

Worksheet for Designing an Individualized Education Program (IEP)

Student's Name: _____ Date: _____
Person Completing Worksheet: _____ Title: _____

This worksheet can be used by the planning and placement team responsible for designing an IEP for a student with emotional disturbance (ED). Not all of the considerations and needs listed here will be applicable to each case. Team members should consider each student as an individual and be willing to develop unique and innovative ways in which to deliver and monitor educational services for students with ED.

1. Present levels of academic and functional performance

- (a) parent concerns
- (b) academic/cognitive
- (c) behavioral/social emotional
- (d) communication/language
- (e) vocational /transition
- (f) health and development
- (g) fine and gross motor
- (h) activities of daily living

2. IEP goals and objectives developed in all relevant areas

- (a) academic/cognitive
- (b) social behavioral
- (c) self-help
- (d) communication
- (e) gross/fine motor
- (f) health
- (g) transition/postsecondary education and employment
- (h) independent living

3. Accommodation and modifications in general education as required

- (a) materials/books/equipment
- (b) tests/quizzes/assessments
- (c) grading
- (d) organization
- (e) environment
- (f) instructional strategies
- (g) behavior intervention support

4. Program components established

- (a) provisions for least restrictive environment
- (b) individual transition services
- (c) school-based counseling/therapy
- (d) consultation services
- (e) behavior intervention plan
- (f) family contact/collaboration
- (g) crisis plan (e.g., suicide, weapons)
- (h) medication administration and monitoring plan
- (i) progress monitoring/data collection plan
- (j) plan for transitioning back to local education agency

5. Supports in place, as needed

- (a) assignment of case manager
- (b) staff training
- (c) coordination with outside program/service/agency
- (d) education aide
- (e) special transportation
- (f) extended-year programming
- (g) assistive technology
- (h) family-focused services
- (i) identification of the responsible staff and service implementer(s) for each element of the IEP (e.g., behavior intervention plan, family communication)