



Individualized Educational Plan (IEP)

The

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What is the general curriculum?

Curriculum that is used with non-disabled students



Curricular Adaptations

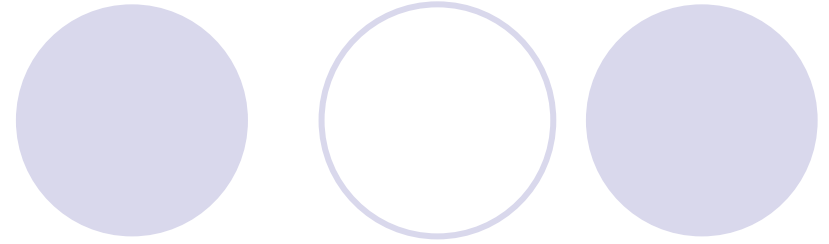
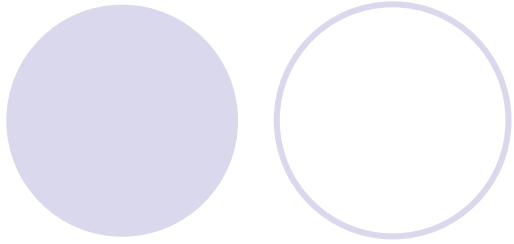
Any modification to the regular education curriculum that accommodates the needs of individual students

(Giangreco and Putnam, 1991)

Individual Curriculum Adaptation Plan

Nine Types of Curriculum Adaptations

<p>Quantity</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p>	<p>Time</p> <p>Adapt the time allotted for learning, task completion, or testing.</p>	<p>Level of Support</p> <p>Increase the amount of personal assistance with a specific learner(s).</p>
<p>Input</p> <p>Adapt the way instruction is delivered to the learner.</p>	<p>Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p>	<p>Output</p> <p>Adapt how the student can respond to instruction.</p>
<p>Participation</p> <p>Adapt the extent to which the learner is actively involved in the task.</p>	<p>Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials.</p>	<p>Substitute Curriculum</p> <p>Provide different instruction and materials to meet the learner's individual goals.</p>



- The assessment of the student is based on :
 - the general syllabus
 - the IEP



Individualized Education Plan

- What is an IEP?
- What are the functions of an IEP?
- Who are the partners of an IEP?
- Which are the steps to introduce an IEP?
- What is the content of an IEP?
- Create your own IEP



What is an IEP?

*The IEP is a document developed by a team of person's from the student's attending school system who have a direct relationship to helping the student with special needs to be able to reach his full potential.

*It is used to better understand how and what a student needs to succeed in his education.

*It is there to serve as a road map to address the student's goals, progress, and services.

**It is often a legal document that is required for each student*



The purpose of the IEP is to:

- Persistently support the student's personal learning process
- Positively express the student's improvement and development
- Provide positive learning experiences
- Result in successful organisation of teaching and modes of action

Function of IEP



1. Setting precedence to the person's needs
2. Setting goals, services, programs, interventions necessary for the disabled person, his family, his environment in the short and medium term
3. Definition of responsibilities
4. Making a schedule
5. Safeguarding the rights, interests of the disabled person and quality of services

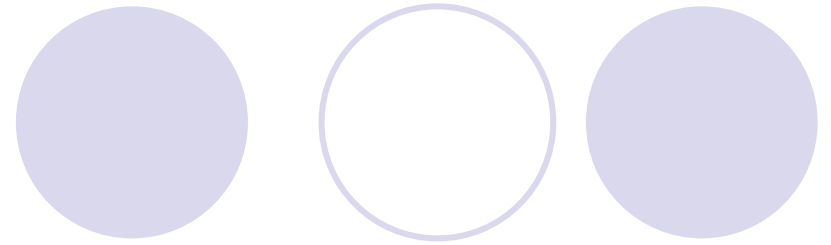


Members of the IEP team

Each meeting should include, but is not limited to, the following participants:

- A representative from the school
- The child's teacher(s)
- Special teacher(s)*
- Other professionals
- One or both of the child's parents or responsible party
- The child, where appropriate.
- Other individuals at the discretion of the parent or school.

Related Services



- ***Related Services*** shall be provided on an individualized basis.

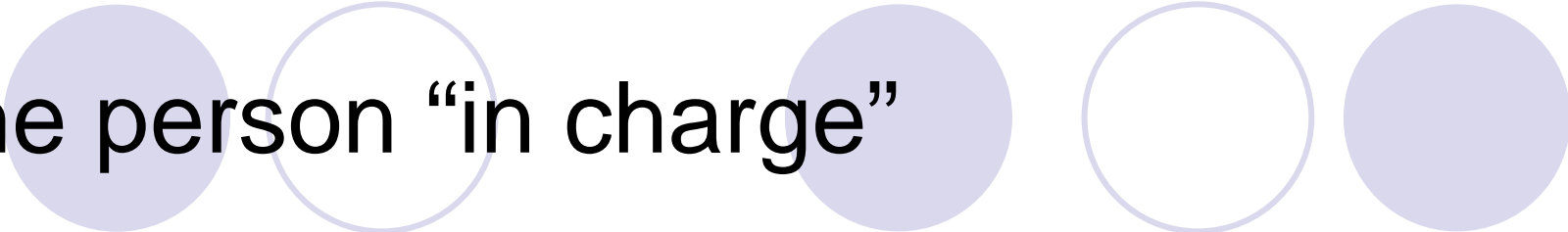
A decorative graphic at the top of the slide consists of two groups of three circles. The left group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right. The right group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right.

Types of Related Services

- Transportation
- Speech-language pathology
- Audiologist services
- Interpreting services
- Psychological services
- Physical therapy
- Occupational therapy
- Recreation, including therapeutic recreation
- Social work services
- School nurse services
- Counseling services, including rehabilitation counseling

Role of Special Educator in Inclusive Classroom

- Acts as case manager for their students
- Facilitates IEP team meetings and planning sessions
- Determines the curricular adaptations that should be in place on a daily or weekly basis.
- Documents fulfillment of the IEP throughout the year and is liaison with therapists
- Develop and participate in planning and support sessions between disabled and their classmates
- Acts as team player, supporting the classroom teacher



The person “in charge”

- Designated person for the implementation and coordination of the program
- Assure the viability and feasibility of the program
- Is not "invested with the mission to succeed at all costs".
Responsibility at the level of actions to be taken, reminders, appointments, potential purchases...
- Any member of a profession useful to a person may be “the person in charge”



The General Educator's Role

A general educator must be included if the student is or may be participating in the regular education environment. Without the general education teacher's participation, it would be harder for the IEP team to take on its new responsibilities for looking at a student's progress in the general education curriculum, standards, and assessments.



The General Educator's Brings knowledge of:

- The general education context.
- How the student with disabilities performs in a general education context.
- How the student interacts with her peers.
- The pace of the class.
- Other students.
- The dynamics of the class.
- Approaches for teaching the class as a whole.

Teacher's Roles



Ordinary teachers

- Content expert
- Grades/Evaluates work
- Ensures progress in course
- Certifies student has met course requirements.

Special teacher/others



- Strategy expert
- May play a role in grading work
- Ensures progress towards IEP goals
- Ensures delivery of accommodations.

Pedagogue and psychologist's role

- Testing & assessment
- Collect information from related services
- Help school team in IEP's processes
- Create and follow some specific programs (ex. : behavior)
- Assist (and observe) school team in class activity
- Remove the barriers of inclusion
- ...



Different steps in IEP...

1. Welcome the person (social)
2. Analysis of the needs and expectations of the disabled person and his family, with existing resources (forces) and observation skills
3. Analysis of obstacles:
 - a) In person (inabilities, emotional aspects)
 - b) In the environment (family, institution)
4. Establishing goals overall priority (choices to be made among the identified needs)

Different steps



5. Preparation of a contract: Skateholders - disabled person-family
6. Development of the operational objectives
7. Determination of material/human resources and strategies
8. Setting up the program
9. Evaluation and readjustment

Content of IEP



IEP based on the Curriculum and includes:

1. A description of the student's basic readiness, strengths and special needs, as well as the needs for developing the teaching and learning environment they necessitate
2. Long and short-term objectives for teaching and learning
3. The amount of annual weekly lessons in subjects that are in the pupil's syllabus and a list of those subjects that deviate from the teaching of the general syllabus
4. The primary objectives and contents of those subjects in which the pupil has a personalised syllabus

Content

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Requires the definition of:

- The objectives and contents of teaching and rehabilitation
- Teaching methods
- Student welfare services
- Support services
- The monitoring and assessment procedures



Considerations in Developing the IEP

- Assessment of Students needs (identify strengths and weaknesses)
- Details of disability that are being addressed
- Individualization of IEP
 - Classification
 - Parental involvement
 - Teacher involvement
 - Collaboration of what best suites student's needs



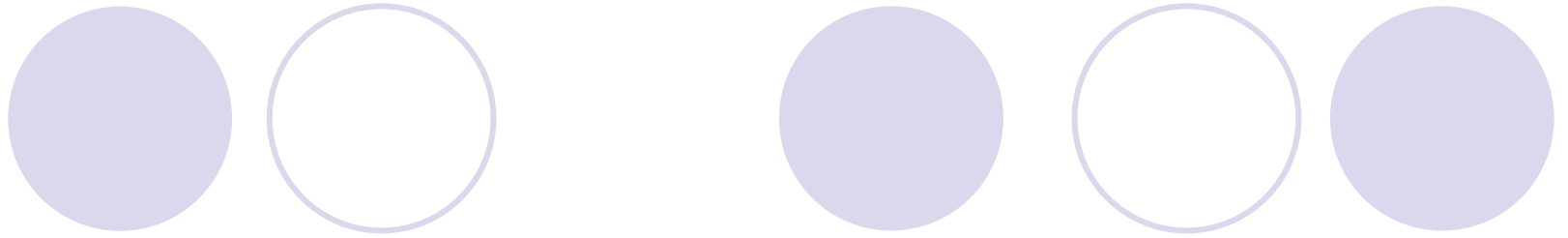
Learn about the student's exceptional needs by reviewing:

- Most recent evaluation(s) such as:
 - Reading Diagnostic
 - Exam scores
 - Psychoeducational report
- Current and/or previous IEP's
- Skills, needs, and/or behaviors needed to succeed in the least restrictive environment
- Description of how the disability hinders the student from learning and/or participating in a setting with non-disabled peers
- Academic strengths
- Grade history
- Anecdotal observation(s)
- Student work products

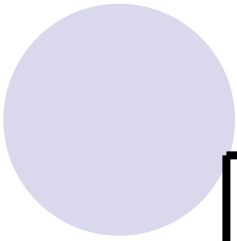


Gathering information from multiple sources ...

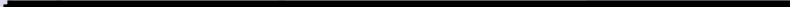
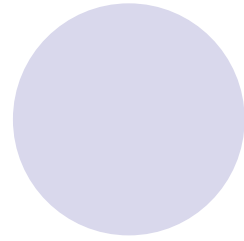
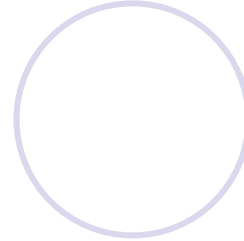
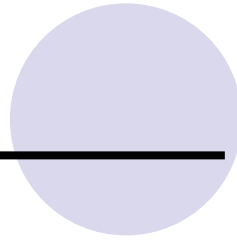
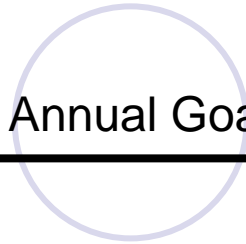
- Current and/or previous teachers
- Psycho-educational professionals
- Parent/Guardian
- Student



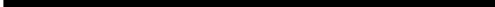
The needs, strengths, assessment results, and any other relevant student information will be used to write the present level of performance (PLOP), needs for remediation, annual goals, and benchmarks/short-term objectives.



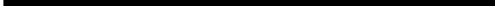
Annual Goal



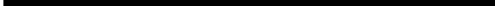
STO/Benchmark



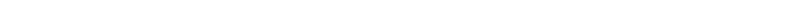
STO/Benchmark



STO/Benchmark



Present Level of Performance





There is a direct relationship between the annual goal and PLOP.

The **Present Level of Performance** (PLOP) is the starting point of reference from which the progress of the student will be measured.

The **short-term objectives** are the intermediate steps between the PLOP and the annual goal. Break down annual goal into discrete components

Benchmarks are statements of what the student will learn (do not include procedures, schedule, or criteria).

The **annual goals** will be the anticipated result from the service delivery. They are a plan for linking the gap between where the student is and where he or she needs to be in relation to the student's grade level indicators or projected diploma option.



Annual Goals

Annual Goals must:

- be *measurable*
- relate to the student *involved, and not be cookie-cutter*
- include criteria for meeting the goal
- set high expectations, but be reasonable
- Should come from the curriculum

Gens. objectives

Spec. objectives

Means

Adopt a correct behavior
in classroom



Measurable Goals

1. **Time Frame** - Specifies the amount of time in the goal period
2. **Conditions** – Circumstances under which target behavior is to occur
3. **Behavior** - Clearly identifies the skill or learning to be observed; reflects an action which can be directly observed
4. **Criterion** - Identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved (Accuracy, Frequency, Duration, Latency, Rate, Qualitative)



Condition

Questions to ask:

- Under what conditions will the behavior be expected?
- When should the student demonstrate the behavior?
- Where should the behavior be demonstrated?
- With what materials, people, directions?

Behavior

Questions to ask:

- What will the student be able to do?
- What skill or knowledge will the student attain as a result of instruction?

Criterion

Questions to ask:

- What standards will be used to evaluate student performance?
- How well, how often, how long, how accurately, how quickly, how soon, how many times, etc.?



Example

In 4 weeks, while working in the class, John will work alone, in a individual project, without disturb the rest of the classroom, one time a day for two consecutive weeks.

1. Time Frame – In 4 weeks,
2. Conditions - working on an individual project
3. Behavior – John will work alone without disturbing the class
4. Criterion – in class with the others, once a day for 2 consecutive weeks.



THE STRANGER TEST (Kaplan 1990)

Are ***your*** goals and objectives written so that someone who didn't write them (***a stranger***) could use them to develop an appropriate instructional plan?

THE 'SO WHAT' TEST

- ✓ The 'so what' test embodies validity.
- ✓ Are your goals and objectives written to be educationally relevant?



Starting up the program

- Writing program and distributed to all stakeholders, including the beneficiary or his or her parents (memory and a moral contract)
- Program discussed with the various stakeholders, so as to be clearly understood and usable by all
- Designation of the “person in charge” of the project

Re-evaluation



- After 6 to 12 months: gather information about the changes and the effects of the program

Requirements:

- The **skateholders** of the first evaluation must be found judging the effects in the most objective manner possible. The quality of the reevaluation depends heavily on the quality objectives and the means used
- Are used to update the IEP (rarely linear!)



Reviewing and Revising IEP

*Reviewed (1-2X) by year.

*Reassess annual goals.

*Revise the IEP to address:

- any lack of expected progress
- results of any reevaluation
- information provided by the parents
- anticipated needs

Student's Legal Name _____ IEP Development Date _____

Grade _____ School _____ Birthdate _____ ID# _____

Primary Exceptionality _____

Additional Exceptionalities _____

Three Year Re-evaluation Due Date _____ Date of Last IEP _____

Temporary IEP ____ Yes ____ No Transition IEP ____ Yes ____ No

Desired School or Post-School Outcomes: To be completed for ALL students. May include outcomes regarding involvement in the general curriculum, school programs and courses of study, extracurricular activities, postsecondary education, continuing and adult education, vocational training, employment, adult services, and community living.

The student desires to: _____

General Factors: Briefly describe each of the following general factors.

Strengths of the child: _____

Results of the most recent individual evaluations (include results of student's performance on any state or district wide assessments or alternate assessments): _____

What concerns for their child's education have the parents expressed? _____

Student's Health Needs/Concerns: _____

Special Factors have been considered for this student. Check ALL identified needs addressed in this IEP:

- | | |
|--|---|
| <input type="checkbox"/> Need for positive behavior intervention or strategies | <input type="checkbox"/> Braille needs of blind/visually impaired |
| <input type="checkbox"/> Language needs of Limited English Proficient | <input type="checkbox"/> Communication and language needs |
| <input type="checkbox"/> Need for assistive technology devices and services | <input type="checkbox"/> Need for ESE extended school year services |
| <input type="checkbox"/> Need for specially designed/adaptive physical education | <input type="checkbox"/> Need for special transportation services |

Check the instructional structure (i.e., domains, transition service activity areas) you will use and the areas within the structure in which present level of educational performance statements and measurable annual goals, including benchmarks, will be written. Transfer the domains or areas checked to the following page(s).

- | | |
|---|--|
| <input type="checkbox"/> Domains | <input type="checkbox"/> Transition Service Activity Areas |
| <input checked="" type="checkbox"/> Curriculum and Learning Environment | _____ Instruction |
| _____ Social and Emotional Behavior | _____ Related Services |
| _____ Independent Functioning | _____ Community Experience |
| <input checked="" type="checkbox"/> Communication | _____ Employment |
| | _____ Post-school Adult Living |
| | _____ Daily Living Skills |
| | _____ Functional Vocational Evaluation |

Update Page # _____ Attached (Date): _____
Update Page # _____ Attached (Date): _____
Update Page # _____ Attached (Date): _____

Student's Legal Name _____ ID# _____ IEP Date _____

Date of update conference that additional annual goal/benchmarks/short-term obj. were added (complete only if applicable): _____

Measurable Annual Goal and Benchmarks/Short-Term Objectives (additional pages as needed)

Present Level of Educational Performance for: _____ (Specify domain checked on previous page.)

Based on: _____

Student is able to: _____

Student's disability affects involvement and progress in general education by (for pre-kindergarten children, participation in appropriate activities): _____

Priority educational need: _____

Measurable Annual Goal: _____

Assigned Instructional Responsibilities for Goal: Includes planning, implementing, documenting student performance, consulting, etc.

Lead Teacher/Staff _____ Title/Position of Person(s) Responsible
 Other(s) _____ Title/Position of Person(s) Responsible

Benchmarks/Short-term Objectives (minimum of 2):

	Results: Current level/date
1. _____	
2. _____	
3. _____	
4. _____	

Evaluation Plan: The evaluation plan includes a statement of how the student's progress toward the annual goal will be measured. (Who will evaluate, what methods will be used, and how often will progress be evaluated.)

The student's progress toward annual goals and the extent to which progress is sufficient to enable the student to attain the annual goal by the end of the year will be reported to the student's parents with each report card, every _____ weeks.

Date									
Progress toward Goal*									
Likelihood of Attainment**									

*Progress: M-Mastery S-Satisfactory Progress N-Needs Improvement U-Unsatisfactory Progress
 **Likelihood of Attainment: H-Highly Likely P-Possible U-Unlikely



Risks of failure of a IEP?

- **Resistances to IEP:** bureaucratic, "allergy" to any written document, fear of speakers themselves to be evaluated on the basis of the success or failure of IEP, additional work, speaking unfamiliar with the evaluation systems coding and expectations of the student



Risks of failure of IEP

- Institutional refusal : IEP seen as an evaluator of the institution
- Changes in personnel team
- The program itself may have been poorly designed (goals vague, inappropriate ways, incomprehensible text...)
- Lack of cooperation on the part of management: the idea of a PEI is accepted, but the resources do not follow (no support for coordination and consultation)