

IEP Collaborative Planner

1. Eligibility—

- Determinant factors reviewed (evaluations; staff, student, family communications; data)
- Assessment included (valid and reliable assessments, bias excluded, decision making with screening to justify eligibility)

Primary Disability _____

Based on Supportive Evaluation _____

2. Present Level of Academic and Functional Performance

Student DOB Grade	Strengths Visual, auditory, kinesthetic-tactile (VAKT) Multiple Intelligences	Interests School/Outside	Academic, Social, Emotional, Behavioral, Physical, Sensory, and Communicative Factors

Strengths _____

Areas requiring remediation _____

Based on Supportive Evaluation _____

3. LRE Statement — Ensures that the student is included to the maximum extent appropriate to be educated with students without disabilities. Include extent of participation, supplementary aids and related services, benefits of placement for academic and nonacademic and extracurricular services and activities, along with transitional services as appropriate.

4. Placement and Schedule of Services (specific daily/weekly location and duration). Alignment of challenging and meaningful curriculum and content for students with exceptional needs, with the selection, development, and inclusion of comprehensive curricula, general and specialized academic content, and effective teaching strategies.

5. Measurable Goals — Inclusive, but not limited to broad categories (e.g., include study skills as appropriate, but be certain to ensure individualization with specific goals that relate to the learner's profile and level of academic and functional performance). The programs, services, and outcomes include appropriate implementation of individualized accommodations with the implementation of evidence-based practices, LRE, and assistive technology with an understanding of social, cultural, and economic diversity, and individual learner strengths and differences. An IEP goal states what a student will do-behavior/skill/task, at what accuracy, and the timeframe involved. The grade-level curriculum examples in this guide demonstrate connecting students' annual IEP goals with specially designed instruction. Accommodations and/or modifications assist learners to better process the academics and thereby achieve successful outcomes.

6. Considerations for Interventions, Specially Designed Instruction, and Evaluation Methods — Include standardized and informal assessment, along with how the progress will be documented and communicated).

Menu of Daily/Weekly Instructional Strategies & Interventions

<ul style="list-style-type: none"> • additional materials/resources • assistive technology <ul style="list-style-type: none"> - assistive cues and options • behavior interventions • classwide peer tutoring/mentoring • collaborative projects • concrete presentations • consultation from specialists • cooperative learning groups • co-teaching <ul style="list-style-type: none"> - bouncing ideas - parallel teaching - one lead, one assist - small groups/1:1 	<ul style="list-style-type: none"> - stations/centers - team/staff consultation • debates • differentiation of objectives • discussion • empowerment • engage multiple intelligences <ul style="list-style-type: none"> - bodily and kinesthetic - existentialist - interpersonal - intrapersonal - logical-mathematical - musical-rhythmic - naturalistic - verbal-linguistic - visual-spatial 	<ul style="list-style-type: none"> • enrichment activities • extended time for responses • family involvement • graphic organizers • guided practice • high expectations • increase praise • interdisciplinary lessons • intervention/data groups • literature circles • modeling • modify assignments • modify note taking • pre-teach/prior knowledge 	<ul style="list-style-type: none"> • private signals • reduce required writing • repetition/re-teach • role play • scaffolding/step-by-step • seating/teacher proximity • simulations • sponge activities • study skill support • tactile activities and materials • thematic lessons • UbD (Understanding by Design) • UDL (Universal Design for Learning) • visuals/more graphics • writing reduced
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Progress Monitoring and Curriculum-Based Assessments

<ul style="list-style-type: none"> • administer pre/post-test • advance notice for quizzes or tests • alternative assessments • attention/behavior checks • chapter test • check journals and logs • collaborative assignments • engage multiple intelligences for students to show what they know <ul style="list-style-type: none"> - bodily kinesthetic - existentialist - interpersonal - intrapersonal - logical-mathematical - musical-rhythmic 	<ul style="list-style-type: none"> - verbal-linguistic - naturalistic - verbal-spatial • establish baseline level • exit cards • explain or simplify vocabulary • extend time • extra credit/bonus questions • FBAs-functional behavioral assessments • grade homework • grade participation • individual assignments/learning contracts • informal checks 	<ul style="list-style-type: none"> • KWL charts • long-term projects • learning journals • modify grading and/or HW • monitor efforts • multiple test formats and deliveries <ul style="list-style-type: none"> - record answers - reduce clutter - simplify concepts - fewer/other choices - fewer questions - read questions - quieter setting - verbal responses • open-book tests 	<ul style="list-style-type: none"> • portfolios • record progress • rubrics • self-assessments • self-regulation • set benchmarks • student conferencing • study guides • quizzes • take-home test • unit test • UbD (Understanding by Design) • vary pacing • weekly test • work lesson samples
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Progress documentation statement _____

Progress reporting statement _____

Adapted from: Karten, T. (2011) *Inclusion lesson plan book for the 21st century: Teacher training edition for professional development*. Naples, FL: Dude Publishing.

7. Professional and Ethical Considerations — Planning and engaging in lifelong learning and professional practices at all organizational levels. Delineate how evidence-based practices relate to the individual learner. Instructional improvements are based on research and inquiry to identify and improve practices and interventions for academic, social, emotional, and behavioral goals. Review these sites to increase your knowledge of evidence-based instructional strategies.

- American Institutes for Research: www.air.org/topic/education/special-education
- Center for Applied and Special Technology: www.cast.org
- Center for Parent Information and Resources: www.parentcenterhub.org
- Council for Exceptional Children: www.cec.sped.org
- Inclusion Principles: www.inclusionworkshops.com/inclusion_principles.htm
- National Center for Special Education Research: ies.ed.gov/ncser
- What Works Clearinghouse: ies.ed.gov/ncee/wwc

Professional development statement _____

8. Collaborative Practices — Include how team members will collaboratively advance learner skills, offer services, resolve conflicts, and improve outcomes. Consider application for staff planning, instruction, and assessments. Ensure continued alignment of the individual student goals with family and related service providers, and students' input as appropriate. Value all collaborative voices.

Collaborative practices statement _____