

## Brief Guide to Reviewing Individualized Education Plans (IEPs)

The format of Individualized Education Plans (IEPs) differs between states and school districts. This brief guide suggests where to look for relevant information and what to consider including in a recommendation of denial. Please note that information provided in an IEP should be reviewed in its entirety and in conjunction with other information about the applicant.

DEMOGRAPHICS	
Date of IEP	INCLUDE.
School Year, Grade, Age	INCLUDE.
Type of Meeting	<ul style="list-style-type: none"> <li>• Annual Review</li> <li>• Change of Placement</li> <li>• Transition Planning<sup>1</sup></li> <li>• Reevaluation</li> <li>• Recovery Services</li> <li>• Other</li> </ul>
<a href="#">Disability</a> (click hyperlink for all 13 categories)	
Primary	Most relevant: <ul style="list-style-type: none"> <li>• Autism (ASD or AUT)</li> <li>• Emotional/Behavioral Disturbance (EBD)</li> <li>• Other Health Impairment (OHI – many disabilities including AD/HD, Anxiety Disorder, Tourette Syndrome, Sensory Integration Disorder, etc.)</li> <li>• Specific Learning Disability (SLD)</li> <li>• Speech and Language Impairment (SLI)</li> <li>• Traumatic Brain Injury (TBI)</li> </ul>
Secondary	
Tertiary (rare)	
Initial Date of Referral or Eligibility	<i>Include, if available.</i>
Diploma Track	<ul style="list-style-type: none"> <li>• Diploma</li> <li>• Modified Diploma</li> <li>• Certificate of Completion (COC)</li> <li>• Other</li> </ul> <i>If relevant, include expected completion date.</i>
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE	
Academic Areas	Only include relevant behavioral information, e.g., excessive absences, refusal to do work, difficulty completing work, etc. Math sometimes contains functional information for independent living, e.g., understanding time, using money (making change), etc.
Non-Academic Areas	<i>Note: Also referred to “Functional Skills” or “Functional Performance”</i>
Social/Emotional	RELEVANT.
Communication Skills	RELEVANT.
Adaptive Skills/Self-Help	RELEVANT.
Motor Skills	<i>Usually not relevant.</i>
Sensory Skills	<i>Usually not relevant but may be for applicants with ASD.</i>
Health	RELEVANT. Look here for <b>diagnoses, medications, and outside services.</b>
MEASURABLE ANNUAL GOALS	
Academic Areas	Check for relevant information: <ul style="list-style-type: none"> <li>• Reading and Written Language may have information relevant to communication skills</li> <li>• Math may include relevant functional goals for independent living, e.g., understanding time, using money (making change), etc.</li> </ul>

<sup>1</sup> If the IEP is only for Transition Planning, the center is encouraged to request the previous IEP (prior to the Transition IEP) to get more substantial information about functional performance and special education service needs and accommodation supports.

Social/Emotional	RELEVANT. Include baseline information, if included.
Communication	<i>May be relevant, particularly for applicants with ASD.</i>
Transition	Check for information related to adaptive functioning, Division of Vocational Rehabilitation (DVR), referrals/continued connection to outside mental health services/agencies, etc.
<b>PROGRAMS AND SERVICES</b>	
<b>Special Education - Include percentages for special education vs. regular education</b>	
Academic Areas	<p>The <u>location</u> where services are provided (also called “Setting” or “Environment”) may be relevant IF the student is being placed or will continue in a different school or in a specialized school/program such as a residential treatment center due to behavioral or socioemotional concerns (aggression, emotional outbursts, etc.)</p> <p>To determine if the applicant is attending a different school, check the placement to the <b>applicant’s neighborhood school</b> (usually listed on the first page). <i>Note: Sometimes an applicant will be placed at a different school/program due to the way the school district has structured its special education supports. Only include information about location when it is clearly tied to specific behavioral or socioemotional concerns.</i></p>
<b>Related Services</b> – may include counseling/social work, consultation by school psychologist, speech/language, and paraprofessional services	
Behavior	<p><input type="checkbox"/> Does the student’s behavior impede the student’s learning or the learning of others? (Yes or No) <b>Include if answer is “yes.”</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior goal is part of this IEP? (Yes or No)</li> <li><input type="checkbox"/> Behavior Intervention Plan (BIP)/Support Plan (BSP) required? <b>If yes, include target behaviors from BIP/BSP in your summary.</b></li> <li><input type="checkbox"/> Functional Behavior Assessment (Yes or No)</li> </ul> <p>Check for counseling/social work services (and where provided), behavior intervention specialist services and paraprofessional services or 1:1 aide.</p>
Communication	Speech and language services are listed here. May be relevant, particularly for applicants with ASD.
<b>Supplementary Aids/Supports (Program Accommodations and Program Modifications)</b>	
Academic Areas	<i>Usually not relevant for social/emotional functioning unless there are behavioral concerns such as refusal to do work, forgets to turn in assignments, difficulties working in a group, conflict with teacher, etc.</i>
Behavior	<p>Check for Supports, e.g., 1:1 aide/support, reinforcement system, positive reinforcement, breaks to cool down, etc.</p> <p>Transportation Services , e.g., needs monitor on bus, etc.</p>
Transition	Check to see if DVR is involved or another outside agency.
At the end of this section is where you may find the <b>justification</b> for special education services and supports in area called “Least Restrictive Environment” (LRE) or “Offer of Free Appropriate Public Education (FAPE).” <b>YOU WILL ALMOST ALWAYS INCLUDE THE JUSTIFICATION STATEMENTS.</b>	
<b>SPECIAL FACTORS:</b> Some IEPs may have a section that includes one or more of these elements. Otherwise, they may be embedded in the Special Education/Related Services section.	
Transportation	If “yes,” may be relevant due to the student having behavioral issues or attending a school/program other than neighborhood school.