

# UPIPS Interviews 2014–2015 Speech Language Pathologist (SLP)

LEA: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Date: \_\_\_\_\_

## What are the best things about your Special Education Program?

## General Supervision: Evaluation, Eligibility, and Confidentiality of Records

<b>B1</b>	Describe 3 ways in which you participate in the evaluation process.
<b>B2</b>	Describe 3 ways that you or the team obtain parental input in the evaluation process.
<b>B3</b>	When do you have to change eligibility from Developmental Delay to another category?

**FAPE in the LRE: IEP/Student Information to Educators**

<b>C1</b>	What are at least 2 of your responsibilities as a team member in developing and implementing the IEP?
<b>C4</b>	Describe 3 steps you would follow if a student transfers to your school with an existing IEP.
<b>C5</b>	What do you do if you can't get the file from the transferring LEA?
<b>C6</b>	What if the student transfers from out of state?

**FAPE in the LRE: Least Restrictive Environment/Access to General Curriculum**

<b>E1</b>	How does the IEP team determine the amount of special education and related services a student needs?
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E2	Describe the continuum of services provided by your LEA.
E3	How does your LEA determine placement on the continuum?
E4	List 3 ways your LEA helps students with disabilities participate with their same-age peers.

<b>General Supervision: Caseloads/Paraeducators</b>	
F1	How is supervision provided for paraeducators when they are assigned to your program?

<b>General Supervision: Program Improvement/Preschool</b>	
G1	What are your priorities for improving your school's special education program?

<b>FAPE in the LRE: Assessment Data</b>	
<b>H1</b>	How often are parents given reports on their child's progress on IEP goals?
<b>H2</b>	How does a progress report differ from a report card?
<b>H3</b>	What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?

<b>FAPE in the LRE: LRBI/Discipline and Safe Schools</b>	
<b>I1</b>	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?
<b>I2</b>	When is it mandatory to conduct a manifestation determination?

<b>I3</b>	What are 2 steps you take when a student with an IEP has a disciplinary incident?

<b>Transitions</b>	
<b>J2</b>	What are 4 things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?
<b>J3</b>	What are 3 things you do to involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?
<b>J4</b>	What are 2 things you do when a student is graduating or aging out of your special education program?

**FAPE in the LRE: Extended School Year (ESY)**

**K1** What are 3 things you consider to determine whether a student is eligible for extended school year services?

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**Parent Involvement: Procedural Safeguards**

**L1** What are some of the rights that parents have under the IDEA? (Prompt to 5)

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**General Supervision: Professional Development and Highly Qualified Staff**

**M1** What training have you received related to the State special education rules?

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**FAPE in the LRE: IEP Meetings**

**N1** How are your teachers documenting excusal or attendance not needed at IEP meetings?

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**General Supervision: Resources**

<b>O1</b>	What additional resources and/or trainings do you need to improve the special education programs in the school or district?
<b>O2</b>	What is your school team doing to ensure improvement in academics for students with disabilities?

**Do you have any additional comments?**