

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Development and Implementation of Individualized Educational Plan
(IEP)**

Course Code: SEBS-403

**Seventh Semester
(3 Credit Hours)**

Learning Outcomes

1. Demonstrate an understanding of the role and responsibilities of the teacher in the design of Individual Education Programs (IEP), including identification, referral, IEP development, and implementation.
2. The student will demonstrate how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating the individual education program.
3. Plan, implement and evaluate individualized programme plans for children with disabilities.

Contents

Unit-1: Introduction to IEP

- 1.1. Individualized Education Program (IEP)
- 1.2. Importance of IEP
- 1.3. Least Restrictive Environment (LRE)
 - 1.3.1. Teacher and Parent Interviews and Recommendations
 - 1.3.2. Data-Based Observations of the Pupil
 - 1.3.3. Consideration of the Pupil's Previous History
 - 1.3.4. Academics and Instruction
 - 1.3.5. Related Services
 - 1.3.6. Employment
 - 1.3.7. Post-School Adult Living

- 1.3.8. Daily Living Skills
- 1.3.9. Functional Vocational Assessment
- 1.3.10. Family Service Intervention Plans (FSIPs)
- 1.3.11. Transition Planning
- 1.4. Individuals with Disabilities Education Act (IDEA)

Unit-2: IEP Process & Development Steps

- 2.1. Gathering Information
 - 2.1.1. Consultation with Parents
 - 2.1.2. Consultation with Students
 - 2.1.3. Consultation with Previous Teachers
 - 2.1.4. Consultation with Previous Teachers
 - 2.1.5. Consultation with other Professionals
 - 2.1.6. Pre-referral Interventions
- 2.2. Eligibility Determination
- 2.3. Writing the IEP
- 2.4. Reviewing the IEP
- 2.5. Revising the IEP
- 2.6. IEP Components
- 2.7. Present Levels of Performance

Unit-3: Develop an Academic and Learning Characteristics and IEP Services

- 3.1. Accommodation
 - 3.1.1. Modified
 - 3.1.2. Alternative
- 3.2. Related Services
 - 3.2.1. Social Development
 - 3.2.2. Management Needs
 - 3.2.3. Physical Development
 - 3.2.4. Occupational Therapy
 - 3.2.5. Physical Therapy
 - 3.2.6. Orientation and Mobility
 - 3.2.7. Speech Language Therapy

Unit-4: Goals and Objectives of IEP

- 4.1. Difference Between Goal and Objectives

- 4.2. Properties of Good Objectives: Observable and Measurable
- 4.3. Conditions and Context
- 4.4. Accuracy and Rate and Indicators for Success
- 4.5. Provisions for Multi-Year Goals
- 4.6. Required Members and Roles
 - 4.6.1. Assessment Expert
 - 4.6.2. Special Education Teacher
 - 4.6.3. General Education Teacher
 - 4.6.4. Multi-Professionals
 - 4.6.5. Parents

Unit-5: Review and Update the IEP

- 5.1. Update the Learning Expectations
- 5.2. Reporting Period
- 5.3. Record ongoing Revisions to the IEP
- 5.4. Documented IEP
- 5.5. Plan for the Student's Transition
 - 5.5.1. The Sending Teacher
 - 5.5.2. The Receiving Teacher

Teaching-learning Strategies

Discussions, Demonstration Method, Activity Method.

Assignment- Types and Number with calendar

Development of Tools for Pre and Post Assessment, Preparing Teaching Material Related to IEP Goals.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	IEP Sessions	35%	It takes place at the mid-point of the semester.
2.	Pre-Test	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Viva	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Ministry of Education, Learning Media. (2011). *Collaborative of success: Individual plan*. New Zealand: Learning Media Group.

N.C.S.E. (2006). *Guideline on the individual education plan process*. Dublin: National Council of Special Education.

Barratt S. J. (2008). *The special educator's tool kit*. New Delhi: SAGE Publications India Pvt. Ltd.

Winkelstern, J., & Jongsma, A. E. Jr. (2001). *The special education treatment planner*. New York: John Wiley & Sons, Inc.

Smith, D. D. (1998). *Introduction to special education*. Boston: Allyn and Bacon.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson

Farrel, M. (2008). *Educating special children*. New York: Routledge