so you can see in these sentences. We start off from the very beginning saying he's going to continue to need specially designed instruction in the area of math calculation to help benefit from the grade level math curriculum, and then down lower, that it also talks about how it affects him doing an assignment. So it talks about his present levels, how, in his ability to complete sixth grade math assignments, that's the same rate of his peers.

And then there's also some information there talked about like what he's currently using that helps them to be successful. So all that's good information. Because if something successful, you want to continue with it right? But you also want to know, like, how is what's going on with him? How does it affecting him compared to his peers or compared to his grade level assignments.

Okay, let's go on to the next page, like about our third element, which is baseline information. So baseline information is most important to include about the identified areas of concern. So just like before, I said, you don't want to include a PLAAFP that's going to include all the history of the student and make it 10 pages long. The same thing we want the PLAAFP to be complete but we don't want it to include a bunch of information that people don't need.

So if a student, in this example, we're talking about, this student has a deficit in math, right, math calculations. So if he's on grade level in reading, or doesn't really have a lot of difficulty in reading, then there's no need to

give a lot of information about reading or about or data about reading you may want to mention. Oh, he's on grade level, or he reads at this level, or something like that, something very simple. But it's the areas that are identified as needs that you really want to give away a lot of good information about, because that's going to help you decide what kind of services and what kind of goals that that you need to have. So when you're making. When you're giving that based on information, it's important that it is a specific. It's that means it's clearly stated.

That is objective. That means it's observable, and it's measurable. That means it can be quantifiable by a defined standard. So you can measure it somehow. So And but in addition to that quantifi—Oh, go back one more second. Sorry. So in a different in addition to that quantifiable data, it's also good to give qualitative data. The qualitative data it can help you give a complete picture of that student. Now, the data is very important quantitative data, but also qualitative data is also important. And if as much as you as possible, if you can give that information in in a structure, give it in the same structure that you write your goals. It's just going to help you with goal writing in the future, or if that soon it moves to a different school or a different district. It's clearly outlined.

You know what that goal should be based on the information that PLAAFP, based on the data you have in the PLAAFP. All right. Now, let's go on to our example here. Okay, so if you, I'll just give you about 20 seconds again. Just here's the little section of the platform that talks about the baseline data. So I'll give you a little a few seconds to read that.

Alright. So we see here that now we know where the student is based on grade level expectations. We know that we're each where he is for each areas of math calculation. You know, they say overall on average, he's about he does about 18 facts when it's compared to grade level expectations of 75 facts in 2 minutes, so we kind of know where he is and where he where we he would be as far as grade level expectations, and then they give more information about where he is for each one like addition to division, subtraction, and multiplication. So this is the information you can use to help make those ambitious goals that Amy is going to talk to you about here in a little bit.

All right. Let's talk about our fourth element is the connection of goals and services. So this is important, and I hope you saw on the tip sheet how the PLAAFP statement kind of should be that clarification that bridge between what is in the PLAAFP and the information in the PLAAFP statement and what is needed in the IEP, such as the goals, the services and the other supports in the IEP, so the PLAAFP should provide a justification for what's in the IEP. So whatever is listed in the IEP. You should be able to connect it to the reasons why that student has that service, or why the student has the, those goals.

All right. So let's look at our PLAAFP form that we've been looking at. So here is the areas that talk about connections to goals and services. So I'll give you about 20 seconds to look at those.

So in this example that we have, we're already identifying, he needs specially designed instruction. And we're also identifying the things that he's already been using, that he benefits from, like shortened assignments, peer supports, using the calculator but also says that he needs he benefits from direct one-on-one instruction distributed throughout the school day. So we're already kind of outlining the things that we will have in the IEP. But we're giving that evidence and the PLAAFP about why that those things are necessary.

All right, let's go to the next slide alright. So this is like if you think about, if you've ever used sentence starters with your with your students when you're trying to get them to write complete sentences, or maybe a sending starter for a paragraph. That's kind of what we're trying to do here is give you a way to have a structure to write these PLAAFP statements. So this is an example that would be of how to write a PLAAFP statement. So it, it has





all the things that you need to include like data, statements about statements about data, the impact and involvement in the progress and then general education classroom, and justification for those supports.

So this is just an example, and you'll have access to our slides after the after the session. This just gives you a good starting way to outline that all that information to talk about what the student needs. Remember, that's the most important thing is the PLAAFP needs to outline what that student needs. And then you're going to put those services throughout the IEP and in the in the goal statements. All right, just a few more slides. We're going to wrap up our PLAAFP, and then we're going to have our first break, okay?

So all these tips that I'm about to go over here. These are all the ones that should be included in that tip sheet that you looked at earlier. So just in case you weren't able to look through the whole thing or get here, you may maybe missed this section. These all kind of are a part of that tip sheet. So if you ever need to refer back to them. That's where you can find them. But number one, you want to make sure. PLAAFP statements address all the student's educational needs identified in the evaluation. You want to include a description of the of those changes the student has had in functioning since the last IEP was developed. You want to include objective, measurable data, to describe the current performance and explain how combinations and modifications are needed and will be used by the student.

All right. Next slide. You also want to make sure include the baseline statement, the baseline data. So you can help structure the annual goals. You want to compare the students baseline performance to the grade level expectations, the of the students, and also include the administration dates and the name of any measurement tools to the extent possible. you can provide that information.

All right. So these are the 2 resources that I mentioned earlier. because we want to make sure and get parent and student information when forming that IEP, so when you're forming the PLAAFP form and the IEP, you want to get information from as many people that touch that kiddo as possible. So parents and families the student themselves, the general education teachers related service providers, other special education teacher and sports staff.

So you need information from all those people to form a good PLAAFP statement. So this is a way to get that information from parents and students these are forms that they can fill out where these the forms ask that the parents and the students to share their goals what they think. Their strengths are what they think their needs are and what has and hasn't worked in the past to support that student, not only at school, but at home and in the community. So if you have the parents and students fill this out ahead of time then you'll have that good information to include in the class statement. So you can have a really good and robust discussion at the IEP meeting about what the student need.

Alright next slide. Oh, so to wrap up here we're going to go back to that graphic that Riley started off with before, just emphasizing the PLAAFP should be the foundation where we're starting. All the other information about the IEP is built on all the PLAAFP statement. The PLAAFP statement is what the rest of the IEP is built on. So if you can see that quote there at the bottom, I'll read it just in case it's very hard for you to see, but it says there should be, and this is from the Department of Education, U.S. Department of Education, so there should be a direct relationship between the present levels of performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in reading skills. The problem should be addressed under both goals and specific educational and related services provided to the child.

So that's what this is showing, the needs outlined in the PLAAFP. All of those needs have to be addressed somehow as part of like services and aids in that statement of services and aids section, and then many of those

same needs will also have annual goals that are attached to them to show that that if they're if the student is making progress on the areas they have needs are. And if that program is set up in a way to help them make progress.

Alright. So that's really wraps up our section on the PLAAFP statement. So just for today, or for before we move on to our next session, do you have any last-minute questions or comments, or anything about PLAAFPs before we take our break?

Alright. Well, we're about to take our break. And so if you think of something during the break, if you want to put it in chat then go right ahead. And so I'm going to give you a little homework assignment during the break. So just if your name is something, you know, like, maybe it just says your email address, or something like that, you are able to change your name, to just put to for your regular name to be on there. So if you can change your name, if it's something different than what it is now that way we can identify who everybody is, and who we have in attendance if we all came to this session. So during the break, if you need to change your name. You should be able to do that, I think, if you click the 3 little dots. If you hover over your picture, if you click the 3 little dots it should give you an a way to change your name.

**Amy Peterson:** Yes, first and last name. That'll be best. Thank you, Angela, so this is mostly just for helping us if you had requested a certificate of attendance for any of these sessions because we didn't do the registration through Zoom, it just will help us to be able to match you to your registration for the system as a whole. So if you could just try and get as close as possible to what you included in your initial registration, that will help us out, and if you already have that, that's perfect.

**Steven Prater:** Yup. All right. So let's take a 10 minute break and if you do that, you do that within that 10 min, and then. So I have. It's 20 after right now. So let's come back at 30 after where Amy will start talking about our related services and statement of services and aids. All right. Thank you.

[Break]

**Amy Peterson:** All right. Well, it looks like we just got to about 2: 30, so we're going to continue on. I know that we probably didn't have enough time for you all to get coffees that looked quite as nice as those ones in the slides, but hopefully you were able to stretch and stand up and maybe take a sip of water or get something to snack on to keep going through the next couple of sections.

You may wonder why we took a while talking about the present level statement and the big thing that's really important for us to think about with that present level statement is that it really provides the foundation for all of the rest of the parts of the IEP that we're developing. We can't develop a great statement of services and aids if we haven't clearly articulated the needs that we've identified in the present levels statement. So that is really critical for us as we think about this work.

So as we move forward, and thinking about the statement of services and aids, the first thing that we wanted to just reinforce, and I think this is something that probably hits close to home for all of you, and something that you all think about, and that we heard about in that panel session earlier, is the idea that all students are general education students first, right? We are ensuring and supporting that students with disabilities have access to a general education in order to make progress and benefit from the general education similar to their peers. So some students require that special education, the aids and services to access and benefit from general education, but all of our students are general education students first right?

As we think about those belonging graphics that we looked at earlier, right, you saw that graphic where all of the students were multicolored in in small groups and large groups all together, working as one. And we want to make sure that we're thinking about that as we're designing the special education, the aids and services to ensure that students can access and benefit from general education.

That statement of services and aids actually includes 4 parts. You can see those 4 outlined here in the bolded text, on this screen. Oftentimes, when we think about the statement of services and aids, or we think about the special education in our IEP, we might think only about specially designed instruction. We might focus or maybe think separately about accommodations or modifications. But when we're thinking about this overarching statement of services and aids, it includes these 4 parts. And you'll see intentionally in this statement, this IDEA statement here that the and is used throughout this statement, right? So we place special education and related services and supplementary aids and services and program modifications or support a statement of program modifications and supports for school personnel. So that's something that's really important for us to think about as we're thinking about this statement. We're thinking about all of these 4 different parts for the student. That doesn't mean that every student needs all the same kinds of services and supports, but it does mean that we need to be attentive to each of these individual parts of this overarching statement.

So I saw that Mia put—you can stay on that previous slide for a second. I saw Mia put the statement of over, or the overview of statement of services and aids tip sheet in the chat for you to access. You guys can pull that up at your leisure and take some time to look at it in a little bit more depth. We're going to go over everything here kind of at the high level, because we only have a little bit more than an hour left of time together, and we've got the goals and some other pieces to talk through as well. But the second big part of the statement of services and aids that you can see on the following slide is really what the intention of the statement of services and aids are intending to do, right?

It's to help the student advance appropriately toward those annual goals. It's to be involved in and make progress in the general education curriculum, or to participate in extracurricular and non-academic activities. And it's to be educated and participate with other children with disabilities and non-disabled children in activities described in this section. So the general education curriculum, the extracurricular activities, nonacademic activities as well. So these are really our goals of thinking about this overarching statement, what do we need to do in order to ensure that we can help the students move forward in this way.

So let's break down those four parts of the statement a little bit more. We've got special education, the related services, the supplementary aids and services, and the program modifications and supports. What do those pieces look like? What do they mean? And how are they different?

So the first one we want to talk about is special education, or what we also think of and know as SDI, or specially designed instruction. There's a tip sheet here for this one as well. And one of the big things that I want you to focus in on here as we think about specially designed instruction is that it really focuses on addressing the student's unique needs. You'll see, we talked a lot about the needs in the present levels statement. And it's because those needs are so important for us to identify so that we can design the special education, specially designed instruction to address those students' unique needs.

And it also is designed to ensure access of the child, to the general curriculum, so the child can meet their educational standards, right? So we think about addressing the unique needs of the child, providing access to the general curriculum. The other piece here, and specially designed instruction that you'll notice, and you'll see. On the tip sheet are 3 big buckets. One is content, one is methodology, and the third is delivery of instruction.

So this is what we're doing to adapt or individualize the instruction to meet the student's needs based on the content, based on the methodology, or based on the delivery of the instruction. So you can see a little bit more about what that means. So the content is really the what right, the whatever. What are we providing? How do we need to customize or individualize that based on the student's needs?

The methodology is really the how, how are we delivering that instruction. What is the, the structure of that instruction and the delivery? Then the who, what, where, what, how are we actually doing the delivery of the instruction? It might be explicit instruction. It might be other things that we're thinking about in the delivery of our instruction as we think about SDI. And this is one of the big challenges that we think about within our work. Right? Is, what is SDI? What does it actually look and feel like, because it is kind of this ambiguous item.

We wanted to clarify some things what it is and what it is in, and we draw on some of the work that Utah has developed around guidance for specially designed instruction and thinking about what it is and what it isn't. But as we think about some of the key characteristics of what specially designed instruction is. It's a service to increase access and benefit from that core instruction, that general education curriculum. It's what our teacher does or teaches, right? It's not what the student is doing. It's what the teacher is doing.

It's intentionally designed and linked to those student needs. So something that is specially designed for one student might not be specially designed for another student. Right? It's based on the unique needs that are identified in the PLAAFP statement, and it's adapted and individualized based on student data. It's based on what we have identified as the student's needs and the data that is helping us to drive those decisions.

So what are some things that it's not? It's not just a purchased program. We can use a purchased program within the delivery of our specially designed instruction. But the program itself, or something that we purchase itself is not specially designed instruction. It's not a place. It's not just a special class or a teaching model or teaching framework, that is really focusing on kind of how we're using this information and the instruction. That might be a part of what we're doing in our design of our instruction. But it's not the place itself. It's not the actions that the students are taking alone.

Right? So it's not just what the student is doing. It's what the teacher is doing in order to allow them to do that. And it's not the same for all students or settings based on the disability by default. Right? It's not just what Steven mentioned earlier, that all students with a specific disability or a specific challenge gets the same support or services. It is really designed based on their unique needs.

And it's not the same as an accommodation or another supplementary aid or service, right? But we might be providing instruction around how the student could use an accommodation or a supplementary aid or service that might look like specially designed instruction.

Yeah. And I think one thing that Mary points out right is the link between something that is just a program that might have some adaptation, but that's only part of the entire package of what you're designing or providing to the student. Right? So it's not the program itself, even if the program has some adaptability. But it is how you're delivering and designing the program based on the student's needs and the students data in order to use that, right?

All right. So the next piece is the related services. And I realize there's a lot of text on the screen, and there's no need to read through all of that right now. But there's a couple things that you see bolded here that are really important for us to point out about what we think of as our related services. Those are really required to assist a child with a disability to benefit from their special education that specially designed instruction we just talked about.

We're often aware of many of these kinds of services, right? Speech language pathology, occupational therapy, and so on. And then there's also services that can help support, for example, parents in helping to implement parent training and helping them to support the implementation of the IEP. That part is part of this related services as well. So as we think about related services. That's really what we're thinking about is what is necessary in order to assist the student to access a benefit from that special education that we're providing.

So there's a number of different options there on that tip sheet that you can see. But there's many more, and there's other options, and it's a kind of a growing and changing field. Right? So IDEA doesn't outline all of the potential related services that might be available.

And on the following slide is our supplementary aids and services. So when we think about supplementary aids and services, often what we think about is our accommodations or our modifications, and so on. These are things that we provide in the regular education class for the student, right? So unlike our specially designed instruction, which is helping us to, helping the student to access and benefit from that general education class. These are provided in regular education to help the student in that class, so those might be our instructional accommodations. They might be our modifications or testing accommodations or other supplementary aids and services that are helping the student to access or to participate in in their regular education classroom.

And just a couple of things to point out or things to think about within the IDEA definition of supplementary aids and services is the purpose of those modifications and accommodations is to increase access to that general curriculum right for the child, so that the because they can't access them alone. So they're helping the child to access that general curriculum. And under IDEA, an accommodation or modification is not sufficient for progress, they should be paired with specially designed instruction to the extent appropriate, to reduce the need for the supplementary aid and service. Right? So as we're thinking about designing our instruction, what it which parts are especially designed, instruction, which parts are our supplementary aids and services over time. And as we know for students who only need accommodations or so on, those might be students that receive a 504 plan rather than an IEP served under IDEA.

And then the final part of this overarching statement is our program modifications and supports for school personnel. And so what does that mean? What does that look like? This is what you all need in order to be able to implement effectively the services that we've outlined already. Right? So what do we need as school personnel in order to help the child advance appropriately toward their annual goals to be involved, make progress, to be educated, and participate with children, with disabilities and non-disabled children?

So what are the training and supports that special educators or general educators or others need in order to help support the implementation of the IEP? What are the environmental changes or other considerations that we might need to take into effect that impact our ability to implement the IEP? These are some of the things that we might think about within our program modifications and supports. Really, what do we need as support as school personnel to support us in in delivering the instruction and services and supports?

So what does that look like all together? Right. So we have some of these kind of pieces all separated. But as we think about kind of an actual student, we might need to think about what are the specially designed, and what is the specially designed instruction? What is the related services that they might be receiving? What are the supplementary aids and services? What are the program modifications and supports that people are getting? So you can see an example here for a student, a sixth grade school student with a learning disability that impacts the student's ability to decode fluently, read text. So maybe they're getting specially designed instruction or 30 minutes of direct instruction in phonics and reading fluency taught by their special education teacher. And in addition to that, they're getting speech services to address disfluency or stutter, impacting their fluent reading of

the connected text, and maybe as part of their general education classroom, they're at getting access to books or peer reader in the classroom to help them access the content of their core curriculum.

And maybe under program modifications and supports, they're getting the special education teacher needs to participate in some training related to those reading programs are required for the implementation of the specially designed instruction. So then, you can see how kind of all of these pieces support the unique needs of the student, but all build on each other and work together in order to help serve the student across their experience at school.

And another example on the next slide really thinks about it for another student. Right? So here we have a ninth grade student with another, a health impairment that impacts the child ability to attend and manage sensory input here, specially designed instruction might be daily 15 minute explicit instruction on some cognitive or metacognitive strategies to increase our stamina, or the student's stamina, or their ability to independently regulate their behaviors. They might receive occupational therapy or OT to provide sensory integration therapy for 30 minutes weekly.

And then, under their supplementary aids and services, they might get access to noise cancelling headphones, or a wobble cushion for a seat, or shortened assignments that might be helping them within the context of their general education setting. And under program modifications and supports, it might be collaborative planning time for the OT and the general education teacher, the special education teacher to come together and plan for these different sensory activities and special education and general education that impact the student based on their the student's needs and based on their disability. Right?

So you can again see another way to kind of put these pieces together in a way that could make sense to support the student. And these are just examples of things that you might pair together to help address a student need. It doesn't mean that it's a comprehensive approach to address all of their needs, but just a way for you to start thinking about these separately.

So one thing that might be helpful, as you think about these tip sheets that break down these components of the overarching statement of services and aids is spending some time looking at them, understanding how they're different, and sharing those with others right and thinking about. I know. When we started out, a number of people were thinking about how they could train other staff or parents or others and thinking about what the different parts of the IEP actually mean and look like. And so those tip sheets might be a way to do that. And you could model similar to the activity we did with the present levels statement to help you really think about those pieces, and have people reflect, because a lot of times we don't actually spend time with the language of itself.

So on this last piece here. we have the connection again between all of the pieces of our IEP, right? So we have the path and the needs driving the decisions, and that we're making for the services and supports that we're providing in our statement of special education and services and aids.

And together, coupled with that, it helps us to understand the student's participation, the statement for the participation outside of regular education. Or maybe they're participating in in state and district-wide assessments, the date, frequency, duration, and location of the services that we're outlining, right? So those are all kind of coupled together. Oftentimes in our conversations and discussions about what are the services and supports that are being needed.

We also know the connection between our statement is special education and aids and services and our goals. Right? So we have that arrows bidirectionally here between what we're developing and focusing on in our goals being relevant to our statement of special education and aids and services. And the same being true, right? So



what we are focused on providing specially designed instruction around are the things that we really want to measure with and our annual goals. Those are the things that we're changing and providing instruction on for the student in order for them to have access and benefit from the general education curriculum.

So those are all those questions. And so I want to just pause here and let people ask any questions or have any reactions to kind of those overarching pieces there for the statement of services and aids.

**Jennifer:** I can share something. My name is Jennifer Spencer. One thing we've been talking about in our discussions in the office is the Educational Benefit Review. So then, just looking at the IEP over time to ensure that the student is receiving an educational benefit that we're being relevant. We're addressing needs. And it's just not sort of a copy and paste year to year. So with that really has been on my mind a lot. In fact, I'm going to implement that with a couple of the areas that I lead, because we don't always get the opportunity to do that work in my state.

**Amy Peterson:** Thank you. Thank you. Thank you so much, Jennifer. I think that's so true. Right, like, sometimes we have seen examples where we're providing the same services year after year or time after time. And we're not seeing a growth or impact from them. Are they the right services for the student? And it's not just a copy paste. And we provided these services, and now we're going forward. And I think if you think back to what Steven was saying too with the present levels being actually focused on the present, right, and thinking about what is the student need at the moment? And what do we? Where do we know where they are, and what we provided in the past, being able to really make sure that we are providing a plan in our program that is going to allow the student to make progress, and not just providing the same plan or program over and over again.

What other thoughts or reflections, as you think about the statement of services and needs, or SDI and related services, supplementary aids and services, and so on?

Alright. Well, if there's no other questions, or you can keep thinking about those questions as we go, for we're going to just take one more quick break before we get into the goals, and then we'll close out. So let's come back at 2:55. It's 2:50 now, so just take a quick break here, go ahead and stretch and get yourself ready for the last session of the day. I know this has been a lot of time together. So, thanks.

We'll see you back here in a little after 2:55, because now it's 2:50.

All right. Well, hopefully, all of you had a chance to relax in the sun like this guy here on the screen, and that the weather is beautiful where you are. But we're going to just go ahead and move forward for the next last section here before we wrap it all up.

And that last big piece is our measurable annual goals. Today we really focused in on the present levels, the statement of services and aids and the measurable annual goals, because these are some of our big 3 components in our IEP, and a lot of the other pieces, as we've seen really relate to these pieces. So as we think about our measurable annual goals, you can see on the next screen another tip sheet and we have one for each of the components of the IEP, if you haven't noticed that already. And so this measurable annual goal is really highlights kind of what IDEA says about measurable annual goals, what are those measurable annual goals? And you'll see here that it's a statement that includes both academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum.

A lot of those same phrases that we see across the different components of the IEP, and also to meet each of the child's other educational needs that result from the child's disability. And then for students who take the

alternate assessment and in some cases, in some states, right, we have other cases where short term objectives still exist, but for IDEA purposes that's really only focused on for students to take the alternate assessment. So they might be a description of benchmarks or short term objectives included.

One of the things that I think I saw pointed out earlier in the conversation in the chat that's important for us to think about across all of these different components of the IEP is that it is like IDEA lays out the baseline of what all of us need to know right? But some States can add-on additional things that we need to think about and different ways to think about. some of our core components, right? They can't take away parts of IDEA.

But they can add in and customize based on the unique state context. And so it might be in addition to our measurable annual goals or annual goals. Maybe our state requires that we also include short term objectives. But IDEA itself does not include that. So that's why we've really focused on what IDEA says. But you need to be in touch with your states and really think about what does the state require as well.

So one of the big things that we often see in IEPs, and probably many of you have experiences yourself is IEPs, with many, many goals in them, right, and so one of the things that we can think about is we're setting these goals, is that a single goal to address multiple needs. It's not that we need to have a million goals in our IEP. We can really think about what are the underlying needs and what are some goals that can address those underlying needs. We might have an IEP that includes, you know, a collection of goals that are reasonable for us to manage and check on for the student's progress.

But that might be addressing all of the different needs that have been identified in the present level statement. So, for example, in literacy, right, we have to have interconnecting needs from students, right? So we might have a general outcome measure that's allowing us to assess the students reading across multiple needs. Right? It might be across there, students that are struggling with sight words or phonics or fluency, but we're looking at an overarching measure that will allow us to see students' progress toward all of those different needs or all of those different areas that they might be struggling with.

And the same for some functional skills. Right? We might have a goal that really encompasses a number of different functional skills for a student as well. So as we think about laying out where we start with our goal writing, we start at the same part where we start with all of our other components, right? The PLAAFP statement. We start with the academic and functional needs that are identified in that present level statement. Those are the most important things for us to identify us for the foundation. They are critical for us as we think about our statement of aids and services. And they are critical as we think about writing our goals. So we want to start with what we've identified as our academic and functional needs in the present levels statement. And then we need to identify the needed skills to access and progress that the what the student needs to access and progress in their grade level standards. Right? So where does the student need to get to in order to make progress toward those grade level standards?

That doesn't mean again that we have a goal for each standard. That doesn't, that's not what a standards aligned looks like, right? But we need to think about what are, what does the student need in order to access and progress and toward those great level standards?

And then we have to have a discussion about what the student should be able to achieve during the next 12 months. Right? These are annual goals. So what do we think and expect that the student will be able to achieve during those next 12 months. That will help us to really think about developing this individualized, ambitious, but attainable goal. And I realize that's kind of ambiguous right in those last kind of pieces, right? But these are very team-based decisions. They're based on the data that we're collecting for the students. They're based on the

baseline information, the needs we've identified in our present level statement to help drive us in writing that goal.

So we want to make sure that our goals not only focus on those needs identified in our present level statement, but they are things that we can measure over time. So as we think about what it means to be a measurable goal on the next slide, you'll see those kind of big overarching buckets. Right? We need to know, what the target behavior is, whether it's the academic or functional skill that we're targeting in order to change with our instruction.

What are the conditions or context in which we're going to measure the student's progress toward those different target behavior skills? And what is the level proficiency or timeline that we're going to include oftentimes, right in our annual goals that might be annually for timeline. But we might need to think about over a certain number of trials or experiences right in order to measure that and to make that a measurable goal. One of the things you'll see if you attend the due process session tomorrow is one of the things that Mitch and David like to point out and make sure that we emphasize right is that if it's not measurable, it's not, it's not a good goal, right?

And so we see that in case law that we need to make sure that our goals are something that we can measure, and many of you might be familiar with other models like SMART goals or other things. We can think about lots of different ways to structure our goals. But as we think about them, we want to make sure that they have these 3 critical components right? Clearly outline: what is our target behavior? What is our condition? What is our level of proficiency and timeline? And we'll use that baseline information that we identified in our present level statement to help us as we define these goals.

So let's look at an example for academics in this instance. Right. We think about our academic goals. They focus on the skills necessary for the student to access and benefit from the general education instruction that is aligned with state standards. And so we have a draft goal here that, given a third grade reading passage, Doug will read 90 words read correctly per minute, right?

And so, as we think about those different essential elements of the goal, the condition, the target behavior, the level of proficiency and timeline. Can we see those different features here in that goal. Well, yes, we can see a condition and a target behavior, if you click forward, Riley, clearly outlined, we see that the target behavior, you know, is focused on his reading words for read correctly per minute, and we can look at the condition, right? The third grade reading passage clearly outlined here. But what we're missing in the goal, as we think about it, is the level of proficiency or timeline, right? We don't know if we're asking Doug to read 90 words right correctly per minute on every reading, third grade, reading passage he ever reads? Or is it just one passage over time?

And so, as we think about it in increasing kind of the key components of this goal, you can see in the other example. Here we add some key information to goal, right? If given a third grade reading passage, Doug will read 90 words right correctly in 1 minute, and then we add some additional information about his accuracy, and on 3 consecutive probes. It helps us to understand what we're looking for and measuring, and whether he will be successful or not. So that's something for us to think about. Right? It's like we're not just asking for the number of words read correctly all the time. We're really thinking about it in a certain space of those 3 consecutive probes with 95% accuracy. So we want to think about each of those components.

And if we think about on the functional side, another example here, one we can see this example here of Jose will pay attention and be engaged right? Well, that's a pretty loose something for us to measure right? We don't know when he will be engaged. Is it all the time, is at a certain times, a timeframe. What does it mean for him to be engaged? And so on. So we know that loosely we have a target behavior of paying attention, and being

engaged, it might be hard for us to measure, because we're not exactly sure what paying attention and being engaged looks like, or I might have a different interpretation. And Steven or the Riley or somebody else, we have a loose target behavior. We don't have a condition, and we don't have a level of proficiency.

So how might we improve that goal or think about it a little bit differently? Well, here we've added some conditions right? During the each 40 minute class period, Jose will remain academically engaged at least 70% of the class for 5 consecutive days as monitored by a direct behavior ratings. That's a behavior measurement and academic engagement is one of the scale that's included in that measurement tool.

And so in thinking about kind of creating that for our goal, we've got more information about the condition. We've got more information about what we mean by the target behavior because it is identified and defined in that and clearly defined in that tool for us. And then we know a little bit more about what we mean by our level of proficiency and timeline. Right? 5. Consecutive five, consecutive days, rather than just having very loose information here. So again, these goals are not intended to be models or exemplars, but helping us think about those essential components or essential elements of our goal? Right? Do we have the condition? Do we have the targeted behavior? Do we have the level of proficiency and timeline included?

So a couple of things for us to think about is our cautions as we think about goals.

One, as I mentioned before, is asking ourselves if it's measurable. We want to be careful as we consider the words we use in our goals to make sure they can be measured. We want to make sure that we're including language that, you know, includes specific, measurable information. One question we might ask ourselves is, if you can't graph it, it's not measurable, right? We want to think about things that we can graph. And this goes way back to what we talked about earlier with the stranger. Test is the overarching kind of idea with our IEP. But something for us to think about specifically with our goals as well.

If I was to look at that goal too, is that the same way that I, or someone else would interpret that the same way the parent would interpret it, the student would interpret it? Do we all have a common understanding of what that actual goal is and how we can make progress toward that goal? Right? So we might ask ourselves, you know, it might be something and a lot of times when we write these, we know what we mean. But it's not always clear, right? Or when we write our present levels, we think we know the students so well that we think we know what we mean. But we don't think about it from the outside. So thinking about who else might be able to monitor and measure that student along those same kind of behaviors in the same way.

And then thinking about the idea that percentages by themselves are meaningless. How many times have you seen just a percentage in a goal? If the percentage doesn't mean anything, then that goal won't help the student. We actually don't have something that is meaningful for that student. Right? So just including percentage does not mean that the goal becomes measurable.

Another big thing that we want to think about in our goals, and this is adapted from some work that the National Center for Systemic Improvement did around some instructional practices, but it works for goals as well. Is the idea or the question, is the goal fair? Is it feasible? Is it acceptable? Is it impactful? Is it relevant? So we might ask or ask ourselves, is the goal of appropriately ambitious given the students unique circumstances as we think about whether the goal is feasible. Can the goal realistically be achieved during that school year, reflected in the IEP?

Are we asking the student to do something that they aren't able to actually do, right? But we also want to think about, is it acceptable? Is the goal acceptable to the student family and educators on the IEP team. Right? That's the purpose of our team is to come together and collectively make decisions about these ideas. And so we're

making sure that we're making, or we're setting goals for things that are intentionally important for the student, the family and the educators on the team. Are they acceptable and impactful? Will achieving the goal impact the student in a positive way. Right? Will it help them access and benefit from the general education and other educational outcomes? Or are we selecting a goal that might not actually have a big impact on them? And that might not be something that we want to focus in on?

And then finally, relevant, which is somewhat similar to the acceptable idea. Does the goal connect to a meaningful outcome for the student and their family? Is it relevant for them? The FAIR test is a good idea to share with others. As you think about this, we want to make sure that we're thinking about goals that are FAIR. but the last thing we want to think about is we think about our goals are whether they're adequate and appropriate for determining the effectiveness of the special education services. So as we think about the specially designed instruction that we outlined, will the goals help us to understand whether or not those services that we design are beneficial for the student or not. Right?

So we think about the idea of educational benefit, right, for the student over time. Well, we want to make sure that what we're collecting data toward will help us determine whether our services or supports are working for the student, or if we need to make changes. So that's something for us to consider as well as we think about the importance of our goals.

And the last thing here again is thinking about how those goals connect to the rest of the pieces and parts of the IEP. We've talked already a lot about how the goals are dependent on the present levels statement and how they connect to the statement of special education, aids and services connect back to the goals and help us understand whether or not we are making progress toward those goals based on the instruction that we are providing.

We also have that component of the measuring progress toward our annual goals, our monitoring plan that we share with parents and families on a regular basis. Right? So we want to make sure that we're collecting data on a regular basis on those annual goals, so we can make adjustments if our initial approach wasn't successful. But we also want to make sure that we're moving, helping the student move toward those goals over time. So we're monitoring that progress and sharing that.

See again, you'll see all of these kind of arrows and the connections. The idea is that it's really connecting the pieces and parts of the IEP over time. And so with that I'll pause again to see if there's any overarching questions that people have about goals specifically, and then I'll turn it back over to Riley.

**Riley O'Donnell:** Alright, thank you, Amy, and thank you, Steven, for all the content shared today. I know it was a lot, and I did see a question in the chat about getting some information about all the resources that were shared. And yes, we do have a page on the PROGRESS Center website that will host and house all of the content and resources and recordings and slide decks that were shared today from the various trainings. So Mia just dropped that link in the chat, and then there will be some emails that come out following the event as well.

So to close us out today, we just have an ending section, bringing all of this together. Why is all this important? How does all of it relate? And to start that off, we got to do one last break out small activity which we like to call the elevator pitch. So, thinking about this getting in your small groups, you can do this individually, you can do it collectively in a group.

How would you explain to a co-worker, in a minute or less, how all the parts of the IEP fit and work together? So again, think about that original bike analogy that we shared. Or is there any other similar explanation that you can use in a minute or less to share with people about how the IEP all fits together?

You can take turns in your small group sharing your elevator pitch, and then when we get back to the large group, we'll ask if any folks are open to share with what they come up with for that pitch.

We have about 5 to 7 minutes in these small groups, and then we'll have about 5 min when we come back to share. So Mia is going to get those rooms open one last time. As soon as you see that feel free to go in, start those discussions, think about how you would talk about the IEP, and how it all connects the internal consistency. And then we will come back momentarily.

[Break]

**Riley O'Donnell:** Welcome back for those of you who are here. All the other breakout rooms, or anyone who's not here yet should be back in about 30 seconds, so can just sit in the meantime, and then we will kind of engage in that whole group discussion when everyone gets back in this main room.

All right. Welcome back everyone. We hope that you had some good discussions with your groups, and we would love to hear some from some folks about some elevator pitches that you came up with. So if you feel like coming off of mute to share with the group about what either you or your group came up with in terms of a short elevator pitch about connecting the IEP, we'd love to hear some examples, so anyone who feels like they want to share out these feel free to come off of mute and share with the group. If you came up with some sort of analogy as we did with the bike. Please feel free to drop that in the chat as well. We're always open and excited to hear new ideas of ways to think about this.

**Christine:** I just wanted to share because I actually didn't write it down. But one element that we thought was really important was having that statement that an IEP is a legally binding document. So because it's not something that we can cherry pick and say, Well, I'm going to do this, and I'm going to do that. We have to do it all. So I think that that is something that needs to be in anybody's elevator pitch.

**Riley O'Donnell:** Absolutely. That's a that's a great point. I know we kind of touched on the I don't know what IDEA says must be in the document. And then what are some of those additional pieces that you can add to it? So absolutely, that's a great point.

And then I saw in the chat as well that the IEP is a dynamic breathing document that shares the student's present levels where they most need help, and how we are going to help them reach those goals. Yeah, that's awesome.

I like the boat one as well with the crew and the captain, and as well as the overall course and the destination. That's a great one. Yeah. And Steven noted that you have to be intentional when creating it, really making sure, like we said, that we're individualizing the documents. So it really addresses the needs of that individual student.

If anyone else has any other points about the elevator pitch, or any other analogies that they came up with, please feel free to drop that in the chat and share with others, but we're going to keep on going and just kind of wrap this up here.

So just bringing you back to this demonstration of the internal consistency of the IEP. And I know we've seen this a couple of times today. But hopefully, after the presentation it helps you understand this a little bit more, and why it's important that everything in the IEP connects, starting with that PLAAFP. And that being clear about the unique and individualized needs of each student because it really does help formulate the rest of the IEP as well as the information that you're going to put in that, and how you're going to go about the year with the goals and



the progress monitoring and the services that you're going to provide for that student. So the connecting the parts in the internal consistency is really, really key to creating a strong IEP, also the development as well as when you implement that IEP.

Four big takeaways from today. So if we're leaving today's session with some big ideas that that you want to stick with here, some for the first one is that IDEA outlines 7 requirements in all IEPs, and as we kind of noted before, so 7 requirements are the ones that are required in all IEPs. But there's those additional pieces or additional services that can always be added to the IEP for your state requirements, or any way to enhance it for different students.

The second one is clarifying student needs in the PLAAFP statement is critical for the development of a high-quality IEP, and we've touched on this idea a lot. But like we said the PLAAFP, the needs really does lead to the rest of the IEP development in terms of what services are needed, what those goals are going to be so, really being clear and intentional and individualizing those needs for the student is key.

The third one is that the proposed services and aids should address all of the student needs in the PLAAFP. So all of those needs need to be addressed through either services or aids.

And last, that goals should focus on knowledge or skills the student needs to develop to access and progress in the general curriculum.

Alright. I know we shared a lot of resources today throughout this session. But in case you did want to leave and just kind of learn more about the topics we covered today as well as the other portions of the IEP, we do have a lot of resources on the progress website that we would like to share for you.

This is what the homepage looks like of the PROGRESS Center website. And I know we kind of talked about those 2 buckets of the development and the implementation. So, as you can see, we have tabs for both of those with resources that apply directly to the development of a high quality IEP.

You can find our resources and tools right at the top as well as some training materials. You can connect with us on Facebook, Twitter, and by email, we do have a newsletter that you can join as well to always stay updated with the center.

So I know we did share a handful of tip sheets today. But this is a resource that we really wanted to highlight. We do have tip sheets that cover all the required sections of the IEP, and I know we shared many of those today. Mia just dropped the link in the chat to the whole series of them. Each tip sheet includes brief summaries of federal regulation tips for implementation as well as additional resources on that topic.

And then, as Amy mentioned in the chat, that we do have another tip sheet on the on the way that is going to cover the age of majority.

We also wanted to highlight the self-paced training modules that we have, and I know that Steven dropped a link in the chat to the one on measurable annual goals. But there are a handful that we wanted to highlight here. Each training module is self-paced and takes about 30 min to complete.

Each module includes practice, opportunities, checks for understanding related resources as well as a certificate of completion. So like we said, there are modules on all of the topics that we covered today, including the path to progress, measurable annual goals, and the PLAAFP statement, as well as some other topics over here we can

see this one on federal and state laws impacting students with disabilities. There's a module on the IEP team as well as I'm thinking about. IDEA and the IEP from compliance to progress, that substantive piece as well.

We wanted to close this out here with one more video where we're going to hear from Dr. David Bateman, who is an advisor for the PROGRESS Center.

**David Bateman (in video):** I attended a meeting 2 years ago, in the old days when we actually had face-to-face meetings, set up a very good IEP for a child. I'd gone through, all the t's were crossed, all the i's were dotted, everything was good. And it was about the third, fourth week into September about, things like this, and we said, parent, tell me about your child. She was a third-grade girl, I remember this very specifically, because the parent says, I know we're here to talk about reading, but my daughter has no friends. No one sits, no one sits with my daughter, no one interacts with my daughter. My daughter's 9 years of age, and she doesn't want to come to school anymore.

So we change the focus of the meeting. Luckily we have our child's teacher there. We started more and more group activities, more peer groups, more shared activities, those kinds of things. What can we do to force in all interactions? Not just with one but rotating throughout the classroom?

We meet two weeks later, and we asked, so how are things going? And the mother said, things are much better. There's someone who sits with my daughter in the playground. Someone's invited her to sit with her on the bus. Someone plays with her at lunch, things like this. My daughter now wants to come to school. Let's talk about reading now.

So you have to pay attention to the needs of the child and pay attention to what the parents are hearing and things like this. And I understand there's times you have to get these things done, but that was, that was a very real need that we had to address. And you have to do these things because you're not going to address reading if the kid's not coming to school so, but it forces me to, it reminds me that we're there to talk about a child. We're not there to talk about a paper or a compliance document. We're there to talk about a child, right?

**Riley O'Donnell:** In this video, Dr. David Bateman really just brings us back to the idea that the individualization requires us to think about all of the needs of the child and how they impact progress. And the unique individual needs really is important.

And like we said earlier, please we would ask you that you connect with us on Facebook or Twitter. If you are interested as well as join our main, our mailing list to get all of the latest updates on the Progress Center. You can do so by joining or going straight to the website. There is an option to enter your name in your email, and then you will be added automatically to the mailing list to receive updates from the progress center.

Just some reflections in closing. We're going to open this time to anyone who has any outstanding questions or comments that they want to add before we log off of this session. If anyone has anything they want to share either in the chat or if they want to come off mute, we invite you to do so during this time.

And if not, we do have a quick ticket out the door that we are interested in learning from everyone who attended today. And before you leave before you log off of this session. We just what we would like to know who you would most likely to show this information with. Is there anyone specific on that you work with, or colleagues or administrators, maybe general educators, maybe families, maybe parents, maybe students themselves.

Before you log off, we, we invite you to put that answer in the chat. If you found this information valuable, and you could see yourself kind of sharing this on along to others. And then, before you jump off. We did just want to

remind you that we do have some topical networking sessions coming up in about 30 min after this. we invite you to join those as well. There's a Po flora of topics that you can join to kind of talk with Other people who are involved in education. about some different topical areas. So

We thank you for joining us and spending some of your Wednesday with us today. we hope you enjoyed this session, and, as always, please feel free to reach out to us with any questions. that you might have, or comments or reflections about this session. we would love to. We would love to hear from you. That is all we have today, unless anyone has some questions or reflections. And we thank you again.