

# IEP 101

The Basics of the Individualized Educational Program

# Learning Targets

- To gain a better understanding of terminology commonly used in IEP's
- To gain a better understanding of the IEP and the IEP process
- To gain access to tools that assist in understanding IEP's

# Norms of Collaboration

- Pausing
  - Paraphrasing
  - Probing for Specificity
  - Putting Ideas on the Table
  - Paying Attention to Self and Others
  - Presuming Positive Intentions
  - Advocacy and Inquiry
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# Agenda

- Understanding Acronyms
  - 7 sections of the IEP
  - Notice
  - Amendment
  - IEP as a process
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# Gots and Wants

- Gots
  - “Things that I know or feel confident with”
- Wants
  - “Things I want more information about”

# Understanding the Acronyms

- How many do you know? (2 minutes )
- Work with your elbow partner, now how many do you know?  
(2 minutes)
- [Michigan Special Education Acronyms](#)

# IEP Toolkit

- [MDE's Parent Resources](#)
- MDE Sample IEP
- MDE IEP Supporting Documents
- [MDE IEP Fact Sheet](#)
- [MDE Family Matters Fact Sheets](#)

# IEP in EasyIEP/EdPlan

- IEP in EasyIEP/EdPlan, looks different than the printed copy you receive.
- [PCG](#)



# MDE IEP Quick Reference Guides

- Tools to assist through each section of the IEP
- Podcasts
- MDE Quick Reference Guides
  - Description
  - Checklists
  - Resources

# Section 1 – Demographics

- Key things to remember
  - Important to check all information for accuracy
    - Contact information
    - Eligibility



# Section 2 - PLAAFP

## Present Level of Academic Achievement and Functional Performance (Present Level)

- Key Points
  - Factors to consider
    - Student Strengths
    - Parent Concerns – best to be prepared!
    - Evaluation Results



# Section 4 – Goals and Objectives/Benchmarks

- Goal – Meaningful and Measurable
- Objectives written as Short term objectives or benchmarks
- Must align with
  - Needs identified in the PLAAFP
  - Michigan Content Expectations/Childhood Standards of Quality
  - Secondary Transition Considerations (Section 3)

# Section 5-Supplementary Aids and Services

- Based on needs in the PLAAFP
- Based on the unique needs of the student specific to:
  - Accessing instruction
  - Accommodations to the content
  - Environmental adjustments



# Accommodation vs. Modification

- There is a difference between Accommodation and Modification of student academic work (*Wait! They're not the same?!*)
- Find your 12:00 clock partner.
  - Read-Pair-Share the excerpt from [Special Education | Center for Parent Information and Resources](#)
    - Read the [Adaptations and Modifications](#) Section
    - Highlight important information
    - Discuss with your partner
    - Share out one idea to the group

# Section 3 – Secondary Transition Considerations

- Secondary transition services are required to be in effect when the student turns 16 or younger if appropriate.
  - Postsecondary goals (vision)
  - Planning/Community Secondary Transition Services
  - Course of Study
    - Graduation with a diploma
    - Other outcome (certificate of completion, certificate of attendance, exit, etc.)

# Section 6 – Assessment Participation and Provision

- State Testing
  - Aligned to Grade Level Content Expectations
    - MEAP, MEAP-Access
  - Aligned to Extended Grade Level Content Expectations
    - MI Access Functional, Supported, Participation
- ★ Needs for accommodations for testing should be seen throughout the IEP and match supplementary aids and services
- ★ State tests will be changing with the Common Core State Standards





# Section 6 – Continued

- District Testing
- For all testing
  - Standard Accommodations – These are used whenever possible

# Section 7 – Programs and Services

- Purpose – Read a loud, discuss thoughts with elbow partner
- Break into teams of 5 people and number off 1-5
  1. Related Services
  2. Placement with a Teacher with a Particular Endorsement
  3. Programs
  4. Dates of Programs and Services
  5. Extended School Year (ESY) Services

# Section 7 – Continued

- Read your section and create a visual (picture, word, symbol, etc.) on a sticky
- 1-5 will take turns and share with your work group

# Notice for Provision of Services and Programs

- Find your 3:00 clock partner.
- Work with your partner to summarize Notice on a notecard
- Share out!



# Amendment

- Read aloud the bold section of the Quick Guide Amendment
- Amendment
  - Make changes while the IEP is in effect
  - Does not change IEP date
  - Agreement

# IEP as a Process

- Section 1 Demographic
  - Section 2 PLAAFP
  - Section 3 Secondary Transition
  - Section 4 Goals and Objectives
  - Section 5 Supplementary Aids and Services
  - Section 6 Assessment
  - Section 7 Program
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# Questions?

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# Gots and Wants

Please remember to put your Gots and Wants sticky up on the wall!

Thank you so much!