

IEP Development Guideline

Use these questions as a guide in completing your district's IEP form.

Present Level of Performance

What do you know about this student? What skills and knowledge does this student have? Is the student performing commensurate with peers in these areas?

1. Does the child understand what is said to him? (receptive language-communication status)

Does the student continually ask for clarification? Does the student use a "catch phrase" such as "I don't know" in response to everything that is said to him? You may find evidence in:

- Anecdotal notes
- Teacher observations
- Informal classroom assessments

2. Does the child make "sense" when he shares thoughts with you? (expressive language-communication status)

Are the thoughts complete and coherent? Can the student stay on topic? Can the student add details to his conversation? You may find evidence in:

- Anecdotal notes
- Teacher observations
- Informal classroom assessments

3. What do you know about the student's reading abilities? (academics)

What is the approximate reading level of the child? What particular strengths and difficulties in reading do you observe? You may find evidence in:

- Phonics test
- Word recognition information
- Reading inventory
- Informal classroom assessments
- Reading journals
- Anecdotal records of student-teacher reading conferences

4. What do you know about the student's writing abilities? (academics)

Using the writing guides for assessment, in which of those areas does the child exhibit strengths or difficulties? You may find evidence in:

- Published writing pieces
- On-demand writing
- Open-response writing
- Writing journal
- Anecdotal records from student-teacher writing conferences

5. What do you know about the student's math abilities? (academics)

Considering the math academic expectations, in which areas does the student exhibit strengths or difficulties? You may find evidence in:

- Work samples from classroom activities
- Classroom assessments
- Math journal
- Written responses to math problem solving
- Anecdotal records of student math conferences
- Pre- and post-tests on specific tasks

6. Describe the student's outstanding physical characteristics. (health, vision, hearing, motor status)

Does the student have excessive absences due to illness? Does the student struggle with seeing the board or the print in a book? Does the student seem to have difficulty hearing a speaker from a distance? a conversation? Does the student have strengths or difficulties with gross or fine motor activities?

7. How does the student "do" school? (social and emotional status)

How does the student get along with peers and adults? Is the student able to travel throughout the building independently? Does the student rely on a schedule? Does the student enjoy coming to school? Is the student an active participant in activities and classes on campus?

8. What strikes you about how the child "thinks"? (general intelligence)

How is the student's long-term and short-term memory? If, for example, a student receives a direction, how do they proceed to process that direction?

(i.e., visual cues, repeating directions, take notes, "mouth" directions to self, etc.) Does the student have a "base" of general knowledge?

9. What else do you know that might be important? (special factors)
- Behavior Concerns (Does the child's behavior impede his/her learning or that of others? What strategies might be used to address this behavior?) Document information that shows a particular behavior is a repeated concern in the classroom. You may find evidence in:
 - Anecdotal records
 - Behavior modifications recording sheets
 - Daily progress reports
 - Office referrals
 - Visually Impaired (Is Braille appropriate?)
 - Hearing Impaired (Is the child deaf or hard of hearing? What needs might the child have to communicate with others?)
 - Limited English Proficiency (How does this language difference impact his educational program?)
 - Communication Needs
 - Assistive Technology (What devices and services are necessary to implement the student's program?)
 - Functional Vision/Learning media Assessment: (This part is only used for a student with visual impairments)

Transition

(To be completed if the student is going to be 14 or over before the next annual review.)

Does the student have an Individual Graduation Plan (IGP) that outlines the Multi-Year Course of Study?

What are the student's interests, capabilities, preferences, and needs?

What are the student's goals for post-school?

What are the parent(s)' interests and preferences as they relate to their child?

What do they see as their child's capabilities and needs?

What does the student need in each area to fulfill his/her goals?

- Instruction
- Employment
- Community Experiences
- Daily living
- Adult Living

What skills and content can be acquired through the Program of Studies that will address his/her post-school goals?

How does the student's disability affect her/his ability to learn the skills necessary to reach the post-school goals?

What can be done to help the student move toward and reach his/her post-school goals?

Writing Goals, Benchmarks, and Objectives and the Methods of Evaluation

Prioritizing Areas of Need

Consider:

- Student's strengths and interests
- Amount of time student has left in school
- Skills needed to achieve life/transition goals
- Behaviors that appear most modifiable
- Parent, teacher, and student concerns

(Note: The ARC writes goals, benchmarks, and objectives for the priority areas only.)

Write measurable goals, including benchmarks and short-term objectives. What do we want the student to achieve? Use the curriculum documents to determine:

- The focus for the student's instruction (addressed in the POS).
- The focus for meeting the child's other educational needs (not met through the POS).

Determine methods of evaluation.

- How do we know if the student is successful? (Report card grades are not sufficient in explaining what a student knows and can do.)
- How will the student's progress toward the annual goals be measured? (i.e., anecdotal records, observations, work samples with scoring guide, curriculum based measurement?)

- Goal 1:
 Benchmarks/Objectives:
 Evaluation Method(s):
- Goal 2:
 Benchmarks/Objectives
 Evaluation Method(s):

Determine Methods to Inform Parents of Progress

- How will parents be regularly informed of the progress of their children? (mid-term? 6 weeks? quarterly?) (This is the *progress* as it relates to the student's *goals*.)

(Note: When informing the parents, they need to know the student's progress toward the goal and whether the progress their child is making is good enough for the child to actually achieve their goals by the end of the year?)

Determine the Services Needed

Specially Designed Instruction

- What changes in content or instruction are needed for the student to make progress in the general curriculum? (Note that SDI is what **the teacher does** to instruct the student on content or skills.) (i.e., advanced organizers, additional processing time, summarizing and note-taking, cues and questions, cooperative learning, appropriate feedback, Braille, sign language, multi-sensory approach to instruction, paraphrasing, procedural prompts, etc.)
- Who will be assigned to plan and carry out the SDI?

Supplementary Aids and Services

- What aids, services and supports need to be provided to the child in order for that child to be educated with non-disabled students in general education settings? (i.e., books-on-tape, oral presentation of printed text, math manipulatives, hearing devices, calculators, extra time, preferential seating, modified assignments, adapted test format, behavior contract, etc.)

Assessment Modifications

- What modifications are needed by the student in order to participate in **state or district-wide assessment**? Is the proposed testing accommodation already in the IEP as specially designed instruction or as a supplementary aid or service? Is the proposed testing accommodation part of the student's instructional routine?

Related Services

- Will the specially designed instruction (SDI) alone help the student make progress toward the IEP goals, benchmarks, and objectives?
 - Is a related service needed to assist the student in accessing public school programs? (i.e., transportation)
 - Is a related service needed for the student to be educated and participate with other children, with or without disabilities? (i.e., parent education, counseling, physical therapy, occupational therapy, speech and language therapy, etc.)

Support for School Personnel

- What specialized training, use of school time, or use of school staff needs to be provided on behalf of the child to meet the unique needs? (i.e. may include specialized training for bus drivers, paraprofessionals, general education and special education teachers, related service providers, cafeteria workers, etc.) (i.e., may include topics such as feeding procedures, medical procedures, communication systems, diapering, positioning, etc.)

Beginning of Services/Duration

- What is the projected date for the beginning of each service on the IEP?
- How much time will be provided for each type of service specified on the IEP? (i.e., minutes per day, or week, or month)

Anticipated Frequency of the Services/Location of Services

- How often will the student receive each service on the IEP?
- Will the service(s) be provided in regular education, special education, or both?
- Describe the extent, if any, to which the child will not participate in general education classes, extracurricular and non-academic activities.

Physical Education Considerations

- Will the student receive physical education in general education classes, with or without supplementary aids and services or specially designed physical education (adaptive P.E.)?