



Tamiya's Individualized Education Program (IEP)

Note: This is only a sample section of Tamiya's IEP. Her actual IEP contains more goals, and other forms such as Anticipated Frequency and Location of Related Services, Nonacademic Services & Activities, as well as other consent and signature forms.

Check Purpose:

- Initial
- Annual Review
- Reevaluation
- Addendum
- Transition Part C to B

Duration of Special Education and Related Services: From 1/4/20XX To 1/3/20XX

Student: Tamiya **DOB:** 1/13/20XX **School:** _____ **Grade:** PreK

Primary Area of Eligibility – Developmental Delay

Student Profile

Student's overall strengths: Tamiya loves music, dancing, she has a great smile. She is showing interest in her peers.

Parents' concerns, if any, for enhancing the student's education: Support feeding and interaction with peers.

Parents'/Student's vision for student's future: They would like to see her not be so fearful and to be more adaptable.

Consideration of Transitions

What information is known about the student that will assist in facilitating a smooth transition process?

Tamiya is very shy and fearful in new settings and with new people. She needs adult support to adjust in new settings and in getting involved in activities, especially with her peers. She trusts adults more than other children.

Tamiya's parents have major concerns around her eating a wider variety of foods, becoming more self-sufficient in feeding and eating. She will need support to be part of the class during mealtimes.

Handout 2.11

Present Level(s) of Academic and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship to this 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.

Tamiya has a hard time fully participating with other children and she can get very upset when her "safe" people are not in the room with her. She does better with adults than with peers so an important aspect for preschool will be to foster interactions and for Tamiya to participate more in sharing and playing with her peers.

The classroom teacher would like to see her participate in activities both in whole group and small group and to be less attached to specific people.

Tamiya is often overwhelmed with new sensory and emotional experiences. Her strengths are in registration of input and sensation seeking, while her needs are in the area of sensory processing, sensitivity to stimuli and sensation avoiding. She needs environmental adaptation to minimize random or alerting types of sensation.

Annual Goal

Academic Goal Functional Goal

Tamiya will participate in preschool activities (circle time, sharing and turn taking with 1 to 2 peers, independent time, transition time) when given consistent, predictable sensory strategies in the daily routine.

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

If yes, describe needs: _____

Is this goal integrated with related service(s)? Yes

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

Short Term Objectives

1. Tamiya will explore a variety of sensory play and sensory toys including but not limited to: play dough, soft textures, therapy putty, koosh balls, dried bean/lentils, sand without emotional outbursts/crying, 4 of 5 times.
2. Tamiya will be able to spend time with a variety of adults and peers while engaging in activities and being able to focus her attention on the task at hand with out emotional outbursts/crying, 4 of 5 times.

Describe how progress towards annual goals will be measured

Teacher and therapist observation and documentation

Handout 2.11

Present Level(s) of Academic and Functional Performance

Include specific descriptions of what the student can and cannot do in relationship to this 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.

Tamiya is a sweet, well-behaved child. She does not typically use words, except for "mama." Tamiya communicates at home more than she does in other settings.

Annual Goal

Academic Goal Functional Goal

Tamiya will use words, signs or pictures to interact with teachers or peers at least 10 times a day.

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

Is this goal integrated with related service(s)? Yes

If yes, list the related service area(s) of integration: speech therapy, education,

Short Term Objectives

1. Tamiya will place personal items in cubby upon entering the classroom 4/5 days
2. Given two choices, Tamiya will choose an activity or center and engage in play for 2-3 minutes 4/5 opportunities
3. Tamiya will participate in teacher directed activities for 2-3 minutes 4/5 opportunities.
4. Tamiya will engage and interact with a peer sharing similar materials for 2-3 minutes, 4/5 opportunities.
5. Tamiya will clean up during transitions and bus her plate/cup after meals in 4/5 opportunities.

Describe how progress towards annual goals will be measured

Classroom observation and progress notes