

# Individualized Education Program (IEP)

Duration of Special Education and Related Services:

From: 10/09/2012

To: 04/22/2013

Student's Name: [REDACTED]

DOB: [REDACTED]

School: Pre-School

ID#: [REDACTED]

Grade: Pre-School

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 able to identify colors, shapes, and letters. She has a large vocabulary and is able to name a wide variety pictures and objects found in books and in her environment. She is able to answer WH questions related to object function without a visual cue. She loves baby dolls. She is engaging in more independent and imaginative play. Her attention span and problem solving skills have improved. She is empathetic. [REDACTED] uses her left hand for drawing, writing, eating, and holding a cup.

### 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] attention span has improved throughout the school year. She is directing more comments, requests, and verbal interactions with her peers. [REDACTED] is managing stairs more independently. She is better able to manage and maintain her balance on uneven terrain. She is more willing to play on playground equipment with teacher facilitation.

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

Parents are concerned with [REDACTED] distractibility and her over focus on the order and sequence of events throughout her day.

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

Parents want [REDACTED] to engage in more spontaneous play with peers at school. They would like for her to begin eating table foods.

### 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?

[REDACTED] will be transitioning to a 4 year old class in August.

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: No

Does [REDACTED] have Limited English Proficiency? No

If [REDACTED] is blind or partially sighted, will instruction in or use of Braille be needed? No

Does [REDACTED] have any special communication needs? No

Is [REDACTED] deaf or hard of hearing? No

Does [REDACTED] require specially designed physical education? No

**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 able to ask for assistance when needed. She uses her left hand for all tasks and when given verbal prompts she will use her right hand ("Righty"). She has developed a few strategies to assist her with completing 2 handed tasks and with school tools, for example, she will place a marker against her chest or table to pull the top off with her left hand. ██████ has had a pair of spring scissors to assist her with cutting and the strategies of using a clothespin for her right hand to hold to stabilize the paper as she cuts as been shared with her teacher. Her attention span varies depending on whether a task is highly preferred or non-preferred and the activities or noise level that is going on around her. She is able to sit during circle time and remains seated in her space. She needs teacher prompts to attend to books being read to the class, participate in singing songs/fingerplays and to answer questions directed to her class. She follows simple one step direction related to her routine, but continues to need verbal cues and peer modeling to complete 2 step directions. ██████ is able to recall information from books read to her when given visual (picture cues), but struggles to recall information from books or recent events in her life without a visual cue. ██████ has a large vocabulary and is able to sort objects into categories and can name the category when the objects are within her sight. She has difficulty naming items in given categories when they are not presented in front of her. ██████ is able to scribble with crayons and markers but is not yet drawing simple pictures. She is able to push her pants down for toileting, but continues to struggle to pull them up sufficiently. ██████ has a history of significant feeding difficulties. This summer she was admitted to the day treatment program for the assessment and treatment of feeding difficulties, specifically failure to advance texture and volume limits. Prior to admission she accepted some baby food inconsistently, Pediasure Peptide via bottle, and received 10-15 ounces of formula via a G-tube overnight. ██████ primarily received her nutrition from a bottle and feeding tube. The treatment program prescribed a feeding program and ██████ is advancing in her intake of solid food but does not yet feed herself and will not until she advances further in the program. Her difficulty with using both hands together continues to limit her independence and success with taking off her coat and hanging up her bookbag in her cubbie. Physical tasks often require verbal cues for helping ██████ to problem-solve the task. We will work on the goals below so she can make progress in the general curriculum.

**Annual Goal:**

Academic and Functional Goal

██████ will increase her classroom/adaptive skills in order to more independently participate in her educational environment 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: Objectives #1, 3, 5, 7, 8, 9, 10

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

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

1. ██████ will maintain attention to task to complete a developmentally appropriate task with fading prompts a.) given physical, visual, and verbal prompts b.) visual and verbal prompts c.) verbal prompts.  
Expected Level of Achievement: 80% of the time
2. ██████ will follow her class routine given no more than 2 verbal reminders.  
Expected Level of Achievement: 80% of the time
3. ██████ will use both hands together (her right hand acting as an assist) to use a variety of preschool tools and materials (play-doh, markers, crayons, glue stick, scoops, stampers, etc), given verbal cues as needed for problem-solving.  
Expected Level of Achievement: at least one time per session

4. [redacted] will recall information from a book read to her or recent event/activity completed given: a.) visual and verbal cue b.) verbal cue c.) independently.

Expected Level of Achievement: 80% of the time

5. [redacted] will look to the right to find items and materials needed for a task that are presented on this side.

Expected Level of Achievement: 4/5 attempts

6. [redacted] will name at least 5 items in a given category in less than 1 minute (animals, colors, clothing, foods, transportation) without a visual cue.

Expected Level of Achievement: 80% of the time

7. [redacted] will draw simple, but recognizable pictures and verbally label them (face, sun, etc.), using her right hand to stabilize the paper as she draws/writes.

Expected Level of Achievement: 80% of the time

8. [redacted] will push her pants down independently for toileting and pull them back up at least 50% of the way, involving her right hand as much as possible, given verbal prompts as needed for problem-solving.

Expected Level of Achievement: 80% of the time

9. [redacted] will completely push her right arm through her coat when putting it on and remove her coat off her left shoulder when taking it off, with physical independence but with verbal cues as needed for problem-solving.

Expected Level of Achievement: 80% of the time

10. [redacted] will hang her coat/backpack up in her cubby using both hands as needed with physical independence but with verbal cues as needed for problem-solving.

Expected Level of Achievement: 80% of the time

**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.

[redacted] primarily engages in parallel play with her peers. When given, teacher facilitation, she will engage in various play schemes and in a variety of centers. She is able to engage in functional play with toys and is beginning to more spontaneously engage in more imaginative play. She typically moves quickly between centers unless given teacher facilitation or verbal cues. She does not consistently approach peers to invite them to play, to ask to play or respond to peers when they approach her. She consistently greets her peers and classroom teachers/therapists, but shuts down or buries her head when parents and other teachers at school say hello to her. The goals will written will assist [redacted] with making progress in the general curriculum.

**Annual Goal:**

Functional Goal

[redacted] will increase her social/play skills, so she is participating in the classroom independently 80% of the time.

(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 sit using long legs or criss cross her legs in order to participate in group/circle time activities by: a.) singing simple songs/fingerplays b.) attending to the speaker with no more than 2 verbal prompts c.) answering questions.  
Expected Level of Achievement: 80% of the time
2. [REDACTED] will approach other children to play with them, by talking, joining, or sharing during free play, art and outside, at least 5 times per session: a.) given verbal cues b.) independently.  
Expected Level of Achievement: 80% of the time
3. [REDACTED] will respond to peers' questions, comments, and requests at least 5 times per session given: a.) verbal cues b.) independently.  
Expected Level of Achievement: 80% of the time
4. [REDACTED] will greet/close to familiar adults within her school environment.  
Expected Level of Achievement: 80% of the time
5. [REDACTED] will join her peers during various play schemes in a variety of centers given: a.) teacher facilitation b.) verbal prompting c.) independently.  
Expected Level of Achievement: 80% of the time
6. [REDACTED] will respond to verbal redirection when perseverating on a person, place, object or topic.  
Expected Level of Achievement: 80% of the time

**Describe how progress toward the annual goal will be measured:**

Log of teacher observation, Anecdotal records, 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] walks independently with a mild, hemiplegic gait with right arm typically in a flexed, posture. She is independent on most outside surfaces. She is able to ascend stairs using a left handrail and an emerging alternating foot pattern. She descends stairs with a non-alternating foot pattern with improved foot placement but still with increased conscious effort and hesitancy. 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 is showing more movement in her right arm but she does not usually use it during normal activities. In therapy sessions, she uses her right arm more when verbally cued and at times with facilitation by therapist. The effectiveness and quality of movement is weak.

**Annual Goal:**

Functional Goal

[REDACTED] will get up from the floor through a half-kneel posture without external support, retrieve toy books from shelves in class and walk with her peers to the playground (including managing the stairs) independently and safely, 3 of 5 days.

(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 be able to get into a half-kneel pose and maintain for 5 seconds with either leg forward.  
Expected Level of Achievement: 3 of 4 trials
2. [REDACTED] will be able to get up from a half-kneel pose to standing independently.

Expected Level of Achievement: 2 of 4 trials.

3. She will walk up the stairs with an alternating foot pattern with one handrail.

Expected Level of Achievement: 3 of 4 observations

4. She will walk down stairs safely and independently with left handrail and non-alternating foot pattern attending to where she places her feet.

Expected Level of Achievement: 3 of 4 observations

5. She 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. [REDACTED] will be able to pick up items from low shelves in classroom using two hands.

Expected Level of Achievement: 3 of 4 trials

8. [REDACTED] will carry items in two hands to a table for play.

Expected Level of Achievement: 3 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 a mild, hemiplegic gait with right arm typically in a flexed, posture. She is independent on most outside surfaces. She is showing more movement in her right arm but she does not usually use it during normal activities. In therapy sessions, she uses her right arm more when verbally cued and at times with facilitation by therapist. The effectiveness and quality of movement are weak. She has difficulty climbing on play structures (requiring moderate assistance). She will walk across the swinging bridge in therapy session but not with her peers. She typically moves around on the playground but not on equipment when outside with peers.

**Annual Goal:**

Functional Goal

[REDACTED] will spontaneously participate in playing on playground, including the climbing structure, with her peers present with minimal assistance for climbing, 3 of 5 days.

**(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 play on playstructure, seating herself at top of slide and coming down slide with peers present.

Expected Level of Achievement: 3 of 5 days

2. [REDACTED] will throw an 8" playground ball to a target. using two hands.

Expected Level of Achievement: 3 of 4 trials

3. [REDACTED] will catch an 8" playground ball using two hands.

Expected Level of Achievement: 3 of 4 trials

4. [REDACTED] will climb up the set of two tires to platform on play structure, using left and right extremities with minimal assistance.

Expected Level of Achievement: 2 of 3 trials

5. [REDACTED] will be able to run on uneven terrain of playground without loss of balance a distance of 15'.

Expected Level of Achievement: 3 of 4 trials

**Describe how progress toward the annual goal will be measured:**

Informal assessments, Therapy notes

**Does the student require assistive technology devices and/or services?** No

**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.

<b>General Education/Special Education Nonacademic Services and Activities</b>	<b>Participating in Regular Class/Activity</b>	<b>Participating With Accommodations</b>
--	--	--

**If the student is in preschool, describe how the student is involved in the general education program.**

█████ attends a preschool program 3 days per week. In August, she will begin attending preschool 5 days per week.

**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.**

Macie will receive assistance with feeding during lunch 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**

<b>Type of Service:</b> Special Education <b>Sessions:</b> 2 session(s)/wk <b>Amount of Time per Session:</b> 45 min/session <b>Location:</b> Regular Education	<b>Begin Date:</b> 10/09/2012	<b>End Date:</b> 04/22/2013
--	-------------------------------	-----------------------------

**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:

<b>Type of Service:</b> Physical Therapy <b>Sessions:</b> 9 session(s)/rep pd <b>Amount of Time per Session:</b> 45 min/session <b>Location:</b> Regular Education	<b>Begin Date:</b> 10/09/2012	<b>End Date:</b> 04/22/2013
---	-------------------------------	-----------------------------

<b>Type of Service:</b> Occupational Therapy <b>Sessions:</b> 9 session(s)/rep pd <b>Amount of Time per Session:</b> 45 min/session <b>Location:</b> Regular Education	<b>Begin Date:</b> 10/09/2012	<b>End Date:</b> 04/22/2013
---	-------------------------------	-----------------------------

**Transportation:** Transportation is not required as a related service.

**C. Nonacademic Services & Activities:** *(Refer to Section I: General Education Program Participation)* List the nonacademic services and activities in which the student will not participate with nondisabled peers. This time must be factored into the determination of continuum of alternative educational placement below.

No Nonacademic Services are required.