

OLI4 Online Modules

Individualized Education Programs (IEP)

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Module Description: This module focuses on the content of the Individualized Education Program (IEP) and the team approach to writing and implementing them.

Course Objectives:

During this learning experience (students will be able to) . . .	Assessments
1. List and Describe Each Step in the Process of Identifying a Child with a Disability	“Flow Chart”
2. List and Describe Each Section of the IEP	“Getting to Know the IEP”
3. List IEP Team Members and Describe Their Roles	“IEP Team Line-Up”
4. Describe the complete process of writing an IEP; leading and participating in the IEP meeting; and implementing the IEP	Summary and Reflection Paper

Resources:

Winterman, K. G., & Rosas, C. (2014). The IEP checklist: Your guide to creating meaningful and compliant IEPs. Baltimore, MD: Paul H. Brooks Publishing Co.

Assessments:

- Flow Chart (1)
- Getting to Know the IEP (2)
- IEP Team Line-up (3)
- Summary and Reflection Paper (4)

Standards:

CEC:

- 1a. Family systems and the role of families in the educational process
- 4d. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- 10a. Collaborate with families and others in assessment of individuals with exceptional learning needs

Ohio Standards for Principals:

4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Lesson Activities:

Activity 1:

Review the Steps in the IEP Process online resource. Create a flow chart identifying each step and a description of what happens in each step.

<http://www.education.com/reference/article/steps-ndividualized-education-program-IEP/>

Activity 2:

Using a blank IEP template and the ODE IEP Annotations document, provide a summary of what each section entails on the blank IEP template.

<http://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Procedures-and-Guidance/Ohio-Required-Forms/EP-PR-07-form-dynamic.pdf.aspx>

Activity 3:

Review the IEP Team Members and Roles online resource. Create a document that lists each team member and describe his or her role. Be sure to address the role of the following team members: parents, teachers, special educators, administrators, and related service providers.

<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Procedures-and-Guidance/Individualized-Education-Program-IEP/Identification-of-IEP-Team-members-and-Their-Roles>

Chapter two of the IEP Checklist will be a resource.

Activity 4:

Complete the Peabody IRIS Module regarding IEPs

“What resources should Ms. Milton consult to learn more about Evan’s and Emily’s needs?”

http://iris.peabody.vanderbilt.edu/module/v01-clearview/cresource/what-resources-should-ms-milton-consult-to-learn-more-about-evans-and-emilys-needs/v01_02/

Activity 5:

Work with an Intervention Specialist to pre-plan for the writing of an IEP, write the IEP, conduct an IEP meeting, and collect data on IEP goals and objectives during the implementation period of that IEP.

Chapters 3-7 of the IEP Checklist will be a resource.