



Tips on Writing An Individualized Education Program (IEP)

The IEP is a written plan of action for a child receiving Special Education services. As a parent, you are part of the team that writes it. It is very important that you have a copy.

- Ask the school for a copy if you don't have one.
- Be familiar with the information on the IEP.

IEP development is a process, so you and the school can talk about your child's needs and create a plan to meet those needs together.

The first section in the IEP is called ***Present Levels of Academic and Functional Performance***.

- This section should include detailed information that describes what your child can and cannot do and how his/her disability (ies) affects him/her in learning the general curriculum and functioning in school.
- Present levels should address all areas of need affected by his/her disability (ies) (communication, physical/health, academic, social/emotional, general intelligence, transition).
- This section should describe the "Special Factors" that the IEP team needs to look at (behavior, limited English proficiency, blindness or visual impairment, communication needs, deafness or hard or hearing, and assistive technology needs).
- Descriptions in this section should include: data, examples of work, and results of interventions, or evaluations, etc. that describe how your child is doing at the time the IEP is written.

Next are the ***Goals and Objectives*** that your child will work on for the next year.

- Goals and objectives should address the needs described in the Present Levels and Special Factors sections.
- Goals and objectives should spell out specifically what your child is working on and should be making progress on over the next year.
- Goals and objectives can be academic, social, and behavioral.
- A well written goal will describe a skill that can be seen and measured so everyone can see if your child is making progress. There are a variety of

- **Supports and Services** that your child may need to help them:
- Make progress on both annual goals and in the general curriculum
- Participate in non-academics and extra-curricular activities
- Be educated with, and participate with students without disabilities

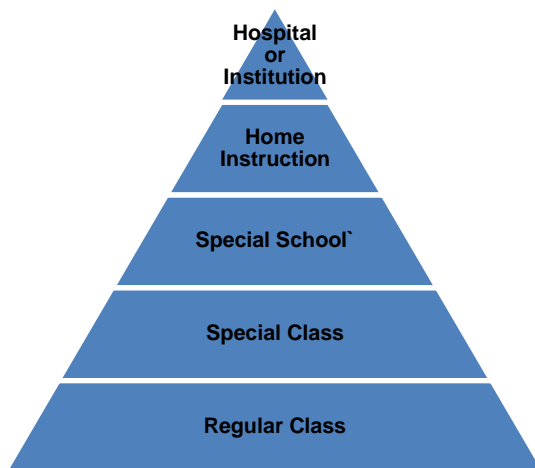
Supports and Services can include:

- **Specially Designed Instruction (SDI):** This is what the teacher does to instruct and re-teach a student by adapting content and using certain methods or ways of teaching.
- **Supplemental Aids and Services:** These are what the student needs in the classroom like specific materials, resources, strategies and services (visual prompt, enlarged text, extra time, assistive technology, adult or peer assistance, etc.).
- **Related Services:** These are other services necessary for the student to make progress. (Some examples are Occupational, Speech or Physical Therapy; Transportation)
- **Supports for school personnel** could be specialized training or shared planning time that the educators need to help the student.

Supports and services should be based on what your child needs, not on what is available.

The team must also consider your child's Placement, or the location and place where your child will receive their services

- This is the place, classroom(s) and other environments, where your child can work on their goals and learn the general curriculum.



- The law says a student with disabilities should be educated in the general education classroom with supports and services before discussing other placements. This is called the **Least Restrictive Environment (LRE)**.
- Placement out of the general education classroom happens only after supports and services have been tried and the student cannot achieve their goals there.

Remember that writing the IEP is the beginning, not the end. Watch how your child is doing during the year, stay in

touch with the rest of the team, and talk with them about your concerns. You should also receive progress notes on how your child is doing on their IEP goals as often as the school gives out report cards to all children. If there are any problems or unanswered questions, you can request an ARC meeting at any time to discuss your concerns with staff.

For more information on the IEP, go to P&A's website at <http://www.kypa.net> for a free copy of Partners in Advocacy, a booklet that explains special education to parents, or call us at 1-800-3722988.