

Helpful Tips for the IEP Process

PWSA-USA School Success Summit

March 9, 2023

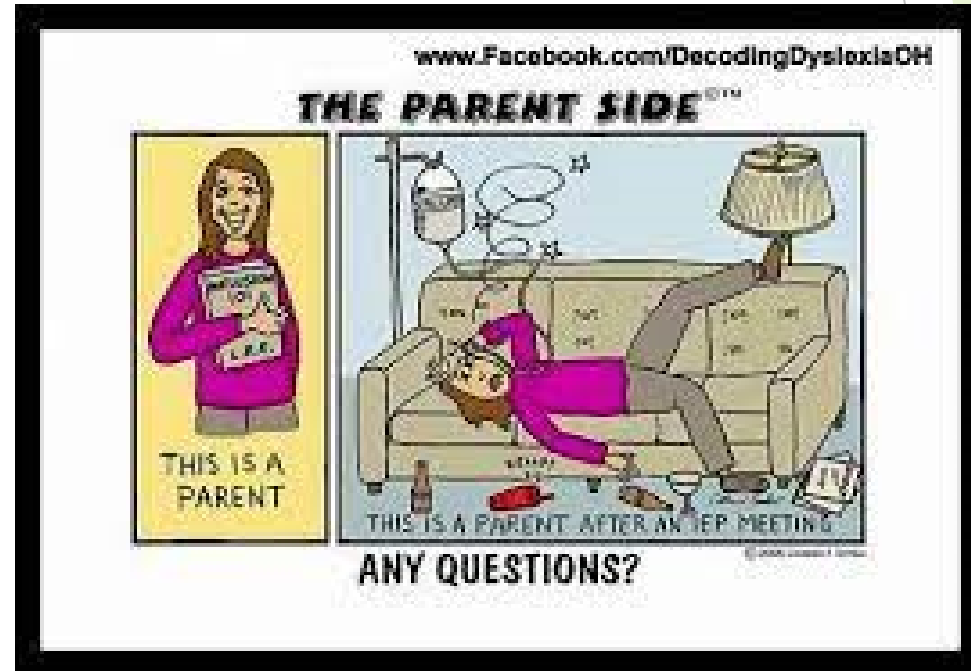
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Agenda

Helpful Tips about...

1. Signatures on the IEP
2. Behavioral considerations
3. Parent Concerns
4. Transition Services
5. Program Modifications/ Specially Designed Instruction
6. Supports for School Personnel
7. Extra-curricular activities

Signatures on the IEP

Why has the school never asked me to *SIGN* the IEP?

- ▶ The federal special education law and regulations do not require a child's parent/ caregiver to sign the IEP.
- ▶ Signing the IEP does not give "consent" to services described in the IEP.
- ▶ Most states have parents sign as a way to show attendance only.
- ▶ All states have to have a form that documents that services have been agreed to by the parent/caregiver.

TIP #1- Signing the IEP does not mean that you agree with services or what is written in the actual document.

Behavioral Considerations

Does my child have behaviors that impede his/her learning or that of others?

- ▶ A majority of the time, this is a **YES** for students with PWS.
- ▶ Federal regulations describe what IEP teams must do when a child's behavior *"impedes the child's learning or the learning of other children."*
- ▶ Positive behavioral supports, supports, and other strategies to address those behaviors should be included.
- ▶ School districts are also required to train staff related to positive behavioral supports and interventions for students with behavioral concerns.

TIP #2- Always describe in detail behaviors that are occurring in the school setting and how positive behavioral supports will be implemented to support these behaviors.

Parent Concerns

Am I allowed to document concerns I have as a parent or caregiver in the IEP?

- ▶ This is one of the most important aspects of the IEP process!
- ▶ Some states have a specific section to document concerns,
- ▶ Documenting parent concerns makes sure your voice is heard!

TIP #3- Find a place in the IEP to document major concerns you have related to academics, functional, developmental and or behavioral needs and make sure these concerns reflect your exact words!

Transition Services

What are transition services?

How is transition different for children with PWS?

- ▶ Transition services are educational opportunities and activities that focus on post-secondary education, employment and independent living.
- ▶ Transition planning is different for all individuals with PWS.
- ▶ It depends on the individuals strengths, abilities and needs.
- ▶ Transition services must begin by the age of 16.

Tip #4 It is essential to familiarize yourself with your states transition laws and work with the IEP team to develop transition supports that make sense for your child.

Program Modifications/ Specially Designed Instruction

What are program modifications and specially designed instruction?

- ▶ This is the section of the IEP where the team outlines the **“specific”** supports needed that are **DIFFERENT**.
- ▶ **This is where you would include that a food secure environment is necessary!**
- ▶ Other examples: alternative location for scheduled mealtimes, adult supervision for meals, food should not be used as reward or during instruction, do not punish a student for taking unlocked food, etc.

Tip #5 Document specific supports related to food exposure that make sense for your child in the IEP.

Supports for School Personnel

How do I get the IEP team and those that work with my child to understand Prader-Willi Syndrome?

- ▶ Supports for school personnel are those that would help the IEP team to more effectively work with the student.
- ▶ These could include special trainings for a student's team.
- ▶ Trainings specifically around behaviors that are common in PWS may be implemented.

Tip #6- Always ask to include PWS training for the IEP team.

Extra Curricular Activities

Can my child participate in extra-curricular activities?

- ▶ The IEP team is required to make sure that the appropriate supports and services are in place for a student with PWS to participate in extra-curricular activities.
- ▶ Example: Student with PWS wanted to run track. They had a one to one aide during the school day. The aide was provided to make this student successful with this activity.

Tip #7- Contrary to what the school may be telling you, your child can participate in extracurricular activities with support from the school!

Question/ Answer Session

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