

The Family Connection

EASD Family Support Group Meeting

DATE: Wednesday, May 21, 2008

TIME: 7:00-9:00 PM

PLACE: ECCPASA
1625 Hertel Avenue
Buffalo, NY
(Between Parkside & Starin)



TOPIC: “What, me worry?!?”
Coping With Daily Stress and Frustrations

SPEAKER: Danette Turner, Parent Educator
EPIC—Every Person Influences Children

A special “stress-reducing” dessert with be served.

SMART Tips for a Successful IEP

On the back are some suggestions for writing SMART IEP goals that will help your child stay on the right path at school.

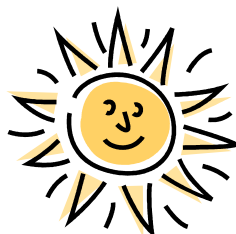
I apologize for any inconvenience caused by having to cancel the April Support Group meeting. It was unfortunately necessary due to unexpected eye surgery. I am doing much better now and looking forward to seeing some of you at this meeting and at future events, with an emphasis on “SEEING”!.



Summertime Plans

It's time to plan for a summertime family event.

What does your family enjoy?



Save the date for the next Support Group Meeting!

Wednesday, June 25th

What Is A SMART IEP?

The term “**SMART IEP**” describes IEPs with goals that are:

- S** Specific
- M** Measurable
- A** Uses Action Words
- R** Realistic & Relevant
- T** Time-limited



Specific—Goals should target specific areas of academic achievement and functional performance. These goals include clear descriptions of the knowledge and skills that will be taught and how the child’s progress will be measured.

Measurable—Goals that can be counted or observed. Measurable goals enable parents and teachers to know how much progress the child has made since the performance was last measured. Measurable goals help you to know when the child reaches the goal and can move on to new ones.

Action Words—IEP goals include three components that must be stated in measurable terms:

- A. Direction of behavior (increase, decrease, maintain)
- B. Area or need (reading, writing, social skills, transition, communication)
- C. Level of attainment (to age level, without assistance, etc.)

SMART IEPs use action words like “The child will be able to...”

Realistic and Relevant—Goals and objectives that are realistic and relevant address the child’s unique needs that result from the disability. They are **not** based on district curricula, state or district tests, or other external standards.

Time-limited—What does the child need to know and be able to do after a specified period of time? What is the starting point (i.e., present levels of academic achievement and functional performance) and what is the end point?

Time-limited goals enable you to monitor progress at regular intervals.