

General Student Information

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: [REDACTED]

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 2/7/2018

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

IEP Participants	Name	IEP Participants	Name
ODR	[REDACTED]	Parent	[REDACTED]
Parent	[REDACTED]	Adapted PE Teacher	[REDACTED]
Physical Therapist	[REDACTED]	Other	[REDACTED]
Special Education Teacher	[REDACTED]	Regular Education Teacher	[REDACTED]
Other	[REDACTED]	Occupational Therapist	[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 english learner, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

Directions: Check "Yes" or "N/A" for both questions.

Does the student have limited or no verbal skills?

- Yes
- N/A

Does the student have other significant impairment in the areas of receptive and/or expressive language, including but not limited to impairments in the areas of apraxia, articulation/phonology, fluency, pragmatics, or auditory processing.

- Yes
- N/A

- In order to effectively plan for this student's unique communication support needs and facilitate his/her academic progress,
 - In the General Student Information drop down list, the "Communication" item will self-populate.
 - The "Communication Needs of Child" section must be completed.
 - A communication plan must be developed for this student. "The Tools for Developing Communication Plans" is a resource for IEP teams to use in developing plans.
 - At least 1 communication related goal must be included in the instructional pages of the IEP.

General Information about the Student:

The student is a 12-year-old male currently enrolled in the 6th grade at [REDACTED]. He is ambulatory; however, parents are to provide a manual wheelchair for use as needed for emergency exits and as student fatigues during his day. The student uses a power scooter to move through campus. The scooter, provided by his parents, stays at school overnight to recharge. He does take the scooter home on weekends. Student's classes should be on the first floor. At present the student uses a desk and a table in class that has been adjusted to a height that allows him to comfortably rest his elbows on the surface - approximately one inch above his elbow bend; however, he often sits with his legs crossed in his chair with his materials placed in his lap. The student has been using erasable pens in lieu of pencils as they glide more easily and seem to allow him greater tolerance for writing time. In the afternoons, the paraeducator will sometimes assist with writing non testing assignments as child appears to be more physically fatigued in the afternoons with regards to writing tolerance. He currently uses a electronic tablet in class and when possible teachers place notes, tests, and quizzes on the electronic tablet allowing him the ability to complete more of his work independently. A slantboard has been left for his availability for use as he chooses. Paraeducator assists with carrying items between classes and to carpool in the afternoon. The student does come to school with a small backpack in which he carries his library books. This backpack is carried to the carpool line for him in the afternoon. The student will use a chair to sit on instead of the floor. In the future, the parents of the student are planning to provide a service dog to accompany the student to school in an effort to assist with tasks allowing him to be more independent in his community. The student will be responsible for all the needs of the service dog while at school. The student sometimes needs assistance opening items. This student is provided with (PR)(JR) the use of an external mouse and a private bathroom with grab bars.

Strengths:

According to the multidisciplinary re-evaluation dated 02/07/2018, the student's strengths are listed as reading fluency, written expression and that he is able to perform most physical activities with modifications.

Parent Concerns:

Parent would like tests to be chunked to help with anxiety. Teachers will begin collecting data through upcoming assessment. (JR)(PR)

Evaluation /
Reevaluation Results: According to the multidisciplinary re-evaluation dated 02/07/2018, the student continues to qualify for special education services with the primary exceptionality of OHI and a secondary exceptionality of Orthopedic Impairment. The description of impairments are listed as follows: medical diagnosis of Duchenne Muscular Dystrophy, which impacts his emotional functioning, attention and his neuromuscular functioning. The student also continues to qualify for the following related services: OT, PT, APE and Counseling.

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.

Statewide
Assessment Results: The student took the [REDACTED] 2025 Statewide Assessment in the Spring 2017. Results are as follows: ELA - 783 Mastery; Math - 720 Approaching Basic; Science - 344 Basic; Social Studies - 761 Mastery. The student took the [REDACTED] 2025 Statewide Assessment in the Spring 2018. The results are as follows: Social Studies-730 Basic, Math-725 Basic, ELA-744 Basic

Progress or lack of
expected progress in
general education
curriculum: The student is showing academic success in the general education setting with accommodations.

General Student Information (continued)

Consideration of Special Factors

Behavior: Current behaviors observed this school year are: disrespectful comments to adults and/or peers and(JR)(PR) yelling. He has shown (PR)(WR) refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, being redirect/ corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control, a short break in the rear of the classroom, conference with the student and in school suspension.

English Learner: 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 has a medical diagnosis of Duchenne Muscular Dystrophy. See attached IHP which addresses the health needs of the student.

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 Students Educational/Career Plan for 1 Students

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

Instructional Plan #1

EDUCATIONAL NEED AREA: Social

CONTENT AREA:

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

Present Level of Academic Achievement and Functional Performance

The student struggled with adjusting to middle school demands. Since the start of the school year, his behavior has improved. He is learning to use his breaks to prevent frustration. He has taken breaks in the classroom at his desk. Since August 9, 2018, the student used respectful and appropriate words and actions with peers and adults an average of 79% of documented opportunities.

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:

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (Connect)
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) Catholic Charities Counselor
- Other (List)

Paraeducator

Instructional Plan #2EDUCATIONAL NEED AREA: MotorCONTENT AREA: Gross motor/APE

- ESY Instruction Act 833 Applied
 Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

The student is ambulatory within his classrooms but uses a power scooter for all transitions between classes (indoors and outside). He walks about the common area outdoors during his lunch break. He has a steppage gait with postural changes to assist with balance. He uses compensatory skills to perform functional transitions. He continues to participate in adapted physical education to promote functional range of motion through a structured/safe individualized exercise program, monitored by physical therapy. He has limited dorsiflexion range of motion noted during exercises. He bears weight on the lateral surfaces of his feet (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

The student will initiate structured exercise program with 100% accuracy on 10 out of 10 documented opportunities by February 2020.

Method of Measurement: Observational Data

Additional Methods of Measurement:

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT

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,OT (PR)(JR)
 Other (List)

Instructional Plan #3

EDUCATIONAL NEED AREA: Behavior

CONTENT AREA:

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

Present Level of Academic Achievement and Functional Performance

The student has improved in communicating his needs to his teachers and paraeducator. He has been better able to express his needs which provides clearer understandings of assignments and behavior expectations. Since August 9, 2018, the student uses respectful and appropriate words and actions with peers and adults an average of 79% of documented opportunities.

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:

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT [REDACTED]
 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) paraeducator
- Other (List)

[Empty box for additional personnel information]

ESY Instruction

NONE (This student does not require Accommodations)

*English III Only

**Replaced [REDACTED] and [REDACTED]

***Except Reading Comprehension sections on the Eng III [REDACTED]

Accommodations

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

<input checked="" type="checkbox"/> Access For All <input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Accessibility Feature <input checked="" type="checkbox"/> Assistive Technology	Statewide Assessments												
	Paper						Online						
	Classroom		[REDACTED] 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	[REDACTED] 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	[REDACTED] 1 Science	[REDACTED]	[REDACTED] Connect	ELA	Math	Social Studies	Science

Presentation Accommodations

Modify Test/Assignments:

Shorten assignments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
Limit amount of work required or length of tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											

Other (Classroom only - NOT for state assessments) The student requires a set of books at home for all academic areas.

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input checked="" type="checkbox"/> Access For All <input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Accessibility Feature <input checked="" type="checkbox"/> Assistive Technology	Statewide Assessments												
	Paper						Online						
	Classroom		[REDACTED] 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	[REDACTED] 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	[REDACTED] Science	[REDACTED] 2	[REDACTED] Connect	ELA	Math	Social Studies	Science

Response Accommodations

Other Response Accommodations

Slant Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Copy of notes (teacher notes, class notes)	<input checked="" type="checkbox"/>												
Transferred Answers	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (Classroom only - NOT for state assessments)

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input checked="" type="checkbox"/> Access For All <input checked="" type="checkbox"/> Accessibility Feature	<input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Assistive Technology	Statewide Assessments												
		Paper						Online						
		Classroom		2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	2025** Grades 3-12			
		Instruction	Testing	ELA	Math	Social Studies	Science	Science	2	Connect	ELA	Math	Social Studies	Science

Timing & Scheduling

Extended Time/increase the amount of time allowed to complete assignments and tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (Classroom only - NOT for state assessments)

Unique (Requires additional documentation and LDOE approval for use on state assessments)

<input checked="" type="checkbox"/> Access For All <input checked="" type="checkbox"/> Accessibility Feature	<input checked="" type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Assistive Technology	Statewide Assessments											
		Paper						Online					
		Classroom		2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	2025** Grades 3-12		
		Instruction	Testing	ELA	Math	Social Studies	Science	Science	Connect	ELA	Math	Social Studies	Science

Setting Considerations

Small group testing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assign peer tutors/work buddies/note-takers	<input checked="" type="checkbox"/>												
Specified Area or Seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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) All classes on the first floor. A peer/buddy should retrieve materials for classes. Allow extended time to transition between classes. A locker with a key should be provided.

Unique (Requires additional documentation and LDOE approval for use on state assessments)

Program / Services

Regular Assessments

Alternate Assessment

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

– The 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 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)

Any offered by the school; Due to the student's medical diagnosis, he will not attend regular physical education class.

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 teachers and the special education teachers will occur to monitor the students progress. The teachers 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 days per week.

Service	Date to Begin	Duration	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Special Education Instruction	2/5/2019	1 year	N/A	180	4	0	0	60	5
Counseling Services	2/5/2019	1 year	Both	0	0	0	0	30	1
Adapted PE	2/5/2019	1 year	I	0	0	0	0	10	3
Total Number of Minutes in Special Setting per Week: 367									

Service	Date to Begin	Frequency	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Physical Therapy	2/5/2019	M	I	10	1	0	0	10	1
Occupational Therapy	2/5/2019	M	Both	0	0	0	0	15	1
Total Number of Minutes in Special Setting per Week: 7									

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

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. OT minutes may be provided in the regular or special education setting.

Placement

SITE DETERMINATION

NOTE: The local education agency may choose to complete this section at this time. If the following assurances cannot be provided at this time, then a Site Determination Form assuring that the site selected is in accordance with least restrictive environment rules must be forwarded to the parent within ten (10) calendar days.

ASSURANCES:

1. This school is the one the student would attend if he or she were not identified exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

Site: [REDACTED]

PROGRESS REPORT

The [REDACTED] assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every [9] weeks, current with the issuance of report cards.

ALTERNATE ASSESSMENT IMPLICATIONS

- I understand my child will participate in [REDACTED] Alternate Assessment, Level 1 [REDACTED] 1). Testing in [REDACTED] means my child may earn a high school diploma if my child meets the requirements for the alternate pathway to a diploma for students assessed on [REDACTED] 1. If my child does not meet those requirements, I understand my child should earn a Certificate of Achievement. The implications of participating in [REDACTED] 1 have been explained to me and will be reviewed annually.
- I understand my child (I) will participate in [REDACTED] Alternate Assessment, Level 2 [REDACTED] 2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue [REDACTED] General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in [REDACTED] 2 have been explained to me and will be reviewed annually.

The [REDACTED] 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the [REDACTED] 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form has been updated to accommodate these new options.

AGE OF MAJORITY

Beginning at least one year before reaching the age of majority, I (my child) have been informed that my (his or her) rights under the act will transfer to me (my child) on my (his or her) reaching the age of majority

PARENT/STUDENT* CONSENT FOR SERVICES

- I have received a copy of the [REDACTED] Educational Rights of Exceptional Children with disabilities, and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.
- I give consent for the initial provision of special education and related services.
- I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.
- Parent / Student did not attend the **Review** IEP Team meeting.

SUPPORTING DOCUMENTATION

Have the following documents been included in the IEP folder?

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Alternate Assessment Participation Criteria. Level 2 [REDACTED] 2) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Individual Healthcare Plan | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Prescription for Instruction (get copy from advisor/school guidance counselor) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Individual Graduation Plan (current IGP has been uploaded in the attachments feature) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Parental Consent form for Connections for 8th graders (get signed copy from SBLC team) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Summary of Performance Criteria Form | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Parental Consent form for Medicaid Billing | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Individual Graduation Plan for [REDACTED] 1 Students | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Educational / Career Plan for [REDACTED] 1 Students | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Behavior Intervention Plan | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> N/A |
| Communication Plan | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Assistive Technology Consideration Checklist | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |
| Assessment Approval Form | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> N/A |

PARENT/GUARDIAN/SURROGATE PARENT/COMPETENT MAJOR/STUDENT _____ **Date**

*Signature is only required for the **initial** provision of services.
* Parents should initial and date in the IEP Participant box on the GSI page if they attended an IEP team meeting where the IEP was amended.

[REDACTED] _____ **2/5/2019**
OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY **Date**

(Addendum For Field: Instructional Plan #2: Present Level of Academic Achievement and Functional Performance)
during static and dynamic standing activities. He currently participates in 80% of APE sessions. Participation in his structured exercise program has improved with the introduction of table games and other appropriate leisure activities.

Positive Behavior Intervention Plan

Apparent/Proposed Function of Problem Behavior:

██████ is currently a 6th grade student at ████████. According to his multidisciplinary reevaluation dated February 7, 2018, ████████ 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.

Current behaviors observed this school year are: disrespectful comments to adults and/or peers, yelling and/or writing inappropriate comments, refusal to complete work given, disruptions within class (noises, blurting out, etc.). Antecedents to behaviors are: he is given an undesirable task to complete, redirected/corrected, and during unstructured times throughout his school day. Consequences that have followed are: time in the special education setting to regain control and conference with the student.

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 ████████ receives 2 or less reminders about his "target behavior" within one class/activity period, then he earns a yes/point for that period and target behavior. ████████ will check in with the special education teacher in the morning before beginning his school day and once again throughout the school day, if needed, a conference about behavior and how to "fix" it for the remainder of his school day. ████████ will have an opportunity to earn 12 points for the first his school day. ████████ 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). ████████ will meet with the special education teacher at the end of each school day for his reward and conference, if needed, about behavior. 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:

Positive Behavior Intervention Plan

1. [REDACTED] will be given the opportunity to participate in counseling through Catholic Charities each week to help increase appropriate social interactions. \
2. The Special Education teacher will see [REDACTED] in the morning to check in with him.
3. Adults will explicitly describe the behavior wanted.
4. Adults will make "start" or "do" requests rather than "stop" or "don't" requests
5. Adults will verbally positively reinforce compliance frequently.
6. Adults will provide immediate and positive responses when [REDACTED] uses more desirable means of expressing frustration.
7. Reduce stimuli and distractions that would contribute to unnecessary or excessive behavior, i.e. use 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.
2. If [REDACTED] does not use respectful and appropriate words and actions with peers and adults, the special education teacher can be called to conference with him. If the inappropriate

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Positive Behavior Intervention Plan

words and actions continue, [redacted] can be moved to the special education setting to regain his controls and complete his work if necessary.

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 school year. It is recommended that if a pattern develops and a student is being assigned these exclusion 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 February 5, 2019,

[redacted signature line]

Parent's Signature Date Official Designee's Signature Date

[redacted signature line]

Parent's Signature Date Teacher's Signature Date

[redacted signature line]

Teacher's Signature Date Teacher's Signature Date

[redacted signature line]

Other Signature Date Other Signature Date

[redacted signature line]

Other Signature Date Other Signature Date

[redacted signature line]

Other Signature Date Other Signature Date

