
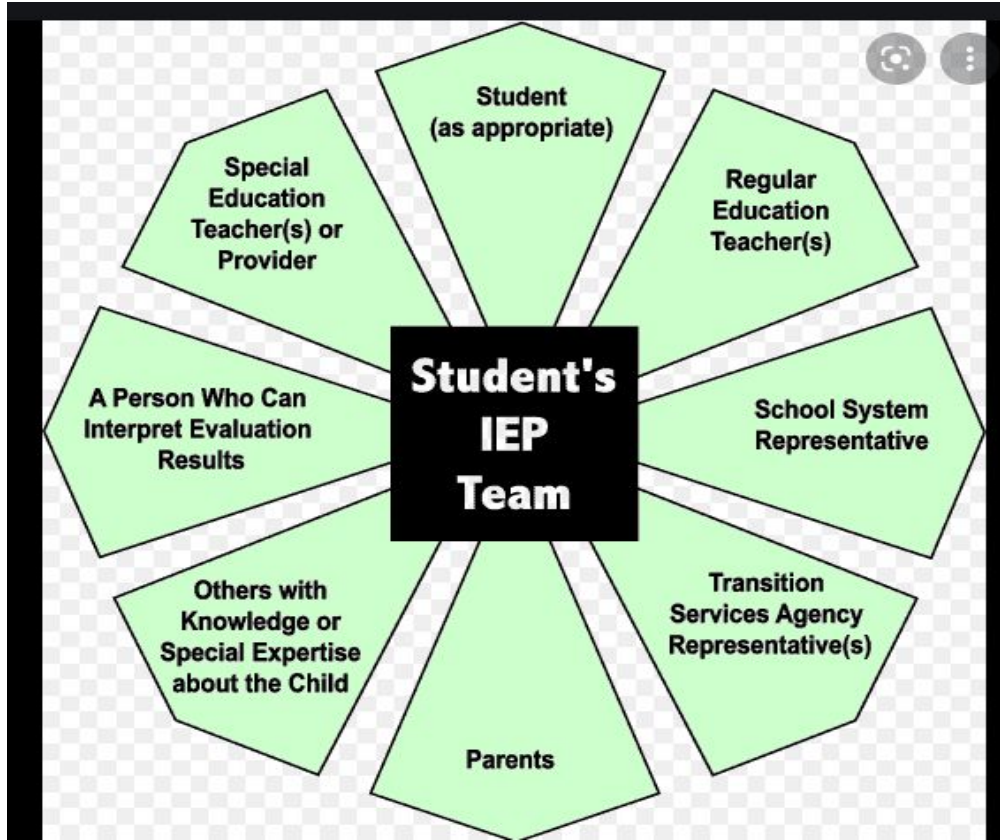


# TEAM Approach to IEP's

December 8, 2021

# Who Makes the IEP?

- Student
  - Parent
  - LEA
  - Principal
  - Special Education Teacher
  - Regular Education Teachers
  - Related Service Providers
  - Transition Services (if applicable)
- 



# Why Is Having a Team approach Effective?

- It is helpful to get a complete picture of the student in all of their classes.
- It is good for the team to know what strengths and weaknesses the team sees in school and at home.
- The IEP can be developed to build on strengths and support the areas of improvement.



# Student

- The student is more likely to take ownership of their program when they have a stake.
- The student is able to share what is working, what is difficult, and have a discussion on what strategies the student feels they need to succeed.



# Parents

Parents can discuss their child's strengths and weaknesses, give insight to how the child learns, and give ideas for enhancing the child's education.

Parents can report whether or not the skills listed in the IEP are being done at home.



# Principal and Director of Special Education

- Discuss the necessary school resources
- Make sure the services set up in the IEP are being provided



# Special Education Teacher

- Discuss ways to modify curriculum so the student can learn at his/her level
- Discuss the supplementary aids and services the student may need to be successful in the general education classroom
- Modify testing so the student can demonstrate what he/she learned
- Share other ways to individualize instruction to meet the student's needs
- Writes and helps the student carry out what is in the IEP via one-on-one instruction, the resource room, co-teach, and pushing into general education classes





# Regular Education Teacher

- Discuss the grade-level curriculum
- Discuss strategies for behavior if behavior is an issue
- Discuss the support for school staff that are needed so the student can advance toward his/her annual goals



# Related Service Providers

- Use their expertise to create goals based off the student's needs
- Discuss the students needs and growth made toward goals



# School Psychologist


- Interprets Evaluation Results
- The results are useful in telling the team how the student is currently performing in school and what areas of strength and needs the student has.



# Transition Services Agency

- Students of transition age (14 - 21 years old) a representative from a transition agency (OVR) can be a member.
- This individual can help the team plan any transition services the student needs.

Transition refers to activities meant to prepare students with disabilities for adult life. This can include developing postsecondary education and career goals, getting work experience while still in school, setting up linkages with adult service providers such as the vocational rehabilitation agency--whatever is appropriate for the student, given his or her interests, preferences, skills, and needs.



# FAQ's

- Are there any questions?

Please click on the link below for IEP FAQs

[FAQs](#)

