

Understanding Individualized Education Programs (IEP)

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.

Individualized Education Program (IEP)

An IEP is written to ensure:

Free Appropriate Public Education
in the Least Restrictive Environment

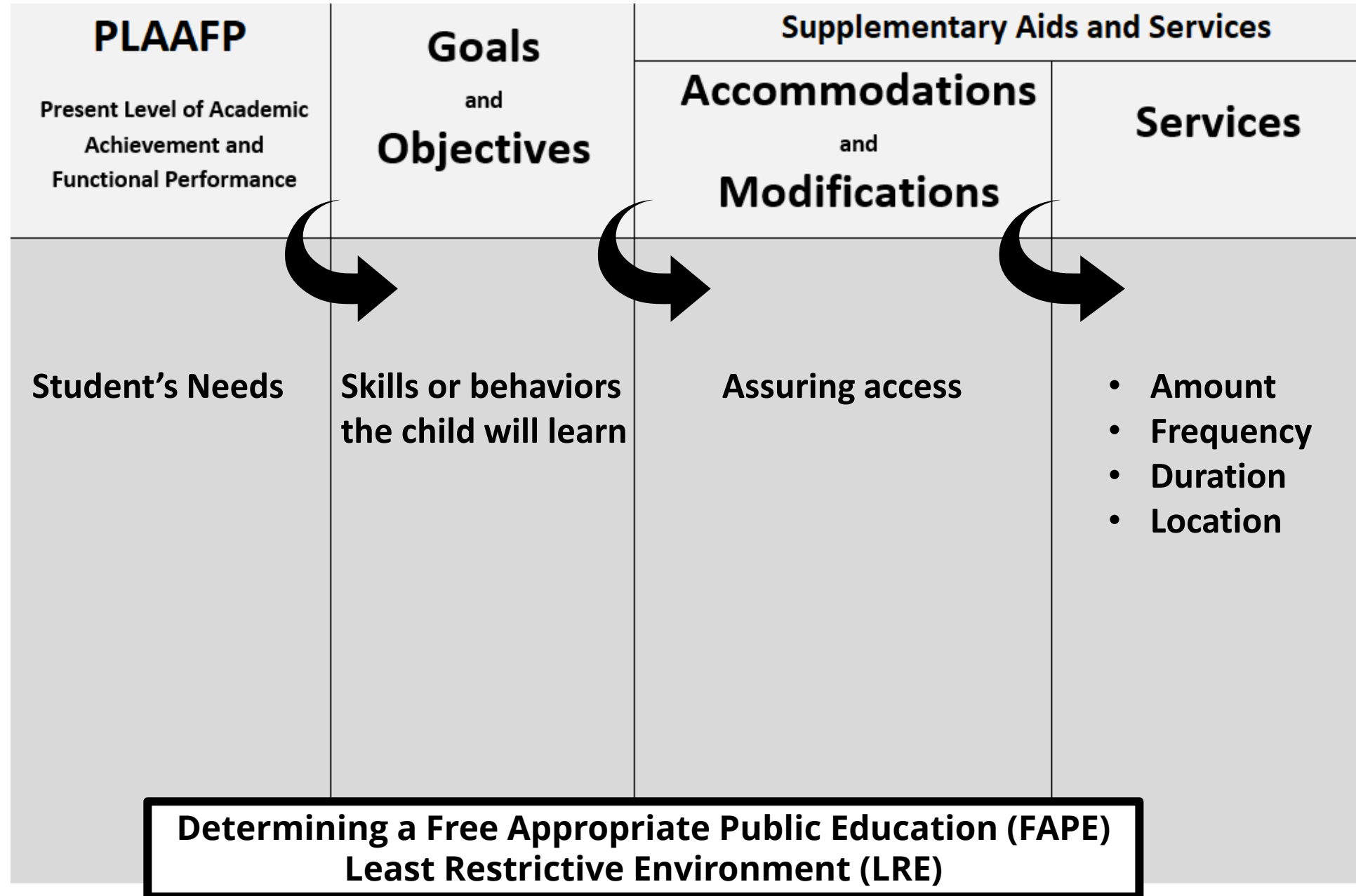
When developing the IEP, the team broadly considers the child's involvement and participation in three main areas of school life:

- General Education Curriculum
- Extracurricular Activities
- Nonacademic Activities

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

The IEP Process



Present Level of Academic Achievement and Functional Performance (PLAAFP)

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



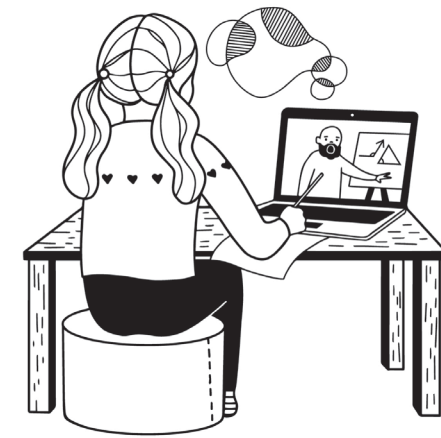
Data Examples

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.

Examples of Data Sources



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

OT, PT, speech, reading, etc.

Classroom Assessments

Goals and Objectives

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.





Well Written Goals

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

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



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.

Supplementary Aids

Types of Supplementary Aids



1. Accommodations
2. Modifications
3. Universal Supports

Accommodations and Modifications

- Scheduling
- Setting
- Materials
- Instruction
- Student Response



School Accommodations and Modifications

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

Universal Supports



Universal Supports are considered best practices. They support a specific need for a person or group and are available for everyone to use.

If the student requires a universal support to participate in and make progress in the general education curriculum must be included in the IEP as part of the offer of FAPE.

Services

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

Audiology

Counseling Service

Early Identification

Interpreting Services

Medical Services

Occupational Therapy

Orientation & Mobility Services

Parent Counseling/Training

Physical Therapy

Psychological Services

Recreation

Rehabilitation Counseling

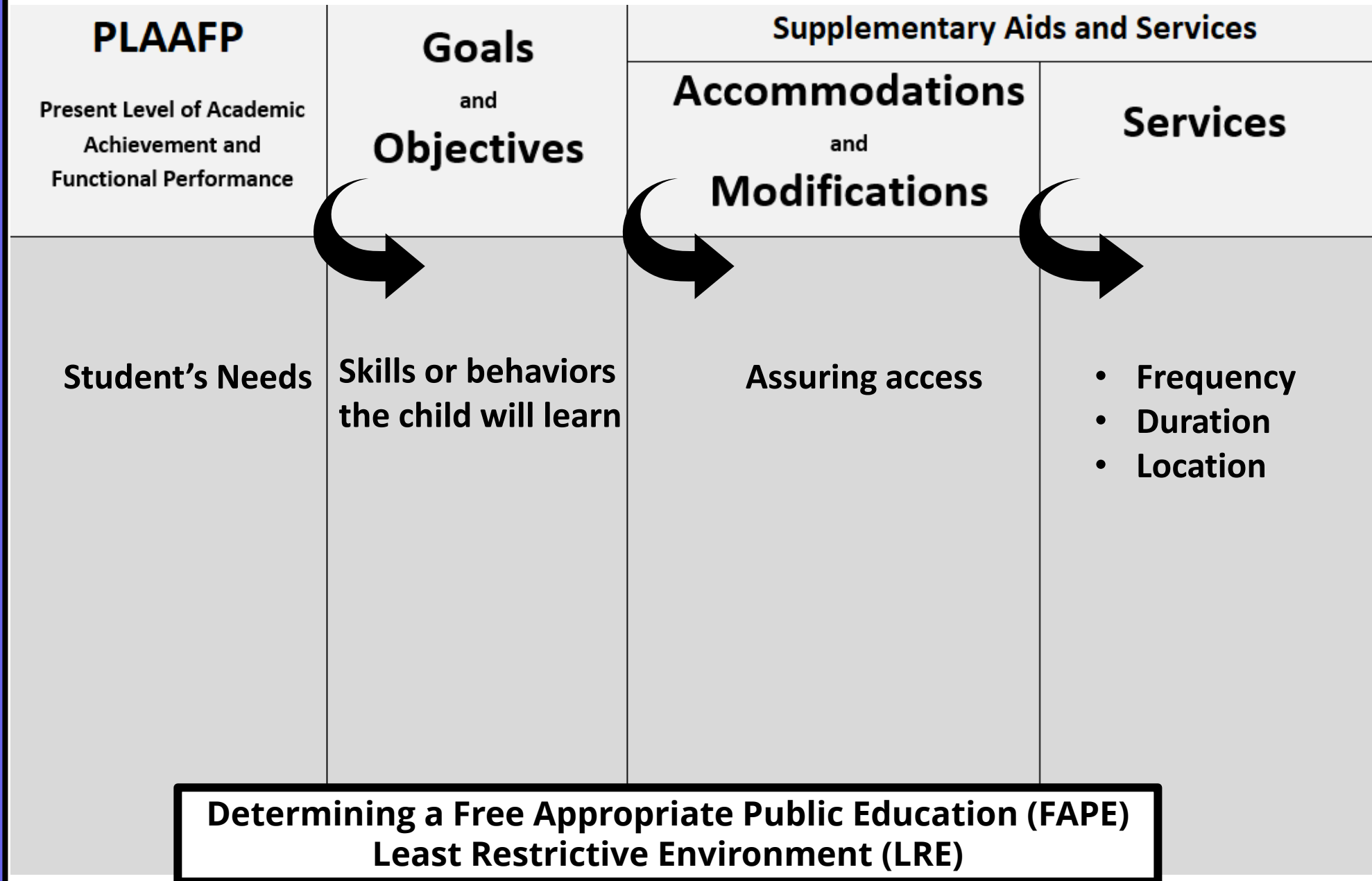
Social Work Services

Speech-Language Pathology

Transportation



The IEP Process



We are here to support you!



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Michigan Alliance for Families

In collaboration with



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