



Designing a Supportive IEP

Finding Common Ground for Optimal Teams

Disclaimer: This resource is provided to support students, educators, and/or families. Linked materials have not been vetted through a formal state-level curriculum review committee process. Please use linked resources at your own discretion; skip any choices that will not work for your needs. Some sites may not be currently available. Attendees are under no obligation to sign up for online services or share personal data.



Leadership
in Disabilities
& Achievement of
Hawai'i

Every Student Deserves
SOMEONE SPECIAL

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October 23, 2021

2021 SPIN Conference

Scope & Sequence

Part 1



Presentation of Information

- Individuals with Disability Education Act
- IEP Team Process
- Support Model

Part 2



Tips & Tricks from a Speducator

- Relationship Building
- Power of Community
- Examples of Engagement



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Part 1

Presentation of Information

Goal

- To Enhance the IEP Team through Redesigning the Approach to Meetings by Finding Common Ground to Improve Student Success.

IDEA

- Individuals with Disabilities Education Act of 2004
- Strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;
- Parents and schools should be given expanded opportunities to resolve their disagreements in positive and constructive ways.

IEP Team Process

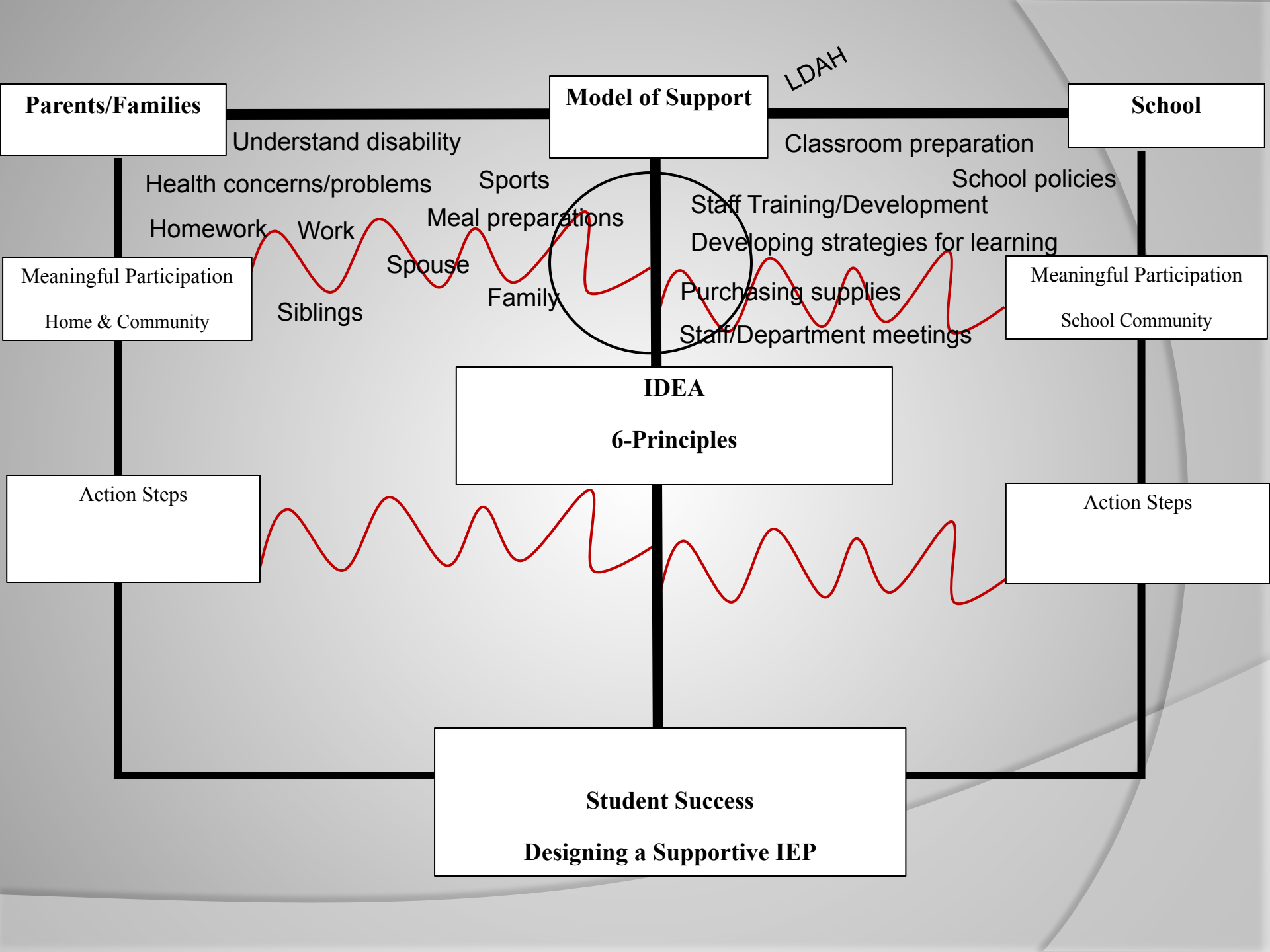
- ◉ Who Are the Required Participants under IDEA?

Administrator

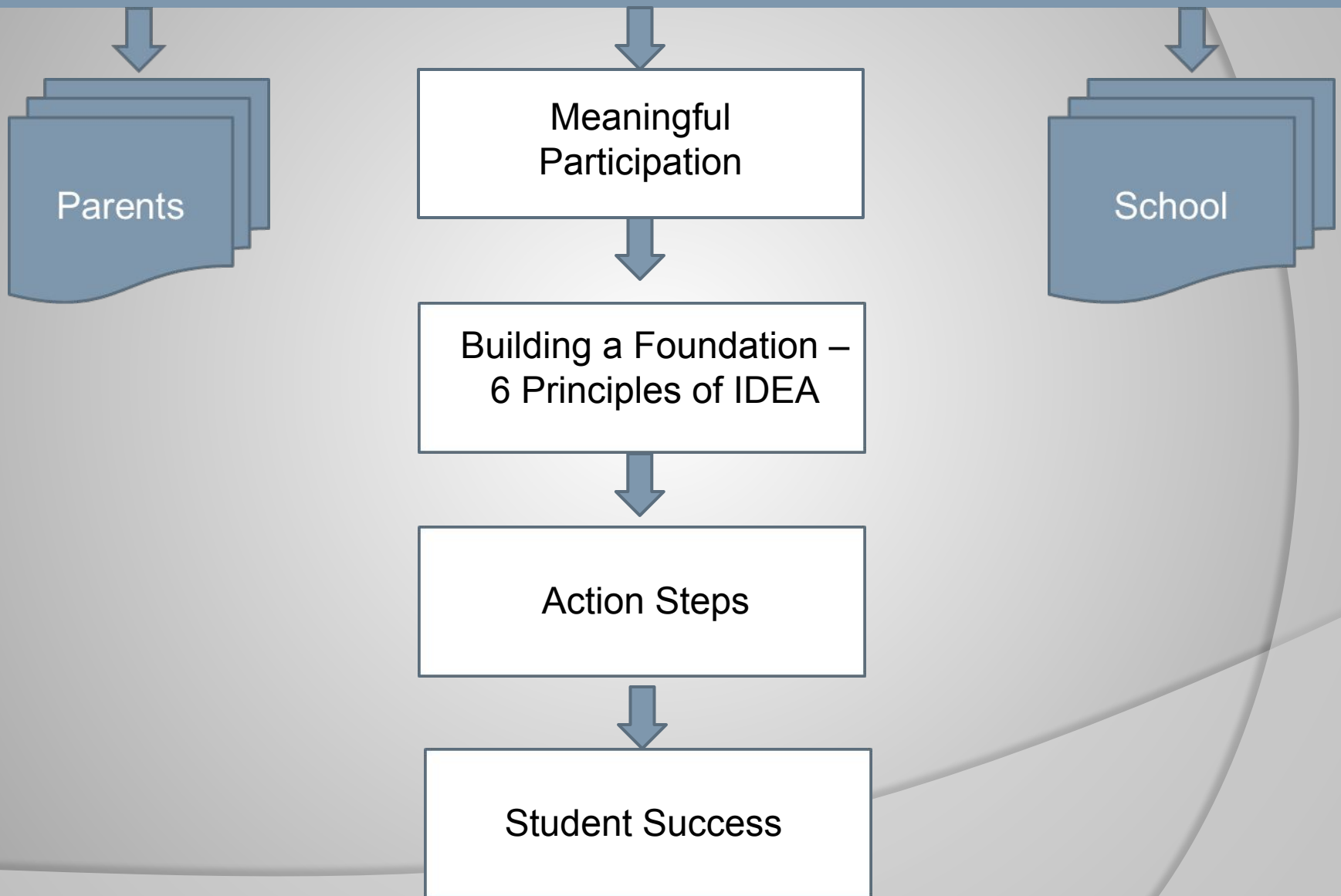
Parents

Regular Education Teacher

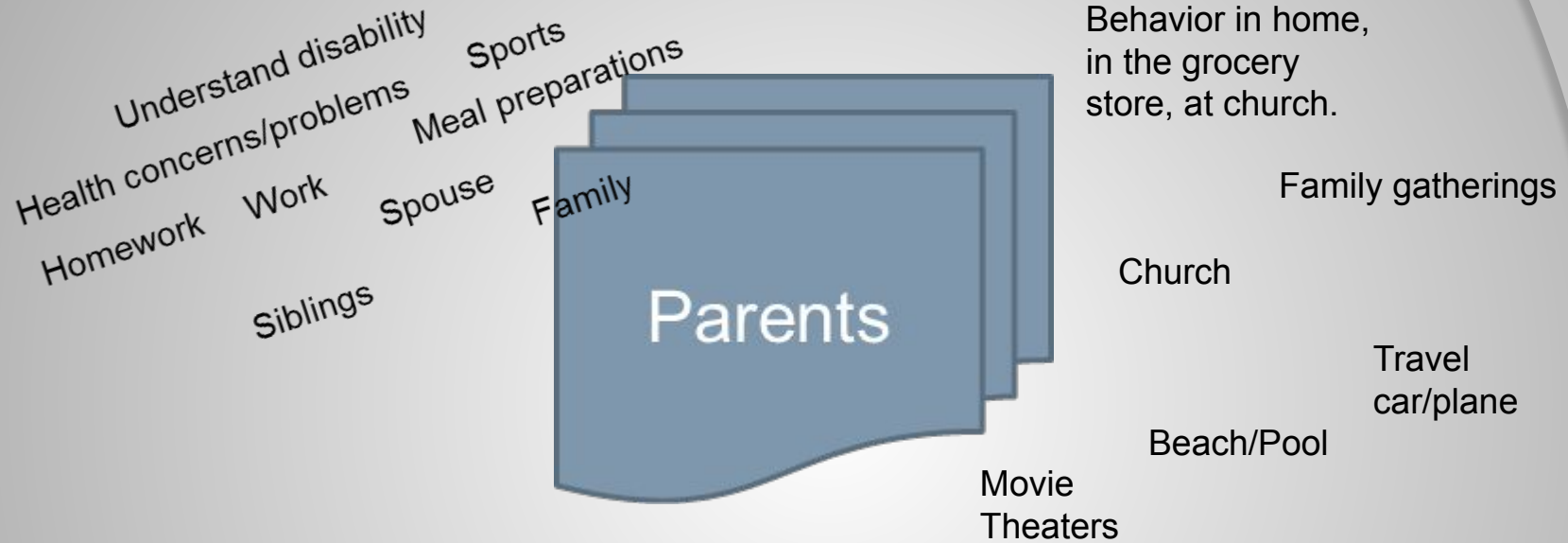
Special Education Teacher



Model of Support

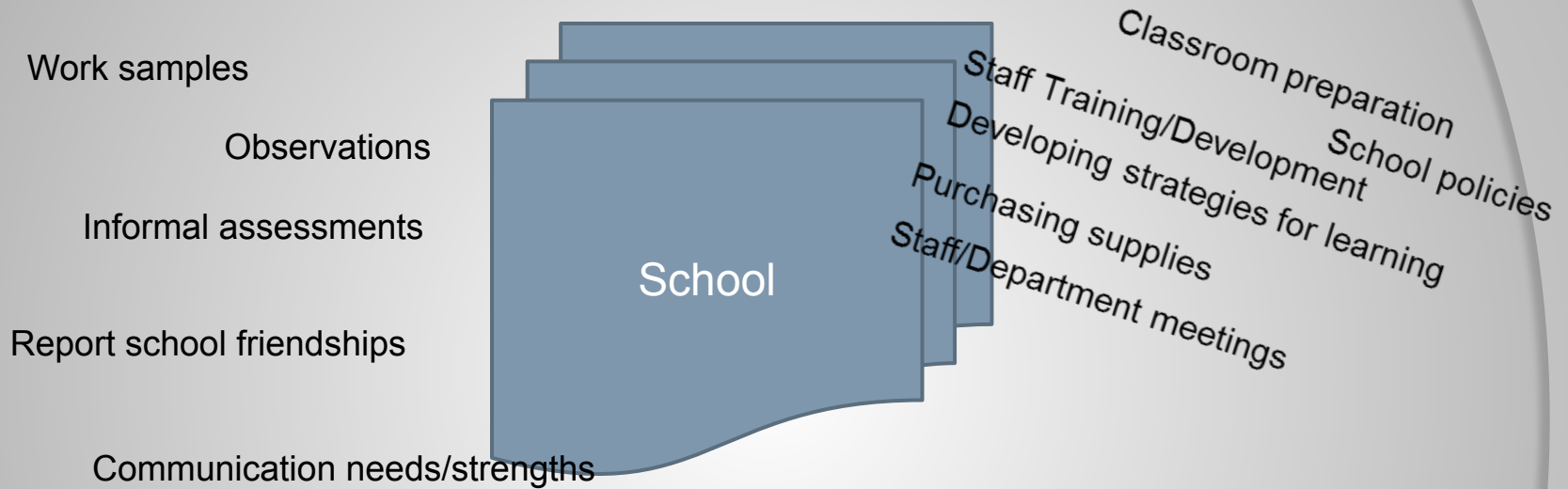


Meaningful Participation



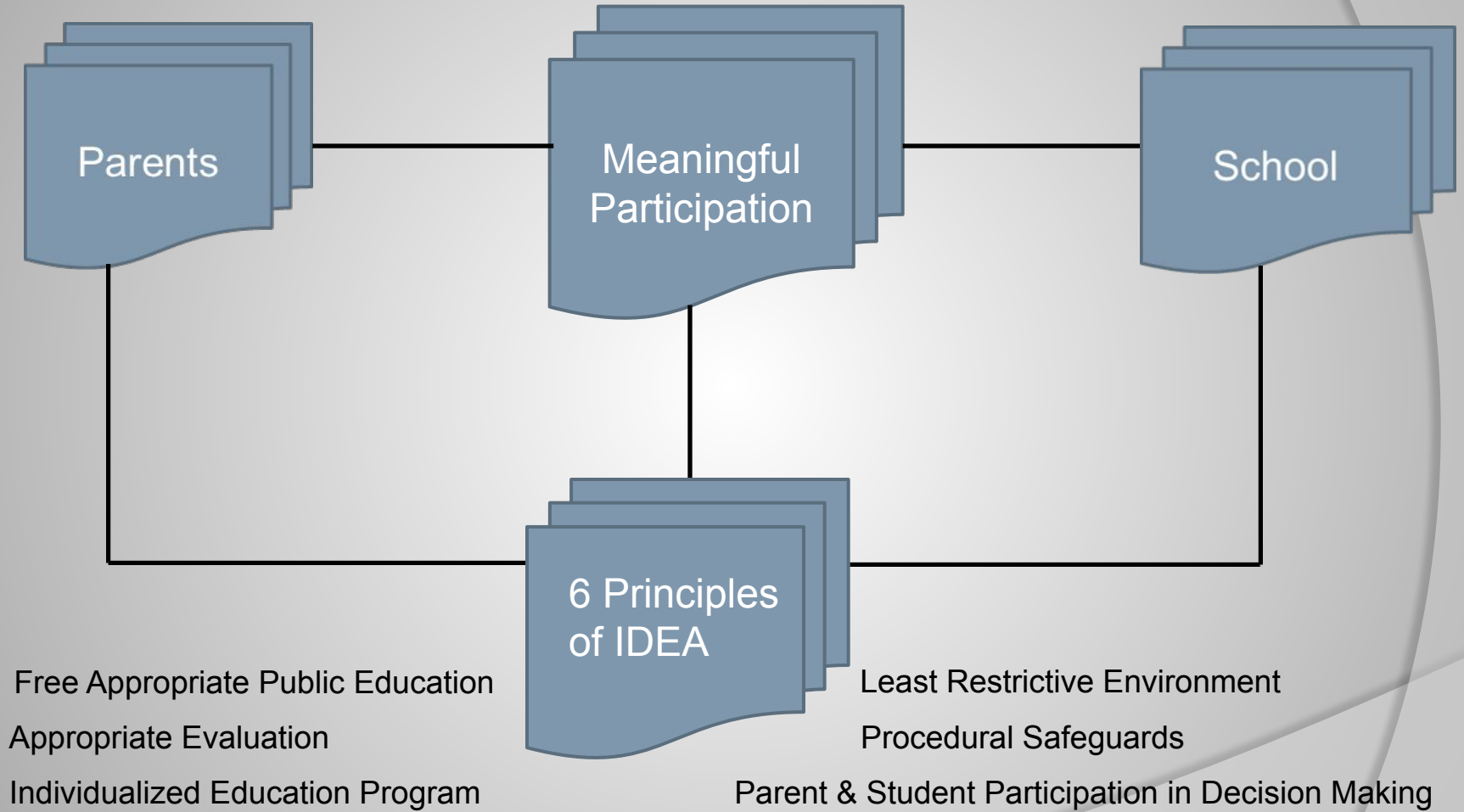
- How can parents become part of the IEP Team Process and meaningfully participate?

Meaningful Participation

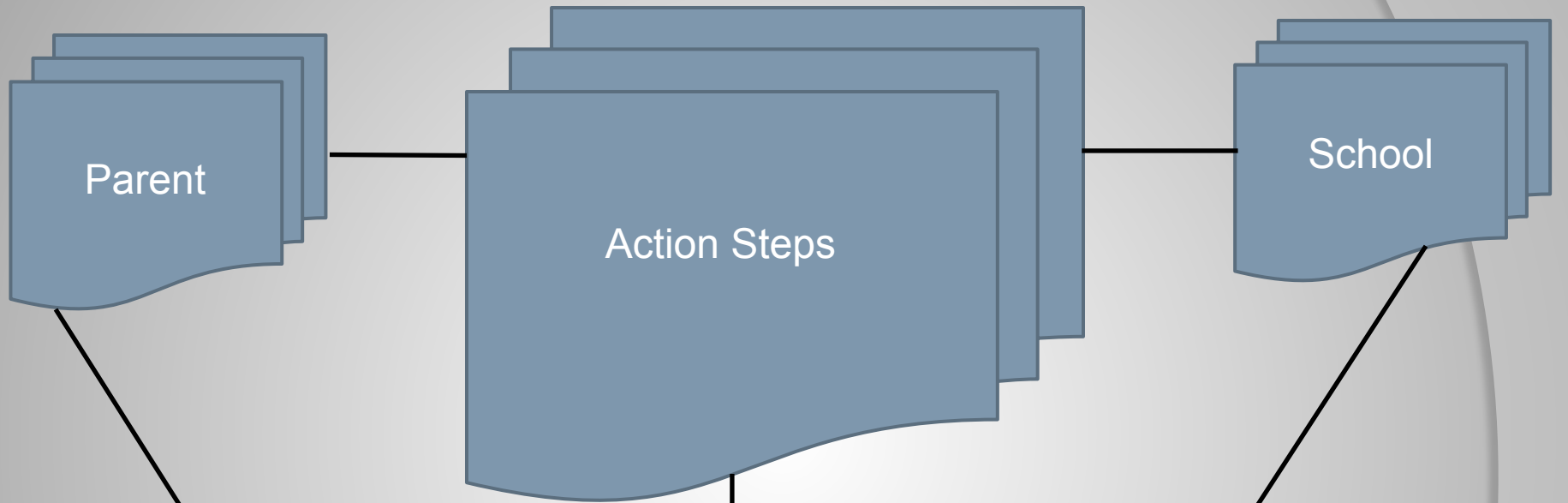


- How does the school meaningfully participate?

Model of Support



Model of Support

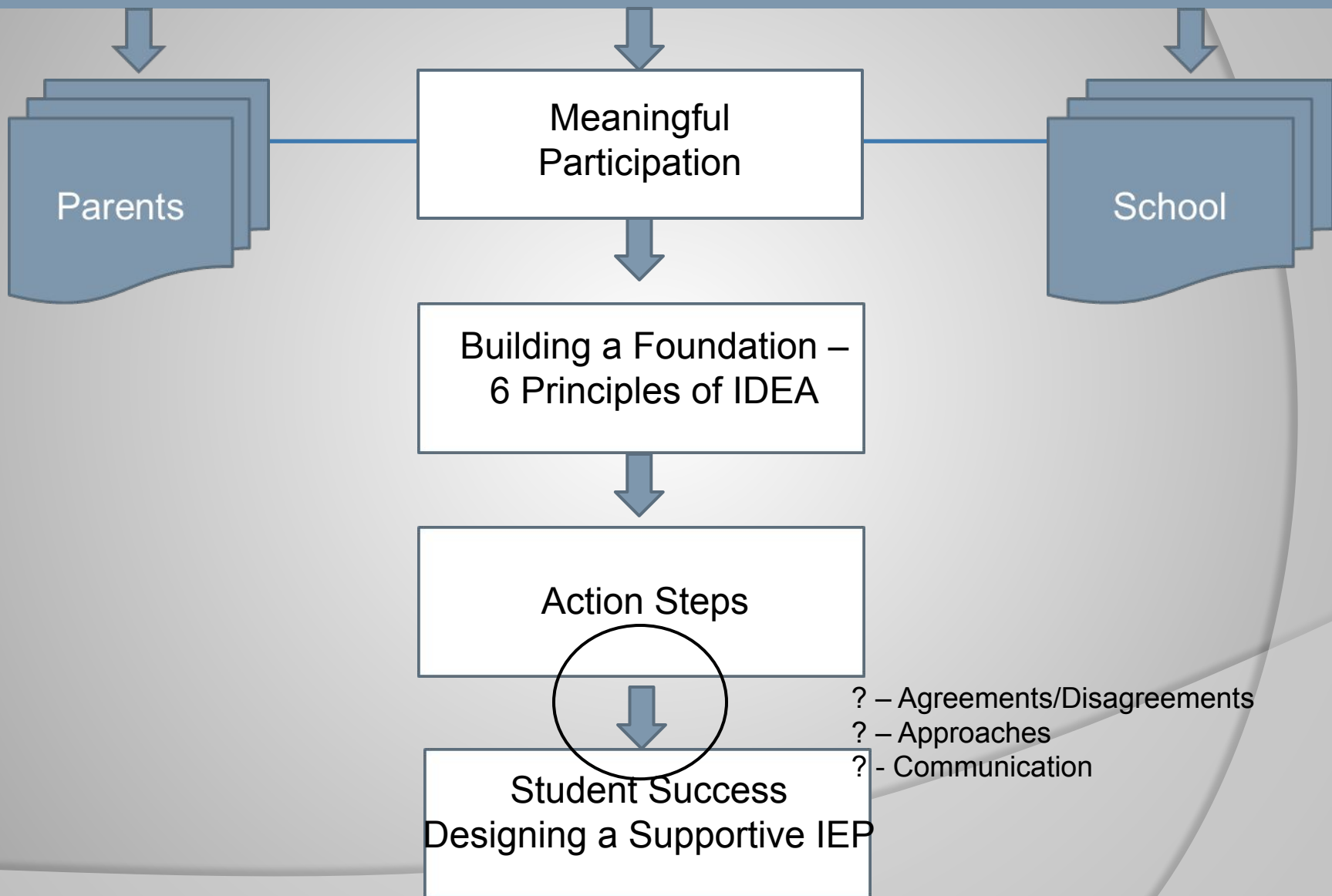


- Disability Awareness
- Building a Relationship/Understanding
- Collaborative
- Advocacy-Agreements/Disagreements

- Disability Awareness
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🕒 Begin to design their own summary of information

Model of Support



Student Success

⦿ Communication

- ✓ Parents to School
- ✓ School to Parent

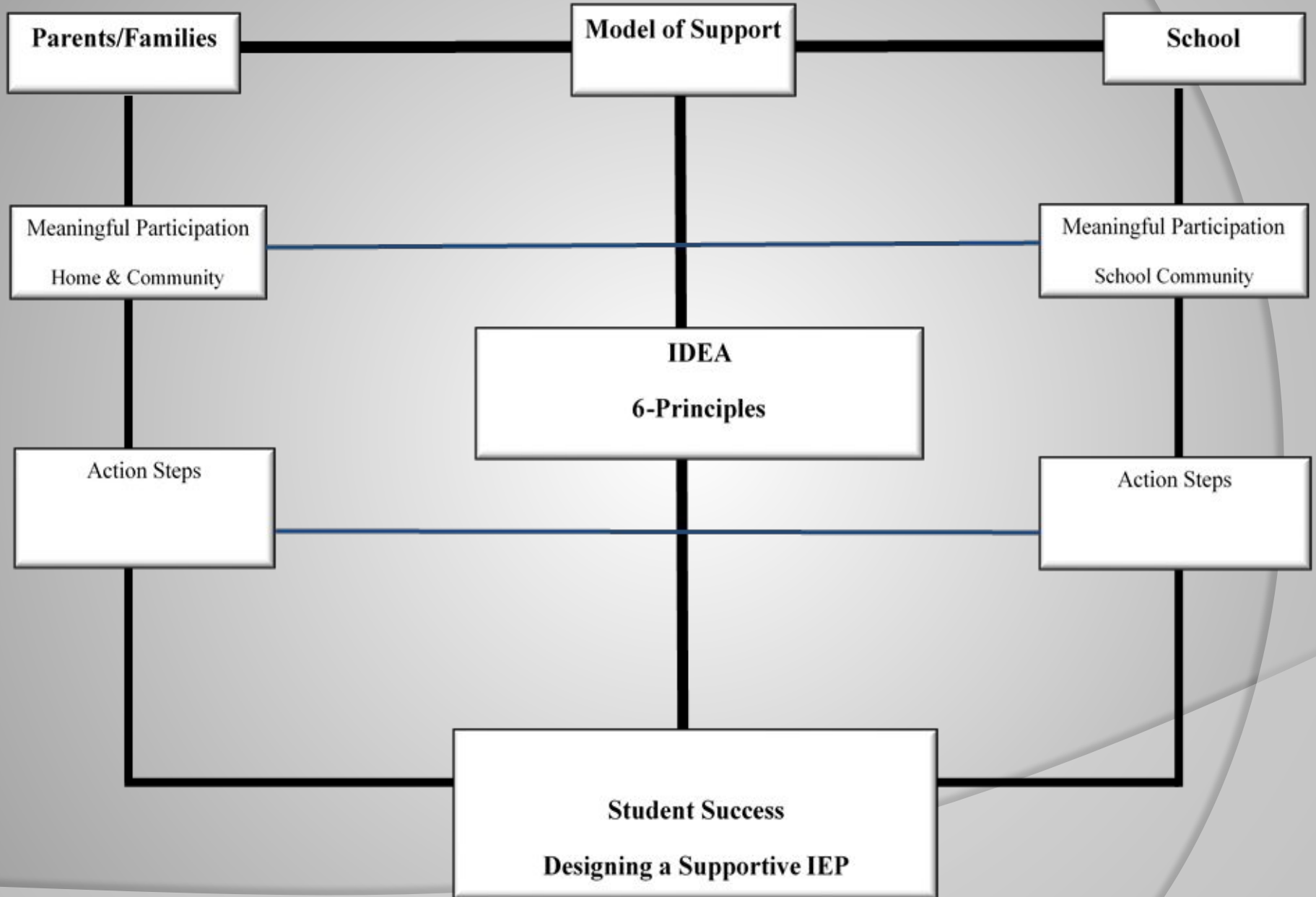
⦿ Progress Monitoring

- ✓ Informal Assessment
- ✓ Progress Report-to Reach Annual Goals
- ✓ Data Collection

⦿ Statewide Assessments

⦿ Social Acceptance

Progressive





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SOMEONE SPECIAL

Part 2

Tips & Tricks

Hear how a SPEDucator builds relationships and builds community in a student-centered manner

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Relationship Building

- ◎ An essential practice with:
 - Students
 - Parents
 - Principal

Students



Parents



Principal



Derek Govin
@derek_govin

When your principal is [@k_m_sanders](#), you get things done! Today we started the sensory room for Ss w/ [#specialneeds](#). Can't wait to ground our Ss w/ tools to support their learning.

[@EwaMakai](#) [@cksupports](#) [@Stajima1Stajima](#)
[@HIDOE808](#) [@Some1Special808](#) [#HI4PublicEd](#)
[#SomeoneSpecial808](#)



4:23 PM · Sep 15, 2021 · Twitter for Android

Edutopia: Sensory Room 101



Power of Community

- Groups within:
 - Professional Learning Network (PLN)
 - Parent Support Groups



Examples of Engagement

- Let's take a look at the following:
 - Teacher introduction
 - Daily communication
 - Data collection
 - Analysis

Teacher Introduction

MR. GOVIN'S NEWSLETTER



2021-2022 School Year

QUARTER 1 UPDATES

6 STUDENTS

Amazing students who are capable, valued, and loved for exactly who they are.



CLASSROOM 1



Intentional design that allows all students to be successful in their learning opportunities and individualized needs

24 COFFEE ORDERS

On October 4, Café F-116 had its soft opening after months of learning skills for each specially designed position within the café



SKILL OF THE MONTH



August: Wiping tables
September: Sweeping
October: Setting the Table

ON THE HORIZON

Intentional design to scale up our coffee cart during quarter two also includes peers in general education who have applied to become peer buddies within our classroom. We are excited to share our space with peers who will serve as role models for our students.

ENJOY FALL BREAK

meet the teacher!

Mr. Govin

the basics!



Hello! My name is Derek Govin and I am 32 years old. I am originally from Virginia but moved to Honolulu in June of 2017. I enjoy traveling, spending time with my fiancée, my family and friends, and spending time with my dogs, Gus & Buster. I will be your child's teacher for the 2021-2022 school year. This will be my 8th year teaching and I am excited to make it a wonderful, authentic, and engaging learning experience for your child.



my childhood!

I grew up in Wytheville, Virginia where I attended public school for all of my grade school. I grew up in the country, spending many hours outdoors fishing, gardening, and picking berries with my grandparents. I quickly found a love for swimming, cooking, playing tennis, and singing.



my education!



In May of 2012, I graduated with a Bachelors of Science in Interdisciplinary Studies from Old Dominion University. In May of 2014, I graduated with a Masters of Science in Special Education K-12. I am currently pursuing my National Board Certification.

my favorites!

Food: Pizza
Animal: Dog
TV Show: Friends
Color: Orange
Drink: Raspberry Lemonade
Season: Summer
Sports: Volleyball
Singer: Jessie J
Hobby: Cooking & hiking
Subject: Math
Store: Local Shops
Dessert: Cheesecake
Flower: Lavender

contact me!

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SPEDucator Project: [Website](#), [Twitter](#)



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Daily Food Log & Report Home

Sample Data Collection ☆ 📄 ☁

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	A	B	C	D	E	F	G	H
1	School Lunch Menu							
2	Date	Main Dish	Sides					
3	September 16	Fish Sandwich	fries	veggie sticks	baked beans	slushie	apple sauce	
4		No attempt	No attempt	No attempt	No attempt	No attempt	No attempt	
5	September 17	Roast pork w/ gravy	rice	broccoli	carrots	juice	oranges	roll
6		No attempt	No attempt	No attempt	No attempt	No attempt	No attempt	No attempt
7	September 18							
8	September 19							
9	September 20	Chicken Tenders	roll	green salad	veggie sticks	applesauce	pineapple	
10		Attempted	Ate a little	No attempt	No attempt	No attempt	Attempted	
11	September 21	Tuna Sandwich	corn chowder	green salad	tomato wedge	edamame	slushie	oranges
12		No attempt	No attempt	No attempt	No attempt	Ate it all	Attempted	
13	September 22	Beef Chili Nachos	broccoli	corn	juice	mixed fruit		
14		Ate a little	Attempted	Ate a lot	Ate it all	Ate it all		
15	September 23	Vegetarian Burger w/ spicy aioli sauce	tater tots	coleslaw	baked beans	mixed fruit	oranges	
16		Ate a little	Ate a little	No attempt	No attempt	Ate it all	Ate it all	
17	September 24	Shoyu Chicken	rice	diced tomato w/ green onion	pineapple	peaches	roll	
18		Ate a lot	Ate it all	Ate it all	Ate a lot	Ate it all	Ate it all	
19	September 25							
20	September 26							
21								
22								

END OF DAY REFLECTION

What I did and learned today



Sample Daily Reflection

Student responsible for completing at the end of every school day.

Question

TODAY'S DATE:

Month, day, year

Question *

TODAY I LEARNED:

Reading



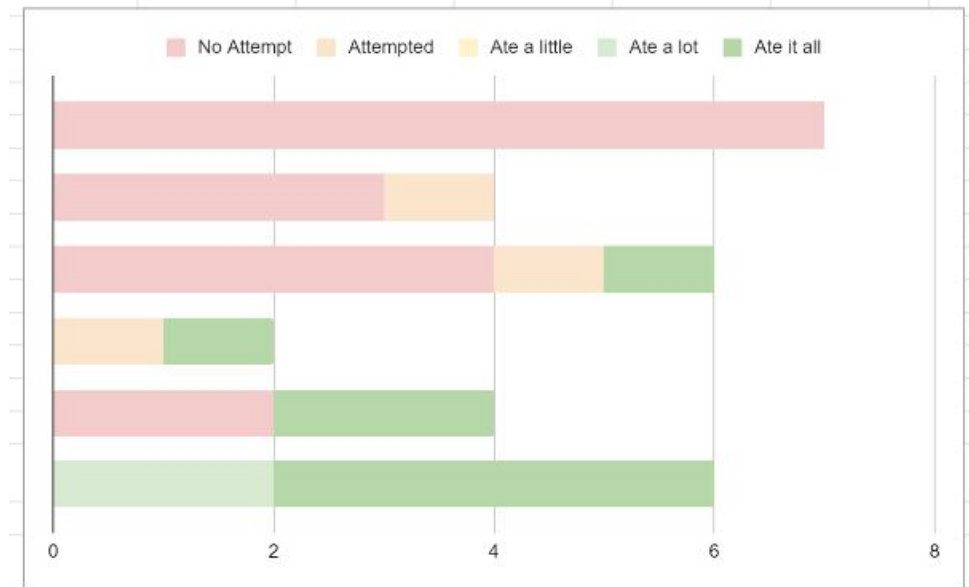
Writing



Timestamp	Date	What I learned today	Today I also did...	Services I had	Today I ate	For lunch I ate	For break I picked	How I felt today	Additional notes to parent:
10/20/2021 13:00:30	10/20/2021	Music, Math/Money, Kitchen / Visual Recipes, School Jobs, Calendar, Weather, Hygiene/Grooming, Coffee Cart, Independent Morning Work	Workout, Computer Activity	None	A Lot	Something Else	Sensory, Sports	Happy	Today, for lunch STUDENT had a Roast pork, rice and juice, she was offered veggies with positive encouragement but refused to eat it. In the morning, she independently took her morning binder and worked on her desk, STUDENT made and delivered coffee drinks. STUDENT also worked on boom learning, computer activity. STUDENT had an awesome day.
10/19/2021 12:58:24	9/19/2021	Reading, Writing, Personal Info, Music, School Jobs, Time, Calendar, Weather, Hygiene/Grooming, Independent Morning Work	Workout	Speech	A Lot	Something Else	Sensory, Sports	Happy	Today, STUDENT had a great day, she was physically active. She joined the morning exercise or stretches, she played frisbee, also catch and throw using crab velcro. She was verbally responding and compliant when being asked and given directions. She made coffee cubes with verbal and partial physical prompts, and for lunch she had ham and rice and ate it all.

Data Collection & Analysis

A	B	C	D	E	F	G	H
School Lunch Menu							
Date	Main Dish	Sides					
September 16	Fish Sandwich	fries	veggie sticks	baked beans	slushie	apple sauce	
	No attempt	No attempt	No attempt	No attempt	No attempt	No attempt	
September 17	Derek Govin 4:47 PM Oct 4		li	carrots	juice	oranges	roll
September 18			empt	No attempt	No attempt	No attempt	No attempt
September 19	Phone call made to parent, new strategy implemented using preferred food reward using token economy.						
September 20		salad	veggie sticks	applesauce	pineapple		
		empt	No attempt	No attempt	Attempted		
September 21	Tuna Sandwich	corn chowder	green salad	tomato wedge	edamame	slushie	oranges
	No attempt	No attempt	No attempt	No attempt	Ate it all	Attempted	
September 22	Beef Chili Nachos	broccoli	corn	juice	mixed fruit		
	Ate a little	Attempted	Ate a lot	Ate it all	Ate it all		
September 23	Vegetarian Burger w/ spicy aioli sauce	tater tots	coleslaw	baked beans	mixed fruit	oranges	
	Ate a little	Ate a little	No attempt	No attempt	Ate it all	Ate it all	
September 24	Shoyu Chicken	rice	diced tomato w/ green onion	pineapple	peaches	roll	
	Ate a lot	Ate it all	Ate it all	Ate a lot	Ate it all	Ate it all	
September 25							
September 26							



Resources

- Leadership in Disabilities & Achievement of Hawai`i
OSEP Grant Performance Report
2018-2019 & 2019-2020

Cadre- IDEA Dispute Resolution Data
<http://www.cadeworks.org>

Hawai`i Department of Education