EducationWeek

Questions general education teachers can ask when reviewing an IEP

Review these questions that general education 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 currently impact their academic, behavioral, health, and physical performance relative to grade-level expectations in my content area?
- [ ] What strengths and current skill levels can I build on when planning grade-level lessons, and what baseline adjustments do I need to make?

Special considerations

- [ ] Is the student also an English learner? If so, what is their home language and English proficiency level, and when can I consult with the ELD teacher to learn about their linguistic assets and growth areas?
- [ ] Does the student use assistive technology or augmentative and alternative communication (AAC) device as "their voice"? Do I know how to operate it (or do I need a quick tutorial), and how can I build opportunities into my lessons for them to use it to express needs, protest, or show understanding?
- [ ] Does the student have visual or hearing impairments? How do I need to adjust my physical classroom (by reducing clutter, creating visual boundaries, ensuring a predictable layout, or providing preferential seating) and my instruction (by chunking tasks and timing to prevent sensory overload, facing the student for lip-reading, using captioning, providing written instructions, or adding tactile and auditory materials)?
- [ ] What are the student's target behaviors, the function of those behaviors, replacement behaviors, and reinforcers? What exact response procedures and staff contacts must I follow if challenging behavior occurs in my classroom, and how will I help collect data?

Accommodations

- [ ] Which presentation, response, accessibility, scheduling, and setting accommodations am I legally required to provide during daily content instruction and classroom or state assessments?
- [ ] Depending on the specific assignment, activity, and classroom setup, which accommodations from the student's IEP are essential for them to participate fully?

Supplementary aids and services

- [ ] Which daily supports (such as positive or concrete reinforcers, social stories, or breaking assignments into smaller units) must I implement consistently in my classroom to match what the special education teacher uses?
- [ ] Are there supplementary aids (like graphic organizers or tailored materials) I should co-create with the special education teacher to align with my specific content curriculum and the student's interests?

Goals and objectives

- [ ] Which academic IEP goals (such as reading comprehension or math problem-solving) relate directly to my subject area, and how can I embed opportunities to practice them during daily instruction?
- [ ] How can I reinforce the student's behavioral, health, physical, or related-service goals (such as speech, or adapted PE targets) during classroom routines, transitions, and group work?

Services

- [ ] Am I listed as a service provider for any special education minutes in the general education setting, and what does that delivery look like?
- [ ] When does the student leave for pull-out special education, related services, or ELD instruction, and how can I structure my pacing so they don't miss core content instruction or lose their entitled service minutes?

Icons: Getty

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