

RESOURCE B

Tips for Team Members in preparing for the IEP Meeting

A paraeducator may be asked to provide some input for the IEP review.

Review last years Individualized Education Program (IEP)

Ask key questions to assist in the IEP review.

- ✓ Does the present level of performance still describe the student?
- ✓ What areas of progress have you observed?
- ✓ Have you observed additional examples of how the disability impacts the student's involvement in curricular activities?
- ✓ Do the adaptations and modifications that have been used in the past still appear to be effective?
- ✓ Have you discovered other techniques or methods for modifying instruction that appear to be effective?
- ✓ Based on prior information and your current observations, what areas of the curriculum would be appropriate for the student with little, if any, adaptation?
- ✓ What areas would involve only minimal modifications?

Talk to the student

Visit with the student about your instructional style and whether or not the student benefits from the activities and methods you utilize.

Discuss other critical instructional variables that may benefit the student.

- ✓ Ask about activities that the student enjoys.
- ✓ What can be done to make learning more meaningful?
- ✓ What modifications does the student find most helpful?
- ✓ What are the student's goals?
- ✓ Does the student perceive any harmful effect from receiving special education? Possibilities to discuss consist of:
 - Missing out on classroom activities while receiving instruction outside of the classroom.
 - The social stigma associated with having to go to another room to receive instruction.

- Perception of peers.
- What could be done to minimize the potential harmful effect?

Gain insight into the student's disability

Based on your knowledge of the student's evaluation results, observe the student's performance for validation of the diagnostic impressions. In what areas does the disability impact the student's performance?

- ✓ Are the student's social skills impacted by the disability?
- ✓ Does the student appear to have difficulties understanding language or following rules?
- ✓ Does the student appear to have good self-esteem?
- ✓ Are there patterns of performance that you have observed?

Prepare to share what you know about the student and your expectations for the student

Students with disabilities are similar to their same-age peers in most areas. Your knowledge of the students you work with is critical information that you should share with the team.

Prepare questions

This will be especially critical in those cases where the student has been evaluated for the first time. You may also have observed some behaviors or characteristics that are not consistent with the team's perceptions of the students abilities or weaknesses. Your questions may serve as a vehicle for the team to discuss additional assessment needs.

Make a list of all points you would like to have clarified

Make sure you organize your questions so that the team addresses all of the components of the IEP. You should be very clear about what is expected of you in relationship to the student's individualized education program. Some specific components that should be addressed consist of:

- ✓ In what academic areas will you be expected to provide instruction?
- ✓ What types of modifications will be needed?

- ✓ If you are not comfortable with the recommended modifications, will there be someone to assist you?
- ✓ Will you be expected to monitor student progress and what methods will be used.
- ✓ How often will you be expected to evaluate progress?
- ✓ What form of documentation is needed?
- ✓ If the student is being removed from the classroom for instruction, are there any expectations for your involvement in that curricular area?

Bring samples of the student's work to illustrate any of the impressions or concerns you intend to share.

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