

## ***Confirming that Staff Understand How to Implement IEPs***

Don't "assume" that teachers are fully aware of their responsibilities specific to the implementation of every student's IEP. Large caseloads, tight schedules, and the abundance of paperwork, all blur the critical need of being very familiar with the needs of students and the IEP goals and services. In a case described in the article in the LRP Team Trainer, staff of a particular school didn't realize that a student had an IEP. Additionally, some staff members thought that some of the accommodations specified in the IEP were unnecessary. To add to the problem, the OT incorrectly assumed that the student appeared on her caseload for consult services only, despite the fact that the IEP specified direct service.

So what do we do to prevent such blatant issues ...

- ✓ ***Verbally check in with staff after sending IEPs*** ... summarize and point out which parts of the IEP are relevant to the staff member while getting verbal confirmation that they understand them.
- ✓ ***Remind staff to review caseloads frequently*** ... consider periodically updating caseload lists and sharing the lists with staff (use caution specific to confidentiality).
- ✓ ***Consider "walk-throughs" throughout the school year*** ... this provides an opportunity to see classroom dynamics and uncover issues that might impact IEP implementation.
- ✓ ***Periodically review the implementation of accommodations*** ... making sure that accommodations are being implemented and, if not, why.

