

CCR- IEP 5-Step Process Chart

Linking Current Levels, Special Factors, Effects of Disability and Disability Related Needs, Goals, and Services

| STEP 1 | STEP 2 | | | STEP 3 | STEP 4 |
|---|---|---|--|---|---|
| <p>Current Level(s) Report data/information about academic and functional performance</p> <p><i>Understand</i> “What” <i>Reporter</i></p> | <p>Effects Observations- How disability affects access, engagement, progress</p> <p><i>Identify</i> “How” <i>Observer</i></p> | <p>Root Cause Analysis Discussion of Whys and other factors</p> <p><i>Identify</i> “Why” <i>Analyst</i></p> | <p>Disability-Related Needs Student focused, address effects, reflect root causes</p> <p><i>“Summarize”</i> <i>Synthesizer</i></p> | <p>Measurable Annual Goals Ambitious Achievable</p> <p><i>Develop</i> <i>Developer</i></p> | <p>Services Address needs and goals- Clearly stated</p> <p><i>Align</i> <i>Architect</i></p> |
| <p>What is the student’s performance as related to grade-band SEL competencies?</p> <p><i>For example, a 6th grade student engages in verbal arguments with peers on average 5 times per week requiring adult intervention. This occurs during unstructured times (e.g. lunch, recess, hallways). The student is removed from regular education environment average of 2 times a month for no more than 30 minutes.</i></p> | <p>What are the effects of this behavior on the student’s access, engagement, and progress in the general education classroom?</p> <p><i>Verbal arguments during unstructured times.</i></p> <p><i>Verbal arguments do not occur in structured small groups when an adult provides direction to the group or when the student is in a small group of preferred peers.</i></p> <p><i>Student has few close friends and often sits alone.</i></p> <p><i>The student generally responds to verbal redirection from adults.</i></p> | <p>Why isn’t the student meeting the grade-band competency? When discussing why, consider if the student is not meeting a grade-band competency as a result of the student not acquiring the skill or if the student has acquired the skill but is not able to apply it (at the appropriate time, in the appropriate manner, in the appropriate sequence).</p> <p><i>Why is the student removed from regular education environment (see effect statements)?</i></p> <p><i>The student argues with peers.</i></p> <p><i>Why?</i></p> | <p>Determine the specific disability-related needs that affect SEL based upon the effects found and the outcome of the root cause analysis. The WI SEL Competencies may be a useful tool to clearly communicate the students disability related needs that affect SEL.</p> <p><i>The student needs to improve communication skills needed to independently establish and maintain social relationships.</i></p> <p><i>The student needs to develop perspective-taking strategies to predict how their own behavior affects the emotions of others.</i></p> | <p>Using data related to the current present level, identify a baseline and develop a realistic level of attainment.</p> <p><i>Example of goal:</i> <i>The student will identify the perspective of others.</i> <i>Baseline: Given a social story, the student identifies the perspective of others 0/4 times.</i> <i>LOA1: Given a social story, the student identifies the perspective of others ¾ times.</i></p> | <p>Does the student require specially designed instruction, supplementary aids and services or other supports to address the disability-related needs that affect SEL?</p> <p>The student will receive specially designed instruction in social skills.</p> |

STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps

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| | <p><i>The student typically responds to redirection and calms quickly when removed from peer.</i></p> | <p><i>The student has difficulty developing relationships with peers.</i></p> <p><i>Why?</i></p> <p><i>The student does not have sufficient social skills needed to independently establish and maintain social relationships.</i></p> <p><i>Why?</i></p> <p><i>The student reports feeling threatened and confused when communicating with peers.</i></p> <p><i>Why?</i></p> <p><i>The student has difficulty using perspective-taking to predict how their own behavior affects the emotions of others.</i></p> | | <p><i>Baseline2: After a social disagreement, the student identifies the perspective of others 0/4 times.</i></p> <p><i>LOA2: When given an organizer used to support perspective taking, after a social disagreement, the student identifies the perspective of others 3/4 times.</i></p> | <p>The student will receive an organizer to assist with perspective taking and staff will be given instruction on how to use this with the student.</p> |
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| <p>Current Level(s) <i>Report information about academic and functional performance</i></p> <p>Understand “What” Reporter</p> | <p>Effects <i>Observations-How disability affects access, engagement, progress</i></p> <p>Identify “How” Observer</p> | <p>Root Cause Analysis <i>Discussion-“Whys” and other factors</i></p> <p>Identify “Why” Analyst</p> | <p>Disability-Related Needs <i>Student focused, address effects, reflect root causes</i></p> <p>“Summarize” Synthesizer</p> | <p>Measurable Annual Goals <i>Ambitious and Achievable</i></p> <p>Develop Developer</p> | <p>Services <i>Align with needs and goals</i></p> <p>Align Architect</p> |
| <p>What is the student’s performance in relation to preschool/grade level academic achievement and functional expectations?</p> <p>Understand and report current performance data/information</p> | <p>How is the disability observed in its effect on access, engagement, progress?</p> <p>Observations of the disability that may explain current levels; Includes review of special factors and concerns of the family and student</p> | <p>Why is the student having difficulty with access, engagement, progress?</p> <p>Dig deeper to explore effects, clarify specific areas of concern, and identify factors that influence the effects and current levels</p> | <p>If the areas/skills are addressed, student will be better able to access, engage and make progress toward meeting preschool/grade level standards and expectations</p> <p>Synthesize and Summarize areas/skills student will need to develop or improve to address effects and root causes</p> | <p>Ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student</p> <p>Develop IEP Goals that address disability-related needs.</p> | <p>Clearly described frequency, amount, location & duration of services LEA will provide to ensure access, engagement and progress in preschool/grade level curriculum, instruction and environments</p> <p>Align district resources to support student specific disability related needs and, goal attainment</p> |