

Your Name: Jeffrey Gibson

IEP / 504 At-A-Glance: Due Mon. Jan. 31st

Review an actual IEP (or 504 plan) of a student and complete this form. It is worth 10 points. Do NOT use real names.

IEP or 504 plan? IEP

Student's Disability: (SLD) Speech in expressive and receptive language Grade Level: 5th

Strengths, Interests, Preferences	Areas in need of improvement or attention	Accommodations, modifications, supports, services provided (includes instruction, testing, environment, assignments)
<p><i>Strengths:</i> Relatively strong math calculations and reading decoding skills. Careful when calculating problems. Computation is stronger than application. Neat handwriting and a strong phonetic speller. Verbal response to questions is stronger than his written response. Makes friends easily. Gets along well with others.</p> <p><i>Interests:</i> Wants to do well and when he feels success he is willing to work hard to achieve good grades. Enjoys reading.</p> <p><i>Preferences:</i> He has opened up and is willing to take risks by raising his hand to answer questions. He will extend himself to help other students who are struggling. If he has a trusting relationship with the teacher he is willing to work hard. Wants to please others. Responds to positive praise and rewards.</p>	<p>Cognitive ability ranges from borderline to average. Nonverbal abilities are in the low average abilities. In general, his weaknesses are rituals, conversation skills, giving and responding to information, and nonverbal communications skills (pragmatic social language skills).</p> <p>Has difficulty in solving problems that do not require using words to answer questions.</p> <p>He has difficulty repeating sequences (numbers and letters) and manipulating or putting information in specific order.</p> <p>Demonstrates difficulty holding and sequencing information in his working memory.</p> <p>These weaknesses impact his performance in all academic areas, especially when learning new concepts.</p> <p>He is a hard worker, but shuts down when he experiences frustration.</p> <p>He is easily frustrated when he perceives a task too difficult, especially with written language.</p> <p>Overall, written language is his greatest challenge.</p>	<p><i>Instruction:</i> Provide notes or use interactive notes, repeat directions back to the teacher to ensure understanding, use of manipulatives to develop math concepts, and use of compensatory aids to reduce need for memory to learn new concepts (i.e., multiplication chart, written formulas, etc)</p> <p><i>Testing:</i> Mark answers in test booklets and provide assistance with reading all classroom tests</p> <p><i>Environment:</i> Preferential seating close to the teacher and/or in a quiet part of the classroom next to a peer buddy</p> <p><i>Assignments:</i> Assistance with written directions in order to understand assignments and scaffold assignments and directions (to assist completing one step at a time)</p>

IEP Goals/Objectives & special education services provided (briefly list the goals, how often, WHERE, and by whom services are provided)

IEP goals and objectives have focused on improving his articulation and language skills.

Goals/Objectives: He will demonstrate improved pragmatic (social) language skills, will increase his reading comprehension and decoding skills, will increase his math computation and application skills, and will use the writing process to independently write a 3-paragraph story or report with logical sequence.

Educational Services: Math support in content area, 300 minutes per week, general education class, special education teacher

Reading – direct instruction, 225 minutes per week, resource room, special education teacher

Reading – support in content area – science and social studies, 60 minutes per week, general education class, special education teacher

Written Expression – support in content area, 60 minutes per week, general education class, special education teacher

Speech/Language, 30 minutes per week, resource room, related service provider

Speech/Language, 30 minutes per week, therapy room, related service provider

Remediation Strategies (HOW are they addressing the weaknesses and/or goals?) Brainstorm your own if none are listed! What would YOU do if this was a student in your class?

Remediation Strategies:

The IEP committee decided that his needs would be best met in the inclusive general education setting.

He tests in small groups for all subjects. He is allowed breaks during tests and the directions have to be clarified or simplified for him (all subjects). In addition, the test items have to be read to him. He may also require special lighting or a noise buffer while testing.

He will participate in all instruction in general education classes and programs and activities except when being provided specific instruction in the resource setting.

He requires specific instruction in the general education and resource room to address IEP goals and objectives in the areas of reading, writing, language arts, and math vocabulary.

My Strategies: In order to help this student I would try to build a strong relationship with the special education teacher and his parents. I would ask the special education teacher what strategies work best when she is working with this student during assignments. How does she explain or word information to him? I would want to know if she is doing something different. In regard to the parents, I would want to know how he interacts at home and is there anything I need to know about this student in particular that would help me give him a better education. It is also important to praise and reward him for his good behavior and doing well on assignments. In addition, it might be beneficial to spend more time with him. I could eat lunch with him or interact with him at recess, which could help make our relationship stronger and hopefully improve the student-teacher relationship.

During instruction time, I could provide him with a copy of the notes but leave blanks for him to fill in certain words. When he is working on assignments I could modify the assignments for him by making them easier and not shorter. I could adjust the questions by using different wording or complete the worksheet verbally with him. I would speak words of encouragement to him and monitor his frustration levels. If I perceive he is becoming frustrated I would remind him to skip the problem or I would try to clarify the problem for him.

Transition needs or concerns

The special education teacher said that a transition to middle school is not as big of concern with this student. If anything, the teacher reminds the student that in middle school the child will have more work to do and he needs to become more independent. The teacher told me that she makes little comments like the above to the student randomly throughout the year.

The student can safely ride regular transportation.

Other (medical, related services, behavioral notes or behavioral intervention plan, etc.)

He has been enrolled in speech/language therapy since he was in 2nd grade.

When the student shuts down a successful intervention had been to clearly state the expectations and if he does not comply direct him to leave the classroom for a few minutes. Once the behavior is dealt with directly he works twice as hard when he comes back.

The student is involved with family life classes.

He is better able to show his work by providing short answers to direct questions rather than choosing from multiple given answers.

He has been successful with the accommodations provided through his individualized educational program.

He has difficulty staying on topic and providing specific details.