

**General Student Information**

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: [REDACTED]

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 4/16/2015

Primary / Other	Exceptionality	Detail(s)
Primary	Other Health Impairments	
Other	Orthopedic Impairment	

IEP Participants	IEP Participants	Name
ODR	Regular Education Teacher	Corey Weeks [REDACTED]
Special Education Teacher	Parent	[REDACTED]
Adapted PE Teacher	Physical Therapist	Angela Barre [REDACTED]
Regular Education Teacher	Other	[REDACTED]
Other	Parent	[REDACTED]

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

**General Information about the Student:** The student is a fourth grader at [REDACTED]. He uses a step stool to board the bus in the morning and afternoon. Other adapted assistance may include larger diameter or triangular shaped pencils. Pencil grip, word processor, and slanted writing surface will be used if student becomes fatigued during writing. The student has access to all assistive technology on an as needed basis but currently he is only accessing the word processor for some of his writing assignments.

**Strengths:** According to the multidisciplinary evaluation dated April 15, 2015, the student's strengths are reading fluency, written expression, and is currently able to perform most physical activities with modifications.

**Parent Concerns:** Parents are concerned that school bag is heavy - They would like teachers to see accommodation put into place where student does not need to bring school bag to school.

**Evaluation / Reevaluation Results:** According to the multidisciplinary evaluation dated April 16, 2015, the student qualifies for special education services with the exceptionality of Other Health Impairment and a secondary exceptionality of Orthopedic Impairment. The diagnosed impairments are as follows: Medical diagnosis of Muscular Dystrophy, which impacts his emotional functioning, attention and his neuromuscular functioning. The additional services needed are: Catholic Charities counseling, physical therapy, adapted physical education, and occupational therapy.

**Academic, Developmental, and Functional Needs:** The student's functional needs are in the areas of social interaction with teachers and peers, strategies to handle frustration with academic demands, and improve/preserve motor skills. Occupational Therapy will be addressed within his curriculum. Due to current documentation, behavior and attention concerns, it is felt that the student would benefit from a portion of his general education classes/ instruction in the special education setting and small group testing accommodation.

**Statewide Assessment Results:** The student scored satisfactory on the statewide assessment in the Spring 2016.

**Progress or lack of expected progress in general education curriculum:** The student is currently meeting grade level expectations at this time.

Parents would also like the student to have Math earlier in the day.

**General Student Information (continued)**

Consideration of Special Factors

Behavior: Current behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, throwing objects (pencil, water bottle, etc.), breaking pencils in half, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, re-direct/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control, conference with the student, in school detention, and an office referral. The student currently complies with directions given and is respectful an average of 84% of documented opportunities.

Limited English Proficient: N/A

Communication Needs of Child: N/A

Instruction in and use of Braille: N/A

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page N/A

Health needs - IHP needs to be attached to IEP: The student currently takes: Deflazacort 15mg daily, CoQ10 400mg daily, Zolof 75mg daily, Concerta 54mg daily, Concerta 36mg daily (at school at noon) Focalin 20mg daily, Vit D 1000 IU daily, Kapvay 0.1mg twice a day, Study trial med weekly. See attached health plan.

After consideration by the IEP team, there are no special factors that need to be addressed at this time

Transition Courses of Study - Attach plan to IEP:  Individual Prescription for Instruction  Individual Graduation Plan  Individual Graduation Plan for LAA1 Students  Educational/Career Plan for LAA1 Students

Educational Needs:  Academic/Cognitive  Behavior  Communication  Motor  Self-Help  Social

**Instructional Plan #1**

EDUCATIONAL NEED AREA: Behavior

CONTENT AREA:

- ESY Instruction
- Act 833 Applied
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Current behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, throwing objects (pencil, water bottle, etc.), breaking pencils in half, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, re direct/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control, conference with the student, in school detention, and an office referral. The (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

Given no more than two reminders, the student will comply with directions given an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

Method of Measurement: Charting

Additional Methods of Measurement: Tracking Sheets

Date Achieved:

**REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LAA1)**  
MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) counselor
- Other (List)

paraprofessional

**Instructional Plan #2**

EDUCATIONAL NEED AREA: Motor

CONTENT AREA: Adapted Physical Education

- ESY Instruction
- Act 833 Applied
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

The student ambulates to access the full campus and bus. Due to his medical diagnosis, there are limitations put on his activities to aid in maintaining his current level of function: no running, repetitive movements, walking down many steps or walking bleachers, hanging from playground equipment, or sitting on the floor and looking up for an extended time. There is increased toe gait observed but not consistent as he is able to obtain a reciprocal heel-toe gait pattern. Weight bearing on the lateral surfaces of his feet has been observed as well as use of compensatory skills to accommodate changes in strength and range of motion. (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

The student will initiate and complete his exercises with active assistance as indicated in his program, 100% of sessions, and initiate one modification for PE activities with verbal cues, each 9 weeks, for the duration of this IEP.

Method of Measurement: Observational Data

Additional Methods of Measurement: Progress monitoring

Date Achieved:

**REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LAA1)**  
 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) PT
- Other (List)

**Instructional Plan #3**

EDUCATIONAL NEED AREA: Social

CONTENT AREA:

- ESY Instruction
- Act 833 Applied
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Current behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, throwing objects (pencil, water bottle, etc.), breaking pencils in half, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, re direct/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control, conference with the student, in school detention, and an office referral. The (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

The student will use respectful and appropriate words and actions with peers and adults an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

Method of Measurement: Charting

Additional Methods of Measurement: Tracking Sheets

Date Achieved:

**REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LAA1)**  
MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

No objectives have been entered.

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) counselor
- Other (List)

paraprofessional

ESY Instruction

**Accommodations**

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments								
		Paper						Online		
		Grades 3-4	Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12		
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Presentation Accommodations</b>										
Modify Test/Assignments										
Shorten assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Limit amount of work required or length of tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Other Presentation Accommodations										
Task analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Classroom only - NOT for state assessments)	set of books at home and in each classroom.									

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments								
		Paper						Online		
		Grades 3-4	Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12		
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Response Accommodations</b>										
Communication Assistance										
Word Processors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Response Accommodations										
Writing Tools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slant Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Copy of notes (teacher notes, class notes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature		<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology		Statewide Assessments						
				Paper				Online		
				Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Timing &amp; Scheduling</b>										
Extended Time/Increase the amount of time allowed to complete assignments and tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extra time-written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Allow breaks during work periods, between tasks, during testing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature		<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology		Statewide Assessments						
				Paper				Online		
				Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Setting Considerations</b>										
Small group testing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specified Area or Seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (Classroom only - NOT for state assessments)	seating and desk at the appropriate height: seating with clear path to class exit, always seated at the bottom of the bleachers (do not climb bleachers), adaptive step for bus entrance. Seating with direct access to computer.									

**Program / Services**

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments   
Alternate Assessment

LAA 1 -- For a 12th grade student who is eligible to participate in LAA1, continue selecting this option even though the student is not required to test during the 12th grade year.

LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

- ELA       Math
- Science     Social Studies

None  This option should be selected only under one of the following two conditions:  
- Prekindergarten through second grade students  
- Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

Act 833 Eligibility

- No     Yes
- Promotion     Graduation

**Special Transportation**

No     Yes - Describe

REGULAR CLASSES

- Reading                       Spelling                       Physical Education
- Science                       Writing                       Social Studies
- Math                           Art/Music                       Foreign Language
- Vocational                       English/Language Arts
- Electives (list)

morning meeting

**If not in regular classes, explain**

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

- Assemblies                       Buses                       Field Trips
- Library                           Meals                       Recess
- Extracurricular/Nonacademic
- Other

any offered by the school

If not participating in activities with non-disabled peers, explain

EXTENDED SCHOOL YEAR SERVICES (ESYS)

Criteria For Consideration:

- Regression / Recoupment
- Critical Point of Instruction 1
- Critical Point of Instruction 2

**Special Circumstances**

- Employment
- Transition to Part B (Preschool)
- Transition to Post School Outcomes
- Excessive Absences
- Extenuating Circumstances

Supports Needed for School Personnel (Describe)

Collaboration between all service providers. The regular education teacher will allow the student to make up any work missed due to medical absences in the special education setting when needed.

**Services / Placement**

**Time Frame A**

STUDENTS TOTAL INSTRUCTIONAL DAY (Minutes): 390 Student attends school 5 days per week.

Service	Date to Begin	Duration	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Special Education Instruction	3/3/2017	1 year	N/A	0	0	0	0	60	5
Adapted PE	3/3/2017	1 year	Both	0	0	0	0	10	3
Counseling Services	3/3/2017	1 year	Both	0	0	0	0	30	1
<b>Total Number of Minutes in Special Setting per Week: 361</b>									

Service	Date to Begin	Frequency	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Physical Therapy	3/3/2017	M	I	15	1	0	0	5	1
Occupational Therapy	3/3/2017	M	I	15	1	0	0	0	0
<b>Total Number of Minutes in Special Setting per Week: 1</b>									

**PLACEMENT/SERVICE DETERMINATION CHECKLIST**

This list is not a continuum of least restrictive environment for the deaf or hard of hearing students.

- Inside the regular class 80% or more of the day     
  Inside the regular class less than 40% of the day     
  Residential Facility     
  Correctional Facilities  
 Inside regular class between 40%-79% of the day     
  Separate School     
  Hospital / Homebound

Document the educational benefit for the placement **if not Inside regular class 80% or more of the day.**

**COMMENTS**

PT and OT require current MD orders. PT and OT consult minutes will be averaged over the month.

(Addendum For Field: Instructional Plan #1: Present Level of Academic Achievement and Functional Performance)  
student currently complies with directions given and is respectful an average of 84% of documented opportunities.

(Addendum For Field: Instructional Plan #2: Present Level of Academic Achievement and Functional Performance)  
Physical education activities are modified every new unit and he is allowed to read or participate at the modified level. He participates in APE for active assisted cervical flexion, active assisted hip extension, independent heel cord stretches, quadruped active pelvic tilts (cat/cow active range of motion), and passive hip flexor stretches in prone. His current participation level in APE is 100%.

(Addendum For Field: Instructional Plan #3: Present Level of Academic Achievement and Functional Performance)  
student currently complies with directions given and is respectful an average of 84% of documented opportunities.

March 3, 2017

## Positive Behavior Intervention Plan

Student: [REDACTED]

Date: March 3, 2017

### Apparent/Proposed Function of Problem Behavior:

[REDACTED] is currently a third grader in [REDACTED] and [REDACTED] class at [REDACTED] Elementary. According to his multidisciplinary reevaluation dated April 16, 2015, [REDACTED] qualifies for special education services with the exceptionality of Other Health Impairment and a secondary exceptionality of Orthopedic Impairment. The diagnosed impairments are as follows: Medical diagnosis of Duchenne Muscular Dystrophy, which impacts emotional functioning, attention and his neuromuscular functioning. The additional services needed are: Catholic Charities counseling, physical therapy, occupational therapy, adapted physical education.

According to the FBA data collected in the current evaluation, dated May 15, 2015, and a review of current discipline reports, teacher interviews, review of the neuropsychological evaluation, medical data, and observations, the data collected continues to support the function of [REDACTED]'s problem behaviors as: frustration responses, talking out, arguing, teasing, disruptions, off task behaviors, and disrespectful responses to adults. The behavior that continues to be of most concern to his teachers were argumentative behavior and disrespectful responses (physical gestures, mocking behavior, disrespectful comments and/or body language) [REDACTED] exhibits towards his teachers. These behaviors occur an average of approximately three to four times a week or more. The time of the day or the setting does not seem to matter. Antecedents to behaviors are: re-directed/corrected, frustrated with an activity/ assignment, struggles with a task, during lunch, transitional times throughout the school day, at times when other students' comment during discussions, during dismissal, when he feels he is being targeted, or when he feels embarrassed or that attention is drawn to his disability. It is least likely to occur when [REDACTED] is engaged in a preferred activity such as: silent reading or a computer activity. Teacher behavior that typically occurs before the behavior includes giving a direct order or undesired task. Responsive strategies include: being sent out of the room for a think break, conference with special education/ regular education teacher. According to the current evaluation the following hypothesis of function of behavior are offered: [REDACTED] sometimes becomes disrespectful towards adults present in his comments and actions, in an attempt to escape from the required task, and possibly to exert or obtain power of adults present. Another factor that may figure into explaining [REDACTED]'s explosive and reactionary behavior towards adults is poor impulse control that is a result of his Duchenne Muscular Dystrophy condition. In effect, the absence of the dystrophin protein in his brain is believed to contribute to the risk of attention, learning, behavioral, and emotional problems as it can result in the frontal lobe dysfunction and meta-analysis that go with it (per neuropsychological report).

Behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, throwing objects (pencil, water bottle, etc.), breaking pencils in half, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, re direct/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to re gain control, conference with student, in school detention, and an office referral. [REDACTED] currently complies with directions given and is respectful an average of 84% of documented opportunities.

Target (Replacement Behavior(s) to Increase/ Develop:

R1. Given no more than two reminders, the student will comply with directions given an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

R2. The student will use respectful and appropriate words and actions with peers and adults an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

Target Behavior(s) of Concern to Decrease/Eliminate:

B1. Refusing to complete work given and/or follow directions.

B2. Engaging in inappropriate behaviors: making inappropriate comments and/or disrespectful comments, body language, argumentative/tantrum behaviors when frustrated, and, throwing things.

**Description of Plan:**

If [REDACTED] receives 1 or less reminders about his "target behavior" within one class/activity period, then he earns a yes/ point for that period and target behavior. [REDACTED] will check in with the special education teacher in the morning before beginning his school day and twice throughout the school day to obtain a positive reward of choice and, if needed, a conference about behavior and how to "fix" it for the remainder of his school day. [REDACTED] will have an opportunity to earn a predetermined set of points for the first part of his school day. He will meet with the special education teacher mid day for reward and, if needed, conference about behavior. [REDACTED]'s reward will be given based on the amount of points he has earned for the first part of his day. (example: points = minutes on computer). If [REDACTED] earns all of his points for the first part of his day, he will also receive a sticker to put on his chart. [REDACTED] will meet with the special education teacher at the end of each school day for his reward and conference, if needed, about behavior. [REDACTED] will also be given the opportunity to earn another sticker for his chart if he earns all his points for the second half of his day. The teacher will tally each time she provides him with a reminder. The tally will be placed in the box under the corresponding class/activity period and behavior for which the reminder was given. If he is sent to "Control Spot," a "Buddy Teacher," and/or the office, this can be documented in the notes section along with any other comments the teacher may have.

**Proactive Strategies:**

1. [REDACTED] will be given the opportunity to participate in counseling through Catholic Charities 4 times per month to help increase appropriate social interactions.
2. Adults will explicitly describe the behavior wanted.
3. Adults will make "start" or "do" requests rather than "stop" or "don't" requests
4. Adults will verbally positively reinforce compliance frequently.
5. Adults will provide immediate and positive responses when [REDACTED] uses more desirable means of expressing frustration.
6. Adults will utilize proximity control.
7. Reduce stimuli and distractions that would contribute to unnecessary or excessive behavior, i.e test tent, preferential seating.
8. Allow for periodic breaks, break down assignments into smaller segments, and allow for some movement.
9. Focus on effort and positive immediate actions of [REDACTED].
10. Maintain eye contact with [REDACTED] when giving a direction.
11. Make directions clear and concise.

12. Avoid a power struggle with [REDACTED].
13. Offer [REDACTED] time in the special education setting (break) when needed to regain control.
14. Make sure [REDACTED] comprehends a task before beginning; check for understanding. (have [REDACTED] repeat directions back)
15. Ignore behaviors that are not injurious or disruptive to the point that others are unable to learn.
16. Give [REDACTED] choices in his academics/ assignments when possible.
17. If [REDACTED] demonstrates understanding of a task, limit his amount of work needed to be completed and immediately offer time to read a book or do an activity at his desk that is desirable for him at the time.

**Responsive Actions:**

1. If [REDACTED] refuses to comply with adult directives and/or disrupts the learning environment after being given reminders to a point that his behavior is unable to be ignored, the following steps will be followed:
  - a. [REDACTED] will be escorted to the special education setting to attempt to get his behavior under control.
  - b. An adult who is familiar with [REDACTED] will ask him to move to a safe place and remain there until he is calm and can talk/conference with the teacher using formal language.
  - c. Keep him within eye range at all times. Move all peers away so they are not in close proximity to him.
  - d. [REDACTED] will be told, "We don't do \_\_\_\_\_, we do \_\_\_\_\_"
  - e. Do not respond verbally to his dramatic language. Avoid a power struggle and/or confrontation with [REDACTED]
  - f. If [REDACTED] cannot regain and sustain control an administrator and/or Parent/Guardian will be called.
  - g. Logical consequences will be assigned at the time the behavior is addressed.

At any time that [REDACTED] is considered to be a danger to himself or others, disrupts the learning environment to the point that others are unable to learn, or he is unable to regain control in all settings, he could be assigned an exclusion period. At that time a determination will be made if an exclusion period at home will be assigned. [REDACTED] can be assigned 10 days for the 2016-2017 and 2017-2018 school year. It is recommended that if a pattern develops and a student is being assigned these exclusions periods at home a review of his program should be done.

**Staff/Personnel/Individual Responsible:**

Target Behaviors R1, R2: Special education teacher, general education teacher, paraprofessional, parents, and Catholic Charities counselor.

Target Behaviors R1, R2: Special education teacher, general education teacher, paraprofessional, parents, and Catholic Charities counselor.

**Tracking Documentation:**

Documentation Log, Tracking sheet

I understand and agree to support this Behavior Intervention Plan for [REDACTED] as part of this IEP dated March 3, 2017.

Name [REDACTED]

Week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Morning Routine	R1 R2 Y N Y N —					
Morning Meeting	R1 R2 Y N Y N —					
Reading	R1 R2 Y N Y N —					
Writing	R1 R2 Y N Y N —					
BB/ LUNCH	R1 R2 Y N Y N —					

| Incentive on Chart in folder | 8/10 Y N                          |  |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--|
| Writing                      | R1 R2<br>Y N Y N<br>—             |  |
| Math                         | R1 R2<br>Y N Y N<br>—             |  |
| S/SS                         | R1 R2<br>Y N Y N<br>—             |  |
| Did I meet my goal?          | GOAL= 13/16<br><br>___/ 16<br>Y/N |  |

**Target (Replacement Behavior(s) to Increase/ Develop:**

R1. Given no more than two reminders, the student will comply with directions given an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

R2. The student will use respectful and appropriate words and actions with peers and adults an average of 90% of documented opportunities per a nine weeks period for the duration of this iep.

**Description of Plan:**

If [REDACTED] receives no more than 2 reminders (R1) about his "target behavior" within one class/activity period, then he earns a yes/ point for that period and target behavior- Note R2 is a yes or no. [REDACTED] will check in with the special education teacher in the morning before beginning his school day and twice throughout the school day if needed- to obtain a positive reward of choice and/or a conference about behavior and how to "fix" it for the remainder of his school day. [REDACTED] will have an opportunity to earn a predetermined set of points during his school day. [REDACTED]'s reward will be given based on the amount of points he has earned during his school day and if he met his behavioral goal. (example: points = minutes on computer). If [REDACTED] earns all of his points for the first part of his day, he will receive a sticker to put on his chart. [REDACTED] will meet with the special education teacher at the end of each school day for his reward and conference, if needed, about behavior. [REDACTED] will also be given the opportunity to earn another sticker for his chart if he earns all his points for the second half of his day. The teacher will tally each time she provides him with a reminder. The tally will be placed in the box under the corresponding class/activity period and behavior for which the reminder was given. If he is sent to "Control Spot," a "Buddy Teacher," SPED room, and/or the office, this can be documented in the notes section along with any other comments the teacher may have.

Effective Beginning Date \_\_\_\_\_

Next Review Date \_\_\_\_\_

Revised 6/99

STATE DEPARTMENT OF EDUCATION  
INDIVIDUALIZED HEALTH SERVICES PLAN  
FOR  
STUDENTS WITH SPECIAL HEALTH CARE NEEDS

**STUDENT IDENTIFICATION**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
School \_\_\_\_\_ Grade 4th

**BACKGROUND INFORMATION/NURSING ASSESSMENT**

(complete all applicable sections)

Brief Medical History/Specific Health Care: (additional information is attached)  
ADHD/ADD- Diagnosed with ADHD and anxiety disorder approx 4 years ago. Dr. \_\_\_\_\_ prescribes his medication. Has an extensive comprehensive psychology evaluation on file at school. Mom reports medication seems to be controlling his ADHD and anxiety disorder well.

Psychosocial Concerns \_\_\_\_\_ (additional information is attached)      Family Concerns/Strengths \_\_\_\_\_ (additional information is attached)  
Ability to focus in classroom setting      Family Supportive

**GOALS AND ACTIONS:** See attached care plan(s)

Attach physician's order and other standards for care.

1) Procedures and interventions (student specific)

Procedure	Administered	Equipment	Maintained By	Authorized/trained By
(a) Monitor for inattention, disorganized work habits, procrastination	Teachers/paras	N/A	School Personnel	_____ R.N.
(b) Monitor for hyperactivity, fidgeting, excessive talking	Teachers/paras	N/A	School Personnel	_____ R.N.
(c) Monitor for forgetfulness in daily activities, frequent shifts in conversation	Teachers/ paras	N/A	School Personnel	_____ R.N.

2) Medications       Attach medication guideline and administration log      3) Diet  
See attached list      Low sodium      \_\_\_\_\_ (additional information is attached)

4) Transportation Needs      \_\_\_\_\_ (additional information is attached)      5) Class/School Modifications      \_\_\_\_\_ (additional information is attached)  
Regular ed bus. Before/after care      As described in Muscular Dystrophy IHP

6) Equipment and Supplies:      \_\_\_ Parent      \_\_\_ School System       None      7) Safety Measures      \_\_\_\_\_ (additional information is attached)  
Maintain Safe School Environment

8) Student Participation in Procedures      \_\_\_ No      \_\_\_ Yes (if yes, attached description of participation level)      \_\_\_\_\_ (check if student is enrolled in special education)

**CONTINGENCIES**      \_\_\_\_\_ Emergency Plan Attached      **POSSIBLE ALERTS**      Disruptive and Developmentally  
\_\_\_\_\_ Training Plan Attached      Inappropriate Behaviors

**AUTHOR** \_\_\_\_\_ Department of the Health Services Plan and agree with the contents.

Parent(s) \_\_\_\_\_ Date 3/13/17      Teacher(s) \_\_\_\_\_ Date 3/13/17  
School Nurse \_\_\_\_\_ Date 3/13/17      Other \_\_\_\_\_ Date 3/13/17  
\_\_\_\_\_ Date 3/13/17      \_\_\_\_\_ Date 3-3-17

LOUISIANA STATE DEPARTMENT OF EDUCATION  
 INDIVIDUALIZED HEALTH SERVICES PLAN  
 FOR  
 STUDENTS WITH SPECIAL HEALTH CARE NEEDS

**STUDENT IDENTIFICATION**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 School \_\_\_\_\_ Grade 4th

**BACKGROUND INFORMATION/NURSING ASSESSMENT**

(complete all applicable sections)

Brief Medical History/Specific Health Care: (additional information is attached) Diagnosed with Duchene's Muscular Dystrophy in 2007. Disease will eventually rob him of his motor skills (walking, sitting, taking care of his personal needs). Parents strive to find a balance between letting him engage in activities he enjoys while doing what is in his best interest. Dr. \_\_\_\_\_ (ped); Dr. \_\_\_\_\_ (neuro); Dr. \_\_\_\_\_ (cardio). At this time, no cardiac concerns. Knows limitations & tires after physical activity, often with arm/leg pain.

Psychosocial Concerns \_\_\_\_\_ (additional information is attached) Family Concerns/Strengths \_\_\_\_\_ (additional information is attached)  
 None Family supportive

**GOALS AND ACTIONS:** See attached care plan(s)

Attach physician's order and other standards for care.

1) Procedures and interventions (student specific)

Procedure	Administered	Equipment	Maintained By	Authorized/trained By
(1) Avoid repetitive motions, do not let legs dangle, do not allow to run laps, no jumping that is repetitive, avoid hanging (like from a jungle gym), no descending steps, no activities that require him to look up	All teachers/paras	Steps to assist on to bus and step to rest feet on while sitting in chair	All staff	_____ R.N.
(2) Keep hydrated	All teachers/paras	Frequent water breaks as needed. Allow to have water at all times	All staff	_____ R.N.
(3)				

2) Medications  Attach medication guideline and administration log  
 See attached list

3) Diet  
 Low sodium – brings lunch most days  
 \_\_\_\_\_ (additional information is attached)

4) Transportation Needs  
 Rides bus; attends before/after care \_\_\_\_\_ (additional information is attached)

5) Class/School Modifications \_\_\_\_\_ (additional information is attached)  
 As noted in Goals & Actions

6) Equipment and Supplies: \_\_\_ Parent \_\_\_ School System \_\_\_ None  
 Step stools

7) Safety Measures \_\_\_\_\_ (additional information is attached)  
 Maintain routine safety procedures)

8) Student Participation in Procedures \_\_\_ No \_\_\_ Yes (if yes, attached description of participation level) \_\_\_ (check if student is enrolled in special education)  
 N/A

**CONTINGENCIES** Emergency Plan \_\_\_ Attached Training Plan \_\_\_ Attached Possible Alerts

**AUTHORIZATION** I have participated in the development of the Health Services Plan and agree with the contents.

**Figure 1**  
 [Redacted] Public Schools  
 (Revised 2008)

Assistive Technology Consideration Checklist

Date of Report: 3-3-17 School [Redacted]

Student: [Redacted]

Person Completing Form [Redacted]

**Directions: Use this form to consider the need for assistive technology (AT). Use the Assistive Technology Checklist when completing this form.  
 If a child requires AT, document AT needs on the IEP.**

PART I. IDENTIFY ANY AREA THAT IS KEEPING THE STUDENT FROM ACCOMPLISHING IEP GOALS AND/OR ACCESSING THE GENERAL CURRICULUM THAT REFLECT HIS/HER ABILITIES, OR IDENTIFY ANY AREA WHERE THE STUDENT IS ALREADY USING AT.			WAS 1 OR MORE AREA IDENTIFIED?
<input checked="" type="checkbox"/> <u>A. MOTOR ASPECTS OF WRITING</u> <input type="checkbox"/> <u>B. COMPUTER ACCESS</u> <input type="checkbox"/> <u>C. COMPOSING WRITTEN MATERIAL</u> <input type="checkbox"/> <u>D. COMMUNICATION</u> <input type="checkbox"/> <u>E. READING</u>	<input type="checkbox"/> <u>F. LEARNING/STUDYING</u> <input type="checkbox"/> <u>G. MATH</u> <input type="checkbox"/> <u>H. RECREATION</u> <input type="checkbox"/> <u>I. ACTIVITIES OF DAILY LIVING</u> <input type="checkbox"/> <u>J. MOBILITY</u>	<input type="checkbox"/> <u>K. ENVIRONMENTAL CONTROL</u> <input type="checkbox"/> <u>L. POSITIONING AND SEATING</u> <input type="checkbox"/> <u>M. VISION</u> <input type="checkbox"/> <u>N. HEARING</u> <input type="checkbox"/> <u>O. OTHER:</u>	<input checked="" type="checkbox"/> YES – GO TO PART II. <input type="checkbox"/> NO – CONSIDERATION IS COMPLETE.
PART II. LIST THE AREA (S) IDENTIFIED IN PART 1. SPECIFY THE TASK (S) THE STUDENT IS UNABLE TO DO AND THE ENVIRONMENT (S) WHERE THAT TASK TAKES PLACE. →	BRIEFLY LIST OR DESCRIBE ANY SPECIAL STRATEGIES, ACCOMMODATIONS OR TECHNOLOGY ALREADY BEING USED. →	IS THE STUDENT ABLE TO COMPLETE TASKS AT HIS/HER ABILITY WITH ANY SPECIAL STRATEGIES, ACCOMMODATIONS OR TECHNOLOGY ALREADY BEING USED?	
<i>Fatigue during writing</i>	<i>slant board, word processor, pencil grip</i>	<input type="checkbox"/> YES – CURRENT STRATEGIES ARE ADEQUATE. CONSIDERATION IS COMPLETE. <input type="checkbox"/> YES – THE STUDENT'S CURRENT USE OF AT IS ADEQUATE. CONSIDERATION IS COMPLETE. DOCUMENT CURRENT USE OF AT ON THE IEP. <input type="checkbox"/> NO – GO TO PART III. (THE IEP TEAM DETERMINES IF THE AT NEEDS WILL BE ADDRESSED IN THE IEP OR IF AN AT SCREENING IS NEEDED.)	
PART III. SELECT ONE OF THE FOLLOWING AND PROCEED AS DESCRIBE.			
<input checked="" type="checkbox"/> AT IS REQUIRED. THE IEP TEAM KNOWS THE NATURE AND EXTENT OF THE AT DEVICES/SERVICES NEEDED AND WILL ADDRESS AT IN THE STUDENT'S IEP. <input type="checkbox"/> AT MAY BE REQUIRED. THE IEP TEAM DETERMINES THAT ADDITIONAL INFORMATION IS NEEDED AND WILL CONDUCT ADDITIONAL AT SCREENING BY _____ (DATE). RECORD THIS STATEMENT ON THE IEP. (COMPLETE SCREENING CHECKLIST IN THE AREAS OF NEED FOR FORMAL SCREENING ONLY)			
COMMENTS:			

**General Student Information**

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: [REDACTED]

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 4/16/2015

Primary / Other	Exceptionality	Detail(s)
Primary	Other Health Impairments	
Other	Orthopedic Impairment	

IEP Participants	Name	IEP Participants	Name
ODR	Ginny Medina-Hamilton, Assistant Principal	Regular Education Teacher	[REDACTED]
Special Education Teacher	[REDACTED]	Parent	[REDACTED]
Adapted PE Teacher	[REDACTED]	Physical Therapist	[REDACTED]
Regular Education Teacher	[REDACTED]	Other	[REDACTED]
Parent	[REDACTED]		

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information about the Student:	The student is a fourth grader at [REDACTED]. He uses a step stool to board the bus in the morning and afternoon. Other adapted assistance may include larger diameter or triangular shaped pencils. Pencil grip, word processor, and slanted writing surface will be used if student becomes fatigued during writing. The student has access to all assistive technology on an as needed basis but currently he is only accessing the word processor for some of his writing assignments.
Strengths:	According to the multidisciplinary evaluation dated April 15, 2015, the student's strengths are reading fluency, written expression, and is currently able to perform most physical activities with modifications.
Parent Concerns:	Parents are concerned that school bag is heavy. They would like teachers to see accommodations put into place where student does not need to bring school bag to school. Parents would also like the student to have Math earlier in the day. <i>Parents would like a schedule of make-up assignments and test as soon as possible to best prepare the student for make-up work due to medical absences.</i>
Evaluation / Reevaluation Results:	According to the multidisciplinary evaluation dated April 16, 2015, the student qualifies for special education services with the exceptionality of Other Health Impairment and a secondary exceptionality of Orthopedic Impairment. The diagnosed impairments are as follows: Medical diagnosis of Muscular Dystrophy, which impacts his emotional functioning, attention and his neuromuscular functioning. The additional services needed are: Catholic Charities counseling, physical therapy, adapted physical education, and occupational therapy.
Academic, Developmental, and Functional Needs:	The student's functional needs are in the areas of social interaction with teachers and peers, strategies to handle frustration with academic demands, and improve/preserve motor skills. Occupational Therapy will be addressed within his curriculum. Due to current documentation, behavior and attention concerns, it is felt that the student would benefit from a portion of his general education classes/ instruction in the special education setting and small group testing accommodation.
Statewide Assessment Results:	The student scored satisfactory on the statewide assessment in the Spring 2016.
Progress or lack of expected progress in general education curriculum:	The student is currently meeting grade level expectations at this time.

ESY Instruction

**Accommodations**

**CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED**

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments								
		Paper						Online		
		Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Presentation Accommodations</b>										
Modify Test/Assignments										
Shorten assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Limit amount of work required or length of tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Other Presentation Accommodations										
Task analysis	<input checked="" type="checkbox"/>									

Other (Classroom only - NOT for state assessments) set of books at home and in each classroom.

<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Statewide Assessments								
		Paper						Online		
		Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Response Accommodations</b>										
Communication Assistance										
Word Processors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Response Accommodations										
Writing Tools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slant Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Copy of notes (teacher notes, class notes)	<input checked="" type="checkbox"/>									
Transferred Answers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="radio"/> Access For All <input type="checkbox"/> Accommodation <input type="triangle-up"/> Accessibility Feature <input type="diamond"/> Assistive Technology		Statewide Assessments								
		Paper					Online			
		Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Timing &amp; Scheduling</b>										
Extended Time/increase the amount of time allowed to complete assignments and tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extra time-written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Allow breaks during work periods, between tasks, during testing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Access For All <input type="checkbox"/> Accommodation <input type="triangle-up"/> Accessibility Feature <input type="diamond"/> Assistive Technology		Statewide Assessments								
		Paper					Online			
		Grades 3-4		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8		Grades 9-12	
	Classroom	Testing	Math ELA	Social Studies	Science	LAA 1	LAA 2	Math ELA	Social Studies	EOC
<b>Setting Considerations</b>										
Small group testing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specified Area or Seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (Classroom only - NOT for state assessments)	seating and desk at the appropriate height: seating with clear path to class exit, always seated at the bottom of the bleachers (do not climb bleachers), adaptive step for bus entrance. Seating with direct access to computer.									