

How Would You Teach It?

“Make Special Education Decisions Based on
the Student’s Needs and Educational Priorities”

Training Ideas Generated by Participants at the May 31st Workshop:
“Guidelines for Making Decisions About IEP Services”
Randolph, VT

- * The term “materials” listed below refers to the booklet, **Guidelines for Making Decisions About IEP Services**, and corresponding materials (e.g., PowerPoint slides, video).
- 1. Use materials as the basis for a discussion among teachers and administrators about adapting the regular education curriculum.
- 2. Engage teachers in a “brainstorming” activity to generate a variety of ways that regular education activities and content can be adapted. Form small groups and have a teacher in each group briefly present a scenario where a classroom activity needs to be adapted to include a student with a disability. Describe the student’s needs and the classroom activity. Using note cards or post-it notes have people start with individual/silent generation of ideas. Then share ideas in a small group using a round-robin format (no discussion or judgment). Once all individual ideas are shared, take time to clarify, combine, condense, etc. Then share scenarios and ideas with the large group. Discuss resources in the school.
- 3. Use materials (e.g., PowerPoint slides) at faculty meetings to inform staff.
- 4. Present the video at school board meeting.
- 5. Offer mini-course using the materials as part of staff development plan to improve IEP services decision-making. Provide participants with materials at least one month in advance of training. Provide a follow-up session so that people can implement the ideas and have an opportunity to come back and ask questions.
- 6. Create “case studies” based on examples of students with different types of disabilities and needs. Generate profiles of the student and his or her special education needs.
- 7. Invite parents to a short (e.g., 2 hr.) training on IEP services decision-making. Use a variety of the materials.
- 8. Use materials to provide orientation to new faculty members.
- 9. Have IEP teams review materials and reach consensus on ground rules for making IEP decisions.

10. Incorporate materials into professional growth plans for school faculty.
11. Form school-based "Discussion" groups to review selected sections of the materials for ongoing discussions.
12. Incorporate information from the materials in the school's Action Plan.
13. Have teams practice using the checklists (e.g., Related Services Checklist) included in the materials. Consider submitting them with IEPs that are recommending related services.
14. Use materials to engage in role-playing to be observed and then discussed. How would you handle certain situations? What ideas can be offered by observers?