

Planning and Placement Team (PPT) basics

What will happen at the meeting?

The components of the meeting should always include:

- Q **The purpose** of the meeting will be described (i.e. it is an: annual review, request for outplacement, etc.)
- Q **Reports of progress** by teachers and therapists will be given
 - | Be sure to address how much further he/she has to go
- Q **A review of new reports or evaluations (if any)** will be made
 - | Request copies before the meeting!
 - | Be sure they are complete
 - | Be sure you understand them
 - | If you disagree with the results, say so
- Q **A discussion about the child's strengths and needs**
 - | These should match the description given in an evaluation
 - | Discussion should include ways to incorporate strengths in the day as well as how to address the needs
- Q **Develop goals and objectives as a team**
 - | These should specifically address the needs discussed
 - | Request copies of proposed goals and objectives before the meeting!
 - | Bring your own list of proposed goals and objectives and discuss/add them
 - | Be sure goals and objectives address ALL areas of the child's disability
 - | How is each objective to be measured for progress (they **MUST** be measurable by law)
 - | Check all previous goals to see if there is a predictable next step
- Q **Modifications to the environment and the curriculum** will be decided upon
 - | This discussion can include homework modifications
- Q **Placement** (classroom/school) options **MUST only** be discussed after needs and strengths are discussed, and after goals and objectives have been decided upon

- | Request to observe any proposed placement first (take notes, notice the other children's levels of need, ask questions)

Q **Extended day/year** MUST be discussed for any child who may qualify

Q **Training** of staff and paraprofessionals

Q **Transition** (if applicable by age)

What is the parents' role at the PPT?

Q Ask any questions you have

- | Come with a list, and be sure you understand the answers
- | Tape record or bring someone to take notes

Q Be sure to discuss all areas of the child's need, which may include:

- | Motor skills, sensory needs
- | Social skills, and social groups (friends, playground, lunchroom)
- | Behavior (plan, charts, agreements, responsibilities, FBA)
- | Age appropriate issues – play, adolescent
- | Organization and independence
- | Language skills and reading level (watch for speech/reading vs. comprehension and use)
- | Counseling (peer issues, self-advocacy, coping and self-regulation)
- | Assistive technology
- | Recreation possibilities (clubs, sports)
- | Generalization of skills (where are they taught, how are they measured)

Q Be sure to discuss the child's strengths and how to use them effectively in the year

Q Be sure the district documents any requests and/or refusals on the Prior Written Notice page of the IEP

- | Is it within the law?
- | Is it reasonable?
- | How can they defend their position?

Q If you are unhappy with the outcome of the meeting, say so and get it written into the IEP

What do I need to do once the meeting is over?

- Q Follow up on any contacts if they are not made as agreed (a 'friendly reminder')
- Q Send the team information about workshops, books, etc. (reasonable amounts). Be sure it is in writing
- Q Check for updated goals at least every marking period
- Q If there are problems, contact the most-directly involved person first and work your way up the ladder
- Q Allow for mistakes (they WILL happen)
- Q Keep communication open and friendly with teachers all year
- Q Volunteer in the classroom, PTA, library, etc.
- Q Don't wait till the end of the year to call a meeting if there is a need
- Q Contact ASRC, CPAC or the State Bureau of Special Education if necessary
- Q Don't be afraid of due process