

Take Control of Your Education

Learning About Your IEP

- IEP stands for *Individual Education Plan*. Your IEP is unique and different from any other student's. It is written just for you to help you succeed in school.

 - IEP Team:
 - YOU—THE STUDENT
 - Your Parents
 - EI teacher
 - General Education Teacher
 - School Administrator
 - Social Worker and/or Speech and Language Pathologist

 - There are many different reasons a student might have an IEP. There are many different disabilities that would allow a student to qualify for special education services. This list does not include all of them, but covers many of the most common disabilities.
 - Learning Disability
 - Basic Reading Skills
 - Reading Comprehension
 - Written Expression
 - Math Calculation
 - Math Reasoning
 - Expressive Language
 - Receptive Language

 - Other Health Impairment
 - Attention Deficit Disorder
 - Attention Deficit/Hyperactivity Disorder
 - Physical Impairment
 - Health Impairment: diabetes, seizures, etc.

 - Autistic Spectrum Disorder
 - Asperger's Syndrome
 - Verbal / Non-Verbal Students
 - Sensory Issues

 - Emotional Impairment

 - Cognitive Impairment

 - What do you think your disability is? If you're not sure, take an educated guess. _____

 - What makes you think that? _____
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- Remember—your disability does not have to stop you from accomplishing your goals. It is merely a roadblock. It is your job, along with your IEP Team, to come up with ways to get around your roadblocks. The ways in which you get around your roadblocks are called *accommodations*. Below are just a few examples of accommodations.

- Extended Time
- Sensory Room
- Talk with an adult
- Break
- Study Materials
- Copies of Notes
- Assistive Technology (computers, spell/grammar check, calculator, audio books, Forte, etc.)
- Test Accommodations (word banks, adjusted T/F questions, etc.)
- Preferential Seating
- Graphic Organizers
- No penalization on spelling w/o access to assistive technology
- Directions restated/clarified
- Small Group Instruction/Testing
- Tests/ Assignments Read Aloud

- Put a *star* next to any of the accommodations that you use on a regular basis.

- List accommodations that you use that are not listed above: _____

- Think of some accommodations that you think would help you get around your roadblocks that you are NOT currently using. _____

- **Present Level of Performance:** This term refers to a narrative description of a student's disability, abilities, strengths, and weaknesses. It might include current reading level, math ability, writing ability, organizational skills, and work completion information. This description gives the IEP Team an idea of what a student's roadblocks are. The IEP Team can then develop an appropriate plan for the student.

Earl is a hard working, likable 7th grader who has made a great adjustment to middle school. He is well liked by his teachers and peers. He is a conscientious student who makes positive contributions to class discussions. Based on informal assessment, work samples, and teacher report, Earl has made significant progress in the areas of reading in writing. Although he has made progress, Earl's reading and writing skills remain below those of his grade level peers. This makes the general education curriculum very difficult for Earl. Earl has very creative ideas when it comes to writing, but he has a difficult time organizing his thoughts on paper. His writing is often disorganized and contains many spelling errors. Earl has a hard time studying for tests. He reports that he does not know which information to study. He also has a difficult time keeping up with class notes. He reports that "the teacher writes too fast". This is also a problem when taking notes on videos. Earl turns in most of his assignments on time. When he has late assignments it is usually because it took him extra time to read the information in the assignment. It also takes him longer than most students to conduct research and write his thoughts on paper. In addition to his reading and writing disabilities, Earl has struggled to deal with Attention Deficit Disorder. Teachers report that Earl often appears to "zone out" during class and it can take several reminders to get him back on task.

What kind of accommodations would you suggest for Earl?

Susie is a polite, hard-working, and responsible student. Decreased skills in the areas of basic reading, writing, and math calculations impact her ability to succeed in the general education curriculum without support and accommodations. With support, Susie has demonstrated the ability to maintain satisfactory grades in all of her content area classes. Her recent progress reports indicated the following grades: Math A-, Science A-, Geography A, A/S Language Arts A-. Susie is a motivated student who completes homework in a timely fashion and prepares for tests. She contributes to class conversations and group work. Susie advocates for herself when necessary. She is unable to read her science and social studies textbooks independently. She is able to comprehend grade level material very well, but experiences great difficulty reading it independently. Susie also has very weak spelling skills. She is unable to spell even common words accurately without assistance. Susie has a very difficult time producing written work in her general ed classes. When taking tests, Susie can not read the test by herself. She is also distracted by students around her during tests. In math class, Susie struggles with basic math facts. She is not able to quickly add and subtract in her head. Her multiplication facts are not automatic at this point. She understands higher levels of math, even basic algebra, but can not complete basic calculations independently.

What kind of accommodations would you suggest for Susie?