IEPs:
Developing High-Quality Individualized Education Programs

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module details the development of high-quality IEP for students with disabilities. It discusses the requirements for IEPs outlined in IDEA with implications of the Supreme Court's ruling in Endrew F. v. Douglas County School District (est. completion time: 2.5 hours).
- Link: IRIS PD Certificate for this module
- Link: Play the Kahoot!
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: Mr. Anaya is a first-year special education teacher at Washington County Elementary School. The assistant principal, Mrs. Pederson, has just emailed him about an upcoming IEP meeting for Sienna, a 4th-grade student whose initial evaluation was just completed.

Notes

Initial Thoughts

- What is an IEP?
- What is the IEP process?
- What is included in the IEP document?

Notes

Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - Identify the purpose and components of a high-quality IEP
  - Understand key procedural and substantive requirements of a high-quality IEP
  - Recognize the most common procedural and substantive errors made by IEP teams
  - Describe how a high-quality IEP is developed around the unique needs of each student
  - Identify the elements of a high-quality PLAAFP statement
  - Explain how to develop challenging, ambitious, and measurable goals
  - Identify the elements that should be included in a statement of the individualized services and supports to be provided to a student
  - Explain the importance of documenting a student's progress toward meeting his or her IEP goals and reporting that progress to parents
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ **Page 1: Overview of High-Quality IEPs**

- Public school classrooms today are made up of diverse students with a wide variety of strengths and challenges
  - Link: special education [definition]
  - Link: related service [definition]
  - Definition: "individualized education program (IEP)"
  - Audio: Larry Wexler provides more information about the purpose of the IEP
- Eligibility for Special Education Services
  - To receive special education services, students must first meet two criteria... [numbered list]
  - For Your Information
    - Link: developmental delay [definition]
- Planning & Documenting Services
  - Did You Know?
    - Link: Individualized Family Service Plan (IFSP) [definition]

- Legislation and Litigation [box]
- Key Terms [box]

Notes

❖ Page 2: *Endrew F.* & IEP Standards

- Background of *Endrew F. v. Douglas County School District*
  - ◦ Link: free appropriate public education (FAPE) [definition]
  - ◦ Link: Individuals with Disabilities Education Act (IDEA) [definition]
  - ◦ Background
  - ◦ Litigation
    - ▪ Link: due process hearing [definition]
  - ◦ Decision
  - ◦ For Your Information
    - ▪ Link: substantive standard [definition]
- Legislation and Litigation [box]
- Audio: Larry Wexler reflects on the relationship between IDEA and *Endrew*
- IEP Requirements
  - ◦ Type/Description [table]
- Audio: Johnny Collett encourages educators to think differently about how they approach the development and implementation of high-quality IEPs
- IEP Toolbox [box with links]

Notes

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❖ Page 3: The IEP Process

- Pre-Referral
- The Six Guiding Principles of IDEA
  - Six guiding principles [bullet points]
    - Link: least-restrictive environment (LRE) [definition]
    - Link: state complaint [definition]
    - Link: mediation [definition]
    - Link: resolution session [definition]
    - Link: due process hearing [definition]
- Alphabet Soup [box]
- Steps of the IEP Process
  - Step/Description [table]
    - Link: IEP team members [PDF]
- Link: secondary transition [definition]
- IEP Toolbox [box with links]

Notes

❖ Page 4: Procedural Requirements: Guidelines & Common Errors

- Legislation and Litigation [box]
- Procedural Requirement Guidelines
  - Practices to develop a high-quality IEP [drop-down menus]
    - Involve parents in the IEP process
      - Step/Requirements [table]
      - In addition, school personnel should... [bullet points]
      - Did You Know?
    - Conduct a thorough, individualized evaluation
      - The evaluation should incorporate multiple assessment tools [bullet points]
      - Sources of background information [bullet points]
      - For Your Information
    - Adhere to required timelines
      - Step/Requirements [table]

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- Ensure attendance at IEP meetings by all necessary team members
- Include the necessary components and content in the IEP
  – Components of the IEP [lettered list]
- Implement the special education services as written in the IEP
  – Educator responsibilities [bullet list]
  – The IEP team must meet to determine [bullet list]
- Audio: Waldrian Boyd, a classroom teacher, shares some insights on the importance of positive parent engagement early in the annual review process
- Audio: Tamara McLean, a classroom teacher, shares some insights on the importance of positive parent engagement early in the annual review process
- Common Procedural Errors
  ◦ Most common errors [drop-down menus]
    ▪ Failure to involve parents in the IEP process
    ▪ Predetermining a student's placement or services
      – Definition: "program"
      – Definition: "placement"
    ▪ Determining placement before programming
      – Definition: "shoehorning"
    ▪ Failure to assemble an appropriate IEP team
    ▪ Failure to include required components in a student's IEP
      – Components of the IEP [lettered list]
  ◦ IDEA specifies that hearing officers can only rule against a school if... [bullet list]
  ◦ Activity: Decide whether a procedural error occurred
- IEP Toolbox [box with links]

Notes

❖ Page 5: The IEP Content
- Component/Content [table]
  ◦ Link: functional skill [definition]
  ◦ Link: peer-reviewed research [definition]
- Implications of *Endrew* on IEP Development

- ◦ Reasonably calculated
  - ▪ Factors to consider [bullet points]
- ◦ Progress appropriate in light of a child's circumstances
- ◦ Audio: Mitchell Yell provides his insight into the meaning of "reasonably calculated"
- ◦ Audio: Mitchell explains "progress appropriate in light of a child's circumstances"
- Legislation and Litigation [box]
- Substantive Requirements
  - ◦ Substantive requirements include [bullet points]

Notes

❖ Page 6: High-Quality PLAAFP Statements

- Definition: "present levels of academic achievement and functional performance (PLAAFP)"
- Substantive Requirement Guideline [box]
- Each PLAAFP statement must contain information that… [bullet points]
  - ◦ Link: baseline data [definition]
- Alphabet Soup [box]
- Legislation and Litigation [box]
- Developing a High-Quality PLAAFP Statement
  - ◦ PLAAFP Elements/Description/Guiding Questions [table]
    - ▪ Link: specific [definition]
    - ▪ Link: objective [definition]
    - ▪ Link: measurable [definition]
  - ◦ Audio: Tamara McLean shares how her school collaborates to draft PLAAFP statements
  - ◦ Sample PLAAFP Statements [table]
- Did You Know?
- IEP Toolbox [box with links]

Notes

❖ Page 7: Challenging, Ambitious, Measurable Annual Goals

- Definition: "measurable annual goals"
- Each measurable annual goal should… [bullet points]
- Substantive Requirement Guideline [box]
- Developing Measurable Annual Goals
  ◦ To begin, the IEP team should… [bullet points]
  ◦ Goal Elements/Guiding Questions/Tips [table]
  ◦ SMART Annual Goals [table]
  ◦ Condition/Target Behavior/Performance Criterion/Timeframe [table]
  ◦ Audio: Mitchell Yell provides some insight into the need for measurable annual goals
- Keep in Mind
- *Endrew* Implications for Developing Ambitious and Challenging Annual Goals
- Legislation and Litigation [box]
- In the case of *Carter v. Florence County School District Four*…
- For Your Information
- Audio: Tamara McLean discusses some considerations regarding annual goal development and updates
- IEP Toolbox [box with links and video]

Notes

❖ Page 8: Individualized Services & Supports

- Services and supports should enable students to… [bullet points]
- Substantive Requirement Guideline [box]
- Service/Explanation/Example [table]
  ◦ Link: teacher of students with visual impairments (TVI) [definition]
  ◦ Link: orientation and mobility services (O&M) [definition]
  ◦ Link: orientation and mobility (O&M) specialist [definition]
  ◦ Link: accommodations [definition]
  ◦ Link: modifications [definition]
  ◦ Link: refreshable braille display [definition]
  ◦ Link: digital text [definition]
- Link: Jim Shriner sheds more light on supplementary aids and services, and program modifications

or supports for school personnel [IRIS Interview]

- Audio: Tamara McLean discusses how collaborative planning time for teachers is implemented in her school
- Determining Appropriate Services and Supports
  - Statement Elements/Guiding Questions/Considerations [table]
    - Link: evidence-based practices [definition]
    - Drop-down menu: Shannon Carter's annual goals [example]
    - Link: fidelity [definition]
    - Drop-down menu: placement in more restrictive settings [example]
    - Link: Least Restrictive Environment [IRIS Information Brief]

- Special factors outlined by IDEA [bullet points]
  - Link: positive behavioral interventions and supports (PBIS) [definition]
- *Endrew* Implications for Determining Special Education Services
  - Link: behavioral intervention plan (BIP) [definition]
  - Key considerations [numbered list]
  - Legislation and Litigation [box]
  - Services To Address Behavior
  - Litigation has clarified that FAPE is denied when… [bullet points]
  - Services Based on Peer-Reviewed Research
  - Common terms you may encounter when searching for an EBP [table]
  - Audio: Bryan Cook explains valid reasons for why some practices may not be evidence-based
  - Audio: Bryan Cook discusses the differences between evidence-based practices and promising practices and how to prioritize their use
- Tip
- IEP Toolbox [box with links]

Notes

❖ **Page 9: Monitoring & Reporting Student Progress**

- IDEA requires that every IEP contain a component in which IEP teams document… [bullet points]
- Substantive Requirement Guideline [box]
- Developing a Progress Monitoring Plan
    ◦ Guiding Questions/Tips [table]
    ◦ Link: formative assessments [definition]
    ◦ Audio: Tamara McLean explains how different types of assessments help to inform both general education and special education teachers on a student's progress
    ◦ Legislation and Litigation [box]
- Reporting Progress to Parents
    ◦ The parents of a 2nd-grade student who only receives special education services for reading might receive… [bullet points]
    ◦ Things to keep in mind when reporting progress to parents [bullet points]
    ◦ Audio: Tamara McLean explains two different ways that teachers at her school report progress to parents
- Implications of *Endrew* on Progress Monitoring and Reporting
    ◦ Legislation and Litigation [box]
    ◦ For Your Information
    ◦ Audio: Mitchell Yell discusses monitoring and reporting considerations for students with disabilities

Notes

❖ **Page 10: Substantive Requirements: Common Errors**

- Recap of substantive requirements
- Common substantive errors [drop-down menus]
    ◦ Failing to conduct a complete and individualized evaluation of a student's needs
    ◦ Failing to include all of a student's educational needs in the PLAAFP

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- ◦ Failing to write challenging, ambitious, and measurable annual IEP goals
- ◦ Failing to provide special education services that address all of a student's educational needs
- ◦ Placing students for reasons unrelated to their individual needs
- ◦ Failing to adhere to the continuum of alternative placements
- ◦ Failing to monitor students' progress
- Audio: Mitchell Yell explains why the distinction between procedural errors and substantive errors is not always clear

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Contributor
- Reviewers, U.S. Dept. of Education, Office of Special Education Programs:
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Procedural Requirements/Substantive Requirements [table with bullet points]
- Audio: Mitchell Yell summarizes best practices in IEP development
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]