

KIDSS

**ANW Education Cooperative**  
**710 W. Bridge Street, P.O. Box 207**  
**Humboldt, Kansas 66748**  
**620-473-2257**

Printed:08/25/2010

Printed by:

## Individualized Education Plan

JAY M PARKER

**Legal Name:** ANW, Elementary D**KSDE KIDS ID:** 111111111**First Parent:** John ANW**Birthdate:** 09/24/2000**Phones:** Home Phone:(620) 555-1234**Age at IEP:** 9**Address:** 123 S. Elm**Grade:** 03

Anytown KS

**Comp Evaluation:** 08/29/2008**Email****IEP Meeting:** 08/16/2010**Address:****Second Parent:** Sally ANW**Initiation:** 08/17/2010**Phones:** Home Phone:(620) 555-1234**Email****Address:****Other:****Phones:****Email****Address:****Neighborhood School:** Jefferson Elementary**Attendance Building:**

Elementary ANW may herein be referred to as:

Student's preferred name: Elem

**Primary Exceptionality:** MR**Secondary Exceptionality:**

The classroom teacher has access to a copy of this IEP located: Counselor's Office.

It has been noted to the General Education Staff that this information is CONFIDENTIAL and must be treated as such in compliance with State and Federal Laws.

# ANW Special Education Co-op #603 IEP Signature Page

<input type="checkbox"/> Initial IEP Meeting	<input type="checkbox"/> Annual IEP Meeting
<input type="checkbox"/> IEP Revision Meeting	<input type="checkbox"/> IEP Team Discussion

Participant's signatures who participated in the development of this IEP for: Elementary D ANW

\*Denotes required signatures.

*Parent/Legal Guardian <span style="float: right;">Date</span>	School Psychologist <span style="float: right;">Date</span>
Parent/Legal Guardian <span style="float: right;">Date</span>	Speech & Language Path. <span style="float: right;">Date</span>
*Student (14 yrs up) <span style="float: right;">Date</span>	Occupational Therapist <span style="float: right;">Date</span>
*Special Education Teacher/ Transition Coor. <span style="float: right;">Date</span>	Adaptive Physical Educator <span style="float: right;">Date</span>
*General Education Teacher <span style="float: right;">Date</span>	Physical Therapist <span style="float: right;">Date</span>
*Administrator/Designee <span style="float: right;">Date</span>	Vocational Coordinator <span style="float: right;">Date</span>
School Soc. Worker/Facilitator <span style="float: right;">Date</span>	Interpreter of Eval Results <span style="float: right;">Date</span>
Agency Collaborator <span style="float: right;">Date</span>	Deaf/Principal Lang Rep. <span style="float: right;">Date</span>

Any other participants that are not listed above please sign, date and list position below:

Other participant name	Position/Title	Date
Other participant name	Position/Title	Date

## Text After Signatures

If any mandatory IEP members were legally excused from all or part of the IEP team meeting, please file the appropriate form.

The parents were each given a copy of the Parent Rights.  
(parent initial) \_\_\_\_\_

The parents were each given a copy of the IEP.  
(parent initial) \_\_\_\_\_

### NOTICE OF DESTRUCTION OF SPECIAL EDUCATION RECORDS

Special education records for each student with an exceptionality are maintained by the school district until no longer needed to provide educational services to the student. This notice is to inform you that the special education records for this student will be destroyed after five (5) years following program completion or graduation from high school, whichever occurs later, unless the student (or the student's legal guardian) has taken possession of the records prior to that time from the ANW Education Cooperative #603 at 710 Bridge St., P.O. Box 207, Humboldt, Kansas. Phone (620) 473-2257.

## Progress Report

How often will the Parent(s)/Legal Decision Maker be informed of the student's progress? At least one time every:

quarter  8 weeks  6 weeks  4 weeks, which is at least as often as parents are informed of their nonexceptional children's progress.

By what means will the Parent(s)/Legal Educational Decision Maker be informed of the student's progress? (Check all that apply)

Written report  Parent-teacher conference  District internet site

# Present Levels of Academic and Functional Performance

## Health/Physical

Describe the student's health/physical strengths:

Elem is a friendly young lady and she enjoys doing things by herself. She is eager to learn. She likes to be in control and at times she has a difficult time transitioning between activities.

Does the student have a disability in this area?  Yes  No

If yes, what is it?

Elem has the following diagnosis of Down Syndrome, Diabetes and recently diagnosed with Celiac Disease.

How do this student's Health/Physical attributes affect performance and functioning in the following areas:

Fine Motor:

An update on Elem's fine motor skills was done by the occupational therapist. She mastered fine motor skills such as cutting, writing and coloring and the main focus of therapy shifted to clothing management, specifically shoe tying, buttoning and zipping. She is able to independently manipulate big, wide buttons and is just beginning to work with smaller buttons. She is successful with managing pull over shirts and pants with elastic waist and she is independent in clothing management during bathroom routine when wearing these types of clothes.

Gross motor:

A recent evaluation of Elem's gross motor skills by the physical therapist indicates she no longer needs direct services. It is felt that the direct services received from Adaptive P.E. and the daily practice of motor skills through naturally occurring events at school and at home will meet her gross motor needs at this time.

Medical Condition:

Last vision date: 03/27/2010

Vision results: passed with glasses

Is this student visually impaired or blind?  Yes  No

If yes, explain:

Was there a need for an evaluation to be conducted of the student's needs for instruction in Braille?  Yes  No

If yes, explain:

Last hearing date: 03/27/2009

Hearing results: normal - tube - ears

Does this student have a hearing impairment?  Yes  No

If yes, explain: Her hearing was normal for having tubes in both ears. She seems to hear peers and teacher directions in the classroom with no problem. She has a Conductive hearing loss in her left ear.

Does this student require an Adaptive Physical Education Plan?  Yes  No

If yes, explain: Elem was administered the Test of Gross Motor Development-Second Edition (TGMD-2), on Nov 17, 2009. This test measures the grossmotor skills of object control and locomotor. The results

indicated that Elem's skill level is below average in locomotor skills and object control skills as compared to her peers. She demonstrates the abilities to dribble a basketball, hit a ball off a tee, as well as to catch and roll a ball. Elem does qualify for Adapted P.E. to assist in the improvement and maintenance of his skills. Elem is a willing participant and seems to enjoy participating in physical activities.

Does this student require an Individualized Health Care Plan?  Yes  No  
(see attachment)

Does this student have prescription medication dispensed by school medical staff during the school day?  Yes  No

If yes, and this occurs on a regularly scheduled basis, explain:

She receives insulin at school

Anticipated Needs:

Increase his adaptive P.E. time.

Where Addressed:

In the related services.

Parental Concerns?

Yes  No

If yes, explain:

Mom would like Elem's adaptive P.E. time to be increased and wants to be notified if there are any behavior problems during general P.E. or any other time of the school day.

## Individualized Health Care Plan

Describe the student's IHCP:

Elem has been diagnosed with Down Syndrome. She was diagnosed with Diabetes the summer of 2007. She has her blood sugar checked three times a day at school, and receives insulin from a pump before/during lunch. Elem's blood sugar and insulin intake are recorded in a medical notebook that is monitored by the Coop Nurse and/or nurse para. They are also responsible for supervising and training staff in monitoring her blood sugar and insulin dosages. A copy is sent home to her mother each day. Recently Elem was diagnosed with Celiac Disease.

## Social/Emotional

Describe the student's social/emotional strengths:

Elem is very friendly and good natured happy child. She enjoys socializing with peers.

She is a popular individual with all adults and peers. Her cheery personality and entertaining antics make it almost impossible to get irritated with her. However, she does have some behavioral issues that are difficult to overlook. They primarily consist of stating 'No' to most demands/requests she is given as well as leaving the area.

Is there a disability in this area?  Yes  No

Has the student previously had an FBA/BIP?  Yes  No

How does the disability affect the student's performance and functioning and his/her ability to progress in the general education curriculum for the following area? (Describe within the sections below.)

**RELATIONSHIPS WITH OTHERS (Peers, Adults):**

Elem enjoys socializing with peers. She shows stubbornness if she doesn't want to do what an adult asks of her.

This need will be met by:

- a goal. Baseline:
- accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.
- strategies or other. Describe:  
See Behavior Intervention Plan

**RESPONSE TO LEARNING ENVIRONMENT (STRUCTURED/UNSTRUCTURED):**

She shows stubbornness if he doesn't want to do what an adult asks of her.

This need will be met by:

- goal. Baseline:
- accommodations and/or modifications. Describe in the Modifications/Accommodations section of the IEP.
- strategies or other. Describe:  
See Behavior Intervention Plan.

Does this student receive outside mental health services for reasons that may affect performance in the educational/school setting?

Yes     No

If yes, explain:

Elem recently lost her grandfather and she was very close to him.

Anticipated Needs:

When she mentions her grandfather and/or appears sad she should be sent to the counselor or another adult that can listen to her.

Where needs addressed:

In the services portion of this IEP.

Parental Concerns?  Yes     No

If yes, Explain:

The Mother is concerned that the loss of her grandfather might affect her school performance. Mom will be informed each time she is sent to the counselor.

## General Intelligence

Strengths:

Elem demonstrated strengths in the area of Quantitative Reasoning which measures the ability to solve increasingly difficult mathematical tasks involving numerical concepts, counting, and word problems.

Elementary is considered to be in the    Borderline Intellectual Range of ability,

with a Percentile Rank of (##)    73. The    SB:FE-V

was administered on (MM/DD/YYYY): 07/10/2009

Parental Concerns?  Yes     No

If Yes, explain:

## Academic Performance

Describe the student's academic strengths:

Elem enjoys recreational reading. Whenever she has the chance she will pick up a book and read.

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How does the disability affect the student's performance and functioning in the following skill areas compared to his/her typical, same age peers?

### READING

Phonics:

Phonemic Awareness:

Vocabulary:

Fluency:

DIBELS: She reads 11 words per minute, placing her at the 6th% or in the "deficit" status. This indicates that she will benefit from intensive support through additional interventions.

Comprehension:

Functional Reading:

This need will be met by:

- a goal. Baseline:  
The DIBELS fluency test shows her reading at 11 words per minute.
  - accommodations. Describe in the Accommodations section of the IEP.
  - strategies or other.
- 

### MATH

Numbers & Computation:

She is able to compute addition and subtraction facts adding 0 and 1. She is able to skip count partially, but mixes up numbers.

Algebra:

Geometry:

She identifies the basic shapes.

Data:

Problem Solving:

Functional Math:

Functional math skills are on an approximate kindergarten level according to the Key-Math 3.

This need will be met by:

- a goal. Baseline:  
She is able to identify a penny and its value, but struggles with nickel, dime, quarter. She is able to compute addition and subtraction facts adding 0 and 1. She is able to skip count partially, but mixes up numbers.
  - accommodations. Describe in the Accommodations section of the IEP.
  - strategies or other. Describe:
- 

### WRITTEN LANGUAGE

The team has determined that there are no concerns at this time.

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### STUDY SKILLS

The team has determined that there are no concerns at this time.

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**Anticipated Needs:**

Convergent data provides evidence that Elem continues to show profound need for special education services. Because of her aptitude skills level, it will be difficult for her to progress through the general education curriculum without intense support from special education.

**Where Addressed:**

In the Anticipated Services, goals and benchmarks in this IEP.

**Parental Concerns?**

Yes  No

If yes, explain:

## Communication

**Describe the student's communication strengths:**

Elem is good at voicing her opinion. She has definite opinions and will share them with those around her.

**Auditory acuity & perception:** Testing indicates normal abilities in auditory acuity.

**Briefly describe the performance of typical age peers in this area:**

Are there any concerns pertaining to the student's speech/language communication skills?  Yes  No

Was formal or informal speech/language testing administered within the past year?  Yes  No

If yes, list name of test(s), testing information and results:

Auditory perception appears to be delayed based upon TOLD-P:3 Listening Quotient of 79. Fluency skills are within normal limits for age as judged by clinical observation. Expressive One-Word Picture Vocabulary Test showed a raw score of 46, Standard Score of 69 and Percentile Rank of 2. Peabody Picture Vocabulary Test showed a Raw Score of 79, Standard Score of 78 with a Percentile Rank of 7. Test for Examining Expressive Morphology (EOWPVT-R) with a Raw Score of 43 and Standard Deviation of -1.

Convergent Data?  Yes  No

The convergent data indicated there was a significant discrepancy between students articulation and/or language skills when compared to peers. They demonstrated a need for specially designed instruction in order to communicate effectively with same age peers and adults within the general education environment. This support was not available through general education.

Is the student an English as a Second Language learner (ESL)?  Yes  No

If yes, explain:

Does this student communicate by another method that is not listed?  Yes  No

If yes, explain:

Parental Concerns?  Yes  No

If yes, explain:

## Other

Vineland Adaptive Behavior Scales \* Second Edition results are showing Elem's adaptive skills especially in the area of Daily Living Skills are variant from the norm. However, they are noted to be commensurate with her estimated aptitude skills level.

Vineland Adaptive Behavior Scales \* Second Edition, were completed by the classroom teacher, resource room teacher and parent. Each indicated that she functions, overall, in the Moderately Low Range. Socialization was indicated as a strength. Strengths were likewise noted in the sub-domain areas of personal living skills, receptive communication, academic skills, coping skills and school community skills

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## Anticipated Services to be Provided

### Special Education Services (Resource Room G)

For the remainder of the current school year...

Elem will come to the resource room for instruction in math for 90 minutes per day, five days per week, spelling for 30 minutes daily, reading for 60 minutes per day, language for 30 minutes per day, five days per week. This is for a total of 210 minutes daily.

AND

For the next school year...

Elem will come to the resource room for instruction in math for 85 minutes per day, five days per week, spelling for 30 minutes daily, reading for 55 minutes per day, language for 30 minutes per day, five days per week. This is for a total of 200 minutes daily.

These services will begin on (MM/DD/YYYY): 08/17/2010

These services will end one year from this date or when the annual IEP is rewritten.

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## Related Services

For the remainder of the current school year...

Elem will receive direct speech-language services for 60 minutes a week. Services will be provided in either a pull-out setting or in the classroom, seen individually or in small groups. The SLP may administer formal or informal assessments throughout the year for progress monitoring or program planning. Some services may be provided by a paraprofessional under the supervision of a licensed speech-language pathologist. Elem will also receive direct occupational therapy services 20 minutes once a week to increase independence during self-care tasks in the educational environment. In addition, the occupational therapist will collaborate with classroom teacher and other related services to increase participation and performance in the classroom. Services will be provided in the classroom or other designated area by licensed occupational therapist or trained paraprofessional. Elem will receive direct Adaptive PE services approximately 20 minutes 2 times per week. These services will be provided in a pullout 1 on 1, or small group setting, by a licensed Adapted P.E. teacher or qualified paraprofessional.

AND

For the next school year...

Elem will receive direct speech-language services for 40 minutes a week. Services will be provided in either a pull-out setting or in the classroom, seen individually or in small groups. The SLP may administer formal or informal assessments throughout the year for progress monitoring or program planning. Some services may be provided by a paraprofessional under the supervision of a licensed speech-language pathologist. Elem will also receive direct occupational therapy services 20 minutes twice a week to increase independence during self-care tasks in the educational environment. In addition, the occupational therapist will collaborate with classroom teacher and other related services to increase participation and performance in the classroom.

Services will be provided in the classroom or other designated area by licensed occupational therapist or trained paraprofessional. Elem receive direct Adaptive PE services approximately 20 minutes 2 times per week. These services will be provided in a pullout 1 on 1, or small group setting, by a licensed Adapted P.E. teacher or qualified paraprofessional.

These services will begin on (MM/DD/YYYY): 08/17/2010

These services will end one year from this date or when the annual IEP is rewritten.

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### Supplementary Services (General Education Classroom C)

For the remainder of the current school year...

Elem will receive supplementary aids in the general education classroom with para support for 225 minutes daily-(during recess, lunch, assemblies, field trips and classroom activities, and some specials classes) for 5 days per week.

AND

For the next school year until the IEP is rewritten...

Elem will receive supplementary aids in the general education classroom with para support for 235 minutes daily-(during recess, lunch, assemblies, field trips and classroom activities, and some specials classes) for 5 days per week.

These services will begin on (MM/DD/YYYY): 08/17/2010

These services will end one year from this date or when the annual IEP is rewritten.

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### Accomodations & Modifications

When selecting accommodations these items were considered:

- how the students learning needs affect the achievement of grade level content standards
  - specialized instruction the student needs to achieve grade level content standards
  - accommodations that are needed increase the students access to instruction and assessment
- 

#### Use of a Calculator

The use of a math calculator will be permitted to solve problems whenever an assignment or test is given (frequency). The calculator will be used for the entire assignment (duration) or test except for sections that measure strictly basic calculation skills of addition, subtraction, multiplication and division. This accommodation will be used in the following classes: (location)

- Language/Reading  Social Science  Sciences  Math  Other

Other (describe):

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Will the General Education Teacher need additional training to implement this IEP?

- Yes  No If yes, how will this be provided?

General Education Teacher(s) may request special education staff to offer support in reading tests or assignments and modifying the curriculum to support the students progress in the General Education Curriculum. General Education Staff in the building will be allowed to make these necessary modifications or to request the assistance of the Special Education Staff to meet the students needs as deemed necessary.

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Accomodations Start Date:08/17/2010

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## Participation with Non-Disabled Students in the General Education Environment

The student will have the same opportunity as their General Education Peers to participate in nonacademic and extracurricular activities such as breakfast, lunch, field trips, after school programs, and sports. The student will participate in all general education classes except those listed under Special Education Services (Resource Room) & Related Services.

The IEP team has reviewed this educational placement and/or services and considers it to be reasonably designed to deliver a Free Appropriate Public Education (FAPE) in the student's least restrictive environment. The team has decided that the positive effects of the placement outweigh any potentially harmful effects. Parent(s) have been given their rights. Parent(s), general education staff, special education staff, and an LEA representative have been involved in designing this proposed IEP.

### Provision of Services

The IEP team has determined that for the student to have opportunities to participate with non-identified peers in extracurricular and nonacademic activities, regularly-scheduled special education and related services may not occur when their delivery would prevent the child from participating in field trips, assemblies, special events for the general education classroom or school, state or district-wide assessments, and other such activities.

The provision of the regularly-scheduled special education and related services is not always possible due to events that are beyond the control of the school; such as school closure due to weather or other emergencies, emergency drills, or when the child is absent from school (this does not include suspension or expulsion of the student).

## District-wide Assessments

- This student will not participate in district-wide assessments. He/she will be assessed on a daily basis through their objectives.
- Student will participate in all district-wide assessments without accommodations or modifications.
- Student will participate in district-wide assessments with the following accommodation(s) and/or modification(s) in the following area(s) as allowed by the Kansas State Department of Education (KSDE) below:

No accommodations are necessary
1 - Frequent breaks during the assessment
9 - Other accommodations used: (note below)

### Explanation of 9-Other:

Elem will have appropriate parts of the test read to her, have extended time on the assessment, and be allowed to leave the testing area to have her blood sugar checked, insulin administered, use the restroom, or eat a snack if her blood sugar indicates.

## State Assessments

**THE IEP TEAM HAS DETERMINED THIS STUDENT WILL BE ASSESSED AS FOLLOWS:**

(Kindergartners, first graders and second graders do not participate in state assessments.)

- The student will participate in all state-wide assessments without accommodations or modifications.
- The student will participate in the Kansas Assessment with Multiple Measures (KAMM) which requires a goal to be written for each curricular area assessed. (\*\*explain below)
- The student will participate in the Kansas Alternate Assessment which requires benchmarks or objectives be written for the student. (\*\*explain below)

\*\*Explain why the particular assessment selected is necessary for this student based on their disability:  
 Key Math 3 she achieved a Total Test Composite standard score that was at the 1st %ile. DIBELS - Elem read 11 words per minute, placing her at the 6th %ile.

- The student will participate in state-wide assessments with the following accommodation(s) and/or modification(s) in the following as allowed by the Kansas State Department of Education (KSDE) below:

Area	Type of Assessment
Reading	Alternate
Math	Alternate
Writing	
Social Studies	
Science	

### ACCOMMODATIONS

<p style="text-align: center;"><b>Reading</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">No accommodations are necessary</div> <p style="text-align: center;"><b>Writing</b></p> <div style="border: 1px solid black; padding: 2px;">No accommodations are necessary</div>	<p style="text-align: center;"><b>Math</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">No accommodations are necessary</div> <p style="text-align: center;"><b>Social Studies</b></p> <div style="border: 1px solid black; padding: 2px;">No accommodations are necessary</div>
<p><b>Science</b></p> <div style="border: 1px solid black; padding: 2px; margin: 0 auto; width: 80%;">No accommodations are necessary</div>	

Explanation of 9-Other (if selected):

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### Anticipated Extended School Year

The IEP team has enough information to determine that Elementary does not require extended school year services.

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### Behavioral Intervention Plan

Describe how the student's behavior impedes his/her learning or that of others?  
 When faced with a lengthy instructional period or academic task to complete, Elem will often engage in off-task behaviors or become non-compliant. These behaviors have resulted in Elem falling farther and farther behind his peers as well as possible grade retention.

Were any functional behavior assessments completed?  Yes  No  
 Describe the results of the most recent functional behavior assessment?

When asked to engage in a difficult task, asked to do something learned, transition from task to task, transition times, stopped from doing something, or teacher reprimand Elem. will become non-compliant to either avoid a task, gain a preferred activity, and/or for personal power/control.

When asked to engage in a difficult task, asked to do something learned, during unstructured times, complete written tasks, or there is a lack of social attention, Elem will engage in off-task behaviors to avoid a task, gain a preferred activity, and./ or for personal power/control.

Does this student have a positive behavior plan?  Yes  No

If yes, list the positive strategies and service(s) that will be used to address the behavior:

**ECOLOGICAL:** 1. Use adaptive curricula for math, reading, spelling, and language instruction. 2. Chunk instruction so instructional periods can be between 10 to 20 minutes in length. 3. Adjust class demands to Elem\*s instructional level 4. Assess Elem\*s mastery in alternative ways besides paper and pencil tasks. **POSITIVE PROGRAMMING:** 1. Use simple verbal reprimands when Elem misbehaves. Make sure they are to the point and given in a moderate tone. 2. Give praise to Elem as often as possible. 3. Intervene with Elem as soon as possible in order to prevent the misbehavior from occurring. 4. Provide Elem with choices as often as possible. 5. Provide Elem with a warning prior to a transition. **DIRECT TREATMENT:** 1. Provide instruction at Elem\*s instructional level. 2. Provide means for remediating his deficits especially in reading. 3. Provide means for \*chunking” the teaching of skills so instructional period can be limited to 20 to 30 minutes. 4. Provide immediate feedback as to whether or not Elem has mastered a skill. 5. Allow Elem autonomy in determining the order of his academic day. 6. Provide reliable avenues for measuring Elem\*s on-task behaviors. 8. Increase Elem\*s on-task and compliant behaviors. **EMERGENCY TREATMENT:** If Elem. becomes aggressive and begins running about the room, remove peers to another setting until he is ready to follow directions.

Does this plan include the use of a Seclusion Room?  Yes  No

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### Assistive Technology Plan

The IEP team has determined that Elementary does not require assistive technology at this time.

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### Special Considerations

In order for Elem to be successful in school, all general and special education staff must follow her behavior plan. She uses a picture schedule to allow her to see what her day will look like.

She also needs preferential seating with the para, give short assignments, help her organize her desk, notebook or folders for her work. She also needs frequent positive feedback.

\*\*Elem will be allowed to leave the testing area to have her blood sugar checked/insulin administered/use the restroom, or eat a snack when blood sugar is low/high. This includes (but is not limited to) district-wide DIBELS testing.

\*\*\*\*\*

\*\*\*\*\*

Recommendations from a Licensed Psychologist at Children's Mercy Hospital, given on 11/19/2007.

1.It is important for Elem to experience consequences related to her behaviors. Elem learns from these experiences more so than she does from rules and explanations. If Elem is given instructions or directives regarding behavior,

these directions should be consistent with her experiences. That is, if Elem is instructed to obey her teachers and parents, then her experiences should be consistent with that directive in so far as Elem should have generally positive experiences when she obeys the adults and negative consequences when she disobeys.

2. For behaviors that are particularly challenging, the doctor recommends that Elem's caregivers practice those behaviors with Elem. For example, if she is having difficulties coming to the classroom promptly after recess, then she should have opportunities when she can practice what she is to do when the whistle blows outside of the times when she is actually having the recess.

If Elem is defiant during the practice, she would go immediately to time out. On the other hand, if she is compliant during the practice, she would receive appropriate praise and potential concrete reinforcement.

A communication notebook should be used for notes home or to school. This notebook is to be used by all Elem's caregivers as a method of communication with her mother.

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## Goals and Benchmarks/Objectives

**Goal 1:** In 36 instructional weeks, given direct instruction in math, Elem will identify coins, state their values, and determine the total value of a like group of coins up to \$1.00, compute basic 1 digit addition and subtraction facts through 5, and skip count by 2's, 5's and 10% with 80% accuracy on 4/5 trials.

**State Standard:** Extended Standard:1 Benchmark:1,4 Indicator:13,3,4

**Baseline:** Elem is able to identify a penny and its value, but struggles with nickel, dime, quarter. She is able to compute addition and subtraction facts adding 0 and 1. She is able to skip count partially, but mixes up numbers.

**Benchmark# 1:** In 9 instructional weeks, given direct instruction in math, Elem will identify coins, state their values, and determine the total value of a like group of coins up to \$1.00, compute basic 1 digit addition and subtraction facts through 5, and skip count by 2's, 5's and 10's with 65% accuracy on 4/5 trials.

**Evaluation Procedures:** Teacher observation, data, and assessment

**Benchmark# 2:** In 18 instructional weeks, given direct instruction in math, Elem will identify coins, state their values, and determine the total value of a like group of coins up to \$1.00, compute basic 1 digit addition and subtraction facts through 5, and skip count by 2's, 5's and 10's with 70% accuracy on 4/5 trials.

**Evaluation Procedures:** Teacher observation, data, and assessment

**Benchmark# 3:** In 27 instructional weeks, given direct instruction in math, Elem will identify coins, state their values, and determine the total value of a like group of coins up to \$1.00, compute basic 1 digit addition and subtraction facts through 5, and skip count by 2's, 5's and 10's with 75% accuracy on 4/5 trials.

**Evaluation Procedures:** Teacher observation, data, and assessment

**Goal 2:** In 36 instructional weeks, given the DIBELS progress monitor/informal reading inventory, Elem will read at least 36 wpm.

**State Standard:** Extended Standard:1 Benchmark:4 Indicator:1

**Baseline:** 11 wpm.

**Benchmark# 1:** In 9 instructional weeks, given the DIBELS progress monitor/informal reading inventory, Elem will read at least 30 wpm.

**Evaluation Procedures:** DIBELS progress monitor/informal reading inventory

**Benchmark# 2:** In 18 instructional weeks, given the DIBELS progress monitor/informal reading inventory, Elem will read at least 32 wpm.

**Evaluation Procedures:** DIBELS progress monitor/informal reading inventory

**Benchmark# 3:** In 27 instructional weeks, given the DIBELS progress monitor/informal reading inventory, Elem will read at least 34 wpm.

**Evaluation Procedures:** DIBELS progress monitor/informal reading inventory

**Goal 3:** In 36 instructional weeks, Elem will improve articulation, receptive and expressive language skills to facilitate classroom success as measured by SLP data

**State Standard:** Reading 1.3

**Baseline:** Moderate Language Delay

**Benchmark# 1:** In 9 instructional weeks, Elem will improve his ability to understand grammatical sentences using pix stimuli with 50% accuracy.

**Evaluation Procedures:** SLP data

**Benchmark# 2:** In 9 instructional weeks, Elem will improve auditory processing by repeating a 6-8 word phrase with 80% accuracy.

**Evaluation Procedures:** SLP data

**Benchmark# 3:** In 18 instructional weeks when given instruction in articulation skills, Elem will imitate final th in words with 70% accuracy.

**Evaluation Procedures:** SLP data

**Benchmark# 4:** In 27 instructional weeks when given instruction in articulation skills, Elem will imitate final th words in phrases with 80% accuracy.

**Evaluation Procedures:** SLP data

**Benchmark# 5:** In 27 instructional weeks, Elem will improve her ability to say sh, z, s, in words with appropriate air flow with 50% accuracy

**Evaluation Procedures:** SLP data

**Goal 4:** In 36 instructional weeks, Elem will independently manage clothing by fastening, zipping, buttoning and/or tying her shoes, given 4/5 opportunities

**Baseline:** Elem is able to independently manage large, wide buttons and he can verbalize the steps of the shoe tying method. She is still working on smaller buttons, snaps and zippers. Elem has a difficult time with precise movements of the fingers during shoe tying but he is motivated and he works hard.

**Benchmark# 1:** In 9 instructional weeks, given 5-6 verbal and 2-3 physical prompts, Elem will manage clothing by zipping, buttoning, fastening and tying his shoes, given 2/5 opportunities.

**Evaluation Procedures:** OT/para/teacher observation and data collection

**Benchmark# 2:** In 18 instructional weeks, given 3-4 verbal and 1-2 physical prompts, Elem will manage clothing by zipping, buttoning, fastening and tying his shoes, given 3/5 opportunities.

**Evaluation Procedures:** OT/para/teacher observation and data collection

**Benchmark# 3:** In 27 instructional weeks, given 1-2 verbal prompts, Elem will manage clothing by zipping, buttoning, fastening and tying his shoes, given 3/5 opportunities.

**Evaluation Procedures:** OT/para/teacher observation and data collection

**Goal 5:** In 35 weeks, given 100 functional community words (in the environment and on flashcards), Elem will identify the word and generalize the meaning by verbally using the word in a sentence correctly with 80% accuracy, 3/5 days.

**State Standard:** 1.3.1 The student determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.

**Baseline:** Elem recognizes approximately 20 functional community sight words with 100% accuracy. She does not consistently use these words correctly in a sentence

**Benchmark# 1:** In 9 weeks, given 25 functional community words (in the environment), Elem will identify the word and generalize the meaning by using the word in a sentence correctly with 80% accuracy, 3/5 days.

**Evaluation Procedures:** teacher observation/data

**Benchmark# 2:** In 18 weeks, given 50 functional community words on flashcards, Elem will identify the word and generalize the meaning by verbally using the word in a sentence correctly with 80% accuracy, 3/5 days.

**Evaluation Procedures:** teacher observation/data

**Benchmark# 3:** In 27 weeks, given 75 functional community words on flashcards and in the environment, Elem will identify the word and generalize the meaning by verbally using the word in a sentence correctly with 80% accuracy, 3/5 days.

**Evaluation Procedures:** teacher observation/data