



IEP

- ✓ IEP is good for up to one full year; IEP should be reviewed and revised shortly before the end of that year unless the staff or parent feels that needs to be done earlier; adjustments can be made earlier if needed. IEP is a working document; parent has input to what the services the student will receive. Testing for special ed is typically done on a 3 year period.
- ✓ Be aware of the information in the IEP and implement it; Ensure that everyone understands what is in the IEP
- ✓ Staff need to be on the "same page" about what the IEP "means" for that student
- ✓ Primary Case Manager (PCM) - Each child with an IEP has a PCM who is responsible for ensuring information is shared with the rest of the staff. General Ed staff can ask the PCM for more information or assistance. Potential that the PCM may need to meet with 100 staff members for caseload.
- ✓ Profile Sheet - Summary of the IEP and includes information such as: supplementary aids, services, certifications, case load provider, accommodations, contact info, modifications, extra copies of books, etc.
Protocol at the beginning of the year; filled out by the child's case manager within the first few days of school; delivered to teachers electronically at a secondary level for confidentiality; case manager will review with staff to ensure they understand what it is included. There may be some variances on what is shared in the profile sheet.
- ✓ Confidentiality - Staff need to be very careful of protecting the contents of the IEP for classmates, etc.
Parents can provide a copy of the full copy of the IEP to staff as a pdf or hard copy. This is also always available in the front office.
If parents want other staff members (lunch, library, etc) to have IEP info they need to request distribution.
- ✓ Staff needs to ask themselves - How does that "look" in the classroom
- ✓ Teachers like to get a letter and email from the parent with a short synopsis (Get to know me). Parents often have the best ideas on ways to help the student. TroyPAC has sample template on the weebly site.
- ✓ Request a staffing (meeting with all staff and parents) at the beginning of the school year. This gives you a chance to provide more information to the staff than just what is in the IEP.
- ✓ Keep the other staff notified especially if they are switching classes mid year
- ✓ Staff should meet with teacher(s) from previous school year.
- ✓ Provide modifications and accommodations when needed (be flexible)
 - Verbal tests instead of written work best on children with Dyslexia and processing problems
 - More time allowed on tests in order to fully complete them
- ✓ Sitting in front row, establishing a sign or code word to get student to focus and get back on track
- ✓ Encourage student to advocate for themselves (especially at the high school level)
- ✓ Students start attending IEP's as they get older; teacher to talk directly to the student about their needs; especially as kids get older they often have an idea on what works best for them; at the high school level students should "lead" the IEP meeting with parent support. Talk with the student about the services they have, why they have it
- ✓ Child's IEP can have language included about communication between parent/staff; ie. email weekly with status, etc.
- ✓ Create "SMART" goals (Specific, Measureable, Achievable, Realistic, Time Sensistive")

General

- ✓ Attitude
 - Presume competence
 - Celebrate accomplishments (activities that boost self-esteem are important)
 - Work on goals with student and provide small guided steps they can accomplish and be proud of
 - Be a good role model
 - Create a positive relation with student from the beginning



- ✓ Expectations
 - Important for parents to communicate with staff and explain their expectations for the student; Teachers expectations may be different; teacher/parent interaction is very important; work together to develop
 - Difference between setting high expectations and setting expectations that are unreasonable
 - View our children as positive potential; focus on what they can do
 - Ensure expectations in classroom are meeting expectations outside of the classroom (ie. social worker believes they have met expectations; however that wasn't translating to the lunch room)
 - Expect the student can meet the same level but with modifications
 - Get to know the student through the IEP, parents, and info available
- ✓ Staff Education
 - No required credit courses/training in regard to how to provide modifications, working with special education students, etc; some schools are now provided courses specific to special ed students
 - Gen Ed teachers need more support on how to help students
 - Oakland Schools provides programs; ie. some students have gone to 2 day workshops on Asperger's
 - A lot is "on the job" training
- ✓ Classroom
 - Reduce distractions in the classroom; busy walls often make it hard for students to concentrate
 - Provide support in class so resource room may not be needed
 - Strive for structure, routines, and consistency
 - Hands on activities helps keep their attention and focus
 - Determine what type of learner student is (visual, spacial or auditory)
 - The student often has the best idea on what would work best for him/her
 - Integration consultants throughout the district can help with modifications
- ✓ Peer pressure - some students may be more apt to succumb to peer pressure to fit in; strategies in dealing with this would be helpful

Study Skills / Note Taking / Organization

- ✓ Note taking can be a challenge. Providing a study guide / lesson plan at the beginning of the chapter is helpful
- ✓ Helpful for teachers to participate in Edline by all staff / parents / students
- ✓ Week at a glance posted on the board; students can take a photo
- ✓ Remind101.com; new program at Athens; student/parents receive reminders from the teacher; one way communication
- ✓ Math and Science teachers tend to post more regularly due to the type of the curriculum they teach; English teachers and Social Studies teachers are often not very good about posting; partly because of the nature of the curriculum; email teacher mid or end of the week - they can then respond
- ✓ Children often don't want to do homework; so will not write it down, etc - however, if this information was posted to edline - the parent would be able to tell if that is the case
- ✓ Class syllabus is extremely helpful. Either posting on edline or passing out for each semester.
- ✓ Syllabus from the teachers are too general; planned curriculum framework for each course
- ✓ Class calendars with test dates, assignments, etc would be extremely helpful
- ✓ Remembering assignments can be difficult. Put the assignment on the board before class and suggest the students write it down as soon as they get into class.
- ✓ Assignment for students to pre-read each chapter before it's started. This gives them a good basis for starting the next chapter.
- ✓ Be knowledgeable of organization techniques that may help this student.
- ✓ Grade on curriculum content and not organization.



Communication - Parents/Staff

- ✓ Parents love feedback - positive and negative - and regular communication
- ✓ Parents and staff need to work as a team
 - Be open to ideas, demonstrate empathy, and understand parents know child best
 - Parents are the child's main advocate; we may not always agree with the team and can appear resistant; but we are open to suggestions
- ✓ Parents need to ask staff to say on top of Edline
- ✓ Suggestions for education and social support outside of school are welcomed
- ✓ Hold conferences whenever needed; request special or extra meeting times; parent/teacher conferences may not be the right venue to discuss
- ✓ Regular communication for one person might be different than what it means to someone else; clarify with the teacher how often you would like to be communicated with
- ✓ Keep emails short, clear and concise. If the conversation is going to be too lengthy, a phone call may be better suited.
- ✓ Parent initiated emails to the teacher make it much easier for the teacher to respond.
- ✓ Ask to observe a session, etc - this may be extremely helpful to understand classroom dynamics, etc.
- ✓ If interested, parents should initiate feedback from support staff (OT, Speech, etc); they have a very full caseload

Communication - Student/Staff

- ✓ Edline / Edmodo
 - Teacher to provide a means of communicating with students daily
 - A lot of parents do NOT look at it; some teachers send emails every week with recap
 - Teachers to post calendar, daily recaps, core concepts, links to special sites including textbooks, special projects (and examples) and important info pertaining to each class they teach and due dates. Our students are expected to be organized using their calendars and taking notes, teachers should be expected to adhere to the same requirements.
 - Teachers to post answers and "how" to for questions at the back of math chapters. This will allow parents to have parents complete the quiz and determine if the student knows the content in the chapter.
 - Parents/staff to encourage students to check edline; email teachers with questions; become more independent
- ✓ Encourage to take a picture of the assignments on the board if they have a hard time writing it all down
- ✓ Parents try to encourage student to be more independent; having a way to check on assignments, ask questions and advocating for themselves are important; email teacher with questions
- ✓ Send a "positive email" to share with the student when they get home from a busy, stressful day. It lets the student know that he/she is doing something right/good.

Communication - Student/Classmates

- ✓ Utilize peer support (best buddies, mentors) (all grade levels)
- ✓ Having a "study buddy" would be helpful. Someone the student can call for backup info, questions about assignments. Providing a list of classmates would be helpful for each class.
- ✓ Anchors Program - Gen Ed peer to accompany special ed students to "inclusive opps"
- ✓ Edmodo (or another tool) for communication between teachers/students and student/classmates
- ✓ Peer supported connection to special ed students for organizations, club or sports teams. Have special ed students be a part and/or helper within these areas of important student life.
- ✓ Create an atmosphere where peers are accepting
- ✓ Athens High School - Peer-to-peer program; pair general ed with a student with ASD; new this year - any student with an IEP is entitled to a Peer; Program started 3 years ago - 30 students last year; currently have 12 peers; Online curriculum that has to be done and a post test
- ✓ The parent/student can request that the social work meets with classmates to provide information on the students special needs (ie. what is Asperger's, how is the Asperger's student unique? Etc)



Misc

- ✓ ASD best practices (social stories, visuals, schedules, behavior modification, etc.)
- ✓ Take your parent to school day! Better ops for parents to see their students in action in school to better support and make suggestions for their programming