Understanding Individualized Education Programs (IEP)

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Law and Rules

- Individuals with Disabilities Education Act (IDEA)
  - 34 CFR § 300
  - Part C and Part B
- Michigan Mandatory Special Education (MMSP)
  - Birth to 3 years and 21 to 26 years
  - Michigan Administrative Rules for Special Education (MARSE)
  - R 340

Individualized Education Programs (IEP)

When developing the IEP, the team broadly considers the child's involvement and participation in three main areas of school life:

- General Education Curriculum
- Extracurricular Activities
- Nonacademic Activities

An IEP is written to ensure:

- Free Appropriate Public Education
- In the Least Restrictive Environment

4 Cornerstones of the IEP

1. Present Level of Academic Achievement and Functional Performance (PLAAFP)
2. Goals and Objectives
3. Accommodations & Modifications
4. Special Education Programs & Services

The IEP Process

PLAAFP Present Level of Academic Achievement and Functional Performance	Goals and Objectives	Accommodations and Modifications	Programs and Services
Student's Needs	Skills or behavior the child will learn	Assuring access	Special Education: • Services & Programs • Frequency, length of time • Location

Determining a Free Appropriate Public Education (FAPE)
Least Restrictive Environment (LRE)

Present Level of Academic Achievement and Functional Performance (PLAAFP)

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Present Level or PLAAFP

- Your child's strengths and weaknesses
- What helps your child learn
- What limits or interferes with your child's learning
- Objective data from current evaluations of your child; and
- How your child's disability affects his or her ability to be involved and progress in the general education curriculum

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Goals and Objective

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Goals and Objective

The **annual goals** and **short-term objectives** section of the IEP builds upon your child's present levels of academic achievement and functional performance. The present levels statement identifies what your child needs. The goals and objectives should be written to address those needs.

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Goals and Objective Cont'

- **Who?...** will achieve
- **What?...** skill or behavior
- **How?...** in what manner or at what level
- **Where?...** in what setting or under what conditions
- **When?...** by what time

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Progress Monitoring

- The IEP must also describe when **periodic reports** on that progress will be given to you as parents.

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Supplementary Aids & Services: Accommodations and Modifications

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Accommodations and Modifications

- Scheduling
- Setting
- Materials
- Instruction
- Student Response

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School Accommodations and Modification

Accommodations

Allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation.

Do **NOT** change the learning expectations

Modifications

An adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.

DO change learning expectations

Handouts: PACER Center
School Accommodation Ideas for Students who Receive Section 504 or Special Education Services
School Modifications Ideas for Students who Receive Special Education Services

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Special Education Services and Programs

Special Education Services and Programs

Related services can include, but are not limited to any of the following:

- Assistive Technology
- Audiology
- Counseling Service
- Early Identification
- Interpreting Services
- Medical Services
- Occupational Therapy
- Orientation & Mobility Services
- Parent Counseling/Training
- Physical Therapy
- Psychological Services
- Recreation
- Rehabilitation Counseling
- Social Work Services
- Speech-Language Pathology
- Transportation

IEP Includes:

- Related Services
- Program
- Specific Amount of Time and Frequency
- Location
- Duration

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Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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