




The PPT Process

What is it and how do I best support
my child?



The Referral

Vocabulary:

FAPE

SRBI or RTI

Child Find

The Purpose: To review student data and teaching and intervention strategies with a team consisting of parents and educators to determine the following:

What are the concerns of the team?

Is there enough data to assist the team in determining best strategies to support the student.

If we need additional information, what are we going to do to get it? (testing)

The Referral

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Child Find

What to do as a parent:

Before the meeting develop a list of strengths and concerns. Try to identify specific data points. For example it is more powerful to say my child spends 2 hours on a particular homework assignment rather than say it takes them a long time to complete homework.

Bring work samples that are able to show these strengths and concerns

Develop a binder for this process, you will collect a lot of paperwork.

Review documents on the East Haddam Special Education website

Review Evaluation PPT

Vocabulary:

Achievement Tests

Cognitive Tests

Marked or Adverse Impact

Relative Weakness

The Purpose: To provide additional information so that the team can identify the best strategies and interventions to ensure the child receives educational benefit.

Does the information inform us as to the best strategies to instruct the student.

Does the information show the presence of a disability?

What is the impact of the possible disability on education?

Can these impacts be addressed in the regular education environment?

Review Evaluation PPT

Vocabulary:

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Cognitive Tests

Marked or Adverse Impact

Relative Weakness

What to do as a parent:

Review the evaluations prior to the PPT.

Schedule time prior to the PPT to meet with the evaluators (in person or via phone) to discuss the results.

Give yourself time to process the information.

Develop a list of questions and thoughts to review at the PPT.

IEP Development

Vocabulary:

LRE

Supplemental Aids and Services

Related Services

Prior Written Notice

IDEA is a process law, and the IEP is designed to follow that process.

Once identified as eligible and in what category, the team must identify and develop the following:

- PLAAFP (Or PLOPS) - Age Appropriate, Strengths, Concerns, Impact
- Transition planning (For 16 years and older)
- Goals and Objectives
- Accommodations and Modifications
- Special Education and Related Services Grid

IEP Development

Vocabulary:

LRE

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Related Services

Prior Written Notice

What to do as a parent:

Get that list of questions.

Participate, ask questions, get answers. If someone says something you don't understand, ask them to explain it.

Obligations of the School and District

- Ensure students are provided with a Free, Appropriate, Public Education in the Least Restrictive Environment.
- Ensure timelines are met.
- Ensure IDEA and State processes and procedures are adhered to (Annual reviews, triennial evaluations, parent information)
- Seek parent input and involvement in the process

Other parent strategies/suggestions

- Remember that we have a shared goal, to best support your student/child.
- If you have questions or concerns, contact your child's case monitor. They can often get you the information you are looking for either via phone, or they can arrange a parent meeting.
- Honest conversations are difficult, but will alleviate misperceptions and misunderstandings.
- PPTs are stressful for everyone, even if we are all in agreement.
- As you prepare for an upcoming PPT, inform the team of any areas of concern that you have. Share any information that may help the team plan and develop the IEP.