

2e: IEP Group Task Review

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Target Audience: Parents of students with IEPs

Existing Tasks:

- Prepare for the IEP meeting to contribute to the design of the IEP and be able to advocate for their child's needs. The goal is to go into the meeting up to date with the old IEP (if there is one), to have suggestions for what services or IEP goals would help the child the most, and to be able to exercise any rights parents have in the IEP process.

Details on IEP meetings: Parents and their student (if appropriate) along with the specific teachers and administrators are required to meet annually to update the IEP. Parents sign all the necessary documents, review progress, and ask questions in this meeting. The timeline for when the meeting happens varies depending where the student is in the IEP cycle.

- Track student academic progress/goals outside of IEP meetings to ensure services are being provided and that the services are helping the child reach their goals. Current tracking methods include keeping a binder with relative documents and/or using the Internet for research/reference.
- Engage with support groups for the specific disability to get advice on how to face the difficulties of the situation and to not feel as isolated with the circumstances of the disability. Groups can exist online and in-person and can have various geographic ranges.

New Tasks:

- Simplified experience with IEP documentation (less jargon/multi-language paperwork), developing goals for their child, and preparing for the IEP meeting.
 - After An gets home from work, she checks on her child with an IEP. She remembers that Ben has an IEP meeting tomorrow to talk about his goals for the upcoming school year. An is a non-native English speaker and used to rely on a translator to do the IEP paperwork. However, she can now read the important points of an IEP herself and come up with different ways to help Ben. She begins to fill out the paperwork for the IEP meeting and come up with different goals that she think will help Ben succeed.
- Higher frequency of progress check-ins (in addition to annual meeting)-more flexible communication outside of in-person meeting.

- Susan is a mom that likes to be involved with Randy's education. Randy is a bit difficult to work with at home and she wonders how Randy is doing in school. At the last IEP meeting, Randy's teacher addressed a concern for Randy's behavior and worked with Susan to come up with a goal that might help Randy focus better. Susan would like to view weekly a weekly IEP progress report on the source to prepare for her conversation with Randy's teacher next month about Randy's behavior, allowing them to come up with informed alternative goals that might be more effective with Randy before he starts high school next year.
- Parent/Student wants to find IEP accommodation tools to assist the student with their writing homework. Nadia is a parent who wants to be sure her daughter Nia has access to her IEP accommodations when she completes her writing assignment: Nia is writing a report about her own disability executive functioning disorder, how her disability manifests itself, her IEP accommodations, and future ADA accommodations. Nadia already knows that special paper and a timer helps Nia write more efficiently. Nadia would like to find a graphic organizer and a sample report for Nia to use to organize her ideas and pattern the structure of the report after. Nia may also be at an age and engagement level where she would like to perform this task for herself.

Other possible tasks to explore:

- IEP Continuity - easily transferable information between new teachers working on a student's IEP process.
- Parent/Student is able to access mini lessons to support the development of mastery for one task in the set of tasks necessary to meet their student's math goal. Mosi is a father who wants to support his son Amir in making academic progress by supporting his math homework completion and providing additional learning opportunities outside of school. Amir is an IEP student with multiple math goals. Mosi would like to look at the tasks related to Amir's math goals and select one and be able to access mini lessons his son can engage in to successfully meet this task. Amir may also be at an age and engagement level where he would like perform this task for himself.