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JFK CENTER WEBINAR

DEMYSTIFYING INDIVIDUALIZED EDUCATION PLANS (IEP):  
AN INTRODUCTION TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
AND IEPS

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>> JENNIFER ZIELINSKI: It is individualized. It's not discriminatory. It's standardized, and it should be administered by a trained personnel. Parental consent is required. So an IEP is a written statement or contract that serves as a commitment between the district and the students and the parents. Really, it is administered -- [Inaudible]. Special education is specifically designed instruction, and it's to meet the unique needs of a student with a disability. In this picture, this shows a little girl who is coloring an abstract picture. Does she meet special education standards. So really special education is to give students access to the general education curriculum. An IEP is created by teams, and they can vary. It's individualized so it would include individuals that know the student well, or who work really closely with the student. And these can include teaching artists, maybe a school counselor, and maybe even an outside therapist, somebody who works closely with the students and can add input related to their education. But it definitely should include the parents and the student when possible, or when appropriate. At least one general education teacher, a special education teacher, and a district representative or administrator. So the IEP team should always come to a general agreement or a collective opinion, and it's always regarding the student's educational needs, and the team should meet at a mutual convenient time and place.

So what will the IEP include?

The IEP will include a statement of the child's present levels of academic achievement and functional performance. And Angela will cover the examples of the measurable goals, an example of what the present level of performance is. And the IEP will show progress and it will be measured. And typically progress reports will be updated quarterly unless there's no progress, and then the team can choose to discuss the student's goals sooner. So an aid that is necessary to accessing education was also written in the IEP. And the IEP will state what supports the student needs in order to access their education. And it will give an example of how many the student will receive from special education and therapies or related services.

The IEP will also include projected dates of services and modifications, so it will show the frequency, the location and the duration. An example of services could be occupational therapy, physical therapy or speech therapy, and definitely special education.

And a statement of any individual accommodations is also included in an IEP unless the child does not need specialized instruction, then the accommodations will be written into a 504 plan. Just like this picture of a little boy who is -- who would need an accommodation maybe for mobility, and the student is in a walker, and so maybe in need of a ramp, or maybe a one-to-one assistance for any mobility issues or barriers. And the modifications are any changes that allow the student with a disability to participate in and benefit from the educational program, activities and services. That would include accommodations and adaptations.

And accommodations are intended to make education more accessible, so it's about access. An example is that would be this little girl in this picture who is participating in the reading time, and she's listening to books on tape and has access to the head phones. So examples could be something like books on tape, maybe computer programs, maybe a calculator or more time allowed or oral reports rather than written. And adaptations could include a change in the standards of performance or in the educational curriculum, and that could interfere with the graduation standards. So this is definitely something that the family or even the student should be aware of if the adaptations would interfere with those graduation standards.

Related services. Related services help the student access their education, and this could include transportation, like in this picture. Students getting on the school bus. Another type of a related service would be maybe physical therapy, like the second picture. And other related services could include speech and language therapy, occupational therapy, or even extended school year, which would be during the summertime.

Assistive technology is another option, a piece of equipment that helps compensate for disability, so maybe like in this picture, a little boy using a magnifying glass, that would be one tool that could be used and would be considered an assistive technology. Other tools or other options would be seating and positioning, maybe help with mobility, so through transportation, or even a communication device.

Supplementary aids and services. So these are aids, services and supports to enable students with disabilities to be educated with students without disabilities.

>> ANGELA LINDIG: Okay. So we're just going to go right into goals now. This is Angela, and I'm going to take us into the second half of this. Every IEP is going to include goals, and those goals need to be measurable statements that construct, describe what a student can reasonably expect to accomplish within one year. These goals must be related to the needs described in the PLOP, the present level of performance that Jen mentioned earlier, and we're going to go into some greater detail about all of that.

So each goal is broken down into parts. The parts need to include the student's current performance level, that's that PLOP. The content or functional area to be addressed, any expected improvement benchmarks and a concrete time frame for the expected improvement to occur. So I'm going to give some examples and show how they relate to these parts.

So the first thing we want to talk about is that present level of performance. So in every IEP you're going to see in every area of learning, whatever subject area that a student is receiving special education in, you're going to first see the present level of performance on the document, and that is usually written in somewhat of a narrative form, and it shows the student's current ability and how their disability affects the performance, and it compares them. It shows how it's different from the other children. So it also should point out any strengths or weaknesses that the child would have so that then measurable goals can be written from that present level of performance.

So here's an example goal that we have. So here -- and I'm going to take it back and I'm going to go back two slides in a second just to show how this relates.

So you've got your subject area is language arts and reading, and in this case, we have we'll say John. John will read a third grade passage and be able to comprehend its content and decode ten of the words contained therein with 70% accuracy within the next 29 weeks. So if we go back two slides and we look at that, we can see that first and foremost we've got the content, and that's that language reading arts. And then we expect an improvement benchmark. We want him to be able to comprehend the contents of that passage and decode the words with 70% accuracy, so we've got our improvement benchmark, and then the concrete time frame for that to occur is within the next 29 weeks. I'll go back.

So looking at the present level of behavior. So in this example, we're using present level of performance -- sorry. We're using behavior as the example here. So in this case, John's behavior, he has a lack of self-control, inappropriate verbal and physical actions, and then here you can see it's written in that narrative fashion, so John has been seen kicking, hitting and pinching others. When angry or frustrated, he vocalizes

very loudly and doesn't seem to know the appropriate words or signs to use to express his feelings. And that's very apparent.

As we get to the next section of that present level of performance, however, what you're going to see hopefully are some of the strengths. And so what you see here is that John is compliant with signed prompts to stop the behavior, and he's not always needing direct comments. So there's where you lay that out, and then from there a goal is developed. And those goals are developed by the whole team, just as a reference. When Jennifer was talking about the team members, the team comes to a consensus on behalf of each of these kids. You're going to look at these individual levels of performance, and then as you set out the goals, parent input is as important as the general education teacher and special education teacher and everybody involved in this child's life. How are we going to set some goals that can help them catch up and be compliant and achieve those behavior goals.

So here's the goal that has been written from that PLOP. So John will exercise increased self-control, increasing appropriate verbal and physical behaviors with fading prompts/models from ten current needed prompts and models to three prompts and models within the next three months. You can see, what are we going to target? We're going to target those behaviors. We're going to give him fading prompts. We're not going to have to prompt him as much, and then into just to three within the next three months.

From there, the team would re-examine that goal to determine if they met that goal or if they need to revise it, or what was working, what wasn't, and whether or not they are ready to go on to a new goal, whether they're going to say three, two, one or minimal prompts or something to that effect.

So we want to consider in this case how might the arts be used in achieving the goal? And so rather than giving each of you ideas, we just kind of laid out some pictures here of some of the different ways that you can look and decide how these individual arts programs might assist in a behavior goal such as John's. We have a dance class, we have an interesting -- this is the second picture there of the boy stomping is actually a print-making exercise where he's transferring ink from one paper to the other in a fun outdoor dance type activity. And then the last one is a very calm boy who is painting his pottery.

So this is another area, just to give another example of how a PLOP, how that present level of performance might be written for language and reading comprehension. So in this case, John can recall new vocabulary learned from stories, so there's his strengths. He is not able to consistently identify the beginning, middle and end of a story using pictures. He is also not able to consistently predict what happens next in a story using the pictures. So we know what he can do. Now we want to determine how we can help him in goals to assist with what he's struggling with.

So in this example, I've taken this to the next step to show some short-term objectives that you might see on an IEP. So in this case we have John will show comprehension of literature by identifying the beginning, middle and end of the story within 90 -- with 90% accuracy within six months. So you're able now to start to see how those goals are written. Each one should look very similar.

On an IEP, and there is a handout at the end, you will see that typically, you'll see that each subject area has its own page within the IEP, so the IEP document in some cases can be five, six, seven, eight pages long, just depending on what the child's individual needs are. So in this case, you would have a whole new page just based on this learning area, these goals and objectives and progress, et cetera, of the things that Jennifer talked about earlier.

So some short-term objectives for this one is that given pictures, John will identify beginning, middle and end of the story with 75% accuracy within three months. So that's a short-term objective as opposed to the 90% within six months. So they're laying it out that, okay, after three months, we're going to want to see some progress. If we're not where we need to be in the short-term, then we're going to have to revise this to figure out how we're going to get to the whole 90% in six months.

So tying this to an arts residency, this is actually -- I'm going to go into the residency that actually occurred this last year within our organization, and so what we had is an artist who went in to a pretty good high school and she was working with -- this is actually her quote. So in her final report, she lays this out and explained what she had done. So what she did is a play writing workshop with ten to 12th grade students at this high school. And the students included the entire special education SED program and SED would be serious emotional disturbance, so these are the kids with a lot of behavioral issues. Probably similar to what we saw in John and his behavioral goals. But a lot of times they have more than just behavioral goals. They're going to also have academic goals, and so in her case, she had seven students with behavioral, emotional and cognitive disabilities, and then they also included the advanced drama class, and those actually did include students with physical and speech-language disabilities who were not receiving special education, but perhaps a 504 accommodation plan that Jen described. And I'm actually going to talk about that a little bit further in a minute, but just to stick with where we are here.

So this play writing workshop was with this group of kids.

So what she found is that the art teacher worked directly with the special education teacher and the advanced drama teacher together to develop the goals for this particular residency. In this case, the teaching artist would not see the IEP. The teaching artist should not see the actual IEP of any individual student. The teachers themselves, the educators, of course, should know what's on each student's IEP and what their individual goals are, and so together with those -- with the teachers, with the educators and the teaching artists, they were able to formulate some goals around this residency that would probably assist all students in the class, both with and without disabilities, but would also specifically target some of the kids' IEP goals. She doesn't need to know what those are. She just can coordinate that residency with the teachers themselves.

So I'm going to go through some of what she's discussed about how they -- how they worked on their goals, or at least the results of some of those goals.

So they came up with students will be given new knowledge and understanding of the craft of playwriting. This was done in conjunction with the program. So we wanted all of these kids to have an opportunity to just submit their scripts for that at the end of May, this past year -- or this year, actually.

So the teaching artist stated that they used Freytag's pyramid to help the students have a structural concept before beginning. They used numerous playwriting and improvisation. Some additional goals that they had within this project were that they would be to also increase their self-esteem, and obviously when you're dealing with a lot of behavioral and emotional disorders, you're probably going to have a lot of behavioral goals on their IEPs for self-esteem, so in this case, she found that the student recognized the power of their own voice, and she said it had been astounding for those both with and without disabilities, so this is the type of when the arts are introduced to a program, whether it's children reviewing special education services or for general ed classroom, everyone benefitted.

They wrote another goal, to increase their awareness of themselves and those around them, so social/emotional skills of being aware of others. Empathy, you know, that we want our kids to have.

Again, with this particular classroom, I'm sure many of those students probably had these types of goals on their IEP around behavior and awareness and stuff themselves. So I enjoyed this picture when I found this. I loved this. We have a little boy, and all three are on the stamps mat and you have a little boy very aware of himself, conscious of where his hands are placed. To the left of the little girl who's in the same position, and then the little guy on the right who's looking at the little girl making sure he's doing it right, so that just really paints that picture of what we're talking about.

The next goal was to increase and improve written and verbal communication skills. So going back to the students that she was working with, again, they're not just going to have behavioral goals. They are going to have academic goals as well, and so while we don't need to know what those are, in this case we know that this art residency is going to improve written and verbal communication skills for all students that are participating. And so what's really exciting about this one, what she had been told ahead of time, that the students had issues of written assignments of any kind, and not to expect too much participation.

At the end, every student in the class was working on a play, and every student were glued to the computer typing for two hours and it was truly unprecedented behavior from the class, and so on a little side note, she asked if they could come to our office, the kids -- those who wanted to submit a script and those who were not ready, and have I guess a script submission afternoon and it was really tremendous to see the pride in each these students in their work, and in their accomplishments. They came and we loaded up our computers and each of those that wanted to submit did. They were surrounded by their peers, both with and without disabilities. They were surrounded by family members who came to participate. They had their special education teacher and their advanced drama teacher came, and this was on the last day of school, and so for all of them to take their time out, this was an incredibly meaningful experience for everybody involved. Even for all of us that I actually get -- every time I think about it, it was such a great experience, to have them be able to do that in our space and involve us in that.

So that's the ways that goals for one student or many students can be achieved through an arts residency. Just one example. I'm sure you all have many others that you can think of, and hopefully, has even inspired some thinking in that regard.

So moving back to the actual IEP itself, we want to talk about ways to measure progress. So every IEP must tell -- you must be able to measure progress, but you measure progress in several different ways, and these are through observations. Those are written and objective descriptions of what someone observed the student doing in a certain setting. You might have interviews or surveys, and those may be of the student or someone who works with the student. There would be oftentimes portfolios, and the portfolios are just a collection of students' work showing achievement in a certain area over a certain period. So it could include a variety of work, past essays, artwork, daily assignments. You might have writing samples at the beginning of the year, writing samples in three months, writing samples in six months and see if you're able to measure progress in that way.

Of course, there's standardized testing, which is changing for everyone, and then curriculum-based measures, and those are tests specifically designed for the students' knowledge of a particular specific curriculum area.

And then probes. And probes actually are just very short tests of small specific areas of knowledge.

Not found in every IEP, but often this comes up, is the subject of behavior. So in the kids that our artists worked with, yes, those are children that are going to have behavior issues likely and being addressed within their IEP. Many students who are receiving special education are not dealing with a behavior issue. I'm a parent, actually, and so is Jennifer, and parents of kids with disabilities, and my oldest is 17, has an IEP and behavior has never been an issue for her. Her issues are intellectual disabilities and so her IEP is really geared towards those academic skills and self-help life skills.

But when behavior is an issue, it is an issue, with the student's behavior. It impedes their own learning or the learning of others, and so the picture that we're looking at is the good old days of what we no longer do. Students are no longer sent to the chalk board to write, I must not be naughty in class 100 times to improve their behavior. We actually have found research shows that that doesn't do any good. So what does do some good is planning for behavioral interventions. And those types of things include an assessment of whether or not the behavior requires goals or whether or not it can just be -- is it something that we need to address in the IEP. If it is, then we'll ask these questions, do we need to do a functional behavioral assessment? Are there appropriate positive behavioral supports? And if you're wanting more information, I didn't include it in the resources, but there is a ton of information on what we call PBIS, and that's positive behavioral interventions and supports, and I'd be happy to get any information that anybody wants on where to find that if you're looking for that.

IEP goals and services address behaviors, but you might just have goals in the IEP around behavior, depending on the severity and the issues involved. Or, if the functional behavioral assessment is -- determines that that child has more significant needs, then you would want to create a behavior intervention plan. And that is called a BIP.

So we'll talk about that BIP, that behavioral intervention plan. So what it will do is it will target -- it will define the target behavior. It will include causes and rewards of the behavior, how to prevent the behavior, how to teach a more appropriate behavior, and how to manage a crisis. And it is designed so that data can be collected towards those behaviors and whether or not goals can be achieved around that.

Also, it's important to point out that students with disabilities -- and I don't think it's included in here, but students with disabilities, there are very specific rules about discipline for students with disabilities, and if a student's behavior is a direct result of that student's disability, and it's not -- and it's not improving, you would want to go back to a new functional behavioral assessment to determine if the behavioral intervention plan is working so that you're not dealing with students who are being expelled or removed from the class.

Jumping years just a little bit here, Jennifer mentioned at the very beginning about placement. Students -- the term least restrictive environment is important because students are to be educated -- students with disabilities are to be educated with their peers without disabilities to the maximum extent appropriate, and that is the student's least restrictive environment, and that is a team decision. Placement decisions are based on everything leading up to this, and that team decides how and where that child will be educated, how much time. It will be documented. I know she talked about that in the beginning, but that is documented on the IEP. Is my child -- how many minutes per week is the child going to be in this location? How many minutes per week will the child receive something like speech therapy. It's all defined on the IEP.

Another area that the IEP must cover is secondary transition and that is transition to adulthood. In this picture I included a young child with his parents around computers looking at something, primarily to show that we need to be talking about transitions younger and younger. We're required to have transition planning on a student's IEP by the time they're 16 years old. Many districts in Idaho, we tend to start adding it in and having those discussions at 14, but really, this is lifelong discussion. It should start early, and think about what are our child's interests are and what those activities are going to be as they get older, and that's really no different for our kids with disabilities than our kids who don't have disabilities, and we asked our kids at a very early age what do we want to be when we grow up so let's have this conversation with our kids early on and keep it ongoing so that it's about their decision making.

Transition services do include an actual coordinated set of activities, and an outcome-oriented process, so that IEP really does need to just determine what that student's interests are, what their goals are for whether it's post-secondary education or career, and then how are they going to achieve that. Those real goals need to be written into that IEP.

High school graduation. Again, discussion should begin early and changes must be documented.

Earlier, Jen talked about both accommodations and adaptation and she mentioned that adaptations to the curriculum can determine how a child will graduate, whether or not they will graduate with their class, whether or not they meet those graduation standards or whether or not they're going to go on to an 18-21 program and continue to receive their education. Because they are eligible until age 21 if the teen determines the student won't meet those graduation requirements. That student is entitled to special education and the related services until they reach 21 or until they complete graduation requirements without adaptations. That conversation should be occurring before a child even reaches middle school.

And then the transfer of rights at 18. This is something that we talked with parents quite a bit about because oftentimes parents aren't aware that they're -- the rights of the parents transfer to the student at the age of 18. The student is to be informed by the time they're 17 that they are going to now be in control of their own education unless the team determines that the student is not able to provide informed consent. So in my own daughter's case, no, her rights won't transfer at 18, and our team had already made that decision and she will go on to the 18-21 program. However, we find many times parents haven't been made aware of this and students have -- suddenly they have control and the parent -- the goal is independent living, ultimately, so but that is documented within that individualized education plan.

And then finally I'm going to include just some additional resources. It will take you -- oh, I did want to mention 504 plans just a little further in depth about what a 504 plan is. I know Jen alluded to it, but when a child -- that three-pronged approach that she talked about in the very beginning, does the child have disabilities, do they need -- does that disability affect their access to their education, and does the child need specialized instruction. We work frequently with families who have children who have part I and part II and they don't need specialized instruction, they need accommodations only to access their education.

I happen to have another child who has a 504 plan and she does not need special education. She only needs some accommodations such as a little extra time in taking tests. She has a support -- but accommodations are broad, and the reason why it's called 504, just for informational purposes only, is that it comes through section 504 of the Rehabilitation Act. So if you want to know more about that, that is actually included

in this resources section. There's a tutorial on 504 plans third one down, and that one comes, I believe, through the -- I think that's through Florida's State Department of Ed, but nonetheless, it's a great tutorial on the differences between an IEP and section 504. Some of the other additional resources we've included for you to link to is just IDEA, the entire act through the U.S. Department of Education. It's here. You can go through piece by piece and look at those regulations in very technical terms.

Or you could also go through NICHCY. That is the national dissemination center for children with disabilities. And we've included a wealth of information. Unfortunately they have lost their federal funding and I'm not sure which direction they're going to go but right now, NICHCY is beautiful information on just about every topic you can think of when it comes to special education and kids with disabilities.

The next page is additional resources. Parent Center Network. I show the network just so that everybody can see, if you want to connect with the parents, like Idaho, or in your own state, a sole listing of every state and territory is listed on that Web page. And parent centers: otherwise known as PTIs are population-based so some states have several PTIs. You're going to want to look through your counties or regions, those type of things. In Idaho, we're it. We serve families statewide.

And then the last thing I included was a sample IEP just so that you can get a visual.

You can either link to it or it's also included as a handout.

And with that I think we're ready to maybe go back to questions, Lisa?

>> LISA DAMICO: All right. I'm going to take the control back from you.

>> ANGELA LINDIG: Okay. Great.

>> LISA DAMICO: There we go. So we've had a few questions that have been coming in during your presentation and I encourage everyone else to type in your questions or raise your hand if you'd like to ask a question yourself. While we get started answering these.

So our first question comes from Emily. She says, are IEPs ever developed without the parents? Say the parents are not involved or not around to support their child.

>> ANGELA LINDIG: Yes and no.

>> JENNIFER ZIELINSKI: There must be signed consent to even do an evaluation and assessment, and that would come from the parents or guardian. But in order to even do an evaluation or an assessment, there has to be signed consent from that guardian or parent.

>> ANGELA LINDIG: And I'll just elaborate on that a little bit. Parents are part of the team, and parents are to be a part of the team. When I say yes or no, I would say the exceptions would be when, let's say, the student, the right to transfer to the student, or if there's a surrogate parent in the case of a child in foster care. In that case, then, perhaps the natural parent wouldn't be involved. But yes, the parent gets to be involved in that process.

>> LISA DAMICO: All right. Thank you. Our next question comes from Sara. In what cases are students included in IEP meetings? In what cases are students not included in IEP meetings?

>> JENNIFER ZIELINSKI: So again, that would be individualized. That, I mean, when appropriate would be when the student maybe verbalize that they want to start being active in their own decision making. Sometimes parents allow their kids to participate in that transition process. And then some cases it's not appropriate when behavior may be an issue, or it does trigger some additional issues with the family. But again, it's individualized, and, you know, a lot of times the parent is the one that's making that decision.

>> ANGELA LINDIG: And I'll add to that, too. There is a new, somewhat exciting trend of student-led IEPs. Where the students are the ones leading their own -- and the parents are there, and the parents are the ones that are, you know, making the ultimate decision makers. But students leading their own IEPs are pretty exciting, at least to great outcomes for independent living for sure.

>> LISA DAMICO: Okay. Next question from Emily. Wouldn't it be difficult to design a residency to help students achieve success without knowing what goals, IEP goals, teachers have for their students?

>> ANGELA LINDIG: Yes.

>> JENNIFER ZIELINSKI: Yes.

>> ANGELA LINDIG: I think that's why a really strong conversation needs to occur with the artist, the teaching artist, and the teachers themselves about what goals that teacher has for their student, and the teacher's going to know each child's best and what they're going to do. So for instance, just another example is we have an artist right now working for the second year in a row with students at a blind and visually impaired class, and she has worked extensively with the teacher to develop goals around balance, mobility, movement, et cetera. But you don't actually have to see the IEPs to know that the teacher knows what those goals are and then how to incorporate that into a residency.

>> JENNIFER ZIELINSKI: And I just want to add that, you know, privacy is a big issue with IEPs, and so it definitely has to, again, be a team decision. And I would even say, you know, coming from my own personal experience, my daughter having a lot of behavioral goals, specifically related to food, I would want every single educator or administrator, anyone who comes in contact with my daughter, related to her education, to know what those goals are, you know, so they're not crossing those boundaries or going against what's written in her IEP.

>> LISA DAMICO: Following up on the discussion of the IEP team, Anna would like to know, is it legal in any state for the classroom teachers to write IEPs by themselves, without an IEP team?

>> ANGELA LINDIG: No.

>> JENNIFER ZIELINSKI: No. It has to be done as a team so everyone who is involved in the child's education, you know, everyone who is involved in educating that child can participate in it, but it can't be done. There's no -- it can't even be addressed. It has to be done in the team setting. It can't even be written before the team gets together. Again, that would be considered a draft. But no.

>> ANGELA LINDIG: I'd like to point out that we're not attorneys. However...

>> JENNIFER ZIELINSKI: Right. But it's definitely done in a team setting. Input from everyone involved within that team. And again, the parents as well. But any time an IEP is written outside of that IEP meeting, it's only considered a draft.

>> LISA DAMICO: Thank you. Sara would like to know are there any resources available that list the more common IEP goals?

>> ANGELA LINDIG: I don't know if there's such a thing as common IEP goals.

>> JENNIFER ZIELINSKI: We actually get those questions every single day. Sample goals. And you can definitely Google goals for IEPs and there are multiple ones that pop up, but we always explain to the parent, or even the educator, that it is individualized. It has to do with that child's level of needing specialized instruction. So it is based on really the individual, and then again the brainstorming happens within the team on how, you know, how to write those goals.

>> ANGELA LINDIG: It just ties back to that present level of performance, that PLOP. Now you could go look for what -- look up smart goals and to learn more about goal

setting, but as far as any particular common goals for students, that's why it's an IEP. It's going to be just about that student and what their needs are.

>> LISA DAMICO: Okay. We have a couple of questions from Nadia about self-esteem. Angela, do you have any more ways to raise self-esteem for children with disabilities and how are self-esteem skills measured? When it comes to IEPs.

>> ANGELA LINDIG: Yeah, that's kind of a tough question. So if Nadia would want to share maybe her contact information, I could get her more information on that. I don't know if I want to try to answer how to increase a particular student's self-esteem. I think there's a lot of different programs out there that work on behavior and emotional disorders and things like that, and I'd leave that to the experts, but I'd be happy to get some resources to her.

>> LISA DAMICO: I will put Nadia in touch with you then. This follows up on the residency, planning the residency, you know, in regards to the IEP. So no one can see the IEP goals but they can be told to us to help us plan our residency. Is that correct?

>> JENNIFER ZIELINSKI: You're not going to necessarily know what the exact IEP goal is because the school is bound under both HIPPA and FRPPA and that would be your health privacy and your education rights, your federal education privacy laws, and so you wouldn't necessarily -- unless there was some sort of an exchange, release of information from the parent to share that information. But generally you're going to just get some overall broad, generalized idea of that classroom setting from the teacher in order to develop those goals.

>> JENNIFER ZIELINSKI: And the art educator, anyone participating in educating the student, can participate in the IEP team meeting to help with the input. And then at that point, it can be -- it's part of the agreement that you would be able to see the exact goals.

>> ANGELA LINDIG: Jumping back and forth, but that would also be dependent on if it's an art educator employed by the school or if it's a teaching artist being brought in to the school for a residency, so that's really going to -- again, I would be -- I would be -- you would want parental release, and for whatever reason, why an artist who is doing the residency would need to go to an actual IEP meeting, I can't personally imagine a situation off the top of my head, but an art educator who is employed by the school in which several students are going to be in that arts class, certainly should have full knowledge of that student's IEP.

>> LISA DAMICO: All right. Our next question comes from Gayle. You mentioned that IDEA requires funding for parenting information networks. Does IDEA require funding for other services or activities?

>> ANGELA LINDIG: Well, IDEA is huge, and so to see if I can narrow it down real quickly and easily, Section -- Part B of IDEA provides the funding for special education services for children ages 3 to 21 in our public schools. Part C of IDEA funds our infant/toddler programs in every state and provides those service, and so you're zero to 3. And part D funds the parent center networks, in which we are -- we have a very fat defined set of activities that we're required to do and additional things that we are allowed to do under optional activities. But primarily parent centers are to train parents, but in that optional activities, we also have the wonderful option of also training professionals, and anybody that can help improve the lives of students with disabilities. So that's kind of the breakdown of how IDEA, what they fund.

>> LISA DAMICO: Okay. Next question comes from Anna. Is it not safe to assume that appropriate forms of self-expression will improve self-esteem and communication skills?

>> ANGELA LINDIG: I would assume so.

>> LISA DAMICO: Okay. Go ahead.

>> JENNIFER ZIELINSKI: I was just going to say, I can't really elaborate on that.

>> LISA DAMICO: Well, we are at the end of the questions that I have. I'll give our audience a minute or two more to type out any questions that they had in mind.

Well, actually I had a good practical question that came from Tracie. Can you provide us with the link for next month's Webinar? I will in the follow-up E-mail, I will include that link.

And we have Brenda who just wants to say thanks. This helps me understand better some of the things that took place during my residency.

>> ANGELA LINDIG: Oh, I'm so glad! Wonderful!

>> LISA DAMICO: All right. Well, I think with that, we will call it a day. Let me go to my next slide. I'd like to ask you all to stay on for a few minutes more. Once I close out, there should be an automatic evaluation survey that pops up. It's really quick, but it's also very helpful to me in planning future Webinars, giving feedback to our presenters, so I would ask that you take just a moment to answer that.

And I would like to thank you all for joining us today, and a big thank you to Angela and Jennifer. This has been wonderful to have you on.

And we look forward to next month's presentation as well.

>> ANGELA LINDIG: Thank you.

>> JENNIFER ZIELINSKI: Thank you.

>> LISA DAMICO: Thank you. Good-bye, everyone.

(Webinar concluded at 3:56 p.m.)