New

IEP for EEE

Workbook

Key:

Notes Section

Practice Page

VERMONT
DEPARTMENT OF EDUCATION

VT DOE EEE KBR 2012

IEP Cover Page

1. *'IEP for EEE' identifier is now located in the upper right hand corner and appears on each page of the document.*
2. *Added 'Early Childhood Education Teacher' under 'Printed name/position/agency box'*
3. *Added 'Community-based childcare setting' to Position/Agency section*
4. *Changed 'student' to 'child' throughout form*
5. *Reformatted Initiation and Duration Date of IEP box*
6. *Reformatted EYS date box*
7. *Deleted 'Individual who can conduct diagnostic examinations (SLD requirement)'*
8. *C to B Transition Data Collection has been added for children who transition from CIS/EI to EEE at age 3*

Cover Page Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

Individualized Education Program
Present Levels of Educational and Functional Performance

Child's Name: _____ **IEP Meeting Date:** ____/____/____

This section should provide a concise overview of the child's current skills and serve as the basis of the child's program planning and service delivery for the upcoming year. Describe the child's present levels of development across each global outcome area including functional performance, abilities, acquired skills and strengths relative to the Vermont Early Learning Standards and/or developmentally appropriate expectations. As appropriate, address the following areas:

Briefly describe the child, his/her interests, and how the child's developmental delay or medical condition affects his/her access to and participation in age appropriate activities.

MEDICAL History: *(physical, hearing, vision, CDC report, etc.) Briefly describe how the child's disability or medical condition affects his/her* <u>*access to and participation in*</u> *age appropriate activities.*

1. *In this section "Briefly describe the child", language was added* to describe how the child's developmental delay <u>affects access to & participation in age appropriate activities</u>
2. *Briefly describe the child's medical history*

Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

Child **STRENGTHS:** *Consider child's strengths across the three early childhood outcome (ECO) areas:*

A. Social emotional skills and relationship:

B. Acquisition and use of knowledge and skills:

C. Taking action to meet needs:

3. *Briefly describe the child's* **strengths** *through the lens of the Early Chilhood Outcome areas a,b,c*

Practice Page 1

Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

Child **CONCERNS:** *Consider child's concerns across the three early childhood outcome (ECO) areas:*

A. Social emotional skills and relationship:
If behavior is a concern, has a functional behavior assessment been considered and/or conducted?*

B. Acquisition and use of knowledge and skills:

C. Taking action to meet needs:

4.   *Briefly describe the child's* **concerns** *through the lens of the Early Chilhood Outcome areas a,b,c*
5.   *If warranted, language includes consideration of a Functional Behavior Assessment and Analysis under 'Child CONCERNS (A) Social emotional skills and relationship'*

Practice Page 1

Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

Child NEEDS: *(consider and prioritize the necessary supports in order for the child to access and participate in age appropriate activities within a regular early childhood setting with his/her same-age peers and/or within their home environment.)*

    A. **Social emotional skills and relationship:**
        If behavior is a concern, is an FBA intervention plan needed? *

    B. **Acquisition and use of knowledge and skills:**

    C. **Taking action to meet needs:**

6. *Briefly describe the child's Needs through the lens of the Early Childhood Outcome areas a,b,c*
7. *In this section 'Child NEEDS', language should include consideration and prioritization of the* supports that are necessary for the child to access and participate in age appropriate activities…

Practice Page 1

Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

> **OTHER CONSIDERATIONS:** *(safety/health; school district partnerships with community-based early childhood programs (Act 62); functional behavior assessment (FBA)*; private early childhood programs; home-visiting; community-based child and family resources (Children's Integrated Services;, transportation; disability awareness; advocacy needs, etc)*

8. In section 'Other CONSIDERATIONS', examples have been added to reflect early childhood resources etc.

Notes:

IEP Page 2
Present Levels of Educational and Functional Performance (PLEFP) Page

Early Childhood Outcomes *Considering the child strengths, concerns and needs complete an ECO culminating statement for each of the three Early Childhood Outcome areas. ECO reporting is required upon entry and exit of EEE services.*

ECO A. Social-emotional skills and relationships: [V]   ECO B. Acquisition & use of knowledge and skills: [V]   ECO C. Take action to meet needs: [V]

9. *Early Childhood Outcomes Determination of Ratings and Reporting mechanism for each outcome area has been added*

Practice Page 2

Notes:

IEP Page 3
Global Outcome Areas—Goals and Objectives

Vermont Department of Education

Essential Early Education
IEP ~ Ages 3 through 5

IEP for _____   **IEP Meeting Date:** _____/_____/_____

Global Outcome Area: ▽   **Vermont Early Learning Standards:** ▽

Please check one or more of the domain areas that you are addressing within this outcome area:
☐ *social/emotional* ☐ *adaptive* ☐ *communication* ☐ *fine/gross motor* ☐ *cognitive skills*

Current developmental skill level:

Current functional ability: *(Consider how the child uses discrete skills (as stated above) ' in order to' or ' so that' it is meaningful, intentional and functional within the context of everyday activities, routines and transitions. Focus on the child's engagement, approaches to learning and independence in developmentally appropriate activities across a variety of settings.)*

1. Goal:	**Progress Review**
	Progress is reported as often as the school district conducts parent/teacher conferences (on at least two occasions) or as determined necessary by the IEP team.
Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible	For review of this outcome/goal and progress monitoring data, we, the team, have evidence that demonstrates the:
a)	(see table below)

Review 1 Date:	Review 2 Date:	Review 3 Date:	Review 4 Date:	
				Child's skills in this area are not evidenced.
				Child's skills are emerging but inconsistently demonstrated.
				Child's skills are progressing and being maintained across *some* settings/adults/peers/materials
				The child has mastered this outcome/goal across multiple settings/adults/peers/materials

Comments:

Form 5: VT DOE EEE IEP May 21, 2012   Page ____ of ____

Notes:

IEP Page 3
Global Outcome Areas—Goals and Objectives

IEP for _____   *IEP Meeting Date: _____/_____/_____*

Global Outcome Area: ∇   *Vermont Early Learning Standards:* ∇

Please check one or more of the domain areas that you are addressing within this outcome area:
☐ **social/emotional**   ☐ **adaptive**   ☐ **communication**   ☐ **fine/gross motor**   ☐ **cognitive skills**

Current developmental skill level:

Current functional ability: (Consider **how the child uses discrete skills** (as stated above**) ' in order to' or ' so that'** it is meaningful, intentional and functional within the context of everyday activities, routines and transitions. Focus on the child's engagement, approaches to learning and independence in developmentally appropriate activities across a variety of settings.)

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1. *Over-arching global outcome area drop down box added*
2. *Identify one or more developmental domain area/s that will be addressed within the selected global outcome area added*
3. *Current developmental skill level will be automatically populated from the PLFEPs page, 'Child CONCERNS' given each global outcome selected.*
4. *'Current functional ability' statement clarified on how the child uses discrete skills in a meaningful and intentional way across a variety of activities, routines, adults, peers and settings.*

Practice Page 3

Notes:

IEP Page 3
Global Outcome Areas—Goals and Objectives

1. Goal:
Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible
a)

Practice Page 3

Notes:

IEP Page 3
Global Outcome Areas—Goals and Objectives

Progress Review

Progress is reported as often as the school district conducts parent/teacher conferences (on at least two occasions) or as determined necessary by the IEP team.

For review of this outcome/goal and progress monitoring data, we, the team, have evidence that demonstrates the:

Review 1 Date:	Review 2 Date:	Review 3 Date:	Review 4 Date:	
				Child's skills in this area are not evidenced.
				Child's skills are emerging but inconsistently demonstrated.
				Child's skills are progressing and being maintained across *some* settings/adults/peers/materials
				The child has mastered this outcome/goal across multiple settings/adults/peers/materials

Comments:

1. 'Progress Review' section language reformatted to provide more age appropriate and family friendly language

Notes:

IEP Page 4
Special Education, Related, and Extended School Year Services

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Vermont Department of Education

| Essential Early Education |
| IEP ~ Ages 3 through 5 |

Individualized Education Program
Special Education Services, Related Services, Consent to Bill Medicaid

Child's Name: _____ **IEP Meeting Date:** ____/____/____

The IEP team determines the special education, related services, and supplementary aids and services based on peer reviewed research, to the extent practical, that are needed for the child to receive FAPE.

Special Education Services (Specify ECO area & specific developmental domain(s) being addressed) Service: (List service e.g., Case Management, specialized instruction, speech/language therapy, 1:1 support, etc.)	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO ▽ Developmental Domain ▽ Service: Case Management							
ECO ▽ Developmental Domain ▽ Service:							
ECO ▽ Developmental Domain ▽ Service:							

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1. *Language has been added under 'Special Education Services' to include the 3 global outcome areas. From the drop down you will click on the appropriate Global Outcome Area being addressed such as, "Taking Action to meet needs". You will also click on one or more of the 5 developmental domains (motor, cognitive, communication, adaptive, social/emotional being addressed.*
2. *Please note that 'case management' will always appear in the first row.*
.

Notes:

IEP Page 4
Special Education, Related, and Extended School Year Services

Related Services	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO ▼ Developmental Domain ▼ Service:							
ECO ▼ Developmental Domain ▼ Service:							

1. *Language has been added under 'Related Services' to include the 3 global outcome areas. From the drop down you will click on the appropriate Global Outcome Area being addressed such as, "Acquisition and use of knowledge and skills". You will also click on one or more of the 5 developmental domains (motor, cognitive, communication, adaptive, social/emotional being addressed*

Notes:

IEP Page 4
Special Education, Related, and Extended School Year Services

Extended School Year Services	Init Date	End Date	Freq	Time	Location	Provider	Group Size
ECO ▽ Developmental Domain ▽ *Service:*							
ECO ▽ Developmental Domain ▽ *Service:*							
ECO ▽ Developmental Domain ▽ *Service:*							

Parental Consent to Bill Medicaid

As the parent/guardian, I give permission ☐ or do not give permission ☐ to the school district to bill Medicaid for the eligible services listed above. This permission also allows the release of necessary special education records to a physician or nurse practitioner in order for him/her to reach a determination that the services are medically necessary; as well as to individuals within the Department of Education and the Agency of Human Services charged with processing Medicaid bills for those services above that are considered medical services under Vermont Medicaid rules. I understand that if I refuse to consent, my refusal will not affect the school district's responsibility to provide these services to my child at no cost to me. I understand that I may revoke this consent at any time and, if I revoke this consent, it will apply to billing for services from that date forward.

1. Language has been added under 'Extended School Year Services' to include the 3 global outcome areas. From the drop down you will click on the appropriate Global Outcome Area being addressed such as, "Acquisition and use of knowledge and skills". You will also click on one or more of the 5 developmental domains (motor, cognitive, communication, adaptive, social/emotional being addressed
2. Parental consent to bill Medicaid must to checked. (this is not a change)

Notes:

IEP Page 5
Early Childhood Educational Environment/Placement

	Essential Early Education
	IEP ~ Ages 3 through 5

Vermont Department of Education

Individualized Education Program
Early Childhood Educational Environment/Placement

Child's Name: _____   IEP Meeting Date: ____/____/____

Describe the child's early childhood educational environment/placement:

An explanation of the extent, if any, to which the preschooler will not participate with same age peers in a regular early childhood setting:

The general characteristics of the child's early childhood education environment/placement (ages 3-5):

☐ Child is attending a regular early childhood program **10 or more hours per week:**
　☐ and receives at least 50% of their special education services in the regular early childhood program
　☐ and receives at least 50% of their special education services in some other location

☐ Child is attending a regular early childhood program **less than 10 hours per week**
　☐ and receives at least 50% of their special education services in the regular early childhood program
　☐ and receives at least 50% of their special education services in some other location

☐ Child is not attending a regular early childhood program and receives special education services in:
　☐ a separate special class
　☐ a separate school
　☐ a residential facility
　☐ their home
　☐ the service provider's location or another location

Accommodations, Modifications, Assistive Technology and/or Supplementary Aids

Identify environmental accommodations, curriculum modifications, supplementary aids, assistive technology etc. that will support the child's access to and participation in a regular early childhood setting and/or in age appropriate activities.

Program Modifications/Supports for the Child, Preschool Personnel and
Parents as well as Other Options Considered by the IEP Team

Identify the program modifications, supports and training that will be provided for preschool personnel and family to implement the IEP:

Notes:

IEP Page 5
Early Childhood Educational Environment/Placement

<table>
<tr><td colspan="2" align="right">Essential Early Education
IEP ~ Ages 3 through 5</td></tr>
<tr><td colspan="2" align="center">**Individualized Education Program**
Early Childhood Educational Environment/Placement</td></tr>
<tr><td colspan="2">**Child's Name:** _____ **IEP Meeting Date:** ____/____/____</td></tr>
<tr><td colspan="2">**Describe the child's early childhood educational environment/placement:**</td></tr>
<tr><td colspan="2">**An explanation of the extent, if any, to which the preschooler will not participate with same age peers in a regular early childhood setting:**</td></tr>
</table>

1. *Added section for IEP teams to describe the child's early childhood educational environment/placement*
2. *Embedded text box for IEP teams to explain reason why the child will not participate in an early childhood setting.*

Notes:

IEP Page 5
Early Childhood Educational Environment/Placement

The general characteristics of the child's early childhood education environment/placement (ages 3-5):

☐ Child is attending a regular early childhood program **10 or more** hours per week.
  ☐ and receives at least 50% of their special education services in the regular early childhood program
  ☐ and receives at least 50% of their special education services in some other location

☐ Child is attending a regular early childhood program **less than 10** hours per week
  ☐ and receives at least 50% of their special education services in the regular early childhood program
  ☐ and receives at least 50% of their special education services in some other location

☐ Child is not attending a regular early childhood program and receives special education services in:
  ☐ a separate special class
  ☐ a separate school
  ☐ a residential facility
  ☐ their home
  ☐ the service provider's location or another location

Notes:

IEP Page 5
Early Childhood Educational Environment/Placement

Accommodations, Modifications, Assistive Technology and/or Supplementary Aids
Identify environmental accommodations, curriculum modifications, supplementary aids, assistive technology etc. that will support the child's access to and participation in a regular early childhood setting and/or in age appropriate activities.

1. *Adapted language under 'Accommodations' box to include consideration of supports necessary for* child to <u>access and participate</u> in early childhood settings and/or age appropriate activities.

Notes:

IEP Page 5
Early Childhood Educational Environment/Placement

<table>
<tr><td align="center">**Program Modifications/Supports for the Child, Preschool Personnel and
Parents as well as Other Options Considered by the IEP Team**</td></tr>
<tr><td>Identify the program modifications, supports and training that will be provided for preschool personnel and family to implement the IEP:

</td></tr>
</table>

1. *Adapted language under 'Program modifications' to include* 'preschool' personnel and 'family' to implement IEP.

Notes:

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Page 6
Early Childhood Outcomes and Progress

1. *This is a new page! The purpose of this page is to collect and report child's ECO entry, exit and progress data*

2. *ECO entry, annual review, exit and progress ratings will be populated to this page from the PLEFP page.*

3. *Child ECO culminating statements will appear as a 1-7 ECO rating determination in the center section of this page.*

4. *Outcome summary graph of ECO ratings will be generated for each outcome area in order to provide a visual for IEP team and/or parent (shared at the LEA's discretion) that demonstrates child's progress in each global outcome area over time.*

Notes:

VERMONT
DEPARTMENT OF EDUCATION

VT DOE EEE KBR 2012

Page 6
Early Childhood Outcomes and Progress

<table>
<tr><td colspan="2" align="center">

**Early Childhood Outcomes and PreK (Act 62) Assessment
Data Collection and Reporting**

</td></tr>
<tr><td colspan="2">

Child's Name: _____ **IEP Meeting Date:** ____/____/___

</td></tr>
<tr><td colspan="2" align="center">

PreK (Act 62) Assessment and Early Childhood Outcomes Reporting
(please check appropriate box or boxes)

</td></tr>
<tr>
<td>☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using the GOLD (required statewide PreK assessment measurement)</td>
<td>☐ For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using an alternative assessment measure e.g., Battelle Developmental Inventory (BDI); Trans-disciplinary Play-based Assessment (TPBA); Assessment, Evaluation and Programming System (AEPS), etc.</td>
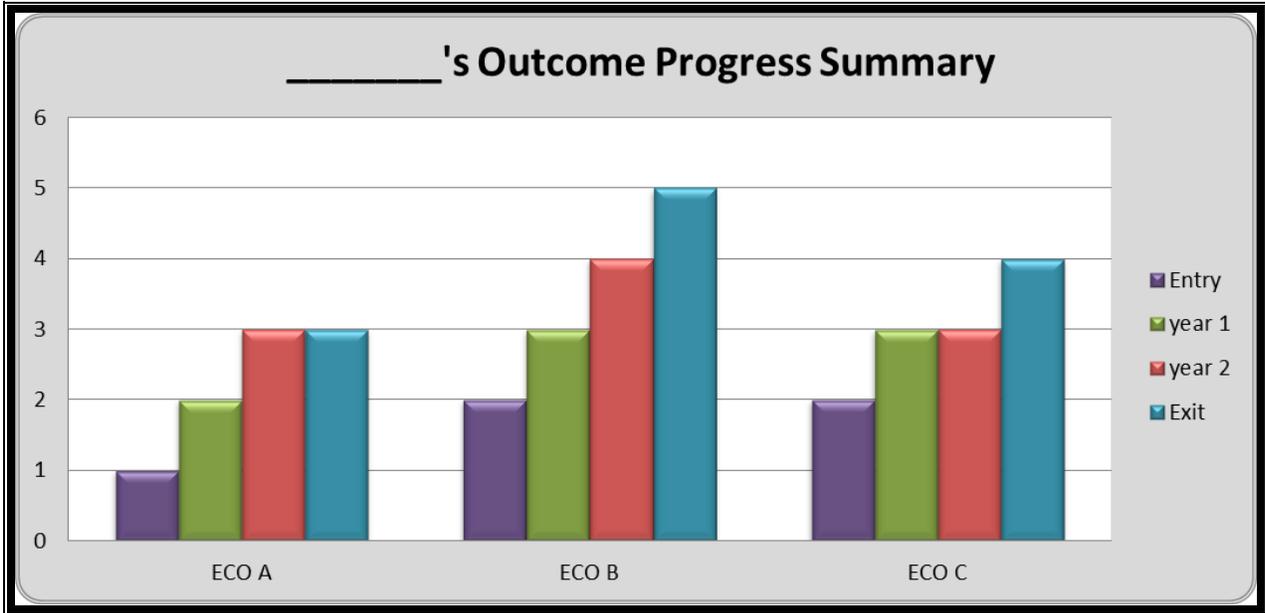</tr>
</table>

Notes:

Page 6
Early Childhood Outcomes and Progress

Early Childhood Outcomes Entry, Exit and Progress Data Collection						
	Outcome Area	Entry *	Annual Review	Annual Review	Exit *	Progress at exit?
*EEE Entry **Date:** ***EEE Exit** **Date:**	a. **Positive Social Emotional Skills**					▽
	b. **Acquisition and use of new knowledge/skills**					▽
	c. **Taking action to meet needs**					▽

Notes:

Page 6
Early Childhood Outcomes and Progress

_____'s Outcome Progress Summary

Notes:

Back to the IEP Cover Page

Transition from Part C to Part B Data Collection

Only complete this section for children who have received Part C CIS/EI services and are eligible for Part B EEE services at age 3

Action	Date written notification from Part C (CIS/EI)was received in district	Transition Meeting Held >90 days prior to 3rd B-day	Late Referral Notification <90 days prior to 3rd B-day	Date IEP was developed	Parental consent was received (Form 6)
Date Completed					

1. DOE will collect C to B Transition data (cover page) and ECO entry, exit and progress two times per year through Child Count. This will alleviate the need to complete and submit separate forms for both data collections.

Notes:

Practice Pages

Present Levels~ *Strengths, Concerns, & Needs Summary*

Use this practice sheet to organize your team conversation about the child's strengths, concerns and needs across each global outcome area. Consider the child's functioning in the context of everyday activities and routines. Information gathered will support the development of meaningful and functional goals and objectives.

Given each global outcome area, how does the child...		Child's Strengths	Child's Concerns	What does the child need in order to access/participate in age appropriate activities?	How does the child's development relate to his/her same age peers? (ECO Culminating Statements)
Developing Positive Social Emotional Skills	◄ Engage with family ◄ Engage with other adults ◄ Engage with peers ◄ Display emotions ◄ Uses play skills to build relationships ◄ Demonstrate confidence				
Acquiring & Using Knowledge and Skills	◄ Respond to requests or directions ◄ Show curiosity & initiative ◄ Reason and problem-solve ◄ Interact with books, pictures, print ◄ Understand basic concepts ◄ Communicate likes, need s and interests				
Taking Appropriate Action to Meet Needs	◄ Take care of his/her basic needs ◄ Contribute to own health & safety ◄ Move self from one place to another ◄ Communicate wants and needs ◄ use objects as tools to make things happen				

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