

## **Questions for the Collaborative Team To Ask: Developing the IEP & Assessing the Results of Instruction & Services**

Effective assessment, development of IEPs and instructional strategies, and provision of academic and support services to students, requires collaboration between parents and professionals involved with each child. Thus, each child's collaborative team must include the parent(s), students, when appropriate, general and special education teacher(s), and related and support services provider(s). Students age 14 and older, and younger students at the parents' discretion, should attend their IEP meeting. If they cannot or do not wish to attend, their interests and preferences must be presented and documented (the reason why they are not participating should also be documented at the meeting). Proceeding through the following questions as early as possible in the school year, and as necessary throughout the year, will assist collaborative team members to exchange essential information and expectations, facilitate the development of appropriate IEPs and instructional/support strategies, and assess the results of instruction and services.

### **My Child's Strengths & Needs (see Positive Student Profile)**

1. What are my child's strengths and needs compared to age and grade appropriate students? Be sure to address:  
 Academic progress (measured by classroom, districtwide, and state tests)  
 Social/emotional development  
 Health/medical issues  
 Communication skills  
 Functional life skills  
 Other areas of development
2. What are my concerns for enhancing my child's learning and development?

### **Expected Outcomes: Goals & Objectives Tied to Core Curriculum Standards**

1. What are the outcomes expected for children at this age/grade/educational level? Have we considered:  

<input type="checkbox"/> Academic outcomes	<input type="checkbox"/> Communication outcomes
<input type="checkbox"/> Social/Emotional outcomes	<input type="checkbox"/> Vocational/Career outcomes
<input type="checkbox"/> Health/Medical outcomes	<input type="checkbox"/> Life-skill outcomes
2. Are these appropriate outcomes for my child with a disability?<sup>1</sup>  
 Yes  
 No. Please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Should any of these outcomes be modified given my child's disability and its impact on performance?  
\_\_\_\_\_

<sup>1</sup> Remember: Most children receiving special education services should be expected to attain high academic and other standards given appropriate special instructional and support services.

Yes. Please explain: \_\_\_\_\_  
\_\_\_\_\_

No

4. Have we considered all essential information? Have we:
- As parents and other collaborative team members, completed and discussed the Positive Student Profile?
  - Reviewed previous and current assessments?
  - Considered the interests and preferences of the student at least by age 14 & older?

5. How should we reflect these outcomes in the goals and objectives on my child's IEP?  
\_\_\_\_\_  
\_\_\_\_\_

6. Have we assessed our child's learning styles?<sup>2</sup> Describe and/or attach.  
\_\_\_\_\_  
\_\_\_\_\_

7. How do our child's learning styles impact on IEP goals and objectives?  
\_\_\_\_\_  
\_\_\_\_\_

8. Have we considered and discussed what has or hasn't worked in the past at:  
 School       Home       Other settings

9. Given our child's learning styles, what modifications are necessary to achieve the outcomes?
- Modifications to instructional methods  
\_\_\_\_\_
  - Modifications to curriculum  
\_\_\_\_\_
  - Modifications/adaptations to learning environment  
\_\_\_\_\_
  - Modifications to instructional materials  
\_\_\_\_\_
  - Assistive technology/specialized equipment  
\_\_\_\_\_

10. What related and support services are necessary to achieve these outcomes?  
\_\_\_\_\_

<sup>2</sup> My child's learning styles can be determined through a review of such instruments as the Positive Student Profile and the Multiple Intelligences Profile.

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11. How will these modifications be made? What is each collaborative team member's role (including parents)?

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12. How will these related/support services be provided? What is each collaborative team member's role (including parents)?

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13. What professional development and staff support is necessary to implement these services?

- Assistance in modification of curriculum
- Consultation with other professionals
- Modeling of modified instructional strategies
- Developing functional curricula
- Development of community-based instruction
- Conducting functional assessments
- Development of in-class supports
- Developing Transition goals and objectives within the IEP
- Other. Describe: \_\_\_\_\_

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14. What collaborative planning time is necessary? Who will be involved?

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15. Who else must we bring into this process to ensure that the necessary professional development, support and collaboration is available and implemented?

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|--|---|
| <input type="checkbox"/> Building principal                | <input type="checkbox"/> Director of Special Services |
| <input type="checkbox"/> Superintendent                    | <input type="checkbox"/> Central District resources.  |
|  | Specify: _____  |
| <input type="checkbox"/> Other professionals in the school | Specify: _____  |
| <input type="checkbox"/> Community-based organizations     | Specify: _____  |

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16. Have we provided a copy of all information used to develop this form and this IEP; this completed form; and the completed IEP, to all collaborative team members?

- Parent(s)  General educators  Special educators
- Related services providers  Other support
- Other support service providers.
- Other relevant professionals. Specify: \_\_\_\_\_

## Tools/Methods to be Used to Measure Progress

The collaborative team works together to develop methods and identify tools that will be used to determine student progress. A review of the following checklist will be helpful.

### Academic Performance

1. (a) Which of the following will we utilize to determine our child's academic progress?

<b>Assessment Methods</b>	<b>Who Conducts?</b>	<b>When?</b>
_____ Teacher-developed testing	_____	_____
_____ School/district standardized testing	_____	_____
_____ Homework, classwork, test review	_____	_____
_____ Criterion-referenced district tests	_____	_____
_____ Normed reference tests <sup>1</sup>	_____	_____
_____ Multiple Intelligences assessment	_____	_____
_____ Task analysis	_____	_____
_____ Mastery levels	_____	_____
_____ Portfolio assessments	_____	_____
_____ Evaluations	_____	_____
_____ Parent/home input	_____	_____
_____ Maintenance/review of student progress grid	_____	_____
_____ Areas of growth reflected on Positive Student Profile	_____	_____
_____ Review of IEP Goals/Objectives Mastery	_____	_____
_____ Situational assessments	_____	_____
_____ Job sampling	_____	_____
_____ Interviews	_____	_____
_____ Other. Specify:	_____	_____

(b) What modifications/accommodations must be provided?

(c) When will this information be shared and discussed with collaborative team members?

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<sup>1</sup>Examples include language articulation and processing tests.

## Social / Emotional Development

2. (a) Which of the following will we utilize to determine our child's social/emotional development?

- Observation of on-task behavior by teacher & team members
- Observation of peer and adult/student interactions
- Observations of auditory and visual attention spans
- Results of group and individual work
- Child's own reports on perceived development
- Group reports from cooperative work groups
- Home/parent input
- Areas of growth reflected on Positive Student Profile
- Review of mastery of IEP goals and objectives
- Observation at job and/or community training sites

(b) When will this information be shared and discussed with collaborative team members?

## Assessment of Achievement of Expected Outcomes

The collaborative team periodically reviews each student's progress using the identified tools, and asks the following questions:

1. Is my child on track (i.e., making acceptable progress) towards achieving the expected outcomes/goals and objectives that we set for him/her?

Yes

No. Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have we considered all relevant areas:

Academic

Communication

Social/emotional

Vocational/career

Health/medical

Life-skills

3. Are the special education instruction and services that are being provided appropriate?

Yes

No. Explain: \_\_\_\_\_  
\_\_\_\_\_

4. Given our child's progress or lack of progress, do we need to modify his/her goals and objectives, or the instruction and services we are providing?

No

Yes.

If yes, what modifications need to be made? Examples:

- \_\_\_\_\_ Class size reduction
- \_\_\_\_\_ Additional services. Specify: \_\_\_\_\_
- \_\_\_\_\_ Revision of goals and/or objectives. Specify: \_\_\_\_\_
- \_\_\_\_\_ Additional adaptations/modifications in learning environments. Specify: \_\_\_\_\_
- \_\_\_\_\_ Other. Specify: \_\_\_\_\_

5. How can we marshal our resources to provide the necessary assistance to our child?

- School resources: \_\_\_\_\_
- Peer resources: \_\_\_\_\_
- Collaborative team resources: \_\_\_\_\_
- Community resources: \_\_\_\_\_
- Home/family resources: \_\_\_\_\_

6. How does our child's rate of growth relate to the rate of improvement of other students in:

- \_\_\_\_\_ Special education class
- \_\_\_\_\_ Age/grade appropriate general education class
- \_\_\_\_\_ School

(i.e., is our child continuing to lag far behind the progress of general education students, or is s/he decreasing the performance gap?)

7. How has our child performed on the standardized tests or other assessment measures used for all other students?

\_\_\_\_\_  
\_\_\_\_\_

(a) How does this compare with the performance of other special education students in the same program?

\_\_\_\_\_  
\_\_\_\_\_

(b) How does this compare with the performance of general education students?

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(c) Were the appropriate accommodations provided in the testing process? Examples:

<input type="checkbox"/> Extended time	<input type="checkbox"/> Oral answers instead of written answers
<input type="checkbox"/> Specialized place for testing	<input type="checkbox"/> Use of assistive devices
<input type="checkbox"/> Questions read aloud	<input type="checkbox"/> Other. Specify: _____
<input type="checkbox"/> Large print	_____

(d) Did we ensure that the test reflected both grade level performance and growth?<sup>2</sup>

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8. Are other assessments/testing modifications necessary?

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9. At annual, requested, and/or triennial reviews, how does our child's current evaluation compare to the previous evaluation?<sup>3</sup> Is our child making:

<input type="checkbox"/> Academic progress?	<input type="checkbox"/> Progress in communication skills?
<input type="checkbox"/> Social/emotional progress?	<input type="checkbox"/> Progress in vocational/career skills?
<input type="checkbox"/> Health/medical progress?	<input type="checkbox"/> Progress in developing life-skills?

10. What factors have impacted on growth (positive and negative)? How can we address this?

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11. Do modifications need to be made in instruction and/or services?

No

Yes. Specify: \_\_\_\_\_

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<sup>2</sup>Students who start a school year several years behind their grade level should *also* be given assessments that allow them to demonstrate how much progress they have made, i.e., at the beginning of their fourth grade year they were reading at a 1st grade level, now they are reading at a 3rd grade level, as well as tests at their actual grade level.

<sup>3</sup>For this to be a useful process, evaluation data must be captured so that it is easy for collaborative team members to understand. The data must also be available to all team members.

12. Can our child be successful in a supported inclusive setting? If our child is not included, can our child benefit from a more inclusive/less restrictive setting?

\_\_\_\_\_ Yes. If so:

(a) What types of assistance should be provided to our child in making the transition from one educational setting to another that is more inclusive/less restrictive?

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(b) What types of assistance should be provided to the general education teacher?

\_\_\_\_\_ Curriculum modification                      \_\_\_\_\_ Team teaching  
\_\_\_\_\_ Consultation time                              \_\_\_\_\_ Classroom supports  
\_\_\_\_\_ Modeling of instructional strategies      \_\_\_\_\_ Other. Specify: \_\_\_\_\_

(c) How can we marshal our resources to appropriately support our child?

\_\_\_\_\_ School resources: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Collaborative team resources: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Community resources: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Home/family resources: \_\_\_\_\_  
\_\_\_\_\_

(d) What can we as parents do at home to help prepare our child and assist him/her to benefit from inclusion/a more inclusive setting?

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(e) What assistance can the professional members of the team provide to us as parents/family to help us support our child?

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\_\_\_\_\_ No, more inclusive services are not appropriate at this time. Explain: \_\_\_\_\_  
\_\_\_\_\_

When will we revisit this issue? \_\_\_\_\_



## Additional Questions for Administrators

1. Did I provide the necessary professional development and support for all staff involved in providing services to this child?

\_\_\_\_\_ Yes. Explain: \_\_\_\_\_

\_\_\_\_\_ No. Why? \_\_\_\_\_

2. Did I provide the necessary collaboration/meeting time for all staff involved in providing services to this student?

\_\_\_\_\_ Yes. Specify: \_\_\_\_\_

\_\_\_\_\_ No. Why? \_\_\_\_\_

3. What steps must I take now to ensure that the necessary professional development, support and collaboration/meeting time is provided for all staff providing services to this student?

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