

## Writing the IEP - Part 2



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## The IEP

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

Special Ed. In Plain Language, p. 29-36



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## 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

### IV. PROGRAM SUMMARY

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

### II. FAMILY ENGAGEMENT

### V. STUDENT PARTICIPATION

### III. ANNUAL GOALS

- A. General Education
- B. Physical Education

I-4 IEP Linking Form



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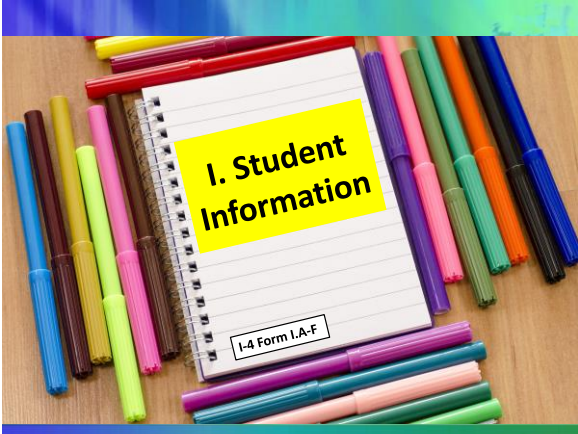
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## 1. A. Student Strengths

Strengths, interests, preferences:

- Talents
- Interests
- Skills – Academic, vocational, communication
- Social-emotional behaviors



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## 1.A. Student Strengths

- [Strengths Checklist](#)
- [Positive Student Profile](#)
- [My Snapshot](#)



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## 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.



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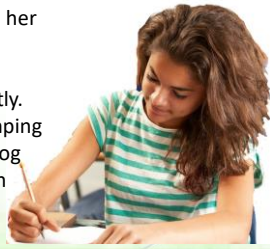
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## 1.A. Student Strengths

**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.



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## 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



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## 1. B. Present Level

### Progress in the general education curriculum

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



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## 1. B. Present Level

- Objective, measurable, baseline data
- **Example:**

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



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## 1. B. Present Level

**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/>

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### 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)



Special Ed. In Plain Language, p. 35-36, 55-56

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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



Special Ed. In Plain Language, p. 71  
WI Bulletin #20.02  
WCASS: Print Disability  
WCASS: Text-to-Speech

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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



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## 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



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## 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



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 A spiral notebook with a purple cover is the central focus. It has the text "II. Family Engagement" written on it in black marker. Below that, in a smaller box, it says "I-4 Form Section II.". The notebook is surrounded by several colorful markers in various colors like blue, green, orange, and purple.
 

## II. Family Engagement

I-4 Form  
Section II.

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## II. Family Engagement

- Builds relationships with families
- Promotes improved student outcomes
- Links activities with Annual Goals
- School provides



Special Ed. In Plain Language, p. 69

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## What Comes Next?

### I. STUDENT INFORMATION

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## That's It for Today!

- Register – [www.wifacets.org](http://www.wifacets.org)
- Please complete your evaluation.
- Questions? WI FACETS 877-374-0511

# THANK YOU!

Content addressed in this module is based on federal and state law and regulations. The information is not intended to be a replacement for careful study of IDEA and Chapter 115.  
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