

# TOPICS IN SPECIAL EDUCATION AND TRANSITION



## INDIVIDUAL EDUCATION PLANS

[http://www.wou.edu/tri/CEPE/transition\\_workshop.php](http://www.wou.edu/tri/CEPE/transition_workshop.php)

[johnsop@wou.edu](mailto:johnsop@wou.edu) | 503 838-8394

### IEP Critical Components

*Are your IEPs based on data, aligned with the state standards, and compliant?*

This training will use data and the state standards to look at the three critical components of the IEP: Present Level of Academic Achievement and Functional Performance, Annual and Post Secondary Goal Writing, and Writing meaningful progress reports. Participants will bring an IEP that needs to be developed, analyze goals and progress information and then outline a new present level that is measurable and written without jargon. The development of measurable goals and compliant post secondary goals based on age appropriate transition assessment information will also be a part of this process.

### Systems Performance Review & Improvement (SPR&I)

*Do you need in-depth training to assure that your IEPs are compliant? Do you have specific questions about some of the standards included in SPR&I? Would you like an expert to help your teachers review their IEPs?*

Participants will receive training in each of the procedural compliance standards for SPR&I then review one of their own student files for compliance. Presenters will show teachers how to use the ODE guidance to assist teachers in reviewing files for compliance and how to determine the links between the different sections of the IEP. Administrators will learn how the district accountability measures are connected using the Indicator tree and be instructed on how to read and analyze district data for the indicators, then apply required data collections in writing improvement plans.

### IEP Development for the Transition Age Student

*Need help writing post secondary goals based on age appropriate assessment that you have already completed? Do you know when to ask another agency to get involved? Want to get transition students involved in the IEP process of deciding what they want to do when they get out of school?*

This training will address all eight secondary transition components: inviting the student; preferences, interests, needs, and strengths (PINS); age appropriate transition assessment; post secondary goals; annual goals; transition services; course of study; and inviting other agencies. Extensive materials designed to help IEP teams make informed decisions regarding the secondary transition components will be provided. Many materials from the "Secondary Transition Booklets" will be used and further developed exclusively for participants of this training. Participants will be instructed in all eight standards and then use application methods to reinforce learning.

### Working with Families

*Are families actively participating in the IEP process? Are IEP teams able to function in an open manner to make the best student decisions possible?*

This training will help teachers learn how to encourage active family participation in the IEP process, how to manage conflict and how to build relationships among teams and families. Teachers will be provided the opportunity to build communication skills including managing expectations; looking for hidden agendas; and developing the skill of questioning.