

Step Six: Putting the IEP Into Action!

Our family may:

- ❖ Ask questions and be open to new ideas;
- ❖ Help staff at the new program understand our child;
- ❖ Communicate with staff about helping our child be successful in the new program;
- ❖ Help our child feel excited and confident about this transition.

Special education staff will:

- ❖ Welcome our child and family;
- ❖ Ask questions and be open to new ideas;
- ❖ Arrange for the IEP to be carried out;
- ❖ Consider our family's needs in making decisions;
- ❖ Communicate with our family and staff from Early ACCESS.

Summary:

- ❖ As with any new Individualized Education Program (IEP), questions may arise, and decisions will need to be made.
- ❖ It's important for us and other members of our IEP team to discuss programming and any questions that arise, to share information, and to make decisions that are in the best interest of our child.

What topics might we consider?

- Health records, including immunizations
- Medications
- Toileting
- Special diet
- Transportations
- Staff orientation or training
- Special equipment
- Registration forms

Other topics may include planning:

- for our child's first days in a new program and finding ways to make those transitional days successful;
- a trial visit to the new classroom or a tour of the bus.

The key to assuring a smooth transition from an IFSP to an IEP is good communication among all who know and care for our child. As we talk together, we will begin to think of many creative ideas to help our child enjoy the steps ahead. If problems arise, they can be discussed in an atmosphere of openness and respect.

Tasks for Step Six:

- ✓ Our child made a successful transition from Early ACCESS.
- ✓ We discussed all issues that arose.
- ✓ We communicated well during this time of change.



NOTES:

Additional step six resources in appendix:

- Communication Tips for Parents
- Early Intervention Terms and Acronyms

Step Six: Putting the IEP Into Action!

Additional Resources

- Questions Families May Ask About the New Program
- Communication Tips for Parents
- Select Early Intervention and Special Education Terms and Acronyms

Questions Families May Ask About the New Program

- Can our child visit the new school with us?
- Can we do a trial run on the school bus?
- How are food and snacks handled?
- Has the teacher identified the times when our child needs special help?
- When and how does the teacher prefer to communicate with us as parents?
- What activities are there for families at the new program?
- What supplies should we provide?
- What suggestions do you have for easing our child into the new program?

Questions Children May Have

- Who are all these people?
- Can my trusted adult stay with me for a while?
- Can I play with all these toys?
- Can I bring my blanket to school?
- What if I get tired or hungry?
- Who will help me?
- Will I like it here?
- How long do I stay?
- Do I go every day?

At this point...

You have practiced ways of transition planning that you can use again in the future. All transitions go more smoothly when your family and service providers work through the process together, by building on your hopes, sharing your knowledge about your child, your understanding of the law, and your creative ideas.

Communication Tips for Parents

Adapted from: <https://www.askresource.org/resources/communication-tips-for-parents-educators> <https://www.askresource.org/resources/communication-matters>

- **Listen.** The better you hear and understand their point of view, the better equipped you are to challenge it if you disagree.
- **Be aware of body language.** There are lots of ways to communicate and body language often speaks louder than words.
- **It is natural to resist change.** Remember that change is stressful for most people, particularly if it makes them feel like they are less in control.
- **Stay positive.** Ask yourself what you can learn from difficult or stressful situations, and keep in mind the goal you are trying to reach.
- **Give educators a chance.** Just because you accept an offer, it doesn't mean you can't ask to make changes later.
- **Ask for clarification** whenever you need it.
- **What we say and what others hear is often different.** Both are impacted by personal viewpoint, experiences, assumptions, and judgments.
- **Expect and be open to full explanations** of the reasons educators have for recommending a particular course of action for the child.
- **Know your own emotional triggers.** Do your best to think through situations that you know are upsetting to you and plan for how you can respond or calm yourself in the moment.
- **Respond, don't react.** A reaction is an expression of feelings. A response is a more thoughtful expression of facts and feelings.
- **Use "I" statements, not "you" statements.** Take ownership of your feelings and views.
- **Look for common ground.** Building on areas of agreement can help to bridge gaps of disagreement.
- **Ask for time for careful consideration** of the options when you feel you need it.
- **Give things time to work.** Most programs need time to test their effectiveness for an individual child.
- **Boil it down to the essentials** and build from there.
- **Put the really important stuff in writing.** Taking the time to write a formal letter to make a request helps you organize your thoughts and evidence, creates a clear record, and lets educators know this is an issue you take very seriously.

Additional Resources:

https://www.askresource.org/filesimages/ASK%20Info%20Sheets/A_Parent's_Guide_to_Educational_Advocacy.pdf

<https://iowaideainformation.org/wp-content/uploads/2020/06/Family-and-Educator-Partnership-FEP-Pamphlet.pdf>

Select Early Intervention & Special Education Terms and Acronyms

A selection of acronyms and definitions is below. A full list of acronyms and definitions for Early ACCESS is available at:

<https://educateiowa.gov/sites/files/ed/documents/Early%20Intervention%20Terms%20and%20Acronyms.pdf>

And for Special Education is available at:

<https://educateiowa.gov/sites/files/ed/documents/Special%20Education%20Terms%20and%20Acronyms.pdf>

Term	Acronym	Explanation
Accessible Instructional Materials/Accessible Educational Materials	AIM/AEM	Materials that provide the same educational information found in textbooks, pamphlets, etc. in a different format. Examples include Braille, large print, audio, and digital text. (May also be referred to as AIM; AEM is the newer, broader term for accessible materials.)
Americans with Disabilities Act	ADA	A federal civil rights law that protects people with disabilities at work, school, and in public places.
Area Education Agency	AEA	The state of Iowa is divided into nine AEAs. Each AEA provides local school districts with support and assistance.
Assistive Technology	AT	Any service or device, including software or equipment, that helps people work around their challenges. Examples include pencil grips, test to speech, or word prediction software.
Child Abuse Prevention and Treatment Act	CAPTA	Federal funding and guidance provided to states in support of prevention, assessment, investigation, prosecution, and treat activities related to child abuse and neglect.
Child Health Specialty Clinics	CHSC	A community-based public health agency located at the University of Iowa, with satellite offices statewide, that serves Iowa children and youth with special health care needs.

Early Childhood Outcomes (ECO) Decision Description – See Below	ECO	A summary of a child’s functioning in each of the following three early child outcome areas: <ul style="list-style-type: none"> • Positive social-emotional skills, including social relationships • Acquisition and use of knowledge and skills, including early language/communication • Use of appropriate behaviors to meet their needs
Children and Youth with Special Health Care Needs	CYSHCN	Children and youth who have or are at increased risk of developing chronic conditions and require services beyond those required by others of the same age.
Deaf or Hard of Hearing	DHH	A hearing loss which impacts an individual’s life.
Department of Human Services	DHS	Iowa’s agency that provides public assistance programs to the state’s residents in the areas of: <ul style="list-style-type: none"> • Assistance programs • Family services • Health care • Mental health and disability services
Disability Suspect	DS	A term indicating that a disability is suspected that may be impacting a child’s performance in school. This would trigger the need for a Full and Individual Initial Evaluation (IEE).
Division of Child and Community Health, University of Iowa	DCCH	A division of the Carver College of Medicine that focuses on child health with an approach that recognizes the importance of family, school, and community to a child’s health.
Early ACCESS	EA	Iowa’s system for providing early intervention services for infants and toddlers, birth to age 3, with a developmental delay or disability. This program includes support to parents to help their children learn and grow.

Early Childhood Outcomes	ECO	<p>The goal of early intervention and special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. The three Early Childhood Outcomes areas include:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (social relationships) • Acquires and uses knowledge and skills (early language/communication) • Uses appropriate behaviors to meet their needs
Early Childhood Special Education	ECSE	Services and supports for children with special needs ages 3–5 that are provided by AEAs and local school districts.
Early Hearing, Detection, and Intervention	EHDI	A statewide hearing program that ensures all newborns and toddlers are screened and identified as early as possible and provided with services.
Early Intervention/Early ACCESS	EI/EA	A system of services that helps babies and toddlers with developmental delays or disabilities. The focus is on helping eligible babies and toddlers learn skills that typically develop from ages 0–3.
Family and Educator Partnership	FEP	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities
Family Guided Routines Based Intervention	FGRBI	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities.
Free Appropriate Public Education	FAPE	Special education and related services that are free and appropriate for a student’s unique needs, guaranteed under IDEA.
Health Insurance Portability and Accountability Act	HIPAA	A federal law that ensures the confidentiality and security of an individual’s protected health information (PHI).

Individualized Education Program	IEP	A document that outlines the special education goals, services, and supports of a child who has been determined to have a disability and is in need of special education. This document is reviewed annually to determine if changes in services and supports are needed.
Individualized Family Service Plan	IFSP	A plan that guides the family and their child during the early years of development, from birth to age 3. A child who is found to be eligible can qualify for an IFSP and receive early intervention services.
Individuals with Disabilities Education Act	IDEA	A federal law which guarantees the educational rights of individuals with disabilities.
Iowa Department of Education	IDOE, IDE, DE	The education agency in the state of Iowa.
Iowa Department of Public Health	IDPH	A partnership of local public health, non-profit organizations, health care providers, policymakers, businesses, and others working together to protect and improve the health of Iowans.
Iowa Family Support Network	IFSN	A website which includes information and referral for Early ACCESS, along with Family Support Services and Group-Based Parenting Programs.
Iowa IDEA Information	i3	An online and accessible platform for procedures, guidance, and resources related to Early Intervention and Special Education.
Least Restrictive Environment	LRE	The environment in which a child receives appropriate supports and services while learning with nondisabled peers.
Local Education Agency	LEA	The local school district.

Maternal, Infant, and Early Childhood Home Visiting Program	MIECHV	A program that gives pregnant women and families, particularly those considered at-risk, necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn.
Occupational Therapy	OT	Provides help for people to fully engage in all aspects of life, including school, work, and play. Examples could be assistance in areas of daily living such as cooking, dressing, eating, or driving.
Office of Special Education Programs	OSEP	A division of the U.S. Department of Education focused solely upon special education.
Part B		The section of Individuals with Disabilities Education Act that outlines the requirements for services to school children ages 3–21.
Part C		The section of Individuals with Disabilities Education Act that outlines the requirements for services to infants and toddlers ages 0–3.
Physical Therapy	PT	Specially designed exercises and equipment to help people improve or regain their physical abilities.
Present Level of Academic Achievement and Functional Performance	PLAAFP	A section of an IEP that provides a summary of academic achievement and functional performance.
Primary Service Provider	PSP	The lead resource of an early intervention team who will serve as the primary point of contact with the family.
Prior Written Notice	PWN	A written notice to families providing information on the proposed or refused actions as a part of the IFSP/IEP process.
Procedural Safeguards		Explanation of the specific rights and responsibilities of the family in the special education process. Translations of the manual are available in seven languages: English, Arabic, Bosnian, Laotian, Serbo-Croatian, Spanish, and Vietnamese.

Reevaluation (Part B)		An assessment conducted every three years, or as necessary, to determine continued eligibility and the best way to meet the student's learning needs.
Statewide Voluntary Preschool Program	SWVPP	A preschool program available to Iowa residents, with or without disabilities, who reach age 4 on or before September 15 of the school year.
Service Coordinator	SC	The team member of an early intervention team who serves as the primary point of contact with the family.
Special Education	Sp.Ed./Sped	Supports and services provided to eligible individuals to address their unique needs.
Speech Language Pathologist	SLP	An expert in communication who assess, diagnose, and treat individuals with communication and swallowing disorders.
Visual Impairment	VI	Impairment to vision that adversely affects an individual's learning. This includes partial sight and blindness.