

# Core: Goal/Outcome Objective/Indicators

Goal/Outcome # 1. Describe the goal/ outcome to be achieved

Based on need identified in description of  
child/student/young adult

Objectives/Indicators

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Tasks or activities required to achieve  
goals/outcome

Skills to be performed

Criteria, procedures, timelines for evaluation to  
measure progress

# Coordinated Goals

- Agencies/Professionals differ in not only our language but how we write goals
- Example of Philosophy Not Content
- Not in your Handout

Example:

Philosophy

Not Content

**Goal/Outcome # 1** Johnnie will demonstrate self-regulation of anger behavior in home, school and community for 75% of precipitating situations.

## Objectives/Indicators

- 1.School:** Increase the time spent in the English Classroom
  - A. Upon adult request, Johnnie will walk with teacher/aid to the designated safe "calming down area" in three of four situations.
  - B. Each week, teacher and Johnnie will discuss more appropriate ways of handling anger, identifying potential conflict situations. On a weekly basis, Johnnie will record his personal use of these positive strategies.
- 2.Children's Mental Health/Corrections:** Increase appropriate behavior at home and in the community
  - A. Assist family in developing and implementing a home behavior management plan.
- 3.Public Health:** Increase appropriate behavior at home and in the community
  - A. Evaluate home for safety issues.
  - B. Provide support to family in implementing behavior plan.
  - C. Assist family in locating physician for medication management.
  - D. Monitor medication, including side effects.

# CORE: Services

- PURPOSE:
  - To identify needed services
  - Identify the provider/payor
  - Identify services not available and the actions taken to develop the services

# Core: Services

- Designed to be an interagency record
- Documents the services (both formal and informal) provided by:
  - Family
  - Education
  - Public health,
  - Human services
  - Other community partners and individuals.

# Core: Services

Type of service Actual number of  
minutes

Service Minutes/Session: Direct Indirect

Place of service How Often

Service Location Frequency (#/wk, #/mo)

Name of agency Month/Day/Year

Begins/How Long

Agency Providing Service Start Date Duration

Name of person/provider

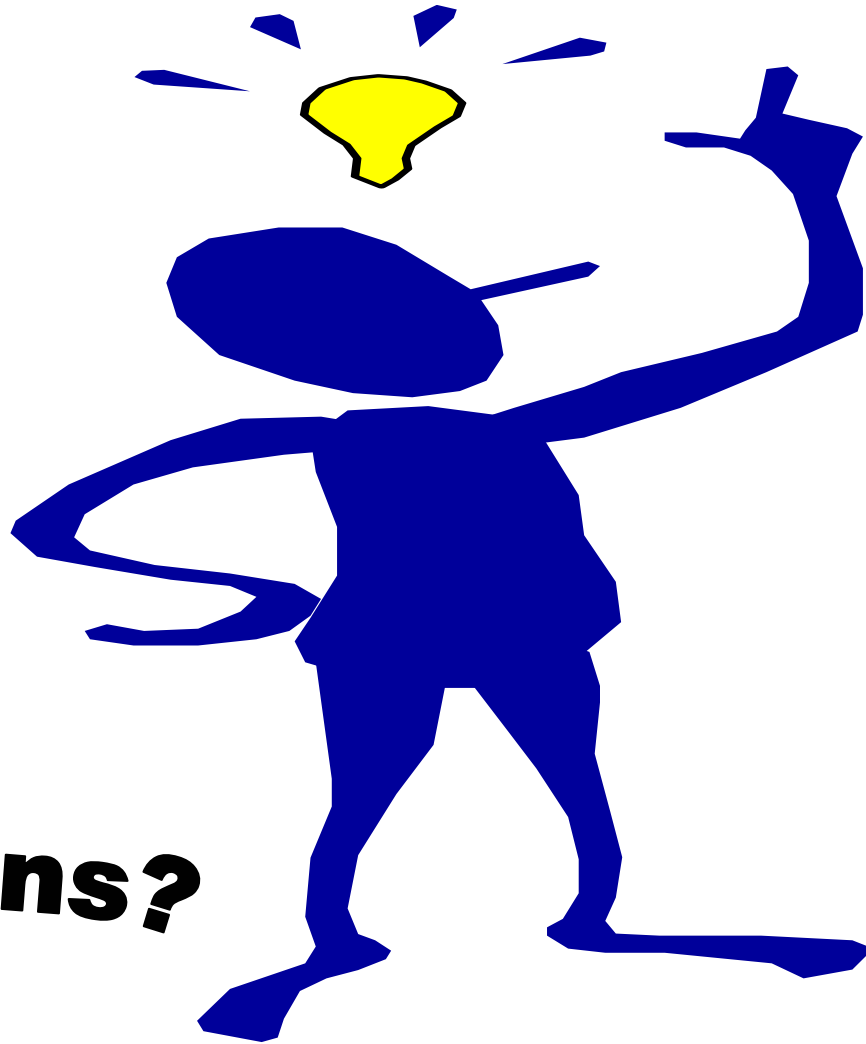
Service Provider Name Telephone

Address of the service provider

Address City State ZIP

Payor Name Person approving

payment



**Questions?**

# Additional Required Elements of Specific Plans

Individual Interagency  
Intervention Plan

Required by Specific Plans

# Do We Need To Complete Every Page?

- Entire IIP may not need to be completed.
  - After the Core Section
  - Completion of Additional Required Elements depends on:
    - Child/student/young adult's age
    - Need for services by agency/program
    - Which plan the IIP replaces

# Additional Required Elements

Additional Information

Required for Ages Birth To Three

- **PURPOSE:**
  - Natural environment assurance statement
  - Select the most appropriate setting
  - Document transition planning at age 3

# Additional Required Elements

Additional Information

Required for Ages Three to Twenty-One

Federal Setting

Progress Reporting

Adaptations

Least Restrictive Environment (LRE)

Extended School Year (ESY)

Transfer of Rights at Age of Majority

# Additional Required Elements

Periodic Review

Required for Ages Birth To Three

- **PURPOSE:**

- Record periodic review and evaluation of each goal/outcome (IFSP).

# Additional Required Elements

High Standards

Required for Ages Three to Graduation

- **PURPOSE:**

- Record on the IIP

- Accommodations
    - Modifications
    - Exemptions

- Necessary for the student receiving special education services to participate in state or district wide assessments of student achievement

# Additional Required Elements

## Profile of Learning Charts

Required for Ages Three to Graduation

- Required for
  - Primary Grades
  - Intermediate Grades
  - Middle Grades
  - High School

# Additional Required Elements

## Signatures/Designee Assignments

- **PURPOSE:**

- To obtain the signatures required on a plan
- Provide an area to record service coordinator designations
  - Name not a signature

# Additional Required Elements

## Signatures/Designee Assignments

- **ISSUES:**
  - Not all plans require a signature on the plan
  - Additional documentation  
(Consents, due process, etc.)
  - Maintenance of the **original** signed  
(Decision by agencies involved in the 3-21  
Coordinated System)

# Additional Required Elements

## Signatures/Designee Assignments

- Signature may obligate agency services
- Law does **not increase or decrease** the obligation of the state, county, regional agency, local school district, or local agency or organization to pay for education, health care or social services
- Each signer should refer to their own rules, regulation, policy or procedure on what the signature means for their agency

# Additional Required Elements Signatures/Designee Assignments

- Three signature pages:
  - ISP
  - Signatures, if required and Designee Assignments
  - Medical Assistance Waiver Care Plans
    - CAC
    - CADI
    - TBI

# Appendix

Definitions

Federal Settings

Race/Ethnicity

Home Primary Languages

County Code

Inventory of Plan Required Elements

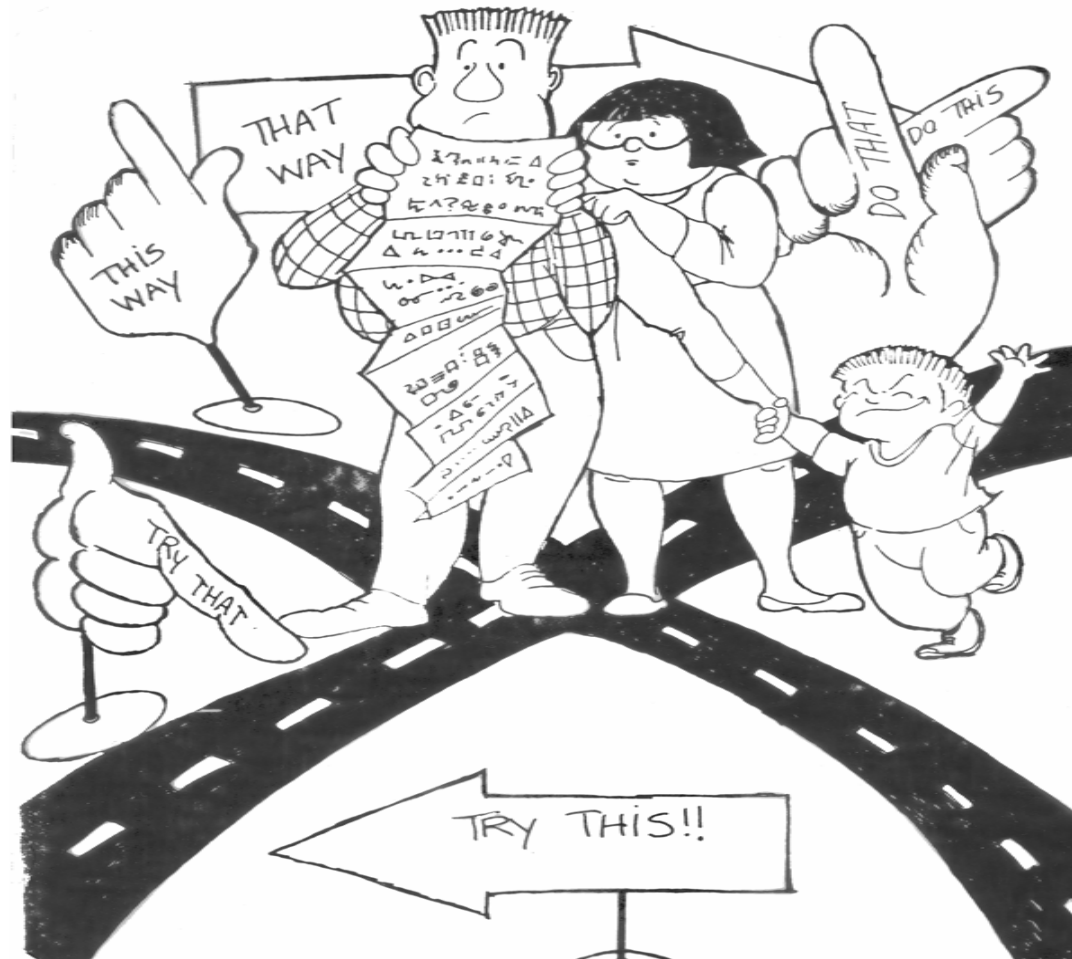
Optional Forms

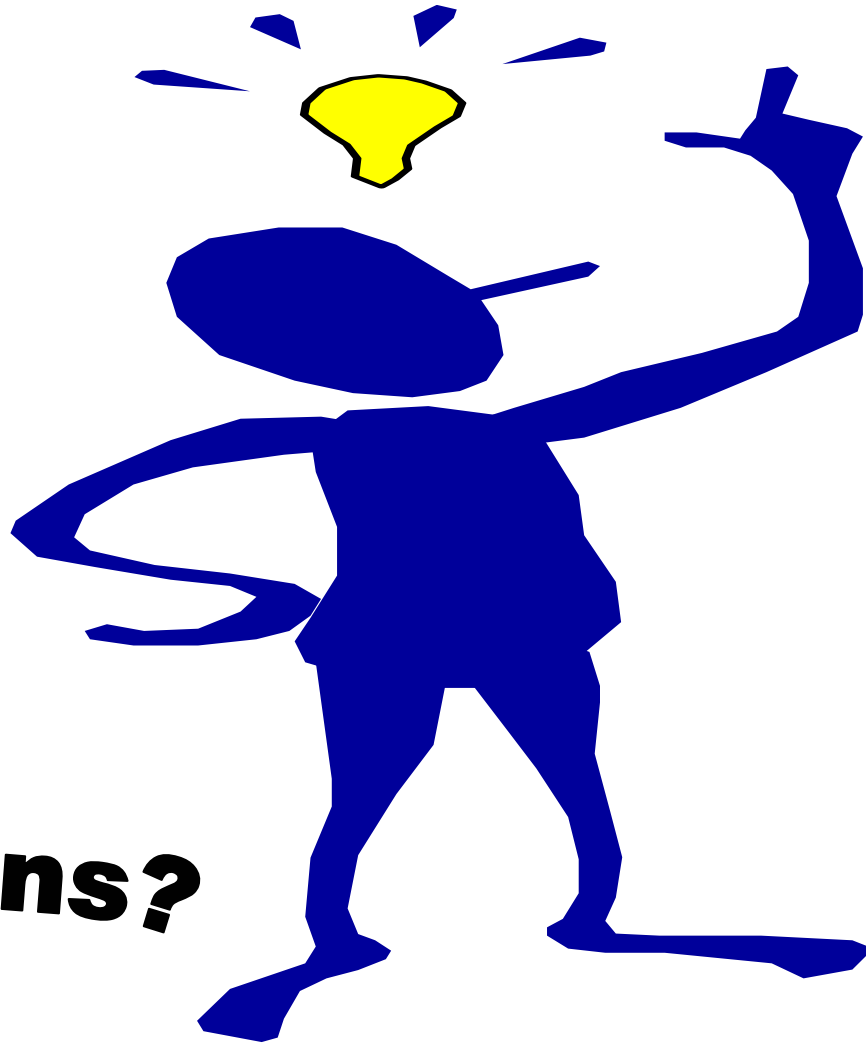
Copy of IIIP

# Optional Forms

- Medical Assistance Waiver (3)
- Meeting Plan – Help identify team
- Action Plan
- Progress Report
- Family Considerations –Help identify issues
- Outcome Page
- Emergency Medical/Crisis/Behavior Intervention Plan

A successful IIP Process and Document will help families avoid this....





**Questions?**

TRAIN THE TRAINER

STRATEGIES



# Skills & Tools for IIP Training

- Process
  - ← Assess your learners' needs
  - ← Share desired outcomes of the training
  - ← Select delivery methods
  - ← Design content
  - ← Develop an ongoing evaluation tool



# How to Deliver and Facilitate Training

- Engage and motivate your learners
  - ← assess and adjust to the learning styles of your audience
- Present information clearly
- Facilitate and debrief activities and exercises
- Use a variety of technology tools
  - ← flip charts
  - ← white boards
  - ← displays

# Connecting With Your Audience

- **Incorporate adult learning styles in your training** (auditory, visual, tactile, kinesthetic)
- Design your training to **include** skills in:
  - ← acquisition of information
  - ← storage of information
  - ← retrieval of information



# Connecting Steps

- Stimulate questions that promote creative thinking
- Assist learners in facilitating their own learning
- Build fun into your training
- Apply the power of enthusiasm
- Use reflective techniques



# Training Coordination

- **Develop a training plan**
  - Know your audience
  - Determine your overall goals/outcomes
  - What materials will you need?
    - handouts
    - videos



# Scheduling

- Avoid winter sessions (January and February)
- Avoid Mondays and Fridays
- Convenient training location

# Facilities Checklist

- Number of Attendees
- Equipment
- Room set-up
- A.V. needs identified
- Comfortable environment for learning
- Know your facilities contact person

# Preparing for the Presentation

- Familiarize yourself with the material
- Prepare presentation
- Prepare handouts
  - make a minimum of 5 extra sets
  - bring extra supplies (pens, pencils, tape, sticky notes, etc.)

# Presentation Checklist

- Be prepared
- Clear, concise information
- Incorporate a variety of learning methods into your presentation

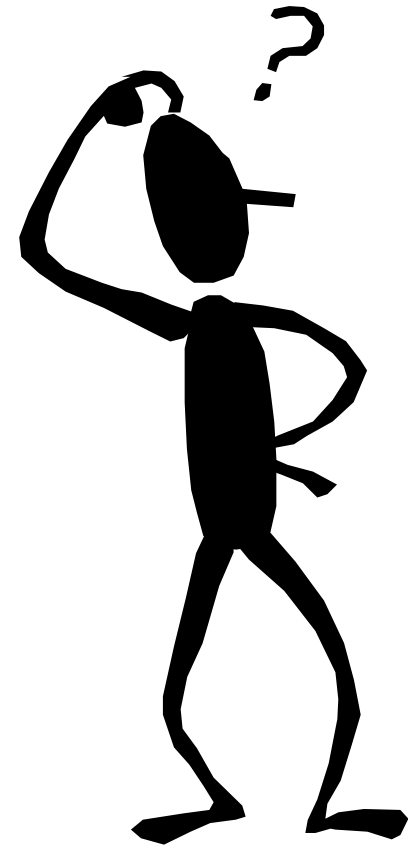
# S.O.F.T.E.N. Approach

David Lantz

- **Smile**
  - You are happy to be here.
- **Open posture**
  - You are friendly and relaxed and confident.
- **Forward Lean**
  - You are going to say something interesting and important.
- **Territory.**
  - You are alive. Move around, don't just stand behind the lectern.
- **Eye Contact**
  - You develop a rapport with the audience.
- **Nod Head.**
  - You are listening as well as speaking to the audience

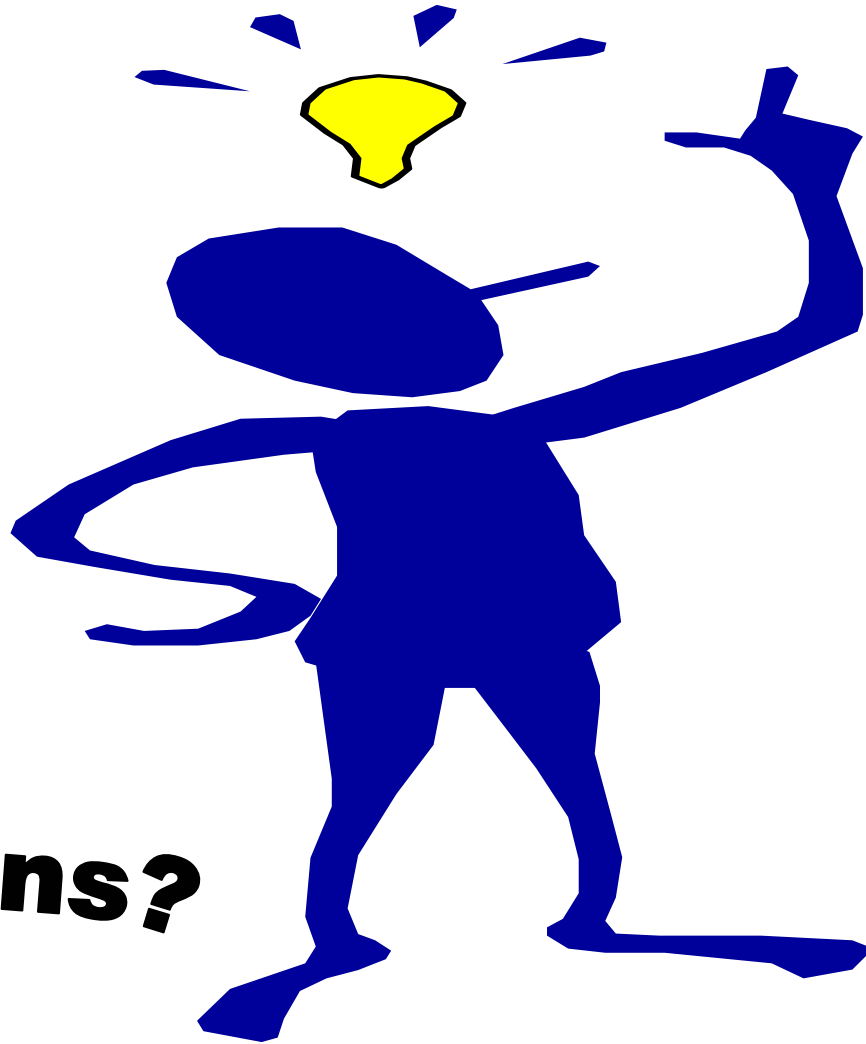
# Steps to Win an Audience

- ← Know your material.
- ← Practice, practice, practice.
- ← Eye to Eye.
- ← Humor 'em.
- ← Grab 'em.
- ← Move It.
- ← Visual Aids.
- ← Go Slow.



# Evaluation Strategies

- Project driven
- Reflective
- Simple in design



**Questions?**

“If You Are Standing  
at the Edge of a Chasm,  
You Don't Try to Get Over It  
One Step at a Time,  
You Take a Leap.”



Elizabeth Schorr

# TRAINING EVALUATION AND NEXT STEPS

- Fill out evaluation form
- Suggestions for follow-up
- Action Plan
  - Strategies for training at home
  - Schedule a time to plan