

IEPs: Making Sense of the Alphabet Soup

Center for Autism and Related Disabilities

University of Florida/Gainesville

IEP Training Series

Part 3 of 5

Audience

- The content presented in this series is intended to benefit parents of students with disabilities who are eligible for services and an IEP under IDEA.
- However, all interested parties, including family members, educators, related service professionals, and school administrators are welcome and encouraged to participate in this series.

What we will cover today

- A little background: IDEA
- Making sense of the acronyms

Learning objectives

- **Explain purpose of IDEA**
- **Define LRE, FAPE, and IEP**

IDEA: A brief history

- PL 94-142, The Education for All Handicapped Children's Act of 1975 was the first law that provided a free and appropriate education for students with disabilities. Until this time, school districts often excluded students with disabilities, especially those with more complex support needs.
- The Individuals with Disabilities Education Act (IDEA) is the law that ensures *all* students have access to a free and appropriate public education regardless of disability.
 - This law is a reauthorization of the 1975, Education for all Handicapped Children Act.
 - IDEA was introduced in 1990 and was amended 1997 and reauthorized in 2004.

IDEA is the law that requires IEPs for children ages 3 through 21 who have disabilities that affect their ability to learn.

To qualify for an IEP, the student must have one of the following classifications

- Autism
- Hearing impairment
- Deaf-blindness
- Intellectual disability
- Speech/language impairment
- Specific learning disabilities
- Developmental delay
- Traumatic brain injury
- Emotional disturbance
- Visual impairment
- Multiple disabilities
- Orthopedic impairment
- Deafness
- Other health impairment

LRE

- What it is: Least Restrictive Environment
- “States must have procedures to ensure that, to the maximum extent appropriate, children with disabilities, including those in public/private institutions, are educated with non-disabled children and that removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, cannot be achieved satisfactorily.”

FAPE

- What it is: Free Appropriate Public Education
- What it means: Students with disabilities are guaranteed access to academic, nonacademic, and extracurricular activities similar to those of their peers.
- This means there is a zero reject policy.

IEP

- What it is: Individual Education Plan (Program)
- What it means: Established by Part B of IDEA to ensure that all students ages 3 through 21 received FAPE, individualized instruction
- Every IEP must include:
 - Present level of performance
 - Goals/objectives
 - Services/Supplemental Aids
 - The extent to which the child will not be in the general education classroom with justification
 - Transition plan (14 yrs or older)

IFSP

- What it is: Individual Family Service Plan
- What it means: for children with disabilities ages birth to two; documents support to the child and family through Part C of IDEA

ITP

- What it is: Individual Transition Plan
- What it means: starting at age 14, the team starts planning and setting goals for transition beyond school (when the child turns 22)
- Includes planning for post-secondary schooling, job placement, housing options, interest development, and more

504 Plan

- Covered by civil rights law (Rehabilitation Act)
- Applies to all students with qualifying disabilities
- Informal process
- Schools do not receive extra funding for implementing the 504
- Does allow for accommodations and modifications, adaptive tech when appropriate, and related services

PLOP

- What it is: Present Levels of Performance
- What it means: a description of your child's current skills across learning domains
 - Academic
 - Social/communication
 - Behavior
 - Independence/adaptive
- PLOPs should be very detailed and should describe all that the student can currently do independently
- PLOPs are used to identify "next steps" (aka, goals and objectives on the next IEP)

ADA

- What it is: Americans with Disabilities Act
- What it means: Civil rights law that prohibits discrimination based on disability
- Disability is defined by the ADA as "...a physical or mental impairment that substantially limits a major life activity/"
- Covers such things as:
 - Employment
 - Housing
 - Transportation
 - Telecommunications

F BA

- What it is: Functional Behavior Assessment
- What it means: when your child's behavior is negatively impacting his learning or other students' learning, an assessment may be conducted to determine
 - Function (purpose) of the behavior
 - Triggers (precursors) for the behavior
 - Current consequences for the behavior
- Is required before a behavior plan (BIP) can be implemented

BIP

- What it is: Behavior Intervention Plan
- What it means: A formal plan to address challenging behaviors
- Should include
 - Identification of function of behavior
 - Strategies to prevent the behavior
 - Proactive teaching strategies
 - Replacement behaviors for the inappropriate behavior
 - Description of how to respond to appropriate and inappropriate behaviors
- Data on behaviors must be collected and analyzed regularly

RTI

- What it is: Response to Intervention
- What it means: a multi-tier approach to the early identification and support of students with learning and behavior needs.
- Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.
- Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.
 - 1. highly-qualified, scientifically-based classroom instruction
 - 2. ongoing student assessment
 - 3. tiered instruction
 - 4. parent involvement

ESY

- What it is: Extended School Year
- What it means: When deemed appropriate by the team (aka., when it is likely that the student will lose skills over the summer break), the student receives services during the summer months
- Goals and objectives for ESY should be taken directly from the IEP

**Thank you for watching IEP
Series Part 3: Alphabet Soup**

**Be sure to watch the other 4
parts of this series!**