

**DRAFT - INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT / GUARDIAN INFORMATION**

<b>Date of Birth:</b>	<b>Gender:</b>	<b>Local ID:</b>	<b>State ID:</b> 1
<b>Age:</b>	<b>Native Language:</b>	<b>Home #:</b>	
<b>Contacts:</b> Amy Coffee, Mother	<b>Home/Mobile #:</b> 7 Home/Mobile #:	<b>Work #:</b>	<b>Email:</b> <b>Email:</b> <b>Grade:</b>
<b>Contacts:</b> Michael Coffee, Father		<b>Work #:</b>	Grade
<b>School Year:</b> 2019-2020	<b>Case Manager:</b>	<b>School:</b>	
2020-2021			Grade
	o		
	<b>Medicaid Consent Received:</b> No	<b>Medicaid Eligible:</b> No	
<b>Special Alerts:</b> Joey requires a paraprofessional to escort him through the building and on and off the school van. Joey is diagnosed with Autism which affects his expressive and receptive language therefor affecting his overall communication. Additionally, he suffers from uncontrolled acid reflux and may "spit up" during travel times on van/bus or anytime prior or after eating. Joey has been experiencing anxiety related to the bathroom and may have accidents.			

**MEETING OR AGREEMENT INFORMATION**

**Date:** 03/05/2020  
**Reason:** Assess Progress and Review or Revise IEP

**MOST RECENT ELIGIBILITY INFORMATION**

**Determination:** Eligible for Special Education and Related Services  
**Classification:** Autistic  
**Extended School Year:** Yes  
**Most Recent Annual Review Meeting:** 01/09/2020  
**Annual Review Due:** 01/08/2021  
**Most Recent Reevaluation Eligibility Meeting:** 01/31/2019  
**Consent to Waive Reevaluation Received:**  
**Reevaluation Due:** 01/30/2022

**INITIAL ELIGIBILITY INFORMATION**

**Initial Referral:** 01/01/2011  
**Initial Consent to Evaluate:** 01/26/2011  
**Initial Eligibility Determination:** 04/27/2011  
**Initial IEP Meeting:** 04/27/2011  
**Initial Consent to Implement IEP:** 04/27/2011  
**Initial IEP Implemented:** 04/27/2011

**IEP INFORMATION**

**Projected IEP Start Date:** 03/06/2020  
**Projected IEP End Date:** 01/09/2021  
**Behavior Intervention Plan:** Yes  
**Modifications:** Yes  
**Supplementary Aids and Services:** Yes  
**Assistive Technology:** Yes  
**Supports for School Personnel:** Yes  
**Testing Accommodations:** Yes

**SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Class Multiple Disabilities	03/06/2020 - 06/19/2020	5 x Weekly 375 min.
Special Class Multiple Disabilities	09/01/2020 - 01/09/2021	5 x Weekly 375 min.
Occupational Therapy: Individual	03/06/2020 - 06/19/2020	1 x Weekly 25 min.
Speech-Language Therapy: Individual	03/06/2020 - 06/19/2020	3 x Weekly 25 min.
Speech-Language Therapy: Group (not to exceed 5)	03/06/2020 - 06/19/2020	1 x Weekly 25 min.
Occupational Therapy: Group	03/06/2020 - 06/19/2020	1 x Weekly 25 min.
1: to 1: Aide: Individual	03/06/2020 - 06/19/2020	5 x Weekly 375 min.
Adaptive PE: Group	03/06/2020 - 06/19/2020	2 x Weekly 40 min.
Physical Therapy Consultation: Individual	03/06/2020 - 06/19/2020	1 x Quarterly 25 min.
Occupational Therapy: Individual	09/08/2020 - 01/09/2021	1 x Weekly 25 min.
Speech-Language Therapy: Individual	09/08/2020 - 01/09/2021	3 x Weekly 25 min.
Speech-Language Therapy: Group (not to exceed 5)	09/08/2020 - 01/09/2021	1 x Weekly 25 min.
Occupational Therapy: Group	09/08/2020 - 01/09/2021	1 x Weekly 25 min.
1: to 1: Aide: Individual	09/08/2020 - 01/09/2021	5 x Weekly 375 min.

**PLACEMENT CATEGORY**

In the presence of general education students for less than 40% of the school day

**STATUS FOR DURATION OF IEP**

03/06/2020 - 01/09/2021 Receiving Services

Adaptive PE: Group	09/08/2020 - 01/09/2021	2 x Weekly 40 min.
Special Transportation: Bus with Attendant	03/06/2020 - 06/19/2020	5 x Weekly
Special Transportation: Bus with Attendant	07/01/2020 - 08/06/2020	4 x Weekly
Special Transportation: Bus with Attendant	09/08/2020 - 01/09/2021	5 x Weekly

**SUMMARY-EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Class Multiple Disabilities	07/01/2020 - 08/06/2020	4 x Weekly 240 min.
Speech-Language Therapy: Group (not to exceed 5)	07/01/2020 - 08/06/2020	2 x Weekly 30 min.
Occupational Therapy: Individual	07/01/2020 - 08/06/2020	1 x Weekly 25 min.
1: to 1: Aide: Individual	07/01/2020 - 08/06/2020	4 x Weekly 240 min.

## DRAFT/WRITTEN NOTES FOR IEP MEETING

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND CONSIDERATIONS WHEN DEVELOPING THE IEP

**Initial or Most Recent Evaluations/Reports:** Consider relevant data. List the sources of information used to develop the IEP.

Date	Evaluation/Report	Comments
02/07/2020	Functional Behavioral Assessment	<p>Joey is an 11-year-old student in a multiply disabled self-contained classroom at Parkwood Elementary. He has a current diagnosis of Autism Spectrum Disorder. A review of records indicated that Joey is classified as Autistic and has an Individualized Education Plan (IEP). He is currently in the self-contained Multiple Disabilities classroom at Parkwood School. Along with having an IEP, Joey has a 1: to 1: aide and receives the services of Individual Occupational Therapy 1 x weekly for 25 minutes, Group Occupational Therapy 1 x weekly for 25 minutes, Individual Speech and Language Therapy 3 x weekly for 25 minutes, Group Speech and Language Therapy 1 x weekly for 25 minutes, Physical Therapy Consultation 1 x quarterly, and Adaptive PE 2 x weekly for 40 minutes. Additionally, he is now attending a social skills small group lesson with his class 1 time per week.</p> <p>During his annual review meeting on January 9th, Joey's behaviors were discussed. His teachers and related services providers have been increasingly concerned with</p> <p>problem behaviors and it has been recommended by the CST to have an FBA completed to determine the function of his behaviors and to design a behavior intervention plan.</p> <p>The following behaviors were identified throughout this FBA:</p> <p>Dropping: Any occurrence in which Joey falls to the floor onto his knees, hands and knees, or his bottom  Elopement: Any occurrence in which Joey leaves the instructional area or his teacher during a transition or instruction by more than 5 feet  Self- Injury: Any occurrence in which Joey bangs his head with one or two hands or bites his own hand  Aggression: Any occurrence in which Joey pulls another person's hair or pinches/grabs another person's body or object of clothing/jewelry  Noncompliance: Any occurrence in which Joey does not follow a known instruction after it has been presented verbally twice within 10 seconds  Mouthing: Any occurrence in which Joey puts an item or object in his mouth; do not include when Joey is eating, drinking, or using his "chew"</p> <p>The following methods were used to obtain information regarding these target behaviors:</p> <ul style="list-style-type: none"> <li>Records review</li> <li>Teacher interviews/rating scales</li> <li>Classroom observations</li> <li>Analysis of narrative ABC Data</li> <li>Analysis of daily frequency and duration data</li> </ul> <p>The following information reflects a summary of the hypothesized functions for these behaviors:</p> <p>Noncompliance is most likely to occur after a verbal direction is provided to transition to a new activity or location to escape the demand and access adult attention in the form of repeated directions. It is most likely to occur in the classroom or in the bathroom during a transition.</p> <p>Mouthing is most likely to occur while waiting/downtime (no demand/no attention/adult may be in close proximity) or while engaging in a preferred activity. This suggests an automatic function (sensory). This behavior is most likely to occur during a group activity in the classroom.</p>

**DRAFT/Written NOTES FOR IEP MEETING**

	<p>Dropping: There is not enough data to hypothesize a function.</p> <p>Elopement is most likely to occur while waiting/downtime (no demand, no attention, adult may be in close proximity) or after a verbal direction is provided to transition to a new activity to escape a demand and/or access adult attention in the form of repeated verbal directions, verbal attention (e.g., asking what's wrong, what are you working for), or physical prompting. This behavior is most likely to occur during a transition in the classroom or outside on the playground.</p> <p>Self- injury is most likely to occur after a verbal direction is provided during a work task or to transition to a new activity to access adult attention in the form of repeated verbal directions, physical prompting, and verbal reprimands (e.g., "no", "hands down."). This behavior is most likely to occur during programming, a group activity, or during a transition in the classroom.</p>
01/17/2019 Psychological Evaluation	<p>Vineland Adaptive Behavior Scales 3rd Ed  Parent/Caregiver report:  Communication: 43 (PR&lt;1)  Daily Living Skills: 62(PR=1)  Socialization: 50 (PR=&lt;1)  Adaptive Behavior Composite: 56 (PR &lt;1)</p> <p>Teacher Report:  Communication: 38 (PR&lt;1)  Daily Living Skills: 44 (PR&lt;1)  Socialization: 44 (PR&lt;1)  Adaptive Behavior Composite: 50 (PR &lt;1)</p>
12/13/2018 Educational Evaluation	
07/18/2018 Medical Health Records	<p>Autism Spectrum Disorder, Anxiety, Learning Difficulty, Nonverbal and Obesity due to excess calories, unspecified classification, unspecified whether serious morbidity present</p>
05/16/2018 School Nurse Report	<p>allergic to strawberries  Sees Dr. Gabos every 6 months as follow up to infantile scoliosis (treated with serial casting as a toddler then transitioned to a brace he did not tolerate)</p> <p>Joey has a long history of constipation/bowel problems. He is no longer under the care of a gastrointestinal doctor, the symptoms are managed through diet and exercise. Joey has croup/bronchitis at least once a year (usually during change of weather). Along with his pediatrician, he is under the care of Dr. Hones for Autism and Developmental Delays (every 6-12 months). Dr. Gabos sees him for infantile idiopathic scoliosis (every 6-12 months)</p>

**Statewide and Districtwide Assessments Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Standardized Test Results:** Consider relevant data. List the sources of information used to develop the IEP.

## DRAFT/WRITTEN NOTES FOR IEP MEETING

### Strengths of the Student:

- Physical Therapy- Maureen Felser PT 1/2020  
Joey completes age-appropriate gross motor skills that are necessary for interaction with peers in motor games .
  
- APE Salt/Maritt-2020 Joey is able to complete the exercises within our warm up routine when he chooses .
- Occupational Therapy- C. Koolaid 1/2020:  
Joey is able to adequately wipe his face, if wet or dirty, when looking in a mirror .
- Special Education H. Palmer 1/2020  
Joey is smart and his actions are well thought out . He is silly and enjoys laughing.
- Speech and Language 2020:  
Joey is showing growth in making selections on his iPad during academic tasks . The prompt of a hand to his right elbow has now been faded to a hand on his right shoulder . Joey shows growth in imitation of highly familiar words using whisper speech . He will indicate at least 5 of his likes on the "I like" board, located on the main page of Proloquo2go, when asked, "What/Where do you like...?"

### Concerns of the Parent:

- 1/9/2020 Mr. and Mrs. Coffee agreed to an FBA to gather data on Joey's behavior . His anxiety related to the bathroom is interfering with his toileting success . He has also begun to demonstrate behaviors transitioning to class trips/the bus.
  
- 1/31/19 - Mrs. Coffee expressed that she is concerned about Joey squinting often when he is writing, and will look into taking him to a developmental optometrist . She also is extremely worried about giving Joey medication for his anxiety, but is going to consult with his doctor about what options would be best to try with him . 1/9/2020 update, parents may look into the optometrist again, however the squinting has not been observed lately.

### Present Levels of Academic Achievement and Functional Performance:

#### Eligibility Statement

- Based on the IEP Team findings, it has been determined that the student is classified and continues to be Eligible for Special Education and Related Services . The student's disability category is Autistic due to a pervasive developmental disability, which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student 's educational performance. Based on the IEP Team findings, it has been determined that the student is classified Eligible for Special Education and Related Services . The student's disability category is Autistic due to a pervasive developmental disability, which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student 's educational performance.

Autism Spectrum Disorder, Anxiety, Learning Difficulty, Nonverbal and Obesity due to excess calories, unspecified classification, unspecified whether serious morbidity present

#### Occupational Therapy

- Occupational Therapy, C. Koolaid 1/2020:  
Joey currently attends Occupational Therapy sessions 2 times per week, for 25 minute sessions. Due to an increase in behaviors, Joey has had a difficult time engaging in tasks presented while in the OT room. Since following specific behavioral interventions, Joey had been able to work for small increments of time and then receive time with more preferred activities . He has slowly begun to be more consistent with following directions however the tasks are not challenging for him at this time . It is recommended that Joey continue to receive Occupational Therapy services with the same frequency of one individual and one group session weekly.

#### Life Skills

## DRAFT/Written NOTES FOR IEP MEETING

- Special Education Teacher H. Palmer 1/2020

All hygiene activities have become a bit of an issue with Joey's increased anxiety in using the bathroom. He is very anxious about going into the bathroom and it often takes several attempts to just get him into the bathroom. Prior to Joey's bathroom anxiety he learned to wipe himself when having a bowel movement. Joey's bowel movements are also an issue because he isn't able to go into the toilet. His stool often sticks to him, or his underwear. He will sit on the toilet without an issue once he enters the bathroom. He will request to use the bathroom and understands when he has to go. His bathroom anxiety has shown some very recent improvement, however he is inconsistent and it changes daily. He is very aware of other people in the hallway and noises. Joey will not even enter the bathroom if the main door is not propped open before he enters.

### Reading

- Special Education Teacher H. Palmer 1/2020

Joey continues to increase his sight word bank gradually. He is able to sign some and find a corresponding picture on his ipad to show understanding of the words he has learned. He continues to sit nicely during work tasks.

### Writing

- Special Education Teacher H. Palmer 1/2020

Joey makes attempts at paper and pencil tasks, but still has difficulty writing. He is able to write his name with a model, but it is in a large space. Joey is doing well typing on a chromebook and/or ipad when asked to spell words or personal information.

### Mathematics

- Special Education Teacher H. Palmer 1/2020

Joey is still working on matching numbers to quantity, both on his ipad and by pointing. He is learning to identify coins and telling time to the hour.

### Social/Emotional/Behavioral

- Special Education Teacher H. Palmer 1/2020

Joey's increased anxiety has had a significant impact on his academics as well as his behavior. Over the last couple of weeks the majority of Joey's day has been spent getting him to go into the bathroom and just complying with requests with staff members other than myself. He has recently refused to do certain things in school and will not get up, or makes attempts at elopement, especially when not in the classroom. He will often refuse to do work tasks or become non compliant while in specials or in lunch, recess or in therapies. Joey will usually comply when I walk out to get him, but it is usually only when I walk out. Joey's anxiety seemed to increase before winter break and his negative behavior increased as well. Since returning from winter break there has been an improvement in elopement and dropping and Joey's anxiety seems to have decreased some as well.

- Social Skills - K. Magliaro 1/2020

Joey participates in a social skills group once a week with his class. The focus of the group is prerequisite skills and lessons for Zones of Regulation, which focus on expected and unexpected behaviors while at school. Joey benefits from close proximity and moderate physical prompting to respond to questions using his ipad. He is often successful with remaining at the table with the group, and participating in using the manipulatives of the games. He benefits from prompting to pass the items to the next person. Joey will participate in games about feelings and behaviors that are incorporated into the lessons.

### Speech/Language

- Speech and Language-T.Sunshine 2020:

Joey attends speech therapy three times per week on an individual basis and one time per week in a group setting. He also attends a reverse inclusion program, Circle of Friends, for 25 minute sessions to develop social skills. The purpose of speech therapy is to assist Joey in becoming a more independent communicator.

Joey continues to use Proloquo2go to request highly motivating items. When asked, "What do you want?" Joey will reply with the icons "I want" + the motivating item. Additionally, he will sign for items that he would like such as Cheeze Its and Swedish Fish. Joey indicates what he would like to earn at the opening of speech sessions, both individual and group, with independence (without a physical prompt).

During previous years, Joey prompted this therapist to hold his hand to assist him in making selections on his iPad to complete work tasks. This type of prompt was then changed to the therapist moving her hand to his elbow. At this time, the prompt has changed to the therapist's hand on his right shoulder. The ultimate goal is to fade the need for a physical prompt.

## DRAFT/Written NOTES FOR IEP MEETING

Joey's academic tasks are stored in a clear box to reduce his anxiety and provide him the ability to see the tasks that may be presented . To increase Joey's investment in completing tasks, he is encouraged to open the box and choose what he would like to complete first . Joey may work on responding to simple, personal questions and creating sentences, a more difficult task, and then be provided an easier task such as spelling his name with velcroed letters or sorting activities . He enjoys the constant activity and works well with this presentation of work tasks .

Joey has worked very hard on establishing that he can respond to "Who, What, and Where" questions. He may do so by pointing to an icon on his iPad, signing, or pointing to an Mayer-Johnson icon via multiple choice on the whiteboard. He may do so when asked simple questions or upon share reading a short passage (therapist reads and he points to the text along with strong picture content). Joey has worked very hard to respond to "What/Where do you like to..." questions by creating sentences with "I like (as one icon) + icon of item". This "I like" board is stored on Proloquo2go on his main page. He will indicate where he likes to go on vacation, his favorite holiday, items he likes to build with, items he likes to ride, and candy . Joey continues to improve his use of "whisper speech." Joey will place a three part story in order with minimal prompting. He is now learning to tell the story with an "action + object" to increase his use of language. He has mastered the ability to imitate highly familiar words with some approximations. He is adding the // sound to his whisper speech repertoire. Teaching Joey to use speech in this manner is meant to encourage him to use another modality to communicate.

In the area of pragmatic skills, practiced in the group setting, Joey benefits from a teacher in close proximity . This is necessary to encourage him on days that he shows that he is uncomfortable (possibly anxious) and presents as unwilling to participate. Joey will continue to work on the skill of interacting with peers by making requests and responding to simple questions posed by peers so that he can do so with greater consistency. His classroom teacher is present for group speech sessions and will assist this therapist in reducing his anxiety and helping him comply . Most recently, Joey has shown a resistance to participating in group activities, but with support from his teacher, he has shown a more positive response during group sessions . This is indicated by smiling and pride in his efforts. We are working to find ways to make Joey comfortable and to show the clever and humorous person that he is .

Speech therapy is recommended to continue three times per week on an individual basis and one time per week in a group setting to assist Joey in using his communication skills with greater independence.

### Motor

- Physical Therapy  
M Felser PT 1/2020

Joey is an 11.5 year old boy who attends Parkwood School. He has been receiving physical therapy one time a week individually this past year . Therapy has focused on developing an exercise program Joey can carry over outside of school. His participation in physical therapy sessions is inconsistent. He often refuses to participate or will only complete 1 repetition of an activity. Joey demonstrates range of motion that is within functional limits at all extremities . He demonstrates sufficient upper body strength to carry his belongings . Joey moves from standing to squat to the floor and recovers standing independently, indicating good lower extremity strength and control.

Joey independently completes all floor mobility (rolling, attaining sitting, kneeling, quadruped, half-kneeling). He independently attains standing through a half kneel progression without the use of upper body support. Joey stands with lumbar lordosis and a slightly wide base of support. He independently walks throughout his classroom, the hallways, and the grass and playground areas safely . Joey walks with a mature heel-toe progression with a slightly wide base of support. He ascends a flight of stairs without the need for a railing using a reciprocal lower extremity pattern . When descending the stairs, Joey prefers to descend using a railing and with a right leg lead non reciprocal pattern. When holding the railing, he descends the stairs using a reciprocal pattern for 3-4 steps consecutively after given verbal or tactile cues.

In regard to gross motor skills, Joey jumps in place, and off a 3 inch high platform with some encouragement. Joey catches a ball thrown to him from 7 feet away and throws it back to his partner . Joey throws and catches bean bags with an adult and a peer. He kicks a stationary and a moving ball with good force and accuracy . Joey follows a multi step obstacle course that incorporates balance and gross motor skills with prompts for performing the activities correctly .

A home exercise program with exercises to improve core and upper body strength has been developed and Joey completes all exercises with lots of prompting and frequent reinforcements . At this time, weekly school based physical therapy is no longer appropriate. His family has been provided with a copy of the home exercise program . Quarterly consultation with Joey's teachers, family, and school staff will continue to assess his school mobility and to provide modifications to the home exercise program as he demonstrates mastery of it .

### APE

- APE-Salt/Maritt 2020- Joey attends APE 2x a week for 40 minutes each meeting. Although Joey enters the gym happily, with verbal cues and reinforcement he will complete the warm-up routine to the best of his ability. Joey is reluctant to participate in activity stations, he will avoid and quickly walk away from working . Even with the use of reinforcers, it has been difficult to find activities to capture his attention for longer than a few moments, it has become increasingly difficult to give a verbal cue and have Joey complete a task .

## DRAFT/Written Notes for IEP Meeting

### Other

- 1/9/2020

Mr. and Mrs. Coffee attended the meeting. Mrs. Salt discussed APE and that they are working on increasing his completion of activities. It can be difficult to motivate him, however he has shown success with the activities they do. Mrs. Palmer discussed the increase in anxiety related to the bathroom and possibly transitioning to the bus for class trips. He had several accidents before the holiday break and was showing resistance getting near the bathroom. This has been improving since, however he typically will only go with Mrs. Palmer present. They are working on generalizing this to other staff members. She said that he works well within the classroom and sits nicely doing his work. He can be impulsive and will leave his desk area without first communicating what he wants/needs. For example, it seems that he wants to fix items in the classroom that are out of place. He will get up and fix it, sometimes pushing his desk several feet in front of him and immediately get up. She is working on him requesting what it is he wants to do. When eating, Joey may eat quickly. He has been showing success with using his fingers to count to 10 before taking another bite. Joey can demonstrate frustration observed as biting his arm/hand and hitting himself in the head. He has had instances of grabbing staff member's hair. A Functional Behavioral Assessment was proposed and agreed upon to take data on behaviors. One or two behaviors may end up being the focus to be able to create a plan. OT sessions have improved since before the holiday break. PT was moved to consultation, as Joey has met his educational goals related to PT. PT can consult with the teachers, particularly APE, to carry over skills and prevent regression. Parents were in agreement and home exercises were provided. Mr. and Mrs. Coffee are in the process of pursuing home behavioral support. Perform Care is involved, however it is not beneficial to go through them for support at this time, per parents. They are on a waitlist with Brett DiNovi and Associates, and have an appointment 1/10/20 with CNNH, as they are recently adding a behavioral support component. Mary Smith also provided the name of Build N Care that she knows other students are involved with. Parents are going to Joey's doctor at Nemours Children's Health System to discuss possible medication for his anxiety. A follow up meeting/discussion will take place once the FBA is completed.

Meeting notes 1/31/19

Joey remains eligible for Special Education under the classification of Autistic, and will continue to receive Special Education and Related Services for the remainder and following school year. Mrs. Coffee, his mother, expressed her concerns about him transitioning to the intermediate school in the next year, and would like to make that transition as easy as possible for him. She also had some concerns about him squinting when he is writing, and whether she should start him on medication for his anxiety. Joey's teachers and related service providers have seen a tremendous amount of growth and progress, and will continue to work on his IEP goals. Mrs. Coffee is very happy with the team that works with Joey and has noticed changes in him at home as well.

**How the Student's Disability Affects his or her Involvement and Progress in the General Education Curriculum:** For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities.

- Due to the nature of Joey's disability Joey has delays in expressive/receptive language, fine/gross motor which affect his overall performance in all academic areas. Joey needs a structured environment with discrete trials to make progress. He also needs a program that incorporates life skills.

**Special Considerations:** If in considering any of the special factors listed below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

**Indicate if the student has any needs as a result of Limited English proficiency:**

- Considered but not applicable

**Indicate if the student has communication needs:**

- Student's communication needs are addressed through related service speech and language therapy.

**Indicate if the student's behavior impedes his or her learning or that of others:**

- The student's behavior impedes his or her learning or that of others. Appropriate strategies, including positive behavioral interventions and supports to address the student's behavior are included in the Behavioral Interventions section

**Indicate if the student is in need of any assistive technology devices and services:**

- Assistive devices and services are included within the Modifications and Supplementary Aids and Services section

**Beginning with the IEP in place for the school when the student will turn age 14 or younger, if appropriate, indicate if there is a need for consultation from agencies that provide services for individuals with disabilities:**

## DRAFT/WRITTEN NOTES FOR IEP MEETING

- Not applicable

**For a student who is deaf or hard of hearing, indicate the need for opportunities for direct communication with peers and professional personnel:**

- Not applicable

**For a student who is blind or visually impaired, the IEP shall provide for instruction in Braille and the use of Braille:**

- Not applicable

**Needs - Academic, Developmental, Functional and any other Needs that result from the Student's Disability and Special Considerations:**

### Speech/Language

- Speech and Language 2020:

Joey needs to continue to speech therapy to reinforce independent use of communication skills during academic tasks as well as to participate in group activities that require him to interact with his peers.

### Other

- APE 2020

Joey will benefit from APE to continue developing general fitness and appropriate movement skills .

### Occupational Therapy

- Occupational Therapy, C. Koolaid 2020:

Joey needs to work on being aware of his body in relation to others

Join the OT session and work on tasks presented

Write and type his first and last name

### Reading

- Identifying sight words

### Mathematics

- Identifying numerals

Match object to corresponding numbers or number on his ipad

### Social/Emotional/Behavioral

- Special Education H. Palmer

Joey needs to comply with requests from multiple instructors other than myself

Transition to areas of the school appropriately

eliminate/reduce self-injurious behaviors

Enter the use the bathroom with various supervising staff

indicate feelings/needs on ipad

communicate yes/no

### Daily Living Skills

- Write and type his first and last name

Utilize eating utensils effectively

Pace himself when eating

## DRAFT/Written NOTES FOR IEP MEETING

### STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger if appropriate, develop the long range educational plan for the student's future which includes a statement of the student's strengths, interests and preferences; a course of study; related strategies and/or activities; a description of the need for consultation from other agencies; and, as appropriate, identify interagency linkages and responsibilities

- Considered but not applicable

### STATEMENT OF APPROPRIATE MEASURABLE POSTSECONDARY GOALS AND TRANSITION SERVICES

Beginning with the IEP in place for the school year when the student will turn age 16, or younger if appropriate, indicate the student's desired postsecondary school goals and transition services.

**Measurable Postsecondary Goals:** Indicate the student's desired post-school goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living.

- Considered but not applicable

**Transition Services: Coordinated Activities/Strategies:** Indicate the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

- Considered but not applicable

### BEHAVIORAL INTERVENTIONS

If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP.

**Are Behavioral Interventions Appropriate at This Time?** Yes

#### Target behavior

- Dropping: Any occurrence in which Joey falls to the floor onto his knees, hands and knees, or his bottom

Elopement: Any occurrence in which Joey leaves the instructional area or his teacher during a transition or instruction by more than 5 feet Self-

Injury: Any occurrence in which Joey bangs his head with one or two hands or bites his own hand

Aggression: Any occurrence in which Joey pulls another person's hair or pinches/grabs another person's body or object of clothing/jewelry

Noncompliance: Any occurrence in which Joey does not follow a known instruction after it has been presented verbally twice within 10 seconds

Mouthing: Any occurrence in which Joey puts an item or object in his mouth; do not include when Joey is eating, drinking, or using his "chew"

## DRAFT/Written NOTES FOR IEP MEETING

### Documentation of prior interventions and student response

- The following strategies have been implemented in the classroom prior to the FBA to decrease problem behavior across settings :

-Before transitions, use Joey's device to ask what he would like to earn for walking appropriately in the hallway .

-Use shaping to teach Joey to quickly enter and use the bathroom .

-When Joey is not in the classroom, use a 2:1 staff to student ratio to ensure safety in the event that Joey attempts to elope . One staff member should always be walking ahead and blocking doors to outside. The other staff member should be providing frequent verbal praise for staying with teachers .

-Before therapy sessions, establish rapport with Joey by having him engage in a highly preferred activity before placing demands . Lower demands and then gradually increase the difficulty as compliance increases. Provide one work task then one preferred item.

-Transfer stimulus control from Mrs. Palmer to one para at a time as possible to generalize compliance .

-Practice mini-compliance sessions in classroom throughout the day to practice staying with an adult in a controlled environment .

Baseline data: Daily averages as per FBA 2/2020:

\*Please note that the following data represents two full days of data with 2 observers in the room. Also, it is important to emphasize here that the operational definition of elopement includes any time

Joey leaves the staff member or instructional area by 5 feet. This is not a reflective number of how many times he has successfully eloped from the classroom or building . However, if these

occurrences were not blocked, it is unclear how many successful elopement occurrences may be observed .

Dropping: 1 occurrences per day

Elopement: 17 occurrences per day

Self- injury: 25 occurrences per day

Aggression: 2 occurrences per day

Noncompliance: 28 occurrences per day

Mouthing: 7 occurrences per day

## DRAFT/Written NOTES FOR IEP MEETING

### Description of the positive supports/interventions, including the conditions under which the supports/interventions will be implemented

#### - SETTING EVENT STRATEGIES

- Continue to use a 2 (staff) to 1 (Joey) ratio when ambulating around the building.
- Continue to have one staff member block all exits as Joey is walking.
- Continue to position Joey's desk away from the door in the classroom.
- Continue to position a staff member between Joey and any exits.
- Utilize electronic stimuli as much as possible for programming.

#### ANTECEDENT STRATEGIES

- Be very specific about verbal demands being provided and only repeat once before gesture/physical prompting.
- Utilize an electronic visual schedule to signal programs, transitions, earning, and scheduled break times throughout the day. This should include:
  - Built in timers to signal termination of earning and break times.
  - Built in choice for preferred activities and academic demands.
  - Built in breaks (noncontingent) for fixing items (e.g., backpack, notebook area, closing windows). These situations can be contrived for these fixing times so that Joey can access this reinforcement during the break (e.g., open all windows so that Joey can close them).
- Continue to keep Joey's "chew" close by and readily accessible.

#### REPLACEMENT SKILLS

Skill acquisition programs with reinforcement:

1. Staying with an adult program
2. Start this program in the classroom and work on Joey staying with 1 staff member at the time in the classroom and then systematically increasing the distance.
3. Follows 1 step directions (master with one staff at a time then generalize). Ideally, the mastered staff should be the one who is traveling with him in the building.
4. Follows 2 step directions should be considered once Joey masters 1 step directions with each staff member.

#### CONSEQUENCE INTERVENTIONS

Noncompliance: Provide verbal direction 2 times with 10 seconds in between. Wait 30 seconds and provide a gesture prompt based on what the direction is. For example, if the direction is "sit down", point to the chair. Protocol should be consistent in the bathroom, as well.

Mouthing: Do not provide any verbal attention to this behavior. Physically redirect the object out of Joey's mouth. If this is not effective, gesture to where you want him to put the object.

Aggression: Do not provide any verbal attention to this behavior. Use CPI disengagement techniques to release the hold or grab. Seek assistance if necessary.

Dropping: Do not provide any verbal or physical attention to this behavior. Turn back and do not make eye contact. If an emergency situation, radio for help. After 5 minutes of waiting, provide a verbal instruction "stand up please." Then turn back around. If he stands up, provide neutral positive praise, such as "good job standing up." If he does not stand up, repeat this instruction one time per minute

Elopement: Do not provide any verbal attention to this behavior. Physically block as necessary and seek assistance if necessary using the walkie talkie. Redirect Joey back to the original task he was doing before the elopement occurred.

Self-injury: Do not provide any verbal attention to this behavior. Immediately provide his "chew" and reinforce this behavior "good job using your chew."

## DRAFT/WRITTEN NOTES FOR IEP MEETING

**CRISIS PLAN**

Continue to ensure that a minimum of 2 staff members are with Joey at all times when he is ambulating around the building .  
 Continue to carry a walkie-talkie to call for assistance upon any elopement attempts .  
 If CPI hold is required, please fill out necessary paperwork and follow necessary steps ( e.g., inform BCBA and principal, have nurse check Joey).

**Procedures for data collection to evaluate the effectiveness of the interventions**

- Daily frequency data will be collected on target behaviors .

**Conditions under which the supports/interventions are changed**

- Supports will be systematically faded as target behaviors decrease .  
 - If behaviors increase, supports may be increased or modified .

**Conditions under which the supports/interventions will be terminated**

- Supports will be terminated if behavior data has reached near zero levels for all target behaviors for 3 consecutive months.

**Parental Involvement**

- Parents are encouraged to reach out to the BCBA regarding behavioral questions and/or concerns.

### PROGRESS REPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals .

Written reports will be provided quarterly .

Method:

Parent-Teacher Conferences

Progress Reports

Annual Review Meetings;

Schedule:

At least once per year

Four times per year

At least once per year;

### ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

**Area:** READING

**Goal:** 1. Joey will locate and point to 10 sight words with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
1.1 Joey will identify 10 sight words. He will point to, sign or identify the matching picture on his ipad .	80% success	Recorded observations

## DRAFT/WRITTEN NOTES FOR IEP MEETING

**Area: WRITING**
**Goal: 2.** Joey will write his full name, correctly using uppercase and lowercase letters with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
2.1 Joey will write his first and last name when verbally prompted with each letter.	80% success	Recorded observations
2.2 Joey will type his name on his ipad when shown a model.	80% success	Recorded observations

**Area: MATHEMATICS**
**Goal: 3.** Joey will identify written numerals from 0 to 20 with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
3.1 Joey will identify numbers 0-20 with distractors.	80% success	Recorded observations

**Goal: 4.** Joey will use 1-1 correspondence to match numbers to their quantity with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
4.1 Joey will match one object to a corresponding number or match a number on his ipad after counting the objects shown.	80% success	Recorded observations

**Area: SPEAKING / LISTENING Speech / Language**
**Goal: 5.** Joey will answer yes and no questions with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
5.1 Joey will respond to yes and no questions either by shaking his head yes or no or by using his ipad to answer.	80% success	Structured observations of targeted behavior

**Area: SPEECH / LANGUAGE**
**Goal: 6.** Joey will improve receptive-expressive language goals with 80% success

Benchmarks or Short Term Objectives	Criteria	Evaluation Procedure
6.1 Joey will continue to respond to who questions at the phrase/sentence level based upon a short story with picture prompts (sign, verbalizations, and Proloquo2go)	80% success	Structured observations of targeted behavior; Class participation
6.2 Joey will continue to respond to what questions at the phrase/sentence level based upon a short story with picture prompts (sign, verbalizations, and Proloquo2go)	80% success	Structured observations of targeted behavior; Class participation
6.3 Joey will continue to respond to where questions at the phrase/sentence level based upon a short story with picture prompts (sign, verbalizations, and Proloquo2go)	80% success	Structured observations of targeted behavior; Class participation

**DRAFT/Written NOTES FOR IEP MEETING**

<b>Goal: 7.</b> Joey will improve pragmatic language skills with 80% success		
<b>Benchmarks or Short Term Objectives</b>	<b>Criteria</b>	<b>Evaluation Procedure</b>
7.1 Joey will continue to interact with peers in speech group by requesting preferred items from peers in a structured activity using total communication (gestures, sign, verbalizations, and Proloquo2go)	80% success	Structured observations of targeted behavior; Class participation
7.2 Joey will continue to interact with peers in speech group by responding to simple questions from peers in a structured activity using total communication (gestures, sign, verbalizations, and Proloquo2go)	80% success	Structured observations of targeted behavior; Class participation

<b>Goal: 8.</b> Joey will improve oral/motor/articulation skills with 80% success		
<b>Benchmarks or Short Term Objectives</b>	<b>Criteria</b>	<b>Evaluation Procedure</b>
8.1 Joey will produce highly predictable words via fill in with "whisper speech"	70% success	Structured observations of targeted behavior; Class participation
8.2 Joey will make requests for desired items during speech sessions using "whisper speech"	80% success	Structured observations of targeted behavior; Class participation
8.3 Joey will use whisper speech in the classroom setting for desired items	80% success	Structured observations of targeted behavior; Class participation

**Area: SOCIAL / EMOTIONAL / BEHAVIORAL**

<b>Goal: 9.</b> Joey will transition from his classroom to other areas in the school without dropping or attempting to elope with 100% success		
<b>Benchmarks or Short Term Objectives</b>	<b>Criteria</b>	<b>Evaluation Procedure</b>
9.1 Joey will move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library).	100% success	Structured observations of targeted behavior

<b>Goal: 10.</b> Joey will identify and comply with teacher directives, classroom rules/expectations and school rules throughout the school day with multiple instructors with 80% success		
<b>Benchmarks or Short Term Objectives</b>	<b>Criteria</b>	<b>Evaluation Procedure</b>
10.1 Joey will comply with school rules during less structured/transition times (e.g., hallways, transitioning to other classrooms, specials, therapies, lunch, recess etc). Joey will comply with instructors other than myself.	80% success	Structured observations of targeted behavior

<b>Goal: 11.</b> Joey will eliminate negative and/or physically aggressive behavior throughout the school day with 80% success		
<b>Benchmarks or Short Term Objectives</b>	<b>Criteria</b>	<b>Evaluation Procedure</b>
11.1 Joey will eliminate/ reduce self-injurious behaviors (e.g., biting hand, hitting head) or replace the behaviors with a more appropriate means of communicating his frustration.	80% success	Structured observations of targeted behavior

## DRAFT/WRITTEN NOTES FOR IEP MEETING

**Area: MOTOR SKILLS Occupational Therapy**
**Goal: 12.** Joey will engage in visual motor skills to improve functional written communication with 80% success

**Benchmarks or Short Term Objectives**

12.1 Joey will independently type his first and last name using the chromebook.

**Criteria**

80% success

**Evaluation Procedure**

Structured observations of targeted behavior

12.2 Joey will type his address from a model with minimal verbal prompts.

80% success

Structured observations of targeted behavior

**Area: MOTOR SKILLS**
**Goal: 13.** Joey will participate in and complete classroom activities for a minimum of 10 minutes without fatigue on a daily basis across academic settings with 80% success

**Benchmarks or Short Term Objectives**

13.1 Joey will jog/walk the Parkwood track without adult intervention and minimal stopping.

**Criteria**

80% success

**Evaluation Procedure**

Class participation

**Area: DAILY LIVING SKILLS**
**Goal: 14.** Joey will identify and assign a value to common coins up to a quarter with 80% success

**Benchmarks or Short Term Objectives**

14.1 Joey will identify common coins up to a quarter.

**Criteria**

80% success

**Evaluation Procedure**

Recorded observations

**Goal: 15.** Joey will brush teeth using the proper technique with 80% success

**Benchmarks or Short Term Objectives**

15.1 Joey will wet his toothbrush and put tooth paste on his tooth brush.

**Criteria**

80% success

**Evaluation Procedure**

Structured observations of targeted behavior

15.2 Joey will participate in brushing his own teeth while supervised.

80% success

Structured observations of targeted behavior

15.3 Joey will brush his own teeth without supervision.

80% success

Structured observations of targeted behavior

**Goal: 16.** Joey will use the toilet in a gender-appropriate manner and practice correct hygiene with 80% success

**Benchmarks or Short Term Objectives**

16.1 Joey will enter the bathroom without avoiding and pacing.

**Criteria**

80% success

**Evaluation Procedure**

Structured observations of targeted behavior

**Goal: 17.** Joey will select, chew and eat a variety of foods with 80% success

**Benchmarks or Short Term Objectives**

17.1 Joey will chew food and swallow before putting more food in his mouth when eating.

**Criteria**

80% success

**Evaluation Procedure**

Structured observations of targeted behavior

## DRAFT/Written NOTES FOR IEP MEETING

17.2	Joey will eat without spilling food.	80% success	Structured observations of targeted behavior
<b>Goal: 18.</b> Joey will correctly use food utensils when eating with 80% success			
<b>Benchmarks or Short Term Objectives</b>		<b>Criteria</b>	<b>Evaluation Procedure</b>
18.1	Joey will spear food with a fork when eating.	80% success	Structured observations of targeted behavior
<b>Goal: 19.</b> Joey will organize, open, cut, chop, and otherwise prepare food for a meal with 80% success			
<b>Benchmarks or Short Term Objectives</b>		<b>Criteria</b>	<b>Evaluation Procedure</b>
19.1	Joey will attempt to keep his area clean while eating.	80% success	Structured observations of targeted behavior
<b>Goal: 20.</b> Joey will identify his personal state of health (e.g., hungry, pain) with 80% success			
<b>Benchmarks or Short Term Objectives</b>		<b>Criteria</b>	<b>Evaluation Procedure</b>
20.1	Joey will indicate when he is hungry or thirsty.	80% success	Structured observations of targeted behavior
20.2	Joey will indicate when he is feeling ill.	80% success	Structured observations of targeted behavior
20.3	Joey will indicate when he is feeling pain or discomfort, hot or cold, or tired and needs to rest.	80% success	Recorded observations

## DRAFT/WRITTEN NOTES FOR IEP MEETING

### MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE GENERAL EDUCATION CLASSROOM AND/OR SPECIAL EDUCATION CLASSROOM

State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. If the student will not be participating in the general education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. State the supplementary aids and services that will be provided to the student or on behalf of the student. Identify any assistive technology devices and services to be provided. For preschool students, review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities. Each modification, supplementary aid or service, and assistive technology device should be entered separately.

**Modifications:**

**Classroom**

**Modifications**

General Education

- For the development of speech/language skills the following Instructional Strategies will be used, but not limited to the following : employ small group instruction, teach the same concept in a variety of ways, obtain eye contact before giving directions, provide positive reinforcement, use a multi-sensory approach, give consistent refocusing and redirection, consult with the student's staff members, use praise and encouragement, give immediate feedback and encourage increased eye contact .

Modifications and Instructional strategies to be used with Joey while working on all goals and objectives in the classroom should consist of but not be limited to the following:

- Preferential seating
- providing positive reinforcement
- obtaining eye contact while giving directions
- using peers and staff for appropriate role models providing many opportunities for movement
- giving consistent refocusing and redirection

Special Education

- For the development of speech/language skills the following Instructional Strategies will be used, but not limited to the following : employ small group instruction, teach the same concept in a variety of ways, obtain eye contact before giving directions, provide positive reinforcement, use a multi-sensory approach, give consistent refocusing and redirection, consult with the student's staff members, use praise and encouragement, give immediate feedback and encourage increased eye contact .

Modifications and Instructional strategies to be used with Joey while working on all goals and objectives in the classroom should consist of but not be limited to the following:

- Preferential seating
- providing positive reinforcement
- obtaining eye contact while giving directions
- using peers and staff for appropriate role models providing many opportunities for movement
- giving consistent refocusing and redirection
- Group OT, Group PT,
- Rifton chair, swing

## DRAFT/WRITTEN NOTES FOR IEP MEETING

**Supplementary Aids and Services:**

<u>Classroom</u>	<u>Supplementary Aids and Services</u>
General Education	<ul style="list-style-type: none"> <li>- Proloquo2go</li> <li style="padding-left: 20px;">Mayer-Johnson Symbols</li> <li style="padding-left: 20px;">Para professional</li> <li style="padding-left: 20px;">Sensory integration as needed</li> <li>- Visual aids for Reinforcing of personal, social, behavioral and academic learning goals</li>   <li style="padding-left: 40px;">Organizing and managing materials and activities</li>   <li style="padding-left: 40px;">Implementation of teacher-designed follow-up and practice activities</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>- Proloquo2go</li> <li style="padding-left: 20px;">Discrete Trial Training</li> <li style="padding-left: 20px;">Mayer-Johnson Symbols</li> <li style="padding-left: 20px;">Para professional</li> <li style="padding-left: 20px;">Sensory integration as needed</li> <li>- Visual aids for Reinforcing of personal, social, behavioral and academic learning goals</li>   <li style="padding-left: 40px;">Organizing and managing materials and activities</li>   <li style="padding-left: 40px;">Implementation of teacher-designed follow-up and practice activities</li> </ul>
General and Special Education	<ul style="list-style-type: none"> <li>- Para Prompting, Cueing and Redirecting Student Participation Reinforcing of Personal, Social, behavioral, and academic Learning Goals Organizing and Managing Materials and Activities Supplementary Support by Teacher Aide in General Education Classroom Speech and Language Services Occupational Therapy Services Physical Therapy Services Extended School Year Transportation Adaptive PE</li> </ul>

**Assistive Technology Devices and Services:**

<u>Classroom</u>	<u>Assistive Technology Devices and Services</u>
Home, General and Special Education	<ul style="list-style-type: none"> <li>- Access to Augmentative Communicator (ipad and communication app) within arms reach at all times . Parents currently not bringing the device home.</li> </ul>

**SUPPORTS FOR SCHOOL PERSONNEL**

State the supports for school personnel that will be provided for the student. Supports may include, but is not limited to, training for school personnel, consultation, and access to research-based materials and resources.

- Teachers may consult with special education and related service personnel .
- Teachers participate in in-service training and continuing education program .

**STATEMENT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Multiple Disabilities	Special Education Classroom		03/06/2020 - 06/19/2020	5	Weekly	375 min.
Special Class Multiple Disabilities	Special Education Classroom		09/01/2020 - 01/09/2021	5	Weekly	375 min.

**DRAFT/Written NOTES FOR IEP MEETING**

Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Occupational Therapy	Service Provider Location	Individual	03/06/2020 - 06/19/2020	1	Weekly	25 min.
Speech-Language Therapy	Service Provider Location	Individual	03/06/2020 - 06/19/2020	3	Weekly	25 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	03/06/2020 - 06/19/2020	1	Weekly	25 min.
Occupational Therapy	Service Provider Location	Group	03/06/2020 - 06/19/2020	1	Weekly	25 min.
1: to 1: Aide	All Classes	Individual	03/06/2020 - 06/19/2020	5	Weekly	375 min.
Adaptive PE	Special Education Classroom	Group	03/06/2020 - 06/19/2020	2	Weekly	40 min.
Physical Therapy Consultation	Service Provider Location	Individual	03/06/2020 - 06/19/2020	1	Quarterly	25 min.
Occupational Therapy	Service Provider Location	Individual	09/08/2020 - 01/09/2021	1	Weekly	25 min.
Speech-Language Therapy	Service Provider Location	Individual	09/08/2020 - 01/09/2021	3	Weekly	25 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	09/08/2020 - 01/09/2021	1	Weekly	25 min.
Occupational Therapy	Service Provider Location	Group	09/08/2020 - 01/09/2021	1	Weekly	25 min.
1: to 1: Aide	All Classes	Individual	09/08/2020 - 01/09/2021	5	Weekly	375 min.
Adaptive PE	Special Education Classroom	Group	09/08/2020 - 01/09/2021	2	Weekly	40 min.
Special Transportation Related Services	Comments	Start and End Dates	Frequency	Period		
Bus with Attendant	To and from school	03/06/2020 - 06/19/2020	5	Weekly		
Bus with Attendant	To and from school for ESY	07/01/2020 - 08/06/2020	4	Weekly		
Bus with Attendant	To and from school	09/08/2020 - 01/09/2021	5	Weekly		

**STATEMENT OF EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Determine whether the student needs an extended school year (ESY) program. An extended school year program is provided in accordance with the student's IEP when an interruption in the educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time.

**Does the student need an extended school year program?** Yes

**Extended School Placement Location:** Parkwood School

**List relevant factors considered in determining whether the student needs an ESY Program:**

- regression and recoupment

## DRAFT/WRITTEN NOTES FOR IEP MEETING

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Multiple Disabilities	Special Education Classroom		07/01/2020 - 08/06/2020	4	Weekly	240 min.
Extended Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	07/01/2020 - 08/06/2020	2	Weekly	30 min.
Occupational Therapy	Service Provider Location	Individual	07/01/2020 - 08/06/2020	1	Weekly	25 min.
1: to 1: Aide	Service Provider Location	Individual	07/01/2020 - 08/06/2020	4	Weekly	240 min.

### PLACEMENT DECISION

\* **NOTE:** In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**Placement decision category for students with disabilities ages 6-21:** In the presence of general education students for less than 40% of the school day

### RATIONALE FOR REMOVAL FROM GENERAL EDUCATION

Decisions regarding placement are based on the individual needs of students and must begin with consideration of the general education setting. The purpose of this page is to document the discussions that have occurred with respect to accommodations, modifications, and supplementary aids and services in each academic or functional area that are necessary to educate the student in the general education setting.

If the student will be included in the general education setting for more than 80% of the time, *no rationale is required*. Items 1 through 3 of this section of the IEP need not be completed or included in the student's IEP.

If a student will not be included in the general education setting for more than 80% of the time, items 1 through 3 below **MUST** be completed for each CONTENT/SUBJECT AREA.

\* **NOTE:** In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**If a student will not be included in the general education setting for 80% or more of the time, items 1 through 3 below **MUST** be completed for each content/subject area.**

**1. Identify the supplementary aids and services that were considered to implement the student's annual goals. Explain why they are not appropriate to meet the student's needs in the general education class:**

- Various options were considered when planning a program based on Joey's individual needs. A general education classroom only was considered. However, this option was rejected as inappropriate due to Joey's delays in communication, attention span and distractibility. The supplementary aids and services considered include a classroom paraprofessional, assistive technology, related services in the classroom, and consultation services.

Language Arts- general education is not a proper placement at this time due to developmental delays in language /communication/fine and gross motor.

Math- general education is not a proper placement at this time due to developmental delays in language /communication/fine and gross motor.

Science & Social Studies- general education is not a proper placement at this time due to developmental delays in language /communication/fine and gross motor.

**2. Document the comparison of the benefits provided in the general education class and the benefits provided in the special education class:**

- Joey requires small group, language based, multi sensory instruction taught at his level of functioning in a more structured environment than a general education setting. Joey requires a smaller teacher/student ratio than can be provided in the general education class. The Special Education classroom provides the teacher a greater opportunity to modify the curriculum to meet his needs as well as reinforced instruction and individualized therapy. Exposure to the regular education classroom will provide Joey with the opportunity for peer modeling.

**3. Document the potentially beneficial or harmful effects which a placement (in the general education class) may have on the student with disabilities or the other students in the class:**

- Potentially harmful effects that were considered include loss of self esteem, which would outweigh any potential gains. The level and pacing of instruction would be too difficult, and not

## DRAFT/Written NOTES FOR IEP MEETING

meaningful for his academic progress. Joey benefits from a structured classroom that can follow his reinforcement system. Harmful effects on the other students in the class would be disruption to their learning process. Joey will be afforded the opportunity to participate in all extra and co curricular activities with his non-disabled peers, according to his interests, unless specifically limited by his IEP.

### TRANSITION PLANNING ACTIVITIES FOR STUDENTS IN SEPARATE SETTINGS

For students in a separate setting for all or part of a school day, set forth activities necessary to move the student to a less restrictive placement. A separate setting is defined as a building without general education students.

- Not Applicable

### MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES

State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities. In addition, for students in an out-of-district placement, delineate how the student will participate with nondisabled peers in extracurricular and nonacademic activities including, if necessary, returning the student to the district in order to facilitate such participation.

- Joey would require at least a class para for extracurricular and nonacademic activities. All staff working with Joey should be aware of his reflux and darting behavior.

### LENGTH OF SCHOOL DAY

Document the length of the school day, if different from the length of the school day for nondisabled peers.

- The length of the school day will be the same as for non-disabled peers

### STATEMENT OF THE STUDENT'S TRANSITION FROM ELEMENTARY TO SECONDARY PROGRAM

- Not applicable

### PARTICIPATION IN DISTRICTWIDE AND STATEWIDE ASSESSMENT PROGRAM

Indicate any individual modifications in the administration of Statewide or districtwide assessments of student achievement needed for the student to participate. If it is determined that the student shall not participate in a particular Statewide or districtwide assessment of student achievement (or part of such an assessment), indicate why that assessment is not appropriate for the student and indicate how the student shall be assessed.

#### Testing Modifications/Accommodations Needed for Districtwide, Statewide and Classroom Assessments:

##### Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks
- Terminating a section of the test when a student has indicated that he or she has completed all the items he or she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

##### Test Procedures Accommodations/Modifications

- Administration accommodations/modifications: reading directions out loud
- Administration accommodations/modifications: reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy - the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him /her for this task
- Administration accommodations/modifications: repeating, clarifying, or rewording directions ONLY
- Administration accommodations/modifications: using an examiner who is familiar with the student

##### Custom District Accommodations

## DRAFT/WRITTEN NOTES FOR IEP MEETING

- Administration accommodations/modifications: specialized equipment (writing spacer, slant board, etc.)

**DLM – Supports Provided Within DLM Via PNP (Category 1)**

- Read Aloud with highlighting- Text to Speech (TTS): Text & Graphics

**DLM – Supports Requiring Additional Tools/Materials (Category 2)**

- Administration via iPad
- Adaptive equipment used by student
- Individualized Manipulatives

**DLM – Supports Provided Outside the DLM System (Category 3)**

- Human Read Aloud
- Test administrator enter responses for student

Student Will Not Participate in the Following Assessments	Explain Why the Assessment Is Not Appropriate	State How the Student Will Be Assessed
District Benchmarks	The student's severe disabilities require the use of alternate performance indicators to appropriately assess abilities and needs.	IEP goals
Grade 04: State Assessment Language Arts Literacy	The student has severe cognitive disabilities and significant deficits in communication, language and/or adaptive behavior.	Dynamic Learning Maps Assessment English
Grade 04: State Assessment Mathematics	The student has severe cognitive disabilities and significant deficits in communication, language and/or adaptive behavior.	Dynamic Learning Maps Assessment Mathematics

### GRADUATION REQUIREMENTS

Beginning at age 14, identify the State and local graduation requirements that the student will be expected to meet. The statement must be reviewed annually. If the student is exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, provide a rationale below and list any alternate proficiencies the student is expected to achieve.

State the Graduation Requirement	Exemption	If the student is exempt from the meeting the graduation requirement, provide a rationale for the exemption .
Attendance:	No	
Credit Hours:	No	
Statewide Assessment:	No	
Other (Local Graduation Requirements):	No	

Alternate Requirement - Provide a description of any alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma :

### NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT

This form describes the information required in each of the components of written notice for an IEP meeting.  
The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

**Describe the proposed action and explain why the district has taken such action:**

## DRAFT/Written NOTES FOR IEP MEETING

- As a result of the IEP meeting, the district proposed that the student's Individualized Education Program (IEP) be revised. This IEP states the proposed disability and services to be provided.
- It was determined that the student continues to have a disability as defined in N.J.A.C. 6A:14- 3.5 or 3.6 which adversely affects the student's educational performance.

### Describe any options considered and the reasons those options were rejected:

- There were no other options considered at this time.

### Describe the procedures, tests, records or reports and factors used in determining the proposed action:

- The sources of information used to develop the proposed IEP are included in the "Present Levels of Academic Achievement and Functional Performance and Considerations when Developing the IEP" section of this IEP.

Parents agreed to a Functional Behavioral Assessment to gather data on possible antecedent of behaviors that are interfering with 4 learning .

### If applicable, describe any other factors that are relevant to the proposed action:

- There were no other factors that are relevant to the proposed action.

### TRANSFER OF RIGHTS AT AGE OF MAJORITY

#### On 5/16/2026, Joey Coffee will turn age 18 and become an adult student. The following rights will transfer to Joey Coffee:

- The school district must receive written permission from Joey Coffee before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- The school must send a written notice to Joey Coffee whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP), placement, or the provision of a free, appropriate public education (FAPE).
- You, the parent(s), may not have access to Joey Ciccone's educational records without his consent, unless he continues to be financially dependent on you.
- The district will continue to provide you, the parent(s), with notice of meetings and of any proposed changes to your adult child's program, unless you or the student notify the district, in writing, that the student is financially independent.
- Any time Joey Coffee disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If Joey Coffee wishes, he may write a letter to the school giving you, the parent(s), the right to continue to act on his behalf in these matters .

## DRAFT/Written NOTES FOR IEP MEETING

### PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is, or may be determined, eligible for special education services or as an adult student who is, or may be determined, eligible for special education, you have rights regarding identification, evaluation, classification, development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, *Parental Rights in Special Education (PRISE)*. This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, when a disciplinary action that constitutes a change in placement is imposed by your school district, and the first time a due process hearing or complaint investigation is requested. In addition, a copy will be provided to you at your request.

**To obtain a copy of PRISE, please contact:**

Carol Duffy, Director of Special Services 732-556-2134

**For help in understanding your rights, you may contact any of the following:**

Carol Duffy, Director of Special Services 732-556-2134  
Statewide Parent Advocacy Network (SPAN) at (800) 654-7726  
Protection and Advocacy, Inc., at (800) 922-7233  
Monmouth, Jane Marano 732-491-7810