



Synthesis Activity

Shayla's IEP Scenario

Shayla is four years old and has cerebral palsy. She lives with her mother, grandmother, and five-year-old twin brothers. Her mother recently graduated from a job-training program and just became employed full-time. She has enrolled Shayla in the early childhood program that her twin brothers attend.

Shayla enjoys playing with her siblings and gets very excited when anyone sings. She likes to paint and engage in messy activities. She does not speak in words, but she clearly is aware of everything that is going on around her and anticipates her routines.

Up until now, at the request of Shayla's family, Shayla has received home-based speech and physical therapy. Shayla has a diagnosis of spastic quadriplegia (a form of cerebral palsy in which her arms and legs are either very stiff or limp). She has limited movement in her arms and legs and needs to be moved physically from one area to another. She has several pieces of equipment that enable her to participate in activities—special chairs, standers, etc.

A physical therapist comes once a week to work with Shayla. The therapist also teaches the family how to move Shayla and help her with certain exercises. She has taught the family a number of ways to position Shayla so she can actually move better on her own, but Shayla's family members still have a lot of questions about ways to help her use her hands better.

Handout #4



A speech therapist comes once a week and has been talking about some kind of electronic device that Shayla could use to communicate. Shayla's mother liked the idea; however, she and Shayla's grandmother have a lot of questions about how this would work, and they are unsure of whether they are skilled enough to help Shayla with such a device.

Shayla's mother wants to be sure that Shayla will be cared for appropriately in the new setting. She wants the teachers to be comfortable working with Shayla and to get the help they need to make sure Shayla is included in the classroom activities. Shayla's mom trusts the program staff and the therapists, but wonders how it will all come together when Shayla arrives.

The staff at the early childhood program have known Shayla since she was born. They want to include her in their program, but they are anxious because they do not have specialized training to address her needs. However, the staff are very willing to learn how to help Shayla participate fully in classroom activities and routines.



It's time to update Shayla's IEP. How would you prepare for and contribute to the IEP meeting and implementation of the IEP?

Handout #4



Role Chart

On the chart below, list what you can contribute to the IEP process and what you need from others during the IEP process to ensure that Shayla has a successful inclusive experience that addresses her unique needs and uses her strengths to support her learning, growth, and development.

My role:

	What I Contribute:	What I Need from Others:
Part I: Preparing for IEP Meetings		
Part II: Contributing to Successful IEP Meetings		
Part III: Putting IEPs into Action		

Handout #4



Small-Group Discussion

As a team, discuss what needs to happen and how you can partner to ensure that Shayla is given optimal opportunities to learn, grow, and develop with her typically developing peers. Allow each team member a few minutes to share his or her thoughts, and then as a team discuss how to work together to make it happen. Prepare to share back one insight about partnering for inclusive IEPs.

Handout #4