Module name: Individualized Education Program (IEP) for Students With Disabilities.
Module teacher (e-mail)
Prof. Milon Potmesil (mvpotmesil@gmail.com)
Number of the ECTS credits
3 ECTS
Learning outcomes of the module
1. IEP terminology, legislative definition, meaning, usage, and content. 2. Theory of IEP current views and theories – resources. 3. Characteristics of the design team for the IEP. The role of individual professions. 4. Evaluation IEP – target items. 5. Specifics IEP for certain groups of students about the type of disability (mental, physical). 6. Specifics IEP for certain groups of students about the type of disability (auditory, visual). 7. IEP pros and cons from the perspective of teachers, parents, and pupils. 8. Evaluation of the conditions of the environment (school, family). 9. IEP and modification of the material conditions for education.

Maximum number of student who can take part in the module:	**15**

Content of the module by chapter	1. IEP Terminology, Legislative Definition, Meaning, Usage, and Content • Terminology: Key terms (IEP, FAPE, LRE, IDEA). • Legislative Definition: Overview of laws (IDEA, Section 504, ADA). • Meaning and Usage: Purpose and application of IEPs. • Content: Essential components (present levels of performance, annual goals, special education services, accommodations).

Content of the module by chapter	2. Theory of IEP: Current Views and Theories – Resources • Historical Development: Evolution of IEPs. • Current Theories: Differentiated instruction, Universal Design for Learning (UDL). • Key Resources: Scholarly articles, educational guidelines, and toolkits. • Best Practices: Effective strategies in creating and implementing IEPs. 3. Characteristics of the Design Team for the IEP: The Role of Individual Professions • Team Composition: Special educators, general educators, administrators, related service providers. • Roles and Responsibilities: Specific duties of each team member. • Collaboration Strategies: Effective communication and teamwork. • Family Involvement: Role of parents and guardians. 4. Evaluation IEP – Target Items • Evaluation Methods: Formative and summative assessments. • Target Items: Measurable goals, progress monitoring. • Data Collection: Techniques for tracking student progress. • Review Process: Annual reviews, reevaluations. 5. Specifics IEP for Certain Groups of Students About the Type of Disability (Auditory, Visual,.....) • Auditory Disabilities: Hearing impairments, deafness. • Visual Disabilities: Low vision, blindness. • Assistive Technology: Tools and resources for auditory and visual impairments. • Specialized Instruction: Techniques and strategies for effective teaching. 6. IEP Pros and Cons from the Perspective of Teachers, Parents, and Pupils

Content of the module by chapter	• Teachers' Perspective: Benefits, challenges, and workload considerations.
	• Parents' Perspective: Advocacy, involvement, and satisfaction levels.
	• Pupils' Perspective: Impact on learning, self-esteem, and independence.
	• Balancing Interests: Strategies for addressing diverse perspectives.
	7. Evaluation of the Conditions of the Environment (School, Family)
	• School Environment: Classroom setup, accessibility, resources.
	• Family Environment: Home support, involvement in education.
	• Environmental Assessments: Tools and methods for evaluation.
	• Improvement Plans: Enhancing supportive environments.
	8. IEP and Modification of the Material Conditions for Education
	• Material Conditions: Classroom materials, equipment, technology.
	• Modifications and Accommodations: Adapting materials to meet students' needs.
	• Resource Allocation: Budgeting and funding for necessary materials.
	• Case Examples: Successful implementations of material modifications.
	9. IEP and Regulation of Social Conditions for Learning
	• Social Conditions: Peer interactions, social skills development.
	• Behavioral Supports: Positive behavior interventions, social-emotional learning.
	• Inclusive Practices: Promoting a supportive and inclusive school culture.
	• Monitoring and Adjustments: Regular review and adjustment of social conditions.

Module description	The main aim of the module:
	To introduce students to the design of a tool that allows individual access to students with disabilities
	Subject area:
	Special education
	Target group:
	any interested students
	other:
	Field of study:
	especially for students of humanities
	other:
Assessment of the learning outcomes of the module	Type
	Cafeteria work assessment (select from the list): ☐ project ☒ test ☒ presentation ☐ poster presentation ☐ study results ☐ written assignment ☐ oral assignment ☐ other
	Description:

Forms of teaching	Type (select from the list):	Description (including teaching methods)	Number of hours **In total = 24 hours**
	☒ lectures		14
	☒ seminars		6
	☐ laboratory classes		
	☐ practical classes		
	☐ online meeting		4h
	☐ other:…………………………		
Student's own work	Description: A presentation about a selected topic related to the class		Number of hours **In total = minimum 51 hours**
	Before the classes in Katowice:		
	During the classes in Katowice: lectures, reading recommended materials		*47*
	After the classes in Katowice: presentation		*4*
Module literature, obligatory reading	Description:		
	Raphael, Koßmann. (2022). Individual educational plans: Just a tool to immunise teaching from parental criticism?. Cogent Education, doi: 10.1080/2331186X.2022.2085628 Zora, Jachova., Jasmina, Kovačević., Husnija, Hasanbegovic., Bosnia, Rehabilitation, Faculty., Herzegovina. (2018). Individual education plan (iep) foundation of a quality inclusive education. 8(2):88–93. doi: 10.21554/HRR.091811		

Module literature, obligatory reading	Lia, Hannah, Sacks., Santoshi, Haider. (2017). Challenges in Implementation of Individualized Educational Plan (IEPs):Perspectives from India and the United States of America. Indian Journal of Health and Wellbeing,
	(2022). The Effectiveness of Adaptive Learning Systems in Personalized Education. Journal of Education Review Provision, doi: 10.55885/jerp.v2i3.194
	Yaqin, Zhang., Yibei, Li. (2019). The Implementation Strategies of Individualized Education in the Field of Basic Education. Open Journal of Social Sciences, doi: 10.4236/JSS.2019.76018
	Relevant resources from the student's home environment (articles, books)

Technical requirements and teaching aids necessary for conducting classes at University of Silesia

data projector

Minimum attendance requirement

80%