

IEPs: Writing Quality Individualized Education Programs (3rd Edition)

By Gordon S. Gibb, Tina Taylor Dyches

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Here’s practical help for mastering the process of developing and writing quality individualized education programs (IEPs). This best-selling, essential resource includes step-by-step instructions backed by examples, practice, and feedback to help users gain the critical skills and knowledge they need to write effective IEPs, meet the standards of IDEA, and ultimately plan instruction for students with disabilities. *Guide to Writing Quality Individualized Education Programs* includes an easy-to-understand summary of IDEA 2004; a workable organization of the IEP process into seven manageable steps; explanations, modeling, practice, and feedback for mastering each step of the process; and a brief procedural summary at the end of each step. The new edition features the latest information and references to help readers as they work through the process in such areas as recognizing and referencing IEPs for a variety of disabilities, genders, and grade levels; basing IEPs on required state or core curricula; phrasing goals that address standards, while also meeting the needs of students performing below-grade level; understanding the role of Response to Intervention in addressing needs in the general classroom; and learning how the No Child Left Behind Act affects high-stakes testing for students with disabilities. Ideal for teacher candidates, in-service educators, parents and other IEP team members, the guide can be used for whole group instruction, out-of-class assignments, or as independent study.

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Editorial Review

From the Back Cover

Established and aspiring school leaders and executives get solid grounding in the theories and practices essential to promoting successful school and community relations

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The new edition features the latest information and references to help readers as they work through the process in such areas as:

- Recognizing and referencing IEPs for a variety of disabilities, genders, and grade levels.
- Basing IEPs on required state or core curricula.
- Phrasing goals that address standards, while also meeting the needs of students performing below-grade level.
- Understanding the role of Response to Intervention in addressing needs in the general classroom.
- Learning how the No Child Left Behind Act affects high-stakes testing for students with disabilities.

Ideal for teacher candidates, in-service educators, parents and other IEP team members, the guide can be used for whole group instruction, out-of-class assignments, or as independent study.

About the Author

Gordon Gibb, PhD, taught students with disabilities in the public schools for 16 years prior to his appointment at Brigham Young University. As associate professor and director of undergraduate special education, Dr. Gibb prepares teachers to work with students with mild/moderate disabilities and conducts research and instructional improvement activities in several schools.

Tina Taylor Dyches, EdD, is professor and Associate Dean in the McKay School of Education at Brigham Young University. Dr. Dyches has worked with individuals with significant disabilities and their families for nearly 30 years as a special educator and professor. Her service and research interests include adaptation of families raising children with disabilities, children’s literature that characterizes individuals with disabilities, and provision of appropriate services to individuals with disabilities.

Users Review

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Information is provisions for folks to get better life, information these days can get by anyone at everywhere. The information can be a know-how or any news even a huge concern. What people must be consider while those information which is in the former life are challenging to be find than now could be taking seriously which one is acceptable to believe or which one the actual resource are convinced. If you find the unstable resource then you obtain it as your main information you will see huge disadvantage for you. All those possibilities will not happen with you if you take IEPs: Writing Quality Individualized Education Programs (3rd Edition) as your daily resource information.

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Is it an individual who having spare time in that case spend it whole day by watching television programs or just laying on the bed? Do you need something totally new? This IEPs: Writing Quality Individualized Education Programs (3rd Edition) can be the answer, oh how comes? A book you know. You are and so out of date, spending your spare time by reading in this new era is common not a geek activity. So what these guides have than the others?

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