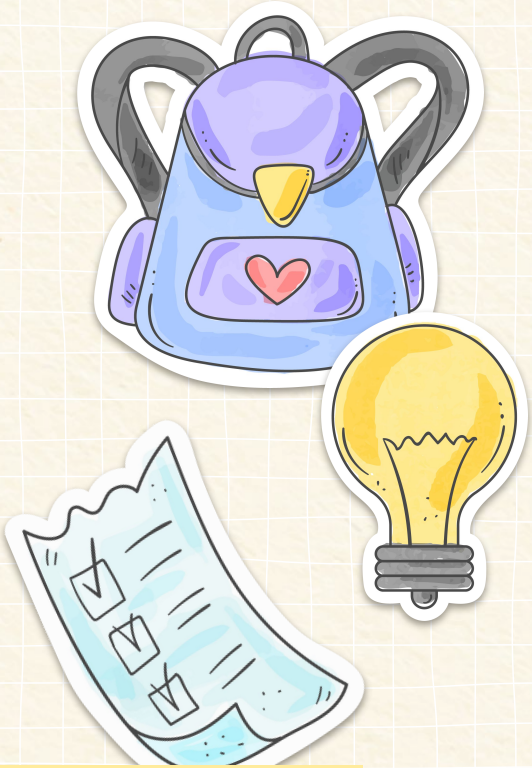
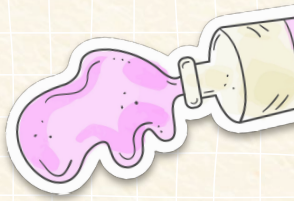
Parent's Guide to the IEP



October 14, 2025

Lila Kirkpatrick & Tiffany Pullen,
Special Programs Coordinators

Components of the IEP



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Present Levels (PLAAFP)

02
Accommodations

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Goals

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The basics

The IEP is….

The Individual Education Program (IEP) is a written plan, designed just for one student. It is an agreement between the school and parents.

It contains….

The IEP states present levels.
The IEP must consider and address the academic, developmental, and functional needs of the student.
It contains goals, accommodations, & supplemental aids and services the school will provide, and when and where those services will be provided.

01

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Begin with the PLAAFP

Review Present Levels

The committee reviews the most recent evaluation information and how it impacts learning.

Academic Achievement

The committee reviews other data sources to summarize the student's strengths and needs.

Review how your child is progressing in the general education curriculum (TEKS).

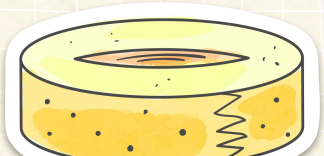
Functional Performance

Areas other than academics such as:

*How your child is doing socially

*How your child is doing behaviorally

* How your child is functioning



Ways a parent can contribute

- Share your ideas about your child's progress.
- Show pictures or other documentation about what they can do outside of school, including assistive technology solutions that are helpful.
- Share any reports you have from outside therapists, tutors, consultants or doctors.
- Make sure you understand whether your child has made progress on their IEP goals as a result of the services they have received.
- Ask questions if something is not clear.
- Point out any area of need which has not been evaluated or could benefit from more current evaluation data.

Example

TX CAN
Texas Complex Access Network

PLAAFP EXCERPT – JEFF

Jeff is a twelve-year-old sixth-grade student whose Full and Initial Evaluation (FIE) shows he meets education eligibility under the areas of Intellectual Disability [ID] and Speech Impairment [SI]. The past year, he has attended Art and Music electives with his general education peers. All core classes are in the special education setting, with the exception of reading. Jeff receives inclusion support in a general education reading classroom.

Jeff is non-verbal, but anecdotal records from the classroom and speech therapy indicate he is able to make reliable, valid choices between two items and respond to tasks in class by pointing to answer choices, objects, picture cards, or activating simple communication device icons in an array of two. Jeff's mother reports that they have also been presenting Jeff with two-item choice-making opportunities in the home during hygiene routines, leisure activities, and mealtimes. During classroom and speech therapy trials using an array of two, Jeff was able to provide an appropriate response in 7 out of 10 trials. When increasing response choices to an array of three, Jeff generally chooses the middle item without regard to the content of the choices. During classroom trials using an array of three, Jeff was only able to provide an appropriate response in 2 out of 10 trials.

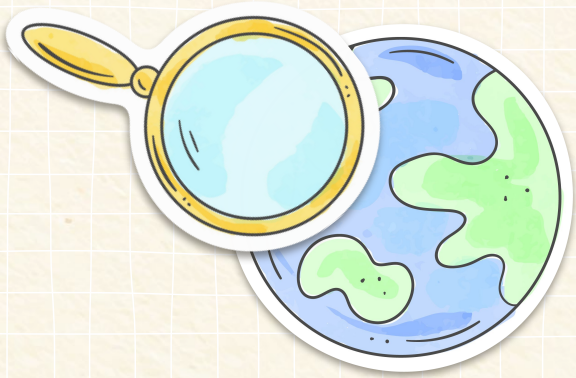
Academics (Reading):

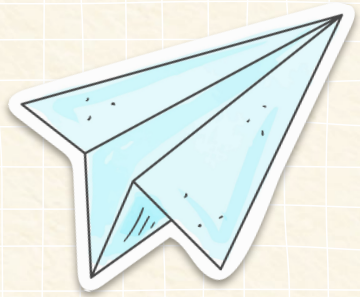
In the reading classroom, the teachers introduce new concepts using errorless learning that focus on Jeff's strength in matching. His teachers and the general education students work together collaboratively to summarize and break down novels being read by his peers into adapted texts for Jeff, utilizing reduced text and visual cues. Without reduced text and visual cues, Jeff becomes inattentive to the text on the page and will look away or place the reading materials down within the first five seconds upon presentation. Staff and peers provide support to Jeff by reading the adapted texts aloud and reviewing key elements of the text using visuals.

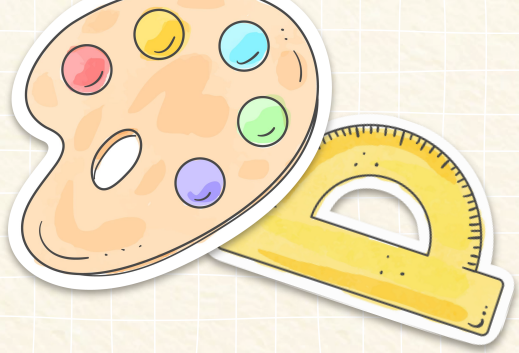
Typically developing same-grade peers are expected to understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. To demonstrate this, sixth-grade students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

02

Accommodations & Modifications





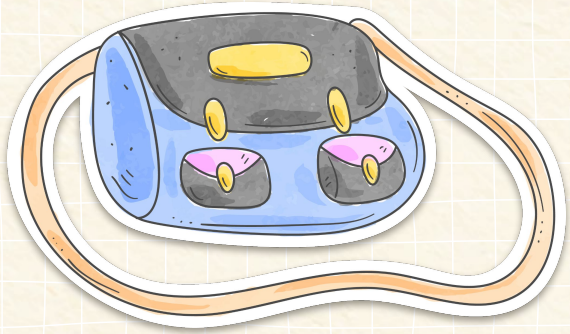


The HOW

Accommodations change the HOW a child will demonstrate the learning

The WHAT

Modifications change the what a child is expected to learn

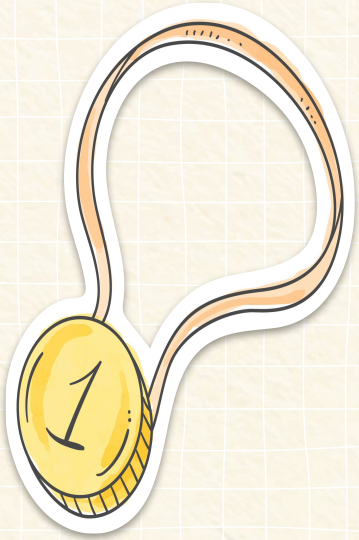


Ways a parent can contribute:

Let committee know what works at home, such as “with” text read aloud, my child can answer questions about a story.

03

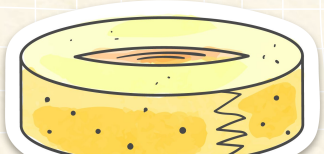
Goals & Objectives



Goals in a nutshell

Both Academic and Functional Goals are statements about what your child will learn during an IEP school year. Each goal must be measurable. That is, it should state clearly and objectively how you and the school will know if the child has reached that goal.

IEP goals must be designed to meet the child's skill deficits (critical areas of need) caused by their disability so they can participate in and progress in the general education curriculum (academic and functional).



Goals have 4 components

Timeframe

How long to master the goal. Usually written “Within 36 instructional weeks” or “By the next annual ARD meeting”

Condition

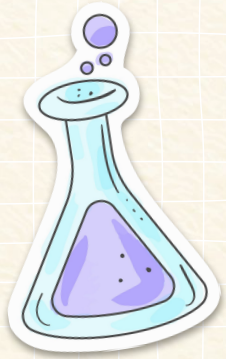
Supports that will be given. For example, “after teacher models and given an oral prompt””

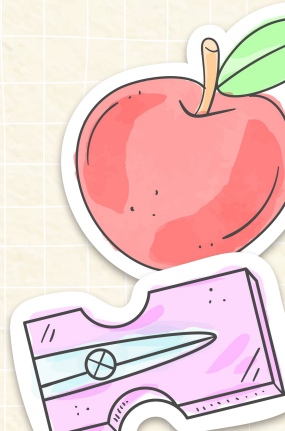
Behavior/Skill being measured

Skill we want to work on and see improved. An example, “write 4 sentences with correct punctuation and spelling”

Criteria

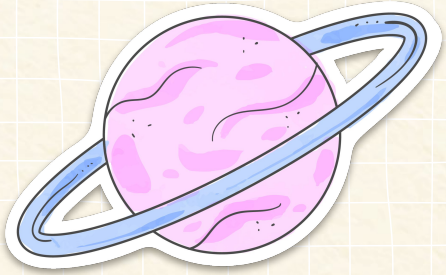
Paints the picture of mastery. “4 out 5 correct on 4 different progress mastery assessments.”





Objectives

Objectives break down the steps to include the supports it will take to reach mastery on the goal. This is written in smaller chunks of time. For example, “within 9 instructional weeks, when given peer support and a teacher model...”



Ways a parent can contribute

- Talk about the skills/strengths and areas of weakness you have noticed in home/community setting
- As you review the proposed goals, remember that the IEP must be designed to meet your child's needs and that you and the school staff make up the ARD committee. Your job is to review the proposed goals and ask any clarifying questions.
- Ask questions if you do not understand how your child's progress will be measured, what services she/he will receive during the school day, who will provide each service and how much time each day he/she is with students who do not have disabilities.

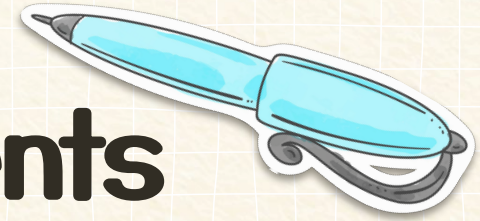
04

Services

Services - 2 kinds

- Services
  - Instructional
    - Direct
      - Modified (what)
      - Direct Dyslexia
    - Indirect
      - Inclusion
  - Related
    - Occupational Therapy
    - Vision or Orientation and Mobility
    - Physical Therapy

05 Support for Parents



Texas SPED Support

Thanks

Do you have any questions?

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