IEP at a Glance

Goals:

1. Follow classroom routine (visual/verbal supports)
2. Cut lines/shapes
3. Copy, trace, write letters, #s, shapes
4. Snap, button, zip, open cartons
5. Complete selected activities (w/visual/verbal supports)
6. Initiate/sustain interactions (gestures, words, pix, signs)
7. Use communication functionally

Specially Designed Instruction:

Opportunities	Instructional Supports	Environment Supports
For non-verbal communication	Face to face modeling Increased wait time for verbal output	Seating near teacher/away from distractions during learning situations
Weekly or daily opportunities to select class job	Visual schedules/consistent routine/curricular visuals	Smaller groups/individualized for challenging tasks
Use of non-verbal output strategies for assignments	Short-stated directions	
Communication w/family immediately for any concerns	Visual cues for peer interactions at appropriate times	
Matching activities to practice new concepts	Step-by-step directions/visuals to promote work completion	
	Pictures to communicate	
	Highlighted lines -cutting, tracing, writing/large pix fade to smaller	
	Positive Feedback	

Motivators: Building blocks/toys, independent w/computer literacy programs,

Strengths: complete simple patterns, point to pix, eliminate pix that don't belong, group some items, writes some ltrs of name, uses glue, complete puzzles, independent w/self-care, sits up to 15 min. and participates, IDs colors/shapes/objects, #s/ltrs, snips, strings beads/laces, good retention, good in large groups, does well w/routines & structure w/visuals & high interest objects or activities

Note: Diagnosis of Childhood Apraxia of Speech; uses pictures/signs/simple voice output devices Family would like some form of communication to relate his day (peers, what did

Has: strong food preferences, a need to be first, to have turns, to rush to get done, does not like to color

Note: Phys. Ed.: may need adapted, weak movements, trouble balancing, frustration if can't copy a move