

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: LG		DISABILITY CLASSIFICATION:
DATE OF BIRTH:	LOCAL ID #:	
DATE OF IEP MEETING	PROJECTED DATE IEP IS TO BE IMPLEMENTED:	PROJECTED DATE OF ANNUAL REVIEW:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Results of the Eden II Speech-Language Assessment as well as ongoing informal evaluation methods indicate significant deficits in the following areas: receptive language, expressive language, functional communication, and socio-pragmatics. As LG is a non-verbal student, an Assistive Technology (AT) evaluation was conducted in July of 2021. The remote AT evaluation was conducted by LG school-based therapist and DOE evaluator Damali Gray. Results concluded that a dynamic display speech generating device and communication application (e.g. iPad mini with Proloquo2Go) was appropriate and thus the device was granted (currently awaiting delivery of the device). At the time of evaluation, LG possessed an emergent awareness of the device as a tool to communicate his wants and needs; moderate to maximum levels of prompts and cues facilitated increased accuracy when responding/selecting device icons. It was observed that at times, LG exhibits unintentional selection of locations due to reduced overall tone in his index finger; thus, support from a keyguard was recommended. Expectations are for LG to utilize the device to request items, answer questions, make comments, and access academic and social curriculum.

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

LG is a non-verbal student who presents with significant deficits in receptive, expressive and functional language skills. His progression has been gradual to consistent with regards to his speech and language development. LG utilizes Discrete Trial Training (DTT) within an Applied Behavior Analysis Program to learn a variety of skills. Presently, LG has been learning to utilize a dynamic display speech generating device (iPad mini) equipped with the application Proloquo2Go (Intermediate Core Vocabulary) to express his wants/needs. He exhibits an emerging ability in discriminating multiple preferred items from a grid size of 10 often requiring minimal prompting to increase accuracy of selections. He demonstrates emerging skills in answering social questions and yes/no responses via his device.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

LG is an energetic student who enjoys engagement with others (e.g., tickles, hugs). He demonstrates an interest in joint activities with his clinician during speech sessions. As per assessment, LG exhibits receptive knowledge of colors, shapes, animals. He continues to expand his knowledge of body parts and common environmental objects. LG demonstrates some spontaneous babbling in a natural environment. In terms of verbal imitation tasks, he demonstrates significant difficulty imitating vowels and phonemes despite maximum multimodal prompting and auditory bombardment.

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

LG demonstrates the ability to respond to his name and greetings consistently with eye contact. At times, he requires physical prompting to respond to greetings via a wave; initiating greetings with familiar adults and peers is generally not observed. He demonstrates emerging skills in turn taking with staff. Appropriate play with peers, including initiation of play and sustained interaction/joint attention are socio-pragmatic skills that have not yet been observed.

STUDENT STRENGTHS:

LG enjoys adult attention and play. His functional communication continues to develop. LG's expressive language is primarily characterized by spontaneous babbling. He has shown improvement in attending to tasks and participating in speech sessions. LG continues to develop his ability to label common objects on his AAC device. He has shown emerging skills of responding "yes/no" to preferred and non-preferred items and responding to social questions via his device as well.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

STUDENT STRENGTHS:

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)**

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
LG will increase functional communication skills via an AAC system and/or verbal speech.	80% accuracy, across 2 sessions.	trial by trial/other	4 times per year

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. LG will independently retrieve and transport his AAC system across various settings (e.g., gym, classroom) [Domain 3:7b]
2. LG will increase independence in manipulation and navigation of his AAC device across various settings and partners.
3. LG will discriminate between multiple preferred items, on different pages, using his AAC system across settings and partners. [Domain 3:2a]
4. LG will appropriately gain the attention of his communication partner prior to initiating a communicative exchange using his AAC system.
5. LG will independently request for desired items using "I want" + "object label" using his AAC system across settings and partners. [Domain 3:2a]
6. LG will independently respond "yes/no" via his AAC system to indicate preferred and non-preferred items/activities across various settings.
7. LG will increase spontaneous usage in requesting "help" via his AAC device across various school-based tasks and activities.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
LG will increase his knowledge and use of functional vocabulary, with support of his AAC present for expressive output	80% accuracy across 2 sessions	trial by trial/other	4 times per year

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. LG will identify a minimum of 20 functional targets (e.g., backpack, folder) during varied school-based therapist-directed tasks (e.g., ID of tangible items/pictures, during routines) with fading prompts provided as needed.
2. LG will label (via AAC) a minimum of 20 functional targets (e.g., plate, cup, socks, shoes) presented using a multitude of modalities (e.g., tangible items, picture scenes, embedded within commands) during therapist directed activities with fading prompts provided as needed.
3. LG will identify a minimum of 10 functional actions (e.g. eating, drinking) presented in various modalities during therapist directed activities.
4. LG will label (via AAC) a minimum of 10 functional actions presented in various modalities during therapist directed activities.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
LG will develop socio-pragmatic skills for participation in shared activities	80% accuracy across 2 sessions	trial by trial/other	4 times per year
<p>SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):</p> <ol style="list-style-type: none"> 1. LG will engage in and sustain joint attending during structured and unstructured shared activities (e.g., reading, play) with a variety of partners. 2. LG will identify/label (via AAC) various novel targets during joint attention-tasks, with support and prompting provided as needed. 3. LG will engage in simple reciprocation/turn-taking with a partner during preferred activities, with support provided as needed. 4. LG will respond via AAC to a minimum of 8 social questions with varying communicative partners provided with fading prompts. 3. LG will respond to social greetings from familiar communication partners via AAC and/or verbal approximations with support provided as needed <p>SL.K.1.b</p>			
(DUPLICATE TABLE/ROWS AS NEEDED)			

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
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MEASURABLE ANNUAL GOALS

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ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
LG will produce targeted speech sounds in imitation.	80% accuracy across 2 sessions.	trial by trial/other	4 times per year

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. LG will consistently produce vowel sounds in isolation (e.g., /a/, /i/) during therapist directed activities with fading multimodal prompts and cues
2. LG will produce consonants in isolation during therapist directed activities with fading multimodal prompts and cues.
3. LG will produce consonant-vowel (CV) combinations during therapist directed activities with fading multimodal prompts and cues.
4. LG will produce vowels in syllables utilizing sequential training methods (e.g., Kaufman cards) during therapist directed activities with fading multimodal prompts and cues.
5. LG will approximate monosyllabic words with communicative intent during therapist directed activities given fading multimodal prompts and cues.

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(DUPLICATE TABLE/ROWS AS NEEDED)

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

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(DUPLICATE TABLE/ROWS AS NEEDED)

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

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REPORTING PROGRESS TO PARENTS

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