

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: Caroline S
 IEP Team Meeting Date (mm/dd/yy): October 1, 2009
 IEP Implementation Date (Projected Date when Services and Programs Will Begin): Oct. 2, 2009
 Anticipated Duration of Services and Programs: Oct. 1, 2010
 Date of Birth: Nov. 30, 1993
 Age: 15
 Grade: 10
 Anticipated Year of Graduation: 2012
 Local Education Agency (LEA): Hometown School District
 County of Residence: Western County
 Name and Address of Parent/Guardian/Surrogate: Mrs. Karen S. Phone (Home): 745-222-6789
3333 Fifth Ave. Phone (Work): 745-654-1234
Hometown, PA
 Other Information: _____



The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

Date of Revision(s)	Participants/Roles	IEP Section(s) Amended

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student’s program and placement. The student’s parent(s), the student’s special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

Role	Printed Name	Signature
Parent/Guardian/Surrogate	Ms. T.	<i>Ms. T.</i>
Parent/Guardian/Surrogate		
Student*	Caroline S.	<i>Caroline S.</i>
Regular Education Teacher**	Ms. R.	<i>Ms. R.</i>
Special Education Teacher	Mr. Y.	<i>Mr. Y.</i>
Local Ed Agency Rep	Ms. J.	<i>Ms. J.</i>
Career/Tech Ed Rep***		
Community Agency Rep	Ms. L. Community MH Provider	<i>Ms. L. Community MH Provider</i>
Teacher of the Gifted****		
	Ms. W.	<i>Ms. W.</i>

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

** If the student is, or may be, participating in the regular education environment

*** As determined by the LEA as needed for transition services and other community services

**** A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: Mrs. Karen S.

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS “YES” MUST BE ADDRESSED IN THE IEP.**Is the student blind or visually impaired?** Yes

The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

 No**Is the student deaf or hard of hearing?** Yes

The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student’s language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student’s language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net

 No**Does the student have communication needs?** Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

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

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

 No**Does the student have limited English proficiency?** Yes

The IEP team must address the student’s language needs and how those needs relate to the IEP.

 No

Does the student exhibit behaviors that impede his/her learning or that of others?

Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

No

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

Caroline is currently a tenth grade student with a learning disability in math and written language. She is included for all subjects, and has a daily resource period with the Learning Support teacher for additional support in math and writing. Currently, she expresses an interest in the field of cosmetology. However, this year, she has been experiencing behavioral problems including refusals to complete assignments, accompanied by verbal challenges, that interfere with her success in school. She has had four detentions and three days of in-school suspension since the school year began.

- **Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)**

Caroline is included for Algebra I class, with the support of a special education co-teacher in the classroom. She is cooperative in class, although she has three missing assignments this year. Accommodations that work for her include breaking assignments into chunks, frequent feedback and encouragement, and use of graphic organizers or drawings. Caroline has scored at the Below Basic Level on the last three 4Sight Math Benchmark assessments (which assess skills on 11th grade standards/anchors). Her Scaled Scores have continually increased since beginning at the Low Below Basic level in fall of 2008. Most frequent errors are in Numbers and Operations, including basic computation with fractions, decimals, and percents, and Algebraic concepts. On AIMSS Algebra Foundations probes, since January 2009, she has improved from 7 correct answers to 13 correct answers on a five minute probe administered biweekly. **Improvement on the probes is also an indicator of overall improvement in Numbers and Operations.** Areas of difficulty on the probes include manipulating expressions and solving one step equations and simplifying expressions. She states that she enjoys seeing her progress on the math probes.

Caroline's skills with Numbers and Operations, specific to money and budgeting, were assessed using teacher made probes. When working with simulated checks, she was able enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy on 2 out of three simulations. When working with a simulated Debit Card account and a calculator, she also entered deposits and subtracts purchases and fees with 100% accuracy for three consecutive probes. Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own. Caroline also uses Keys2Work and practice materials during her Resource period to address specific areas of Numbers and Operations which will be needed for next year's Cosmetology program.

Caroline's deficits in Numbers and Operations and Algebra skills will impact her ability to be successful in a cosmetology program or with independent living.

In reading, Caroline's scores on the 4Sight Reading benchmarks (which assess skills on 11th grade standards/anchors), have been at High Basic with the most recent score just over Proficient. Her scores are consistent with performance on classroom reading tasks and teacher observations. She has previously received Title I reading services, which were discontinued by the end of 8th grade.

Written language assignments remain challenging for Caroline, and writing assignments of any length may become an antecedent for refusal or a verbal outburst. These difficulties have been especially manifested in her academic courses (Science, English, and Social Studies) that require more written assignments. In general, Caroline has more difficulty with longer or less structured assignments. She states that writing is stressful for her and sometimes she goes blank. Since she performed well in her Computers Class last year, she has been encouraged to use the classroom computers to type her work. This adjustment has made some writing and editing assignments easier, thus reducing the occurrence of behavioral outbreaks that occur when she is asked to write or to edit her work. Caroline is more cooperative when given assistance on writing assignments from her LS teacher during her support period, especially when using word processing. Recently, her LS teacher has been having her verbalize her ideas, and then use graphic organizer software to help her get started. Breaking writing assignments into manageable chunks is also helpful for her. Caroline had been using three minute biweekly writing probes, with scores varying from 4 words per minute to 17 words per minute, depending on her own behavior and mood. These scores indicate that her overall writing fluency is weak in comparison to other 10th grade students. However, this format of writing probes has been recently discontinued due to Caroline's behavioral responses. Caroline has expressed willingness to try the probes using a word processor in the learning support classroom, and her two baseline scores were 16 and 19 words typed per minute.

Although in the past year, Caroline has been described by her teachers as a quiet student who lacks confidence, she had participated in class discussions with teacher encouragement. She had also worked successfully in small groups or with partners. This year, teachers report that she rarely volunteers, but will contribute to small group discussions if she appears to be comfortable with the topic or the students.

Last year, Caroline maintained grades in the 72-82% range in most subjects except for English, where her grades ranged from 67-76%. Strategies that helped her include chunking assignments, graphic organizers, peer support and rehearsal with peers, and frequent feedback and encouragement.

Caroline has struggled with organizational skills, losing or misplacing assignments on average of four a week, and forgetting folders, notebook, or other classroom essentials, despite using a planner. This year, the problem is worse. As of early October, she was missing a total of 23 assignments across Algebra, English, Biology, and American History classes, with grades in the failing range in English, Biology, and American History due to missing work.

Caroline's poor organizational skills, coupled with her current refusals to complete some assignments, represent a barrier to success at school and in her future career plans.

- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)

Caroline began the school year with frequent refusals, sometimes accompanied by inappropriate verbalizations towards her teachers, typically when given an independent writing assignment or a task perceived as difficult. Although she has displayed minor behavior problems in the past, this is the first time that behaviors have truly interfered with her academic progress. Caroline has never had a refusal in art class, and only one in algebra class, and that was the first week of school. Informal interventions including student conferences with teachers and guidance counselors and a parent meeting were conducted. At the parent meeting, her mother revealed that although he has had issues with belligerent behavior in the past, behavior problems at home got much worse last spring, when her parents separated. She reports that problem behaviors are worse following Caroline’s visits with her father every other weekend. Caroline’s mother has recently initiated services with a community mental health provider.

In order to better address the behavior of concern, the team conducted a Functional Behavioral Assessment in September 2009. Baseline data was collected over an 11 day period in the three classes where problems had occurred most frequently: Biology, English, and American History classes. Refusals were defined as “putting her head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing her book or notebook with a bang.” Some refusals escalate to verbal challenges to staff (saying “make me”, swearing, name calling).

Number of Refusals/Number of Assignments			
Wk.#	Biology	English	American History
1	1/3	3/4	1/3
2	1/5	2/3	1/2
3	1/4	1/3	2/4
Total (11 days)	3/12	6/10	4/9
Rate of refusals per assignment	.25	.6	.44
Overall rate of refusals: all classes over 11 days	13/31 = .42		

Summary of data indicates that she is refusing about 40% of assignments in general, with the highest rate in English (.6) and the lowest rate in Biology (.25). In an interview for her FBA, Caroline indicated that she is frequently embarrassed by her behavior but states that she cannot help herself sometimes. Caroline has several friends at school, but she reported that she is not spending as much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.

The FBA conducted for Caroline resulted in the following summary statement:

When given independent work , especially involving writing assignments, Caroline refuses to follow the request, accompanied by putting her head down, swearing and verbal challenges in order to escape the task. Consequences that appear to be maintaining these behaviors include being reprimanded, being sent to the principal’s office, given a failing grade for the assignment, or being assigned in-school suspension.

- **Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)**

Caroline's first interest survey, given in eighth grade, indicated that she was interested in Cosmetology and fashion. She has used Keys2Work since 9th grade to assess her skills, explore interests and career options, and to develop requisite skills. On Keys2Work, her career interests fall into the Human Serviced Cluster, and her personality type has emerged as Artistic-Social. In interviews and surveys in September, she stated that she is most interested in hairstyling, but also has interest in fashion, design, and graphics, and that she prefers fields that require interpersonal interactions.

Caroline reports that since June, she has been working at her neighbor's beauty shop on Saturdays. Her duties include sweeping, laundry, and occasional shampooing. Caroline states that she enjoys the work, likes the people, and has never had a behavior problem on the job. This was verified by a note from her supervisor, who indicated that she gets along well, that the older women seem to enjoy her sense of humor, and that her attendance is perfect except for one day when she overslept and came in late.

On the COIN Career Guidance System assessment, Caroline's Educational Inventory Code was 4-5, indicating a personal orientation towards Creative and Social occupations. On an informal assessment of her personal traits, Caroline's choice of three adjectives to describe herself were "creative" and "energetic" and "moody."

Caroline did visit the open house at the regional Career and Tech Education Center during 9th grade, but decided not enroll for this year. She wanted to take an Art elective instead. This fall, she stated in her interview that she regrets not enrolling, and is very interested in attending the Cosmetology program next year. However, completing this three-year program could delay her HS graduation for another year. Her other options would be to graduate and continue the program on her own, or to enroll in a postsecondary program for cosmetology or a related field.

On her interview and student survey, Caroline has indicated that she would like to live on her own within a few years of graduation. She is able to handle her own money but may need assistance with independent living skills for the future, such as budgeting. She states that she would like to learn to drive and use her earnings to buy her own car.

Caroline will have the opportunity to develop a Career Portfolio as all students in 10th grade will begin this process this year as part of their general education classes.

- **Parental concerns for enhancing the education of the student**

Ms. S. reports that she would like her daughter to get a good job and improve her situation in life, so as to not be dependent on anyone else for her livelihood. She has also expressed frustration over Caroline's behavior both at home and in school and has sought assistance from a community agency.

- **How the student's disability affects involvement and progress in the general education curriculum**

Caroline's academic needs are related to skill deficits in writing, math, and organizational skills. These academic needs will be addressed in goals within her IEP.

Caroline's behavior problems result in removal from the general education setting, failing grades, missed assignments, and stigma from her peers. Problem behaviors also interfere with time scheduled to address her academic deficits in writing, math, and organizational skills. Problem behaviors, accompanied by academic deficits, could also impact her self confidence and motivation to attend school.

These behaviors, if not improved, will also impact her ability to achieve her transition goal of completing a cosmetology program.

Strengths

- Caroline now reads at grade level and reads magazines and internet articles independently.
- Keyboarding and computer skills are age appropriate and she prefers this method of writing.
- Caroline enjoys art work, and excels at chalk drawing.
- Her fine motor and dexterity skills are age appropriate.
- She describes herself as quiet, creative and people oriented.
- She expresses a strong interest in attending a preparation program for Cosmetology and to become a Licensed Cosmetologist.
- Career and interest assessments are supportive of her interests.
- She is currently employed successfully at a beauty shop.
- She is a skilled soccer player and last year, played on the girls' intramural soccer league, with no behavior problems having been reported.

Academic, developmental, and functional needs related to student's disability

- **Caroline needs to develop more acceptable alternative (replacement) skills to the behaviors that she displays during assignments perceived as difficult.**
- **Caroline needs to improve organizational skills that impact assignment completion, as these are needed both at school and in future workplaces.**
- **Caroline needs to improve skills in numbers and operations to support independent living skills and demands of cosmetology class.**
- **Caroline needs to improve skills with algebraic concepts including solving equations and inequalities.**
- **Caroline needs to improve skill deficits in writing, beginning with overall fluency and willingness to write.**
- Caroline needs to expand her use of standard word processing (i.e. *Microsoft Word*) features, and graphic organizer software (e.g. *Inspiration*) and utilize these as a tool for completing assignments
- She also needs to develop coping skills to employ when anxious, frustrated or angry, as skill deficits in these areas will negatively impact her success in high school as well as future career endeavors. This instruction/support needs to be coordinated with her community service provider.
- She needs to begin to develop an understanding of her disability and the transition process.
- All of the above are skills she needs in order to complete High School and move towards her preference for cosmetology or a related field. Developing the above skills will impact her level of confidence as well.
- Caroline needs further exploration of various career and postsecondary education options in order to make informed choices.

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

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Postsecondary Education and Training Goal:					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff
*Improve skills in algebraic concepts and numbers and operations	High School Academic Classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff
Visit CTE program to view programs, investigate requirements of cosmetology program, and available academic supports and accommodations	Local CTE Program	One visit	10/2/09	12/20/09	LEA, Guidance Counselor
Meet with guidance counselor to discuss schedule for next year	High School Guidance Office	One time each semester	10/2/09	6/5/2010	LEA, Guidance Counselor

Employment Goal: Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Counseling to develop and use coping strategies to manage anger, frustration, anxiety.	High School	30 minutes/week	10/2/09	10/1/2010	LEA, School Counselor
*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.	High School Academic classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff, Counselor
*Instruction on organizational skills and use of a self monitoring checklist to support bringing appropriate materials and assignments.	High School Academic classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff
Participate in career exploration using materials in guidance office or on-line.	High School Academic classes, guidance office, and Resource Room	Two times per quarter	10/2/09	6/5/2010	LEA, Special Education Staff, Guidance Counselor
Begin to develop a Career Portfolio	High School Academic Classes and Resource Room	During the school day	10/2/09	10/1/2010	LEA, General and Special Education Staff
Contact OVR, with parent permission and participation, to discuss steps to determine eligibility	High School Resource Room	One time	10/2/09	6/5/2010	LEA, Special Education and Guidance Staff supporting family

Participate in job shadowing at a at least one different salon	Hometown Style Cuts or another local salon	two half day sessions	1/5/2010	10/1/2010	LEA, Special Education Staff
Obtain information regarding employment opportunities in at least three local beauty shops	Resource Room	During the School Day	1/5/2010	6/5/2010	LEA, Special Education Staff
Independent Living Goal, if appropriate: Caroline has a goal of living independently at some point after graduation.					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art, Drivers Education (second semester)					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Develop budgeting skills	High School Resource Room	During the School Day	10/2/09	10/1/2010	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/15/2010	6/5/2010	LEA, General and Special Education Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School Resource Room	Biweekly	10/2/09	6/5/2010	LEA, Student Activities Director

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Pennsylvania System of School Assessment (PSSA) or Pennsylvania Alternate System of Assessment (PASA)

Students will be taking the PSSA or the PASA in the grade levels below.

- Reading (Grades 3-8, and 11)
- Math (Grades 3-8, and 11)
- Writing (Grades 5, 8, and 11)
- Science (Grades 4, 8, and 11)

- Assessment is not administered at this student’s grade level; OR
- Student will participate in the PSSA without accommodations; OR
- Student will participate in the PSSA with the following appropriate accommodations (allowable PSSA accommodations may be found in the PSSA Accommodations Guidelines at www.pde.state.pa.us under Pre K-12 and Assessment): OR

Extra time, smaller group setting, break testing schedule into chunks

- Student will participate in the PASA (criteria regarding PASA eligibility may be found in the PSSA Accommodations Guidelines at www.pde.state.pa.us under Pre K-12 and Assessment).

Explain why the student cannot participate in the PSSA:

Explain why the PASA is appropriate:

Choose how the student’s performance on the PASA will be documented.

- Videotape (will be kept confidential as all other school records)
- Written narrative (will be kept confidential as all other school records)

V. A. BEHAVIOR SUPPORT PLAN:**A Antecedent (prevention) strategies:**

- Counseling sessions to help Caroline develop individualized coping skills/replacement behaviors to redirect herself when anxious, frustrated, or angry. She needs to learn to express her feelings in socially acceptable way, and to ask for help when needed. Skills will be rehearsed in a variety of settings. *(Also listed under Related Services)*
- Allow Caroline a brief period of “taking space” without leaving the classroom for the purpose of reviewing and employing her coping strategies. Student and staff may select a discreet signal to use when “taking space.” *(Also listed under Specially Designed Instruction.)*
- Instruction on use of a self monitoring checklist, with “check in” with LS teacher three times per day to review her checklist. *(Also listed under Specially Designed Instruction.)*
- Structure interactions and requests to avoid escalating behaviors. *(Also listed under Supports for School Personnel)*
- Encourage Caroline to use classroom computers for word processing to facilitate writing and reduce the amount of rewriting required in the writing/editing process. *(Also listed under Specially Designed Instruction.)*
- Provide graphic organizers and/or graphic organizing software, and verbal rehearsals before attempting written assignments. *(Also listed under Specially Designed Instruction.)*
- Break assignments into manageable chunks. *(Also listed under Specially Designed Instruction.)*
- Provide frequent feedback and scaffolded support to complete work without incident. *(Also listed under Specially Designed Instruction.)*
- *NOTE: Behavior support plan should be reviewed at least quarterly. (Also listed under Supports for School Personnel)*

B Replacement behavior:

- With the support of the school counselor, Caroline will develop an individualized coping/replacement strategy that will help her to:
 - Express frustration or anger in socially acceptable ways.
 - This may include a brief period of “taking space” without leaving the classroom for this purpose. (possible use of a discreet signal between student and staff)
 - Ask for assistance in a socially acceptable way.
 - Complete work without incident.

↑C Consequences (reinforcement) when the student performs the replacement behavior:

- Pair verbal reinforcement with preferred activities for using coping /replacement skills. (example: use of MP3 player at end of day)
- Use social reinforcers or preferred activities when work is completed without incident. Begin to fade reinforcement when she consistently earns 90% of available points each week. *(Refer to Specially Designed Instruction.)*

↓C Consequences (including procedures to follow) when the student performs the behavior of concern:

- Ignore verbal excesses (extinction) and do not allow her to leave the classroom or escape the assignment.

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student’s gifted program may be listed under Goals or Short Term Objectives.

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)</p>	<p>Describe HOW the student’s progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>1. Given support to develop individual coping/replacement strategies, and three times daily “check in” with the LS teacher, Caroline will work successfully on assigned tasks in Biology, English, and History classes, with no inappropriate verbalizations gestures, or refusals, earning 90% of possible points each week for five consecutive weeks.</p> <p><i>1.6.11.A Listen to others</i> <i>1.6.11.C Contribute to discussions</i> <i>13.3.11 A: Evaluate personal attitudes and work habits that support career retention and advancement</i></p>	<p>Daily self-monitoring checklist, with weekly summary, compared with teacher reports.</p> <p>Teacher weekly report. (see attached sample)</p>	<p>Checklist summary sent home weekly</p>	
<p>2. Using a daily self monitoring checklist, Caroline will bring needed materials and assignments to each class, earning 90% of possible points each week for five consecutive weeks.</p> <p><i>13.3.11 A: Evaluate personal attitudes and work habits that support career retention and advancement</i> <i>13.3.11 E: Evaluate time management strategies and their application to both personal and work situations</i></p>	<p>Daily self-monitoring checklist, with weekly summary, compared with teacher reports. (same checklist as # 1)</p>	<p>Checklist summary sent home weekly</p>	
<p>3. Given a three minute writing prompt and use of computer for word processing, Caroline will increase her writing fluency by writing at least 23 words per minute on four out of five consecutive weekly probes.</p>	<p>Words written per minute tracked on progress monitoring graph ----- <i>Also will provide</i></p>	<p>Report sent home twice per nine weeks</p>	

<p>1.5.11.B. Write using well developed content appropriate for the topic</p>	<p><i>representative classroom writing assignments.</i></p>		
<p>4. Given a biweekly Algebra I curriculum-based assessment, Caroline will solve equations and inequalities, increasing her score from 13 to 22 correct answers per 5 min. time period for three out of five consecutive probes. <i>anchors:</i> M11.A.3.1 Apply the order of operations in computation and in problem solving situations M11.D.2.1 Write, solve, and/or graph linear equations and inequalities using various methods.</p>	<p>Number of correct answers tracked on progress monitoring graph ----- <i>Also will provide sample classroom tests or assignments- quarterly and quarterly 4Sight Scores.</i></p>	<p>Report sent home twice per nine weeks</p>	
<p>5. Given a monthly budget format and the use of a calculator, Caroline will calculate expenses against income to determine a monthly balance with 100% accuracy for three out of four consecutive biweekly assignments. <i>13.3.11 D: Develop a personal budget based on a career choice</i></p>	<p>Biweekly data collection form. ----- <i>Also will provide representative work samples.</i></p>	<p>Report sent home twice per nine weeks</p>	

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

<p>Short term objectives / Benchmarks</p>
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Organizational skills instruction	High School LS Classroom	20 minutes/ week	10-2-09	10-1-2010
Daily “check in” with LS teacher (or designee) to review self monitoring checklist; weekly chart review	High School LS Classroom	During the school day	10-2-09	10-1-2010
Support /encouragement for use of monitoring checklist and specific coping/ replacement skills identified through counseling.	High School All classes	During the school day	10-2-09	10-1-2010
Scaffold written assignments with verbal rehearsal and graphic organizers (including software such as Inspiration).	High School All classes	During the school day	10-2-09	10-1-2010
Opportunities to use word processing on classroom or library computers for written assignments of more than one paragraph in length, or when requested.	High School All classes	During the school day	10-2-09	10-1-2010
Assignments and tests adapted to instructional level: break down into smaller chunks.	High School All classes	During the school day	10-2-09	10-1-2010
Monitoring and frequent feedback during independent	High School All classes	During the school day	10-2-09	10-1-2010

assignments				
Software to build basic math skills.	High School LS Classroom	40 minutes/week	10-2-09	10-1-2010
Calculator for computation.	High School All classes	During the school day	10-2-09	10-1-2010

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Individual and/or small group counseling session with school counselor.	High School	30 minutes per week	10-2-09	10-1-2010

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student’s IEP.

<i>School Personnel to Receive Support</i>	<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
General education teachers	De-escalation and prevention strategies training provided by IU consultant	High school	One half day session	10-29-09	10-29-09
General education teachers	Consultation with LS teacher	High school	Once per week per class	10-2-09	10-1-2010
All team members	Quarterly team meetings including community provider to review/ update behavioral support plan, and coordinate services	High school	quarterly	10-2-09	10-1-2010

D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

<i>Support Service</i>	
<i>Support Service</i>	
<i>Support Service</i>	

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

At this time, Caroline does not meet criteria for ESY.

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student’s ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following:

<i>ESY Service to be Provided</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

The IEP team has reviewed the above questions and determined that with the supplementary aids and services outlined in this IEP, Caroline can be successfully included in all classes except for one 52 minute period per day in the resource room and thirty per week with the school counselor.
At this time, given the extent and of her social and academic needs, and the potential for increased exclusion if they are not addressed, Caroline requires this level of individualized support in a smaller group setting.

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

Caroline will participate in all facets of the general education curriculum.

B. Type of Support

1. Amount of special education supports

- Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- Autistic Support
- Blind-Visually Impaired Support
- Deaf and Hard of Hearing Support
- Emotional Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Physical Support
- Speech and Language Support

C. Location of student’s program

Name of School District where the IEP will be implemented: Hometown Area School District

Name of School Building where the IEP will be implemented: Hometown Senior HS

Is this school the student’s neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

- Yes
- No. If the answer is “no,” select the reason why not.
 - Special education supports and services required in the student’s IEP cannot be provided in the neighborhood school
 - Other. Please explain: _____

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
6.0 (420-62= 358 min.) 52 min/day resource, 30 min/wk counseling	7.0 (420 min.)	6.0 / 7.0 = 85.6%	<u>86</u> % of the day	<input checked="" type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- | | |
|--|--|
| <input type="checkbox"/> Approved Private School (Non Residential) _____ | <input type="checkbox"/> Other Public Facility (Non Residential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Non Residential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> Instruction Conducted in the Home _____ |

EXAMPLES for Section A: How to Calculate PennData - Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom - per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 3	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

Daily Checklist		Caroline S.			Date _____
Schedule	Organization and Preparation: All Classes				Targeted Classes: Using Individual Strategies**
*Biology	I came prepared with ALL required materials: pencils, textbook, notebook, and homework etc.	Yes	No	N/A	I followed class expectations for respectful behavior, and worked successfully** on my assignments in class. 2 1 0 N/A
	I returned homework (if applicable) on time.	Yes	No	N/A	
Algebra I	I came prepared with required materials: pencils, textbook, notebook, etc.	Yes	No	N/A	**“Worked successfully” means beginning when directed, following directions, and working on assignment with no refusals, inappropriate gestures, talking back, verbal challenges, etc. Points for targeted classes: 2 points = met all expectations 1 point = met some expectations, but ended class well 0 points = did not meet expectations for respectful behavior and working on assignments
	I returned homework (if applicable) on time.	Yes	No	N/A	
Art	I came prepared with required materials: pencils, textbook, notebook, etc.	Yes	No	N/A	
	I returned homework (if applicable) on time.	Yes	No	N/A	
*English	I came prepared with required materials: pencils, textbook, notebook, etc.	Yes	No	N/A	I followed class expectations for respectful behavior, and worked successfully** on my assignments in class. 2 1 0 N/A
	I returned homework (if applicable) on time.	Yes	No	N/A	
*American History	I came prepared with required materials: pencils, textbook, notebook, etc.	Yes	No	N/A	I followed class expectations for respectful behavior, and worked successfully** on my assignments in class. 2 1 0 N/A
	I returned homework (if applicable) on time.	Yes	No	N/A	
Resource Room	I came prepared with required materials: pencils, textbook, notebook, etc.	Yes	No	N/A	
	I returned homework (if applicable) on time.	Yes	No	N/A	
Summary: Total Yes ____ / Total Opportunities ____ for day					Targeted Classes: ____ out of ____ possible points for day

N/A = No opportunity. Data will not be monitored for these situations.

Notes /discussion points:

Caroline Signature/Date:

Teacher Signature/Date:

Caroline's Weekly Checklist Summary

Week of _____

Totals	Organization and Preparation, all classes Number of YES/ Total opportunities per day	Three Targeted Classes Only: Following class expectations for respectful behavior, and working successfully on assignments. Number of points/possible points per day	Comments—including accuracy of reporting
Monday	/	/	
Tuesday	/	/	
Wednesday	/	/	
Thursday	/	/	
Friday	/	/	
Weekly summary	Total Yes for week/ total opportunities for week = ____ % for week	Total points for week / total opportunities = ____%	

Notes:

Caroline Signature/Date:

Teacher Signature/Date:

Parent Signature/Date: