
FAQ

1. What is an IEP meeting?

This meeting is one step of the larger IEP process and is conducted annually to review and update a student's IEP.

2. Who attends an IEP meeting?

Per the Individuals with Disabilities Education Act (IDEA), there are certain individuals who are mandated to attend, collectively known as the IEP team.

3. What is the difference between an IEP and a 504 Plan?

An IEP under IDEA covers students who qualify for Special Education, while a 504 Plan covers students who do not meet the criteria for special education, but who still require some accommodations.

4. Who can request an IEP meeting?

Any member of an IEP team can request a meeting, especially the parents of the child with a disability.

5. What happens in an IEP meeting and what to expect?

A specific agenda that meets the particular needs of the child in question can be followed to review the child's evaluations, progress monitoring reports, and IEP goals and accommodations.

6. What to ask for in an IEP meeting?

The I in IEP stands for individualized and the accommodations to ask for are unique to every child with a disability.

7. How to prepare for an IEP meeting?

There are various components built into the IEP process and parent participation is key. Preparing for a meeting requires time and focus.

8. What is a psychoeducational evaluation and why is it important?

A psychoeducational evaluation is an assessment of how a student learns, which measures different types of reasoning, memory, and working efficiency.

9. How long should an IEP meeting last and how is it conducted?

This will vary from district to district, but also depending on the child, their needs, and how much pre-work was done and is not defined by IDEA.

10. Can there be an IEP amendment without a meeting?

Yes, not every change to an IEP warrants scheduling a meeting and amendments can be made between meetings.

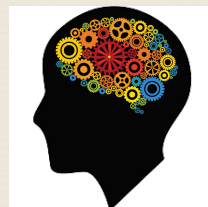
ADDITIONAL RESOURCES

Organizations:

- Association of Educational Therapists (AET)
- Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)
- Teacher Resources for Special Needs
- Legal Resources for Special Needs

Websites:

- <https://www.additudemag.com>
- <https://smarts-ef.org>
- <https://www.sos4students.com>
- <https://www.understood.org>
- <https://www.noodle.com>

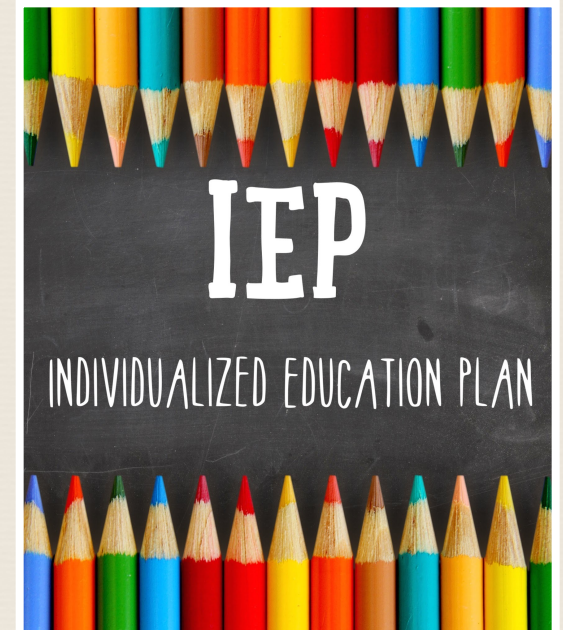


COGNITION CONDITIONING

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PREPARING FOR AN IEP MEETING



A HELPFUL GUIDE
FOR WHAT TO
EXPECT BEFORE,
DURING, AND AFTER
AN INDIVIDUALIZED
EDUCATION PLAN
(IEP) MEETING WITH
YOUR CHILD.



BASIC INFORMATION ABOUT IEPs

- ❖ The IEP was developed in 1975 under the Individuals with Disabilities Education Act (IDEA) to ensure a free and appropriate public education for children with a disability.
- ❖ An IEP is an evidence-based service used to improve students' with disabilities academic achievement.
- ❖ Students who qualify for services under IDEA include those diagnosed with learning and/or intellectual disabilities and those with emotional disturbance.



- ❖ An IEP is individualized to align with student impairments and tailor school-based, supplemental education services to meet specific learning challenges.
- ❖ Students' academic impairment may include poor grades, failure to complete assignments, high rates of course failure, and delayed or impaired executive function development.
- ❖ Students' with disabilities often experience significant social impairment and negative behavior, which can also be addressed in IEP goals and accommodations.

- ❖ The members of the IEP team include, but are not limited to the parents of the child with a disability, the child with a disability, one or more regular education teachers, at least one special education teacher, and a local education agency (LEA) representative.

