



What should be in my  
child's IEP?

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**An Overview of the Required  
Components of an  
Individualized Education Plan**

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## Questions to be addressed:

- What components of an IEP are legally required?
- How should an IEP be formatted?
- What is the best approach to developing an effective IEP?
- What are elements of a PLAAFP?
- What are elements of an IEP goal?
- What are accommodations vs. modifications?
- What is the continuum of service provision?

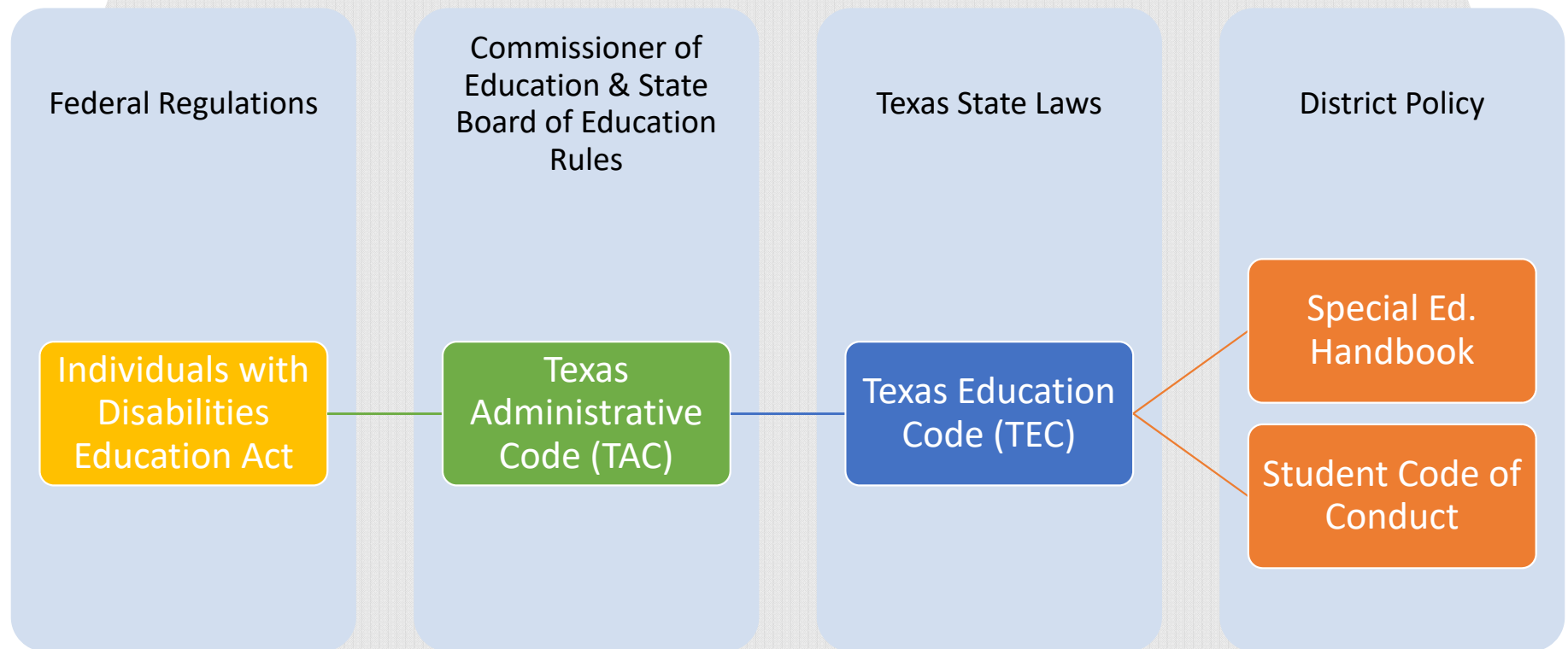


What components of an  
IEP are legally required?

# Main laws affecting Special Education:

1. Individuals with Disabilities Education Act (IDEA)
2. Family and Educational Rights Privacy Act (FERPA)
3. Every Student Succeeds Act (ESSA)

# Special Education Rules & Regulations: Side-by-Side Comparison



Where do I  
look for legal  
resources?



Procedural Safeguards

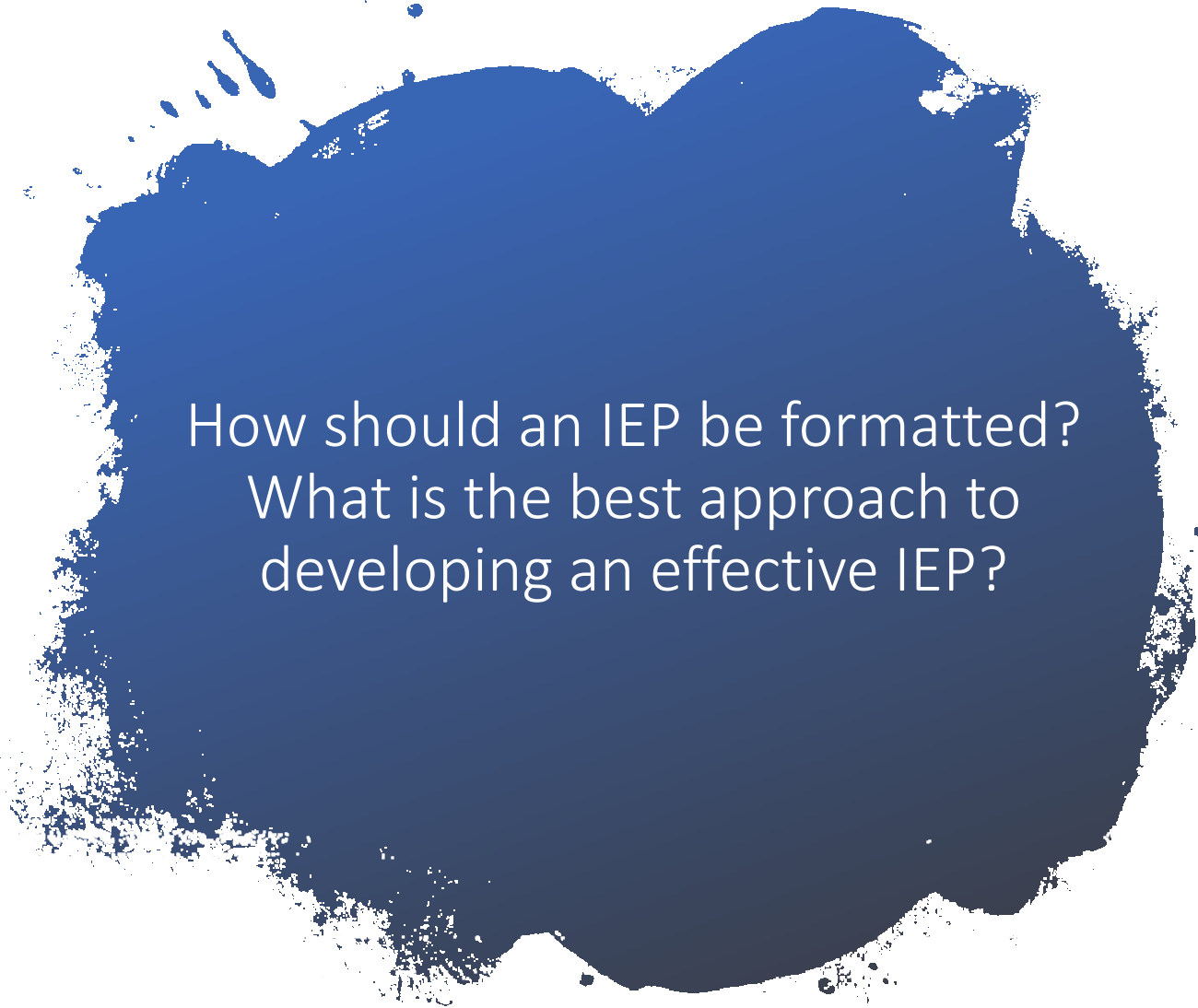


Guide to the ARD Process



TEA website:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-rules-and-regulations>



How should an IEP be formatted?  
What is the best approach to  
developing an effective IEP?



# Eight Core Principles of Special Education

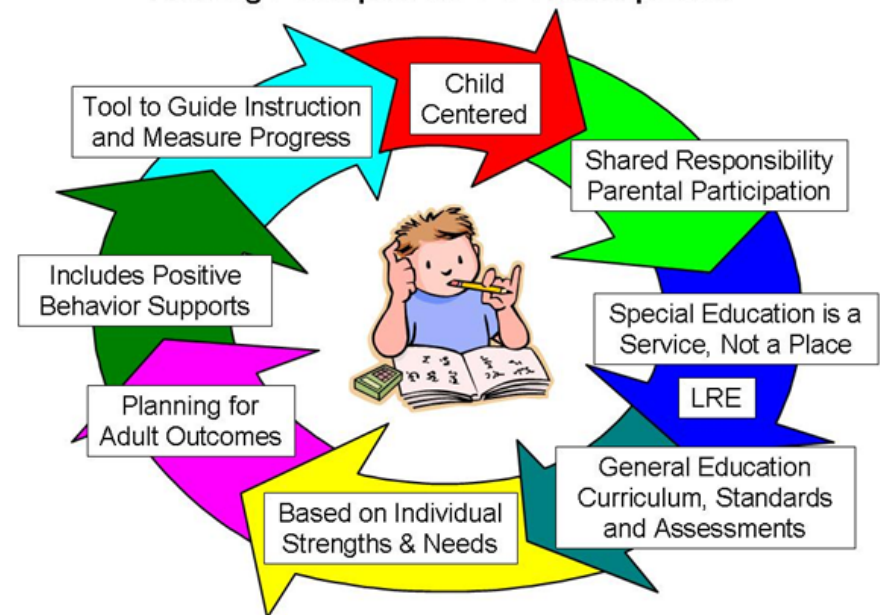
1. Child Find/zero reject
2. Nondiscriminatory evaluation
3. Individualized Education Program (IEP)
4. Free Appropriate Public Education (FAPE)
5. Least Restrictive Environment (LRE)
6. Related Services
7. Parent Participation
8. Confidentiality



If the results of an evaluation indicate that a student needs special education, then an Individualized Education Program (IEP) must be developed.

## IEP Development

### Guiding Principles for IEP Development

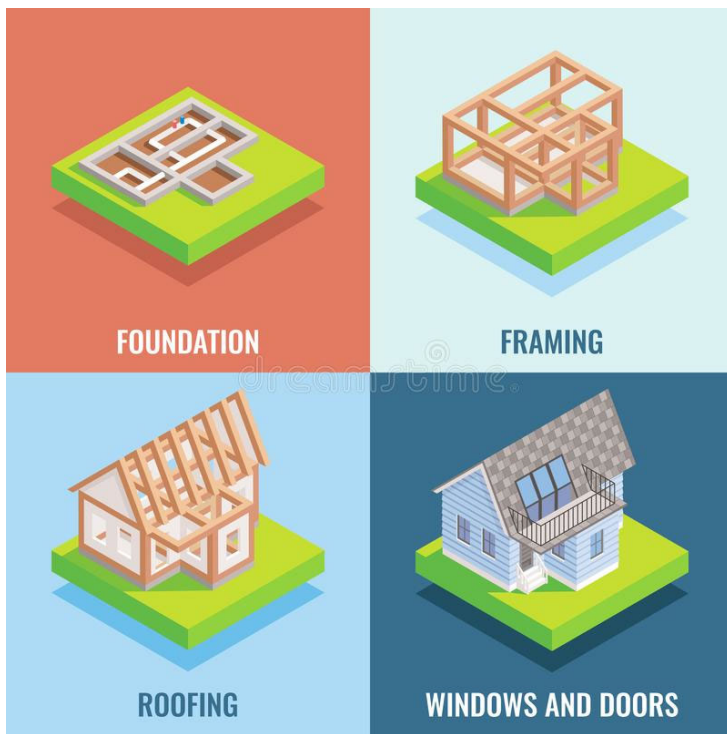


# Components of an IEP

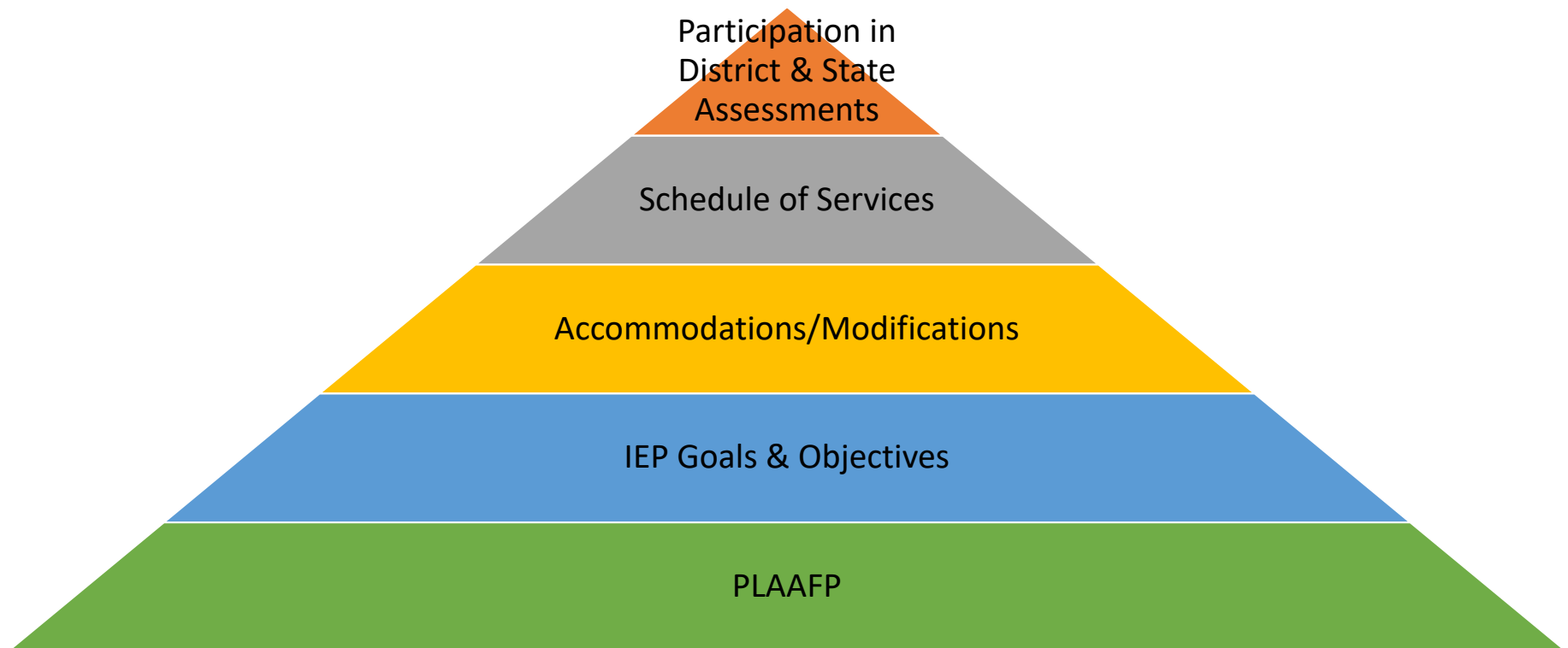
An IEP is a written document that contains the following:

- Statement of the student's present levels of academic achievement and functional performance. (PLAAFP)
- Measurable annual goals- academic and functional
- ❖ Behavior Intervention Plan, if needed.
- Statement of services to be provided
- Explanation of the extent to which student will participate in the general education classroom.
- Statement of accommodations and participation in state and district-wide assessments.
- ❖ Individual Transition Plan as early as, but no later than, age 14.

Building an IEP is a systematic process legally intended to follow a specific order.



# Hierarchy of IEP Development





What should be  
included in my child's  
PLAAFP statement?

## 4 Elements of a PLAAFP Statement

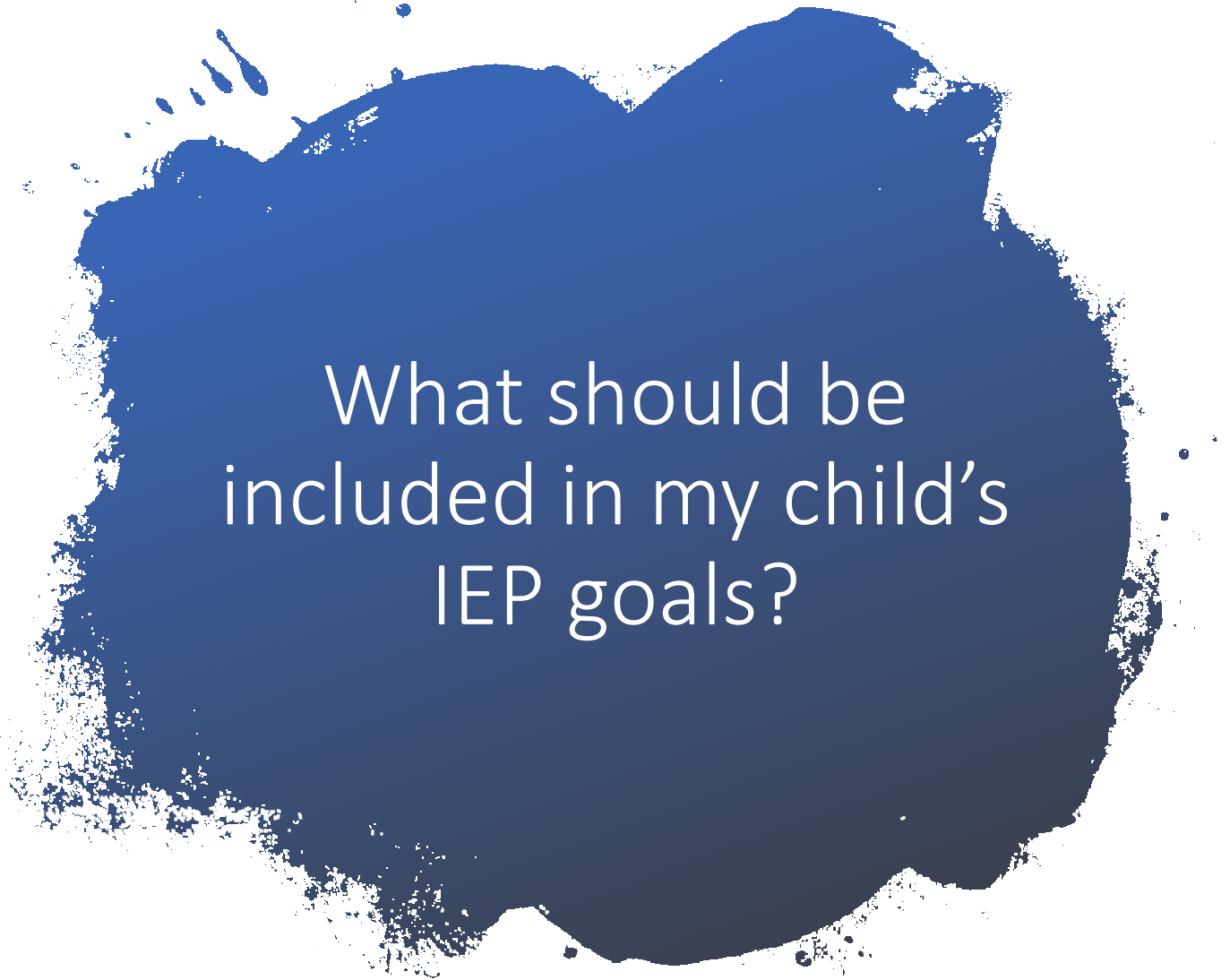
1. A description of how the disability affects the student's academic achievement and functional performance in the relevant skill areas.
2. A description of how the disability affects the student's involvement and progress in the general education curriculum.
3. As appropriate, a description of how the disability affects the student's participation in appropriate activities.
4. Sufficient detail to provide cues for writing the accompanying annual goals.



## Example Math PLAAFP, 2<sup>nd</sup> Grade Student

*Herbie can count to 50, count objects to 50, recognize and write numerals 0-9, and groups objects in sets. He recognizes a line, square, and circle, but not a rectangle or triangle. He cannot add or subtract 2 digit by 1-digit problems without re-grouping and has not attempted multiplication.*





What should be  
included in my child's  
IEP goals?



## What are annual goals?

Annual goals are statements that describe what a student can reasonably be expected to accomplish with a twelve-month time period.

The purpose is to identify areas in which a student needs special education services or specially designed instruction.



# Four critical components of measurable IEP goals:



## Timeframe

The amount of time in the goal period, usually specified in the number of weeks or a certain date for completion.



## Conditions

The specific resources that must be present for a student to reach the goal.  
(i.e. instructional cues, materials, personnel, settings, time of day)



## Behavior

Clearly identifies the performance that is being monitored. **MUST** be observable, something the teacher can see or hear.



## Criterion

How much, how often or to what level the behavior must occur to demonstrate the goal has been achieved. (i.e. percentage, # correct, rate, frequency, latency, duration)



# Examples of measurable IEP goals:

- *In 36 instructional weeks, using decoding skills and oral practice within a 3<sup>rd</sup> grade passage, Joseph, a 3<sup>rd</sup> grade student will read 70 words per minute with fewer than 10 errors. (Academic)*
- *By the end of the 2020-21 school year, given counseling with explicit instruction in 3 types of anger management techniques, Sara, a 10<sup>th</sup> grade student, will utilize anger management techniques to reduce elopements from the classroom as evidenced by remaining in the classroom 90% of the day at least 4 days per week. (Functional)*
- *In 36 instructional weeks, when provided a visual schedule of the daily routine and asked, "What comes next?" Christina, a 4-year-old student, will verbally state the correct activity in 4 of 5 anecdotal notes recorded. (Academic)*

# Resources for Writing IEPs:

PGC Statewide Network:

<https://projects.esc20.net/page/pgc.IEPs>

IRIS Center:

<https://iris.peabody.vanderbilt.edu/module/iep01/>

Understood:

[https://www.understood.org/pages/en/families/school-learning/special-services/?\\_u=1\\*v02s9j\\*domain\\_userid\\*YW1wLWRLaXR1cGhhREhIZVQycGw2RlFIRIE](https://www.understood.org/pages/en/families/school-learning/special-services/?_u=1*v02s9j*domain_userid*YW1wLWRLaXR1cGhhREhIZVQycGw2RlFIRIE)



# Accommodations vs. Modifications

## ACCOMMODATIONS: What are they?

- ACCOMMODATIONS DO NOT CHANGE THE TEKS. ACCOMMODATIONS CHANGE THE MATERIALS OR PRESENTATION AND ENABLE STUDENTS TO GAIN ACCESS TO THE GENERAL EDUCATION CURRICULUM (TEKS).
- ACCOMMODATIONS LEVEL THE PLAYING FIELD.
- ACCOMMODATIONS CAN BE DONE FOR ANY STUDENT.



# MODIFICATIONS: WHAT ARE THEY?

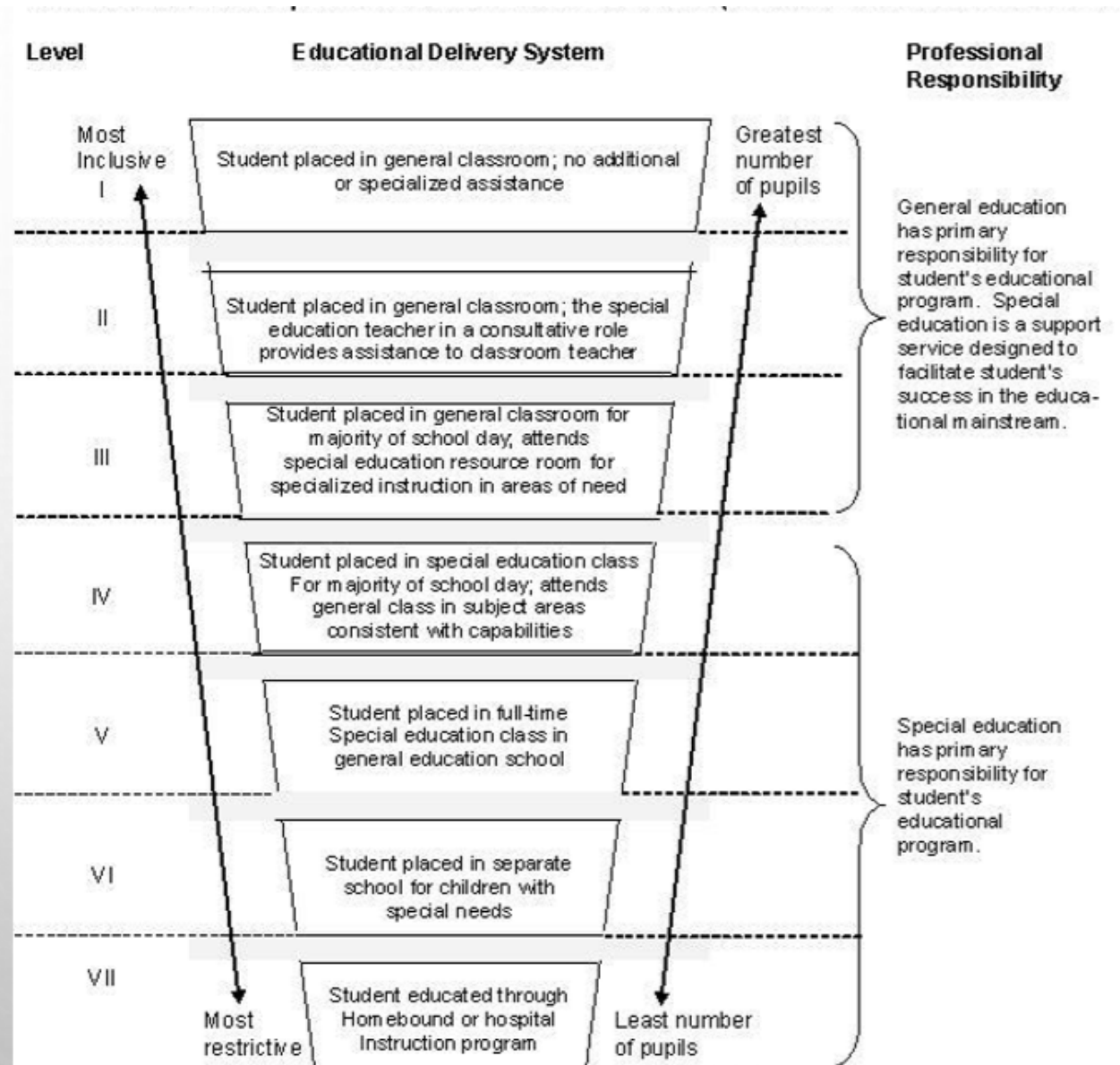
MODIFICATIONS DO CHANGE THE TEKS. STUDENTS STILL MUST BE EXPOSED TO ALL OF THE TEKS..... HOWEVER, IT IS AT A VARIED COMPLEXITY LEVEL.

STUDENTS ACCESS THE GENERAL ED. CURRICULUM THROUGH ALIGNED GRADE LEVEL TEKS.





# Schedule of Services: Continuum of Services



“Special education is an art and a science. Each child works at their own pace and competes only against their *own* performance.”

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Rick Lavoie





 West Texas A&M University™

# Center for Learning Disabilities

[wtamu.edu/cld](http://wtamu.edu/cld)

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