



STRATEGIC CALIBRATION
TRAINING SYSTEMS

MASSACHUSETTS IEP TRAINING COURSE OVERVIEW



IEP TRAINING OVERVIEW

Collaborative

The SCTS IEP Training Program is a collaborative online training tool designed by content experts in the field of Special Education in Massachusetts. This training module offers a multitude of opportunities for educators, school districts, and students alike. Equipping educators with essential knowledge to effectively address the diverse needs of students with disabilities in the current climate is at the forefront of this work and the basis for the Massachusetts IEP Improvement Project.

Through comprehensive training in Special Education, IEP development, and evidence-based instructional strategies, educators will become better equipped to promote inclusive learning environments and foster success for all students.

We're Proud to Work with the Best!



Integrated Notepad

This training includes a private notepad for you to house all of your notes while taking this course. Create and edit as many notes as you need – then refer back to your notes at any time.

Integrated Multi-Media

This training includes video + audio throughout the course lessons – click play, then read along.

External Resources

The Guide includes Hyperlinks to Learning Activities, DESE/IDEA References, and Exemplars in addition to Notes, Graphic Organizers and many tools for educators.

TRAINING OPTIONS & TEAM LEADER FEATURES

Specialized Training for Specific Cohorts

The SCTS New IEP Training Program provides several versions of IEP training, including: a robust course for IEP creators, a course designed for district/school leadership, and a course for parents.

IEP Training for IEP Creators (2 Versions)

This training is the most robust course and teaches educators the full scope of the IEP process, including activities, examples, resources, checks for understanding, and certification of completion.

IEP Training for Leadership

This is a very efficient, time-sensitive training module designed for district leaders and/or school leadership, which includes general overview curriculum with questions for thought and no quiz requirements.

IEP Training for Parents

This training course offers parents the information they need to be understand the IEP process, while providing them with information to be an active participant in the IEP process.

Team Leader Features

The SCTS New IEP Training platform allows team leaders or supervisors to have visibility into the progress of their team members.

Through the team leader section of the SCTS dashboard, team leaders can monitor progress to ensure team members are on track and making progress in their training course - allowing team leaders to check in on educators who may need help in certian area.

Our platform is also perfect for team training and workshop environments, giving team leaders the option to train team members in group.

NEXT →

Training Course Outline

The New IEP Transition: Course Sections

Course designed for educators who have experience with the 2001 guidelines and are transitioning to The New IEP guidelines.

- Introduction to The New IEP
- Getting Started with The New IEP
- Developing the IEP
- IEP 1
- IEP 2
- IEP 3
- PLAAFP
- Where's the Data?
- IEP 4
- IEP 5
- IEP 6
- IEP 7
- IEP 8
- Course Completion
- IEP Implementation Resources

*Courses also available for new educators (no references to 2001), leadership, and parents

Introduction to The New IEP

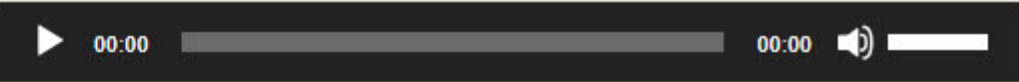
Section Overview

- Introduction: About Our IEP Training Course
- Introduction: Overview of the New IEP Requirements
- Introduction: Why These Changes Are Being Implemented?
- Meet Grady, Our AI Developed Student
- Introduction: What's Changing? IEP 2001 vs 2023
- Introduction: IEP Sections 1-8
- Introduction: IEP Crosswalk
- Introduction: Responsive Teams
- Introduction: IEP Improvement Timeline
- Check for Understanding: Introduction to The New IEP

IEP Crosswalk

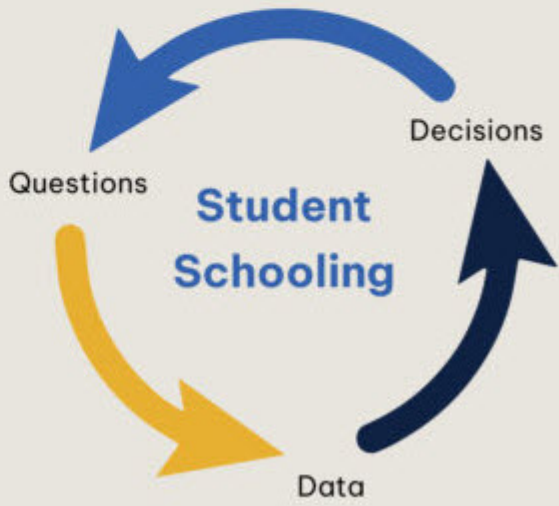
IEP Sections	2001	2023
IEP 1	Parent & / or Student Concerns	Student & Parent Concerns
IEP 2	Vision Statement	Student Vision & Team Response
IEP 3	Key Eval Results PLEP A & B	Student Profile Present Level of Academic & Functional Performance
IEP 4	Transition Planning Form and Additional Information	Postsecondary Transition Planning
IEP 5	PLEP A and B State / District-wide Assessment	Accommodations / Modifications State or District Wide Assessment
IEP 6	Goal pages Non Participation Justification	Measurable Annual Goals Participation in the General Education Setting
IEP 7	Service Delivery Grid Transportation and Schedule Modification	Service Delivery Grid Transportation & Schedule Modification ESY Service Delivery Grid & ESY Transportation
IEP 8	Additional Information / Parent Response	Additional Information & Response Section

Responsive Teams



At the center of IEP development is the Team Process. IDEA Sections 300.320 – 300.324 focus on the Team Process and the practice of writing student centered IEPs. Engagement in a truly collaborative process with all stakeholders is critical to this work. Responsive Teams are Strong Teams, and when a Team of multidisciplinary experts with knowledge of the needs of a learner can work collaboratively on behalf of a student, IEPs are stronger, IEPs are data data driven, goals are measurable, and throughlines are visible in the document leading to better student outcomes. When Teams prioritize collaboration and engage in a dynamic process where all voices are present, strong IEPs write themselves

The Goal of the New IEP Process is Collaboration. Every IEP Team is made up of Multidisciplinary Experts with knowledge about the Educational Needs of the Student. Responsive Team are Collaborative, Recognize All Stakeholders, and Engage in Shared Responsibility for providing a High Quality Education to every Learner.



Getting Started with The New IEP

Section Overview

- Getting Started: Recalibration
- Getting Started: Meeting Structure and Purpose
- Getting Started: Start with an Agenda
- Getting Started: The IEP Team
- Getting Started: IEP Team Members
- Getting Started: Questions for Discussion
- Check for Understanding: Getting Started with IEP

Developing the IEP

Section Overview

- Developing the IEP: Introduction
- Developing the IEP: The New IEP Theme
- The New IEP Theme: Claims
- The New IEP Theme: Supporting Claims with Data: 10 Data Sources
- The New IEP Theme: Strengths
- The New IEP Theme: Creating Strength Based IEPs
- The New IEP Theme: Needs
- The New IEP Theme: 4 Key Components to Understanding Student Needs
- The New IEP Theme: Summary
- Check for Understanding: Developing the IEP

The formatting of the New IEP has a very clear theme:

Claims → Strengths → Needs

IEP 1

Section Overview

- IEP 1: Introduction
- IEP 1: Grady's Student & Parent Concerns
- IEP 1: Student & Parent Concerns
- IEP 1: Preparing for the New IEP: New Student and Parent Concern Section of the IEP
- The New IEP Checklist: Student & Parent Concerns
- Activity: Grady's IEP Student & Parent Concerns
- Check for Understanding: IEP 1

IEP 2

Section Overview

- IEP 2: Student & Team Vision
- IEP 2: Grady's Student & Team Vision
- Preparing for The New IEP: New Vision Section of the IEP
- The New IEP Checklist: Student Vision
- Activity: Grady's IEP Worksheet: IEP 2: Student & Team Vision
- Check for Understanding: IEP 2

IEP 3

Section Overview

- IEP 3: Introducing the Student Profile
- IEP 3: The Student Profile: Overview
- IEP 3: Identification of Disability Category
- IEP 3: Special Factors
- IEP 3: Special Factors – English Language Learners and Assistive Technology
- IEP 3: Special Factors: AAC Questions and Autism-specific Questions
- IEP 3: Additional Special Factors
- IEP Checklist: Student Profile
- Check for Understanding: IEP 3

PLAAFP

Section Overview

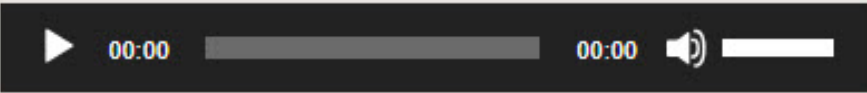
- PLAAFP: Overview
- PLAAFP: Student Strengths & Needs
- Preparing for The New IEP: The New PLAAFP
- PLEP: 2001 Review
- PLAAFP: Academics
- PLAAFP: Academics Example
- PLAAFP: Behavioral / Social / Emotional
- PLAAFP: Behavioral/Social/Emotional Example
- PLAAFP: Communication
- PLAAFP: Communication Example
- PLAAFP: Additional Areas
- PLAAFP: Additional Areas Example
- PLAAFP: Student Profile Summary
- Grady's Student Profile & PLAAFPs
- The New IEP Checklist: PLAAFP
- Activity: Grady's IEP Student Profile & Present Levels
- Check for Understanding: PLAAFP

Present Level of Academic & Functional Performance

PLAAFP: Academics

2023 FORM

From the 2023 form, describe the student’s present levels of academic achievement and functional performance in the relevant areas listed below. Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.



Academics	Strengths, interest areas, and preferences	Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities
Briefly describe current performance.		
Check all that apply:		
<ul style="list-style-type: none">English Language ArtsHistory and Social SciencesMathScience, Technology, and Engineering		

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

☐ Yes ☐ No

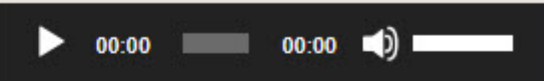
If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications ☐ Services Delivery Grid
☐ Goals/Objectives ☐ Additional Information

Example PLAAFP: Academics Example

2023 FORM

Describe the student’s present levels of academic achievement and functional performance in the relevant areas listed below. Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.



In this example, we explore the a sample from a profile of student ‘Clara’.

Academics	Strengths, interest areas, and preferences	Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities
Briefly describe current performance.		
Check all that apply:		
<ul style="list-style-type: none">English Language ArtsHistory and Social SciencesMathScience, Technology, and Engineering		
Clara’s Example Data:	Clara’s Example Data:	Clara’s Example Data:
<ul style="list-style-type: none">Attendance: present 35 / 44 daysGrades: below 70 in all academic classesCognitive profile (WISC-V): Verbal comprehension and visual / spatial reasoning similar to age peers; fluid reasoning, working memory and processing speed more than 1 standard deviation below peers.Academic Skills (WIAT-IV): Reading, math and writing below 4th percentile in all subtests and composite scores.BASC-3 Executive Functioning Index: Behavioral, attentional, emotional control, problem solving and overall executive functioning are elevated.	<ul style="list-style-type: none">Family relationships and supportResponsible for learned tasks at homeHomework completionEager to do well in schoolWilling to re-do assignmentsCalm and confident presentation at school	<ul style="list-style-type: none">Reading: vocabulary, decoding / encoding, and reading comprehension skills are far below those of age peers.Math skills and critical thinking skills including the ability to select the appropriate operation to use to solve problems are far below those of age peers.Writing skills are proficient at the sentence level, well below those of age peers.Organization / Executive functioning skills are impacted when tracking and communicating about assignments and responsibilities between home and school.

Where's The Data?

Section Overview

- Where's the Data: Team Discussion
- Where's The Data Activity: Tier II & III Assessments
- Where's The Data: Common Tier 2 & 3 Elementary ELA Assessments
- Check for Understanding: Where's The Data?

IEP 4

Section Overview

- IEP 4: Transition Planning Overview
- IEP 4: Postsecondary Transition Planning Form
- IEP 4: Progress Toward Graduation / Program Completion
- IEP 4: Community and Interagency Connections / Transfer of Rights to Student
- IEP 4: Decision-making Options for Students / 688 Referral
- IEP 4: Transition Planning Summary
- IEP4: Transition Planning Videos
- IEP 4: Transition Planning Resources & Assessments
- The New IEP Checklist: Transition Planning
- Activity: Transition Planning Guide
- A Word From Grady on Transition Planning
- Activity: Course of Study Worksheet
- Check for Understanding: IEP 4

IEP 5

Section Overview

- IEP 5: 2001 Accommodations Review
- IEP 5: Accommodations
- IEP 5: Modifications
- IEP 5: State or District-wide Assessment / Alternative Assessment
- Preparing for The New IEP: New Accommodations, Modifications, & State Assessment
- IEP 5: Grady's Accommodations and Modifications
- Activity: Accommodations vs Modifications
- The New IEP Checklist: Accommodations & Modifications
- Activity: Grady's IEP Accommodations & Modifications
- Check for Understanding: IEP 5

Modifications

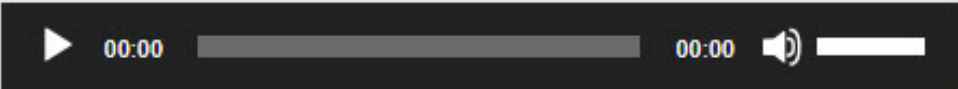
2023 FORM MODIFICATIONS

Modifications in a student IEP refer to a change in the learning materials presented to a student. Teams list the modifications to the student’s programming that are needed for the Student to meet their goals, make progress, and participate in activities alongside students with and without disabilities. Like accommodations, not every box will be completed here as Teams consider the individual needs of the learner.

Three categories are considered for modifications:

- Content
- Instruction
- Student output

Modifications: List the modifications, if any, that are needed to the student’s program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.			
	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			



Annotated Example

This annotated example provides sample modifications for the classroom, during unstructured times, in extracurricular activities and the community. Content modifications include changes to curriculum, schedule changes, field trip criteria, and the inclusion of a job coach in the community. Instructional modifications include changes to classroom expectation, peer models, and the work of a coach or aide to support the student through new events. Lastly, Student output refers to modification in the work volume completed, and conditions for participation.



	CONTENT	INSTRUCTION	STUDENT OUTPUT
Classroom modifications	Gradually increase number of spelling words to scaffold up to grade level spelling lists by end of IEP period Focus on essential questions and power standards at grade level	Pictures to match words in English and Haitian-Creole to meet language learning needs	No more than 10 minutes on homework assignments Grade student based on completed work only
Nonacademic settings (lunch, recess, etc.)	Modification of attendance policy excusing absences due to migraines	1-3 peers are identified as peer buddies at recess.	
Extracurricular activities	Student participates in field trips when team agrees that sensory needs can be met on site. Student is excused from field trips when team agrees sensory needs can't be met on site.	Coach and aid partner to support the student to learn new events for track team or during periods of dysregulation.	Student participates in track team when regulated. Excused from events and practices without penalty if dysregulation occurs.
Community/workplace	Job coach for community work-based learning, fading once tasks are mastered per supervisor		

2023 FORM ACCOMMODATIONS

We begin this section of the IEP by considering student accommodations. Accommodations refer to how a student accesses learning materials. Accommodations are provided with the goal of supporting a student’s access to the general curriculum. Accommodations are different than modifications. Modifications refer to a change in the learning materials themselves.



In this section of the IEP, Teams will list all of the accommodations a student will need to access the general education curriculum and make effective academic and functional progress. For accommodations In IEP 2023, we consider the following categories in varied settings (classroom, unstructured time, extracurricular, community):

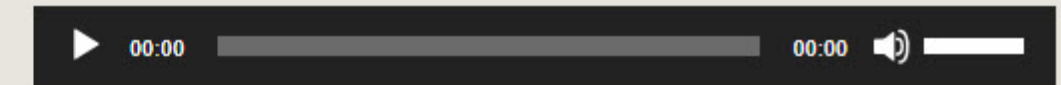
- Presentation of Instruction
- Response
- Timing/Scheduling
- Setting/Environment

As Teams make decisions on accommodations, they will find that some of these categories may not always apply to every circumstance. This is all part of the Team decision making process.

Sample Form

ACCOMMODATIONS AND MODIFICATIONS				
Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.				
	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Annotated Example



In the second half of this slide, you are provided with an annotated example that breaks down each category for consideration when thinking about accommodations.

	Teacher	Student	Teacher	Room/Space
	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations	Bathroom log	Use graphic organizer for prewriting Student-generated reference sheet (e.g. multiplication chart) Use Chromebook with speech-to-text Reduced number of problems ito allow student to demonstrate grade level skills	Advance warnings of daily routine changes Redirect student to task Provide wait time: up to 1 minute when expecting verbal response to question	Agenda on the board with pictures / icons Directions (step by step) posted Models and reference sheets for letters posted Clean space–notice contact with peanuts to maintain wellness
Nonacademic settings (lunch, recess, etc.)		Student chooses lunch table Student can invite specific peers to join him at lunch Student requests space during lunch to avoid sounds and smells that are triggering		Flexible seating–seating near driver of bus Field trip access not contingent on behavior Quiet space for lunch Access to sensory room
Extracurricular activities		Student participates on track team with an identified peer or adult guide		LPN present at afterschool dances Monitor during Wednesday after-school hour
Community/workplace	Job coach during co-op or work-based learning to teach new skills fading as skills are mastered			

IEP 6

Section Overview

- IEP 6: Goals Overview
- IEP 6: 2001 Review – Current Performance Levels / Measurable Annual Goals
- IEP 6: Measurable Annual Goals
- IEP 6: Goal Writing in the New IEP Format
- IEP 6: Standard IEP Goal Formula
- IEP 6 Sample Goals: Reading (Decoding and Encoding)
- IEP 6 Sample Goals: Self Advocacy
- IEP 6 Sample Goals: Math
- IEP 6 Sample Goals: Written Expression
- Preparing for IEP 6: Goal Writing
- Activity: Grady's Measurable Annual Goals
- Activity: Grady's IEP Goals
- The New IEP Checklist: Measurable Annual Goals
- Check for Understanding: IEP 6

Writing IEP Goals

“Standard” IEP Goal Formula

Condition + Task + Rate + Defined Duration of Time

Given _(condition)_, Student will complete_ (task)_ at _(rate)_ for _(defined duration of time)_

Goal Writing in the NEW IEP Format

Annual Goal/Target	Baseline	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of the year in which the IEP is in effect?	What skill(s) does the student currently have?	Measure to determine if How progress will be goal has been achieved. ___ % Accuracy _/_ # of attempts Other (specify) ____	How progress will be measured. __Data Charts __Assessments __Observation Log __Other(specify)	When progress will be measured. __Daily __Weekly __Quarterly __Semester __Other(specify)	Who will monitor progress?

Annual Goal/Target <ul style="list-style-type: none">Measurable Annual Goal	Method <ul style="list-style-type: none">Data Collection
Baseline <ul style="list-style-type: none">Current Performance	Schedule <ul style="list-style-type: none">Timeline
Criteria <ul style="list-style-type: none">Demonstration of Progress	Person(s) Responsible <ul style="list-style-type: none">Who is responsible for assessing/collecting data (can be special ed teacher, gen ed teacher, student, parent, paraprofessional)
Benchmarks/Objectives: Action Steps toward meeting the Goal	

Goal Number 2: Goal Area: Self Advocacy				
Baseline (What can the student currently do?): Student has a demonstrated weakness in working memory and processing speed as noted on in WISC-V. Student leaves the classroom during ELA, Math, Science and Social Studies at least 2 times every week during whole class discussions per the classroom log. Student completes homework on her own, often missing key directions or ideas and rushing to finish. When called on by the teacher to share her work or participate in discussions, Student’s responses are disconnected, and she often becomes frustrated. When her parents offer to help at home, she leaves the room and refuses to continue her homework, sometimes crying. This happens about 3 times every week per parent report.				
Annual Goal/Target	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP’s timeframe?	What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	Who will monitor progress?
Target: Given classroom instruction, Student will use a verbal or non-verbal cue to request additional “wait” time to process information as outlined in the following components of this goal, resulting in an increase of assignments independently completed by 10% per marking period. <i>GRADE 4 SLT: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</i>	Student will independently record a tally every time she asks for wait time at school using a piece of tape on her desk with the date on it. Student will independently record a tally every time she accepts help at home with her homework using a piece of tape with the date on it. A classroom sign out log will be maintained documenting each time Student leaves class. Demonstration of Progress: 1. Increase in tallies at school. 2. Increase in tallies from home. 3. Decreased time out of the classroom. 4. Increased work completion scores	Student is provided a minimum of 3 natural opportunities each class period to ask for wait time on a task: <ul style="list-style-type: none">LaunchExploreSummary On a Shared Google Doc: 1. Student/teacher will document her daily tally record at school. 2. Student/parent will document her daily tally record at home. 3. A weekly total will be generated noting Student’s weekly performance and progress at School & Home 4. Time out of class will be documented weekly. 5. Work completion scores will be documented weekly.	1. Student/teacher will document a daily tally record for each instructional Period. 2. Student/parent will document a daily tally record at home for each homework session. 3. Performance/progress at School & Home will be documented weekly. 4. Time out of the classroom will be documented weekly. 5. Work completion scores will be documented weekly. A quarterly progress report will be sent home including the above data.	<ul style="list-style-type: none">Student will record Tally Marks on a piece of tape in class and at home.Student/Teacher will record her tally record as outlined in the shared Google Doc.Student/Parent will document her daily tally record at home as outlined using the shared Google Doc. Student’s SpecialStudent’s Special Education Teacher(s) will generate her weekly Total from the shared Google Doc and check in with student weekly to review progress.

IEP 7

Section Overview

- IEP 7: 2001 Review: Service Delivery
- IEP 7: Overview
- IEP 7; 2001 Review: Non-participation Justification
- IEP 7: Participation in the General Education Setting
- IEP 7: Service Delivery
- IEP 7: Transportation Services
- IEP 7: Schedule Modification
- IEP 7: Service Delivery for Extended School Year Services
- Preparing for The New IEP: LRE and Service Delivery
- Grady's LRE and Service Delivery
- Activity: Grady's IEP Service Delivery
- The New IEP Checklist: Service Delivery
- Check for Understanding: IEP 7

IEP 8

Section Overview

- IEP 8: Additional Information
- IEP 8: Response Section
- IEP 8: Technical Guide for Additional Information
- IEP 8: Grady's Additional Information
- Activity: Grady's IEP Additional Information
- Grady's IEP Response Section & Placement Consent
- Check for Understanding: IEP 8

Course Completion

Section Overview

- Grady's IEP Review
- IEP Course Completion Exam
- Feedback & Discussion
- Download Certificate

IEP Implementation Resources

*Our resources section is packed with resources, links, and downloads to help guide your IEP process.

Section Overview

- Key Regulations
- New IEP Assurances Checklist
- IEP Meeting Videos
- IEP Resource Guide: Sources and Citations
- Downloads: IEP Training Course – **packed with 50+ PDF Downloads**
- Downloads: Tier II / Tier III Assessments – **packed with 25+ PDF Downloads**
- Recommended Reading
- Culturally Responsive Teaching and IEP Meeting Resources
- IEP Goal Calibration Table
- Resources by State
- Leadership / Management Resources & Downloads
- Meetings Resources & Downloads
- Teams Resources & Downloads
- Communication Resources & Downloads
- Goal Setting Resources & Downloads



STRATEGIC CALIBRATION
TRAINING SYSTEMS



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