



The In's and Out's of an Individualized Education Program (IEP)

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Training Overview

- Public Education Right
- Purpose of an IEP
- What is an IEP?
- IEP Team
- Eligibility
- Contents of an IEP



Right of Children with Disabilities to an Education

The Federal law gives children with disabilities in the US from birth to age 21 the right to a Free Appropriate Public Education (FAPE) guaranteed by the Individuals with Disabilities Act (IDEA) and the Rehabilitation Act of 1973 under Section 504. (Section 504).



IDEA and Section 504

Services under IDEA

- Ensures special education and related services to children with disabilities that meet their individual needs.
- Governs how states and public agencies provide early intervention and special education services.

Services under 504

- Prohibits discrimination based on disability under any program or activity receiving federal funds.
- Requires students with a qualified disability be provided aids, benefits or services that are as effective as those provided persons who are non disabled.

IDEA

Part C of IDEA-Early Intervention for infants-3yrs

- Early intervention is a system of services that helps infants and toddlers with developmental delays or disabilities
 - Physical
 - Cognitive
 - Communication
 - Social/emotional
 - Self-help

Part B of IDEA- Services to school age children from 3-21

- Foundation with special education and related services is built
- Part B has eight subparts
 - General Provisions
 - State Eligibility
 - LEA Eligibility
 - **Evaluations, Eligibility, IEPs, Placement**
 - Procedural Safeguards
 - Monitoring and Enforcement
 - Use of Funds
 - Preschool Grants

Purpose of an IEP

IDEA states the purpose is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...” 20 U.S.C 1400(d)



What is an IEP?



IEP is a written document that describes the educational plan for a student with an eligible disability to receive special education and related services that meet the needs of that individual.



A child who receives special education and related services under IDEA must have an IEP which is developed by a team.



The team discusses the student's **DISABILITY**, WHAT skills that student needs to learn, WHAT will be done in school that year, WHAT are the services and WHO will provide them, and WHERE the learning will take place in the Least Restrictive Environment appropriate to the needs of that student

Composition of the IEP Team

The team of professionals, parents, the student (when appropriate) and others involved in a student's IEP

- Student (when appropriate)
- Parent (foster parent, adopted) or educational surrogate
- Caseworker (DCFS Education Procedures 314)
- The regular education teacher
- A special education teacher
- A representative of the local school district
- An individual who can interpret the evaluation results
- At the discretion of the parent(s) or the district, other individuals with knowledge or special expertise regarding the student
- In the case of a student for whom transition services must be planned, a representative of any agency that may be providing or paying transition services must be in attendance

Eligibility Disabilities

- Autism
- Deaf-blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Question



Did You Know ???

Comparison between Effects of Trauma and Criteria for ED

Special Education Eligibility: Emotional Disturbance

- Inability to learn not explained by health, intellectual, or sensory disability
- Inability to build/maintain relationships
- Inappropriate behavior or feelings under normal circumstances
- Pervasive anxiety or depression
- Physical symptoms or fears

Psychological/Neurobiological Diagnosis: Traumatic Stress

- Rarely attentive state
- Defiant, aggressive, oppositional
- Hyper-arousal
- Internalizing disorders
- Fear, somatic disorders

Comparison between Effects of Trauma and Criteria for SLD

Special Education Eligibility: Specific Learning Disability

- Disorder in basic psychological processes involved in understanding/using language
- Spoken or written, may manifest in an imperfect ability to listen
- Think, speak, read, write, spell, or do mathematical calculations.

Psychological/Neurobiological Diagnosis: Traumatic Stress

- Rarely attentive state
- Lack of concentration
- Misperceptions
- Avoidance
- Dissociation
- Repeated intrusive memories

– (Shumow & Perry, 2006)

Evaluation Process



Contents of an IEP



- Present academic and functional performance
- Annual goals
- Short-Term objectives
- Related services/Supplementary aids and services
- Program modification or Supports for school personnel
- Extent of participation with nondisabled students
- Accommodations
- Transition planning
- Transportation
- Participation in assessments

Protection under Section 504

Protects students with disabilities - often those who are not eligible under IDEA, but are determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities
- Have a record or such an impairment
- Regarded as having such an impairment



Resources

- Illinois State Board of Education (ISBE) http://www.isbe.net/spec-ed/pdfs/parent_guide_english_pf.pdf
- Center For Child Welfare & Education website <http://ccwe.niu.edu/ccwe/resources/index.shtml>
- Determining Eligibility Under Section 504: Fundamentals and New Challenge Areas http://www.504idea.org/Council_of_Educators/Resources_files/Moder_n%20504%20Eligibility.pdf
- US Department of Education <http://www2.ed.gov/about/offices/list/ocr/504faq.html>



Education is the most powerful
weapon which you can use to
change the world.

Nelson Mandela