



# INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

An Individualized Education Program (IEP) is a document that describes the child's strengths along with the supports and services he/she will receive with personal goals for the year. Parents and families play an important role in the development of the IEP and decision making.

Information from evaluations completed through the special education process are used to describe a student's strengths and challenges. The IEP ensures appropriate learning opportunities, accommodations, adaptations, specialized services and supports. All of these are designed to meet a student's unique needs related to his/her disability.

## Present Performance Levels (PLP)

The IEP describes in language the parent and professionals can understand, where the student is functioning so that a year later the parent and educators can determine how much progress has been made.

- **Social-Emotional:** behavior, self-esteem, relationships and fears.
- **Physical:** health, allergies, physical skills, mobility and medications.
- **Academic:** listening, speaking, reading, writing, learning for math, art, music, technology, science, home and career.
- **Management Needs:** transportation, breaks, environment, technology, modifications and accommodations.

## Measurable Annual Goals

The IEP focuses on both academic and functional goals. These are created from the PLP statements. Every student's will be different.

## Transition Activities

This section of the IEP outlines the student's path to life after highschool. It includes the supports and services that will make sure he/she is prepared in all areas of life - live, learn, work and play.

## Placement

The needs from the PLP statements and services decide where the program will be. There are several types of placements, anywhere from general education settings to small classes with additional support.



Goals in IEPs are written to be achieved in one year and must be measurable.

Long-term goals for living, working and learning as an adult are developed beginning at age 15.

Behavior Intervention Plans are developed from Functional Behavior Assessments to address challenging behaviors.

The Committee on Special Education must review the IEP once a year (annual review) to see if the goals are being met and progress is being made. The child must be formally reevaluated at least every three years; however the program may be reviewed at any time.

References and information provided by:  
-[www.p12.nysed.gov](http://www.p12.nysed.gov) (Regulations of the Commissioner of Education - Parts 200 and 201)  
Visit [parentnetworkwny.org](http://parentnetworkwny.org) for more info.