

IEP 101, 102 & Calculating Norm-Based Goals

2020 MCSE
Virtual Summer Academy





WELCOME!

Our Beliefs

Collective Responsibility
Family & Community Engagement
Student Relationships
Culturally Responsive Practices
High Expectations



Introductions & Housekeeping

1. Welcome
2. IEP 101 or IEP 102
 - a. First year with MCSE = IEP 101
 - b. Everyone else IEP 102
3. 10 Minute Break
4. Norm-Based Goals - Everyone
 - a. Breakouts into grade level groups
5. Collaborative Meetings
6. Wrap Up

Introductions


- In the chat...
1. Name
 2. What you teach
 3. What were you doing in the year _____?

Breakout

- Please do not leave the Zoom. You will get a pop up window with an invitation to your breakout room. When you click to enter, it will take a few seconds to get you there.


If you have any technical trouble, please use the chat to ask for help.

Please leave your video on during the presentation. Video on = engagement. :)
If your internet is slow, you may opt to turn it off.



IEP 101

Individualized Education Plans



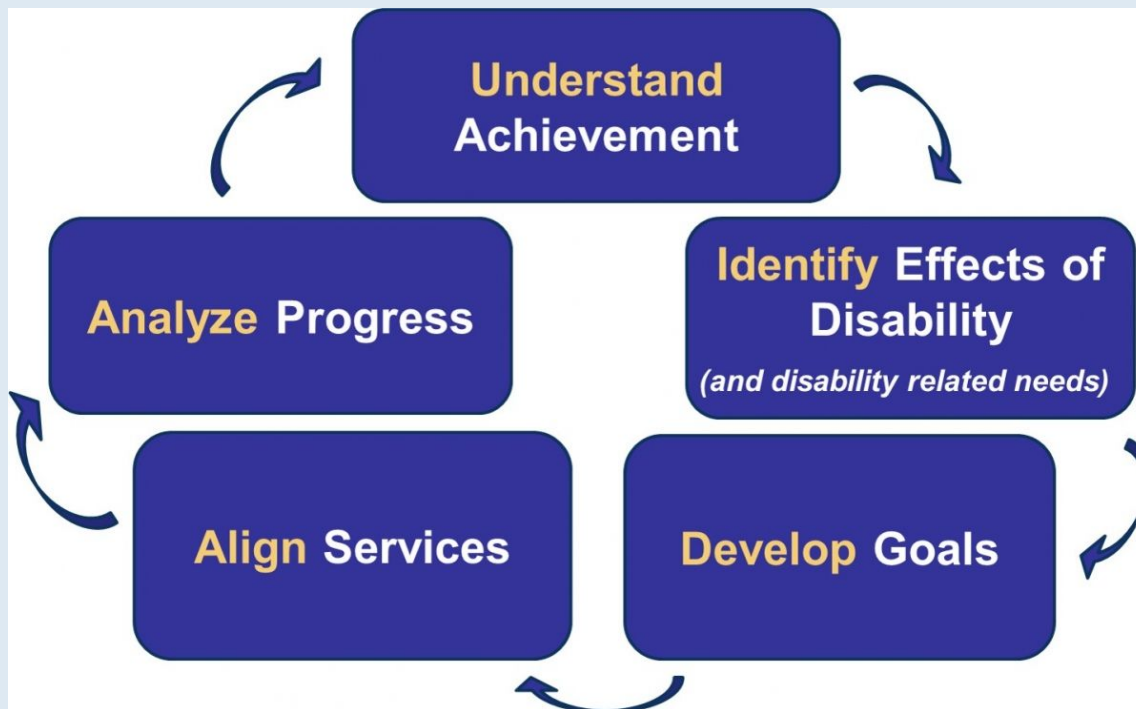


Game plan

Review audit criteria

Discuss examples & non examples

Review your own IEP



We are
doing more
right! = 95%

Compliance Statement Checklist





IEP-3

The IEP includes a statement of the student's present levels of academic achievement and functional performance.



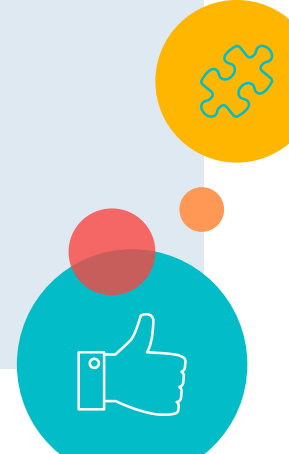


Present Levels of Performance

Academic

- *always reading
- *other subject areas
math written language,
basic reading skills, etc.

Functional

- *speech & language
 - * transition & self
advocacy
 - *behavior, social,
emotional
- 



IEP-5

The IEP team must consider whether the student needs assistive technology devices and services.





IEP-6

The student's IEP includes a description of how the student's disability affects the student's involvement and progress in the general education curriculum and environment, including how the disability affects reading. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.



CCR- IEP 5-Step Process Chart - EXAMPLE OF ONE TEAM'S NOTES FOR DISCUSSION

STEP 1	STEP 2		STEP 3	STEP 4
Current Level(s)	Effects	Root Cause Analysis	Disability-Related Needs	Services
<p>Report data/information about academic and functional performance</p> <p>Understand "What"</p> <p>Reporter</p> <ul style="list-style-type: none"> Reading fluency benchmark =102, mid 3rd gr. (expected=130, mid 5th) Running Record- Independent level M-end 2nd gr. (expected Level T- mid 5th)-Decoding and fluency miscues Comprehends grade level text when using text reader Oral language comprehension meets gr. level expectations Avg. time on task during independent work= 68% of time vs. 95% average achieving peers Behavior removals from academic classes >15 minutes = 3 avg. per week vs. 0 expected Excels in hands-on classes: computer class, science labs, specials 	<p>Observations- How disability affects access, engagement, progress</p> <p>Identify "How"</p> <p>Observer</p> <ul style="list-style-type: none"> Does not read grade-level materials independently Does not read grade level text with sufficient speed accuracy and expression Difficulty independently completing assignments that involve reading in school and when doing homework Off-task and disruptive behavior when expected to read silently or aloud in class 	<p>Discussion of Whys and other factors</p> <p>Identify "Why"</p> <p>Analyst</p> <p>Why?</p> <ul style="list-style-type: none"> Gets frustrated when required to read independently Has trouble gaining meaning from grade level text when reading independently; When text read aloud or using a text reader, can access/comprehend Reading fluency insufficient to efficiently read grade level written material on own Difficulty with decoding affects fluency; makes it hard to read and understand text Difficulty with phonological skills affects decoding 	<p>Student focused, address effects, reflect root causes</p> <p>"Summarize" Synthesizer</p> <p>Improve phonology and decoding skills</p> <p>Develop and use strategies to reduce frustration, improve ability to engage in reading activities, and independently access grade level text</p>	<p>Ambitious Achievable</p> <p>Develop Developer</p> <p>Address needs and goals- Clearly stated</p> <p>Align Architect</p>
<p>STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps</p>				

Effects of Disability Statement after 5 whys

Mickey has difficulty maintaining attention during independent work times, and using self regulation strategies independently. He also has difficulty remembering letter sound relationships applied within the context of decoding unfamiliar words.

Effects of disability

Donald has difficulty communicating when frustrated, which interferes with Donald's ability to fully interact with peers and adults in the classroom setting. When Donald is frustrated, he becomes physically and verbally aggressive toward other students. Socially, he is not always able to be understood when interacting with peers, which also leads to frustrations. Donald's upset reactions interfere with his ability to stay in the classroom causing him to miss lessons in reading, math, and modules.

Examples & Discussion

Ariel's behaviors affect her access, involvement, and progress in meeting the general education curriculum. Her behaviors inhibit her from attending a full school day. During her shortened days, Ariel will not always follow her structured school day and refuse to go to classes. In order to progress, Ariel needs to increase her engagement in the structure and routine of her day.

Examples & Discussion

Daisy's difficulties with reading and mathematics adversely affect her progress towards meeting grade-level reading standards. During special education instruction in reading, Daisy misses participation for part of the reading instruction in the general education fourth-grade classroom.

Examples & Discussion

Minnie needs to increase her understanding of basic word and sentence structure so that she can decode words while reading more efficiently and spell words more efficiently while writing.

Examples & Discussion

Elsa demonstrates significant delays in the area of all academic skills (reading, writing, and math) as well as speech/language development. Her needs as described require a level of remediation that cannot be met in the regular education curriculum as it is currently structured. Elsa requires individualized and/or small group specially designed instruction, repeated learning trials, and instruction provided at a pace that is consistent with her needs.

Examples & Discussion


Flynn's intellectual disability negatively affects his performance in the general education classroom. Due to his disability, he is performing at approximately a 2nd-grade reading level and has difficulty answering comprehension questions about what he read. Flynn is also significantly behind his same age peers in math in areas such as basic math facts and problem-solving.

Examples & Discussion



Goofy's decoding, sight word recognition, and fluency difficulties affect his reading comprehension, ability to keep up with his peers, and ability to read grade level material. Goofy needs reading material presented at his functional reading level. Grade level reading, math, and written language material and pace of instruction within the regular education classroom is not consistent with Goofy's learning level which will leave him frustrated and confused.

Examples & Discussion

Simba's delay in language development affects literacy, specifically in comprehending and identifying overall vocabulary, story elements, rhyming pairs and letter sound discrimination.



Root Cause: STUDENT does not fluently read grade-level text (effect) because of inefficient decoding skills (root cause). *STUDENT'S reading fluency skills are insufficient to efficiently read grade level material independently. His/her difficulty with segmentation and morphology affect his/her decoding and fluency, making it hard to read efficiently, and thus understand text. When asked to read grade level text independently, STUDENT shows signs of frustration and often shuts down by putting his/her head on desk.*



A NEW EXAMPLE

Root Cause: James doesn't play safely with others because he doesn't understand turn taking.

When in structured play situations, James responds to adult cues directing turns. However, in an unstructured peer-to-peer play setting, James maintains control over object/desired activity. When peers request or try to take their turn, James becomes physically and verbally aggressive by shouting, name-calling, pushing, grabbing, kicking or biting.



IEP-7

The IEP includes a statement of the student's disability-related needs.



A little more please...

Each disability-related need specifies what skill/behavior the student needs to develop/improve so the student can meet grade-level standards and expectations; and if the disability affects reading/early literacy, there is a corresponding disability-related need.



Examples & Discussion

Rapunzel needs guidance on how to deal with classmates in confrontational situations.

Examples & Discussion

Jasmine has difficulty with basic math skills to include areas of addition, subtraction, and multiplication.

Examples & Discussion



Tiana needs to increase her math fluency with multiplication and division facts of single digit numbers so that she can solve word problems in the general curriculum.

Or

Tiana needs to increase her rate and accuracy with multiplication and division facts so that she can solve word problems in the general curriculum.



Examples & Discussion



Buzz needs to develop the comprehension skill of inferencing so that he is able to determine meaning from unknown words within text read independently.

OR

Buzz needs to increase his ability to determine meaning of unknown words using context clues so that he can understand text he's read independently.





IEP-9 *If the student has a disability-related need affecting reading **each annual goal** designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children to participate in age-appropriate activities and progress toward early literacy standards, contains a **baseline from which progress can be measured.***





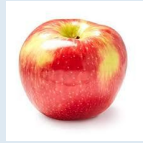
IEP-10 *If the student has a disability-related need affecting reading **each annual goal** designed to enable the student to be involved in the general education curriculum and progress toward grade-level reading achievement, or for preschool children to participate in age-appropriate activities and progress toward early literacy standards, **includes a measurable level of attainment.***



Goals with
Baseline &
attainment



Baseline



Attainment



There is help...

Norm-Based Goals

Examples & Discussion



By January 2020, after reading a passage at a late third grade level, Pluto will answer comprehension questions based on key ideas and details with at least 80% accuracy.

Baseline: Pluto is currently reading books at a 3rd grade level, according to Accelerated Reader tests and progress monitoring.

Attainment: To read a passage at a late third grade level and answer comprehension questions based on key ideas and details with at least 80% accuracy.





Examples & Discussion

By November 2019, when provided a 4th grade level reading passage, Olaf will independently read and answer corresponding comprehension questions with 70% accuracy.

Baseline: Currently Olaf after reading a 4th grade level passage independently he answers corresponding comprehension questions with 50% accuracy.

Attainment: Olaf will comprehend with 70% accuracy after reading 4th grade level passages.



Examples & Discussion



By November 2019, when provided a 4th grade level reading passage, Olaf will independently read it and increase his accuracy on corresponding comprehension questions from 50% to 70% accuracy.

Baseline: Currently Olaf is answering 4th grade level comprehension questions with 50% accuracy.

Attainment: Olaf will comprehend with 70% accuracy after reading 4th grade level passages.





IEP-18

The IEP team must consider whether the student needs individual appropriate accommodations necessary to measure the academic achievement and functional performance on state and districtwide assessments.



There is a cheat sheet
for this...

MCSE I-7 Guide Sheet



Interim IEP Meeting





Move-in Student





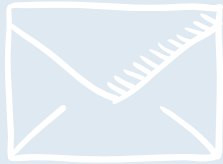
The Role of the Paraprofessional in the IEP



Resources

- [MCSE I - 7 Guide Sheet](#)
- [Effects of disability template & samples from DPI](#)
- [IEP Bank](#)
- [AT in the IEP](#)

Questions?



Always reach out:

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Thanks!



IEP 102

**Experts in SDI Ready
to Refine Their Craft**





TO DO:

-  Root Cause
-  Progress Monitoring

Portions of this presentation are from WIDPI Introduction to Monitoring IEP Goals

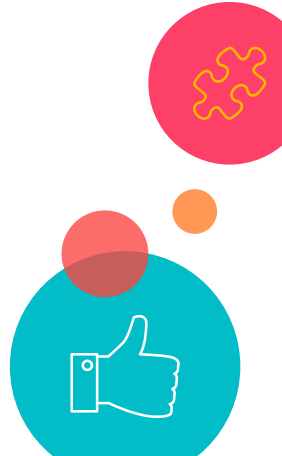


Root Cause

Effects of the Disability

DPI Prompt in Oasys EFFECTS OF THE DISABILITY

“Describe HOW the student's disability affects their access, involvement and progress in the general education curriculum, including how the disability affects reading. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.”





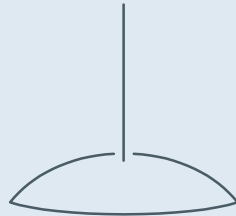
“In an effective classroom, students should not only know what they are doing, they should also know why and how.”

- Harry Wong



How to get to
the effect of the
disability.

Observe



Analyze



Synthesize
and
Summarize



[CCRIEP](#)
[Checklist](#)





Tools for
Observing &
Watching

Teacher Created
Observation
Tools

Intervention
Central

Reading Rockets

The Daily Cafe



How to Analyze



Observations + Why (x5) = Root Cause

The student... observed effect(s) ...because root cause(s)



Why questions



Why is the student not meeting academic standards?

Why is the student not accessing the content?

Why is the student not meeting functional standards?

Why is the student not engaged in grade level academic instruction?

Why is the student not engaged in activities?

Why does that teaching method not impact the student?

Why do those materials impact the student?

Why does that group size impact the students learning?

Does the analysis go beyond impairment criteria?



How to Synthesize

Write Root Cause

Explain your Root Cause Analysis the details and how you went through the 5 whys.

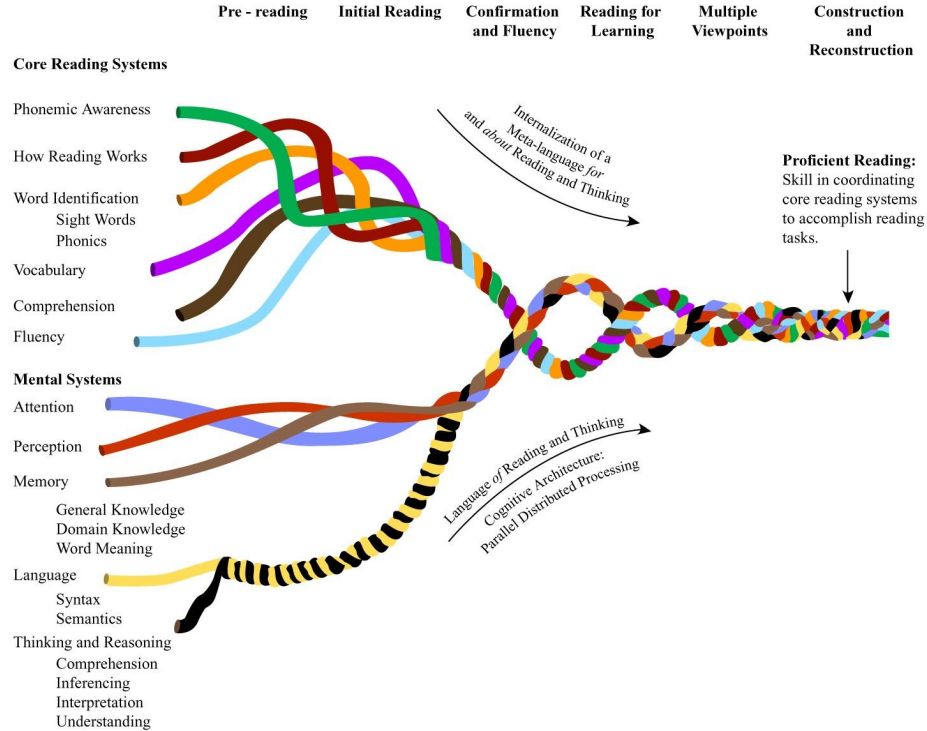
Developing goals that relate to the effects statement.



Trust your
teacher
knowledge



Reading Stages






Effect and Root Cause Analysis “What and “Why”

Effect: Does not read grade-level materials independently... WHY?



- Gets frustrated when required to read independently; When text read aloud or using a text reader, can access & comprehend
- Has trouble gaining meaning from gr. level text when reading independently
- Reading fluency is insufficient to efficiently read grade level written material on own
- Difficulty with segmentation and morphology affect decoding and fluency; makes it hard to read efficiently and thus, understand text


Disability-Related Needs “Summarize”

- Improve decoding skills (including segmentation and morphology) *(so the student can more fluently and independently read and gain meaning from grade level text)*
- Develop and use strategies to reduce frustration, improve engagement in reading activities, and independently access grade level text *(so the student can better access & engage in text-based learning activities)*

A white line-art icon of a lit lightbulb is centered within a red circular background. This circle is part of a decorative cluster of overlapping circles in red, orange, and teal in the top-left corner of the slide.



Root Cause: STUDENT does not *fluently read grade-level text (effect)* because of *inefficient decoding skills (root cause)*. *STUDENT'S difficulty with segmentation and morphology affect his/her decoding and fluency, making it hard to read efficiently, and thus reduces his/her understanding of grade level text. When asked to read grade level text independently, STUDENT shows signs of frustration and often shuts down by putting his/her head on desk.*

A white icon of three interlocking puzzle pieces is centered within a pink circular background. This circle is part of a decorative cluster of overlapping circles in pink, red, and teal in the bottom-right corner of the slide.A white icon of a hand with the thumb pointing up (a thumbs up gesture) is centered within a teal circular background. This circle is part of a decorative cluster of overlapping circles in teal, red, and orange in the bottom-right corner of the slide.



DRN= The student needs to develop, increase, or improve X skill (related to root causes), so the student can Y... (related to effect on access, engagement, progress) [and outcomes (age/grade standards and expectations) will improve.]

Example: The student needs to improve decoding skills (root cause) so the student can fluently read grade-level text (effect) ... [and, as a result, will meet grade level reading standards]




Root Cause Analysis What and Why	Disability Related Need Summarize
Effect: Doesn't play safely during unstructured times...WHY?	
<ul style="list-style-type: none">● Gets frustrated when he can't have a turn or the toy he wants● He doesn't understand turn taking● Doesn't see benefit in peer friendships● Refuses to share preferred toys● He really loves the toy and isn't required to share at home or in class● He doesn't understand that sharing toys will lead to more recesses time● Will take turns with constant adult supervision and prompting	<ul style="list-style-type: none">● Improved communication skills● Improved social (turn taking) skills

A NEW EXAMPLE



Root Cause: James doesn't play safely with others because he doesn't understand turn taking.

When in structured play situations, James responds to adult cues directing turns. However, in an unstructured peer-to-peer play setting, James maintains control over object/desired activity. When peers request or try to take their turn, James becomes physically and verbally aggressive by shouting, name-calling, pushing, grabbing, kicking or biting.



DRN= The student needs to develop, increase or use area/skill (related to root causes), so the student can... (related to effect on access, engagement, progress) [and outcomes (age/grade standards and expectations) will improve.]


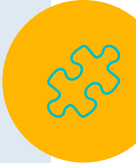
Example: James needs to improve social skills (root cause) so he can play safely with peers in unstructured settings (effect) ... [and, as a result, will meet grade level reading standards]






Think...

IEP goals address DRN related to “why” (i.e., root causes) the student is not meeting early childhood/grade-level standards or expectations (i.e. effect)





Examples of Goal Statements linked to DRN

- The student will improve reading fluency and decoding accuracy by increasing reading speed and the number of words read correctly in grade level narrative text
 - The student will reduce frustration, and increase engagement and independence in grade level reading activities by developing and using specific reading fluency and decoding strategies (including segmentation and morphology) and frustration management strategies
- 



Progress Monitoring



Is SDI making an impact?

[WI DPI- Introduction to Progress Monitoring IEP Goals](#)



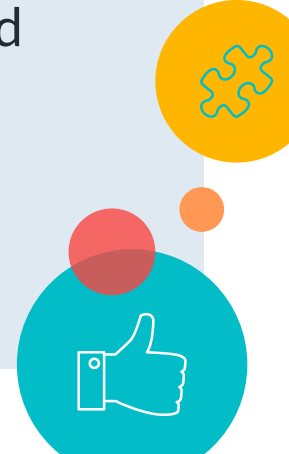


Why do we collect data to monitor progress?

- It's the law
 - Guides instructional decision-making
 - Motivates students to learn “see” progress
 - Involves all team members (educators, family, student, support staff)
- 
- 



All Team Members Need to...


- Have input into planning for progress monitoring
 - Share data widely in understandable format
 - Know effects of instruction and supports they provide on access, engagement and progress in general education
 - Collaborate when making important decisions
- 



IEP Goals

The IEP goal statement must include a **measurable target skill**

The skill targeted by the goal must **address student-specific disability related need (DRN)**



Which of these are measurable target skills? Response Options: Yes, No, Not Sure

Measurable or
Not
Measurable?

Improve reading fluency by increasing decoding accuracy and rate	
Show respect for school property	
Increase time on task during independent seatwork	
Use math strategies to make sense of and independently solve math problems	
Meet grade level reading standards	





Improve reading fluency by increasing decoding accuracy and rate

Yes

Show respect for school property

No
cannot
measure
"respect"

Increase time on task during independent seatwork

Yes
and tells you
when

Use math strategies to make sense of and independently solve math problems

Yes, but
could improve by
naming strategies

Meet grade level reading standards

No
Too many to
measure, not
student specific



Measurable or
Not
Measurable?

IEP Progress Monitoring vs SLD Eligibility Criteria



Monitoring IEP Goals

Recommended to be systematic but most importantly realistically measurable for the IEP goal.

SLD Criteria Eligibility

Needs to be systematic.





Progress Monitoring

Measure growth

Show small change

Individualized and targeted skills

Screening

Predict potential for poor outcomes

1-3 times per year

Groups/Cohorts

Broad Sample of Skills





What are YOUR challenges to progress monitoring IEP goals? **let's do a poll!**

01	02	03	04	05
Professional Responsibilities & Demands	Selecting Optimal Target Skills	Avoiding the tendency to work backwards	Having enough reliable & right type data	Making ongoing PM a habit



What are YOUR ways to address the challenges of progress monitoring IEP goals?

01	02	03	04	05
Professional Responsibilities & Demands	Selecting Optimal Target Skills	Avoiding the tendency to work backwards	Having enough reliable & right type data	Making ongoing PM a habit
Incorporate PM into reg instructional routine	Review Root Cause Analysis The more data you have the easier it gets	Use the cycle of instructional decision making	Well written present level	Setting a schedule & getting students involved & create forms in advance



What is Progress Monitoring?

Systematic and planned

A process that's linked to planning

Can be teacher created

A DPI Checklist



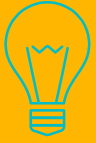



BREAK TIME! (almost)

1. Please rename yourself to identify your level for our next round of breakout rooms. To do this, hover over the top right corner of the screen where your video is. Find the three dot in a tiny blue box. Select rename.
2. What to name yourself:
 - a. **ES - First name** if you work with elementary students (e.g. *ES - Audrey*)
 - b. **MS - First name** if you work with middle school students (e.g. *MS - Annie*)
 - c. **HS - First name** if you work with high school students (e.g. *HS - MaDonna*)
 - d. If you work with multiple ages of students, just pick one of the above categories.
3. Please do not leave the zoom! You may mute yourself and turn off your video during the break.





Norm-Based Goals





How much growth should we expect from students in an intervention or through an IEP term?



MARATHON COUNTY SPECIAL
EDUCATION

NORM-BASED GOALS

USING CURRICULUM-BASED
MEASURES (GBM) TO CALCULATE
PROJECTED STUDENT GROWTH

2019-2020



The Formula

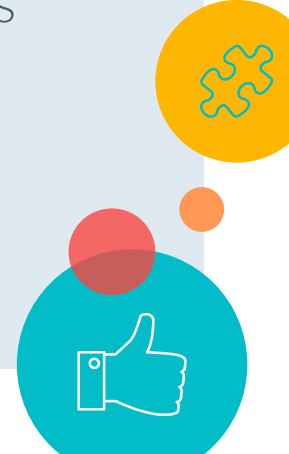
Baseline + (growth norm
x weeks of instruction) =
growth goal



Example #1

Daniel - 1st Grade

Daniel is a 1st grade student working on letter sound fluency. In the fall, he scored a 10 on letter sound fluency in the FastBridge earlyReading screener. Calculate a goal for him to reach by mid-year which is about 17 weeks of instruction. Round your answer to the nearest whole number.






Example #2

Camilla - 5th Grade

Camilla is a 5th grade student working on fluency. In the winter, she read 130 correct words per minute on the FastBridge CBMR screener. Calculate a goal for her to reach by mid-May which is about 20 weeks of instruction. Round your answer to the nearest whole.

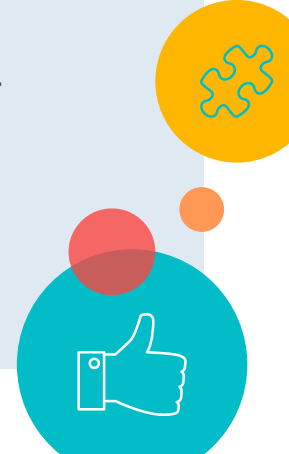




Example #3

Devonte - 8th Grade

Devonte is an 8th grade student working on comprehension recall. In the fall, his recall score was 3 on the FastBridge CBMR Comp screener. Calculate a goal for him to reach in 12 weeks. This will take him into mid-December which is considered to be the winter window. Round your answer to the nearest whole number.






Example #4

Jasmine - 7th Grade

Jasmine is a 7th grade student working on fluency. In the winter, she read 157 correct words per minute on the FastBridge CBMR screener. Calculate a goal for her to reach by the end of the IEP term which will be in the winter of her 8th grade year, or about 36 weeks of instruction. Round your answer to the nearest whole.





Example #5

Raj - 6th Grade

Raj is a 6th grade student working on math computation. This student's disability-related need falls under math processing. He struggles to complete the procedural tasks of a math equation. His executive functioning disorder impacts his working memory which makes multi-step equations very challenging. Raj's special education teacher has worked with him to develop a visual guide for the procedures to solve problems such as adding, subtracting, or multiplying decimals. Raj has been making great improvement! In the winter, he scored a 68 on the FastBridge Learning CBMmath Process screener. Calculate a goal for Raj to meet by mid-May which is about 20 weeks of instruction. Round your answer to the nearest whole.





Breakout Room Discussion

How can this help you with IEPs?

Do you see any potential hurdles?

What questions do you still have?



Collaborative Meetings

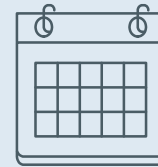


Preparation

Communication with all
team members in
advance



Start early



Diplomacy & Supporting Feelings



Four Aspects of Diplomacy

1. Communicating so as to be well received by the listener.
2. Responding, as opposed to keeping silent.
3. Saying “no” in a way that preserves a positive relationship.
4. Knowing what to say when you don’t know what to say.

Source: A Guide to Collaboration for IEP Teams, Nicholas R.M. Martin, 2005





*“The truth without kindness can be
devastating.”*

~ unknown ~



From Well-Meant to Well-Said

Directions -

1. Read the Well-Meant phrase coming from a school staff.
2. Translate it to a more diplomatic well said statement.

Scenario 1



Well Meant

“You’re not alone. A lot of people have children with special needs.”

Well Said...





Scenario 1

Well Meant

“You’re not alone. A lot of people have children with special needs.”

Well Said

“This can be hard.”

How are you doing with it?”



Scenario 2

Well Meant

“You only feel bad because you believe we don’t care.”

Well Said...



Scenario 2



Well Meant

“You only feel bad because you believe we don’t care.”

Well Said

““Have I said something that upsets you?”

“Mr Doe I really want to be on your side,” and then perhaps talk from the heart (feelings and wants)

“My fear is that you see me as uncaring, and I really want to fix that if its true.”





Scenario 3

Well Meant

“We’ve all felt grief before, too.”

Well Said...






Scenario 3

Well Meant

“We’ve all felt grief before, too.”

Well Said

“How are you doing?”





Scenario 4

Well Meant

“You’re being totally unreasonable and not listening to anything we say.”

Well Said...






Scenario 4

Well Meant

“You’re being totally unreasonable and not listening to anything we say.”

Well Said

“Team, I am wondering if we are all having a chance to speak and be heard. Maybe it would be helpful if we each had a chance to say what we think. Mr. Doe, what are your thoughts?”



A yellow circle containing a white line-art icon of a lit lightbulb, symbolizing an idea or insight.

Scenario 5

Well Meant

“Anger is a secondary emotion. What are you *REALLY* feeling?”

Well Said...






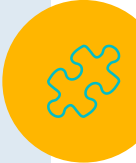
Scenario 5

Well Meant

“Anger is a secondary emotion. What are you *REALLY* feeling?”

Well Said

“Mr. Doe I sense this issue is important to you. Can you tell us more about it?”





Scenario 6

Well Meant

“You’re interrupting me and raising your voice again.”

Well Said






Scenario 6

Well Meant

“You’re interrupting me and raising your voice again.”

Well Said

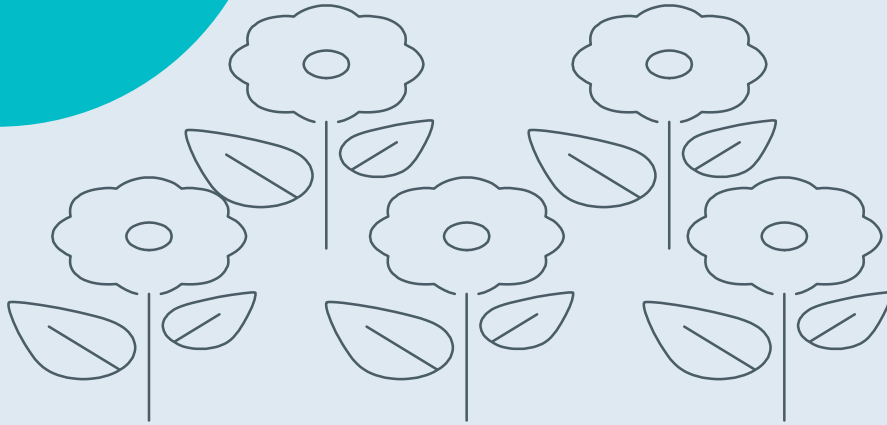
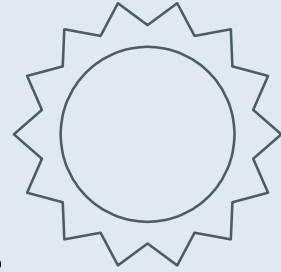
“Team I am feeling a little uncomfortable right now. I am remembering our agreement not to interrupt and raise voices. I really want to hear everyone's thoughts. I also would like a chance to respond, and I’m sure you all would, too. Does that sound fair to everyone?”



Resources for Collaborative IEP Meetings

- [Understood.org](https://www.understood.org)
- [List from Collaboration for IEP Teams](#)

Thanks for coming!



Questions?

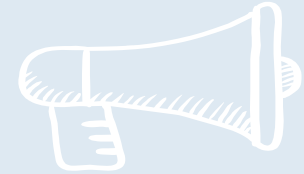
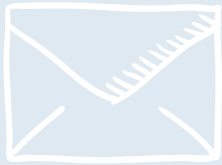
Always reach out:

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What helps improved IEP paperwork & meetings?





SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change line color, width and style.

Isn't that nice? :)

Examples:

