



Tips for Planning an IEP with a Vision Toward College

Listed below are suggestions for you to consider as you plan your next IEP. These tips are divided into the same sections you should find on your IEP. The order may vary depending upon in which state you reside.

1. Parent and/or Student Concerns

This section should include the parent and student's greatest concerns. List here any concerns regarding the last IEP, concerns about the student's services and hopes for this year's accomplishments.

Sample: *Jane and her parents would like to develop an IEP that will prepare her to eventually work in the childcare field. In order to accomplish this, they feel that she needs to further build upon her writing, and computer skills. In addition, she would like to gain first aid, and CPR skills and build upon her knowledge of child development. They would also like to have Jane continue to work on her communication and conversation and self advocacy skills. Jane would like to attend student council and chorus.*

2. Student Strengths and Key Evaluation Results Summary

This section holds a great deal of important information. To be included here is the following:

- Describe the student's educational strengths and how this will impact their post secondary plans.
- Describe the student's interest and preferences making certain to discuss these preferences when choosing coursework and extra curricular options?
- Describe the student's personal attributes and personal accomplishments including their positive qualities successes
- Describe the nature of the student's disability and the impact it has on their school work in the general education curriculum? Access to the general curriculum is critical for the student to build a strong foundation in order to achieve life long goals.
- Include a summary of the student's evaluation assessments, test results and state assessment scores. Especially helpful for successful postsecondary planning are assistive technology



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evaluations, vocational evaluations, person centered planning and psychological evaluations (for enrollment in adult services if needed).

- Describe whether or not the student was able to accomplish last year's goals.

3. Vision Statement

Sample: *The vision statement should reflect the student's hopes and dreams—not to be superseded by the TEAM. Because the student's vision drives the IEP, their participation is critical to the process. Be sure the discussion includes HOW they will participate and the IEP includes these important self advocacy skill building goals. The TEAM must consider desired outcomes in post secondary education, adult living, working and any other post-school environments. Think about where the student will live, work, travel, recreate and socialize in the community.*

4. Present Levels of Educational Performance

A. General Curriculum

The general curriculum is the curriculum used with students who do not have disabilities.

1. How does the disability(ies) affect progress in the curriculum area(s)?
 - This section facilitates instructional planning. Describe, based on current relevant information obtained from a variety of sources, how the identified disability(ies) impact(s) the student's overall participation in the general curriculum.
 - Be sure to include information regarding which "typical" expectations or assignments will be difficult due to the disability.
 - Each component of the student's disability(ies) should be addressed e.g. cognitive, emotional, behavioral, physical, attention, organization, etc.
2. What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

Accommodations are changes that may include but are not limited to changes in:

- the physical arrangement of the room
- lesson organization
- test-taking practices
- organizational tools



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3. What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Specifically designed instruction refers to modifications that are not typically provided for students in the general education program and have been designed by or with an appropriately credentialed special education teacher or related service provider.

Content: Describes a change in the general curriculum. The student will study the same areas but the level, complexity or intensity of the information will be altered.

Methodology/Delivery of Instruction: Describes a change in the way the student is being taught. The alteration should address the student's unique learning style and strengths.

Performance Criteria: Describes a change in the way the student demonstrates what they have learned.

B. Other Educational Needs

This section describes the all of the other educational needs of the student. Each component of the student's disability(ies) should be addressed e.g. cognitive, emotional, behavioral, physical, attention, organization, etc

Included here can be but is not limited to:

- Communication
- Skill development related to college preparation or experience
- Skill development related to vocational preparation or experience
- Assistive technology
- Travel Training
- Behavior
- Extra curricular activities
- Non academic activities
- Social emotional needs

5. Current Performance Levels/Measurable Annual Goals

A. Specific Goal Focus

The Team must ensure that the selected goals are skill building and are the ones that matter most to the parents, to the future of the student and in making the biggest difference in the student's life.



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B. Current Performance Level: What can the student currently do?

This section becomes the starting point for writing goals and the goals become the end points for student accomplishment for the IEP period. For this reason, current performance levels need to be recorded clearly.

This section should be based on examples of student work or test results and not only anecdotal information. Ask the question, **“Within this limited skill area, what can the student do now?”**

C. Measurable Annual Goal:

It may be helpful for the TEAM to ask the following questions:

- What components should be included in the goal?
- What does it look like when the student achieves the goal? (Target Behavior)
- How might the student demonstrate that the goal has been achieved? (Condition)
- How will this demonstration be assessed? (Criteria)
- What will be the data collection strategy to determine goal completion? (Measurability)
- Will this skill be useful in more than one environment? Will it help the student access more than one general curriculum framework? Will this skill make a big difference in the life of the student? Can the student's work on this goal be supported by more than one service provider?
- Can this goal be achieved in one year?

Reminder: Goals should be skill building (not restatements of the curriculum frameworks).

Sample Goal: Monday through Friday, Jillian will use the public transportation system to get to and from the community college, independently arriving on time, for any five consecutive days.

Sample Goal: When given a topic in History, Social Sciences, English Language Arts or Science and Technology, Carlos will be able to independently write a *three-paragraph essay* containing the required elements: introduction, supporting details, and conclusion.

Sample Goal: When asked, Arthur will independently explain how his disability impacts his learning style in order to be a more active member of his IEP TEAM.



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D. Benchmark/Objectives:

Describe in measurable terms what the student will need to do to complete this goal?

Sample Objectives:

1. *By the end of the first quarter, accompanied by an adult, Jillian will walk to the bus stop, ride the bus to college, and get off at the correct bus stop.*
2. *By the end of the second quarter, Jillian will be able to identify the steps she will follow to independently travel to college.*
3. *By the end of the third quarter, Jillian will independently walk to the bus stop, ride the bus to college and get off at the correct bus stop.*

6. Service Delivery

This section will describe what type of service will be delivered to the student, by whom, how often and where.

7. Nonparticipation Justification

If the student is removed from the general education classroom at any time the reason is described here.

8. Schedule Modification

Describe if this student requires a *shorter school day or shorter school year*.

9. Transportation Services

Does the student require transportation as a result of their disability(ies) in order to access their education?

10. State or District-Wide Assessment

Identify state or district-wide assessments planned during this IEP period. Accommodations and modifications recommended earlier on the IEP should be reflected in this section.

11. Additional Information

- Record in this section other relevant IEP information not previously stated.

Examples:

- Assistive technology
- Medical supports and services—nurse accompaniment
- Common planning time for general education and special education teachers
- Meeting schedules



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- Communication books
- Instructional aides
- Transition issues including the Transfer of Rights or the placement change of graduation
 - If parents are not in attendance, documentation of efforts to notify them
 - Describe in detail the supports to be provided to the student in a post secondary and/or employment environment.
- Include the following Transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for a referral to the appropriate adult agency.

12. Response Section

Signatures in this section certify that the goals in this IEP are those recommended by the TEAM and that the indicated services will be provided.
Once a student reaches 18 their signature is required unless there is a court appointed guardian.

13. Placement

Signatures in this section certify that the educational placement in this IEP are those recommended by the TEAM.
Once a student reaches 18 their signature is required unless there is a court appointed guardian.