

## IEP Planning Worksheet (GS SETT Long Form)

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Gather this information about the student, environment, and performance assessment (tasks) prior to your meeting. This worksheet should be completed by team members who are familiar with the student. Record on the forms as needed.

### Student

1. What are the student's strengths, abilities, motivators, and recent success stories?
  
  
  
  
  
  
  
  
  
  
2. What does the student need to do when completing school tasks related to his/her IEP and grade-level performance assessments for the Minnesota Graduation Standards? Are you anticipating challenges with these specific school activities?
  
  
  
  
  
  
  
  
  
  
3. What is working well for the student?
  
  
  
  
  
  
  
  
  
  
4. What are the student's unique needs?
  
  
  
  
  
  
  
  
  
  
5. What are the student's expectations? Long range goals? Transition and career goals? Special considerations?
  
  
  
  
  
  
  
  
  
  
6. What strategies, accommodations and use of assistive technology have worked in the past?
  
  
  
  
  
  
  
  
  
  
7. Unanswered questions:

## Environment

What environments are typical for the student within the school day?  
Examine each environment and determine which environment(s) are addressing current performance assessments for the Minnesota Graduation Standards. You may indicate this with a star.

1.	2.
3.	4.
5.	6.
7.	8.

Notes for Environment # \_\_\_\_\_ Time \_\_\_\_\_ Person Responsible \_\_\_\_\_

What performance assessments of the Minnesota Graduation Standard learning areas are being addressed in this environment? Attach the optional performance assessment checklists if available.

1. Assistive technology (assistive technology devices and training) currently available:

2. Physical arrangement:

3. Instructional strategies and teaching style:

4. Supports available:

5. Resources available:

On the previous worksheet, the environments were pinpointed that are addressing the learning areas of the Minnesota Graduation Standards. Use this as an additional worksheet for multiple starred environments.

Notes for Environment # \_\_\_\_\_ Time \_\_\_\_\_ Person Responsible \_\_\_\_\_

What performance assessments of the Minnesota Graduation Standard learning areas are being addressed in this environment? Attach the optional performance assessment checklists if available.

1. Assistive technology (assistive technology devices and training) currently available:

2. Physical arrangement:

3. Instructional strategies and teaching style:

4. Supports available:

5. Resources available:

# Tasks

Environment # \_\_\_\_\_ Time \_\_\_\_\_ Person Responsible \_\_\_\_\_

1. All students are required to complete the following performance assessments in the targeted Learning Area of the Minnesota Graduation Standards:

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2. What are the required tasks for this performance assessment and which tasks of this performance assessment will this student complete?

TASKS	Can complete task with same rigor as peers, allowing accommodations as necessary (Pass State)	Can complete task with individual modifications (Pass Individual)	Can not complete task (Exempt)	Don't Know (Use GS SETT)
1				
2				
3				
4				
5				

3. What special accommodations and strategies are needed to complete these tasks?

TASKS	ACCOMMODATIONS	PERSON RESPONSIBLE
1		
2		
3		
4		

## Tools and Strategies

1. What are effective strategies/tools/accommodations for this student, based on the information reported on the student worksheet?
2. How can the team provide assistance to increase participation in the Minnesota Graduation Standards?
3. How has assistive technology been considered?
4. What strategies and/or tools will be tried to assist the student?

## Notes

## IEP Planning Worksheet (GS SETT Short Form)

### Student

1. What are the student's strengths, abilities, motivators, and recent success stories?
2. What does the student need to do when completing school tasks related to his/her IEP and grade-level performance assessments for the Minnesota Graduation Standards? Are you anticipating challenges with these specific school activities?
3. What is working well for the student?
4. What are the student's unique needs?
5. What are the student's expectations? Long range goals? Transition and career goals? Special considerations?
6. What strategies, accommodations and use of assistive technology have worked in the past?
7. Unanswered questions:

### Environment

1. What environments are typical for the student within the school day?
2. What performance assessments of the Minnesota Graduation Standard learning areas are being addressed in this environment?
  - Assistive technology [assistive technology (devices and training) and adaptations] currently available:
  - Physical arrangement:
  - Instructional strategies and teaching style:
  - Supports available:
  - Resources available:

## Tasks

1. All students are required to complete the following performance assessments in the targeted learning area of the Minnesota Graduation Standards:
2. What are the required tasks for this performance assessment and which tasks of this performance assessment will this student complete?
  - Can complete task with same rigor as peers, allowing accommodations as necessary (Pass State)
  - Can complete task with individual modifications (Pass Individual)
  - Can not complete task (Exempt)
  - Don't Know (Use GS SETT)
3. What special accommodations and strategies are needed to complete these tasks?

## Tools and Strategies

1. What are effective strategies/tools/accommodations for this student, based on the information reported on the student worksheet?
2. How can the team provide assistance to increase participation in the Minnesota Graduation Standards?
3. How has assistive technology been considered?
4. What strategies and/or tools will be tried to assist the student?



**Notes**

# GS SETT Parent Notes • Appendix 10

## IEP Planning Worksheet

Child's Name	Grade	Meeting Date
Case Manager	Phone	

**Directions:** As a parent and member of the planning team, you may use these questions as a planning tool for your child's meeting. Feel free to jot down your ideas on this form and bring it to the meeting for your personal use only. You will not need to return this form to your child's case manager.

1. Describe activities your child enjoys that may be used in school to increase his/her participation and independence with the various learning areas of the Minnesota Graduation Standards.
  
2. What are your child's current strengths, interests, and motivators?
  
3. Describe any current frustrations or problems at school related to participation in meeting the Minnesota Graduation Standards.
  
4. What are your ideas on how changes in activities, approaches, or tools (assistive technology) might increase your child's learning and participation in school?

5. Please list any (simple to complex) assistive technology devices or strategies your child is using:

Home	School

6. Describe your feeling and your child's feelings about participation in activities related to the Minnesota Graduation Standards.
  
7. Describe how you feel about your child's success. Also, are your child's needs being met at school, including academic skills, personal management skills, and social skills?

Additional comments:

Materials adapted from the Process and Procedures for Consideration of Assistive Technology Intermediate District 287, March, 1999 and the Minnesota Assistive Technology Guidelines, Division of Special Education, Minnesota Department of Children, Families & Learning, April 2000.

## Notes

## IEP Conference Recording (GS SETT Group Memory Plan)

**Instructions:** In using GS SETT, the group memory is recorded for all to see on an overhead or a flip chart. The process facilitator is responsible for bringing the group to consensus as the notes are discussed and recording the ideas on the flip chart. A recorder is responsible for a complete set of notes in more detail. If there is an administrative designee at the meeting, this person may be a good choice for the recorder. The individual notes pages are destroyed and the group members receive a copy of the Summary of the Group Planning Meeting. If any “official record” of the planning meeting is kept in the student file, it should be the Summary of the Group Planning Form.

Here is a sample of how the flip chart or overhead sheets

can be set up prior to the meeting. The first three sheets, “Problem Identification,” should be agreed upon before moving the group to the “Tools/Strategies Identification” section which is the decision-making portion of the process. During this process, the team should quickly identify and agree to ideas for tools and strategies, specific tool trials (extended consideration). If a team cannot sort the information when deciding on, for example, a writing output device, the team may decide to ask an occupational therapist for technical assistance regarding comparison information on the student’s speed and accuracy with handwriting and keyboarding skills.

Each overhead or flip chart page should include the student’s name, date, and a list of team members present.

Source: Materials adapted from the Process and Procedures for Consideration of Assistive Technology Intermediate District 287, March, 1999 and the Minnesota Assistive Technology Guidelines, Division of Special Education, Minnesota Department of Children, Families & Learning, April 2000.

### PROBLEM IDENTIFICATION (1 of 3)

#### Student IEP and Minnesota Graduation Standards

Strengths/Abilities/Motivators/Success Stories:

Needs:

Long range goals:

Assistive Technical Accommodations—What is in place?

Unanswered questions:

### PROBLEM IDENTIFICATION (2 of 3)

#### Environmental Considerations

List performance assessments for the current school year:

1. \_\_\_\_\_  
What are the content and critical elements of this performance assessment?

2. \_\_\_\_\_  
What are the content and critical elements of this performance assessment?

Other environmental factors:

Student Schedule Periods

1 5

2 6

3 7

4 8

**PROBLEM IDENTIFICATION (3 of 3)**

**Tasks**

**What does the student need to do?**

- 1. Task: \_\_\_\_\_
  - Completes with peers
  - Same rigor as peers = Pass State
  - Needs individual modification = Pass Individual
  - Cannot complete = Exempt
  - Don't know = Use GS SETT
- 2. Task: \_\_\_\_\_
  - Completes with peers
  - Same rigor as peers = Pass State
  - Needs individual modification = Pass Individual
  - Cannot complete = Exempt
  - Don't know = Use GS SETT
- 3. Task: \_\_\_\_\_
  - Completes with peers
  - Same rigor as peers = Pass State
  - Needs individual modification = Pass Individual
  - Cannot complete = Exempt
  - Don't know = Use GS SETT
- 4. Task: \_\_\_\_\_
  - Completes with peers
  - Same rigor as peers = Pass State
  - Needs individual modification = Pass Individual
  - Cannot complete = Exempt
  - Don't know = Use GS SETT

**TOOLS/STRATEGIES IDENTIFICATION (1 of 3)**

**Generated Options**

Adaptations and assistive technologies.

What are features of a tool that might provide greater participation for the selected tasks?

Strategies? (*Brainstorming only—no decision. Star top 3.*)

Unanswered questions?

**TOOLS/STRATEGIES IDENTIFICATION (2 of 3)**

**Prioritize Selections**

Discuss and select best ideas from brainstorming. List and prioritize.

- 1.
- 2.
- 3.

**TOOLS/STRATEGIES IDENTIFICATION (3 of 3)**

**Implementation Plan**

Trial:  
What are we trying? For how long? When? Who is responsible?

Criteria for measuring success:

- Documentation on IEP:
- Pass State
  - Pass Individual
  - Exempt
  - Assistive Technology (devices and/or services)

Follow-up plan:  
Who & when  
Set specific date now

**IEP Group Planning Summary**  
(5 pages)

**Directions:** This optional form is to be completed by a designated recorder following the team meeting. Transfer the information compiled during the GS SETT planning meeting that addressed the student, environment, tasks, and tools when making decisions regarding the Minnesota Graduation Standards.

Student name

Grade

Date

Team Members

Case Manager

Phone Number

1. Describe the student's strengths, abilities, motivators, and success stories:

2. Summarize the student's needs:

3. Summarize the student's long range goals:

4. Describe the student's accommodations and assistive technology (devices) and/or services that are currently used:

5. List any unanswered questions:

## IEP Group Planning Summary

## Environmental Considerations

(page 2 of 5)

Period	Subject	Performance Assessment
1		<input type="checkbox"/> Yes <input type="checkbox"/> No
2		<input type="checkbox"/> Yes <input type="checkbox"/> No
3		<input type="checkbox"/> Yes <input type="checkbox"/> No
4		<input type="checkbox"/> Yes <input type="checkbox"/> No
5		<input type="checkbox"/> Yes <input type="checkbox"/> No
6		<input type="checkbox"/> Yes <input type="checkbox"/> No
7		<input type="checkbox"/> Yes <input type="checkbox"/> No
8		<input type="checkbox"/> Yes <input type="checkbox"/> No

School year 20____	1. Performance Assessment	2. Performance Assessment	3. Performance Assessment	4. Performance Assessment
Content Areas				
Critical Elements				

# IEP Group Planning Summary

# Tasks (page 3 of 5)

Student Name

Date

Indicate with  
Y=Yes or N=No

Completes  
Task with  
Peers; Same  
rigor as peers  
= Pass State

Needs  
Individual  
Modification  
= Pass  
Individual

Cannot  
Complete =  
Exempt

Don't Know  
= Use  
GS SETT

## Performance Assessment Tasks

Performance Assessments

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

<b>IEP Group Planning Summary</b>	<b>Tools—Adaptations: Accommodations and Modifications</b> (page 4 of 5)
<b>Name tasks from previous section that raised uncertainty (GS SETT).</b>	<b>List the generated adaptations. Star or circle the prioritized options.</b>
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	

**IEP Group Planning Summary****Implementation Plan**

(page 5 of 5)

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Will any of the prioritized adaptations necessary for the completion of the Minnesota Graduation Standards require a trial period or an extended consideration?

Yes     No

If so, what criteria will be used during the trial to measure the adaptation's effectiveness? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

When will this adaptation be initiated? \_\_\_\_\_

How long? \_\_\_\_\_

Who is responsible \_\_\_\_\_

**Documentation on IEP**

Performance Assessment(s)	P.S.	P.I.	E.	Adaptations/Assistive Technology

**Follow-up Plan**

To-Do List	Who is Responsible?	Targeted Completion Date
1.		
2.		
3.		
4.		
5.		
6.		

Was another meeting scheduled?     Yes (date) \_\_\_\_\_     No

## Notes