# M5: Propose an IEP Change

## Course

Special Education

## Location

Module 5

## Alignments

### Course Outcomes

CLO V: Describe the utility of important collaborative relationships: school, district, and family members/guardians.

### Module Outcomes

MLO 5.2: Apply evidence-based and equitable practices in communication and collaboration with partners in the special education process.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 1c | Performance | The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. |
| 8m | Knowledge | The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. |
| 10d | Performance | The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. |

## Assignment Instructions

### Purpose

This assignment helps you consider audience when you communicate with IEP team members. Although IEPs are updated every year, sometimes there are student needs that arise prior to the annual team meeting. How you convey the need and what adjustment you might propose will change depending on the team member with whom you are communicating.

This activity invites you to propose a change in a student’s IEP by acting as an IEP coordinator. You will explain the need and the proposed adjustment to the IEP to three team members: the parent(s), the student, and the Local Educational Agency (LEA, who is often a school or district administrator).

### Task

You are an IEP coordinator at a middle school. Your student, Jaime, has been showing significant improvement in some areas outlined in his IEP, but has been declining in other areas. As his IEP coordinator, you notice that a change is needed in his IEP to support his changing needs.

1. Read through Jaime’s Individualized Educational Program (included below).
2. Select one scenario to respond to.
3. Identify the changes that you would propose in Jaime’s IEP for the scenario you chose.
4. Plan how you will communicate the proposed change to each audience. Incorporate effective communication practices into your plan
5. Choose what form of communication you will use for each audience: email, face to face, etc. Submit those three communications to complete this assignment.

#### Technical Instructions

You can choose the format of your submissions. Ask a family member to role play with you, speak directly into the camera as though the viewer is your audience, create an audio file of a phone call, or write an email. You can choose different approaches for different audiences, too! But what is important is that *your instructor can access and evaluate the communication*. Consequently, you must do the following:

* Provide a link, not a file, to any video or audio you create.
* Keep any video or audio file below two minutes.
* Any video must be captioned, and any audio file must include a transcript.
* Submit a Word or Google document if you choose a written submission.
* Keep any written communication to one page, with a typical font size and margins.
* If you include any images, you must ensure they have alt text (a written description) associated with them.

## Criteria

Your submission will not be evaluated until it meets the [technical instructions](#_Technical_Instructions) above (you will be asked to resubmit). You will be assessed based on the following criteria:

* **Describe the student’s need in language appropriate to the audience.** Use plain language to explain what the student’s need is.
* **Justify how the change you propose could meet the student’s need.** Help the audience understand how making a particular change not only might address the student's need, but also shows that you’ve considered the student as an individual, taking into account the student’s ecosystems and cultural dimensions, and suggested a change tailored to the student’s personal identity.
* **Communicate flexibility and openness to adjustments to your proposal.** Use language that invites collaboration and feedback.
* **Establish expectations for follow-up communications regarding the change.** Use language that invites continued interaction and shows that you’re taking more than a “Band-Aid” approach—that you will monitor the change for effectiveness and adjust course if needed.
* **Relate the audience’s position and identity to your communication choices.** Indicate in some way why you chose the communication mode you did. For example, if you’re writing an email to your principal (the LEA in this case), you might include, “I know your schedule is very busy this time of year, so I wanted to provide an explanation of this IEP change in writing rather than request a meeting. That way you can review it when you have time and refer back to it later.”

### Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Describe the student’s need in language appropriate to the audience. | 1c | Describes the student’s need in language appropriate to the audience; offers example of how the need has occurred in student’s school day. | Describes the student’s need in language appropriate to the audience. | Describes the student’s need in language the audience can understand, but with a tone not ideal for the audience. | Inadequately or inaccurately describes the student’s need in language appropriate to the audience. | Does not describe the student’s need in language appropriate to the audience. |
| Justify how the proposed change could meet the student’s need. | 1c | Justifies how the proposed change could meet the student’s need; provides example that demonstrates familiarity with student’s learning needs. | Justifies how the proposed change could meet the student’s need. | Justifies how the proposed change could meet the student’s need in a manner that might be confusing or unconvincing to the audience. | Inadequately or inaccurately justifies how the proposed change could meet the student’s need. | Does not justify how the proposed change could meet the student’s need. |
| Communicate openness to adjustments to the proposal. | 10d | Communicates openness to adjustments to the proposal; provides examples and directions for how to offer adjustments. | Communicates openness to adjustments to the proposal. | Communicates openness to adjustments to the proposal in a tone that might be construed as insincere. | Communicates openness to adjustments to the proposal. | Does not communicate openness to adjustments to the proposal. |
| Establish expectations for follow-up communications regarding the change. | 10d | Establishes expectations for follow-up communications regarding the change; explicitly describes how change will be measured and when and how future discussion of the change will occur. | Establishes expectations for follow-up communications regarding the change. | Establishes expectations for follow-up communications regarding the change in a tone that directs rather than collaborates. | Establishes confusing or incomplete expectations for follow-up communications regarding the change. | Does not establish expectations for follow-up communications regarding the change. |
| Relate the audience’s position and identity to communication choices. | 8m | Relates the audience’s position and identity to communication choices in a manner that suggests careful consideration of audience identity and need. | Relates the audience’s position and identity to communication choices. | Describes but only implicitly relates the audience’s position and identity to communication choices. | Inadequately or inaccurately relates the audience’s position and identity to communication choices. | Does not relate the audience’s position and identity to communication choices. |

## The Scenarios

The following scenarios were generated from Microsoft Copilot (2024).

### Scenario Setup

Jaime’s Individualized Educational Program (IEP)

Jaime is an eighth-grade student with Autism. His Present Levels of Academic Achievement and Functional Performance (PLAAFP) include:

*Academic Achievement:* Jaime is currently reading at a 6th-grade level and has shown significant improvement in his reading comprehension skills over the past year. He excels in math and is performing at grade level. His writing skills are below grade level, particularly in the area of written expression.

*Functional Performance:* Jaime has difficulty with social interactions and often prefers to work alone. He struggles with changes in routine and transitions between activities. Jaime has excellent attention to detail and performs well on tasks that involve pattern recognition and logical reasoning.

Strengths: Math skills, reading comprehension, attention to detail, logical reasoning.

Needs: Social interaction skills, adaptability to change, written expression.

Goals:

1. Reading: By the end of the school year, Jaime will improve his reading level to 7th grade level as measured by the school’s reading assessment tool.
2. Writing: Jaime will improve his written expression skills to write a five-paragraph essay with minimal assistance by the end of the school year.
3. Social Skills: Jaime will participate in group activities at least twice a week and will demonstrate appropriate social interactions in various settings.
Adaptability: Jaime will successfully transition between different activities and changes in routine without exhibiting signs of distress 4 out of 5 times.

Services and Supports:

1. Special Education Services: Jaime will receive specialized instruction in reading and writing from a Special Education Teacher.
2. Speech and Language Services: Jaime will receive speech and language therapy to improve his social communication skills.
3. Occupational Therapy: Jaime will receive occupational therapy to help him cope with changes in routine and transitions between activities.

Based on this, select one of the scenarios below that demonstrates a change is needed in Jaime’s IEP.

#### Scenario 1:

Jaime, an eighth-grade student with Autism, has shown remarkable progress in his reading skills. Initially reading at a 6th-grade level, Jaime’s consistent efforts and specialized instruction have led to a significant improvement. Recent assessments indicate that he is now reading at an 8th-grade level, surpassing his IEP goal of reaching a 7th-grade level by the end of the school year. This rapid progress suggests a need to revise his IEP to set more challenging goals that match his current abilities and continue to foster his growth.

#### Scenario 2:

Jaime has always preferred to work alone due to his difficulty with social interactions. However, recent observations reveal a shift in his behavior. Jaime has been participating in group activities more frequently, often more than twice a week. His increased interest and participation in social interactions indicate that his current IEP may need to be revised to further encourage and develop his social skills.

#### Scenario 3:

Despite receiving occupational therapy to help him cope with changes in routine and transitions between activities, Jaime continues to struggle in these areas. He often exhibits signs of distress during transitions and changes in routine. This persistent challenge suggests that his IEP may need to be revisited. Additional strategies or supports may need to be considered to help Jaime better adapt to changes and transitions.

#### Scenario 4:

Jaime’s IEP includes a goal for him to improve his written expression skills to write a five-paragraph essay with minimal assistance by the end of the school year. However, despite receiving specialized instruction in writing, Jaime’s writing skills have not improved as expected. He continues to struggle with writing a five-paragraph essay. This suggests that his IEP may need to be adjusted to provide more intensive support in this area.

## Reference

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)