

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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The IEP Process

PLAAFP	Goals and Objectives	Supplementary Aids and Services	
Present Level of Academic Achievement and Functional Performance		Accommodations and Modifications	Services
Student's Needs	Skills or behaviors the child will learn	Assuring access	• Amount • Frequency • Duration • Location
Determining a Free Appropriate Public Education (FAPE) Least Restrictive Environment (LRE)			

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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

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



1. Accommodations
2. Modifications
3. Universal Supports



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Accommodations and Modifications

- Scheduling
- Setting
- Materials
- Instruction
- Student Response




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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



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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.



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Services



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Special Education and Related Services

IEP Includes:

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

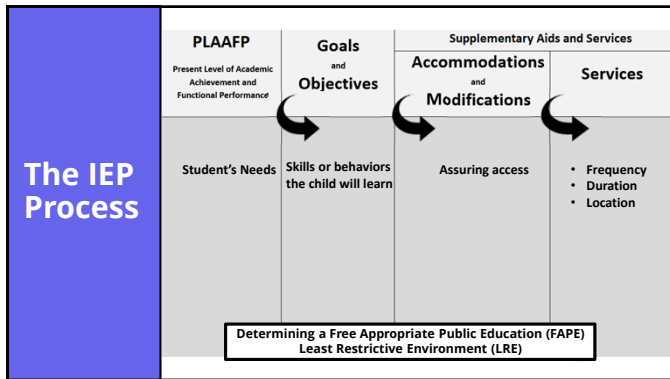
Related services can include, but are not limited to any of the following:

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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Call 800-552-4821
 En Español 313-217-1060
 باللغة العربية 248-963-0607
 Statewide Email: info@michiganallianceforfamilies.org
 RPM Email: fillinyouremail@michiganallianceforfamilies.org




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In collaboration with 

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www.michiganallianceforfamilies.org
 1-800-552-4821
info@michiganallianceforfamilies.org







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