

Understanding iep meetings

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Analyzing IEP Meetings IDEA 2004 chapter 2 video illustrates the team members who participate in the IEP meetings. The parent is one of the IEP team members. The responsibility of the parent entails monitoring the learning progress of the child, and making recommendations on how best to solve the challenges or problems experienced by the child. The Regular education teacher is another IEP team member. The regular education teacher is responsible for providing general education in areas like language or mathematics. The regular education teacher monitor the progress of the student in general disciplines, in comparison to other students (Roach & McGrath, 2013). The special education teacher is very instrumental in addressing the special and individualized needs of the learner. The special education teacher provides recommendations on how the special learner can succeed in the learning process; for example, giving front row seat to the learner with short vision. The local school district representative ensures that the school administrating and teachers effectively implement the conditions set in the IDEA 2004. Example includes, providing appropriate individualized education to the student requiring special learning attention (Friend, 2012). The school psychologist is also another IEP team member. His/her role entails addressing the psychosocial needs of the student; for example, ensuring that the student is in a fit mental state so as to enhance learning. The student is the most important member in the team. The student is required to explain the challenges that he/she experiences in the learning process. The private therapist caters for the emotional, social and psychological interests of the student. Example entails, guiding the students on the most appropriate approach of relating and communicating with fellow students and teachers, so as to improve learning process (Kamens, 2014).

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The care provider has the key responsibility of positively guiding the student in all learning activities. The family friend is also critical in socially guiding the student towards adopting positive learning activities. The final member of the IEP team is the reading or behavior expert. The expert is expected to provide professional opinion, in regards to approaches of improving education and related activities of the special student (Patterson, 2013).

The chapter 5 video illustrates the IEP team members who took part in the meeting. The required members were present in the meeting. The student, Dominic, was adequately accompanied by his parent. The dad is Stan Peterson, and the mum is Ally Peterson. The meeting had the special education teacher who served as the IEP team coordinator, Sandra Miller, in addition to the regular education teacher, Michele Atkins. The representative of the school district, and also the Assistant Principal is Francis Loveson. The school psychologist present in the meeting is Grachel Adams. Other members who took part in the meeting are the middle school representative, Rosa Lopez and the Note taker, Ann Edward. The IEP coordinator guided the meeting process in an effective manner, and also illustrated the learning progress of the student. She illustrates that Domini is still eligible for special education. Dominic illustrates learning strengths like; team player, adequate computer skills, and drawing skills. The mum illustrated that Dominic has great potential especially in athletics. Dominic illustrated that he has learning problems in reading and writing. The team members illustrated that they will assist Dominic in achieving learning goals.

References

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