

School District Name: [REDACTED]

School District Contact Person/Phone #: [REDACTED]

Individualized Education Program

IEP Dates: from 12/13/2011 to 12/12/2012

Student Name: [REDACTED] Guy DOB: [REDACTED] ID#: [REDACTED] Grade/Level: 00

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

Guy's parents report that he is a very happy and confident boy who yearns for social connections. They would very much like to maintain these strengths and skills. They are primarily concerned with his delayed social skills, communication skills, and the difficulty he experiences regulating himself. Having transitioned into a more demanding environment in kindergarten, they want to ensure he maximizes his social as well as academic potential, and avoid regression. They would like Guy to receive intensive therapy services and attend an inclusive class at school with a setting that is optimized for his diagnosis and that can best support his skill development.

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?

What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

Guy is a very social and happy kindergarten boy who has demonstrated very significant progress since he entered the [REDACTED] in January 2010. Guy transitioned to his kindergarten classroom in September and has continued to demonstrate progress though home challenges have been noted this fall. In the highly structured and predictable classroom with a high level of visual supports in the environment, he fully participates in all aspects of the program, following the routines and transitions, making activity choices, and participating effectively in small and large group activities. He is very motivated by peers and shows increased flexibility and tolerance for accepting another's agenda, which has supported his development of cooperative play. Academic skills are progressing and Guy is very interested in learning and demonstrating these skills. Guy demonstrates his sweet, kind nature student with a sense of humor in his interactions at school with peers and adults. He successfully engages in play schemes with another peer. Guy readily initiates conversation and play with peers. He is most able to demonstrate his knowledge through his strength in non-verbal reasoning and spatial problem solving skills. Guy continues to present with weaknesses in pragmatic language and expressive and receptive language. Sustaining reciprocal conversation/taking turns in language and maintaining attention to language as it becomes more lengthy or complex, continues to be challenging for him, as well as sustaining interactive play. It can be difficult for him to organize his thoughts when formulating language. Word retrieval and working memory for language based tasks continue to be challenging for him. Guy can continue to present with impulsive behaviors, needing reminders and support to wait, listen and take turns. He has made progress in his fine and visual motor skills, which he continues to refine and has been noted in his writing. Self-regulation continues to be challenging for him, with ongoing therapy helping him to increase his independence in using strategies to support calm and organized functioning. When his arousal is high or he is anxious, he is less able to use his language skills, receptively and expressively; use of visuals and other nonverbal supports are important at these times.

It is important to note that Guy's successful participation, social engagement, and behavior regulation, especially in terms of reduced impulsivity and rigidity, are seen in the context of a very supportive environment, with clear, consistent structure, routines, and expectations making the setting very comfortable for him and reducing his anxiety. His parents note that it is difficult for Guy to generalize his skills across settings, especially in less structured contexts. They want him to be able to continue to develop his coping skills and have the necessary support in place so that he can successfully learn and

participate in kindergarten with reduced anxiety and improved self-regulation.

History:

Guy was born in the United States, moved to [REDACTED] as an infant, and then returned to the US with his family in March 2009. His family is bilingual, Hebrew and English. Guy has a history of early language delay and mild sensory processing difficulty. Due to concerns at his day care program in fall 2009, his parents referred him to the [REDACTED] Public Schools for evaluation. His Initial Team Evaluation included the following: Psychological Evaluation, [REDACTED], 12/09; Speech and Language Evaluation, [REDACTED], 12/09; Occupational Therapy Evaluation, [REDACTED], 2/10. Evaluations found significant weaknesses in verbal reasoning, social pragmatic skills, attention/impulse and behavior regulation, frustration tolerance, and play skills, severely delayed expressive and receptive language in Hebrew and English and difficulty sustaining reciprocal interaction beyond one exchange, mild delays in fine and visual motor skills, and some sensory processing challenges. Guy was found eligible for special education services based on an educational disability of Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). Guy then entered the [REDACTED] special education program for children with social and communication disorders, with speech and language therapy, occupational therapy, and home programming/parent training as part of his program as well as consultation by the autism specialist/BCBA. From January 2010 through the spring of 2010, Guy demonstrated significant progress. His IEP was then revised to provide an inclusive pre-K classroom five mornings per week and social skills group three afternoons per week, with ongoing therapies and consultation.

Guy is eligible for special education under the category of Autism.

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

It is the vision of the team that in kindergarten Guy will demonstrate improved communication, social, academic, motor, and behavior regulation skills so that he will be able to fully and effectively participate and access the curriculum in a regular education classroom with special education services as needed. It is further our vision that these improvements will enable Guy to function properly and effectively when interacting with peers outside of school (e.g. in the park). Ongoing social skill development, speech and language therapy and occupational therapy will be an important part of his program as well as the oversight of a special education teacher to support implementation of specialized instructional strategies.

Present Levels of Educational Performance
A: General Curriculum

Check all that apply.

General curriculum area(s) affected by this student's disability(ies):	
<input checked="" type="checkbox"/> English Language Arts	Consider the language, composition, literature (including reading) and media strands.
<input checked="" type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input checked="" type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input checked="" type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurements and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify:

How does the disability(ies) affect progress in the curriculum area(s)?

While Guy has demonstrated significant progress, challenges with development of social, communication, play, task organization, and behavior regulation skills impact his participation in the activities and curriculum. As he is developing increased independence in following the routines and expectations of the classroom, he continues to benefit from teacher facilitation and specialized instructional strategies to support his successful participation in the classroom, access to the curriculum, and interaction with peers.

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

Learning Environment

- *Highly structured classroom with clear consistent daily schedule and routines.
- review the schedule at the beginning of the school day (provide weekly and daily schedule for home use)
- aide or teacher support to transition to the classroom at the beginning of the day
- daily schedule is provided for Guy to preview and transition independently from each activity. Ensure that Guy is able to check-off and verbalize what he has completed and what he will be doing next to ensure comprehension and preview to the transition.
- *Preview new, long and abstract material (use manipulatives, visuals, exaggerated facial expressions, acting out, demonstrating). Explicit instruction to make inferences and connections (content, social, experiences) will be required to support learning.
- *Visual supports (eg. picture schedules, Mayer-Johnson or other representative pictures of ideas/concepts, print, activity lists, topic boards, countdowns, etc).
- *Frequent opportunities for practice and repetition of new skills, games and activities.
- *Systematic reinforcement of newly acquired skills and appropriate behavior.
- *Use music and rhythmic activities to support instruction.
- *Multi-modal approach to teaching using preferred, motivating activities/materials alternating with more challenging novel activities to support sustained engagement, joint attention, and eye contact.
- *Prompting and cueing hierarchy, with fading prompts to facilitate increased independence, primarily for motor activities.
- *Allow extra wait time before repeating directions/expectations.
- *Plan, do, review: plan steps to follow, follow plan to completion, recall or review steps/procedures.
- *Mark transitions explicitly, reviewing the sequence of events and activities frequently.
- *Communication book between home and school.
- *Priming / Rehearsing skills and language needed to carry out tasks and demonstrate skills across settings.
- *Auditory processing strategies including wait time, novel directions given at eye level and in close proximity
- *Use of humor/high affect
- *Minimize auditory and visual distractions when working on learning tasks
- *Provide multiple models and opportunities to share personal experiences/connections. Visual supports (photos, comic strips) help Guy organize his thinking and share these experiences.

Language:

- *Model turn-taking in simple games (eg. building block towers).
- *Engage Guy in interactive songs, games and routines to stimulate expressive language within familiar contexts.
- *Gain Guy's attention before speaking. Say his name and wait a moment for him to "tune in" before speaking.
- *Use of simple, short, consistent and concise language and verbal instruction. Confirm comprehension.

Social Interaction

- *Rehearse actions/language prior to going into an area of the classroom or into a social situation.
- *Social Stories to support understanding of expectations for appropriate social behavior and/or understanding of classroom routines and structure.
- *Direct teaching and facilitation of play skills and social interactions.
- *Provide opportunities to teach and practice turn-taking.
- *To support play skills, provide a visual that sequences the steps of the activity.
- *Model and scaffold play sequences to expand play and language skills with peers.
- *Support Guy in learning classmates names (provide photos for home use) and frequently say student names throughout the day.
- *Guy will be supported by a special education aide during all recess and specials to support transitions, socialization and problem solving. This includes initiating, responding and sustaining social interactions/play in the natural environment.
- *Social skills training should continue and his small cohort should maintain the same students so he can develop lasting friendships with these students.
- *Support Guy's participation in all areas of the school environment, including the cafeteria.

Guy will require additional adult support as he transitions to a new classroom, teacher and peers each year. Adjustments to his services will be required during the initial weeks of a school year. Guy will work with a program paraprofessional who has experience with children on the autism spectrum.

Guy requires specialized instruction throughout the school day to address these goals: Social, Problem Solving, Academics (Literacy and Math), Behavior, Sensory Regulation, Expressive/Receptive Language. Generalization and application of these skills and understanding is essential for progress and independence in his environment. Guy continues to require support during transitions, comprehension, social interaction, problem solving, task completion and sensory modulation. He also requires specialized support with assistance initiating tasks, navigating unstructured settings and during transitions. The special education aide will be available to provide individualized support and specialized instruction during all inclusion periods (specials, transitions, academic, social, recess, specials...) of his school day. 1:1 aide support during recess is required to provide specialized problem solving and social interaction instruction (rules of game, solving social conflicts, following classroom expectations).

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

☐ Content:

☒ Methodology/Delivery of Instruction:

- * Inclusion with strategies based upon the principals of Applied Behavioral Analysis and Developmental Play Strategies and use of a specialized, social pragmatic language curriculum and language throughout the program in Kindergarten/First Grade.
- * 1:1 support as needed to provide adult support/facilitation for participation in classroom activities. When Guy enters first grade, he will continue to have a program that is a combination of inclusion and special education with special education supports embedded in the regular education classroom under the oversight of the special education teacher, therapists, and BCBA. The 1:1 support will be provided as

X

needed by the regular education teacher, special education teacher, BCBA, classroom aide and therapists.

* Social skills group to provide increased direct instruction and practice of social skills and social thinking development.

* Specialized, small group speech and language therapy and consultation and carry-over of strategies throughout the program.

* Consultation by the autism specialist/BCBA

* Occupational therapy, consultation and carry-over of strategies throughout the program (see PLEP B., next page).

* Specialized literacy and math instruction.

* Specialized inclusion instruction to support goals: social pragmatic, expressive language, behavior management, task completion, organization, generalization of academics to novel tasks, transition, use of unstructured time (choice time, movement from one activity to the next).

☐ Performance Criteria:

Use multiple copies of this form as needed.

Present Levels of Educational Performance

B: Other Educational Needs

Check all that apply.
General Considerations

- | | | |
|--|--|--|
| <input type="checkbox"/> Adapted physical education | <input type="checkbox"/> Assistive tech devices/services | <input checked="" type="checkbox"/> Behavior |
| <input type="checkbox"/> Braille needs (blind/visually impaired) | <input checked="" type="checkbox"/> Communication (all students) | <input type="checkbox"/> Communication (deaf/hard of hearing students) |
| <input type="checkbox"/> Extra curriculum activities | <input type="checkbox"/> Language needs (LEP students) | <input type="checkbox"/> Nonacademic activities |
| <input checked="" type="checkbox"/> Social/emotional needs | <input type="checkbox"/> Travel training | <input type="checkbox"/> Skill development related to vocational preparation or experience |
- ☒ Other Fine/Visual Motor Skills; Self-Regulation

Age-Specific Considerations

- ☐ For children ages 3 to 5 -- participation in appropriate activities
- ☐ For children ages 14* (or younger if appropriate) -- student's course of study
- ☐ For children ages 16 (or younger if appropriate) to 22 -- transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

How does the disability(ies) affect progress in the indicated area(s) of other educational needs?

Issues around self-regulation and motor skill development including postural strength may impact Guy's ability to fully complete/participate in school activities. His challenges with development of self-regulation and coping skills as well as development of social and play skills impact his participation in age-appropriate activities at school, home and in the community. Guy's disability affects his social skills development and his ability to solve social conflicts with his peers during age-appropriate activities. This makes him vulnerable to bullying, harassment, and teasing, and may also impact his ability to accurately interpret peers' behavior.

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

Sensory and Fine Motor

- Breakdown novel fine-motor tasks to simple step by step directions
- Visual supports including activity schedules, 'to do' lists, numbered tasks
- Use of simple repeatable rhythmic sounds/rhymes/words when giving novel motor instructions
- Movement opportunities embedded into activities.
- Use of 'Alert Program - How Does Your Engine Run' terminology (fast, slow, just right) when working on self regulation
- Sensory supports as needed including but not limited to oral motor materials, heavy work tasks, deep pressure, movement activities, visual materials

Social and Coping Strategies:

- Provide social stories, scripts, and role-playing opportunities to support pragmatic language skill development and increase positive coping strategies and socialization strategies.
- Clear consistent daily schedule and routines.
- Visual supports (eg. picture schedules, Mayer-Johnson or other representative pictures of ideas/concepts, print, activity lists, topic boards, countdowns, etc.).
- Direct teaching of social and play skills and coping strategies and parent consultation to support generalization of skills between school and home.
- Aide, teacher and specialist should use daily social interactions to help Guy initiate, respond and sustain social interactions throughout the school day. Close proximity to his interaction is necessary to support social interaction. Guy responds well to conversation/reflection about a social event and these conversations help Guy generalize his experiences.
- Positive rehearsal and reinforcement that provides Guy with social practice, impulse control strategies, social pragmatics and coping strategies.
- Positively reinforce Guy when he is able to inhibit particular responses and/or accommodate to task demands, particularly when faced with challenging tasks and/or those that are not intrinsically motivating.
- Preview changes to routine and expectations.

- Positively reinforcing persistence will also be beneficial in helping Guy to stay with a task, even as it becomes more difficult.
- Carefully consider peer pairings.
- Provide visual model of problem with strategies for handling the feelings.

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

☐ Content:

☒ Methodology/Delivery of Instruction:

- * Direct occupational therapy services and consultation to his teachers and parents.
- * This IEP addresses the skills that Guy needs to develop by providing direct social pragmatic instruction through small group, speech and language therapy and direct instruction through special education services. Guy will continue to receive explicit instruction and in classroom support to learn the needed social skills to manage negative interactions with peers which may result from his challenges with social pragmatics related to his educational disability.
- * Home program to support carry-over of strategies and generalization of skills from school to home.

☐ Performance Criteria:

Use multiple copies of this form as needed.

Current Performance Levels/Measurable Annual Goals

Goal # 1	Specific Goal Focus: Classroom functionin
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Current Performance Level: What can the student currently do?

Guy participates throughout the course of the day. He attends to both large and small group activities. He has made progress in his ability to follow the expectations of the class. He is able to sit for long periods of time during large group situations and his eyes and body are oriented to the speaker. Allowing for some added wait time before repeating directions gives Guy a chance to process and follow through with what is expected. Guy can transition without incident. Overall, Guy is increasingly more flexible and open to trying things that are not his agenda or what he expects. He is happy, compliant, and continues to make progress in his ability to appropriately participate and function in the classroom using the strategies in place.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

By December 2012, Guy will participate in all classroom activities with 90% accuracy and compliance in 3 out of 4 trials opportunities.

How will we know that the student reached this goal?

Daily observations, data collection, teacher interview/conference report and work samples will be used to monitor goal progress.

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will use transitional strategies (visual schedule, preview, rehearsal, observation of peers...) to follow the classroom routines with 85% accuracy in 3 out of 4 trials.
2. With increasing independence and confidence, Guy will utilize visual/verbal directions, routines, personal schedule, and demonstrations to complete class activities, projects and daily routines (preferred and non-preferred) with 85% of assigned work in 3 out of 4 opportunities.
3. Guy will focus his attention to teacher presentation (materials, directions, information), demonstration, model or routine 80% of the time in 3 out of 4 observations.
4. Guy will ask for help or clarification when unsure of the academic or behavioral expectation in 3 out of 4 observations with 85% accuracy.
5. Guy will use the visuals (listed directions, demonstration, example...) to verbalize expectations of the task (routine and novel tasks) in 3 out of 4 opportunities with 85% accuracy.
6. Guy will gather appropriate materials and organize them at his work area in 3 out of 4 observations with 85% accuracy.
7. When provided a visual guide, Guy will complete the task (breaks as needed during the task), put supplies back and place the product where it needs to go in 3 out of 4 observations with 85% accuracy.
8. Guy will work together with a peer for approximately twenty minutes to create a joint project that involves pro social skills (sharing, winning/losing, turn-taking, materials, product) in 3 out of 4 observations with 85% accuracy.
9. With staff support, Guy will participate in a sensory diet and be able to select 3 movement/sensory strategies from a visual menu in 3 out of 4 observations with 85% accuracy.
10. When frustrated or upset, Guy will use learned strategies (take a break, count to ten, get a drink of water, talk to a teacher...) when provided a visual/verbal prompt in 3 out of 4 observations with 85% accuracy.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Current Performance Levels/Measurable Annual Goals

Goal # 2

Specific Goal Focus: Social and play skill

Current Performance Level: What can the student currently do?

Guy is an extremely social child who is motivated by his peers. He is able to independently engage in a play schemes with peers. Guy is increasingly flexible and tolerant about varying play schemes in structured situations. Guy sustains play at recess and will engage in imaginative play using play insects and frogs. He enjoys using legos to create ships that he can use in play with a peer. He will also use blocks to support creative play.

Guy is a able to play a board game and lose a game without incident though he still prefers to win however this is not consistent in all environments and is variable. Guy is better able to lose when previewed and rehearsed.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

During structured and unstructured activities, Guy will independently sustain interactive play with a peer for fifteen minutes in 4 out of 5 opportunities.

How will we know when the student has achieved this goal?

Teacher, specialist, parent observations. Data collection, record keeping, reporting.

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will sustain interaction with a peer during a teacher-initiated activity in 4 out of 5 opportunities.
2. Guy will respond to a verbal prompt from a peer to engage in play in 4 out of 5 opportunities.
3. Guy will invite a peer to play with increased independence and confidence in 4 out of 5 opportunities.
4. Given free choice activities, Guy will expand and sustain an open-ended play scheme with a peer for 15 minutes, increasing by 4 minutes per reporting.
5. Guy will demonstrate turn taking skills in 4 out of 5 opportunities.
6. Guy will use preview and rehearsal strategies to prepare for 'losing' a competitive game in 4 out of 5 opportunities with 85% appropriate response to losing a game.
7. Given a free choice opportunity, Guy will negotiate and agree on a play scheme with a peer, make a plan, share materials, and follow through for 4 out of 5 opportunities.
8. Given a conflict with a peer, Guy will utilize adult support and visual reminders (engine, calming strategy and problem meters) to identify the problem by correctly stating it and process a solution for 4 out of 5 opportunities.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Current Performance Levels/Measurable Annual Goals

Goal # 3	Specific Goal Focus: <u>Receptive Language</u>
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Current Performance Level: What can the student currently do?

Guy has adjusted well to his new school and is a motivated learner. He is a calm, kind student who is always an active participant during speech and language therapy sessions. Guy can accurately identify spatial and quantity concepts. Guy continues to work on accurately understanding pronouns, possessives, and a variety of verb tenses. Given frequent preview and review, Guy can accurately identify functional and theme-based vocabulary. Guy can independently follow novel one- and two-step directions but continues to require adult support to process and execute 3-step directions. Visuals help increase his comprehension. After listening to a story, Guy accurately answers a variety of concrete "wh-" questions. He continues to work on answering less concrete, more inferential type questions. He enjoys books and learning about science. He is able to demonstrate joint attention throughout a thirty minute session. Guy works very hard and takes pride in his accomplishments.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Guy will improve his receptive language skills so that he is able to respond accurately to more complex, verbal information with familiar vocabulary (eg. three-step directions, linguistic concepts, inferential questions) in varied contexts (eg. therapy room, classroom), with minimal cues, in 4/5 opportunities.

How will we know that the student has reached this goal?

Data collection and therapist/teacher observations

Benchmark/Objectives: What will the student need to do to complete this goal?

1. When provided with fading visual supports, Guy will follow 3-step directions with familiar vocabulary in structured contexts in 4/5 opportunities.
2. Guy will accurately identify age-level linguistic concepts (eg. pronouns, possessives) in structured contexts in 4/5 opportunities.
3. Guy will accurately identify pictures with a variety of verb tenses (eg. present, regular past, future) in structured contexts in 4/5 opportunities.
4. During and after listening to a story, Guy will accurately answer inferential "wh-" questions (eg. "why," "how," "what will happen next?") in 4/5 opportunities with fading visual supports.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: _____

Current Performance Levels/Measurable Annual Goals

Goal # 4	Specific Goal Focus: Expressive/Pragmatic
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Current Performance Level: What can the student currently do?

With support, Guy's expressive and pragmatic language skills are improving. He spontaneously uses language to convey a range of functions: request, greet, comment, ask and answer questions. Guy formulates simple short sentences to express his thoughts and ideas. When provided with visuals, Guy independently strings 2-3 utterances together to retell a simple picture sequence. Visuals help Guy to organize his thoughts and language. Without visuals, Guy requires adult support in the form of "wh-" questions to provide more information and to organize his language. When telling a story, Guy benefits from adult support to implement word-finding strategies. For example, if he is unsure about a word, he benefits from adult questions and support (eg. "Tell me what it looks like;" "What can you do with it"). Guy benefits from frequent practice and language modeling to accurately use pronouns and a variety of verb tenses. Difficulties with sentence formulation and grammar are noted during both structured and unstructured tasks. Given frequent preview and review, Guy accurately labels functional and theme-based vocabulary.

Socially, Guy enjoys his peers and has made nice connections with new friends in his class. During structured and less structured activities, Guy initiates and maintains reciprocal conversational exchanges with his peers. He is beginning to independently problem solve with his peers. Guy is doing better negotiating social situations with peers but continues to benefit from language modeling, verbal cues, and adult support to navigate situations in which a conflict occurs (eg. two children want the same item). While not always consistent, Guy uses eye contact to demonstrate varied social functions (eg. "looking at you, thinking about you"). Often, Guy will look at the speaker and joint reference but he continues to benefit from verbal reminders to "think with your eyes" during less structured activities. During small group therapy sessions, Guy independently demonstrates "whole body listening." Guy can take turns with peers while playing structured board games.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Given fading adult support and verbal cues, Guy will improve his expressive and pragmatic language skills so that he is able to formulate sentences with age-level grammatical forms and use varied language to problem solve with peers during structured and unstructured activities in 4/5 opportunities.

How will we know that the student has reached this goal?

Data collection & observations

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will label theme-based, academic vocabulary in structured contexts in 4/5 opportunities.
2. Given fading adult verbal models and repetition, Guy will formulate simple short sentences using correct grammatical forms (eg. pronouns, variety of verb tenses) in structured contexts in 4/5 opportunities.
3. Provided fading visuals or a story grammar marker (eg. Braidy), Guy will formulate sequential, organized sentences to produce a narrative with a clear beginning, middle, and ending about a recently heard story or personal experience in 4/5 opportunities.
4. Guy will improve his word retrieval skills by naming 3-4 items in a given category in structured contexts in 4/5 opportunities.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: [REDACTED]

Current Performance Levels/Measurable Annual Goals

Benchmark/Objectives: What will the student need to do to complete this goal?

5. Guy will identify "expected" versus "unexpected" behavior in a variety of situations (eg. pictures, books, and/or role-plays) in 4/5 structured opportunities.
6. Utilizing a problem rating scale and given either a hypothetical or real life social problem, Guy will identify whether the social problem is a "big," "medium," or "small" problem during structured activities in 4/5 opportunities.
7. Given fading adult support, Guy will identify a social problem and provide 2 possible solutions to solve the problem in a variety of situations (eg. pictures, books, and/or role-plays) in 4/5 opportunities.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: [REDACTED]

Current Performance Levels/Measurable Annual Goals

Goal # 5	Specific Goal Focus: Occupational Therapy
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Current Performance Level: What can the student currently do?

Guy is much more independent with transitions (to/from OT, specials) and demonstrated a greatly increased willingness to participate. He has demonstrated increased fine motor control and dexterity w/small manipulatives (pegboards, stringing beads, pop beads, using tongs & eyedroppers, "Tricky Fingers" game, etc.). He has demonstrated increased pencil precision, but lines remain shaky. He is able to consistently complete familiar 2-3 step visual/fine motor tasks. He is able to correctly orient to child-sized scissors w/minimal cues, stabilizing & smoothly turning w/left hand to cut out a variety of shapes with 1/8"-1/4" wide outlines, remaining within 1/4" of the boundary 90% of the time & within 1/8" 60-70% of the time. With adult support, Guy is able to independently "How his Engine is Running" accurately in 3 of 4 trials, can select 1-3 movement breaks/sensory strategies when his engine is on "high" (over-aroused). He occasionally requires cuing to sit upright and attend to his own body positioning in relation to his peers, however, he does not stand out from his peers in this regard as this is a behavior frequently seen in kindergarten.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Guy will demonstrate increased independence with seated classroom activities (drawing, coloring, writing, craft activities & games), with 2 or fewer verbal cues to be able to initiate & complete tasks, with greater than 85% accuracy and legibility. as measured by the following objectives:

(Student progress to be measured by teacher & therapist observation and report.)

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will be able to copy simple lines & shapes (| -- + \ / X O square, rectangle & triangle) with 90% accuracy and combine them to draw age-appropriate people & representational drawings in 4 of 5 trials.
2. Guy will be able to print name (mixed case), upper- & lower-case case alphabet (given a chart) & numerals 1-20 with 85% accuracy, placing letters in the correct space on the lines with proper orientation and letter stroke formation in 3 of 4 trials.
3. Using his helper hand for stabilization & turning of paper, Guy will be able to complete age-appropriate coloring & cutting tasks by leaving less than 80% of the items uncolored & remaining within 1/8" of the boundaries 85% of the time.
4. Given verbal direction and visual model, Guy will be able to participate in a fine or gross motor game demonstrating appropriate turn-taking, manipulation of pieces and improved motor planning by performing motor task with good general accuracy in 3 of 4 trials.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: _____

Current Performance Levels/Measurable Annual Goals

Goal # 6	Specific Goal Focus: Home Program
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Current Performance Level: What can the student currently do?

Currently Guy engages in coordinated games primarily with adults. He will sometimes initiate and accept play with others, sometimes requiring adult support. Guy requires prompting to follow another's play agenda as well as to facilitate a compromise. He will sometimes share items with others and ask for others to share, if motivated. Guy demonstrates some difficulty dealing with winning and losing appropriately. He demonstrates some tantrum behavior, especially when being told "no" to something.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Guy will increase his play and social skills and will decrease instances of tantrum behavior in 8 out of 10 observed trials.

How will we know when the student has achieved this goal?

Observations by home program therapist and supervisor and parents. Data collection, record keeping, reporting.

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Throughout the day, Guy will increase interactive play with peers, demonstrating the ability to initiate and accept play invitations, as well as remain actively engaged with peers, across 80% of opportunities for 3 consecutive sessions.
2. Throughout the day, Guy will demonstrate the ability to follow a peer's play agenda or facilitate a compromise, as well as deal appropriately with winning and losing, across 80% of opportunities for 3 consecutive sessions.
3. Throughout the day, Guy will appropriately share items with peers when asked and request for items to be shared, across 80% of opportunities for 3 consecutive sessions.
4. Throughout the day, Guy will demonstrate 0 instances of tantrum behavior, across 80% of opportunities, as measured across 5 consecutive sessions, and increase appropriate replacement behaviors.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: [REDACTED]

Current Performance Levels/Measurable Annual Goals

Goal # 7	Specific Goal Focus: Mathematics
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Current Performance Level: What can the student currently do?

Guy enjoys counting objects and sequencing numbers and can count independently. He benefits from adult support to maintain an organizational system while counting to ensure accuracy. Guy can solve basic word problems that are read to him and put in a story format with the use of manipulatives that he can connect to. He can instantly recognize quantities up to 5 without having to count them first. He is beginning to show a better understanding of mathematical words such as more, less, fewest, most and will use this vocabulary when explaining his thinking with teacher support. Guy can continue an established pattern and create his own pattern.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Guy will accurately manipulate numbers through 20 using a variety of manipulatives with 85% accuracy in 3 out of 4 opportunities.

How will we know that the student reached this goal?

Work samples, grade level assessments, teacher assessments, classroom observations, and conference report will be used to monitor progress.

How will we know when the student has achieved this goal?

Teacher and specialist observation, data collection, record keeping, reporting.

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will be able to show and manipulate quantity to 20 using appropriate manipulatives, number strip, computer activity, written task in 3 out of 4 trials with 85% accuracy.
2. Guy will accurately solve mathematical word problems with numbers up to 20 in 3 out of 4 trials with 85% accuracy
3. Guy will produce patterns with 20 objects with 90% accuracy in 3 out of 4 trials.
4. Guy will gather data and produce a chart with models and graphic organizers with quantity to 20 in 3 out of 4 trials with 85% accuracy.
5. Guy will converse about a mathematical problem for 1-2 minutes with 90% accuracy in 3 out of 4 trials.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Student Name: [REDACTED]

Current Performance Levels/Measurable Annual Goals

Goal # 8	Specific Goal Focus: Literacy
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Current Performance Level: What can the student currently do?

Guy is able to produce his sounds and is now learning how to blend letters to make words. He is able to sustain effort for 10-20 minutes before requiring a short movement break.

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Guy will demonstrate grade level comprehension in 3 out of 4 trials with 85% accuracy by orally retelling and answering questions when using content material presented (all academic areas) with a variety of formats and tools (graphic organizers, question sheets, project, discussion group).

How will we know that the student reached this goal?

Grade level assessments, teacher reports, observations, work samples and conference reports will be used to monitor this goal.

Benchmark/Objectives: What will the student need to do to complete this goal?

1. Guy will blend sounds to produce a word in context with 85% accuracy in 3 out of 4 opportunities.
2. Guy will identify, read and define sight word vocabulary within grade expectations at 90% accuracy in 3 out of 4 trials.
3. Guy will accurately answer prompted questions in pre-reading tasks (picture walk, predictions, vocabulary introduction, background knowledge instruction, rereadings, reinforcing activities) with 85% accuracy in 3 out of 4 trials.
4. Guy will use 4 to 5 literacy strategies when reading texts (picture and context clues, predictions, sight word knowledge, phonics, rereading...) when observed 90% of the time in 3 out of 4 trials.
5. Guy will use the visual strategies (story grammar markers, graphic organizer, pictures, list, written directions) to retell a recently heard/read story of content information (fiction and nonfiction) with 85% accuracy in 3 out of 4 trials.
6. Guy will be able to state the main idea/events of the story (narrate in logical order with salient details-gestalt) or content information with 85% accuracy in 3 out of 4 trials.
7. Guy will visually represent (words, pictures, role play) the story/content that he has retold (which may include: answer Wh? questions, making predictions, filling in a story grammar graphic organizer, story maps, activity, skit, drawing) with 85% accuracy in 3 out of 4 trials.
8. Guy will write sight words and sound out words with 80% accuracy in 3 out of 4 trials.
9. Guy will write 1-2 sentences about a story/passage he has read with 90% accuracy in 3 out of 4 trials.
10. Guy will converse about a book for 4-6 minutes using a graphic organizer with 85% accuracy in 3 out of 4 trials.

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

Individualized Education Program

IEP Dates: from 12/13/2011 to 12/12/2012

Student Name: [REDACTED]

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: ☒ 5 day cycle ☐ 6 day cycle ☐ 7 day cycle ☐ 10 day cycle

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
1	Behavior Consultation	BCBA	1 x 15 min/5 days	12/13/2011	12/12/2012
1, 2, 4, 5, 7, 8	Parent Consult	Special Ed. Teacher	1 x 8 min/5 days	12/13/2011	12/12/2012
1, 2, 6, 7, 8	Consulation	Special Ed. Teacher	3 x 15 min/5 days	12/13/2011	12/12/2012
3, 4	Consultation	Speech & Lang Pathologist	1 x 15 min/30 days	12/13/2011	12/12/2012
5	Occupational Therapy	Occupational Therapist	1 x 15 min/30 days	12/13/2011	12/12/2012
6	Parent Consult	Home Behavior Specialist	1 x 8 min/5 days	12/13/2011	12/12/2012

B. Special Education and Related Services in General Education Classroom (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
1, 2, 3, 4, 5, 7, 8	Academic/Social Skills	Spec Ed Teacher or Aide	5 x 60 min/5 days	12/13/2011	12/12/2012
2	Recess Monitor	RegEdTea;SpEdTea;SpEdAid	5 x 40 min/5 days	12/13/2011	12/12/2012
3, 4	Speech/Language	Speech & Lang Pathologist	1 x 30 min/5 days	12/13/2011	12/12/2012
5	Occupational Therapy	Occupational Therapist	1 x 30 min/5 days	12/13/2011	12/12/2012

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
1, 2, 4	Social Skills	Spec Ed Teacher or Aide	5 x 30 min/5 days	12/13/2011	12/12/2012
1, 2, 7	Mathematics	Spec Ed Teacher or Aide	5 x 30 min/5 days	12/13/2011	12/12/2012
1, 2, 7, 8	Academic/Social Skills	RegEdTea;SpEdTea;SpEdAid	5 x 180 min/5 days	7/9/2012	8/10/2012
1, 2, 8	Literacy	Spec Ed Teacher or Aide	5 x 30 min/5 days	12/13/2011	12/12/2012
3, 4	Speech/Language	Speech & Lang Pathologist	2 x 30 min/5 days	7/9/2012	8/10/2012
3, 4	Speech/Language	Speech & Lang Pathologist	2 x 30 min/5 days	12/13/2011	12/12/2012
5	Occupational Therapy	Occupational Therapist	1 x 30 min/5 days	12/13/2011	12/12/2012
6	Home Program	Home Behavior Specialist	1 x 120 min/5 days	12/13/2011	12/12/2012

Use multiple copies of this form as needed.

Student Name: [REDACTED]

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: ☒ 5 day cycle ☐ 6 day cycle ☐ 7 day cycle ☐ 10 day cycle

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
6	Home Progam	Home Behavior Specialist	1 x 120 min/5 days	7/9/2012	8/10/2012

Use multiple copies of this form as needed.

Student Name: _____

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5--Service Delivery, Section C.)

☐ No ☒ Yes If yes, why is removal considered critical to the student's program?

Guy benefits from the primary portion of his program in the inclusive setting, with a high level of support and specialized instructional strategies. Given Guy's learning needs and learning style, the team also recommends the social skills group run by the Special Education teacher or Aide as a component of his program in order to provide additional intensive, systematic direct teaching of communication, play, academics and social skills in a controlled, small supportive environment. Guy will begin his school day in the general education setting in order to develop connections with classmates and have the opportunity to participate in morning meeting. Guy will not participate in Spanish class, as there is agreement that learning a third language is not in his educational best interest at this time. Guy requires explicit, direct speech and language instruction in a small group, quiet setting outside of his general education classroom to learn, practice, and apply communication skills.

IDEA '97 Regulation §300.550(b)(2): "... removal of children with disabilities from the regular educational environment occurs **only if** the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

Schedule Modification

Shorter: Does this student require *ashorter school day or shorter school year*?

☒ No ☐ Yes -- shorter day ☐ Yes -- shorter year If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?

☐ No ☐ Yes -- longer day ☒ Yes -- longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

Given Guy's significant disability, he is eligible for an extended school year. Guy is eligible to attend the Launch five week summer program at _____ School. During this time period he is also eligible to receive therapy services (SLP 2 x 30 min. per week (one in/one out) and home program at 2 hours per week). Services for the extended school year will be coordinated by the team facilitator, special education teacher and director of the extended school year.

Transportation Services

Does the student require transportation as a result of the disability(ies)?

☒ No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

☐ Yes Special transportation will be provided in the following manner:

☐ on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

☐ on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

After the team makes a transportation decision and after a placement decision has been made, a parent may choose to provide transportation and may be eligible for reimbursement under certain circumstances. Any parent who plans to transport their child to school should notify the school district contact person.

Student Name: [REDACTED]

State or District-Wide Assessment

Identify state or district-wide assessments planned during this IEP period:

N/A No testing scheduled

Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.

	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 For each content area identified by an X in column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.

2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.

NOTE

When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be addressed.

Student Name: _____

Additional Information

- ☐ Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.

Anticipated Graduation Date: _____

Statement of Interagency Responsibilities or Needed Linkages: _____

Transfer of Rights Discussed: (at least one year before age of majority)

☐ Yes☐ No☐ N/A

Chapter 688 Referral:

☐ Recommended☐ Not Recommended☐ N/A

- ☐ Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.

- ☒ Record other relevant IEP information not previously stated.

-Continued collaboration between home and school services will continue as this supports Guy's generalization of skills and understanding.

-The district has agreed that if the parents identify an appropriate after school social program (i.e. _____ class), 1 hour/week of home services can be done in that setting to facilitate Guy's social interactions with peers and the other 1 hour/week will be used for parent training. Additionally, parents will be encouraged to observe the social interactions in the small group that are facilitated by the home services provider, so as to then include this as part of parent training. Once the weather is warmer, this service may occur on the playground. As part of consultation, the special education teacher will be available to work with the parents and/or home services provider to identify possible peers and/or activities for these structured social interactions.

Response Section

School Assurance

I certify that the goals in this IEP are those recommended by the Team and that the indicated services will be provided.

Signature and Role of LEA Representative

Date

Parent Options / Responses

It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district. Thank you.

☐ I accept the IEP as developed.☐ I reject the IEP as developed.

☐ I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

☐ I request a meeting to discuss the rejected IEP or rejected portion(s).

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

Individualized Education Program

IEP Dates: from 12/13/2011 to 12/12/2012

Student Name: [REDACTED]

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.
