

Adding or intensifying services, activities or supports

An “eligible individual” is eligible for the consideration of all his or her needs that may be special education. IEP teams often need to address new, different or additional areas of concern that may have implications for the services, activities or supports provided to an eligible individual.

Changes to an eligible individual’s educational program that add or increase services, activities or supports may be made through either the review or amendment process, provided the team has collected and reviewed data sufficient to support any proposed changes. In determining what changes may be necessary, the IEP team must consider the individual’s access to general education environments, and involvement and progress in the general education curriculum. The following questions may assist the IEP team in considering additional or more intensive services, activities and supports for an eligible individual.

Does the individual require supplemental or intensive supports that are above and beyond those available to all students?

Are the proposed supports special education (specially designed instruction, support or related services required to meet the needs of the individual that arise from his or her disability)?

If the team believes that the answers to both of these questions are “yes”:

- What data informs the team’s decision?
 - Progress data (How has the individual progressed in the area that may require additional supports?)
 - Discrepancy data (In what ways and to what degree is the student’s performance different from peers or standards in this area?)
 - Specific, identified needs (What services activities and supports in the areas of instruction, curriculum, learning environment, and learner needs appear to be necessary?)
- What supplemental or intensive supports have been utilized to address the need? What data has been collected and analyzed to determine if the supports have been provided with integrity and to determine if the supports have been effective?
- Are the efforts that have been made to address the need sustainable without special education services, activities or supports?

IEP teams need to base their decisions on sound data. Data may come from a variety of sources. When considering additional needs, the data generated through the general education classroom that reflects an individual’s progress in the context of assistance provided is the first source to consider. The general education intervention process is not required to add areas of service to the IEP of an eligible individual. However, this process should be considered whenever the needs of an eligible individual might reasonably be addressed by general education. Also, the information that is obtained from the general education intervention process may provide the foundation for IEP team decision-making.

Note: When the general education intervention process is used to consider new or additional needs of an eligible individual its purpose is not to establish or reestablish eligibility, but to assist the team in deciding whether specific needs of an eligible individual should be addressed through special education services or some other form of assistance.