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# Ch. 9 – “Planning for Total School Success”

Williams, Carl B. (2009). *No limits: A practical guide for teaching deaf and hard of hearing students.*  
Butte Publications, Hillsboro OR

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- Early Intervention (EI)
    - Individualized Family Service Plan (IFSP)
      - Focus on the family, vs. the child
      - Key components
        - Child's current level of cognitive, physical, **communication**, social, adaptive development
        - Family resources, priorities, and concerns
        - Major outcomes for family and child
        - EI services to be provided, by who, when, and how
        - “Natural environments” in which the services will be provided
        - Family Coordinator
        - Transition plan, i.e., from home to center/school based support

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- Individualize Education Programs/Plans (IEPs)
    - All about the I.E.P.
      - The Short-and-Sweet IEP Overview: Find out fast what an IEP is, who writes it, and what it contains.
      - The IEP Team: A child's IEP is developed by a team of individuals that includes key school staff and the child's parents. Find out who's required by law to serve on the team and what they might contribute to developing the IEP.
      - Contents of the IEP: A child's IEP, by law, must contain specific information, including the special education and related services that he or she will receive. But there's so much more in an IEP! Find out in detail.
      - When the IEP Team Meets: What goes on at an IEP team meeting? What does IDEA require? What types of considerations, discussions, and decisions must be made by the IEP team? Find out here.
    - Hands & Voices: the Pop-up IEP
    - National Dissemination Center for Children with Disabilities.
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- U.S. Department of Education:
    - [Individualized Education Program \(IEP\) - Changes in Initial Evaluation and Reevaluation Video Clip \[IDEA 2004 Reauthorization\]](#)
  - ⑩ Unique feature of the IEP in relation to students who are d/hh
    - ⑩ p. 193 – “The communication needs of the child, and in this case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communication with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.”

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## ■ Key IEP Components

### □ A. Present Levels of Achievement

#### ■ Two components

- 1. explanation of how child's disability impacts upon their involvement and progress within the general education curriculum
  - = will yield information concerning the types of accommodations and services that the child may need
- 2. how the student is currently functioning in relation to:
  - Communication
  - Academic skills
  - Motor skills
  - Perceptual skills
  - Social skills

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- Key IEP Components (cont.)
    - B. Measurable Annual Goals
      - Focus upon student's most critical needs
      - Must be measurable
    - C. Assessment Measures
    - D. Special Education & Related Services
    - E. Extent of involvement in General Education
    - F. Dates for onset of services, frequency, and duration

# ■ Behavioral Objectives:

- How to write behavioral objectives:
  - [How to Write Learning Objectives](#)
  - [Information About Behavioral Objectives and How to Write Them](#)
- Key elements
  - Behavior
    - ...what the students will do to – MUST be observable, e.g., “raise their hand” “
  - Condition
    - ...in what situation the students will work, e.g., during math instruction
  - Criteria
    - ...the level of performance, e.g., “two out of three times” “with 80% accuracy”

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## ■ IEP Components (cont.)

### □ Program Modifications (p. 198)

#### ■ Most common areas:

- Instructional methods & Materials
- Classroom assignments & assessments
- Learning environment
- Time demands & scheduling
- Program and course requirements

### □ Student Participation in the IEP Process (p. 200)

- = students taking more responsibility for their own learning and future
- Prep for students
  - Understanding IEP process, forms and goals
  - Their rights and responsibilities