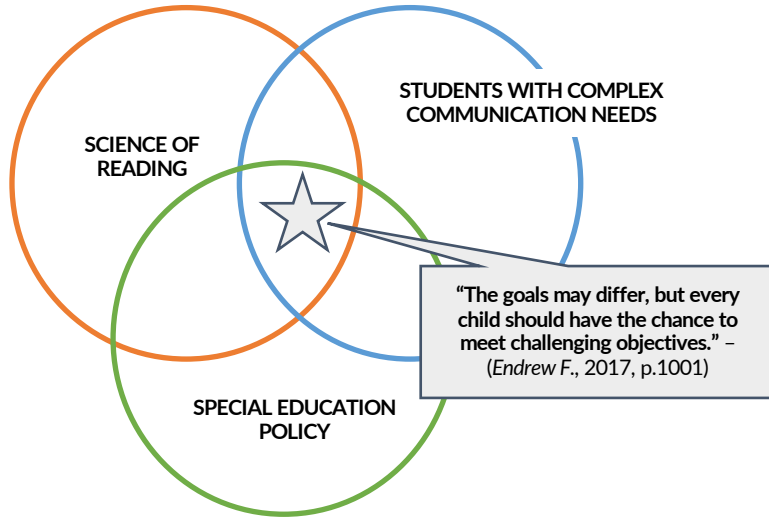


# Examination of IEP literacy goals for students with complex communication needs

PRESENTER:

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**BACKGROUND** With over 30 years of reading research, students with complex communication needs are not guaranteed high-quality language and literacy experiences despite special education policies designed to ensure access and progress.

## INCLUSION CRITERIA

1. Final copy of IEP for student in public school
2. Grades kindergarten thru fourth
3. Intellectual or developmental disability and complex communication needs
4. In [state blinded]

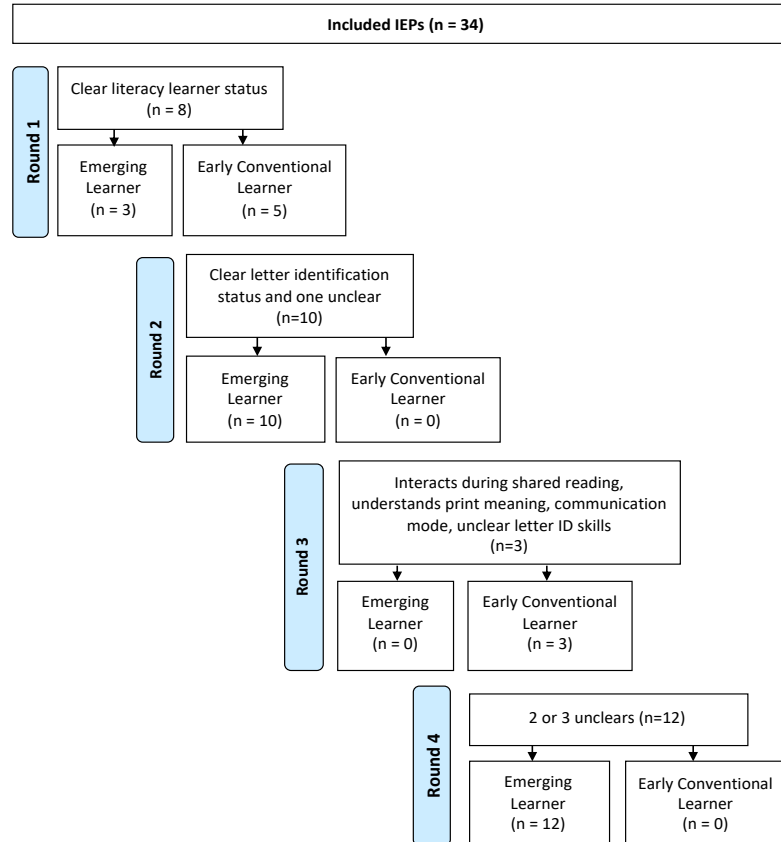
## METHODS

1. 34 IEPs of students were used for secondary analysis
2. Reviewed and coded to determine literacy learner level: emerging or early conventional.
3. Consensus meetings were held with second coder. Codebook updated as needed.

In this exploratory study **we aimed to learn more** about the IEPs' compliance with IDEA, the quality of language and literacy goals related to the science of reading, and evidence of collaboration between IEP teams to implement the IEPs.

What is the nature of the quality of IEPs of students with complex communication needs in addressing: (a) requirements of IDEA, (b) critical aspects of comprehensive literacy instruction based on the science of reading, and (c) collaboration around language and literacy?

## Categorization of Literacy Learners

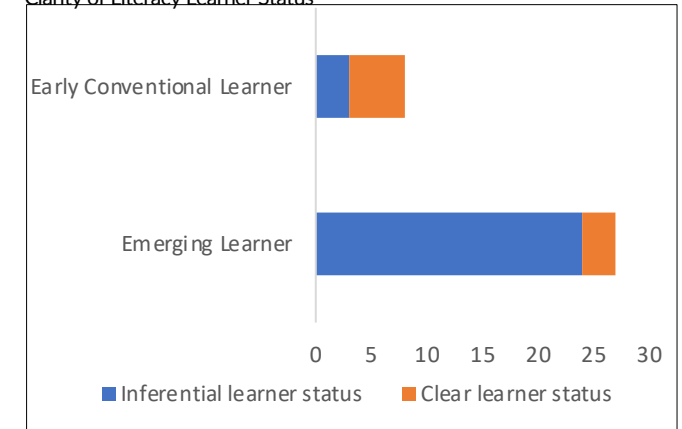


**ANALYSIS** The comprehensive literacy framework was used to categorize learner status based on IEP information and the Communication Matrix. Four questions were asked and scored as "yes," "no," or "unclear":

1. Does the child consistently identify more than half the letters of the alphabet?
2. Does the child have a means of communication?
3. Does the child understand that print has meaning?
4. Does the child interact during shared reading activities? (Erickson, 2017)

## EMERGING FINDINGS

### Clarity of Literacy Learner Status



## NEXT STEPS

1. Evaluate quality of IEPs using a modified IEP Evaluation Tool (Ruble, 2010) for overall quality and specific to language and literacy goals.
2. Describe evidence of collaboration in IEPs by using inductive analysis to search for qualitative evidence of collaboration.



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