

General Student Information

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: [REDACTED]

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 1/11/2021

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

IEP Participants	Name	IEP Participants	Name
ODR	[REDACTED] 1/1/21	Regular Education Teacher	[REDACTED] 2/8/21
Physical Therapist	[REDACTED]	Adapted PE Teacher	[REDACTED]
Occupational Therapist	[REDACTED]	Assistant Principal	[REDACTED]
Parent	[REDACTED] 2/8/21	Special Education Teacher	[REDACTED] 2/8/2021
Other			

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.

Amendment 2/8/2021 - Updated baseline, goals, and objectives in student's instructional plans.

General Information about the Student:

The student is in the 8th grade at [REDACTED] participating in the eLearning curriculum. He is on target in the online curriculum and meets his attendance for each week. The student does not join the weekly sessions with his teacher for any assistance or review of assignments. He is ambulatory in the classroom settings but uses his personal power scooter to navigate outside the classroom for all campus access and transitions between classes. He continues to have a manual wheelchair available for use as needed for emergency exits. The scooter, provided by his parents, stays at school overnight to recharge. He does take the scooter home on weekends. 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. Throughout the day, the student requires the assistance of a paraeducator, available to him all day with CPR training. The paraeducator will sometimes assist with writing non-testing assignments as the child appears to be more physically fatigued with regards to writing tolerance. He currently uses a Chromebook in class and when possible teachers place notes, tests, and quizzes in Google Classroom 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. The parents of the student 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 in opening items. This student is provided with the use of an external mouse and a private bathroom with grab bars. Student uses a raised mat table (18") for APE.

Strengths:

According to the multidisciplinary reevaluation dated January 11, 2021, the student's strengths include reading fluency, written expression, and that he is able to perform most physical activities with modifications.

Parent Concerns:

Parent Concerns:

Evaluation / Reevaluation Results: This IEP constitutes a reevaluation. According to the multidisciplinary reevaluation dated January 11, 2021, 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 2025 Statewide Assessment in the Spring 2019. Results are as follows: ELA 734 (Basic), Math 723 (Approaching Basic), Science 736 (Basic), and Social Studies 706 (Approaching Basic). State testing was not administered during Spring 2020 due to the COVID pandemic.

Progress or lack of expected progress in general education curriculum: The student is making progress in the general curriculum. The student is participating in eLearning since August 2020. His 2nd quarter grades are as follows: ELA 88% B, Mathematics 91% B, Science 95% A and Social Studies 89% B. He will have the option to improve his grades with permission to retake graded formative assignments with low scores.

General Student Information (continued)

Consideration of Special Factors

Behavior: The student is attending school virtually and following the Edgenuity curriculum. He is doing very well with this program and when he participates in google meets he is polite and respectful. Although he is doing well, we will continue to keep his goals and percentages the same since he will be transitioning to the high school next year. Behaviors observed in the 2019-2020 school year are: disrespectful comments to adults and peers, although peer disrespect is not as often. He has shown refusal to complete work given, disruptions within the 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 outside of the classroom, conference with the student, in-school suspension, and/or a phone call home.

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
Due to the student's medical diagnosis of Duchenne Muscular Dystrophy, the student would benefit from using a calculator for math calculations.

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. The student has a QR bracelet that can be scanned to obtain all of his medical information.

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 1 Students Educational/Career Plan for 1 Students

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

Instructional Plan #1

EDUCATIONAL NEED AREA: Behavior

CONTENT AREA: Following directions

- ESY Instruction
- Targeted for Secondary Transition
- ~~Act~~ Applied
- ~~Connectors Aligned Instruction~~

Present Level of Academic Achievement and Functional Performance

While the student is participating in the eLearning curriculum, the student uses respectful and appropriate words and actions with peers and adults an average of 95% of documented opportunities. The student is able to express his needs and has a more clear understanding of assignments and behavior expectations to follow all directions.

Measurable Academic / Functional Goal

Given no more than two reminders, the student will comply with directions given an average of 98% of documented opportunities per a nine weeks period by the end of the IEP year.

Method of Measurement: Charting

Additional Methods of Measurement: Anecdotal notes/Documentation log

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) Catholic Charities Counseling
- Other (List)

Paraprofessionals

Instructional Plan #2

EDUCATIONAL NEED AREA: Behavior

CONTENT AREA: Interactions

- ESY Instruction
- Targeted for Secondary Transition
- ~~Act~~ Applied
- [REDACTED] Connectors Aligned Instruction

Present Level of Academic Achievement and Functional Performance

While the student is participating in the eLearning curriculum, the student behavior continues to improve. He is able to take breaks with the online program and not show much frustration. When attending school, he should continue to take breaks during class to decrease frustration. While participating in the eLearning curriculum, the student was respectful 100% of the time during google meet sessions. Although the student is doing well with this goal, transitioning to a new school will bring on new interactions that will need to be monitored. We will continue to monitor this goal while he is participating in the eLearning (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

The student will use respectful and appropriate words and actions with peers and adults on a maintained average of 90% of documented opportunities per nine weeks period by the end of the IEP year.

Method of Measurement: Charting

Additional Methods of Measurement: Anecdotal notes/Documentation log

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT ([REDACTED] [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) Catholic Charities Counseling
- Other (List)

Paraprofessional

Instructional Plan #3

EDUCATIONAL NEED AREA: Motor

CONTENT AREA: Gross motor/APE

- ESY Instruction
- Targeted for Secondary Transition
- ~~Act~~ Applied
- [REDACTED] Connectors Aligned Instruction

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 participate in his structured exercise program with 100% accuracy and select an appropriate recreation/leisure activity, sport, or game at least twice per nine weeks on 8 out of 8 documented opportunities by January 2022.;

Method of Measurement: Observational Data

Additional Methods of Measurement:

Date Achieved:

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT ([REDACTED] 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) PT, OT
- Other (List)

Instructional Plan #4

EDUCATIONAL NEED AREA: Academic/Cognitive

CONTENT AREA: Math calculations

- ESY Instruction
- Targeted for Secondary Transition
- ~~Act~~ Applied
- [REDACTED] Connectors Aligned Instruction

Present Level of Academic Achievement and Functional Performance

Due to the medical diagnosis of Duchenne Muscular Dystrophy, which impacts his emotional functioning, attention and his neuromuscular functioning, the student is beginning to show a decrease in his ability to solve math calculations adequately. Currently, the student is able to complete an average of 62 digits correctly out of a possible 150 in 2 minutes. The student was not consistent in the drills and skipped around at the ones he knew. While the student is following the eLearning curriculum, the drills were completed at home. The student benefits from working one-on-one with an adult to complete multiple step problems. The (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

Given the use of a calculator, the student will solve single step equations (addition, subtraction, multiplication and division) with at least 80 digits correct by the end of the IEP year.

Method of Measurement: Graded Assignments

Additional Methods of Measurement:

Date Achieved:

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

Paraprofessionals

	Access For All		Accommodation		Statewide Assessments										
	Accessibility Feature		Assistive Technology		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	connect	ELA	Math	Social Studies	Science		
Presentation Accommodations															
Communication Assistance															
Communication Assistance/Task Description:	<input type="checkbox"/>	<input type="checkbox"/>													
Fm system	<input type="checkbox"/>														
Adapted toys/games	<input type="checkbox"/>	<input type="checkbox"/>													
Computer/Word-Processor	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Touch Screen Monitor	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Reading pen	<input type="checkbox"/>	<input type="checkbox"/>													
Communication assistance - related to hearing loss only	<input type="checkbox"/>														
Hearing Device	<input type="checkbox"/>														
Interpreter	<input type="checkbox"/>														
Visuals	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>								
Visual schedule/Picture schedule	<input type="checkbox"/>	<input type="checkbox"/>													
Audio Amplification System	<input type="checkbox"/>														
Communication Assistance Script (for interpreters and UEB read aloud)	<input type="checkbox"/>			<input type="checkbox"/>											
Other Presentation Accommodations															
Answer Masking	<input type="checkbox"/>														
General Administration- Directions Clarified by test administrator	<input type="checkbox"/>														
General Masking	<input type="checkbox"/>														
Highlight Tool/Highlighter	<input type="checkbox"/>			<input type="checkbox"/>											
Headphones or Noise Buffers	<input type="checkbox"/>			<input type="checkbox"/>											
Magnification/Enlargement Device	<input type="checkbox"/>														
Pop-up Glossary															
Redirect Student to the Test		<input type="checkbox"/>													
Tactile Graphics			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Utilize graphic/pictorial mode materials (e.g. tactile graphics)	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>								
Large Print	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

	Classroom		Paper				Online							
	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	
Presentation Accommodations														
Change background font and colors	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>				
Color reading filters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				
Color code material	<input type="checkbox"/>													
Provide study outlines/guides	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>												
Provide assistance/cues/prompts for transitions between activities	<input type="checkbox"/>													
Task analysis	<input type="checkbox"/>													
Use multi-sensory modes /tools to reinforce instruction	<input type="checkbox"/>													
Use text/workbooks/worksheets at modified reading level	<input type="checkbox"/>	<input type="checkbox"/>												
Provide daily assignment list	<input type="checkbox"/>													
Provide homework lists	<input type="checkbox"/>													
Preview test procedures		<input type="checkbox"/>												
Simplify test wording		<input type="checkbox"/>												
Utilize audio/recorded texts	<input type="checkbox"/>	<input type="checkbox"/>												
Utilize digital formats	<input type="checkbox"/>	<input type="checkbox"/>												
Digital Recorders	<input type="checkbox"/>	<input type="checkbox"/>												
E-reader	<input type="checkbox"/>	<input type="checkbox"/>												
UEB	<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)	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)														

	Classroom		Statewide Assessments							Online				
			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	
Response Accommodations														
Communication Assistance														
Communication board/system	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional communication book	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PECS	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scribing/Utilize oral responses to assignments/tests (answers recorded)	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech-to-Text	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice output device	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice recognition software	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>						
Word Processors	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switch Interface	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
Headmouse	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
Trackball Mouse	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
Communication Device	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening device	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whisper phone	<input type="checkbox"/>	<input type="checkbox"/>												
Adaptive Keyboard	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Joystick	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>					
Computation Devices (Except on specific fluency items)														
Calculators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Multiplication Chart/Hundreds Chart/Number Line	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Manipulatives/Abacas	<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="checkbox"/>		
Timers	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Response Accommodations														
Braille Note-taker	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Tools	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slant Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											

	Classroom		Statewide Assessments									
			Paper				Online					
	Instruction	Testing	2025* Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	2025* Grades 3-12		
		ELA	Math	Social Studies	Science	Science	2	connect	ELA	Math	Social Studies	Science
Response Accommodations												
NotePad/Blank Paper	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eliminate Answer Choices									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flag Items for Review									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blank Paper/Adapted Paper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Copy of notes (teacher notes, class notes)	<input checked="" type="checkbox"/>											
Word bank, reduced answer choices on multiple choice tests	<input type="checkbox"/>	<input type="checkbox"/>										
Word prediction on the ELA/Literacy Performance-based Assessment	<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="checkbox"/>	<input type="checkbox"/>
Planners/Organizers/Graphic organizers	<input type="checkbox"/>	<input type="checkbox"/>										
Adapted grips/utensils/pencils/drawing tools	<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"/>
Eye gaze communication system	<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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers Recorded	<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"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide product options for students to obtain information and demonstrate knowledge through use of: alternative projects/ interviews/ oral reports	<input type="checkbox"/>	<input type="checkbox"/>										
Student writes on test		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				
Objective tests		<input type="checkbox"/>										
Rephrase test questions	<input type="checkbox"/>	<input type="checkbox"/>										
Test study guide	<input type="checkbox"/>	<input type="checkbox"/>										
Shortened tasks	<input type="checkbox"/>	<input type="checkbox"/>										
Extra credit options	<input type="checkbox"/>	<input type="checkbox"/>										
Hands-on-projects	<input type="checkbox"/>	<input type="checkbox"/>										
Dictionary/Thesaurus/Spell Checker	<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)

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

<input checked="" type="checkbox"/> Access For All <input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Accessibility Feature <input checked="" type="checkbox"/> Assistive Technology	Statewide Assessments											
	Classroom						Paper			Online		
	Instruction		Testing		2025** Grades 3-4		Grades 3-12	Grades 9-12	Grades 3-12	2025** Grades 3-12		
		ELA	Math	Social Studies	Science	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 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"/>
Pace long term projects	<input type="checkbox"/>												
Extra time-written work	<input type="checkbox"/>	<input type="checkbox"/>											
Prior notice of tests	<input type="checkbox"/>	<input type="checkbox"/>											
Modify student's schedule	<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"/>
Provide assistance/cues for transition between classes, lockers, and home	<input checked="" type="checkbox"/>												
Content Mastery Center	<input type="checkbox"/>	<input type="checkbox"/>											

Other (Classroom only - NOT for state assessments)

Allow extended time to transition between classes. A locker with a key should be provided. Adult supervision for transitions as needed; especially for bathroom door opening. Adult to assist with service dog bathroom needs 1 time a day. Adult with him during meals; CPR trained specifically for choking hazard. Consideration to schedule classes with location in mind for ease of transitions.

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

	Access For All Accessibility Feature	Accommodation Assistive Technology	Statewide Assessments											
			Classroom		Paper				Online					
			Instruction	Testing	2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	2025** Grades 3-12		
			ELA	Math	Social Studies	Science	Science	2	connect	ELA	Math	Social Studies	Science	
Setting Considerations														
Individual testing		<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="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>			
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 type="checkbox"/>							
Provide individualized instruction	<input type="checkbox"/> <input type="checkbox"/>													
Provide small group instruction	<input checked="" type="checkbox"/> <input type="checkbox"/>													
Assign peer tutors/work buddies/note-takers	<input checked="" type="checkbox"/> <input type="checkbox"/>													
Provide desktop list of tasks	<input type="checkbox"/> <input type="checkbox"/>													
Alter physical room environment	<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="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"/>			
Separate or Alternate Location	<input checked="" type="checkbox"/> <input 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 type="checkbox"/>							
Specified Area or Seating	<input checked="" type="checkbox"/> <input 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 type="checkbox"/>							
Other (Classroom only - NOT for state assessments)	Adaptive desk and chairs to be positioned near/next to the classroom door. Student should always be seated at the bottom of the bleachers (do not climb bleachers). A peer/buddy/adult should retrieve materials for classes. Allow extended time to transition between classes. A locker with a key should be provided. Private use of bathroom (typically a teacher bathroom; (Continued on Addendum Pages...))													
Unique (Requires additional documentation and LDOE approval for use on state assessments)														

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] 1 means my child may earn a high school diploma if my child meets the requirements for [REDACTED] 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] 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

[x] 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.

[x] 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?

- [x] Alternate Assessment Participation Criteria, Level 2 [REDACTED] 2) [] Yes [x] N/A
Individual Healthcare Plan [x] Yes [] N/A
Individual Prescription for Instruction (aet copy from advisor/school guidance counselor) [] Yes [x] N/A
Individual Graduation Plan (current IGP has been uploaded in the attachments feature) [] Yes [x] N/A
Parental Consent form for Connections for 8th graders (aet signed copy from SBLC team) [] Yes [x] N/A
Summary of Performance Criteria Form [] Yes [x] N/A
Parental Consent form for Medicaid Billing [x] Yes [] N/A
Individual Graduation Plan for [REDACTED] 1 Students [] Yes [x] N/A
Educational / Career Plan for [REDACTED] 1 Students [] Yes [x] N/A
Behavior Intervention Plan [x] Yes [] N/A
Communication Plan [] Yes [x] N/A
Assistive Technology Consideration Checklist [x] Yes [] N/A
Unique Accommodations Request [] Yes [x] 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] 1/11/2021
OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY Date

(Addendum For Field: Instructional Plan #2: Present Level of Academic Achievement and Functional Performance)
curriculum and continue to offer support for all situations.

(Addendum For Field: Instructional Plan #3: Present Level of Academic Achievement and Functional Performance)
Currently the student participates willingly in his exercise program on all documented opportunities for an entire school year. He enjoys opportunities to participate in recreation/leisure games, especially for games that interest him.

(Addendum For Field: Instructional Plan #4: Present Level of Academic Achievement and Functional Performance)
student does well with visual and using the white board to complete problems.

(Addendum For Field: Accommodations - Setting Considerations - Other)
may need to be able to accommodate his power scooter, depending on his physical needs each year. Separate or alternative location with adult supervision in the event of cool off period needed; cool off area. All access doors for the student need to have automatic switch/power opening for service dog to assist student for all situations.

(Addendum For Field: Accommodations - Setting Considerations - Other)
may need to be able to accommodate his power scooter, depending on his physical needs each year. Separate or alternative location with adult supervision in the event of cool off period needed; cool off area. All access doors for the student need to have automatic switch/power opening for service dog to assist student for all situations.

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
Adapted PE	1/11/2021	1 year	I	0	0	0	0	10	3
Counseling Services	1/11/2021	1 year	Both	0	0	0	0	30	1
Special Education Instruction	1/11/2021	1 year	N/A	180	5	0	0	60	5

Total Number of Minutes in Special Setting per Week: 360

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 between 40%-79% of the day
- Inside the regular class less than 40% 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. Special class minutes are in an average due to A/B scheduling for the resource setting. Student has an average of 60 minutes/5 days a week since he does not attend any other enrichments to include "down" time. The teachers will allow the student to make up any work missed due to medical absences in the special education setting when needed. PT minutes are listed in the special minutes but services can be provided in both special and regular settings as needed.

and OT


Behavior Intervention Plan

Name: [REDACTED]

Date: January 11, 2021

Apparent/Proposed Function of Problem Behavior:

According to his multidisciplinary reevaluation dated February 7, 2018, [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.

IEP 1/21/2020: 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.

IEP 1/11/2021: The student is attending school virtually and following the [REDACTED] curriculum. He is doing very well with this program and when he participates in google meets he is polite and respectful. Although he is doing well, we will continue to keep his goals and percentages the same since he will be transitioning to the high school next year.

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

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:

[REDACTED] will be monitored using google forms to track his progress in his classes. If he meets his goal each week, the special education teacher and [REDACTED] will develop a list of reinforcers that he will be able to work towards by exhibiting appropriate target behaviors. This list will be revised periodically to represent changes in preferences. Each day, [REDACTED] will have his behaviors charted using google forms. [REDACTED] needs a behavior intervention plan and counseling to address non-compliant behavior that occurs when he is overwhelmed or frustrated.

If [REDACTED] does not meet his goal, he will discuss with the special education teacher ways he can better handle situations, and therefore earn reinforcements in the future. It is at the discretion of the teacher to postpone the reinforcement if a situation warrants this decision. At no time can a reinforcement be taken away once it has been earned. If non-compliant behavior interferes with work completion, the student will be pulled during lunch, enrichment, or afterschool to make up his assignments.

Behavior Intervention Plan

Name [REDACTED]

Date: January 11, 2021

Proactive Strategies: (This list is not a continuum)

1. The Special Education teacher will see [REDACTED] in the morning to check in with him.
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. Reduce stimuli and distractions that would contribute to unnecessary or excessive behavior, i.e. use test blocker, preferential seating.
7. Allow for periodic breaks, break down assignments into smaller segments, and allow for some movement.
8. Focus on effort and positive immediate actions of [REDACTED]
9. Make directions clear and concise.
 - a. Maintain eye contact with [REDACTED] when giving a direction.
10. Avoid a power struggle with [REDACTED].
 - a. Offer [REDACTED] time in the special education setting (break) when needed to regain control.
 - b. Make sure [REDACTED] comprehends a task before beginning; check for understanding. (have [REDACTED] repeat directions back)
11. Ignore behaviors that are not injurious or disruptive to the point that others are unable to learn.
12. Give [REDACTED] choices in his academics/assignments when possible.
 - a. 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.
13. Encourage and allow [REDACTED] the opportunity to request and use his break area when he feels frustrated and angry.
14. [REDACTED] will be given the opportunity to participate in counseling through Catholic Charities each week to help increase appropriate social interactions.

Responsive Actions:

1. If [REDACTED] refuses to comply with adult directives and/or disrupts the learning environment after being given reminders and using the proactive strategies 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 words and actions continue, [REDACTED] can be moved to the special education setting to regain his controls and complete his work if necessary.
3. 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.

Behavior Intervention Plan

Name: [REDACTED]

Date: January 11, 2021

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:

Behavior tracking sheet, anecdotal notes, observational data, and/or documentation logs

I understand and agree to support this Behavior Intervention Plan for [REDACTED] as part of this IEP dated January 11, 2021.

Designee's Signature

Date: 1/11/2021

Special Education Teacher's Signature

Date: 1/11/2021

Parent's Signature

Date: 1/11/2021

Regular Education Teacher's Signature

Date: 1/11/21

Student's Signature

Date: _____

Other's Signature

Date: 1-11-2021

Other's Signature

Date: 1-11-2021

Other's Signature

Date: 1-11-2021

Behavior Intervention Plan

Name: [REDACTED]

Date: January 11, 2021

Date: _____

Subject: (circle one) ELA Math Science Social Studies Resource/Enrichment

Date	Behavior tracking	Comments
Monday	B1. Refusing to follow directions B2. Interactions with adults and peers	
Tuesday	B1. Refusing to follow directions B2. Interactions with adults and peers	
Wednesday	B1. Refusing to follow directions B2. Interactions with adults and peers	
Thursday	B1. Refusing to follow directions B2. Interactions with adults and peers	
Friday	B1. Refusing to follow directions B2. Interactions with adults and peers	

Behavior Intervention Plan

Name: [REDACTED]

Date: January 11, 2021

BEHAVIORS OF CONCERN:

- 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

REPLACEMENT BEHAVIORS:

- 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:

[REDACTED] will be monitored using google forms to track his progress in his classes. If he meets his goal each week, the special education teacher and [REDACTED] will develop a list of reinforcers that he will be able to work towards by exhibiting appropriate target behaviors. This list will be revised periodically to represent changes in preferences. Each day, [REDACTED] will have his behaviors charted using google forms. [REDACTED] needs a behavior intervention plan and counseling to address non-compliant behavior that occurs when he is overwhelmed or frustrated.

If [REDACTED] does not meet his goal, he will discuss with the special education teacher ways he can better handle situations, and therefore earn reinforcements in the future. It is at the discretion of the teacher to postpone the reinforcement if a situation warrants this decision. At no time can a reinforcement be taken away once it has been earned. If non-compliant behavior interferes with work completion, the student will be pulled during lunch, enrichment, or afterschool to make up his assignments.

NOTE: This plan can be amended at any time as necessary. If you feel a change is needed, please contact [REDACTED]
[REDACTED]