

### **AAT Worksheet 3 (p.42-65)**

As you read about the Individualized Education Plan (IEP), keep in mind what information should be included and who should be on the planning/evaluation team. The IEP is a legal document. It is a contract with the student and his/her parents. In general, it includes statements about how well the student is progressing in school. It also is very specific about how much time the student will spend in the general education classroom. The IEP also includes measurable goals and objectives. We do not include vague or general information about what we hope the child will achieve but rather measurable goals. For example, I can't measure your attitude but I can measure how many times you complain. Increasing reading skills is a worthy accomplishment. However, we should be able to write a goal or objective that includes information about which specific reading skills will be taught, which skills will be measured across time, and how much of an increase we reasonably can expect of the child. (A child cannot be in a special education classroom nor can he/she receive services from a special educator unless he/she has been determined by the evaluation to qualify under a specific IDEA label and an IEP is written.)

At 16 (according to the Federal law) and 14 ½ (according to Illinois law) we must begin to include information about how to help the student reach their post-school goals. Those may include exposure to or training in one or more jobs of interest to the child. It may include connecting the student with outside agencies that could help with training or housing or adult services. Typically, the earlier we begin to incorporate transition information, the better we can serve the child. It may be that we change the courses we'd recommend for the student, based on his/her hopes for the future OR we may provide hands on practice in specific skills. The student and his/her parents are the major factors in planning the transition. As much as we care about our students and as well as we think we know them, the parents will be there for the students after graduation. The student and his/her family are the people who will live with the results of transition activities. We can express an opinion based on professional judgment but the real power in the transition plan rests with the student and his/her family.

The text mentions that the IEP needs to have clear goals that are both educational, in terms of academic performance and also functional, which refers to how well the student actually can perform the academic skills in real life and how well the student is able to perform everyday living tasks, as well.

From the test, you should be able to identify:

1. Who should be on the IEP team.
2. What kind of courtesies we must extend to the parents (notices, etc.)
3. What should happen if an IEP team member cannot attend the meeting.

4. "Required considerations "
5. Duties of a regular educator.
6. How often the IEP needs to be revised.
7. What are the restrictions on related services.
8. What is the difference between an IFSP and an IEP