EducationWeek

Questions ELD teachers can ask when reviewing an IEP

Review these questions that English-language development teachers can ask about each section of an IEP for English learners with disabilities. Note that IEP formats and content may vary by district or state.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- [ ] How does the student's disability impact their academic, behavioral, health, or physical performance compared with grade-level or developmental expectations?
- [ ] What adaptations do I need to make to the content, presentation, and modality of my language lessons to align with the student's current abilities?

Special considerations

- [ ] What is the student's home language and English language proficiency level, and how can I share their linguistic assets with the rest of the instructional team?
- [ ] Does the student use assistive technology, or an augmentative and alternative communication (AAC) device, eye gaze, facial expressions, or body movements to communicate? How can I incorporate these into my lessons so the student can express themselves, make requests, protest, and demonstrate understanding?
- [ ] Does the student have visual or hearing impairments that require tactile or auditory materials, descriptive language, preferential seating, captioning, or clear visibility for lip-reading?
- [ ] If the student has a behavioral intervention plan, what are the target behaviors, replacement behaviors, reinforcers, and exact response procedures I must follow (and collect data on) to maintain consistency?

Accommodations

- [ ] Which specific presentation, response, accessibility, scheduling, and setting accommodations apply to my ELD instruction (whether push-in or pull-out) and any assessments I administer?
- [ ] Based on the nature of the language activity used in class, which accommodations from the student's IEP are most necessary for them to access the task?

Supplementary aids and services

- [ ] Do the listed instructional supports (such as graphic organizers or chunked assignments) address a content or cognitive access need or an English language proficiency need—and how can I layer language scaffolds on top of them?
- [ ] Which daily supports (such as positive or concrete reinforcers or social stories) am I responsible for implementing consistently alongside the special education and general education teachers?

Goals and objectives

- [ ] What specific language functions, vocabulary, or grammatical features does the student need to interpret or express to achieve their academic, behavioral, or self-management IEP goals?
- [ ] Are there speech-language goals (such as articulation or phonics) or content-area goals where I can reinforce progress using my knowledge of home-language transference and direct language instruction?

Services

- [ ] When, where, and for how many minutes is the student receiving special education and related services?
- [ ] How can I coordinate with the special education and general education teachers to schedule ELD minutes so the student receives their full entitlement to both ELD and special education services?

Icons: Getty

SOURCES: EdWeek reporting and John Ladesic, an instructional specialist with Montgomery County Public Schools