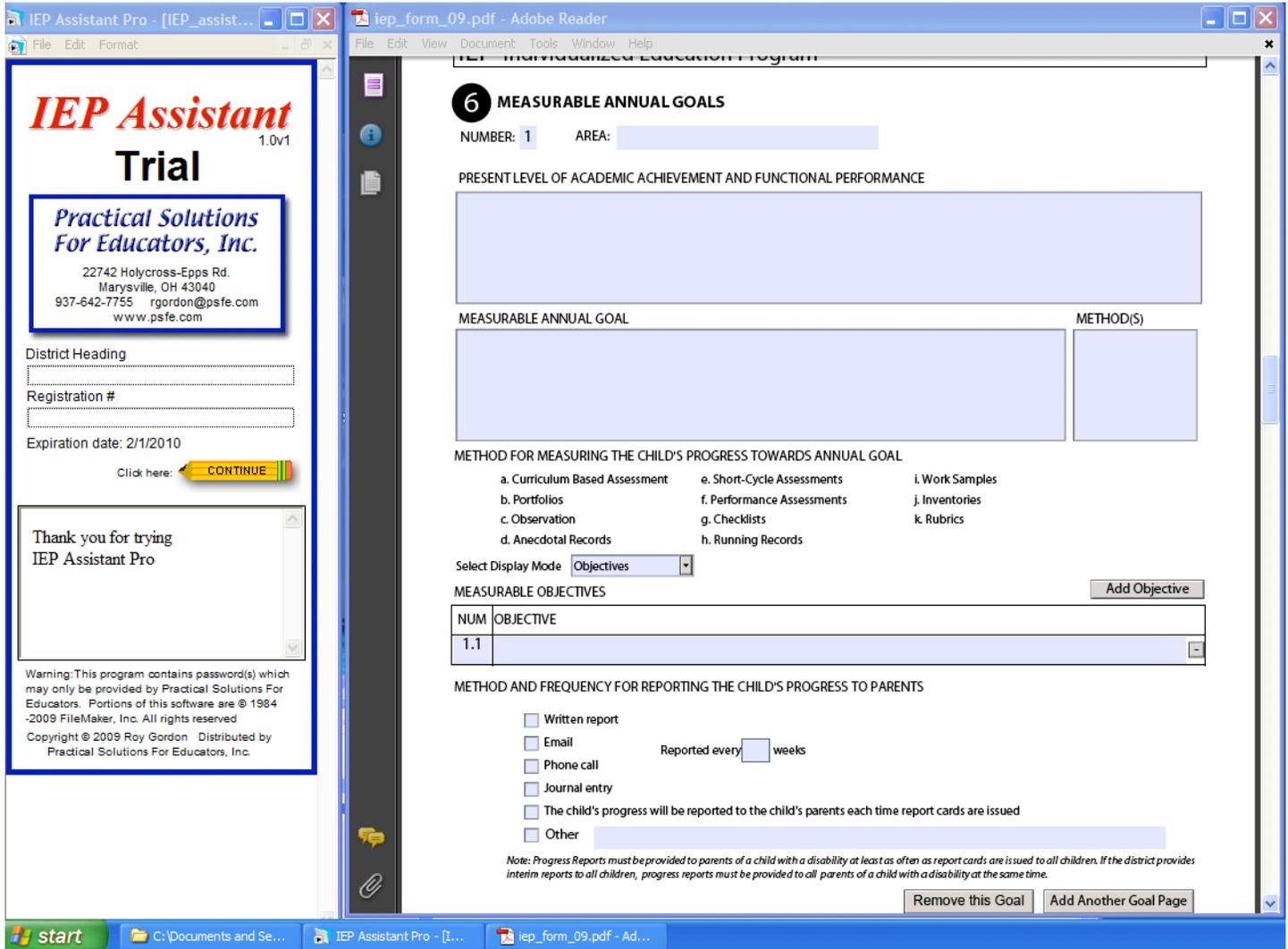
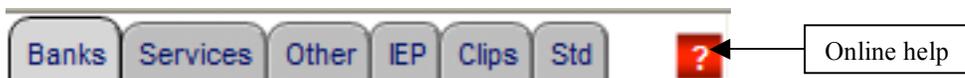


Welcome to IEP Assistant Pro www.psfef.com

IEP Assistant Pro is design to assist you in creating an IEP in any program used to create IEPs. It is a companion application. Open IEP Assistant Pro and then open you IEP program. Position the IEP Assistance Pro window so it is beside the window of your IEP program. You can easily copy short cuts stored in IEP Assistance Pro into your IEP program. IEP Assistant Pro requires Window XP (or greater) or Macintosh OS 10.4.11 (or greater). Click on the  to use the program.



The screenshot shows two windows. The left window is titled "IEP Assistant Pro - [IEP_assist...]" and displays a trial notice for "IEP Assistant 1.0v1" by Practical Solutions For Educators, Inc. It includes contact information and a "CONTINUE" button. The right window is titled "iep_form_09.pdf - Adobe Reader" and shows a form for "6 MEASURABLE ANNUAL GOALS". The form includes fields for "NUMBER" (1) and "AREA", a section for "PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE", a table for "MEASURABLE ANNUAL GOAL" and "METHOD(S)", a list of methods for measuring progress, a table for "MEASURABLE OBJECTIVES" (with one entry: 1.1), and a section for "METHOD AND FREQUENCY FOR REPORTING THE CHILD'S PROGRESS TO PARENTS".



Banks- stores goals and objectives in a bank that can easily be copied into an IEP. Methods can also be easily copied into the IEP.

Services- stores specially designed instructions, related services, accommodations and modifications.

Other- stores items that can be easily copied into any part of the items. The features in this section work just like the features in the Services section.

IEP- stores goals and objectives copied from the IEP. This allows you to create progress reports, feedback forms, IEP at a Glance, graphs, accommodation lists, and documentation forms.

Clips- allows you to store text in four storage areas.

Std- state content standards that can be easily copied into the IEP are stored in this section.

Banks

Goals/objectives can be easily stored or retrieved from the bank. The student's name and gender appropriate words can automatically insert into the goal/objective. When storing goals, use masculine forms (he, him, his, and himself) and type [name] where you want the student's name inserted. You must type [name] exactly. Gender specific words will automatically be changed to feminine forms (she, her, herself) for female students if Female is selected in the gender field. Enter the students name into the F Name field. This name will replace the [name] with the student's name. Bank can be organized by the topics. You can create as many topics and store as many goals/objectives as needed. Clicking on the item will automatically copy the item to the clipboard. Then use your paste command to copy the item to the appropriate location in the IEP.

Adding a goal or objective to the bank

1. Select a topic from the **Topic** field or type a new topic in the Topic field. It is recommended to use very specific topics when entering a topic (i.e., math measurement instead of just math). Topics will automatically sort in alphabetical order when you click in the **Topic** field. Use topics that make is easy to retrieve what you want.
2. Type the goal/objective into the blank text box
3. It is recommended to not store more than four goals or five objectives under any topic because you will need to scroll to find the goal /objective if you have more.
4. If you need to modify the topic for a goal or objective in the bank, click on the **Goal Bank List** or **Obj Bank List** button to go to the list. On the list you can change the topic name assigned to a goal or objective. You can also print your banks from the list.
5. Click on the Pencil to edit an existing item in the bank.

Deleting a goal or objective from the bank

1. Click on the goal or objective you want to delete
2. Click on the icon of the trash can to delete the item
3. If you delete all of the goals/objectives underneath the topic, the topic will be removed from the pop up list of topics.

Check items that you want to copy to the methods section of the IEP. After clicking the items you want, paste them into the methods sections.

Use these two sections to store user define methods. Clicking on the items will copy the items to the clipboard. Then the items can be pasted into the IEP.

- ✓ There are various ways to paste an item into an IEP. You can use your keyboard: Ctrl + v (Windows) or Cmd + v (Mac) to paste. Right clicking with your mouse will bring up a paste option. The paste command can also be found under Edit on the menubar (this is the slowest option). If your program allows drag and drop, this is the fastest option to paste items.

Services

The 'Services' window has tabs for Banks, Services, Other, IEP, Clips, and Std. The 'Services' tab is selected. It contains several sections:

- Specially Designed Instruction:** A list of text fields for entering instruction items.
- Providers:** A list of text fields for entering provider names.
- Location:** A list of text fields for entering location names.
- Amount:** A list of text fields for entering duration or frequency of services.
- Frequency:** A list of text fields for entering how often services are provided.

You can store items under these four tabs. Click on the tab to go to that section.

Enter specially designed instruction items into the text fields. To copy the item, click on the item to copy the item to the clipboard. Then paste the item onto the IEP.

Enter providers and locations items into the text fields. To copy the item, click on the item to copy the item to the clipboard. Then paste the item onto the IEP. Items entered here will appear under all four tabs.

Enter amount items into the text fields. To copy the item, click on the item to copy the item to the clipboard. Then paste the item onto the IEP. Items entered here will appear under all four tabs.

Enter frequency items into the text fields. To copy the item, click on the item to copy the item to the clipboard. Then paste the item onto the IEP. Items entered here will appear under all four tabs.

The 'Mod' tab is selected, showing a list of items with checkboxes and radio buttons:

- Directions read and clarified
- Extended time for tests and quizzes
- Prompts to pay attention
- Questions clarified
- Seating in front of the room to reduce distractions
- Small group for tests and quizzes

Below the list are radio buttons for selection: List, Semicolon, 2 spaces, Comma, Bullet. An 'Edit...' button is at the bottom right of the list.

You can organize items under different tabs.

Click to clear checked items.

Check items that you want to copy. After clicking the items you want, paste them into the appropriate IEP sections.

Check the way you want the items to be copied. Bullets will appear before each item. Semicolons, 2 spaces, and commas will appear after each item except the last item.

Click **Edit...** then select the **Edit...** at the bottom of the pop up menu to edit the check boxes in the Edit Value List dialog box.

The 'Edit Value List "Reading"' dialog box shows a list of items with checkboxes:

- Directions read and clarified
- Extended time for tests and quizzes
- Prompts to pay attention
- Questions clarified
- Seating in front of the room to reduce distractions
- Small group for tests and quizzes

Buttons for 'OK' and 'Cancel' are at the bottom.

You can resize this window by clicking in the lower right corner and dragging.

IEP

Use this section to copy written goals for a student's IEP into the IEP Assistant. Doing this will allow you to create progress reports, feedback forms, graphs, IEP at a Glance and documentation notes. You can enter up to 9 goals and 6 objectives per goal. Click the left/right arrow buttons to move from student to student.

1-9: store goals and objectives into this section
S: store services information in this section
T: store test accommodation information in the section
Other: store additional information for this IEP

Select Student: click this section to see a list of your students

Click the trash can to delete the goal and objectives.

Enter data for the IEP.

Click to create a new IEP for a student.

Click to print these items.

The IEP at a Glance is a one page summary of the IEP. It is a very nice form to give to general education teachers.

The Accommodation report is a list of all of your students with the IEP and testing page accommodations.

Feedback Forms are data collection forms. A progress report needs to be created before the feedback forms can be printed.

Click the Progress Report button to create a progress report or to go to an existing progress report.

Click the Graph button to create a graph.

Click Notes to create a documentation form.

When using these forms on a Window's computer, you will need to manually resize the window to see the full form. You will also need to resize the window when returning back to the IEP Assistant Pro. A Macintosh computer will automatically resize the windows.

Daily Feedback Form

Student John Sample
 Teachers _____
 Date _____

IEP Feedback Sheet

Rating Key
 1- not introduced
 2- slow progress
 3- adequate progress
 4- mastered

	Goal/Objective	Ratings																		
		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F				
1	John will tell time on his digital watch to the half hour, 3 times out of 4 times when asked to tell time on his watch.																			
2	John will tell time on an analog clock to the half hour, 3 times out of 4 times when asked to tell time on the clock.																			
2.1	Sample objective 1																			

Content Standards

Content Standards

Banks
Services
Other
IEP
Clips
Std

Subject Math
 Grade 6
 Standard 2
?

1 Understand and describe the difference between surface area and volume.

2 Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors; e.g., 1/2 circle,

3 Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and

4 Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is the

5 Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different

6 Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g.

Select a subject, grade and standard. Math, English, Science and Social Studies standards are included.

Click on the indicator to copy the indicator to the clipboard. Then paste it into the appropriate part of the IEP.