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Bethany Alvaré  
(757) 999-3045  
[balvare@tash.org](mailto:balvare@tash.org)

## **TASH Article Reviews Major Components of IEP**

*An article recently released in TASH's member magazine reviews major components of an Individualized Education Program (IEP)*

WASHINGTON, DC – Last month, TASH's peer-reviewed member magazine, *TASH Connections*, released an article on the major components of an Individualized Education Program (IEP). The article primarily focuses on three legal criteria needed to develop a meaningful IEP in order to facilitate inclusive opportunities for students with disabilities.

“A student with a disability is first and foremost a regular education student, and it is inappropriate to require that a student ‘earn’ or ‘learn’ his/her way into the regular education,” said authors Keith Hyatt, EdD and Aaron Perzigan, PhD.

The article describes an IEP as a legally binding contractual agreement between a school district and a family. It discusses the three legal criteria (Free Appropriate Education (FAPE), Least Restrictive Environment (LRE), and parent participation) needed to develop a meaningful IEP, while stressing that participants (i.e. parents, teachers, school administrators, paraprofessionals, etc.) have a sound understanding of the process. The article provides examples of procedural error as it relates to predetermined placement in segregated classrooms, as well as examples of annual goals and short-term objectives.

The article can be found in TASH's member magazine, *TASH Connections*, Volume 42 Issue 1. The full issue will be available to the public during the month of August. Thereafter, it will be available to TASH members only. To view the full issue, visit [www.tash.org/connections](http://www.tash.org/connections).

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*A 501(c)(3) non-profit organization, TASH is an international grassroots leader in advancing inclusive communities through research, education and advocacy. Founded in 1975, we are a volunteer-driven organization that advocates for human rights and inclusion for people with the most significant disabilities and support needs – those most vulnerable to segregation, abuse, neglect and institutionalization. The inclusive practices we validate through research have been shown to improve outcomes for all people. More information about TASH can be found at [www.tash.org](http://www.tash.org).*