

**Duration of Special Education and Related Services:**  
**Student's Name:** [REDACTED]  
**School:** Pre-School

**From:** 08/29/2011  
**DOB:** [REDACTED]  
**ID#:** [REDACTED]

**To:** 05/01/2012  
**Grade:** Pre-School

**Primary Area of Eligibility:** Developmentally Delayed  
**Secondary Area(s) of Eligibility:** None  
(\* Reported on Child Count)

**Student Profile:**

**Student's overall strengths:** [REDACTED] shows relative strength in cognitive, language, and social skills with peers. [REDACTED] has a very delightful personality and shows creativity. [REDACTED] shows persistence and is curious in activities. [REDACTED] is a charming girl and does well with routines at 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] has a diagnosis of left hemispheric stroke. [REDACTED] has been receiving services from CDSA since she was NICU at 4 months. She has received fine motor, gross motor, and CBRS services. She has made significant progress in her abilities.

**Parent's concerns, if any, for enhancing [REDACTED] education:** Parents would like to see significant improvement in feeding and to continue to improve physically and use her right side.

**Parent's/Student's vision for student's future:** Parents would like for [REDACTED] to always be comfortable at school and be able to progress in her skills to be able to model others.

**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] is transitioning from Early Intervention to preschool age services.

**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

Transition: Not Applicable at this time

Has Macie 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.

█████ attends to preferred tasks for a few minutes. She uses toys in a functional manner and participates in parallel play. █████ recognizes and recalls early learning concepts, however she is not persistent with attempting difficult tasks independently. █████ is able to label familiar pictures and objects. She primarily uses questions to initiate conversation. █████ follows single step directions in her classroom and listens to short storybooks at circletime. █████ needs to increase her attention to task, participate in novel toy experiences using at least 2 strategies independently, follow 2-step unrelated directions, participate in conversation related to storybooks, recognize and label feelings, and utilize a variety of school tools, in order to progress in the general curriculum. █████ has a right side visual field cut and eyes do not always visually track together.

**Annual Goal:**

Academic and Functional Goal

█████ will increase her adaptive skills in order to more independently participate in educational environment by achieving 6 out of 8 objectives.

**(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: goal#3,5,8

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

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

1. █████ will attend to task for increasing amounts of time.  
Expected Level of Achievement: 75% of attempts
2. █████ will participate in novel toy experiences.  
Expected Level of Achievement: 75% of attempts
3. █████ will persist with difficult tasks, using at least two strategies independently before requesting assistance.  
Expected Level of Achievement: 75% of attempts
4. █████ will follow 2-step unrelated directions given: a)verbal cue b)independently  
Expected Level of Achievement: 75% of attempts
5. █████ will participate in activities using a variety of preschool tools (playdoh, markers, crayons, glue stick, scoops, stampers, etc).  
Expected Level of Achievement: at least one time per session
6. █████ will follow a storybook and particate in conversations related to the story given: a)picture cue b)verbal cue c)independently  
Expected Level of Achievement: 75% of attempts
7. █████ will recognize and label feelings in pictures and during play schemes with a)teacher prompt and b) independently in appropriate context.(e.g.: happy,sad,angry,scared).  
Expected Level of Achievement: 75% of attempts

8. With visual sensory tactile cues, [REDACTED] will look to right to find items and to safely access her environment.  
Expected Level of Achievement: 4/5 attempts

**Describe how progress toward the annual goal will be measured:**  
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] walks independently on level, smooth surfaces wearing right AFO and left SMO to stabilize ankles and to assist with clearing her right foot. She has functional use of her right arm at this time. She is able to squat to pick up toys and return to stand. She is traveling on uneven ground with unsteady gait and frequently requests hand-held assistance. She can ascend stairs with left handrail and is showing emerging alternating foot pattern; she needs close supervision. She descends stairs using left hand on rail with poor graded control and foot placement and requires contact to minimal assistance. [REDACTED] has a visual field impairment which probably affects the right half of visual field of each eye and typically will turn head slightly to right to see things in this field area and has more difficulty with motor planning when needing to move in this field area.

**Annual Goal:**

**Functional Goal**

She will travel on uneven terrain with her peers (ie, on playground) and travel on the stairs independently using left handrail with alternating foot pattern to ascend and a non-alternating foot pattern to descend, 100% 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. She will walk independently at least 100' on uneven terrain with her peers without falling.

Expected Level of Achievement: 3 of 4 observations

2. She will move from one type of surface to another outside (such as asphalt to mulch, grass to mulch) with her peers, without hesitating.

Expected Level of Achievement: 3 of 4 days

3. She will walk up the stairs safely and independently with one handrail and alternating foot pattern..

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. She will safely walk along sidewalks with her peers and be aware of the edges to not lose her balance.

Expected Level of Achievement: 4 of 5 days

8. She will play on playground with children and be aware of other children riding on toys, running, climbing on play structures and not lose her balance.

Expected Level of Achievement: 4 of 5 days

**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.

██████ is able to seat herself in small student chair but is not able to pull chair up to table for adequate positioning to work at table. She requires moderate assistance to get on/off riding toy. She requires assistance to climb preschool playground equipment, requiring climbing typical height steps and features requiring holding on with two hands.

**Annual Goal:**

Academic and Functional Goal

██████ will be able to ride on riding toys and engage in at least two areas the playground equipment with her peers 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. ██████ will seat herself in small chair and pull it forward at table to complete fine motor activity at table (ie, color, play with play-dough, etc)

Expected Level of Achievement: 4 of 5 days

2. She will get on riding toy holding on with two hands and get on from either side.

Expected Level of Achievement: 3 of 4 trials

3. She will get off of riding toy holding on with two hands and get off moving to the left.

Expected Level of Achievement: 3 of 4 trials

4. She will climb steps of play structure, seat self at top of slide and come down independently.

Expected Level of Achievement: 3 of 4 observations

5. She will climb in/out of the sandbox area independently.

Expected Level of Achievement: 3 of 4 days

6. She will walk across the "swinging" bridge safely and independently.

Expected Level of Achievement: 3 of 4 observations

**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.

With verbal cues and occasional physical prompts, [redacted] transitions between play areas, circle time and table activities. She has limited functional use of her right hand but uses her left hand to adequately grasp and manipulate toys and other play materials. She can use a spoon and cup appropriately for tastes and sips. She has limited dressing and undressing skills.

**Annual Goal:**

Functional Goal

[redacted] will increase her use of both hands together and begin to participate in dressing skills as seen on 3 of 5 occasions.

**(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 both hands in symmetrical movements during activities such as hand motions to songs, holding/carrying baby doll, pushing play shopping cart/stroller, holding large cup to drink, 3 times during a week.  
Expected Level of Achievement: 4/5 observations

2. [redacted] will begin to use her right hand to stabilize objects and materials during activities such as holding paper while coloring or pasting, stabilizing plate while scooping with spoon, holding bag while putting things into it, etc. 3 times during a week.  
Expected Level of Achievement: 4/5 observations

3. [redacted] will begin to pull pants down/up using left hand while being fully supported in standing and will remove her coat after assistance to take it off her left shoulder, and hang up her bookbag using two hands 3 times during a week.  
Expected Level of Achievement: 4/5 observations

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

Anecdotal records, 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] can become easily distracted by visual and auditory stimuli and experience difficulty becoming and remaining engaged with routine activities at times. [redacted] has a right side visual field cut and eyes do not always visually track together.

**Annual Goal:**

Functional Goal

[redacted] will increase her play repertoire adding steps and complexity with peers as seen on 3 of 5 occasions.

**(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: #1-2

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

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

1. [redacted] will stay in circle, doing what is expected through the whole activity (no more than 15 minutes) 3 days out of 5 for 3 weeks.  
Expected Level of Achievement: 4/5 observations

2. [redacted] will approach other children to play with them, by talking, joining, or sharing during free play, art and outside, 3 times in a week.  
Expected Level of Achievement: 4/5 observations

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

Log of teacher observation, Anecdotal records, Running records, 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>
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**If the student is in preschool, describe how the student is involved in the general education program.**  
Beginning Fall of 2011, [redacted] will be attending preschool 3 days a week from 9-1.

**The student is not participating in state testing.**

CC: E.C. File

Parent/Guardian

**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>Begin Date:</b> 08/29/2011	<b>End Date:</b> 05/01/2012
<b>Sessions:</b> 2 session(s)/wk		
<b>Amount of Time per Session:</b> 45 min/session		
<b>Location:</b> 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:

<b>Type of Service:</b> Physical Therapy	<b>Begin Date:</b> 08/29/2011	<b>End Date:</b> 05/01/2012
<b>Sessions:</b> 9 session(s)/rep pd		
<b>Amount of Time per Session:</b> 45 min/session		
<b>Location:</b> Regular Education		

<b>Type of Service:</b> Occupational Therapy	<b>Begin Date:</b> 08/29/2011	<b>End Date:</b> 05/01/2012
<b>Sessions:</b> 9 session(s)/rep pd		
<b>Amount of Time per Session:</b> 45 min/session		
<b>Location:</b> Regular Education		

**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.