


Webinar 5: Determining Services and LRE for K-12 Students



Developing A High-Quality IEP
March 2017

Objectives

Special Education Professionals will increase skills in:

- Development of a high quality IEP that includes all required components;
- Identification of appropriate IEP services for students across K-12 settings
- Determination of the least restrictive environment

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Thread from Eligibility to Services



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Eric- 4th grade

- Eligibility Category: Autism Spectrum Disorder
- SDI Statement
 - Academic: direct instruction; small group setting; skills broken into smaller chunks; explicit teaching of skills in isolation; repetition; immediate feedback; systematic generalization
 - Social Skills: small group/individual; focus on making inferences & interpersonal negotiations; systematic teaching & practice; role play; immediate feedback; frequent reinforcement of skills; generalization

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Eric- 4th grade

- Skill Area: Reading Comprehension
- Student Need: comprehend grade level text and answer non-literal questions about text
- IEP Goal: Given a 4th grade reading passage, Eric will answer "why" questions in 7 out of 10 attempts. Procedure: work sample Schedule: Bi-monthly

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Eric- 4th grade

- Skill Area: Social Skills
- Student Need: find appropriate solutions to conflicts with peers
- IEP Goal: Given a scenario that involves conflict with a peer during a structured teaching session, Eric will identify a positive solution to the given problem in 4 out of 5 attempts. Procedure: observation, data collected during teaching sessions. Schedule: weekly

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Sophie- 10th grade

- Eligibility Category: Specific Learning Disability (Math Problem Solving)
- SDI Statement:
 - Small group instruction
 - Word problem vocabulary, formulas, information at deliberate pace
 - Use of corrective feedback
 - Use practice and repetition of skill building to connect new abstract concepts to previously learned information
 - Relate math concepts to real-life situations

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Sophie- 10th grade

- Skill Area: Math problem solving
- Student Need: demonstrate thinking when solving mathematical problems
- IEP Goal: Given a visual model to follow, Sophie will use a mathematical model to solve grade-level algebraic math problems with 85% accuracy on 4 out of 5 trials. Procedure: math assessments
Schedule: Bi-weekly

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Sophie- 10th grade

Transition Activities

- Postsecondary Education and Training: Sophie will research and be able to define the admission requirements for the College of Western Idaho.
- Employment: Sophie will complete a job shadow with a vet tech at a vet clinic close to her home.

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- ### Determining IEP Services
- Special Education Services/Related Services
 - What transition activities may be incorporated into IEP services?
 - Professional Staff Responsible
 - Location of Services
 - Start/End Date
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- ### Implementation of Services
- Guiding Questions to Consider:
- Who will ensure services are implemented?
 - How will data be collected?
 - Who will provide services and supports to the student?
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Optional Statement

- Provides the team with information regarding how the student's services will be provided
- Should include enough detail that an IEP Team who is receiving the student's IEP would be able to implement as the current team had intended
- Teams should refrain from using "blanket statements" within the Optional Statement of Service Delivery.

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Eric's Service Grid

IEP SERVICES
The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Reading	SPELD Teacher		150		02 Sp Ed Classroom	2/2/16	2/1/17
Social Skills	Speech/Lang. Pathologist		30		06 Therapy Room	2/2/16	2/1/17
Total Amount of Time (minutes):			180				

Optional Statement of Service Delivery:
 Speech/language services may be provided by the Speech-Language Pathologist (SLP) or a trained SLP Assistant under the supervision of the SLP. Reading and social skills instruction will be provided in a small group setting.

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Sophie's Service Grid

IEP SERVICES
The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Mathematics - Resource	SPELD Teacher		100		02 Sp Ed Classroom	5/14/19	5/13/20
Postsecondary Transition Activities	SPELD Teacher			45	02 Sp Ed Classroom	5/14/19	5/13/20
Total Amount of Time (minutes):			100	45			

Optional Statement of Service Delivery:
 Once per month, Sophie will be pulled from Advisory to participate in a small group of resource special education students who will complete general activities related to postsecondary transition (projects, curriculum, community trips, guest speakers, etc.) as well as specific activities listed on her IEP.

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Placement Considerations

- Is this placement based on the student's educational needs documented in this IEP?
- Is the student able to be satisfactorily educated in the general education environment for the entire school day?

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Placement Considerations

- If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum?
- Is the educational placement as close as possible to the student's home?



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Placement Considerations

- Is the educational placement in the school the student would attend if the student did not have a disability?
- Did the IEP team consider any potential harmful effect of the educational placement?
- Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

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Determining LRE

- Individualized for each student
 - More time in the general education setting may be more restrictive for one student than another
- Working with parents to determine least restrictive environment
 - Use the data and information you have to communicate your recommendation
 - Listen to parent input, consider their perspective

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Resources

Idaho Training Clearinghouse www.idahotc.com

- Idaho SESTA Resources
- Secondary Transition
 - Resource page
 - Monthly webinars

Idaho State Department of Education
www.sde.idaho.gov/sped

- Special Education Manual
 - IEP Guidance Handbook

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Next Steps

- Early Childhood Services/LRE webinar is available on the ITC
- If you are taking this course for credit:
 - Complete the quiz with a passing grade (70% or better) prior to the next webinar
- Attend Webinar 6 on 04/13/17 at 4:00MT/3:00PT
 - Identifying and Communicating Appropriate Accommodations and Adaptations

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