

NASET / AASEP - Board Certification in IEP development (BCIEP)

BOARD CERTIFICATION IN IEP DEVELOPMENT (BCIEP)

HANDBOOK

This handbook is designed to provide the BCIEP Candidate with a full understanding of the Board Certification in IEP Development Program and how NASET/AASEP has provided a path to become certified. In this guide, you will find how the BCIEP program works, requirements for BCIEP, and the cost of the program. There is a summary of all Modules and their respective Units. You will also find an informative FAQ and a link to the application for the BCIEP Program.

The following are the topic areas of this handbook:

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Introduction

In special education, the IEP is the cornerstone of a quality education for each child with a disability. Every year, 7.2 million IEP's are written, and the level of competence required for this legal document should never be underestimated. To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. However, it is the final responsibility of every special educator to competently put together this multipage document with required sections defined under the law. Therefore, since changes to special education law change frequently, all special educators should have the most up-to-date information and be as trained as possible to ensure that the IEP developed will be in every student's best interests and meet their specific unique needs.

Each public-school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

The IEP process is considered to be one of the most critical elements to ensure effective teaching, learning, and better results for all children with disabilities. **NASET/ASASEP Board Certification in IEP Development (BCIEP)** is designed to specifically help special educators involved in the education of a child with a disability to develop and carry out an IEP. The information in this program is based on what is required by our nation's special education law--the Individuals with Disabilities Education Act, or IDEA.

The IDEA requires certain information to be included in each child's IEP. It is useful to know, however, that state and local school systems often include additional information in IEPs in order to document that they have met certain aspects of federal or state law. The flexibility that states and school systems have to design their own IEP forms is one reason why IEP forms may look different from school system to school system or state to state. Yet each IEP is critical in the education of a child with a disability.

To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. **NASET/ASASEP Board Certification in IEP Development (BCIEP)** will provide you with the knowledge, skills, and practical abilities to develop and implement IEPs for students receiving special education and related services.

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Program Overview

NASET's Board Certification in IEP Development is a step-by-step practical program that provides comprehensive professional development of all areas of Individualized Education Programs (IEP) for students with disabilities receiving special education and related services.

The program assists educators, parents, and state and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding IEPs for children with disabilities, including preschool-aged children.

NASET's Board Certification in IEP Development is divided into 2 sections.

Section I covers all federal guidelines and mandated requirements for IEPs under IDEA.

Section II focuses on the practical knowledge you will need to develop, write, and implement an effective IEP.

Completion of **NASET's Board Certification in IEP Development** provides you with the knowledge, skills and abilities to develop and implement all sections of an IEP.

DISCLAIMER: Although all IDEA mandated sections of an IEP are covered in detail in **NASET's Board Certification in IEP Development**, some states may require more than the federal law with IEP development. The focus of our program is on the federal mandates of an IEP. Specific state coverage mandated by the one in which you work may differ in some areas than the federal mandates. Check your local and state guidelines to see where federal law may vary in IEP development and implementation.

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Why Become Board Certified in IEP Development?

Prove Your Excellence in the Special Education Field!

NASET/AASEP Professional Board Certification in IEP Development - (B.C.I.E.P.) is a voluntary choice on the part of the candidate. The candidate for Board Certification wishes to demonstrate a commitment to excellence to employers, peers, administrators, other professionals, and parents. From the standpoint of NASET and the Academy, this board certification will demonstrate the highest professional competency in the profession of IEP development. **Board Certification in IEP Development** establishes a much-needed standard for professionals, across disciplines, who work with exceptional children.

NASET/AASEP Professional Board Certification in IEP Development - represents a professional's qualifications in a specific field of professional practice in special education. It demonstrates the individual's knowledge and experience and signifies his or her commitment to continued excellence in professional practice. In addition, it increases visibility, builds credibility, and validates expertise with those outside the profession.

NASET/AASEP Professional Board Certification in IEP Development - exemplifies the highest accomplishment one can attain from NASET and the Academy. Board Certification does not replace state licensing. While state licensing systems set entry-level standards for special education professionals, Board Certification in IEP Development from NASET and the Academy establishes advanced standards for professionals in the field.

It is important to understand that **Board Certification in IEP Development** does not replace state licensing or recertify any professional unless the governing body from which one is seeking to attain recertification recognizes **NASET/AASEP Board Certification in IEP Development**. This is something you need to check with your State and professional governing bodies, as they dictate and determine what is acceptable in terms of the professional development credit.

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Benefits of Becoming Board Certified in IEP Development

There are numerous reasons why professionals in the field of special education should attain *NASET/AASEP* Professional **Board Certification in IEP Development**:

- Signifies expertise, experience, and commitment to continuing education and professional development
- Places those among an elite group of professionals who meet the rigorous professional development standards required by *NASET/AASEP*
- Lends credibility and prominence to the profession
- Exemplifies a dedication to the field of special education, above and beyond what is required
- Enhances marketability in one's professional career
- Distinguishes individuals as leaders both in the field and the community
- Provides the perception of excellence and a competitive edge
- Exemplifies a dedication to continued excellence in professional practice
- Represents the highest mark of professionalism

The **Board Certification in IEP Development (BCIEP)** program provides you with many different areas of study. Upon completion, you will understand how to:

- Determine what must be included in an IEP
- Identify present levels of educational performance (PLEP)
- Understand the purpose for measurable annual goals
- Write measurable annual goals
- Select assistive technology devices and services
- Explain why the child will or will not participate with nondisabled children in the general education classroom and activities
- Determine if any procedural modifications in the administration of state or district wide assessments of student achievement are required
- Establish dates, frequency, location and duration of services
- Consider extended school year (ESY) services
- Validate factors to consider in deciding whether a child is eligible for ESY
- Involve transition services in the IEP of a child over the age of 14
- Determine whether students should be involved in their transition planning
- Determine if school districts are required to ensure that the goal of employment or independent living is achieved
- Determine if community access skills should be included in the IEP as independent living skills

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- Measure whether or not postsecondary goals have been met once a student has graduated or has aged out
- Determine the age of majority
- Establish what happens when a student reaches the age of majority
- Set up progress monitoring
- Report the frequency of report progress to parents
- Determine when must an initial IEP be developed
- Explore educational placements based on the IEP
- Set up the IEP team
- Include parents on the IEP Team
- Decide if parents are allowed bring a lawyer to an IEP meeting
- Are all members of the IEP Team mandated to be in attendance at an IEP meeting
- Define parental participation at IEP Team meetings
- Determine when an IEP will be in effect
- Comprehend what IDEIA mandates regarding the development of an IEP
- Put into action IDEIA mandates regarding the review and revisions of an IEP
- Tailor instruction to meet the student's specific needs. This can help to improve the student's academic progress and give them a better chance of succeeding at meeting their educational goals.
- Help students gain a high level of independence and reach their full potential.
- Modify the general education curriculum to help the child learn;
- Determine the most appropriate supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere;
- Modify testing or to provide the test with individual appropriate accommodations so that the child can show what he or she has learned
- Determine other aspects of individualizing instruction to meet the child's unique needs.
- Provide information regarding the child's present levels of academic performance.
- Determine the educational goals that need to be met during the school year.
- Determine the child's individual strengths and weaknesses will be on the whole (as well as per subject)
- Determine present levels of performance
- Determine and write appropriate Annual goals.
- Help in the determination of appropriate special education and related services.
- Help in determining the best Supplementary aids, services, modifications, and/or supports.
- Analyze the legal aspects of the IEP to ensure compliance.
- Establish the purpose of each component and IEP's implications for classroom practice.

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The **NASET Board Certification in IEP Development (BCIEP) program** is comprised of a comprehensive compilation of 30 Units of study broken down into 6 specific Modules. Each Unit contains video lectures, PowerPoint presentations, supplemental videos and supplemental readings. At the end of each Module, there is a multiple-choice examination which must be successfully completed to move on to the next Module. Upon successful completion of each Module exam, you will immediately be able view/save or print a professional certificate of completion.

Clearly, having **Board Certification in IEP Development (BCIEP)** brings attention to a level of expertise you have compared to other professionals in the field and also allows for the designation of a highly qualified specialist in the field of special education and IEP Development.

The **NASET Board Certification program for becoming an IEP Development Specialist (BCIEP)** offers you all the materials to be an effective, articulate, and qualified specialist in the field of IEP Development, Transition IEP's and IEP Teams. In the end, completion of the **BCIEP** program will provide you with the knowledge, skills and abilities to confidently work in every special education setting with students, parents, and administrators.

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MODULE/UNIT SUMMARIES

MODULES REQUIRED FOR NASET/AASEP (B.C.I.E.P.)

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The NASET / AASEP Board Certification in IEP development (BCIEP) Program is comprised of a comprehensive compilation of 30 Units of study broken down into 6 specific Modules. All Units contain video lectures, PowerPoint presentations, supplemental videos and supplemental readings. At the end of each Module, there is a multiple-choice examination which must be successfully completed with a grade of at least 80% to move on to the next Module. Upon successful completion of each Module examination, you will immediately be able view/save or print a certificate of completion. Modules are enabled for review one at a time in a sequential order, per the listing below.

BCIEP Program Outline

(Click on a Module link for more detail)

MODULE 1 - [Basic Overview of the IEP and IEP Process](#)

- Unit 1 - Introduction to the IEP - Part A
- Unit 2 - Introduction to the IEP - Part B
- Unit 3 - The Special Education Process - Part A
- Unit 4 - The Special Education Process - Part B
- Unit 5 - The IEP Team

MODULE 2 - [Overview of the Federal Requirements in an IEP - Part A](#)

- UNIT 6 - Present Levels of Educational Performance
- Unit 7. Measurable Annual Goals
- Unit 8. Progress Monitoring: Measuring and Reporting Progress
- Unit 9. Special Education and the Least Restrictive Environment (LRE)
- Unit 10. Related Services

MODULE 3 - [Overview of the Federal Requirements in an IEP - Part B](#)

- Unit 11. Supplementary Aids and Services
- Unit 12. Extent of Non-Participation
- Unit 13. Accommodations, Modifications, and Alternate Assessments
- Unit 14. Service Delivery and Transition Services

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MODULE 4 - [Practical Applications of the IEP – Part A](#)

- Unit 15. Background Information on the IEP
- Unit 16. Present Levels of Educational Performance-PLEP
- Unit 17. How to Write Annual Goals, Short Term Objectives and Behavioral Objectives-Part A
- Unit 18. How to Write Annual Goals, Short Term Objectives and Behavioral Objectives-Part B
- Unit 19. Least Restrictive Environment-Placement Decisions in Special Education
- Unit 20. Extended School Year Services (ESY), Assistive Technology (AT), and School Wide Assessments

MODULE 5 - [Practical Applications of the IEP – Part B](#)

- Unit 21 - Related Services- Part A
- Unit 22 - Related Services- Part B
- Unit 23 - Supplementary Aids and Services, Accommodations, and Modifications on the IEP
- Unit 24 - Participation with Students without Disabilities, Nonacademic and Extracurricular Activities, Graduation Information for Secondary Students, and Summary of Selected Recommendations
- Unit 25 - Reporting Progress to Parents and Progress Monitoring

MODULE 6 - [Transition Services: Practical Applications](#)

- Unit 26 - Transition Planning: A Team Effort-Part A
- Unit 27 - Transition Planning: A Team Effort-Part B
- Unit 28 - Specific Transition Services on the IEP-Part A
- Unit 29 - Specific Transition Services on the IEP-Part B
- Unit 30 - Working with Parents on the Transition IEP Process

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MODULE 1

Basic Overview of the IEP and IEP Process

Unit 1. Introduction to the IEP-Part A

Video Lecture and PowerPoint Presentation - An Individualized Education Program is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP guides the delivery of special education supports and services for the student with a disability. The IEP is the cornerstone of a quality education for each child with a disability. Units 1 and 2 will present an overview of the required components of an IEP under the federal law, IDEA. There are 8 required areas that we will discuss in these two units. These 8 parts must be in every IEP, but additions can be added if the ones stated in IDEA are covered. In Unit 1 we will cover the first 4 of the 8 required parts.

These are:

- Present Levels of Performance
- Annual Goals
- Reporting Progress to Parents
- Related Services

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 1**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 1**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 2. Introduction to the IEP-Part B

Video Lecture and PowerPoint Presentation - Unit 2 continues the discussion from Unit 1 regarding the required components of the IEP under the federal law, IDEA.

Topics covered in this Unit will be:

- Supplementary Aids and Services
- Extent of Nonparticipation
- Accommodations in Assessment
- Service Delivery

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Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 2**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 2**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 3. Special Education Process-Part A

Video Lecture and PowerPoint Presentation - The writing of each student's IEP takes place within the larger picture of the special education process under IDEA. However, in order to understand IEPs, it is critical to know how a student is identified as having a disability and needing special education and related services and, thus, an IEP. Units 3 and 4 will cover the special education process.

In Unit 3, the following areas will be addressed in detail:

- Child Find
- Child Study Teams
- How Child Study Teams Work
- Various Options of the Child Study Team
- Parental Informed Consent for Assessment
- Requirements of an Evaluation for a Suspected Disability

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 3**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 3**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 4. Special Education Process-Part B

Video Lecture and PowerPoint Presentation - Unit 4 is a continuation of the step-by-step material learned from Unit 3, where we focus on the special education process.

Areas covered in Unit 4 include:

- Overview of the Multidisciplinary Team (MDT)
- Responsibilities of the MDT
- Membership on the MDT
- Presentation to the IEP Committee
- Eligibility for Special Education Services
- Scheduling of IEP Meetings
- Providing Services as per the IEP

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- Progress Monitoring
- Annual and Triennial Reviews

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 4**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 4**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 5. The IEP Team

Video Lecture and PowerPoint Presentation - Writing and implementing an effective IEP requires teamwork. To write a practical and useful IEP for a child with a disability, the parents, teachers, other school staff—and often the child—come together at a meeting to look closely at the child’s unique needs. These individuals combine their knowledge, experience, and commitment to design an educational program that must help the child to be involved in, and progress in, the general education curriculum—that is, the same curriculum as for children without disabilities. The IEP guides the delivery of special education and related services and supplementary aids and supports for the child with a disability. Unit 5 will provide detailed information on the IEP Team, its membership, and the roles of the various team members. Ultimately, the IEP Team is responsible for putting together the student’s IEP when the child is classified as having a disability that requires special education services and/or related services and at the Annual Review.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 5**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 5**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

MODULE 2

Overview of the Federal Requirements in an IEP - Part A

Unit 6. Present Levels of Educational Performance

Video Lecture and PowerPoint Presentation - IDEA requires that each IEP must include a statement of the child’s present levels of academic achievement and functional performance. That’s why this part of the IEP is commonly referred to as the “present levels statement.” You’ll sometimes see it abbreviated as “PLEP” (Present Levels of Educational Performance) or “PLOP” (Present Levels of Performance). IDEA mandates that all IEP include a statement of the child's present levels of academic achievement and functional performance, including (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) For preschool children, as appropriate, how the

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disability affects the child's participation in appropriate activities. The focus of Unit 6 is to address important concepts and IDEA requirements of present levels of academic achievement and functional performance.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 6**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 6**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 7. Measurable Annual Goals

Video Lecture and PowerPoint Presentation - A required component of an IEP is the measurable annual goals section. The academic and/or functional goals described in this section are intended to meet a student's disability related needs that enable her to be involved in and make progress in (a) the general education curriculum (e.g., achieve grade-level mathematics skills) and (b) other education-related areas that arise from the student's disability (e.g., improve articulation, increase socially appropriate behaviors). While each state and/or local school district typically develops its own version of the IEP form, the one absolute universal from district to district and state to state is that the IEP must contain a statement of measureable annual goals. The focus of Unit 7 is to address important concepts and IDEA requirements of measureable annual goals in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 7**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 7**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 8. Progress Monitoring: Measuring and Reporting Progress

Video Lecture and PowerPoint Presentation - According to IDEIA, each child's IEP must contain a description of (1) How the child's progress toward meeting the annual goals will be measured; and (2) When periodic reports on the progress the child is making toward meeting the annual goals (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. Measuring the progress that a child is making toward his or her stated annual goals is an essential part of the special educational process, because it gives the IEP team concrete evidence as to whether the individualized program as designed by that team is actually effective or whether adjustments to services or instruction need to be made. The focus of Unit 8 is to address important concepts and IDEA requirements of progress monitoring in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 8**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 8**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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Unit 9. Special Education and the Least Restrictive Environment (LRE)

Video Lecture and PowerPoint Presentation - Least restrictive environment, or LRE as it is more commonly called, is one of several vital components in the development of a child’s IEP and plays a critical role, influencing where a child spends his or her time at school, how services are provided, and the relationships the child develops within the school and community. Indeed, LRE is a foundational element in building an appropriate IEP that can improve outcomes for a child—in school and in life. In basic terms, LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate. The focus of Unit 9 is to address important concepts and IDEA requirements of the least restrictive environment (LRE) in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 9**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 9**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 10. Related Services

Video Lecture and PowerPoint Presentation - Another very important part of the IEP will be the related services recommended by the IEP Team or Eligibility Committee and provided to the child with special needs. Even though you may not be the provider of the service, it is crucial that you fully understand every related a service possible to make sure your student is provided with everything necessary to perform up to his/her ability. Related services are part of FAPE (Free and Appropriate Public Education) that must be provided to all children with disabilities within the State for the State to be eligible for funding under IDEIA. The child must need the services to “benefit” from special education. Provision of FAPE requires “related services” as well as special education. Related services must be provided at no cost to parents. This is part of the state’s responsibility to provide the child with a free appropriate public education. The focus of Unit 10 is to address various related service options available to students with disabilities, and important concepts and IDEA requirements of related services in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 10**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 10**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

MODULE 3

Overview of the Federal Requirements in an IEP - Part B

Unit 11. Supplementary Aids and Services**

Video Lecture and PowerPoint Presentation - Supplementary aids and services are often critical elements in supporting the education of children with disabilities in regular classes and their participation in a range of another school activities. Under IDEA, supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. The purpose of providing supplementary aids and services is to support students with disabilities as active participants with peers without disabilities, as well as to enable their access to the general curriculum. Unit 11 addresses important concepts and IDEA requirements of supplementary aids and services in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 11**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 11**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

***Note: Units 11 and 12 are in the same audio lecture and PowerPoint presentation*

Unit 12. Extent of Non-Participation**

Video Lectures and PowerPoint Presentations- IDEA requires that each child's IEP include "an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in [extracurricular and other nonacademic] activities." The requirement refers not only to a regular classroom, but also to regular activities. Therefore, the extent to which the child will not be able to participate in regular education activities must be documented in the IEP. This may include extracurricular and nonacademic activities in some cases, or may indicate recess, assemblies, etc. These requirements are built into what is to be included in the IEP document in order to prompt the IEP team to fully consider LRE. If the IEP team needs to document an explanation for the child's nonparticipation in a general education setting, the theory is that it will give more careful consideration to the determination that the child should be removed from that setting. Unit 12 addresses important concepts and IDEA requirements of the Extent of Non-Participation in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 12**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 12**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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***Note: Units 11 and 12 are in the same audio lecture and PowerPoint presentation*

Unit 13. Accommodations, Modifications, and Alternate Assessments

Video Lecture and PowerPoint Presentation - While accommodations are a part of Supplementary Aids and Services, we felt that they are so important to understand that we are providing a separate unit for this topic alone. For many students with disabilities—and for many without—the key to success in the classroom lies in having appropriate accommodations and modifications made to the instruction and other classroom activities. Some accommodations are as simple as moving a distractible student to the front of the class or away from the pencil sharpener or the window. Other modifications may involve changing the way that material is presented or the way that students respond to show their learning. Following up on that, IDEA requires that States and Local Education Agencies (LEAs) ensure that all children with disabilities are included in all general state and district-wide assessment programs, including assessments used for purposes of satisfying the Every Student Succeeds Act (ESSA). What happens if an IEP Team determines that it is inappropriate for a specific child with a disability to participate in a state or LEA’s large-scale assessment, even with accommodations? Well, alternate assessments happen, and so do statements in the IEP explaining why this is an appropriate approach to use with a given child. Unit 13 addresses important concepts and IDEA requirements of accommodations, modifications, and alternate assessments in the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 13**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 13**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 14. Service Delivery and Transition Services

Video Lectures and PowerPoint Presentations-

Unit 14 is broken up into two parts. The first part will cover the “Service Delivery Statement.” The IEP must include the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. This is where the details are specified about the services that a child with a disability will receive—the when, where, how often, how long of service delivery. The service delivery statement in the IEP should include: how often the child will receive the service(s) (number of times per day or week); how long each “session” will last (number of minutes) where services will be provided (in the general education classroom or another setting such as a special education resource room); and when services will begin and end (starting and ending dates).

The second part of Unit 14 will present an overview of transition services. When you get to MODULE VI, there will be a very detailed discussion of the importance of transition services (Units 26-30). Transition services means “a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education,

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vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” Unit 14 will go over basic concepts surrounding the IDEA mandate that beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, there must be a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 14**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 14**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

MODULE 4

Practical Applications of the IEP-Part A

Unit 15. Background Information on the IEP

Video Lecture and PowerPoint Presentation - Background Information varies greatly on IEP forms. However, we will be providing all the possible information that could be contained even if your form does not require it. The goal here is to provide more than you may need but enough in case you are asked. In the Background Information section of the IEP form, you will find requests for all the information about the student, such as their name, age, gender, grade level, and more. The inclusion of this information in the IEP allows critical background facts to all be in one place, provides a more thorough understanding of the overall child’s background and allows other staff members to know where to go in order to gain this information if necessary. Unit 15 addresses practical application and implementation of the Background Information section of the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 15**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 15**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 16. Present Levels of Educational Performance-PLEP (Practical Applications of the IEP)

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Video Lectures and PowerPoint Presentations- One of the most important sections in the IEP is determining the child’s present levels of academic achievement and functional performance. The reason is that the next section (developing measurable annual goals), will be directly based on the information provided in this section. The “present levels” statement is intended to comprehensively describe a child’s abilities, performance, strengths, and needs. It is based on, and arises out of, all the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA’s evaluation/eligibility provisions. Unit 16 will now expand on the information learned in Unit 6. We’ll now take the concepts learned from Unit 6 and develop practical applications of the present levels of educational performance for the IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 16**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 16**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 17. How to Write Annual Goals, Short Term Objectives and Behavioral Objectives-Part A (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Writing annual goals for students in the IEP is a crucial one that many educators have the most difficulty creating. It is the child’s real educational program for the school year in terms of strength areas and areas in need of attention. In Unit 17, we look at several procedural explanations of how to write Annual Goals with a step-by-step explanation being provided at the end of the Unit. We feel that this section is so important that a variety of explanations can only facilitate your understanding and ability to successfully complete this section for the best interests of the child. Unit 17 will now expand on the information learned in Unit 7. We’ll now take the concepts learned from Unit 7 and develop practical applications of writing measureable annual goals, short-term objectives, and behavioral objectives.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 17**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 17**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 18. How to Write Annual Goals, Short Term Objectives and Behavioral Objectives-Part B (Practical Applications of the IEP)

Video Lectures and PowerPoint Presentations- In Unit 17-Part A, we spoke about the number of variables that should be considered to write measurable, meaningful and useful annual goals on an IEP. Unit 18-Part B will now take you through several options in writing annual goals step-by-step. These explanations will provide useful and practical guidelines when it comes time to write these annual goals on the IEP for a student with special needs. When writing an IEP, creating annual IEP goals takes more than just knowing where the student’s

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skills are now. It also means knowing what skills need work to make progress toward grade-level standards. As a member of the IEP team, it's important for you to understand and be involved in the process of setting goals.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 18**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 18**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 19. Least Restrictive Environment-Placement Decisions in Special Education (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Unit 19 will expand on the information learned in Unit 9. We'll take the concepts learned from Unit 9 and develop practical applications of determining the least restrictive environment for a student receiving special education and related services. (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining not only where a student will spend his/her time in school but also how special education services will be provided. Specifically, the LRE requirement within IDEA necessitates that: (1) Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate; and (2) Students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services. Since you will be part of the team that determines this decision, you will need to understand all the criteria, factors and variables that apply to each type of setting.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 19**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 19**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 20. Extended School Year Services (ESY), Assistive Technology (AT), and School Wide Assessments (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - This unit will focus on concepts that may not be familiar to you but are crucial in the development of the IEP; namely extended school year services (ESY), assistive technology (AT), and school wide assessments. Each of these areas will be discussed in detail, and information will be provided for you to understand what is required while developing a student's IEP.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 20**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 20**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

MODULE 5

Practical Applications of the IEP-Part B

Unit 21. Related Services-Part A (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Units 21 and 22 will now expand on the information learned in Unit 10. We will discuss the specific and practical criteria you will need to know to either suggest a screening for possible related services, and if indicated, support the inclusion of that related service on your student's IEP. To review, a major part of the IEP is to assist in the recommendation for what are called related services. Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. In Unit 21 we address in detail the following related services:

- Art Therapy
- Dance Movement Therapy
- Music Therapy
- Audiology
- Counseling Services
- Interpreting Services
- Medical Services

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 21**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 21**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 22. Related Services-Part B (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Units 21 and 22 expand on the information learned in Unit 10 regarding related services. In Unit 21 we covered Art Therapy, Dance Movement Therapy, Music Therapy, Audiology, Counseling Services, Interpreting Services, and Medical Services. In Unit 22 we address in detail the following related services:

- Occupational Therapy
- Orientation and Mobility Services
- Parent Counseling and Training
- Physical Therapy

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- Psychological Services
- Recreation
- Rehabilitation Counseling
- School Health Services and School Nurse Services
- Social Work Services in Schools
- Speech-Language Pathology
- Transportation

By the end of Units 21 and 22, you will have a very good sense of how extensive, well-thought-out, and important related services are for children with disabilities who need them. A full understanding of all the services will now enable you to assist in the appropriate recommendations for these services for children to increase their ability to succeed.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 22**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 22**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 23. Supplementary Aids and Services, Accommodations, and Modifications on the IEP (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Unit 23 will now expand on the information learned in Units 11 and 13. Speaking practically, supplementary aids and services can be accommodations and modifications to the curriculum under study or the way that content is presented, or a child's progress is measured. But that's not all they are or can be. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. That's why determining what supplementary aids and services are appropriate for a particular child must be done on an individual basis. As you will see in Unit 23, there is a vast number of supplementary aids and services, accommodations, and modifications you can recommend to enhance a student's chances of success. These are part of the IEP and reviewed every year at the Annual Review, and it is crucial that you become familiar with all the available options. And because accommodations can be so vital to helping children with disabilities access the general curriculum, participate in school (including extracurricular and nonacademic activities), and be educated alongside their peers without disabilities, IDEA reinforces their use again and again, in its requirements, in its definitions, and in its principles.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 23**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 23**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 24. Participation with Students without Disabilities, Nonacademic and Extracurricular Activities, Graduation Information for Secondary Students, and Summary of Selected Recommendations (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - Unit 24 will combine many different required sections of the IEP under IDEA and present practical applications for how you would address them when developing an IEP. This section of the IEP will contain information that will provide an overview of what the IEP Committee has determined is the best direction and level of participation for the student.

While some of these areas may not be your responsibility, you should still be aware of them since they are part of the IEP. These areas will include:

- Participation with Students without Disabilities
- Nonacademic and Extracurricular Activities
- Graduation Information for Secondary Students
- Summary of selected recommendations

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 24**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 24**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 25. Reporting Progress to Parents and Progress Monitoring (Practical Applications of the IEP)

Video Lecture and PowerPoint Presentation - The IEP must identify when periodic reports on the progress the student is making toward the annual goals will be provided to the student's parents. While progress reporting varies from district to district, and from state to state, a parent has the right to meet on request to learn about the child's progress. A plan is only as strong as the methods by which it is measured. If there is an agreed upon communication strategy documented in a child's plan, then there is clarity on everyone's part from the outset. Regular reports to parents provide a mechanism to monitor a student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. If progress is such that the student is not expected to reach his/her annual goals, the Committee must review and revise the student's IEP to ensure that the student is being provided the appropriate supports and services. Unit 25 will now expand on the information learned in Unit 8 and address practical applications towards progress monitoring and how to report progress to parents for their children with disabilities.

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Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 25**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 25**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

MODULE 6

Dispute Resolution Options in Special Education

Unit 26. Transition Planning: A Team Effort-Part A

Video Lecture and PowerPoint Presentation - In various units throughout our program, you learned the basics of Transition Services, a very necessary process in allowing children the opportunity to transition between school and adult life. This process which begins no later than 16 years of age (possibly different as per state regs) for children with disabilities requires the IEP Team to be knowledgeable and involved to ensure a successful outcome to this process. Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood. In planning what type of transition services a student needs to prepare for adulthood, the IEP Team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation. Many of the elements involved in transition services will be the responsibility of the school while others will be the responsibility of the parents. Regardless of the responsibility, you should be educated in all the areas so you can educate, support, guide and monitor what is happening to the child during this transition on all levels. Units 26 and 27 will focus on responsibilities of planning a transition plan to be included as part of the student's IEP. In Unit 26, we will address:

- Overview of Transition Services
- Transition Teams
- Collaboration
- Transition Team Members
- Creating the Transition Plan
- The Importance of Record Keeping
- Transition Planning Timeline

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 26**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 26**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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Unit 27. Transition Planning: A Team Effort-Part B

Video Lecture and PowerPoint Presentation - In Unit 26, we looked at several issues that pertain to the transition process and the variety of directions a Transition IEP can take depending on the specific needs of the student. In Unit 27, we now look at specific cases that will show you the necessary information that may be required with students going in different directions with their life after school and aging out.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 27**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 27**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 28. Specific Transition Services on the IEP-Part A

Video Lecture and PowerPoint Presentation - In Units 26 and 27, Transition Team Planning, we discussed many options and services that are available to be considered on the Transition IEP. In Units 28 and 29, we look at specific transition services and what the IEP Team needs to know to make recommendations for students with disabilities. As a result, we take a more in-depth analysis at the following areas:

- Occupational/Employment
- Post-Secondary Education Options
- Self-Determination
- Transportation/Travel Training
- Residential Placement Options
- Recreation and Leisure Activities

Unit 28 focuses on Occupational/Employment, Post-Secondary Education Options, Self-Determination, and Transportation and Travel Training.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 28**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 28**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 29. Specific Transition Services on the IEP-Part B

Video Lecture and PowerPoint Presentation - Unit 29 focuses on Residential Placement Options and Recreation and Leisure Activities.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 29**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 29**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Unit 30. Working with Parents on the Transition IEP Process

Video Lecture and PowerPoint Presentation - Unit 30 focuses on a very important topic in this entire IEP process, working with parents on the Transition IEP phase. The purpose here is to assist in what can be seen as a very complicated and confusing part of a parents and students' educational life. Your role in this process on the IEP Team is to provide transparency, knowledge, guidance and structure to ease the transition for them to adulthood. There are several aspects of this unit that will cover a variety of areas including:

- Legal issues in the Transition Phase
- Financial and Health Insurance Issues
- Record Keeping During the Transition Process

Being aware of all the areas discussed in Unit 30 can help the parents and students maneuver through the transition process with a great deal more knowledge and confidence. The IEP Team is so crucial, since having students hit the ground running when they leave school is incredibly important and essential. The role you play here can mean a great deal to the future of students with disabilities.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in **Unit 30**. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in **Unit 30**. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in the IEP.

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BCIEP FAQ *Frequently Asked Questions*

What is an IEP?

An Individualized Education Program is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP is developed by a team of individuals from various educational disciplines, the child with a disability, family members, and/or designated advocates. The IEP guides the delivery of special education supports and services for the student with a disability. Without a doubt, writing--and implementing--an effective IEP requires teamwork.

The IEP is the cornerstone of a quality education for each child with a disability. To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum.

It is useful to know, however, that states and local school systems often include additional information in IEPs in order to document that they have met certain aspects of federal or state law. The flexibility that states and school systems must design their own IEP forms is one reason why IEP forms may look different from school system to school system or state to state. Yet each IEP is critical in the education of a child with a disability.

What is IEP Development?

In developing a student's IEP, it is the responsibility of the district committee for special education (sometimes called the IEP Committee) to recommend goals and services that will assist the student to be involved and progress in the general education curriculum (or for preschool students, in appropriate activities). This means that members of this district wide committee will need to consider both the State's specific learning standards as well as the school-based instructional curriculum, which should be aligned to the State's learning standards. They will need to know the expectations of the general education classroom for the corresponding age of the student both in terms of what learning is expected (general curriculum) as well as how the students are expected to access/demonstrate that learning. This information will assist the Committee in determining if the student needs adaptations, accommodations, or modifications to the general curriculum for all or part of his/her learning.

When developing an IEP, specific content is federally mandated, and therefore must be included:

- (1) A statement of the child's present levels of academic achievement and functional performance
- (2) A statement of measurable annual goals, including academic and functional goals
- (3) A description of
 - (i) How the child's progress toward meeting annual goals be measured
 - (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided
- (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel

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- (5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities
- (6) A statement of any individual appropriate accommodations
- (7) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
- (8) Transition services - Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Who Can Benefit by Becoming Board Certified - BCIEP?

This program will be available to the following professionals*:

- Special Education Teachers
- Special Education Director
- Educational Lawyers
- Advocates in Special Education
- Administrators in Special Education
- School Psychologists
- Special Education Case Managers
- Behavior Therapists
- Special Education Case Managers
- General Education Teachers
- Speech and Language Pathologist or Therapists
- Occupational Therapists
- Vocational Therapists
- Guidance Counselors
- Music Therapists
- Art Therapists
- Dance Therapists
- Rehabilitation Therapists
- Physical Therapists
- Social Workers
- Graduate Students in Special Education (with a degree in education)

*** IMPORTANT NOTE - All the above professionals must meet the Educational Requirement (see below)**

What Are the Requirements to be Accepted into the BCIEP Program?

To enroll in the *Board Certification in IEP Development* program (BCIEP), a candidate must have a minimum of a Bachelor's degree in their respective professional field and be certified or licensed in their profession (where required). Proof of the qualifications can be legible copies of transcripts, degree, certificate or license sent to NASET.

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Can I Enroll if I Do Not Meet the Educational and or Certification Requirements Criteria

You may enroll to complete the program; however, **Board Certification in IEP Development** cannot be conveyed without the required degree or professional certification/licensure.

Can I Receive Professional or Educational Credit for Completion of the Modules?

That would depend upon many factors. Primary amongst them is the credit requirements for acceptance by your school, district or governmental agency. All Modules have been rated by NASET/AASEP in study hours. The number of study hours is indicated on each Module certificate which also contains your name, the Module title, and the date of completion.

How Much Does the Program Cost?

The cost for NASET members is \$950.00 in one payment or you can choose to pay for each of the 6 modules at \$195.00/each. (Non-members pay \$1,100 in one payment or \$225/module).

Do I Need to be a Member of NASET or AASEP to Apply for BCIEP?

No. Although NASET or AASEP membership does provide a discount, we do not require you to be a member of NASET or AASEP to apply.

Is There an Application Fee?

No. There is no application fee to apply for the BCIEP program.

How Long Does It Take to Complete the BCIEP Program?

Since the modules and examinations are available online 24/7, the time it takes is totally up to you. The only limitations are that you complete the 6 Modules within 2 years of your application acceptance. If you start with the NASET member's discounted fees, your membership must remain active throughout the period during which you are completing the requirements.

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After Completion of All Requirements, How Long Does It Take to Attain the Designation of BCIEP?

Once you have completed the Module requirements, your credentials are presented to the Board for approval. The time from program completion to attaining BCIEP certification documentation is approximately 10 business days.

Will I Need to Renew My Certification?

Yes. All candidates who complete the Board Certification in IEP Development program must renew their certification annually with the National Association of Special Education Teachers (NASET). The annual BCIEP certification renewal fee for NASET Members is \$125.00. Non-members renewal fee is \$165.00. [DOWNLOAD BCIEP RENEWAL FORM](#)

Do I Need to Travel to a Location to Access Materials, View a Lecture or Take the Examinations?

No. Our Units, Modules and Examinations are all online. There is no need to travel to access anything. The entire program, from start to finish, can be done in the comfort of your home, office or wherever you choose.

Are There Specific Start Dates to Begin the BCIEP Program?

No, you can begin to start a Module whenever you choose. You work and study at your own pace. As soon as you are notified of your access via email, your access has been “turned on” so that you may begin at your convenience. The module in question will then show as active in the [Module Access Portal](#).

When Can I Take the Examination for a Given Module?

That is also completely up to you. You work and study for an examination at your own pace. There is no specific examination date. You set the pace of the program based on your availability.

If I Do Not Pass the Examination, Will I Be Given Another Chance?

Yes. You are allowed 3 attempts to complete each of the 6 Module examinations.

How Do I Advance to the Next Module After I Complete the Latest Examination?

Once you receive a score of 80% or higher on a Module Examination, you can then print a certificate of successful completion. You will need to provide this certificate to the Career Center at NASET by email, fax or mailing. The following is information for each method to send the certificate: **Email** – careercenter@naset.org **Fax:** 800-424-

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0371 or **by mail**: NASET Career Center, 3642 E. Sunnydale Drive, Chandler Heights, AZ 85142. Lastly payment must be completed before any module is activated.

What Do I Do if I Have Technical Issues with Online Module Access or Examinations?

Contact the NASET Career Center at careercenter@naset.org or call us at 800-754-4421 ext. 102

How Will I Know When Or if I Have Access to a Given Module?

You will receive an emailed notification that access to the next Module has been activated. You can also see active links for modules with access turned on for you in the [Module Access Portal](#) page* *(Please note – You must be logged in to see the Module Access Link(s))*

Who Do I Contact If I Have Any Questions About the BCIEP Program?

Contact the NASET Career Center at careercenter@naset.org or call us at 800-754-4421 ext 102

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BCIEP Requirements and Cost

Program Prerequisite

To enroll in the *Board Certification in IEP Development* program (BCIEP), a candidate must have a minimum of a Bachelor's degree in their respective professional field and be certified or licensed in their profession (where required). Proof of the qualifications can be legible copies of transcripts, degree, certificate or license sent to NASET.

Examination Requirements for *NASET/AASEP Board Certification in IEP Development (BCIEP)*

Each Module consists of from 4 to 9 Units. Within the final Unit of a Module is a link to the examination. The examinations consist of multiple-choice questions. Every candidate must take the multiple-choice examination to denote his or her competency in the area being assessed. A score of 80% correct answers must be attained to pass each of the 6 Module examinations.

MODULE (COURSE) MATERIALS For each of the 6 Modules required to attain certification, the candidate will have online access* from 4 to 6 Units per Module, each containing primary Video Lecture(s) with accompanying Power Point presentations, Supplemental Readings and Supplemental Videos.

* *Some materials are available as files for easy downloading for off-line viewing and review*

Preparation for Examinations

In order to adequately prepare for each of the 6 required Module examinations, the candidate has access to all Unit materials within each Module. In order to be best prepared for the examination, the candidate is encouraged to review all the module materials presented to include the supplemental readings and videos. A passing score on all six examinations leads to **NASET/AASEP BOARD CERTIFICATION IN IEP DEVELOPMENT (BCIEP)**

Passing Scores for Each Examination

A passing score of 80% correct answers must be attained to pass each of the 6 Module examinations. The candidate has the opportunity to take an examination up to three different times.

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Fee for Board Certification in IEP Development (BCIEP) Program

Currently, there are no programs that lead to a Board Certification in IEP Development (BCIEP). **NASET & AASEP** have the vast resources, materials, abilities, and expertise to provide Professional Board Certification in IEP Development at a low fee when compared to similar educational programs.

The fee for each of the 6 required Modules is only \$195 (Members) or \$225 (Non-Members), making the total fee for the entire Board Certification process only \$1,170 (Members) or \$1,350 (Non-Members). You can save from \$220 to \$250 using the single payment option of \$950 for members or \$1,100 for non-members.

Also, there is **no** application fee involved.

Our ability to provide the **Board Certification in IEP Development** program at a fee far less than other group's programs is due to our extensive use of an online environment to present the certificate module materials, thereby avoiding the costs of producing printed materials along with the associated shipping and handling costs.

In addition to an online presentation of the module materials, each unit contains many files for downloading and printing offline in the comfort of your own home or office. Members of the **National Association of Special Education Teachers (NASET)** are entitled to discounted pricing for all certificate modules.

	Member**	Non-Member
Program Fee (Each Module (6))	\$195/each	\$225/each
* One Payment for All Modules*	\$950	\$1,100

* (Save from \$220 to \$250)

** Members of **National Association of Special Education Teachers (NASET)**

Credentials for Candidates to Use Upon Completion of the Board Certification in IEP Development Program

Upon completion of all requirements for the **Board Certification in IEP Development**, professionals may use the respective Academy Credentials, B.C.I.E.P. (**Board Certification in IEP Development**) after their educational degree (e.g., M.S., B.C.I.E.P. or Ph.D., B.C.I.E.P.) denoting their achievement.

For example:

Sally J. Smith, M.S., B.C.I.E.P.

Board Certification in IEP Development

NASET / AASEP - Board Certification in IEP development (BCIEP)

Official BCIEP Certificate

Upon completion of a review by the NASET/AASEP Board, each successful BCIEP recipient will be issued an official certificate, suitable for framing, recognizing the achievement as a Board Certification in IEP Development.

Certification Renewal for Successful B.C.I.E.P. Professionals

All candidates who complete the Board Certification in IEP Development program must renew their certification annually with the National Association of Special Education Teachers (NASET) The goal of certification renewal is to ensure that **BCIEP** professionals maintain the highest level of competence and continue to remain current in the field of IEP development. Although certification renewal will provide an additional unit of updated information, it does not require any further examinations or the performance of any professional duties for certification renewal. The annual **BCIEP** certification renewal fee for **NASET** Member is \$125.00. Non-members renewal fee is \$165.00.

To learn more about **BCIEP** certification renewal and to request the renewal form, [BCIEP Renewal Form](#) or contact the **NASET** Career Center careercenter@naset.org

Application for NASET/AASEP Board Certification in IEP Development (BCIEP)

Applicants for **Board Certification in IEP Development program** should download the Application through this link. [BCIEP Application](#)

The application can be filled in on your computer then printed for your signature. Instructions for submitting the application are included on the application. Complete list of BCIEP Forms here: [BCIEP FORMS](#)

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