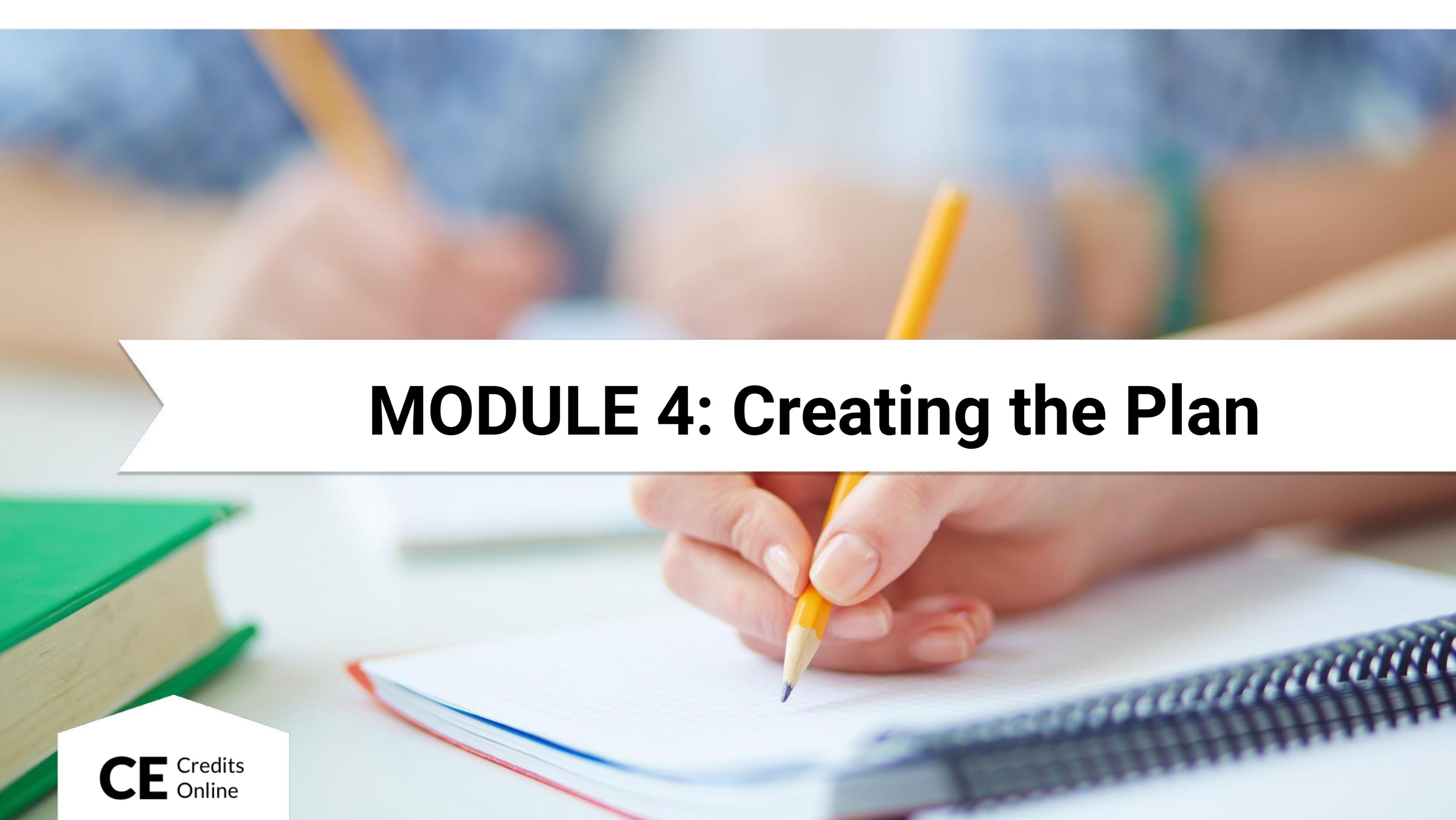


# Parts of the IEP

**To simplify all of the requirements of the IEP, in this presentation we have identified 10 essential parts of an IEP, based on The Special Needs Advocacy Resource Book by Rich Weinfeld and Michelle Davis. Some are self-explanatory and others require more explanation.**

A close-up photograph of a hand holding a yellow pencil, poised to write on a blue-lined notebook. The background is softly blurred, showing other books and a desk. A white banner with a grey arrow on the left side is overlaid across the middle of the image.

# MODULE 4: Creating the Plan

# MODULE OBJECTIVES

- Identify and define the 10 parts of the IEP
- Construct an annual goal using data from the sample PLOP that demonstrates the principles of S.M.A.R.T. goals
- Distinguish between accommodations, modifications, and supplementary aids and services
- Explore how a 504 Plan is developed
- Identify what elements need to be included in a 504 Plan

# MODULE 4 OVERVIEW

In this module, you will identify and define the 10 parts of the IEP and learn about the type of information that goes into each section. We will explore how to develop detailed and data driven present levels of performance and use them to write measurable annual goals. Participants will construct annual goals using data from the sample PLOP that demonstrates the principles of S.M.A.R.T. goals. We will also distinguish between accommodations, modifications, and supplementary aids and services as they related to IEPs and 504 plans. We will also look at developing 504 plans, what goes into them and how they differ from IEPs.



## Part One: Identifying Information

- Name of Child & Student ID
- Date of Birth
- Grade
- Age
- Placement
- School
- Home Address
- Parent Information

## Part Two: Present Levels of Achievement & Functional Performance (PLOP)

- This section lists the child's strengths, weaknesses, and areas of need.
- It is important to note that if there is an area of need identified, a goal must be present as well.
- Areas of impact include:
  - Reading/English, Math, Written Language
  - Speech/Language and any other areas impacted by the student's disability including (but not limited to): occupational therapy, physical therapy, behavior, executive functioning, attention, social skills, social/emotional, self-advocacy, independent life skills, etc.
- Must be dated and include all necessary data to support the child's present level.



# DISCUSSION BOARD

Have you ever written present levels of performance for a struggling student? If so, what type of information did you include? List the type of data you included and the rationale behind it. If not, how would you prepare to write it? What data do you think is important to include?

Consider the following student:

- Samantha is a 3rd grade student who scores two years below grade level in reading. She struggles with decoding, inferential comprehension, and getting her thoughts on paper.
- Choose two supplementary aids and services that would be appropriate for her. Explain your rationale.

Respond to at least one of your colleagues with a question, connection, or suggestion.