

What else do you need to know?

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

Services are another word for extra help

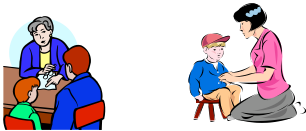
Frequency is how often your child will get services. For example, "She/he will have speech therapy 2 times a week for 20 minutes each time."

Location or placement is where your child will get services. For example, "She/he 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 words your child said when looking at pictures.

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



Amendment is a change to the 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.

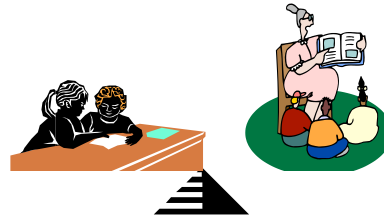
Your Child's Education

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 other specialists.

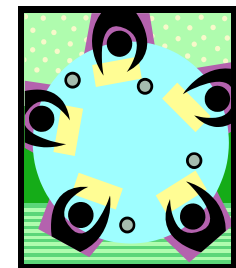


IDEA - Individuals with Disabilities Education Act is the big federal law that says your child has the right to have an education to meet her/his special needs.

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

Washington Research Institute
Seattle, Washington

What You Need To Know About An Individualized Education Plan (IEP)



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

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.

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



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

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 far behind a child has to be to get special education. If your child meets these criteria, he or she 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.

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 her 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 her/his goals. For example, "He or she will label at least three pictures in a book in a month."