Final Project Overview

DESCRIPTION: Throughout this course, you will be exploring a variety of key principles and considerations (e.g., a "framework and formula") for developing a meaningful IEP. In addition to regular discussion opportunities about these topics, students will submit a total of (4) additional assignments. *Assignments for Modules 2, 3, and 4 include "tasks" that will be used to help guide the development of a meaningful and legally defensible IEP.* Tasks that are intended to be used as part of your Final Project are clearly indicated as such in the task.

That said, as the purpose of the course is to improve your IEP development skill, the Final (or culminating) Project will be completion of a new or revised IEP for a child or student of your choice. While you are welcome to submit an actual completed and signed IEP (if your participation on the IEP team included you considering course material OR if you are revising an existing IEP using the tasks, principles, and practices we cover in the course), it is not required.

Rather, if you are developing a "hypothetical" IEP based on a real child or student, the following sections of the Alaska IEP (2015 version) should be completed:
- Section 3 (PLAAFP)
- Section 4 (Consideration of Special Factors)
- Section 6 (Assessments)
- Section 7 (Program Accommodations and Modifications)
- Section 8 (Extended School Year)
- Section 9 (Measurable Annual Goal(s))
    - Note that you can copy this page as many times as needed to ensure you address all goals you would put on this child's IEP if it were "real"
- Section 10 (Special Education and Related Services)
- Section 11 (Justification and Placement in the Least Restrictive Environment)
- Demographic information from Section 1

You can access a sample of the 2015 Alaska IEP in the Alaska Special Education Handbook (see pages 59-68)
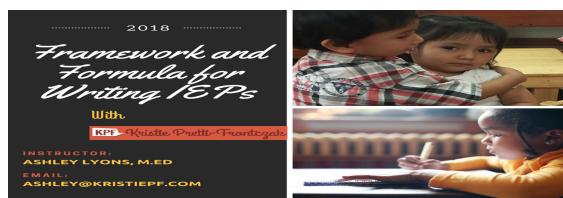
DIRECTIONS

- Step 1: Identify a child or student for this Project. They must be real, but can be your own child, a child who you know, a child who's IEP you will be working on or amending, or a child who's IEP you would revise (even if not in reality right now) given what you have learned/are learning
- Step 2: Complete the tasks in the assignments for Modules 2, 3, and 4 that are specific to this child or student and hold on to them. If you receive any suggestions/feedback, consider and incorporate those and revise for the Final Project.
- Step 3: Develop an IEP (real, revised, or "hypothetical" based on the sections listed above) using the information from the tasks you completed as well as the principles/practices you learned in this course.
- Step 4: Combine the IEP with the relevant tasks (Module 2 Assignment task Disability vs. Difference handout; Module 3 Task 1 and IEP One-pager; and Module 4 Tasks 1 and 2). Using the provided link in our course space, upload the combined document to submit.
  - It will be easy to combine these documents if everything is in Word, but you may need to do a little extra leg work if any of your documents are in another format. The easiest way is to scan everything into your computer and save as a combined PDF. Alternatively, you should be able to submit multiple documents at that link though you may need to do this by submitting, exiting, and going back to the link. If you do this, be very clear in the title of your documents which aspect of the Final Project it is.
  - If you want feedback prior to the final due date, be sure to share with the instructor a minimum of (1) week prior to the due date. You may do this via email or in the Lesson 4.3 Q & A if you would also like feedback from any peers.

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Framework and Formula for Writing IEPs

With

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