



Getting to Know Your IEP

About the Activity

The Individuals with Disabilities Education Act (IDEA) outlines seven required components of an individualized education program (IEP) ([Section 300.320](#)):

1. Present levels of academic achievement and functional performance (PLAAPF) statement
2. Statement of measurable annual goals
3. Monitoring plan
4. Statement of services and aids
5. Explanation of educational setting
6. Participation in State and districtwide assessment
7. Dates, frequency, location, and duration of services

Although these are essential components of every IEP, where they appear in your local IEP document varies depending on the document structure. This activity is intended to help you review and analyze your local IEP document to ensure you understand where each required component appears.

Objectives

By completing this activity, you will be able to

- identify where the required IDEA components of an IEP appear in your local IEP document, and
- make better use of the IEP to develop and implement high-quality educational programming.

Directions

The activity includes seven steps aligned with the seven components of the IEP. For each step, review the IEP document and identify the required components using different colored highlighters, markers, or stickers/sticky notes. Remember that the same component may show up in more than one section of your local IEP document. You may also find it helpful to refer to the PROGRESS Center IEP Tip Sheet: An Overview of the IEP, which reviews the required parts of an IEP and the other PROGRESS Center [IEP Tip Sheet Series](#). As you review your local IEP, note any reflections or takeaways in the column provided.

Materials

- Blank IEP document
- Seven highlighters, markers, stickers/ sticky notes of different colors
- [IEP Tip Sheets](#)



Step	What does IDEA say?	Reflections and notes
<p>Step 1: PLAAFP statement Identify the section(s) in the IEP for the PLAAFP statement using a highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(1), each child’s IEP must include—</p> <p>A statement of the child’s present levels of academic achievement and functional performance, including—</p> <ul style="list-style-type: none"> (i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities. 	
<p>Step 2: Statement of measurable annual goals Identify the section(s) in the IEP for the statement of measurable annual goals using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(2), each child’s IEP must include—</p> <ul style="list-style-type: none"> (i) A statement of measurable annual goals, including academic and functional goals designed to— <ul style="list-style-type: none"> (A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child’s other educational needs that result from the child’s disability; (ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives; 	



Step	What does IDEA say?	Reflections and notes
<p>Step 3: Monitoring plan</p> <p>Identify the section(s) in the IEP for the monitoring plan statement using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(3), each child’s IEP must include—</p> <p>A description of—</p> <ul style="list-style-type: none"> (i) How the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. 	
<p>Step 4: Statement of services and aids</p> <p>Identify the section(s) in the IEP for the statement of services and aids using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(4), each child’s IEP must include—</p> <p>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—</p> <ul style="list-style-type: none"> (i) To advance appropriately toward attaining the annual goals; (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section; 	



Step	What does IDEA say?	Reflections and notes
<p>Step 5: Explanation of educational setting</p> <p>Identify the section(s) in the IEP for the explanation of the educational setting using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(5), each child’s IEP must include—An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;</p>	
<p>Step 6: Participation in State and districtwide assessment</p> <p>Identify the section(s) in the IEP for the participation in State and districtwide assessment using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(6), each child’s IEP must include—</p> <ul style="list-style-type: none"> (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why— <ul style="list-style-type: none"> (A) The child cannot participate in the regular assessment; and (B) The particular alternate assessment selected is appropriate for the child; and 	
<p>Step 7: Dates, frequency, location, and duration of services</p> <p>Identify the section(s) in the IEP for the dates, frequency, location, and duration of services using a different highlighter, marker, or sticker.</p>	<p>According to IDEA Sec. 300.320 (a)(7), each child’s IEP must include—</p> <p>The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.</p>	



After the Activity

- Learn more about the IEP by viewing the PROGRESS Center Self-Paced Learning Modules focused on the IEP.
- Explore additional resources to support the development and implementation of high-quality educational programming on the [PROGRESS Center website](#).