**Individual Education Program (IEP)**

Students with disabilities have individual education programs (IEP) to guide their education.

An IEP documents the special education instruction, student supports, and services students need to make progress and thrive in school.

Each IEP is designed to meet a individual needs and is the written plan that spells out the specific types of supports students receive. Students with disabilities and the IEP process are covered by special education law, the Individuals with Disabilities Education Act (IDEA). An IEP is required to have certain components. These include:

* Student profile
* Transition plan which outlines services to help a student move from high school to college or career
* Goals and objectives for the student based on their needs
* Description of specially designed instruction
* Other services such as speech therapy or occupational therapy
* Assistive technology
* Accommodations
* Least restrictive environment for where the student will be taught
* Testing

**IEP at a Glance**

IEPs are lengthy documents. The most vital parts for career technical educators are included in a separate, shorter document called *IEP at a Glance* which you can get from the transition coordinator or the student’s intervention specialist. This document provides what you need to know to support your students with disabilities in the classroom and/or workplace. The IEP at a Glance includes:

* Transition Plan
* Students’ Goals and Objectives
* Specially Designed Instruction
* Assistive Technology
* Accommodations
* Testing Information

**Accommodations**

Accommodations are practices in the classroom and for assessment related to presentation of material, student responses, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student’s disability, but they do not reduce learning expectations. Accommodations should help students access the curriculum with success and to make progress.

**How to Support Your Students with IEPS**

First and foremost, expect your students with disabilities meet grade-level expectations and ensure they are being provided equal access to grade-level content. Clarify the learning expectations for each lesson. There are many ways to support students with disabilities in the classroom and workplace. Consider the following examples of accommodations and supports.

**Organizational Accommodations and Supports**

One-to-one reminders

Repeat instructions

Provide written and verbal instructions

Agenda or task checklist

Provide study outline

Visual instructions

**Timing and Setting Accommodations and Supports**

Proximity to teacher

Regular breaks

Alternate seating options or work while standing

Extended time to complete assignment

Change of schedule or order of activities

Change location to reduce distractions

**Academic Accommodations and Supports**

Human reader

Books on Tape

Speech to Text

Check work in progress

Calculator

Guided notes

Frequent feedback

Provide study outline

Allow student to use audio text and text to speech

Visual and graphic organizers

Formula sheet

For more details on accommodations, visit the Ohio Department of Education’s *Snapshot of Accommodations and Interventions*, and *Strategies for Diverse Learners*:

<http://education.ohio.gov/Topics/Special-Education/Diverse-Learners/Instructional-Resources-for-Teachers-of-Diverse-Le/Snapshot-of-Accommodations-and-Interventions-for-G>

<http://education.ohio.gov/getattachment/Topics/Special-Education/Diverse-Learners/Instructional-Resources-for-Teachers-of-Diverse-Le/Strategies-and-Resources-for-Diverse-Learners-Focus-on-Students-with-Disabilities.pdf.aspx>