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

At a Glance
Step 2: Identify Effects of Disability and Disability Related Need

Identify how the student's disability affects academic achievement and functional performance and summarize disability related needs.

Overview: The IEP team identifies "how" the student's disability affects access, engagement and progress in general education. The IEP team then digs deep to determine "why" the student is not meeting early childhood/grade-level standards and expectations so the student's disability related needs can be summarized and addressed.

Key Ideas: This step has three parts: effects, root cause analysis, and disability-related needs. The student's current levels of academic and functional achievement, including strengths, are the basis for discussing the effects of the disability. The effect of disability is the nature, characteristics or result of the disability. Effects are what the IEP team "sees" in relation to current levels. Root causes of areas of concern help explain "why" the student is having difficulty accessing, engaging, and making progress. Special factors, student strengths and other context variables are also explored. The IEP team synthesizes effect and root cause discussion to summarize the student's disability-related needs before moving on to develop goals and services.

Step-Check:
Effects of Disability (Observe)
☐ Do the effects of the disability directly relate to areas in which the student is not meeting preschool/grade level standards or expectations?
☐ Do the effects of disability statements describe what one can see or hear as a result (effect) of the student's disability on access, engagement, and progress in general education curriculum, instruction and environments?
☐ Have observations of student success been shared and discussed?
☐ Have special factors and the observations and concerns of the family been considered?

Root Cause Analysis (Analyze)
☐ Has the IEP team identified "**why**" the student is not meeting academic standards or functional expectations? Has the IEP team considered multiple reasons "**why**" the student is having difficulty accessing and engaging in grade-level instruction, activities and environments?
☐ Has the IEP team explored how special factors or other influences relate to the observed effects such as teaching methods and materials, group size, environmental factors, etc.?
☐ Does the analysis go beyond impairment 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 specify areas or skills that when addressed, will improve access, engagement and progress in meeting early-childhood/grade level standards and expectations
☐ Will the identified need(s) lead to the development of specific, clear, and measurable IEP goal(s) and services?
☐ Has the team explored disability related needs affecting reading achievement?

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What IEP Teams Should Look For	What IEP Teams Should Avoid*
Root cause analysis digs deep into reasons **why** student having difficulty accessing, engaging, or making progress in relation to standards and expectations.	Root cause analysis focuses solely on eligibility criteria or impairment label to determine disability-related needs.
Disability-related needs are written in positive student-focused terms.	Disability-related needs are stated as negatives (can't, won't, unable) or stated as service needs.
Disability-related needs inform meaningful goal development that will address the root causes.	Disability-related needs lack depth and lead to mismatched goals that do not address the root causes.
When disability-related needs are addressed, the student will have improved access, engagement, and progress in general education curriculum, instruction, and environments; and achievement and functional skill gaps will close.	Disability related needs do not reflect why the student is not meeting standards and expectations and do not specify academic or functional skill areas to be developed or improved to increase access, engagement and progress.

*May not support the individual needs of student, maximize staff time/resources, and/or prepare the student for college and career readiness.

Tips for Step 2:
- ✓ Ensure consideration of special factors such as behavior that impedes learning, visual impairments, communication needs, and assistive technology needs.
- ✓ Consider whether student has difficulty in all content areas/environments. If not, consider what is different in terms of engagement, supports, and other factors.
- ✓ Develop disability-related needs that are student focused, not service focused. For example, *"student needs to develop/improve skills in (name area) so they can (statement related to effect of disability)"*.
- ✓ Consider adding "because" to effect statement to document root causes
- ✓ Use Universal Design for Learning principles and guidelines to explore possible effects.

Linking Step Two to Other Steps in the Five Step Process:
- **Previous Step:** Current levels of performance including strengths, along with special factors, are reviewed to identify the effect of the student's disability on access, engagement and progress
- **Next Steps:** Disability-related needs are addressed by measurable annual goals, as appropriate, in Step 3 and by services in Step 4.
- **Other Steps:** Effects and disability-related needs are revisited following annual or interim review of Progress toward IEP goal attainment in Step 5.

Connections to CCR IEP Five Beliefs:
- **High Expectations:** Effects of the disability address student's ability to meet grade-level standards/expectations.
- **Culturally Responsive Practices:** An understanding of both educators' and student's identities, beliefs and cultural practices helps to inform an accurate identification of the effects of the disability free from cultural bias or misunderstanding.
- **Student Relationships:** Positive relationships affect the student's access, engagement, and progress in the general curriculum and environment.
- **Family and Community Engagement:** Parents and student share information about the effects of the student's disability on access, engagement, and performance at home and in community settings.
- **Collective Responsibility:** Each IEP team member shares information about how the student's disability affects performance.

Resources: Information about CCR IEPs may be found at https://dpi.wi.gov/sped/college-and-career-ready-ieps . Resources specific to the Five Step Process, including this document, may be found at DPI CCR-IEP Learning resources.