

Learning Objectives

MedBridge

Developing the IEP as a School-Based PT

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Course Objectives:

Upon completion of this course, learners will be able to:

- Understand the relationships between different sections of the IEP and how they help guide team decision making
- Describe the correlation between the IEP process and client management model in the *Guide to Physical Therapist Practice*
- Explore a variety of methods for developing IEP goals
- Define their role and participation in IEP meetings

Chapter 1: IEP Document and Process

This chapter describes the Client Management Model in the *Guide to Physical Therapist Practice* and the required components of the IEP most relevant to related service providers. Two case studies are used to further elucidate the IEP components. IEP software program benefits and cautions are briefly reviewed.

Chapter 2: Developing IEP Goals

This chapter discusses important factors to consider when developing IEP goals, such as discipline-free goals and SMART goals. It links goal development to the broader IEP through clinical reasoning and identifies three ways to construct goals, using the case studies introduced in Chapter 1, that are consistent with these principles.

Chapter 3: The IEP Meeting

This chapter describes the importance of the collaborative process in developing the IEP document within the IEP meeting. The guidelines surrounding IEP meetings—including frequency, attendance, meeting excusals, and parent consent—are outlined.