The Individualized Education Program (IEP) Process: Rights and Responsibilities.

California State Dept. of Education, Sacramento, Div. of Special Education.

88p.; For related documents, see EC 222 038-052.

Sacramento, CA 95814-2703 ($7.00).

Guides - Classroom Use - Guides (For Teachers) (052)

MF01 Plus Postage. PC Not Available from EDRS.

Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Individualized Education Programs; Legal Responsibility; Parent Education; Parent Responsibility; Parent Rights; Program Development; Student Participation; Student Rights

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on rights and responsibilities in the Individualized Education Program (IEP) process. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and follow-up. Objectives of this module are: (1) develop an awareness of the federal and state laws and regulations which safeguard the rights of children with disabilities and their parents, (2) develop an awareness of the IEP process, (3) examine the role and responsibilities of parents in the IEP process, (4) discuss techniques for effective parental and student involvement in the IEP process, and (5) practice goal writing for the IEP. A Bibliography identifies five books, magazines, or other resources. (DB)
California State Department of Education
Special Education Division
Program, Curriculum and Training Unit

Presents a Module on:

The Individualized Education Program (IEP) Process:
Rights and Responsibilities

Prepared by:
Lynn Carlisle
Pat Lesniak

Edited by:
Joyce Eckrem

Special Thanks to:
Susan Westaby
Author of "Child and Parental Rights in Special Education"
a California State Department of Education publication
that was used as the basis for this module.

1988
This module, as well as thirteen others, were produced under the direction of Karl E. Murray and Susan Westaby of the Program, Curriculum and Training Unit, Special Education Division, CA State Department of Education. The modules are being field-tested throughout 1988. During this field-test stage, they are available by sending $5.00 for each module (includes tax and mailing) to: Parent Training Modules, CA State Department of Education, P.O. Box 944272 - Room 621B, Sacramento, CA 94244-2720. Make checks payable to Parent Training Modules.
The Parent/Professional Training Modules have been developed to serve as a core set of training resources for trainers to use primarily with groups of parents. Some of the trainings were designed specifically for combined groups of parents and professionals, and all the trainings can be adapted for use with parents or professionals as separate or combined audiences. The training modules in the series focus on content and activities that build skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities. There are fourteen training modules in this series:

Parent Professional Collaboration
Parental Involvement
Stress and Support in the Family
Coping with Loss and Change
Parent Support Groups
An Effective Community Advisory Committee
Community Advisory Committee Leadership Training
Communication Skills
The Individualized Education Program: Rights and Responsibilities
Placement in the Least Restrictive Environment
Training for Professionals Working with Families
Parent Professional Collaboration in Planning for Employment
Transition Planning
Interagency Collaboration: The Parents' Role

Each training module has eight sections:

Flyer
Topic Narrative
Overview
Trainer Agenda
Activities
Summary
Bibliography
Evaluation

Within each of these sections there are these materials:

Flyer - The Flyer highlights what participants can expect to learn by attending the training. It can be personalized for each training by adding date, time, and location in the appropriate spaces.

Topic Narrative -- The Topic Narrative contains content information specifically for the trainer. Trainers use the information to enhance their knowledge and understanding of the subject matter of the training module.
Overview -- The Overview contains the goals and objectives for the module; and the content and presentation strategy for each activity contained within the module.

Trainer Agenda -- The Trainer Agenda contains details of trainer and participant activities, materials and media. It is a suggested agenda that trainers can personalize to fit their style and the specific needs of the participants. A few modules that deal with sensitive or difficult content have Trainer Tips included in the Agenda section.

Summary -- The Summary contains highlights of all the content information presented in activities within the training. The Summary was designed to provide information to prospective participants and to workshop planners.

Bibliography -- The Bibliography contains the names of books, magazines and other resources that were used as references in developing the training modules and may serve as a list of suggested reading materials for trainers as well as participants.

Evaluation -- The Evaluation contains questions that directly assess the objectives of the module as well as some general questions to evaluate the usefulness of materials and trainee effectiveness.

The Parent/Professional Training Modules have been designed to be a flexible and expandable resource for trainers of parents and professionals. It can be housed in binders or in file folders and rearranged as needed. Trainers are urged to add articles, resources and other materials that will make each training reflect their individual style and meet the needs of the participants.
HOW TO USE THESE TRAINING MODULES

Conduct a Needs Assessment:

Gather as much information as you can about the groups that you will be working with. The following types of questions may help:

Does the group meet regularly or is it assembled specifically for the purpose of this training?

What does the group want to accomplish? Does it have a stated goal? Are there a set of outcomes that the group wants to achieve?

Who is involved in the group (agencies and organizations)?

If the group is an ongoing group, how is the group organized? (officers, executive committee, standing committees, task groups, etc.)

What has the group already done? What training has the group already received?

What is the group working on now?

How does the group get things done?

Has the group conducted a needs assessment to determine the group’s need for training and the training topics of interest?

Plan the Training

Typically, this is a dialogue between the trainer and the client. Often, the client will have a specific topic or activity in mind. Sometimes additional topics will be suggested during the needs assessment process when the trainer probes to get more information. The trainer can share a list of module topics and/or several module summaries to aid the client in selection of a topic(s) from the series.

Select the Training Module

The Parent/Professional Training Modules offer a wide selection of topics and activities. The trainer can select the module that deals with the topic chosen by the client.

Review the Training Module

The module provides the core activities and a suggested trainer agenda. The trainer can adjust both to reflect their individual style and the needs of the client.
Identify Additional Resource Materials

The trainer can add articles, resources, and other materials to the core training module. Often a trainer will introduce local resources or pertinent sample materials.

Deliver the Training

The Parent/Professional Training Modules are best delivered by a training team of a parent and a professional. Collaboration is modeled by the team as each member of the team displays unique perspectives, abilities and knowledge as they enhance each others presentation styles.

Evaluate the Training

Evaluation is an essential element of any training. Each module includes an evaluation that assesses the specific objectives of the module and the usefulness of materials. These evaluations can assist the trainer in refining the module content and modifying presentation style, if needed.

"Follow-Up" the Training

It is a good practice to follow-up any training with a personal visit, letter, or a phone call. The trainer may wish to keep a list of names, addresses, and phone numbers of participants to facilitate follow-up. The follow-up usually consists of discussion about how the training may have impacted the client's personal or professional life. Clients may express the desire for further training and/or materials and resources.
The Individualized Education Program (IEP) Process: Rights and Responsibilities

(For All Interested and Involved Parents and Professionals)

You, as a participant, will learn about:

- federal and state laws that safeguard the rights of children with disabilities and their parents
- the IEP process
- the roles and responsibilities of parents in the IEP process
- how parents and students can be involved in the IEP process
- writing goals for the IEP

Day and Date:

Time:

Location:

For More Information, Call:

Please Come
The IEP Process: Rights and Responsibilities
Topic Narrative

Public Law 94-142 is a federal law which mandates and affirms the right of all handicapped children to a free appropriate public education. The goals of PL 94-142 are to do the following:

1. Provide a free and appropriate public education to all handicapped children, which includes special education and related services to meet their unique educational needs.

2. Provide handicapped children with an education in the least restrictive environment on the basis of individual needs.

3. Guarantee to each handicapped child an unbiased, valid assessment in a mode of communication normally used by the child.

4. Provide parents the opportunity to be involved in the educational decisions concerning their child.

California statutes present a plan for implementing special education services for individuals with exceptional needs. The primary goal of the plan is to provide a free and appropriate public education to individuals with exceptional needs in the least restrictive environment. The intent is to place the child with exceptional needs in a program integrated with regular school programs, where possible, while giving consideration to needs of both exceptional and other students in general education. The plan does not categorize or label children. The plan does the following:

1. Guarantees that every individual with exceptional needs receives appropriate educational services,

2. Requires school districts to offer all necessary special education services or to contract appropriately when the needed service cannot be provided in the district or special education local plan area (SELPA),

3. Provides for funding on the basis of services provided to the child, rather than categories of handicaps,

4. Requires a thorough assessment of each child’s special needs and regularly scheduled reviews to ensure that the services provided are appropriate,

5. Provides for the involvement of parents as partners in the assessment, placement, and evaluation of their children,

6. Provides for transportation for all pupils in special education programs, when necessary.

Before a child receives special education services, a written Individualized Education Program (IEP) must be developed and then reviewed each year at a meeting in which the parents have the right, and are encouraged, to participate. Parents must give written approval to the Individualized Education Program before it can be implemented. Parents have a right, and are encouraged, to present information during the IEP team meeting for use in developing the best IEP for their child.

The IEP is developed for the child’s present level of educational performance and includes annual goals and short term instructional objectives; the type of specific special educational instruction and related services needed for the child; a statement of the extent the child will participate in regular educational programs; the date(s) when the special education service begins and is projected to end; and the annual evaluation procedures and review date for updating the IEP.
When appropriate, the IEP will also include prevocational career education goals; employment skills goals; alternative standards for graduation; extended school year services; a plan for transition into regular education; specialized services, materials, and equipment needs; transportation needs; for children whose main language is not English, appropriate goals, objectives, programs, and services in order for the child to benefit from instruction; and any other related services the IEP team agrees are needed for the child to benefit from his or her education.

Due process is a right guaranteed by the U.S. Constitution and federal and state laws and regulations. In regard to special education, due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education programs and services offered or being provided for your child.

The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change your child's education program. Issues which may be considered under the due process hearing procedure include identification, assessment, placement of individuals with exceptional needs, and the provision of a free appropriate public education.

Due process procedures include, but are not limited to, an informal conference and/or a mediation conference at the district level and an administrative hearing at the state level. Parents are ensured specific rights in connection with the due process procedures. The local educational agency is required to give parents information about the procedures.

Either the parents or the school district may submit a written request to the Superintendent of Public Instruction for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated. If both parties agree to a mediation conference, it must be scheduled and completed within 15 days of the date the hearing request is filed. The hearing process generally must be completed within 45 days, although exceptions may occur when both parties agree.

Parents rights at a due process hearing include, but are not limited to the following:

- The right to examine and receive copies of any documents contained in their child's education records.
- The right to be accompanied at the hearing by a representative(s) of their choosing.
- The right to open the hearing to the public.
- The right to give or withhold permission for placement of their child.

If either party disagrees with the decision of the Superintendent of Public Instruction, the party may appeal to a court of competent jurisdiction.

Any individual, public agency, or organization may file a complaint that alleges noncompliance of the educational agency in implementing special education services for an individual or violation of state and federal laws or regulations concerning special education implementation. A complaint is filed in writing with the local education agency's superintendent or with the Superintendent of Public Instruction. The complaint procedure is used in situations which involve alleged violation by the public education agency of any federal or state law or regulation governing special education.
Each educational agency is responsible for making sure that the child is involved as much as possible in the regular school program. This “involvement” is to be based on the nature or severity of the child’s handicapping condition. One way that this is accomplished is by having available a variety of educational options. Special education and related services may be provided in any of the following:

- Regular classrooms
- Special classes or centers
- Homes or nonsectarian hospitals
- Other school district or county programs
- State university demonstration schools
- State special schools
- Other states if no appropriate facility exists in California
- Public or nonpublic nonsectarian schools or programs, including residential facilities
- Licensed child care institutions
- State hospital programs
- Private nonprofit preschools
- Private nonprofit child development centers
- Regional occupational centers and programs
- Community colleges
- Four-year colleges
- Juvenile justice agencies
- State prisons
- Resource specialist programs

Parents and children as well as the local education agencies have responsibilities and legal rights. A major responsibility for parents is to become an active, cooperative, contributing member to the child’s educational program.

Some responsibilities that parents should assume are:

- Coordinate their child’s records.
- Initiate school conferences.
- Share specific information about their child.
- Join parent organizations.
- Attend school board and advisory committee meetings.
- Provide positive feedback to teachers, school board members and service providers.
- Be informed about current legislation.

The law mandates that parents have the opportunity to participate in the IEP process. It does not, however, define the level of participation. In order for parents to act as decision makers on an equal basis with every other member of the IEP team, they must become knowledgeable about their rights and responsibilities, and learn techniques to help them organize the information they have about their child.

Overview

The goal of the module is to increase the participants' knowledge and understanding of the Individualized Education Program (IEP) and the role of parents in its development and implementation.

Objectives

1. Develop an awareness of the federal and state laws and regulations which safeguard the rights of children with disabilities and their parents.
2. Develop an awareness of the IEP process.
3. Examine the role and responsibilities of parents in the IEP process.
4. Discuss techniques for effective parental and student involvement in the IEP process.
5. Practice goal writing for the IEP.

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Suggested Minutes</th>
<th>Content</th>
<th>Presentation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>Introduction, Objectives and Agenda Review</td>
<td>Individual and Small Group Activity with Large Group Sharing</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Roles in the IEP Process Pretest</td>
<td>Large Group Discussion</td>
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<tr>
<td>1</td>
<td>40</td>
<td>Legislative Overview</td>
<td>Lecturette wiz! Large Group Discussion</td>
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<tr>
<td>1</td>
<td>10</td>
<td>Break</td>
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</tr>
<tr>
<td>2</td>
<td>10</td>
<td>IEP Process</td>
<td>Lecturette</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>Placement/Least Restrictive Environment</td>
<td>Individual Activity and Large Group Discussion</td>
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<tr>
<td>3</td>
<td>10</td>
<td>Parent Responsibilities</td>
<td>Lecturette</td>
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<tr>
<td>4</td>
<td>10</td>
<td>Parent and Student Involvement in the IEP Process</td>
<td>Lecturette and Large Group Discussion</td>
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<tr>
<td>5</td>
<td>25</td>
<td>Goal Writing</td>
<td>Individual and Small Group Activity with Large Group Report Back</td>
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<td>3</td>
<td>5</td>
<td>Roles in the IEP Process Post-test</td>
<td>Individual Activity</td>
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<td>10</td>
<td>Conclusion and Evaluation</td>
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</table>
# Suggested Trainer Agenda

**WORKSHOP TITLE:**
The Individualized Education Program (IEP) Process: Rights and Responsibilities

**CLIENT:**

**GOAL:**
To increase the participants' knowledge and understanding of the Individualized Education Program (IEP) and the role of parents in its development and implementation.

**OBJECTIVES:**
1. Develop an awareness of federal and state laws and regulations which safeguard the rights of children with disabilities and their parents.
2. Develop an awareness of the IEP process.
3. Examine the roles and responsibilities of parents in the IEP process.
4. Discuss techniques for effective parental and student involvement in the IEP process.
5. Practice goal writing for the IEP.

<table>
<thead>
<tr>
<th>TIME</th>
<th>WHO</th>
<th>TRAINER ACTIVITIES/CONTENT</th>
<th>PARTICIPANT ACTIVITIES</th>
<th>HANDOUTS MEDIA</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td></td>
<td>Welcome</td>
<td>Listen</td>
<td>Chart Paper</td>
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<td>Introductions</td>
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<td>Pens</td>
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<td>Objectives and Agenda Review</td>
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<td>Tape</td>
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<td></td>
<td>Display Objectives and Agenda on Chart Paper</td>
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<td>Chart of</td>
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<td><strong>Roles in the IEP Process</strong></td>
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<td>Agenda and</td>
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<td>Activity/Handout 1</td>
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<td>Objectives</td>
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<td>Individual and Small Group Activity with Large Group Sharing</td>
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<td>Distribute Handout 1</td>
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<td>Give participants 5 minutes to complete Handout 1. When they are finished, ask them to</td>
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<td>turn to the person next to them, introduce themselves, and choose one role they were</td>
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<td>&quot;uncertain&quot; of to discuss. Allow 5 minutes for discussion. Ask participants to save</td>
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<td>their handout, it will be used later in the session.</td>
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### Suggested Trainer Agenda (continued)

<table>
<thead>
<tr>
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<th>HANDOUTS MEDIA</th>
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<tbody>
<tr>
<td>40 minutes</td>
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<td>Trainer will ask one or two participants to share the role or responsibility they discussed.</td>
<td>Share with Large Group</td>
<td>Handout 2A</td>
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#### Legislative Overview

- Activity/Handouts 2A-E
- Lecturette and Large Group Discussion
- Distribute Handout 2A

In this legislative overview the trainer will be discussing rights and protections as established in federal and state law.

#### RIGHTS:

**Federal Law**

The Education for All Handicapped Children Act of 1975 (PL 94-142 and later amendments) is a federal law which mandates and affirms the right of all handicapped children to an appropriate public education. The goals of PL 94-142 are to do the following:

1. Provide a free and appropriate public education to all handicapped children, which includes special education and related services to meet their unique educational needs.
2. Provide handicapped children with an education in the least restrictive environment on the basis of individual needs.
3. Guarantee to each handicapped child an unbiased, valid assessment in a mode of communication normally used by the child.
4. Provide parents the opportunity to be involved in the educational decisions concerning their child.

**State Laws**

California statutes present a plan for implementing special
### Suggested Trainer Agenda (continued)

<table>
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<td><strong>education services for individuals with exceptional needs.</strong> The primary goal of the plan is to provide a free and appropriate education to individuals with exceptional needs in the least restrictive environment. The intent is to place the child with exceptional needs in a program integrated with regular school programs, where possible, while giving consideration to the needs of both exceptional and regular students. The plan does not categorize or label children. The plan does the following:</td>
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<tr>
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<td>1. Guarantees that every individual with exceptional needs receives appropriate educational services.</td>
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<td>2. Requires school districts to offer all necessary special education services or to contract appropriately when the needed service cannot be provided in the district or special education local plan area (SELPA).</td>
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<td>3. Provides for funding on the basis of services provided to the child, rather than categories of handicaps.</td>
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<td>4. Requires a thorough assessment of each child's special needs and regularly scheduled reviews to ensure that the services provided are appropriate.</td>
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<td>5. Provides for the involvement of parents as partners in the assessment, placement, and evaluation of their children.</td>
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<td>6. Provides for transportation for all pupils in special education programs, when necessary.</td>
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### PROTECTIONS:

The two protections are the 1) Individualized Education Program (IEP) and 2) due process procedures.

1. **IEP**—Before children receive special education services, a written Individualized Education Program (IEP) must be developed and then reviewed each year at a meeting.
### Suggested Trainer Agenda (continued)

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<tbody>
<tr>
<td>10 minutes</td>
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<td>in which parents have the right, and are encouraged, to participate. Parents or guardians must give written approval to the Individualized Education Program before it can be implemented. They have a right, and are encouraged, to present information during the IEP team meeting for use in developing the best IEP for the child.</td>
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<tr>
<td>10 minutes</td>
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<td>Trainers use Handouts 2B–2D to briefly discuss what the IEP is, what the IEP includes and who is on the IEP team. Time lines, roles and responsibilities of parents will be discussed later in the workshop session.</td>
</tr>
</tbody>
</table>

2. Due Process—Distribute Handout 2E pages 1 and 2. Trainer will use this handout as a basis for this lecturette.

Trainer may choose to address questions as they arise during the lecturette or ask participants to note their questions and deal with them at the end of the lecturette.

Break

**IEP Process**

Activity/Handout 3
Lecturette
Distribute Handout 3

Trainer will use this handout as a basis for the following lecturette. The IEP process is basically divided into 5 steps:

1. Identification
2. Assessment
3. Planning
4. Implementation
5. Evaluation

Each step has specific time lines attached to it. Once a written referral is initiated the IEP process begins. The district begins
### Suggested Trainer Agenda (continued)

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<tr>
<th>TIME</th>
<th>WHO</th>
<th>TRAINER ACTIVITIES/CONTENT</th>
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<tr>
<td>20 minutes</td>
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<td>development of an assessment plan. The school district has up to 30 days to develop the assessment plan and obtain the parents' informed consent to begin assessment. Once parents have given permission for assessment the school district has up to 50 calendar days (not including July and August) to complete assessment and hold an IEP meeting. Placement must occur immediately following the IEP meeting, provided parental consent has been given. Parents have specific roles to play throughout the IEP process. These include:</td>
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<td>- Sharing unique information about their child for the assessment and IEP teams.</td>
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<td>- Attending the IEP meeting.</td>
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<td>- Assisting with the development of appropriate goals and objectives for their child.</td>
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<td>- Deciding with the team what program and services their child should receive.</td>
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<td>- Reviewing possible program alternatives.</td>
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<td>- Monitoring their child's progress.</td>
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</table>

After a child is placed in an appropriate program there will be an annual IEP review. Parents may request an IEP meeting before the time of the annual review if they have concerns about the child's progress or placement. The school district must conduct a reevaluation (including assessment) every 3 years.

**Placement/Least Restrictive Environment**

Activity/Handout 4A and 4B
Individual Activity and Large Group Discussion
Distribute Handout 4A and 4B

Trainer will state that two of the roles discussed in the previous lecturette dealt with reviewing possible program options and assisting with placement recommendations.
Each educational agency is responsible for making sure that the child is involved as much as possible in the regular school program. This “involvement” is to be based on the nature or severity of the child’s handicapping condition. One way that this is accomplished is by having available a variety of educational options. The ideal is that the child be placed in the “least restrictive environment.”

Trainer will now distribute Handout 4A.

Instruct participants to complete handout following instructions. It is important to note that for the purposes of this activity participants should assume that total integration or mainstreaming is appropriate. Allow participants 5 minutes to complete the handout. Trainer will lead participants in a discussion of activity. Trainer will want to stress that this is an example of options. Trainer may choose to display Placement Option answers as a wall chart, ie:

- Regular Placement
- Regular Placement with Support
- Regular and Special Education Placement
- Special Placement within School
- Out of School Placement

It is important to note that the IEP should include some documentation concerning why the child was placed in anything other than the regular classroom.

Trainer will distribute Handout 4B as a resource for participants.
### Suggested Trainer Agenda (continued)

<table>
<thead>
<tr>
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<th>HANDOUTS MEDIA</th>
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</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td></td>
<td>Parent Responsibilities</td>
<td>Listen</td>
<td>Wall Chart</td>
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<tr>
<td></td>
<td></td>
<td>Activity/Handout 5</td>
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<td></td>
<td>Lecturette</td>
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<td>Display Wall Chart</td>
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<td>Distribute Handout 5</td>
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<td>Trainer states:</td>
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<td>&quot;We have spent a great deal of time talking about legal rights dealing with our children's education. We also must remember that parents and children, as well as schools, have responsibilities. A major responsibility of the parent is to become an active, cooperative, contributing member of your child's educational program and to support quality education.&quot;</td>
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<td>Trainer will prepare a wall chart on parent responsibilities. Trainer will refer to and use wall chart of responsibilities as basis for lecturette elaborating on points listed.</td>
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<td>WALL CHART - Parent Responsibilities</td>
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<td></td>
<td>1. Coordinate your child's records—keep a file on educational, psychological, medical records.</td>
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<td>2. Initiate school conference early in the year.</td>
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<td>3. Share specific information about your child and assist in developing appropriate IEP goals.</td>
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<td>4. Join parent organizations—ARC, ACLD, CANHC, PTA, CAC.</td>
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<td>5. Attend school board, parent group meetings, parent advisory committees.</td>
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<td>6. Give positive reinforcing messages to teachers, counselors, administrators and school board members. This can be accomplished through writing notes and letters or making phone calls.</td>
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<tr>
<td>TIME</td>
<td>WHO</td>
<td>TRAINER ACTIVITIES/CONTENT</td>
<td>PARTICIPANT ACTIVITIES</td>
<td>HANDOUTS MEDIA</td>
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<td>10 minutes</td>
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<td>Distribute Handout 5 for Item #1 on Wall Chart as an example of recordkeeping:</td>
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<td>Indicate that parents are the major and perhaps only coordinator of all their child's records and the importance of this task. This is one way to organize your records. It provides a basis for starting up a notebook where you can keep all information about your child in one place. Other sections of information can be added, i.e. Regional Center contacts, IPPs, and as child is older Social Security (SSI), Department of Vocational Rehabilitation. If trainer has a system of recordkeeping or a notebook they use for their child it would be appropriate to have it available for participants to see.</td>
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<td>Discuss other points on Wall Chart. Indicate that we will be discussing #3 in more detail in a few minutes.</td>
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<td><strong>Parent and Student Involvement in the IEP Process</strong></td>
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<td><strong>Activity/Handouts 6A–6C</strong></td>
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<td>Lecturette and Large Group Discussion</td>
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<td>Distribute Handouts 6A–6C</td>
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<td></td>
<td>Trainer states:</td>
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</table>
|           |                          | "The law mandates that parents be given the opportunity to be involved. This does not mean that parents will automatically be equal partners in the decision making process. Just as no teacher or member of the IEP team will come to the meeting without doing their “homework” or preparing, parents need to prepare in order to ensure their participation is as valuable and meaningful as possible. Preplanning will not only make parent participation more significant it will build parent confidence."

Ask 2 or 3 participants to share how they prepare for IEP meetings.

Ask participants to refer to the handouts you have just given
them. The “IEP Checklist” (Handout 6A) details required sections of the IEP and questions a parent may want to ask about those sections. “Things Included in the IEP” (Handout 6B) is an excellent way for a parent to organize information and thoughts before the meeting. We suggest that you take the time before the IEP meeting to address the questions and make some notes using this handout as a guide.

Bring these notes with you to the meeting, along with your recordkeeping notebook on your child. Make sure that the IEP team knows you have prepared for the meeting and want to share your information at the appropriate times.

**Student Participation in the IEP**

Often students are not included in the IEP meeting and when they are, they just sit there and listen to all the adults making plans and setting goals for them. This meeting is really all about them and their future. The bottom line is that whether they meet their IEP goals will have a lot to do with their efforts as well as parents and teachers. It is important for the student to learn what an IEP is and that their participation is important. The student forms (Handout 6C) are a good way for the student to learn about the IEP process* and assist them in participating in the IEP meeting.

*Trainer may indicate that some teachers use these forms as a basis for a unit they teach to their special education students on the IEP process.

It is suggested that a teacher or the child’s parents sit down with them prior to the IEP meeting and explain that their input is important at the meeting and help them fill out the forms. The student will bring these forms (Handout 6C) with them to the meeting. These are generic forms and can be modified as you might feel appropriate.
### Suggested Trainer Agenda (continued)

<table>
<thead>
<tr>
<th>TIME</th>
<th>WHO</th>
<th>TRAINER ACTIVITIES/CONTENT</th>
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<tbody>
<tr>
<td>25 minutes</td>
<td></td>
<td><strong>Goal Writing</strong></td>
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<td>Activity/Handout 7&lt;br&gt;Individual and Small Group Activity&lt;br&gt;with Large Group Report Back&lt;br&gt;Distribute Handout 7</td>
</tr>
</tbody>
</table>
|          |     | Trainer states:<br>
|          |     | "We have talked about how to prepare for IEP meetings, how to organize your information. A very important part of that meeting is the goals that are set for the student. We will now give you the opportunity to practice writing goals. Take a few minutes to read the handout and then write some goals for your child." |
|          |     | After you have completed your list of goals on the last page of the handout, take a few moments to prioritize the goals in order of their importance to you. Keep in mind it is most effective to concentrate on only a few major goals at a time. |
|          |     | Trainer should allow 15 minutes for participants to complete this individual part of the activity. Ask participants to pair up with another person and discuss the following questions:<br>Have you written goals before? If so, was it difficult? Have you included your child in goal setting in the past? If not, do you see a value in it? Was it difficult to prioritize your goals? Allow 5 minutes. |
|          |     | Trainer asks participants to share their experiences with goal writing and what they have learned from this activity with the large group. |
|          |     | Trainer then states:<br>
|          |     | "We hope this activity has helped you to visualize your role in designing goals that can be included in your child's IEP. When you go to your next IEP meeting remember:" |

### PARTICIPANT ACTIVITIES

- Write goals
- Discuss with Partner
- Share with Large Group
<table>
<thead>
<tr>
<th>TIME</th>
<th>WHO</th>
<th>TRAINER ACTIVITIES/CONTENT</th>
<th>PARTICIPANT ACTIVITIES</th>
<th>HANDOUTS MEDIA</th>
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<tbody>
<tr>
<td>5 minutes</td>
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<td>- School district personnel may also propose goals for inclusion in the IEP.</td>
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<td>- To explain why a particular goal is important—why you think your child should work on that goal.</td>
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<td>- To adjust your goals to reflect additional information about what is realistic and/or critical for your child at this time.</td>
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<td>- To find out what you can do at home to help your child reach the goals that are finally set for him/her.</td>
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<td>- To encourage school district personnel to adjust their goals based on information you provide.</td>
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<td>10 minutes</td>
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<td>Roles in the IEP Process</td>
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<td>Activity/Handout 1</td>
<td>Review Handout Share</td>
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<td>Individual Activity</td>
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<td>Handout 1</td>
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<td>Post-Test</td>
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<td>Refer to Handout 1</td>
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<td>Trainer asks participants to review their responses to Handout 1 which was completed at the beginning of the session.</td>
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<td>&quot;As a result of new information and experiences gained from this workshop session, would you respond differently to any of these statements?&quot;</td>
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<td>Have a few participants share as time permits.</td>
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<td></td>
<td>Conclusion</td>
<td>Complete Evaluation</td>
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<td>Restate Objectives</td>
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<td>Handout 8</td>
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<td>Thank Participants</td>
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<td>Complete Evaluation/Handout 8</td>
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</table>

Refer to Handout 1.
Roles and Responsibilities in the IEP Process

Please read each item carefully.

PARENTS*: Check the box opposite the statement which best describes what you think is an appropriate/inappropriate role for you to assume during the IEP process.

STAFF*: Check the box opposite the statement which best describes what you, as a staff member, think is an appropriate/inappropriate role for parents to assume during the IEP process.

*If you are not sure if a role is appropriate/inappropriate, check "uncertain."

Assessment Activities
1. Gather information relevant to the student.
2. Summarize information relevant to the student.
3. Present information relevant to the student.
4. Interpret information relevant to the student.

Programming Activities
5. Suggest student's subject matter needs.
7. Set evaluation criteria for student's academic performance in the special education program.

Evaluation Activities
8. Use student needs as guidelines for judging programming alternatives.
9. Evaluate the alternatives from the viewpoint of the school's ability to deliver the services.
10. Influence others to accept a specific program for the student.
11. Review the continued appropriateness of the student's educational program.
12. Review the student's educational progress.

IEP Meeting Activities
13. Encourage others to participate.
14. Resolve conflicts of opinions.
15. Determine team membership.
16. Establish meeting dates.
17. Responsibility for implementation of the student's special education program.
18. Disseminate the team decisions to appropriate persons.
Public Law 94-142 Established Four Major Rights:

1. Free Appropriate Public Education
2. Placement in "Least Restrictive Environment"
3. Fair Assessment Procedures
4. Parent Involvement in Educational Decisions

And Two Protections:

1. Individualized Education Program (IEP)
2. Due Process Procedures
The Individualized Education Program

What it is:
1. A written individualized statement
2. Developed by a team
3. To guarantee delivery of appropriate services
4. For all children who meet eligibility requirements

What it is not:
1. A binding contract that guarantees that goals and objectives will be accomplished
What Does the IEP Include?

The Individualized Education Program (IEP) is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

1. Child's present level of educational performance.
3. Statement of specific special education and related services to be provided, including extent to which the child will participate in the regular program.
4. Projected date for initiation and duration of such programs and services.
5. Appropriate evaluation procedures and objective criteria for determining, at least annually, whether the short-term instructional objectives are being achieved.

When appropriate, the IEP shall also include, but not be limited to, all of the following:

1. Prevocational career education goals.
2. Employment skills goals.
3. Alternative standards for graduation.
4. A plan for transition into regular education.
5. Specialized services, materials, and equipment needs.
6. Transportation needs.
7. For children whose main language is not English, appropriate goals, objectives, programs, and services in order for the child to benefit from instruction.
8. Extended school year services.
IEP Team

Minimum membership shall include, but not be limited to:

- One or both of the pupil's parents, a representative selected by the parent, or both
- Administrator or administrative designee
- Pupil's present teacher. If the pupil does not presently have a teacher, a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age.

When appropriate, the team shall also include:

- The individual with exceptional needs
- Other individuals, at the discretion of the parent, district, special education services region, or county office
- Persons who have assessed the student
- Anyone else whose competence is needed.
Due Process

Due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education programs and services offered or being provided for the child.

The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change the child's educational program. Issues which may be considered under the due process hearing procedure include: identification, assessment, placement of individuals with exceptional needs, and the provision of a free appropriate public education.

Due process procedures include, but are not limited to, an informal conference and/or a mediation conference at the district level and an administrative hearing at the state level. Parents are ensured specific rights in connection with the due process procedures. The local educational agency is required to give parents information about the procedures.

Either the parents or the school district may submit a written request to the Superintendent of Public Instruction for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated. If both parties agree to a mediation conference, it must be scheduled and completed within 15 days of the date the hearing request is filed. The hearing process generally must be completed within 45 days, although exceptions may occur when both parties agree.

Parents rights at a due process hearing include, but are not limited to, the following:

- The right to examine and receive copies of any documents contained in the child's education records.
- The right to have present at the hearing the pupil who is the subject of the hearing.
- The right to be accompanied at the hearing by a representative(s) of the parents choosing.
- The right to open the hearing to the public.
- The right to give or withhold permission for placement of the child.

If either party disagrees with the decision of the Superintendent of Public Instruction, the party may appeal to a court of competent jurisdiction.

Listed below are some of the important things parents should know about due process and procedural safeguards.

1. Parents must be notified whenever the school:
   - plans to conduct a special assessment of their child.
   - wants to change their child's identification, assessment, educational placement, or the provision of a free and appropriate education.
   - refuses to initiate a change in the identification, assessment, educational placement or the provision of a free and appropriate education to the child.

2. Parent consent must be obtained before the school conducts the assessment or makes a placement.

3. Parents have the right to obtain an independent educational assessment for their child.

4. Parents must be informed by the school of their right to examine school records which relate to their child's identification, assessment and educational placement.

5. Parents must receive a full explanation from the school of all of the procedural safeguards provided by the law.

6. Parents have the right to participate in the meeting when their child's educational program is designed.

7. Parents have the right to an impartial hearing if they disagree with the decision of the school. The schools also have the right to request a hearing.

8. Parents and schools have certain rights in hearing procedures.

Individualized Education Program (IEP) Process or Time line

**IDENTIFICATION**

Screening and Identification

Consultation: Interview & Observation

Referral for Assessment

**ASSESSMENT**

Assessment Carried Out

Parent's Informed Consent

**PLANNING**

Team Meeting: Development of the IEP & Placement Recommendation

Parent's Approval of IEP & Placement

2-3 days, immediately

**EVALUATION**

Student Placement & Program Implementation

Annual Program Review & Revision (Reevaluation at least every three years)

**IMPLEMENTATION**

15 days

* Parent's Informed Consent Required

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**Notes**

- Referral for Assessment: 15 days
- Assessment Plan Developed: 15 days
- PLANNING: 2-3 days, immediately
- IMPLEMENTATION: 50 calendar days, not to include days in July and August
- *Parent's Informed Consent Required"
Placement Options/
Least Restrictive Environment

Using the placement options listed on the left, fill in the chart on Least Restrictive Environment by placing the placement options in correct order from least to most restrictive. For the purposes of this activity assume that total integration or mainstreaming is the desired and/or appropriate "least restrictive environment".

Placement Options

1. Regular and Special Education Placement
   - Resource Specialist Program
   - Part-time Special Day Class
   - With DIS services

2. Out of School Placement
   - Special School
   - Residential
   - Hospital
   - Home
   - With DIS services

3. Regular Placement with—
   - Supplementary Materials
   - Support from Specialists
   - Consultation Services
   - Classroom Tutors
   - DIS services

4. Special Placement Within School
   - Special Education Class
   - Special Education Class and Home Instruction
   - Special Education Class and Special Day School
   - With DIS services

5. Regular Placement

Most Restrictive

Least Restrictive
California State Department of Education

Policy Statement on Least Restrictive Environment

Approved by the California State Board of Education, October 10, 1986

California's commitment to the provision of services to individuals with exceptional needs in the least restrictive environment is clearly stated in legislative intent:

"Individuals with exceptional needs are offered special assistance programs which promote maximum interaction with the general school population..." (E.C. Part 30, Chap. 1, Sect. 56005 (g))

This commitment is further stressed in the mandate which requires that:

"A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." (E.C. Part 30, Chap. 4, Art. 1, Sect. 56303)

Policies for implementing this intent statewide are based on the principle that individuals with exceptional needs should receive their education in chronologically age appropriate environments with nonhandicapped peers. This principle maintains that both nonhandicapped and handicapped children are most successfully educated in a shared environment where qualities of understanding, cooperation and mutual respect are nurtured.

It is also the intent of federal and state statutes and regulations that individuals with exceptional needs attend the same public school as nonhandicapped students in their neighborhood unless it is determined by the Individualized Education Program (IEP) team to be inappropriate to their educational and social needs.

Therefore, placement in an educational environment other than a regular class should be considered only when the IEP team determines that the regular environment, services, and/or curriculum cannot be modified effectively to meet the needs of the student as specified in his/her IEP.

Both federal and state regulations mandate the provision of:

"...a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment." (E.C. Part 30, Chap. 1, Art. 2, Sect. 56031)

To ensure that a full continuum of program options are available, all education agencies should review their current delivery systems to determine that:

1. Program options in regular education environments are available at local neighborhood schools.
2. Special education programs, to the maximum extent appropriate to student needs, are housed on regular school campuses and dispersed throughout the district.
3. The physical location of the program facilitates continuing social interaction with nonhandicapped students.
4. Individuals with exceptional needs have equal access to all regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.
5. Administrative policies and procedures encourage the close cooperation of all school personnel to facilitate opportunities for social interaction between individuals with exceptional needs and nonhandicapped individuals.
6. Administrative policies and procedures allow individuals with exceptional needs maximum access to appropriate general education academic programs and school personnel are given necessary support to insure the student's success.

7. Long-range plans and commitments for physical housing on regular school campuses are made in order to avoid frequent and disruptive program relocations.

8. Through long-range commitments for physical housing on regular school campuses, individuals with exceptional needs are afforded opportunities to develop and maintain continuing relationships with nonhandicapped peers.

Consistent with the determination of an IEP team, students may be placed in residential schools or nonpublic schools and may be provided educational services in medical facilities. Administrators of those facilities and programs are encouraged to provide opportunities for participation with nonhandicapped students in both educational and social activities.

In all instances, the IEP team determines the extent to which an individual with exceptional needs participates in regular education with nonhandicapped students. The determination of appropriate program placement, related services needed, and curriculum options to be offered is made by the IEP team based upon the unique needs of the handicapped student rather than the label describing the handicapping condition or the availability of programs.

To summarize California's position on the least restrictive environment for individuals with exceptional needs receiving a public education, the State Department of Education heartily concurs with the Legislature in its declaration that:

"Special education is an integral part of the total public education system and should provide maximum interaction between handicapped and nonhandicapped pupils..." (E.C. Part 30, Chap. 1, Art. 1, Sect. 56031)
Recordkeeping for Parents

I. You must learn as much about your child's education as you possibly can.

1. Keep a complete set of records. This file should include any or all of the following:
   a. results of tests conducted by psychologists for diagnosing your child's needs.
   b. doctors' and nurses' reports.
   c. teachers' reports on your child's progress.
   d. samples of your child's work.
   e. copies of each IEP and documents related to it.
   f. records of phone calls and copies of letters.
   g. your notes and observations concerning your child.

II. You must document all actions you take on behalf of your child.

1. Keep copies of all letters which you send to school officials and other agencies.

2. If you make any decisions concerning your child's education through a conference with school officials or through a telephone conversation, send a letter confirming these decisions. State in the letter exactly what has been decided. A written record is essential if the school fails to carry out its promises.

3. If you desire an assessment of your child, request it in writing.

4. If you wish to see your child's records, make your request in writing.

5. If you desire a hearing to challenge the school's actions, request it in writing. Send copies of your request to the school principal and to the local superintendent of schools.

You are entitled to a hearing if:

a. you disagree with the testing, assessment, placement or provision of a free appropriate public education.

b. the school refuses to assess your child or make a change in placement which you have requested.
Child Information Forms

The following forms:

1. Background Information
2. Developmental History
3. Child's Record of Medical Information/Family Health History
4. Educational History

are included in this handout. Complete the forms, or sections of the forms, which are appropriate for your child. You will then have a reference guide to use when making application to a new agency for services for your child.

It is suggested that the forms be inserted in a notebook where you can also file items such as:

- medical, educational, psychological, and/or therapy reports.
- your child's IEP and progress reports from the school.
- copies of letters you've written or received concerning your child.
- a log of phone calls and visits to agencies and professionals (include dates, names, phone numbers, purpose and outcomes of such contacts).

When all of the available information about your child is kept together in one place, it will be easier for you to keep track of it. Remember to keep your notebook up to date. You may want to take it with you when you go to your child's school for an IEP meeting, or to a new agency or service provider.

All of the forms are from: Directions II: A workbook for families. Los Angeles, CA: Western Los Angeles Direction Service, 1978.
Background Information

Why use this form?

Almost every agency with whom you come in contact will ask you questions about the background and service history of your child. These questions are a standard part of the “intake” process of most agencies. Many parents express frustration at having to answer the questions over and over. But the process is probably necessary because it is important that the agency that is about to begin serving you should know about what services you have received in the past so they don’t do things over that have already been done. These kinds of questions also serve to orient and acquaint the professional with your child and your family. You may find that you save a lot of time and are less frustrated if you write down all the significant background information about your child here so that you don’t have to try to remember the names and places you have been "on the spot," or dig through your purse or wallet for several tiny scraps of paper, business cards or old reports. This form, like most of the others that follow, is designed to save you time in the “long run” if you take time to fill it out now.

When to use this form:

When you go to a new agency, to be used as an aid in answering questions.

Before you go to the agency, you might send the form ahead, so they don’t have to ask so many questions.

When your child starts a new school program.

When someone asks you the name of a professional or agency who has provided service to your child.

All of the forms are from: Direction; II: A workbook for families. Los Angeles, CA.: Western Los Angeles Direction Service, 1978.
Background Information

Full Name of Child: __________________________ Last Name  First Name  Middle Name
Sex: _______ Age: _______ Date of Birth: ____________ Year, Months
Phone: ___________ Child’s Address ____________ No. ___________ Street ___________ City ___________ Zip ___________
Full Name of Mother: __________________________ Last Name  First Name  Middle Name
Mother’s Place of Employment: __________________________ Company: ___________ Occupation: ___________ Phone: ___________ Check if OK to call [ ]
Father’s Place of Employment: __________________________ Company: ___________ Occupation: ___________ Phone: ___________ Check if OK to call [ ]
[ ] Mother’s address
[ ] Father’s address
If not living in the home __________________________
In case of emergency, if parent (guardian) not available, contact:
Name __________________________ Relationship: ___________ Phone: ___________
Street Address: __________________________ City: ___________
Hospital to be used in case of emergency __________________________ Name: ___________ City: ___________
Other persons living in the home:
Name __________________________ Sex: _______ Age: _______
Relationship: ___________
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
Marital status of natural parent __________________________
Family members licensed to drive __________________________ Number of cars ___________
*Family income: Under $5,000 _________, 5,000-10,000 _________, 10-15,000 _________, 15-20,000 _________, 20-25,000 _________, 25-30,000, _________, over 30,000 _________.
**Family religious preference __________________________
*In most cases, cost of services becomes an issue and agencies can serve you most effectively if they have some idea of family income.
**Religious information is requested because some service providers focus their activities toward particular religious groups.
## Service History

**Medical:**

<table>
<thead>
<tr>
<th>Family Doctor</th>
<th>Name</th>
<th>Specialty</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatrician</td>
<td>Name</td>
<td>Specialty</td>
<td>Address</td>
<td>Phone</td>
</tr>
</tbody>
</table>

Other medical specialists who have evaluated or treated your child:

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Type of Service Given</th>
<th>Approx. Dates of Service</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>

**Educational:**

<table>
<thead>
<tr>
<th>Nursery School Name</th>
<th>City</th>
<th>Ages(s) while enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Name</td>
<td>City</td>
<td>Ages(s) while enrolled</td>
</tr>
</tbody>
</table>

Other schools attended:

<table>
<thead>
<tr>
<th>Name of School (K-6, K-8, etc.)</th>
<th>Type of School</th>
<th>Location</th>
<th>School District</th>
<th>Dates Attended</th>
<th>Types of Special Service Received</th>
</tr>
</thead>
</table>

Has child ever skipped, failed or repeated a grade? __________________________________________

Present school

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
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</thead>
<tbody>
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</tbody>
</table>

Phone _____________________________ Grade _____________________________ District _____________________________ Teacher _____________________________

Principal _____________________________ Counselor/Psychologist _____________________________

Other school personnel working with your child (aides, therapists, etc.)

Type of school:

- [ ] Residential
- [ ] State School
- [ ] Public School
- [ ] Not in School
- [ ] Private School
- [ ] Hospital
Social services presently received—What services? How often?

__________________________________________________________________________

What school personnel (past or present) know your child well?

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Other Services—Please list all clinics, agencies, hospitals, programs, or individuals from which the child has received services (educational, medical, psychological, vocational)

<table>
<thead>
<tr>
<th>Name of Provider</th>
<th>Agency</th>
<th>City</th>
<th>Dates of Service</th>
<th>Type of Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

What past or present service providers know your child well or are particularly familiar with an aspect of his growth and development?

__________________________________________________________________________

Summary of current services being received

List all services, programs or regular activities currently attended by your child. Specify days attended and the hours attended.

<table>
<thead>
<tr>
<th>Services</th>
<th>Days Attended (Circle)</th>
<th>Hours Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
<td></td>
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<tr>
<td>3.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
<td></td>
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<tr>
<td>4.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
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<tr>
<td>5.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
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<tr>
<td>6.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
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<tr>
<td>7.</td>
<td>Su, M, Tu, W, Th, F, Sa</td>
<td></td>
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</tbody>
</table>

Name of person completing form: ____________________________________________
Developmental History

Why use this form?

Many agencies ask you to tell them something about your child's development. They usually ask you at what age your child was able to do certain things, like crawl, walk, or talk. It is especially difficult to recall all these "developmental milestones" when you have more than one child in your family or a number of years have passed since your child began walking, talking, etc. The task of answering questions about your child's development will be much easier if you fill out the form and have it as a reference for future use.

When to use this form:

When visiting a new physician or health service.

When you are required to fill out similar forms for agencies serving your child.

When developmental "delays" need to be documented to establish eligibility for special services.

Definitions of terms requiring explanation

**Present functioning:**

Ambulation (crawl, walk, run, hop, skip, use a tricycle)

Describe the ways your child presently is able to move from one place to another, and what method(s) he uses. Briefly describe any problems in ambulation or movement. (e.g., limps, has difficulty riding a two wheel bicycle, etc.) Be sure to note things your child may be particularly adept in as well as problems.

Manipulative ability (grasp, hold, lift, carry, release, push, pull)

Describe your youngster's ability to manipulate objects. This item is most useful in describing young children or a youngster with a physical limitation. If your child has no difficulty in this area, just write, "normal abilities for his/her age."

Additional Comments

If there is any significant aspect of your child's growth pattern not mentioned in the form, write such information here. Note any particular ability or behavior that your child may have developed at a seemingly early age as well as things that seemed to develop later than usual.
<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Birthdate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing Form</td>
<td>Date Form Completed</td>
</tr>
</tbody>
</table>

## Developmental History

### Feeding History:

### Sleep History:

Note age at which your child accomplished the following:

1. Hold head up
2. Smile
3. Roll over
4. Sit up alone
5. Crawl
6. Stand alone
7. Walk alone
8. First tooth
9. First word
10. Put words together
   - Put phrases together
   - Put sentences together

11. Drink from glass or cup
12. Eat solid food with fingers
13. Use a spoon
14. Indicate need to use toilet
15. Toilet trained—bladder
16. Complete care of self at toilet
17. Dress himself
18. Wash himself

Date of last bedwetting: __________
Is bedwetting a problem? __________

Present functioning:
Ambulation (crawl, walk, run, hop, skip, climb, use a tricycle):

Manipulative ability (grasp, hold, lift, carry, release, push, pull):

Any separations from family? __________
When? __________
Reasons? __________
Does child have any unreasonable fears or worries? ____________________________________________________________

Describe ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Temper tantrums? ___________________________ At what age? _________________

List any undesirable habits (biting fingernails, etc.): ____________________________

________________________________________________________________________

________________________________________________________________________

Describe any traumatic or unusual experiences: ________________________________

________________________________________________________________________

________________________________________________________________________

Additional comments: (List any other aspects of your child’s development that seems significant) __________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Record of Medical Information

Why use this form?

Thorough and accurate medical records are essential to your child's receiving quality medical services. Some of the items included on this form may benefit a physician or health professional in diagnosing and treating your child.

There are some items that are called for on this form that will be difficult or impossible to fill in because you do not have access to the needed information. Be as thorough as you can, but don't feel a compulsion to fill in all the information that is difficult to acquire.

If your information is thorough and up-to-date, you may be able to reduce the amount of time a physician has to spend with your child and questioning of you and your child.

When to use this form:

Previous to the school assessment to assist school officials in determining if a current medical evaluation is needed.

When visiting a new physician or specialist recommended by another physician.

When moving to a new community and starting services with new physicians.

To have available for the school nurse, should she request such information.

When requesting that an agency forego an expensive medical reevaluation in order to establish eligibility. This form may provide the information needed to secure current medical reports that could avoid another expensive evaluation.

As an ongoing record and reminder to update routine physical examinations or re-evaluate the use of certain medications.

All of the forms are from: Directions II: A workbook for families. Los Angeles, CA: Western Los Angeles Direct' n Service, 1978.
Child's Record of Medical Information
Family Health History

Information about the health of your immediate family may prove useful in the diagnosis and
treatment of problems related to your child. Make note of any serious or chronic diseases in your family,
with special attention to those listed below. It also helps to note the age when the disease first occurred.

Be sure to include:

- Allergies
- Arthritis
- Cancer
- Diabetes
- Epilepsy
- Hearing defects
- Heart defects
- Hypertension
- Mental illness
- Mental retardation
- Obesity
- Tuberculosis
- Visual defects
- Other recurring
- Family diseases

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Date</th>
<th>Blood Type &amp; Rh</th>
<th>Occupation</th>
<th>Diseases, etc.</th>
<th>If Deceased, Age &amp; Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband</td>
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<tr>
<td>his father</td>
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<td>his mother</td>
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<td>brother &amp; sisters</td>
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<tr>
<td>Wife</td>
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<td>her father</td>
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<tr>
<td>her mother</td>
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<tr>
<td>brothers &amp; sisters</td>
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</table>

Child's Birth Record

Be sure to note such details as duration of pregnancy, length of labor, Cesarean delivery, use of
forceps, newborn respiratory distress, jaundice or birth defects. If you are Rh-negative and the child was
Rh-positive, were you given the Rh vaccine?

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Sex</th>
<th>Blood</th>
<th>Apgar Type &amp; Rh</th>
<th>Hospital Score</th>
<th>City</th>
<th>Physician</th>
<th>Mother's Age</th>
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</thead>
<tbody>
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</table>

Length of Pregnancy: ___________________________ Hospital: ___________________________
What medications did you receive? ___________________________
Any vaginal bleeding? ___________________________ How long? ___________________________
During this pregnancy, did you experience:
Spotting ______ Exposure to X-ray ______ Rash ______ High temperature ______
Diarrhea ______ Surgery ______ Excessive vomiting ______ False labor ______
Illnesses ______ Exposure to contagious diseases ______
Comments on above:


Did your doctor note:

High blood pressure? __________________________ Medication received (type) __________

Convulsions? __________________________ Medication received (type) __________

Fluid retention? __________________________ Medication received (type) __________

Did you have any serious accidents during pregnancy? __________________________

Please explain __________________________

Birth Information

Birth weight: __________________________ Length: __________________________

Duration of labor: __________________________ Type of delivery: __________________________

Anesthesia used? __________________________

Any labor complications? __________________________

Any transfusion given? __________________________ Mother __________________________ Child __________________________

Did mother hear baby cry soon after birth? __________________________

Did baby require resuscitation? __________________________

Was baby in an incubator? __________________________ How long? __________________________

Did the doctor tell you why? __________________________

Postnatal Information

Length of hospital stay: Mother __________________________ Child __________________________

Mother's postnatal health: __________________________

Did the baby seem to tremble or shake? __________________________

Any convulsions? __________________________ When? __________________________

Any evidence of jaundice? __________ If so, when was it evident? __________________________ How long did it last? __________________________

Any scars, deformities noted? __________________________

Was baby breast fed? __________________________ For how long? __________________________

Any problem sucking? __________________________ Chewing? __________________________ Swallowing? __________________________

Incomplete Pregnancies

A complete reproductive history includes details of spontaneous or induced abortions, miscarriages and still births. If you are Rh-negative and the fetus was Rh-positive, whether or not you were given the Rh vaccine is relevant here, too.

<table>
<thead>
<tr>
<th>Termination</th>
<th>Duration</th>
<th>Circumstances</th>
<th>Termination</th>
<th>Duration</th>
<th>Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Child's Record of Illnesses

List accidents, surgery and illnesses, including chicken pox, mononucleosis, hepatitis, measles, German measles, mumps, strep throat and whooping cough. If there was surgery, specify what was repaired or removed and note X rays taken, medications and diet.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Length of Illness</th>
<th>Nature of Illness, Injury or Surgery</th>
<th>Physician</th>
<th>Office, Clinic, Hospital</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
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</table>

Health and Accident Insurance Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Policy Number</th>
<th>Date Issued</th>
<th>Company</th>
<th>Type of Coverage</th>
<th>Premium</th>
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</thead>
<tbody>
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</table>

Payments Received Against Health Insurance Policy

<table>
<thead>
<tr>
<th>Name of Policy</th>
<th>Date of Payment Received</th>
<th>Payment Received for:</th>
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</table>
### Immunization Schedule

<table>
<thead>
<tr>
<th>Age</th>
<th>Vaccine</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 months</td>
<td>Diphtheria/Tetanus/Pertussis (whooping cough) vaccine, first shot; polio vaccine, first dose</td>
</tr>
<tr>
<td>3 months</td>
<td>DTP, second shot</td>
</tr>
<tr>
<td>4 months</td>
<td>Polio vaccine, second dose; DTP completed</td>
</tr>
<tr>
<td>6 months</td>
<td>Polio vaccine completed</td>
</tr>
<tr>
<td>12 months</td>
<td>Tuberculin test; rubella (measles) vaccine</td>
</tr>
</tbody>
</table>

#### Immunization Record

Enter month and year of completed series, booster, single immunizations

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>Child</th>
<th>Child</th>
<th>Child</th>
<th>Child</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTP completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boosters</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio completed</td>
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<td></td>
<td></td>
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<tr>
<td>boosters</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Tuberculin test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rubella (measles)</td>
<td></td>
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<tr>
<td>Tetanus/Diphtheria toxoid</td>
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</tr>
<tr>
<td>Mumps</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

### Periodic Physical Examinations

<table>
<thead>
<tr>
<th>Physician/Name</th>
<th>Date</th>
<th>Clinic</th>
<th>Ht.</th>
<th>Wt.</th>
<th>Blood Pressure</th>
<th>Findings, Advice or Instruction</th>
</tr>
</thead>
<tbody>
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</table>
Medications

Note any medications that your child has taken in the past or is presently receiving, the condition which makes the medication needed, the doctor who prescribed the medicine, and the dosage, if it is known to you. Also comment on the effectiveness of the medication, according to your observations as a parent.

<table>
<thead>
<tr>
<th>Medication</th>
<th>Approx. Date Prescribed</th>
<th>Presently Taking?</th>
<th>Dosage</th>
<th>Prescribing Doctor</th>
<th>Condition For Which Prescribed</th>
<th>Effectiveness</th>
</tr>
</thead>
</table>
Educational History

Why use this form?

Teachers and school programs change from year to year. It is important that you keep an up-to-date history of the types of educational services your child has received so that you can present new teachers and programs with an overview of your child's school history. The school maintains cumulative records on your child, but there may be aggravating delays in transferring such records to another school or agency so that your child can receive the services s/he needs in a timely manner. Some agencies providing services may accept your educational history in lieu of requesting school cumulative files.

It is also important to maintain consistent and continuous records on your child's progress in school, especially with regard to test data that chronicles your youngster's improvements in basic skill areas.

Some of the information contained in this form will be useful to school personnel who are helping to plan an appropriate educational program for your child. You may be able to provide valuable information on what programs or types of persons have seemed most effective in dealing with your child, and which services or "teacher styles" seemed ineffective. Some of the items in this form may also be helpful in alerting teachers and school personnel to problems they may anticipate in dealing with your child. It is best to be honest about such past difficulties so school personnel can plan strategies to counteract problems before they reoccur. Most children inevitably "slip" back into old habit patterns regardless of who knows about their past history of problems. But if new people are better prepared to cope with these problems, your child may benefit.

The form will also help school officials to try to program activities that build upon your child's strengths as well as his weaknesses.

When to use this form:

When moving to a new school.

To familiarize a related educational service provider with your child's past educational history.

To assist you in contributing ideas toward the development of the individualized education program.

When school officials are planning your child's educational program.

When new achievement or other test data are reported to you.

Educational History

School History

Name of school attended: ____________________________________________________________

Dates Attended: __________________________________________________________________

<table>
<thead>
<tr>
<th>Grade or Class</th>
<th>Teachers</th>
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Principal: ______________________________________________________________________

Others involved (Nurses, Psychologists, Counselor—List only if they had a significant involvement with you or your child.)

______________________________________________________________________________

______________________________________________________________________________

Describe your child's progress in each of the grades as best you can:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Achievement Data—List the results of any achievement tests that were given to your child that were reported to you:

<table>
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<tr>
<th>Name</th>
<th>Date Given</th>
<th>Results</th>
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Have there been any teachers that seemed particularly effective in dealing with your child? If you can, describe why they were effective and what they did. Are there any particular personality characteristics that you have observed in teachers to which your child responded particularly, positively or negatively?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
To your knowledge, what test or evaluation data has been done on your child?

<table>
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<tr>
<th>Type of Evaluation</th>
<th>Person Administering</th>
<th>Approximate Date</th>
<th>Results If Known</th>
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</table>

To your knowledge, were any methods or materials used to teach your child that seemed particularly effective?


What does your child like best in school?


What does your child like least in school?


Does your child experience particular difficulty in getting along with other children or adults in school?  
Yes [ ] No [ ]

If yes, in what settings do problems usually occur?


What kinds of things does your child do in each of these settings that creates problems? (Give examples.)


What strategies have been employed to reduce these problems? Comment on their effectiveness.
# IEP Checklist for Parents

<table>
<thead>
<tr>
<th>IEP Requirements</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>1. Present Levels of Educational Performance</td>
<td>1. What areas are covered (reading; writing; math; speech; language; social; self-help; vocational; psychomotor skills)? What assessment was done in the skill areas? When? Was the assessment thorough? Do the results correspond to your knowledge of your child's ability?</td>
</tr>
<tr>
<td>2. Annual Goals</td>
<td>2. Are they based on assessment of your child's present performance? What changes are expected in your child's behavior? Given your knowledge of your child, are they appropriate?</td>
</tr>
<tr>
<td>3. Short-Term Instructional Objectives</td>
<td>3. Will they help your child reach the stated goals? Can your child's progress on each objective be measured? Could you tell if your child had mastered the objective?</td>
</tr>
<tr>
<td>4. Evaluation Procedures and Review Date</td>
<td>4. How will your child's progress be measured? When will the team meet to review/revise the IEP?</td>
</tr>
<tr>
<td>5. Placement Recommendation</td>
<td>5. What makes this placement appropriate to your child's needs? Will your child be in contact with non-handicapped peers? How often?</td>
</tr>
<tr>
<td>6. Special Education and Related Services</td>
<td>6. What services does your child need (speech therapy; auditory training; etc.)? Will they be provided? How often? When will the services begin and end?</td>
</tr>
</tbody>
</table>

Things Included in the IEP

Goal and Objectives

Yearly goals and objectives must be based on what your child is able to do at the time the goals and objectives are selected. If they are not based on current performance, the program will not help your child learn as much as possible.

Notes To Share or Information I Need (Use this space for notes you want to share with the team.)

What are my child's strengths?

_________________________ _____________________________

_________________________ _____________________________

_________________________ _____________________________

Where does my child need the most help?

_________________________ _____________________________

_________________________ _____________________________

_________________________ _____________________________

_________________________ _____________________________
At this time, what do I consider the most important goals and short-term objectives for my child during the coming year?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

In what ways are new goals I have in mind consistent with my child's rate of progress during the past year?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
What activities or progress have I observed that support my child's goal areas?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are effective reinforcers for my child?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Yearly goals and objectives should be based on at least two kinds of considerations: your child’s overall development needs, and how your child should be able to function at the end of his or her education program.

**Notes to Share or Information I Need**

What is the long-range plan for my child’s...

- total education and activities of daily living? How much personal independence will my child be working toward?

- realistic academic achievement and skill development?

- social adjustment (personal relationships, friends and support groups, and community life)?

- participation in regular classes or opportunities to spend time with nonhandicapped peers?
What considerations are being given to the type of vocational and community living choices my child will have after completing school?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How should the long-range plan be changed to take into account the progress my child has made during the last year?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Student's Role in the IEP Process

Dear Student:

As you think back over the past few years about how you have changed and grown, you may be surprised at the number of things you have learned. Most of the time you have not even realized you were learning a new skill because it was so easy; it just seemed to happen. Other times you may have had a more difficult time, and you knew it because it took a lot of your hard work to finish the job.

We have all had times when we would really like some extra help to make our learning easier. You may have found ways that are best for you, and you may have some new ideas about ways to help yourself even more. Your teachers and parents may also have some new thoughts they think may help you.

Soon you will be invited to a meeting to review your school program and to talk about ways to make your school program the best possible one for you. Your parents and some of the school staff will also be invited to this meeting. All of you are members of a team which will be responsible for planning and carrying out your school program. It is called the IEP team. An IEP is an Individualized Education Program which is especially developed just for you.

This worksheet is for you to use to get ready for the meeting of your IEP team. You will notice that there are places for you to make notes to share with the rest of your team. As you look over this worksheet, you may think of questions you would like to have answered before you meet with the other members of your IEP team. You may want to set up a special time with one of your teachers before your meeting so you can have your questions answered.

Your parents and teachers want to join with you in making this very important meeting one that will help you be successful.

Sincerely,
Before We Go On, Let's Review Your IEP

- IEP is short for Individualized Education Program
- The IEP is a written plan which will...
  - be developed by your IEP team.
  - be designed just for you when you receive special education programs or services.
  - be reviewed at least once each year.
  - help your teacher, your parents, and you plan ahead to make sure that your time in school helps you to reach your ambitions.

Here is a list of things that will be written on your IEP

1. Your present levels of work in school.
2. Your yearly goals—what you want to achieve this year.
3. Your short-term objectives—those skills you will need to learn before you can reach your goals.
4. The special education and related services you need.
5. The amount of time and ways you join in the regular classes.
6. When your special services will begin and end.
7. Ways to decide if you have reached your short-term objectives.
8. Summer school services, if you need them.
9. Specially designed physical education, if you need it.
10. Vocational education (learning skills needed to get a job), if you need it.
11. Different ways you can meet requirements for graduation from high school.
Goal Worksheet

Directions: Complete the following sentences.

The school activities I really enjoy are
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

The activities I enjoy the most outside of school are
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

I would like more help with the following classes in school
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

If I had a chance, the change I would want to make in my school program is
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

I learn best when
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
What I do best in school is ____________________________________________
_______________________________________________
_______________________________________________

What I do best at home is ____________________________________________
_______________________________________________
_______________________________________________
_______________________________________________

What I do best in my community is ____________________________________
_______________________________________________
_______________________________________________
_______________________________________________

When I finish school I would like to have one of the following jobs:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

What I am doing right now to get myself ready for a job when I finish school is ____________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
The three most important goals I have for this year are:

1. 

2. 

3. 

In order to achieve my goals, I plan to:

An Educational Goal Setting Guide for Parents

One of the most—if not the most—important things that you, as a parent, can do to help school and other professionals do a good job is to assist in the identification of goals for your child. When teachers and other professionals have some idea of what you would like to see happen to your child, they will be more able to provide services and programs that help meet your expectations. There is no one better qualified to write a goal for your child than you, the parent. You know your child better than anyone else and you are legally in charge of his/her life. It is more than reasonable that you suggest goals for your child.

Goals are not that hard to write and you will require little special training. The short program that follows will help you to identify realistic goals for your child.

Goals—what are they?

Goals are statements about things we’re aiming to do, get, or become. Setting goals for ourselves, and systematically working toward them, is a way of turning an ambition or desire into a reality. If you know what you want, you’re more likely to get it.

Setting educational goals for pupils is an important part of planning an appropriate instructional program. Educational goals are statements that tell what skills or behaviors the teacher and pupil are aiming for. Annual goals, such as "will be able to dress himself," may be steps along the way to life goals like, "will be independent," and represent a specific set of skills that the child will hopefully master over the school year.

Setting Goals

Parents can make a real contribution to the design of their child’s educational program when they take some time to think about goals that they would like to see their child reach. These goals can then be discussed at meetings with school personnel. The following exercise is designed to give you practice in identifying essential, realistic, and reachable goals for your child.

A step-by-step guide to education goal-setting

Read each section below, and take a few minutes to respond to the questions asked:

1. An educational goal describes a skill or behavior we would like to see a child learn, or do better.

2. Since educational goals on the IEP are usually written for one year, they are sometimes called annual goals. Many different kinds of goals can be set, but most of the educational goals you will want to aim toward with your child fall into one of the following five areas:

   2.1 Academic Skills (e.g. reading, writing/spelling, math)

   2.2 Self-help Skills (e.g. eating, dressing, bathing, shopping)
2.3 Motor Skills (e.g. riding a bike, climbing stairs)
2.4 Social/Emotional Skills (e.g. sharing, making friends)
2.5 Vocational/Prevocational Skills (e.g. following directions, completing jobs, using tools)

3. Now, think of one thing you would like your child to be able to do by the end of the school year. Write it here: (child's name) __________________________________________

will __________________________________________

________________________________________________________

Did you write something like:
- Improve sight vocabulary
- Spell name and address without error
- Bring belongings from school
- Be able to play baseball
- Be able to make change

If you wrote something like the examples above, you have written a goal for your child.

4. Look at the goal you wrote. Next, look back at Step 2, and check the skill area that is most like the goal you wrote. For example, if you wrote, "Jamie will have better coordination," you would check 2.3, Motor Skills. If you wrote, "Alicia will be able to pick out her clothes and put them on," you would check 2.2, Self-Help Skills. If you wrote something like, "Chia will do her homework," mark the skill area that seems closest to the goal—2.1, Academic Skills.

5. Before going on to the next step in goal-setting, let's look at a few more examples of goals in each of the five areas.

**Academic Goals**
- Reading Goals
  - read traffic safety signs
  - improve sight vocabulary
  - read at a 5th grade level
  - understand what is read
  - read a book

- Writing/Spelling Goals
  - print name and address
  - spell name and address
  - write a book report
  - make fewer spelling mistakes
  - print more neatly

- Math Goals
  - get a passing grade in algebra
  - count by 10s
  - make change
  - tell time
  - learn the multiplication tables

**Motor Goals**
- swim
- cut with scissors
- play on the basketball team
- drive a car
- play the piano

**Self-Help Goals**
- eat with a knife and fork
- go to the store on errands
- bring belongings home from school
- use the stove safely
- ride the bus
- use the telephone
- cross a street with traffic signals

**Social/Emotional Goals**
- have good manners
- enjoy playing with age-mates
- sleep without a light on
- play table games with the family
- participate in group activities
Vocational/Prevocational Goals

- be on time (for school, etc.)
- learn to type
- listen and follow instructions
- do chores around the house
- fill out a job application
- work independently

Notice these things about the sample goals above:

- They are stated positively;
- They tell what skill the child will have (play the piano vs. taking piano lessons)

Also notice that some goals seem to fit into more than one area. "Learn to type" could be seen as a vocational skill or as a motor skill. Knowing which area the goal should fit into is not really that important; the skill areas merely help you to think of all the kinds of things you'd like your child to:

- learn
- do better
- do more often.

6. On the next page, there is space for you to write some more goals for your child. Remember, goals should be realistic, and reachable within a reasonable amount of time (otherwise, both you and your child may be frustrated and disappointed). You may want to review the sample goals before you go on to the next page.
Try to list as many things as you can that you would like your child to be able to do. Don't worry about what language you use. Write what comes into your head. Try to keep your pencil moving!

Goals List for ____________________________ Child's Name

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

The Individualized Educational Program Process: Rights and Responsibilities

Summary

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) established four major rights:

1. Free appropriate public education.
2. Placement in the least restrictive environment.
3. Fair assessment procedures.
4. Parent involvement in educational decisions.

and two protections:

1. Individualized Education Program (IEP)
2. Due Process Procedures

A written Individualized Education Program (IEP) must be developed before a student receives special education services. An IEP is:

- A written individualized statement
- Developed by a team
- To guarantee delivery of appropriate services
- For all children who meet eligibility requirements

The Individualized Education Program (IEP) is developed by the IEP team. This team shall include; but not be limited to:

- One or both of the pupil's parents, a representative selected by the parent, or both
- Administrator or administrative designee
- Pupil's present teacher. If the student does not presently have a teacher, a regular classroom teacher referring the student, or a special education teacher qualified to teach a student of his or her age.
The Individualized Education Program (IEP) shall include but not be limited to, all of the following:

- Student's present level of education performance.
- Annual goals and short-term instructional objectives.
- Statement of specific special education and related services to be provided, including extent to which the child will participate in the regular program.
- Projected date for initiation and duration of such programs and services.
- Appropriate evaluation procedures and objective criteria for determining, at least annually, whether the short-term instructional objectives are being achieved.

Due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreement relative to the appropriateness of the special education programs and the services offered or being provided for the student. The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change a student's educational program. Issues which may be considered under the due process hearing procedures include:

- Identification
- Assessment
- Placement of students with exceptional needs
- Provision of a free appropriate public education

Parents and students are offered many rights and protections by laws and regulations. In addition to these rights they should assume a corresponding set of responsibilities.
Parents Responsibilities

1. Coordinate your child's records—keep a file on educational, psychological and medical records.
2. Initiate school conferences early in the year.
3. Share specific information about your child and assist in developing appropriate IEP goals.
4. Join parent organizations.
5. Attend school board meetings, parent group meetings and parent advisory committees.
6. Give positive reinforcing messages to teachers, counselors, administrators and school board members. This can be accomplished through writing notes and letters or making phone calls.

Student Responsibilities

1. Learn about your IEP and the process used to develop the IEP.
2. Give information to the IEP team about what you want to learn.
3. Become a member of the IEP team.
4. Work to meet your goals and objectives.
Bibliography

Books/Magazines/Resources


*Exceptional Parent Magazine*, 605 Commonwealth Avenue, Boston, MA, 02215


Evaluation

Your responses to the questions/statements below will assist us in improving this module. Please respond to all items. Your participation in this evaluation is completely anonymous. DO NOT place your name anywhere on this evaluation.

Based on a scale of 1 through 10, how much of the information presented was new to you?

1 is not much new; 10 all new.

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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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1. After this session, I am aware of the federal and state laws and regulations which safeguard the rights of children with handicaps and their parents.

2. This session helped me develop an awareness of the IEP process.

3. Because of this session, I have examined some of the roles and responsibilities of the parent in the IEP process.

4. As a result of this session, I can write goals for the IEP.

5. This session made me aware of effective techniques for parental and student involvement in the IEP process.

6. The material presented was sensitive to all cultural groups.

7. The material covered information which was appropriate to all handicapping conditions.

8. The material presented matched my needs.

9. I will use some of the information/resources that were introduced.

10. The instructors did a good job.

11. Specific suggestions to improve this module:

...........................................................
...........................................................
...........................................................
...........................................................

...........................................................
...........................................................