

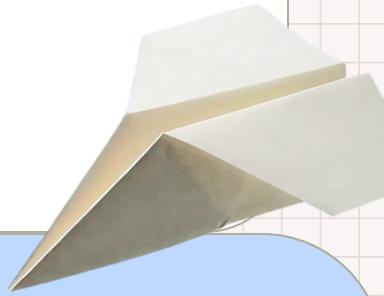


THE NATIONAL ASSOCIATION OF  
SPECIAL EDUCATION TEACHERS (NASET)



CERTIFICATION HANDBOOK

**Board Certification in Inclusion in IEP  
Development (BCIEP)  
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# NASET / AASEP - Board Certification in IEP development (BCIEP)

## MODULE/UNIT SUMMARIES

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

#### NASET - Board Certification in IEP Development (BCIEP) Program

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.

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### 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

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

## **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

[\(Back to the Handbook Menu\)](#)

## MODULE 1

### Basic Overview of the IEP and IEP Process

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#### 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.

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#### 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.

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## 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.

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## 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

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

- 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.

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### 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.

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## MODULE 2

### Overview of the Federal Requirements in an IEP - Part A

#### Unit 6. Present Levels of Educational Performance

**Video Lecture and PowerPoint Presentation** - IDEIA 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

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

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.

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## **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 measurable annual goals. The focus of Unit 7 is to address important concepts and IDEA requirements of measurable 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.

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## **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.

## **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.

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## **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 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

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#### **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 other 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*

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#### **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*

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## **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.

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## **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,

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

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.

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## **MODULE 4**

### **Practical Applications of the IEP-Part A**

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#### **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.

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

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

**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.

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## **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 measurable 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.

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## **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

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

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.

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## **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.

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## **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

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#### **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.

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#### **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

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

- 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.

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## **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.

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### **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.

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### **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.

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## MODULE 6

### Dispute Resolution Options in Special Education

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#### 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.

## 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.

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## 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.

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## 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.

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## 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.

[\(Back to the Handbook Menu\)](#)

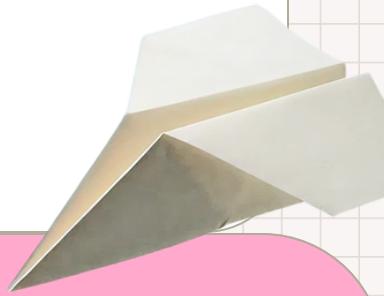


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