

IEP Improvement Project

PAG November 2022

The Guild is actively participating in a state-wide DESE led IEP improvement project.



► *Overall goal of DESE project is to improve in the following four areas:*

- 1. Instructional Equity*
- 2. Data and Assessment*
- 3. School Culture*
- 4. Family and Student Engagement*

What we've been working on at The Guild

- ▶ *Over the past several months, the Department of Elementary and Secondary Education (DESE) has gathered feedback from hundreds of stakeholders. After analyzing this feedback for trends, they identified four sections of the draft IEP form that require more in-depth feedback and would benefit from being piloted during the IEP Team process.*
- ▶ *In order to gather targeted feedback regarding these specific sections, we were asked that within our teams, we identify two of the updated sections that we will pilot in upcoming IEP Team meetings.*
- ▶ *The Guild is piloting the vision statement and special factors sections of the updated IEP form.*
- ▶ *The Guild has also implemented (AFLS) Assessment of Functional Living Skills as a data assessment tool.*

AFLS for Data Assessment

Using AFLS, we can help individuals with autism or developmental delays become more independent at home, at school, at work, or in the community. The AFLS is composed of six Assessment Protocols:

- ▶ *Basic Living Skills*
- ▶ *Home Skills*
- ▶ *Community Participation*
- ▶ *School Skills*
- ▶ *Vocational Skills*
- ▶ *Independent Living Skills*

AFLS allows us to:

*Refine our assessment practices and build an effective “**data toolkit**” to support our students and the development of IEPs.*

*Focus on **relevant and meaningful life skills** for our individuals, using data-driven guidance on what to teach and prioritize as goals.*

Increase involvement of direct support professionals, residential providers, and others who provide everyday care and support.

► **Vision Statement**

*The DOE states that the intent of the **IEP** Vision Statement is: to reflect the thinking of the entire IEP Team (including the parent and the student), to look forward to future goals of the student, to represent high expectations and dreams for the student, and to be reflective of federal requirements for transition aged youth.*

► **Special Factors**

1. *Is the student an English Language Learner?*
2. *Does the Student have Autism?*
3. *Does the student exhibit behavior that requires a Behavior Intervention Plan or other support?*

Team Vision

This step provides IEP Team members an opportunity to share their hopes and dreams for the student and to utilize their unique perspectives to collectively develop a short-term and longer-term vision that informs what progress should look like. Ultimately, we want all students with disabilities to live independent and productive lives, therefore, as students get older, transition goals and planning should be considered and embedded into the vision statement. The age of the student will also determine other considerations such as transition from preschool or middle school. Considerations for younger students or those with limited speaking skills should include the use of communication strategies and devices in order to allow the student to express their ideas about vision. Although we encourage you to collectively express one team vision, it is important to acknowledge varied perspectives of team members, if applicable. This step is critical to identifying the skills the student will need to achieve their goals and should inform the later steps in the IEP development.

TEAM VISION

Student's Vision (ages 3 – 13)	
This year, I want to learn:	
By the time I finish (elementary or middle school) I want to:	
Student's Vision/Postsecondary Goals (required ages 14-22, or earlier if appropriate)	
While I am in high school, I want to:	
For education and training, after I finish high school, I plan to:	
For employment, after I finish high school, I plan to:	
For independent living, after I finish high school, I plan to:	
Team's Vision for the Student (including parent/caregiver)	
This year, we:	
In five years, we:	
(If appropriate) For education and training, employment, and independent living, we:	

Consideration of Special Factors

IEP Teams are required to consider certain special factors for each student when developing the IEP. We have included those factors into this portion of the IEP. If any of the special factors apply to the student, please answer the associated questions. In most cases, we ask that you indicate where further information about the special factor can be found in the IEP.

CONSIDERATION OF SPECIAL FACTORS

A. Is the student an English Language Learner?

- ☐ Yes
- ☐ No

If yes:

As described in the federal regulations, in case of a student with limited English proficiency, the Team is required to consider the language needs of the student, as those needs relate to the student’s IEP. List the team member(s) (for example, English as a Second Language or Bilingual Education teacher) with knowledge of the student’s language needs and training or expertise in English language development:

Please indicate the student’s English language development level and the English Learner Education programming the student is receiving:

Please describe how language barriers to grade-appropriate content will be addressed:

Please identify any language or other factors that may affect how the student is evaluated or how the student’s special education services are delivered:

B. Does the student have autism?

<input type="checkbox"/> Yes, autism has been identified as a disability and the following autism-related needs will be addressed in this IEP:
<input type="checkbox"/> The verbal and nonverbal communication needs of the student.



- ☐ The need to develop social interaction skills and proficiencies; the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.
- ☐ The need to develop social interaction skills and proficiencies.
- ☐ The needs resulting from the student's unusual responses to sensory experiences.
- ☐ The needs resulting from resistance to environmental change or change in daily routines.
- ☐ The needs resulting from engagement in repetitive activities and stereotyped movements.
- ☐ The need for positive behavioral interventions, strategies and supports to address behavioral difficulties resulting from autism spectrum disorder.
- ☐ Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development (e.g. organizational support, generalizing skills, practicing skills in multiple environments).

If any of the boxes above are checked, please describe the student's specific needs and where the identified needs are addressed in this IEP.

☐ **No, the student has not been identified as a student with autism.**

C. Is the student blind or visually impaired (including Cortical Visual Impairment)?

- ☐ Yes
- ☐ No

- ☐ Yes, Braille is needed and will be addressed in this IEP in the following sections: _____.
- ☐ No, Braille is not needed.
- ☐ Yes, Orientation and Mobility services are needed and will be addressed in this IEP in the following sections: _____.
- ☐ No, Orientation and Mobility services are not needed.

D. Does the student's disability affect social skill development or render the student vulnerable to bullying, harassment, or teasing?

- ☐ Yes, the student's disability affects social skill development or renders the student vulnerable to bullying, harassment, or teasing. Bullying will be addressed in this IEP in the following sections: _____.
- ☐ Yes, the student's disability affects social skill development, and the student is at risk for engaging in bullying. Bullying will be addressed in this IEP in the following sections: _____.

- ☐ No, the student's disability does not affect social skill development or render the student vulnerable to bullying, harassment, or teasing. Bullying will not be addressed in this IEP.

E. Does the student exhibit behavior that requires a Behavior Intervention Plan or other support?

- ☐ Yes
☐ No

If yes, complete a Behavior Intervention Plan or describe the additional supports that will be provided below:

As described in the federal regulations, in the case of a student whose behavior impedes the student's learning or that of others, the Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

F. Does the student have communication needs, including being deaf/hard of hearing, having limited speech or non-speaking, or other communication needs?

- ☐ **Yes, the student is deaf or hard of hearing and their communication needs will be addressed in the following sections of the IEP:** _____.
- ☐ Yes, the student has limited speech and/or is non-speaking. Their communication needs will be addressed in the aided and augmentative communication section below.
- ☐ Yes, the student has other communication needs and those needs will be addressed in the following sections of the IEP: _____
- ☐ **No, the student does not have unique communication needs related to their disability.**

Aided and Augmentative Communication Planning

Describe the student's method of communicating using aided and augmentative communication:

Describe how the student will access aided and augmentative communication at home and in school:

Describe aided and augmentative communication services the student will receive in this IEP (these services must be included on the IEP service delivery grid as well):

G. Does the student need assistive technology devices or services?

- ☐ Yes, assistive technology is needed and will be addressed in the assistive technology section below.
- ☐ This student requires accessible instructional materials (AIM): _____
- ☐ No, assistive technology is not needed.

Assistive Technology Planning

	Assistive Technology Type	Location of Use
Academics		
Writing		
Organization		
Auditory		
Visual		
Seating, positioning, and mobility		

Communication – Expressive and Receptive		
Independent Living		
Work-based Learning/Employment		

Please document the services that are necessary for the student to access and effectively use assistive technology in the service delivery grid.

H. Does the student require a Health Care Plan? Note: this is a voluntary section collected only with parental consent (for minor students) or student consent (if age 18 or older).

☐ Yes

☐ No











If yes, please indicate location of Plan.

Parent Vision Development





- ▶ *Goal is to increase parent input into the IEP and engage families in development from the beginning.*
- ▶ *Forward think to long term goals that improve quality of life, not just focus on curriculum gaps.*
- ▶ *Process*
 - ▶ *Use Charting the Life Course forms as a guide and resource to focus on increased independence and autonomy over life domains to prep for life-long learning.*
 - ▶ *Informal conversation with Associate Director of Education and parent occurs prior to meeting.*
 - ▶ *Reviewed and shared with internal team in IEP planning meetings **before** goal development is considered.*
 - ▶ *The vision guides the goals for the IEP rather than an afterthought.*





Charting the LifeCourse

Tools for Developing a Vision

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FAMILY MEMBER'S FUTURE	PRIORITY
	Daily Life & Employment: What do I think my family member will do during the day in their adult life? What kind of job or career might they want?		
	Community Living: Where and with whom do I think my family member will live in their adult life?		 Safety & Security: How will my family member be safe from financial, emotional, physical or sexual harm in their adult life?
	Social & Spirituality: How will they connect with spiritual and leisure activities, and have friendship, and relationships in their adult life?		 Advocacy & Engagement: How do I think they will have valued roles, responsibilities, and control of how their own life is lived as an adult?
	Healthy Living: How will they live a healthy lifestyle and manage health care supports in their adult life?		 Supports for Family: What supports does our family unit need now or will need in the future?
			 Supports & Services: What supports and services might my family member need in the future to lead the kind of life they want as independently as possible?

Family Feedback

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life?	Participate in a job with support and/or job coach nearby + participate in community w/ friends		Needs independence and ability to stay on task while learning skills
 Community Living	Where and with whom do I think my family member will live in his/her adult life?	Adult group home with similar peers		Josh Self Keeps needing
 Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?	Adult supports to ensure he participates in social activities + community activities. Develop healthy interests		Josh prefers in a residential at p
 Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?	Needs adult support w/ hygiene, kitchen safety, safety in community + navigating social situations		Current do + in da

 Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?	We're Josh's guardians, and will continue to help him w/ SST, his Able acct, and in communication w/ Josh's team	Needs help w/ all of these areas.
 Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?	We are encouraging Josh to use his words + to advocate about his feelings and needs	currently, he needs a lot of support to stay safe + not make threats + in having realistic perceptions
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?	To know that Josh is in a home and participating in appropriate environment to meet his needs of support + w/ similar peers	currently he is struggling in the residential setting -
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?	To feel proud that he has a job, that he has friends and that the staff are there to help + support him only when he needs it	He feels his peers + staff aren't meeting his needs & He's struggling not being able to be at home, to drive a car, to go to college + get a job

Ex. of Refined Parental Vision for IEP

- ▶ Student's mother shared that her vision for Student is for him to continue to have opportunities to participate in social and community activities. To continue to live residentially with his peers and eventually have a part time job that has him doing something he enjoys. She notes that Student has a good memory for faces and places and perhaps a vocation where he can be social and interact with others would be of benefit to him. She would like for Student to become more independent and compliant with his ADLs, diet and exercise. Student's mother would like him to enhance his advocacy skills so that he can avoid any type of coercion by another in an abusive way. She would like to remain a large part of his adult life and take him on community outings and overnights. Student's mother would like Student to be able to successfully transition from her home back to his without incident and lead a healthy and happy life.
- ▶ Student's father's top priority for Student is his health, well-being and happiness. Student's father would like for Student to have more social opportunities and increased time in the community. He would like Student to experience as many social and recreational opportunities as possible. He'd like Student to have more opportunities to be a part of his community. He would like Student to lead as normal a life as possible and would like Student to live residentially through adulthood with supports. Student's father would like Student's compliance and independence to improve with his hygiene and ADLs. He would like Student to continue with healthy habits, including diet and exercise. Increased continuity using his AAC device between home and school is a priority. Student's father would like to take Student on vacations, out to dinner, to events and remain a large part of Student's life. Student's father would like increased communication with what is being worked on at the house concerning diet and ADLs. He is interested in knowing when DDS will become involved and what services are available that could further enhance Student's quality of life.

Ways to include a students vision....















































Time to get creative!



Choosing a Place to Live



Transition Passport / Personal Life / Evaluation Tools






Living Option 	Can I care for myself here? 	Can I get help here if I need it? 	Can I get the services I need here? 	Is this a location I like? 
Family Home 	Yes  No 	Yes  No 	Yes  No 	Yes  No 
Live Alone 	Yes  No 	Yes  No 	Yes  No 	Yes 
Live with a Friend 	Yes  No 	Yes  No 	Yes  No 	Yes 
Group Home 	Yes  No 	Yes  No 	Yes  No 	Yes 
Care Center 	Yes  No 	Yes  No 	Yes  No 	Yes 



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Family Home 				
Live Alone 				
Live with a Friend 				
Group Home 				
Care Center 				



MY VISION

BY TATIANA CANNELUS



ABOUT ME

- My name is Tatiana Cannelus
- I am 19 years old
- My birthday is July 15th
- I go to The Guild School
- My teacher is Sarah Rose
- I live in Boston with my family

Student Vision Examples

Where do you want to live in the future?

"At home with family."

As an adult, I would like to...



- ☒ live with my family
- ☐ live with my friends
- ☐ live by myself
- ☐ not sure

What kind of job do you want in the future?

"I want to make food!"



What do you want to do for fun in the future?



Student
Vision
Examples

Alex R Vision
Statement
2022

MY VISION

By: Alex Rosengarten



Questions/Feedback

- ▶ *The vision planning process allowed me/us to be better prepared for the IEP*
- ▶ *I received the support and guidance necessary to complete the vision planning documents*
- ▶ *The Guild communicated the on-going process of the vision planning process*
- ▶ *This process allowed me/us to ensure our input was considered prior to the IEP*
- ▶ *I would like to complete this vision planning process again as part of future IEPs for my student*
- ▶ *I would recommend this vision statement planning process to other parents/guardians*