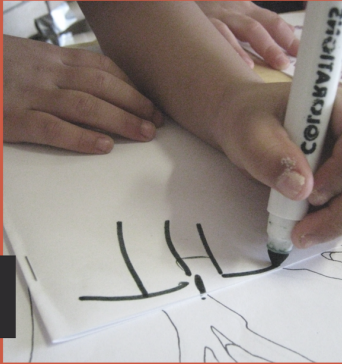


# FRAMEWORK & FORMULA FOR WRITING MEANINGFUL IEPS

WITH DR. KRISTIE PRETTI-FRONTCZAK



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## MODULES

IEP Worthy Outcomes  
Disability or Difference  
Selecting Criteria  
When Children Struggle



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## IEP WORTHY

### PLAAFP

Determine what is keeping the child from accessing, participating, and making progress in appropriate daily activities

### 4 FILTERS

Determine if identified needs are a result of having a disability, are having an adverse affect, require specially designed instruction, and are individually appropriate

### FUNCTIONAL

Determine if the child needs the skill to interact and for use during most daily activities

### MEASURABLE

Determine if the need is something that can be seen or heard and therefore measured over time

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# 01.1

## PLAAFP

Present Levels of Academic Achievement and Functional Performance

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# 01.1



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# 01.1

## SOCIAL-EMOTIONAL

- Self-regulation
- Relationships
- Social Communication
- Pragmatic Language/Social Understanding
- Impulse Control
- Sensory Needs
- Recognizing Emotions
- Self-efficacy/Self-confidence
- Interactions with Others
- Attention/Focus
- Anxiety
- Hyperactivity



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# 01.1

## "Formula for Success"

NAME is AGE/GRADE and is able to/enjoys SKILLS/ACTIVITIES.

NAME does not currently/has difficulty with SKILLS/ACTIVITIES

or

NAME can do/complete/engage in SKILLS/ACTIVITIES without SUPPORT/NEEDS.

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# 01.1

## "Formula for Success"

NAME has difficulty with (DESCRIBE BEHAVIORS THAT GET IN THE WAY OF CHILD/STUDENT ACCESSING, PARTICIPATING, AND MAKING PROGRESS).

He/she does (STATE OR DESCRIBE THE NEED TO BE ADDRESSED) with CURRENT MEASURABILITY CRITERIA (e.g., when, where, how often, in what way, under what conditions, with what type of supports, for how long, with how many errors, etc.).

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# 01.1

## "Formula for Success"

Which (DESCRIBE HOW THIS AFFECTS ACCESS, PARTICIPATION, and/or PROGRESS IN THE GENERAL CURRICULUM/APPROPRIATE ACTIVITIES).

Typical peers are able to SKILLS/ACTIVITIES.

or

At this age SKILLS/ACTIVITIES are expected.

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## Example...which is missing something important.....

Mathew is five years old, and has been in a pre-K program for the past two years. When asked by a familiar adult to point to letters from the English alphabet, Matthew consistently and accurately points to the upper case letters of M, O, and P, and the lower case letters of e, t, and w. He also consistently and accurately labels these upper and lower case letters, and can identify his first name in print. Matthew is able to match black and white letter cards with plastic colored letters for 5 upper case letters (D, L, M, O, and P) and 3 lower case letters (e, t, and w). Matthew can also sort plastic colored letters from plastic colored numbers, and/or animals. He doesn't, however, spontaneously label the letters or respond to comments about the letters he is sorting. He will at times, however, ask a peer or familiar adult if one of the objects he is sorting is a letter or a number, or more broadly, if he is correct about what he has sorted. Mathew is not able to accurately label 20 upper case and 20 lower case letters, which is an expectation of children completing their preschool experience.

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# 01.1



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# 01.1



QUALITY PLAAFP

*How do we get there?*

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# 01.1



Photo credit: Erica Karasia @theeverydaystory

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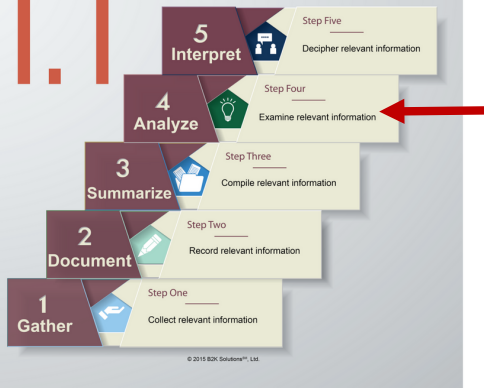
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# 01.1



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- ✓ **Strength**
- ✓ **Unexpected performance**
- ✓ **Quality of actions**
- ✓ **Need for assistance**
- ✓ **Interfering behaviors**
- ✓ **Time to action (latency)**

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<p><b>What is the child doing?</b></p> <ul style="list-style-type: none"> <li>• What are the child's strengths &amp; talents?</li> <li>• What resiliency factors exist?</li> <li>• What is the child naturally curious about?</li> <li>• What does a typical response look like?</li> </ul>	<p><b>What does the team want to see the child doing?</b></p> <ul style="list-style-type: none"> <li>• What would increase the child's participation?</li> <li>• What are family priorities &amp; expectations?</li> <li>• What would allow for greater independence?</li> <li>• What would lead to better self-regulation?</li> </ul>
<p><b>What are possible solutions?</b></p> <ul style="list-style-type: none"> <li>• What temporary supports could be provided?</li> <li>• How can the environment support the child?</li> <li>• Are expectations relevant and DAP?</li> <li>• Has the child been had prior experience?</li> <li>• Are we rushing development and learning?</li> </ul>	<p><b>What are our priorities?</b></p> <ul style="list-style-type: none"> <li>• Do priorities align w/common outcomes?</li> <li>• Do priorities align w/the uniqueness of the child?</li> <li>• Do priorities align w/family &amp; cultural values?</li> <li>• Do priorities warrant specialized instruction?</li> </ul>

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# IEP WORTHY

<b>PLAAFP</b>	<b>4 FILTERS</b>	<b>FUNCTIONAL</b>	<b>MEASURABLE</b>
Determine what is keeping the child from accessing, participating, and making progress in appropriate daily activities	Determine if identified needs are a result of having a disability, are having an adverse affect, require specially designed instruction, and are individually appropriate	Determine if the child needs the skill to interact and for use during most daily activities	Determine if the need is something that can be seen or heard and therefore measured over time

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