

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: J.J.

DOB 10/10/1998 SCHOOL YEAR 2005 - 2006 GRADE 1 -

IEP INITIATION/DURATION DATES FROM 08/14/2005 TO 05/25/2006

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE

J.J. is a first grade student. He began speech-language services when he was three years old because of severe phonological deficits and moderate receptive and expressive language delays. He has made significant progress in correcting his articulation errors, but still needs speech services because his sound production is delayed when compared to that of his peers. His conversational speech is not easily understood and requires careful listening in most situations. His language delays continue to impact his progress in acquiring basic reading skills, including phonemic awareness and decoding printed materials. He has difficulty in associating sounds that match to letters. He has difficulty verbally answering questions relating to comprehension of orally presented material.

On the fall kindergarten Dynamic Indicators of Early Literacy Skills (DIBELS) assessment, J.J. scored in the intensive range in all areas. By the end of the year his scores had improved to the strategic range.

J.J. lives with his parents and two younger brothers. He participates in activities at the YMCA including swimming, t-ball, and football. He is very friendly and interacts appropriately with his peers. His parents are concerned about his delayed progress in acquiring reading skills.

His classroom teacher indicated that he is eager to learn to read, but has difficulty recalling letter identification skills. He works hard to complete classwork.

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SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[x]
• Does the student have limited English proficiency?	[]	[x]
• Does the student need instruction in Braille and the use of Braille?	[]	[x]
• Does the student have communication needs (deaf or hearing impaired only)?	[]	[x]
• Does the student need assistive technology devices and/or services?	[]	[x]
• Does the student require specially designed P.E.?	[]	[x]
• Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment?	[]	[x]
• Are transition services addressed in this IEP?	[]	[x]

TRANSPORTATION AS A RELATED SERVICE

Does the student require transportation as a related service? [] YES [x] NO

Does the student need accommodations or modifications for transportation? [] YES [x] NO

If yes, check any transportation accommodations/modifications that are needed.

[] Bus driver is aware of student's behavioral and/or medical concerns

[] Wheelchair lift

[] Restraint system.

Specify:

[] Other.

Specify:

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

[x] YES.

[] YES, with supports. Describe:

[] NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9.0 weeks).

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AREA: Reading/Language

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Curriculum-based assessments reveal that J.J. is able to provide basic details of a story, but is only able to answer comprehension questions in 2/10 trials (R.K.5). In the classroom, he is typically unable to answer "who", "what" and "where" questions (R.1.4.2) which limits his progress in first grade reading materials.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

By May 2006, J.J. will demonstrate comprehension of reading materials by answering "wh" questions (R.1.4.2) on 8/10 trials as measured by work samples and classroom assessments.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment
 Teacher/Text Test
 Teacher Observation
 Grades
 Data Collection
 State Assessment(s)
 Work Samples
 Other: _____
 Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

- | | |
|--|-------------------------------|
| 1. By the end of the first grading period, J.J. will answer "what" questions after listening to a story on 8/10 trials. | <u>Date of Mastery:</u> _____ |
| 2. By the end of the second grading period, J.J. will answer "where" questions after listening to a story 8/10 trials. | <u>Date of Mastery:</u> _____ |
| 3. By the end of the third grading period, J.J. will answer "who" questions after listening to a story on 8/10 trials. | <u>Date of Mastery:</u> _____ |
| 4. By the end of the fourth grading period, J.J. will answer "what", "where" and "who" questions after reading a story on 8/10 trials. | <u>Date of Mastery:</u> _____ |

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
Special Education Supplementary reading instruction intervention program.	3 times weekly	30 min.	8/14/05 to 5/25/06 _____	General Education Classroom
Supplementary Aids and Services SLP will consult with the classroom teacher regarding J.J.'s ability to answer "wh" questions and follow directions during classroom activities.	1 time weekly	10 min.	_ 8/14/05 to 5/25/06 _____	General Education Classroom
Program Modifications			_____	
Accommodations Needed for Assessments			_____	
Related Services			_____	
Assistive Technology			_____	
Support for Personnel			_____	

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AREA: Articulation

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

J.J. scored in the strategic range on the DIBELS. Reduced speech intelligibility interfered with correct production of speech sounds during the phoneme segmentation task. J.J. was unable to correctly produce /g,k,f,v/ (R.1.2.2). He correctly produced all vowel sounds and 8 consonants (R.K.2). The articulation errors noted during DIBELS were also evident in formal articulation assessment. This impacts his ability to be understood by his peers, teachers and family.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

By May 2006, J.J. will produce the most common sound associated with individual letters /g,k,f,v/ with 80% accuracy in structured activities as documented in SLP progress monitoring (R1.2.2).

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment
 Teacher/Text Test
 Teacher Observation
 Grades
 Data Collection
 State Assessment(s)
 Work Samples
 Other: _____
 Other: _____

DATE OF MASTERY: _____

BENCHMARKS:

1. By the end of the first grading period, J.J. will produce /g,k,f,v/ in words with 80% accuracy. Date of Mastery: _____
2. By the end of the second grading period, J.J. will produce /g,k,f,v/ imitative phrases and sentences with 80% accuracy. Date of Mastery: _____
3. By May 2006, J.J. will produce /g,k,f,v/ in structured classroom activities with 80% accuracy. Date of Mastery: _____

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Type of Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Date	Location of Service(s)
Special Education Speech Therapy	2 X/ week	30 minutes	8/14/05 to 5/25/06	Resource room
Supplementary Aids and Services SLP will collaborate with classroom teacher concerning carryover of recently acquired sounds into the general education classroom.	2 X/ month	20 minutes	1/15/0 to 5/2/06	General Education Classroom
Program Modifications				
Accommodations Needed for Assessments				
Related Services				
Assistive Technology				
Support for Personnel				

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GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

YES	NO
[x]	[]
[x]	[]
[x]	[]
[x]	[]
[x]	[]
[x]	[]

- The strengths of the child?
- The concerns of the parents for enhancing the education of the child?
- The results of the initial or most recent evaluations of the child?
- As appropriate, the results of performance on any State or districtwide assessments?
- The academic, developmental, and functional needs of the child?
- The need for extended school year services?

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? Yes No

If no, justify:

Does this student receive all special education services with nondisabled peers? Yes No

If no, justify (justification may not be solely because of needed modifications in the general curriculum):

Due to J.J.'s need for intensive articulation services, therapy will be provided in the speech resource room.

6-21 YEARS OF AGE

3-5 YEARS OF AGE

(Select one from the drop-down box.)

02-99% to 80% of the day inside the general education environment.

Secondary LRE (only if LRE above is Private School-Parent Placed)

COPY OF IEP

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the IEP given to parent at the IEP meeting?
 Yes No

Was a copy of the *Special Education Rights* given to parent at the IEP meeting? Yes No

If no, date sent to parent: _____

If no, date sent to parent: _____

Date copy of **amended** IEP provided/sent to parent _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	*	5/20/05
Parent		
LEA Representative	*	5/20/05
Special Education Teacher	*	5/20/05
General Education Teacher	*	5/20/05
Student		
Career/Technical Education Rep		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date