

A photograph of four potted plants arranged in a row against a light gray background. From left to right: a cactus in a galvanized metal pot, a succulent in a white ceramic pot, an aloe vera in a white ceramic pot, and a fern in a galvanized metal pot.

Top IEP Collaboration Tips for Behavior Analysts

Annie McLaughlin, PhD, BCBA-D



About Us

IEP Advocacy

Support families as they navigate through the special education process

Behavior & Education Consultation

Provide direct support to school districts, community agencies, and individuals

Expert Witness Testimony

Maryland & Beyond

Parental Involvement within the IEP process



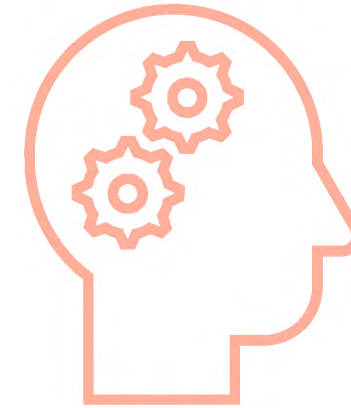
Research Supported

Staples & Diliberto (2010)



Parent's Right to Participate

IDEA Sec. 300.321:
IEP Team



Preventative

Mandlawitz (2002)
Lake & Billingsley (2000)

Ingalls, Hammond, Paez, & Rodriguez (2016)

Believed they
were prepared for
the meeting

47%

Felt overwhelmed
and anxious

69%

Felt comfortable
attending the
IEP meeting

19%

What's the Big IDEA? A preliminary analysis of behavior analysts' self-reported training in and knowledge of federal special education law

Reported receiving training

Only 1/3 of respondents

Identified many barriers to additional training

Unclear job responsibilities, a heavy caseload, knowledge not required by employer, lack of training resources, lack of PD

Familiarity with terms

Directly correlated with a degree in special education and increased experience in the field

Vladescu, Breeman, Cox, & Drevon (2022)



Advocacy Process

Develop rapport with parent

Listen to the parent, share experiences, build trust

Establish clear expectations

Specify services. What can they expect? Do not provide promises for outcomes. Provide referrals

Learn about child and family

Meet the child and family, review documents, observe at school

Education & Empower

Explain process and rights, provide guidance, connect with resources, document

Participate in IEP meetings

Provide affective support, ask questions

Burke & Goldman (2017).



While IDEA is a federal law, states can interpret it

Consent to Implement

Signing the IEP: all or nothing, one time, portions, etc.

Extended School Year

Criteria, type, duration of services offered

IEPs

IDEA mandates: disability, needs, goals, and services, but states can have leeway on deciding specific content and format of IEPs

Discipline

IDEA protects discrimination against students, but states have flexibility on the process for FBA/BIPs

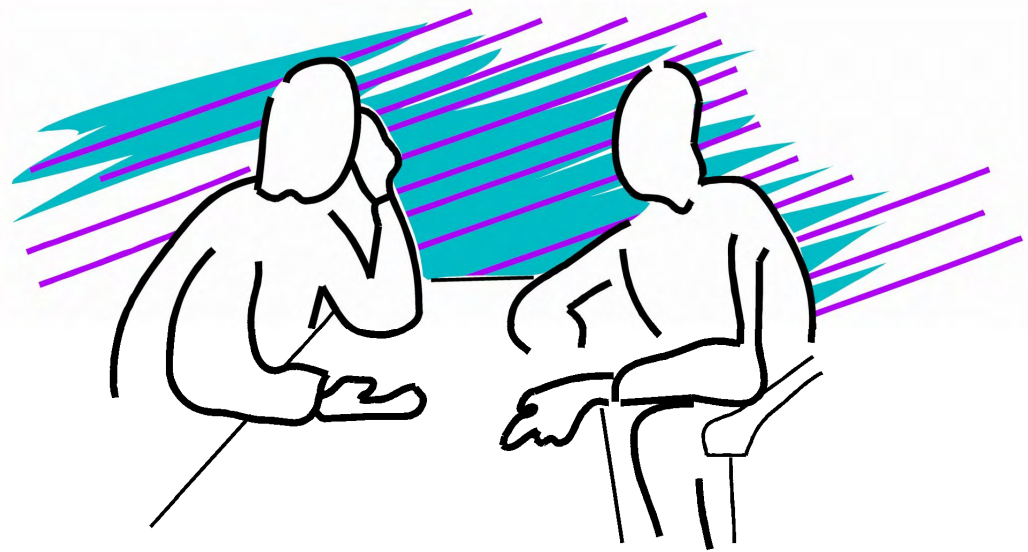
Where does that leave you as a behavior analyst
who participates in IEP meetings?



Tip 1:
Know the purpose of the
IEP meeting **AND** what the
parent goal is



Tip 2: Understand the school district's perspective and what they may be trying to tell the parent



Tip 3: Language Considerations!

- Don't blame or criticize.
- Use language around what the child needs.
- Speak up when you have something to add.
Don't just wait for behavior!



Tip 4: Look for solutions that are easily implemented in a group setting with low response effort

Resources

Burke, M. M. & Goldman, S. E. (2017). Documenting the Experiences of Special Education Advocates. *Journal of Special Education, 51*(1), 3-13.

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Mandlawitz, M. R. (2002). The impact of the legal system on educational programming for young children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 32*, 495–508.

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Contact Information

Annie McLaughlin

Annie@Specialedguidance.com

@IEPadvocateAnnie

www.iepadvocaytraining.com