


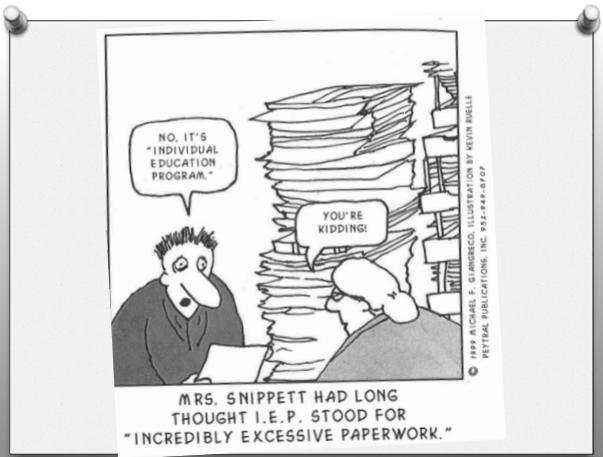
Now, Needs, Next:  
Better IEPs for Our Students  
with Complex Needs

March 2016  
Maureen Nevers



angelman  
syndrome  
foundation

COMMUNICATION TRAINING SERIES



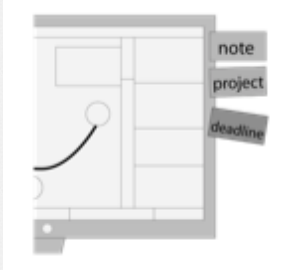
MRS. SNIPPETT HAD LONG  
THOUGHT I.E.P. STOOD FOR  
"INCREDIBLY EXCESSIVE PAPERWORK."

## Outcomes

*Targets*  
*Teaching/Tasks*  
*Tools*  
*Testing*  
*Team*

- \* Identify efficient, effective process for great IEPs!
- \* Know points of reference, required contents, and good practices for writing 'present levels'
- \* Understand relationship between present levels and supports/goals
- \* Identify features of quality IEP goals

It's all in the handouts...



## Better IEP's How to Develop Legally Correct and Educationally Useful Programs

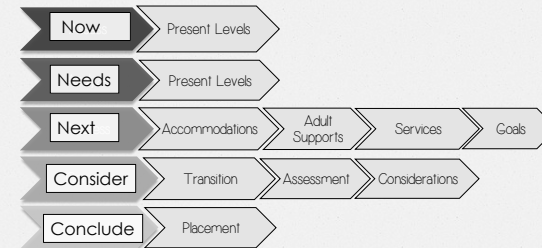
Barbara D. Batemen  
Mary Anne Linden  
2006  
Attainment Company  
IEP Resources



2013



## Working Through the IEP



## Now, Needs, Next

We look at the NOW - identifying strengths and abilities, challenges, concerns, and impacts in foundational, academic and functional skill areas.

We specify educational NEEDS.

And we plan for NEXT steps and how we will address all needs through accommodations supports/services and goals.



## Now, Needs, Next Planning Chart

Academic and Foundational Skill Areas <small>Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns.</small>	"Now"		"Needs"	"Next"
	Strengths / Abilities <small>Identify current skills for each of the areas listed, focusing on the strengths and abilities - what the student is able to do, including functional performance.</small>	Challenges <small>Identify current skills for each of the areas listed, focusing on challenges, or where the student may have difficulty related to their ability, including functional performance.</small>	Impacts <small>What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?</small>	Accommodation and/or Goal <small>All needs must be addressed via an individual change (accommodation, support, service - 307 or other change goal = specialized instruction - 307)</small>
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor / tactile / sensory				
health / hygiene / ADLs				
speech / language / communication				
cognition / learning				
guided pers devel/ self-regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

Academic and Foundational Skill Areas	Strengths / Abilities	Challenges	Needs	Flexi
Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed focusing on the strengths and abilities - what the student is able to do, including functional performance	Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability, including functional performance	What is the impact of the student's challenges on their access, involvement and progress in grade-level, general education curriculum?	All needs must be addressed via an individualized accommodation, support service - 501 or child change goal + specialized instruction - 502
health / medical				
vision				
hearing				
physical / gross mobility / PE				
fine motor / tactile				
health / hygiene /				
speech / language / communication				
cognition / learning				
guided pers. devel.				
regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

**Academic and Foundational Skill Areas**  
*Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns*

**PLAAFP**

**IEP Have-to's:**

IEP Team must consider:

- The academic, developmental, and functional needs of the child

IDEA says:

**PLAAFP**

**IEP Have-to's:**

“Academic achievement” generally refers to a child's performance in academic areas (eg, reading or language arts, math, science, and history)”

IDEA says:

§ 300.320(a)(1)

Academic and Foundational Skill Areas	Strengths / Abilities	Challenges	Needs	Flexi
Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed focusing on the strengths and abilities - what the student is able to do, including functional performance	Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability, including functional performance	What is the impact of the student's challenges on their access, involvement and progress in grade-level, general education curriculum?	All needs must be addressed via an individualized accommodation, support service - 501 or child change goal + specialized instruction - 502
health / medical				
vision				
hearing				
physical / gross mobility / PE				
fine motor / tactile				
health / hygiene /				
speech / language / communication				
cognition / learning				
guided pers. devel.				
regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

**Academic and Foundational Skill Areas**  
*Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns*

**PLAAFP** General Education Curriculum

IDEA says: "the general education curriculum (ie, the same curriculum as for nondisabled children)" [34 CFR §300.320(a)(1)]

**PLAAFP** General Education Curriculum

IDEA regulatory guidance says: "The definition of core academic subjects does not vary for secondary students who are functioning significantly below grade level. The Act focuses on high academic standards and clear performance goals for children with disabilities that are consistent with the standards and expectations for all children."

Academic and Foundational Skill Areas	Strengths / Abilities	Challenges	Needs	Text
Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns.	Identify current status for each of the areas listed, focusing on the strengths and abilities – what the student is able to do, including functional performance.	Identify current status for each of the areas listed, focusing on challenges, or where the student may have difficulty, related to their disability, including functional performance.	What is the impact of the student's challenges on their access, involvement, and progress in grade-level general education curriculum?	All needs must be addressed via an individualized accommodation, support service – "C" or add change (goal + specialized instruction – "C")
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor				
health / speech / communication				
cognition				
guided p				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

**PLAAFP** Present Levels Content

IDEA says: IEP must include:

- A statement of the child's present levels of academic achievement and functional performance, including - How the child's disability affects the child's involvement and progress in the general education curriculum...

IEP Team must consider:

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The academic, developmental, and functional needs of the child

PLAAFP

Functional

IDEA says:

IEP must include:

- A statement of the child's present levels of academic achievement and functional performance, including - How the child's disability affects the child's involvement and progress in the general education curriculum...

IEP Team must consider:

- The strengths of the child
- The concerns of the parents for enhancing the education of their child
- The results of the initial or most recent evaluation of the child
- The academic, developmental, and functional needs of the child

PLAAFP

Functional Performance

IDEA Regulatory Guidance says:

"Functional performance [functional] is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. Instead, "functional" is often used in the context of routine activities of everyday living"

Academic and Foundational Skill Areas	Strengths / Abilities	"How"	"Needs"	"Next"
Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed, focusing on the strengths and abilities - what the student is able to do, including functional performance	Challenges Identify current status for each of the areas listed, focusing on challenges, or where the student may have difficulty related to their disability, including functional performance	Impacts What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?	Accommodation and/or Goal All needs must be addressed via an adult change (accommodation, support service - "C") or adult change (goal + specialized instruction - "G")
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor				
health /				
speech /				
communication				
cognition / learning				
guided pers. devel/ self-regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

Academic and Foundational Skill Areas	Strengths / Abilities	"How"	"Needs"	"Next"
Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed, focusing on the strengths and abilities - what the student is able to do, including functional performance	Challenges Identify current status for each of the areas listed, focusing on challenges, or where the student may have difficulty related to their disability, including functional performance	Impacts What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?	Accommodation and/or Goal All needs must be addressed via an adult change (accommodation, support service - "C") or adult change (goal + specialized instruction - "G")
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor / tactile / sensory				
health / hygiene / ADLs				
speech / language / communication				
cognition / learning				
guided pers. devel/ self-regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

**PLAAFP**

## Needs

IDEA says:

"A statement of measurable annual goals, including academic and functional goals designed to:  
Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum"  
[34 CFR §300.320(a)(2)(i)(A)]

**PLAAFP**

## Needs

IDEA says:

A statement of measurable annual goals, including academic and functional goals designed to:  
Meet each of the child's other educational needs that result from the child's disability. [34 CFR §300.320(a)(2)(i)(B)]

Academic and Foundational Skill Areas	Strengths / Abilities	Challenges	Needs*	Accommodation and/or Goal
Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed focusing on the strengths and abilities functional performance	Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability including functional performance	What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?	All needs must be addressed via an adult change (accommodation, support, service – "A") or child change (goal + specialized instruction – "G")
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor / tactile				
health / hygiene / A				
speech / language / communication				
cognition / learning				
guided pers. devel./ regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

**PLAAFP**

## Accommodations and Modifications

IDEA says:

"The terms "accommodations" and "modifications" are terms of art referring to adaptations of the educational environment, the presentation of educational material, the method of response, or the educational content."  
§ 300.39

Academic and Foundational Skills Areas	"Flow"	"Needs"	"Next"
Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns	Identify current status for each of the areas listed focusing on the strengths and abilities – what the student is able to do, including functional performance	Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability, including functional performance	What is the impact of the student's challenges on their access, involvement and progress in grade-level, general education curriculum?
health / medical			
vision			
hearing			
physical / gross motor / mobility / PE			
fine motor / tactile			
health / hygiene / safety			
speech / language / communication			
cognition / learning			
guided pers. devel./ regulation			
reading			
writing			
math			
other content areas			
the arts			
recreational			
vocational			
family			

**"Next"**

**Accommodation and/or Goal**

*All needs must be addressed via an adult change (accommodation, support, service – "A") or child change (goal + specialized instruction – "G")*

PLAAFP

Goals

IDEA says:

"A statement of measurable annual goals, including academic and functional goals designed to:

Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum"

[34 CFR §300.320(a)(2)(i)(A)]

PLAAFP

Goals

IDEA says:

"A statement of measurable annual goals, including academic and functional goals designed to:

Meet each of the child's other educational needs that result from the child's disability."

[34 CFR §300.320(a)(2)(i)(B)]

PLAAFP

Goals

IDEA says:

"Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."

§ 300.42



PLAAFP

Goals

IDEA says:

Consistent with § 300.320(a)(4) and section 614(d)(1)(A)(i)(V) of the Act, the child's IEP Team determines the special education and related services, and supplementary aids, services, and other supports that are needed for the child to advance appropriately toward meeting the child's annual goals.

PLAAFP

Goals

IDEA says:

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

PLAAFP

Goals

IDEA says:

“...requires each child's IEP to include a statement of the program modifications or supports for school personnel that will be provided to enable the child to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities”

§ 300.320(a)(4)

Academic and Foundational Skill Areas	Strengths / Abilities	Challenges	Needs	Next
Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns.	Identify current status for each of the areas listed focusing on the strengths and abilities – what the student is able to do, including functional performance.	Identify current status for each of the areas listed focusing on challenges, or where the student may have difficulty related to their disability, including functional performance.	What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?	All needs must be addressed via an adult change (accommodation, support, service – “A”) or child change (goal + specialized instruction – “G”).
Health / medical				
Vision				
Hearing				
Physical / gross motor / mobility / PE				
Fine motor / tactile				
Health / hygiene / A				
Speech / language / communication				
Cognition / learning				
Guided pers. devel/ regulation				
Reading				
Writing				
Math				
Other content areas				
The arts				
Recreational				
Vocational				
Family				



Now, Needs, Next Planning Chart				
	"Now"	"Needs"	"Next"	
Academic and Foundational Skill Areas <i>Use the area listed as a guide for the breadth of information that should be addressed in the subsequent columns.</i>	Strengths / Abilities <i>Identify current status for each of the areas listed focusing on the strengths and abilities – what the student is able to do, including functional performance.</i>	Challenges <i>Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability including functional performance.</i>	Impacts <i>What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?</i>	Accommodation and/or Goal <i>All needs must be addressed via an adult change (accommodation, support service – "C") or adult change (goal + specialized instruction – "G").</i>
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor / tactile / sensory				
health / hygiene / ADLs				
speech / language / communication				
cognition / learning				
guided pers. devel/ self-regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

	now	needs	next
health / medical	CP, good health		
vision	CVI, visual acuity deficit ?	X	X
hearing	CVI, helps ↓ complexity, red/yellow, help, ↑ response time, target consistency, can be distracted by auditory interruptions, takes a long to reorient physically	X	X
physical / gross motor / mobility / PE	power chair, ↑ body tone, ATNR △ head position (esp L), ↓ w/ interruption	X	X
fine motor / tactile / sensory	Likes HUH, head + hand switches, improving, ↓, inconsistent control L hand, no mount, effort, accuracy, timing issues	X	X
health / hygiene / ADLs	Timed toilet training working, ↓ partic ADL routines	X	X
speech / language / communication	Vocalizes, SGD w/ switch for social/partic, unaided wants/needs, learning PAS, ↑ environ Cues, ↓ ↑ response time, speech undifferentiated, PAS accuracy, ↓ vocab	X	X
cognition / learning	Approp affect for context, ↓ accuracy comm'n = ltd Ax info, ↓ access to learning environ	X	X
guided pers devel/ self-regulation	Engaged, willing participant, humor,	X	X
literacy	Selects books, prefers funny ones, looks at letters/words, PAS answer ?, inconsistent, ↓ book/print explor/access	X	X
math	Looks at #s, math info, PAS responses, vocalize counts, inconsistent, ↓ book/print explor/access	X	X
content areas			
the arts			
recreational			
family	Prgrm Consistency, communication system	X	

Sample Now, Needs, Next Chart			
	Now	Need	Next
Strengths	Engaged, willing participant; humor; health		
Parent concerns		Prgrm. Consistency; communication system	
Listening/Auditory	Hearing ok	can be distracted by auditory interruptions, takes a long to reorient physically	Headphones; FM system
Visual	CVI; helps ↓ complexity, red/yellow, help, ↑ response time; target consistency	visual acuity deficit ?	written protocols
Reading	Selects books, prefers funny ones, looks at letters/words; PAS answer ?	inconsistent; ↓ book/print explor/access	✓
Fine motor	Likes HUH, head + hand switches; improving	↓, inconsistent control L hand; no mount; effort, accuracy, timing issues	switches
Math	Looks at #s, math info; PAS responses, vocalize counts	inconsistent; ↓ book/print explor/access	✓
Communication	Vocalizes, SGD w/ switch for social/partic; unaided wants/needs; learning PAS, ↑ environ. cues	↓ ↑ response time; speech undifferentiated; PAS accuracy; ↓ vocab	SGD; PAS; unaided protocol
Language/Cognitive	Approp affect for context;	↓ accuracy comm'n = ltd Ax info; ↓ access to learning environ	see above
ADLs	Timed toilet training working	↓ partic ADL routines	Toilet breaks
Motor	↑ power chair	↑ body tone, ATNR △ head position (esp. L); ↓ w/ interruption	✓ power chair use

Student Profile	PLAAFP and Program
health / medical	Basically healthy
vision	Unsure - needs to be tested
hearing	Tested WNL
physical / mobility / PE	Walks with walker, assist; wheelchair and seating/positioning supports
fine motor / tactile / sensory	Started hand-under-hand; unrefined movement
health / hygiene / ADLs	Adult support required, but can assist
communication	Looking towards; limited speech sounds; actions, gestures
cognition / learning	undetermined
self-determination	
reading	Enjoys books, taps of pages, starting to know about turning pages
writing	Holds markers for short time
math	Knows more/less based on observation
other content areas	NA (pre-school)
the arts	Loves music
recreational	music,
vocational	NA (pre-school)

Now, Needs, Next Planning Chart				
Academic and Foundational Skill Areas <small>Use the areas listed as a guide for the breadth of information that should be addressed in the subsequent columns.</small>	"How" <small>Strengths / Abilities Identify current status for each of the areas listed focusing on the strengths and abilities – what the student is able to do, including functional performance.</small>	"Needs" <small>Challenges Identify current status for each of the areas listed focusing on challenges or where the student may have difficulty related to their disability including functional performance.</small>	"Needs" <small>Impacts What is the impact of the student's challenges on their access, involvement and progress in grade-level general education curriculum?</small>	"Next" <small>Accommodation and/or Goal All needs must be addressed via an individual change (accommodation, support service – "C") or individual change (goal + specialized instruction – "I").</small>
health / medical				
vision				
hearing				
physical / gross motor / mobility / PE				
fine motor / tactile / sensory				
health / hygiene / ADLs				
speech / language / communication				
cognition / learning				
guided pers. devel./ self-regulation				
reading				
writing				
math				
other content areas				
the arts				
recreational				
vocational				
family				

Before N <sup>3</sup>					
	1	2	3	4	5
health / medical					
vision					
hearing					
physical / gross motor / mobility / PE					
fine motor / tactile / sensory					
health / hygiene / ADLs					
speech / language / communication					
cognition / learning					
guided pers. devel./ self-regulation					
literacy					
math					
content areas					
the arts					
recreational					
vocational					
family					

After N <sup>3</sup>					
	1	2	3	4	5
health / medical					
vision					
hearing					
physical / gross motor / mobility / PE					
fine motor / tactile / sensory					
health / hygiene / ADLs					
speech / language / communication					
cognition / learning					
guided pers. devel./ self-regulation					
literacy					
math					
content areas					
the arts					
recreational					
vocational					
family					

Before N <sup>3</sup>						After N <sup>3</sup>					
	1	2	3	4	5		1	2	3	4	5
health / medical						health / medical					
vision						vision					
hearing						hearing					
physical / gross motor / mobility / PE						physical / gross motor / mobility / PE					
fine motor / tactile / sensory						fine motor / tactile / sensory					
health / hygiene / ADLs						health / hygiene / ADLs					
speech / language / communication						speech / language / communication					
cognition / learning						cognition / learning					
guided pers. devel./ self-regulation						guided pers. devel./ self-regulation					
literacy						literacy					
math						math					
content areas						content areas					
the arts						the arts					
recreational						recreational					
vocational						vocational					
family						family					

When we know better,  
we do better.

## Top 10 Ways to Improve PLAAFP

- 1 Reference the GLGEC as starting point
- 2 Address all academic, foundational and functional areas
- 3 Represent both strengths and challenges for each area addressed
- 4 Interpret test scores
- 5 Use clear, respectful, language
- 6 Reference objective data sources
- 7 State all educational needs
- 8 Acknowledge when you need more information
- 9 Convey high expectations
- 10 Write the one you want to receive

## IEP Goals



## Top 10 Ways to Improve Goals

- 1 Seen as measure of effectiveness of adult services
  - 1 "If our services are effective, what change will we see in the student?"
- 2 Connected to needs statement
- 3 Are educationally relevant
- 4 Are discipline-free
- 5 Start with GLGEC connection
- 6 Include thoughtful, appropriate measures
- 7 Are reasonable quantity
- 8 Represent quality outcomes for improving the child's life
- 9 Focus on content first
- 10 Combine foundational and academic skills

*"The IEP is intended to be an individualized, special education document – not a version of the entire general education curriculum. The IEP indeed must address what the child needs in order to access the curriculum but it need not and should not contain the general curriculum itself."*

Bateman, B. Linden, M.A. Better (2006) IEPs: How to Develop Legally Correct and Educationally Useful Programs 4th edition. Verona, WI: IEP Resources

## Next Steps

- \* See if you have evaluation tools for each of the areas specified in the list of areas to address
- \* Work the positive language examples into PLP
- \* Use N3 to evaluate your current IEP
- \* Use N3 to prepare for an upcoming IEP
- \* Apply the N3 process to one area (eg vision, communication) and work across

Questions?



## Thank You!

The ASF Communication Training Series  
is made available by  
the Angelman Syndrome Foundation  
and a generous grant from  
The Foster Family Charitable Foundation,  
a family foundation established in Central California



angelman  
syndrome  
foundation | COMMUNICATION TRAINING SERIES

