


This chapter provides an outline of a process for developing Individualized Education Programs (IEPs) that articulates the relationship of these individualized programs to the standards set for all students. The authors argue that the determination of the critical function or outcome of a particular standard represents a crucial understanding for IEP teams as they develop an IEP that moves the student within the framework of a general curriculum. Identifying supports, adaptations, and modifications increase the chances to learn because the teacher can determine appropriate opportunities for instruction and the students can respond appropriately in learning activities.
Participants:

Test Design: This is a review of studies conducted over the past 12 years on the use of phonetic analysis strategies and/or phonetics instruction with students with mild or moderate mental retardation. Seven studies were found to consist of the use of phonetic analysis (making letter-sound correspondence). No studies were found that examined the use of phonetics instruction. The purpose of the review was to examine the existing literature in this area over the past 12 years.

Findings: All studies found that students with mental retardation can learn and use phonetic-analysis strategies and/or have the potential to benefit from phonetics instruction. Further research is necessary to draw substantial conclusions, particularly regarding the effectiveness of direct/explicit phonics instruction with children with mental retardation.
Participants: A total of 44 national authorities in best practices for students with moderate and severe cognitive disabilities participated in this study.

Test Design: The purpose of this study was to conduct an expert validation of Kentucky’s approach to alternate assessment for students with significant cognitive disabilities. Participants were asked to fill out a survey that asked questions about performance indicators and academic expectations for the state of Kentucky. All written comments included with the survey were typed and categorized into major themes.

Findings: Results indicated that in terms of the core of best practices embodied in the performance criteria for Kentucky’s alternate assessment, there was a high degree of professional congruence. However participants also raised some concerns about the extent to which more limited learner outcomes have been identified for students with significant disabilities and whether the alternate assessment was sufficiently aligned to general curricular expectations for all students.
Participants: The research presented in this article is from 6 in depth case studies as well as biographies and autobiographies of persons with severe disabilities. The 6 individuals ranged in age from 4-16 years and were all professionally defined as severely mentally retarded.

Test Design: Researchers conducted interviews and observations in inclusive and segregated classrooms, at work sites, in homes, and in the community. Observations were focused on the students’ interactions, social relationships, use of printed language, and general literacy. Analysis of the observations and interviews was ongoing.

Findings: The research suggests that persons labeled as having severe intellectual disabilities demonstrate the ability to acquire knowledge of symbols and literacy when they are in the presence of people who support them, believe in their abilities, and with whom they share an intimate relationship with. Based on these findings, the researchers suggest that the ladder to literacy be reconstructed into a web of relationships, educators work towards a more local understanding of students with severe disabilities, and that we shed the use of labels altogether for these individuals.
Over the past few decades, much research has been conducted in order to gain insight about how people think and learn. Specific areas that have been examined include: how knowledge is organized in the mind; how children develop conceptual understanding; how people acquire expertise in specific areas; how participation in various forms of practice shapes understanding and what happened in the physical structures of the brain during the processes of learning, storing, and retrieving information. This chapter focuses on the findings that are most relevant to assessing school learning. Four perspectives (Differential, Behaviorist, Cognitive, and Situative) are discussed in terms of their views on the process of learning. Specific topics covered in the chapter include: fundamental components of cognition; the nature of subject-matter expertise; the development of expertise; integration of models of cognition and learning with instruction and assessment; and methods of observation and inference. Throughout the chapter, information is integrated with ways of improving assessment of school learning.
Understanding the Standards-Based Individualized Education Program. 2226 Words 9 Pages. Individual Educational Plans (IEPs) are a way in which teachers and the school system can address special services that provide programs for children with delayed skills or disabilities. A child that has difficulty learning and functioning and may be identified as a special needs student is the type of candidate for an IEP. However, in order for there to be a fairer way to administer and develop programs so that children may take advantage of them, there is a process and set of procedures necessary prior to Standards-Based Individualized Education Program Examples. Marla Davis Holbrook. August 2007. Project Forum National Association of State Directors of Special Education (NASDSE) 1800 Diagonal Road - Suite 320 Alexandria, VA 22314. Many professionals and family members view standards-based IEPs as a best practice to create high expectations for students with disabilities. This document presents a seven-step process to be used in developing a standards-based IEP. Each step is followed by guiding questions for the IEP team to consider in making data-based decisions. An Individualized Education Program (IEP) is a written education plan designed to meet a child’s learning needs. Read about IEPs. If you’ve never seen an IEP before, the various documents can be hard to decipher. They cover many areas, using terms and information you’ll likely have questions about. But all of those pieces add up to the best program of instruction and supports for your child. The information in an IEP can give you a deeper understanding of your child’s strengths and challenges. And it should lay out exactly how the school plans to help your child improve and build skills. Discover what’s in an IEP. Navigating IEP meetings. Your child’s special education program... The requirements for Individualized Education Program (IEP) development can be found in the Regulations Governing Special Education Programs in Virginia. The Virginia Department of Education does not mandate or prescribe a particular IEP form or format. The information contained herein is provided only as a resource that educators may find helpful and should be used in guiding their special education standards-based IEP development process. Provides positive directions and goals for intervention. Standards-Based Individualized Education Program (IEP) - 2/2/11 Revised 3/28/16. Utilizes standards to identify specific content critical to a student's successful progress in the general education curriculum.