

Debre Markos University
Institute of Education & Behavioral Science
Department of Special Needs and Inclusive Education
Individualized Educational Programs and Plans
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By: DESSALEGN TEGEGNE
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Debre Markos, Ethiopia

- What do you mean by IEP?**
- Who is an appropriate education rights holder?**
- What are those common warning signs that a child might need special education and related services?**
- How to request a special education assessment?**
- How to prepare for an IEP meeting?**

- ❑ An IEP is a **written document** that essentially describes the student's **present level of educational achievement**, **identifies goals** and objectives for the near future, and **lists the educational services to be provided to meet those goals**.
- ❑ It is a written document **prepared for a named student**.
- ❑ Specifies the learning goals that are to be achieved by the student **over a set period of time**.

- ❖ Required for **every student with an identified disability**
- ❖ Refers to both the educational program and the actual document. **What does it mean?**
- ❖ Developed by the Admissions and Release Committee.
- ❖ IEP Development is a **Process Not an Event.**

What is the Purpose of an IEP?

- To **Support** Educational and Functional Performance by:
 - ✓ Providing **access** to the general curriculum
 - ✓ Ensuring the student will make **progress** in the general curriculum
 - ✓ Addressing the child's other **unique needs**
 - ✓ Preparing the student for further education, employment and, if necessary, **independent living**

□ It is a legal document, but teachers are not held accountable for a child's progress. **Why & How do you think?**

- The IEP is a tool for –

- **Communication**

- **Accountability**

- **Management**

- **Compliance & monitoring**

- **Evaluation**

- All children develop and learn in different ways. **How it could be?**
- **Being eligible for special education services does not mean that the child is “dumb” or cannot learn.**
- It means the child learns in different ways, and/or needs specialized services to assist with their learning.

What is Special Education?

- ❑ Under the IDEA, **a child with a disability has a right to SE and related services.**
- ❑ The disability must prevent the child from benefiting from their education.
- ❑ SE must be individualized to meet a child's unique needs.
- ❑ A child's program is described in his or her IEP.

□ A child has a right to a free, *appropriate* public education (“FAPE”).

□ Eligibility can start as young as 3-years old, and last through either receiving a high school diploma, or the semester after a child turns 22-years old.

What are education rights?

- ❑ An Education Rights Holder (ERH) has **the legal right to make education-related decisions for a child**, including:
 - **Requesting records,**
 - **Requesting SE assessments,** and
 - **Consenting to SE services and placements** in the IEP.
- ❑ An IEP is a contract between the ERH and the school district for special education services.

Who can be an ERH?

□ Biological Parents (from birth)

- Automatically:
 - Legal Guardians
 - Adoptive Parents

□ With a court order

- Prospective Adoptive Parents
- Foster Caregivers
- Relative caregivers
- Court-trained volunteer

Prohibited Education Rights Holders

Who cannot hold education rights?

- Social worker
- Probation officer
- Group home staff
- Therapist
- Attorney
- School staff

What are the warning signs that a child might need special education?

- **Poor grades or attendance**
- **Problems with memory or attention**
- **Difficulty with classroom activities such as writing, reading or doing math**
- **Behavior problems, such as acting out when frustrated or being defiant**
- **Social or emotional problems**
- **Speech and language problems, such as poor vocabulary, sentence structure, or problems pronouncing words/sounds**

What should the assessment request include?

- Identify the suspected disability (i.e. areas of educational concern)
- Identify assessments needed
- ERH contact information

What is the aim of IEP?

- ❖ to introduce IEP, IEP **team** and IEP **process**
- ❖ to set clear **roles** and **responsibilities** of IEP team members;
- ❖ to provide **practical instructions** on how to design, implement and monitor an IEP process

Who is Learners with Special Needs?

- ❑ Learners with SEN refers to learners who, for a variety of reasons, encounter problems in learning sometime during their educational career, and are in need of additional support for short or long periods.
- ❑ Those problems can arise from a range of factors leading to disadvantage and marginalization . Such as:

- ❑ disabilities, impairments and social-emotional problems,
- ❑ socioeconomic deprivation, including malnutrition,
- ❑ HIV/AIDS,
- ❑ ethnic/cultural minority status,
- ❑ location in isolated rural communities,
- ❑ experience of war and conflict

Inclusive education and inclusive schools

What is the difference among:

- Inclusive education?
- Inclusive schools??
- Inclusive Class?
- Integration?
- **Mainstreaming**
- Special education, Special School & Special Class?
- Special needs education?

□ Inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments.

- ❑ **Integration:** Most commonly used to describe the process of bringing children with disabilities in to mainstream schools
- ❑ It refers to the placement of children with disability A similar term is mainstreaming but not necessarily the identical treatment condition for both.

□ Integration” in its widest usage entails a process of making whole, of combining different elements into a unit. As used in special education, it refers, to the education of pupils with special needs in ordinary schools.

Three main forms of integration

Social integration

Physical integration

Functional integration (Pedagogical)

Mainstreaming

- ❑ It is placing children with special needs in a regular classroom setting with other children without disabilities after acquiring a sort of basic skills to cope up the new setting.
- ❑ It involves giving special material, equipments and instructional methods by regular classroom teacher. It is hoped that the expertise of the regular education classroom teacher is able to meet the children's needs

Special Education

- SE refers to educational arrangements in which learners with **disabilities, impairments** or **social-emotional** difficulties are educated in special classes or special schools.
- In such classes or schools, the teachers have usually **received specialized training**. The teacher-learner ratio is usually much lower than in regular classes. **Can you give examples?**

Special needs education

- SNE refers to the **range of provisions** for learners with disabilities, impairments or social-emotional difficulties.
- These may include everything from special schools, through special classes, to inclusive education.

Resource centre and resource room

□ **Resource center** is a **pedagogical center** which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to LSEN, teachers and schools.

□ **Resource room** is a **small classroom** in which an **itinerant teacher** provides individual or small group instruction to the learners.

➤ **Itinerant teachers** are certified SNE experts who provide **counseling service** for regular teachers, LSEN, and parents. Such as: **implementing the child's IEP**, **assessing the child's educational needs**, **collaborating with the satellite and neighboring school directors and teachers**, **coordinating** the child's educational goals with other providers and therapists and participating in the core team activities, **making referrals** of the child to medical facilities as the case may be, among other duties.

Meta cognitive skills

- Meta-cognition simply means learning about learning i.e. being fully aware of what you are learning.
- Meta-cognitive skills therefore refer to learners' awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes.

Curriculum differentiation

❑ Before you deal about Curriculum differentiation , What is Curriculum?

- Curriculum is a **discipline** that studies about educational development process:
- Planning,
- Implementing,
- Evaluating
- Mechanisms of change and improvements.

- ❖ According to Jarlind (1998), a curriculum is
- ❖ **Is framework for planned/organized teaching and learning** for either group or individual, within or without an institutional setting to achieve stated objectives.
- ❖ **Is a logically developed sequence of teaching and learning activities** (theoretical and practical) that undertaken by trainees to achieve specific level of competence in a given field of study.
- It includes:
 - ✓ **Subject matter,**
 - ✓ **Content,**
 - ✓ **Delivery methods** and
 - ✓ **Identified resources** for its implication.

**What Do you Mean by
Curriculum Adoption,
Adaptation,
Modification and
Differentiation?**

Curriculum differentiation

- ❖ Curriculum differentiation is the process of adapting and modifying the curriculum according to the different ability levels of the learners in the class.
- ❖ Making appropriate differentiations to the general curriculum is central to inclusive education and is probably the biggest challenge to educators.

The Curriculum Differentiations part aims:

- ❑ to give technical support for teachers and others working with LSEN
- ❑ to introduce curriculum differentiation
- ❑ to give clear instructions to whom differentiations are meant to be made.

There are various types of curriculums such as:

- ❑ **Formal Curriculum:** which refers to an organized coursework intended for learners attending a regular or mainstream school.
- ❑ **Non-Formal Curriculum:** that targets children and youth or even adults who may not have had chance to attend regular schools.
- ❖ Its main focus is on reading, writing and arithmetic. Adult literacy follows this type of curriculum.

❑ **Open Curriculum:** learners are free to join schools without hindrances.

❑ The **content, duration, and resources** of the curriculum are well taken care of to suit all learners regardless of their disabilities. It is a flexible curriculum.

❑ **Hidden Curriculum:** It is a term used to describe the **unintended outcomes within a formal school curriculum.**

❑ Such unintended outcomes are things like **socialization skills, turn taking, current affairs and cultural norms.**

- ❑ **Adopted Curriculum:** This is generally a formal school curriculum in a regular school but faces some adjustments to suit learners with special education needs.
- ❑ **Adapted Curriculum:** In this type of curriculum, specific modifications have been made so as to make the curriculum applicable to learners with specific learning needs.

❑ **Specialist Curriculum:** Here the key factor is to look at what area the child has difficulties in and then targeting that area. Eg.the child may have speech problems, communication difficulties, mobility problems and the like.

❑ **Differentiated Curriculum:** This is an adapted and modified type of curriculum that focuses on ability levels of the learners.

❑ It aligns the cognitive, affective, communicative, and physical demands of the formal curriculum to the capacities, strengths and needs of individual learners.

- ❑ **Curriculum for Homogenous Group:** This type of curriculum caters for learners with similar focus, similar traits and similar abilities.
- ❑ **Curriculum for Heterogeneous Group:** This type of curriculum focuses on a group that has different interests, different traits and different foci.
- ❑ **Accelerated Curriculum:** This is a type of curriculum that is speeded up and covered in a shorter period of time than the normal curriculum.

□ Curriculum in an inclusive classroom:

Within an inclusive classroom, it is likely that there will be learners who are functioning at two or three levels of the curriculum; some will be working at their age level, some will be working a year or more ahead and others will be working at an earlier age level.

Features of curriculum in an inclusive classroom

- It is not highly academic or heavily overloaded;
- It fosters tolerance and promotes human rights;
- It includes activities that are age-appropriate, but are pitched at a developmentally appropriate level;
- It describes the mode of presentation of materials.

IEP Formulation

1: Identification of the learner with learning difficulties

2: Team Formulation

3: Setting goals and working towards them

Individualized Educational Program(IEP) Steps

Some of the IEP Steps

- 1) Orientation and Planning**
- 2) Preliminary Evaluation**
- 3) Planning the Individual Programme**
- 4) Teaching the Pupil on an IEP**
- 5) Evaluation and follow-up of IEP**

1) Orientation and Planning

- ❖ Formation of an IEP team in the school (**regular class teacher, special education teacher, senior teacher, head teacher, parents/guardians, other professionals, a pupil** when necessary).
- ❖ Responsibilities of team members are explained.
- ❖ The class teacher takes responsibility to start the IEP process.
- ❖ The IEP team plan and/ or update the IEP.

2) Preliminary Evaluation

- Evaluation is based on the history of the child and on the results of tests.
- The behaviour, learning success and learning weaknesses of the child are evaluated.
- The child's learning environment is evaluated.

3) Planning the Individual Programme

The IEP team will:

- ❖ modify long and short term **goals** of the IEP.
- ❖ choose teaching **methods and materials**.
- ❖ develop a **system to follow up** the progress of the child.
- ❖ modify the **schedule and plan** the activities of the pupil in line with the goals for teaching and learning.
- ❖ share responsibilities for **carrying out the IEP** of the pupil.
- ❖ secure the access and continuation of support services.
- ❖ define the time for the evaluation of the IEP.

4) Teaching the Pupil on an IEP

- IEP should include information about:
 - how teaching strategies and materials are used to meet short term goals.
 - how the learning process is followed.
 - how continuing evaluation and checking of the goals will be done.

5) Evaluation and follow-up of IEP

- IEP is continuously reviewed and at the same time when goals are reached, learning and teaching materials/strategies and other resources are reviewed.
- The accomplishments of the pupil are continuously followed and evaluated.
- The IEP committee should meet regularly (IEP meetings, evaluation discussions).
- At the end of the term or when necessary the pupil is also given an oral evaluation.
- IEP is created for the next school term or phase.

The composition of the IEP team

- To create an IEP requires teamwork
- Each IEP team member will bring important information
- Members of the IEP team will depend on the educational needs of the individual pupil.
- IEP team members at least:
 - Parent/s/ guardian/s
 - Principal, Teacher/s, Special education teacher
 - Pupil when necessary
 - Other support persons when needed / available (e.g. Therapists, school aid, social workers etc.)

Roles of IEP team members:

1) Parent/s/ guardian/s

- **Key members of the IEP team**
- Knowledge of the child's past, strengths and needs of their child.
- A chance to share their wishes and fears, ideas for enhancing their child's education.
- Offering insight into how their child learns, what his or her interests are, and other aspects of the child that only a parent can know.
- Teachers can also offer many aspects – particularly educational aspects - that parents can benefit from when educating/ raising their child.
- Parents can report on whether the skills the child is learning at school are also being used at home.

2) Teacher

Teachers contributes information and experience about:

- The general curriculum and how to modify it.
- How to educate pupils with diverse needs.
- The supplementary **aids and services** that pupils may need.
- How to **modify testing** so that pupils can show what they have learned.
- How to individualize instruction to meet the pupils' unique needs.
- Helping to write the IEP and responsibility for working with the pupil to carry out the IEP.

The IEP Meeting

- The school system schedules and conducts the IEP meeting. The School must:
 - ✓ contact the participants, including the parents.
 - ✓ notify parents early enough to make sure they have an opportunity to attend.
 - ✓ schedule the meeting at a time and place agreeable to parents and the school.
 - ✓ tell the parents the purpose, time, and location of the meeting.
 - ✓ The IEP team meets to talk about the child's needs and writes the pupil's IEP.

3) Other professionals

- What professional may be needed?
- What will be the role of each professional?

Principles for IEPs

- ❑ The IEP **Team works together** to develop the plan.
- ❑ The IEP shows that the student is receiving a free, appropriate public education (**FAPE**) and following all federal and state laws.
- ❑ The IEP shows the student's and family's **vision for the future.**

- ❑ The IEP has student in special education learn with peers without disabilities as much as possible.
- ❑ The IEP Team makes sure IEP goals are tied to the general curriculum for a student of the same age and grade.
- ❑ The IEP is checked regularly during the year and needed changes are made to improve student results

Principles for assuring an effective IEP

- ❑ Focus on **child's needs rather than personal expectations/** the school district's resources.
- ❑ The students need should be **treated holistically.**
- ❑ IEP is **legally managed document.**
- ❑ Contents of IEP has to be communicated for who are supposed to know it.

- ❑ Independent evaluations from professionals should be made outside of the school compound with the IEP team to **design specific, measurable, and realistic IEP goals for the child.**
- ❑ For the sake of reference, keep an **ongoing record** taken from grades and activities that the child completes in school, copies of medical, educational and other professional diagnosis, and copy of every IEP.

- ❑ Spend continuous time in the child's classroom, watch children on the playground and in the lunchroom to see **how the child interacts with other children.**
- ❑ Restate **what you thought that the child said**, not what you thought he or she meant.
- ❑ **An IEP must be prepared for all students that have been identified as person with special needs.**

Basic Ingredients of IEP

- ❖ The **child's present levels** of academic achievement and functional performance
- ❖ Measurable annual goals
- ❖ Child's progress
- ❖ Special education and related services, and supplementary aids
- ❖ Program modifications or supports for school personnel
- ❖ Individual accommodations

Generally some Components of an IEP are:

- **The child's Present levels of educational performance**
- **Measurable annual goals-including benchmarks (short-term objectives)**
- **An explanation of the extent, if any, to which the child will NOT participate with non-disabled children**

➤ Related Services- Services necessary to ensure that students with disabilities benefit from their educational experience.

Related services include:

➤ Speech pathology, psychological services, counseling, physical and occupational therapy, special transportation, to name a few

- The projected date of the beginning of related services, and the frequency, location, and duration of the related services
- Any modifications in the administration of state or district wide testing

- How the child's progress towards the annual goals will be measured and how the parents will be regularly informed of their child's progress
- Beginning at age 16, a statement of needed transition services
- Transition services- Services that assist the adolescent with a disability to successfully move from school to post-school activities

8 Essential Elements to Successful IEP

1) IEPs Must Have Statements of Present Levels of Educational Performance

- ❖ Every IEP must include a description of the child's skills in all areas of concern and explain how the disability affects his progress in the general education curriculum. Statements should address academics, life skills, physical functioning, social and behavioral skills, and any other areas of concern affecting the child's ability to learn.

- ❖ IEP teams typically use formal assessment to determine the child's functioning and establish a baseline of performance.
- ❖ The team may also use anecdotal information and progress data from the child's classroom teachers, parents/caretakers and others to describe the child's skills.

2. IEPs Should Include Statements of Measurable Short Term and Annual Goals

- ❖ The IEP must contain statements of a child's goals that are updated at least on an annual basis. Goal statements specify what the child is expected to learn in the coming year. Goals include academic skills and may also include functional skills as appropriate.

- ❖ For children who participate in functional skills programs and who take alternate assessments, the IEP must also contain measurable short term objectives that will be used to measure the child's progress toward reaching their annual goals.
- ❖ An IEP goal describes what we hope the child will achieve, or the intended outcome of instruction.

3) Goals must be measured in an objective way.

- A goal must establish a criterion for acceptable mastery.
- Standardized tests, informal assessments, tallies, checklists are examples of measures used to measure a child's progress toward the goals.

IEP GOALS

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

4. Individual Education Programs Need a Description of Special Education Services

- ❖ The IEP must include a description of the student's special education program, specially designed instruction, and related services the child will receive to help them progress toward meeting their educational goals.
- ❖ The amount of time they will receive services and the setting must also be described.

➤ Specially Designed Instruction includes, but is not limited to; General Accommodation , Behavior Expectations, Strategies and Specific Accommodations , Resources, Frequency of Service, Location in which Services will be provided, Additional Comments

5. Statement of Participation in the Regular Education Program

- To ensure that children are educated in the least restrictive environment to the greatest extent appropriate, the IEP team must consider if and how the child will participate in the general education program with non-disabled children.
- The IEP must specify the amount of time a child will participate in regular education programs and explain the rationale for that decision.

6. IEPs and Testing - Statement Describing Testing Adaptations and Modifications

- ❖ The IEP must explain what types of testing adaptations and modifications will be used with the student and why they are necessary.
- ❖ If the child will participate in alternate assessment, the rationale for that decision must be included in the IEP.

7. Statement of Length and Duration of Services - Services Must be Explained

- The IEP must include a projected beginning and ending date of services, the frequency of the services, where they will be delivered, and how long they will be provided.

8. IEP Statement of Transition - Preparations for Adult Life and Independence

- ❖ Beginning no later than age 16, the IEP must include measurable goals for the student's anticipated postsecondary program and a description of the services needed for the child to reach those goals.

Designing the IEP

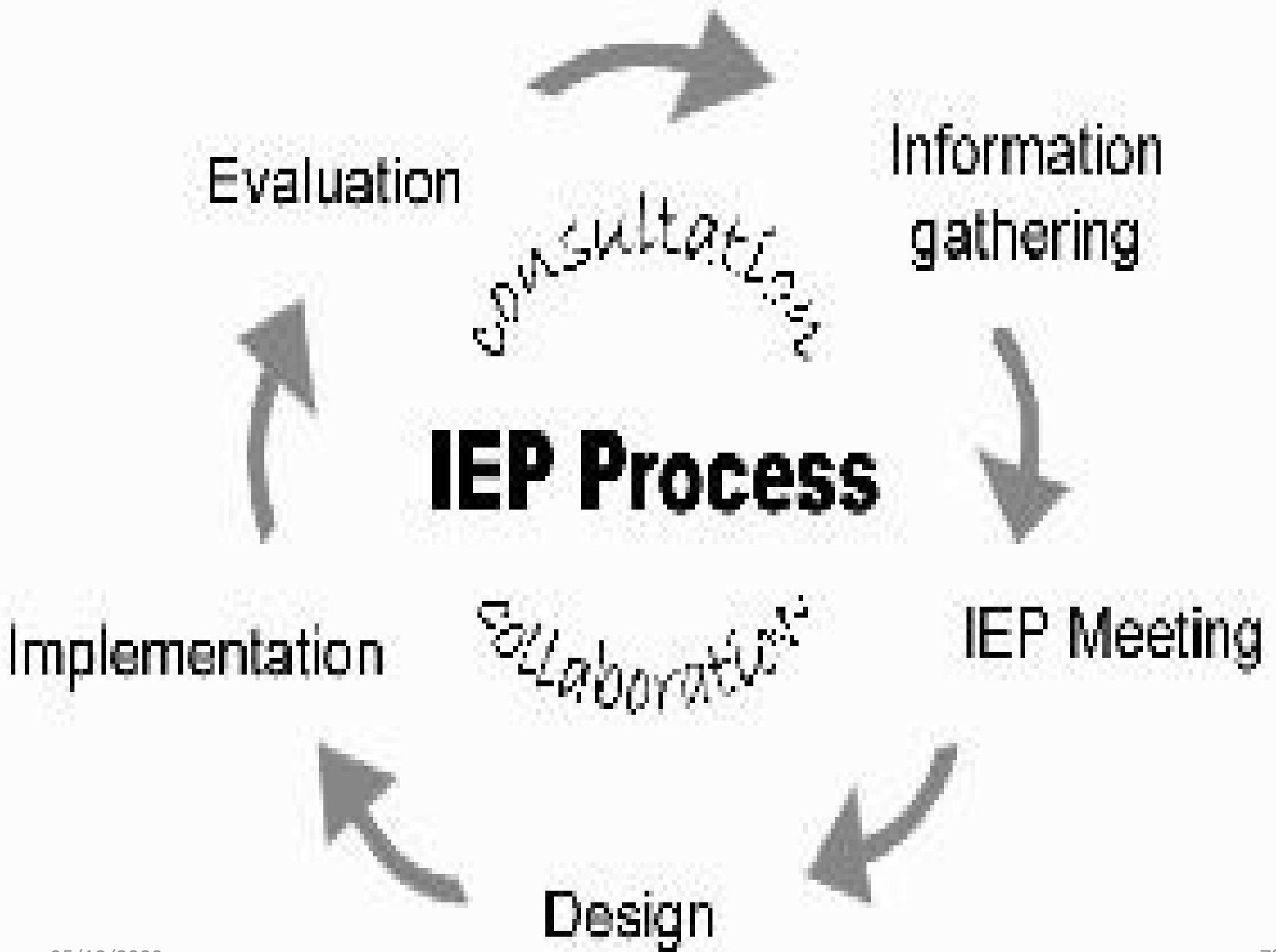
When designing the IEP you have to focus on the following areas:

- ✓ Date of initiation and formulation of the IEP
- ✓ Some historical background
- ✓ Competencies
- ✓ Description of learner's situation in school and difficulties in learning:
- ✓ Goals such as:

- ✓ Long term goals
- ✓ Short term goals
- ✓ Methods
- ✓ Materials provided
- ✓ Arrangements and learning environment:
- ✓ Support
- ✓ Assessment
- ✓ Evaluation of the IEP procedure

Stages in the process of individualized educational plan

- ❖ Development of Individual Education Plans is a collaborative and ongoing process consisting of the following stages.



- ❖ Before an IEP is written for a child with a disability, the following things should be fulfilled.
- ❖ The school must first **identify** whether the child qualifies for special education services.
- ❖ The school must conduct a full **evaluation** of the child in all areas of suspected disability.
- ❖ Based on the evaluation, **determine whether special education services are needed.**

- ❖ After the child is found eligible for services, the school is required to **organize an IEP** team and develop an appropriate educational plan for the child.
- ❖ The IEP should be **implemented** as soon as possible after the child is determined eligibility
- ❖ Review of the annual

➤ In other words the above steps can be expressed in the following way of sequence that begins with pre-referral and ends with evaluation of the program

- ✓ Pre-referral
- ✓ Referral
- ✓ Identification
- ✓ Eligibility
- ✓ Development of the IEP
- ✓ Implementation of the IE
- ✓ Evaluation and reviews

Members of the Individualized Education Programs (IEP) Team

- The IEP team must include the student and student's parent(s) or guardian(s), a special education teacher / case manager, at least one regular education teacher, a representative of the school or district who is knowledgeable about the availability of school resources, and an individual who can interpret the instructional implications of the child's evaluation results (such as the school psychologist).

- The parent or school may also bring other individuals who have knowledge or special expertise regarding the child.
- The parent may invite professionals who have worked with or assessed the child, or someone to assist the parent in advocating for their child's needs, such as a parent advocate or attorney.

- If appropriate, the child may also participate in IEP team meetings .
- IDEA requires that all children 14 and older be invited to be part of their IEP team.
- Although not required, if the child is receiving related services (such as speech therapy, music therapy, physical therapy or occupational therapy), it is often considered valuable for related service personnel to attend the meeting or at least provide written recommendations concerning the services in their area of specialty.

When the IEP is written

- ❖ Parents can agree with part of the IEP and disagree with part of the IEP.
- ❖ The parts parents agree with can start right away.
- ❖ If parents disagree with the IEP, they can ask for another IEP meeting, mediation or a hearing.

- ❑ What if parents disagree but don't ask for an IEP meeting, mediation or a hearing?
- ❑ The school can start using the IEP. Parents have to be told in writing at least 10 days before this happens.
- ❑ This gives parents one more chance to ask for help or file due process.

Developing the IEP

- ❑ Developing an IEP is hard work.
- ❑ If IEP Team members disagree, they need to continue to work together to find a solution.
- ❑ There are some things that need to be done before, during and after the IEP meeting to make sure the process is smooth and the IEP works for this student

IEP meeting

- ❑ IEP meetings need to be held at least annually.
- ❑ Depending on the needs and progress of the child, meetings to review and revise may be held more frequently.
- ❑ While IEP meetings are usually initiated and conducted by the school, it is appropriate for parents to request an IEP meeting when they believe their child is not progressing satisfactorily or they feel there is a problem with the current IEP.

Assessing the IEP

- ❖ The IEP is monitored by assessing a learner's progress against the targets.
- ❖ This means judging, reflecting and making decisions about how to proceed.
- ❖ It is a continuous process rather than a one off activity.
- ❖ The purpose of this assessment process is to inform teachers and parents about the learner performance and progress, and indicate what further action might be taken.

Principles of IEP assessment

- When utilizing the IEP, it is important for teams to assess learners using multiple measures containing meaningful skills or processes.
- These processes result in learning outcomes that are broad functions instead of specific behaviors, and can be modified to assist in designing individual interventions.
- What need to be assessed? Academic skills , Social skills , Behavioral skills , Meta cognitive skills.

END OF CHAPTER ONE!!



THANK YOU FOR YOUR ATTENTION!!!!

