**SNE 371 Planning and Implementation of IEP**

**Capsule Statement**

Individualized Education Plan (IEP) is the document that is developed by a team of professionals, commonly known as the multidisciplinary team, to decide the best placement for a student with an identified disability and serves as a blueprint for the education of a student with special needs. The IEP is the means through which student progress is documented and it addresses all areas of student need, including accommodations to be made in the general education setting and the services and supports to be provided there.

**Objectives:**

1. 1. To state the requirements of IEP committee.
2. 2. To make modification and accommodations as per the special need of the child.
3. 3. To complete a sample IEP to illustrate an educational program for a student with a disability.

**COURSE CONTENTS:**

**Unit 1:** **Special Education Program: Key Concepts**

1.1. Individualized Education Program (IEP)

1.2. Least Restrictive Environment (LRE)

1.3. Free Appropriate Public Education (FAPE)

1.4. Individuals with Disabilities Education Act (IDEA)

**Unit 2:** **IEP Development Steps**

2.1. Pre-referral interventions

2.2 Eligibility determination

2.3. Writing the IEP

2.4. Reviewing the IEP

2.5. Revising the IEP

2.6. IEP Components

2.7. Present levels of performance

**Unit 3:** **Academic and learning characteristics**

3.1. Social development

* 1. 1.2. Physical development
  2. 1.3. Management needs
  3. 1.4. Related Services
  4. 1.5. Occupational therapy
  5. 1.6. Physical therapy
  6. 1.7. Orientation and mobility
  7. 1.8. Speech language therapy

**Unit 4:** **Goals and Objectives of IEP.**

4.1. Difference between goal and objectives

4.2. Properties of good objectives: Observable and Measurable

4.3. Conditions and context

4.4. Accuracy and rate and indicators for success

4.5. Provisions for multi-year goals

* 1. 4.5. Required Members and Roles
     + 1. o Assessment expert
       2. o Special education teacher
       3. o General education teacher

o Multi-professionals

o parents

**Unit 5:** **Specialized Components**

5.1 Least restrictive environment considerations

* 1. o Teacher and parent interviews and recommendations
  2. o Data-based observations of the pupil
  3. o Consideration of the pupil’s previous history
  4. o Academics and instruction
  5. o Related services
  6. o Employment
  7. o Post-school adult living
  8. o Daily living skills
  9. o Functional vocational assessment
  10. o Family Service Intervention Plans (FSIPs)
  11. o Transition Planning

**Recommended Books:**

* 1. 1. Bateman, B and Herr, C (2006). Writing measurable IEP goals and objectives. New York: IEP Resources.
  2. 2. Seigel, L (2009). The complete IEP guide: How to advocate for your special education child. California: Nolo.