



CP-PACK

Module 5

TRAINER GUIDE

Individualized Education Program (IEP)

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Training Module for Teachers “Individualized Education Program”

This training module was produced in the scope of CP-PACK project and in accordance with the Need Analysis Report derived from the results of the focus group interviews and questionnaires among parents and teachers of children with cerebral palsy. This is a theoretical training module, which on the basis of the latest data on educational planning will approach the subject in different matters. But at the same time, it is also a practical instrument, as teachers and other educators and members of interdisciplinary teams, with a lot of valuable knowledge from practical experiences, will be inspired in how to implement latest data/knowledge in praxis.

Subject of training module	Individualized Education Program
Target group(s)	Teachers of children with Cerebral Palsy (CP) 3-18 years of age
Goal(s)	Trainees will be able to design and implement individualized education program for students with CP.
Learning Outcome(s)	<p>Trainees will be expected to:</p> <ol style="list-style-type: none"> 1. Comprehend medical / educational evaluation of students with CP, 2. Discuss if a student with CP is placed into the appropriate curriculum. 3. Comprehend IEP <ol style="list-style-type: none"> 3a. Know definition of IEP 3b. Know advantages of IEP 3c. Define the members of IEP team, their duties and understand interdisciplinary collaboration 4. Develop the IEP <ol style="list-style-type: none"> 4a. Determine student’s needs 4b. Describe the student’s performance 4c. Define long and short terms objectives 4d. Determine start and end dates of IEP and responsible persons in the IEP 5. Comprehend other components in IEP <ol style="list-style-type: none"> 5a. Determine the support services 5b. Determine the materials to be used 5c. Make environmental adjustment 5d. Determine the correct instructional methods

	6. Comprehend Individualized Instruction Plan (IIP) 6a. Define individualized instruction plan 6b. Prepare the IIP 6c. Evaluate the student by using IIP 6d. Write instructional objectives	
Contents (General and/or Detailed)	Content	Time Needed
	1. Medical/Educational Evaluation Placement of children into an educational Curriculum	2 hrs
	2. Individualized Education Program (IEP) 2a. Definition of IEP 2b. Advantages of the IEP	2 hrs
	3. Individualized Education Programme (IEP) 3a. Members of the IEP team and their duties 3b. Members of IEP team and interdisciplinary collaboration	2 hrs
	4. Steps of IEP Development 4a. Determination of student’s needs 4b. Writing performance of student 4c. Writing long and short terms objectives 4d. Determination of start and end dates of IEP and responsible persons in the IEP	6 hrs
	5. Other components in IEP 5a. Support services 5b. Materials to be used 5c. Environmental adjustment 5d. Correct instructional methods	2 hrs
	6. Individualized Instruction Plan (IIP) 6a. Definition of individualized instruction plan 6b. IIP development 6c. Evaluation using IIP 6d. Writing educational goal	3 hrs
	Evaluation of Trainees	1 hrs
Time Needed	17 hours + 1 hour for evaluation = 18 hours	

Methodology	Presentation (PowerPoint presentation), answer – question, brain storming, discussion, case study, problem based learning, drama, group work
Assessment and evaluation plan (trainer/trainee and module)	Evaluation through questionnaires, checklists and self- assessment at the end of the training course.
Supporting training material needed	Handouts of papers and PowerPoint presentations, prepared scenarios for the case studies and problem based learning, website links, references
Educational Environment	A meeting room/conference room during the lectures / presentations, as well as appropriate spaces for group work, case studies, workshops, drama, etc. Also, a projector connected to a pc, a screen, a flip chart and internet access. Where needed there must be extra pcs with internet access, video and audio-visual equipment, board and/or special equipment/assistive devices.
Qualities of Trainer(s)	The trainer should be specialized on education of students with CP. Master degree is preferable If there is no qualified trainer specialized on CP with these requirements, he/she can be a trainer who has been working with students with CP for a long time.

Chapter 1

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

Duration: 2 hrs

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.

Methodology

- Motivational questions can be asked to enable the comprehension of the importance of diagnosis and evaluation.
- Motivational questions can be asked to emphasize which points to consider during the evaluation.
- Ice-breaking via role-playing can be provided to the group.
- The group can be divided into two, where the first group can be asked to present their views about “which could be the steps of evaluation”, while the second group is asked to write their opinions about “how to perform the educational evaluation”. Afterwards the whole group discusses both perspectives.
- The issues to consider during the evaluation can be discussed making use of the case studies.
- The trainer can presented the points considered important.
- Case studies concerning what to do about the individuals for whom wrong placements have been decided by the agency can be discussed.

Supplementary Training Materials

- Case studies
- Script
- Evaluation examples
- Internet

Feedback on the Chapter

- What are the contributions to your educational environment that you learned in this chapter?
- Which one comes first, medical diagnosis or educational evaluation?
- Is it possible to use all types of tests in diagnosis and evaluation period such as tests prepared by teachers?
- What is supposed to be taken into consideration in placement process?
- What is the relation between the least restrictive environment principle and placement?

Suggested Reading

- 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
<http://dergiler.ankara.edu.tr/dergiler/39/927/11547.pdf>
- Ataman, A. (Editor), (2003). *Özel Gereksinimli Çocuklar Ve Özel Eğitime Giriş*. Ankara: Gündüz Eğitim ve Yayıncılık.

Chapter 2

Individualized Education Program; Definition and Advantages of IEP

Duration: 2hrs

Learning Outcomes

Trainees will be expected to;

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

Methodology

- Motivational questions can be asked concerning the reason why we are making annual plans for our students.
- Motivational questions can be asked related to whether the children with CP could follow these plans.
- Determining volunteers from the group, these volunteers can be asked to play the role of a person with disabilities. Where are the challenges and which points to consider during the determination of the educational objectives for these children and their education, can be evaluated together with the group.
- The trainer can deliver presentations to inform the group about IEP.
- The group can be divided into three. The first group can be asked to develop views on what could be the benefits of the IEP for the student, while the second group discusses the benefits for the families and the third focuses on the benefits for the teachers. Afterwards these opinions can be discussed with the whole group.

Supplementary Training Materials

- Computer,
- Projection,
- White Screen.

Feedback on the Chapter

- How are the issues you learned in this chapter reflected to your classroom applications?
- Do you think that persons with disabilities should follow up different curricula?
- Is there any benefit of the IEP to the teacher?

Suggested Reading

- 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

Chapter3

Individualized Education Program; members of IEP, Their Duties and Interdisciplinary Collaboration.

Duration: 2 hrs

Learning Outcomes

Trainees will be expected to;

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

Methodology

- Brainstorming can be performed asking the group who could be the members of the IEP team. The views released are discussed with the group.
- Participants can fill the form in the module booklet. The volunteers can be asked to share this filling in activity on “members of IEP team” with the group.
- The participants are divided into five groups. Each group is given 10 minutes. During this time they can be asked to present their perspectives about the tasks of the IEP team members. One spokesperson is determined for each group and asked to share these ideas with the whole group.
- The information about the composition of the IEP team and the tasks of its members can be shared with the participants.

Supplementary Training Materials

- Computer,
- Projection,
- White Screen

Feedback on the Chapter

- You learnt about members of the IEP team. Have you prepared any IEP before this chapter?
- If your answer is “yes”, with whom did you prepare it?
- If you want to prepare an IEP for your student after this chapter, with whom would you want to work?

Suggested Reading

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

Chapter 4

Steps of IEP Development

Duration: 6 hrs

Learning Outcomes

Trainees will be expected to;

1. Determine needs of student
2. Describe the performance of student
3. Long and short terms objectives
4. Determine start and end dates of IEP and responsible persons in the IEP

Methodology

- The classroom environment and the situations of the individual/s with CP in a class can be watched in a video. After watching the video, the participants can be asked whether they could determine the educational, self-care, social-emotional needs of the individuals with CP or not.
- Preparation for the instruction can be done by trying to find an answer to the question “how do you determine the needs of the individuals with CP in your class?”.
- Brainstorming can be done with using the question “what kind of tool/s could be beneficial during the determination of the needs?”. The views raised can be discussed.
- The information about the description of the performance can be shared with the participants.
- An individual with CP whose performance has been described previously can be used as a case study presentation to the group. In this situation the participants can be divided into two groups. The first group can be asked to write the long-term objectives for this case study. After the discussion about the convenience of the long-term objectives the second group can be asked to present the short-term objectives. The participants can evaluate the convenience of the long and short-term objectives.

Supplementary Training Materials

- Computer,
- Projection,
- White screen,
- Supportive materials (examples of short and long term goals and IEP samples)
- Board marker
- Board

Feedback on the Chapter

- How do you determine needs and performance of a child with CP?
- What are the important points in writing long term goal?
- How start and end dates of IEP are determined?

Suggested Reading

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

Duration: 2 hrs

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

Methodology

- The information about the training and the support services, materials, environmental arrangements and methodology to construct successful IEP can be shared with the participants.
- An exemplar environmental arrangement can be presented.
- Exemplar implementation of correct instructional methods implement can be performed for one or more short-term educational objectives.

Supplementary Training Materials

- Computer
- Projection
- White Screen

Feedback on the Chapter

- What should be taken into consideration when determining support services?
- Is the accommodation of environment the same or different for each student with CP? Please, explain it.
- How are teaching methodologies and techniques determined?

Suggested Reading

- Choate, J.,S., (2004) Successful Inclusive Teaching Prowen 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

Duration: 3 hrs

Learning Outcomes

Trainees will be expected to;

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

Methodology

- Share definition of individualized instruction plan (IIP) and its function with trainees.
- Share how criterion dependent tests (CDT) are used in order to prepare IIP with the trainees.
- Explain trainees that short-term goals written in Activity 7 will be converted into instructional objectives in Activity 8. Form IIP table will be used this way. Ask all trainees to write the activity in their own booklet.
- Ask volunteer trainees to share their instructional objectives and IIP table with the others.
- Provide deep learning by discussing the written instructional objectives with the group.
- Share components of IIP with the trainees.
- Share checklist to develop IIP with the trainees. Especially, discuss criterions in the checklist with them and this, way provide better understanding of them about the items that will require more attention in the preparation IIP.

Supplementary Training Materials

- Computer
- Projector
- White Screen
- Board marker
- Board

- Some examples of supplementary materials

Feedback on the Chapter

- Do you think that what you learned in this chapter will contribute to your classroom activities?
- If your answer is “yes”, what kind of contribution will it provide?
- What do you think? Which one is easier? Reaching a goal in one-step or step by step? Why?

Suggested Reading

Özyürek, M., (2004)Bireyselleştirilmiş Eğitim Programı: Temelleri ve Geliştirilmesi, Kök Yayıncılık, Ankara

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- Ataman, A. (Editor), (2003). Özel Gereksinimli Çocuklar Ve Özel Eğitime Giriş. Ankara: Gündüz Eğitim ve Yayıncılık.
- Fiscus, D.E. ve Mandeli, J.C. (1997). Bireyselleştirilmiş Eğitim Programlarının Geliştirilmesi (Developing Individualized Education Programs). (Çev: Hatice G.Şenel ve diğerleri). Ankara: Özkan Matbaacılık.
- 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>
- Kargın, T. (2007):Eğitsel Değerlendirme ve Bireyselleştirilmiş Eğitim Programı Hazırlama Süreci, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 8 (1) 1-13
- <http://dergiler.ankara.edu.tr/dergiler/39/927/11547.pdf>
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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 , Prentice Hall, 6. Edition.
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- 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.