

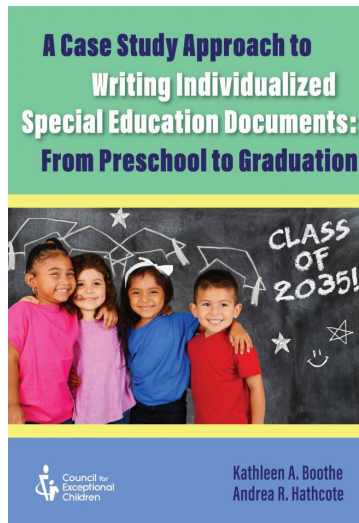
# Top 10 Resources for Learning About IEP Writing

\*Click on the Titles to be redirected to the webpage\*

1. [\*A Case Study Approach to Writing Individualized Special Education Documents: From Preschool to Graduation\*](#)

by **Kathleen A. Boothe & Andrea A. Hathcote**

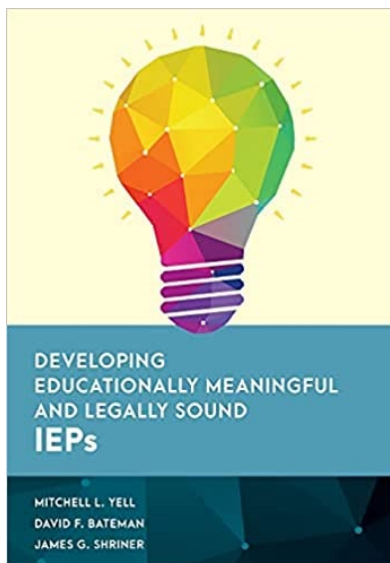
This book, published by CEC offers readers a case study of one special education student from early childhood through graduation, with examples of IEP documents that might be appropriate for this student at all grade levels.



2. [\*Developing Educationally Meaningful and Legally Sound IEPs\*](#)

By **Mitchell L. Yell, David F. Bateman, & James G. Shriner**

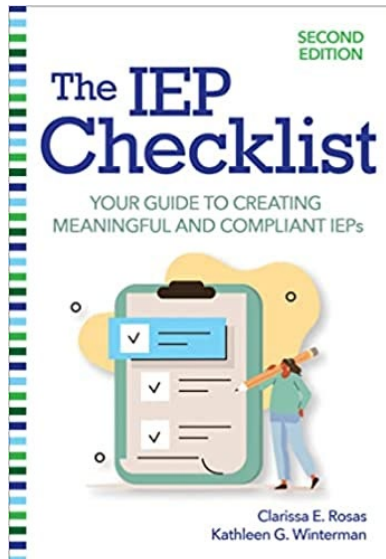
This book provides a good history of IEPs and the legal requirements for writing them, as well as practical tips that assist teachers in writing high quality IEPs.



3. [\*\*The IEP Checklist: Your Guide to Creating Meaningful and Compliant IEPs \(2<sup>nd</sup> Edition\)\*\*](#)

**By Clarissa E. Rosas & Kathleen G. Winterman**

This teacher-friendly book provides practical tips and strategies for writing IEPs. It includes sample forms that teachers can use to assist them in IEP writing.



4. [\*\*IEPs: Developing High Quality Individualized Education Programs\*\*](#)

This IRIS module will take about three hours to complete and offers a good overview of the IEP writing process. In addition, a Professional Development Certificate is available to anyone who completes the module.

5. [\*\*IEP Process: Common Errors\*\*](#)

This IRIS resources offers a list of common errors made in IEP writing and development. Having this information can help teachers and schools avoid making errors.

6. [\*\*A Seven-Step Process to Creating Standards-Based IEPs\*\*](#)

This U.S. Department of Education document provides teachers with an easy-to-follow process for ensuring that all IEP goals are aligned to state and district learning standards while still meeting the individual needs of the student.

7. [\*\*SMART IEPs\*\*](#)

This book chapter, written by Wrightslaw, gives a good overview of writing IEPs that include SMART (Specific, Measurable, Attainable, Relevant, and Timebound) goals.



8. **Writing the IEP**

This section of a guidance document from the US Department of Education offers a description of the steps the IEP team should go through when developing a student IEP.

9. **The IEP Checklist: Goals**

This CEC resource is a form from the IEP Checklist book and gives teachers a simple checklist to complete in order to ensure that the IEP goals meet the requirements under IDEA.

10. **Smart or Not?: Writing Specific Measurable IEP Goals**

This CEC resource, published in the October 2018 issue of Teaching Exceptional Children, provides teachers a process to follow in writing SMART goals for the IEP.



## Top 10 Things to Remember When Developing an IEP

1. The IEP should be written in clear, concise terms and avoid using passive tense. You should avoid educational jargon as much as possible!
2. All IEP goals must be related to PLAAFP (Present Levels of Academic Achievement and Functional Performance). The Present Levels help guide you in determining appropriate goals for the student.
3. Goals should be SMART (Specific, Measurable, Attainable, Relevant, and Timebound)
4. Goals should be aligned to state or district standards, or both. This ensures that students receiving SPED services are receiving an equitable education compared to their peers.
5. Be sure to check the IEP for spelling and grammar errors. This is a professional document that could end up in court one day.
6. Always check with district/state guidelines for what the IEP should include and the format in which it should be written.
7. Come to the IEP meeting with ideas about what might be appropriate for the student, but remember that the IEP must be written at the IEP meeting.
8. Keep in mind that IEPs are written as a team – each member of the IEP team has a unique perspective that should be considered and reflected in the document.
9. Don't forget the 2 most important members of the team – the student and the families!
10. IEPs should be INDIVIDUALIZED! That means each student's IEP should be unique and the goals you develop should be different for each student.