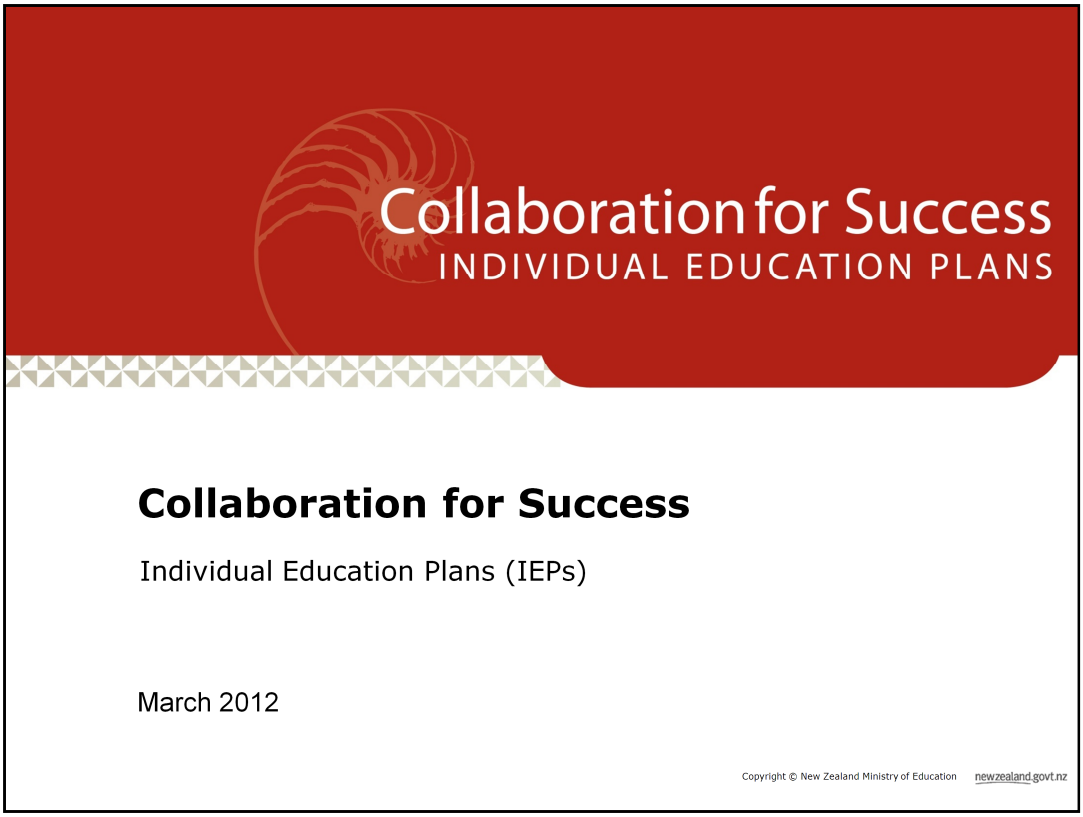


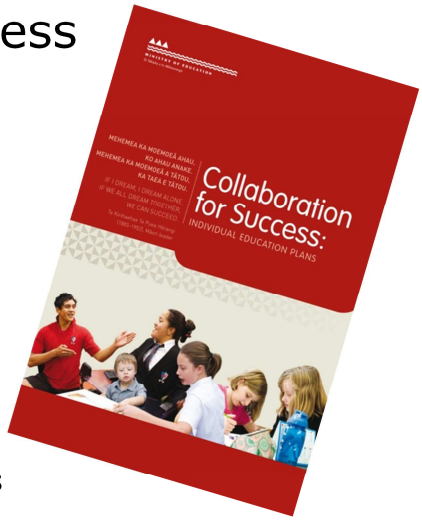
In this presentation we'll look at:

- what's new in Collaboration for Success
- what the literature says we need to improve about the IEP process
- what makes a successful IEP process in terms of how the team around a student thinks, how the team around a student works, how the classroom environment is adapted to the student
- where to from here

Collaboration for Success

- Replaces the 1998 IEP Guidelines
- Developed by a sector advisory group
- Based on international and national literature review
- Reflects changes in the education and disability sectors
- Based on what we know works
- Supported by web tips and tools

http://seonline.tki.org.nz/IEP



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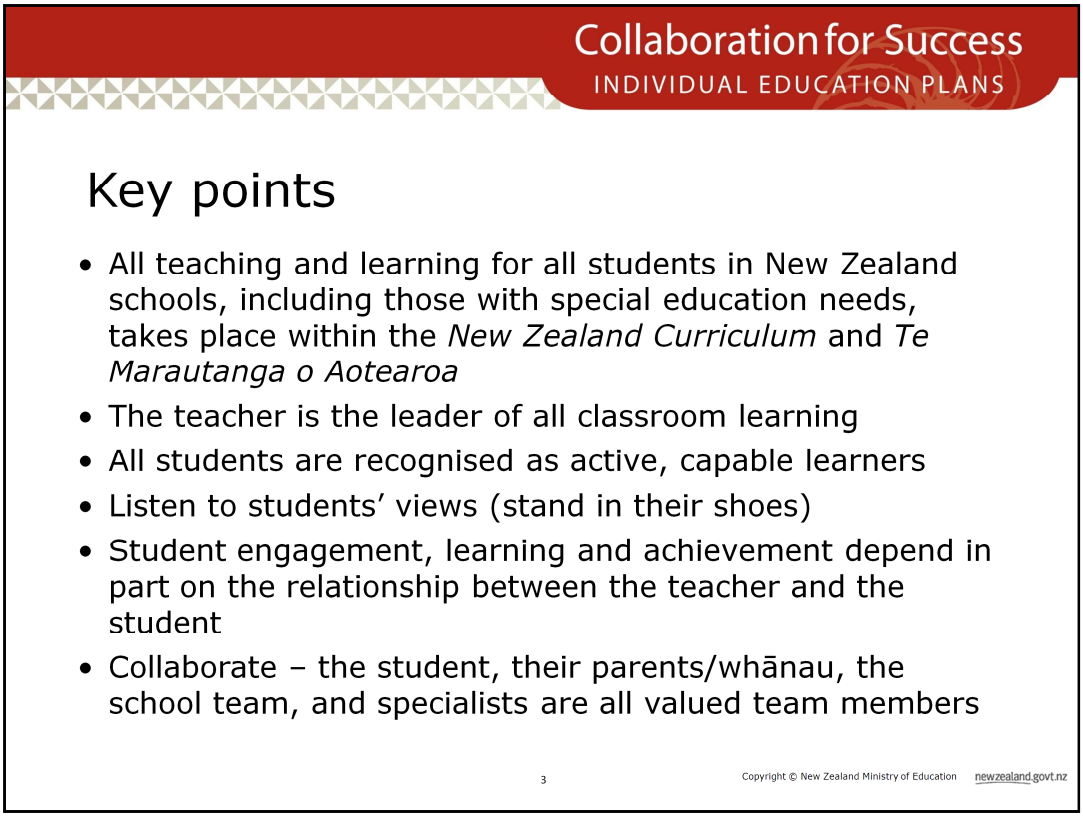
- Collaboration for success does not require new systems, processes or procedures. It advocates for what IEP teams need to emphasise and strengthen to make IEPs work for everyone.
- The sector advisory group comprised representatives from NZEI, Parent to Parent, RTLB, SLST, university, Te Akatea, secondary school, primary school, Te Kura, special schools, Ministry of Education Curriculum and Policy,
- We carried out extensive consultation with RTLB, Supplementary Learning Support Teachers, Te Kura, NZEI and Te Akatea.
- Parents, schools and specialists also completed questionnaires to inform the document.
- Many good practice examples received. Variability in practice.
- Literature review carried out by Prof David Mitchell, Dr Missy Morton and Dr Garry Hornby:
  - identified a number of positive aspects of NZ practice
  - identified gaps between original principles and intent for IEPs and some current practices
  - identified concerns:
    - that some IEPs are unwieldy and unhelpful
    - that often parents, whānau and students are only marginally involved in the process.
- Since the 1998 guidelines released, a number of changes to the environment: NZ Disability Strategy 2001; NZ Curriculum, 2007; Te Marautanga o Aotearoa, 2008; UN Convention on the Rights of Persons with Disabilities ratified by NZ 2008; National Standards, 2009; Success for All – Every School, Every Child, 2010.



The special education needs of many students can be met through a range of school and classroom teaching and learning strategies and adaptations.

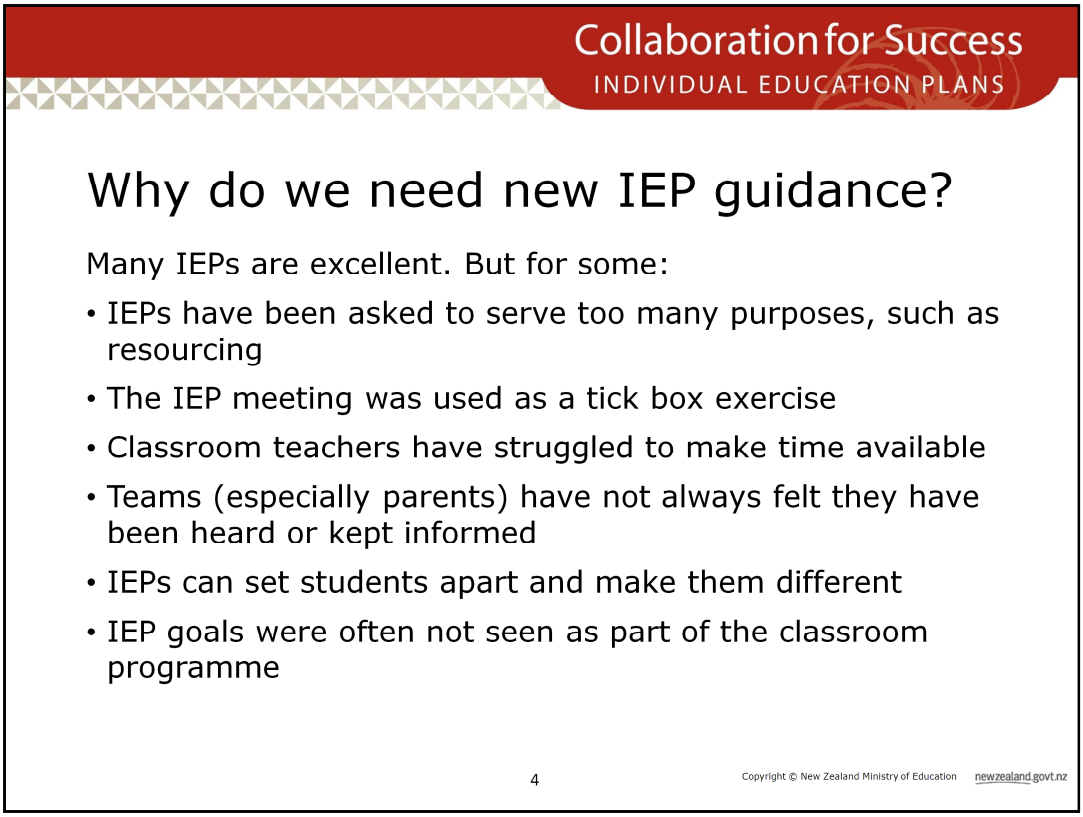
Some students' teams may agree an IEP is not needed at this time. For these students, schools and parents/caregivers will establish good communication systems to share goals and progress.

Schools' and teachers' attitudes and willingness to 'stand in the shoes' of the student with special education needs are critical to students' progress and achievement.

See Collaboration for Success, section 4.3, pages 4 and 5

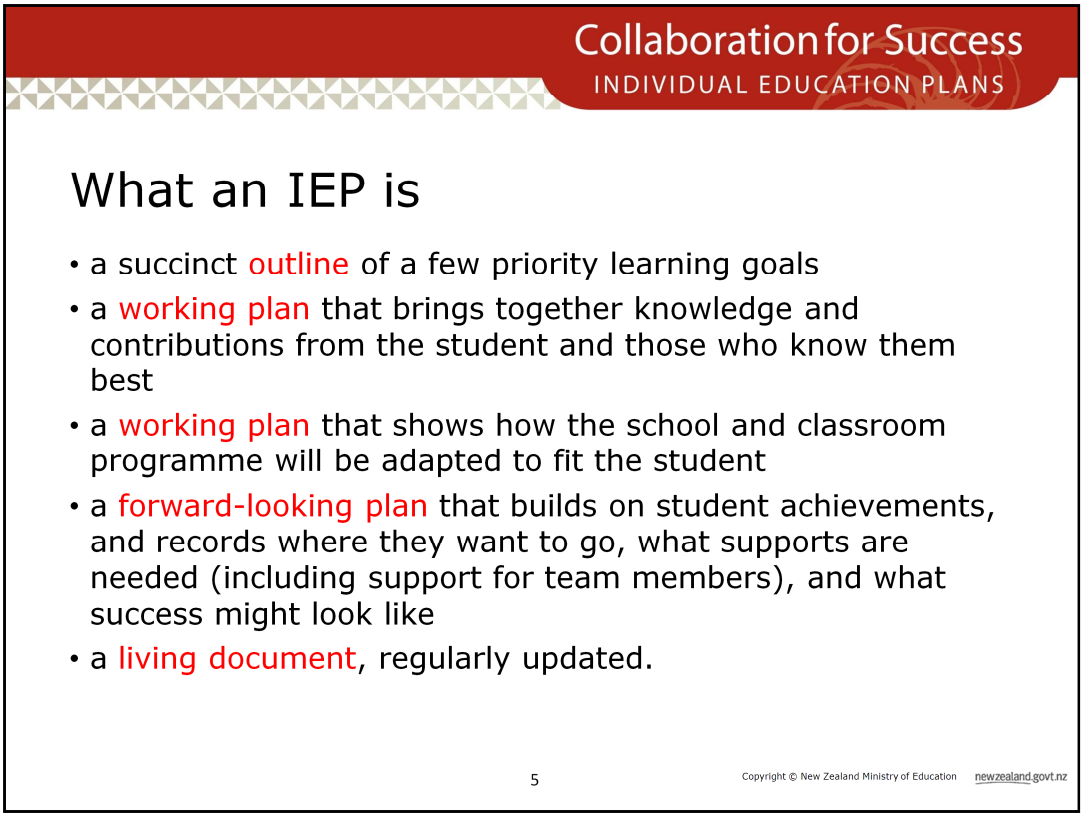
Presenter support document handout two

- ***Key messages from the sector advisory group 2011***



From the Sector Advisory Group

- IEPs being used for resourcing purposes - as part of gaining and maintaining verification for ORS, to gain resources e.g. AT, as part of referral processes to RTLB or to show a need for teacher's aide resource.
- The IEP meeting being used as a tick box exercise without the collaborative process which informs the meeting being addressed.
- Particularly affected by lack of time are the quality of the completed plan, ongoing assessment/ monitoring and review ,and ongoing conversations with parents/caregiver and whānau.
- The establishment of collaborative practice being compromised by classroom teachers' professional and time commitments.
- Teachers needing additional release time and professional development to ensure the IEP process is successful. This has also impacted negatively on teacher confidence, capability and capacity.
- The IEP team, particularly parents/caregivers and whānau stating they are not kept fully informed and/or listened to, and that the partnership intent of the IEP Guidelines is not always evident in current practice.
- IEPs being perceived as meeting all of that student's needs i.e. they have an IEP so nothing further needs to be considered.
- IEPs setting students with special education needs apart and making them different, resulting in a deficit model rather than a celebration of success and achievement.
- IEP goals often not being seen as part of the classroom programme
- The IEP format as recommended in the 1998 Guidelines, in practice has often resulted in a prescriptive and deficit approach with huge variability in IEP quality
- IEP goals only being reviewed at the time of the next IEP meeting, rather being used as part of a 'living' document where goals and strategies reflect ongoing and changing student need.
- IEPs shifting accountability for students with special education needs from the classroom teacher
- Often left to teachers' aides to monitor, report on at the IEP meeting and to be accountable for goal success.
- Accountability for IEP goals being difficult to determine in secondary schools
- In some instances being used to meet the school's obligations to report to parents on achievement



See Collaboration for Success, page 6

A recent mini-audit of IEPs showed that some areas needed particular attention/evidence:

- the documentation of recent assessments to inform goal–setting
- goal-setting using specific, observable, time related goals and success criteria
- identification of learning areas and key competencies

What an IEP is not

- a document that shows how the student will fit the curriculum
- a document prepared by professionals to be signed off by a student's parents/caregivers
- a different, separate curriculum
- a document written specifically for funding or referral purposes
- an exhaustive list of learning goals, activities, teaching strategies, and resources covering all the learning areas and key competencies
- a document that is completed at a meeting and then not looked at or used until the next meeting.

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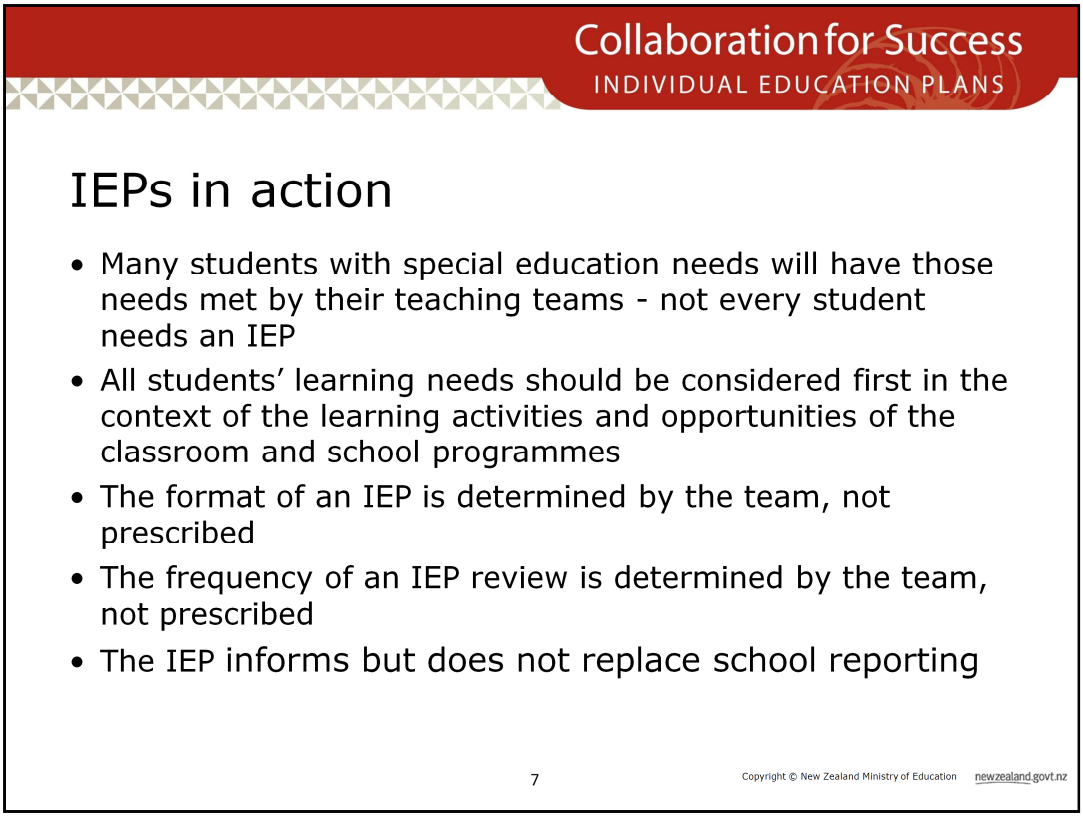
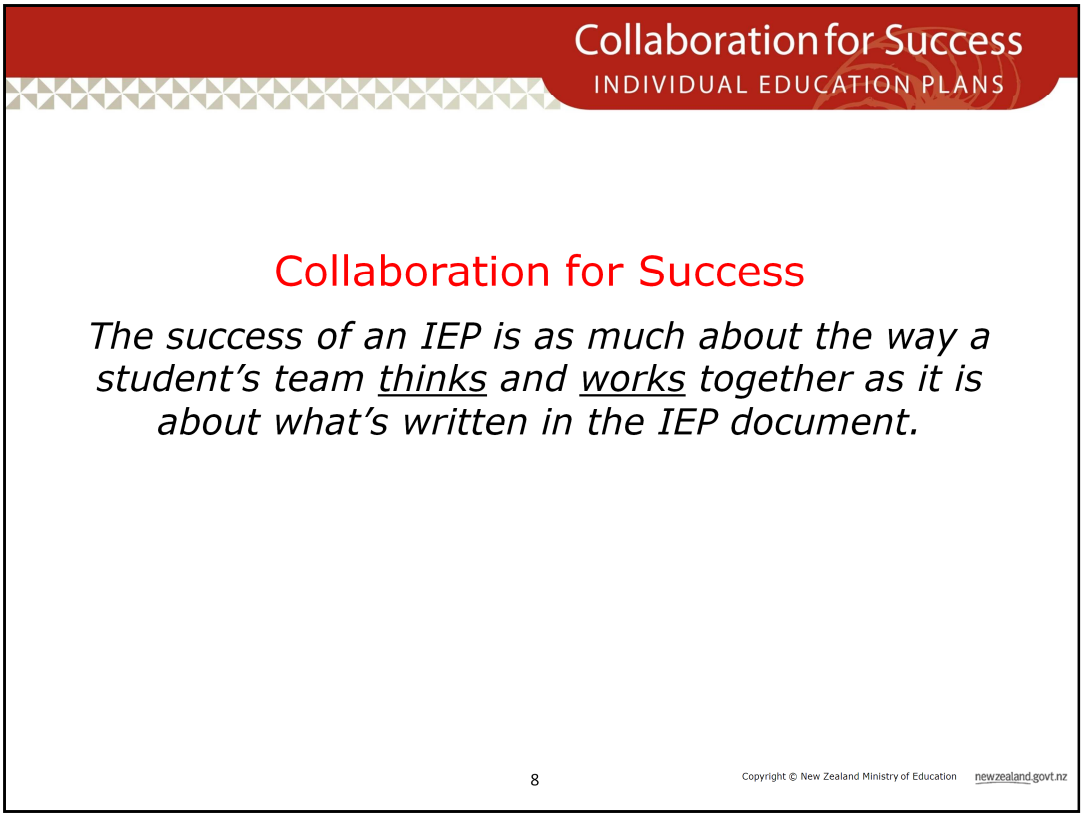
See Collaboration for Success, page 6



- Not every student with special education needs, needs an IEP. The guidelines encourage fewer, more focused and more manageable IEPs.
  See Collaboration for Success, page 7
- The need or not for an IEP to be put in place must be agreed between school, family and any specialist services involved.
- Goals need to be measurable and achievable and include such considerations as the 'Walk in their shoes' (why would the student want to do this?), and "quality of life" (does this improve or enhance the student's quality of life?)
- Overall Teacher Judgement will shape assessment and next step learning and teaching for students with special education needs.
- The plan must be a 'living' document where goals can be changed /altered as teaching and learning needs alter. Frequency of review is determined by the team.
- IEPs inform but do not replace the school's obligations to report to parents.



See Collaboration for Success section 8.2, page 8

In the remainder of this presentation we'll go through the what the literature and our experience says makes a successful IEP. We'll look at:

- how teams are informed about the IEP process – parents/caregivers in particular need to be well-informed to take their place as a team member.
- how the team around a student thinks
- how the team around a student works
- how the classroom environment is adapted to the student

Presenter support document handout three

- ***Individual Education Plans – working as a team. Information for parents/caregivers and educators. Ministry of Education February 2012.***

Working together is at the heart of a successful individual education planning process, and supporting students with special education needs is everyone's business – parents, whānau, classmates, teachers, boards of trustees, and specialists.

See Collaboration for Success, section 8.3, page 9

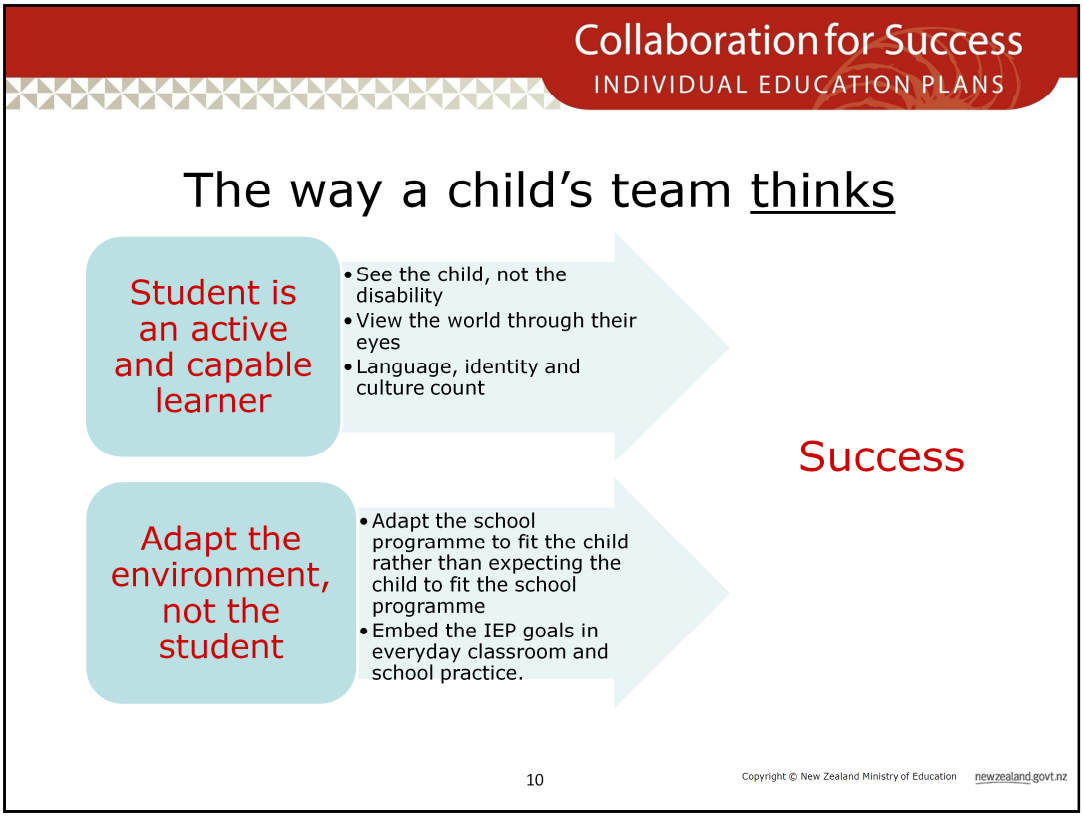
For partnerships and collaboration to happen, the literature review suggests

- Get to know the student's background and maintain effective relationships with their community beyond the IEP process (for example, through home visits or regular meetings).
- Liaise with the student, parents/caregivers, whānau, and other relevant community members on where, when, and how the IEP should be developed.
- Organise meetings or hui somewhere other than at school (for example, marae, community centre, home) to discuss and develop the IEP.
- Before IEP meetings, provide participants with relevant, helpful information (including question starters), using appropriate technology to distribute it.
- Ensure that meeting times do not conflict with any other commitments of team members.
- Help with childcare and transport to meetings if necessary.
- Provide necessary training to team members (for example, around the IEP process, participation skills, or the student's cultural background).
- Involve a meeting or hui facilitator, who might not be part of the IEP team.
- Use jargon-free communication and the student's home language as much as possible, involving interpreters when necessary.

These tips and other strategies are all available for download on the IEP*Online* website.

Presenter support document handout four

- ***Collaboration in action***



Presenter support document handout five

- ***Meet and set goals***

Activity:

How do IEP teams generally perceive students?

Activity:

What examples do you know of teachers adapting their school and classroom environment for students with special education needs?

Adaptation

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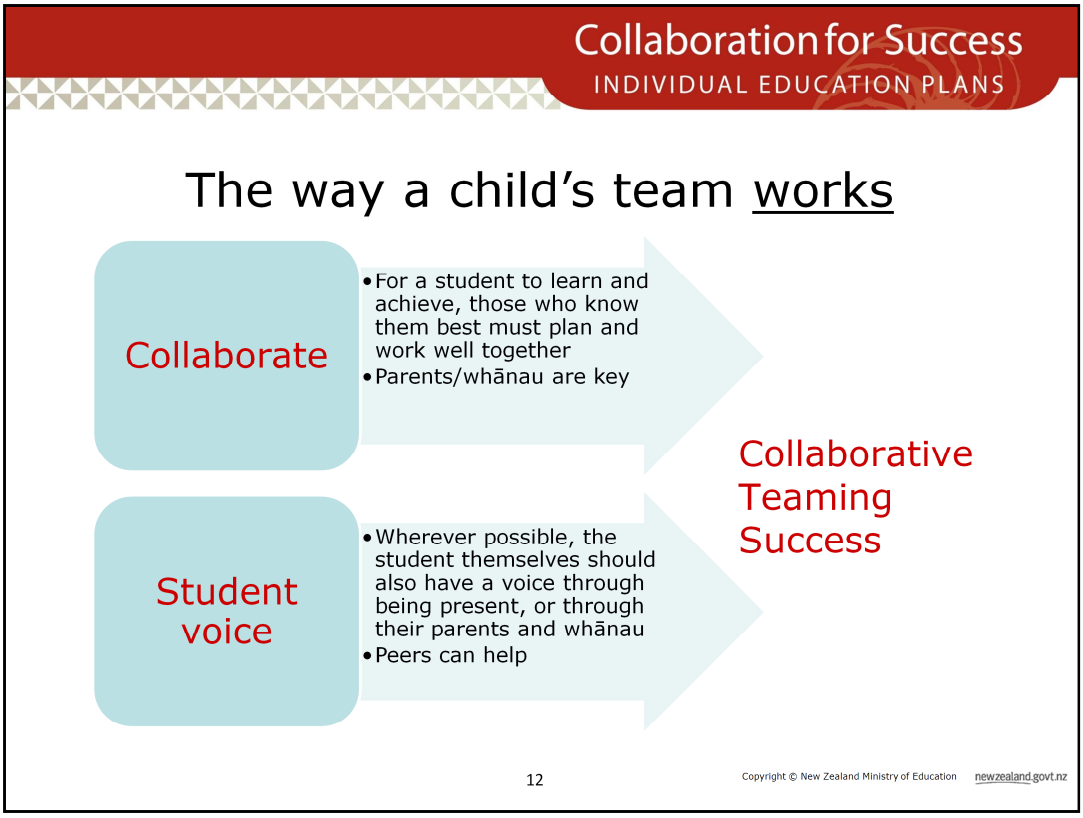


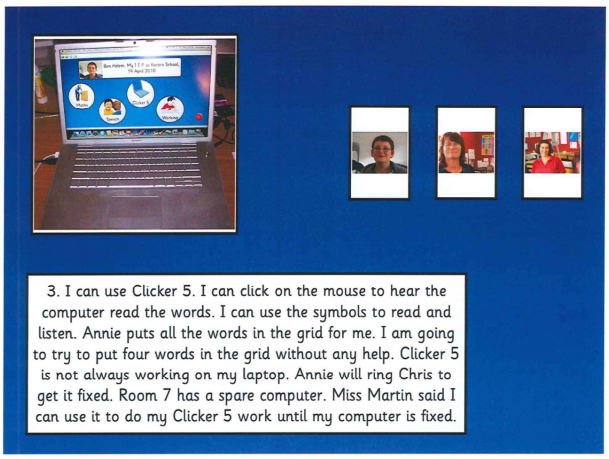
Activity:

What ways of teaming have you found successful?

What did or didn't work?

The team in action – student

Ben Helem



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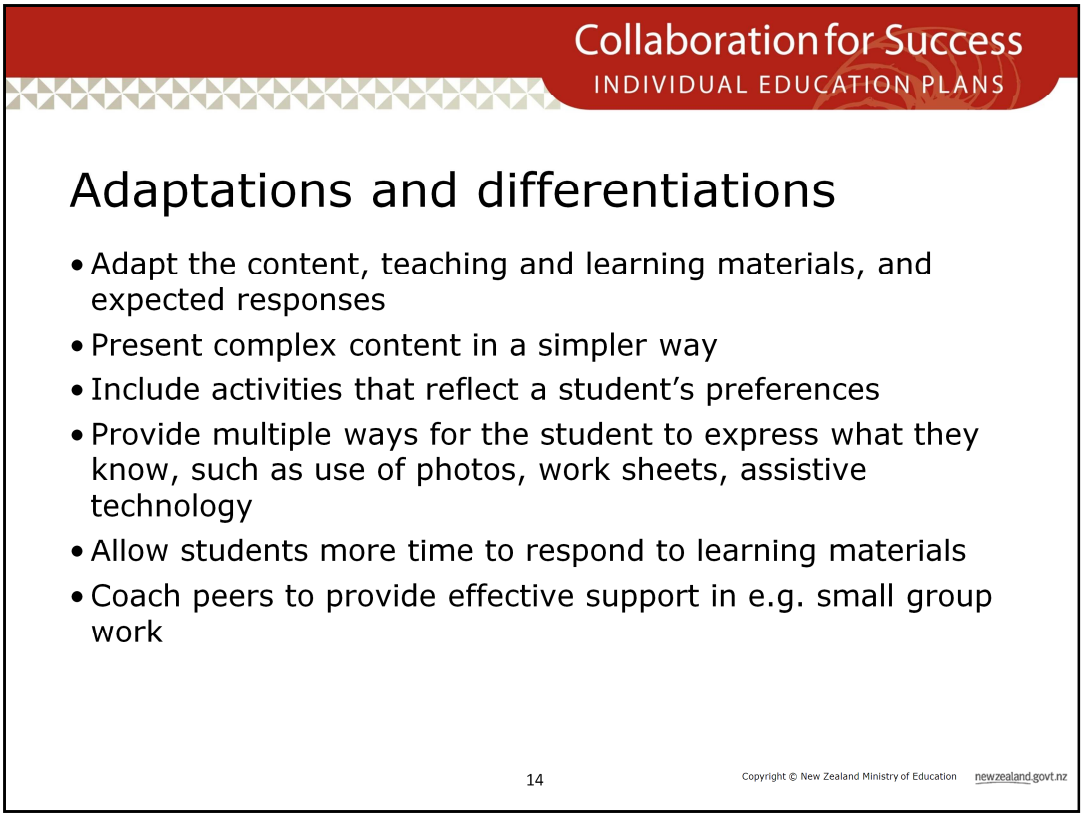
Activity:

What examples do you know of students shaping their own teaching and learning?



See Collaboration for Success, section 9.3, page 12

- The student is first a member of the class (rather than a child with special education needs) for whom the classroom teacher has responsibility.
- The special education needs of many students can be met through a range of school and classroom teaching and learning strategies that may use differentiations and adaptations.
- Where an IEP is appropriate, it will outline how the curriculum will be adapted and differentiated to make it more accessible for students with special education needs. See some of the examples in this slide.
- IEP goals should be embedded in everyday classroom practice. In this way the IEP becomes a living, working document which is adjusted to reflect changing needs for that student within their classroom, school or community.
- Teachers at Queen Charlotte College in Picton say they have noticed that many students with learning difficulties have low self-esteem about their academic ability, particularly in secondary school. "They believe that they are 'dumb' and will never be able 'to keep up'. But adaptations to the teaching and learning programmes help students to regain a sense of achievement. We promote a caring community where diversity is valued and teaching methods support social relationships in the classroom and beyond."

Presenter support document handout six

- ***A template for an Individual Education Plan***

Adaptation

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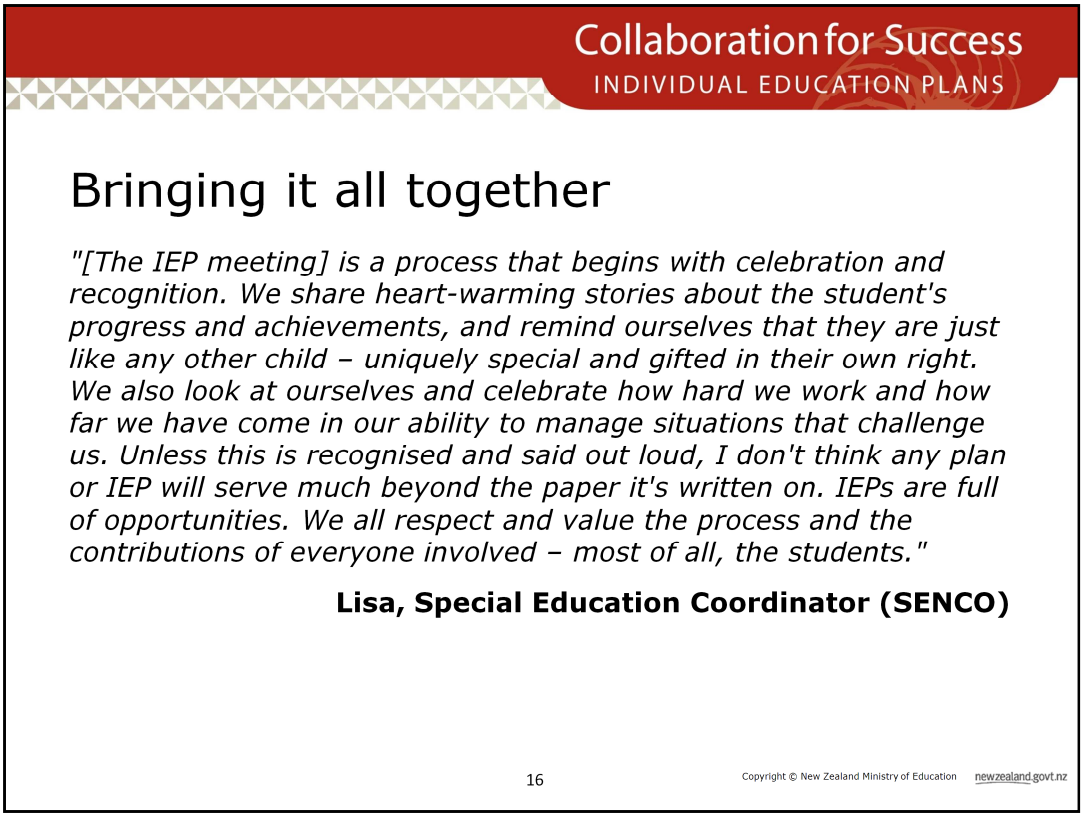
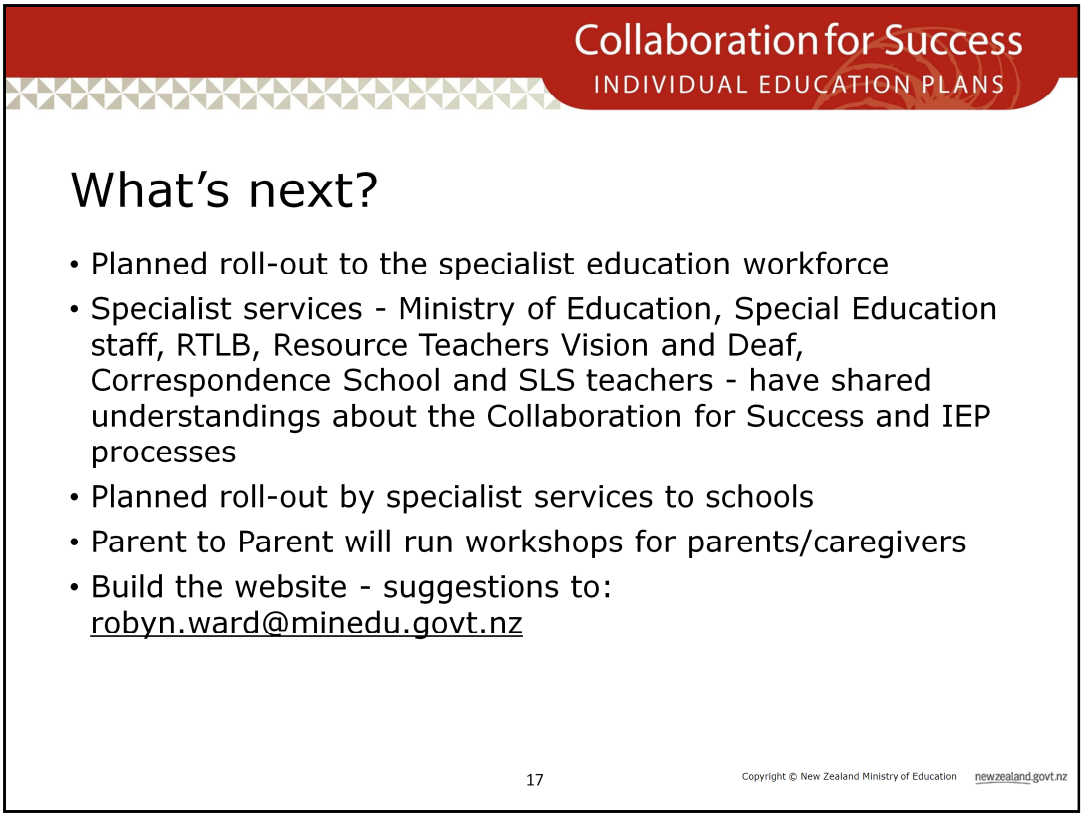


By following the IEP principles, schools, students, parents/caregivers, whānau, and their communities can be confident that an IEP will result in positive outcomes for everyone:

- start from the place of the child as an active and capable learner
- adapt the school and classroom to fit the child
- include the child wherever possible - and their friends
- collaborate for success.



- Resource teachers learning and behaviour, resource teachers deaf and vision, correspondence school teachers, supplementary learning support teachers and staff from the Ministry of Education, Special Education need to have and give the same information, so schools are not confused.
- Parents will be informed through the Parent to Parent network and through other parent organisations e.g., ccs disability action, IDEA.
- Schools, specialist services and parents work together to build the website

- The IEP*Online* website has a range of tips and tools to help teams develop successful IEPs.
- It provides information on the principles of good IEPs (the 'need to know') and tips and tools to help succeed.
- It includes sample IEPs and case studies.
- You can download Collaboration for Success from IEP*Online*
- Make the website a success by building it together

Presenter support document handout seven

▸ ***Suggestions/documents for website***

Presenter support document handout eight

▸ ***Questions***