


## Understanding Individualized Education Programs (IEP)




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### IDEA & MARSE

The Individuals with Disabilities Education Act (**IDEA**) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The Michigan Administrative Rules for Special Education (**MARSE**) outlines specific requirements regarding how special education is implemented in Michigan.




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## Individualized Education Program (IEP)

An IEP is written to ensure:

- Free Appropriate Public Education in the Least Restrictive Environment

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




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### 4 Key Components 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




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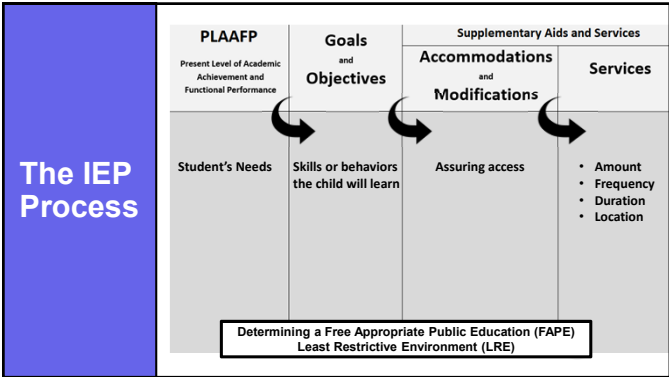
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### Present Level of Academic Achievement and Functional Performance (PLAAFP)




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### What to capture in the PLAAFP?

- Strengths and weaknesses
- What helps your child learn
- What limits or interferes with learning
- Current objective data
- How your child’s disability impacts progress or ability to be involved in general education curriculum




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### Data Examples

Baseline data is crucial to monitoring student’s progress.

Child in 4 grade with a learning disability in reading - of the 100 1st grade sight words the child knows 95, of the 100 2nd grade sight words the child know 50 and of the 100 3rd grade sight words the child knows 4.

Child in 7th grade has 5 different classes. 1st hour – turns in 90% of homework, 2nd hour turns in 90% of homework, 3rd hour turns in 70% of homework, 4th hour turns in 20% of homework and 5th hour turns in less than 10% of homework.




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### Examples of Data Sources

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|--|-------------------------------|
| Progress Reports / Report Cards                        | Observations                  |
| Discipline / Behavior Records                          | Benchmarks                    |
| District Assessments                                   | Work Samples                  |
| Parent / Teacher Questionnaire                         | Information from Parents      |
| Michigan Student Test of Educational Progress (M-Step) | Specific Area of Need         |
| Classroom Assessments                                  | OT, PT, speech, reading, etc. |




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## Goals and Objectives




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### Goals and Objectives

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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### Well Written Goals

- (1) Positive
- (2) Describe a skill or behavior that can be seen and measured


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## Goals and Objectives Questions

- 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

- All goals need clearly defined criteria of what skill or behavior is being taught to what level.
- The IEP must also describe when **periodic reports** on that progress will be given to you as parents.




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## Supplementary Aids




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### Types of Supplementary Aids


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### Accommodations and Modifications

- Scheduling
- Setting
- Materials
- Instruction
- Student Response


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### School Accommodations and Modifications

<p><b>Accommodations</b></p> <p>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.</p> <p>Do <b>NOT</b> change the learning expectations</p>	<p><b>Modifications</b></p> <p>An adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.</p> <p><u>DO</u> change learning expectations</p>
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**Support to School Personnel, Families, or a Liaison**



- Assistance
- Consultation
- Training




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**Services**




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**Special Education and Related Services**

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

**IEP Includes:**

- Services
- Amount of Time
- Frequency
- Location
- Duration

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






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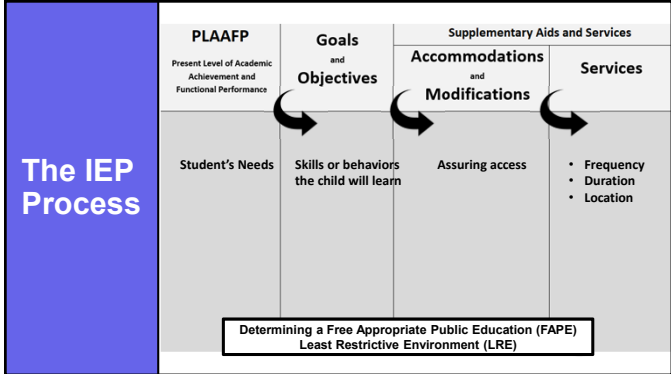
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**We are here to support you!**

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For more information visit:  
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## **Michigan Alliance for Families**

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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