

Sample Individualized Education Program

I. Student Information and Instructional Profile

Student Morgan Beatrice Smith Date of Birth 04-03-03 Student Number 228-88-2100
Parent's/Guardian's Name Charles and Carrie Smith Address 423 Sunset Lane Stratford, NY 13470
Street City Zip Code
Parent's/Guardian's Phone No. 555-6176 Student's Present School Suite High School Grade 11th
Date of IEP Meeting 05-22-19 Date of Eligibility 10-27-08 IEP Review Date 05-22-20
Child's Primary Language English

II. Present Levels of Academic Achievement and Functional Performance

Morgan is a 16-year-old female student enrolled in the 11th grade at Suite High School. Morgan lives at home with her mother, an older brother, and a younger sister. Morgan possesses many strengths including above-grade-level spelling skills. Yet, Morgan exhibits inappropriate behavior at times. For example, when Morgan becomes upset she may become self-injurious, hit others, and/or bite others. Morgan enjoys reading, using the computer, and drawing. Morgan is verbal but is often echolalic. She repeats questions she is asked. Morgan's need for social communication has led to her working with a speech-language pathologist. Morgan's need for structure, individualized instruction, and behavior impede her from participating in most general education classes,

Morgan's present level of performance includes the administration of the following intellectual, achievement, and speech and language evaluations:

The Woodcock-Johnson Tests of Achievement: Fourth Edition was administered on 4/18/19. Morgan obtained a total achievement score of 55 with the following subtest scores: Letter-Word Identification 82; Reading Fluency 74; Spelling 91; Writing Fluency 79; and Writing Samples 45. Her composite scores were: Broad Reading 70; Broad Math 51; Broad Written Language 79; Academic Skills 75; Academic Fluency 71; and Academic Applications 40.

The Adaptive Behavior Evaluation Scale—Third Edition was completed on 4/24, 4/25 and 4/26/19 with respective composite scores of 52, 64 and 58.

The Differential Ability Scales—II was given on 5/2/19. Morgan's performance revealed a General Conceptual Ability of 60, a Verbal Ability Cluster of 62, a Spatial Ability Cluster of 69, and a Nonverbal Reasoning Cluster of 63. On 5/6/19 the Leiter-3 was administered yielding an I.Q. of 71.

The Oral and Written Language Scales Second Edition administered on 5/9/19 yielded an Oral Expression score of 40, a Listening Comprehension score of 45, and an Oral Composite of 40. The Comprehensive Receptive and Expressive Vocabulary Test—3 given on 5/13/19 revealed a General Vocabulary score of 62 with a receptive score of 75 and an expressive score of 62.

The results of the Autism Diagnostic Observation Schedule Second Edition indicate symptoms consistent with a diagnosis of autism spectrum disorder.

Vision and hearing screenings were successfully passed on 4/29/19.

III. Program Eligibility

Eligible ✓ Not Eligible _____ Area(s) of Disability Autism Speech-Language Impairments
PRIMARY SECONDARY

Rationale for Eligibility Morgan meets eligibility criteria for Autism and Speech-Language Impairment based on state guidelines.

IV. Special Instructional Considerations

Items checked 'yes' must be addressed in this IEP:

	YES	NO
❖ Does the student exhibit behaviors which impede his/her learning or the learning of others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
❖ Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
❖ Does the student require instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
❖ Does the student have communication needs (deaf or hearing impaired only)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
❖ Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
❖ Is the student working toward alternate achievement standards assessed via alternate assessments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
❖ Are transition services addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

V. Measurable Annual Goals and Benchmarks

Area: Language/Social Skills

Annual Goal: By the end of the school year, Morgan will be able to maintain a conversation through at least 3 exchanges of information 75% of the time.

Benchmark	Provider	Evaluation Method	Initiation Date	Check Date	Mastery Date
<u>Morgan will maintain a conversation through 3 exchanges of information by asking questions.</u>	<u>SLP</u> <u>Special Educator</u> <u>Paraprofessional</u>	<u>(a.) Data collection</u> <u>b. Teacher/Text test</u> <u>c. Work samples</u> <u>(d.) Classroom observation</u>	<u>e. Grades</u> <u>f. Other:</u> _____ _____	<u>8-12-19</u> <u>1-15-20</u>	<u>5-15-20</u>
<u>Morgan will maintain a conversation through 3 exchanges of information to include a variety of verbal interactions such as expanding a thought, and reflecting on the other persons conversation.</u>	<u>SLP</u> <u>Special Educator</u> <u>Paraprofessional</u>	<u>(a.) Data collection</u> <u>b. Teacher/Text test</u> <u>c. Work samples</u> <u>(d.) Classroom observation</u>	<u>e. Grades</u> <u>f. Other:</u> _____ _____	<u>8-12-19</u> <u>1-15-20</u>	<u>5-15-20</u>

Area: Social Skills

Annual Goal: By the end of the school year, Morgan, with the assistance of her paraprofessional, will increase her interactions with her peers by 80%.

	Provider	Evaluation Method	Initiation Date	Check Date	Mastery Date	
Benchmark						
<u>Morgan will sit with peers at lunch and engage in social conversation daily.</u>	<u>Special Educator</u> <u>Paraprofessional</u>	<input checked="" type="radio"/> a. Data collection <input type="radio"/> b. Teacher/Text test! <input type="radio"/> c. Work samples <input type="radio"/> d. Classroom observation	<input type="radio"/> e. Grades <input checked="" type="radio"/> f. Other: <u>Observation</u>	<u>8-12-19</u>	<u>1-15-20</u>	<u>5-15-20</u>

Benchmark						
<u>Morgan will interact with peers in structured and unstructured classroom settings.</u>	<u>Special Educator</u> <u>Paraprofessional</u>	<input checked="" type="radio"/> a. Data collection <input type="radio"/> b. Teacher/Text test! <input type="radio"/> c. Work samples <input checked="" type="radio"/> d. Classroom observation	<input type="radio"/> e. Grades <input checked="" type="radio"/> f. Other: <u>Peer mentors/ social stories</u>	<u>8-12-19</u>	<u>1-15-20</u>	<u>5-15-20</u>

Area: Reading Comprehension

Annual Goal: By the end of the school year, Morgan will improve reading comprehension and increase her understanding of vocabulary by 80%.

	Provider	Evaluation Method	Initiation Date	Check Date	Mastery Date	
Benchmark						
<u>Morgan will read a short paragraph and correctly answer 2 out of 3 questions by end of the first 9 weeks.</u>	<u>Special Educator</u>	<input type="radio"/> a. Data collection <input checked="" type="radio"/> b. Teacher/Text test <input checked="" type="radio"/> c. Work samples <input type="radio"/> d. Classroom observation	<input type="radio"/> e. Grades <input type="radio"/> f. Other:	<u>8-12-19</u>	<u>9-11-19</u>	<u>10-11-19</u>

Benchmark						
<u>Morgan will read a simple paragraph and correctly answer 5 out of 5 questions by end of the second 9 weeks.</u>	<u>Special Educator</u>	<input checked="" type="radio"/> a. Data collection <input type="radio"/> b. Teacher/Text test <input checked="" type="radio"/> c. Work samples <input type="radio"/> d. Classroom observation	<input checked="" type="radio"/> e. Grades <input type="radio"/> f. Other:	<u>10-14-19</u>	<u>11-13-19</u>	<u>12-20-19</u>

Benchmark						
<u>Morgan will correctly spell and identify the meaning of 15 vocabulary words by the end of the fourth 9 weeks.</u>	<u>Special Educator</u>	<input type="radio"/> a. Data collection <input checked="" type="radio"/> b. Teacher/Text test <input checked="" type="radio"/> c. Work samples <input type="radio"/> d. Classroom observation	<input checked="" type="radio"/> e. Grades <input type="radio"/> f. Other:	<u>1-6-20</u>	<u>3-11-20</u>	<u>5-15-20</u>

Only three representative goals are illustrated.

VI. Supplementary Aids and Related Services

Services/Related Services	Provider	Hours per Week	Location
<u>Adaptive Physical Education</u>	<u>Mr. Allen</u>	<u>5</u>	<u>Gymnasium</u>
<u>Speech-Language Therapy</u>	<u>Mrs. Fiero</u>	<u>1.5</u>	<u>Therapy room</u>
<u>Occupational Therapy/Sensory Integration</u>	<u>Mrs. Wise</u>	<u>2.5</u>	<u>Therapy room</u>

Aids/equipment/program modifications needed to attain annual goals and progress in general education curriculum:
Provide ongoing support throughout the day to decrease anxiety and resulting self-injurious behaviors.

Frequency of use: As indicated by Occupational Therapist.

VII. Special Education Placement

Student to be placed in the following least restrictive environment:

Location of Services	Duration (NO OF HOURS IN LOCATION/ TOTAL NO. OF SCHOOL HOURS)	Extent of Participation
General education classroom	<u>2/6</u>	<u>Assistance provided by paraprofessional</u>
Special education environments:		
Resource room	<u>4/6</u>	<u>Assistance provided by paraprofessional</u>
Self-contained class		
Special day school		
Residential school		
Hospital school		
Homebound services		
Other _____ (e.g., Head Start, work site)		
Rationale for placement in setting other than general education class		

VIII. Special Services

Physical Education: Regular _____ Adaptive ✓

Transportation: Regular _____ Special ✓ Not Applicable _____

Is student provided an opportunity to participate in extracurricular and nonacademic activities with nondisabled peers? Yes
 Yes/No

Are supports necessary? Yes Describe: Morgan attends with paraprofessional.
 Yes/No

Rationale for nonparticipation: _____

IX. Transition Services

Transition Service Needs	<u>Special Education Certificate</u>
Focusing on Course of Study	
Career Interest(s)	<u>Computers, drawing</u>
Employment Outcome	<u>Morgan will work in the community and function at a job with ongoing job coaching.</u>
Community Living Outcome	<u>Morgan will live in a supportive community living group home.</u>
Identify Needed Transition Services	<u>1. Independent Living: Morgan will be able to care for herself and her needs.</u> <u>2. Community Integration: Morgan will be able to participate in the community with the assistance of her caregiver.</u> <u>3. Recreation and Leisure: Morgan will identify and utilize community recreational opportunities.</u> <u>4. Transportation: Morgan will utilize transit and para-transit transportation opportunities.</u> <u>5. Education: Morgan will participate in a day treatment program focusing on vocational and adaptive skills.</u>
Identify Interagency Responsibilities	<u>A case manager will be identified for Morgan from the Developmental Disabilities Services (DDS) Office. Vocational rehabilitation will assist with vocational evaluations.</u>
Community Linkages	<u>DDS Office. Private Group Homes. Inc. Vocational Rehabilitation Services. Community Recreation Centers, Community Transit and Para-Transit Systems.</u>

X. Assessment Modifications

Is student able to participate in state- or district-wide assessments? No
Yes/No

Are modifications required? Yes
Yes/No

Identify type of modifications: Morgan's assessment needs will be met with an alternative assessment in the form of a competency portfolio.

Rationale for nonparticipation and alternative assessment plan: Morgan does not have traditional test-taking skills.

A portfolio that demonstrates Morgan's competencies in the areas of her annual goals will be developed.

XI. Progress Report

Parents will be informed of child's progress toward annual goals using same reporting methods used for children without disabilities.

Method		Frequency
❖ Written Progress Report	<u>Yes</u> Yes/No	Every <u>9</u> weeks
❖ Parent Conference	<u>Yes</u> Yes/No	<u>As requested</u>
❖ Other _____ Identify		_____
❖ Other _____ Identify		_____

XII. Transferral of Rights

I understand that the rights under the Individuals with Disabilities Education Improvement Act will transfer to me upon reaching my eighteenth birthday.

Student's Signature

Date

XIII. Recommended Instructional and/or Behavioral Interventions

Provide a rich reinforcement schedule following each activity. Use a timer to keep Morgan on task during instructional and reinforcement activities. Block all attempts at injuring herself or others and redirect to task at hand. Teachers working with Morgan should watch the tone of their voice and vocabulary as she frequently becomes confused resulting in aggressive behavior. A behavior management plan should be developed if self-injurious behaviors and/or aggression becomes a problem.

XIV. IEP Development Team

Name	Team Member's Signature	Position/Title
<u>Mr. Charles Smith</u>	<u>Charles Smith</u>	Parent/Guardian
<u>Mrs. Carrie Smith</u>	<u>Carrie Smith</u>	Parent/Guardian
<u>Mrs. Ruth Rhea</u>	<u>Ruth Rhea</u>	LEA Representative
<u>Mr. Mitchell Duff</u>	<u>Mitchell Duff</u>	Special Education Teacher
<u>Mr. Bruce Clark</u>	<u>Bruce-Clark</u>	General Education Teacher
<u>Mrs. Donna Fiero</u>	<u>Donna, Fiero</u>	SLP
<u>Morgan Beatrice Smith</u>	<u>Morgan/Beatrice-Smith</u>	Student
<u>Mrs. Lynn Wise</u>	<u>Lynn/Wise</u>	Other <u>OT</u>
<u>Mrs. Megan Harrison</u>	<u>Megan Harrison</u>	Other <u>Social Worker</u>