

Michaela Mabe		Challenge #3	09/08/23	EDCI 60003
SUPRA-BADGE:	Design and Development			
SUB-BADGE:	Design Instructional Interventions			
CHALLENGE:	Use appropriate message and visual design principles			
ARTIFACT:	EDCI 569 Learning Module and Storyboard			
CRITERIA:	<p><b>Criteria for successful completion of this challenge:</b> Evidence of using appropriate visual design (proximity, repetition, alignment, contrast) and message principles (content and delivery) in instructional materials. Other considerations include ADA compliance, readability, color choices, font choices, space, etc.</p> <p><b>Reflection must address:</b> Specific examples of message and visual design principles in your evidence and how these specific examples work well in the design</p>			

### Competency and artifact identification

My **Learning Module and Storyboard** for EDCI 569 provide evidence for the sub-badge, Design Instructional Interventions, and the challenge, “Use appropriate message and visual design principles”. To complete the “How To Write Quality and Compliant IEPs” learning module, I had to make sure all of the modules had an appropriate and consistent message and that I used appropriate visual design principles to ensure the users were able to access the material.

### Description of how the artifact supports the competency

The learning module and storyboard support the competency that I am able to use appropriate message and visual design principles. To create the modules, I first needed to storyboard everything. This was helpful because I was able to see how the content needed to be laid out, how and when the content was given to the learner, and different visual supports to go along with the content. Specifically in the Big Three: Profile module, I included introductory information to the learner, gave a visual of a sample IEP profile for the learner to reference, and then gave a summary of the information to make sure the learner was able to understand the main point of the module. Then for my data and learner retention, I gave a post-assessment that the learner needed to complete to move on to the next session. I used this process for each of the modules to make sure the learning module was consistent visually and in its message throughout the whole thing. Through the program I used to create the learning module, Articulate Storyboard, I was able to make sure my whole module was ADA compliant and the learner would be able to navigate the modules without any issues.

### Competency alignment with prior knowledge and experience

I have some prior knowledge of using appropriate message and visual design principles in my instructional design work and in my work as an educator but this competency is definitely something I want more experience with in the future to make sure I am as consistent as possible when creating material for clients or students. In instructional design, I am able to use and implement some of the principles, such as repetition and proximity, but overall I want more experience with it. In my education

work, I am able to use consistent design in my lesson planning and creation of presentations for my learners, but again this is something that I will get better with when I have more experience under my belt.

### **Reflection on experiences**

Overall, this challenge has been a great way to reflect on how I apply appropriate message and visual design principles. In both instructional design and education, this is an important competency to be consistent and accurate whenever creating materials for clients/students. While I don't feel totally proficient in this, I will work on and intentionally find different opportunities to practice this challenge.

# How To Write A Quality and Compliant IEP Storyboard

<a href="#">1</a>	Introduction	2 minutes	Total Module Time: 23 minutes
<a href="#">2</a>	Big Three: Profile	5 minutes	
<a href="#">3</a>	Big Three: Goals and Objectives	5 minutes	
<a href="#">4</a>	Big Three: Specially Designed Instruction	5 minutes	
<a href="#">5</a>	IEP Compliance Facts and Myths	2 minutes	
<a href="#">6</a>	Community Resources and Discussion	2 minutes	
<a href="#">7</a>	Conclusion	2 minutes	



Michaela Mabe

# How To Write A Quality and Compliant IEP


START COURSE



This eLearning course will center around the necessary steps needed to create a quality IEP for the state of Ohio. It will review each section of an IEP and the requirements and suggest additions to improve them.

Introduction: What is a Quality and Compliant IEP?	<input type="radio"/>
Big 3 Sections: Profile	<input type="radio"/>
Big 3 Sections: Goals and Objectives	<input type="radio"/>
Big 3 Sections: Specially Designed Instruction	<input type="radio"/>
IEP Compliance Facts and Myths	<input type="radio"/>
Community Resources and Discussion	<input type="radio"/>
Conclusion: What Did We Learn?	<input type="radio"/>

Slide #1		Introduction	Time: 2 minutes
Media Notes		Quiz	Headings/Sections
Insert a introduction video Insert any graphics		N/A	Introduction Video What Is An IEP? Where Do You Start? What Does A Quality IEP Look Like? What Does A Compliant IEP Look Like? Big Three Sections of IEP Check Your Understanding
Media			
Instruction Video	Audio Descriptions		
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Branching		Interaction	
Next Slide	Big Three: Profile	Clicking the buttons on the screen to bring up information and to progress  Editable IEP that the teachers can pr  A community chat that teachers can ask questions and post a reflection of the modules	





# Introduction: What is a Quality and Compliant IEP?



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LESSON 1 OF 7

## Introduction

What is your process when you think of writing an Individualized Education Program? IEPs can be overwhelming for any special education teacher and especially when you have a high caseload and no planning periods! While there are different strategies for writing an IEP and compliance issues to keep in mind you can create a quality and compliant IEP in no time.

But what are the most important sections of an IEP? What's the difference between goals and objectives? And how do you not drown in paperwork?

In this lesson, you'll learn the fundamentals of writing a quality and compliant IEP, including what assessments to help you write the document, what to put in the profile, how to write goals and objectives and get access to resources to help streamline the process. You'll also gain a comprehensive understanding of the impact of a quality IEP on the teacher, student, and the whole IEP team.



## What Is an IEP?

IEPs involve team planning to co-create an annual document to help drive students learning and growth in different academic and behavioral areas. An IEP is a written, legal document developed, reviewed, and revised in a meeting, consisting of an IEP team, to identify best the specially designed instruction, related services, accommodations, modifications, and supports a school will provide for a child with a disability. So, what are the different sections of an IEP?

An IEP has 12 distinct sections:

- ☐ IEP Cover Page
- ☐ Future Planning
- ☐ Special Instructional Factors
- ☐ Profile
- ☐ Extended School Year
- ☐ Goals and Objectives
- ☐ Specially Designed Learning
- ☐ Transportation
- ☐ Non-Academic and Extra-Curricular Activities
- ☐ General Factors
- ☐ Least Restrictive Environment
- ☐ Assessments

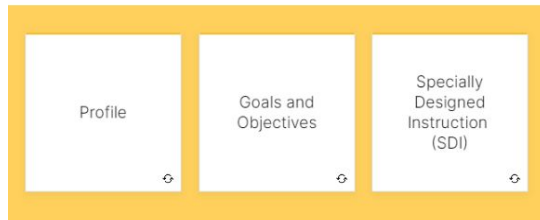
## Where Do You Start?

IEPs can include a lot of information from different sources and require you as an intervention specialist to collect your own data on a student's current academic and behavior levels. This can be overwhelming at first but there is a simple way to look at it. Just focus on the student and give assessments to help give you the information needed to build the IEP.

Resources will be listed in another module that you can assess. Next, we need to look at what

## The Big Three Sections of the IEP

While the IEP has 12 sections total, there are three sections that consist of the most time, effort, and planning. Those are listed below.



## Check Your Understanding

You're an intervention specialist that has to write an IEP on a student, how would you start?

- ☐ Collect data on the student and look at the student's other documentation
- ☐ Copy and paste the prior year's IEP
- ☐ Write what you think the IEP team wants to hear

SUBMIT



Complete the content above before moving on.

Slide #2		Big Three: Profile	Time: 5 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		1 question knowledge check about the section  Results reported immediately  To move on, the learner has to answer the question correctly	Introduction Example IEP Profile Summary Check Your Understanding Flipgrid Link
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	Introduction	Clicking the buttons on the screen to bring up information and to progress	
Next Slide	Big Three: Goals and Objectives	Editable IEP that the teachers can practice with	
		A community chat that teachers can ask questions and post a reflection of the modules	



# Big 3 Sections: Profile

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## Introduction

The Profile in an IEP is one of the most important sections. It sets up the rest of the IEP and can give an overview of the strengths and needs of the student. Below is a checklist of the sections and headers that should be included in an IEP.

☐ Statement of Eligibility: (Name) is eligible for special education under the disability category of (listed from ETR)

☐ Background/Educational Information

- ☐ Includes educational background
- ☐ Concerns of the Parent
- ☐ Strengths and Interests
- ☐ Areas of Growth
- ☐ Learning Style

☐ Medical and Safety: Includes any medical and safety information, including medication taken

☐ ETR Information: Includes a summary of results of the most recent ETR that are not addressed in the IEP

☐ Sections That Can Be Added Based on Student

- ☐ Current Interventions and Accommodations
- ☐ Adaptive
- ☐ Pre-academics/Cognitive
- ☐ Social-Emotional
- ☐ Fine Motor/Sensory

## Example IEP Profile

Below is an example of planning an IEP Profile. The student below is Brian and the planning document covers a lot of the sections you should consider when writing a student's IEP. This type of form can also be sent home to the student's families to help them work as a team to identify the student's strengths and needs.

This form is to be filled out by the parent to provide a "snapshot" of your child which should be reflected in their IEP.

1. Official Name: \_\_\_\_\_ (Does the your child, including information such as place in family, personality, likes and dislikes.)

- youngest child in the family: Jaqueline's brother
- likes to help in the kitchen
- likes to read about the space shuttle and the Earth
- likes to watch Reading Rainbow
- favorite color is red
- likes to make his 7-sided hat
- likes to take pictures, like his dad
- loves the beach
- likes to go to the library
- likes to play football

2. What are \_\_\_\_\_'s strengths? (Highlight all areas which your child does well, including education and social interactions.)

- motivated well
- likes to help around the house
- good with friends
- very good sense of humor
- understands when he being read
- sensitive to others

3. What are \_\_\_\_\_'s weaknesses? (List all weaknesses, no matter how small.)

- attends a very grade regular education classroom
- is very good at getting a computer
- calls down quickly after being spanked
- can make his own lunch
- learning to read
- has very good memory
- enjoys taking cooking classes

4. What are \_\_\_\_\_'s needs? (List all needs, no matter how small.)

- needs to be motivated clearly which makes a high threshold level
- difficult to change
- needs to be motivated clearly which makes a high threshold level
- difficulty in staying on task
- need to be motivated clearly which makes a high threshold level
- difficulty with math

5. What supports are needed for \_\_\_\_\_? (List supports that will help your child achieve his/her potential.)

- students will learn from "typical" children
- have a circle of friends
- have a circle of friends which is structured and flexible
- a curriculum which can be modified when and where needed
- use of learning resources
- opportunities to be included in the community

6. What are our dreams for \_\_\_\_\_? (Describe your vision for your child's future, including both academic and non-academic goals.)

- to have a circle of friends in his neighborhood
- to learn to read and write
- to expand his ability to communicate
- to become independent, have meaningful employment
- to be active in his community

7. Other useful information: (List any pertinent information, including health care needs, that have not been detailed elsewhere on the form.)

- Due to the highly motivated skills common to children with Tourette's Syndrome, Brian needs to interact with "typical" peers as much as possible. (Brian's learning style is easily oriented. He learns best through the use of multiple learning, which is using information in ways that are functional, rather than through rote learning. For example, having him read to his mother or sister as a means of learning to read would be more effective than having him read to his mother or sister as a means of learning to read. Brian would best with short breaks between tasks. When he gets spanked, it is best to let him know that he will be spanked, and then become subconsciously aware of his compliance. Brian's great sense of humor can be very used and that fact that Brian has a great sense of humor can be a part of the group and does not need to be his special skill. Therefore, a cooperative learning environment would best for him.)

## Summary

An IEP Profile is a great opportunity to show who the student is, their strengths, and their areas of growth. This is also a large section that includes a lot of different information and planning documents. This section also helps you write the rest of the IEP so make sure to focus a lot of your energy on this section of the IEP. There will also be some planning resources and assessment tools in a later module.

## Check Your Understanding

Now that you've learned about the different sections included in the profile of an IEP, check your knowledge below!

What sections should be included in your IEP Profile?

- ☐ Background Information
- ☐ Medical and Safety Information
- ☐ Their Height and Shoe Size
- ☐ Their Hair Color
- ☐ ETR Information
- ☐ Related Services

SUBMIT



Complete the content above before moving on.



Slide #3		Big Three: Goals and Objectives	Time: 5 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		1 question knowledge check about the section  Results reported immediately  To move on, the learner has to answer the question correctly	Introduction  Present Levels of Performance (PLOP)  Example PLOP  Developing IEP Goals  Breakdown of IEP Goal  Example Goal Statements  Summary  Check Your Understanding  Flipgrid Link
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	Big Three: Profile	Clicking the buttons on the screen to bring up information and to progress	
Next Slide	Big Three: Specially Designed Instruction	Editable IEP that the teachers can practice with  A community chat that teachers can ask questions and post a reflection of the modules	



# Big 3 Sections: Goals and Objectives

Michaela Mabe LESSON 3 OF 7

## Introduction

When writing your IEP, another important section is the Goals and Objectives. The point of the IEP Goals is to help students reach state-level standards and to set annual goals for them to improve in different areas (Mathematics, ELA, Behavioral, etc.). To begin creating these goals, it is important to look first at the student's present level of performance (PLOP).

IEP Individualized Education Program

CHIEF NAME

6 MEASURABLE ANNUAL GOALS

NUMBER 1 AREA

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOAL

METHODS

METHOD FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

a. Curriculum Based Assessment b. Portfolio c. Short Cycle Assessments d. Work Samples e. Performance Assessments f. Interviews g. Checklists h. Rubrics i. Anecdotal Records j. Running Records

Select Display Method: ☐ Progress ☐ Add Objective

MEASURABLE OBJECTIVES

NUM OBJECTIVE

1.1

METHOD AND FREQUENCY FOR REPORTING THE CHILD'S PROGRESS TO PARENTS

☐ Written report ☐ Email ☐ Physical ☐ Journal entry ☐ Other

☐ The child's progress will be reported to the child's parents each time report cards are issued

☐ Other

Report progress report must be provided to parent or guardian if a disability is listed and/or to report cards are issued to all children. If the district provides parent reports to all children, progress report must be provided to all parents of a child with a disability.

Remove This Goal Add Another Goal Page Check when complete

## Developing IEP Goals

- Start with academic and/or functional needs
- Identify any relevant state academic standards for the student's grade
- Discuss what the student should be able to achieve during the next 12 months

Below is a SMART Goal set up to help guide your writing process. (IRIS 2019, Page 7)

S	Specific	Clearly stated descriptions of each goal element: the conditions, the academic or functional skill, the criterion for success, and the timeframe within which the criterion should be met
M	Measurable	Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can subsequently be identified and/or evaluated
A	Actively phrased	Involving actions that are clearly observable (e.g., "Write a five-sentence paragraph.") rather than implied (e.g., "improve your writing.")
R	Realistic	Practical but ambitious and challenging and based on relevant information (e.g., evaluation results, previous rates-of-growth, the student's unique circumstances, IEP team members' professional judgment)
T	Time-limited	Involves a specified timeframe within which the skill is anticipated to be mastered

Note: There are multiple versions of SMART in which the letters stand for different terms (e.g., ambitious for 'A' or relevant

(IRIS 2019, Page 7)

## Breakdown of IEP Goal

- Condition: The academic or functional skill to be changed

## Summary

IEP Goals can be intimidating at first, but focusing on the student's current level and the level you want them to reach within the year can help give you a good place to start. These goals will help guide the instruction of the students for the whole year and can help improve the student's areas of need.

Also keep in mind **SMART**, which is an acronym that stands for *specific, measurable, actively phrased, realistic, and time-limited*. By following these tips, you can confidently set goals that pave a clear path for the student and point you in the right direction.

## Check Your Understanding

You are trying to create a goal for a student at your school. Try and match the parts of the goal to the SMART Acronym.

- Time-limited

(Name) will read the text aloud at a rate of between 112-150 WCPM
- Measurable

I will track progress by giving (name) progress assessments
- Actively Phrased


To reach the goal, (name) will read an unfamiliar instructional-level text daily
- Specific

(Name) is currently reading at 60 WCPM and needs to improve their reading skills
- Realistic

By the end of the IEP Period (one year)

SUBMIT

Slide #4		Big Three: Specially Designed Instruction	Time: 5 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		2 question knowledge check about the section  Results reported immediately  To move on, the learner has to answer the question correctly	Introduction  What Is Included In The SDI Section?  How To Set Up SDI Services  Examples  Differences Between Accommodations and Modifications  Examples of Accommodations  Examples of Modifications  Summary  Check Your Understanding  Flipgrid Link
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	Big Three: Goals and Objectives	Clicking the buttons on the screen to bring up information and to progress  Editable IEP that the teachers can practice with  A community chat that teachers can ask questions and post a reflection of the modules	
Next Slide	IEP Compliance Facts and Myths		





# Big 3 Sections: Specially Designed Instruction

MM Michaela Mabe LESSON 4 OF 7

## Introduction

Specially Designed Instruction (SDI) is instruction and supports tailored to a student. SDI is planned, organized, and meaningful in that it is intentional and specifically addresses the student's needs as expressed in the IEP goals and objectives. This can include supporting the students via accommodations and modifications, identifying the student's related services, providing assistive technology, and addressing the student's medical needs if needed.

SDI addresses the student's IEP goals; accounts for their disability; provide modifications or adaptations to content; and encourages access to the general education curriculum. There are separate sections to address each of the student's goals individually for what support the student will need to learn and retain the information given in the classroom.

## What Is Included In The SDI Section?

- ☐ Specially Designed Instruction
- ☐ Related Services
- ☐ Assistive Technology
- ☐ Accommodations
- ☐ Modifications
- ☐ Support for School Personnel
- ☐ Service(s) to support medical needs

## How To Set Up SDI Services?

Specifically Designed Instruction should include these three parts. This is for each IEP Goal and the related services (Occupational Therapy, Speech and Language Pathology, Physical Therapy, etc.). This section is important because the IEP team needs to know how the student is going to receive their services in the school building.

- 1 Method of Delivery
- 2 Content
- 3 Methodology

## Examples

Small group instruction (**delivery**) in addition skills (**content**) using manipulatives and multiple opportunities for practice (**methodology**).

Individual reading instruction (**delivery**) to build fluency (**content**) using decoding practice with word families, sight word review, and repeated reading (**methodology**).

Small group instruction (**delivery**) to develop turn-taking skills (**content**) through social modeling, demonstrations, and repeated practice with peers (**methodology**).

## Difference Between Accommodations and Modifications

Accommodations

Modifications

- Changing numbers in a math problem
- Assigning Less Work or Problems on Classwork or Homework
- Altering the Curriculum To Meet The Students Functional Level

## Summary

The SDI Section of the IEP may take some extra time but will be beneficial to the student. Just remember the three parts of an SDI statement; method of delivery, content, and methodology. This is also an important section because it relies on the IEP team working together to identify supports that will help each individual student meet their educational and behavioral needs.

## Check Your Understanding

Please match the definitions of accommodations and modifications.


- |               |  |
|---------------|--|
| Modification  | Doesn't change the content, rigor, standards, or grade level of the material |
| Accommodation | Changes the content, rigor, standards, and grade level of the material       |

SUBMIT



Complete the content above before moving on.

Slide #5		IEP Compliance Facts and Myths	Time: 2 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		5 question quiz about the section  Results reported immediately  To move on, the learner has to answer 80% of questions correctly	Introduction IEP Facts and Myths Compliance Considerations Check Your Understanding Survey Link
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	Big Three: Specially Designed Instruction	Clicking the buttons on the screen to bring up information and to progress  Editable IEP that the teachers can practice with  A community chat that teachers can ask questions and post a reflection of the modules	
Next Slide	Community Resources and Discussion		





# IEP Compliance Facts and Myths



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LESSON 5 OF 7

## Introduction

Making sure that an IEP is compliant is important for you as an intervention specialist and for the school/district you work in. In the State of Ohio, there are certain factors you need to keep in mind to make sure the IEP follows the state guidelines.

## IEP Facts and Myths

Below are common misconceptions about special education and IEPs. This is a good opportunity to advocate for your students with other adults and students in your school building. Click the cards below to look at the myths and facts about IEPs.

**Myth #1:** Special education students are only taught in a special education classroom.



**Myth #2:** You can tell a student has a disability just by looking at them.



**Myth #3:** Only a few students in a school are students who require special education services.



**Myth #4:** When a student requires special education services, it is because they have trouble with academics.



**Myth #5:** Only special education teachers teach students with disabilities.



## Compliance Considerations

Be careful to **not** make these mistakes when planning, writing, and implementing an IEP.

- Copy and paste information directly from the ETR to the IEP
- Share contents of the IEP or have the IEP easily accessible to people who are not on the IEP team
- Change the student's placement without parental consent and proper data and paperwork
- Provide prior notice for the IEP meeting later than 30 days before the meeting date
- Have a district representative not attend the meeting (administration)
- Have a parent not attend the meeting or have 3 signed invitation letters to show that you reached out to the family
- Begin writing the transition plan for a student after the age of 14
- Not supplying the parent with the parental procedural safeguards and a copy of the IEP
- Not completing any current assessments with the student

## Check Your Understanding

### Myth vs Fact Question

**13% of all students have identified disabilities and receive special education**



Myth

Fact



Complete the content above before moving on.

Slide #6		Community Resources and Discussion	Time: 2 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		N/A	Resources Profile Resources Goals and Objectives Resources SDI Resources Discussion Guiding Questions For Discussion Board
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	IEP Compliance Facts and Myths	Clicking the buttons on the screen to bring up information and to progress	
Next Slide	Conclusion	Editable IEP that the teachers can practice with  A community chat that teachers can ask questions and post a reflection of the modules	



# Community Resources and Discussion

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## Resources

You Did It! Now that you know how to write an IEP, the next step is writing it. Below are resources to help you write the document. Copy and Paste the link into your browser to access the resources.

1

### Profile Resources:

<https://drive.google.com/drive/folders/1JTNKOGgghpqxMQEqKY8r3T4TrqQ6JdsI?usp=sharing>

2

### Goals and Objectives Resources:

[https://drive.google.com/drive/folders/1XvTpSqe\\_dLCRUK\\_2POk3ecYnoQ2GUVCa?usp=sharing](https://drive.google.com/drive/folders/1XvTpSqe_dLCRUK_2POk3ecYnoQ2GUVCa?usp=sharing)

3

### Specially Designed Instruction Resources:

<https://drive.google.com/drive/folders/1uAGJ9YYdVuQlqYbuoamjx4I2mVGXFot2?usp=sharing>

4

### IEP Writing Resources:

[https://drive.google.com/drive/folders/1MD1uvYa7UQ\\_xpdPh3XaOpqOZKfPwuUR?usp=sharing](https://drive.google.com/drive/folders/1MD1uvYa7UQ_xpdPh3XaOpqOZKfPwuUR?usp=sharing)

To add your own resources that you think would help your colleagues, send them to [mabe.mickey2@gmail.com](mailto:mabe.mickey2@gmail.com) so I can look at them and put them in the correct areas. This is a team effort and your efforts are appreciated. Thank you!

## Discussion

To access the discussion, copy and paste the link into your browser. Some guiding questions are below if you want to use them to help guide the discussion. There is also a section to introduce yourself and to put in any questions or misconceptions.

## Discussion

To access the discussion, copy and paste the link into your browser. Some guiding questions are below if you want to use them to help guide the discussion. There is also a section to introduce yourself and to put in any questions or misconceptions.

<https://flip.com/bf138e4b>


## Guiding Questions For Discussion Board

- What is one piece of information you learned from this learning module?
- Are there any questions you still have about how to write an IEP?
- What information would you share from this module with your community of teachers?
- What is one part of your practice that you can update or change based on what you learned in this module?

CONTINUE



Slide #7		Conclusion	Time: 2 minutes
Media Notes		Quiz	Headings/Sections
Insert a picture of this section of the IEP Insert graphics		10 question quiz about the section  Results reported immediately  To finish the learning module, the learner has to answer 80% of questions correctly	IEP Meeting Tips  Review  Big Three In The IEP  Compliance  Sections of the IEP  Check Your Understanding  References  Survey Link
Media			
<a href="#">IEP PDF</a>	<a href="#">Community Board</a>		
Stock Photos			
Audio Descriptions			
Branching		Interaction	
Last Slide	Community Resources and Discussion	Clicking the buttons on the screen to bring up information and to progress  Editable IEP that the teachers can practice with  A community chat that teachers can ask questions and post a reflection of the modules	





# Conclusion: What Did We Learn?

Michaela Mabe LESSON 7 OF 7

## IEP Meeting Tips

It's official: Your IEP is done. The work is finished. Almost. The next step is the IEP Meeting itself. While there are some steps to review the document itself, it is important to also give some information about the IEP Meeting.

- 1 Focus on talking about the student's strengths and who they are as a person. Start the meeting positively and talk with the parent/guardian without jargon.
- 2 Read the sections of the IEP slowly and make sure the parent/guardian understands what you are talking about.
- 3 Make sure to include everybody and make everyone feel welcome in the meeting. Depending on the student there could be a lot of people present, your job is to guide the meeting and make sure to address everyone in the room.
- 4 Include the parent/guardian in the planning of the IEP and make sure they have a draft of the IEP before the meeting.
- 5 When possible, include the student in the IEP process. Whether that is writing their strengths and goals to be read aloud in the meeting or letting them lead part of the meeting.

## Review

Now we are going to revisit the main points we learned in these modules. The Big Three: Profile, Goals and Objectives, Specially Designed Instruction, IEP Compliance, and the Sections of the IEP.

## Review

Now we are going to revisit the main points we learned in these modules. The Big Three: Profile, Goals and Objectives, Specially Designed Instruction, IEP Compliance, and the Sections of the IEP.

## Big Three In The IEP

This is a chance to review the big three sections of the IEP and get a quick refresher on what we learned about them.

Profile	+
Goals and Objectives	+
Specially Designed Instruction (SDI)	+

## Compliance

- 1 Instead of copying and pasting information directly from the ETR to the IEP, complete your own assessments and spend time with the student to help you write the sections of the IEP
- 2 Do not share the contents of the IEP or have the IEP easily accessible to people who are not on the IEP team
- 3 Wait to change the student's placement until you receive parental consent and proper data and paperwork
- 4 Provide prior notice for the IEP meeting at least 30 days before the meeting date
- 5 Have a district representative attend the meeting (administration)
- 6 Supply the parent with the parental procedural safeguards and a copy of the IEP

- ☐ General Factors
- ☐ Least Restrictive Environment
- ☐ Statewide and Districtwide Assessments


## Check Your Understanding

Copy and paste this link into your browser to show what you learned during the learning module. This is the final assessment to show your growth from this module. Thank you!

<https://forms.gle/NuCHkeFJno3Kr2UA>

## References

- The IRIS Center (2019). IEPs: Developing high-quality individualized education programs. Retrieved from <https://iris.peabody.vanderbilt.edu/module/iep01/>
- <https://www.escco.org/Downloads/IEP%20Basics%20882022.pdf>
- <https://www.theintentionaliep.com/difference-between-goals-objectives/>
- <https://diverselearnerscoop.com/blog/myth-vs-fact-who-are-diverse-learners>
- <https://www.mrsdscorner.com/helping-parents-feel-more-comfortable-at-iep-meetings/>

 Please fill out this survey to give your feedback on this learning module. Thank you for your participation!

<https://forms.gle/AAxwsy2FDw9G19f6>

\*Copy and Paste the link into your browser to access the survey

CONTINUE

## **How To Write A Quality And Compliant IEP Course and Reflection**

Learning Module Link: <https://rise.articulate.com/share/A4gwzI5CeCK0F2aeNJ0dzICjGobU5tU2>

### Reflection

- How does learning about this topic apply to your future professional plans?
- What went well in the development of this module?
- What challenges did you face in this project?
- How have you grown as an instructional designer? What are the biggest 'takeaways' from this experience for you?

This was an exciting project overall. This type of project helped me step into the mind and work of an instructional designer and gave me a chance to get experience developing my course using an entirely new system. I've grown from this project because I learned that I can course-correct or change parts of the module as needed to fit the time I have and my target audience. I also learned that sometimes I need to move on to other sections of the project to give my mind a break and I'm able to have more clarity when I come back to it. Another thing I already knew but was able to do more with this project is to have other people look at my work, whether it is a peer helping me by looking at the rubric or a family member taking a look at it to make sure it looks clean.

For this project, I decided to use Articulate 360 since I haven't used it up until this point and it seems like a program I will need to familiarize myself with to continue doing instructional design work. While I could have gone with the Google Suite, I feel like that would have been taking an easy way out since I was already familiar with that system. In the development of this module, I had to course correct a few times and try not to add too much or overthink it. It helped once I finalized the layout of how I wanted the module to look and the flow of the module.

The best part of the module was being able to play around with the different types of activities and sections that Articulate 360 had to add to the learning module. I was able to learn about adding flashcards and other neat features that I feel added more value to my project.

The most challenging part of this whole process was trying to find the right flow and layout. Originally, I was going to create 12 different modules for each section of the IEP and I felt stuck to that idea and that I had to do that. On the contrary, I was able to change my mind and adapt as needed, it just took me some time and permission to try to get a new flow going. My original idea also would not have fit into the timeline or parameters of this project so I'm glad I switched it up.

This topic applies to my future professional plans because my goal is to work in compliance with special education at a district level and work more to support teachers in whatever job I end up with after finishing my instructional design program. Using this module I can create a resource that I needed when I started working as a special education teacher and that can help other special education teachers. It also will help me with my professional plans because it gave me a chance to practice using a completely new system and get more practice with it so I can use it professionally in the future.