

Writing IEP Service/Placement Pages

This guide is intended to provide an overview of the process of determining services and placement as well as examples of what IEP Service and Placement pages might look like for a variety of students with disabilities. The guide also includes brief descriptions of various students with disabilities, points to take into consideration during the IEP meeting discussion, and examples of the services that might be provided based on the student's identified disability and present level of functioning. These are only intended to be examples, and it is expected that each IEP will vary depending on the student.

Examples:

- 4-year-old with a developmental delay in cognition and language
- 3rd grader with a learning disability in the area of reading comprehension
- 5th grader with a significant cognitive disability who is an emergent reader
- 6th grade student with mental retardation and identified weaknesses in the areas of organization, reading comprehension, written expression, math computation, and problem-solving skills
- 9th grader with an Other Health Impairment (ADHD) and difficulty with completing tasks involving writing and behavioral concerns involving interactions with peers
- 11th grader with an Emotional Disturbance and difficulty with anger management and coping skills

Writing IEP Service/Placement Pages: General Overview

SERVICES	FREQUENCY	LOCATION	PROVIDER
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
<p>This describes which specific disability area of the student will be supported and how <u>but NOT who or where.</u></p> <p>NOTE: Students do not receive services for being learning disabled; they receive services to support the areas the disability affects. These can include areas such as attention, math computation, and written expression.</p>	<p>This identifies how often supports will be given <u>but NOT who or where.</u></p> <p>This should be a time period and not a class name.</p>	<p>This identifies where supports will be given <u>but NOT who or when.</u></p> <p>This should read either general education setting or special education setting.</p>	<p>This identifies who directly provides support <u>but NOT where, when, or how.</u></p> <p>This can include general educator as well as special educator, paraprofessional or related service provider.</p>

Profile:

Student is a 4-year-old with a developmental delay in cognition and language. Student has spent 2 years in an early childhood special education class.

Things to take into consideration:

Disability is in cognition and speech/language. When considering appropriate services, these are the only areas of weakness that should be considered. Although the student may have other deficits, services are not provided for all deficits, only those related to the disability. In this case, cognitive and speech/language services should be embedded in the lesson plans across the curriculum areas. The total daily time related to this remediation will be the frequency of the service.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Remediation and assistance in the area of cognition and speech/language	45 minutes/2x per week	Head Start classroom	General educator, special educator, paraprofessional

Profile:

Student is a 3rd grader with a Learning Disability in the area of reading comprehension, specifically decoding skills. Student has spent 1 year in the general education environment and reads at a 1st grade level.

Things to take into consideration:

Disability is in reading comprehension, specifically decoding. When considering appropriate services, this is the only area of weakness that should be considered. Although the student may have other deficits, services are not provided for all deficits, only those related to the disability. In this case, decoding remediation services should be embedded in the lesson plans across the curriculum areas. The total daily time related to this remediation will be the frequency of the service. If approximately 10 minutes might be spent in both science and social studies on decoding vocabulary, 5 minutes might be spent in math, and 20 might be spent in language arts in decoding, then a combined total of 45 minutes is necessary to support remediation of this student's weaknesses in decoding.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Remediation and assistance in the area of decoding skills	45 minutes/day	General education classroom	General educator, special educator, paraprofessional

Profile:

Student is a 5th grader with a significant cognitive disability who is an emergent reader. Student has spent most of her education in a self-contained setting.

Things to take into consideration:

Disability impacts her fine and gross motor skills, communication, and performance in academic and life skills. When considering appropriate services, consider age-appropriate settings and avoid practicing personal care skills in unnatural and stigmatizing settings. In this case, fine and gross motor skills, communication, academics and life skills should be embedded in the lesson plans across the curriculum areas. Consideration should be given to differentiation of instruction, personal support, accommodations and modifications, and instructional and assistive technology based on each activity. The total daily time related to instruction and remediation will be the frequency of the service.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Instruction to develop and remediate fine motor skills	30 min/week (Occupational Therapist) 1hr. week (others)	General education classroom	Occupational therapist; General educator; special educator, paraprofessional
Instruction to develop and maintain gross motor skills	30 min/week (Physical Therapist) 1hr week (others)	General education classroom; special education classroom	Physical therapist; special education teacher; paraprofessional
Support to improve communication to demonstrate content knowledge and promote social interaction	30 min/week (Speech Language Pathologist) 1hr week (others)	General education classroom; school building	Speech Language Pathologist; special educator; paraprofessional
Differentiation of instruction and support to access academic content	20 hrs/week	General education classroom	General Education teacher; special education teacher
Embed and remediate life skills in the curriculum for access and learning	2 hrs/week	General education classroom; special education classroom	Special education teacher;
Modify work to appropriate reading level for access	2.5hrs/week	General education classroom;	Special education teacher; General education teacher

Profile:

Student is a 6th grade student with mental retardation and identified weaknesses in the areas of organization, reading comprehension, written expression, math computation, and problem-solving skills. She has been in a self-contained class with resource support for her areas of weakness.

Things to take into consideration:

This student has a number of difficulties resulting from her disability. She needs to receive support in the general education classroom to make certain that she understands the material and is applying the correct strategies to content-area tasks. She requires assistance in reading comprehension for about half of the class period during her language arts, social studies, and science classes; this totals approximately 375 minutes per week. She also requires support in the use of problem-solving strategies for about half the time in her math class (125 minutes per week). Organizational concerns may indicate the need for assistance in keeping materials in order and setting up tasks to be completed; this can be done in the first 10 minutes of a resource support class. The remainder of that class could be split between supporting her while she worked on written tasks and those requiring math computations.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Remediation and support in the area of reading comprehension and using context clues	375 minutes/week	General education	
Remediation and support in applying problem-solving strategies	125 minutes/week	General education	
Support in organizing tasks	50 minutes/week	Special education	
Assistance in completing written assignments	100 minutes/week	Special education	
Remediation in math computation skills	100 minutes/week	Special education	

Profile:

Student is a 9th grader with an Other Health Impairment (ADHD) and has difficulty with completing tasks involving writing and has behavioral concerns involving interactions with peers. He performs on a 5th – 6th grade level in all core subjects and is included in the general education curriculum for all classes.

Things to take into consideration:

This student was found eligible because his ADHD was determined to impact his educational performance. When considering appropriate services, the effects of ADHD on his performance are the focus. To address the student's difficulty with writing tasks, return the discussion to the disability (ADHD) and determine whether--and how--this is the cause of the writing difficulty. In this case, the team may identified a need to support the student by imposing a structure onto writing assignments, breaking them into smaller, finite tasks. The services include consulting with the general education teacher to structure writing tasks and supporting the student in functioning within the structure. The behavior concerns related to peer interaction should be discussed in terms of the specific characteristics of ADHD*. In this case, the team--including the student--may identify that the student's impulsivity is negatively affecting his ability to work with others and that brief but regular reminders about self-management strategies have worked for him in the past. The service becomes one of consultation with the student about phasing out impulsive behavior and supporting a more positive replacement behavior.

*IMPORTANT: These services should not be developed by the teacher alone. Students need to identify their individual needs and identify the services they feel would be helpful to them.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Support in structuring and completing writing tasks	30 minutes/week	General education	Special educator, general educator, paraprofessional
Remediation and support in practicing self-management strategies	25 minutes/week	General education	Special educator, general educator, paraprofessional

Profile:

Student is an 11th grader with an Emotional Disturbance and has difficulty with anger management and coping skills. He is on a standard/modified standard diploma track, and is short one SOL verified credit of a standard diploma and will take 4 SOL classes this year.

Things to take into consideration:

The disability is in the area of Emotional Disturbance, specifically anger management and coping skills. When considering appropriate services, these are the only areas of weakness that should be considered. Although the student might have other deficits, services are not provided for all deficits, only those related to the disability. Services addressing the development of anger management skills and coping skills should be provided in the student's natural learning environment, in this case the general education classroom where he is receiving instruction necessary to meet his diploma goal. Removal from the general education setting should be limited, if any, and focused on the disability area.

For the purposes of this example, we will assume that the student has identified* a need to step out of the classroom occasionally to de-escalate anger situations and has selected the guidance counselor as his contact person; he has also agreed to work in the classroom with the general and special education teachers to develop the coping skills identified in the present level of performance as areas of weakness. It is the special educator's role to counsel the student on how often he may access the student-selected service (less than 50 minutes per week) and maintain records.

*IMPORTANT: These services should not be developed by the teacher alone. Students need to identify their individual needs and identify the services they feel would be helpful to them.

Possible IEP Service Description:

Services	Frequency	Location	Provider
<i>Consider this 1st</i>	<i>Consider this 3rd</i>	<i>Consider this 2nd</i>	<i>Consider this last</i>
Instruction in and monitoring of coping skills; some teacher-directed and some student-selected	50 minutes/week	Teacher-directed services provided in general education classroom; Student-selected services provided in guidance office	Special educator, guidance counselor, general educator