

## Early Childhood Family Leadership Series

# Session 4: Getting the Most Out of Special Education




# Welcome

## Session 4: Getting the Most out of Special Education

- What are the parts of the IEP?
- How do I know if it is a good IEP?
- How can I improve my IEP (using Indicators)?
- What if I run into problems?
- I am overwhelmed. Why should I do this?

# Main Parts of the IEP



Present Levels  
of Academic  
Achievement  
and  
Functional  
Performance

Annual Goals  
& Progress  
Monitoring

Accommoda-  
tions &  
Modifications

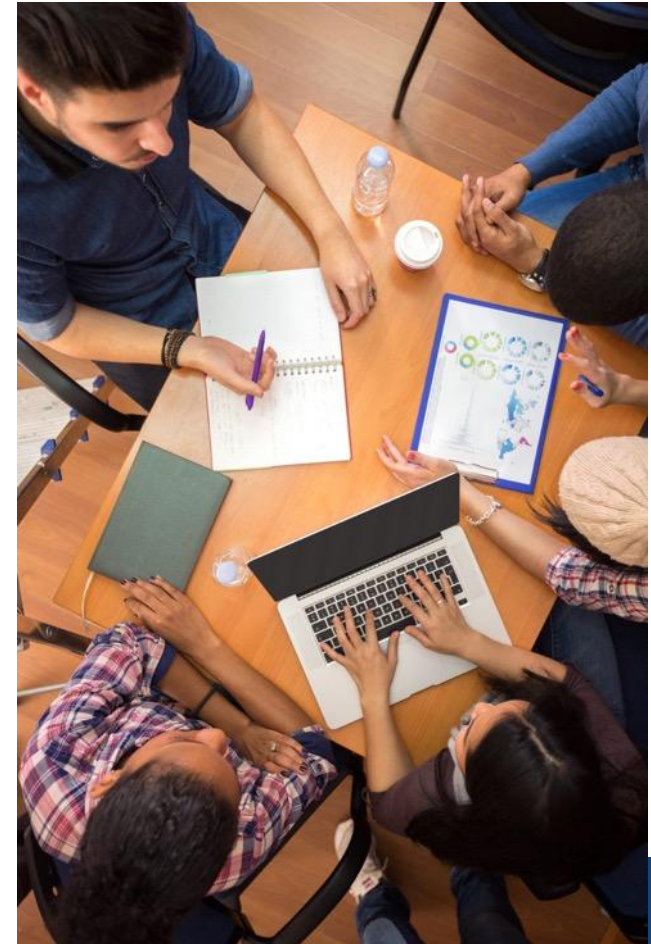
Supplementary  
Aids & Services

Placement

# How do I know if it is a good IEP?

Here are five key signs that you have a good IEP:

- Comprehensive Assessment and Data
- Clear and Measurable Goals
- Individualized Services and Supports
- Regular Progress Monitoring
- Collaboration and Communication
- Student Centered Approach



# SMART Goals

- **Specific:** Clearly defined objectives
- **Measurable:** Quantifiable goals that allow you to track your progress
- **Attainable:** Goals that are ambitious yet achievable
- **Relevant:** Goals that are closely aligned with your broader aims
- **Time-bound:** Goals that have an end date





# Developing goals tied to indicators

- Match family priorities and context
- Functional (something our child can do in multiple situations)
- Can address social needs as well

# SMART Goals examples

## Goal 1: Developing Positive Relationships

### IEP Goal:

- By the end of the school year, [Child's Name] will demonstrate the ability to engage in positive interactions with peers by initiating and responding to social interactions in 4 out of 5 opportunities, as measured by teacher observations and TS GOLD social-emotional objectives.

### Objective:

- [Child's Name] will greet peers during circle time with verbal or non-verbal communication in 4 out of 5 opportunities.
- [Child's Name] will participate in cooperative play activities with one or more peers for at least 10 minutes with minimal adult support.



# SMART Goals examples

## Goal 2: Emotional Regulation

### IEP Goal:

- By the end of the school year, [Child's Name] will use appropriate strategies to regulate emotions during structured and unstructured activities in 4 out of 5 observed instances, as measured by teacher observations and TS GOLD social-emotional objectives.

### Objective:

- [Child's Name] will use deep breathing techniques or other learned strategies to calm down when upset, in 4 out of 5 opportunities.
- [Child's Name] will verbalize feelings (e.g., "I'm sad," "I'm angry") instead of physical actions in 4 out of 5 observed situations.



# SMART Goals examples

## Goal 3: Following Social Rules and Routines

### IEP Goal:

- By the end of the school year, [Child's Name] will demonstrate an understanding of classroom rules and routines by following them independently in 4 out of 5 opportunities, as measured by teacher observations and TS GOLD social-emotional objectives.

### Objective:

- [Child's Name] will transition between activities following classroom routines (e.g., cleaning up, lining up) with minimal adult prompts in 4 out of 5 opportunities.
- [Child's Name] will participate in group activities by taking turns and waiting for their turn in 4 out of 5 observed situations.

## Goal 4: Developing Self-Confidence

### IEP Goal:

- By the end of the school year, [Child's Name] will demonstrate increased self-confidence by independently engaging in new activities and expressing preferences in 4 out of 5 opportunities, as measured by teacher observations and TS GOLD social-emotional objectives.

### Objective:

- [Child's Name] will choose a center or activity independently during free play in 4 out of 5 opportunities.
- [Child's Name] will express a preference or make a choice (e.g., selecting a snack or activity) in 4 out of 5 observed situations.

# SMART Goals examples

## Goal 5: Problem-Solving in Social Situations

### IEP Goal:

- By the end of the school year, [Child's Name] will use problem-solving skills to resolve conflicts with peers in 4 out of 5 opportunities, as measured by teacher observations and TS GOLD social-emotional objectives.

### Objective:

- [Child's Name] will use verbal or non-verbal communication to ask for help from an adult or peer when faced with a conflict in 4 out of 5 opportunities.
- [Child's Name] will suggest solutions or accept suggested solutions to resolve conflicts during play in 4 out of 5 observed situations.

# Resources

## **Resources for development of social goals:**

NCPMI has resources for teaching social skills at home

<https://challengingbehavior.org/implementation/family-engagement/>

## **Resources for teams:**

ECTA has resources for teams to develop functional IFSP/IEP Goals

<https://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>

# Procedural Safeguards

What if

- The school is taking a very long time to make a plan for your child?
- You disagree with the school's evaluation of your child's needs or the results of that evaluation?
- The school is not providing the services or accommodations listed in the IEP?



## A Guide to Parent Rights in Special Education

Special Education Procedural Safeguards Notice



**COLORADO**  
Department of Education

April 2024



Thank you!



**PEAK**

Parent Center

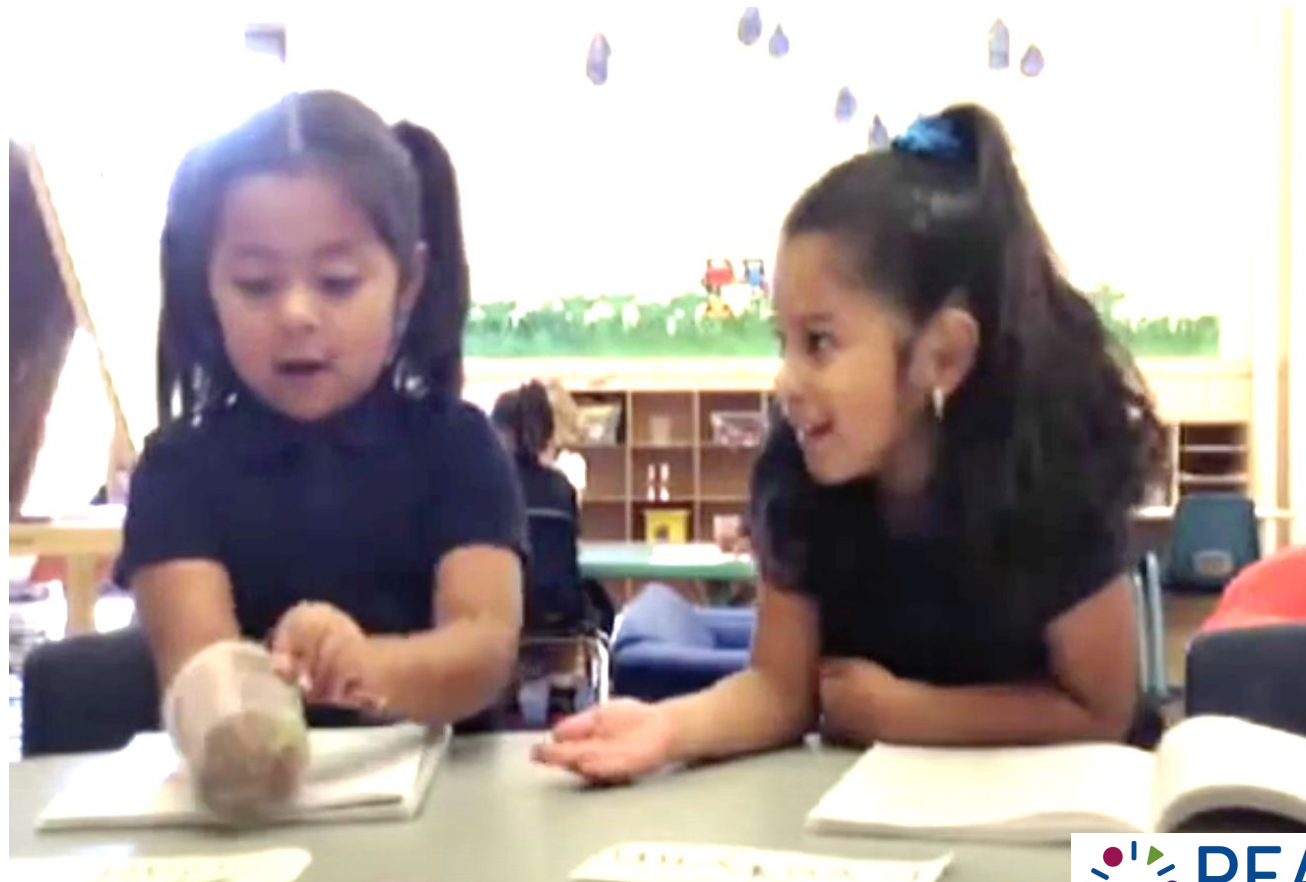
**719-531-9400**

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# Inclusion = Friendship = Good Outcomes

<https://www.youtube.com/watch?v=-SITrYePC0w>





# BLANK