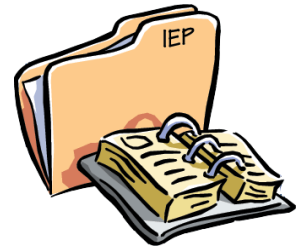


Understanding IEPs Scavenger Hunt (Jordan)



1. What was the purpose of the particular IEP conference documented in the IEP?
 - a. Student has a learning disability
 - b. Goal is to improve reading comprehension skills
2. Where will the student be placed?
 - a. General Education classes: physical education, arts for life, roundtable, and math
 - b. Special Education service: reading, science, english, social studies
3. What services will the student receive?
 - a. Will be in Special education services 21-60% of the time
4. How long will the student receive services?
 - a. As long as the individual still has not met all of the categories that were created. The plan is to reassess 4/19/2014, so at this meeting they will go through any changes that can be made to the IEP.
5. Where will the services be provided?
 - a. In a special education classroom in the areas noted above
6. In which general education class(es) will this student be placed?
 - a. Physical education, Arts for life, roundtable discussion, and math
7. In what classes will special education assistance be provided?
 - a. reading, science, english, social studies
8. What are the student's strengths?
 - a. Enjoys participating in class and is able to add to class discussions, has made improvements in writing
9. Summarize any parental concerns regarding their child/this student.

a. n/a

10. What kinds of medical concerns (if any) are there for this student?

a. n/a

11. What is/are the major goal(s) for this student?

a. To improve comprehension skills

12. Describe the student's current level of achievement.

a. The student is currently at a 203 MAP score in reading and the average is 218. The student is also at a 180 MAP score in math and the average is 228. There were improvements in the students' writing, however there are still a lot of structural issues with his writing.

13. How frequently will progress towards these goals be monitored?

a. The IEP is set up to analyze small portions of this, quarterly

14. What kinds of evaluation procedures will be used to measure these goals?

a. These will be academic goals

- i. Predicting outcomes in a reading selection
- ii. Using information to form questions and verify predictions
- iii. state the main problem in a story
- iv. summarize reading passage in written format
- v. convert decimals to fraction and percents
- vi. solve word problems with multiple steps
- vii. solve 1 and 2 step equations
- viii. solve equations with perimeter, area, and angle measurements
- ix. will use prewriting strategies to generate and organize ideas around one topic
- x. will construct a 1, 3, 5 paragraph paper developing a theme
- xi. will ask for assistance with editing followed by rewriting before handing in finished product

b. All of these categories will be evaluated with a specific scale, most 80-89%

15. Identify the major accommodations and modifications that this student needs in order to be successful.

a. repetition, modification to written assignments, retake tests for passing grade, extended time, give direction in small steps, read test ideas and create a checklist

16. What kinds of state/district testing modifications (if any) need to be in place for this student?

a. read test (excluding reading test)

b. individual or small group

c. extended/adjusted time

d. frequent breaks

e. graphic organizer

17. What, if any, special considerations need to be part of this IEP?

a. n/a

PART 2

IEP Snapshot - Student 1 (Ava)

IEP Sample

STUDENT INFORMATION

Name Ava Grade 7 Gender F
Birthday 11 or 12 yrs old Eligibility Dyslexia and ADHS
Annual Review Data Yearly Behavior Plan Yes ☒ No

Related Services

-  Speech
-  Hearing
-  Vision
-  OT
-  PT

Support Services

Math: Location: _____
M T W Th F
Reading: Location: _____
☒ ☒ ☒ ☒ ☒ Resource Room
Social Skills: Location: _____
☒ ☒ ☒ ☒ ☒ Resource Room

IEP Goals

- Progress in reading fluency and comprehension
- Student should be able to analyze a text and determine the theme of the story
- Student should be able to predict the outcome of a story
- Student should be able to create questions after reading the story
- Student should be able to explain the main problem within the story
- Student can write out a summary of the story they read
- Student should be able to answer 4 out of the 6 comprehension questions correctly after reading a story
- Student will also work on social skills in order to understand and better comprehend situations

Accommodations

- Extended time
- Paraphrasing
- Prompting/Cueing
- Bulleted lists and outlines
- Directions given in small, direct steps
- read questions aloud
- repetition

Additional Information

- Creative and artistic
- Enjoys drawing and painting

IEP Sample

STUDENT INFORMATION

Name Ollie Grade 7 Gender non-binary
Birthday 11 or 12 yrs old Eligibility Visual Processing Disorder and dysgraphia
Annual Review Data Yearly Behavior Plan Yes ☒ No

Related Services



Speech



Hearing



Vision



OT



PT

Support Services

Math:

Location:

M T W Th F

Reading:

Location:

M T W Th F

Resource Room

Social Skills:

Location:

M T W Th F

Resource Room

IEP Goals

- Progress in reading fluency and comprehension
- Student should be able to predict the outcome of a story
- Student should be able to create questions after reading the story
- Student should be able to explain the main problem within the story and document this with outlines
- Student can write out an organized summary of the story they read
- Student can answer 4 out of the 6 comprehension questions correctly after reading a story
- Student can write a 1, 3, and 5 paragraph essay written about the concepts in a reading (this should be organized in a well thought out process)
- Student will also work on social skills in order to understand and better comprehend situations
- Because student feels self-conscious in class, leaving the class twice a week for 15 minutes will assist them in their confidence in class

Accommodations

- Extended time
- Prompting/Cueing
- Bulleted lists and outlines
- Directions given in small, direct steps
- read questions aloud
- repetition
- independent work

Additional Information

- Creative and artistic
- Photograph and design

PART 3

****I chose a lesson plan that we just finished in TCH 296 (our clinical class). The rubric for the lesson plan is very minimalistic, however our ideas are still demonstrated on the page.**

[Lesson Plan](#)

[Reading](#)

[Powerpoint Shown to Students](#)

Modification I would make for the student (Jamaal)

- Prior to the lesson, I would let Jamaal know that there will be a section where students will be asked to turn and talk with their peers about different questions from the book we read. I will ask Jamaal how he is feeling and we can determine if he will work with another student. If Jamaal does not feel comfortable sharing with a peer, then I will change the lesson to say “turn and talk with your neighbor or think about the answers in your head and we will share out after”
- I will also make sure to not call on Jamaal to answer questions in class, unless he has his hand up and is ready to share
- When I talk to Jamaal before class, I will give him time to ask me any questions he may have about the day
- For our morning question, I will just have students answer with a gesture (How are we feeling today? [thumbs up, down, or in the middle]). This way, Jamaal doesn't feel pressured to share out how he is feeling.
- There is no oral assessment within this lesson, I am just analyzing student participation, so if Jamaal chooses to work alone on the partner work, I will just assess his own personal findings.
- While the students are working on creating their chances and writing down the things they would like to complete by the end of the year, I will be walking around and checking for completion (this is an individual assignment, so Jamaal should feel comfortable completing this portion of the class)
 - I will be walking around the class during this time, so if Jamaal is feeling uncomfortable or has any questions, he will be able to privately express them to me during this time.