

General IEP Questions for Students

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What is an IEP?

An IEP is an Individualized Education Program. It is governed by the Individuals with Disabilities Education Act (IDEA). It is a plan that helps students with disabilities meet goals that support age-appropriate development, including areas of academic and social development. The IEP will include goals in areas of need for the student as determined in school assessments and IEP evaluations.

What is an IEP team?

An IEP Team is a team composed of a general education teacher, special education teacher, an administrator, the parent, any related service provider, and student. This team discusses the IEP plan and makes decisions about the IEP together. The school cannot start an IEP without parent's or adult student's consent. Parents/guardians, and/or adult student may invite a person who has knowledge of the student with a disability to the IEP meeting.

How does a student qualify for an IEP?

For a student in Idaho to be eligible for an IEP, they must meet a three-prong qualification. First, does the student have a disability? Second, is there an adverse educational impact? Third, does the student have a need for specialized instruction? The student must meet all three prongs to be eligible for an IEP. This should be discussed in detail during the eligibility meeting. Written notice should be given to the parent or adult student before the student starts receiving special education services.

What goals should be included?

Any goal the student needs should be included in the IEP. This can include executive functioning goals, social-emotional goals, or academic goals such as in writing or math. Talk with the student's IEP team to determine areas of need and create appropriate goals for them.

How should goals be measured?

The student's IEP goals should be specific, measurable, achievable, relevant, and time specific. The goals should be based on the baseline data of what the student's level is at the time the IEP is created. Goals should be specific to that student's area of need. Usually, the goals include a percentage amount they will achieve over a certain number of times.

Example: Alex will correctly match letters to their sounds with one verbal prompt with 80% accuracy, 4 out of 5 times by 1/24/2023.

What are related services?

Related services are additional services that help the student benefit from special education. Examples include occupational therapy, transportation, physical therapy, and more, depending on the student's needs.

What are the disability categories?

Idaho State eligibility criteria includes 14 categories that a student may qualify under to receive an IEP. The Idaho Special Education Manual includes Autism Spectrum Disorder, Intellectual Disability, Deaf-Blindness, Deaf or Hard of hearing, Developmental Delay, Emotional Behavioral Disorder, Other Health Impairment, Specific Learning Disability, Multiple Disabilities, Orthopedic Impairment, Speech or Language Impairment in Language, Speech or Language Impairment in Speech, Traumatic Brain Injury, and Visual Impairment Including Blindness. The student will only be eligible through one disability category, even if they have more than one disability.

What is a behavioral intervention plan?

A behavioral intervention plan (BIP) is a plan to help minimize and manage behaviors of a student with a disability. A student can have a BIP if they manifest significant behaviors in school. A BIP is made after a functional behavioral assessment (FBA) is completed. If the BIP is not working for the student a new FBA can be conducted or minor changes can be made in order to minimize the behaviors at school.

Do IEP's change?

An IEP plan is created with goals for 1 year, and the team must meet to review and update it annually. The school cannot make changes to an IEP without providing the parent or adult student prior written notice. A parent can call an IEP meeting to discuss changes to an IEP whenever necessary. Changes can range from accommodations to establishing new goals, etc. If significant changes are needed, the team may want to consider a reevaluation to determine how significant the change should be.

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