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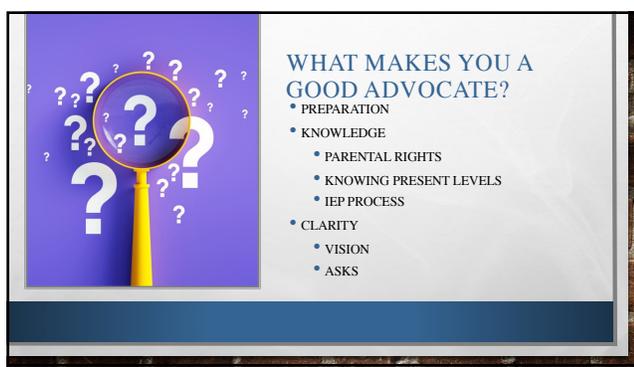
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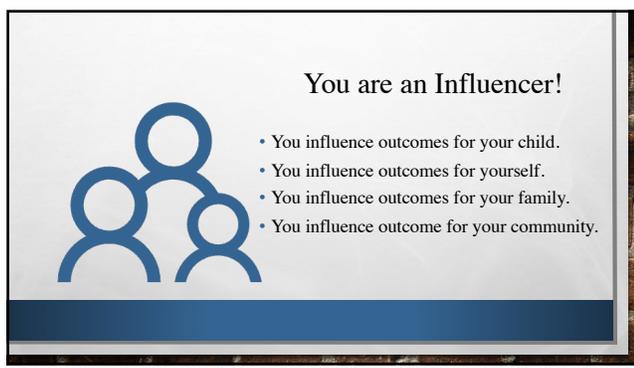
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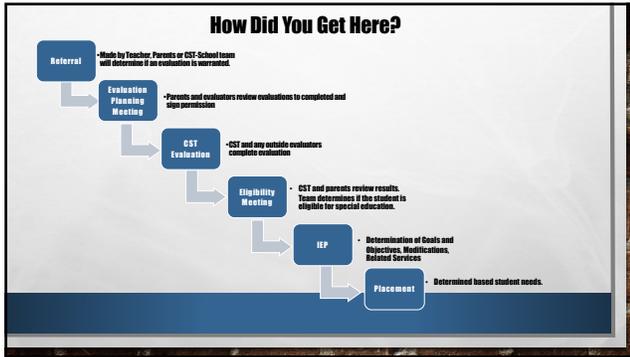
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### TAKING A CHILD-CENTERED APPROACH

Start with your vision for your child.

- What are the priorities for your child?
- What does your child need to learn to accomplish these?
- What supports does your child need to accomplish these?
- What barriers exist that keep your child from accomplishing these?

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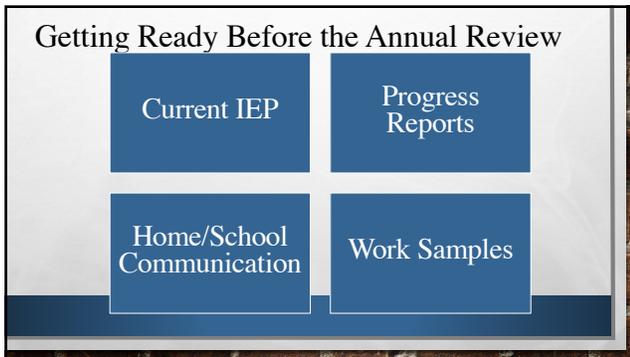
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**Parent Input Statement**

YOUR VOICE MATTERS! Parent Input Needed

- What worked this year?
- What was a struggle?
- What are your priorities?

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## ARTICULATING YOUR VISION

**What do you want for your child?**

- What do you want to be sure your child accomplishes in the next year?
- What do you want to see in the next two to three years?
- What is the long-term goal for your child?
- What is happening that is helping to reach this vision?

**What don't you want for child?**

- What is a current barrier to reaching this vision?
- What changes can be made to eliminate the barriers?

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### Creating a Vision

<p><b>What he is and is working:</b> M has progressed in his integrated pre-school due to the consistent participation with general education peers. Additionally, M participated in recreational activities with same age peers. (gymnastics, music) During these activities he is seen observing other children and imitating them. M also has regular play dates with same age peers. His home speech therapist and RRT work on skills that increase his success in these activities.</p>	<p><b>Our Vision-What we want</b> M has gained some great communication skills. He learns from modeling other children. We want M to be part of class with general education peers so he can continue to increase his expressive language and develop social skills. We want to see him increase in cooperative play skills. We want to see him learn to easily transition from one activity to another especially when he needs to stop something he likes doing.</p>
<p>M Vision for Kindergarten</p>	
<p>M is currently placed in an MH class that prevents his consistent participation with general education peers. While he does have recess with the kindergarten students he and his classmates tend to stay together under the direction of the TA. M can resist transitions which can at times result in behavior.</p>	<p><b>What we don't want.</b> M spends most of his day in his special education class. He has recently started imitating behaviors from his classmates.</p>

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## THE PARENT INPUT STATEMENT

Dear Case Manager,

We have seen a great deal of growth in M this year and are looking forward to kindergarten. One of the most successful components of M's program has been his placement in an inclusive pre-school. It is very important to us that this type of placement continue for M. We want to see him continue to grow in his social language, play skills and social skills. These are key components to be included in his IEP as goals and objectives. We want to see behavioral supports that will work toward M transitioning easily from one activity to another. M has solid readiness skills that are close to what an incoming kindergarten student has. We feel this will help him be successful in an inclusive environment with some in class support. We look forward to developing an IEP focused on M's success in general education.

If possible, please provide us with a draft IEP prior to the meeting so we can review and provide input.

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### Creating a Vision

<p><b>What has and is working.</b></p> <p>T benefits from a checklist which we have been using at home. He best remembers when he can show something off, he enjoys hands on activities such as science experiments. He is able to verbally discuss these but struggles if he has to write about them.</p>	<p><b>Our Vision-What we want</b></p> <p>T is currently in 3<sup>rd</sup> grade. Our daughter is in middle school and we are worried about a transition for an environment. We want to build skills for this reality. Needs to organize his materials and assignments with the use of a planner or checklist. We want him to independently work on a project to completion by organizing his time and ability to break it down into manageable parts. We want to encourage T to ask for help when he gets it. T learns best when he keeps reading and teaches his friends to explore how to speak for him. We hope to see improvement in spelling and legibility over the next year.</p>
<p>T's Vision for Middle School</p>	
<p>T is receiving consistent academic support. There is no focus on executive functioning skills which we see as critical for academic success.</p>	<p><b>What we don't want.</b></p> <p>T is had the benefit of in class support via an aide and special education. He now asks for him to support before requesting anything. We appreciate the support want to move away from staff hovering over him.</p>

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## THE PARENT INPUT STATEMENT

Dear Case Manager,

As T moves to 4<sup>th</sup> grade we want to look ahead at the skills and potential supports he will need when he moves to middle school. We have two years to get him ready. We have a daughter in middle school and know what is coming. T has grown dependent on the support of the classroom aide and in class support teacher. We want to see him learn to work independently asking for help only when truly needed. T needs help with organizational skills, breaking down assignments into manageable parts and staying with an assignment to completion. We would like to see goals and objectives focused on these outcomes. We realize that T benefits from accommodations and modifications. We want to see him develop a toolbox that he knows how to use and will use when needed. T is a smart boy who has the cognitive ability to be academically successful. We want to focus on those skills and supports that will take through each grade successfully.

If possible, please provide us with a draft IEP prior to the meeting so we can review and provide input.

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One more example....

JD is a bright child who loves to learn. He has a special interest in animals and searches for YouTube Videos to learn all he can. This works for him because he does not have to read to learn. We are very concerned about his struggles with reading especially since he is moving to middle school. He continues to struggle to sound out words. When we listen to him read it is filled with starts and stops. JD has told us he is afraid to read in front of the class because he thinks the kids will make fun of him. We see him avoiding assignments about things we know he is interested in because of the reading. We see similar struggles with written work. We do not want to lose JD's desire to learn because the reading is just too hard.

We would like to focus on continuing to work on developing his reading while giving JD other ways to learn in subjects like science and social studies. Our hope is to add supports such as text to speech and speech to text to motivate JD to do his work with greater ease. We are committed to continuing to work on reading and writing but separate from subject learning.

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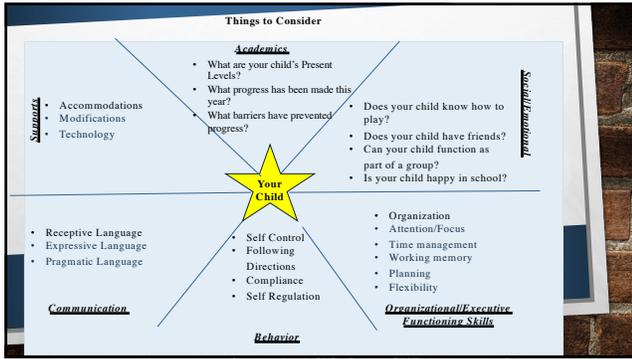
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### Tips for Writing a Parental Input Statement

- Keep it short.
- Keep it polite and professional.
- Include what is working as well as the challenges.
- Clearly state your concerns.
- Give recommendations for what you think will work.

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### GET READY FOR THE MEETING

- Assemble Your Documents**
  - Current IEP
  - Evaluations
- Ask for the IEP Draft before the Meeting**
- Compare**
  - Present Levels
  - Goals and Objectives
  - Prompt Levels
  - Mastery Criteria
- Prepare**
  - Parent Input Statement
  - Vision for your Child

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### THE DISTRICT MUST:

- Work with you to schedule a meeting at a time you are available.
  - Meetings can be in person or virtual.
- Teachers and Therapists must be available unless you agree to hold the meeting without them.
- The team must provide adequate time for the meeting to cover all concerns and answer questions.

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### REVIEW THE CURRENT IEP!



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### KEY COMPONENTS OF YOUR IEP

- PLAAP- Present Levels of Academic and Functional Performance
- Statement of measurable annual goals and objectives. These include academic and functional skills
- Statement of how the goals and objectives will be measured and how progress will be reported.
- Statement of special education, related services, supplementary aides and services.
- Statement of program modifications and supports
- Statement of Parental Concerns

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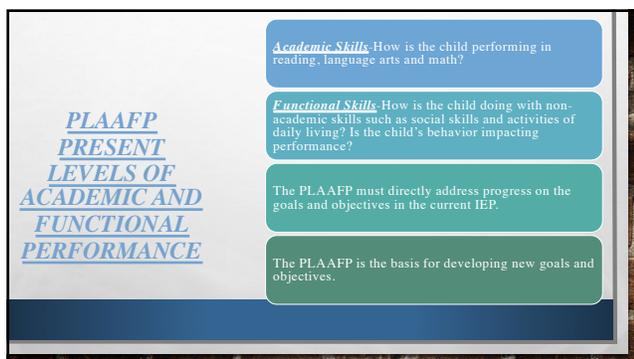
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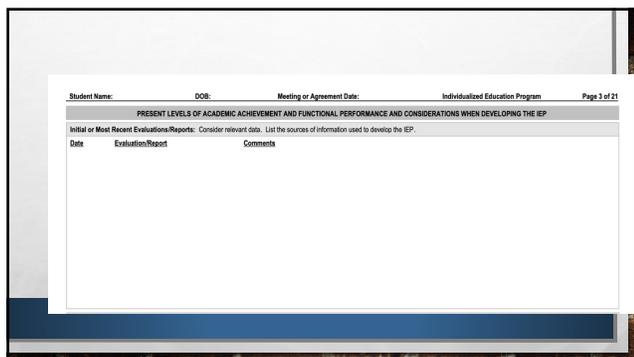
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**PLAAFP:  
WHAT  
SHOULD IT  
TELL YOU?**

- The impact of disability on student performance
- A statement of academic strengths
- Statement of academic needs
- Measurable progress based on the current IEP
- Statement of functional abilities and needs

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Parents should...

1. Compare the new PLAAFP to the PLAAFP from last year.
2. Make sure the PLAAFP is specific.
  1. What area? -- ex: Reading
  2. What focus?-- ex: Comprehension
  3. What data? -- ex: Based on teacher assessments student attains 60% accuracy
3. Ask what works for the student. What interferes with progress?
4. Make sure the PLAAFP directly addresses Goals and Objectives.
5. Is this what you are seeing at home?

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M WORKS BEST IN A SMALL GROUP OR 1:1 RATIO. HE FOLLOWS MOST CLASSROOM RULES. HE CAN STRUGGLE WITH TRANSITIONS ESPECIALLY FROM PREFERRED ACTIVITIES. HE REGULARLY ENGAGES IN PARALLEL PLAY AND HAS LATELY BEEN OBSERVED TO INTERACT WITH PEERS IN CENTERS. M WILL EXPRESS HIS NEEDS IN 3-TO-4 WORD PHRASES. HE MODELS FULL SENTENCES WITH PROMPTING. HIS SPEECH IS INTELLIGIBLE. M KNOWS ALL UPPER- AND LOWER-CASE LETTERS AS WELL MOST LETTER SOUNDS. HE COUNTS WITH 1:1 CORRESPONDENCE TO 20. M WILL LISTEN TO A WHOLE STORY AND ANSWER WHO AND WHAT QUESTIONS ABOUT IT. WHEN M IS UPSET, HE WILL CRY OR HIT THE TEACHER. THIS MOSTLY OCCURS WHEN ASKED TO DO A NON-PREFERRED ACTIVITY OR TRANSITION TO A SPECIAL OR THERAPY.



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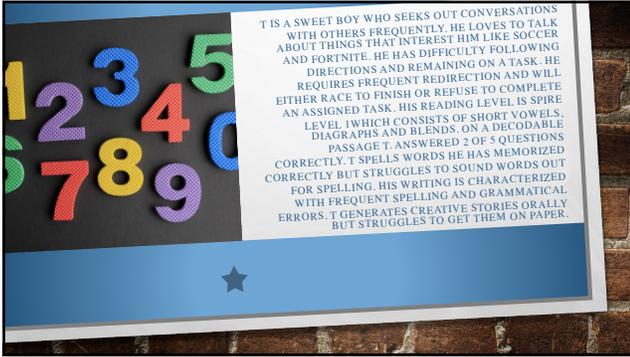
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*What you don't want to see!!!!*

JD is a pleasure to have in class. Our class is learning to solve addition and subtraction problems with up to 3 digits. We just introduced multiplication and division problems with two digits by one digit. We will continue to work on this. JD completes all homework assignments. He works well with his classmates.

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**GOALS AND OBJECTIVES**

**Should name a clear skill or behavior.**  
JD will be able to isolate and pronounce the initial vowel sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can)

**Should describe how the skill or behavior will be assessed.**  
Performance evaluations will be based on daily classroom data, weekly quizzes and quarterly progress reporting

**Should state a clear criteria for mastery.**  
JD is required to achieve mastery 80% of the time.

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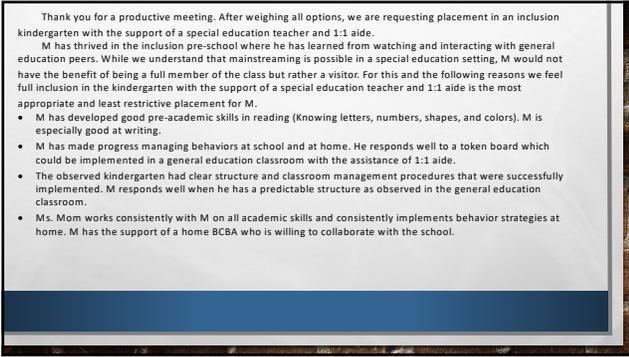
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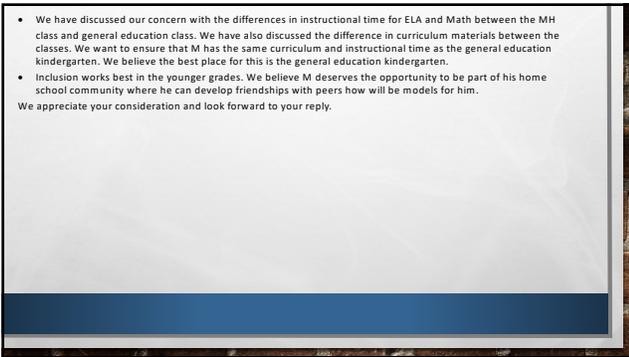
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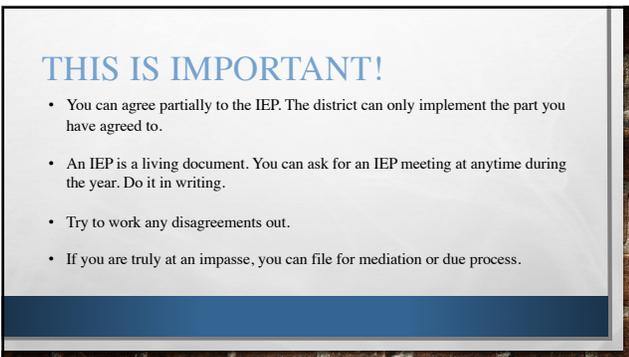
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