
Partners Resource Network
Empowerment Through Education

High Quality Individualized Education Programs (IEPs)

PARENT INVOLVEMENT SERIES | LEVEL 3


1

High Quality IEP's | Level 3


What does an IEP do?

An Individualized Education Program (IEP):

- Is designed to meet the unique needs of the student,
- Serves as a blueprint to specify and guide the services and supports for a student with a disability, and
- Is a contract in which school personnel agree with a student's parents to provide a set of services and supports for the student throughout the upcoming year.



Contact Us 1.800.866.4726 | PRNTexas.org


Partners Resource Network
Empowerment Through Education

2

2

Andrew F. and the IEP

The *Andrew F.* decision states that the IEP must be “reasonably calculated to enable the child to make progress appropriate in light of his circumstances.”

“Reasonably calculated”

- Developing an appropriate IEP requires a prospective judgment by the IEP team (called an ARD committee in Texas). Generally, this means that the team will make decisions that are informed by their own expertise, the progress of the student, the student’s potential for growth, and the views of the student’s parents.

“Progress appropriate in light of a child’s circumstances”


- Emphasizes the individualized decision-making required in the IEP process and the need to ensure that every student should have the chance to meet challenging objectives. It reinforces IDEA’s focus on the individual needs of each student with a disability.

3

IEP Requirements

REQUIREMENTS	ENSURES
1. Procedural	<ul style="list-style-type: none"> • IEP process is followed • IEP contains all of the required information
2. Substantive	<ul style="list-style-type: none"> • IEP content is sufficient to enable the student to make meaningful progress • Student’s progress is monitored • Changes are made if the student’s progress is not appropriate
3. Implementation	<ul style="list-style-type: none"> • Services and supports outlined in the IEP are provided • IEP changes are made with parental involvement

4



High Quality IEP's | Level 3

Components of an IEP

- Present Levels of Academic Achievement & Functional Performance (PLAAFP) statements
- Challenging, ambitious and measurable goals
- Special education and related services
- How the student's progress will be monitored and reported

Partners Resource Network
Empowerment Through Education

5

5

High Quality IEP's | Level 3

High Quality PLAAFP

To be considered high quality, PLAAFP statements must include information on:

- Student Needs**
 - Information on the student's current academic and/or functional needs.
- Effect on Progress**
 - Explains how the disability affects the student's involvement and progress in the general education curriculum.
- Baseline Information**
 - Documents the student's current levels of performance and provides baseline data for monitoring student's progress.
- Connection to Goals and Services**
 - Provides a bridge between the PLAAFP and a goal.

Contact Us 1.800.866.4726 | PRNTexas.org

Partners Resource Network
Empowerment Through Education

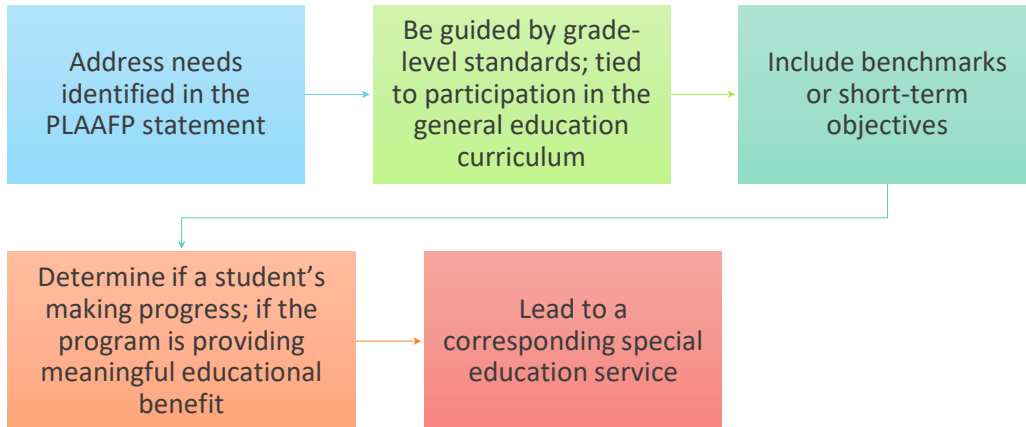
6

6

High Quality IEP's | Level 3

Measurable Annual Goals

What the student is reasonably expected to accomplish in a 12-month period. Each goal should:



Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

7

7

High Quality IEP's | Level 3

Developing IEP Goals

Each goal's purpose is to close the gap between the current skill level and expected performance level.

Each goal has four elements:

- **Target behavior**,
- **Conditions** under which the target behavior will be exhibited and measured,
- **Criterion for acceptable performance**, and
- **Timeframe** within which the student will meet the criterion.



Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

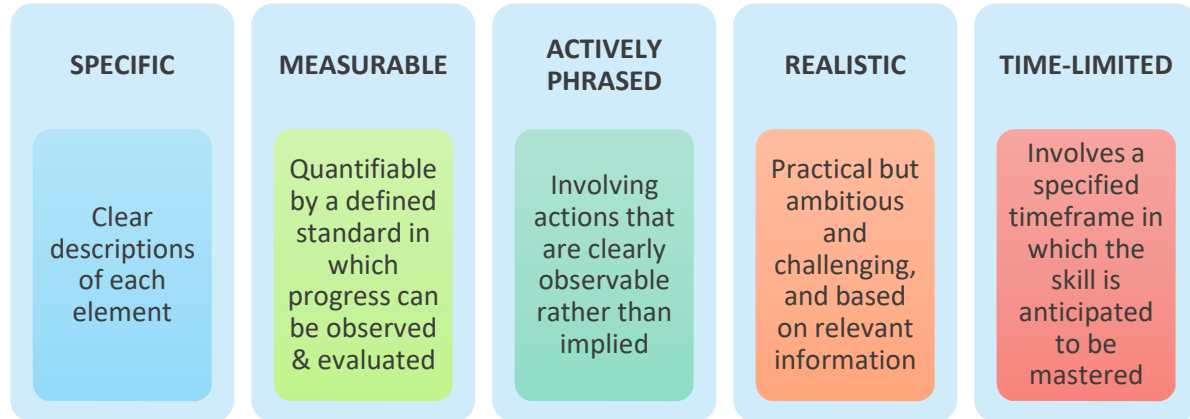
8

8

High Quality IEP's | Level 3

SMART Goals

To develop well-written, measurable goals, think SMART:



Contact Us 1.800.866.4726 | PRNTexas.org


 Partners Resource Network
Empowerment Through Education

9

9



High Quality IEP's | Level 3

Student Expectations

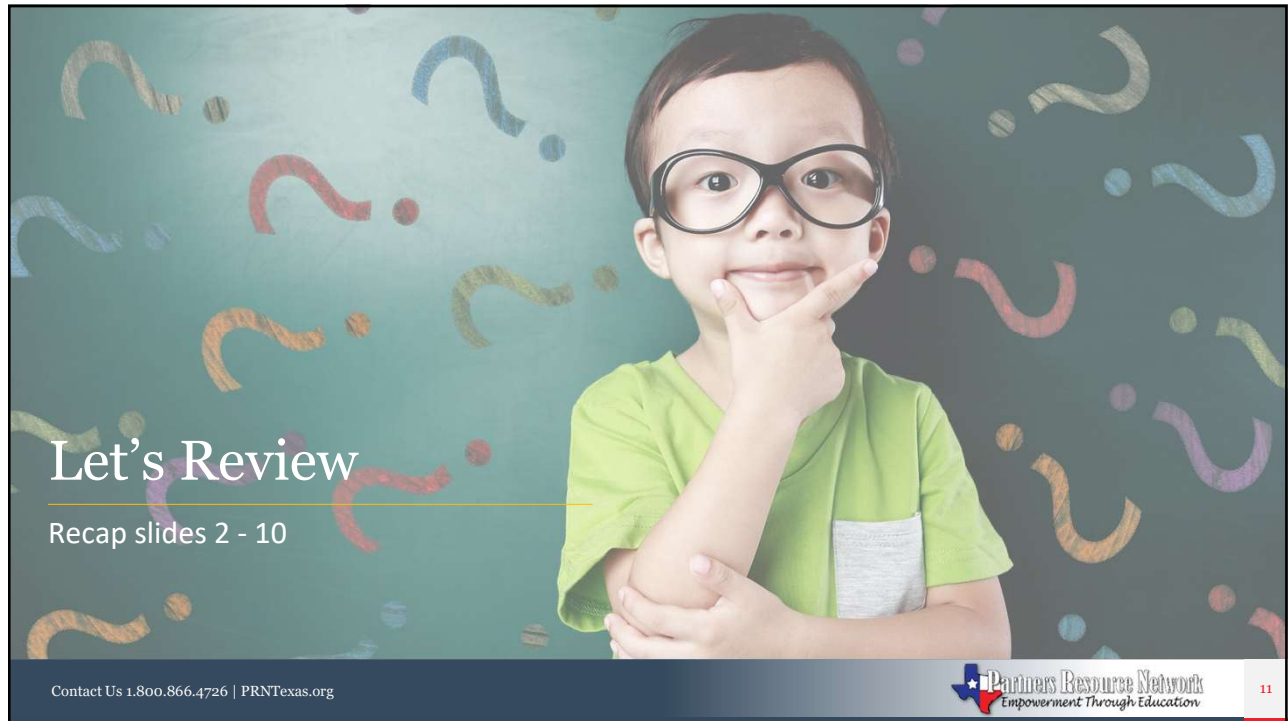
While IDEA requires IEP goals to be measurable, courts have ruled that they must also be **ambitious** and **challenging**. To meet this standard, ARD committees should:

- Have high expectations for the student.
- Create goals that are ambitious and challenging enough for the student to make meaningful progress.
- Create goals that are realistic and based on the team's knowledge of the student's unique circumstances.


 Partners Resource Network
Empowerment Through Education

10


10



Let's Review

Recap slides 2 - 10

Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education


11

11

High Quality IEP's | Level 3


Individualized Services & Supports

The services and supports the student will need and can include any combination of:



```
graph LR; A[Special Education Services] --> B[Related Services]; B --> C[Supplementary Aids & Services]; C --> D[Program Modifications & Staff Support];
```

Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

12

12

High Quality IEP's | Level 3

Special Education Services

- Specially designed instruction that meets the unique needs of the student in the areas of academics, functional and behavioral skills.
- More intensive and individualized instruction than is typically provided in the general education classroom.
- Provided by an education professional with expertise in individualizing and intensifying instruction, progress monitoring, and data-based decision making.



Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

13

13

High Quality IEP's | Level 3

Related Services

- Support services necessary for the student to benefit from special education services.
- Usually provided one or more times per week for short periods of time.
- Can be provided to both the student and family, such as Social Work or Counseling services.
- Include therapies such as Occupational, Physical, or Speech-language.
- Can be provided off campus, such as Transportation Services.



 Partners Resource Network
Empowerment Through Education

14

14

High Quality IEP's | Level 3

Supplementary Aids & Services

Allow the student to access both education-related and nonacademic school-related activities. These include:

- **Accommodation:** an adaptation or change to educational environments and practices
- **Modification:** service/support that alters the content or curricular expectation for the student.
- **Other direct services & supports:** such as health care assistant or an aid.



Contact Us 1.800.866.4726 | PRNTexas.org

15

High Quality IEP's | Level 3

Program Modifications & Staff Support

- ✓ Focus on helping the school personnel or parents implement the IEP.
- ✓ Include if parents need specialized training on how to do something that the IEP recommends.
- ✓ Include if teachers or other persons working with the student need specialized training.
- ✓ Include learning from another teacher who's worked with a student or an administrator to support the instructional delivery.
- ✓ Include things like training on special equipment, adaptations to the general education classroom, or specialized training for the general education teacher.

Contact Us 1.800.866.4726 | PRNTexas.org

16

High Quality IEP's | Level 3

Determining Appropriate Services & Supports

The statement of services needs to include the following details about each service/support:

- Type** • The type of service the student needs.
- Frequency** • How often the service should be provided.
- Duration** • How much time per day/week the service will be provided.
- Responsible Person** • Who will be providing the service.
- Environment** • Where the service will be provided.
- Timeline** • When the service will begin and end.

Contact Us 1.800.866.4726 | PRNTexas.org



17

17



High Quality IEP's | Level 3

Evidence-Based Practice

Services and supports for the student must use evidence-based practices to the extent practicable.

- These practices have been shown to have a positive effect on student outcomes.
- Research design allows one to infer that the practice led to child improvement.
- Multiple high-quality studies have been conducted.
- They have been reviewed by a reputable organization.



18

18

High Quality IEP's | Level 3

Special Factors

When determining services for the student, these special factors need to be considered:

- Use of positive behavioral interventions and supports (PBIS) for behavior needs.
- The speech, language and communication needs of the student.
- The student's need for accessible instructional materials.
- The need for assistive technology.



Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

19

19

Let's Review


Recap slides 12 - 19

Contact Us 1.800.866.4726 | PRNTexas.org

 Partners Resource Network
Empowerment Through Education

20

20




High Quality IEP's | Level 3

Monitoring Student Progress

Once the services and supports are identified, the ARD committee needs to decide how they will determine whether the student's program is effective.

IDEA requires that the ARD committee documents:

- How a student's progress toward meeting each annual goal will be measured, and
- When periodic reports on that progress will be provided to parents.

 Empowerment Through Education

21

21


High Quality IEP's | Level 3

Progress Monitoring Plan

To determine how a student's progress will be measured, the ARD committee needs to consider:

How will the student's progress be objectively measured?	How often will the student's progress be measured?	Who is responsible for collecting progress monitoring data?
Where will data collection occur?	When will data collection occur?	How well the student will need to perform in order to achieve the IEP goals?

Contact Us 1.800.866.4726 | PRNTexas.org

 Empowerment Through Education

22

22

High Quality IEP's | Level 3

Progress Reporting

The IEP must stipulate when periodic reports on the student's progress will be provided to parents, and should:

- Keep parents informed on whether their child is on track to achieve their goals.
- Be provided at least as frequently as parents of students without disabilities receive progress reports
- When the student is not on track to meet a goal, describe the adjustments that personnel intend to implement to help the student do so.



Contact Us 1.800.866.4726 | PRNTexas.org

 **Partners Resource Network**
Empowerment Through Education

23

23

Let's Review

Recap slides 21 - 23

Contact Us 1.800.866.4726 | PRNTexas.org

 **Partners Resource Network**
Empowerment Through Education

24

24

High Quality IEP's | Level 3

Additional Resources

Partners Resource Network
PRNTexas.org

Iris Center
iris.peabody.vanderbilt.edu



Contact Us 1.800.866.4726 | PRNTexas.org







25

25



Thank You

-  Partners Resource Network
Offices in Lubbock, Houston, Austin,
El Paso, and Dallas/Ft. Worth
-  Toll Free: 1.800.866.4726
-  info@prntexas.org
-  PRNTexas.org



The contents of this publication were developed under a grant from the US Department of Education, #132BM200041, #132BM200042, #132BM200043, #132BM200044. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

26