College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21

Step 2 At a Glance: Identify Effects of Disability and Disability-Related Need(s)

Step 2 Summary: The IEP team identifies and describes "how" the student's disability affects access, engagement and progress in general education (**Effect of Disability**). The IEP digs deeper into "why" the effects make it difficult for the student to meet age or grade-level standards and expectations (**Root Cause Analysis**). The IEP team synthesizes discussion about effects of disability and root causes to summarize the student's **Disability-Related Needs** (DRNs**)** before developing goals and services. Step 1, Understand Achievement, provides qualitative background information to identify effects of disability and disability-related needs in Step 2. Special factors, e.g. required discussion of potential effects of disability, and context variables are also explored.

Step 2 Checklist

✔️ **Preparation (Before the Meeting)**

- ☐ Have staff received training in CCR IEP [Beliefs] and [5 Step Process] and [Culturally Responsive Problem Solving]?
- ☐ Ensure Step 1 is complete and all IEP team participants have access to Present Level data and summary information.
- ☐ In preparation for the meeting, ask each IEP team participant to think about examples of effects of the student's disability that they believe are important to address in school and the skills that students need to learn or improve to access, engage, and make progress in their education.

✔️ **During the Meeting (Discussion and Documentation using DPI [Sample Form I-4])**

Effects of Disability (Observe)

- ☐ Do the effects of disability relate directly to the [six areas of academic and functional skills] that the student is not meeting age or grade level academic or functional skill standards or expectations?
- ☐ Do the effects of disability describe what one can see or hear related to access, engagement, and progress in general education curriculum, instruction and environments?
- ☐ Have observations and the factors related to student success been shared and discussed?
- ☐ Were special factors and observations and concerns of the student and family considered?

Root Cause Analysis (Analyze)

- ☐ Has the IEP team considered multiple reasons "**why**" the student is not meeting age or grade level academic or functional standards or expectations?
- ☐ Has the IEP team explored how special factors or other variables relate to the observed effects of disability such as teaching methods and materials, group size, environmental factors, etc.?
- ☐ Does the analysis go beyond disability category criteria?

Disability-Related Needs (Synthesize and Summarize)

- ☐ Do the disability-related needs address student skills or behaviors linked to the effects of the disability and root cause analysis?
- ☐ Do the needs address the relevant [six areas or academic and functional skills] that will improve access, engagement, and progress in meeting age or grade level standards and expectations
- ☐ Do the identified need(s) point to clear, specific, and measurable IEP goal(s) and services, including supplementary aids and services that can be provided in the general education setting?
- ☐ Has the team explored disability-related needs affecting reading achievement?

💡 **Further Considerations** 💡

What IEP Teams Should Look For	What IEP Teams Should Avoid
Effects of disability are stated in plain language.	**Effects of disability** stated using jargon and expert terminology rather than plain language.
Effects of disability represent important and observable academic and functional skill challenges to access, engagement, and progress faced by the student as a result of their disability.	**Effects of disability** that are not actual, important, and observable academic and functional skill challenges experienced by the student.
Root cause analysis explores why the **effects of disability** are observed. Perceptions of why the effects exist are checked for bias. There is data and other objective information to support hypotheses.	Bias and perceptions about why the effects of disability exist are not questioned. **Root cause** analysis relies on IEP team participant unfounded, untrue, or unalterable beliefs rather than student specific and objective information.
Disability-related needs (DRNs) are written in positive student-focused terms. DRNs are directly related to addressing the **Effects** of the student's disability.	**Disability-related needs** are stated as negatives (can't, won't, unable).
Disability-related needs inform meaningful IEP goal development that will address root cause(s) and the effects of the student's disability.	**Disability-related needs** lack depth, are curriculum rather than student specific, and lead to mismatched goals that do not address the root causes and effects of the student's disability.
Disability-related needs are student rather than service focused.	**Disability-related needs** are service-focused (e.g. needs speech-language therapy) rather than reflective of the unique and individual academic or functional skill needs of the student.
All six academic and functional skill areas are considered, regardless of the student's identified disability category. Discussion includes consideration of special factors and whether the effects of disability are context specific.	Discussion limited to academic and functional skill areas included in disability category criteria for the student's identified disability category (label specific). Special factors and context variations are **not** considered.

A helpful way to understand how the three parts of Step 2 work together is:

- The student has difficulty $Effect\ of\ Disability$ because of $Root\ Cause$
- If the student develops, increases, or improves $Disability-Related\ Need$ then they will $Address\ Effect$

For example: The student has difficulty **reading independently at grade level** *(Effect)* because they **lack sufficient reading fluency** *(Root Cause)*. If the student **increases their reading fluency and use of text to speech** *(DRN)*, they will **independently read and understand grade level text** *(Effect of Disability)*.

Resources:

Collect and Career Ready IEPs, *Wisconsin DPI*

College and Career Ready IEP Learning Resources, *Wisconsin DPI*

Comprehensive Special Education Evaluation, *Wisconsin DPI*

Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skills, Wisconsin DPI

Culturally Responsive Problem Solving, *Wisconsin DPI*

IEP Resources for Families, *WSPEI*

IEP Resources for Families, *WI FACETS*

Sample IEP Forms and Guide, *Wisconsin DPI*