

# OT, SLP, AT & the IEP...

## Making Sense of the Alphabet Soup

Page 1 of 3

Laura Greiss Hess, PhD, OTR/L  
([greissness@comcast.net](mailto:greissness@comcast.net))  
Kerrie Lemons Chitwood, PhD, CCC-SLP  
([ekchity@comcast.net](mailto:ekchity@comcast.net))  
14th International Fragile X Conference  
July 16 to 20, 2014  
Orange County, California.

### U.C. Davis MIND Institute Assistive Technology Video

- [http://www.ucdmc.ucdavis.edu/mindinstitute/videos/at\\_video.html](http://www.ucdmc.ucdavis.edu/mindinstitute/videos/at_video.html)

### National Center for Learning Disabilities

IEP Headquarters

- <http://www.nclld.org/students-disabilities/iep-504-plan/individualized-education-program-headquarters?gclid=CIWEsuH3274CFQaBfgodda8ACQ>

IDEA Parent Guide

- <http://www.nclld.org/parents-child-disabilities/idea-guide>

Chapter 4: Procedural Safeguards – Understanding and Exercising your Legal Rights

- <http://www.nclld.org/parents-child-disabilities/idea-guide/chapter-4-procedural-safeguards-understanding-exercising-your-legal-rights>

Chapter 7: IEPs – Developing Your Child’s Education Plan

- <http://www.nclld.org/parents-child-disabilities/idea-guide/chapter-7-individualized-education-programs-ieps-developing-your-childs-education-plan>

### SMART IEPs

- <http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf>

### Center for Parent Information and Resources (includes Spanish translation)

- <http://www.parentcenterhub.org/resources/>

### Raising Special Kids

IEP Meeting Planner

- [http://www.raisingpecialkids.org/\\_media/uploaded/i/0e1834091\\_ieppaceriepmeetingplanner.pdf](http://www.raisingpecialkids.org/_media/uploaded/i/0e1834091_ieppaceriepmeetingplanner.pdf)

Resource Library

- <http://www.raisingpecialkids.org/resources/resource-library/>

### Speech Language Pathology

- <http://www.asha.org/>

### Occupational Therapy

- <http://www.aota.org/>

**OT, SLP, AT & the IEP...**  
**Making Sense of the Alphabet Soup**

<b>IEP Info</b>	<b>Tips</b> (* note: comments in <i>italics</i> are taken from our informal Facebook parent survey - Thanks FXS Families☺)
<b>IEPs are typically held once per year</b>	<ul style="list-style-type: none"> <li>• You can call a meeting any time</li> </ul>
<b>IEPs typically have a flow of how things will proceed</b>	<ul style="list-style-type: none"> <li>• Ask for an agenda in advance</li> <li>• Ask for a copy of the IEP in advance <ul style="list-style-type: none"> <li>○ Present levels</li> <li>○ Proposed draft goals <ul style="list-style-type: none"> <li>▪ Note: ok to have draft goals at the meeting that the team works on as a group.</li> </ul> </li> <li>○ NOTE: Pay attention to whether this request may need to be in writing and what the advance notice may need to be.</li> </ul> </li> </ul>
<b>Assessments / Evaluations</b>	<ul style="list-style-type: none"> <li>• Ask for copies of all assessment reports in advance <ul style="list-style-type: none"> <li>○ NOTE: Pay attention to whether this request may need to be in writing and what the advance notice may need to be.</li> </ul> </li> </ul>
<b><i>How can I ensure collaboration will happen?</i></b>	<ul style="list-style-type: none"> <li>• Put it ON the IEP as part of the service delivery <ul style="list-style-type: none"> <li>○ Team meetings (monthly, quarterly)</li> <li>○ Communication logs in notebooks or email <ul style="list-style-type: none"> <li>▪ Many therapists &amp; teachers have good intentions, but unless we have formal COLLABORATION SPACES, TIME and PLACES, it may not actually happen in the way we all want it to happen.</li> </ul> </li> </ul> </li> </ul>
<b>IEP - Parent Role</b>	<ul style="list-style-type: none"> <li>• YOU are the best source of information on your child and his best advocate <ul style="list-style-type: none"> <li>○ Begin with your child as an individual who has strengths and gifts <ul style="list-style-type: none"> <li>▪ <i>Positive student profile</i></li> </ul> </li> <li>○ <i>It never hurts to ask for something, the worst they can say is No</i></li> <li>○ <i>Trust your gut</i></li> <li>○ <i>Educate them on FX and the learning style each year</i></li> </ul> </li> </ul>
<b><i>How NOT to become the parents that all of the professionals dislike dealing with</i></b>	<ul style="list-style-type: none"> <li>• <i>For every meeting (monthly or IEP) we bring food. Muffins, scones, cut up fruit-yogurt and paper bowls since we usually meet in the early morning. We know their dietary needs as well and provide something healthy. It lets them know that we care about them and appreciate their help.</i></li> <li>• <i>Pete Wright of Wrightslaw recommends this too. I believe it's a nice gesture AND it's harder to say no with a bagel in your mouth. Pete suggests bringing enough so there is extra. Then when it's in the teachers' lounge and someone says where's this from? the answer shows your generous parents as opposed to the talk in the teachers' lounge being about your list of demands.</i></li> <li>• <i>We bring food in as well. I always come in a few minutes early and stop in the front office and make sure the secretary and principal have some as well as anyone else on the team who may not be at the meeting (like the para-professionals!). These small gestures have always helped not just with IEP's but also throughout the year because they all KNOW me so when we have had to be firm about a decision they understand a</i></li> </ul>

**OT, SLP, AT & the IEP...**  
**Making Sense of the Alphabet Soup**

	<i>little better. They are also more likely to go out of their way for us. :)</i>
<b>IEP Meeting Notes</b>	<ul style="list-style-type: none"> <li>• Ask to have the notes read aloud at the end of the meeting with all team members present <ul style="list-style-type: none"> <li>○ Helpful for clarification</li> <li>○ Helpful for accuracy</li> </ul> </li> </ul>
<b>IEP Goals</b>	<ul style="list-style-type: none"> <li>• Ask what the goal will “look like” during the school day <ul style="list-style-type: none"> <li>○ Provides context</li> </ul> </li> <li>• Ask about how skills will be generalized</li> <li>• Ask about how/when progress will be updated and what the parent – school communication piece will be</li> </ul>
<b>Goals Should Be:</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary <ul style="list-style-type: none"> <li>○ Not just “speech goal” or “OT goal”</li> </ul> </li> <li>• Functional, measurable and data driven <ul style="list-style-type: none"> <li>○ Ask about how data will be collected and shared</li> </ul> </li> <li>• The measured behavior should be clear so anyone reading the goal knows what it is</li> <li>• SMART IEP’s (<a href="http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf">http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf</a>)</li> <li>• HIGHLY Individualized to your child</li> </ul>
<b>IEP – Do I have to sign?</b>	<ul style="list-style-type: none"> <li>• You do NOT need to sign the IEP right away at the end of the meeting <ul style="list-style-type: none"> <li>○ You can take it home, review it, share with partner / family and sign later</li> <li>○ Many families make this their regular practice, not just when things are contentious</li> </ul> </li> </ul>