Writing the IEP - Part 2

The IEP

- Written plan
- Meet individual needs
- IEP Team develops
- Legal commitment

IEP Sections

I. STUDENT INFORMATION
   A. Student Strengths
   B. Academic & Functional Performance
   C. Special Factors
   D. Parent & Student Concerns
   E. Effects of Disability
   F. Disability-Related Needs

II. FAMILY ENGAGEMENT

III. ANNUAL GOALS

IV. PROGRAM SUMMARY
   A. Supplementary Aids & Services
   B. Special Ed./Specially Designed Instruction
   C. Related Services
   D. Program Modifications & Supports for School Staff

V. STUDENT PARTICIPATION
   A. General Education
   B. Physical Education
1. A. Student Strengths

Strengths, interests, preferences:
- Talents
- Interests
- Skills – Academic, vocational, communication
- Social-emotional behaviors

Strengths Checklist
Positive Student Profile
My Snapshot
1. A. Student Strengths

Example 1: Marquis is an eager student. He reads best during circle time. He puts effort into making friends & keeping them. He recognizes all peers and teachers by name (great visual memory). He likes trains, video games, and reading comic books. He likes taking things apart to see how they work. He likes music, his Ninja class, and can swim.

Example 2: Karley likes to work independently. She asks for help when needed. She follows routines well. She has a strong number sense and does 2-digit subtractions in her head. She enjoys being read to. Karley learns best when key concepts are reviewed frequently. She likes doing puzzles and camping with her family. She loves her dog and is confident and gentle with animals.

1. B. Present Level

Present Level of Academic Achievement & Functional Performance

- “Present Level” (PLAAFP)
- Strengths, abilities
- What helps or interferes with learning
- Areas of NEED
1. B. Present Level

Progress in the general education curriculum

- Compared to age/grade level
- Academic Achievement
- Functional Performance (non-academics)
- Parent information

Example:
Results of standardized testing (Woodcock-Johnson Revised) show Mario’s basic reading skills are at a beginning-4th grade level (standard score=89). His basic writing skills are at a 3.7 grade level (standard score=81).

Example:
David’s basic reading & writing is significantly below his ability. David makes errors when he reads & has trouble decoding long words. His comprehension skills are strong. He uses context & picture cues to help him understand what he is reading.

https://www.parentcenterhub.org/present-levels/
## I.C. Special Factors

1. Behavior (FBA, PBIS, DPI Bulletin #07.01)
2. English Learner
3. Braille (Form ER-3)
4. Communication needs
5. Assistive technology (AT)

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## I.C. Assistive Technology

- Accessible Educational Materials
- Print Disability – child can’t read or process printed text
- NIMAC, WI AEM Center

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## I.D. Parent/Student Concerns

- Prepare a list of concerns
- Include list as written in IEP
- IEP Team must address concerns as develop IEP
I. E. Effects of Disability

**HOW the student’s Disability affects:**
- Academic achievement
- Functional performance
- Access to general ed. curriculum
- Meet age/grade-level standards

I.F Disability-Related Needs

- Summary of all NEEDS
- WHY student can NOT:
  - Achieve in academics
  - Meet functional expectations
  - Access the general ed. curriculum
- # NEED to link with Annual Goal

II. Family Engagement
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Builds relationships with families
Promotes improved student outcomes
Links activities with Annual Goals
School provides

What Comes Next?

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More Resources
THANK YOU!

Register – www.wifacets.org
Please complete your evaluation.
Questions? WI FACETS 877-374-0511

That’s It for Today!