Module Home



**Outline­**

**IEPs**:

Developing High-Quality Individualized Education Programs

* Module Description: This module details the development of high-quality IEP for students with disabilities. It discusses the requirements for IEPs outlined in IDEA with implications of the Supreme Court’s ruling in Endrew F. v. Douglas County School District (est. completion time: 2.5 hours).

Challenge

* Video: Mr. Anaya is a first-year special education teacher…

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Initial Thoughts

* What is an IEP?
* What is the IEP process?
* What is included in the IEP document?

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Perspectives & Resources

* Module Objectives
* Identify the purpose and components of a high-quality IEP
* Understand key procedural and substantive requirements of a high-quality IEP
* Recognize the most common procedural and substantive errors made by IEP teams
* Describe how a high-quality IEP is developed around the unique needs of each student
* Identify the elements of a high-quality PLAAFP statement
* Explain how to develop challenging, ambitious, and measurable goals
* Identify the elements that should be included in a statement of the individualized services and supports to be provided to a student
* Explain the importance of documenting a student’s progress toward meeting his or her IEP goals and reporting that progress to parents

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* Page 1: Overview of High-Quality IEPs
* Public school classrooms today are made up of diverse students…
  + Link: special education [definition]
  + Link: related service [definition]
  + Definition: “individualized education program (IEP)”
  + Audio: Larry Wexler provides more information about the purpose…
* Eligibility for Special Education Services
* To receive special education services, students must... [bullet points]
* For Your Information
  + - * Link: developmental delay [definition]
* Planning & Documenting Services
  + Did You Know?
    - Link: Individualized Family Service Plan (IFSP) [definition]
* Legislation and Litigation [box]
* Key Terms [box]

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* Page 2: Endrew F. & IEP Standards
* Background of Endrew F. v. Douglas County School District
  + Link: free appropriate public education (FAPE) [definition]
  + Link: Individuals with Disabilities Education Act (IDEA) [definition]
  + Background
  + Litigation
    - Link: due process hearing [definition]
  + Decision
  + For Your Information
    - Link: substantive standard [definition]
* Legislation and Litigation [box]
* Audio: Larry Wexler reflects on the relationship between IDEA and *Endrew*
* IEP Requirements
* Type/Description [table]
* Audio: Johnny Collett encourages educators to think differently about…
* IEP Toolbox [box with links]

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* Page 3: The IEP Process
* Pre-Referral
* The Six Guiding Principles of IDEA
  + Six guiding principles [bullet points]
    - Link: least-restrictive environment (LRE) [definition]
    - Link: state complaint [definition]
    - Link: mediation [definition]
    - Link: resolution session [definition]
    - Link: due process hearing [definition]
* Alphabet Soup [box]
* Steps of the IEP Process
  + Step/Description [table]
    - Link: IEP team members [PDF]
* Link: secondary transition [definition]
* IEP Toolbox [box with links]

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* Page 4: Procedural Requirements: Guidelines & Common Errors
* Legislation and Litigation [box]
* Procedural Requirement Guidelines
  + Practices to develop a high-quality IEP [drop-down menus]
    - Involve parents in the IEP process
      * Step/Requirements [table]
      * In addition, school personnel should... [bullet points]
      * Did You Know?
    - Conduct a thorough, individualized evaluation
      * The evaluation should incorporate… [bullet points]
      * Sources of background information [bullet points]
      * For Your Information
    - Adhere to required timelines
      * Step/Requirements [table]
    - Ensure attendance at IEP meetings by all necessary team…
    - Include the necessary components and content in the IEP
      * Components of the IEP [lettered list]
    - Implement the special education services as written in the…
      * Educator responsibilities [bullet points]
      * The IEP team must meet to determine [bullet points]
* Audio: Waldrian Boyd, a classroom teacher, shares some insights on…
* Audio: Tamara McLean, a classroom teacher, shares some insights on…
* Common Procedural Errors
  + Most common errors [drop-down menus]
    - Failure to involve parents in the IEP process
    - Predetermining a student’s placement or services
      * Definition: “program”
      * Definition: “placement”
    - Determining placement before programming
      * Definition: “shoehorning”
    - Failure to assemble an appropriate IEP team
    - Failure to include required components in a student’s IEP
      * Components of the IEP [lettered list]
  + IDEA specifies that hearing officers can only rule... [bullet points]
  + Activity: Decide whether a procedural error occurred
* IEP Toolbox

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* Page 5: The IEP Content
* Component/Content [table]
  + Link: functional skill [definition]
  + Link: peer-reviewed research [definition]
* Implications of *Endrew* on IEP Development
  + Reasonably calculated
    - Factors to consider [bullet points]
  + Progress appropriate in light of a child’s circumstances
  + Audio: Mitchell Yell provides his insight into the meaning of…
  + Audio: Mitchell explains “progress appropriate in light of a child’s…
* Legislation and Litigation [box]
* Substantive Requirements
  + Substantive requirements include [bullet points]

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* Page 6: High-Quality PLAAFP Statements
* One of the fundamental components of an IEP, a present levels of…
* Substantive Requirement Guideline [box]
* Each PLAAFP statement must contain information that... [bullet points]
* Link: baseline data [definition]
* Alphabet Soup [box]
* Legislation and Litigation [box]
* Developing a High-Quality PLAAFP Statement
  + PLAAFP Elements/Description /Guiding Questions [table]
    - Link: specific [definition]
    - Link: objective [definition]
    - Link: measurable [definition]
  + Audio: Tamara McLean shares how her school collaborates to…
  + Sample PLAAFP Statements [table]
* Did You Know?
* IEP Toolbox [box with links]

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* Page 7: Challenging, Ambitious, Measurable Annual Goals
* Definition: “measurable annual goals”
* Each measurable annual goal should... [bullet points]
* Substantive Requirement Guideline [box]
* Developing Measurable Annual Goals
  + To begin, the IEP team should... [bullet points]
  + Goal Elements/Guiding Questions/Tips [table]
  + SMART Annual Goals [table]
  + Condition/Target Behavior/Performance Criterion/Timeframe [table]
  + Audio: Mitchell Yell provides some insight into the need for…
* Keep in Mind
* *Endrew* Implications for Developing Ambitious and Challenging Annual…
* Legislation and Litigation [box]
* In the case of *Carter v. Florence County School District Four*...
* For Your Information
* Audio: Tamara McLean discusses some considerations regarding…
* IEP Toolbox [box with links and video]

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* Page 8: Individualized Services & Supports
* Services and supports should enable students to... [bullet points]
* Substantive Requirement Guideline [box]
* Service/Explanation/Example [table]
  + Link: teacher of students with visual impairments (TVI) [definition]
  + Link: orientation and mobility services (O&M) [definition]
  + Link: orientation and mobility (O&M) specialist [definition]
  + Link: accommodations [definition]
  + Link: modifications [definition]
  + Link: refreshable braille display [definition]
  + Link: digital text [definition]
* Link: Jim Shriner sheds more light on supplementary aids and services, and program modifications or supports for school personnel [IRIS Interview]
* Audio: Tamara McLean discusses how collaborative planning time for…
* Determining Appropriate Services and Supports
  + Statement Elements/Guiding Questions/Considerations [table]
    - Link: evidence-based practices [definition]
    - Link: example [drop-down menu]
    - Link: fidelity [definition]
    - Link: example [drop-down menu]
    - Link: Least Restrictive Environment [IRIS Information Brief]
* Special factors outlined by IDEA [bullet points]
  + Link: positive behavioral interventions and supports [definition]
* EndrewImplications for Determining Special Education Services
  + Link: behavioral intervention plan (BIP) [definition]
  + Key considerations [numbered list]
  + Legislation and Litigation [box]
  + Services To Address Behavior
  + Litigation has clarified that FAPE is denied when... [bullet points]
  + Services Based on Peer-Reviewed Research
  + Common terms you may encounter when searching for an… [table]
  + Audio: Bryan Cook explains valid reasons for why some practices…
  + Audio: Bryan Cook discusses the differences between evidence…
* Tip
* IEP Toolbox [box with links]

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* Page 9: Monitoring & Reporting Student Progress
* IDEA requires that every IEP contain a component in... [bullet points]
* Substantive Requirement Guideline [box]
* Developing a Progress Monitoring Plan
  + Guiding Questions/Tips [table]
  + Link: formative assessments [definition]
  + Audio: Tamara McLean explains how different types of…
  + Legislation and Litigation [box]
* Reporting Progress to Parents
  + The parents of a 2nd-grade student who only… [bullet points]
  + Things to keep in mind when reporting progress to… [bullet points]
  + Audio: Tamara McLean explains two different ways that teachers…
* Implications of *Endrew* on Progress Monitoring and Reporting
  + Legislation and Litigation [box]
  + For Your Information
  + Audio: Mitchell Yell discusses monitoring and reporting…

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* Page 10: Substantive Requirements: Common Errors
* Recap of substantive requirements
* Common substantive errors [drop-down menus]
  + Failing to conduct a complete and individualized evaluation of a…
  + Failing to include all of a student’s educational needs in the…
  + Failing to write challenging, ambitious, and measurable annual…
  + Failing to provide special education services that address all of a…
  + Placing students for reasons unrelated to their individual needs
  + Failing to adhere to the continuum of alternative placements
  + Failing to monitor students’ progress
* Audio: Mitchell Yell explains why the distinction between procedural…

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* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Suggested module citation
* Content Contributor
* Reviewers, U.S. Dept. of Education, Office of Special Education Programs:
* Module Developers
* Module Production Team
* Media Production Team
* Media
* Expert Interviews

Wrap Up

* Summary of the module
* Procedural Requirements/Substantive Requirements [table]
* Audio: Mitchell Yell summarizes best practices in IEP development
* Revisit your Initial Thoughts responses

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Assessment

* Complete the numbered questions….

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You Have Completed This Module

* Give Us Your Feedback
  + Link: Module feedback survey form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [links]