

# Anatomía de un IEP

Un Programa de Educación Individualizado (IEP, por sus siglas en inglés) es un plan para la experiencia de educación especial de un niño en la escuela. El plan describe los servicios y apoyos que recibe el niño. Los IEP suelen tener muchos elementos en común. Estas son algunas de las partes más importantes de un IEP. (Nota: por lo general, el documento del IEP está escrito en inglés).



## Individualized Education Program

### Student information

Student Name: Karen Martínez	Date of IEP: 9/5/2019
Date of Birth: 5/22/2011	Grade: Rising 3rd

### IEP team

IEP Case Manager: John Santos
General Education Teacher: Janie Doe
District Representative: Pedro Ramirez
Parent: Flor Martínez
Special Education Resource Teacher: Ellen Wong

### Información del estudiante

La primera página indica el nombre del niño, su edad, fecha de nacimiento, grado escolar y otros detalles. También incluye un resumen de quiénes integran el equipo del IEP.

## Present level of educational performance

### Academic performance

Karen is a kind, helpful third grader who is always willing to work hard, even on tasks that are difficult for her. She has a strong love of learning and will seek out books relevant to her interests of the outdoors and animals. She is also quite articulate in classroom discussion.

However, while Karen is presently meeting grade-level expectations in math, she continues to show significant difficulty in the area of reading fluency and comprehension compared to her classroom peers. Karen is able to decode single letters, vowel combinations, and digraphs (like “ch” or “sh”) in short, consonant-vowel-consonant (CVC) words, where she is 80% accurate, on average. She has difficulty applying these skills when reading multi-syllable words, where she is 35% accurate, on average, or when reading words in actual passages of text. Recent measures show that Karen is able to read third-grade passages at a rate of 40 words per minute, with 85% accuracy and less than 65% text comprehension.

Students in third grade are expected to read 100–140 words per minute, and answer comprehension questions with 90–100% accuracy. Karen is able to read late first-grade passages at 90 words per minute, with 95% accuracy, and comprehension at 90% accuracy on average. This is Karen’s independent reading level. Karen’s reading difficulties affect her participation in the general education curriculum by making it impossible for her to read grade-level text independently and learn grade-level content effectively.

## Nivel actual de rendimiento académico (PLOP, PLAAF o PLP)

Esta sección describe las habilidades, aptitudes, desafíos y destrezas del niño. También puede señalar las habilidades sociales y su comportamiento.

## Annual goals

### Goal 1

Karen will increase her reading fluency from 90 words per minute in late first-grade passages to 90 words per minute in late second-grade passages.

#### Objectives:

1. Given phonological awareness instruction, Karen will read unfamiliar 2- and 3-syllable words with at least 85% accuracy over two consecutive trials as measured on reading post-tests administered by the special education resource teacher.
2. Given instruction in a sight-word reading program, Karen will read 180 high-frequency words with 85% accuracy over two consecutive trials as measured by the special education resource teacher.

### Goal 2

Karen will increase her reading comprehension from 90% accuracy at the late first-grade level to 90% accuracy at the late second-grade level.

#### Objectives:

1. Given pre-teaching of new vocabulary, picture supports, and up to three adult prompts, Karen will correctly answer comprehension questions about events in a late second-grade text with 90% accuracy over two consecutive trials as measured by the special education resource teacher.
2. Given pre-teaching of new vocabulary and up to three adult prompts, Karen will correctly answer comprehension questions about short, late second-grade passages.

## Metas anuales

Las metas deben consistir de habilidades académicas y funcionales que el niño pueda alcanzar durante el año escolar de manera razonable. Cada una está dividida en objetivos a corto plazo.

## Progress reporting

Progress toward annual goals will be measured through classwork, observation, tests and quizzes, and written reports. Karen's parents will receive a quarterly written report on her progress.

## Informe de progreso

El IEP establece cómo el equipo del IEP realizará el seguimiento del progreso del niño para que se cumplan sus metas anuales.

### Services

Service: Reading Instruction	Frequency: Once daily for 60 minutes per session
Location: ABC Elementary School	Instructional Setting: Special Education Small Group
Duration: 9/15/2019 - 6/1/2020	

### Servicios

En esta sección, el IEP detalla:

1. Qué servicios de educación especial recibirá el niño y durante cuánto tiempo.
2. Cualquier servicio fuera del año escolar (como servicios de verano).
3. Cualquier “planificación de la transición” que prepare al niño para la vida después del bachillerato.

### Supplementary aids and services

The student will be provided with the following accommodations/modifications:

Accommodation/Modification: Textbooks on CD/tape	
Frequency: Daily	Location: ABC Elementary School and at home
Instructional Setting: All classes and at home	
Duration: 9/15/2019 - 6/1/2020	

### Apoyos y servicios adicionales

El IEP especifica qué adaptaciones recibirá el niño en la escuela, como poder sentarse al frente de la clase. También especifica cualquier modificación. Estos son cambios a lo que se espera del niño, como menos tarea. Esta sección también incluirá información sobre cualquier tecnología de asistencia que el niño necesite.

**Participation**

Although Karen has been responsive to adaptations and modifications in her regular education classroom, she continues to progress slowly on her IEP reading goals. Small group pull-out instruction for an hour a day allows for intensive, individualized instruction in Karen's identified area of need, while allowing her to spend most of the day in her general education classroom.

**Participación**

Esta sección explica cómo y hasta qué punto el niño será incluido en las clases de educación general y otras actividades, incluyendo las pruebas estatales.

**Parent/Guardian Consent**

Indicate your response by checking the appropriate space and sign below.

I **give** permission to implement this IEP.

I **do not give** permission to implement this IEP.

\_\_\_\_\_  
Signature

**Consentimiento**

Muchos IEP cuentan con una línea para la firma, donde un padre o tutor acepta oficialmente el plan. Tenga en cuenta que un IEP no es un todo o nada. Las familias pueden añadir un anexo dando su consentimiento solo a algunas partes del IEP.