

General Student Information

HOMEBASED SCHOOL: [REDACTED]

OTHER SCHOOL: —

IEP TYPE: Regular - Review

INDIVIDUAL EVALUATION / WAIVER DATE: 4/18/2012

Primary / Other	Exceptionality	Detail(s)
Primary	Developmental Delay	

IEP Participants	Name	IEP Participants	Name
ODR	[REDACTED]	Physical Therapist	[REDACTED]
Adapted PE Teacher	[REDACTED]	Special Education Teacher	[REDACTED]
Occupational Therapist	[REDACTED]	Parent	[REDACTED]
Regular Education Teacher	[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: [REDACTED] is a six year old boy who is attending [REDACTED] [REDACTED] as a diagnosis of Duchenne Muscular Dystrophy. Due to his condition, [REDACTED] has some limitations on his activities. He cannot jump on a trampoline. He can climb up stairs holding the railing but cannot come down. He can slide down the slide. He does tend to get frustrated easily, especially when he cannot do things the first time. [REDACTED] can participate in most stretching activities but cannot use any weights. Playdoh/clay is fine. [REDACTED] will need some seating accommodations. [REDACTED] should not be seated with his feet dangling. (Continued on Addendum Pages...)

Strengths: [REDACTED] strengths are his developmental functioning is age appropriate and his functional mobility and hand skills.

Parent Concerns: Parent is concerned about vigilance in noting [REDACTED] decline. Parents are working with medical doctor and outside counselors to address frustration, outbursts, and impulse control related to ADHD. Parents would like to have the opportunity to meet with teachers that will work with [REDACTED] next year in order to make the transition to [REDACTED] as smooth as possible.

Evaluation / Reevaluation Results: Evaluation results indicate that [REDACTED] continues to meet the criteria for classification of Developmental Delay. Difficulties are noted in gross motor, fine motor skills, and frustration/impulse control.

Academic, Developmental, and Functional Needs: [REDACTED] needs assistance to increase/maintain gross motor and fine motor functioning. He also needs to work with a counselor to develop coping strategies due to low frustration tolerance and impulse control.

Statewide Assessment Results: None at this time due to age.

Progress or lack of expected progress in general education curriculum: [REDACTED] is making adequate progress in the general education curriculum. At this time, he is meeting all benchmarks and addressing all Common Core State Standards.

(Addendum For Field: GSI - General Information)

[REDACTED] is on a low sodium diet due to his medications. Although not currently needed, Wyatt may need a short break mid-morning due to limited physical endurance resulting from diagnosis. Jumping and going down stairs should not be encouraged. He can play on the floor at center time. No monkey bars! Due to some issues with frustration, [REDACTED] is currently working with the Catholic Charities counselor. [REDACTED] uses chairs to assist himself to standing during floor time or he may choose to sit in the chair vs being seated on the floor (no return to the floor if he chooses the chair). A step has been provided at the school and after school facility to assist in [REDACTED] transition on/off of the bus when needed. He has been rescheduled for Art when PE activities could not be modified safely enough. [REDACTED] is able to complete all fine motor and visual motor activities in his classroom. When writing, [REDACTED] may choose to use a pencil grip and write with the paper flush on the table requiring less pressure when writing.

(Addendum For Field: Instructional Plan #1: Present Level of Academic Achievement and Functional Performance)

[REDACTED] the floor through a half kneel position; steps have been taken to modify and limit these activities. Heelcords present with mild decreased functional flexibility. Occasional tripping has been reported recently by staff. [REDACTED] is using compensatory motor strategies to complete difficult gross motor tasks. [REDACTED] does run a little and actively plays with friends during brain breaks. His individualized exercise program has been recently modified to decrease reps and increase assistance levels.

(Addendum For Field: Accommodations - Environment - Other specify)

floor to stand transitions and to be seated on for floor activities.

GSI: Watch for muscle exhaustion - needs water, rest, call mom for further instructions. [REDACTED] is on the following meds:



Instructional Plan #1

EDUCATIONAL NEED AREA: Motor

CONTENT AREA: Gross

ESY Instruction

Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

[REDACTED] attends and participates in PE with accommodations for specific activities he should refrain from for muscle preservation. He does understand and follows adaption 80% as outlined for him during most PE activities. He has been rescheduled for Art when PE activities could not be modified safely enough. [REDACTED] should avoid activities with repetitive eccentric muscle contractions such as but not limited to descending steps and getting up and down from the floor. [REDACTED] has begun to demonstrate some weakness in his hamstrings and dorsiflexor muscle groups which effects his ability to step up onto a large bus step or get up from (Continued on Addendum Pages...)

Measurable Academic / Functional Goal

[REDACTED] will follow instructed motor modifications 95% during his individualized exercise program during each opportunity given for continued ability to safely and successfully access the school campus, participate in all physical activities, and recognize the need for occasional modifications of gross motor activities by April 2014.

Method of Measurement: Documentation Log

Additional Methods of Measurement:

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, OT
- Other (List)

para-educator

Instructional Plan #2

EDUCATIONAL NEED AREA: Motor

CONTENT AREA: fine motor

- ESY Instruction
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

[REDACTED] is able to complete 100% of fine motor activities at the level that would be expected of his age. He is able to complete 100% of the activities in his kindergarten classroom. [REDACTED] has a diagnosis of Duchene Muscular Dystrophy which is progressive in nature. Due to this fact, it is necessary to focus on maintaining his skill level or at least slowing the progression of any skill decline with adaptations and accomodations. At sometime in the future, keyboarding will become a more effective means of written communication for [REDACTED]. At this time, he is completing 0% of his work using keyboarding.

Measurable Academic / Functional Goal

[REDACTED] will complete a minimum of one assignment per day utilizing a keyboard 4/5 days per week until April 2014.

Method of Measurement: Work Samples

Additional Methods of Measurement:

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 EducationTeacher
- Parent
- Speech/Language Pathologist
- Regular EducationTeacher
- Student
- Adapted Physical Educator
- Other Related Service Providers (List) OT
- Other (List)

paraeducator

Accommodations

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

ESY Instruction

ENVIRONMENT

- Assign preferential seating
- Provide individual instruction**
- Provide small group instruction**
- Assign peer tutors/work buddies/note takers
- Provide desktop list of tasks
- Alter physical room environment
- Modify student's schedule (describe)
- Other (specify)

Extended response time; Seated to outside of clusters with clear paths to destinations. A chair should be made available for (Continued on Addendum Pages...)

INSTRUCTION/MATERIALS

- Modify assignments as needed (e.g., vary length, limit items)
- Utilize oral responses to assignments/tests (answers recorded)**
- Read class materials orally**
- Provide study outlines/guides
- Provide daily assignment list
- Provide homework lists
- Provide assistance/cues for transitions between activities
- Provide options for students to obtain information and demonstrate knowledge through use of alternative projects interviews oral reports
- Shorten assignments
- Modify/repeat/model directions
- Utilize multi-sensory modes to reinforce instruction
- Transferred answers**
- Use text/workbooks/worksheets at a modified reading level
- Alter format of materials on page (type/highlight/spacing)
- Utilize large print**
- Utilize braille**
- Utilize audio/recorded books
- Utilize digital formats
- Other Instruction (specify)
- Utilize graphic/pictorial mode materials
- Utilize print with magnification
- Color code materials
- Other Materials (specify)

COMMUNICATION ASSISTANCE - related to hearing loss only (describe)

TIME

- Increase the amount of time allowed to complete assignments and tests**
- Limit amount of work required or length of tests
- Allow breaks during work periods, between tasks, during testing**
- Provide assistance/cues for transitions between classes, lockers, and home
- Other (specify)

TESTS/QUIZZES/PROJECTS

- Prior notice of tests
- Limited multiple choice
- Extra time – tests**
- Pace long term projects
- Preview test procedures
- Student writes on test
- Objective tests
- Extra time – projects
- Rephrase test questions/directions
- Test study guide
- Shortened tasks
- Modified tests (describe)
- Other (specify)
- Extra credit options
- Extra response time
- Simplify test wording
- Hands-on-projects
- Extra time-written work**
- Tests Read Aloud**
- Individual testing**
- Small group testing**
- Transferred answers**
- Answers recorded**

ASSISTIVE TECHNOLOGY

- Digital Recorders**
- Manipulatives
- Text-to-speech
- Colored reading filters
- Eye gaze communication system
- Adapted grips/utensils/pencils/drawing tools
- Other AT devices (specify)
- Calculators**
- Organizers
- FM system
- Word Processors**
- Adapted toys/games
- Communication board/system
- Voice output device
- Voice recognition software

NONE

The accommodations bolded on this page match the LEAP test accommodations on the program/services page of the IEP.

Program / Services

EDUCATIONAL ASSESSMENT PROGRAM
LEAP/ILEAP/GEE/EOC

- Alternate Assessment LAA 1 LAA 2 ELA Math Science Social Studies
- Academic Skills Assessment (non-diploma exit pathway) ASA ASA LAA 2 None

1) If alternate assessment is checked, explain why the student cannot participate in the regular assessment, and

[Empty text box for explanation]

2) why the particular alternate assessment selected is appropriate for student

[Empty text box for explanation]

ACCOMMODATION(S) NEEDED FOR STATEWIDE ASSESSMENT (CHECK ALL THAT APPLY.)

- None Tests Read Aloud except Reading Comprehension*
 Answers Recorded Transferred answers
 Large Print Extended Time
 Braille Communication Assistance
 Individual Small Group

Assistive Technology: Identify the type of AT to be used

[Empty text box for AT type]

Other

[Empty text box for other accommodations]

REGULAR CLASSES

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

morning meeting
[Empty text box]

If not in regular classes, explain

[Empty text box]

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

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

[Empty text box]

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

[Empty text box]

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.

[Empty text box for supports and collaboration]

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
Physical Therapy	4/17/2013	1 yr	I	3	1	0	0	2	1
Occupational Therapy	4/17/2013	1 yr	I	3	1	0	0	0	0
Counseling Services	4/17/2013	1 yr	Both	0	0	0	0	30	1
Adapted PE	4/17/2013	1 yr	Both	0	0	0	0	10	3
Special Education Instruction	4/17/2013	1 yr	N/A	15	3	0	0	0	0

Total Number of Minutes in Special Setting per Week: 62

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.**

[Empty box for documenting educational benefit]

COMMENTS

PT and OT require current MD orders. PT minutes will be average for 20 minutes over the month and be direct and/or consult with staff. PT will see the student in both regular and special ed. settings. OT minutes will be average of 15 minutes per month.