

# CenterLines

Center for Disabilities and Development *Useful News for Families*

## What is an **IEP**?



*An Individual Education Program (IEP) is a written plan that states the educational services that a child will receive and who will provide the service.*

*An IEP is a legal document. It focuses on the child's strengths as well as areas in which the child needs to develop more skills.*

### How does the IEP get started?

**1.** The IEP Team is formed when a child is first identified as needing special education services

#### *Who is on an IEP Team?*

The IEP team consists of the individuals involved in a child's education:

- Parent – the parent is a key member of the IEP team
- An older child may be involved in his or her IEP process
- At least one general education teacher who works with the child
- At least one special education teacher who works with child
- A representative from the school district who is qualified to oversee

the provision of special education and general education

- Any specialists that work with a child such as a speech, physical, or occupational therapist or a social worker
- The student, when appropriate
- Another professional that the parent or school district would like who has special training

**2.** The IEP team meets to form the IEP.

#### *When does the IEP team meet?*

- The team meets when a child is first identified as needing special education services
- The team meets at least yearly. The IEP team may meet sooner if a member of the team such as the school or parents feel a meeting is necessary

**3.** The IEP team meets to write the IEP.

#### *What should be in the IEP?*

- Information about the student's present educational level must be included
- The IEP must include a statement about the student's present levels of academic achievement and functional performance (PLAAFP) which includes how the student's disability affects his or her involvement in the general education curriculum
- The IEP must state when and if a child will be pulled out of the regular classroom for services. Children should be in the regular classroom as much as possible. Children who are spending a lot of time in a special education classroom should still be with

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the regular class for lunch, recess, PE, art, music, and after-school programs unless there is a reason why they cannot participate in these activities

- If the child is 14 years old or older, the IEP should include information about the student and family goals and expectations for living, learning, and working after high school. The information about the present levels of functioning should include information about the child's present education level and what is needed to help him or her to reach after high school goals.

### Goals for the child and how they will be measured

- It should be clear to everyone involved when and how these goals will be measured
- Parents of children with IEPs should be informed as much as parents of children without IEPs about their child's progress. A report card may be considered a progress report
- The IEP must contain a statement of measurable goals for the child. Goals must include both the general education and special education services that the child needs
- The IEP must include information on how the goals will be measured and how often

- The IEP team may determine that progress reports are needed more often and will decide what these reports will look like

### Detailed information about services the child will receive

- What services will the child receive and who will provide them?
- How often will the services be provided?
- Where will the services be provided?

#### IMPORTANT!!!

*Sometimes parents say that they feel intimidated or "out numbered" at IEP meetings. Parents may have difficulty saying what they want for their child because they feel that they are "just the mom" or "just the dad" and everyone else is "a professional." Parents should remember that they are experts regarding their children. Parents are a critical part of IEP planning.*

*Learning more about the IEP process can help parents feel more empowered and ready to work with the rest of the IEP team.*

### Several sources for learning more about IEPs

#### ASK Family Resource Center

5665 Greendale Road, Suite D  
Johnston, IA 50131

[www.askresource.org/index.html](http://www.askresource.org/index.html)

#### Disability Resource Library

Books and DVDs about IEPs  
Center for Disabilities and Development

100 Hawkins Drive  
Iowa City, Iowa 52242-1011

800-272-7713 (toll-free, voice)  
319-356-1345 (local)

Email: [disability-library@uiowa.edu](mailto:disability-library@uiowa.edu)

The DRL is open:

Monday - Friday, 9:00 a.m. - 5:00 p.m.  
Visitors are welcome!

#### Iowa COMPASS

Center for Disabilities & Development  
100 Hawkins Dr. #S295

Iowa City, IA 52242-1011

Phone:

1-800-779-2001 (toll-free, voice)

1-877-686-0032 (TTY)

[www.iowacompass.org](http://www.iowacompass.org)

E-mail general inquiries or services questions: [iowa-compass@uiowa.edu](mailto:iowa-compass@uiowa.edu)

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## Save the Date!

UI Health Care is partnering with Special Olympics to host a **Healthy Athletes MedFest** in Iowa City on Saturday, Oct. 1, 2011. At the MedFest, volunteer physicians will provide the required physical examinations for people who wish to participate in Special Olympics. MedFest also will offer screenings for athletes wishing to have their hearing, feet, teeth, vision, and bone density levels checked. And health specialists will be on hand to talk about physical fitness and healthy eating. More information about this will be coming out soon. **Mark your calendar!**





- ❑ Get a Kit
- ❑ Make a Plan
- ❑ Be Informed

All individuals, including families with children with disabilities, should take the time before a disaster to plan for survival at home, in a shelter, or elsewhere in the event of an actual emergency. Now is the time to plan ahead for what your family may need to stay safe, healthy, informed, mobile, and independent during a disaster. Remember that a disaster may require sheltering in place at home or evacuating to an emergency shelter or other form of temporary housing.

As you prepare, consider all the strategies, services, devices, tools and techniques you use to live with your child's disability on a daily basis. Keep in mind that you may need medications, durable medical equipment, consumable medical supplies, your child's service animal, assistive technology, communications tools, disability service providers, accessible housing, transportation, and health-related items.

**[www.ready.gov](http://www.ready.gov)**

To learn more about how to plan for a disaster

**[www.ready.gov/america/getakit/disabled.html](http://www.ready.gov/america/getakit/disabled.html)**

Additional information section for persons with disabilities

**[www.awaare.org/](http://www.awaare.org/)**

Autism related information to help families plan for a "wandering emergency."



## Looking for a summer camp?

There are many opportunities for children and adults with disabilities to experience summer camp in Iowa. Camp can provide an important social opportunity. Iowa COMPASS ([www.iowacompass.org/](http://www.iowacompass.org/)) has information about day camps, residential camps, and camperships (funding to go to camp). You can also check out the Iowa Easter Seals Camp Sunnyside website for more information on their programs and how to look for accessible summer camps for your family member. Go to [www.easterseals.com/](http://www.easterseals.com/) and click on Camping & Recreation in the "Our Services" box on the left.



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*CenterLines for Families*, the newsletter of the Center for Disabilities and Development at the University of Iowa Children's Hospital, is published four times a year. It provides families with current information on child and adult development, issues affecting people with disabilities, and CDD resources available to them and their families. The newsletter is available in print, in Spanish, and also online at [www.uihealthcare.org/cdd](http://www.uihealthcare.org/cdd). Click on Centerlines for Families.

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*The role of the information in this newsletter is not to provide diagnosis or treatment of any illness or condition. We strongly encourage you to discuss the information you find here with your health care and other service providers.*