

Comments from Bill Doolittle

WHD V1

Below are some additional areas of the IEP process that negatively impact the ability to develop an effective and implementable IEP

1. Lack of a complete evaluation necessary for the purposes of developing an effective IEP including:
 - a. Failure to evaluate for all potential disabilities.
 - b. Failure to utilize individualized evaluation tools targeted at the specific disabilities
 - c. Failure to include formal recommendations based on the information provided by the evaluation tools
 - d. Failure to evaluate for all student settings including the home.
 - e. Failure to evaluate non academic areas (sensory, social, executive function etc) beyond the common tools.
2. Lack of Functional statement as part of present level of performance data
3. Limitations of the IEP+ program/form
4. LRE determination issues
 - a. Lack of LEA and IEP team understanding of the appropriate LRE determination practices
 - b. Lack of documentation of LRE determination process
 - c. Lack of best practices and oversight from DOE
 - d. Limiting determination considerations to currently available supports, programs, settings and resources.
 - e. Failure to consider all potential supports, modifications and services
 - f. General negative impact of administrative convenience
5. Inclusion
 - a. Lack of LEA and IEP team understanding of provision of full inclusive opportunities
 - b. Limiting considerations to currently available supports, programs, settings and resources.
 - c. Lack of inclusion best practices information
 - d. Lack of inclusion resources
 - e. General negative impact of administrative convenience
6. Impact of funding on the IEP process
 - a. LEA representative lack of knowledge or misrepresentation of IEP team authority
 - b. IEP team lack of knowledge of resource availability and support
 - c. Funding/resource consideration limiting IEP development consideration.

7. Failure to identify and address functional curriculum needs in the general education environment
 - a. Lack of LEA and IEP team lack of understanding of provision of a functional curriculum
 - b. Lack of LEA and IEP team lack of understanding of the equivalency of the functional curriculum and the academic curriculum.
 - c. Lack of functional PLEP
 - d. Lack of effective evaluation and recommendations in the functional curriculum area
 - e. Limiting determination considerations to currently available supports, programs, settings and resources.
 - f. Failure to consider all potential supports, modifications and services
 - g. General negative impact of administrative convenience
8. Failure to give parental convenience priority in scheduling IEP meetings
 - a. Limited late afternoon and evening meeting opportunities
 - b. No weekend opportunities
 - c. Very limited summer meetings for 10 month students
9. Lack of consideration, support and reevaluation for assistive technology in the general education environment
10. Failure to include parent education and supports for education needs in the home
11. Lack of behavior support plans and safety plan in the general education environment.
12. Failure to broadly individualize both academic and functional curriculum materials and delivery in the general education environment
13. Failure to ensure adequate PD for IEP delivery team within the IEP
14. Failure to consider or include effective case management in the general education environment
 - a. Lack of dedicated time allocation
 - b. Lack of substantive process specification
 - c. Lack of case management consideration in whole
15. Failure to develop "Day 1" ready IEPs
16. Lack of multiyear "vision" for the child
17. Adversarial culture of IEP meetings
 - a. Empower educators to fully advocate for children in IEP meeting without fear of post meeting repercussions.
 - b. End "we cannot do that" preemption to discussions
 - c. Respect parents as equal partners in all aspects of the process including agenda setting
 - d. Educate team so they have a common accurate understanding
18. Consider an IEP state process for "no Fault" best interest placement for children
19. Issue of focusing on progress goals ahead of determining all of a child's needs
20. Failure to plan for primarily implementation team absences so as to provide for FAPE continuity