

## Tips for Writing Individualized Education Programs

### Present levels of performance statements should answer such questions as:

- What are the student's unique needs that result from his or her disability?
- What is it that the student can and cannot do at this time?
- What are the student's strengths in this area?
- How do these needs affect the student's participation and progress in the general curriculum or, for a preschool student, participation in age appropriate activities?
- What are the parents' concerns for the education of their child?
- What instructional and/or behavioral supports or services have been effective or not effective in addressing the need area in the past year?
- What accommodations and/or program modifications or supplementary aids and services have been effective or not effective in addressing the need area in the past year?
- What instructional supports and services will likely be supported and used by the student?
- What transition needs of the student must be addressed to prepare the student for living, learning and working in the community as an adult?

### **Example Statements:**

**The student's unique needs that require the student's educational program to be individualized:** We are individualizing this student's education program because of his unique needs related to his disability in the areas of . . . (e.g., reading, writing, organization, memory, vision, hearing, problem solving, attention, motor skills).

**What the student can and cannot do in each area of identified need?:** In the area of \_\_\_\_\_, we know this student can currently \_\_\_\_\_, but cannot \_\_\_\_\_. (e.g., in the area of memory, he can remember a two-step sequence, but he does not complete activities that involve multiple steps such as "get ready for school.")

**What are the strengths of the student upon which you can build?:** He learns best through \_\_\_\_\_ (e.g., pairing auditory with written work; using music to trigger memory; redirection; modeling).

**What environmental, human or material resources the student will need to enable him/her to benefit from education:** He will need the following resources to meet his needs (e.g., structure and routine throughout his instructional day; close supervision during transitions; assistance with note taking; adaptive furniture for motor support; instructional materials in large print formats, positive reward system for appropriate behavior).

### **Strengths and Anticipated Effects:**

List the student's strengths. Then, give a statement of how those strengths will assist the student in the areas of weaknesses and/or will assist the student as he/she participates in the general curriculum.

#### **Examples:**

1. These strengths will enhance the student's ability to overcome his weaknesses in \_\_\_\_\_.
2. \_\_\_\_\_'s strengths will enhance his/her ability to accomplish his/her I.E.P. goals and objectives.
3. These strengths will help \_\_\_\_\_ to successfully participate in the regular classroom setting.
4. It is anticipated that these strengths will help his/her self-esteem which will have a positive impact on educational performance in the areas of educational weaknesses.
5. These strengths should help him/her overcome and/or compensate in the areas of educational weaknesses in order to make progress in the general education curriculum.

### **LRE Placement Setting:**

The program options are as follows: *regular classroom full-time, special class full-time, special class part-time, or early childhood setting*. This is the terminology used in the policies and procedures.

### **To what extent, if any, will the child not participate in the general education curriculum...**

#### **Examples:**

1. \_\_\_\_\_ will miss some reading instruction in the regular classroom setting when he/she attends special classes.
2. \_\_\_\_\_ will spend most of his day in a special class setting. He/She will receive instruction in the core curriculum areas (specify) in the special education class setting.

### **In Selecting the LRE, explain considerations of any potential harmful effects....:**

#### **Examples:**

1. \_\_\_\_\_ misses some instruction and social interaction with grade level peers during the time he attends a special class.
2. Labeling may lower his/her self esteem.
3. \_\_\_\_\_ misses instruction in mathematics in the regular classroom setting.

**When special classes, separate schools/facilities, or other removal...:**

**Examples:**

1. \_\_\_\_\_ requires more support and individualized instruction in reading and math than can be provided in the regular classroom setting even with program modifications and adaptations.
2. \_\_\_\_\_ is unable to adjust to social expectations of the regular classroom setting, even with program modifications and a positive behavior support plan.
3. \_\_\_\_\_ is working 3 years below grade level peers in basic reading and requires more assistance than can be given in the regular classroom environment.
4. \_\_\_\_\_ needs a small class setting in order to provide direct instruction geared to individual needs of students with Autism.

**Individualized Education Program (IEP) Review:**

**Subsequent I.E.P.s**---Select also one of the following:

1. Continue the same type of services delivery (not changing the minutes or type of services)
2. Increase the amount of services
3. Decrease the amount of services

**Explanation of the Proposal:**

**Examples:**

1. \_\_\_\_\_ will continue to receive special services part-time for academic remediation in mathematics. The team also decided to increase the amount of services \_\_\_\_\_ receives from 45 minutes to 95 minutes.
2. The I.E.P. team developed a subsequent I.E.P. to address \_\_\_\_\_'s deficits in reading, math, and social skills.
3. The MEEGS team reviewed the results of the psychological evaluation date 10/04/06 and determined that \_\_\_\_\_ continues to meet the eligibility criteria for \_\_\_\_\_.
4. The I.E.P. team increased the amount of special services for \_\_\_\_\_ in order to address his/her weaknesses in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Reason for the Proposal:**

**Examples:**

1. \_\_\_\_\_ continues to need the support of a special class part-time in order to help him/her be successful in the general education programs.
2. \_\_\_\_\_ is need of more individualized instruction for remediation in basic reading skills in order to make adequate progress in the general curriculum.
3. The I.E.P. team determined special classes part-time would not be sufficient to meet all of \_\_\_\_\_'s educational needs.
4. The team concluded that regular classes full-time would not meet all of \_\_\_\_\_'s unique individual educational needs in the areas of math, reading, and language arts even with program modifications and adaptations.

**Any Options Considered and Determined Not Appropriate: Left blank**

State any options that were considered for the student and the reason those options were ruled out.

**Examples:**

**Student in regular classes full-time:**

1. Special classes full-time or part-time would be too restrictive for \_\_\_\_\_.

**Special classes part-time:**

2. Regular class full-time would not meet all of \_\_\_\_\_'s unique individual educational needs at this time.

**Special classes full-time or part-time:**

3. \_\_\_\_\_ needs a more restrictive learning environment to enable him/her to be successful in the general education curriculum and programs.
4. The I.E.P. team determined regular classes full-time would not be sufficient to meet all of \_\_\_\_\_'s educational needs even with modifications and adaptations.

**Increasing Services:**

5. \_\_\_\_\_ needs increased time in special classes in order to meet his/her individual educational needs.

**Basis for the Above Recommendations:** List *all* that are appropriate.

**Examples:** standardized test data, previous I.E.P., classroom observations, student history, records, teacher input, parental input, behavior charts and documentation, medical reports, outside evaluations, DIBELS, BEAR, daily class work, Brigance,

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