



IEP Simulation Activity

This activity involves three steps and each step builds student knowledge and skills about the IEP meeting and process, including the importance of actively involving the family. Prior instruction about the IEP process is required before implementing this activity.

Step One: IEP Meeting Simulation

*All team roles, including the role of family member, are simulated roles in this step.

A simulation of an IEP meeting will be completed in class and an IEP developed as a result of the meeting. A sample developmental assessment report will be provided by the instructor. The developmental assessment report will include information about a child and family who are transitioning from early intervention services (i.e., Part C) to preschool (i.e., Part B 619). Each student will select a team role (e.g., facilitator, recorder, preschool inclusive classroom teacher, Part C service coordinator and/or special instructor, family member(s), and other professionals as identified in the assessment report such as SLP, PT, OT) and actively participate in the discussion and development of the IEP from the perspective of that role. The grade for the simulation will be based on preparation for and participation in the IEP meeting, including active involvement of the (simulated) family member(s), and the completed IEP document.

**Instructor: Provide strategic and explicit instruction and coaching during this step.

Step Two: Family Panel

Family members are invited to share their experiences with students about the IEP meeting and lessons learned about the IEP meeting process. Students ask questions to support their developing knowledge and skills about the IEP meeting and process.

Step Three: IEP Meeting Simulation with Family Members

Invite family members to participate in this IEP meeting simulation. A simulation of an IEP meeting will be completed in class and an IEP developed as a result of the meeting. A sample developmental assessment report will be provided by the instructor. The developmental assessment report will include information about a child and family who are transitioning from early intervention services (i.e., Part C) to preschool (i.e., Part B 619). Each student will select a

team role (e.g., facilitator, recorder, preschool inclusive classroom teacher, Part C service coordinator and/or special instructor, and other professionals as identified in the assessment report such as SLP, PT, OT) and actively participate in the discussion and development of the IEP from the perspective of that role. The grade for the simulation will be based on preparation for and participation in the IEP meeting, including active involvement of the family member(s), and the completed IEP document.

**Instructor: In addition to your instruction and coaching, encourage family members to provide constructive feedback to students during this step.

Research supporting the use of IEP simulations for preservice learning:

Mueller, T. G., Massafra, A., Robinson, J., & Peterson, L. (2019). Simulated individualized education program meetings: Valuable pedagogy within a preservice special educator program. *Teacher Education and Special Education*, 42(3), 209-226. <https://doi.org/10.1177/0888406418788920>

Beck, S. J., & DeSutter, K. (2020). An examination of group facilitator challenges and problem-solving techniques during IEP team meetings. *Teacher Education and Special Education*, 43(2), 127-143. <https://doi.org/10.1177/0888406419839766>

Note: Talk to family members about how they wish to be compensated for their time.

Sample Forms

Below are sample forms that can be used and adapted for the IEP simulation activity.

OBSERVATION FORM: IEP Facilitator

STUDENT'S NAME: _____

OBSERVER: _____ DATE: _____

PREPARATION:

- Team seated to facilitate discussion.
- Agenda prepared and available to team members.
- IEP and other relevant forms available.
- Recorder appointed.

FACILITATION OF MEETING:

- Introductions made.
- Purpose of meeting stated.
- Family's rights provided and reviewed, as needed.
- Confidentiality addressed.
- Information about child's strengths requested.
- Information about child's needs requested.
- Information about family's resources requested.
- Information about family's concerns requested.
- Information requested of all team members.
- Terms clarified as needed.
- All required components of IEP addressed.
- Variety of Communication strategies utilized.
- Summary of meeting provided.
- Next steps identified.

Comments:

OBSERVATION FORM: IEP TEAM MEMBER (Professional)

STUDENT'S NAME: _____

OBSERVER: _____ DATE: _____

- Assessment information readily available.
- Information presented without using jargon.
- Definition of terms provided, as needed.
- Child's strengths discussed prior to needs.
- Specific examples included in discussing child's present levels of performance.
- Family member(s) input/priorities requested regarding child's strengths and needs.
- Specific recommendations provided for child's IEP based on data and committee discussion.
- Information shared/requested about family's resources as appropriate.
- Information shared/requested about family's concerns as appropriate.
- Family member(s) asked to prioritize family resources and concerns as appropriate.

Comments:

OBSERVATION FORM: IEP TEAM MEMBER (Family Member)

STUDENT'S NAME: _____

OBSERVER: _____ DATE: _____

- Assessment information readily available.
- Information presented from a family perspective.
- Definition of terms, etc. requested, as needed.
- Discussion of child's strengths and needs.
- Specific examples from home setting provided.
- Recommendations provided for child's IEP based on your priorities.
- Information shared about your family's resources as appropriate.
- Information shared about your family's concerns as appropriate.
- Discussion of how you want to be involved in IEP implementation and evaluation.

Comments:

OBSERVATION FORM: IEP RECORDER

STUDENT'S NAME: _____

OBSERVER: _____ DATE: _____

- IEP and other relevant forms available.
- Information recorded as discussion occurs by committee.
- Requests that information be repeated, as necessary.
- Reads information per section of form to ensure accuracy.
- Provides information about child's strengths, as appropriate.
- Provides information about child's needs, as appropriate.
- Requests that family member(s) prioritize strengths and concerns.
- Shares information about family's resources, as appropriate.
- Shares information about family's concerns, as appropriate.

Comments:

Sample Rubric for Scoring IEP Simulations

Product/ Component	Level 4	Level 3	Level 2	Level 1
Identifying Information	All items on IEP form completed	Most items on IEP form completed	Some items on IEP form completed	Few/no items on IEP form completed
Present Levels of Performance (present levels)	Strengths and recommendations written for all domains in which needs identified; specific statements of concepts and skills identified for each based-on assessment results and team discussion	Strengths and recommendations written for all domains in which needs identified; somewhat specific statements of concepts and skills identified for each based-on assessment results and team discussion	Strengths and recommendations written for most domains; somewhat specific statements of concepts and skills identified for each based in part on assessment results and team discussion	Strengths and recommendations written for some domains; limited statements of concepts and skills identified for each based in part on assessment results with no additional team input
Consideration of Special Factors for IEP Development	Responses based on assessment report & team discussion and provided for each question	Responses based on assessment report and team discussion and provided for most questions	Responses based on assessment report only and provided for some questions	Responses based on assessment report only provided for few/no questions
Annual Goals	Annual goals written for all domains addressed by Present levels; all goal statements clearly articulated, written to cover an annual span of time, and measurable	Annual goals written for most domains addressed by Present levels; all goal statements somewhat clearly articulated and measurable; narrower in focus than annual	Annual goals written for some domains addressed by Present levels; most goal statements somewhat clearly articulated and measurable; narrower in focus than annual	Annual goals written for some domains addressed by Present levels; some goal statements somewhat clearly articulated and measurable as stated more short-term
Benchmarks, Short-Term Objectives	Two short-term objectives written for each annual goal; all objectives clearly articulated and include four required components	Two short-term objectives written for each annual goal; most objectives clearly articulated and include four required components	Two short-term objectives written for each annual goal; some objectives clearly articulated and include at least three of four required components	Two short-term objectives written for each annual goal; few objectives clearly articulated and include at least three of four required components

Product/ Component	Level 4	Level 3	Level 2	Level 1
Least Restrictive Environment (LRE), General Education, Special Education, and Related Services	All required components of this part of IEP completed with information relevant to the assessment report, present levels, annual goals, and objectives	All required components of this part of IEP completed with most information relevant to the assessment report, present levels, annual goals, and objectives	All required components of this part of IEP completed with some information relevant to the assessment report, present levels, annual goals, and objectives	All required components of this part of IEP completed with few/no information relevant to the assessment report, present levels, annual goals, and objectives
IEP Team Members	All relevant team members based on the assessment report, present levels, annual goals, objectives	Most relevant team members based on the assessment report, present levels, annual goals, objectives	Some relevant team members based on the assessment report, present levels, annual goals, objectives	Few relevant team members based on the assessment report, present levels, annual goals, objectives

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