

PART C: INDIVIDUALIZED EDUCATION PLANS (IEPS)

Individualized Education Plan

*Document is developed with the IEP Team, which may include the: Physical Therapist, Occupational Therapist, Speech Therapist/Pathologist, School Nurse, Social Worker, PARENT(s), Student (if appropriate), Psychologist, Special Ed Teacher, Regular Ed Teacher, and others based on the child's needs

Necessary Members:

- Parent,
- General Education teacher,
- Special education teacher,
- Person with decision-making authority and
- Person who can interpret evaluation findings



The IEP is a legally binding document.

Statutory Definition of Individualized Education Program

- 20 U.S.C. 1401(14):
 - **A written statement for each child with a disability that is developed, reviewed and revised in accordance with Section 1414(d) of this title**

IEP: The 8 primary components

- Pursuant to 20 U.S.C. § 1414(d)(1)(A), IEPs must include:
 1. A statement of the child's **present levels** of academic achievement and functional performance
 2. A statement of **measurable annual goals**, including academic and functional goals
 3. A description of how the child's **progress** toward meeting the annual goals will be measured
 4. A statement of special ed and related **services** and supplementary aids and services to be provided to the child

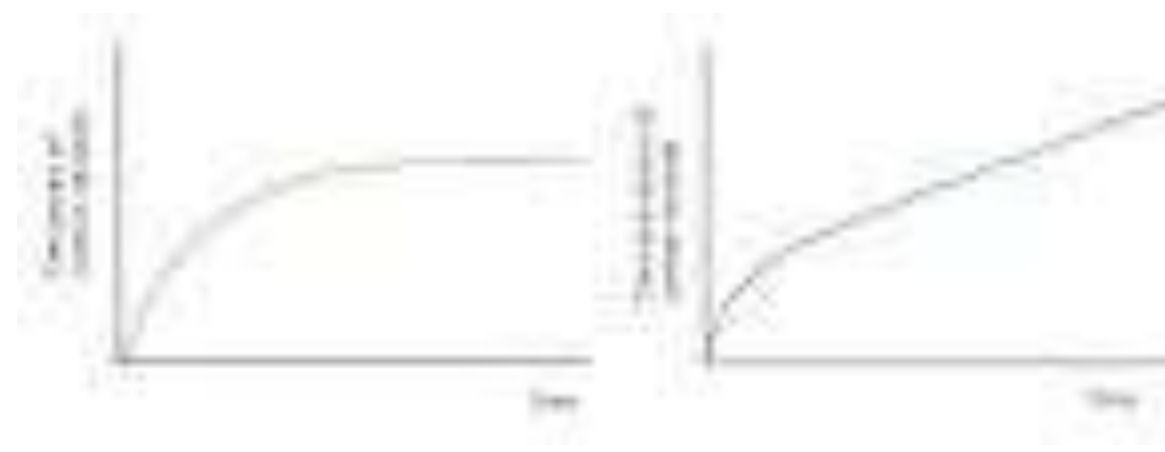
IEP: The 8 primary components

5. An explanation of the extent, if any, to which the child will not participate with nondisabled peers in the **general education classroom**
6. A statement of appropriate **accommodations** to be made on State and district-wide assessments
7. The projected date for the beginning of the services and the anticipated **frequency, location and duration of services**
8. **Transition** plan for students 14 and older (16 under Fed law)

Component #1:

Present Levels of Performance (PLPs)

- IDEA requires that IEPs include statement re: child's present levels of academic achievement and functional performance
 - Snapshot of where child is today
 - The term “functional” refers to non-academic skills, and is often used in the context of routine activities of everyday living



Are the following good present levels?

- Mikaya is a 3rd grade student. She can rote count 1-10 without any prompting with 100% accuracy. Using touch math, she can add one digit numbers without any assistance with 90% accuracy. She requires a verbal prompt to complete addition with two digit numbers; with the verbal prompt, Mikaya can complete the problem accurately 75% of the time.
- Mikaya has a beautiful smile. She is such a pleasure to work with. She is a very cute little girl.

Component #2: Measurable Annual Goals

- IEP must include statement of measurable annual goal, including academic and functional goals, designed to:
 - Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - Meet each of the child's other educational needs that result from the child's disability.

Annual Goals

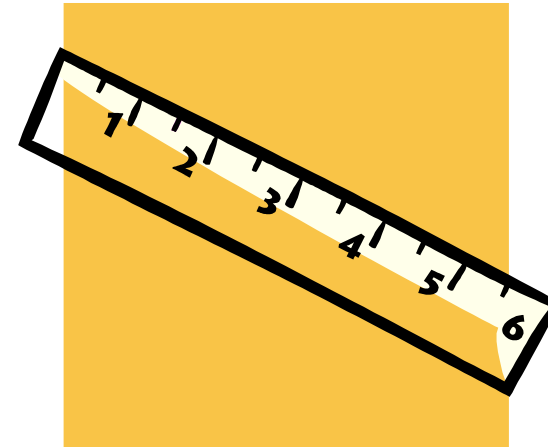
IEP Team Must Ask Itself:

Where do we want the student to be one year from now?



Goals Must be Measurable!!

- Must be able to count or measure whether the child has achieved the goal
- Objective, not subjective



Red Flags



- No dates
- Lack of specific prompting
- Hand over hand or full physical prompting
- Observation as a form of data collection
- Anything a dead man can do

Are these good or bad goals?

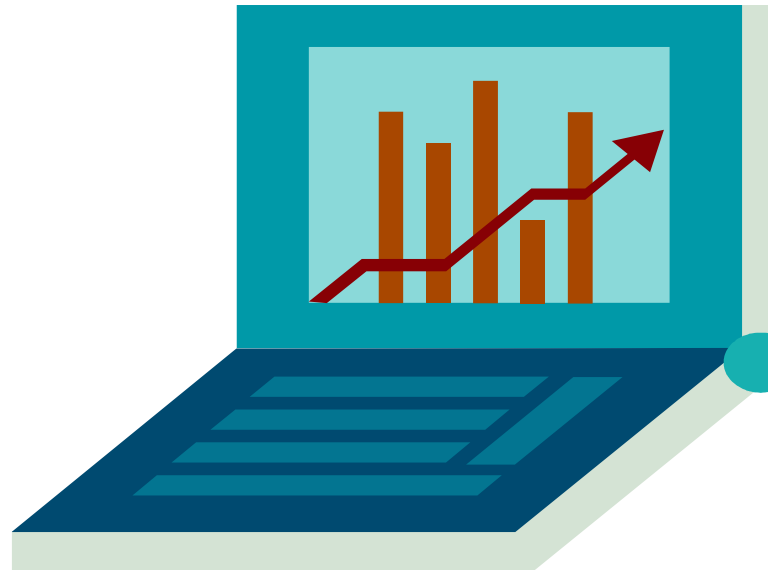
- Jeison will learn to read.
- Chloe will decrease echolalic responses by reliably answering simple yes/no questions with 80% accuracy for three consecutive days by 6/1/10.
- Sarah will sit still.
- Michael will improve his functional academics in the area of reading by reading a grade-level passage aloud with less than 5 errors for five consecutive days by 6/1/10.

Short Term Objectives (STOs)

- STO's are usually quarterly goals to ensure that the student will achieve the annual goal. For example,
 - During classroom activity, Chloe will use a PCS or say "yes" or "no" appropriately in response to personal information such as her name, age, and family information 8/10 opportunities for three consecutive days as measured by teacher created data sheets by 9/3/2009.
 - General form: "Given (materials, situations, conditions), the student will (observable skill, knowledge, performance) to or with (some measure of criterion) by (schedule of evaluation) as measured by (some measure of evaluation)."

Component #3: Tracking Progress

- IEP must also contain description of how child's progress towards the annual goals will be measured and when periodic reports on the progress the child is making (such as through use of quarterly or other periodic reports) will be provided



Component #4:

Statement of Services to be Provided

IEP must contain statement of special ed and related services **and** supplementary aids and services based on peer-reviewed research to the extent practicable, to be provided to the child AND statement of program modifications or supports for school personnel that will be provided for the child:

- To progress towards annual goals;
- To be involved in and make progress in the gen ed curriculum AND to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and with nondisabled children in the regular class

Related Services (examples)

- **Transportation**
- Speech-language pathology
- Audiology services,
- Interpreting services,
- Psychological services,
- Physical and occupational therapy,
- Recreation, including therapeutic recreation,
- Social work services,
- School nurse services
Rehabilitation counseling, orientation
- Mobility services,
- Medical services, except that such medical services shall be for diagnostic and evaluation purposes only)

Supplementary Aids and Services

- “Supplementary Aids and Services” means:
Aids, services, and other supports that are provided in the regular education classes or other education-related settings **to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate** in accordance with Section 1412(a)(5) of this title. (20 U.S.C. 1401(33))

Component #5

LRE Statement

- IEP must include an explanation of the extent, to any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities



Least Restrictive Environment

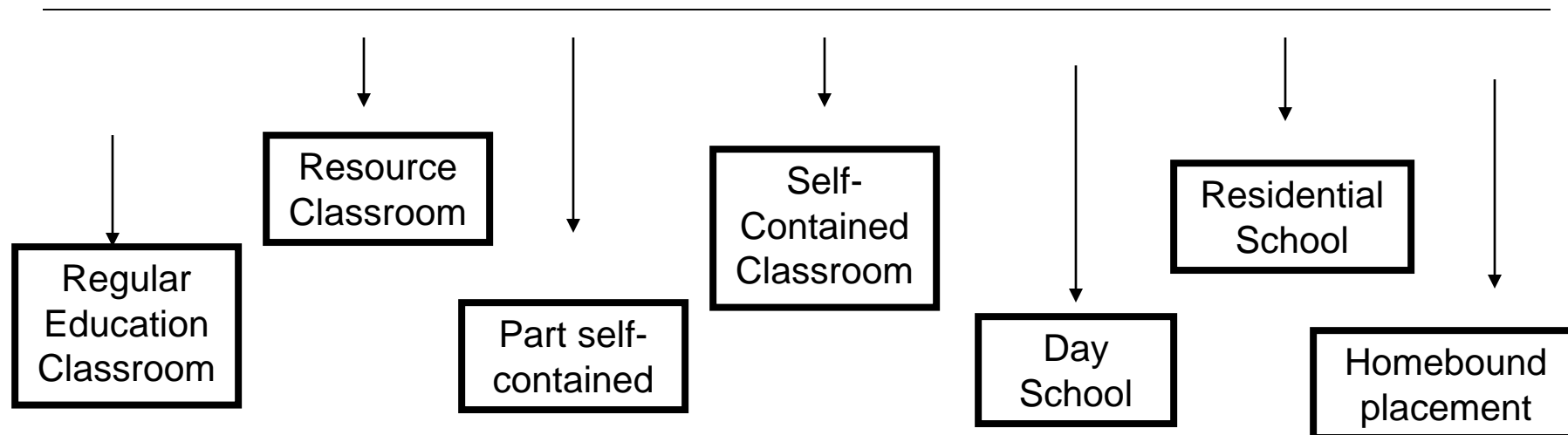
-Legal Definition:

“...To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled”



The LRE: A Spectrum

Less Restrictive -----> More Restrictive



Component #6

- **Assessments**

- Statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments; and
- If team determines child must take alternate assessment, and statement of why child cannot participate in the regular assessment and why the alternate assessment chosen is appropriate

Component #7:

- Projected beginning dates for services and modifications, and the anticipated frequency, location and duration of those services and modifications
- Essentially, this is the “who, what where, when, why and how”

