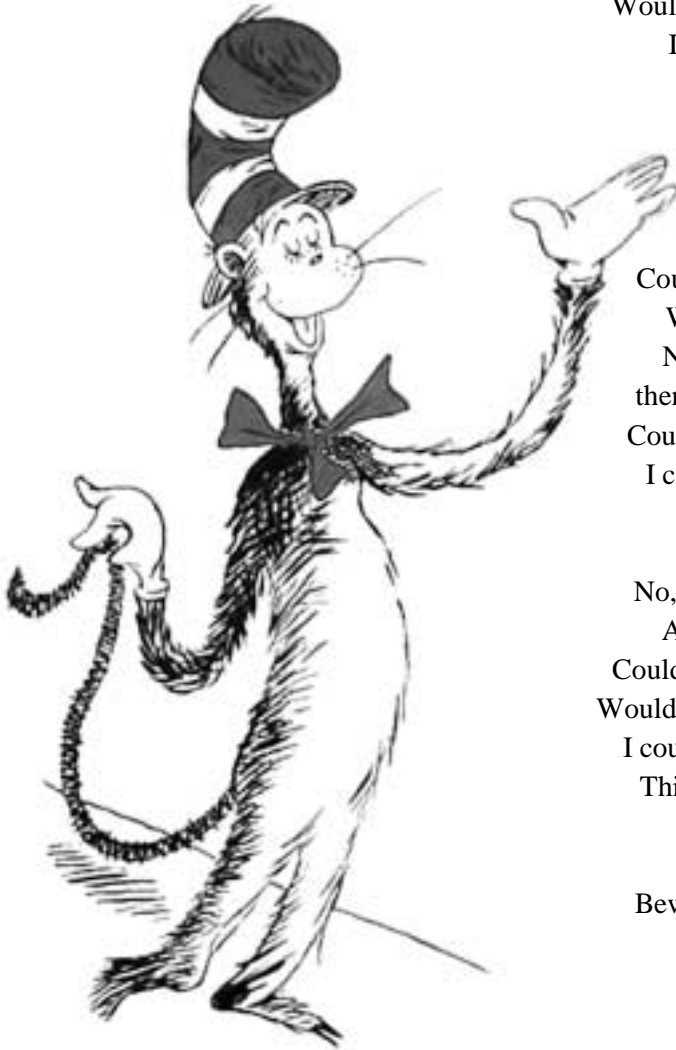


Humor Break - Apologies to Dr. Seuss



I do not like these IEPs
I do not like them, Jeeze Louise!
We test, we check,
We plan, we meet,
But nothing ever seems complete.
Would you, could you like the form?
I do not like the form I see,
Not page 1, not 2 not 3
another change,
A brand new box,
I think we all
Have lost our rocks,
Could we all meet here or there?
We cannot all fit anywhere.
Not in a room, Not in a hall,
there seems to be no space at all.
Could you, could you meet again?
I cannot meet again next week.
No Lunch, no prop,
Please hear me speak.
No, not at dusk. No, not at dawn.
At 4 P.M., I should be gone.
Could your hear while all speak out?
Would you write the words they spout?
I could not hear, I would not write,
This does not need to be a fight.
Sign here, date there,
Mark this, check that,
Beware the students ad-vo-cat(e)
You do not like them,
So you say
Try again! Try again!
And you may
If you will let me be,
I will try again,
You will see
Say! I almost like these IEPs
I think I'll write 6,003
And I will practice day and night
until they say
You got it right

author unknown

IEP Content and Procedures - Overview Chart

Content	<p><u>Work for internal consistency – Flow! Flow! Flow!</u> There must be a direct relationship seen between:</p> <ul style="list-style-type: none"> • Evaluation results or last year’s IEP, to • Present level of performance, to • Student needs, to • Goals, to • Objectives, to • Education services to be provided.
Progress	<ul style="list-style-type: none"> • Frequency – at least as often as non-disabled peers. • Method of Reporting – Conferences, phone calls, written progress, etc.
Team Members	<ul style="list-style-type: none"> • The parents • The student (must be invited when transition needs are being considered) • At least one regular education teacher (where the child is enrolled or expected to enroll) • Special education teacher • Representative of the District (cannot be a member of the IEP team) • An individual who can interpret the instructional implications of the evaluation (can be one of the above district members or an additional person) • A team member licensed in the pupil’s disability • When appropriate, other individuals with knowledge or expertise regarding the learner
Individual Family Service Plan (IFSP) Team Members	<ul style="list-style-type: none"> • The parents • Other family members (per parent request) • An advocate or person outside of the family (per parent request) • The service coordinator • Person(s) directly involved in conduction evaluations • Person(s) who will be providing service(s) to the child/family
Transfer Of Rights	<p>Beginning at least one year before a student turns 18, a statement must be included that the student and parent have been informed that the student’s rights will transfer to him/her upon reaching age 18.</p>
Services	<p>Special Education and Related Services</p> <ul style="list-style-type: none"> • Service instruction – choose the appropriate disability • Service description – optional • Check the box for location and service. If a service is provided in both general and special education, use two lines • Anticipated frequency – number of times per week • Minutes per session for both indirect and direct • Anticipated duration – the maximum duration of the IEP is 12 months or 1 year • Date service started

<p style="text-align: center;">Least Restrictive Environment LRE</p>	<ul style="list-style-type: none"> • If the student is not able to participate full time with students without disabilities in the regular classroom, this statement explains the extent of non-participation. • While the team has the responsibility to consider settings with students without disabilities, it has an equal responsibility to ensure the student receives an appropriate education. All settings are legitimate. The challenge is to provide an education in a setting that is appropriate given the student's needs.
<p style="text-align: center;">Present Levels of Educational Performance and Educational Needs</p> <p style="text-align: center;">Early Childhood Special Education (ECSE)</p>	<p>Present Level(s) of Educational Performance and Educational Needs</p> <ul style="list-style-type: none"> • Must be written for all areas of presenting problems • Includes both current functioning and unique special education instruction needs of the student • Must be written in objective measurable terms • Must describe the student's skill status • Must describe how the student's disability affects his/her involvement and progress in the general curriculum • Need statements must identify specific skills and/or behaviors to be learned • ECSE must describe how the child's disability affects participation in developmentally appropriate activities
<p style="text-align: center;">Transition Present Levels</p>	<p>Must be written for all areas – see present levels for content</p> <ul style="list-style-type: none"> • Post secondary education and training • Employment • Community participation • Recreation and leisure • Home living/Daily living skills
<p style="text-align: center;">Goals</p>	<p>Goals includes the following components:</p> <ul style="list-style-type: none"> • Direction of change • Skill/behavior to be changed • Expected <u>annual</u> ending level of performance
<p style="text-align: center;">Objectives</p>	<p>Objectives contain the following components:</p> <ul style="list-style-type: none"> • Conditions for evaluation • Skill/behavior to be changed • Criteria and procedures for attainment
<p style="text-align: center;">Progress</p>	<p>Progress review should include:</p> <ul style="list-style-type: none"> • The student's progress toward the objective • The extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year • The student's progress in general education when appropriate
<p style="text-align: center;">MN Comprehensive Assessment</p>	<p>MN Comprehensive Assessment</p> <ul style="list-style-type: none"> • Complete only in IEPs developed for grades 3, 5, 8 and 10+. • Students must take without modification. • Describe any accommodations: Any change in testing condition that does not alter the validity or reliability of the test. <p>Exempt means that the student is incapable of taking the test. If a student is exempt, provide an explanation for the exemption decision made by the IEP team, and what alternative assessment process will be used instead.</p>

<p style="text-align: center;">Basic Standards Assessment</p>	<p>Basic Standards Assessment</p> <ul style="list-style-type: none"> • Complete for grades 8 or above • Describe any accommodations • Describe any modifications: an adjustment to the standard, the test, or the testing conditions that is significant enough to result in a change in the level of difficulty. <p>Exempt means that the student is incapable of taking the test. If a student is exempt, provide an explanation for the exemption decision made by the IEP team, and what alternative assessment process will be used instead.</p>
<p style="text-align: center;">Adaptations</p>	<p>Describe specific adaptations that will be made available to the student in any or all settings and are needed to enable the student to advance toward attaining his/her annual goals and be involved in the general education curriculum. See examples below:</p> <ul style="list-style-type: none"> • Assistive Technology both low and high tech • Special Transportation needs • Services provided to staff • Special types of curriculum • Specialized equipment • Extended time for assignments or testing • Modification of grades • Modifications to school district and building discipline policies • Paraprofessional responsibilities and duties if that paraprofessional is assigned to an individual student and not a program
<p style="text-align: center;">Extended School Year (ESY)</p>	<ul style="list-style-type: none"> • Check one of the boxes to indicate ESY services were considered and discussed. • If yes is checked, follow your district procedure for Extended School Year documentation.
<p style="text-align: center;">Notice of Proposed Services</p>	<ul style="list-style-type: none"> • Complete • Attach a copy to the completed IEP • Send both to the parents along with a copy of the Parental Rights and Procedural Safeguards
<p style="text-align: center;">Significant Change</p>	<ul style="list-style-type: none"> • A significant change on the IEP/IFSP is required for the following changes in program of placement: • The IEP goals have been completed or require modification • There is a need to add or delete a service • There is a change in the type of site or setting in which the student receives special education • The amount of time a student spends with peers without disabilities is changed • The amount of special education to accomplish the goals or objectives needs to be increased or decreased • A conditional behavior intervention procedure needs to be added

Evaluation Reports

	Evaluation Content and Procedures
Notice of Educational Evaluation/ Re-evaluation	<p>Parents sent Notice of Educational Evaluation/Re-evaluation that included:</p> <ul style="list-style-type: none"> • Reason for evaluation or refusal to evaluate • Description of areas to be assessed – all areas of suspected disability • Where the evaluation will be conducted • Materials and procedures to be used to assess • Who will be doing the assessing • Any necessary modification to the process • Consideration of other possible factors such as blind or visual impairment, deafness or hard of hearing, AT needs, race, cultural, ESL • Transition before student enters 9th grade or turns 14 <p>Was a notice sent to the parents even if no additional data were required for re-evaluation?</p>
Consent	<p>Parental informed consent</p> <ul style="list-style-type: none"> • Initial evaluation: written signature prior to evaluation • Re-evaluation: signature or documentation of at least 2 attempts if signature not received – start re-evaluation after 14 calendar days if no response has been received
Timelines	<p>Evaluation Timelines</p> <ul style="list-style-type: none"> • Occur within a three-year timeline? • Completed within the 30 school day evaluation period?
Functional Behavior Assessment (FBA)	<p>Functional Behavior Assessment must be conducted either before or not more than 10 days after:</p> <ul style="list-style-type: none"> • A removal that constitutes a change of placement • Removal from the student’s educational placement for more than 10 cumulative days in a school year <p>An FBA must be conducted before implementation of a regulated intervention procedure</p> <p>An FBA must include:</p> <ul style="list-style-type: none"> • A description of problem behaviors • An identification of events, times and situations that predict the occurrence and nonoccurrence of the behavior • The antecedents, consequences and reinforcers that maintain the behavior • The possible functions of the behavior and possible positive alternative behaviors (address this in the interpretation)
ECSE	<p>Infant and Toddler Evaluations should include:</p> <ul style="list-style-type: none"> • A review of all pertinent records related to the child’s current health status and medical history • An evaluation of the child’s level of functioning and unique needs in each of the following developmental areas: cognitive, physical (including vision and hearing) communication, social/emotional and adaptive • A family evaluation (voluntary on part of the family) to determine the resources, priorities and concerns of the family and to determine the supports and services necessary to support the family in meeting the needs of their child
Evaluation Report	<p>Evaluation Report – includes:</p> <ul style="list-style-type: none"> • Parent(s) information

	<ul style="list-style-type: none"> • Review of records • Summary of the evaluations done and Present Level of Performance in all areas evaluated • Statement describing the teams interpretation of the evaluation results • The team’s judgment verifying the decisions regarding eligibility or continuing need • Statements describing educational needs
Present level of Performance	<p>Present level of Performance includes</p> <ul style="list-style-type: none"> • Description of evaluation tools/procedures • Summary of pertinent test scores • Explanation of meaning of test scores • Information on how the student’s future goals and relevant interests and skills in each of the five areas: employment, post-secondary education and training, community participation, recreation/leisure and home living • Relevant medical findings that may affect learning
Interpretation	<p>Interpretation of Evaluation Results:</p> <ul style="list-style-type: none"> • Summary of group’s interpretation • Judgment of eligibility or continued need, addressing all criteria components • The evaluation data must support the decision for eligibility or continuing need • Discussed at Eligibility Determination meeting but added to the ER report after the meeting • When no additional data are needed, summarize the existing data that support a continuing disability and need for special education • For all disabilities, team determines that the students difficulties are not primarily caused by a lack of instruction in reading/math or due to limited English proficiency
Severe Learning Disabilities (SLD)	<p>SLD written report must include a statement of:</p> <ul style="list-style-type: none"> • The relationship of that behavior to the child’s academic functioning • The educationally relevant medical findings, if any • Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services • Learning problems are not result of “visual, hearing or motor disabilities, or mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage”.
Signatures	<p>Signatures are required for SLD or an override</p> <ul style="list-style-type: none"> • Typing in the names of the team members would be helpful for the parents
Exit	<p>A student with a disability must be evaluated prior to determining that the student is no longer a student with a disability or no longer in need of special education services. This also needs to be done before a student graduates.</p>
	<p>A team meeting must be held if a significant change is needed in the IEP:</p> <ul style="list-style-type: none"> • Send a Notice of Team Meeting • After the meeting, complete the Documentation of Significant Changes in the IEP • Complete a Notice of Proposed Special Education Services and send it with the Parental Rights and Procedural Safeguards and a copy of the IEP changes to the parents.

IEP Information Overview

Present Level of Educational Performance (PLEP)

The IEP for each child must include a statement of the child’s present levels of educational performance (PLEP), including how the child’s disability affects the child’s involvement and progress in the general curriculum (i.e. the same curriculum as for non-disabled children). Educational strengths and needs are incorporated into the present levels of educational performance statements. Annual goals and instructional objectives are based on the information in these descriptions.

The PLEP statement is the engine that drives the IEP. The 4 components are:

Reflects the results of the assessment.

Describes the student’s:

- Strengths.
- Needs.
- Preferred learning style, interests, and/or motivation.

Goals and objectives are based on the needs identified in the PLEP statement.

Progress reports reflect the extent to which a student is going to meet their annual goals.

Results of Assessment	Student’s Strengths	Specific Needs	Learning Style, Interest, Motivation
Examples			
Karen’s assessment information and staff observations indicate that her speech is often difficult to understand, particularly by peers.	Karen is learning new phrases and says she likes being able to ask for things herself.	Karen needs to learn to use two and three word phrases to express her wants and needs so that she can interact with her peers without frustration.	Karen will model phrases spoken by another person.
I (Jake) took the tech college certificate program in the Custodial Program last summer.	I am able to do the work required for most custodial jobs, and I get along well with my co-workers.	I need to work to keep my custodial skills as high as I can by continuing to improve on my job. I need to call Bob to get job assistance when I need it.	I am interested in other training in the future.

IEP Goals and Objectives

Goals and objectives in a student’s IEP focus on the skills and behaviors the student needs:

- To learn in order to be involved and progress in the general curriculum and
- To meet other educational needs that result from a disability

Goals:

Goals are **broad statements** that describe what can reasonably be expected to accomplish within a twelve-month period of time in a special education program.

Each goal includes three components:

- Direction of change
- Skill/behavior to be changed
- Expected annual ending level of performance

Direction of Change	Skill or Behavior	Present Level (may be implied)	Expected Level of Achievement
Examples:			
The student will decrease	Impulsive “talking out” behavior	FROM 5 times per	TO talking out one time per hour
The student will increase	Written language skills	FROM writing only phrases	TO writing a complete simple sentence, with initial capitalization and ending punctuation.
The student will maintain	Work completion using strategies for concentration		AT the current level of all 5s on his/her daily point chart.

Objectives:

Objectives are measurable, intermediate steps leading to the attainment of the goal. Objectives must include specific criteria measurable for attainment. There must be at least two objectives per goal.

Objectives contain the following components:

- conditions for evaluation
- skill/behavior to be performed
- criteria and procedures for evaluation

Conditions for Evaluation	Skills/Behavior to be Performed	Evaluation Criteria, Procedures
Circumstances under which behavior is to be performed <ul style="list-style-type: none"> • Environment • Specialized instructional materials/equipment • Assistance 	<ul style="list-style-type: none"> • Observable • Measurable • Verifiable 	What will be used to measure performance? <ul style="list-style-type: none"> • Method • Instrument • Course of action
Examples:		
When in a group setting	The student will verbally participate in conversation.	In 9 out of 10 trials as measured by daily chart.
After reading a story of his own choosing	The student will give an oral book report.	Summarizing the content of the story, with accuracy measured by teacher checklist.
When given fifteen 3-digit addition problems and no calculator	The student will compute the problems.	With no more than 3 errors in 2 out of 3 trials.

Optional Attachments to the IEP

Individual Health Plan

All special education students with special health care needs should have an Individual Health Plan (IHP) that addresses how health care needs are to be addressed in the school setting. Most districts have their own IHP forms used to document general needs and may also have specialized forms for chronic illnesses such as asthma or diabetes.

In most cases, the completion of the IHP is the responsibility of the school nurse in consultation with the student, family, and health care providers. The IHP should be updated yearly. Ideally, the nurse is invited to the IEP annual review, so that IHP and IEP updates can be synchronized. Each year an updated copy of the IHP should be attached to the IEP.

Evacuation Plan

Emergency Evacuation Plans are especially important for students who are vulnerable due to motor, sensory, cognitive, or emotional/behavioral impairments. The Emergency Evacuation Plan should be attached to the IEP. Additionally, copies should be distributed to the IEP case manager, parent, student's teacher(s), paraprofessionals, school nurse or health office, principal, assistant principal, and building supervisor. It should include the following components:

- Date of plan
- Teacher
- Students
- Grade
- Concerned Personnel
- Concerns
- Strategy/Responsible Staff
- Comments

Emergency Evacuation Plan For Students With Disabilities

Student _____ Teacher _____

Date Of Plan _____ Grade _____

Concerned Personnel

(Staff who has responsibility for implementing evacuation plans.)

Concerns

(Consideration essential in developing evacuation plan.)

Strategy/Responsible Staff

(Specifically, what will happen, and who is responsible for ensuring that it does happen.)

Comments

cc: IEP, IEP case manager, parent, student's teacher(s), paraprofessionals, school nurse or health office, principal, assistant principal, and building supervisor.

Functional Behavior Assessment (FBA) - Minnesota Rules

Functional Behavior Assessment - Definition:

Source: Minnesota Department of Education: Minnesota Rules, Chapter 3525, Definitions 3525.0210 Web Citation:
<http://www.revisor.leg.state.mn.us/arule/3525/0210.html>

"Functional behavioral assessment" or "FBA" means a process for gathering information to maximize the efficiency of behavioral supports. An FBA includes a description of problem behaviors and the identification of events, times, and situations that predict the occurrence and nonoccurrence of the behavior. An FBA also identifies the antecedents, consequences, and reinforcers that maintain the behavior, the possible functions of the behavior, and possible positive alternative behaviors. An FBA includes a variety of data collection methods and sources that facilitate the development of hypotheses and summary statements regarding behavioral patterns.

Functional Behavior Assessment - Procedures:

Source: Conducting Functional Behavioral Assessments and Developing Positive Programs for Students with Challenging Behaviors. Minnesota Department of Children, Families & Learning, 2000.

During a functional behavioral assessment broad and specific information is gathered in order to better understand the specific reasons for the student's problem behavior. A functional behavioral assessment is complete when five main outcomes are achieved:

1. A clear description of the problem behaviors, including classes or sequences of behaviors that frequently occur together.
2. Identification of the events, times, and situations that predict when the problem behaviors will and will not occur across the full range of typical daily routines.
3. Identification of the consequences that maintain the problem behaviors (that is, what functions the behaviors appear to serve for the person.)
4. Development of one or more summary statements or hypotheses that:
 - (a) describe specific behaviors,
 - (b) identify a specific type of situation in which they occur, and
 - (c) identify the outcomes or reinforcers maintaining them in that situation.
5. Collection of direct observation data that support the summary statements that have been developed.

Anyone who has ever used an A-B-C (Antecedent-Behavior-Consequence) observation form or chart has conducted *one procedure* used in the functional behavioral assessment process. Anyone who has observed undesirable behavior in different situations and assumed that the student was "doing that because..." or "the student is doing that in order to..." has developed a hypothesis/summary statement concerning the variables influencing behavior. A behavioral

support plan or behavioral intervention plan can be designed once the functional behavioral assessment information leads to a confident prediction of the conditions in which the problem behavior is likely to occur and not occur, and when there is agreement about the factors that appear to maintain the problem behavior.

Functional Behavior Assessment - Legal Requirements:

Source: Conducting Functional Behavioral Assessments and Developing Positive Programs for Students with Challenging Behaviors. Minnesota Department of Children, Families & Learning, 2000.

Strictly speaking, functional behavioral assessment is required only when a student with a disability becomes the subject of school discipline proceeding.

Federal regulation at 34 CFR 300.520(b)(1) states:

“Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change of placement...

(i) If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal, the agency shall convene an IEP meeting to develop an assessment plan.

(ii) If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.”

Even though a literal reading of the regulation could indicate that functional behavioral assessment is only required when students with disabilities are involved in disciplinary action, a rational conclusion can be made that IDEA 97 statutory language suggests implementing functional behavioral assessment, when needed, throughout the special education decision making process (National Association of State Directors of Special Education (NASDSE), 1998). This position stems from a series of connections between related sections of the IDEA 97 statute.

300.532(a)(2)(b) states: *“the local education agency shall – use a variety of assessment tools to gather relevant functional and developmental information.”*

300.532(d) states: *“Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.”*

34 CFR 300.346(a)(2)(1) of the statute states: *“in the case of a child whose behavior impedes his or her learning or that of others, consider where appropriate, strategies, including positive behavioral interventions, strategies and supports to address the behavior.”*

Though a process for developing or implementing these supports is not outlined in the statute, creating positive behavioral interventions, strategies, and supports is the purpose for which functional behavioral assessment was developed.

For students with behavioral concerns, federal law acknowledges the use of functional behavioral assessment beyond the context of the discipline section. Although this language does not place any demands on practitioners prior to discipline situations, it does illustrate clearly that Congress acknowledges that educational agencies may use functional behavioral assessment procedures to address behavioral needs outside the context of disciplinary proceedings (NASDSE, 1998).

Behavior Intervention Plan (BIP) - Minnesota Rules

Source: Minnesota Rules, Minnesota Department of Education, and Chapter 3525.0850 Behavior Interventions.

Online citation: <http://www.revisor.leg.state.mn.us/arule/3525/0850.html>

This policy is intended to encourage the use of positive approaches to behavioral interventions. The objective of any behavioral intervention must be that pupils acquire appropriate behaviors and skills. It is critical that behavioral intervention programs focus on skills acquisition rather than merely behavior reduction or elimination. Behavioral intervention policies, programs, or procedures must be designed to enable a pupil to benefit from an appropriate, individualized educational program as well as develop skills to enable them to function as independently as possible in their communities.

The IEP and Regulated Interventions

Source: Minnesota Rules, Chapter 3525.2900

Transition And Behavioral Intervention Planning (BIP) Subp. 5. The IEP and regulated interventions

A. There are two types of regulated interventions: conditional procedures and prohibited procedures.

1. **Conditional procedures** may only be used when included as part of the pupil's IEP or in an emergency* situation according to part [3525.0210](#). In order to utilize a conditional procedure, the IEP team must:

- (a) identify the frequency and severity of target behaviors for which the conditional procedure is being considered.
- (b) identify at least two positive interventions implemented and the effectiveness of each; and
- (c) design and implement regulated interventions based on present levels of performance, needs, goals and objectives, and document in the IEP.

Conditional procedures include:

- (a) the use of manual restraint;
- (b) the use of mechanical or locked restraints;
- (c) time out procedures for seclusion; and
- (d) temporary delay or withdrawal of regularly scheduled meals or water not to exceed 30 minutes.

* Definition of "Emergency" - Minnesota Rules, Chapter 3525.0210, Subp. 17.

"Emergency" means a situation in which immediate intervention is necessary to protect a pupil or other individual from physical injury, emotional abuse due to verbal and nonverbal threats and gestures, or to prevent severe property damage. The emergency intervention must be the least intrusive intervention possible to reasonably react to the emergency situation. This subpart does not prohibit staff persons from using reasonable force to protect themselves or other pupils or students as provided in Minnesota Statutes, section [609.379](#).

Online citation: <http://www.revisor.leg.state.mn.us/arule/3525/2900.html>

2. **Prohibited procedures** are interventions that are prohibited from use in schools by school district employees, contracted personnel, and volunteers.

- (a) corporal punishment as defined in Minnesota Statutes, section 121A.58;
- (b) requiring a pupil to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;
- (c) presentation of intense sounds, lights, or other sensory stimuli as an aversive stimulus;
- (d) use of noxious smell, taste, substance, or spray as an aversive stimulus;
- (e) denying or restricting a pupil's access to equipment and devices such as hearing aids and communication boards that facilitate the person's functioning except temporarily when the pupil is perceived to be destroying or damaging equipment or devices;
- (f) faradic skin shock;
- (g) totally or partially restricting a pupil's auditory or visual sense not to include study carrels when used as an academic intervention;
- (h) withholding regularly scheduled meals or water; and
- (i) denying a pupil access to toilet facilities.

B. All behavioral interventions not covered in the IEP must be consistent with the district's discipline policy. Continued and repeated use of any element of a district's discipline policy must be reviewed in the development of the individual pupil's IEP.

C. If an emergency intervention is used twice in a month or a pupil's pattern of behavior is emerging that interferes with the achievement of the pupil's educational goals and objectives, a team meeting must be called to determine if the pupil's IEP is adequate, if additional evaluation is needed, and, if necessary, to amend the IEP. Districts may use conditional procedures in emergencies until the IEP team meets, provided the emergency measures are deemed necessary by the district to protect the individual pupil or others from harm. The IEP team shall meet as soon as possible, but no later than five school days after emergency procedures have commenced. District administration and parents must be notified immediately when a regulated procedure is used in an emergency situation.

D. Time-out procedures that seclude a student in a specially designated isolation room or similar space must meet the following conditions:

- (1) specific criteria for returning the pupil to the routine activities and regular education environment;
- (2) an evaluation to determine whether seclusion is contraindicated for psychological or physical health reasons;
- (3) provision for the pupil to be continuously monitored by trained staff;
- (4) adequate access to drinking water and to a bathroom for a time-out that exceeds 15 minutes;
- (5) documentation of the length of time spent in each time-out procedure and the number of occurrences each school day;
- (6) a safe environment for the pupil where all fixtures are tamper proof, walls and floors are properly covered, and control switches are located immediately outside the room;
- (7) an observation window or other device to permit continuous monitoring of the pupil;

- (8) a space that is at least five feet by six feet or substantially equivalent to these dimensions and be large enough to allow the pupil to stand, to stretch the pupil's arms and to lie down.
- (9) be well-lighted, well-ventilated, adequately heated, clean; and
- (10) all applicable fire and safety codes met.

E. A parent has the right to withdraw consent for a behavior intervention plan at any time by notifying the program administrator or designee and the district must stop the procedure immediately. After parental consent is withdrawn and the procedure is stopped, the school must send written acknowledgment to the parent and request parental signature. If a parent's signature to withdraw consent cannot be obtained, the district must document its efforts to communicate and obtain the signature. Parents must be contacted within three school days to determine the need to convene the IEP team to consider a change in program or placement.

IEP Adaptations Summary Form (Sample)

Dear teachers of _____. Hopefully, you have had the opportunity to read this student's IEP. In regard to the adaptations specified in the IEP, I have indicated below which ones pertain to this student. Please make note of these adaptations in your planning and instruction. Use this form as a planning worksheet or as an optional record for yourself.

<p>Instruction in class</p> <p>Copies of board or overhead notes</p> <p>Enlarged materials</p> <p>Repetition of group directions</p> <p>Preferential seating (attention, visual focus, enhanced understanding)</p> <p>Paraprofessional assistance for clarification, note-taking, (_____)</p> <p>Use visual, demonstration, and/or modeling as much as possible</p> <p>Provide written and verbal directions</p> <p>Audiotapes or reading aloud of assignments</p> <p>Monitor, reinforce on-task positive behaviors</p> <p>Other _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Grading</p> <p>Regular</p> <p>Adjusted</p>	<p>Assignments</p> <p>May be shortened</p> <p>May be adjusted</p> <p>Extended time allowed</p> <p>Enlarged materials</p> <p>Alternate assignments</p> <p>Break into "chunks"</p> <p>May go to resource room for help</p> <p>Paraprofessional help</p> <p>May print or type or use computer</p> <p>Access to computer/word processor for lengthy work</p> <p>Send parents copies of assignment calendars</p> <p>Other _____</p> <p>_____</p> <p>_____</p> <p>Tests</p> <p>Oral tests if possible/needed</p> <p>May have read aloud</p> <p>May have scribed while student dictates</p> <p>Take in quiet setting (resource room/other)</p> <p>Open book tests</p> <p>Alternate tests</p> <p>Extended time allowed</p> <p>May use calculator</p> <p>Other _____</p> <p>_____</p>	<p>Organization</p> <p>Monitor writing in organizer</p> <p>Extra books for home if possible</p> <p>Locker near main classes or resource room</p> <p>Paraprofessional assistance with homework or locker organization</p> <p>Other _____</p> <p>_____</p> <p>_____</p> <p>Other</p> <p>Regular communication with parents</p> <p>Important medical information on hand</p> <p>May leave class early</p> <p>Behavior Plan in place</p> <p>Mobility/positioning issues</p> <p>Advance planning for transitions or changes in routine</p> <p>Excused ahead of time or has alternative plan for fire and tornado drills</p> <p>Reinforce positive behaviors</p> <p>May ask for breaks</p> <p>May need a visual support, "I need a break" card</p>
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Contact me at any time with questions. You may reach me at: _____

Name of Itinerant Teacher: _____

Adaptations Checklist

STUDENT _____ DATE _____ GRADE _____

INSTRUCTIONAL ADAPTATIONS	CLASS TESTING ADAPTATIONS	GRADING ADAPTATIONS
<input type="checkbox"/> Small group instruction <input type="checkbox"/> Guided to un- guided instruction <input type="checkbox"/> Leave class for Resource Room assistance <input type="checkbox"/> Study buddy, peer partner, peer note-taker <input type="checkbox"/> Visual aids <input type="checkbox"/> Auditory aids <input type="checkbox"/> Instructional aids <input type="checkbox"/> Extra time for oral response <input type="checkbox"/> Dictate responses to person or tape <input type="checkbox"/> Study carrel <input type="checkbox"/> Minimize visual distractions <input type="checkbox"/> Minimize auditory distractions <input type="checkbox"/> Additional feedback <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Oral and printed instructions <input type="checkbox"/> Shortened instructions, in segments <input type="checkbox"/> Number and sequence task steps <input type="checkbox"/> Provide a model of end product <input type="checkbox"/> Opportunity to verbalize instructions <input type="checkbox"/> Opportunity to write instructions <input type="checkbox"/> Preferential seating <input type="checkbox"/> Prompts for participation and transitions <input type="checkbox"/> Repeated review, drill <input type="checkbox"/> Concrete, positive reinforcers	<input type="checkbox"/> Extra time for <input type="checkbox"/> Shortened tests <input type="checkbox"/> Rearrange or segment tests <input type="checkbox"/> Highlighted or otherwise altered tests <input type="checkbox"/> Alternate test <input type="checkbox"/> Short answer tests <input type="checkbox"/> Multiple test sessions <input type="checkbox"/> Tests read to the student <input type="checkbox"/> Dictate responses to person or tape <input type="checkbox"/> Take home or open book tests <input type="checkbox"/> Project or other activity <input type="checkbox"/> Use of manipulatives, other aids <input type="checkbox"/> Recognition versus essay response <input type="checkbox"/> Minimize distractions, study carrel <input type="checkbox"/> Opportunity to take tests in RR <input type="checkbox"/> Alternate grading <input type="checkbox"/> Opportunity to retake until passing grade	<input type="checkbox"/> Adapt % of work for passing grade <input type="checkbox"/> Partial grade based on individual efforts <input type="checkbox"/> Frequent grading average in <input type="checkbox"/> Daily work weighted higher than tests <input type="checkbox"/> Opportunity to rework for better grade <input type="checkbox"/> Grade on corrected work <input type="checkbox"/> Alternate grading (i.e. pass/fail) <input type="checkbox"/> Modify class participation expectations

Adaptations Checklist

STUDENT _____ DATE _____ GRADE _____

MATERIALS ADAPTATIONS	BEHAVIOR MANAGEMENT	ASSIGNMENTS ADAPTATIONS
<input type="checkbox"/> Materials and/or lectures on tape <input type="checkbox"/> Highlighted, color coded materials <input type="checkbox"/> Large print materials <input type="checkbox"/> Braille materials <input type="checkbox"/> ESL materials <input type="checkbox"/> Materials, books in alternative format <input type="checkbox"/> Study buddy, peer partner, peer note-taker <input type="checkbox"/> Manipulatives, study aids <input type="checkbox"/> Outline grid <input type="checkbox"/> Flow charts, arrays, webs, etc. <input type="checkbox"/> Copy of teacher notes <input type="checkbox"/> Study guides related to test content <input type="checkbox"/> Two sets of books, materials	<input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Modify expectations <input type="checkbox"/> Code to identify inappropriate behavior <input type="checkbox"/> Pair with role model peer for group work <input type="checkbox"/> Modified expectations <input type="checkbox"/> Amended consequences <input type="checkbox"/> Preferential seating <input type="checkbox"/> Individualized behavior contract <input type="checkbox"/> Check-In time(s) <input type="checkbox"/> Clearly defined limits <input type="checkbox"/> Frequent reminders <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Proximity control <input type="checkbox"/> Designated safe place for times of stress <input type="checkbox"/> In-class time out <input type="checkbox"/> Private discussion about behavior <input type="checkbox"/> Opportunity to be teacher assistant <input type="checkbox"/> Supervised transitions <input type="checkbox"/> Concrete, positive reinforcers	<input type="checkbox"/> Extra time for completion <input type="checkbox"/> Reduced assignments using key concepts <input type="checkbox"/> Modified assignments using key concepts <input type="checkbox"/> Alternate assignment <input type="checkbox"/> Project or other activity (i.e. not written) <input type="checkbox"/> Other format, such as on tape <input type="checkbox"/> Other response, such as oral or taped <input type="checkbox"/> Study buddy, peer partner, peer note-taker <input type="checkbox"/> Task analyze, sequence assignments <input type="checkbox"/> Overview of long term assignments <input type="checkbox"/> Frequent checkpoints for long term work <input type="checkbox"/> Reinforce appropriate work completion <input type="checkbox"/> Alternate grading

Adaptations Checklist

STUDENT _____ DATE _____ GRADE _____

TRANSPORTATION	ASSISTIVE TECHNOLOGY & OTHER SERVICES
<input type="checkbox"/> Special bus/van <input type="checkbox"/> Special route <input type="checkbox"/> Special seating <input type="checkbox"/> Seat belt <input type="checkbox"/> Car seat <input type="checkbox"/> Lift <input type="checkbox"/> Bus assistant <input type="checkbox"/> Behavior contract <input type="checkbox"/> Change in discipline policy	<input type="checkbox"/> Interpreter <input type="checkbox"/> Augmentative communication device <input type="checkbox"/> Instruction in Braille, use of Braille <input type="checkbox"/> Books, materials on tape <input type="checkbox"/> Word processor/computer <input type="checkbox"/> Note taker <input type="checkbox"/> Decoders for TV, film <input type="checkbox"/> Magnification <input type="checkbox"/> Amplification <input type="checkbox"/> Large print materials <input type="checkbox"/> 1:1 paraprofessional support <input type="checkbox"/> Training/Technical assistance for student <input type="checkbox"/> Training/Technical assistance for family <input type="checkbox"/> Training/Technical assistance for staff <input type="checkbox"/> Job coach <input type="checkbox"/> Counseling

Assistive Technology Considerations Checklist

P = Permanent Use: Trials have been completed and assistive devices will be used for the duration of the IEP.
T = Trial Use: Trial(s) will be implemented to determine impact, effectiveness and preferences.

Writing

Mechanics of Writing

- P T Regular pencil/pen
- P T Pencil/pen with adaptive grip
- P T Adapted paper (e.g. raised line, highlighted lines)
- P T Slant board
- P T Use of prewritten words/phrases
- P T Templates
- P T Portable word processor or keyboard instead of writing
- P T Computer with word processing software
- P T Portable scanner with word processing software
- P T Voice recognition software to word process
- P T Other:

Computer Access

- P T Keyboard w/ accessibility options
- P T Word prediction or abbreviation/expansion to reduce keystrokes
- P T Key guard
- P T Arm support (e.g. Ergo Rest)
- P T Track ball/track pad/ joystick w/ on-screen keyboard
- P T Alternate keyboard (e.g. IntelliKeys, Discover Board, TASH)
- P T Mouth Stick/Head Master/Tracker w/ on-screen keyboard
- P T Switch with Morse code
- P T Switch with scanning
- P T Voice recognition software
- P T Other:

Composing Written Material

- P T Word cards/word book/word wall
- P T Pocket dictionary/thesaurus
- P T Writing templates
- P T Electronic/talking electronic dictionary/thesaurus/spell check (e.g. Franklin Speaking Homework Wiz)
- P T Word processing w/ spell check/grammar check
- P T Talking word processing
- P T Abbreviation/expansion
- P T Word processing w/ writing support
- P T Multimedia software
- P T Voice recognition software
- P T Other:

Communication

- P T Communication board/book w/pictures/objects/letters/words
- P T Eye gaze board/frame
- P T Simple voice output device (e.g. BIGmack, Cheap Talk, Voice in a Box, MicroVoice, Talk. Picture Frame)
- P T Voice output device w/ levels (e.g. 6 Level Voice in a Box, Macaw, Digivox)
- P T Voice output device w/ icon sequencing (e.g. AlphaTalker II, Vanguard, Chatbox)
- P T Voice output device w/ dynamic display (e.g. Dynavox, Speaking Dynamically w/ laptop computer/Freestyle)
- P T Device w/ speech synthesis for typing (e.g. Cannon Communicator, Link, Write: Out Loud w/laptop)
- P T Other:

Reading, Studying, and Math

Reading

- P T Standard text
- P T Predictable books
- P T Changes in text size, spacing, color, and background color
- P T Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- P T Use of pictures/symbols with text (e.g. Picture It, Writing with Symbols 2000)
- P T Talking electronic device/software to pronounce challenging words (e.g. Franklin Speaking Homework Wiz, American Heritage Dictionary)
- P T Single word scanners (e.g. Seiko Reading Pen)
- P T Scanner w/Optical Character Recognition and talking word processor
- P T Electronic books
- P T Other:

Learning/Studying

- P T Print or picture schedule
- P T Low tech aids to find materials (e.g. index tabs, color coded folders)
- P T Highlight text (e.g. markers, highlight tape, ruler, etc.)
- P T Recorded material (books on tape, taped lectures with number coded index, etc.)
- P T Voice output reminders for assignments, steps of task, etc.
- P T Electronic organizers
- P T Pagers/electronic reminders
- P T Single word scanners
- P T Hand-held scanners
- P T Software for concept development/manipulation of objects (e.g. Blocks in Motion, Toy Store) - may use alternate input device, e.g. switch, touch window
- P T Software for organization of ideas and studying (e.g. Inspiration, Claris Works Outline, PowerPoint)
- P T Palm computers
- P T Other:

Math

- P T Abacus/ math line
- P T Enlarged math worksheets
- P T Low tech alternatives for answering
- P T Math "Smart Chart"
- P T Money calculator and Coinulator
- P T Tactile/voice output measuring devices
- P T Talking watches/clocks
- P T Calculator with/without print out
- P T Calculator with large keys and/or large display
- P T Talking calculator

- P T Calculator with special features (e.g. fraction translation)
- P T On-screen/scanning calculator
- P T Alternative keyboard (e.g. IntelliKeys)
- P T Software with cueing for math computation (may use adapted input methods)
- P T Software for manipulation of objects
- P T Voice recognition software
- P T Other:

Recreation & Leisure

- P T Toys adapted with Velcro™, magnets, handles, etc.
- P T Toys adapted for single switch operation
- P T Adaptive sporting equipment (e.g. lighted or beeping ball)
- P T Universal cuff/strap to hold crayons, markers, etc.
- P T Modified utensils (e.g. rubber stamps, brushes, etc.)
- P T Ergo Rest or other arm support for drawing/painting
- P T Electronic aids to control TV, VCR, CD player, etc.
- P T Software to complete art activities
- P T Games on the computer
- P T Other computer software
- P T Other:

Activities of Daily Living (ADL)

- P T No slip materials to hold things in place
- P T Universal cuff/strap to hold items in hand
- P T Color coded items for easier locating and identifying
- P T Adaptive eating utensils (e.g. foam handles, deep sides)
- P T Adaptive drinking devices (e.g. cup with cut out rim)
- P T Adaptive dressing equipment (e.g. button hook, elastic shoe laces, Velcro™ instead of buttons, etc.)
- P T Adaptive devices for hygiene (e.g. adapted toothbrushes, raised toilet seat, etc.)
- P T Adaptive bathing devices
- P T Adaptive equipment for cooking
- P T Other:

Mobility

- P T Walker
- P T Grab bars and rails
- P T Manual wheelchair including sports chair
- P T Powered mobility toy (e.g. Cooper Car, GoBot)
- P T Powered scooter or cart
- P T Powered wheelchair w/ joystick or other control
- P T Adapted vehicle for driving
- P T Other:

Control of the Environment

- P T Light switch extension
- P T Use of interface and switch to activate battery operated devices
- P T Use of interface and switch to turn on electrical appliances (e.g. radio, fan, blender, etc.)
- P T Radio/ultra sound to remotely control appliances
- P T Use of electronic aid for daily living to control environment in connection with an augmentative communication device
- P T Other:

Positioning & Seating

- P T Non-slip surface on chair to prevent slipping (e.g. Dycem)
- P T Bolster, rolled towel, blocks for feet
- P T Adapted/alternate chair, sidelyer, stander
- P T Custom fitted wheelchair or insert
- P T Other:

Vision

- P T Eye glasses
- P T Magnifier
- P T Large print books
- P T CCTV (closed circuit television)
- P T Screen magnifier (mounted over screen)
- P T Screen magnification software
- P T Screen color contrast
- P T Screen reader, text reader
- P T Braille translation software
- P T Braille printer
- P T Enlarged or Braille/tactile labels for keyboard
- P T Alternate keyboard with enlarged keys
- P T Braille keyboard and note taker
- P T Other:

Hearing

- P T Pen and paper
- P T Computer/portable word processor
- P T TDD for phone access with or without relay
- P T Signaling device (e.g. flashing light or vibrating pager)
- P T Closed Captioning
- P T Real Time captioning
- P T Computer aided note taking
- P T Screen flash for alert signals on computer
- P T Phone amplifier
- P T Personal amplification system/Hearing aid
- P T FM or Loop system
- P T Infrared system
- P T Other:

Comments:

Accessed online: <http://www.wati.org/bestpractices/pdf/atcheck1.pdf>