

# Collaborate IEP's...

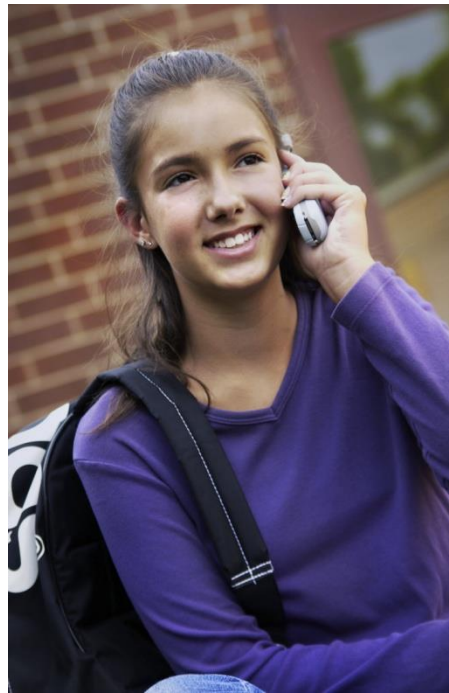
Bringing the players together



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Arizona's Advocates

# Parents and school personnel may see different strengths and weaknesses in the same child.





As an IEP participant do you feel that you are regarded as a bystander or are you an equal member of the team?



# Participation

As an equal member of the team we need to respect:

## Roles

- Teachers
- Parents
- Specialist
- Principal

## Culture

- Expectations
- Beliefs
- Differences

## Disability Awareness

- knowledge
- Strategies/  
Techniques
- Challenges

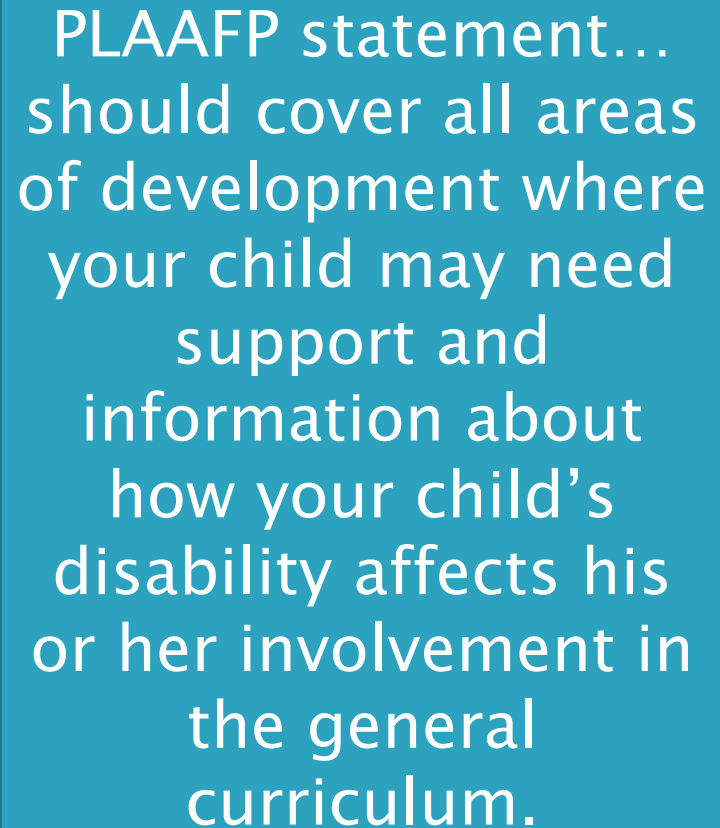
**Each team member  
should have the  
opportunity to present  
their area of expertise,  
including the parent!**



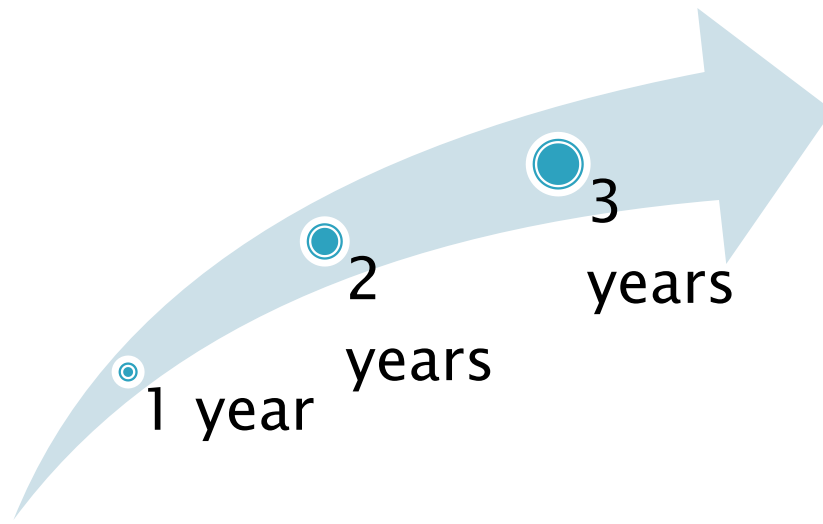
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# ***PLAAFP***

is the Present  
Level of  
Academic  
Achievement  
and Functional  
Performance.



PLAAFP statement...  
should cover all areas  
of development where  
your child may need  
support and  
information about  
how your child's  
disability affects his  
or her involvement in  
the general  
curriculum.

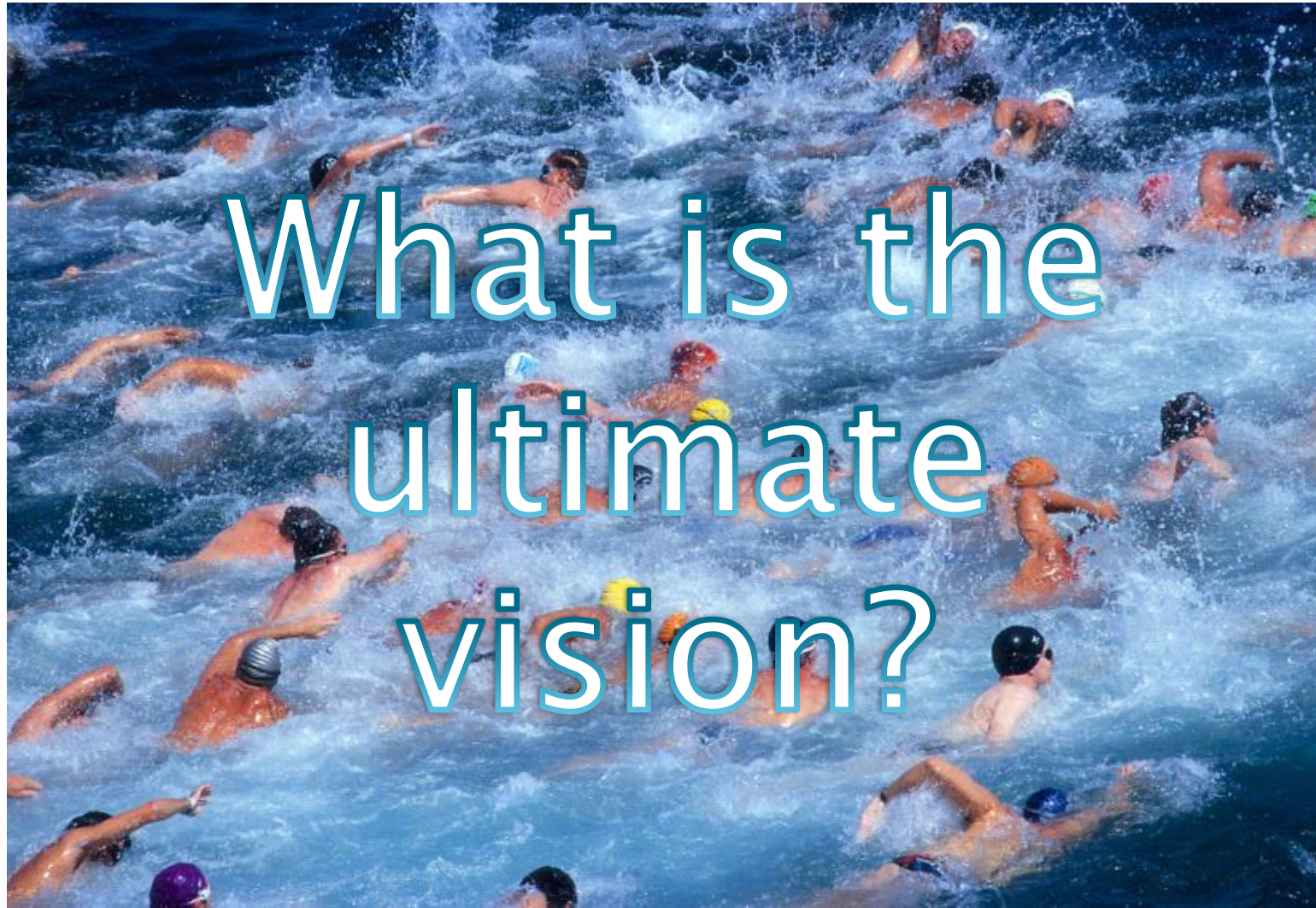


“If you’re not sure where you’re going, you’re liable to end up someplace else. If you don’t know where you’re going, the best made maps won’t help you get there.”

*Robert Mager, psychologist, writer, educator*



# Know Your Long Term Goal(s)





# Present Level (PLAAFP)

- ▶ Academic Skills–  
math, reading, writing
- ▶ Daily living/self help skills
- ▶ Social skills
- ▶ Behavior
- ▶ Sensory Skills
- ▶ Communication Skills
- ▶ Mobility– in school and  
community
- ▶ Vocational Skills– working



# A well-written present level has:

- Your child's **strengths and weaknesses**
- What helps your child learn
- What limits/interferes with learning
- Objective data from current evaluations
- How your child's disability affects his or her ability to be involved and progress in the general curriculum



# Strategies When you disagree

- ▶ Success stories
- ▶ Ask probing questions
- ▶ Look at specific data
- ▶ Bring outside expertise
- ▶ Bring district level staff
- ▶ Demonstrate competence outside of school
- ▶ Ask for trial time
- ▶ “What will it hurt?”





# Parental Written Input

» Be sure your input as a parent is included on the PLAAFP. Information is no less valuable because the IEP says “parent says or parent feels or parent reports.”



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# Goals Must...

be designed to provide involvement and progress in the general education curriculum, and to meet other educational needs resulting from the child's disability.





# Goals need to be...



Specific

Measurable

Relevant

# Specific

## Arizona Academic Standards

Directly related to the needs from the PLAAPF.

## On grade level standards?

[www.ade.az.gov/standards/contentstandards.asp](http://www.ade.az.gov/standards/contentstandards.asp)

# Goals



Provide the basis for instruction

Are written to be reasonably  
accomplished in one year

Have a direct relationship to the  
needs indentified in the PLAAFP



# Measurement



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Hear or See ?

# Relevance



Meaningful

# Benchmarks

## Short-term Objectives

Are only required for students who take the alternative assessment (AIMS A).

However the team is still allowed to include Benchmarks or Short-term objectives.



Sometimes

As Needed

Occasionally

Often

Seldom

Below grade level

Frequently



# Strategies for goal writing

- ▶ Negotiation
- ▶ Have High Expectations
- ▶ Have your ideas clearly written out  
(Give a draft/ agenda ahead of time)
- ▶ Set the tone (positive, collaborate, niceties)
- ▶ Provide supporting data
- ▶ Bring solutions, ideas, and/or methodology
- ▶ Be familiar with grade level curriculum/expectations

# Strategies to Use in Disputes

»» 5 W's + H + E Questions

# Anticipation of Problems

- ▶ Create a paper trail.
- ▶ Answer in writing Who, what, Why, When, Where, How and Explain.”
- ▶ Prepare for phone calls prior to call.
- ▶ Write letters
  - Easy to read, clear with everyday language
  - Get to the point, easy to follow



# Anticipation of Problems Cont...



- Be kind and polite
- Be specific with the action you are requesting
- Always include contact information
- ▶ Don't go to the meeting alone
- ▶ Tape record the meeting
- ▶ Make pleasant comments to break the ice
- ▶ Watch body language
- ▶ Sit next to the person with the most power



# Negotiate

Bring sample  
school work.

Think of your  
image, dress for  
the occasion.

Bring food and  
leave it.

- ▶ Know what you want
  - Use top 10 list or pre-meeting worksheet
- ▶ Do not blame or criticize
- ▶ Protect the parent-school relationship
- ▶ Seek win-win solutions to problems
- ▶ Brainstorm
- ▶ Use an Agenda (add to schools)
- ▶ Understand the school district's position
  - Perceptions, interests, fears



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OUTNUMBERED?

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