



# ***FRAMEWORK OF INDIVIDUALIZED EDUCATION PROGRAM (IEP)***

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**KEYWORDS:-***Individualized Education Program (IEP), Special Education Plan (SEP), Free Appropriate Public Education (FAPE), Individuals with Disabilities Education Act (IDEA), Individual Program Plan (IPP), Student Support Plan (SSP), or an Individual Support Services Plan (ISSP), Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Complete Individual Evaluation (FIE), Individuals with Disabilities Education Improvement Act, 2014 (IDEIA), Local Education Authority (LEA) Least Restrictive Environment (LRE), Evaluation Report (ER)*

An Individualized Education Program, also called an IEP, is a document that is developed for each public school child who has special education needs. The IEP is created through a team effort, reviewed periodically.

In the United States, this program is known as an individualized education program. (IEP), in Canada it is known as an Individualized Education Plan or a Special Education Plan (SEP). In the United Kingdom, an equivalent document is called an Individualized Education System. In Saudi Arabia, the document is known as an Individualized Education Program. An IEP defines the individual objectives of a child who has been determined to have a disability or need special accommodations as defined by federal regulations. The purpose of an IEP is to help children reach educational goals more easily than they would otherwise be able to, with four component goals:

## ***Situations: learner, Behaviour, Criteria***

In all cases the IEP must be tailored to the individual student's needs, as identified by the IEP evaluation process, and must specifically help teachers and related service providers (such as professional educators) understand the student's disability and address the disability How does it affect learning?

**PROCESS:-** The IEP describes how the student will learn, how the student will best demonstrate that learning, and what teachers and service providers will do to help the student learn effectively. Developing the IEP requires evaluating the student in all areas related to the suspected disability, as well as considering the ability to access the general curriculum, considering how the disability affects the student's education, goals and create objectives that suit the student's needs, and select a placement. In the least restrictive environment possible for the student.

As long as a student qualifies for special education, the IEP is required to be regularly maintained and updated until high school graduation or before the 21st birthday or 22nd birthday. If a student in special education moves to a university upon graduation, the university's own systems and processes take over. Placement is often in "general education," mainstream classes, and specialty classes or subspecialties taught by a special education teacher, sometimes within a resource room.

An IEP is meant to ensure that students receive an appropriate placement, not just in special education classes or special schools. This gives the student a chance to participate in the regular school culture and academics, as much as is possible for that individual student. In this way, the student can have special assistance only when such assistance is absolutely necessary, and otherwise maintains the freedom to interact with and participate in activities of his or her normal schoolmates.

**DEFINITION OF PERSONALIZED:-**The individual needs of each child in the IEP. Such resources are available to ensure that they get the exact education they need as per their needs.

**SAUDI ARAB:-**In Saudi Arabia, all schools must provide an IEP for students with disabilities. The process of creating an IEP in Saudi Arabia may exclude parents and other providers of services.

**UNITED STATES OF AMERICA:-** In the US, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires public schools to develop an IEP for every student with a disability who is found to meet federal and state requirements for special education. The IEP must be designed to provide the child with a free appropriate public education (FAPE). IEP refers to the educational program provided to a child with a disability and the written document describing that educational program. The IDEA requires that an IEP be written according to the needs of each student who is eligible under the IDEA; An IEP must also meet state regulations. The following should be included.

**1. The student's current level of academic and functional performance. 2. Measurable annual goals including educational and functional goals. 3. How to measure student progress toward meeting annual goals and communicate to parents. 4. Special-Education and related services, as well as supplemental supports provided to the student. 5. Schedule of services to be provided, when services are to commence, frequency, duration and places for provision of services. 6. Program modification or support provided to school personnel on behalf of the child. 7. Least restrictive environment data that includes a count of the amount of time the student spends each day in general-education settings as opposed to the amount of time spent in special-education settings. 8. At no time will the child's interpretation be attended to by non-disabled children.**

Assets provided during state and district assessments that are necessary to measure a student's academic and functional performance. Student must attend when appropriate. If the student is over the age of fourteen, he or she should be invited to be part of the IEP team. In addition, when the student is sixteen years old, a description of the secondary goals and what the student needs to make a successful transition. This transition plan can be made at an earlier age, if desired, but should be in place by age sixteen. The IEP should also include other relevant information needed by the team, such as a health plan or behavior plan for certain students.

**CANADA:-** In Canada, an Individual Education Plan (IEP) is often referred to as a Special Education Plan (SEP), Individual Program Plan (IPP), Student Support Plan (SSP), or an Individual Support Services Plan (ISSP), depending on the province. Is known or area the IEP system in Canada works very similarly to the US, although rules vary between provinces?

**PROCEDURAL REQUIREMENTS FOR DEVELOPMENT:-** The result of the IEP development process is an official document that describes an education plan designed to meet the unique needs of a child with a disability.

**DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION:-** Further information: Special education in the United States. Before an IEP can be written for a child with a disability, the school must first determine whether the child is eligible for special education services. To qualify, the child's disability must have an adverse effect on the child's educational progress. To determine eligibility, the school must conduct a complete evaluation of the child in all areas of suspected disability. Based on the results of the evaluation, the school meets with the parent to review the results and the child's current level of performance and to determine if special education services are needed. In some cases people may be disoriented because of strong visual memories and verbal skills, this may mask the symptoms of having an impaired gait.

If the child is found to be eligible for services, the school is required to convene the IEP team and develop an appropriate educational plan for the child. The IEP should be implemented as soon as possible after a child is determined eligible. IDEA does not specify specific timelines for each phase. However, each state sets its own laws to identify the norms regarding education and how it should be followed. States have added specific timelines that schools must follow for eligibility, IEP development, and IEP implementation milestones.

As outlined by the IDEA, students may receive free appropriate education under the special education law if they fall into one of 14 categories:

1. *Self-centered* 2. *Deafness-Blindness* 3. *Deafness* 4. *Developmental Delay (for children ages 3-9, varies by state)* 5. *Emotional and behavioral disorders* 6. *Hearing loss* 7. *Intellectual Disability (formerly referred to as Mental Disability)* 8. *Multiple Disabilities* 9. *Orthopedic Impairment* 10. *Other health impairment* 11. *Specific Learning Disability* 12. *Speech or language impairment* 13. *Brain injury* 14. *Visual impairment, including blindness*
2. While teachers and school psychologists have the ability to initiate evaluations for special education service eligibility, they are unqualified to make nonmedical diagnoses. Attention deficit hyperactive disorder (ADHD), autism spectrum disorder (ASD), and physical and developmental delays must be diagnosed by a physician. Although most children with physical or developmental delays who receive continued medical care are diagnosed at an early stage by their pediatricians if any of the aforementioned conditions are suspected, but involving the medical assistant in the student's evaluation process. Mandatory, but uncontrolled. When children are diagnosed early, they can begin receiving services at earlier stages of development. State health and/or education departments provide early intervention services for children under the age of three. The public school system provides services for children ages three through twenty-one.

**TEAM MEMBER:-**The IEP team includes the student, the student's parent or legal guardian, the special education teacher, at least one general-education teacher, a representative of the school or school district who is knowledgeable about the availability of school resources, and A person who can interpret the instructional implications of the student's assessment results (such as a school psychologist).

The parents or school may also bring in other individuals who have knowledge or special expertise regarding the child. For example, the school may invite relevant service providers such as speech and occupational therapists. Parents may invite professionals who have worked with or assessed the child, or someone assisting the parent in advocating for their child's needs, as their parent or advocate. If appropriate, the child may also participate in IEP team meetings. For example, some children begin attending their IEP meetings when they reach middle school age.

#### **A TYPICAL IEP TEAM AND TEAM MEETING INCLUDE:-**

1. One or both of the child's parents. In accordance with IDEA's stated policy, parents should expect to be treated as equal participants with school personnel in developing the IEP.
2. A case manager or representative of the school district (not the student's teacher) who is qualified to provide or supervise special education.
3. The student's teacher and the principal. If the child has more than one teacher, all teachers are invited to participate, with at least one teacher required to participate.
4. If the program to be recommended includes activities with general education students, a general education teacher must be present, even if the child is in a special education class at school.
5. Any provider of a child related service. Usually this will be speech therapy, occupational therapy or adapted physical education.

6. Professionals who are qualified to interpret test results. This usually requires the presence of at least one psychological and educational evaluator if the evaluation or report is reviewed. This usually occurs at the 3-year review, or tri-annual IEP.
7. Parents may bring with them any other person involved with the child who they feel is important to hear from the IEP team; For example, a psychologist or tutor of the child.
8. Parents may elect to bring in an educational advocate, a social worker and/or an attorney knowledgeable in the IEP process.

Although not required, if the student is receiving related services (such as speech therapy, music therapy, physical therapy, or occupational therapy), it is important for relevant service personnel to attend meetings or provide written recommendations related to services in their area is less valuable than specialty. The student's guidance counselor may require attendance to discuss courses that may be required of the student for his or her education.

### **ROLE OF PARENTS:-**

1. Parents are considered full and equal members of the IEP team along with school personnel. Parents have the right to attend meetings that identify their children.

2. Discusses assessment, IEP development, and educational placement. Like all members of the IEP team, they have the right to ask questions, dispute, and request plan modifications.

Although IEP teams are required to work toward consensus, school personnel are ultimately responsible for ensuring that the IEP includes the services the student needs. School districts are mandated by law to make an offer for parent services. If no agreement can be reached, the school district may not delay providing the services it believes are the best services to ensure that the student receives an effective educational program.

**Under IDEA Part D**, the United States Department of Education will establish at least one parent training and information center in each state to provide parents with the information they need to effectively advocate for their child provides training. Centers may also provide a knowledgeable person to accompany parents to IEP meetings to assist parents in this process.

The school is mandated to ensure that one or both parents are present at each IEP team meeting. If the parent does not attend, the school needs to show that due diligence was done to enable the parent to attend, including notifying the parent early provided that they have the opportunity to participate in the meeting at an agreed time and place, offering alternative means of participation, such as a phone conference. The school is required to ensure that parents understand the proceedings of IEP team meetings, including arranging for an interpreter for parents who are deaf or whose native language is not English.

**DEVELOPING THE STUDENT'S EDUCATION PLAN:-** After a student is determined to be eligible for special education services, the IEP team is required to develop an individualized education plan to be implemented as soon as possible after eligibility is determined. Using the results of the Complete Individual Evaluation (FIE), the IEP team works to identify the student's current level of academic performance, as well as the student's specific academic and any related or special services that the child may need needed for their benefit education. When developing the IEP, the team should consider the student's strengths, the parent's concern for their student's education, the results of the child's initial or most recent evaluation (including a private evaluation conducted by the parent), and academic, developmental, and functional needs of the child. The team should also consider deficit areas. Annual goals and objectives should be made to improve the deficit areas. In the case of a child whose behavior hinders the student's learning or that of other children, the team needs to consider using positive behavioral interventions and supports to address the behavior. FBA may be required by the team to address behavioral concerns. An FBA is conducted by a child psychologist with input from the IEP team.

**The IEP team** is required to consider the communication needs of the child. For example, if a child is blind or visually impaired, the IEP is mandated to provide instruction on **BRAILLE** and the use of Braille, unless an evaluation of the child's reading and writing skills, needs, and future needs indicate otherwise. That this instruction is not appropriate for the child. If a child is deaf or hard of hearing, the team is required to consider the child's language and communication needs, including the need to communicate with school personnel and peers and the need for direct instruction in the child's language and communication mode. In the case of a child with limited English proficiency, the team needs to consider the child's language needs as they relate to the child's IEP.

Matrix are comprised of the student's current level of performance, indicators regarding ways the student's disability may affect participation and progress in the general curriculum, a statement of measurable goals, including benchmarks or short-term objectives the specific educational services to be provided, including program modifications or supports, to the extent that the child will not participate in general education, a description of all modifications to statewide or district-wise assessments, the anticipated date for the commencement of services and the expected completion of those services duration, an annual statement of transition service needs (beginning at age 14), and a statement of intergenerational responsibilities to ensure continuity of the student's school leaving services (up to age 16), how the student's progress is measured A statement about who will go and how the parents will be informed in the process.

**IDEA** requires the child's IEP to be developed based on the child's needs, not pre-existing programs or services available in the district. Special services available in the district should not be considered when identifying whether a child needs services to receive special education.

**PROPER PLACEMENT:-** After the IEP is developed, the IEP team determines placement – that is, the environment in which the child's IEP can most easily be implemented. IDEA requires that the IEP be completed before a placement decision is made so that the child's educational needs drive the IEP development process. Schools cannot develop a child's IEP to fit an already existing program for a particular classification of disability. The IEP is written to fit the student. Placement is chosen to fit the IEP.

IDEA requires state and local education agencies to appropriately educate children with disabilities alongside their non-disabled peers to the maximum extent possible. A child may be placed in a different school or special classes only if the severity or nature of the disability is such that even with the use of supplemental classes and services, an appropriate education cannot be provided to the child in a regular classroom. When determining placement, the initial assumption should be made by the student's current academic level and disability.

Some of the more common placement settings include a general education classroom, an integrated classroom, a resource classroom, a self-contained classroom, and other settings, including separate schools and residential facilities. A school system may meet its obligation to ensure that an appropriate placement is available to the child by:- providing an appropriate program for the child on its own, consulting with another agency to provide an appropriate program, or using some other mechanism/arrangement as may be relevant with **IDEA**. The placement group will base its decision on the IEP and which placement option is appropriate for the child. The general education classroom is viewed as the least restrictive environment. Apart from the general education teacher, there will also be a model education teacher. The special education teacher adjusts the curriculum to the student's needs. Most school-age IEP students spend at least 80 percent of their school time with their peers in this setting. Research shows that inclusion in general education and participation in general education curriculum benefits students with special needs.

An integrated classroom is made up of mostly **neuro-typical** children with many children who have IEPs. These are usually high functioning children with disabilities who need help in the areas of social skills. This setting allows them to model the behavior of **neuro-typical** children. There is usually an aide in this class to assist those children with the IEP.

The next setting is a resource class where the special education teacher works with small groups of students using techniques that work more efficiently with the students. This setting is available to students who spend between 40- 79 percent of their time in a general education classroom. The term "resource" in this context refers to the amount of time spent outside of general education, not the form of instruction.

Another setting option is a separate classroom. When students spend less than 40 percent of their day in general education classes, they are placed in a separate classroom. Students are allowed to work with a special education teacher in small, highly structured settings. Students in different classes will be working at different academic levels. Other settings include segregated schools and residential facilities. Students in these settings receive highly specialized training to address both special learning and behavioral needs. Students will receive both academic and life skills instruction. These schools have the highest degree of structure, routine and continuity.

**EXECUTION:-** After the IEP is developed and placement is determined, the student's teacher is responsible for implementing all educational services, program modifications, or supports indicated by the Individualized Education Plan. Schools must have an IEP in effect at the beginning of the school year. The initial IEP is required to be developed within 30 days of the determination of eligibility, and the services specified in the child's IEP must be provided as soon as possible after the IEP is developed.

**ANNUAL REVIEW:-**The IEP team is responsible for conducting an annual review to ensure that the student is meeting the goals and/or making progress on the benchmarks set for each objective. If an IEP is not helping the student in the classroom, immediate revision is in order.

**ACCEPTANCE AND REVISION:-**An initial IEP must be accepted and signed by a parent or guardian before any of the mentioned services can begin. In the past parents had 30 calendar days to take the paper work home for their consideration. Currently the IEP must be signed or appealed within 10 days, or the school may implement the most recent version.

**PROCEDURAL SAFEGUARDS:-**School personnel have an obligation to provide parents with a Procedural Safeguards Notice, which must include an explanation of all procedural safeguards built into the IDEA. In addition, the information should be in understandable language and in the native language. A copy of the Procedural Safeguards is required to be presented at the IEP meeting. The school is required to give the parent a copy of the child's IEP.

A comprehensive system of conflict resolution procedures has been established in the statutory provisions. They include: the right to examine records, advance notice of intent to change an educational program, the right to engage in arbitration, and the right to a fair and due process hearing. Services that can be provided to a child with a disability. **1. Specially designed instructions 2. Parental involvement 3. Related services. 4. Program modification. 5. Classroom accommodation. 6. Supplementary Aids and Services. 7. Resource room 8. Specially designed instructions**

Specifically designed instruction influences the instructional content, method of instructional delivery, and performance methods and criteria that are essential to the meaningful educational progress of the student. This instruction is made by or with a properly trusted education teacher or related service provider. Students may have better success with small-group instruction as offered in a resource room (specifically as mandated by the program and placement as outlined in the IEP).

The IEP team determines whether a specific type of instruction is included in a student's IEP. Typically, the methodology is included if it is necessary to meet the individual needs of the student. For example, if a student has a learning disability and has not learned to read using traditional methods, another method is used. When such an IEP recommendation is included, the team describes the components of an appropriate type of methodology, as opposed to naming a specific program.

**PARENT INVOLVEMENT RELATED SERVICES:-** If a child requires additional services to access or benefit from special education, schools are required to provide related services. These include, but are not limited to, speech therapy, occupational or physical therapy, interpreters, medical services (such as a nurse to attend to the child's needs during the day, for example, catheterization), orientation and mobility services, parent counseling, are not limited to training to assist parents in the implementation of their child's IEP, psychological or counseling services, recreation services, rehabilitation, social work services, and transportation.

### **PROGRAM MODIFICATION:-**

#### **Program content modification**

Success Criteria for Academic Success Decrease alternative state assessments, such as off-grade level assessments.

#### **Classroom accommodation.**

Some of a student's educational needs may be met by using accommodations. Accommodations are typically provided by general teachers in general education environments. Accommodations do not involve modifying course material, but allow students to access information or demonstrate what they have learned in ways that work around their impairment, thereby reducing the likelihood of a significant disability. It happens. For example, a child may complete fewer/different parts of a homework assignment or an assessment than other students. They may also write short papers or may be given various projects and assignments in replacement

of the original work. such as preferential seating in accommodations, providing photocopies of teacher notes, giving oral rather than written quizzes, extended time for tests and assignments, using a word processor or laptop, testing in a quiet room, taking cues and reminders to pay attention Provisions may be included breaks for sensory needs, and assistance with specific subject areas.

Curriculum revision may occur when a student needs to learn material that has been left over from the class, such as working on exponents while the class is moving on to apply them in the order of operations. They may also occur in grading rubrics, where a student with an IEP may be assessed on different standards than other students.

**Supplementary Aids and Services:-** Assistive technology teacher aides in the classroom who provide additional support for one or more specific students.

**Transportation:-** Special transportation will be provided to a student if necessary. This may be the case if the student has a severe disability and requires a wheelchair, or is identified with an emotional problem.

**Individualized Education Program Plan (IEP):-** Is a written plan/program that is developed by the schools' special education team with input from parents and specifies the student's academic goals and the method for achieving these goals. The law (IDEA) stipulates that school districts bring together parents, students, general teachers, and special educators for children with disabilities to make important educational decisions with consensus from the team, and document those decisions in the IEP will be reflected.

The IEE requirement was created to satisfy due process rights guaranteed by the IDEA (Individuals with Disabilities Education Improvement Act, 2014) federal law PL94-142. It aims to outline how the local education authority (LEA, usually the school district) will address each of the deficits or needs identified in the Evaluation Report (ER). It outlines how the student's program will be provided, the services that will be provided, and where those services will be provided for those designated to provide education in the Least Restrictive Environment (LRE).

The IEP will identify the accommodations to be provided to help the student succeed in the general education curriculum. It can also identify modifications, if the curriculum needs to be substantially modified or changed to guarantee the child's success and that the student's educational needs are addressed. It will specify which services (i.e. speech pathology, physical therapy, and/or occupational therapy) the child designates as ER needs. The plan also identifies a transition plan for the student when the student turns sixteen.

IEP is meant to be a collaborative effort, written by the entire IEP team, including the special education teacher, a representative from the district (LEA), a general education teacher, and psychologists and/or any specialists providing services, such as speech language pathologists. Often the IEP is written in advance of the meeting and provided to parents at least one week prior to the meeting so that parents can request any changes before the meeting. At the meeting the IEP team is encouraged to modify, add, or subtract any parts of the plan that they feel are necessary. The IEP will focus only on those areas that are affected by the disabilities. The IEP will focus on the student's learning and set the time for the student to successfully meet benchmark objectives on the way to mastering the IEP goal. The IEP should reflect as much as possible what the student's peers are learning, providing an age-appropriate approximation of the general education curriculum. The IEP will identify the supports and services the student needs for success.

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