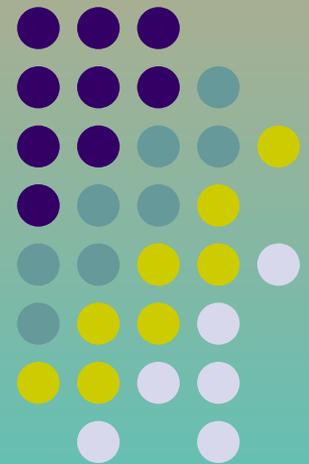
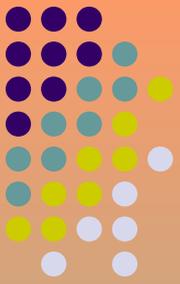


The IEP:

A roadmap to learning
A Presentation to the Faculty of the
National Early Childhood Teacher
Training College No. 1 Hanoi

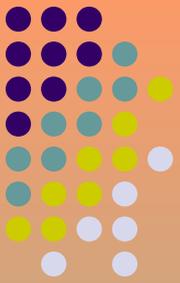


The IEP and IFSP documents



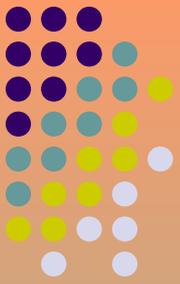
- intended primarily as roadmaps to effective learning based on an individual student's classification and presenting disabilities
- invite parent participation and contribution
- discuss legal requirements of IEP components:
- present level of ed. performance of student
- annual goals and short-term instructional objectives

The IEP and IFSP documents



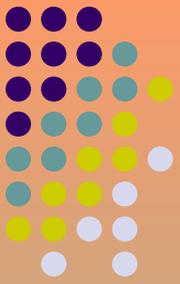
- specification of critical educational services
- start date and duration of services (10 mos.)
- objective criteria and method of evaluation for each objective and goal
- if 14 or older, must include statement of needed transition
- must be reviewed annually and revised if appropriate

Participants in the IEP meetings should include:



- special education coordinator or director of special services
- student's teachers
- parent(s)
- student (when appropriate)
- parent retained child advocate(s)
- member of eval. team
- special service providers

The Individualized Family Service Plan (IFSP)



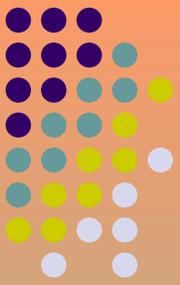
- statement of child's present level of cognitive and social/emotional development and criteria for determining this
- statement of family's supportive resources and level of capability (competency)
- major outcomes for child and family together with a timeline for determining degree of progress (behaviorally measured) and establishing need for interventions (type and extent)
- statement of early interventions and services (frequency, intensity, location, and method)

The Individualized Family Service Plan (IFSP)



- statement of related medical services— recommendations for obtaining these services as deemed necessary
- start date and program duration
- name of responsible service coordinator
- statement of steps to be taken to transition child from IFSP and early intervention services to preschool and preparation of parents to be child's advocates should further services be needed in the future

Participants in the IFSP process must include the following:



- the child's parent(s)
- other family members involved in provision of services
- child and family evaluators
- appropriate service providers

Research on IEP/IFSP Partnerships:



- The federal expectations of these processes are that they will consist of a collaboration between families and professional service providers
- **Sadly, this is seldom the reality of practice:**
- The research of Goldstein, Strickland, Turnbull, & Curry (1980) revealed that:
- parent contributions constituted less than 25% of decision outcomes

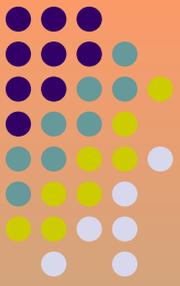
Research on IEP/IFSP

Partnerships:

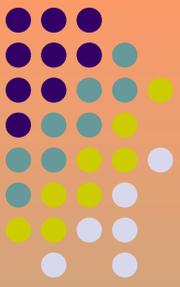


- length of conferences averaged 36 min.
- typical topics: curriculum, behavior, and performance
- parent-child issues usually mentioned less than once per conference
- general climate of meeting was positive
- primarily discussed previously developed IEP to most typical caregiver/parent: the child's mother

Able-Boone (1993) noted that:

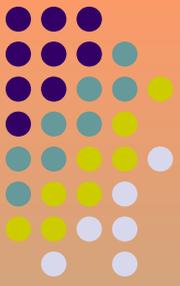


- 24 mothers as compared with only 3 fathers attended
- conferences were held during working hours M-F.
- professionals spoke more often than parents
- focus on child development rather than family context



**Harry, Allen, & McLaughlin (1995)
found a significant drop-off in
attendance by parents by third year.**

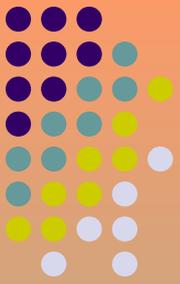
- 30 minute conference duration on average
- goal to obtain parent signatures
- use of educational jargon used “privileging language”
- parents seen as adversaries and not allies



Enemies of a truly effective, child-centered, family inclusive IEP:

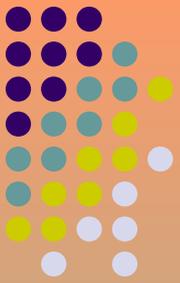
- accountability
- time-consuming
- parent alienation and disenfranchisement

How to plan an effective, inclusive, and collaborative IEP conference, some useful considerations and strategies:



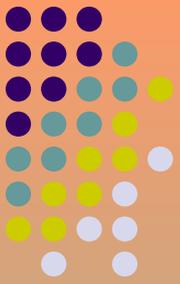
- plan ahead and prepare (include families in this process)
- page three
- designate a service coordinator
- formally invite participants (consider creating an “I Plan,” refer to p. 236 and remember to consider and honor cultural differences).

How to plan an effective, inclusive, and collaborative IEP conference, some useful considerations and strategies:



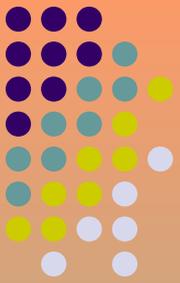
- take care of logistical considerations (committee size, scheduling, transportation, and provision of child care)
- attend to advance preparation (special consideration)

How to plan an effective, inclusive, and collaborative IEP conference, some useful considerations and strategies:



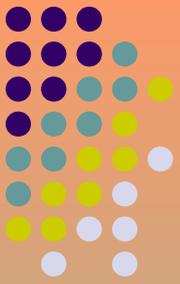
- connect and get started, engage the parents as allies by avoiding any fixing of blame or responsibility for the disability on them or their parenting practices
- share visions and goals for the child's development and learning (use MAPs process)
- review formal evaluation (explain simply and clearly and share interpretation of findings)

How to plan an effective, inclusive, and collaborative IEP conference, some useful considerations and strategies:

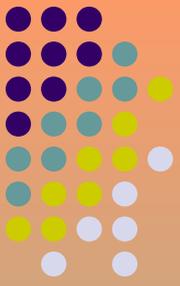


- share resources, priorities, and concerns collaboratively with parents
- developing goals and objectives (or outcomes) should reflect:
 - students needs and strengths
 - student and families expectations

How to plan an effective, inclusive, and collaborative IEP conference, some useful considerations and strategies:

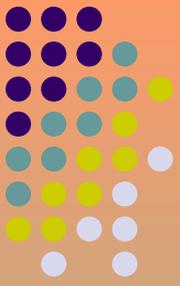


- likelihood of promoting success in inclusive environment
- connection to career and postsecondary outcomes
- age-appropriateness
- specifying placement and related services
- summarizing and concluding



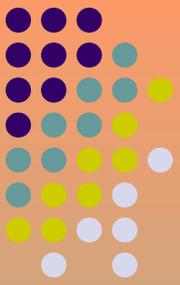
Application/Practice:

- In assigned groups, role-play the IEP Conference, realizing the preliminary and preparatory steps necessary to get all participants there.



Conduct your parent interview and submit and discuss the transcription. Use the “Conversation Guide” in Appendix B, p. 321 of your text to structure your interview.

You want to determine three things through your semi-structured interview:



- What are the parent's perceptions of their child's exceptionality?
- What are the parent's perceptions of the evaluation process in the school system?
- What are the parent's perceptions of the of the IEP conferences and the related quality and effectiveness of the special education services subsequently provided their child?