

Questions for the Collaborative Team To Ask: Developing the IEP & Assessing the Results of Instruction & Services

Effective assessment, development of IEPs and instructional strategies, and provision of academic and support services to students requires collaboration between parents and professionals involved with each child. Thus, each child's collaborative team must include the parent(s), students, when appropriate, general and special education teacher(s), and related and support services provider(s). Students age 14 and older, and younger students at the parents' discretion, should attend their IEP meeting. If they cannot or do not wish to attend, their interests and preferences must be presented and documented (the reason why they are not participating should also be documented at the meeting). Proceeding through the following questions as early as possible in the school year, and as necessary throughout the year, will assist collaborative team members to exchange essential information and expectations, facilitate the development of appropriate IEPs and instructional/support strategies, and assess the results of instruction and services.

My Child's Strengths & Needs (see Positive Student Profile)

1. What are my child's strengths and needs compared to age and grade-appropriate students? Be sure to address:
 - ___ Academic progress (measured by classroom, districtwide, and state tests)
 - ___ Social/emotional development
 - ___ Health/medical issues
 - ___ Communication skills
 - ___ Functional life skills
 - ___ Other areas of development
2. What are my concerns for enhancing my child's learning and development?

Expected Outcomes: Goals & Objectives Tied to Core Curriculum Standards

1. What are the outcomes expected for children at this age/grade/educational level? Have we considered:
 - ___ Academic outcomes
 - ___ Social/Emotional outcomes
 - ___ Health/Medical outcomes
 - ___ Communication outcomes
 - ___ Vocational/Career outcomes
 - ___ Life-skill outcomes
2. Are these appropriate outcomes for my child with a disability?¹
 - ___ Yes
 - ___ No. Please explain: _____
3. Should any of these outcomes be modified given my child's disability and its impact on performance? _____

¹ Remember: Most children receiving special education services should be expected to attain high academic and other standards given appropriate special instructional and support services.

___ Yes. Please explain: _____
 ___ No

4. Have we considered all essential information? Have we:
 - ___ As parents and other collaborative team members, completed and discussed the Positive Student Profile?
 - ___ Reviewed previous and current assessments?
 - ___ Considered the interests and preferences of the student at age 14 and older?
5. How should we reflect these outcomes in the goals and objectives on my child's IEP?

6. Have we assessed our child's learning styles?² Describe and/or attach.

7. How do our child's learning styles impact on IEP goals and objectives?

8. Have we considered and discussed what has or hasn't worked in the past at:
 ___ School ___ Home ___ Other settings

9. Given our child's learning styles, what modifications are necessary to achieve the desired outcomes?¹

- ___ Modifications to instructional methods
- ___ Modifications to curriculum
- ___ Modifications/adaptations to learning environment
- ___ Modifications to instructional materials
- ___ Assistive technology/specialized equipment

² My child's learning styles can be determined through a review of such instruments as the Positive Student Profile and the Multiple Intelligences Profile.

¹A review of the attached document regarding approaches for students utilizing their learning styles and focusing on multiple intelligences will assist the collaborative team.

10. What related and support services are necessary to achieve these outcomes?

11. How will these modifications be made? What is each collaborative team member's role (including parents)?

12. How will these related/support services be provided? What is each collaborative team member's role (including parents)?

13. What professional development and staff support is necessary to implement these services?
Assistance in modification of curriculum
_____ Consultation with other professionals
_____ Modeling of modified instructional strategies
_____ Developing functional curricula
_____ Development of community-based instruction
_____ Conducting functional assessments
_____ Development of in-class supports
_____ Developing Transition goals and objectives within the IEP
_____ Other: Describe: _____

14. What collaborative planning time is necessary? Who will be involved?

15. Who else must we bring into this process to ensure that the necessary professional development, support and collaboration is available and implemented?
_____ Building principal
_____ Superintendent
_____ Other professionals in the school
_____ Community-based organizations
Specify: _____
Specify: _____
Specify: _____
_____ Director of Special Services
_____ Central District resources.

16. Have we provided a copy of all information used to develop this form and this IEP; this completed form; and the completed IEP, to all collaborative team members?
Parent(s) _____ General educators _____ Special educators _____
Related services providers _____ Other support _____
Other support service providers _____
Other relevant professionals. Specify: _____

Tools/Methods to be Utilized to Measure Progress

The collaborative team works together to develop methods and identify tools that will be used to determine student progress. A review of the following checklist will be helpful.

Academic Performance

1. (a) Which of the following will we utilize to determine our child's academic progress?

Assessment Methods	Who Conducts?	When?
Teacher-developed testing	_____	_____
School/district standardized testing	_____	_____
Homework, classwork, test review	_____	_____
Criterion-referenced district tests	_____	_____
Normed reference tests ²	_____	_____
Multiple Intelligences assessment	_____	_____
Task analysis	_____	_____
Mastery levels	_____	_____
Portfolio assessments	_____	_____
Evaluations	_____	_____
Parent/home input	_____	_____
Maintenance/review of student progress grid	_____	_____
Areas of growth reflected on Positive Student Profile	_____	_____
Review of IEP Goals/Objectives Mastery	_____	_____
Situational assessments	_____	_____
Job sampling	_____	_____
Interviews	_____	_____
Other. Specify:	_____	_____

(b) What modifications/accommodations must be provided?

(c) When will this information be shared and discussed with collaborative team members?

²Examples include language articulation and processing tests.

Social / Emotional Development

2. (a) Which of the following will we utilize to determine our child's social/emotional development?

- ___ Observation of on-task behavior by teacher & team members
- ___ Observation of peer and adult/student interactions
- ___ Observations of auditory and visual attention spans
- ___ Results of group and individual work
- ___ Child's own reports on perceived development
- ___ Group reports from cooperative work groups
- ___ Home/parent input
- ___ Areas of growth reflected on Positive Student Profile
- ___ Review of mastery of IEP goals and objectives
- ___ Observation at job and/or community training sites

(b) When will this information be shared and discussed with collaborative team members?

Assessment of Achievement of Expected Outcomes

The collaborative team periodically reviews each student's progress using the identified tools, and asks the following questions:

1. Is my child on track (i.e., making acceptable progress) towards achieving the expected outcomes/goals and objectives that we set for him/her?
___ Yes
___ No. Explain: _____
2. Have we considered all relevant areas:
___ Academic
___ Social/emotional
___ Health/medical
___ Communication
___ Vocational/career
___ Life-skills
3. Are the special education instruction and services that are being provided appropriate?
___ Yes
___ No. Explain: _____
4. Given our child's progress or lack of progress, do we need to modify his/her goals and objectives, or the instruction and services we are providing?
___ No
___ Yes.

If yes, what modifications need to be made? Examples:

- ___ Class size reduction
- ___ Additional services. Specify: _____
- ___ Revision of goals and/or objectives. Specify: _____
- ___ Additional adaptations/modifications in learning environments. Specify: _____
- ___ Other. Specify: _____

5. How can we marshal our resources to provide the necessary assistance to our child?

- ___ School resources: _____
- ___ Peer resources: _____
- ___ Collaborative team resources: _____
- ___ Community resources: _____
- ___ Home/family resources: _____

6. How does our child's rate of growth relate to the rate of improvement of other students in:

- ___ Special education class
 - ___ Age/grade-appropriate general education class
 - ___ School
- (i.e., is our child continuing to lag far behind the progress of general education students, or is s/he decreasing the performance gap?)

7. How has our child performed on the standardized tests or other assessment measures used for all other students?

- ___
 - ___
 - ___
- (a) How does this compare with the performance of other special education students in the same program?

(b) How does this compare with the performance of general education students?

(c) Were the appropriate accommodations provided in the testing process? Examples:

- Extended time _____
- Oral answers instead of written answers _____
- Specialized place for testing _____
- Use of assistive devices _____
- Questions read aloud _____
- Other. Specify: _____
- Large print _____

(d) Did we ensure that the test reflected both grade level performance and growth?³

8. Are other assessments/testing modifications necessary?

9. At annual, requested, and/or triennial reviews, how does our child's current evaluation compare to the previous evaluation?⁴ Is our child making:

- Academic progress? _____
- Social/emotional progress? _____
- Health/medical progress? _____
- Progress in communication skills? _____
- Progress in vocational/career skills? _____
- Progress in developing life-skills? _____

10. What factors have impacted on growth (positive and negative)? How can we address this?

11. Do modifications need to be made in instruction and/or services?

_____ No

_____ Yes. Specify: _____

³Students who start a school year several years behind their grade level should be given tests that allow them to demonstrate how much progress they have made, i.e., at the beginning of their fourth grade year they were reading at a 1st grade level, now they are reading at a 3rd grade level, as well as tests at their actual grade level.

⁴For this to be a useful process, evaluation data must be captured so that it is easy for collaborative team members to understand. The data must also be available to all team members.

12. Can our child be successful in a more inclusive/less restrictive setting? Can our child benefit from additional supported inclusion, full or part-time?

_____ No, not at this time. Explain: _____

When will we revisit this issue? _____

Yes. If so: _____

(a) What types of assistance should be provided to our child in making the transition from one educational setting to another that is more inclusive/less restrictive?

(b) What types of assistance should be provided to the general education teacher?

- Curriculum modification _____
- Team teaching _____
- Consultation time _____
- Classroom supports _____
- Modeling of instructional strategies _____
- Other. Specify: _____

(c) How can we marshal our resources to appropriately support our child?

_____ School resources: _____

_____ Collaborative team resources: _____

_____ Community resources: _____

_____ Home/family resources: _____

(d) What can we as parents do at home to help prepare our child and assist him/her to benefit from the change?

(e) What assistance can the professional members of the team provide to us as parents/family to help us support our child?

Additional Questions for Administrators

1. Did I provide the necessary professional development and support for all staff involved in providing services to this child?

Yes. Explain: _____

 No. Why? _____

2. Did I provide the necessary collaboration/meeting time for all staff involved in providing services to this student?

Yes. Specify: _____
 No. Why? _____

3. What steps must I take now to ensure that the necessary professional development, support and collaboration/meeting time is provided for all staff providing services to this student?

