

Translating the IEP for Implementation in your School

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Classroom teachers, special educators and day school administrators are often in the position of needing to share information from a student's public school IEP and/or modify the services and accommodations of an IEP to reflect the realities of the day school environment. This CoP will explore this process including providing information on the JEAP (Jewish Education Action Plan).

Some of the questions we might discuss include:

- How do you share information about a student's IEP information with other professionals who do not have special education background?
- How can you share confidential information without having to worry about violating privacy?
- What strategies are there for sharing information back and forth with therapists and public school administrators?

Vision Statement

- What are the parents'/student's Jewish education goals over the next 1-5 years (e.g., Bar/Bat Mitzvah, Jewish friends, participate in home rituals or services)?
- Are there any specific skills they hope the student will learn?
- Are there plans for the student to attend a Jewish camp or other informal programs?
- Orthodox family – concerns about others questioning why child was not at Orthodox day school
- Shalom bayit (typically developing brother at a different day school)
- Improve self-esteem through Jewish and secular studies
- Read Torah and present D'var for Bar Mitzvah

Student's Strengths/Preferences

- What are the student's
 - interests?
 - abilities?
 - major accomplishments?
- Decoding is stronger than word recognition
- Strong spoken language
- Strong memory for unified concepts (e.g., stories)
- Sweet, friendly
- Multi-modal input results in strong memory (pair pictures with words)

Considerations/Cautions:

- What things won't work?
- What situations are difficult?
- What should be avoided?
- Memory for unstructured word lists (e.g., vocabulary lists)
- Written production and expression
- Oral reading should be avoided
- Unstructured social interactions are difficult

Formal & Informal Assessment Results

- Summarize without scores for non-special educators.
- Average intelligence overall
- Significant variability within profile (scatter typical of LD)
- Poor visuospatial function
- Attentional vulnerabilities
- Preference for structured multi-modal input
- Strong oral language skills

Present Level of Functioning

- English Phonetic Reading
- English Comprehension
- English Written Expression
- Spoken English
- Handwriting
- Motor Skills
- Social Skills
- Hebrew Phonetic Reading
- Hebrew Comprehension
- Hebrew Written Expression
- Spoken Hebrew
- Synagogue (Prayer) Skills
- Behavior
- Other

Present Level of Functioning

Example: English and Hebrew Reading

- English phonetic reading is basically on level
- English whole word identification is poor
- Reading comprehension is basically at level (due to strong verbal intelligence and analysis skills)
- Hebrew phonetic reading is not good, knows letter names and sounds, but can't blend
- Hebrew whole word identification is poor
- Sentence reading is possible for well-known text only (e.g., prayers)

Objectives

- What do you expect to achieve by the end of the year in the various curricular areas? (Make these measurable and related to the future visions for the student.)
- Hebrew Reading:
 - Phonemic blending skills (He will successfully blend all consonant-vowel combinations)
 - Word recognition of high frequency words (He will recognize 50 common Hebrew sight words)

Objectives

- What do you expect to achieve by the end of the year in the various curricular areas? (Make these measurable and related to the future visions for the student.)
- **English Reading:**
 - Word recognition of high frequency words (He will recognize 100 common English sight words)
 - Read and comprehend sentences of increasing complexity (He will summarize short paragraphs in his own words)

Adaptations

- What changes are needed in the environment, content or methodology?
- Whenever possible, all information is presented multi-modally (oral alongside written language, story boards with written paragraphs)
- Should be permitted to keyboard in class (e.g., Alphasmart)
- Shouldn't be penalized for spelling
- Shouldn't be asked to read out loud (e.g., when learning prayers)

Motivators/Reinforcers

- What motivates the student?
- What can be used to reinforce behaviors?
- Academic achievement (being able to do what his younger brother can do)
- Responds well to positive reinforcement and praise
- Sports (engage during recess, allow sport themes to be used for reading)

Organizational Strategies

- What can help the student
 - be ready for learning?
 - keep materials together?
- Visual cue from teacher to refocus
- Pre-teaching to get him into learning set
- Establish in and out box system for assignments, coordinate with home
- Allow frequent breaks as needed
- Behavioral plan for reinforcement system

Using the IEP Process

- Use the local public school for assessment and special education services – in some states public school provides services in the day school
- Go through the IEP process even if you don't plan to use services – puts you in the system and some monies are routed to private schools from federal funds
- Many states are considering different service provisions for students who are in parentally placed private schools (e.g., having the private schools geographic district provide services rather than the home district)

CoP Virtual Sessions

Monday 4-5 PM (ET)

Feb. 8, 2010:

Stress, Learning and Learning Disabilities

Presenter: Dr. Jerome Schultz

March 15, 2010