

Supporting Early Literacy in Natural Environments

What Do You Need To Know About the Individualized Education Plan?

The End



For Families and Caregivers

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This booklet will help you understand what to expect before, during and after the IEP meeting.

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What you need to know about an Individualized Education Plan (IEP)?

Every child in special education has an *Individualized Education Plan (IEP)*. This written plan says what your child will learn in a year.

An *IEP team* writes the IEP. The IEP team members are the people who work with your child at school. You also are a part of the IEP team, because you know your child best.



You will get a written *invitation to attend*. This lets you know when and where the IEP team is meeting.

By law, a parent or guardian needs to be at the meeting and sign the IEP.

If you do not speak English, you may ask that an interpreter come to the meeting



Your Child's Education Will your child get an education no matter what your child has?

YES!

IDEA - Individuals with Disabilities Education Act is the big Federal law that says your child has the right to have an education to meet her/his special needs.

Procedural safeguards tell you what your rights are as a parent of a child in special education.

Educational placement means the different classrooms your child can be in.



Inclusive classrooms have children who are developing typically. The early childhood teacher works with the special educator teacher to give extra help to children with special needs. Public school preschool programs, Head Start and community-based child care are examples of inclusive placements.

Self-contained classrooms have children who all have disabilities. They get a lot of extra help from teachers and specialists.

What happens during your child's IEP meeting?

You and the IEP team decide what your child will learn in the school year. This will be written in your child's IEP. Your child's teacher may bring a draft IEP to the meeting. You and the other team members will decide together what changes to make to the draft.



Present level of performance

The first part of the IEP is called the present level of performance. It describes what your child can do now.

Goals and objectives.

The second part of the IEP has your child's goals and objectives.



Goals are the big things your child will learn.

For example, "He or she will make simple comments about two pictures in a book by the end of the school year."

Objectives are the small steps your child will learn while reaching his or her goals. An example, "He or she will label at least three pictures in a book in a month."

What else do you need to know about the IEP?

The last part of the IEP shows who will help your child, where, and how often.

Services are another word for extra help.

Frequency is how often your child will get services. For example, "He or she will have speech therapy 2 times a week."

Location or placement is where your child will get services. For example, "He or she will get speech therapy in the classroom."

Duration is how long your child will get services.

Collecting data means that people write down how they will know when your child learns the objectives and goals. For example, they will write down what new words your child learns.

Related service providers are physical therapists, occupational therapists and speech therapists.

Amendment is a change to your child's IEP.

What happens after the IEP?

- You will get a copy of the IEP.
- Services begin.
- If you are unhappy or have questions, you can ask for another meeting.

Important Words To Know

People say some letters that stand for words. These letters are called acronyms. You may hear these acronyms.

FAPE - Free Appropriate Public Education, this is what your child is entitled to by law.

IEP - Individualized Education Plan. This is a written plan that says what your child will learn in a year.

LRE - Least Restrictive Environment is where your child is being educated and should be as unrestricted as possible, given her/his disability

ESY - Extended School Year is when your child needs to go to school during the summer months.

FBA - Functional Behavior Analysis is when your child's shows some difficult behaviors. Your child's team looks at what your child is doing. They want to find out why your child is having difficulty so they can make a plan to help him or her. This plan is called a Behavioral Intervention Plan or BIP.

BIP - Behavior Intervention Plan is a plan to help with any difficult behaviors your child may have because of his or her disability. The team develops this plan after doing a FBA.

What happens before an IEP meeting?



Special education staff find out what your child can do and what your child needs help with. They write it down. This is called an *evaluation*.

Your child takes tests to see how well he or she is doing and what he or she needs extra help with. These tests are called an *assessment*.

The assessment will tell if your child needs help in communication, cognitive, social skills, self-help or fine and gross motor development.

There are laws that say how behind a child has to be to get special education. If your child can be in special education, she/he is *eligible* for special education.

What you can think about before the meeting



You know what your child can do and what she/he has trouble with.

Think about what you want your child to learn next. You can tell this to the IEP team during the meeting.

