

# [Individualized educational plan paper assignment](https://assignbuster.com/individualized-educational-plan-paper-assignment/)

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Final Exam IEP William H Dunston Liberty University Course and Section # EDUC 521 201020 Summer Sub-term B; Deadline: 07/21/2010 Dr. Rollen Fowler Date of Submission 07/20/2010 EDUC 521 – Final Exam: IEP Name: Karen Smith | Date of birth: 5/22/1999 | | School: Bywood Elementary | Age: 10 | Grade: 3rd | | Primary language-Student: English | Primary language-Home: English | | Primary classification: Specific Learning Disability | Special ed teacher: William Dunston |

Present Levels of Performance, Goals, and Objectives | Skill Area: Reading | | Present level of educational performance: According to the Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)| | Karen is functioning at the 1. 6 grade level in reading. Karen’s learning disability in the areas of reading comprehension and | | reading recognition require accommodations in her in her reading classes.

Karen’s teachers report that Karen’s communication skills| | favor reception more than expression and that her vocabulary is quite good. | | Annual Goal: Within one academic year Karen will improve her reading skills by 1 full grade level to a 3. 6 grade level as measured | | by a standardized test. | | Short-term objective: Given a list of 20 unfamiliar phonetically spelled words, Karen will read them by decoding them with 95% | | accuracy as measured by teacher made test by May 7th, 2010. | Short-term objective: Presented with a paragraph, Karen will read with 90% accuracy as measured by teacher made test by May 7th, | | 2010. | | Short-term objective: With use of kinesthetic and tactile teaching methods in instruction, Karen will be able to identify and read| | at least twenty simple words (consonant/vowel/consonant) with 100% accuracy within four months, as measured weekly by teacher | | recorded observational data. | Skill Area: Spelling | | Present level of educational performance: According to the Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)| | Karen is functioning at the 1. 4 grade level in spelling. Karen’s strengths are in math. She is able to quickly grasp the concepts | | and is excelling at a regular rate in this area. | | Annual Goal: Within one academic year Karen will improve writing skills by 2 grade levels to a 3. 4 grade level as measured by | | standardized tests. | Short-term objective: With the use of tactile teaching methods Karen will use knowledge of phonics, word patterns, and slight words| | to improve spelling when writing as observed by teacher. | | Short-term objective: Karen will progress through the developmental stages of spelling from transitional spelling to correct | | spelling in the context of writing as measured by teacher made test by May 7th, 2010. | | Short-term objective: Karen will spell 50 third grade level high frequency words as measured by teacher made test by May 7th, | | 2010. | Skill Area: Communication | | Present level of educational performance: Teachers report that Karen has trouble interacting with peers because of difficulty | | verbalizing her thoughts. | | Annual Goal: Within one academic school year Karen will increase social communication skills as measured by teacher’s benchmark. | | Short-term objective: Karen will initiate communicative interactions with others on 4 out of 5 occasions. | Short-term objective: Karen will initiate varied appropriate topics with others on 4 out of 5 occasions as measured by teacher’s | | benchmark. | | Short-term objective: Karen will engage in conversational turn talking with others across 3-4 conversational turns, 4 out of 5 | | opportunities to do so. | | Skill Area: Reading | | Present level of educational performance: According to the Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)| | Karen is functioning at the 1. grade level in reading. Karen’s learning disability in the areas of reading comprehension and | | reading recognition require accommodations in her reading classes. Karen’s teachers report that Karen’s communication skills favor | | reception more than expression and that her vocabulary is quite good. | | Annual Goal: Within one academic school year Karen will read 3rd grade material at a rate of 80 words a minute with no more than | | 0-2 errors as evidenced by standardized testing. | Short-term objective: By February 10, Karen will read 2nd grade material at a rate of 60-80 words per minute with no more than 3 | | errors. | | Short-term objective: By April 10, Karen will read 3rd grade material at a rate of 40-60 words per minute with no more than 3-5 | | errors. | | Short-term objective: By June 10, Karen will read 3rd grade material at a rate of 60-80 words per minute with no more than 0-2 | | errors. | Special Education and Related Services Type of Service, Aid or Modification | | Time per day/week | | | | | Location | | Begin date | Duration | | Reading Tutor | School | 2 x per week | 9/9/2010 | 12 weeks | | Spelling Bees | Resource Room | 1x week | 9/9/2010 | 16 weeks | | Electronic Reading Lab | Computer Lab | 1 x per week | 9/9/2010 | 8 weeks | | Speech Language Pathologist for | Resource Room | 2 x per wk | 9/18/10 | 16 weeks | | expressive language | | | | | | Individual sessions with school counselor| Counselor’s office | 2 x per week | 9/18/10 | 8 weeks | Instructional modifications/accommodations: Assuming Karen is in a full inclusion school; | | Modifications | | Extended time for completion of assignments or tests | | Additional time for reading assignments | | Time for repeated review or drill | | Accommodations | | Provide on audio tape | | Provide in large print | | Reduce number of items per page or line | | Provide a designated reader | | Present instructions orally | | Response: | | Allow for verbal responses | | Allow for answers to be dictated to a scribe. | Non-participation in the general curriculum | | Regular classes or general curriculum: | | Extracurricular/nonacademic: | | Transition planning (for students age 14 and over) | | N/A\_ Transition planning will be addressed through the Student’s Advisement. | | N/A\_ Transition planning is addressed on the IEP addendum. | | N/A\_ Transition planning is not needed due to the age of the student. | Participation in statewide or district assessments | | X Modified: \_\_timing/scheduling \_\_\_setting \_\_\_response format \_\_\_presentation forms | | \_\_Alternative: | | Reason for alternative: | | Scheduled reports to parents | | Frequency: Monthly | | Method: Parent teacher conference/ Teleconference | Signature | Position | Date | | Karen’s Mom | Parent | 5/16/2010 | | Sally Starr | Special education director | 5/16/2010 | | Dr Psychologist | School psychologist | 5/16/2010 | | William Dunston | Regular education teacher | 5/16/2010 | | Susan Exceptionality | Special education teacher | 5/16/2010 | | Dr. Education | School principal | 5/16/2010 |