

Duration of Special Education and Related Services:

From: 04/11/2014

To: 04/10/2015

Student's Name: [REDACTED]

DOB: [REDACTED]

School: [REDACTED]

ID#: [REDACTED]

Grade: Kindergarten

Primary Area of Eligibility: Developmental Delay (DD)

Secondary Area(s) of Eligibility: None

(* Reported on Child Count)

Student Profile:

Student's overall strengths:

[REDACTED] is a sweet and happy girl that enjoys school and likes to be surrounded by friends. [REDACTED] likes to participate in class; she is very talkative and outgoing. [REDACTED] does well in reading; she knows all the letters and most of their sounds. She can blend sounds and read some words presented. She also enjoys working with math manipulatives, her math skills are also improving. [REDACTED] has made big improvements when navigating through the school.

Summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum based measures, state and district assessment results, etc.), and review of progress on current IEP/IFSP goals:

[REDACTED] is progress monitored by using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) which are a set of assessments used for universal screening and progress monitoring in grades K-6. These assessments help educators identify students who may need additional literacy instruction in order to become proficient readers. The students are assessed at the beginning, middle and end of the school year. The assessments for kindergarten are: FSF: First Sound Fluency, LNF: Letter Naming Fluency, PSF: Phoneme Segmentation Fluency, NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds, and NWF-WWR: Nonsense Word Fluency - Whole Words Read.

At the beginning of the year, [REDACTED] scores were as follow: FSF 21 (benchmark 10), LNF 37 (benchmark N/A). These are the only two areas monitored at the beginning of the year. Her middle of year's scores are: FSF 29 (Benchmark 30), LNF 26 (benchmark N/A), PSF 33 (Benchmark 20) NWF CLS 17 (benchmark 17), NWF WWR 1 (benchmark N/A).

The Text Reading and Comprehension (TRC) is an individually administered assessment using leveled readers from a book set to determine a student's instructional reading level. This assessment was also given to [REDACTED] at the beginning and middle of the school year. Her TRC level at the beginning of the year was RB (expected level RB) and in the middle of the year RB (expected C).

In the EC classroom, [REDACTED] reading is monitored by using Curriculum Based Measurements (CBMs), work samples and teacher's observations. The CBMs allow teachers to track the progress of the students throughout the school year. The CBMs used for kindergarten (reading) are: letter names, letter sounds, phoneme segmentation, and word reading fluency. [REDACTED] scores for letter names are as follow: 41, 39, 36, 38, 40 and 44. These numbers represent the amount of letters she could identify by name in the time frame given (60 seconds). [REDACTED] scores for letter sounds are: 34, 26, 26, 31, 33, and 34. These scores represent the amount of letters she could identify by sound in 60 seconds. [REDACTED] scores for Phoneme segmenting are: 7, 16, 17, 17, 16, and 28. These scores represent the amount of phonemes that she could identify when a word is given (verbally) to her; this is also a 60 seconds measurement. When presented with a list of words to monitor her word reading fluency, her scores were: 6, 7, 7, 6, 10, and 10. These measurements are done once a month

In the EC classroom, [REDACTED] writing is monitored by using work samples and observations. [REDACTED] uses a pencil grip for her writing assignments. The pencil grip helps [REDACTED] to maintain a position of stability and allows efficient mobility and improved handwriting. [REDACTED] also needs to use a binder clip to hold the paper/book that she is using, and a slant board that will allow her to read or/and write without having to lean forward, instead the page comes closer to her and she can read/write comfortably. [REDACTED] is inconsistent with her writing, in occasions she is able to write well-formed letters capital and lower case, at other times; [REDACTED] will reverse letters or asks for assistance. [REDACTED] can copy letters given but is not showing consistency when writing letters that are dictated to her.

In the EC classroom, Math is monitored using Curriculum Based Measurements and work samples. [REDACTED] can rote count up to 50 without assistance. She is also able to count to 100 but occasionally will stop when transitioning to a tens number (i.e. 70, 80, 90). She can recognize all numbers and is able to write numbers given. We are working more on writing numbers that are difficult for her, such as 2, 3, and 5. When monitored with CBMs [REDACTED] did not show consistency in her scores. The measurements for kindergarten are: Math Numbers and Operations, Math Geometry and Math Measurement. Her scores for Math Numbers and Operations fluctuated between 10 and 3 points. At the beginning of the year she scored 10 (out of 12 questions), in the middle of the year her score was 4. In Math Geometry, her score at the beginning of the year was 12; in the middle of the year was 8. For Math Measurement, at the beginning of the year she was able to answer 10 correct questions and in the middle of the year 6. [REDACTED] is easily distracted by the environment in which she is at; she loses concentration on her work when sensing different sounds or movements in the classroom and needs to be redirected in order to complete her tasks. CBMs were not an exception as she needed to be redirected several times. We will need to consider her inattention when looking at her scores in math as she has demonstrated to be able to do well in many of the tasks presented in the CBMs.

[REDACTED] enjoys her reading and math lessons in the EC classroom as well as her lessons in her regular class. She likes to participate in class and enjoys the time with her friends. [REDACTED] understands and follows directions given by her teachers; she can also repeat the directions given to her. As stated before, [REDACTED] is easily distracted by the environment in which she is at; she loses concentration on her work when sensing different sounds or movements in the classroom and needs to be redirected in order to complete her tasks. Interventions were developed by the IST team to help [REDACTED] stay on task and complete assignments given, as part of the interventions, [REDACTED] has a break after every 10 minutes of work, the teachers use a visual timer that allows her to see how much time she has worked and how much she has left before her break. A Direct Behavior Rating (DBR) is being used to monitor [REDACTED] attention and focus to the task presented. [REDACTED] teachers are also praising her any time she is seeing paying attention, focusing on her work and avoiding distractions. [REDACTED] also has preferential sitting in order to avoid distractions.

[REDACTED] report cards for the beginning and middle of the year are as follow:

Reading: 3, 2

Math 3, 2

Science: S, S

Social Studies: S, S

Writing 2, 2

[REDACTED] regular education teacher - [REDACTED] - stated that [REDACTED] is making progress in all areas; however, these improvements are not consistent. We are working with [REDACTED] to maintain her focus during lessons as she works on lesson extensions. We are using intervention suggestions that were given in our recent meeting to help [REDACTED] learn to complete a task in a timely manner". Her last interim report stated that [REDACTED] is making expected growth in math. She needs direction in choosing her work and she works in proximity to one of the teachers so we can monitor her work progress. We find that [REDACTED] has better focus on math tasks than on reading and writing tasks. Also, she shows comprehension of books that she reads with a partner or teacher in reading group. We have been using a timer to help [REDACTED] focus on tasks: we have a daily work plan of tasks for her time in class."

** [REDACTED] has visual field cuts from the center to right part of both eyes. New information and concepts should be presented to her on the left. Familiar materials and activities can be presented to [REDACTED] on her left, center, and right.

Parent's concerns, if any, for enhancing Macie's education:

[REDACTED] parents have noticed differences in [REDACTED] behavior compared to last year's behaviors. They are concerned about her difficulty staying on task and paying attention to lessons or tasks presented. They will like to know why is this year becoming so hard for [REDACTED]

Parent's/Student's vision for student's future:

[REDACTED] parents want [REDACTED] to go to college and be independent. They do realize how difficult it will be for her and how much help she is going to need.

Considerations of Transitions:

If a transition (e.g. new school, family circumstances, etc.) is anticipated during the life of their IEP/IFSP what information is known about the student that will assist in facilitating a smooth process?

Not Applicable

The student is age 14 or older, or will be during the duration of the IEP: No

Special Factors:

Does [REDACTED] have behavior(s) that impede his/her learning or that of others: Yes

Does [REDACTED] have Limited English Proficiency? No

If [REDACTED] is blind or partially sighted, will instruction in or use of Braille be needed? Yes

Does [REDACTED] have any special communication needs? No

Is [REDACTED] deaf or hard of hearing? No

Does [REDACTED] require specially designed physical education? Yes

Transition: Not Applicable at this time

Has [REDACTED] been informed of his/her rights, if age 17 and older? Not Applicable

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

[REDACTED] is progress monitored by using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) which are a set of assessments used for universal screening and progress monitoring in grades K-6. These assessments help educators identify students who may need additional literacy instruction in order to become proficient readers. The students are assessed at the beginning, middle and end of the school year. The assessments for kindergarten are: FSF: First Sound Fluency, LNF: Letter Naming Fluency, PSF: Phoneme Segmentation Fluency, NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds, and NWF-WWR: Nonsense Word Fluency - Whole Words Read. At the beginning of the year, [REDACTED] scores were as follow: FSF 21 (benchmark 10), LNF 37 (benchmark N/A). These are the only two areas monitored at the beginning of the year. Her middle of year's scores are: FSF 29 (Benchmark 30), LNF 26 (benchmark N/A), PSF 33 (Benchmark 20) NWF CLS 17 (benchmark 17), NWF WWR 1 (benchmark N/A). The Text Reading and Comprehension (TRC) is an individually administered assessment using leveled readers from a book set to determine a student's instructional reading level. This assessment was also given to [REDACTED] at the beginning and middle of the school year. Her TRC level at the beginning of the year was RB (expected level RB) and in the middle of the year RB (expected C). In the EC classroom, [REDACTED] reading is monitored by using Curriculum Based Measurements (CBMs), work samples and teacher's observations. The CBMs allow teachers to track the progress of the students throughout the school year. The CBMs used for kindergarten (reading) are: letter names, letter sounds, phoneme segmentation, and word reading fluency. [REDACTED] scores for letter names are as follow: 41, 39, 36, 38, 40 and 44. These numbers represent the amount of letters she could identify by name in the time frame given (60 seconds). [REDACTED] scores for letter sounds are: 34, 26, 26, 31, 33, and 34. These scores represent the amount of letters she could identify by sound in 60 seconds. [REDACTED] scores for Phoneme segmenting are: 7, 16, 17, 17, 16, and 28. These scores represent the amount of phonemes that she could identify when a word is given (verbally) to her; this is also a 60 seconds measurement. When presented with a list of words to monitor her word reading fluency, her scores were: 6, 7, 7, 6, 10, and 10. These measurements are done once a month. Due to [REDACTED] visual-perceptual difficulties and difficulties with sustained attention, she has difficulty progressing satisfactorily in the general curriculum in reading without supports and services.

Annual Goal:

Academic and Functional Goal

When presented with reading materials, [REDACTED] will a) recognize all letters of the alphabet, b) match letters to their correspondent sounds, and c) blend and decode CVC words with 80% accuracy in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives:(if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. [REDACTED] will identify upper and lower case letters of the alphabet.
Expected Level of Achievement: 80% accuracy
2. [REDACTED] will match letters to their sounds
Expected Level of Achievement: 80% accuracy
3. [REDACTED] will match like sounds in words at the beginning and end of words.
Expected Level of Achievement: 80% accuracy
4. [REDACTED] will hear and identify sounds in words including rhyming words and simple syllable segmentation.

Expected Level of Achievement: 80% accuracy

5. [redacted] will blend phonemes orally.

Expected Level of Achievement: 80% accuracy

6. [redacted] will apply knowledge of blending to decode CVC words in text.

Expected Level of Achievement: 80% accuracy

Describe how progress toward the annual goal will be measured:

Log of teacher observation, Student work samples

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

[redacted] can rote count up to 50 without assistance. She is also able to count to 100 but occasionally will stop when transitioning to a tens number (i.e. 70, 80, 90). She can recognize all numbers and is able to write numbers given. We are working more on writing numbers that are difficult for her, such as 2, 3, and 5. When monitored with CBMs [redacted] did not show consistency in her scores. The measurements for kindergarten are: Math Numbers and Operations, Math Geometry and Math Measurement. Her scores for Math Numbers and Operations fluctuated between 10 and 3 points. At the beginning of the year she scored 10 (out of 12 questions), in the middle of the year her score was 4. In Math Geometry, her score at the beginning of the year was 12; in the middle of the year was 8. For Math Measurement, at the beginning of the year she was able to answer 10 correct questions and in the middle of the year 6. [redacted] is easily distracted by the environment in which she is at; she loses concentration on her work when sensing different sounds or movements in the classroom and needs to be redirected in order to complete her tasks. CBMs were not an exception as she needed to be redirected several times. We will need to consider her inattention when looking at her scores in math as she has demonstrated to be able to do well in many of the tasks presented in the CBMs. Due to [redacted] visual-perceptual, fine motor, attentional and organizational difficulties, [redacted] has difficulty progressing satisfactorily in the general curriculum without supports and services.

Annual Goal:

Academic Goal

When presented with manipulatives and/or math work pages, [redacted] will increase her math skills by a) rote counting, b) counting with one to one correspondence, c) counting out numbers sets, d) completing patterns, and e) writing numbers with 80% accuracy in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: OT #4

Benchmarks or Short-Term Objectives: (if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. [redacted] will complete patterns a.) A-B b.) A-B-B-A-B-B c.) A-B-C

Expected Level of Achievement: 80% accuracy

2. [redacted] will count 1:1 correspondence to 100

Expected Level of Achievement: 80% accuracy

3. [redacted] will count out number sets 1-100

Expected Level of Achievement: 80% accuracy

4. [redacted] will write the numbers 1-100 within the space provided by: a.) tracing b.) copying c.) writing

Expected Level of Achievement: 80% accuracy

Describe how progress toward the annual goal will be measured:

Student work samples, curriculum based measurements

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

██████ understands the concepts of addition and subtraction. She has been working with manipulatives that are helping her to visualize the process of adding/subtracting numbers or objects. ██████ has not been showing consistency when adding or subtracting single digit numbers. In occasions she will give an answer without trying to work on the problem given. ██████ can rote count up to 50 without assistance. She is also able to count to 100 but occasionally will stop when transitioning to a tens number (i.e. 70, 80, 90). She can recognize all numbers and is able to write numbers given. We are working more on writing numbers that are difficult for her, such as 2, 3, and 5. When monitored with CBMs ██████ did not show consistency in her scores. The measurements for kindergarten are: Math Numbers and Operations, Math Geometry and Math Measurement. Her scores for Math Numbers and Operations fluctuated between 10 and 3 points. At the beginning of the year she scored 10 (out of 12 questions), in the middle of the year her score was 4. In Math Geometry, her score at the beginning of the year was 12; in the middle of the year was 8. For Math Measurement, at the beginning of the year she was able to answer 10 correct questions and in the middle of the year 6. ██████ is easily distracted by the environment in which she is at; she loses concentration on her work when sensing different sounds or movements in the classroom and needs to be redirected in order to complete her tasks. CBMs were not an exception as she needed to be redirected several times. We will need to consider her inattention when looking at her scores in math as she has demonstrated to be able to do well in many of the tasks presented in the CBMs. Due to ██████ visual-perceptual, fine motor, attentional and organizational difficulties, she has difficulty progressing satisfactorily in the general curriculum without supports and services.

Annual Goal:

Academic Goal

When presented with 10 single digit addition and subtraction problems, ██████ will solve them correctly with 80% accuracy in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: *(if applicable)*

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. ██████ will explore quantities by manipulating objects in groups/sets
Expected Level of Achievement: 80% accuracy
2. ██████ will use manipulatives to combine two sets and identify a sum.
Expected Level of Achievement: 80% accuracy
3. ██████ will use appropriate terminology when adding two sets (plus, equals, add, sum)
Expected Level of Achievement: 80% accuracy
4. ██████ will use manipulatives to remove objects from a set and identify the difference.
Expected Level of Achievement: 80% accuracy
5. ██████ will use appropriate terminology when subtracting (minus, equals, difference, subtract)
Expected Level of Achievement: 80% accuracy

Describe how progress toward the annual goal will be measured:

Student work samples, curriculum based measurements

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

██████ enjoys her reading and math lessons in the EC classroom as well as her lessons in her regular class. She likes to participate in class and enjoys the time with her friends. ██████ understands and follows directions given by her teachers; she can also repeat the directions given to her. ██████ will make attempts to complete tasks, but needs guidance, reminders and or redirection. She needs to work on focusing to stay on task to completion. ██████ is easily distracted by the environment in which she is at; she loses concentration on her work when sensing different sounds or movements in the classroom and needs to be redirected in order to complete her tasks. Interventions were developed by the IST team to help ██████ stay on task and complete assignments given. ██████ has a break after every 10 minutes of work, the teachers use a visual timer that allows her to see how much time has she worked and how much she has left before her break. A Direct Behavior Rating (DBR) is being used to monitor ██████ attention and focus to the task presented. ██████ teachers are also praising her any time she is seeing paying attention, focusing on her work and avoiding distractions. ██████ also has preferential sitting in order to avoid distractions. Due to ██████ difficulties with sustained attention, she has difficulty progressing satisfactorily in the general curriculum without supports and services.

Annual Goal:

Academic and Functional Goal

██████ will complete a 10 minute task with no more than 2 verbal cues/reminders in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives:(if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. ██████ will attend to tasks for up to 10 minutes with no more than 2 verbal reminders
Expected Level of Achievement: 4 out of 5 times
2. ██████ will identify and only use materials necessary to complete a given task
Expected Level of Achievement: 4 out of 5 times
3. When ██████ completes a task, she will raise her hand and wait for her teacher's directions.
Expected Level of Achievement: 4 out of 5 times

Describe how progress toward the annual goal will be measured:

Log of teacher observation

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

██████ is a hard worker who tries her best when it comes to writing. She shows difficulties when writing some letters of the alphabet and numbers, and usually asks for help when not able to complete her assignment. In the EC classroom, ██████ writing is monitored by using work samples and observations. ██████ uses a pencil grip for her writing assignments. The pencil grip helps ██████ to maintain a position of stability and allows efficient mobility and improved handwriting. ██████ also needs to use a binder clip to hold the paper/book that she is using, and a slant board that will allow her to read or/and write without having to lean forward, instead the page comes closer to her and she can read/write comfortably. ██████ is inconsistent with her writing, in occasions she is able to write well-formed letters capital and lower case, at other times; ██████ will reverse letters or asks for assistance. ██████ can copy letters given but is not showing consistency when writing letters that are dictated to her. Due to ██████ difficulties visual-perception, fine-motor, attention, and organization, she has difficulty progressing satisfactorily in the general curriculum without supports and services.

Annual Goal:

Functional Goal

When given an assessment, ██████ will a) write the 26 uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters b) write CVC words when dictated to her and c) write three word sentences with 80% accuracy in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: Occupational Therapy

Benchmarks or Short-Term Objectives: *(if applicable)*

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. ██████ will write the letters of the alphabet (lower case)
Expected Level of Achievement: 80% accuracy
2. ██████ will write the letters of the alphabet (capital letters)
Expected Level of Achievement: 80% accuracy
3. ██████ will copy and write consonant-vowel-consonant words.
Expected Level of Achievement: 80% accuracy
4. ██████ will write complete three word sentences.
Expected Level of Achievement: 80% accuracy

Describe how progress toward the annual goal will be measured:

Student work samples, Student writing journal

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

██████ is a hard worker who tries her best when it comes to writing. She shows difficulties when writing some letters of the alphabet and numbers, and usually asks for help when not able to complete her assignment. In the EC classroom, ██████ writing is monitored by using work samples and observations. ██████ uses a pencil grip for her writing assignments. The pencil grip helps ██████ to maintain a position of stability and allows efficient mobility and improved handwriting. ██████ also needs to use a binder clip to hold the paper/book that she is using, and a slant board that will allow her to read or/and write without having to lean forward, instead the page comes closer to her and she can read/write comfortably. ██████ is inconsistent with her writing, in occasions she is able to write well-formed letters capital and lower case, at other times; ██████ will reverse letters or asks for assistance. ██████ can copy letters given but is not showing consistency when writing letters that are dictated to her. Due to ██████ visual-perceptual, fine motor, attentional and organizational difficulties, she has difficulty progressing satisfactorily in the general curriculum without supports and services.

Annual Goal:

Academic Goal

When given a prompt, ██████ will correctly produce a 3 sentence journal entry with 80% accuracy in 4 out of 5 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: *(if applicable)*

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. Given a visual prompt, ██████ will correctly produce a 3 word sentence.

Expected Level of Achievement: 80% accuracy

2. Given a verbal direction, ██████ will develop her own prompt before writing.

Expected Level of Achievement: 80% accuracy

3. Given a verbal prompt, ██████ will correctly produce a 3 word sentence.

Expected Level of Achievement: 80% accuracy

Describe how progress toward the annual goal will be measured:

Student work samples, Informal assessments

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

OT: ██████ has a diagnosis of a left hemispheric stroke. She uses her left arm for all tasks including writing, drawing, cutting, holding, dressing, and manipulating objects. She will use her right arm and hand as an assist when given verbal prompts, though using her right hand to grasp objects with adequate strength remains difficult. ██████ has some difficulty with two-handed tasks, such as cutting and holding paper, removing lids from markers/gluesticks/containers. ██████ has shown improvements with tracing letters and numbers. She has worked on near point copying activities and shows the most success when provided with clear boundaries for her written response. ██████ is independent with managing her clothing for toileting when large loops are provided on her underwear and pants. She is independent with removing her coat, but requires assistance with putting it on to ensure that her right arm is pushed through the coat sleeve. ██████ occasionally displays a decreased attention to task for non-preferred tabletop tasks. **██████ has visual field cuts from the center to right part of both eyes. New information and concepts should be presented to her on the left. Familiar materials and activities can be presented to ██████ on her left, center, and right. Due to ██████ visual impairment, fine motor, attentional, and organizational difficulties, she has difficulty accessing the general curriculum without supports and services.

Annual Goal:

Academic and Functional Goal

██████ will increase her fine motor/adaptive skills in order to more independently participate in her educational environment at least 80% of the time.

(Address after determination of related services) Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: Occupational Therapy: All Objectives

Benchmarks or Short-Term Objectives: (if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. ██████ will attend to developmentally appropriate fine motor tasks to independently complete a task using assistive devices, strategies or adaptations as needed.

Expected Level of Achievement: 4 of 5 trials

2. ██████ will handle/manipulate school tools (markers, gluestick, tongs, playdoh/putty, etc) using both hands together (right hand as an assist) given verbal cues and minimal support as needed.

Expected Level of Achievement: 2 times per session

3. ██████ will cut with scissors with at least 80% accuracy to boundaries provided, with modifications to task as needed.

Expected Level of Achievement: 4 of 5 trials

4. ██████ will put on her coat, completely pushing her right arm through, with verbal cues as needed.

Expected Level of Achievement: 4 of 5 trials

5. ██████ will manage clothing during toileting routine in a timely manner, using right hand as active assist.

Expected Level of Achievement: 4 of 5 trials

Describe how progress toward the annual goal will be measured:

Log of teacher observation, Student work samples, Data sheets, Prescriptive Assessment

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

██████ walks independently with a mild, hemiplegic gait with right arm typically in a flexed, posture. She has a visual field cut on the right. She is independent on outdoor surfaces but her speed and motor control is less than that of typical peers. She is able to ascend and descend stairs using a left handrail and an alternating foot pattern when moving on stairs by herself; when moving with a group of children, her performance is of poorer quality due to increased challenges of less space, more congestion and distractions and trying to go at pace of peers. She transitions up and down to the floor typically through a squat posture or all fours position. She cannot get up from the floor through a half-kneel posture without holding onto a stable surface. She has limited volitional use of her right arm and in gross motor activities will use it at times as a stabilizer to Hold a ball but often needs verbal cues to use the right arm. The effectiveness and quality of movement of her right arm is weak. ██████ has difficulty climbing playground structures due to inability to use her right arm functionally and decreased balance; also because the play structure is very congested with other children. She needs additional space to maneuver her body when transitioning from a standing to seated position at top of slide. When climbing on the structure, she primarily leans on her left side as she progresses on the structure and has minimal use of her right side of body. Due to impaired balance, decreased motor control/strength, and visual field cut, she has difficulty keeping pace and appropriate pace when traveling with peers in the school.

Annual Goal:

Functional Goal

██████ will transition from one part of the building to another moving at a rate consistent with her peers, including managing stairs when railing is on the left, with 80% of daily transitions.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: (if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. [redacted] will walk to all areas inside of school buildings, keeping pace with her peers on level terrain.
Expected Level of Achievement: 4 of 5 days
2. [redacted] will walk with her class while maintaining a steady walking pace whether in front, in the middle or at the end of the line.
Expected Level of Achievement: 2 of 3 data collection points
3. [redacted] will walk on outdoor terrain keeping pace with her peers.
Expected Level of Achievement: 2 of 3 data collection points
4. [redacted] will move on stairs with her peers, using the left handrail independently and in safe manner
Expected Level of Achievement: 2 of 3 data collection points
5. [redacted] will walk up a small set of steps (3-4) without a handrail safely
Expected Level of Achievement: 3 of 4 trials
6. She will walk down a small set of steps (2-3) without a handrail safely.
Expected Level of Achievement: 3 of 4 trials
7. In therapy sessions, [redacted] will be able to climb play structure using more symmetrical and safe pattern.
Expected Level of Achievement: 3 of 4 trials

Describe how progress toward the annual goal will be measured:

Informal assessments, Therapy notes, Data sheets

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

[redacted] uses her left hand for functional upper extremity tasks. She is able to use her trunk or chin to carry things. She needs to be continuously verbally prompted to try to use her right arm for functional tasks. When attempting to use the right arm, she has significantly delayed response and limited voluntary control, including functional grasp/release in her hand; therefore, her functional use of her right arm is very limited. [redacted] has difficulty squatting to the floor and standing up with or without holding anything. Given [redacted] limited voluntary use of her right arm, impaired balance and motor control, she has difficulty using her right arm for gross motor two-handed tasks being completed in the general curriculum.

Annual Goal:

Functional Goal

[redacted] will be able to carry items requiring two hands from a variety of shelf heights in her classroom and carry them to an appropriate work site (i.e. desk, table, rug on the floor) without verbal prompting, 3 of 4 trials.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: (if applicable)

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. [REDACTED] will carry items requiring two hand use, including trays, board games with two hands to appropriate work areas within the classroom without verbal prompts.

Expected Level of Achievement: 2 of 4 trials

2. [REDACTED] will be able to squat to pick up a tray/ basket with two hands, return to standing and carry it to table without loss of balance.

Expected Level of Achievement: 2 of 4 trials

Describe how progress toward the annual goal will be measured:

Informal assessments, Therapy notes

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

[REDACTED] walks independently with decreased weight on her right leg and posturing of her right arm with a hurried, inconsistent gait pattern. She uses her left arm primarily for gross motor tasks requiring use of upper extremities thereby avoiding 2 handed activities. Due to decreased balance, motor control, motor planning, poor spontaneous functional use of her right arm and a visual field cut, she has difficulty performing gross motor activities such as ball skills (throwing/catching/ kicking), weight shifting and grading her movements quickly when trying to engage in motor activities. This makes her motor performance to engage with peers in the general curriculum challenging with supports and services.

Annual Goal:

Functional Goal

[REDACTED] will improve her balance and motor coordination in order to engage with peers, in at least 2 gross motor activities for at least 10 minutes, during physical activity 3 of 5 opportunities.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: *(if applicable)*

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. [REDACTED] will use bilateral upper extremities to perform two handed activities including holding bat, hula hoop, throw/catch ball (with adaptations as needed) . 3 of 4 trials.

Expected Level of Achievement: 3 of 4 trials

2. [REDACTED] will weight shift and be able to perform single limb stance with either leg for 3 seconds, 3 of 4 trials.

Expected Level of Achievement: 3 of 4 trials

Describe how progress toward the annual goal will be measured:

Informal assessments, Therapy notes, Data sheets

Present Level(s) of Academic and Functional Performance:

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Adapted P.E. - Note: ██████ "present level" is a compilation of conversations with, or documents provided by, ██████ mom, physical therapist, occupational therapist, and personal care assistant. Two observations were made by a GCS adapted p.e. teacher in February 2014. // // // ██████ participates in a regular p.e. class with the support of the personal care assistant. Cautions: 1. ██████ demonstrates limited vision in each eye, which impacts her depth perception and her ability to navigate safely in a crowded situation, such as in p.e., with peers close by and/or moving quickly, as well as her ability to perceive objects moving (especially to her right side). Specifically, ██████ is diagnosed with "visual field cuts" from the center to right part of both eyes. It is recommended that new information and concepts be presented to her on her left side; familiar materials and activities can be presented to ██████ on her left side, right side, and/or in the center. Further, it is recommended that ██████ be close to the teacher when directions are presented or when a new skill is being demonstrated/taught, as much as is possible, due to vision and attention concerns. 2. ██████ demonstrates compromised balance and proprioceptive awareness, as well as limited strength on her right side. 3. ██████ demonstrates an alternating foot pattern when walking stairs. With or without children close by, when walking up the steps with ██████, it is recommended that ██████ walk on the right side of the rail where she can hold the rail with her left hand, & the staff person walks about a half-step behind her, in case she loses her balance. When walking down the steps, it is recommended that ██████ walks on the right side of the rail so she holds the rail with her left hand. The staff person walks about a step in front of her in case she loses her balance. If there is no rail, the staff person should "spot" ██████, i.e., be close by, but give her independence to navigate as independently as possible. When moving with a group of children, her stair walking must be monitored more closely due to the increased challenges of less space, more congestion, more distractions, and her attempt to move at the pace of peers. // // // Strengths - ██████ walks independently with a mild, hemiplegic gait with her right arm typically in a flexed posture. She uses her strong left hand and arm for functional upper extremity tasks. ██████ responds positively to physical activity and movement in a group setting, especially if the activity is set to music, or is part of a game or sport. ██████ responds positively to learning new skills, and seems interested in every sport. She often observes her peers and tries to imitate their movements. Whatever instruction the p.e. teacher presents, ██████ modifies it for herself. // // // From an observation on 2/25/14: In ascending the ~13 stairs to the gym, ██████ used her left hand to hold the rail. She was accompanied by her PCA, ██████ had a smile/pleasant expression throughout the class. In the class intro, ██████ was directed to sit on a polyspot. ██████ independently got down into a sitting position on the floor, and, when requested, got up from the floor independently. The regular p.e. teacher was setting up for a video on "Jump Rope for Heart". In the few extra minutes it took to plug in cords, ██████ sat in an area where there were mostly girls, but I did not see her talk with, or interact, with students around her. ██████ originally sat at the back of the class, with a couple of rows of students in front of her, but was soon directed from the back row to the front row, to be closer to the video screen. During the video (about 10-12 minutes), ██████ watched the video briefly, but mostly looked around at her classmates. After the video, the teacher showed the class the "Thank you" gifts provided by JRFH they could earn. ██████ did look at her teacher while he was giving directions. At the end of class, ██████ followed her adapted p.e. teacher to the area where the stickers were. ██████ chose a sticker. ██████ used very impressive fine motor skills using the fingers of her left hand to peel off the sticker of her choice independently. ██████ ran about 20 feet at a moderate pace to join the line of her classmates leaving. // // // In a second observation, on 2/28/14, ██████ demonstrated strength on her left side. To sit, she leaned to the left, caught her body weight with her left hand, then collapsed gracefully, sitting crossed-legged. She sat in the center circle with her classmates for about 15 minutes while the regular p.e. teacher demonstrated class procedures for the unit on jumping rope. He asked who could jump 5x in a row? 10x in a row? 20x in a row? ██████ raised her hand after each question. Her PCA assisted her in getting a rope off the rack. When it was time to transition, ██████ ran about 20 feet at a moderate pace to an area (personal space) on the gym floor. She was a little too close to a classmate, & her PCA directed her to move a few feet away. The teacher asked each of them to make a circle with their rope on the floor, & sit in it. ██████ laid her rope on the floor, & very meticulously, used her left hand, one movement at a time, to make a circle with her rope. She worked on her circle about 2 minutes standing, then sat for about 3 minutes, & arranged her rope around her. Her rope had white handles, & the handles weren't quite "closed" on the floor. Her PCA was close by, & her PCA closed the handles so the rope was a complete circle. The rest of the class period, ██████ was very diligent about making sure the handles touched. While ██████ was concentrating on arranging her rope, a male student left his rope, walked about 10 feet, & kicked ██████ rope out of being a circle. ██████ was not fazed - she just re-arranged her rope, then sat in her circle. The teacher directed students to stand up in the circle with the rope on the floor, & jump up & down in the circle. ██████ jumped with both feet off the floor about 2 inches. She landed, with her left foot contacting the floor a little earlier than her right foot. She demonstrated appropriate balance. Then she jumped about 9 more times. The teacher moved throughout the gym, giving directions & encouraging the students. The teacher directed them to jump in & out of the circle. ██████ picked up her rope, purposely walked toward the teacher, within about 3 feet of him, laid down her rope, arranged it into a circle, then jumped about 2 inches off the floor, in & out of the circle, about 3x. The next directions were to hold the rope handles, one in each hand, pull the rope over your head, then jump the rope. Her PCA assisted her in holding the handles correctly. ██████ worked diligently to set the rope into her right hand, but she was not able to grip the rope with her right hand. I saw she needed help. I approached her, & said, "My name is ██████ Can I help you?" Very politely she said, "No, I can do it by myself." I said "OK," & I backed off. Not long after that, ██████ tugged

Annual Goal:

Functional Goal

Adapted P.E. - [redacted] needs to increase her independence in completing 4 object-handling skills, demonstrating a 3/5 level of achievement, & in 2 locomotor skills, demonstrating a 3/5 level of achievement.

(Address after determination of related services) Is this goal integrated with related service(s)? No

Benchmarks or Short-Term Objectives: *(if applicable)*

(Required for students participating in state alternate assessments aligned to alternate achievement standards.)

1. In balance activities, [redacted] will demonstrate increased independence through balance activities such as standing on her left foot for 5 seconds, hopping on her left foot for 5 feet, jumping on both feet about six inches down from a folded mat onto the gym floor, demonstrating a standing broad jump using a two-foot take-off, and landing at least 12 inches away on both feet.
Expected Level of Achievement: 3/5x
2. In locomotor activities, [redacted] will demonstrate increased independence in activities such as side-stepping 10 feet by leading with her left foot, or galloping 10 feet by leading with her left foot.
Expected Level of Achievement: 3/5x
3. In object-handling skills, [redacted] while standing, will demonstrate increased independence in catching an object, such as an 8"-10" "styrofoam peanut ball" gently underhand-tossed to her open arms from 6 feet away, then 8 feet away, then 10 feet away.
Expected Level of Achievement: 3/5x
4. In object-handling skills, [redacted] while standing, will demonstrate increased independence in catching an object, such as an 8"-10" playground ball, gently bounce-passed to her open arms from 6 feet away, then 8 feet away, then 10 feet away.
Expected Level of Achievement: 3/5x
5. In object-handling activities, [redacted] will demonstrate independence in striking through activities such as using a lightweight plastic bat to contact a suspended ball or balloon at her waist height, her shoulder height, and the height of her head, and/or striking a stationary soccer ball with her strong left foot at least 7 feet, then 10 feet, then 15 feet, so that the ball goes into the goal for a score.
Expected Level of Achievement: 3/5x
6. In object-handling skills, [redacted] while standing, will demonstrate increased independence by contacting a ball, such as an 8"-10" playground ball, or a junior-sized basketball, with the the finger pads of her dominant left hand so that the ball returns to her hand as in an emerging dribbling skill.
Expected Level of Achievement: 3/5x

Describe how progress toward the annual goal will be measured:

Log of teacher observation

Does the student require assistive technology devices and/or services? Yes

If yes, describe needs: 1. pencil gripper for appropriate pencil grasp 2. extra-large binder clip to hold/stabilize paper while completing table-top activities 3. slantboard with clip at the top to hold/stabilize paper and promote proper wrist position

Least Restrictive Environment (Placement):

I. General Education Program Participation

In the space provided, list the general education, nonacademic services and activities in which the student will participate and the supplemental aids, supports, modifications and/or accommodations required (if applicable) to access the general curriculum and make progress toward meeting annual goals. Discussion and documentation must include any test accommodations required for state and/or district-wide assessment. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in special education classes include in the table below.

General Education/Special Education Nonacademic Services and Activities	Participating in Regular Class/Activity	Participating With Accommodations
Art		X
Assemblies	X	
Language Arts		X
Library	X	
Lunch		X
Math		X
Music		X
Other		X
Physical Education		X
Reading		X
Recess		X
Science		X
Writing		X

General Education Program Accommodations

Class/Activity: Assemblies, Library
No Accommodations

Class/Activity: Art
Accommodations: Preferential seating

Implementation Specifications:
 Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Class/Activity: Language Arts
Accommodations: Preferential seating

Implementation Specifications:
 Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Accommodations: Graphic organizers

Implementation Specifications:
 To help with comprehension - when needed

Accommodations: Modified assignments

Implementation Specifications:

Modify assignments up to [REDACTED]'s level of performance

Accommodations: Multiple Testing Sessions - Other

Implementation Specifications:

[REDACTED] will have a 5 minute break after every 15 minutes of work,

Accommodations: Testing in a Separate Room - Small Group

Implementation Specifications:

Testing with 5 or less students - separate room

Accommodations: Student Marks Answers in Test Book (not for online assessments)

Implementation Specifications:

[REDACTED] will mark her answers in test book.

Class/Activity: Lunch

Accommodations: Standby teacher assistance as needed.

Implementation Specifications:

Teacher assistance if needed for feeding.

Class/Activity: Math

Accommodations: Preferential seating

Implementation Specifications:

Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Accommodations: Multiple Testing Sessions - Other

Implementation Specifications:

[REDACTED] will have a 5 minute break after every 15 minutes of work,

Accommodations: Test Administrator Reads Test Aloud (In English) - Read Everything

Implementation Specifications:

Administrator to read aloud all questions and possible answers

Accommodations: Testing in a Separate Room - Small Group

Implementation Specifications:

Testing with 5 or less students - separate room

Accommodations: Modified assignments

Implementation Specifications:

Modify assignments up to [REDACTED] level of performance

Accommodations: Student Marks Answers in Test Book (not for online assessments)

Implementation Specifications:

[REDACTED] will mark her answers in test book.

Class/Activity: Music

Accommodations: Preferential seating

Implementation Specifications:

Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Class/Activity: Other

Accommodations: Standby teacher assistance if needed for field trips.

Implementation Specifications:

Assistance with stairs and navigating the environment on the field trip as needed.

Accommodations: Computer time

Implementation Specifications:

Needs access to a left hand mouse.

Accommodations: Snack time

Implementation Specifications:

Standby teacher assistance and verbal prompts as needed.

Accommodations: During cutting activities, [REDACTED] will have access to a slant board with a clip to stabilize her paper.

Implementation Specifications:

To be used to hold her paper in place for cutting assignments.

Class/Activity: Physical Education

Accommodations: [REDACTED] will participate in parallel activities, use modified equipment, rules, times and distances when activities are too difficult or aggressive for her to participate safely.

Implementation Specifications:

[REDACTED] will be provided with extra assistance during physical education to monitor attention, safety, and space. Physical education teacher will provide modified equipment to include, but not limited to, smaller balls, lighter equipment, and brighter color objects. When necessary, activities will be modified in terms of distance (for example) should stamina be an issue.

Class/Activity: Reading

Accommodations: Preferential seating

Implementation Specifications:

Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Accommodations: Graphic organizers

Implementation Specifications:

To help with comprehension - when needed

Accommodations: Modified assignments

Implementation Specifications:

Modify assignments up to [REDACTED] level of performance

Accommodations: Multiple Testing Sessions - Other

Implementation Specifications:

[REDACTED] will have a 5 minute break after every 15 minutes of work,

Accommodations: Student Marks Answers in Test Book (not for online assessments)

Implementation Specifications:

[REDACTED] will mark her answers in test book.

Accommodations: Test Administrator Reads Test Aloud (In English) - Read Everything

Implementation Specifications:

Administrator to read aloud all questions and possible answers

Accommodations: Testing in a Separate Room - Small Group

Implementation Specifications:

Testing with 5 or less students - separate room

Class/Activity: Recess

Accommodations: Recess buddy.

Implementation Specifications:

To facilitate social interactions with peers on the playground.

Accommodations: Standby teacher assistance if needed.

Implementation Specifications:

To assist [REDACTED] with accessing the playground equipment as needed.

Accommodations: Tool kit/play equipment

Implementation Specifications:

Alternate materials/tools will be provided for [REDACTED] to utilize if she has difficulty accessing the playground equipment.

Class/Activity: Science

Accommodations: Preferential seating

Implementation Specifications:

Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Class/Activity: Writing

Accommodations: Preferential seating

Implementation Specifications:

Seated in close proximity to the teacher in order to maintain her attention and focus. [REDACTED] should be seated so she does not have to look towards her right side during instruction.

Accommodations: Pencil grip on a writing implement.

Implementation Specifications:

To be used on pencils, colored pencils, and markers for writing assignments.

Accommodations: Slant board with a clip.

Implementation Specifications:

To be used to hold her paper in place for writing assignments.

Accommodations: Modified assignments

Implementation Specifications:

Modify assignments up to [REDACTED] level of performance

Accommodations: Scheduled Extended Time - Other

Implementation Specifications:

Time needed to complete the assignment

Accommodations: Test Administrator Reads Test Aloud (In English) - Read Everything

Implementation Specifications:

Administrator to read aloud all questions and possible answers

Accommodations: Testing in a Separate Room - Small Group

Implementation Specifications:

Testing with 5 or less students - separate room

Accommodations: Dictation to a scribe

Implementation Specifications:

For long assignments/assessments. The teacher or a teacher's aide will write [REDACTED] responses for her.

Explanation of Other Participation:


Assistance with stairs and navigating the environment on field trips as needed.

Computer time-needs access to a left handed mouse

Snack-standby teacher assistance and verbal prompts as needed.

Cutting activities-will have access to a slant board with a clip to stabilize her paper while cutting.

Specify the technical assistance, if any, that will be provided to the general education teacher(s) and/or other school personnel for implementation of the IEP.

 will receive assistance with feeding during lunch and snack time at school.

The student is not participating in state testing.

III. District-Wide Assessment Program

DISTRICT-WIDE ASSESSMENT(S)	ALTERNATE ASSESSMENT(S)
Not Applicable	

IV. If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate.

Not Applicable

V. Specially Designed Instruction, Related Services, and Nonacademic Services and Activities:

A. Anticipated Frequency and Location of Specially Designed Instruction

Type of Service: Special Education	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 4 session(s)/wk		
Amount of Time per Session: 45 min/session		
Location: Special Education		

Type of Service: Special Education	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 1 session(s)/wk		
Amount of Time per Session: 45 min/session		
Location: Regular Education		

Type of Service: Special Education-APE	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 7 session(s)/rep pd		
Amount of Time per Session: 30 min/session		
Location: Regular Education		

B. Anticipated Frequency and Location of Related Services

The IEP Team determined the following related services are required to assist the student to benefit from special education:

Type of Service: Physical Therapy	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 9 session(s)/rep pd		
Amount of Time per Session: 30 min/session		
Location: Special Education		

Type of Service: Occupational Therapy	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 9 session(s)/rep pd		
Amount of Time per Session: 45 min/session		
Location: Special Education		

Type of Service: Physical Therapy	Begin Date: 04/11/2014	End Date: 04/10/2015
Sessions: 9 session(s)/rep pd		
Amount of Time per Session: 15 min/session		
Location: Regular Education		

Transportation: Transportation is not required as a related service.