

## WRITING QUALITY IEPs: BEST PRACTICE INDICATORS FOR INCLUSION

### **INCLUSION**

Specific information regarding the entries on Page 1 (Recommended Service) and Page 7 (General Education Environment) are included in the MEMORANDUM from Linda Wernikoff (School Programs and Support Services) dated July 3, 2002: Addendum to the IEP Manual. Please refer to this for specifics on writing appropriate entries and delineating points of discussion.

Below you will find questions that can form the basis for discussion at collaborative IEP meetings. These questions will help team members decide if Inclusion is appropriate at this time. They will also help elicit information that should be included on the various pages of the IEP. Suggested pages for inclusion of information are in parentheses after the question. Page designations are suggestions.

**Note:** Many of these questions deal with information that reflects back to the discussions on Differentiated Instruction and Functional Behavioral Assessments.

- Can supplementary aids and services be integrated so the student can remain in the general education classroom and receive the level of special education support required to meet his/her IEP goals? (IEP Pages 3, 4, 5, 6, 7)
- The student does **NOT have to be on grade level** to participate in an age-appropriate general education classroom (e.g. many students with severe cognitive delays participate in general education classrooms), but what are the student's academic skills and/or what are the non-academic benefits? (IEP Pages 3, 4, 5, 6, 7, 8, 9)
- What curriculum adaptations does the student need to access the general education curriculum? (IEP Pages 3, 4, 5, 6)
- Can the student address his/her IEP goals in the general education classroom? (IEP Pages 3, 4, 5, 6)
- The student does **NOT have to have excellent behavior** to attend a general education classroom (e.g. many students with severe emotional disabilities attend general education classrooms), but what supports will the student need to succeed in general education and not negatively impact on the instruction being provided in the classroom? (IEP Pages 3, 4, 5, 7)
  - What **behavior plan** has been put in place? (IEP Page 4 and completion of FBA and Behavior Intervention Plan)
  - What related services and other personnel supports will the student need to succeed? (IEP Pages 3, 4, 5, 6, 7, 9)
  - What are the student's work habits and attitudes toward work? (IEP Pages 3, 4, 5)
  - What are the student's communication skills? (IEP Pages 3, 4, 5, 6, 7)
  - What are the student's social and interpersonal skills? (IEP Pages 3, 4, 5 and FBA)
  - What knowledge and skills will District 75 and general education staff need to help this student succeed in a general education classroom? (IEP Page 3, 4, 5, 7)

The following specific information needs to be addressed on the IEP for D75 students in “full-time” General Education with SETSS (revised 6/10/02)

IEP Page (See Note)	Specific Language/Information	Additional Explanation/Comments
1	<p><b>Recommended Service:</b> General Education with Special Education Teacher Support Services from a Specialized School (D75) _____ periods/day*, direct service** in the general education classroom*** and _____ periods of Paraprofessional support**** (“with related services” for mandated students).            A maximum group size for SETSS must be entered on the “staffing ratio” line. *****            *The IEP team must indicate the number of periods per day/week the student will receive Special Education Teacher Support Services.            **The IEP team must indicate the distribution of time between direct and indirect services (or a combination of both).            ***The IEP team must indicate the location of services (i.e., the general education classroom or a separate location or a combination of both).            ****The IEP team must indicate the number of periods per day/week of paraprofessional support.            *****The staffing ratio on Page 1 must also be completed indicating the maximum group size for the provision of Special Education Teacher Support Services. Regardless of the location of services, in the general education classroom or a separate location, <b>group size may not exceed a maximum of eight students (i.e. staffing ratio of 8:1).</b></p>	<p><b>The SETSS mandate</b> indicates the number of periods/day or week that the D75 Special Education Teacher is providing instructional and behavioral support (direct and indirect) for <b>the D75 students</b> within a <b>specific</b> General Education classroom and/or separate location.</p> <p><b>Direct Service:</b> working with the student, the delivery of specially designed and/or supplementary instruction by a special education teacher that addresses compensatory skill development and remediation activities; addresses educational/behavioral needs directly related to the student’s disability, and the impact of the disability on progress in curriculum. This includes modifications and adaptations to subject matter, the educational environment and/or instructional strategies that become necessary while working with the student(s).</p> <p><b>Indirect service:</b> provides <b>collaborative consultation</b> between the special education teacher and the general education teacher which focuses on specific strategies in the above mentioned areas that will enable the student to succeed in the general education classroom. These strategies are implemented jointly by the general education and special education teachers with the ongoing support of the paraprofessional assigned to the classroom</p>
7	<p><b>For D75 students in “full-time” General Education with SETSS, information must be entered in the “General Education Environment” section as follows:</b></p> <ul style="list-style-type: none"> <li>• <u>Area of Instruction:</u> ALL</li> <li>• <u>Language(s) or Communication Mode:</u> same as page 1 entry(ies)</li> <li>• <u>Periods per week:</u> ALL</li> <li>• <u>Supplementary Aids and Service:</u> (from “Recommended Service” on page 1) “.....Special Education Teacher Support Services, as outlined above paraprofessional support or other support (please refer to pages 14-16 for specific examples of “Recommended Services”). In addition, for students in middle or high school, you must indicate the general content areas requiring support (e.g. social studies, math), indicating “primarily in.....” This applies to both the SETSS and Paraprofessional supports.</li> <li>• <u>Program Modifications and Supports for School Personnel:</u> May include staff development for community school personnel on modification and/or adaptation of curriculum; use of adaptive equipment; incorporation of specialized technology into the instructional process.</li> </ul>	<p>In the section for Supplementary Aids and Service you must enter the “recommended Service” as outlined above and in “Creating a Quality IEP”.</p> <p>In the section for Program Modifications and Supports for School Personnel you will list those modifications and supports for school personnel specific to the student being served. See “Creating a Quality IEP” (March, 2001), pg. 46 for sample entries.</p>

### Reviewing the main points:

- The IEP team must indicate the number of periods per day/week the student will receive Special Education Teacher Support Services.  
Example: 1 period per day  
OR  
3 periods per week
- The IEP team must indicate the distribution of time between direct and indirect services (or a combination of both).  
Example: 1 period per day of direct service and 1 period per day of indirect service  
OR  
3 periods per week of direct service and 5 periods per week of indirect service
- The IEP team must indicate the location of services (i.e., the general education classroom or a separate location or a combination of both).  
Example: 1 period per day of direct service in the general education classroom and 1 period of indirect service.  
OR  
2 periods per week of direct service in the general education classroom and 1 period per week in a separate location and 5 periods per week of indirect service
- The IEP team must indicate the number of periods per day/week of paraprofessional support.  
Example: 35 periods per week of paraprofessional support  
OR  
15 periods per week paraprofessional support
- The staffing ratio on Page 1 must also be completed indicating the maximum group size for the provision of Special Education Teacher Support Services. Regardless of the location of services, in the general education classroom or a separate location, **group size may not exceed a maximum of eight students (i.e. staffing ratio of 8:1)**.  
Example: SETSS provider has a case load of 9 students, but at no time on the SETSS schedule can they be providing direct service to a group size of more than 8.  
OR  
SETSS provider has a case load of 15 students, but at no time on the SETSS schedule can they be providing direct service to a group size of more than 8.
- **NOTE:** The **8:1:4** ratio or the **9:1:3** ratio does not go anywhere on the IEP. This is a funding formula not a staffing ratio or group size ratio.
- **NOTE:** The paraprofessional supports the group of students from a district 75 school in one class. The groups of students are having their individual mandates of paraprofessional supports met at that time.  
Example: 35 periods per week of paraprofessional support; indicates that the 2/3 students from district 75 are receiving their supports. This does not mean that there is a need for a 1:1 paraprofessional.