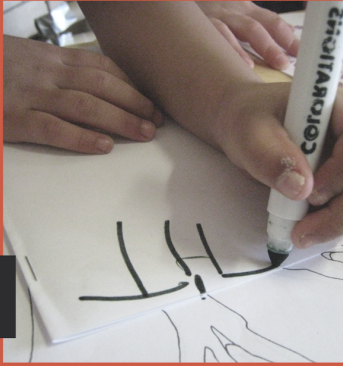


# FRAMEWORK & FORMULA FOR WRITING MEANINGFUL IEPS

WITH DR. KRISTIE PRETTI-FRONTCZAK



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# Bonus

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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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# BONUS

Three and half year old boy named Andrew

Baseline in three critical areas suggested emerging play, communication, and cognitive skills:

- Engages in simple motor actions
- Some interaction with familiar adults
- Parallel play with peers
- Repeats phrases
- Doesn't consistently answer yes/no or factual questions

Initial IEP contained a counting goal and "writing" goal to use drawing tools, fingers/hands, and to demonstrate knowledge of print.

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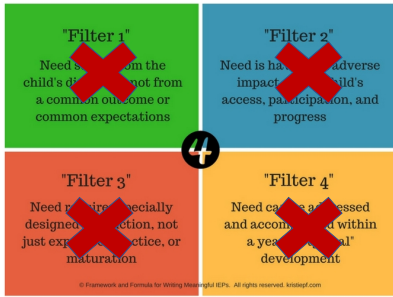
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# 01.2

## Counting Writing



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## NEEDS VS. WANTS



- Social skills of turn taking and active play with peers

# 02.1

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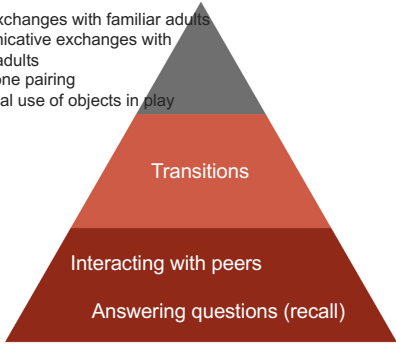
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# IEP WORTHY

1. Social exchanges with familiar adults
2. Communicative exchanges with familiar adults
3. One-to-one pairing
4. Functional use of objects in play



BONUS

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# BONUS

Write the individualized outcomes using ABC formula

Can start with IEP Makeover eBook

Match tiered instruction from Blended Practices 2nd edition with the tiered outcomes:

- Common outcomes of answering questions and interacting with peers with universal strategies
- Targeted outcome of transitions with focused strategies
- Individualized outcomes (4) with systematic instruction

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