



CP-PACK

Module 5

TRAINEE BOOKLET

Individualized Education Program (IEP)

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Chapter 1

Medical and Educational Evaluation, Placement of Children into an Educational Curriculum

Learning Outcomes

Trainees will be expected to;

1. Comprehend medical / educational evaluation of student with CP.
2. Discuss if a student with CP is placed into the appropriate curriculum.

Chapter Contents

Usually the difference in the child is noticed by the parents or the teachers. The answer to the question whether the child is different from his/her peers is studied.

The earlier notice of the visible physical disabilities in the children with CP means earlier medical evaluation and earlier medical treatment when compared with the other disabilities by the health care personnel. On the other side, since rehabilitation intervention process (e.g., surgeries, botox or physiotherapy) of the children with CP takes long time, it could result in disruption and even delay in the educational evaluation process of these children.



“Following the birth in the hospital, my doctor said that my child has Cerebral Palsy. Then we received a series of surgeries, interventions and therapies. My daughter is 13 years old now. We newly noticed that we ignored education.”

Educational Evaluation and Placement

After the completion of the medical diagnosis process, the first stage is the educational evaluation of the children with special needs. At this stage;

- Standardized tests related to the developmental and sensorial characteristics of the child are used.
- Information is provided from the family and the persons working with the child.

For instance;

- Standardized development evaluation tools as Stanford Binet, WISC-R, Leiter, Portage, Peabody, GEÇDA,

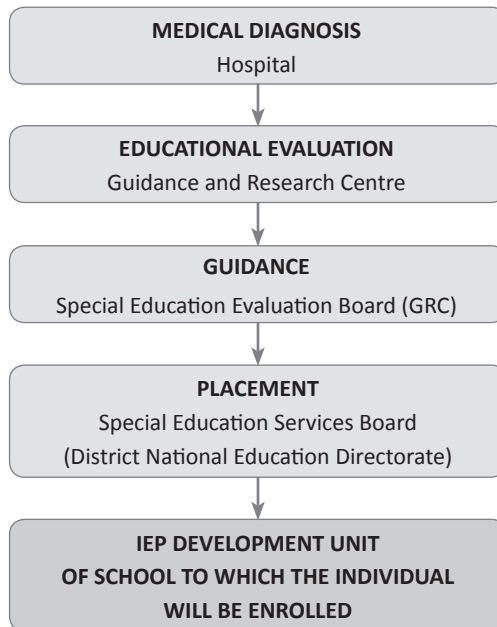
- Control lists (evaluation forms based on the curriculum)
- Family interview forms can be used.

As a result of these, whether the disabilities of the child imply the need of special education is decided.

In the second stage;

Under the light of the information obtained in the first stage, the student who has special needs is placed to the suitable education program.

Turkish practice in Diagnosis, Evaluation and Placement



Let's think and write!

According to your opinion, what should be taken into consideration during the placement of individuals with special needs to the suitable educational environment?

The students with special needs can be placed to “segregated environments” or “mainstream setting”, according to their characteristics. In the segregated environments the students with disabilities are together, while in the mainstream setting the students with and without disability receive the education together. In the placement of the students with special needs to a suitable educational environment, we are guided by the term “the least restrictive educational environment”.

The least restrictive educational environment: These are the environments in which the student can mostly accomplish most achievements while being together with his/her peers. However, the term “the least restrictive environment” varies according to the individual characteristics of the students. Special boarding school can be the least restrictive environment for one student, while it is the most limiting environment for another student.

Let's think and write!

The student is placed in your educational environment; however, you think that this is not suitable placement for student. What must you do?

As it varies from one country to another, the educational evaluation, diagnosis and placement process that takes place in Turkey is described in the following.

Guidance decision is taken for the individuals for whom the special educational needs have been identified by the “educational diagnosis, monitoring and evaluation team”. Special education services board takes the decision for these individuals to be placed in the mainstream schools and classes or the schools and classes of special education. The monitoring of these placements is carried out in cooperation with the school, educational diagnosis, monitoring and evaluation team and special education services board.

The improvements of the student are monitored regularly at certain intervals. At the end of a monitoring period of three months following the enrolment, guidance and psychological counselling services board in the school may apply directly to the special education services board for the student who is not considered to be properly placed.

In the application, they prepare a detailed report about the student and the measures taken. This report is the “individual development report” of the student. If the report is approved, the special education services board work in cooperation with the educational diagnosis, monitoring and evaluation team to initialize a new evaluation process and notifies the result to the guidance and counselling services board the latest in one month’s time.

Portugal Practice in Diagnosis, Evaluation and Placement

Medical diagnosis is not required under the Portuguese laws. If it exists it’s the product of health care services.

The evaluation of the child is done within a transdisciplinary team, including always, the classroom teacher, the special education teacher, the parents and, according to specific cases, psychologists, physiotherapist, occupational therapists, doctors, and whoever else might be considered useful. The person responsible for the process is, always, the classroom teacher. The transdisciplinary team uses the International Classification of Functioning, Disability and Health, Child Version (ICF-CY) as a framework to establish: 1) what areas have to be assessed for each child; 2) who is going to be responsible for which evaluations; 3) what kind of measures are going to be collected. After gathering all the data, a functional profile of the child is produced and is based on that that the eligibility to special education services is made.

The parents are free to choose the school they want and children with have priority enrollment. Nevertheless, the government organized the system to have some schools particularly prepared and equipped for some specific needs, in this case, schools for the blind, the deaf, children with autism spectrum disorders and children with profound disabilities. Still, the parents may choose a school that is not a part of that network.

In all cases the aim is to place the child and center the program in the regular classroom. For some children, due to their own characteristics and to the characteristics of the group, the transdisciplinary team might decide to take the child out on certain periods to work specific skills, for instance.

The teacher is always a part of a transdisciplinary team and those decisions must be discussed and approved by the team. The parents have the last word on this process, because they must participate in the construction of the IEP and accept and sign it.

Italy Practice in Diagnosis, Evaluation and Placement

Medical diagnosis is realized by a social officer working with professional local medical units (considering the type of disability) appointed by a Medical Commission for Social Disability.

The educational evaluation of the student is completed at the same as the diagnosis and the experts use ICD-10 in Italy. (The 10th Review of International Statistical Rating on Health Problems and Illnesses).

The families decide about the school in which the student will be placed after receiving recommendations from the experts.

After medical diagnosis and educational evaluation, according to the international laws the students are placed in public schools.

Romania Practice in Diagnosis, Evaluation and Placement

The initial information about the children with disabilities is reached by the medical authorities (usually hospitals and family's doctors). Each child is evaluated against specific criteria and receives a diagnostic. This diagnostic it is communicated only to the families of children. After the diagnostic is established, the concerned individuals are registered using a code for disabilities classification (easy, medium, hard, very hard). This code does not allow identifying the name of illness or other specific information. The distribution of children in the educational system is made according the disability code without any reference to the diagnostic. This means that children with CP or other types of mental of physical affections are approached in the educational system in the same manner, without any possibility to create a specialized approach according to the very specific affection.

Suggested Readings

- <http://www.european-agency.org/country-information>
- Jessica M. Kramer & Joy Hammel (2011): "I Do Lots of Things": Children with cerebral palsy's competence for everyday activities, *International Journal of Disability, Development and Education*, 58:2, 121-136
<http://dx.doi.org/10.1080/1034912X.2011.570496>
- Kargin, T. (2007). Eğitsel Değerlendirme ve Bireyselleştirilmiş Eğitim Programı Hazırlama Süreci, *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 8 (1) 1-13
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- Ataman, A. (Ed.) (2003). Özel Gereksinimli Çocuklar Ve Özel Eğitime Giriş. Ankara: Gündüz Eğitim ve Yayıncılık.

Chapter 2

Individualized Education Program; definition and advantages of IEP

Learning Outcomes

Trainees will be expected to;

1. Know the definition of IEP
2. Know the advantages of IEP

Chapter Contents

Individualized Education program (IEP): Individualized Education Program is a written program prepared according to the individual needs of the child, which contains the annual measurable long and short-term goals, support services, venue, time and assigned staff.

Benefits of IEP: Preparing an IEP provides various contributions to the student with Cerebral Palsy, to his/her family, to the teacher and to the community which s/he lives in.

Let's think and write!

In which aspects we provide contribution to the student by preparing IEP?

Let's think and write!

In which aspects we provide contribution to the family of the student by developing IEP?

Let's think and write!

In which aspects developing IEP contributes to the teacher?

We provide contributions to the student, because:

We clarify the different needs of the student originating from his/her disability.

We organize the educational activities according to the needs of the student.

We follow and evaluate the educational plan and progress of the student.

We give opportunity to the student to be independent and a productive member in the community.

We provide contributions to the family of the student, because:

We establish efficient communication and cooperation between the parents and the school.

Parents have the opportunity to decide on the educational rights of their children.

Parents learn about their duties and responsibilities in their children's education.

We provide contributions to the teacher of the student, because:

Teachers see clearly the competencies and needs co-existing in the student.

Develops interdisciplinary working skills.

Efficient management of education and evaluation processes are provided.

We take necessary measures for the transition planning of the student.

Suggested Readings

- Özyürek, M. (2004). Bireyselleştirilmiş Eğitim Programı: Temelleri ve Geliştirilmesi, Kök Yayıncılık, Ankara
- Lewis, R. B., Doorlag, D. H. (2010). Teaching Special Students in General Education Classrooms. 8. Edition, Prentice Hall
- Tekin, E. (1996). İşlevsel ve Etkili Bireyselleştirilmiş Eğitim Programları, Anadolu Üniversitesi Eğitim Fakültesi Dergisi 6, 111-122

Chapter 3

Individualized Education Program; members of IEP, their duties

Learning Outcomes

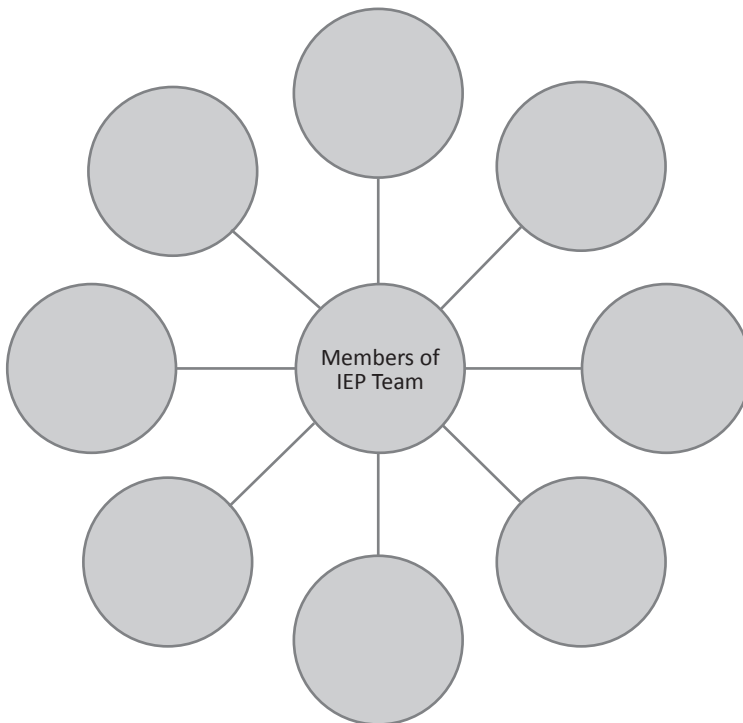
Trainees will be expected to;

Define the members of IEP team, their duties and understand interdisciplinary collaboration

Chapter Contents

Let's Write

Who are the members of IEP team? Write your estimations in the diagram below.



IEP Team

The members of the IEP team are assigned in the preparation of the IEP for the students with special needs at the school. After the preparation of IEP for the student, IEP team should meet regularly. IEP is evaluated in the monthly or bimonthly team meetings. In these meetings, the improvement of the student is evaluated and necessary changes are done.

Tasks of IEP Unit Coordinator/Chair:

Chairs the meetings.

Determines the members of IEP team.

Establishes IEP development unit.

Provides motivation and efficient communication for the IEP team members to work together.

Invites the members to participate in IEP team meetings when necessary.

Takes measures in the school according to the needs of the student determined in the IEP.

Duties of Classroom/Branch/Counsellor Teacher:

Assumes efficient role in the preparation, implementation, evaluation and reporting of the IEP.

Works in cooperation with the other members.

Duties of the family:

Determines the needs of the child and it's own needs in IEP development process.

Organizes in/out school activities to support the gains of IEP.

Duties of the student;

Indicates the gains that he or she wants to be included in the IEP, Fulfils the responsibilities to acquire these gains.

Suggested Readings

Smith, T. E. C., Polloway, E.A., Patton,J.R., Dowdy, C. A. (2011). Teaching Students With Special Needs In Inclusive Settings, (6. Edition) Prentice Hall.

Chapter 4

Steps of IEP Development

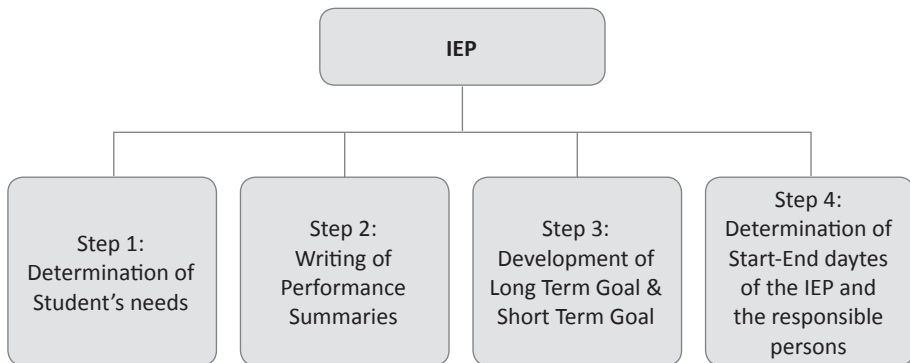
Learning Outcomes

Trainees will be expected to;

1. Define steps of the IEP development
2. Determine student's needs
3. Describe the student's performance
4. Define long and short terms objectives
5. Determine start and end dates of IEP and responsible persons in the IEP

Chapter Contents

During the preparation of IEP, the following steps are taken.



Step 1: Determination of student's needs

In this step, the difference between the behaviours required as per the grade of the student and the behaviours actually presented by the student is determined. In order to achieve this,

- Firstly the goals and behaviours existing in the program should be written and converted into a check list form. While writing the goals, curriculum and supplementary books can be used. The list of goals is presented in the syllabus.

These lists can be adapted and used. The goals in the syllabus should be written in behavioural terms, in other words these should be observable and measurable.

The table below contains examples for appropriate and inappropriate actions.

Appropriate Actions	Inappropriate Actions
Writes	Knows
Says Distinguishes	Understands
Draws Matches	Feels
Removes Counts	Believes
Compares	Develops
Repeats	Appreciates
Chooses	Likes
Classifies	

Checklist; is a form used in the rough evaluation of the student. This form consist of the instructions, questions, result and explanations parts. The goals in curriculum are written in the instructions part. As the check lists can be formed for each academic lesson, these can also be prepared dedicated to self-care and daily life skills.

Afterwards, the checklist prepared in line with the curriculum is applied one-to-one to the student. The things that the student can do are indicated with “+” to the result column, where the things that the student cannot are indicated with “-“. If the student has a special situation, this is reflected in the explanations part. (for instance, “the writing problem derives from the weak hand muscles” etc.) At the end of the implementation, the things that the student can and cannot do are revealed.

The things that the student can do show us the performance of the student, while the things that the student cannot do shows us the needs.

- We examine characteristics of the special needed student related to the communication, social and academic behaviours that we want the student to show during the lessons.

Example: Teacher Elif is studying with the students in the classroom the addition operation with carry. In the evaluation studies related to the mathematic lesson done with Ali, she observed that Ali couldn’t even do addition operation without carry now. For this reason teacher Elif has determined the addition operation without carry as the need of Ali.

- In addition to the academic lessons, the needs of the student is determined via the check lists prepared in the areas as the self-care and daily life skills of the student.

Example: In the evaluation studies related to the self-care skills with Ali, Teacher Elif determined that Ali cannot wash his hands. For this reason, teacher Elif determined washing hands as the need of Ali.

At the same time, the interviews done with the parents and the student accompanied by the check lists enable us to know the significant needs of the student.

In these studies, many needs of the student can be determined. In such a case, one should determine the priority for the student. (Examples of checklist can be found in the supplementary material of the booklet)

Activity 1

Fill in the checklist below with the gains part for an academic lesson that you choose within the frame of the overall objectives determined for the students in your country or making use of any curriculum. Afterwards, hypothetically tick the result part for a student.

CHECK-LIST

No	Gains	Result	Explanation
1			
2			
3			
4			
5			
6			
7			
8			

Step 2: Describing Performance Summaries

The data obtained as a result of the educational evaluation studies done with the student are documented. The important issue in describing the performance summaries is to mention the strong points of the student in every field first and then to write the problematic areas.

Ali diagnosed with CP can sit in the classroom during the teaching period and can follow the lesson quietly. However, he can communicate with low level comprehensive sentences formed of at most two words. He needs the repetition of the instructions given to him”

(Examples of summary of performance can be found in the supplementary material of the booklet)

Activity 2

Describe the performance of the mentioned student according to the check list hypothetically marked in the activity 1.

Step 3: Development of Long Term Goal and Short Term Goal

a. Development of Long Term Goal (LTG)

The LTG is developed according to the needs of the student. It shows the success expected from the student within one year. However, we must not forget that the achievement of many goals might take more time than one year. IEP should be considered as a plan that aims the student to gain all the skills within one year. LTG could be written according to the development areas that the student needs. The LTG for the students who are have special needs in the academic field can be in the cognitive development area. Particularly, the goals developed in the areas of reading, mathematics, language and comprehension are included in the cognitive field.

Example;

- Respects the rules of the capital letters and punctuation marks in his homework.
LTG for the students having difficulty in adaptive behaviour, social and emotional development can be emotional development field.

Example;

- Participates in group games.
LTG for the students having shortcomings in motor skills as minor, major motor coordination, muscles control, reaction time and other physical activities can be psychomotor field.

Example;

- Eats food independently.
- Participates in physical activities that are done with the group.

Activity 3

Examining the LTG below, mark them as (T) for True and (F) for False.

1. Participates in the games played with the group.
2. Cuts a simple shape with the scissors.
3. Writes a short text told to him/her.
4. Takes bath independently.
5. Shows the colour red independently among the mixed colours around.
6. Shows the main colours independently.

1-1, 2-2, 3-1, 4-1, 5-5, 6-1

b. Development of Short Term Goal (STG)

STG are the measurable mid steps between the current performance levels of the student and the LTG. STG is formed by dividing logically the main parts of the annual goals.

LTG is developed for one term, semester or year while STG shows the daily, weekly or monthly targets to reach. In short term goals, the mid steps starting from the capability level of the student until the level expected at the end of the year from the student are mentioned.

STG is prepared in a certain educational order to achieve the annual goals. Attention is given to each and every sub capability to follow a logical order and the analysis to be coherent with the teaching order.

For instance, in mathematics before teaching the addition and subtraction operations, multiplication cannot be taught. In skill learning, for a student who cannot put on his/her shoe, tying shoelace should not be set as a target.

Mathematics Lesson	
LTG	STG
Adds a 2 digit number and another 2 digit number with carry.	<ol style="list-style-type: none"> 1. Adds one digit number with another one digit number without carry. 2. Adds two-digit number with one digit number without carry. 3. Adds two-digit number with one digit number with carry. 4. Adds two-digit number with another two digit number without carry. 5. Adds two-digit number with another two digit number with carry.

Activity 4

Examining the STG below, mark them as (T) for True and (F) for False.

1. The student forms pattern from symbols.
2.The student draws the basic lines.
3. The student answers the questions asked to him/her.
4.The student draws a line between the spaces in verse independently.

1-1, 2-F, 3-F, 4-T

Activity 5

Develop LTG and STG for the student whom you wrote the performance hypothetically in Activity 2.

Log Term Goal	Short Term Goal
1.	1.
	2.
	3.

Step 4: Determination of start-end dates of the IEP and the responsible persons

The development of a realistic timetable in IEP process is important in terms of realization of the goals in time, planning and review of the services. In the determination of these dates, we should know that different needs require various lesson time durations. For the realization of LTG; one term, or one year is needed while for the realization of STG a few weeks or months are required.

Although the class teacher is perceived as the person responsible for the IEP, there might be the need for some other responsible persons in the achievement of some certain goals. For this reason, the main responsible persons and the other should be indicated in the student's IEP.

Suggested Readings

- Özyürek, M., (2004). Bireyselleştirilmiş Eğitim Programı: Temelleri ve Geliştirilmesi, Kök Yayıncılık, Ankara
- Lewis, R. B., Doorlag, D. H. (2010). Teaching Special Students In General Education Classrooms. 8. Edition, Prentice Hall

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- Smith, T. E. C., Polloway, E. A., Patton, J. R., Dowdy, C. A. (2011). Teaching Students With Special Needs In Inclusive Settings, (6. Edition) Prentice Hall.
- Weishaar, P. M., (2010). What's New In... Twelve Ways to Incorporate Strengths-Based Planning into the IEP Process. The Clearing House, 83, 207–210.

Chapter 5

The other components in IEP

Learning Outcomes

Trainees will be expected to;

1. Determine the support services
2. Determine the materials to be used
3. Make environmental adjustment
4. Determine the correct instructional methods

Chapter Contents

The student's needs, student performance, LTG, STG, start-end dates and the responsible persons are the essential contents of the IEP.

Determination of support services, materials, environmental arrangements, teaching methods and techniques and IEP evaluation are the other components of IEP.

Determination of Support Services

One of the information to be included within the IEP is the support services provided for the student, if any. It should be indicated in IEP whether the child benefits from services as support education room, in-class support, language and speech therapy, physiotherapy, transportation, parental education and education at home.

Determination of Materials

Another issue that should not be neglected during the preparation of IEP is the determination of the materials to be used in the education. Efficient materials should be selected in order to obtain gains in IEP. For instance, in order to support the understanding and comprehension skill of a child having intellectual disability in addition to CP, it could be more effective to use real material. Furthermore, tearing of the notebook/papers the child uses due to unintentional spasms might create reluctance in the child. For this reason, instead of paper a thicker carton can be used or a computer and keyboard can be preferred.

Making Environmental Arrangements

The information of the individual differences renders the preparation of IEP mandatory. The learning type of each student is different. For instance, when

we prepare the IEP with the information telling us that the children with CP have difficulty in receiving education in noisy environments with loud and instant noises, the decision that the education will take place in a silent environment can be included in the IEP. In another example; while working with a student having attention deficit together with CP, the decision that there will be no other stimulus in the education environment except for the material used for learning the targeted behaviour can be included in IEP.

Determination of Suitable Teaching Methods and Techniques

In addition to the venue, duration, material and teaching activities that are delivered in the education process it is also important to determine the teaching methods and techniques in advance. The convenience of these methods and techniques determined to the student should also be questioned.

The best learned things are the ones that the individual makes and experiences by him/herself. The teacher should take this method as the basis for every activity. Attention should be drawn to use experience, dramatization and demonstration methods. In addition to the oral method in order to increase the efficiency of learning it would be suitable to use teaching methods as observation, experience, modelling, problem solving, question-answer, discussion and group work and so on.

Evaluation of IEP

The role of evaluation is significant in the successful implementation of the IEP. The results of the evaluation done will be effective for the preparation and implementation of the new IEP in the future. In this way, the evaluation gives us information whether the gains in IEP are achieved or not, whether these are suitable for the child, as well as what the future gains would be.

The person responsible for the implementation of the student's IEP is also liable for continuously evaluating the success of the student in the proposed education environment. The individual development reports showing the individual progress of the student should be prepared at least once a year. The individual development reports could be prepared after the interim evaluations.

Suggested Readings

- Choate, J. S. (2004). Successful Inclusive Teaching Proven Ways To Detect And Correct Special Needs, (4. Baskı) Allyn & Bacon
- Özyürek, M. (2004). Bireyselleştirilmiş Eğitim Programı: Temelleri ve Geliştirilmesi, Kök Yayıncılık, Ankara

Chapter 6

Development of Individualized Instruction Plan

Learning Outcomes

Trainees will be expected to;

1. Define individualized instruction plan
2. Prepare the IIP
3. Evaluate by using IIP
4. Write instructional objectives

Chapter Contents

The Individualized Instruction Plan is the preparation of the things to be done in details for the behaviours that the student is expected to gain. The IIP is a guide for the teacher. The implementation of the goals in this program is only possible with the preparation of IIP. The IEP is prepared annually, while IIP is prepared as daily, weekly and monthly.

Detailed evaluation is required for the preparation of IIP. The detailed evaluation is done using Criterion Dependent Tests (CDT).

Criterion Dependent Tests (CDT)

CDT are the detailed evaluation tools consisting of the educational goals and the questions dedicated to them.

Short term goals enable us to achieve long term goals. Educational goals should be written in order to achieve STGs. Educational goals are developed analysing STG.

CDT contains notifications, instructions, criterion, results and explanation parts. In the notifications part, analysed sub goals of STG are written. In instructions part, the questions dedicated to these notifications should be inserted. Three questions should be asked for each notification. The evaluation criterion could be determined as 2/3 depending on the number of the questions. In the result part, (-) or (+) sign could be given depending on the fulfilment of the criterion by the student. For instance, if the student gives wrong answers to 2 questions among 3, and correct answer to 1 question, (-) sign is written in the result part.

The CDT prepared is applied to the student. The things that the student does form the initial step of him/her. According to the initial step, our educational goals are

determined. Afterwards, the experiences required by the goals, teaching materials and methods should be determined respectively. By creating experiences for the student using the method and the materials selected, the teacher is providing opportunities to achieve the educational goal. After the instruction, CDT are applied once again to the student and the evaluation is done. In this way, student's development is determined.

Activity 6

Analysing one of the STGs you developed in Activity 5, develop the educational goals. Writing on the CDT table, prepare developments dedicated to the notification.

CRITERION DEPENDENT TEST

Notifications	Instructions	Criterion	Result	Explanation
1.	1. 2. 3.	2/3		
2.				

Individualized Instruction Plan (IIP) Components

The components to be included in IIP are as follows.

IIP FORM

Name / Sur name:

Class:

Subject	
Student's Performance Level	
Long Term Goal	
Short Term Goal	
Learning Goal	
Teaching Process	
Venue of teaching	
Tools and Equipment	
Methods/techniques to be used in teaching:	
Duration	
Delivery of the lesson	
Evaluation	

Subject: The name of the subject in line with the result of evaluation done dependent on the subject is going to be written here.

Student's Performance Level: The performance level shown by the student is written here according to the result of the evaluation done dependent on the subject.

Long Term Goal: LTG existing in the IEP of the student related to the selected subject is written here.

Short Term Goal: STG determined according to the LTG in the IEP of the student is written here.

Learning Goal: The step(s) required for the realization of STG is/are written here. In the teaching of STG, the all educational goals are demonstrated on a single IIP and the education of these goals is performed.

Teaching Process:

- a. Venue of teaching: The venue of teaching is written in this part.
- b. Tools and Equipment: Every sort of material/tool-equipment to be used during teaching is written in this part.
- c. Methods/techniques to be used in teaching: The methods/techniques to be used during the teaching are written in this part.
- d. Duration: The duration to be used in the teaching is written in this part.
- e. Delivery of the lesson: Starting from the preparation for the lesson, the manner of teaching (instructions, help, feedback and awards) are written step by step in this part.
- f. Evaluation: The first evaluation done through criterion dependent measurement tool enables us to determine the initial level (IL) of the student. After the education, the criterion dependent measurement tool is re-applied and a new evaluation is done.

Issues to be considered in the implementation process of IEP

Attention should be drawn to the teaching of a targeted gain in IEP, particularly in levels of acquisition, fluency, consistency and generalization. For instance, the child learns a concept in the classroom during acquisition stage, in the fluency stage, student gives correct answers to a question related to that concept in the following minutes of the lesson, in the stage of consistency although the education is completed and a certain period of time has passed answers to the question related with this concept correctly. In generalization stage, the student provides correct answers to the questions related to that concept, asked at various times and in different environments. In order to accept the achievement of teaching, the stages mentioned above should be fulfilled. In addition, the best teaching route is from

individualization to socialization, from concrete to abstract, from known to unknown and from close to far. It will be useful that the teachers accommodate the fields of knowledge to be presented to the student according to these educational principles.

The education should be continued in the environments outside the school as it is inside the school. For this reason, the goals mentioned in the IEP and the activities carried out should be notified to the parents regularly; and homework to support the activities carried out at home or in social environments should be given.

CHECKLIST FOR THE DEVELOPED IEP

	Result
Getting prepared for IEP;	
Interview the student's family and the student placed in the classroom	
Determine the family needs	
Cooperation with the all the persons and institutes related with the student/ gather information about the student	
Perform educational evaluation.	
Determine what the student can and cannot do.	
Decide about the support services	
Determine the dates of IEP meetings	
During IEP process	
Write IEP through the information obtained in the preparation process	
Initialize and continue education process (IEP)	
Perform evaluations in the determined dates	
Guide IEP via the IEP meetings	
At the end of IEP Process;	
Perform IEP evaluation	

One of the most important problems that hinder the IEP implementation for the teachers is the behavioural problem of the student. We should efficiently use “Behaviour Modification Methods” in order to reduce the problematic behaviour of the students and increase their positive behaviours. The detailed information regarding the Behaviour Modification Methods is available in the supportive material within the scope of the project.

Suggested Readings

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