

Sample Individualized Education Program

I. Student Information

Student Morgan Beatrice Smith Date of Birth 06-03-92 Student Number 228-88-2100
Parent's/Guardian's Name Charles and Carrie Smith Address 423 Sunset Lane Small Town, USA 27779
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 08-18-08 Date of Eligibility 10-25-97 IEP Review Date 05-22-09
Child's Primary Language English

II. Student Performance Profile

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. They include on-grade-level math skills and above-grade-level spelling skills. 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:

Differential Ability Scales—School Age Battery (5-14-08). G-CA of 60, Verbal Cluster SS of 62, a Spatial Cluster SS of 69, and a Nonverbal Reasoning Cluster of 63. On 6-23-08, the Leiter-R was administered, yielding an I.Q. of 71. The Woodcock-Johnson Tests of Achievement: Third Edition were administered 4-25 & 4/28/08. 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. The Composite Scores were: Broad Reading 70; Broad Math 51; Broad Written Language 79; Academic Skills 75; Academic Fluency 71; and Academic Applications 40. Adaptive Behavior Evaluation Scale—Revised (home and school version) were completed on 4/3 & 4/4/08, with respective composites of 64 and 58. Vision and hearing screenings were passed on 4-2-08. The OWLS administered on 4-4-08 yielded an Oral Expression score of 40, Listening Comprehension of 45, and Oral Composite of 40. The Comprehensive Receptive and Expressive Vocabulary Test—2 administered in March 2008 yielded 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—General indicate symptoms consistent with a diagnosis of Autistic Disorder.

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.

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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. 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.

| | Provider | Evaluation Method | Initiation Date | Check Date | Mastery Date |
|--|---|---|------------------------|-----------------------------------|--------------|
| Benchmark | | | | | |
| <u>Morgan will maintain a conversation through 3 exchanges of information by asking questions.</u> | SLP <u>Special Educator</u> <u>Paraprofessional</u> | (a.) Data collection b. Teacher/Text test c. Work samples (d.) Classroom observation | e. Grades f. Other: | <u>8-18-08</u> <u>12-19-08</u> | |

| | | | | | |
|---|---|---|------------------------|---------------------------------|--|
| Benchmark | | | | | |
| <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 person's conversation.</u> | SLP <u>Special Educator</u> <u>Paraprofessional</u> | (a.) Data collection b. Teacher/Text test c. Work samples (d.) Classroom observation | e. Grades f. Other: | <u>1-7-09</u> <u>5-15-09</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%.

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| | 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> | <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>Observation</u> | <u>8-18-08</u> <u>ongoing</u> | |

| | | | | | |
|---|--|---|---|----------------------------------|--|
| Benchmark | | | | | |
| <u>Morgan will interact with peers in structured and unstructured classroom settings.</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>Peer mentors/</u> <u>social stories</u> | <u>8-18-08</u> <u>ongoing</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> | <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>8-18-08</u> <u>10-17-08</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> | <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>10-20-08</u> <u>12-19-08</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> | <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>1-7-09</u> <u>5-15-09</u> | |

Only three representative goals are illustrated.

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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 _____

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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 Special Education Certificate
Focusing on Course of Study

Career Interest(s) Computers, drawing

Employment Outcome Morgan will work in the community and function at a job with ongoing job coaching.

Community Living Outcome Morgan will live in a supportive community living group home.

Identify Needed Transition Services
1. Independent Living: Morgan will be able to care for herself and her needs.
2. Community Integration: Morgan will be able to participate in the community with the assistance of her caregiver.
3. Recreation and Leisure: Morgan will identify and utilize community recreational opportunities.
4. Transportation: Morgan will utilize transit and para-transit transportation opportunities.
5. Education: Morgan will participate in a day treatment program focusing on vocational and adaptive skills.

Identify Interagency Responsibilities A case manager will be identified for Morgan from the Mental Retardation Development Disabilities Board (MRDD). Vocational rehabilitation will assist with vocational evaluations.

Community Linkages MRDD Board, ARC, Private Group Homes, Inc., Vocational Rehabilitation Services, Community Recreation Centers, Community Transit and Para-Transit Systems.

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.

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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> |