

College and Career Ready IEP Five Step Process Mykal Scenario

Step 1: Understand Achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

Mykal is a 6th grade student who is excels in music. He plays the piano, guitar, and trumpet. He especially enjoys playing his trumpet in the marching band. He also plays in the community band. He has the ability to progress academically and responds well to small group and individualized instruction. He can establish strong relationships with teachers and when he does, he does better in their classes.

Mykal's reading achievement is not at grade level standards. His difficulty with decoding affects his fluency and comprehension. His oral language and vocabulary skills are age appropriate. When he is able to decode fluently, he understands what he reads. On the Middle School Reading Inventory, Mykal's decoding score was 32, which is typical for students in grade 3. The average expected score for 6th graders is 50. His reading comprehension score was 40, which put him at mid-4th grade. While he did better on this test than the decoding test, his reading was very slow and labored and this affected his comprehension. Data from running records on grade level passages indicate frequent miscues and word repetitions. Mykal's independent level was with third grade (95% accuracy with words read correctly + self-corrections), while he read sixth grade passages with only 84% accuracy (frustration level). His comprehension was at grade level, he needed to read very slowly and reread sentences to achieve this. His reading rate was 80 correct words per minute. The average rate for a 6th grader is 140. His math skills are considered within grade level expectations; although he needs help reading longer word problems and requires cues to help him remember longer algorithms. He is able to put his thoughts into writing, but requires assistance with planning and writing templates to help him organize his ideas and put them into sentences and paragraphs. His spelling skills are not at grade level standards and this makes his writing difficult for others to understand. He has been making progress using voice to text software. He still requires help with spell checking and editing. His achievement in other academic areas is at grade level when reading support is provided. At times, his performance in the classroom does not reflect his achievement levels. This is primarily due to attention, organization, social-emotional, and memory issues.

When work becomes frustrating for him, Mykal has trouble sustaining attention. At times, he will sit and doodle or stop participating. This happens most often when he is expected to independently read grade level (or higher) text and complete assignments that require sustained reading or writing. When repeatedly or publically prompted, he may shut down entirely and tell the teacher he is done working for the day. At these times, his relationship with the teacher is crucial; if he has a positive relationship and feels the teacher respects him, he can be redirected back to task. He responds best when not confronted and when help is quietly offered when his is having trouble with an academic task. Organization is also a challenge. He often misplaces assignments and forgets where he has put his class notes and other needed materials. On average, he turns in 50% of his assignments on time. He is able to establish and maintain better relationships with adults than students. Although he is not bullied or ostracized, peers find him hard to interact with because of his tendency to withdraw from stressful and social situations. During less structured times, such as lunch and homeroom, he will sit with others when he is having a good day; otherwise he prefers to sit alone. He does get along well with his basketball and tennis teammates.

Mikal is only able to sustain attention to tasks that involve reading for short periods of time (5 minutes). He tends to withdraw during times of perceived stress or when he finds

Commented [PDED1]: This strength can be used later in Mykal's IEP to discuss what IEP goals and services may match Mykal's learning strengths and preferences.

Commented [PDED2]: Mykal's academic skills are discussed in relation to grade level peers.

Commented [PDED3]: The functional skill of organization is discussed in relation to Mykal's academic skill of writing.

academic tasks challenging. He also struggles with organization which adds to his stress level and learning challenges.

Mykal does not fluently read grade level text and has trouble with written assignments. He requires a text reader or text to speech software to read content area text and complete assignments within expected time limits. He is developing the ability use speech to text software independently to assist with completing writing assignments

Mykal's parent is concerned with his organizational skills. He noted that Mykal's room is as disorganized as his school locker. He's is worried that Mykal will not be able to go up to the high school with his class and will end up dropping out of school. He is worried about Mykal's frequent withdrawal and would like to be able to talk with him more about how his life is going.

Mykal would like to have more friends and do better in school. He is willing to participate in more social skills activities so he can get along better with others. He doesn't like being pulled out for academic instruction and wishes he didn't need special education.

Step 2: Effects of Disability: Identify how the student's disability affects academic achievement and functional performance.

Effects of Disability

Mikal's current reading, writing and memory skills make it very hard for him to fully participate in many academic activities and complete classroom assignments across all his general education classes. When work becomes frustrating for him, he has trouble sustaining attention and frequently withdraws and stops participating. His trouble with organization also has a negative effects on both his achievement and his stress level. A times he finds social situations stressful and will isolate himself from his peers.

Summary of Disability-Related Needs

Step 3: Develop Goals: Develop ambitious but achievable goals that close achievement gaps and support the unique strengths and needs of the student

Step 4: Align Services: Align specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum

Step 5: Analyze Progress

Analyze progress towards goals to evaluate what works and what is needed to close the student's achievement gaps

Commented [PDED4]: The present level's include information on what Mykal would like to improve upon in his school program.

Commented [PDED5]: Notice how both "effect of disability" and "disability-related needs" are two different prompts on the I-4 sample IEP form. This helps IEP teams first determine the "how" disability effects the student's access, involvement, and progress in general education followed by a discussion of "why".

Commented [PDED6]: "make it hard to participate is an effect of the disability". This will lead the IEP team to a discussion of "why" is it hard for him to participate?

Commented [PDED7]: The effect of "frustrating" will lead the IEP team to discuss "why is it frustrating for Mykal?"

Commented [PDED8]: The new sample I-4 Linking form pulls out disability-related need discussion and documentation from the discussion of student present levels of performance.

Commented [PDED9]: You notice that Mykal's disability-related needs will go beyond information gathered from his impairment eligibility evaluation (e.g. specific learning disability, other health impaired, etc.).

Commented [PDED10]: IEP Goals must include clear levels of baseline, level of attainment, and measures to monitor progress that have alignment in measurement. They must also directly address which disability-related need(s) they support.

Commented [PDED11]: The term "ambitious" references the need for IEP teams to consider grade level academic and functional performance prior to developing IEP goals to support a move toward closing grade level achievement goals.

Commented [PDED12]: Discussions of IEP goals can be informed by student strength's and interests.

Commented [PDED13]: DPI will provide guidance on how to write goals that can assist students with independence and self-determination in how they use IEP accommodations.

Commented [PDED14]: IEP Services must directly identify which goals or disability-related needs they address.

Commented [PDED15]: Supplementary aids and services such as accommodations are listed first in the program summary to highlight how these support the student in accessing general education instruction.

Commented [PDED16]: Two new forms were included in the DPI sample forms to assist IEP teams with documenting review of progress on IEP goals prior to developing new IEP goals (I-5) as well as ability of IEP teams to do an interim review of IEP goals (I-6)

Bonus Activity:

Look at the “shifts in CCR IEP 5 Step Process” to identify additional places in step 1 where you see the shifts listed for CCR IEPs.

You can also generate your own ideas based on step 1 as to what a student’s disability-related needs, goals, services may look like and what information you think the IEP team would need to collect to analyze these services.

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