

IEP/DEC4

Purpose: Annual Review IEP

Form Status: Closed/Verified

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services From: 12/05/2008

To: 12/04/2009

Student: JOSH SMITH

DOB: 12/12/1992

UID: W3K8Z5P76Y

LEA: Durham Public Schools

School: C E Jordan High

Grade: Ninth Grade

Primary Area of Eligibility\*: Autism

\* Reported on Child Count

### Student Profile

#### Student's overall strengths:

Josh has made some great academic gains. He can respond to his picture communication systems and routines well. He can follow simple 3 step directions. He uses picture to understand text.

**Summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum based measures, state and district assessment results, etc.) and review of progress on current IEP/IFSP goals:**

Josh has made progress in his curriculum. He has improved in his ability to understand and complete the standard course of study.

**Parent's concerns, if any, for enhancing the student's education:**

Parents are concerned with his regression in the curriculum. Parents would like to have more communication about Josh in his academic area.

**Parent's / Student's vision for student's future:**

Parent would like Josh to have an appropriate career.

### Consideration of Transitions

**If a transition (e.g. new school, family circumstances, etc.) is anticipated during the life of this IEP/ IFSP what information is known about the student that will assist in facilitating a smooth process?**

Parents are trying to get him on a waiting list for a group home.

**The student is age 14 or older or will be during the duration of the IEP. Yes**

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**Consideration of Special Factors** (Note: If you check yes, you must address in the IEP.)

**Does the student have behavior(s) that impede his/her learning or that of others?** Yes

Josh behavior will be addressed through his goals and objectives.

**Does the student have Limited English Proficiency?** No

**If the student is blind or partially sighted, will the instruction in or use of Braille be needed?** No

**Does the student have any special communication needs?** Yes

Josh needs are addressed through Speech and Language Services

**Is the student deaf or hard of hearing?** No

**Does the student require specially designed physical education?** Yes

Josh needs are addressed through Adapative Physical Education

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## SECONDARY TRANSITION COMPONENT

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Has the student been informed of his/her own rights, if age 17 and older? N/A

### Section A- Student Needs, Strengths, Preferences and Interests

The following people gave information about the student's needs, strengths, preferences and interests and course of study selection:

School Staff

Indicate which age appropriate transition assessments were conducted for the development of measurable post-secondary goals and transition activities and the date they were conducted:

#### INFORMAL ASSESSMENT(S):

Observations/Situational Assessment Classroom assessmentsw.

### Section B- Course of Study (Beginning at age 14 and updated annually)

The student is following a Course of Study:

Extensions of SCOS

### Section C- PostSecondary Goals (Beginning at age 16 and updated annually)

Indicate the student's measurable postsecondary goals in each of the following areas on an annual basis:

Education and Training: Josh will utilized educational services which focuses on his academic goals.

Employment: Josh will work in a sheltered setting where supervision will be provided for him daily.

Independent Living (if appropriate): Josh will live in a group home with structure and supervision during his daily routine.

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#### Section D- Transition Services (By age 16 and updated annually)

<u>Transition Areas</u>	<u>Transition Activities</u>	<u>Responsible Person and/or Agency</u>	<u>Anticipated Completion Date</u>
Instruction	Josh use augmentative communication in class. He works within a structured setting.	Staff Parent Student	12/04/2009
Related Services	Josh receive related services in Speech	Staff Student	12/04/2009
Community Experiences	Josh participates in "Voices Together".	Staff Student	12/04/2009
Employment	Josh will complete pre-vocational tasks	Student Staff	12/04/2009
Adult Living Skills	Josh will sort laundry	Student Staff	12/04/2009
Daily Living Skills (if appropriate)	Josh will learn the importance of healthy eating	Student Staff	12/04/2009
Functional Vocational Evaluation (if appropriate)	This is not appropriate at this time	not appropriate	12/04/2009

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**Present Level of Academic Achievement and Functional Performance**

Include specific descriptions of what the student can and cannot do in relationship with the area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Josh's ability to use spontaneous language is limited. He has been learning pictures to aid him in communication, to follow a school schedule, and in making choices. Josh likes manipulative activities. Josh's ability to recognize pictures has improved. Josh has been restless the last couple of weeks and has participated in the group calendar time just a few times compared to the amount of times offered.

**Annual Goal** Functional Goal

**Goal Description**

Josh will continue to improve his functional communication by identifying 9 pictures out of 10.

**Does the student require assistive technology devices and /or services?** Yes

**If yes, describe needs:**

Big Mack, TwinTalk

**(Address after determination of related services.) Is this goal integrated with related service(s)?** Yes\*

**\* If yes, list the related service area(s) of integration:**

Speech/Language services

**Benchmarks or Short Term Objectives (if applicable)**

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

From a choice of 2, Josh will point to the target picture 9 out of 10 times.

Josh will use the school schedule to identify the next activity in 4 out of 5 opportunities.

Josh will choose a desired item out of 2 choices as an activity for his free time.

**Describe how progress toward the annual goal will be measured**

Teacher reports and observation

SLP reports and observation

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Josh is participating in some APE activities. Josh needs constant verbal prompts and encouragement

#### Annual Goal Functional Goal

##### Goal Description

1. Increase participation in group activities and social interaction with class.
2. Improve gross motor skills.

Does the student require assistive technology devices and /or services? No

If yes, describe needs:

(Address after determination of related services.) Is this goal integrated with related service(s)? No

\* If yes, list the related service area(s) of integration:

#### Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

1. Josh will participate in activities 60% of the times.
2. Josh will practice a variety of gross motor skills walking, jumping running 60% of the times.
3. Josh will respond to directions, and commands with appropriate social skills 60% of the time.
4. Josh will run with the class and complete his wind sprints 60% of time.

#### Describe how progress toward the annual goal will be measured

Parents will be informed with quarterly progress reports.

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Josh attends to outside environmental sounds and interacts with his environment

### Annual Goal Academic Goal

#### Goal Description

Josh will demonstrate his understanding of the various types of weather and climate.

Does the student require assistive technology devices and /or services? Yes

If yes, describe needs:

Big Mac, Twin Talk

(Address after determination of related services.) Is this goal integrated with related service(s)? No

\* If yes, list the related service area(s) of integration:

### Competency Goal

Required areas (if any) where student participates in state assessments using modified achievement standards

Select Subject Area: Science

### List Competency Goal from *NC Standard Course of Study*:

(Standard must match the student's assigned grade.)

05-The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

### Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Josh will indicate appropriate clothing to wear for specific weather conditions 4/5 trials

When given picture cues, Josh will identify the weather for the day 4/5 trials.

### Describe how progress toward the annual goal will be measured

Teacher Observation

Data Collection

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**Present Level of Academic Achievement and Functional Performance**

Include specific descriptions of what the student can and cannot do in relationship with the area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Josh is non-verbal. He uses mainly pictures and eye gaze to communicate. Josh reads high frequency words. Josh attends to a story being read to him.

**Annual Goal** Academic Goal

**Goal Description**

Josh will explore and express reflections and reactions to print and non-print text. Josh will demonstrate comprehension and/or sharing informational materials that are heard, read, or viewed.

**Does the student require assistive technology devices and /or services?** Yes

**If yes, describe needs:**

Big Mac, Twin Talk

**(Address after determination of related services.) Is this goal integrated with related service(s)?** Yes\*

**\* If yes, list the related service area(s) of integration:**

Speech and Language Services

**Competency Goal**

**Required areas (if any) where student participates in state assessments using modified achievement standards**

**Select Subject Area:** Language Arts

**List Competency Goal from NC Standard Course of Study:**

(Standard must match the student's assigned grade.)

03-The learner will apply enabling strategies and skills to read and write.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

**Benchmarks or Short Term Objectives (if applicable)**

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Josh will keep a personal journal of his reflections and reactions to personal experience at school 3 times per week

When given books, internet activities, and recipes, Josh will answer "wh" questions using pictures and/or communication both in 4/5 trials.

Josh will respond to personal experiences through sequencing, pictures, choosing words from a communications books 4/5 trials

**Describe how progress toward the annual goal will be measured**

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### Present Level of Academic Achievement and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship with the area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Josh will attend to objects and money being counted. Although Josh can sort objects by color and shape activities. Josh needs to understand daily calendar activities

**Annual Goal** Academic Goal

#### Goal Description

Josh will improve in his ability to understand real numbers and patterns.

**Does the student require assistive technology devices and /or services?** Yes

**If yes, describe needs:**

Big Mac, Twin Talk

**(Address after determination of related services.) Is this goal integrated with related service(s)?** Yes\*

**\* If yes, list the related service area(s) of integration:**

Speech Language

#### Competency Goal

**Required areas (if any) where student participates in state assessments using modified achievement standards**

**Select Subject Area:** Mathematics

**List Competency Goal from NC Standard Course of Study:**

(Standard must match the student's assigned grade.)

03-The learner will recognize, determine, and represent patterns and simple mathematical relationships.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

#### Benchmarks or Short Term Objectives (if applicable)

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Josh will identify times on clock as relates to own routines in 4/5 trials.

Josh will sequence 5-10 objects from smallest to biggest 4/5 trials

Josh will count money upto 10 dollars with 80% accuracy.

**Describe how progress toward the annual goal will be measured**

Teacher Observation

Data Collection

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**Present Level of Academic Achievement and Functional Performance**

Include specific descriptions of what the student can and cannot do in relationship with the area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Josh enjoys exploring the natural environment through activities involving soil, and water. He needs to understand the importance of these two substances

**Annual Goal** Academic Goal

**Goal Description**

Josh will improve his understanding of the importance of various things in the natural environment.

**Does the student require assistive technology devices and /or services?** Yes

**If yes, describe needs:**

Big Mac, Twin Talk

**(Address after determination of related services.) Is this goal integrated with related service(s)?** No

**\* If yes, list the related service area(s) of integration:**

**Competency Goal**

**Required areas (if any) where student participates in state assessments using modified achievement standards**

**Select Subject Area:** Science

**List Competency Goal from NC Standard Course of Study:**

(Standard must match the student's assigned grade.)

04-The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.

Note: selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.

**Benchmarks or Short Term Objectives (if applicable)**

(Required for students participating in the state alternate assessments aligned to alternate achievement standards)

Josh will show his understanding of functions of water in the environment with 80% accuracy.

Josh will demonstrate how to use water in a variety of ways (i.e. daily living, etc) with 80% accuracy

**Describe how progress toward the annual goal will be measured**

Observation  
Work Samples

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### OT/PT/SLP RELATED SERVICES SUPPORT DESCRIPTION

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Service (Check all that apply): SLP

**Description of Student needs (Explanation of why support is needed):**

Josh is echolalic. He uses pictures to communicate and to participate in the classroom curriculum as his ability for spontaneous language is limited.

**Classroom interventions delegated to classroom staff with related service provider support/ training for teachers and staff (program description, logs attached):**

Assistive technology/augmentative communication, and adapting switches and toys: - Boardmaker Pictures, Big Mack, TwinTalk

**Related service provider support:**

Observation of student in classroom settings

Analyze and engineer environment, increasing opportunities for communication

Programming assistive technology/augmentative communication, and adapting switches and toys: - Boardmaker Pictures, Big Mack, TwinTalk

**Equipment Needed: (P=personal; C=classroom)**

C Switches/Toys: Classroom: Big Mack, TwinTalk

**Therapist Signature**

**Date**

Susan T. Reynolds

12/05/2008

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**Least Restrictive Environment**

**I. General Education Program Participation**

In the space provided, list the general education classes, nonacademic services and activities (ex: lunch, recess, assemblies, media center, field trips, etc.) in which the student will participate and the supplemental aids, supports, modifications, and/or accommodations required (if applicable) to access the general curriculum and make progress towards meeting annual goals. Discussion and documentation must include any test accommodations required for state and/or district-wide assessment. If supplemental aids/services, modifications/ accommodations and/or assistive technology will be provided in special education classes include in the table below.

<u>General Education Class, Nonacademic Services &amp; Activities, Special Education (If Applicable)</u>	<u>Supplemental Aids/Services, Modifications/ Accommodations, Assistive Technology (If Applicable)</u>	<u>Implementation Specifications (Example: Who? What? When? Where?)</u>
Math	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferential seating and modified assignment in the EC classroom whenever an assignment is given
Other - Daily Living Skills	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferential seating and modified assignment in the EC classroom whenever an assignment is given
Science	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferential seating and modified assignment in the EC classroom whenever an assignment is given
Social Studies	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferential seating and modified assignment in the EC classroom whenever an assignment is given
Writing	Extended Time Preferential Seating Modified Assignment	Josh will receive extended time (up to 100%), preferential seating and modified assignment in the EC classroom whenever an assignment is given.

**If the student is in preschool, describe how the student is involved in the general education program.**

N/A

**Specify the technical assistance, if any that will be provided to the general education teacher(s) and/or other school personnel for implementation of the IEP.**

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None

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#### II. North Carolina Assessment Program

Select the appropriate state assessment(s) that will allow the student to demonstrate his/her knowledge. Select testing accommodations that correlate to classroom accommodations used routinely throughout the academic year. Accommodations that are listed on the IEP must be used on a routine basis in classroom instruction. For specifics regarding accommodation use and availability for specific tests, refer to the testing Students with Disabilities publication, available at <http://www.ncpublicschools.org/accountability/policies/tswd/>

**IEP Teams are instructed to select for each assessment, only those accommodations that do not invalidate the score.**

**Student will participate in the testing program under Standard Conditions, with Accommodations, or will be assessed using Alternative Assessment. Indicate the student's testing participation below:**

Grade Range	Test	Participation	Specifics Regarding Accommodation Use
Grade 9-12	Other (specify in comment)	NCEXTEND1 - Alternate Assessment	Josh will take the NC Extend 1.

Accommodations: \*Test Environment +Assistive Technologies/ Devices and Special Arrangements \*\*Test Environment

#### III. District-Wide Assessment Program

In the space provided, list the district-wide assessments, if any, and any accommodations or alternate assessments to be used by the student.

##### District-Wide Assessment(s)

Josh will participate in NC Extend 1

##### Accommodation(s) or Alternate Assessment(s)

Josh will receive extended time, frequent breaks, preferential seating, and teacher realoud test.

##### Implementation Specifications

Josh will receive extended time (upto 100%), frequent breaks, preferential seating, and teacher will realoud the test when NC Extend 1 is given.

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If the Student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

Josh is receiving a functional curriculum

**V. Specially Designed Instruction, Related Services, and Nonacademic Services and Activities****A. Anticipated Frequency and Location of Specially Designed Instruction:**

Type of Program	Sessions Per	Sessions Length	Location
Adapted Physical Education	1/Week	30 Minutes	Exceptional Children Classroom
Daily Living Skills	5/Week	45 Minutes	Exceptional Children Classroom
Math	5/Week	45 Minutes	Exceptional Children Classroom
Reading/English	5/Week	45 Minutes	Exceptional Children Classroom
Writing	5/Week	45 Minutes	Exceptional Children Classroom
Other Program - Science	5/Week	45 Minutes	Exceptional Children Classroom

**B. Anticipated Frequency and Location of Related Services:**

The IEP Team has determined the following related services are required to assist the student to benefit from special education.

Related Service	Sessions Per	Session Length	Location	Support Description
Speech/Language	4/Reporting Period	15 Minutes	Total School Environment	No
Transportation Services	10/Week	30 Minutes	Bus	No

**Describe special transportation services:**

Josh will receive special education transportation

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### C. Nonacademic Services & Activities (Refer to Section I: General Education Program Participation):

List the nonacademic services and activities in which the student **will not** participate with nondisabled peers. This time must be factored into the determination of continuum of alternative educational placement below.

N/A

### VI. Continuum of Alternative Educational Placements

(Education placement is determined by calculating the amount of time the student is removed from nondisabled peers.)

School Age (K-21): Separate <39% of the day w/non-disabled peers

### VII. Least Restrictive Environment Justification Statement

If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain **why** the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Josh will be removed his peers to work on both his academic and functional goals

### VIII. Progress towards annual goals will be reported with the issuance of report cards unless otherwise specified below.

According to DPS Policies and Procedures

### IX. Extended School Year Status (ESY worksheet available)

Is not eligible for extended school year

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#### X. Record of IEP Team Participation

(Note with an \* any team member who used alternative means to participate.)

##### A. IEP Team. The following were present and participated in the development and writing of the IEP.

Name	Position	Date
Valerie Parker	LEA Representative	12/05/2008
Dr. Janice Blank	LEA Representative	12/05/2008
Anna Malsbary	Special Education Teacher	12/05/2008
Lenora Champion	Occupational Therapist	12/05/2008
Susan Reynolds	Speech/Language Pathologist	12/05/2008
Sandy Erhardt	Other - Program Facilitator	12/05/2008
Sandy Hall	Parent	12/05/2008
Chris Tomasia	Assistant Principal	12/05/2008

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**Copy given/ sent to parent(s):** by Special Education Teacher

**on** 12/09/2008

\*Sent