

FLOWERS ARE NOT IN YOUR IEP, YOUNG MAN

Teacher, the young man said, I found this flower over the weekend and I want to know what made it grow.

Look, young man, you're in special education. You must have an IEP, it's the law you see. And flowers are not in your IEP, young man! You have short term objectives in math and reading, young man. You have long range goals in self-help and getting along with others. But flowers are NOT in your IEP, young man!

But, teacher, the young man said, I really want to know what makes the flowers grow.

Look, young man, your mother and father and the principal and I wrote your IEP and then we signed it. That's the law you see. And flowers are not in your IEP, young man.

Your IEP has an evaluation component, young man, it's the law you see. And I want you to reach your objectives and attain your goals.

There's no time for anything else, and besides flowers are not in your IEP, young man!

Please, teacher, the young man said. I'd rather learn about flowers than math or reading.

O.K., young man. If you insist, but this will be a significant change in your IEP and your parents will have to agree. It's the law, you see.

A month has passed, a conference was held, the IEP was revised, procedural safeguards were observed and all the necessary paperwork completed. It's the law you see.

And flowers are now in your IEP, young man.

But teacher, the young man said, my flower is dead, and I found a frog over the weekend and now I want to know what made it grow.

Look, young man, your mother and father and the principal and I revised your IEP and then we signed it. That's the law, you see. And flowers are now in your IEP.

You have short term objectives in math, reading and **flowers**, young man. You have long range goals in self-help and getting along with others.

But frogs are not in your IEP, young man!

Written by Gary J. Makuch, PA Department of Education. Borrowed from ACLD Newsletter.