

MORE RESOURCES for WRITING THE IEP – PART 2

Student Strengths

- **Types of Strengths in Kids:** <https://tinyurl.com/y3ekm373>
- **5 Steps for Recognizing Strengths in Kids:** <https://tinyurl.com/snmaws>
- **Learning Strengths- What You Need to Know:** <https://tinyurl.com/y4m94s8t>
- **All About Twice-Exceptional Students:** <https://tinyurl.com/y5xbaeid>
- **Strength-based IEPs** (Video 6:28 min): <https://www.youtube.com/watch?v=wwZlba-6WYU>
- **Positive Student Profile:** <https://wspei.org/documents/positive-student-profile.pdf>
- **My Snapshot:** <https://wspei.org/documents/wspei-student-snapshot.pdf>

Present Levels of Academic Achievement & Functional Performance

- **Present Levels:** <https://www.parentcenterhub.org/present-levels/>
- **Federally Mandated Elements of an IEP: Present Levels of Academic Achievement & Functional Performance** (Video 3:29 min.): <http://www.yourspecialeducationrights.com/video-series/>
- **WI Academic (Grade-Level) Standards:** <https://dpi.wi.gov/standards>
- **WI Alternate Academic Achievement Standards:** <https://dpi.wi.gov/sped/topics/essential-elements>

Special Factors

- **WI DPI Bulletin #98.04 Braille** (Services to Children who are Blind or Visually Impaired...including those with Multiple Disabilities): <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/98-04>
- **WI DPI Bulletin #07.01 Functional Behavioral Assessment** (Addressing the Behavioral Needs of Students with Disabilities): <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/07-01>
- **WI DPI Bulletin #20.02** (Requirements for Accessible Materials (AEM) for Students with Print Disabilities): <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/20-02>
- **WI DPI Sample Form ER-3** (Braille): <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdpi.wi.gov%2Fsites%2Fdefault%2Ffiles%2Fimce%2Fsped%2Fdoc%2Fform-er3.doc&wdOrigin=BROWSELINK>
- **WCASS Guide to Supporting Students with Print Disability:** <https://tinyurl.com/yxvxxma7>
- **WCASS Guide for How to Provide Students with IEPs Access to their Grade Level Curriculum through Text-to-Speech:** <https://wcass.memberclicks.net/assets/docs/Misc/WCASS%20Guide%20Final.pdf>
- **NIMAC:** <http://www.nimac.us/about-nimac/>
- **WI AEM Center:** <https://www.cesa2.org/services/wi-aem-center.cfm>
- **IEP Pop-Ups – Special Factors in IEPs:** <https://www.wrightslaw.com/info/iep.specfact.popup.htm>

Parent & Student Concerns

Adding Parent Input to the IEP: <https://www.wrightslaw.com/blog/adding-parent-input-to-the-iep-heres-how/>

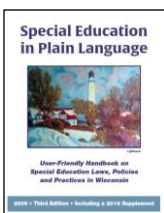
Effects of Disability and Disability-Related Needs

- **WI DPI CCR-IEPs Step 2: Identify Effect(s) of Disability & Summarize Needs:** <https://dpi.wi.gov/sped/college-and-career-ready-ieps/5-step-process/step2>

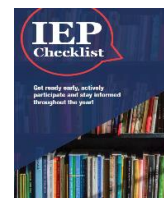
Family Engagement

- **Karen Mapp Interview** (Video 17 min): <https://www.youtube.com/watch?v=eElzWQ6azMg&feature=youtu.be>
- **WI DPI-Engaging with Families:** <https://dpi.wi.gov/engaging-families>

Additional Resources



- **Special Education in Plain Language:** <https://www.wsems.us/special-education-in-plain-language/>
- **WI FACETS' IEP Checklist:** https://wifacets.org/wp-content/uploads/2025/04/iep_checklist-2025.pdf



- **WI DPI Sample I-4 IEP Form:** <https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms>
- **WI DPI Bulletin #18.02 Free Appropriate Public Education (FAPE):** <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/18-02>