

# A Sample Individualized Education Program (IEP)

—Elementary School—



**ADDITUDE**  
Strategies and Support for ADHD & LD

# **SAMPLE IEP**

The following IEP was put together for an eight-year-old boy diagnosed with ADHD, specific learning challenges, especially reading and reading comprehension. Impulsive outbursts are also of concern. He is receiving individual instruction to address deficits in reading and math, plus behavioral social skills training. He also receives instruction from an occupational and speech and language therapist.

Thanks to Dr. Rhonda Hampton for giving permission to reprint this IEP.

## NOTICE OF INTENT REGARDING SPECIAL EDUCATION SERVICES

The IEP Team considered a request to initiate or change the following checked item(s) regarding the educational program for:  
STUDENT'S NAME: Student

<input type="checkbox"/> Identification	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Placement	<input checked="" type="checkbox"/> Other <u>Annual IEP</u>
<input type="checkbox"/> LEA Response to DPH Request	<input type="checkbox"/> Provision of Free Appropriate Public Education	<input type="checkbox"/> Other	

### DECISION

The team decided to accept/adopt the 2014-2015 IEP.

If action is proposed to be taken by the education agency regarding this decision, such action will not be taken until ten calendar days after the date of this letter, unless the IEP Team, including the parent, agrees otherwise.

Check one:

- ☒ The IEP Team and the parent have agreed to implement this decision immediately and without undue delay.  
☐ The IEP Team has agreed that the proposed action will be taken in ten calendar days to afford the parent a reasonable period of time to consider the proposed action.

### BASIS FOR DECISION

The team decided to accept/adopt the 2014-2015 IEP due to evidence showing that **Student** would benefit from specialized instruction from the special education teacher to address current weaknesses.

### DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

The decision to not accept/adopt the IEP was rejected because the team agreed that in order for **Student** to be successful in the general education classroom, he would need intervention from the special education teacher to address deficits that impede his ability to perform at grade level.

### THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION

<input type="checkbox"/> Vision	<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Grades	<input type="checkbox"/> Medical Records
<input type="checkbox"/> Hearing	<input type="checkbox"/> Speech	<input type="checkbox"/> Developmental Scales	<input type="checkbox"/> Other Agency Information
<input type="checkbox"/> Intellectual	<input type="checkbox"/> Language	<input checked="" type="checkbox"/> Work Samples	<input type="checkbox"/> State Assessments
<input type="checkbox"/> Achievement	<input type="checkbox"/> Motor	<input type="checkbox"/> Discipline Records	<input checked="" type="checkbox"/> Other <u>Teacher/Parent Input</u>
<input checked="" type="checkbox"/> Behavior	<input checked="" type="checkbox"/> Interview	<input checked="" type="checkbox"/> Attendance Reports	<input type="checkbox"/> Other

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

X

(Name)

at

X

(Telephone)

X

Signature of Education Agency Official

Date Provided/Sent:

X



# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

DOB \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_ - \_\_\_\_\_ GRADE \_\_\_\_\_ - \_\_\_\_\_

IEP INITIATION/DURATION DATES FROM \_\_\_\_\_ TO \_\_\_\_\_

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

## STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:

### Strengths of the student:

According to teacher input, **Student** loves to participate in class discussions. However, he will sometimes call out incorrect answers just to be the first to answer. **Student** is very loving and is respectful most of the time, but does get visibly upset when he can't be first or do something he really enjoys. **Student's** oral reading and math skills improved greatly this year when he took his time and thought things through. According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. He scored highest in the areas of visual discrimination, concept of a word, and alphabetic principle. **Student** can identify 100% of sight words on the first grade level when presented in isolation. In early numeracy, he scored highest in the areas of number naming and number identification. In a small group setting, **Student** has been working on addition and subtraction. **Student** is able to add and subtract single digit numbers, but is unsure of which operation to perform when presented in a mixed format.

### Parental concerns for enhancing the education:

According to the parent survey, **Student** does not participate very well with home jobs/tasks. He has a lot of trouble with beginning homework and continues to be distracted and impulsive. He often has to take another dose of his ADHD medicine. In general, his actions are appropriate in the classroom and at home, but **Student** is still sometimes defiant and will say "no" to lots of things, which almost always resorts to punishment before he will do the thing he was asked to do. At times, he can be aggressive and is immature in his actions. **Student** has shown improvement in several areas. His spelling words and retention of them have improved. His Reading and Math both continue to improve. However, he still struggles. Reading and Math are two areas that he needs help in. The parent would like to have more contact/communication concerning behavioral issues throughout the school year. She feels that **Student** has progressed but still needs to "catch up" to continue to 2nd grade. She is interested in looking into some type of summer tutoring so that **Student** can continue to progress and perform more closely to grade level.

### Student Preferences and/or Interests:

**Student** is an eight year old male student that will be entering the second grade at the beginning of the 2014-2015 school year. **Student** lives at home with his parents, **X**. He has one older brother named **X**. **Student** states that his favorite sport is basketball and he currently plays Dixie Baseball. His favorite subject is Science. For fun, **Student** likes to play on the playground, play video games, and play ball.

### Results of the most recent evaluations:

SPEECH and LANGUAGE: The TOLD-P:4 was administered with the following results: Listening, 69; Organizing, 75; Speaking, 70; Grammar, 67; Semantics, 73; SPOKEN LANGUAGE QUOTIENT, 66.  
STAR Early Literacy: SS: 655 (Late Emergent Reader)  
**Student** needs to consistently score between 800-900 in order to become a probable reader.  
Attendance Profile: Out of 159 days enrolled, **Student** was absent 0 days and tardy 7 days. Of the 7 days, 6 days were excused check-outs and 1 day was an unexcused check-out.

### The academic, developmental, and functional needs of the student:

According to teacher input, **Student** sometimes needs prompting to stay on task. He seems to be easier to redirect in a smaller group setting. He will sometimes tattle on other peers, but still wants to please adults. He still has tendencies to be impulsive. He has shown great improvement this year, but continues to sometimes "last out" instead of communicating his frustration and anger with the teacher. Although improvements have been made in both Reading and Math, **Student** continues to perform slightly below grade level. His scaled score of 655 falls into the classification of "Late Emergent Reader". **Student** needs to consistently receive a scaled score of 800-900 in order to become a probable reader. He scored lowest in the areas of sentence and paragraph comprehension, structural analysis, phonemic awareness, and phonics. He could use improvement on blends, digraphs, and more complex multi-syllable words. According to teacher input, **Student** needs to continue working on comprehension. He must slow down and think before he gives a response. In early numeracy, on the STAR Early Literacy report, **Student** scored lowest in the areas of number object correspondence, sequence completion, and measurement. Although **Student** can add and subtract single digit numbers without regrouping, he can not yet add and subtract numbers with regrouping consistently.

### Other:

**Student** will continue to participate in STAR Early Literacy until a consistent score of 800-900 is obtained. Once he becomes a probable reader, he will participate in STAR Reading.  
Extended school year services are not needed at this time.  
**Student** receives occupational therapy services to address functional handwriting skills and activities to enhance

attention in the functional classroom environment. **Student** has legible handwriting when a small amount of writing is demanded of him. He is independent with self-help tasks in the school environment.

**For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3rd birthday:**

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# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

## SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
- Does the student have behavior which impedes his/her learning or the learning of others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have communication needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Are transition services addressed in this IEP with an annual goal(s)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## TRANSPORTATION

Student's mode of transportation:

☒ Regular bus    ☐ Bus for special needs    ☐ Parent contract    ☒ Other: Car Rider

Does the student require transportation as a related service?    ☐ YES    ☒ NO

If yes, check any transportation needs:

- ☐ Bus assistance    ☐ Adult support    ☐ Medical support  
☐ Preferential seating  
☐ Behavioral Intervention Plan  
☐ Wheelchair lift and securement system  
☐ Restraint system

Specify Type:

☐ Other Specify:

☐ Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

## NONACADEMIC and EXTRACURRICULAR ACTIVITIES

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

☒ YES.

☐ YES, with supports. Describe:

☐ NO. Explanation must be provided:

## METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 4.5 weeks).



## INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

☐ This goal is related to the student's transition services needs.

AREA: Math

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. In early numeracy, he scored highest in the areas of number naming and number identification. **Student** scored lowest in the areas of number object correspondence, sequence completion, and measurement. In a small group setting, **Student** has been working on addition and subtracting. **Student** is able to add and subtract single digit numbers, but is unsure of which operation to perform when presented in a mixed format. He can not yet add and subtract numbers with regrouping consistently.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:      DATE OF MASTERY: \_\_\_\_\_

By the end of the 4th nine weeks, **Student** will be able to add and subtract multi-digit numbers within 100 with and without regrouping (M. 2.9) when presented in a mixed format with 75% accuracy on assignments and tests.

### TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- |   |   |   |  |
|---|---|---|--|
| <input checked="" type="checkbox"/> Curriculum Based Assessment | <input checked="" type="checkbox"/> Teacher/Text Test | <input checked="" type="checkbox"/> Teacher Observation | <input checked="" type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> Data Collection             | <input type="checkbox"/> State Assessment(s)          | <input checked="" type="checkbox"/> Work Samples        |  |
| <input type="checkbox"/> Other: _____                           |   | <input type="checkbox"/> Other: _____                   |  |

## INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

☐ This goal is related to the student's transition services needs.

AREA: Behavior

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

According to teacher input, **Student** loves to participate in class discussions. However, he will sometimes call out incorrect answers just to be the first to answer. **Student** is very loving and is respectful most of the time, but does get visibly upset when he can't be first or do something he really enjoys. According to teacher input, **Student** sometimes needs prompting to stay on task. He seems to be easier to redirect in a smaller group setting. He will sometimes tattle on other peers, but still wants to please adults. He still has tendencies to be impulsive. He has shown great improvement this year, but continues to sometimes "last out" instead of communicating his frustration and anger with the teacher.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:      DATE OF MASTERY: \_\_\_\_\_

By the end of the 4th nine weeks, when interacting with peers and teachers, **Student** will be able to recognize, communicate, and manage feelings (anger, frustration, etc.) and impulses on a daily basis on 4 out of 5 situations.

### TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

☐ Curriculum Based Assessment      ☐ Teacher/Text Test      ☒ Teacher Observation      ☐ Grades

☒ Data Collection      ☐ State Assessment(s)      ☐ Work Samples

☐ Other: \_\_\_\_\_      ☐ Other: \_\_\_\_\_



## INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

☐ This goal is related to the student's transition services needs.

AREA: Pragmatic Language

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

The TOLD-P:4 was administered with the following results: Listening, 69; Organizing, 75; Speaking, 70; Grammar, 67; Semantics, 73; SPOKEN LANGUAGE QUOTIENT, 66.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:      DATE OF MASTERY: \_\_\_\_\_

By May 2015, **Student** will utilize language in socially appropriate ways, including participating in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups, [SL.2.1], follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) [SL.2.1a], building on others' talk in conversations by linking their comments to the remarks of others [SL.2.1b], and asking for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c], with minimal cues and 80% efficiency, as determined by SLP data.

### TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- ☐ Curriculum Based Assessment    ☐ Teacher/Text Test    ☒ Teacher Observation    ☐ Grades  
☒ Data Collection    ☐ State Assessment(s)    ☐ Work Samples  
☒ Other: Standardized assessment, as indicated    ☐ Other: \_\_\_\_\_

### BENCHMARKS:

1. By 2nd 9 weeks, **Student** will participate in tasks to facilitate following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) [SL.2.1a], with 80% efficiency and min cues, as determined by SLP data. \_\_\_\_\_  
Date of Mastery
2. By 3rd 9 weeks, **Student** will participate in tasks to facilitate asking for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c], with minimal cues and 80% efficiency, as determined by SLP data. \_\_\_\_\_  
Date of Mastery
3. By 4th 9 weeks, **Student** will participate in tasks to facilitate building on others' talk in conversations by linking his comments to the remarks of others [SL.2.1b], with 80% efficiency and min cues, as determined by SLP data. \_\_\_\_\_  
Date of Mastery

## INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

☐ This goal is related to the student's transition services needs.

AREA: Reading

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

**Student's** oral reading skills improved greatly this year when he took his time and thought things through. According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. He scored highest in the areas of visual discrimination, concept of a word, and alphabetic principle. **Student** can identify 100% of sight words on the first grade level when presented in isolation. Although improvements have been made in Reading, **Student** continues to perform slightly below grade level. His scaled score of 655 falls into the classification of "Late Emergent Reader". **Student** needs to consistently receive a scaled score of 800-900 in order to become a probable reader. He scored lowest in the areas of sentence and paragraph comprehension, structural analysis, phonemic awareness, and phonics. He could use improvement on blending, digraphs and more complex multi-syllable words. According to teacher input, **Student** needs to continue working on comprehension. He must slow down and think before he gives a response. **Student's** inability to become a probable reader has a negative impact in all academic areas.

MEASURABLE ANNUAL GOAL related to meeting the student's needs:      DATE OF MASTERY: \_\_\_\_\_

By the end of the 4th nine weeks, **Student** will be able to decode words with long vowel digraphs and isolate the spelling pattern used (ELA 2.20) on 7 out of 10 trials when given a teacher probe.

### TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- |  |   |   |                                 |
|--|---|---|---------------------------------|
| <input type="checkbox"/> Curriculum Based Assessment | <input checked="" type="checkbox"/> Teacher/Text Test | <input checked="" type="checkbox"/> Teacher Observation | <input type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> Data Collection  | <input type="checkbox"/> State Assessment(s)          | <input checked="" type="checkbox"/> Work Samples        |                                 |
| <input type="checkbox"/> Other: _____                | <input type="checkbox"/> Other: _____                 |   |                                 |

# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

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

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Special Education				
	1 time(s) Daily	30	08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p><b>Student</b> will receive direct instruction from the special education teacher to address concerns with reading fluency and reading comprehension skills using such strategies as modeling, questioning, highlighting, chunking, rereading, and repeated practice.</p>				
	1 time(s) Daily	30	08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p><b>Student</b> will receive direct instruction from the special education teacher to address deficits with math computation skills using such strategies as modeling, use of manipulatives, and repeated practice.</p>				
	2 time(s) Weekly	15	08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p><b>Student</b> will receive direct instruction from the special education teacher to address behavior concerns using such strategies as modeling, social skill stories, and guiding <b>Student</b> into determining the difference between appropriate/inappropriate behaviors.</p>				
Supplementary Aids and Services	<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed			
	Daily		08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p><b>Student</b> will benefit from the following accommodations:            Reinforce positive behavior for following class rules            Use verbal prompts and model appropriate behaviors            Give verbal praise for appropriate behaviors            Redirect when off task            Seat in an area free from distractions            Reduce the amount of written work            Allow additional time to complete assignments            Assignments read orally by peer tutor, teacher, etc. as needed            Use of visual aids</p>				
Program Modifications	<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed			

# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

## Services Cont...

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
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Accommodations Needed for Assessments

☒ Needed

☐ Not Needed

Daily

08/13/2014 05/21/2015

Resource Room or  
Regular Education  
Classroom

Student will benefit from the following accommodations:

Redirect when off task

Seat in an area free from distractions

Reduce the amount of written work

Allow additional time to complete assessment

Tests read orally

Require fewer questions, but select ones that measure all required content

Allow for the reformat of tests, as needed

## Related Services

☒ Needed

☐ Not Needed

Speech/Language Services

Monthly

120

08/13/2014 05/21/2015

Resource Room or  
Regular Education  
Classroom

Speech and language services will be provided in individual or in small group session to address and facilitate optimal language function for communication and participation in the educational environment.

Occupational Therapy

Monthly

90

08/13/2014 05/21/2015

Resource Room or  
Regular Education  
Classroom

Occupational therapy services are recommended 90 minutes per month to address functional handwriting skills and strategies to improve attention in the classroom. OT will provide direct services as well as planning and consultation for improved performance in the classroom.

## Assistive Technology

☐ Needed

☒ Not Needed

## Support for Personnel

☐ Needed

☒ Not Needed



# INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

## TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 \_\_\_\_\_

## EXTENDED SCHOOL YEAR SERVICES (ESY)

The IEP Team has considered the need for extended school year services. ☒ Yes ☐ No

## LEAST RESTRICTIVE ENVIRONMENT

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

If no, explain: \_\_\_\_\_

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

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

In order for **Student** to be successful in the general education classroom, he will receive direct instruction from the special education teacher to address concerns with Reading, Math, and behavior.

☒ 6-21 YEARS OF AGE

☐ 3-5 YEARS OF AGE

Least Restricted Environment:

01-100%-80% of the day Inside the Reg Ed Environment

## COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP meeting? ☐ Yes ☒ No

If no, date sent: 05/02/2014

## COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP meeting? ☒ Yes ☐ No

If no, date sent: \_\_\_\_\_

Date copy of **amended** IEP provided/sent to parent/student (age 19) \_\_\_\_\_

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

Position	Signature	Date
Parent	<u>x</u>	<u>x</u>
Parent	_____	_____
General Education Teacher	<u>x</u>	<u>x</u>
Special Education Teacher	<u>x</u>	<u>x</u>
LEA Representative	<u>x</u>	<u>x</u>
Someone Who Can Interpret The Instructional Implications Of The Evaluation Results	<u>x</u>	<u>x</u>
Student	_____	_____
Career/Technical Education Representative	_____	_____
Other Agency Representative	_____	_____
Speech Therapist	<u>x</u>	<u>x</u>
Occupational Therapist	<u>x</u>	<u>x</u>

## INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date
_____	_____	_____
_____	_____	_____