

SPECIAL EDUCATION FACTS

Components of an Individual Education Plan (IEP)

This edition is longer than the typical 1 page. The editor believes the necessity of sharing the components of the IEP cannot be condensed any further. This is by no means an exhaustive list. Please refer to the Guidance Document for Individual Education Program (IEP) Development: *Division of Learning Services KDE*

<http://education.ky.gov/specialed/excep/forms/Pages/IEP-Guidance-and->

***Present Levels of Performance (PLEP)**

This is a snapshot of the student's current grade level, based on performance data, includes strengths as well as weaknesses. The performance data includes a baseline level. Everything provided throughout the IEP should reflect back to the PLEP.

-If student is not commensurate with peers the ARC must address any of the following categories

1. Communication
2. Academic
3. Health, Vision, Hearing Motor
4. Social & Emotional
5. General Intelligence
6. Transition Needs
7. Functional Vision
8. Functional Hearing/Listening

707 KAR 1:320 § 5 (1), 34 CFR 300.324 (a)(1)

***Consideration of Special Factors**

This section had things that need to be addressed to help the student be successful.

Does the student have:

1. Behavior that impedes learning?
2. Limited English Proficiency?
3. Is the student blind or visually impaired?
4. Have communication needs?
5. Is he/she hard of hearing?
6. A need for assistive technology?

707 KAR 1:320 § 5 (2), 34 CFR 300.324 (a)(2)

***Measurable Annual Goals**

The annual goals should be developed from the weaknesses written in the PLEP. It is not expected that all the standards in Kentucky Common Core be addressed. The goals should be "directly related" to the students 'goals and to help "advance greater mastery" as well as help the student build independence. Goals must be measurable as well as be written to include how progress will be measured.

707 KAR 1:320 § 5 (7)(b)(1-2), 34 CFR 300.320 (a)(2)(4)

707 KAR 1:320 § 5 (7)(b), 34 CFR 300.320 (a)(2)(i)(B)

*If you have questions about this content
please contact me. Kathy Bieger, Director
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*Methods of Measurement

1. Curriculum Based Measures
2. Direct Measures
3. Indirect Measures
4. Authentic Assessments

707 KAR 1:320 § 5 (13)(a), 34 CFR 300.320 (a)(3)(i)

*Reporting Progress

Explains how often progress on goals are reported to parents. In Carroll County we report every time we send out a report card.

*Specially Designed Instruction (SDI)

This is “what the teacher does” to “adapt content, the methodology, or delivery of instruction” (explicit teaching, teaching strategies, teaching how to use tools or technologies)

707 KAR 1:002 § 1 (58), 34 CFR 300.39 (b)(3)

707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

*Supplementary Aids and Services (SAS)

“What the student needs” to be successful. This is the list of “materials, strategies, services” to help students access the general education curriculum.

Examples: Organizers, enlarged texts, questioning guides

707 KAR 1:002 § 1 (61), 34 CFR 300.42

707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(2)(4)

*Assessment Accommodations

These are the tools, strategies or SAS provided throughout the year that can be used on state assessment. Examples: Readers, Scribes, Paraphrasing

703 KAR 5:070, 707 KAR 1:320 § 5 (10), 34 CFR 300.320 (a)(6)

*Program Modifications and Supports

Any modifications or supports provided by any staff (teachers, aides, bus drivers etc.) This may include specialized training needed.

Examples: “feeding and medical procedures,”

707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

*Least Restrictive Environment (LRE)

“The maximum extent appropriate students with disabilities must be educated with children who do not have disabilities.” Students with disabilities should always spend as much time as possible in the general education classroom but the higher levels of SDI and SAS needed the more restrictive a student’s environment will become.

LRE must explain “to what extent” a student will not participate in general education.

Special Education Service

This section gives the exact amount of minutes, frequency, service period (daily, weekly, monthly), Start/End dates and location of a service. This is done for special education services as well as therapies. If any of these items need to change, an ARC needs to meet to determine if this is appropriate for the student.

707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

*Extended School Year (ESY)

ESY is when a student needs services beyond the regular school day or school year. ESY is determined necessary when a student after a “lapse of instruction”, for example summer break, fail to recoup skills they had learned the previous year. While it is expected that a student will experience “summer slide”, with review they should regain the skills within approximately 6 weeks. If the skills are not recouped the ARC should determine if services should be beyond the regular school day/year.

707 KAR 1:290 § 8, 34 CFR 300.106

*Postsecondary Transition

ARC's are obligated to help students with disabilities develop strategies to reach their post-secondary goals. This work begins when students are age 14 or are in 8th grade.

These goals are developed by a variety of methods: career assessments, interest inventories, career planning, and job coaching. These transition goals need to be revisited at every Annual Review.

707 KAR 1:320 § 7, 34 CFR 300.320 (b)

DISABILITY SPOTLIGHT

Other Health

Impairment

Under this category a student can qualify when they suffer from a chronic health problem (ex. Asthma, diabetes, Attention Deficit Disorder)

Legal Determinations

- Existence of health impairment
- Effect of impairment on Strength, Vitality, Alertness
- Evaluation confirms an adverse effect on educational performance
- Effects are not from a lack of instruction
- Effects are not from limited English proficiency

Strategies for Students with ADHD

1. Provide clarity and structure
2. Engaging strategies
3. Positive Discipline
4. Environmental modifications- lighting, seating etc.
5. Training in organization

Rief, S. (2005). How to Reach and Teach Children with ADD/ADHD. San Francisco, CA: Jossey-Base Teacher

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