

IEP Showcase

By: Dylan Cavallaro | **Date:** 12/08/2024

EDU101W Section: ZZ1 Intro to Exceptionalities



About the Child

IEP Child's Name: Lauren Marie Young

Her Grade: 7th

Her Disability: Autism

Some Additional Info:

Lauren is a new student and has been getting evaluated over the past few weeks of school in order to build her IEP. She lives with her single mother Jamie Smith.

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

New Hampshire Training Site
High School
81 Front St
Sometown, NH 11111

Individualized Education Program

Begin Date: November 21, 2024

End Date: November 20, 2025

☒ Initial IEP ☐ Annual Review ☐ Re-evaluation ☐ IEP Amendment ☐ Extended Year
☐ Stay Put ☐ Court Ordered ☐ Placement ☐ ISP

Student Information

Student Name: Lauren Marie Young

Date of Birth: 02/14/2012

Age: 12

Street: 55 Fake Street Rd

Home Phone: 603-123-7658

Primary Disability: Autism

Third Disability:

Next Date of 3 Year Evaluation: 11/18/2027

Court Placement Date:

District of Liability: Fake Mountain Regional

Case Manager: Dylan Cavallaro

Gender: F

Town: Sometown

Primary Language: English

Grade: 7th

State/Zip: NH 11111

Secondary Disability:

Town of Residence: Sometown (town)

Phone Number: 603-123-5555

Parent/Guardian Information

Name: Jamie Smith

Street: 55 Fake Street Rd

Phone: 603-123-7658

Email: jamiesmith@example.com

Relationship to Student: Mother

Town: Sometown

Work Phone: 603-321-5050

Primary Language: English

State/Zip: NH 11111

Date Created: November 21, 2024

(IEP)

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Present Level of Performance

Strengths: Reading, Writing, Relationships with Friends, Adding/Subtracting Fractions, and Multiplication/Division facts up to 11.

Academic Needs: Struggles with multistep multiplication/division and shutting down when working on difficult tasks.

Developmental Needs: Difficulties with speech such as enunciation, pronunciation, and volume. Occasionally will have behavioral issues due to dysregulation.

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

Present Levels of Academic Achievement and Functional Performance

Describe the student's strengths:

Lauren is a very kind and caring young lady. Lauren loves to read and write stories. She has a strong relationship with her friends. Lauren also enjoys listening to nature sounds and easy listening music.

Lauren can add and subtract multidigit numbers using various methods. She is fluent in multiplication and division facts up to 11.

Lauren can identify fractions and is familiar with the relationship between fractions and division. She is able to add and subtract fractions. She is also very skilled at reading analog clocks and using them as a method to work with fractions. She can identify place value and able to work with money and coin values.

Lauren can read fluently at a Fountas and Pinnell instructional level Z, which is equivalent to a highschoolers reading level. She is able to comprehend text at her level but unable to verbally recall information easily. She excels at recalling information through written words.

Describe the Student's:

Academic Needs:

Lauren is still developing her ability to understand multistage multiplication and division. For these equations she relies on the help of a multiplication chart and calculator. Lauren requires a paraprofessional and modified curriculum during math class

Lauren struggles with tasks that she perceives as too difficult. This makes her reluctant to try on these types of assignments. With persistence Lauren will attempt to work on difficult tasks but needs encouragement from trusted adults to persevere through tough tasks to avoid shutting down.

Developmental Needs:

Lauren has a diagnosis of Autism. Lauren has difficulties with enunciation and pronunciation when speaking but fully understands both concepts in her written work. She has made a lot of progress in her speech but struggles to make certain sounds. Teachers and peers are able to understand Lauren when she speaks. Lauren also struggles to speak up to be heard around large groups however she has trouble controlling her volume in small groups as well. Often Lauren will try to write down what she needs instead of speaking however Lauren needs to be reminded to speak when communicating.

Date Created: November 21, 2024

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Present Level of Performance (Cont.)

Functional Needs: Rules and Routines must be followed, clear, concise. Struggles to focus on difficult tasks and hyperfocuses on passionate tasks.

Parent Concerns: Wants to see improvement in math and speech skills

Evaluations: Lauren was diagnosed in 2017 with Autism Spectrum Disorder, Fountas and Pinnell: Level Z, Reading NEWA: Above Average, Mathematics NEWA: Below Average

Effects of Disability: Inconsistent behaviors, occasional frustration and dysregulation, needs support from trusted adults and peers, distracted by difficult tasks

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
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Lauren does have several trusted friends and does better in large groups than 1:1 conversation with peers. This often gives Lauren much support during frustrated and dysregulated moments.

Lauren's behavior does fluctuate however she can often regulate herself with the help of her friends. Most of the time she has no problem following normal classroom expectations and rules. When Lauren is dysregulated, she will often put her head down and avoid conversation. She may also shift her focus into a book or writing when anxious or frustrated. When in this state she may push away objects given to her or aggressively refuse assistance.

Functional Needs:

Lauren requires clear and concise classroom rules and expectations and will get frustrated if other students disregard these rules. Lauren also does best with a regular, steady schedule and routine. Lauren has made important improvements with schedule and routine changes, however, will still often get frustrated when these changes do happen. She does better with major routine changes than minor ones.

Lauren struggles with focus and attention with tasks she finds difficult. After several minutes of performing said activities she will show signs of fatigue. Small breaks between questions often are needed. For these difficult tasks Lauren does best when given one direction at a time and often requires to be retaught newer skills.

Lauren also tends to hyperfocus on tasks she finds enjoyable such as reading and writing. This makes learning new skills in these areas easy for Lauren however she tends to have trouble switching away from these tasks. When she is hyperfocused she may become agitated or frustrated when pulled away from these tasks. She might refuse to leave the classroom, for example if she is in an exciting part in her book. With this state of focus it can often be difficult to get Lauren's attention as well. Lauren has made progress in this area but does often have difficulty in this area. She may also be dazed, fatigued, or confused when exiting her hyperfocused state.

Lauren currently has ELA before she goes to Lunch which helps with recovery after this hyperfocused state.

Describe the Parent Concerns for Improving the Student's Education:

Lauren's mom has concerns for Lauren's mathematical skills and is hoping to see improvement in this area of study. She would also like to see improvement in her speech skills.

Results of Additional Information about the student to be considered (including the Most Recent Evaluation):

Lauren was diagnosed in 2017 with Autism Spectrum Disorder

Date Created: November 21, 2024 (IEP) 3

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

Fountas and Pinnell: Level Z

Reading NEWA: Above Average

Mathematics NEWA: Below Average

Describe how the student's disability affects the student's involvement and progress in the general curriculum:

Lauren will require many modifications and accommodations for difficult tasks and is performing below grade level in Math.

Lauren's disability can make communication difficult due to her speech problems. This can make working with others difficult and when asking for help on a task difficult.

Describe how the student's disability affects non-academic areas:

Lauren has inconsistent behaviors and will occasionally become frustrated and dysregulated. She needs support from trusted adults and peers to regain regulation.

She finds doing difficult tasks too difficult and will often get distracted during these tasks.

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The Goal

Area of Need: Math

Present Level: Able to add/subtract multidigit numbers, fluent in multiplication/division facts up to 11, able to identify fractions/division, able to add and subtract fractions, can read analog clocks and use them as a tool, can work with money and coin values, and needs multiplication chart or calculator for multistep problems.

Measurable Method of Evaluation:

Student work samples, teacher records, and monthly assessments proctored by the special education teacher

Method of Reporting to Parents:

Quarterly Progress Reports

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

Measurable Annual Goals and Short-Term Objectives Progress Toward Meeting Annual Goal(s)

Area of Need: Math

Present Level of Academic Performance: Lauren can add and subtract multidigit numbers using various methods. She is fluent in multiplication and division facts up to 11. Lauren can identify fractions and is familiar with the relationship between fractions and division. She is able to add and subtract fractions. She is also very skilled at reading analog clocks and using them as a method to work with fractions. She can identify place value and is able to work with money and coin values. She relies on a multiplication chart and calculator for multistep problems and equations.

Annual Measurable Goal #1: By November of 2025, when given a set of 10 problems involving multistep multiplication and long division, Lauren will be able to use her knowledge to solve the problems with a 90% accuracy rate measured monthly by the special education teacher.

Short-Term Objectives:

By January 2025, when given a set of multistep multiplication problems, Lauren will solve the problems with at least 90% accuracy with assistance from a multiplication chart and calculator measured by student work samples and teacher records.

By March 2025, when given a set of long division problems, Lauren will solve the problems with at least 90% accuracy with assistance from a multiplication chart and calculator measured by student work samples and teacher records.

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Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

By June 2025, when given a set of long division and multistep multiplication problems, Lauren will solve the problems with a 60% accuracy without the use of a multiplication chart and calculator measured by student work samples and teacher records.

Measurable Method of Evaluation: Student work samples, teacher records, and monthly assessments proctored by the special education teacher

Method of Reporting to Parents: Quarterly Progress Reports

Date Created: November 21, 2024 (IEP) 6

The Goal (Cont.)

Annual Measurable Goal: By November of 2025, when given a set of 10 problems involving multistep multiplication and long division, Lauren will be able to use her knowledge to solve the problems with a 90% accuracy rate measured monthly by the special education teacher.

Short-Term Objectives: By January 2025, when given a set of multistep multiplication problems, Lauren will solve the problems with at least 90% accuracy with assistance from a multiplication chart and calculator measured by student work samples and teacher records.

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Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

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Measurable Method of Evaluation: Student work samples, teacher records, and monthly assessments proctored by the special education teacher

Method of Reporting to Parents: Quarterly Progress Reports

Date Created: November 21, 2024 (IEP) 6

Accommodations & Modifications

Materials:

Use manipulative sets, adapt tasks based upon student mastery, and calculator

Assignments:

Reduce difficulty level, shorten assignments, and give directions in small distinct steps

Time Management/ Motivation/Reinforcement:

Give transition warning and connect skills to student's life

Testing Adaptations:

Extended time, short answer vs. open-ended, multiple choice vs. short answer, shortened questions/limit answer choices

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

IEP Accommodations Checklist

Materials	Time Management/ Motivation/ Reinforcement
<input type="checkbox"/> Audio text or other materials	<input type="checkbox"/> Use visual schedule
<input type="checkbox"/> Pre-teach materials	<input type="checkbox"/> Use a calendar or journal
<input type="checkbox"/> Use highlighter tape or highlight materials	<input type="checkbox"/> Clarify for understanding
<input checked="" type="checkbox"/> Use manipulative sets	<input type="checkbox"/> Teach study skills
<input type="checkbox"/> Provide copy of notes after student attempts	<input type="checkbox"/> Have student repeat directions
<input type="checkbox"/> Use large print	<input type="checkbox"/> Establish timelines for work
<input checked="" type="checkbox"/> Adapt tasks based upon student mastery	<input type="checkbox"/> Plan for generalization
<input type="checkbox"/> Clarify expectations for work	<input type="checkbox"/> Design/write/use long-term assignment timelines
<input type="checkbox"/> Use rubrics	<input checked="" type="checkbox"/> Give transition warning
<input type="checkbox"/> Simplify language	<input type="checkbox"/> Request parent reinforcement
<input type="checkbox"/> Avoid penalizing for:	<input type="checkbox"/> Use study sheets to organize material
<input type="checkbox"/> Allow alternative formatting	<input type="checkbox"/> Review and practice in real situations
<input type="checkbox"/> Use specialized equipment	<input type="checkbox"/> Teach skill in several settings/environments
<input checked="" type="checkbox"/> Calculator	<input type="checkbox"/> Connect skills to student's life
<input type="checkbox"/> Other	<input type="checkbox"/> Verbal praise
Assignments	<input type="checkbox"/> Nonverbal (visual) cues to keep working
<input type="checkbox"/> Use written backup to oral instructions	<input type="checkbox"/> Offer choices
<input checked="" type="checkbox"/> Reduce difficulty level	<input type="checkbox"/> Positive reinforcement/ Behavior chart
<input checked="" type="checkbox"/> Shorten assignments	<input type="checkbox"/> Behavior
<input type="checkbox"/> Give extra cues or prompts	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Give directions in small distinct steps	Presentation of Subject Matter
<input type="checkbox"/> Provide exemplar/ models	<input type="checkbox"/> Use individual/small group instruction
<input type="checkbox"/> Limit penalizing for errors related to disability	<input type="checkbox"/> Provide guided notes
<input type="checkbox"/> Provide alternate activities, same content	<input checked="" type="checkbox"/> Provide models/Allow use of manipulative sets
Testing Adaptations	<input type="checkbox"/> Highlight critical information
<input type="checkbox"/> Allow oral responses	<input type="checkbox"/> Pre-teach vocabulary
<input type="checkbox"/> Read test to with student	<input type="checkbox"/> Simplify language or reading level of assignment
<input type="checkbox"/> Preview test language	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Extended time/Short answer vs. open-ended	
<input checked="" type="checkbox"/> Multiple choice vs. short answer	
<input type="checkbox"/> Modified format (i.e. white space, word bank)	
<input checked="" type="checkbox"/> Shortened questions/ limit answer choices	
<input type="checkbox"/> Taken in resource room	
<input type="checkbox"/> Retest at teacher's discretion	
<input type="checkbox"/> Grades averaged at teacher's discretion	
<input type="checkbox"/> Other	
Academic	Environment

Date Created: November 21, 2024

(IEP)

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Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

- ☒ Allow the use of calculator, number line, or other tools as appropriate
- ☒ Group similar problems together
- ☐ Provide less problems
- ☐ Use graph paper to write problems
- ☒ Provide "math facts" sheets or charts
- ☐ Items read to or with student
- ☒ Break multiple step items into small steps
- ☐ Read directions to student
- ☐ Allow more time on assignments
- ☐ Allow activity breaks
- ☐ Don't use timed activities
- ☒ Allow short breaks between activities
- ☐ Ignore minor movement within assigned area
- ☐ Allow student to stand and work
- ☐ Rework assignments in resource/ with resource teacher
- ☐ Grades averaged at teacher's discretion

Handwriting

- ☐ Use worksheets that require less graphics
- ☐ Allow work to be recopied when sloppy
- ☐ Provide a note-taker or copies for student
- ☐ Allow print vs cursive
- ☐ Provide a model for writing information
- ☐ Other

- ☒ Preferential seating in classroom
- ☒ Preferential seating in lunchroom
- ☐ Reduce visual distractions
- ☐ Allow movement within assigned area
- ☐ Use a study carrel
- ☐ Define areas concretely

Socialization Supports

- ☐ Peer tutoring
- ☐ Use cooperative learning
- ☐ Focus on process end product
- ☒ Teach social skills
- ☒ Cooperative learning projects
- ☐ Allow opportunities to help other students
- ☐ Other

Home

- ☐ Have a second set of materials at home
- ☐ Use a home-school communication program
- ☐ Have parent's preview or review material
- ☐ Link learning/ behavior activities to family routines
- ☐ Other

Date Created: November 21, 2024

(IEP)

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Accommodations & Modifications (Cont.)

Presentation of Subject Matter:

Provide models and allow use of manipulative sets

Academic:

Allow the use of calculator, number line, or other tools as appropriate, group similar problems together, provide “math facts” sheets or charts, break multiple step items into small steps, allow short breaks between activities

Environment:

Preferential seating in classroom and reduce visual distractions

Socialization Supports:

Teach social skills and cooperative learning projects

Student Name: Lauren Marie Young
DOB: 02/14/2012

New Hampshire Training Site
IEP Meeting Date: 11/21/2024

IEP Accommodations Checklist

Materials <ul style="list-style-type: none"><input type="checkbox"/> Audio text or other materials<input type="checkbox"/> Pre-teach materials<input checked="" type="checkbox"/> Use highlighter tape or highlight materials<input type="checkbox"/> Use manipulative sets<input type="checkbox"/> Provide copy of notes after student attempts<input type="checkbox"/> Use large print<input checked="" type="checkbox"/> Adapt tasks based upon student mastery<input type="checkbox"/> Clarify expectations for work<input type="checkbox"/> Use rubrics<input type="checkbox"/> Simplify language<input type="checkbox"/> Avoid penalizing for:<input type="checkbox"/> Allow alternative formatting<input type="checkbox"/> Use specialized equipment<input checked="" type="checkbox"/> Calculator<input type="checkbox"/> Other	Time Management/ Motivation/ Reinforcement <ul style="list-style-type: none"><input type="checkbox"/> Use visual schedule<input type="checkbox"/> Use a calendar or journal<input type="checkbox"/> Clarify for understanding<input type="checkbox"/> Teach study skills<input type="checkbox"/> Have student repeat directions<input type="checkbox"/> Establish timelines for work<input type="checkbox"/> Plan for generalization<input type="checkbox"/> Design/write/use long-term assignment timelines<input checked="" type="checkbox"/> Give transition warning<input type="checkbox"/> Request parent reinforcement<input type="checkbox"/> Use study sheets to organize material<input type="checkbox"/> Review and practice in real situations<input type="checkbox"/> Teach skill in several settings/environments<input checked="" type="checkbox"/> Connect skills to student's life<input type="checkbox"/> Verbal praise<input type="checkbox"/> Nonverbal (visual) cues to keep working<input type="checkbox"/> Offer choices<input type="checkbox"/> Positive reinforcement/ Behavior chart<input type="checkbox"/> Behavior<input type="checkbox"/> Other
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Services

Type of Service	Goal	Title	Provider Title	Sessions Frequency	Time Per Session	Dates	Service Location	Medical
Special Education Services								
Mathematics - Specially Designed Instruction	1	Special Ed Teacher	Special Ed Teacher	5 times / wk	5 sessions/wk of 30 min	11/21/24 - 06/19/25	Special Ed Setting	N
Math Push-in Support	1	Special Ed Teacher	Paraeducator	5 times / wk	5 sessions/wk of 60 min	11/21/24 - 06/19/25	Regular Ed Setting	N
Related Services								
Speech Pathology - Group	2	Speech Language Pathologist	Speech - Language Assistant	1 time / wk	1 session/wk of 30 min	11/21/24 - 06/19/25	Special Ed Setting	Y
Counseling - Individual	3	Special Ed Teacher	Social Worker	1 time / wk	1 session/wk of 30 min	11/21/24 - 06/19/25	Special Ed Setting	Y
Supplementary Aids and Services								
Academic Support	1	Special Ed Teacher	Paraeducator	5 times / wk	5 sessions/wk of 60 min	11/21/24 - 06/19/25	Regular Ed Setting	N

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Special Education Services

Type of service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin/End Date	Location of Services	Medical
Mathematics - Specially Designed Instruction	1	Special Ed Teacher	Special Ed Teacher	5 times / wk	5 sessions / wk / 30 min	11/21/2024 - 06/19/2025	Special Education Setting	N
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Support for Personnel

Type of Support	Goals Area
-----------------	------------

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New Hampshire Training Site
High School
81 Front St
Sometown, NH 11111

Individualized Education Program

Begin Date: November 21, 2024 End Date: November 20, 2025

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Initial IEP | <input type="checkbox"/> Annual Review | <input type="checkbox"/> Re-evaluation | <input type="checkbox"/> IEP Amendment | <input type="checkbox"/> Extended Year |
| <input type="checkbox"/> Stay Put | <input type="checkbox"/> Court Ordered | <input type="checkbox"/> Placement | <input type="checkbox"/> ISP | |

Student Information

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Date of Birth: 02/14/2012		
Age: 12	Gender: F	Primary Language: English
Street: 55 Fake Street Rd	Town: Sometown	Grade: 7th
Home Phone: 603-123-7658		State/Zip: NH 11111
Primary Disability: Autism	Secondary Disability:	
Third Disability:		
Next Date of 3 Year Evaluation: 11/18/2027		
Court Placement Date:		
District of Liability: Fake Mountain Regional	Town of Residence: Sometown (town)	
Case Manager: Dylan Cavallaro	Phone Number: 603-123-5555	

Parent/Guardian Information

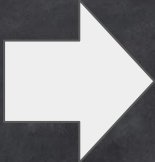
Name: Jamie Smith	Relationship to Student: Mother	Primary Language: English
Street: 55 Fake Street Rd	Town: Sometown	State/Zip: NH 11111
Phone: 603-123-7658	Work Phone: 603-321-5050	
Email: jamiesmith@example.com		

Full IEP



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New Hampshire Training Site
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Present Levels of Academic Achievement and Functional Performance

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Lauren does have several trusted friends and does better in large groups than 1:1 conversation with peers. This often gives Lauren much support during frustrated and dysregulated moments.

Lauren's behavior does fluctuate however she can often regulate herself with the help of her friends. Most of the time she has no problem following normal classroom expectations and rules. When Lauren is dysregulated, she will often put her head down and avoid conversation. She may also shift her focus into a book or writing when anxious or frustrated. When in this state she may push away objects given to her or aggressively refuse assistance.

Functional Needs:

Lauren requires clear and concise classroom rules and expectations and will get frustrated if other students disregard these rules. Lauren also does best with a regular, steady schedule and routine. Lauren has made important improvements with schedule and routine changes, however, will still often get frustrated when these changes do happen. She does better with major routine changes than minor ones.

Lauren struggles with focus and attention with tasks she finds difficult. After several minutes of performing said activities she will show signs of fatigue. Small breaks between questions often are needed. For these difficult tasks Lauren does best when given one direction at a time and often requires to be retaught newer skills.

Lauren also tends to hyperfocus on tasks she finds enjoyable such as reading and writing. This makes learnings new skills in these areas easy for Lauren however she tends to have trouble switching away from these tasks. When she is hyperfocused she may become agitated or frustrated when pulled away from these tasks. She might refuse to leave the classroom, for example if she is in an exciting part in her book. With this state of focus it can often be difficult to get Lauren's attention as well. Lauren has made progress in this area but does often have difficulty in this area. She may also be dazed, fatigued, or confused when exiting her hyperfocused state.

Lauren currently has ELA before she goes to Lunch which helps with recovery after this hyperfocused state.

Describe the Parent Concerns for Improving the Student's Education:

Lauren's mom has concerns for Lauren's mathematical skills and is hoping to see improvement in this area of study. She would also like to see improvement in her speech skills.

Results of Additional Information about the student to be considered (including the Most Recent Evaluation):

Lauren was diagnosed in 2017 with Autism Spectrum Disorder

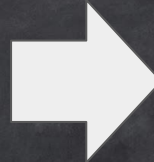
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Student Name: Lauren Marie Young
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Fountas and Pinnell: Level Z

Reading NEWA: Above Average

Mathematics NEWA: Below Average

Describe how the student's disability affects the student's involvement and progress in the general curriculum:

Lauren will require many modifications and accommodations for difficult tasks and is performing below grade level in Math.

Lauren's disability can make communication difficult due to her speech problems. This can make working with others difficult and when asking for help on a task difficult.

Describe how the student's disability affects non-academic areas:

Lauren has inconsistent behaviors and will occasionally become frustrated and dysregulated. She needs support from trusted adults and peers to regain regulation.

She finds doing difficult tasks too difficult and will often get distracted during these tasks.

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Student Name: Lauren Marie Young
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**Measurable Annual Goals and Short-Term Objectives
Progress Toward Meeting Annual Goal(s)**

Area of Need: Math

Present Level of Academic Performance: Lauren can add and subtract multidigit numbers using various methods. She is fluent in multiplication and division facts up to 11. Lauren can identify fractions and is familiar with the relationship between fractions and division. She is able to add and subtract fractions. She is also very skilled at reading analog clocks and using them as a method to work with fractions. She can identify place value and is able to work with money and coin values. She relies on a multiplication chart and calculator for multistep problems and equations.

Annual Measurable Goal #1: By November of 2025, when given a set of 10 problems involving multistep multiplication and long division, Lauren will be able to use her knowledge to solve the problems with a 90% accuracy rate measured monthly by the special education teacher.

Short-Term Objectives:

By January 2025, when given a set of multistep multiplication problems, Lauren will solve the problems with at least 90% accuracy with assistance from a multiplication chart and calculator measured by student work samples and teacher records.

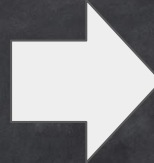
By March 2025, when given a set of long division problems, Lauren will solve the problems with at least 90% accuracy with assistance from a multiplication chart and calculator measured by student work samples and teacher records.

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By June 2025, when given a set of long division and multistep multiplication problems, Lauren will solve the problems with a 60% accuracy without the use of a multiplication chart and calculator measured by student work samples and teacher records.

Measurable Method of Evaluation: Student work samples, teacher records, and monthly assessments proctored by the special education teacher

Method of Reporting to Parents: Quarterly Progress Reports

Student Name: Lauren Marie Young
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IEP Accommodations Checklist

Materials

- ☐ Audio text or other materials
- ☐ Pre-teach materials
- ☐ Use highlighter tape or highlight materials
- ☒ Use manipulative sets
- ☐ Provide copy of notes after student attempts
- ☐ Use large print
- ☒ Adapt tasks based upon student mastery
- ☐ Clarify expectations for work
- ☐ Use rubrics
- ☐ Simplify language
- ☐ Avoid penalizing for:
- ☐ Allow alternative formatting
- ☐ Use specialized equipment
- ☒ Calculator
- ☐ Other

Assignments

- ☐ Use written backup to oral instructions
- ☒ Reduce difficulty level
- ☒ Shorten assignments
- ☐ Give extra cues or prompts
- ☒ Give directions in small distinct steps
- ☐ Provide exemplars/ models
- ☐ Limit penalizing for errors related to disability
- ☐ Provide alternate activities, same content

Testing Adaptations

- ☐ Allow oral responses
- ☐ Read test to/ with student
- ☐ Preview test language
- ☒ Extended time Short answer vs. open-ended
- ☒ Multiple choice vs. short answer
- ☐ Modified format (i.e. white space, word bank)
- ☒ Shortened questions/ limit answer choices
- ☐ Taken in resource room
- ☐ Retest at teacher's discretion
- ☐ Grades averaged at teacher's discretion
- ☐ Other

Academic

Time Management/ Motivation/ Reinforcement

- ☐ Use visual schedule
- ☐ Use a calendar or journal
- ☐ Clarify for understanding
- ☐ Teach study skills
- ☐ Have student repeat directions
- ☐ Establish timelines for work
- ☐ Plan for generalization
- ☐ Design/write/use long-term assignment timelines
- ☒ Give transition warning
- ☐ Request parent reinforcement
- ☐ Use study sheets to organize material
- ☐ Review and practice in real situations
- ☐ Teach skill in several settings/environments

Assignments

- ☒ Connect skills to student's life
- ☐ Verbal praise
- ☐ Nonverbal (visual) cues to keep working
- ☐ Offer choices
- ☐ Positive reinforcement/ Behavior chart
- ☐ Behavior
- ☐ Other

Presentation of Subject Matter

- ☐ Use individual/small group instruction
- ☐ Provide guided notes
- ☒ Provide models Allow use of manipulative sets
- ☐ Highlight critical information
- ☐ Pre-teach vocabulary
- ☐ Simplify language or reading level of assignment
- ☐ Other

Environment

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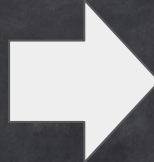
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- ☒ Allow the use of calculator, number line, or other tools as appropriate
- ☒ Group similar problems together
- ☐ Provide less problems
- ☐ Use graph paper to write problems
- ☒ Provide "math facts" sheets or charts
- ☐ Items read to or with student
- ☒ Break multiple step items into small steps
- ☐ Read directions to student
- ☐ Allow more time on assignments
- ☐ Allow activity breaks
- ☐ Don't use timed activities
- ☒ Allow short breaks between activities
- ☐ Ignore minor movement within assigned area
- ☐ Allow student to stand and work
- ☐ Rework assignments in resource/ with resource teacher
- ☐ Grades averaged at teacher's discretion

Handwriting

- ☐ Use worksheets that require less graphics
- ☐ Allow work to be recopied when sloppy
- ☐ Provide a note-taker or copies for student
- ☐ Allow print vs cursive
- ☐ Provide a model for writing information
- ☐ Other

- ☒ Preferential seating in classroom
- ☐ Preferential seating in lunchroom
- ☒ Reduce visual distractions
- ☐ Allow movement within assigned area
- ☐ Use a study carrel
- ☐ Define areas concretely

Socialization Supports

- ☐ Peer tutoring
- ☐ Use cooperative learning
- ☐ Focus on process end product
- ☒ Teach social skills
- ☒ Cooperative learning projects
- ☐ Allow opportunities to help other students
- ☐ Other

Home

- ☐ Have a second set of materials at home
- ☐ Use a home-school communication program
- ☐ Have parent's preview or review material
- ☐ Link learning/ behavior activities to family routines
- ☐ Other

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Student Name: Lauren Marie Young
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Special Education Services

Type of service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin/End Date	Location of Services	Medical
Mathematics - Specially Designed Instruction	1	Special Ed Teacher	Special Ed Teacher	5 times / wk	5 sessions / wk / 30 min	11/21/2024 - 06/19/2025	Special Education Setting	N
Math Push-in Support	1	Special Ed Teacher	Paraeducator	5 times / wk	5 sessions / wk of 60 min	11/21/2024 - 06/19/2025	Regular Education Setting	N

Related Services

Type of service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin/End Date	Location of Services	Medical
Speech Pathology - Group	2	Speech - Language Pathologist	Speech - Language Assistant	1 time / wk	1 session / wk of 30 min	11/21/2024 - 06/19/2025	Special Education Setting	Y
Counseling - Individual	3	Special Ed Teacher	Social Worker	1 time / wk	1 session / wk of 30 min	11/21/2024 - 06/19/2025	Special Education Setting	Y

Supplementary Aids and Services

Type of service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin/End Date	Location of Services	Medical
Academic Support	1	Special Ed Teacher	Paraeducator	5 times / wk	5 sessions / wk of 60 min	11/21/2024 - 06/19/2025	Regular Education Setting	N

Support for Personnel

Type of Support	Goals Area
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Student Name: Lauren Marie Young
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PARENT'S RESPONSE TO EDUCATIONAL PLACEMENT PROPOSAL

This is a document for parents to indicate their formal response to a school district proposal related to educational placement for their child. Parents may take up to 14 calendar days from the date on which they receive the proposal to respond. This ensures that the special education process can be conducted in a timely and appropriate manner. The 14-day time limit may be extended if both parent and School District agree to an extension.

Provider:
Program:

Time Spent:

Begin:
End:

PARENT'S NAME: Jamie Smith
ADDRESS:

STUDENT: Lauren Marie Young
SASID NUMBER: 123456
DATE DOCUMENT TRANSMITTED:
TRANSMITTAL METHOD:
CONTACT PERSON:

Proposal details are enclosed

Parents: Your signature below will also verify that you have received a copy of "Parental Rights in Special Education." If you have NOT received the publication, request one from the contact person named above, and sign this document only after you have received and reviewed it.

My response to this educational placement proposal is indicated above. I have received a copy of "Parental Rights in Special Education."

PARENT'S SIGNATURE:

RELATIONSHIP TO STUDENT: Mother

DATE: 11/21/2024

LEA Representative Signature:

Date: 11/21/2024