

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

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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 <https://assignbuster.com/individualized-educational-plan-paper-assignment/>

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

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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 |