

According to the Ministry of Education, “An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.”

If your child requires an IEP you will be asked to attend IEP meeting(s) at your school. As a parent your input is very valuable. You know your child the best and you are an expert in your child. It can sometimes be intimidating for parents to participate in meetings with many other professionals.

The Ministry of Education states the purpose of an IEP as:

- It formalizes planning decisions and processes, linking assessment with programming. It provides teachers, parents, and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives.
- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.

To prepare for the IEP meeting consider the answers to the following:

- Prior to the meeting write down some long and short term goals for your child
- What motivates your child
- What are your child's strengths and weaknesses
- What are your child's interests
- How will my child's progress be measured and by whom
- Who is responsible for each goal and what supports or modifications are needed

## SMART IEP's

“SMART IEPs are a way for parents to check that their children's IEPs are the best they can be to support their learning, behavioural, social and emotional goals.

- **S** Specific
- **M** Measurable
- **A** Active
- **R** Realistic and Relevant
- **T** Time-limited

## **Specific**

The information in the IEPs should address both your child's strengths and needs. For example, it isn't specific enough for the IEP to state that your child "has a reading problem." It should specify the nature of the reading problem-decoding, fluency, comprehension, etc.

## **Measurable**

Three areas of the IEP should be consistently, objectively measured:

- The present level of your child's performance
- The progress your child is making toward the goals
- The achievement of the goals

## **Active**

The IEP uses active language to describe what will be done to support your child. For example, "Ms. Smith will provide phonics instruction twice a week for one hour each session."

## **Realistic and Relevant**

The goals in your child's IEP should be relevant to his or her needs, and set at high but attainable levels.

## **Time-Limited**

There are reasonable review times identified in your child's IEP (e.g. initial, mid-year, end of year), when you'll meet with the staff who work with your child. From [www.inclusionbc.org](http://www.inclusionbc.org)

## **IEP Resources:**

[IEP Parent Guide](#), BC Confederation of Parent Advisory Council

A guide that focuses on understanding how IEP meetings work, and how you and your child can get the most out of the process by working together with the school.

[The B.C. Education System: An introduction for parents of students with ASD](#), Autism Community Training

A comprehensive guide explaining how to navigate B.C.'s education system, including a detailed section on IEP's.

## Talk To Us

Have a question? Looking for further information? Our friendly and knowledgeable Information Officers provide personalized support through email, phone, and in-person.

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