

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Legal Name of Student: Sabrina

Student ID:

School of Attendance: _____

Date of Meeting: 04/12/2006

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND NEEDS

Educational: How does this child/student perform within the general curriculum (content standards) and on age appropriate tasks and benchmarks?

Sabrina has made strong academic gains this year. She participates in all classroom activities. She is able to follow two part directions and has become assertive in asking when she doesn't understand or isn't sure of what to do next. Sabrina is very motivated to learn to read and is completely familiar with concepts of print. She has made progress in identifying letters and sounds. She uses several strategies when trying to make sense of text and consistently reads 20 words introduced through the Edmark reading program. Sabrina writes both capital and lower case letters and is able to writ~ her entire name without prompting. Sabrina is developing number sense, counting sets to 15 and doing basic addition and subtraction with prompts. She independently writes numbers 1-10 to indicate the correct number of objects, reversing number 2.

Social/Emotional/Adaptive Behavior: How does the child/student manage feelings and interact with others? How well does the child/student adapt to different environments, i.e., home, school and community?

Sabrina is very social and has developed good friendships with her peers. She has become more assertive in asking for help in the classroom and when asking for help with conflict.

Physical Motor and Physical Health: How are the child's/student's vision, hearing, coordination and general health?

Sabrina plays with peers during recess consistently. They prefer to run and play imaginary games, but Sabrina is able to remember the rules and play 4-square with peers, hitting the ball approximately 25% of the time. She is able to participate in group jump rope with others turning the rope;she can jump 5 times consecutively, which is at the same level as her playground peers.She has been reluctant to practice pumping the swing when others are on the playground. Her parents expressed thei desire for her to focus on her visual and fine motor skills at school, and her gross motor skills at home now. Sabrina independently follows her teacher's directions for literacy projects, such as cutting, pasting and matching word cards, or drawing pictures in response to a story. She is able to cut near, but not alway directly on, during cutting projects. She has difficulty with spacial organization when writing, especially on unlined paper. Her letter size and spacing is inconsistent, She does writes all of the upper case letters and some of the lower case; she mixes lower and upper case letters when writing spontaneously. She tends to hold her pencil with a very tight grasp, and often changes positions while writing (she moves between sitting or kneeling on her chair or standing).

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1234 Our Address Ave. (222) 333-4444

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND NEEDS (Continued)

Physical Motor and Physical Health (continued)

Vision Screening	Date	Left	Right	Hearing Screening	Date	Left	Right
(Vision and hearing screenings are required in preschool and kindergarten. and in grades 1.2.3.5.7. and 9.)							

Communicative: How does this child/student listen, understand language, and express him or herself?

Sabrina continues to make progress in speech-language therapy. Her love of print and her emerging reading skills has been the caveat to phonemic awareness and articulation skills. Most recently we have been using a multisensory approach listening, visualizing, writing and tapping. She counts the number of letters and sounds in a word, and syllables. Her rhyming skills are emerging. Sabrina identifies many letters, even "silent E." We have focused on final sounds in words, which she deletes off of all words when speaking. Currently we are using the maximal pairs approach (bake, bait, bay, base, bane). Sabrina is talkative and is using strategies to get her message across when she isn't understood, such as saying it another way, gesturing, or repeating her statement. Earlier this year we have focused on the sound /s/ due to her high motivation (in her name) - she was successful with this sound in the structured setting but substituted /k/ during conversation. In terms of language skills, Sabrina is making strides in telling events/stories with beginning, middle, end. However, she seems to get "stuck" on one idea and repeats it several times. Sabrina is more successful when using pictures and prompted by an adult.

Cognitive: How does the child/student think, problem solve and learn within the environment?

Transition/Life Skills: How prepared is the student to transition to each level of school and to adult life? How does the student function in school, home, community?

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Statement of Identified Needs

Identify the needs of the child that relate to the present levels of performance. Identified needs must be addressed with goals and objectives.

Sabrina's needs include pre-reading and emergent reading skills as well as support in math, fine motor activities, writing and speech articulation.

Additional concerns of the parent(s) for enhancing the child's/student's education:

Sabrina's parents brought up concerns about planning for her long term communication challenges.

Notice the Statement of Identified Needs here



IEP Goals start
here through end
of document

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Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the student's previous goals and objectives prior to the development of new goals and objectives. Based upon this document, parent(s) will be regularly informed of progress to the extent of non-disabled children.

Annual Goal (# 1):

Sabrina will listen, observe, speak and write for a variety of purposes and audiences by using the following skills and strategies in order to contribute to class activities and group discussions.

Standard/Access Skills:

Objectives to be monitored by: educational team

Short-term Objectives/Benchmarks # 1 Start Date: 04/12/2006 **End Date:** 04/12/2007 **ESY**

Within the classroom setting Sabrina will succinctly retell a story/event with only relevant details.

Baseline:

emerging skill - Sabrina sometimes gets stuck and says the same ideas over and over

Criteria:

80% of opportunities

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 2 Start Date: 04/05/2006 **End Date:** 04/12/2007

Within the small group setting Sabrina will demonstrate multisensory awareness of sounds and syllables in isolation and in initial, medial, and final positions in words in order to facilitate literacy and articulation development.

Baseline:

many strengths in phonemic awareness: counting syllables, verbalizing, identifying and recognizing sounds/letters
emerging skills in identifying sounds in isolation, initial, medial, and final

Progress Key:

1. Mastered; Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
2. In Progress; Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues, but making progress.
3. No Progress: Skill/behavior rarely or never demonstrated, even with sufficient prompts or cues.
4. Regression: Skill/behavior is below last baseline measure.
5. Not introduced; Skill/behavior has not yet been introduced.

Goals and Objectives

Goals and Objectives

Criteria:						
80% of opportunities						
Level of Progress:						
Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6	
Objective Status:						
Comments:						

Short-term Objectives/Benchmarks # 3			Start Date: 04/12/2006	End Date: 04/12/2007	
Within the therapy setting Sabrina will correctly produce t, f, v, s, and z in initial position in words.					
Baseline:					
t, s 50% during structure					
f, v, z 0%					
Criteria:					
80% of opportunities					
Level of Progress:					
Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6
Objective Status:					
Comments:					

Short-term Objectives/Benchmarks # 4			Start Date: 04/12/2006	End Date: 04/12/2007
Within the therapy setting Sabrina will use final consonants in C-V-C (consonant-vowel-consonant) words.				
Baseline:				
50% during very structured activities				
0% in conversation				

Progress Key:

1. Mastered: Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
2. In Progress: Skill/behavior is demonstrated inconsistently. even with frequent prompts or cues, but making progress.
3. No Progress: Skill/behavior rarely or never demonstrated, even with sufficient prompts or cues.
4. Regression: Skill/behavior is below last baseline measure.
5. Not introduced: Skill/behavior has not yet been introduced.

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Goals and Objectives

Criteria:

80% of opportunities

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 5 Start Date: 04/12/2006 End Date: 04/12/2007

During small group instruction Sabrina will demonstrate an auditory and visual understanding of the blends *lthl, lchl, lsh/*.

Baseline:

0%

Criteria:

50% of opprtunities

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 6 Start Date: 04/12/2006 End Date: 04/12/2007

Within the classroom setting Sabrina will independently use strategies (state it another way, describe it, synonym, gesture) to relay her message when her speech is not understood.

Baseline:

emerging skill

Criteria:

75% of opportunities

Progress Key:

1. Mastered; Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
2. In Progress; Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues, but making progress.
3. No Progress; Skill/behavior rarely or never demonstrated, even with sufficient prompts or cues.
4. Regression; Skill/behavior is below last baseline measure.
5. Not introduced: Skill/behavior has not yet been introduced.

Goals and Objectives

Goals and Objectives

Level of Progress:	Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6
Objective						
Status:						
Comments:						

Annual Goal (# 2): Sabrina will develop emergent reading skills.
Standard/Access Skills:
Objectives to be monitored by:

Short-term Objectives/Benchmarks # 1 Start Date: 04/12/2006 End Date: 04/12/2007												
Sabrina will use a variety of strategies to read instructional level books.												
Baseline:												
Sabrina is using first and last sounds, picture clues, patterns and visual recognition when reading level A and B books.												
Criteria:												
Sabrina will use sound chunks, increased visual recognition, sight words, and context clues when reading instructional level books.												
Level of Progress:												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Period # 1</td> <td style="width: 16.6%;">Period # 2</td> <td style="width: 16.6%;">Period # 3</td> <td style="width: 16.6%;">Period # 4</td> <td style="width: 16.6%;">Period # 5</td> <td style="width: 16.6%;">Period # 6</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6						
Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6							
Objective Status:												
Comments:												

Short-term Objectives/Benchmarks # 2 Start Date: 04/12/2006 End Date: 04/12/2007
Sabrina will increase the number of words that she recognizes visually.

Progress Key:

1. Mastered; Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
2. In Progress; Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues, but making progress.
3. No Progress; Skill/behavior rarely or never demonstrated, even with sufficient prompts or cues.
4. Regression; Skill/behavior is below last baseline measure.
5. Not introduced; Skill/behavior has not yet been introduced.

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04/12/2006

Date of Meeting

Goals and Objectives

Baseline:

Sabrina consistently recognizes 15 words. (from Edmark Reading Program Word Recognition Book One)

Criteria:

Consistent recognition of 50 words. (Edmark Reading Program Recognition Book Two)

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 3 Start Date: 04/12/2006

End Date: 04/12/2007

Sabrina will identify 10 of the first 15 high frequency words.

Baseline:

Sabrina consistently identifies a,in, the.

Criteria:

Correct identification of 10 of the first 15 high frequency words.

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 4 Start Date: 04/12/2006

End Date: 04/12/2007

Sabrina will use background knowledge of story structure to predict story events, words, and story endings.

Baseline:

Sabrina makes some text to self connections when reading.

Progress Key:

1. Mastered; Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
2. In Progress; Skill/behavior is demonstrated inconsistently, even with frequent prompts or cues, but making progress.
3. No Progress; Skill/behavior rarely or never demonstrated. even with sufficient prompts or cues.
4. Regression; Skill/behavior is below last baseline measure.
5. Not introduced; Skill/behavior has not yet been introduced.

Goals and Objectives

Goals and Objectives

Criteria:						
When prompted, Sabrina will predict story events and possible endings to a story. When prompted, she will predict words based on context clues.						
Level of Progress:						
Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6	
Objective Status:						
Comments:						

Annual Goal (# 3):						
Sabrina will use strategies and skills to draft a written message.						
Standard/Access Skills:						
Objectives to be monitored by:						

Short-term Objectives/Benchmarks # 1			Start Date: 04/12/2006	End Date: 04/12/2007		
Sabrina will dictate and copy a story with a beginning, a middle and, an end.						
Baseline:						
Sabrina has difficulty dictating a story with a beginning, a middle and an end. She copies words (but not sentences).						
Criteria:						
Dictating and copying a story with a beginning, a middle and an end.						
Level of Progress:						
Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6	
Objective Status:						
Comments:						

Progress Key:

1. Mastered: Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
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School of Attendance	Date of Meeting

Goals and Objectives

Short-term Objectives/Benchmarks # 2 Start Date: 04/12/2006 End Date: 04/12/2006

Sabrina will identify a sound or word for and write each lower case letter.

Baseline:
 Sabrina identifies sounds or words for 20/26 lower case letters.

Criteria:
 Identifying sounds or words for and writing each lower case letter.

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Short-term Objectives/Benchmarks # 3 Start Date: 04/12/2006 End Date: 04/12/2007

Sabrina will produce written text, using "invented spelling" and correctly spelled First Grade No Excuse Words.

Baseline:
 Sabrina uses the first letter of words in writing.

Criteria:
 Written text using invented spelling and correctly spelled First Grade No Excuse Words.

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Annual Goal (# 4):
 Sabrina will understand and use concepts of numbers and number systems.

- Progress Key:
1. Mastered: Skill/behavior is demonstrated in different settings or environments and transferable with no prompts or cues.
 2. In Progress: Skill/behavior is demonstrated inconsistently. even with frequent prompts or cues, but making progress.
 3. No Progress: Skill/behavior rarely or never demonstrated, even with sufficient prompts or cues.
 4. Regression: Skill/behavior is below last baseline measure.
 5. Not introduced; Skill/behavior has not yet been introduced.

Goals and Objectives

Goals and Objectives

Standard/Access Skills:

Objectives to be monitored by:

Short-term Objectives/Benchmarks # I **Start Date:** 04/12/2006 **End Date:** 04/12/2007

Sabrina will understand physical, pictorial, symbolic, and verbal representations of whole numbers 0-20.

Baseline:

Sabrina counts sets to 10 with 100% accuracy. She writes numbers 1-10 with difficulties with 2 and 5.

Criteria:

Counting sets to 20 with 100% accuracy. Writing numbers to 20 with 100% accuracy.

Level of Progress:

Period # 1	Period # 2	Period # 3	Period # 4	Period # 5	Period # 6

Objective Status:

Comments:

Progress Key:

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Special Education and Related Services

Service	Special Education Teacher (Type)	Duration	Frequency	Indirect (consultation)	Direct in General Classroom	Direct Outside General Classroom	Total Minutes
Speech/Language Pathologist		04/12/2006	_ monthly	60	0	180	240
		04/12/2007					
Special Education Teacher		04/12/2006 -	weekly	30	720	120	870
		04/12/2007					
Occupational Therapist		04/12/2006	_ monthly	20	120	0	140
		04/12/2007					

Special Education Services: To be delivered/or the school year only excluding school breaks. summers, holidays. and non-student contact days.

Percent of time the student receives special education and related services: 0

Plan Requirements

Describe modifications, supplementary aids and services necessary for the child to achieve satisfactorily in the student's education program:

Sabrina is in the classroom full time with para support, special education teacher support and OT support. She also meets with the SP/L specialist and the special education teacher in 1-1 and small group settings for specific, direct instruction.

Other IEP Services:

Preschool Integrated Education Program(Hrs/wk):

Parent Follow-up Activities:

Parent Training and Counseling:

PPP - for 1:1 support info; PPP library

Does the child require:

Special Transportation?

Yes No

A Communication plan? (Required for a child/student with hearing disabilities)

Yes No

A Literacy Modality plan? (Required for a child/student with vision disabilities)

Yes No

A Behavior Support plan? (May be reviewed and modified throughout the duration of the IEP)

Yes No

A Health Care plan?

Yes No

Assistive Technology services and/or devices?

Yes No

not at this time

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Accommodations/Modifications and Participation in State and District Assessments

Curricular Accommodations and Modifications

To justify appropriateness of accommodations/modifications for state mandated tests or general classroom use, the accommodations and modifications listed below should be used consistently within a student's academic program. Please note that not all of these accommodations are approved for CSAP.

- | | | |
|---|--|---|
| <input type="checkbox"/> Abbreviated assignments, same concepts | <input type="checkbox"/> Highlighted textbook (student) | <input type="checkbox"/> Sensory Aids |
| <input type="checkbox"/> Assignment book/organizer | <input type="checkbox"/> Large print | <input type="checkbox"/> Study Guide |
| <input type="checkbox"/> Assistive technology for computer access | <input type="checkbox"/> Modify test format | <input type="checkbox"/> Use of calculator |
| <input type="checkbox"/> Auditory aids | <input checked="" type="checkbox"/> Oral testing | <input type="checkbox"/> Use of manipulatives |
| <input type="checkbox"/> Behavior/performance contracting | <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Use of recording device |
| <input type="checkbox"/> Check for understanding | <input type="checkbox"/> Provide copies of materials to be copied from book or board | <input type="checkbox"/> Visual schedule |
| <input type="checkbox"/> Communication device/board with or without Braille | <input type="checkbox"/> Read aloud/sign for directions | <input type="checkbox"/> Visual/tactile aids |
| <input type="checkbox"/> Flexible scheduling/breaks | <input checked="" type="checkbox"/> Read aloud/sign test items | <input type="checkbox"/> Word processor with/without talk-text technology |
| <input checked="" type="checkbox"/> Flexible setting/group | <input type="checkbox"/> Graphic organizer/learning tools | <input type="checkbox"/> Scribe |
| <input checked="" type="checkbox"/> Extended time <u>23x</u>
(State): | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Other: _____ | |

Modifications

- | | | |
|---|---|--|
| <input type="checkbox"/> Abbreviated assignments, modified concepts | <input type="checkbox"/> Ability level text | <input type="checkbox"/> Modifying grading scale |
| <input type="checkbox"/> Abbreviated concepts | <input type="checkbox"/> Modifying complexity of assignment | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |