Clear, Correct, and Functional Annual IEP Goals

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Spirit and Intent of the IEP

○ Protecting student and family rights
○ Ensuring access and participation in the general curriculum (daily activities for preschool)
○ Accountability

IEPs Should….

- Ensure a child's access, participation, and progress in the general curriculum
- Reflect prioritized, and critical skills that enhance access and participation
- Be observable, measurable, and meaningful
- Reflect the child's individual needs
- Be developed by all team members

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Step One: Vision – Future Planning

o A critical aspect of the IEP
o Identified as step one for a purpose
o Common place from where to begin
o Not subject to due process
o Emphasizes child's strengths within the context of a family and larger community
o Is fluid over time

Step Two: Present Level of Performance (PLOP)

o The most important part of the IEP document
o Establishes a baseline for comparison and serves as a guide for decision making
o Should be developed following comprehensive and authentic assessment
o Consider impact, level, and providing support for IEP needs and goals.

What to Include and How Much?

o "How the child's disability affects the child's involvement and progress in the general curriculum; or
  • For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities" (IDEA 2004)
o PLOPS must be written only in the areas of the child's unique needs which will be addressed by the special services.
  • "Must always consider the strengths of the child and the parent's concerns for enhancing their child's education. Documentation of this consideration on the IEP is strongly urged and may be required by states and districts" (Bateman & Linden, 1998).

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PLOP writing suggestions

- Use a child's daily routine as an organizational framework
- Include strengths, family concerns, and emerging skills
- Write objective and measurable statements
- Include observations of other team members
- Avoid jargon, test scores, and labels

PLOP Checklist

- Is it clear how the child's disability is affecting their access to and progress in the general curriculum?
- Have specific examples of the child's current abilities and interests been included?
- Were data collected across settings, time, and people?
- Has information from all team members been collected and included?
- Were test scores, jargon, subjective words (e.g., likes, enjoys), and critical words (does not pay attention, can not follow directions) avoided?
- Was what the child is starting to do or beginning to do, or does with assistance, provided?

Step Three: IEP Needs

- Needs results from having an identified disability
- Needs resulting from a disability have to have an adverse affect on a child/student's access and participation in the general curriculum
- The needs can and will be addressed this year
- The needs require specially designed instruction

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Prioritize List of Needs

o All team members prioritize
o Target behaviors to address multiple needs
o Do not select behaviors that are restatements of the general curriculum
o Team must address every need by services or by a goal and services

(Batman & Linden, 1998, p. 100)

Can Do Planning Strategy

o Strategy for helping teams get from the AEPS to individual needs
o Identify child's strengths
o Identify child's needs (all – big and little)
o Identify possible solutions
o Identify IEP type of needs

Can Do Process

Strengths and Interests	Needs (all needs including common, targeted, individual priorities)
Possible Solutions	Final Priority Needs

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Sort Needs into Tiers

From assessment summaries...
determine children's needs that
fall across three tiers

Prioritized
Needs

Targeted

Needs

Common Needs

Step Four: Goals and Progress

o Annual Goals
o Short Terms Objectives
o Benchmarks
o Student Progress

o Emphasis on function

Terminology

o **Annual Goals**
- 12 month skill (developmentally or pedagogically sequenced)
- General and broad (has components or subskills)
- Represents generalization of behavior
- Represents independence or spontaneity

Terminology Continued

- Short Term Objectives (STOs)
  - Intermediate steps; discrete skills; components
- Benchmarks
  - 3-6 month skill
  - Major milestone; likely a different behavior; building blocks

Think sequence – milestones, task complexity, prerequisite relationships proficiency levels (e.g., accuracy, fluency, application, generalization) and/or pedagogy (factual, conceptual, strategic)

Selecting Meaningful Skills

- At least four criteria should be used for selecting meaningful skills:
  - Functional
  - Usable
  - Observable and measurable
  - Addressable
- Developmentally appropriate
- Relationship between skills
- Enhance participation in least restrictive environment
- Realistic and achievable

Definition of Functional and Generative Skills

- Independence
- Promotes Exploration
- Encourage Adaptability
- Multiple settings
- Real-life
- Priority for family
- Understandable by all team members (measurable and observable)

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Antecedents:
The condition or context under which the behavior will occur and can be observed <u>OR</u> the occurrence or event that happens before the behavior

- IEP antecedent examples
  - During a variety of activities
  - During group activities
  - Upon request
  - Following a directive
  - Independently
  - When given a variety of foods
  - When given a object/choice

- <u>OR</u> state actual behavior (e.g., initiate, seek, answer questions)

- Avoid mentioning the instruction, accommodation, or modification that may precede or accompany demonstration of the behavior.
  - With a model or prompt
  - When presented with pictures
  - With physical assistance
  - Given another person's assistance

Observable Targets

- Observable behaviors are those that can be seen and/or heard
- Those which multiple people can agree have occurred
- The behavior is an action that has a beginning and end

Observable v. High Inference or Cognitive Processes

- Avoid behaviors that are used to infer about another attribute
- Avoid cognitive processes without carrier content
- What does the child/student do to make you say that?

- Examples to avoid
  - Motivation
  - Attention
  - Memorization
  - Visual perception
  - Motor planning
  - Comprehension

- Replacements
  - Motivated to do what
  - Difficulty attending to what?
  - Memorizing or remembering what?
  - Interpreting which part of what is seen?
  - Motor planning to do what?
  - Comprehending what or in what way?

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Measurable Targets

o Measurable behaviors ensure that a criterion is used to determine the success of the intervention
  - Criterion or level of acceptable performance is noted for each behavior

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Behaviors: Observable and measurable targets which can be seen or heard and which have a beginning and an end.

o Behavior is a verb – an action word
  - **Examples**

State	Classify	Define	Predict
Solve	Estimate	Measure	Locate
Order	Name	Give	Cut
Puts on	Takes off	Zip	Jump
Pours	Copy	Select	Place
Walk	Remain	Answer	Look
Initiate	Seek	Maintain	Reach

  - **Non Examples**

Increases	Understands	Comprehends	Realizes
Demonstrates	Knows	Appreciates	Tries

  - **Gray Area Examples**
    Manipulates (describe how they manipulate)
    Participates (describe how they participate)
    Uses (describe how they use)

o Helpful websites of verbs (measurable behaviors)
  http://www.adprima.com/verbs.htm
  http://www.adprima.com/examples.htm

Younger Children Examples

o Child **points** to desired object
o Child **walks** to housekeeping area
o Child **looks** at person speaking
o Child **gives** a toy to a friend
o Child **names** pictures in a book
o Child **places** a cup on the table

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Older Student Examples

○ Student **diagrams** the steps involved in the passage of a bill though the legislature
○ Student **labels** the major cities and rivers of a given map outline of a country
○ Student **composes** a limerick
○ Student **classifies** literary forms according to style (novel, drama, poetry, etc.)
○ Given a straight edge, compass, and paper, the student **constructs** an equilateral triangle

Adapted from Kizlik, B. (2003). *Examples of behavioral verbs and student activities*. Retrieved from **http://www.adprima.com/examples.htm#Examples%20of%20Activities:%20Mathematics**

Criteria: Statements that describe a standard level of performance required to learn and apply the skill

○ Ask the following questions:
  ○ How well must the behavior be performed?
  ○ What will convince me the child has acquired the skill?
  ○ What is reasonable in terms of data collection?
  ○ Across all activities, settings, people?
  ○ For how many days – are they consistent?
  ○ What is the classroom schedule like (i.e., # of opportunities)?
○ Examples
  • Twice during group activities
  • On each occasion
  • Each day
○ Criteria helps make skills measurable (e.g., for 15 feet, across hard and soft surfaces, with familiar adults, without a context, intelligibly)

Criteria Continued

○ How Well (called a criterion level)
  • **Dimensions of behaviors**
○ How many times (repeated performance at criterion)
  • What constitutes mastery and use?
  • Each day for 2 weeks 3 consecutive days
○ Evaluation schedule (how often performance will be assessed)
  • Weekly passage timings, weekly spelling tests, 2 times a week, each week

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Dimensions of Behavior

- Frequency - how often a behavior occurs
- Latency - how long it takes a child to initiate a behavior once a cue has occurred.
- Intensity - amount of force with which the behavior occurs.
- Duration - length of time a given behavior lasts (total duration, duration per occurrence, percent of time)
  - Endurance - length of time a given behavior can be repeatedly performed.
- Accuracy - extent to which a child's behavior conforms to criteria/expectations set by the team.

Progress

- Achievement and performance
- Who will collect
- When/How often will data be collected
- How or what methods will be used
- When will data be summarized and reported?

Progress Monitoring

Progress Toward Specific Skills and Concepts

Used to Revise Activities and Instruction

Progress Toward Targeted Needs

Directly Linked to S&S and A&I

Progress Toward Common Outcomes

Progress monitoring practices vary in frequency, intensity, and intent

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Documenting Observations

- Written descriptions
  - running records
  - anecdotal notes
  - jottings
- Permanent records
  - writing samples, tests, quizzes
  - art projects (e.g., constructions, sculptures, drawings, sketches)
  - diagrams
  - photographs
  - video/audiotape
- Counts or tallies
  - checklists
  - event sampling or time sampling
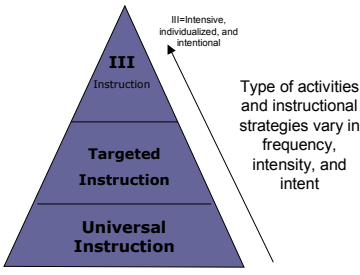 - probes
  - rating scales or rubrics

Step Five: Services

- The "specially designed instruction" that makes up "special education" includes adapting the content, methodology or delivery of instruction to ensure a child's access to the general curriculum, so that he or she can meet the educational standards that apply to all children
- IDEA 2004 includes language about services being based on peer-reviewed research to the extent practicable, including a statement of the program modifications or supports

Taken from Quality Education for Children with Disabilities: Topic Briefs for Parents and Their Advocates. http://www.cleweb.org

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Activities and Instruction

III=Intensive, individualized, and intentional

III Instruction

Targeted Instruction

Universal Instruction

Type of activities and instructional strategies vary in frequency, intensity, and intent

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Step Six: Least Restrictive Environment

- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class
- Focus on a continuum of services

Writing IEP Resources

- Bateman, B. D. (2007). *From Gobbledygook to clearly written annual IEP goals.* Verona, WI: IEP Resources.
- Bateman, B. D., & Linden, M. (1998). *Better IEPs: How to develop legally correct and educationally useful programs.* 3d Ed. Longmont, CO: Sporis West.
- Clark, S. G. (2000). The IEP process as a tool for collaboration. *Teaching Exceptional Children, 33*(2), 56-66.
- Grisham-Brown, J., & Hemmeter, M.L. (1998). Writing IEP goals and objectives: Reflecting an activity-based approach to instruction for young children with disabilities. *Young Exceptional Children, 1*(3), 2-10.
- Huefner, D. S. (2000). The risks and opportunities of the IEP requirements Under IDEA '97. *The Journal of Special Education, 33*(4). 195-204.
- Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children, 34*(1), 52-58.
- Pretti-Frontczak, K., & Bricker, D. (2000). Enhancing the quality of individualized education plan (IEP) goals and objectives. *Journal of Early Intervention, 23*, 92-105.

Resources on Writing Measurable Goals/Objectives/Benchmarks

Rationale for writing measurable goals and objectives
http://www.adprima.com/objectives2.htm

Information on using ABC formula
http://www.adprima.com/objectives.htm

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Annual Goals and Short-Term Objectives

Step 3: Identify needs that require specially designed instruction
To share ideas and feelings about what he had read   **Answer questions from adults or peers about what he has read**   **Understand what he reads**   **Read a from a variety of printed materials regarding a wide range of topics**   **Tell stories in sequence**

Step 4: Identify measurable annual goals
Goal #1.0   Content area addressed: Social, English Language Arts, Mathematics, Science, Social Studies   **Across the school day, Sam will do at least two of the following twice a day for 2 weeks:**   **answer four different questions from adults or peers about what he reads,**   **follow two different written and two different verbal directions that involve printed materials,**   **categorize written materials based upon a common attribute,**   **and explain/share/describe to adults or peers what he has read three times.**
Benchmarks or short-term objectives
Objective 1.1 - Across the school day, Sam will answer four different questions from adults or peers about what he reads each day for two weeks. Questions can be simple yes/no, "wh," inferential, factual, descriptive, predictive, or ones for clarification. For example, an adult may ask Sam "What was the main idea of the story," or "Who was the main character?" **Objective 1.2 -** Across the school day, Sam will follow two different written directions and two different verbal directions that involve printed materials each day for two weeks. Written directions can be presented as part of an individual or group activity or related to assignments or tasks that need to be completed by Sam. Examples of verbal directions include "Sam, please put each letter in the corresponding teacher's mail box" and each teacher has their name printed on their mailbox, or "Sam, please join the Blue Team" and the words BLUE TEAM are posted in the room where the team is to meet. **Objective 1.3 -** Across the school day, Sam will categorize written materials based upon a common attribute (e.g., size, shape, color, function, type) each day for two weeks. For example, in the library, Sam categorizes all books about volcanoes and in the classroom Sam sorts magazines by type (e.g., sports, fashion, hobbies). **Objective 1.4 -** Across the school day, Sam will explain/share/describe to adults or peers what he has read at least three times a day for two weeks. For example, after reading a poem, Sam tells a peer what he liked about the poem, or after reading a passage from a book, tells an adult what he learned.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Annual Goals and Short-Term Objectives

NOTE: Portion taken directly or modified from Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention*, 3d edition. Baltimore: Paul H. Brookes Publishing Company.

Step 3: Identify needs that require specially designed instruction
Prioritized Needs: • Manipulate toys and materials using both hands (e.g., cutting, drawing, zipping, pouring) • Play with toys and materials (i.e., functional use and representational use) • Talk more and be understandable to others (i.e., use words to greet, inform, and request)

Step 4: Identify measurable annual goals
Goal #_____ 2.0   Content area addressed: <u>Social Communication and English Language Arts</u>
Using a variety of one and two words, Serina will **request** objects, people, or materials, **inform** others, and **greet** others during daily activities. Two different adults will understand what she says three times a day for two weeks. To be understood by other adults, Serina will produce/say final consonant sounds of /p, b, t, d, k/, **and** will produce/say the first consonant sounds of /k, l, g, f, v, ch, j, th/ without making substitutions for other consonants in words.
Benchmarks or short-term objectives
Objective 2.1 - Using a variety of one and two words, Serina will **request** objects, people, or materials from others (adults or peers) during daily activities. Two different adults will understand what she says three times a day for two weeks. For example, Serina will say words/phrases such as "Up", "Give toy," or "More food." To be understood by other adults, Serina will produce/say final consonant sounds of /p, b, t, d, k/, **and** will produce/say the first consonant sounds of /k, l, g, f, v, ch, j, th/ without making substitutions for other consonants in words. Objective 2.2 – Using a variety of one and two words, Serina will **inform** others (adults or peers) about daily activities. Two different adults will understand what she says three times a day for two weeks. For example, Serina will say words/phrases such as "Cat," "Milk," "Big book." To be understood by other adults, Serina will produce/say final consonant sounds of /p, b, t, d, k/, **and** will produce/say the first consonant sounds of /k, l, g, f, v, ch, j, th/ without making substitutions for other consonants in words. Objective 2.3 - Using a variety of one and two words, Serina will **greet** others (adults or peers). Two different adults will understand what she says three times a day for two weeks. For example, Serina will say "Hey" or "Hi Marley, Hi Beth, Hi Kate," or "Good Morning." To be understood by other adults, Serina will produce/say final consonant sounds of /p, b, t, d, k/, **and** will produce/say the first consonant sounds of /k, l, g, f, v, ch, j, th/ without making substitutions for other consonants in words.

❏ **Services Plan**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

KEY:
MPP=Ohio Model Policies and Procedures Manual 2001
RP=Recommended Practices
IDEA=Individuals with Disabilities Education Act of 1997
Operating Standards=Operating standards for Ohio's schools serving children with disabilities of 2002
Kristie Pretti-Frontczak=Associate Professor, Kent State University, Early Childhood Intervention
Bateman, B. D., & Linden, M. (1998). *Better IEPs: How to develop legally correct and educationally useful programs.* 3d Ed. Longmont, CO: Sporis West.

Name _____ Date of Birth _____ Grade Level _____ ❏ Male ❏ Female

Student Identification Number _____

Child/Student Address _____ Parent/Guardian _____

Parent Address _____ Home Phone_____Work Phone_____

Effective IEP Dates from _____ to _____ Meeting Date _____ ❏ Initial IEP ❏ Periodic Review

District of Residence _____ District of Service _____

| **Step 1** | **Discuss future planning.** |
| | *(Family and student preferences and interests)* |

- Assists team in planning for the future (MPP)
- Includes dreams for the future (MPP)
- Family and student preferences/interests are essential (MPP)
- Incorporates family interests and preferences (MPP)
- "Vision" is not subject to due process (MPP)
- Guides actions, thoughts, and plans (RP)
- Parent and student driven (RP)
- Team includes the vision for the child within the context of their family by all members (RP)
- Is fluid over time (RP)
- Incorporates home/school/community (RP)
- At the IEP meeting, the team will discuss the child's future. " The IEP team shall ensure that family and student preferences and interests are an essential part of the planning process. The IEP team will document planning information on the IEP" (Operating Standards, 2002, p. 65).

Step 2   **Discuss present levels of performance.**
(What do we know about this child, and how does that relate in the context of content standards, or for preschool children, in the context of appropriate activities and how the disability affects the student's involvement in the general curriculum.)

- Accurately describe the effect of the child's disability on the child's involvement and progress in the general curriculum (MPP)
- Describe how the child's performance is similar to or differs from that of typically developing children and how these differences including strengths, interests, and needs impact educational performance, progress in the general curriculum, or for the preschool child, participation in age appropriate activities (MPP)
- Address the child's unique needs that impede the child's ability to make meaningful progress in the general curriculum (MPP)
- Test scores should be self-explanatory (i.e., they can be interpreted by all participants without the use of test manuals or other aids), or should include an explanation making them understandable to all participants (MPP; Bateman & Linden, 1998)
- Test results used should reflect the impact of the disability on the child's performance. Thus, raw scores would not usually be sufficient. (MPP)
- "In developing each child's IEP, the IEP team shall consider:
  - o Strengths of the child and the concerns of the parents for enhancing the education of the child'
  - o Results of initial or most recent evaluation of the child;
  - o Results of the child's performance on any State or district-wide assessment programs, as appropriate;
  - o Special factors and other considerations" (Operating Standards, 2002, p. 65-66).
- Focus on strengths, interests, and emerging skills (RP)
- Collected data from multiples sources and measures (RP)
- Discuss information in authentic and meaningful terms (RP)
- Present understandable and useful findings (i.e., avoid test scores, avoid jargon, avoid subjective words-excellent, good) (RP)
- Required element of IEPs - IDEA 97 (http://www.nichcy.org/pubs/newsdig/nd26pdf.pdf)
- Different for each child (Bateman & Linden, 1998)
- Describe the child's disability on their performance regarding all (Bateman & Linden, 1998)
  - o academic areas (reading, math, communication) and
  - o nonacademic areas (daily life activities, mobility)
- Written in objective measurable terms (Bateman & Linden, 1998)
- Each goal must in some way have an associated present level of performance (Bateman & Linden, 1998)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Annual Goals and Short-Term Objectives

Step 3: Identify needs that require specially designed instruction

- Describes the unique needs that keep the child from progressing in the general curriculum and outside the context of the general curriculum, or in the case of a preschooler, in appropriate activities (RP).
- Determine the needs based on the present levels of performance and the vision (MPP)
- "Every need must be addressed by a service or by a goal and service (if the service is instructional)" (Bateman & Linden, 1998, p. 100).
- Do not rewrite the general curriculum, but rather list the child's individual needs to have access and make progress in the general curriculum (RP, Bateman & Linden, 1998)
- Discuss baseline data (RP)
- Note: This information used to be in Column 1 on old IEP form
- One of six required steps of the IEP "meeting" is to identify and include needs "that require specially-designed instruction" (Operating Standards, 2002, p. 66).
- Focus on skills that are function, useful, and that impact the child/learner's participation in the general curriculum/daily activities.

Step 4: Identify measurable annual goals

Goal #_____   Content area addressed: _____

Content Area Addressed Terminology Options: (Kristie Pretti-Frontczak, Kent State University, 2003)
- Term "all"
- Developmental Domain/Area (e.g., Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, Social)
- Content Area (e.g., English Language Arts, Mathematics, Science, Social Studies etc.)
- Component or strand of a larger developmental area or content area (e.g., Reading, addition, mobility, interactions with others)
- Any combination of larger/smaller areas/terms (e.g., interactions with adults/communication/Expressive language) – challenge is to target goals that address multiple areas of need v. isolated skills.

- Measurable annual goals describe that a child with a disability can reasonably be expected to accomplish with special education services within a 12-month period (MPP)
- There is a direct relationship between annual goals and a child's identified needs for which baseline data have been collected (MPP)
- Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum or in the case of a preschooler with disabilities, in appropriate activities (MPP)
- Goals are prioritized based upon urgency or importance of correcting the identified need (RP)
- Do not need to be written by related service personnel or for related service
  - Reasoning is that a need is established (based upon child's disability), goals identified to meet that need, services provided to ensure goals are reached
  - Some needs are met with services alone (e.g., transportation, an accommodation during testing) – and some needs are addressed through instruction and must have associated goals in order to determine the effectiveness of the services (IDEA; Bateman & Linden, 1998)
- Note: It is recommended that each goal be on a separate page with accompanying benchmarks/ short term objectives, progress, services, LRE
- "Identifying measurable goals, objectives, and assessment procedures" (Operating Standards, 2002, p. 66)
  - Assessment procedures used here means how will progress be measured, shared, and used (Kristie Pretti-Frontczak, Kent State University, 2003).

- "The IEP must include
  - o A statement of measurable annual goals, including benchmarks or short-term objectives related to
    - Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities, and
    - Meeting each of the child's other educational needs that result from the child's disabilities" (Operating Standards, 2002, p. 66).

Benchmarks or short-term objectives

- Objectives (intermediate steps)/benchmarks (major milestones) to reach the annual goal. (MPP)
- Objectives/benchmarks enable parents, student, and educators to monitor progress during the course of the year, and if appropriate, to revise the IEP consistent with the student's instructional needs (MPP)
- Objectives - Intermediate steps; discrete skills; components and Benchmarks – Developmental milestones or points in time (e.g., by November, by February) (Kristie Pretti-Frontczak, Kent State University, 2003).

Statement of Student Progress
(Include how the child's progress towards annual goals will be measured and how the parents will be informed of the extent to which the child's progress is sufficient to enable him/her to achieve the goals by the end of the year)

- How will progress toward goals be measured? (MPP)
- How will parents be regularly informed (i.e., progress toward annual goals and extent to which progress is sufficient to achieve goals)?
- Note: This information used to appear in column 4 from the old IEP form.
- "A statement of how the child's progress toward the annual goals will be measured and how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, in regard to
  - o Their child's progress toward the annual goals, and

The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year (Operating Standards, 2002, p. 66-67).

Step 5: Identify services

Service:_____   **Initiation date:** _____   **Expected duration:** _____   **Frequency: (how often)** _____
(Identify all services needed for the child to attain the annual goal and progress in the general curriculum. Services may include specially designed instruction, related services, supplementary aids, or, on behalf of the child, a statement of program modifications, testing accommodations, or supports for school personnel)

- Overarching philosophy and mandate of IDEA 97 is that special education and related services and supplementary aids and services be provided and a statement of the program modifications or supports for school personnel that will be provided for the child:To advance appropriately toward attaining the annual goals;To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; andTo be educated and participate with other children with disabilities and non-disabled children.Include projected date for beginning services and modifications and the frequency, location, and duration of services and modifications (i.e., the amount of time and frequency of occurrence of special education instructional services, related services, supplementary aids, and services, & consultative services to be provided)
- The district's commitment of resources needs to be clear to parents and other members of the IEP team (IDEA)
- "It is the special services, not the general curriculum, that are to be in the IEP" (Batman & Linden, 1998, p. 109)

- "Teaching and related services methodologies or approaches are to be discussed and considered by the IEP team but are not expected to be written into the IEP (Bateman & Linden, 1998, p. 51)
- "The IEP must include a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child" (Operating Standards, 2002, p. 67).
- The IEP shall include the date on which services and modifications will be initiated and the frequency, location, and duration of those services and modifications (Operating Standards, 2002, p. 67).
- Readers are encouraged to review pages 12 –19 for operational definitions of related services (JJ), special education (MM), and supplementary aides and services (PP) all of which should be discussed in Step 5 of the IEP.

Step 6: Determine least restrictive environment

Determine where services will be provided
   (Include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom)

- Included in the IEP shall be an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class, and in daily activities.
    - To advance appropriate toward attaining annual goals;
    - To be involved and progress in the general curriculum in accordance with the present levels of performance and to participate in extracurricular and other nonacademic activities;
    - To be educated and participate with other children with disabilities and nondisabled children in the activities
        - Involvement in the general curriculum
        - Appropriate activities for preschool children (Operating Standards, 2002, p. 67).
- Provide an explanation of the extent a child is not participating with non-disabled children, including extra curricular and non-academic activities. (MPP)
- LRE refers to a set of procedures and requirements found in IDEA regulations… (Bateman & Linden, 1998, p. 14). LRE is not synonymous with the general education classroom.
- Pages 86-88 of the Operating Standards (2002) provide further explanation of how LRE is defined and determined. Keep in mind that "educational services for each child with a disability are (a) determined at least annually; (b) based on the child's IEP; and (c) provided as close as possible to the child's home" (Operating Standards, 2002, p. 86). Further, " a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum" (p. 86).

KEY:
MPP=Ohio Model Policies and Procedures Manual 2001
RP=Recommended Practices
IDEA=Individuals with Disabilities Education Act of 1997
Operating Standards=Operating standards for Ohio's schools serving children with disabilities of 2002
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Bateman, B. D., & Linden, M. (1998). *Better IEPs: How to develop legally correct and educationally useful programs.* 3d Ed. Longmont, CO: Sporis West.