



Looking for Connections: Ensuring the Parts of the IEP Work Together

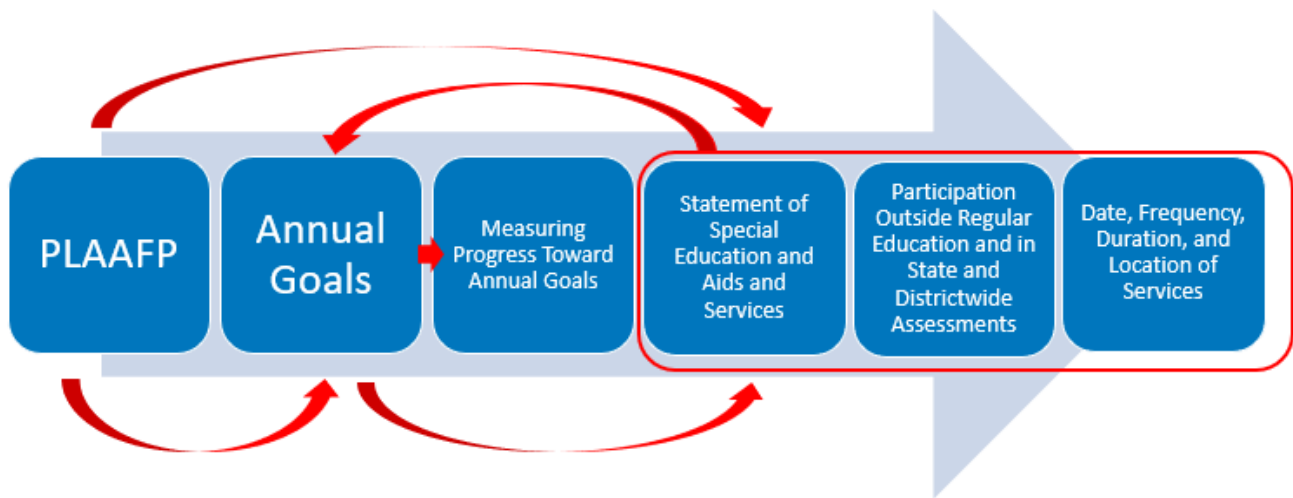
About the Activity

This activity is intended to help educators and administrators analyze whether the parts of the individualized education program (IEP) work together and ensure that they are driven by student needs as described in the present levels of academic achievement and functional performance (PLAAFP) statement (see Exhibit 1). Specifically, the activity will ask educators to analyze the alignment between the students' needs and the proposed services and goals within the IEP.

There should be a direct relationship between the present levels of performance and the other components of the IEP. Thus, if the statement describes a problem with the child's reading level and points to a deficiency in reading skills, the problem should be addressed under both goals and specific special education and related services provided to the child.

—U.S. Department of Education (34 C.F.R. § 300, 1999, Appendix C, Question 36)

Exhibit 1. How the Parts of the Individualized Education Program Connect



Objectives

By completing this activity, you will be able to

- identify the needs, services, and goals outlined in the IEP;
- analyze how the identified needs connect to the proposed services and aids and annual goals; and
- reflect on how well the parts of the IEP align and whether the IEP is addressing all the needs.

Materials

You will need the following:

- Copy (not original) of an IEP or the [G.H. scenario](#)
- Three to five highlighters of different colors

Directions

This activity includes three primary steps. Following the activity note your reflections in the space provided.

Step	Directions
Step 1: Identify needs	<ul style="list-style-type: none"> • Locate the student needs described in the PLAAFP statement of the IEP. • Highlight each unique need with a different color highlighter.
Step 2: Identify aids and services	<ul style="list-style-type: none"> • Select one of the needs that you highlighted during Step 1. • Review the IEP to identify and highlight the special education, related services, supplementary aids and services, or program modifications/supports for school personnel using the same color highlighter associated with the selected need. • Repeat this step for the remaining needs identified in Step 1.
Step 3: Identify goals	<ul style="list-style-type: none"> • Select one of the needs highlighted during Step 1. • Review the IEP to identify and highlight the corresponding annual goal using the same color highlighter associated with the selected need. Remember that multiple needs can be addressed through a single goal and that goals should align with provided specially designed instruction. • Repeat this step for the remaining needs identified in Step 1.
Reflections and notes	<p>Consider the following:</p> <ul style="list-style-type: none"> • To what extent are the needs clearly identified in the PLAAFP statement? • Are all the needs identified in the PLAAFP statement addressed in the goals and proposed services? • Are there proposed goals and/or services that do not have a corresponding need?



After the Activity

- Replicate the activity with another IEP.
- Learn more about the PLAAFP statement, statement of services and aids, and measurable annual goals through the following resources:
 - PROGRESS Center IEP Tip Sheets
 - » [IEP Tip Sheet: PLAAFPs](#)
 - » [IEP Tip Sheet: Measurable Annual Goals](#)
 - » [IEP Tip Sheet: Overview of Statement of Services and Aids](#)
 - PROGRESS Center [Self-Paced Learning Courses](#) focused on the IEP

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