

# Luke's Individualized Education Program (IEP)

Note: This is only a sample section of Luke's IEP. His 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 1/4/2009 To 1/3/2010

**Student:** Luke      **DOB:** 1/4/2006      **School:** \_\_\_\_\_      **Grade:** PreK

**Primary Area of Eligibility –** Developmental Delay

**Student Profile**

**Student's overall strengths:** Luke is very personable. He enjoys being around others and has a good temperament.

**Parents' concerns, if any, for enhancing the student's education:** Lack of verbal communication, level of assistance needed to participate in play and daily routines.

**Parents'/Student's vision for student's future:** They would like to see him have more words and continue to expand communication to a more natural level instead of only requesting. They would like to see him initiating a variety of play.

1. Does the student have behavior(s) that impede his/her learning or that of others? No
2. Does the student have limited English proficiency? No
3. If the student is blind or partially sighted, will the instruction in or use of Braille be needed? N/A
4. Does the student have any special communication needs? Yes
5. Is the student deaf or hard of hearing? No
  - The child's language and communication needs;
  - Opportunities for direct communication with peers and professional personnel in the child's language and communication mode;
  - Academic level;
  - Full range of needs, including opportunities for direct instruction in the child's language; and
  - Communication mode.
6. Does the student require specially designed physical education? No

## Handout 1.7

### 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.*

Luke currently uses a SpringBoard communication device, sign language, gestures and eye contact to communicate. His pragmatic use includes requesting, sharing information with support, acknowledging communication from others and seeking attention. Luke is typically quiet in his play in the classroom. He initiates interaction primarily through eye contact during play, but does use the SpringBoard to make requests and a few comments when engaged in interaction and he is oriented to use it. In interaction with adults, he can manipulate the SpringBoard quite well, navigating through several levels to find pages and words to express his needs and share information for his familiar topics and settings. With encouragement he can link words together for short sentences. This is most successful when in a setting or routine in which he knows he has adult attention.

### Annual Goal

Academic Goal     Functional Goal

Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging).

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

If yes, describe needs: voice output device, currently using SpringBoard

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

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

### Short Term Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard (at least 3 times in each of 5 daily routines).
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).
6. Luke will use any communicative means to request information (3 times in each of 5 daily routines).

### Describe how progress towards annual goals will be measured

Periodic (at least once a term) language and pragmatic communication sampling, teachers, therapists, and parent reports.

## Handout 1.7

### 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.

Luke is interested in his peers. He watches them and sometimes joins in to do the same thing that they are doing. One of his current favorite games (hammering on the big wooden blocks) resulted from joining some of the other boys in the class. He can identify all of his classmates on his SpringBoard. He does not yet interact reciprocally with the other children. When supported by an adult, he can sometimes wait his turn with a toy which other children are engaged with. Frequently, Luke plays near other children but at his own activity. When other children interfere in his play, he typically protests by whining or fussing. At times, he moves to another area if other children are interfering too much. Luke needs to develop reciprocal play with peers, through attention and notice, toy exchange, simple joint games and activities.

### Annual Goal



Academic Goal



Functional Goal

Luke will engage in simple peer interactions using communication and play actions to join activities, play early games, share materials and negotiate typical conflicts.

If yes, describe needs: voice output device, currently using SpringBoard

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

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

### Short Term Objectives

1. Given verbal and physical prompts, Luke will watch a peer and imitate their actions 5 times in each of 3 daily routines.
2. Luke will do the same thing as a peer in order to join peers in play with adult prompting 3 times during each of 3 daily routines.
3. Luke will successfully initiate and sustain familiar play routines (e.g., rolling a ball, playing ring around the rosie, etc.) with several different peers for 5 minutes at least 2 times in each of 3 daily routines.
4. Luke will initiate simple and concrete play interactions with peers, given adult prompting for simple initiation behaviors (e.g., giving, receiving, showing) 3 times in each of 4 daily routines.

### Describe how progress towards annual goals will be measured

Periodic classroom observation (at least once a term) for sampling, and teachers, therapists, and parent reports.

## Handout 1.7

*In the space provided, list the general education classes, nonacademic services, and activities (e.g., 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 toward meeting annual goals. Discussion and documentation must include any test accommodation 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.*

<b>General Education/Special Education Nonacademic Services &amp; Activities</b> (If Applicable)	<b>Supplemental Aids/Services Modifications/Accommodations/ Assistive Technology</b> (If Applicable)	<b>Implementation Specifications</b> (Example: Who? What? When? Where?)
Block play, Manipulative play, Pretend play – kitchen, dolls	Place activity boards in play areas with various pictures of play schemes to give Luke tools to initiate interaction and comment.	Speech therapist creates boards, teachers post throughout classroom, all staff model and encourage Luke and other classmates to use.
Block play, Manipulative play, Pretend play – kitchen, dolls	Use standard play sequences with Luke so he can become familiar with typical requests and comments. He will also be more likely to initiate familiar routines.	Teachers and therapists will work together with input from parents to use Luke’s preferences in play sequences.
Small & Large Group Activities	Make Luke’s voice output device (SpringBoard) available to him during small & large group activities. Model appropriate ways to use the device and encourage Luke to use it by asking familiar questions.	Teachers and therapists will encourage use and speech therapist will assist parents in programming the device to create pages with relevant vocabulary.
Small Group Activities (free play time)	Luke will be paired with his classmate, Ava (who is verbally advanced and Luke is fond of her). She will be directed to encourage Luke to imitate her.	Teachers and therapists will enlist Ava as a helper and facilitate these interactions.
Small Group Activities (center time)	Provide turn-taking opportunities with peers (2 children, 1 toy or crayon, etc.)	Teachers and therapists will facilitate.
Large Group Activities (circle time)	Use familiar circle time games/songs/ books and comment/praise when Luke successfully participates with peers.	Teachers utilize Luke’s preferences for books/songs during circle time and continue to use his preferences in planning.