

The Standards-based IEP is a data-centered approach to developing IEPs that emphasizes access to curricular content for students with disabilities. Standards-based IEPs identify the strengths and needs of the student and prioritize the skills that student must learn in order to best improve amongst same-aged peers. Delaware school districts will undergo SBIEP Training via the ACCESS Project out of University of Delaware's Center for Disabilities Studies.



Misconceptions

- ***“Standards-based” does not mean that IEPs will become “standardized”.*** The individual needs of the student will determine what skills are addressed.
- ***SBIEPs do not cover all of the standards.*** An SBIEP prioritizes the most relevant skills to foster student improvement.
- ***The SBIEP does not exclusively address academic skills.*** Life skills, functional skills, behavioral goals, transition goals, and academic skills all find a balance within a SBIEP.

“The IEP is not intended to define all of this instruction, nor does it function as the student’s curriculum. Instead, it points the way for you to set priorities for what the student will master and how s/he will access the broader content.”
(Courtade & Browder, 2011)

Data-driven

The SBIEP places an emphasis on data-driven IEP development. A variety of assessments are employed to identify the skills and abilities of the students. Identifying the strengths and needs provides a road map to instruction.

“The IEP creates access to the curriculum - but is not itself a curriculum.”
(Courtade & Browder, 2011)

Both Sides of the Academic Spectrum

SBIEP academic goals can address skills that are associated with instructional level as well as skills that provide engagement with general curriculum content.

“Access” goals build the foundational skills of the student. These goals are meant to improve the student’s instructional level.

Grade-level goals address ways for the student to participate in grade-level content. These skills can teach new accommodations or improve the student’s independence when using already available supports.

When combined, these areas provide specialized and individualized instruction that is meant to maximize student improvement and participation in the curriculum.

SBIEPs in Delaware

The ACCESS Project from the University of Delaware’s Center for Disabilities Studies is providing training and coaching to districts across Delaware. The WRITES initiative will provide training to all districts by Fall 2017.

For more information on WRITES, please email deaccessproject@udel.edu or call (302) 831-7549.