

How to Write An Effective IEP

**Advocates for Justice and Education, Inc.
The Parent Training and Information Center for the District of Columbia
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What Is An IEP?

An IEP is an Individualized Educational Program that outlines objectives, measurable goals, specialized instruction and related services for a child's unique needs.





How Is It Determined if an IEP is Needed?

- ❑ Following a formal request and consent for an initial evaluation the MDT (Multidisciplinary Team) must meet to review existing data to identify what evaluations are needed.
- ❑ Evaluations are conducted.
- ❑ Following the evaluation the examiner will draft a written report describing the results of the test and recommendations.



Cont.

- Parents must receive a copy of the evaluation before the MDT meeting to review.
- Following the review, eligibility is determined.

Once eligibility is determined the school has 30 days to draft an IEP.



Eligibility

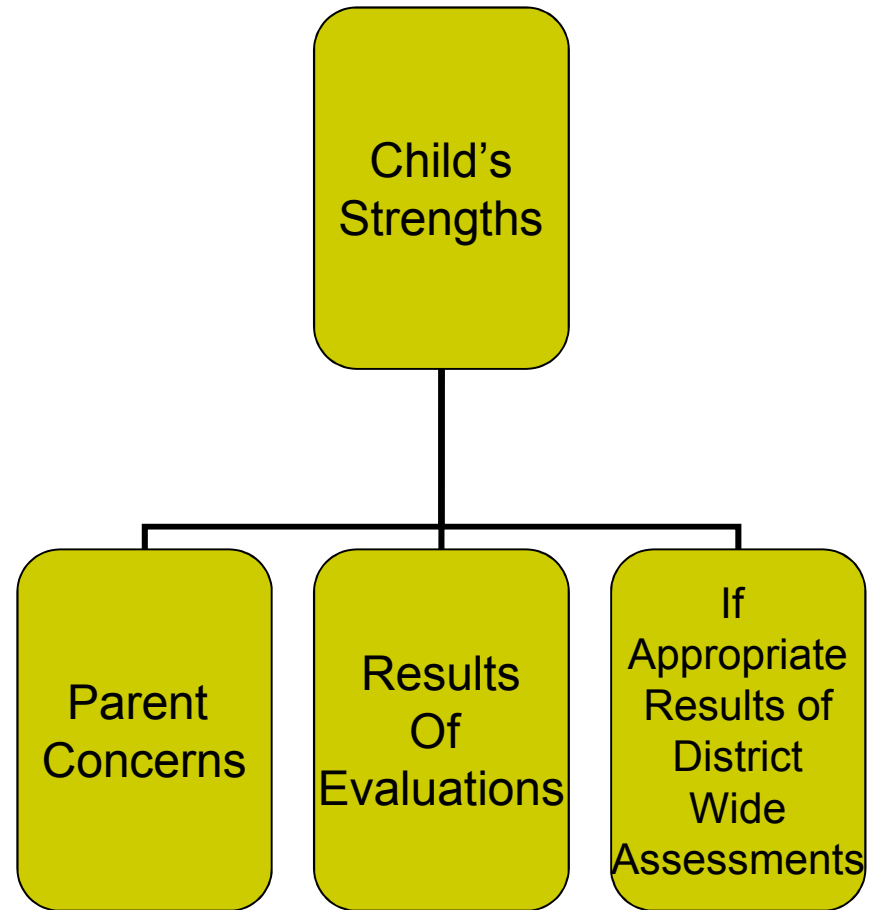
To be eligible for special education and related services there are two determining factors:

1. A child must be between the ages of 3-21.
2. The child must have a disability that adversely affects his or her ability to learn and make progress in school.

The Meeting

Within 30 days of determining Eligibility the IEP Team must meet to develop an IEP.

In developing an IEP the team must consider





Developing Measurable Goals

When developing annual goals for the IEP the goals should include short term objectives or benchmarks.

Ex. Goal:

Sue will demonstrate improvement in the area of reading as measured by assessments.



Short Term Objectives

Ex. Objectives

Given materials to read, the student will sequence events in correct order with 80% accuracy.

1. With minimal (2-3) prompts.
2. Visual model.
3. Provide a timer (5-10 min.)



Other Components of an IEP

- ❑ The extent of time the child will not participate with non-disabled peers. (See Cover page, LRE determination, and PERM of IEP).
- ❑ Modification in assessments
- ❑ How progress toward annual goals will be measured (See Annual Goal page at the bottom)
- ❑ How the parent will be regularly. (See Far right column of Annual Goal page).



IEP Development

- ❑ Include behavioral intervention strategies
- ❑ Consider the child's strengths
- ❑ Results of evaluations (i.e. copies of evaluations, pg. 2/far right column, etc.)
- ❑ Consider the language needs of the child and parent
- ❑ Consider assistive technology other adaptations



ESY

- ❑ Discuss this area with the team to determine if services should be continued beyond the normal school year
- ❑ If team agrees then the IEP attachment-D should reflect a continuum of services
- ❑ IEP attachment-D requires a parent signature
- ❑ Services must meet state standards and not be limited based on students disability



IEP Guidelines

IEP Do's

- ✓ Hold IEP meeting within 30 days of initial eligibility determination
- ✓ Review/Revise at least once per year
- ✓ Time and place must be mutually agreed upon by team members

IEP Don't

- ✗ Meeting scheduled at any given time
- ✗ Sign partial or pre-written IEP
- ✗ Leave the meeting without obtaining a copy