

The ABCs of IEPs

Head Start
center for
inclusion



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Our purpose today is...

- To introduce participants to the IEP
- To discuss the relationship between the IEP and instruction in an inclusive classroom
- To describe how the IEP should be used to provide a high quality program for students with disabilities





Alphabet Soup

- IEP - Individual Education Program
- ILP - Individual Learning Plan (this is not required by Head Start, but used in some regions)
- IFSP - Individual Family Service Plan (we are not going to talk about this today, this is for children birth through age 2)
- IDEA - Individuals with Disabilities Education Act





What is an IEP?

- An IEP is a legally binding document that describe what special education services a child with a disability will receive. IEPs are initiated by the school district. All team members give input.
- An IEP describes a child's present level of performance, their strengths and needs, and the types of services they will receive





Who writes the IEP?

- The educational team, including parents as part of the team, approve the IEP.
- Head Start teachers are important IEP team members.
- Teachers or other professionals may write the first draft, but parent input is very important
- Assessment data should identify areas that need to be addressed on the IEP





Parts of an IEP

- Present level of performance
- Accommodations and Modifications that are required
- Types and amounts of service provided
- Goals and objectives



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I = Individualized. The IEP is about the needs of the child and should be tailored to meet the needs of the specific child





How do you use the IEP?

- IEPs are used to develop classroom plans
- The IEP can be combined to develop an activity matrix
- This matrix can be used to communicate with team members and to plan instruction





Preview of Coming Attractions – Using An Activity Matrix

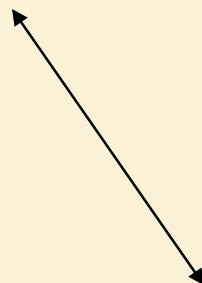
	Communication	Motor	Social-Emotional
Opening Circle	Greet Peers		Use words to describe emotions
Small Group	Ask questions	Use appropriate pencil grasp	Manage behavior during group activities
Free Choice	Initiate conversations with peers		Negotiate conflict with peers
Snack and Meals	Recall recently past events	Pour juice from pitcher	
Outdoor play		Climb stairs with alternating feet	

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Instruction in a typical
Head Start classroom

Classroom Goal



Activity



Individual Child Goal

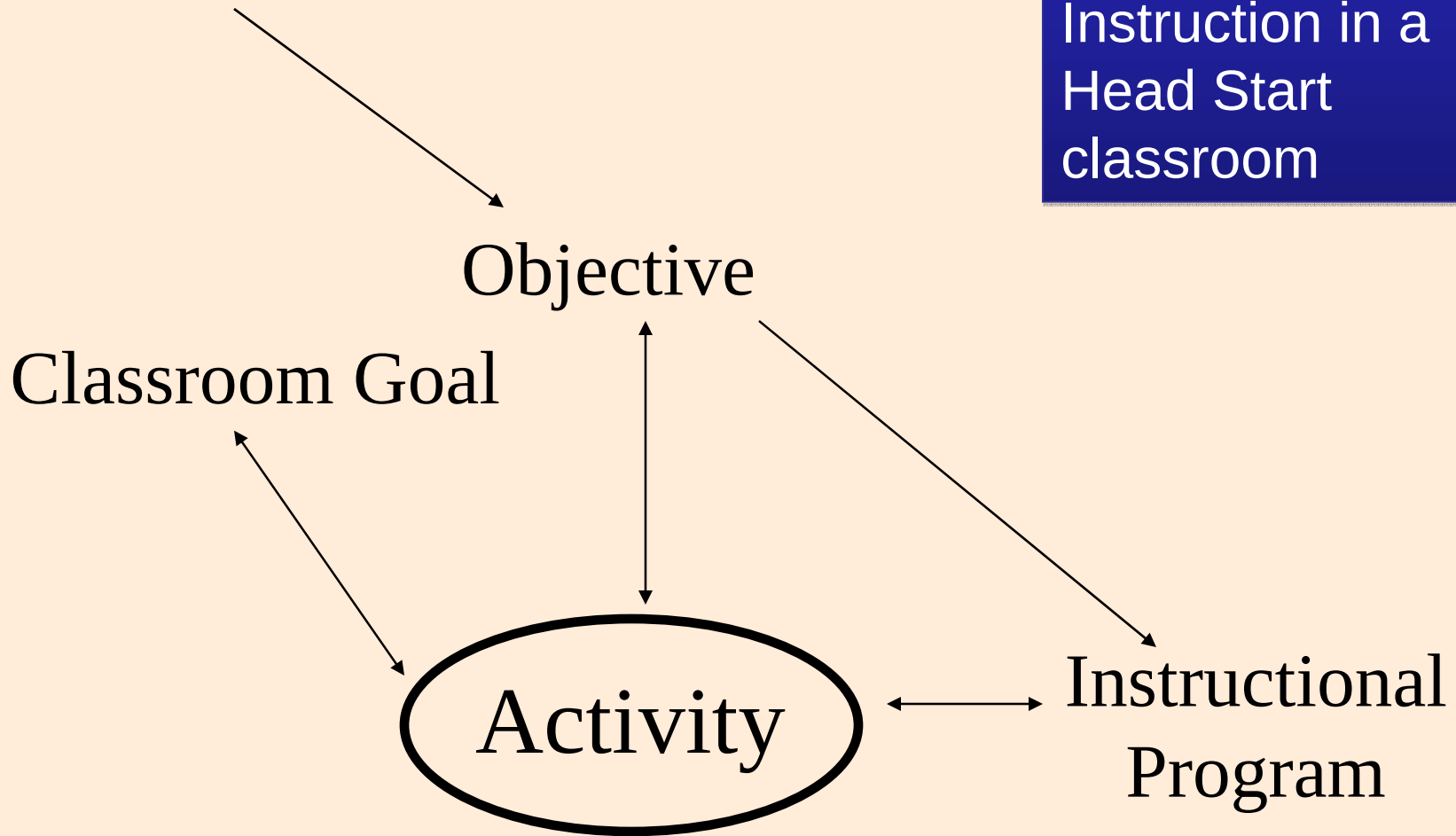
IEP Guided
Instruction in a
Head Start
classroom

Objective

Classroom Goal

Activity

Instructional
Program





How do we know if a child is learning?

- We need to monitor child progress!
- IEPs require quarterly progress reports and annual updates
- It is important to collect information on child progress regularly to insure that children are making progress on their goals and objectives



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Have fun and help your
students have fun!

