

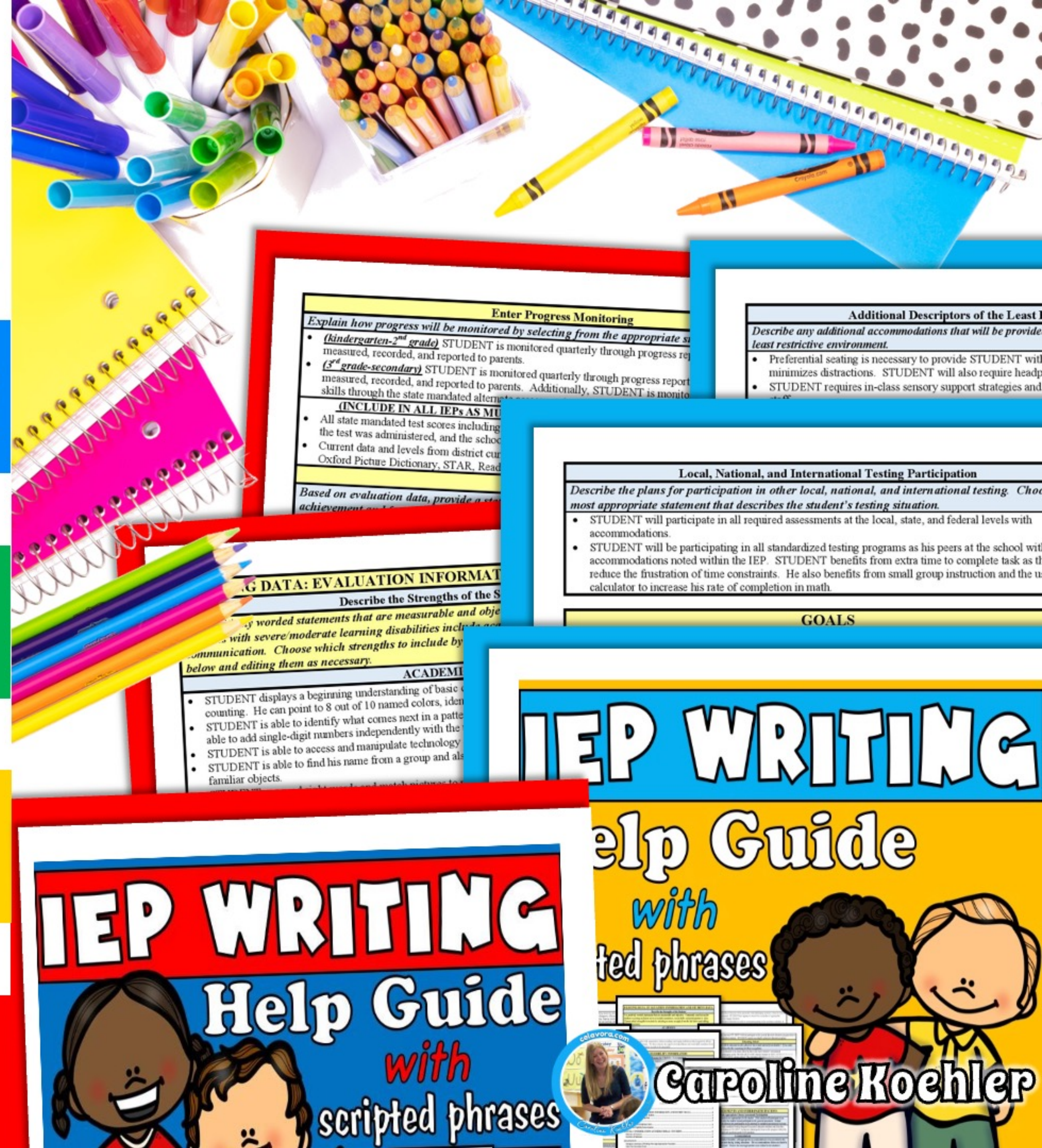
IEP HELP GUIDE WRITING BUNDLE

➤ SCRIPTED PHRASES

➤ SPEED UP WRITING

➤ GOAL BANK

➤ GOOGLE LINK



IEP HELP GUIDE FOR INCLUSION

• Staff who work with STUDENT must be skilled in appropriate behavior strategies and trained with Picture Exchange Communication System (PECS) and Dynavox. • Staff who work with STUDENT must be able to apply effective strategies for communication and social skills for children with autism and be proficient in the proper implementation of Picture Exchange Communication System (PECS). • Staff will be trained on STUDENT'S medical condition and crisis intervention plan at the beginning of the school year and receive necessary ongoing training as stipulated by the school corporation nurse. • Staff will be taught basic sign language and basic teaching strategies for students who are deaf and/or hard of hearing and will be expected to utilize sign language on a daily basis. • Staff will be trained on Type 1 diabetic procedures and proper interaction with a service dog.
Additional Program Modifications <i>Describe the program modifications that have not yet been identified but will be provided.</i> • STUDENT will be provided headphones to utilize as he sees fit. Movement breaks are allowed when STUDENT becomes stressed. • STUDENT will receive preferential seating to reduce distractions. Teachers will provide positive reinforcement, give cues for expected behavior, allow additional time for transitions as needed, prompt calming strategies as needed, and provide a calming area as needed. • STUDENT will be permitted to type assignments, especially lengthy written assignments, as an alternative to writing by hand.
Progress Report Timeline <i>Describe when periodic reports on the progress the student is making toward meeting the annual goals will be provided.</i> Progress reports that address annual IEP goals will be sent home quarterly to parents and guardians. Grade level curriculum goals will be formally assessed annually beginning in the third grade and will be reported on

Additional Descriptors of the Least Restrictive Environment <i>any additional accommodations that will be provided to ensure the student is successful within the restrictive environment.</i> rental seating is necessary to provide STUDENT with his own work space within an area that minimizes distractions. STUDENT will also require headphones and an area dedicated to de-escalation. STUDENT requires in-class sensory support strategies and an area to take a break as deemed necessary by the team. Possible Harmful Effects Consideration of Any Potentially Harmful Effects of Special Education <i>discuss the discussion and consideration of any potentially harmful effects of the suggested accommodations on the student or on the quality of services needed.</i> STUDENT is included in all of general education activities and receives assistance as needed from the mild intervention teacher and instructional assistant during class activities within the general education classroom; therefore, no harmful effects of special education instruction were noted. Initial effects of the placement in a special education classroom were discussed. Potentially harmful effects include the loss of socialization and communication of typical peers and a lack of exposure to the general education curriculum. The committee feels that there are limited harmful effects due to being placed as a special education student and receiving pull-out services with other identified students. The committee discussed the potentially harmful effects of a more restrictive setting including decreased access to the instructional opportunities available in integrated settings, diminished access to the full range of curriculum, a lack of opportunity for social interaction with typical peers, a possible decrease in self-esteem, a lack of observable opportunities of appropriate role models, possible stigmatization from typical peers and isolation from typical peers. Placement Determination
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• No, due to health concerns STUDENT will not participate in the general physical education program that is available to non-disabled students. STUDENT requires an adaptive physical education program.
Educating School
<i>State if the student will be educated in the school he/she would attend if not disabled? If no, state the exceptions and describe the reasoning for these exceptions.</i>
• Yes, STUDENT is educated at his home school as this is his least restrictive environment. • No, STUDENT participates in the PROGRAM'S NAME which is housed at EDUCATING SCHOOL'S NAME and is not STUDENT's home school. The committee determines that PROGRAM'S NAME is STUDENT'S least restrictive environment.
Instructional Day
<i>State whether or not the length of the instructional day will be the same as the instructional day for non-disabled peers.</i>
• Yes, STUDENT'S instructional day is the same length as non-disabled peers. • No, STUDENT'S day is shorter than non-disabled peers as this is the least restrictive environment. • No, due to STUDENT'S need for homebound services for a medical condition, STUDENT will receive (# of hours) of academic instruction in math and language arts.

SUMMARY OF PERFORMANCE	
Summarize Current Academic and Functional Performance	
<i>State the student's current academic achievement and functional performance. Provide recommendations to support student's postsecondary goals. It may be useful to review the transition assessments. Choose which statements best describe the student's performance and functionality and modify, if appropriate, to be specific.</i>	

Click below to add the Inclusion IEP Help Guide to your Google Drive

Google Drive Download for IEP Help Guide for Inclusion

Google Drive Download for IEP goals for Inclusion

Click on the links above and say, "Yes" when prompted to make a copy. Copy, paste, and edit the documents as needed to assist your IEP writing.

Directions for
IEP Help Guide for Inclusion

How to Use

When you are ready to create strong IEPs for your students. This help guide is one of my most personally used items. Often times, I copy and paste from the guide, but many times I have to tweak something slightly. I always like to replace the word STUDENT with the student's actual name and all pronouns to reflect the correct gender. The same goes for your school's name (if you don't have a program name, get permission from administration to create one; it's super awesome!).

table of content's clickable links for quick access to the sections within

me across a situation that you aren't sure how to write a section for, feel free to message me through [teacherspayteachers](https://www.teacherspayteachers.com/user/CarolineKoehler). Search "Caroline Koehler" and you'll find me.

- STUDENT demonstrates off-task behaviors and has difficulty following classroom procedures. STUDENT appears to not know or understand when peers or adults disapprove of his actions.
- STUDENT exhibits many off-task physical behaviors including preening, flapping, hand movements, and noises that interfere with his ability to focus and organize his thoughts and materials within the classroom and curriculum.
- STUDENT often exhibits disruptive behavior including non-compliance, inappropriate comments, and leaving the classroom without permission.
- STUDENT struggles with appropriate peer and adult interactions. He often touches others to get their attention. When asked to complete work, STUDENT will have outbursts.
- STUDENT often comes to school in an escalated state including using inappropriate language and physical aggression. Due to STUDENT'S increased level of behavior escalation, he has not been fully participating in his educational programming. STUDENT refuses to follow directions when asked to participate in academics and if the direction is in regards to a non-preferred activity. STUDENT uses profanity towards peers and adults and has become physically aggressive when frustrated. STUDENT has struck staff members, hit staff members, and threatened bodily harm and death to adults.
- STUDENT demonstrates concerns in the areas of verbal communication and social interactions. Staff is concerned with STUDENT'S lack of engagement in conversations with peers and adults in a large group setting. STUDENT is able to carry on a conversation, engage in turn-taking, and respond to others' comments within a small group setting. STUDENT is not able to use these skills in a large group or classroom setting. STUDENT does not engage with fellow classmates seated near her nor does she interact with others on the playground.
- When presented with whole group instruction in the classroom, STUDENT will not participate verbally. STUDENT will interact in a one-to-one interaction with peers and teachers. When presented with a social situation, STUDENT often avoids participating by sitting with her head down. On the chance that communication does occur, STUDENT often communicates with either one word, a simple, short

DENT appears to exhibit these behaviors when presented with challenging activities, when he feels he is failing, or when he is depressed. STUDENT also appears to want to be a member of a group but struggles with effective ways to engage his peers.

DENT appears to exhibit these behaviors in order to resist participating in his academic schedule, to avoid unwanted demands and tasks, to express frustration, and to attempt to gain access to a desired item.

Though STUDENT appears to be capable of successfully completing his work, he requires additional attention, extra time, and a chance to role play actions in order to carry out the assignments. Increased expression and a lack of visuals appear to negatively affect STUDENT'S participation in school.

DENT appears to be attempting to gain attention from peers and adults while avoiding the task at hand.

DENT appears to be attempting to control situations, manipulate or intimidate authority, and relieve his frustrations.

DENT appears to exhibit these behaviors to relieve stress and avoid situations which make him feel uncomfortable.

DENT appears to become overstimulated which results in excessive noise production and/or increased real movement.

DENT appears to have social anxiety and difficulty with expressive language.

TRANSITION

Compose a Summary of Findings from Age Appropriate Transition

in assessments are completed for students who are 14 years of age or older or are entering the 9th grade. Select a transition assessment that involves you interviewing the students about the future. Be sure to address academics, community experience, development of vocational and independent living skills. Ju

• in a college. • in the military. • in vocational training.
STATE ASSESSMENTS AND OTHER PARTICIPATIONS Explain Appropriate Chosen Assessment Participation <i>Explain why the chosen assessments are appropriate for the student. If the student will participate in an alternate assessment, describe why the student cannot participate in the general assessment. Include information in support of each criterion for participation in an alternate or modified assessment if relevant.</i> STUDENT will participate in state mandated testing designed for general education students and, therefore, will not participate in alternate testing as STUDENT'S proposed annual goals focus on the progress within the general education curriculum and state academic grade level standards. Accommodations <i>Based on the student's identified disability, add appropriate accommodations to be provided to the student within the classroom and during testing situations. The accommodations below are listed in order of the most commonly used. Choose the most appropriate ones related to the student's identified disability.</i> • Student is provided with extended testing time for test sessions. If more than an additional 50% time is needed, formally document the exact amount of time necessary within the student's education record. • Student is tested in a small group. • The test can be read aloud to the student except in areas testing reading comprehension. • Student has use of a calculator during sessions identified as non-calculator sessions within Math and Science.

Local, National, and International Testing Participation <i>Describe the plans for participation in other local, national, and international testing. Choose the most appropriate statement that describes the student's testing situation.</i> - STUDENT will participate in all required assessments at the local, state, and federal levels with accommodations. - STUDENT will be participating in all standardized testing programs as his peers at the school with the accommodations noted within the IEP. STUDENT benefits from extra time to complete task as this helps reduce the frustration of time constraints. He also benefits from small group instruction and the use of a calculator to increase his rate of completion in math.
GOALS Method/Instrumentation for Measuring Progress <i>Explain how goals will be monitored</i> Measuring progress will be done through a frequency count using data collected during the assessment quarters. Goal Titles <i>The categories listed below are often used for students with special needs in an inclusion setting. Please see the attached goal list, "IEP Goals for Inclusion," for actual goal examples.</i> - Academics - Behavior - Listening and Speaking
PROVISIONS

Homebound Instructional Services: STUDENT will receive homebound instruction for math, arts, science, social studies, and reading. She will be allotted up to 4 hours of instruction per day as the teacher and family decide best meets STUDENT'S needs.

Transportation <i>ut's transit time and transportation needs are not the same as that of non-disabled peers # justify these needs</i> T'S transit time and transportation needs are the same as non-disabled peers; therefore, special ation is not required. T requires special transportation in order to maintain safety. STUDENT'S needs warrant the of a bus monitor personnel in addition to the bus driver. T requires special transportation in order to maintain a safe and comfortable environment. T responds best to a low student-adult ratio and in situations where there are a low number of
Accessible Materials <i>ut needs instructional materials provided in an accessible format to receive a free and public education, list and describe these items</i> quires additional materials in order to receive a free and appropriate public education including page Learner content stories or shortened, condensed versions containing simple phrases and
Assistive Technology <i>ut requires assistive technology, describe the technology required.</i> <u>vision impaired</u> Yes, STUDENT requires braille and audio formats for all texts. STUDENT es print text for all materials.

IEP WRITING

Help Guide

with
scripted phrases

An illustration of two cartoon children standing next to a large stack of papers. The child on the left is Black with curly hair, wearing a red t-shirt with a yellow star and white pants. The child on the right is white with blonde hair, wearing a yellow polo shirt and green pants. The stack of papers is on the left, with the top sheet showing a table with columns for 'Goal', 'Measurable', 'Behavior', 'Frequency', 'When', 'Where', 'Who', and 'How'. The background is a solid yellow color.

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EXISTING DATA: EVALUATION INFORMATION AND STUDENT DATA	
Describe the Strengths of the Student	
<i>Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving inclusion services include academics, social skills, and participation in class. Choose which strengths to include by selecting as many as apply from the list below and editing them as necessary.</i>	
ACADEMICS	
- STUDENT displays a beginning understanding of basic concepts such as identifying colors, shapes, and counting. He can point to 8 out of 10 named colors, identify a circle, square, and diamond, and count to 20. - STUDENT is able to identify what comes next in a pattern, match numbers, and rote count up to 20. He is able to add single-digit numbers independently with the use of counters. - STUDENT can read sight words and match pictures to phrases. He can also successfully put a sequence of pictures together. - STUDENT has developed his beginning reading skills and is able to read the high frequency words the, like, see, go, is. STUDENT is able to read books independently at level A and with minimal instructional support at level B. - STUDENT continues to show growth on her standardized benchmarking assessments. STUDENT has obtained passing grades in all subjects. - STUDENT often volunteers to read aloud in class and exhibits a steady reading voice with appropriately applied voice inflections. - STUDENT fully utilizes the special education accommodations listed in his IEP most notably using the additional time allotted for testing situations and the aid of a calculator to solve math problems. - STUDENT works to complete all assignments at school. STUDENT will always attempt to answer questions posed to him by his teachers.	
SOCIAL SKILLS	
- STUDENT is motivated to work in order to gain social praise from adults. STUDENT is a rule follower and enjoys supporting his teacher's commands and expectations. - STUDENT has several friends within his social group. He is actively involved in extracurricular activities including choir and sports. - STUDENT uses manners consistently in the classroom including saying, "Excuse me," to a person before he begins speaking. - Teacher reports STUDENT is reaching out to peers more often instead of relying on adults to be his main "friends." - STUDENT gravitates towards leadership roles and often volunteers in class to help peers and adults. - STUDENT is able to recognize his level of frustration and will remove himself from an escalation situation.	

- STUDENT works well in a one-on-one setting with both peers and adults. He is able to perform a wide variety of technology based activities.
- STUDENT utilizes sensory tools such as the ball chair and stress ball often in class. When STUDENT feels overly stimulated, he will often stand at his desk to work. STUDENT will also engage in pacing in the back of the room in an effort to calm himself when he is feeling anxious.
- STUDENT is an active participant in class who uses her timely wisely and does her best in all she attempts. She raises her hand to contribute to whole class discussions and will even "take risks" and answer a question if she isn't sure she's right. STUDENT will seek out instructional assistance from either the general education and special education teachers if she needs help.
- STUDENT is an active participant in class. She takes notes during class, raises her hand to participate in discussions, and asks questions as necessary. STUDENT keeps her work area organized. STUDENT completes homework as requested and turns work in at the assigned due date.
- STUDENT is prepared for each class and completes all work given to him. He will participate in class when called on. STUDENT is able to follow his schedule and accepts unexpected changes in the daily routine.

Enter Progress Monitoring Data

Explain how progress will be monitored by selecting from the appropriate statements below.

(*kindergarten-2nd grade*) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents.

(*3rd grade-secondary*) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. Additionally, STUDENT is monitored annually on grade level standards through the state mandated assessment.

(INCLUDE IN ALL IEPs AS MUCH OF THE INFORMATION BELOW AS POSSIBLE)

- Current grades as of DATE OF IEP MEETING.
- All state mandated test scores including the student's scores, position on the grade level at the time the test was administered, and the school year assessed.
- Current test scores for district testing such as Response To AIMSweb, Read180, Scholastic Reading Inventory, etc.

Evaluation Data

Based on evaluation data, provide a statement of the student's achievement and functional performance, including how the student's strengths and needs may affect the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.

- STUDENT receives daily support from the inclusion teacher during the general education reading block. STUDENT has been in daily small group reading interventions for 60 minutes a day. He receives

It struggles with organization, decision making, and coping with stress which negatively affects the performance. For these reasons, he requires accommodations and social skills assistance from the education teacher in order to be successful.

ELIGIBILITY INFORMATION
Reasons for Eligibility Determination
<i>The reasons for eligibility determination including the other options considered and se options were rejected.</i>
IT is able to access the general education curriculum with the combined support of the special teacher and general education teacher along with the accommodations provided in the IEP. STUDENT with more restrictive services is not needed at this time. Given the accommodations in the in-class room from the inclusion teacher, STUDENT is able to be successful within the education classroom. The general education classroom is the best environment for STUDENT as she needs to be with her peers to view appropriately modeled behavior and apply those behaviors to herself while engaging in her individual academic curriculum.
SOCIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS
Behaviors of Concern
STUDENT's behavior impedes his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes." STUDENT'S behavior does not impede his learning or the learning of others. STUDENT'S behavior impedes his learning and the learning of others. STUDENT has been disruptive by saying he does not understand and cannot do an assignment. STUDENT has been disruptive by saying he does not want to do work. He has been disruptive by saying he does not want to go to school. STU- Online Koehler STUDENT has been disruptive by saying he does not want to go to school by leaving the classroom. STUDENT is often frustrated with assignments STUDENT does not think he is able to complete perfectly, he becomes frustrated, makes self-deprecating statements, and cries. STUDENT refuses to work cooperatively with a partner or group setting. He will hit his head against an object when he is upset. STUDENT has made threatening statements towards himself, peers, and adults including bodily harm. STUDENT struggles with completing tasks within the classroom including actively participating in his

IEP HELP GUIDE FOR SEVERE-MODERATE

No, due to STUDENT'S need for homebound services for a medical condition, STUDENT will receive (# of hours) of academic instruction.
SUMMARY OF PERFORMANCE
Summarize Current Academic and Functional Performance
<i>State the student's current academic achievement and functional performance. Provide recommendations to support student's postsecondary goals. It may be useful to review the transition assessments. Choose which statements best describe the student's performance and future path and modify the sentences as needed.</i>
- Academically, STUDENT is functioning at a (list preschool or equivalent grade level). He is able to identify all alphabet letters and can read sight words including his name, color words, numbers 1-10, and the, I, see, go, like, a, and can. - STUDENT'S functional performance includes the ability to follow a daily schedule, communicate his wants and needs, and participate in adult-guided activities. - STUDENT has been provided with a modified extensive education curriculum with intense daily instruction but is unable to obtain understanding or mastery of the material. - Currently STUDENT participates in (therapy center name) where daily therapies are performed and skill-appropriate work is carried out under the supervision of a job coach. The committee supports this as a confirmed placement for STUDENT'S postsecondary daily activities. - The committee recommends STUDENT engage in vocational training at (name the local career center and contact person's name and number).

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BEHAVIOR GOALS
Decision Making
STUDENT will accept help when needed without verbal protest or physical refusal in four out of five observed opportunities.
STUDENT will independently select among controlled choices in order to participate in educational activities in four out of five opportunities.
STUDENT will make choices by communicating verbally or nonverbally when choices are offered in four out of five observed opportunities.
STUDENT will demonstrate an understanding of appropriate behaviors by exhibiting school suitable "green" behaviors 90% of the time as charted by the classroom's daily behavior tallies which includes green behavior (receiving zero tallies for following all school rules), yellow behavior (receiving one tally for breaking a classroom rule) or red behavior (receiving two or more tallies for breaking two or more classroom rules).
STUDENT will exhibit a decreased frequency of impulsive behaviors from 15 behaviors to 0 behaviors by adhering to school rules and keeping his body to himself.
Problem Solving
STUDENT will demonstrate pro-social forms of communication to indicate his needs with 0 incidences of physically aggressive behavior in five out of five opportunities.
STUDENT will use appropriate words or visuals to express anxiety or frustration to his teachers and peers and will ask a teacher for help when needed rather than using an escape/avoidance behavior in four out of five observed opportunities.
STUDENT will demonstrate appropriate coping strategies when he becomes anxious or frustrated such as taking deep breaths or requesting to go to the de-escalation room as observed in three out of four opportunities.

Work Completion
STUDENT will follow classroom rules including keeping his body to himself, doing what teachers say, and utilizing the break room as needed for relaxation by using pro-social forms of communication with 95% accuracy in four out of five opportunities.
STUDENT will use words to tell others his needs, ask for a break (verbally or with a visual break card), and use a fidget/sensory tool to deescalate to decrease his incidences of physically aggressive behavior to zero in five out of five opportunities.
STUDENT will stay in a specified location of the classroom and attend jointly with adults or peers for up to fifteen minutes.
STUDENT will sit and attend to an adult-directed activity for a minimum of ten minutes in four out of five opportunities.
When given two or less verbal or non-verbal cues, STUDENT will attend to a non-preferred and/or small group activity using positive statements and self-control while remaining on task for ten minutes 80% of the time.
STUDENT will complete tasks in the allotted time by using a behavior monitoring checklist with a motivator/timer with two or fewer adult prompts four out of five times.
When given two or fewer adult verbal or visual prompts, STUDENT will complete one independent task in four out of five opportunities.

FUNCTIONAL SKILL GOALS
Respond to and locate sounds in the environment including a caregiver's voice.
Develop an understanding of the relationship between his verbalizations and actions/effects on him out of five opportunities.
Identify and with the use of visuals as needed, STUDENT will dress and undress self without adult assistance 100% accuracy.
Identify visual supports, STUDENT will perform two previously unmastered hygiene routines with 90% accuracy.
Reject interaction from strangers and recognize a dangerous situation 100% of the time.
Identify shoe laces using whichever preferred loop method he chooses without adult assistance in five times.
Transition from activity to activity independently within the classroom four out of five times.
Use an individual activity schedule to independently and appropriately transition from tasks and school environments in four out of five opportunities.
Identify and coaching, STUDENT will trade a preferred item with a peer during structured play with an assistant four out of five times.

Accommodations
<i>Based on the student's identified disability, add appropriate accommodations to be provided to the student within the classroom and during testing situations. Typically for students with significant cognitive disabilities, there are no time restraints, all sections are allowed to be read aloud to the student, each student is tested individually, and a calculator is provided for all math and science sections. The accommodations below are listed in order of the most commonly used. Choose the most appropriate ones related to the student's identified disability.</i>
- Student is allowed to use scratch/blank paper including lined or graph paper. - Student is provided access to own resources (bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper, multiplication charts). - Student is allowed to use sound dampening headphones (no music) to block out distractions. - Student is provided a with paper test format. - Student is tested during a specific time of day based on individual needs. - Student is allowed to use alternative indication of response (circle, point to, state, or otherwise indicate answer choice). - Student is provided with preferential seating. - Student is provided access to a scribe. - Student is provided access to a large print version of test. - Student is provided access to an interpreter for sign language. - Student is provided a Braille test format. - Student is provided access to a computer or other assistive technology (AT) device. - Student is provided access to a sound amplification system. - Student is allowed to use assistive technology to magnify or enlarge text. - Student is allowed to use acetate film for penmanship assessments.

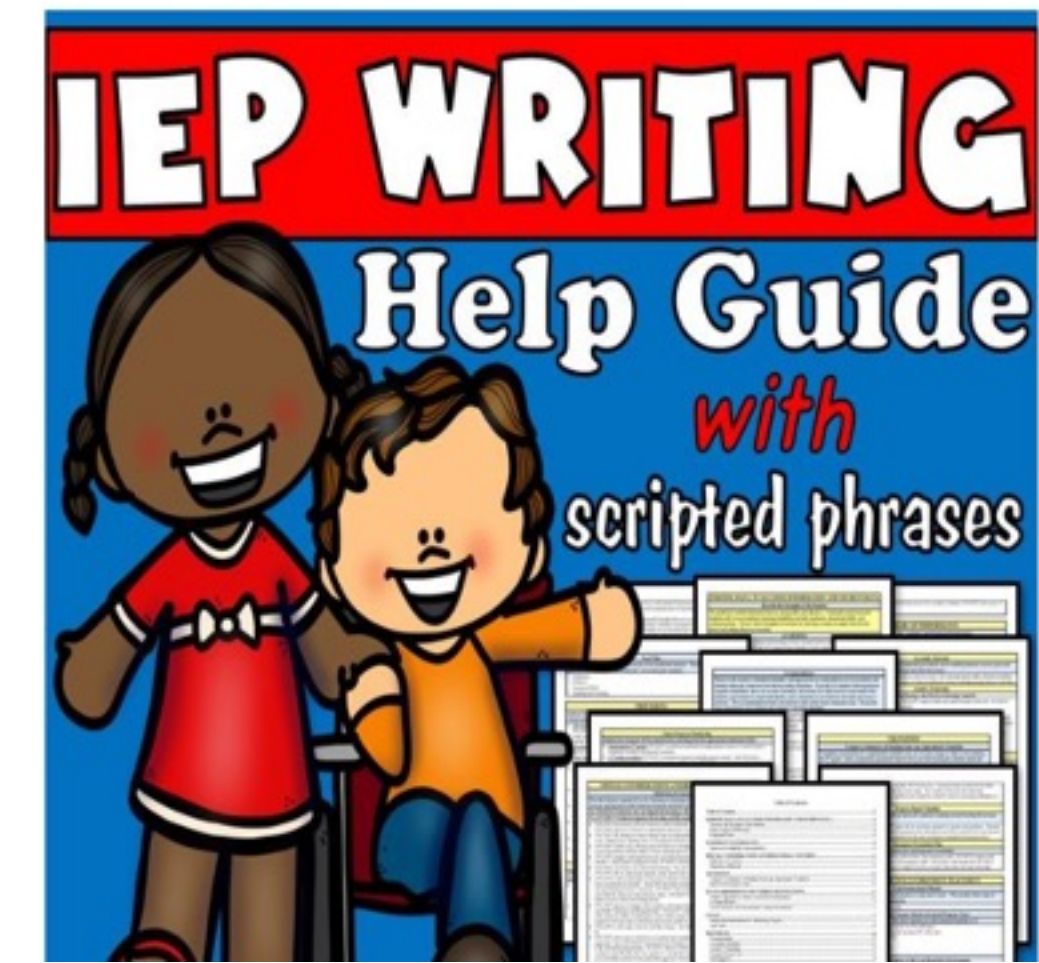
Goal Titles
<i>Categories listed below are often used for severe/moderate learners. Please see the attached "IEP Goals for Severe/Moderate," for actual goal examples.</i>
Communication Skills
Functional Skills
Reading and Listening
PROVISIONS
<i>the special education services to be offered and provide a description of the services. only what is applicable from the list below and modify as needed.</i>
Self-Contained Educational Services The committee recommends full-time support in the PROGRAM NAME'S special education self-contained setting. When appropriate, STUDENT will also participate with the general education class of STUDENT'S peer age group while supported by a special education teacher or instructional assistant.
Resource Room Services STUDENT will participate in the special education resource class offered to receive intensive, developmentally appropriate academic instruction.
Consultation Services STUDENT will receive indirect support with consultative services between special education and general education teachers.
One-to-One Instructional Assistant Services STUDENT requires structured support to be successful in academic areas including specials such as art, music, gym, etc. STUDENT also needs assistance with his lunch in the cafeteria. Due to these needs, STUDENT will receive daily assistance from a one-to-one instructional assistant.

Accessible Materials
<i>If the student needs instructional materials provided in an accessible format to receive a free and appropriate public education, list and describe these items.</i>
STUDENT requires additional materials in order to receive a free and appropriate public education including English Language Learner content stories or shorten condensed versions containing simple phrases/vocabulary.
Assistive Technology
<i>If the student requires assistive technology, describe the technology required.</i>
(blind or vision impaired) Yes, STUDENT requires braille and audio formats for all texts. STUDENT requires large print text for all materials. (communication disorder) Yes, STUDENT requires assistive technology. STUDENT uses Picture Communication Exchange (PECS), visual picture cards, and a Dynavox, a portable electronic voice output device, to communicate with peers and adults daily. STUDENT must be permitted complete access to his means of communication at all times. (deaf or hard of hearing) Yes, STUDENT requires closed captioning whenever available along with assistive hearing technology. (diabetes) Yes, STUDENT requires having her cell phone on her at all times as it is connected to her Dexcom Continuous Glucose Monitoring Device which activates her insulin pump.
Extended School Year
<i>State whether or not the student requires additional programming outside of the typical school year.</i>
- An extended school year is recommended for STUDENT due to special extenuating circumstances including loss of skill acquisition or readiness and/or experiencing a decline in behavior functioning due to the interruption of educational services. - An extended school year is not recommended for STUDENT as there is no evidence that academic or

are used throughout the day (visual schedule, PECS book, etc.). Sensory breaks are built into his daily routine. Additional time is allotted for fine motor tasks. The Teacher of Record will contact the Occupational Therapist as needed to problem solve behaviors related to sensory processing difficulties or fine motor deficits.
Progress Report Timeline
<i>Describe when periodic reports on the progress the student is making toward meeting the annual goals will be provided.</i>
Progress reports that address annual IEP goals will be sent home quarterly to parents and guardians. Alternate curriculum goals will be assessed annually beginning in the third grade and will be reported out to parents and guardians according to the guidelines established by the state in relation to mandated assessment scores.
Emergency Evacuation Plan
<i>Identify if the student requires provisions for warnings and evacuations.</i>
The staff of PROGRAM'S NAME will be notified before each emergency drill. STUDENT requires staff support to carry out the proper response to all emergency drills. If necessary, staff can provide STUDENT with sensory support such as headphones or a fidget as well as evacuate early before the start of the drill.

LEAST RESTRICTIVE ENVIRONMENT PLACEMENT
Total Instructional Minutes
<i>Calculate the number of instructional minutes in a day and a week. *The number below may be different for your school's educational day.</i>
330 minutes per day, 1650 minutes per week
LRE Placement Category Based on Federal Program Types

effects of the placement in a self-contained classroom were discussed. Potentially harmful effects of loss of socialization and communication of typical peers and a lack of exposure to the general curriculum.
After discussed the potentially harmful effects of a more restrictive setting including decreased instructional opportunities available in integrated settings, diminished access to the full range of curriculum, a lack of opportunity for social interaction with typical peers, a possible decrease in self-lack of observable opportunities of appropriate role models, possible stigmatization from typical isolation from typical peers.
Placement Determination
<i>Reasons for placement determination including the other options considered and the reasons why those options were rejected.</i>
STUDENT'S cognitive and social skills the committee determines the self-contained classroom is appropriate placement. Inclusion was rejected as a placement at this time due to STUDENT'S highly-structured learning environment and intense instruction based on alternate state standards by the grade level curriculum.
In general education was considered and rejected at this time due to STUDENT'S continuing low student to teacher ratio to support growth in academics, behavior, and communication.
Physical Education Program
Participation in General Physical Education
<i>Whether or not the student will participate in the general physical education program that is available to non-disabled students.</i>
STUDENT will not participate in the general physical education program that is available to non-disabled students. STUDENT has difficulty following multi-step directions and struggles during physical education activities.



IG DATA: EVALUATION INFORMATION AND STUDENT DATA
Describe the Strengths of the Student
<i>Actively worded statements that are measurable and objective. Commonly noted areas for students with severe/moderate learning disabilities include academics, functional skills, and socialization. Choose which strengths to include by selecting as many as apply from the list below and editing them as necessary.</i>
ACADEMICS
STUDENT displays a beginning understanding of basic concepts such as identifying colors, shapes, and numbers. He can point to 8 out of 10 named colors, identify a circle, square, and diamond, and count to 7. STUDENT is able to identify what comes next in a pattern, match numbers, and rote count up to 20. He is able to add single-digit numbers independently with the use of counters.
STUDENT is able to access and manipulate technology as an academic tool and a leisure activity.
STUDENT is able to find his name from a group and also recognizes and labels classroom jobs and other objects.
STUDENT can read sight words and match pictures to phrases. He can also put a sequence of familiar words together.
STUDENT has developed his beginning reading skills and is able to read the high frequency words the, he, go, is. STUDENT is able to read books independently at Level A and with minimal support at Level B.
FUNCTIONAL SKILLS
STUDENT works to complete all assignments and activities at school. He can prepare to go to class and by himself. STUDENT will always attempt to answer questions posed to him by his teachers in a timely manner.
STUDENT is able to independently follow the classroom's daily schedule and school routine and will accept unknown or unexpected changes in the schedule. STUDENT attempts all work given to him and follows the classroom schedule 60% of the time with verbal and visual prompts from adults.
STUDENT is able to follow one-step commands and use a token board.
STUDENT can carry out duties outside the classroom without adult support including walking notes to the office and returning dirty trays to the cafeteria. STUDENT is able to work well independently, in a small group, and in a whole group setting. He can follow his classroom schedule independently and work with his stations without teacher support.
STUDENT understands the concept of a picture schedule and will take a picture off one at a time with adult assistance. STUDENT exhibits a desire to be independent and prefers to do activities by himself. He is able to remain actively engaged for a 15-minute period to complete a preferred activity within his work

Enter Progress Monitoring
<i>Explain how progress will be monitored by selecting from the appropriate statements below.</i>
(kindergarten-2nd grade) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. (3rd grade-secondary) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. Additionally, STUDENT is monitored annually on functional skills through the state mandated alternate assessment.
(INCLUDE IN ALL IEPs AS MUCH OF THE INFORMATION BELOW AS POSSIBLE)
- All state mandated test scores including student's score, pass/pass+ scores, student's grade level at the time the test was administered, and the school year assessed. - Current data and levels from district curriculum measures such as Attainment, Equals Math (Abenet), Oxford Picture Dictionary, STAR, ReadWorks, TeachTown, Unique Learning System, etc.
Evaluation Data
<i>Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.</i>
- STUDENT has been identified as an individual with a significant cognitive disability. Academically and functionally, STUDENT performs at a substantially delayed level compared to typical peers. STUDENT participates in the PROGRAM'S NAME to support his academic and behavior needs. He follows a visual schedule, works independently, works with a partner or small group, and participates in group time. He receives intense direct instruction in a self-contained classroom. - Based on evaluation data, STUDENT has been found to have a significant cognitive disability. STUDENT is unable to meaningfully engage in the general education classroom and, therefore, is unable to experience progress inside a typical classroom. STUDENT finds comfort in the established routine and daily support of the PROGRAM'S NAME. He has made academic strides and continues to work on communication and social situations.

ELIGIBILITY INFORMATION
Reasons for Eligibility Determination
<i>Describe the reasons for eligibility determination including the other options considered and the reasons why those options were rejected.</i>
Because of STUDENT'S significant cognitive delay, he is not able to access the general education curriculum in a meaningful manner. The committee determined that STUDENT needs full-time support

SPECIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS
Behaviors of Concern
<i>Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes." No, STUDENT'S behavior does not impede his learning or the learning of others. Yes, STUDENT'S behavior impedes his learning and the learning of others.</i>
- STUDENT demonstrates off-task behaviors and has difficulty following classroom procedures. STUDENT appears to not know or understand when peers or adults disapprove of his actions. - STUDENT will attempt to remove himself from an undesirable situation or environment by leaving the room, walking away, pushing away, or focusing his attention elsewhere. - STUDENT exhibits many off-task physical behaviors including pacing, flapping, hand movements, and noises that interfere with his ability to focus and participate in academic instruction and socialization. - STUDENT struggles with appropriate peer and adult interactions. He often touches others to get their attention. When asked to engage in work, STUDENT will have outbursts. - STUDENT can become very stressed and anxious. This can lead to "melt downs" in the classroom where STUDENT will cry, hide under furniture, shout, throw items, and/or flee the room. - STUDENT is able to participate in the general education classroom on a very limited level with support from an instructional assistant. Along with curriculum assistance, STUDENT requires help staying on task and understanding teachers' directions. STUDENT often produces loud noises and moves within his seat and within the classroom which distracts others. STUDENT'S constant need to move requires him to have built-in sensory breaks and walking breaks. - STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions, specifically frustration and disappointment. STUDENT'S inability to express and cope with his emotions often restrict his ability to participate in class without being verbal. - STUDENT is often angry when his schedule changes. She sometimes pinch or hit. - STUDENT often comes to school in an escalated state including aggression. Due to STUDENT'S increased level of behavior in his educational programming, STUDENT refuses to follow academics and if the direction is in regards to a non-preferred activity, he becomes physically aggressive towards peers and adults and has become physically aggressive when a peer or adult has struck staff members, hit staff members, and threatened bodily harm and death.
Functions of Behavior: Include the evidence of factors affecting behavior.
STUDENT'S behaviors appear to be a way of avoiding non-preferred tasks specifically academic

TRANSITION
Compose a Summary of Findings from Age Appropriate Transition
<i>Assessments are completed for students who are 14 years of age or older or are entering postsecondary life. Select a transition assessment that involves you interviewing the students about the areas to consider academics, community experience, development of vocational and living skills. In addition to including appropriate statements from below, summarize in a paragraph form. If your community has a transition fair to assist families in the transition from public education to community service and employment include this in your write up.</i>
Currently, STUDENT performs at a kindergarten level and is able to recount the letters of the alphabet and identify sight words such as his name, color words, and I, go, like, the, and is. STUDENT is engaged in a work-study program at school that involves assisting the school custodians with cleaning of the cafeteria. STUDENT is able to perform jobs around the school without assistance including transporting materials to the office, returning and retrieving library books, and for the class pet.
Community Transition Fair will be held on (list date and location). STUDENT'S family is expected to attend to learn the various opportunities available when STUDENT exits public education.
State Post-Secondary Goals
<i>Describe student's abilities, personal thoughts if they are able to share, and family choices, statement within each of the categories below to best define the desired future goals.</i>
Independent living after high school, I will
live with my family members.
live in a group home or an assisted living facility.
live in a dormitory after high school.
Education and training after high school, I will enroll
in vocational training classes for speech and language, occupational therapy, and/or physical therapy.
in a job training with a job coach.
State Postsecondary and Other Postsecondary Goals



reduce the duration of time constraints. He also benefits from small group instruction and the use of a calculator to increase his rate of completion in math.

GOALS

Method/Instrumentation for Measuring Progress

Explain how goals will be monitored.

Measuring progress will be done through a frequency count using data collected during the assessment quarter.

Goal Titles

The categories listed below are often used for students with special needs in an inclusion setting. Please see the attached goal list, "IEP Goals for Inclusion," for actual goal examples.

- Academics
- Behavior
- Listening and Speaking

PROVISIONS

Indicate the special education services to be offered and provide a description of the services. Choose only what is applicable from the list below and modify as needed.

- *(For Inclusion Services)* The committee recommends inclusion support for STUDENT in order to receive assistance to supplement his special education needs via accommodations and classroom assistance.
- *(For Inclusion Services)* STUDENT will receive special education support within the general education classroom program by the inclusion teacher.
- *(For Resource Room Services)* STUDENT will participate in the resource class offered daily to reteach, review, and work on concepts taught in the general education classroom.
- *(For Consultation Services)* STUDENT will receive indirect support with consultative services between the special education teacher and general education teachers.
- *(For One-to-One Instructional Assistant Services)* STUDENT requires structured support to be successful in all academic areas including specials such as art, music, gym, etc. STUDENT also needs assistance readying his lunch in the cafeteria. Due to these needs, STUDENT will receive daily assistance from a one-on-one instructional assistant.
- *(For Speech and Language Services)* Speech and language therapy services are provided within the special education setting. Services are conducted through a pull-out basis where STUDENT receives individual or small group instruction or within the special education classroom through integrative therapy.
- *(For Occupational Therapy Services)* Occupational therapy (OT) direct and integrative services are provided to STUDENT within the general education or special education classroom setting and/or pull-out services in the OT room or functional area directly correlating with the targeted skill.
- *(For Physical Therapy Services)* Physical therapy (PT) direct and integrative services are provided to STUDENT within the general education or special education classroom setting and/or pull-out services in the PT room or functional area directly correlating with the targeted skill.
- *(For Social Worker Services)* STUDENT will meet with the social worker weekly to develop social skills, friendship skills, and stress reducing strategies.

ADDITIONAL CONSIDERATIONS AND BEHAVIORAL CONCERNS

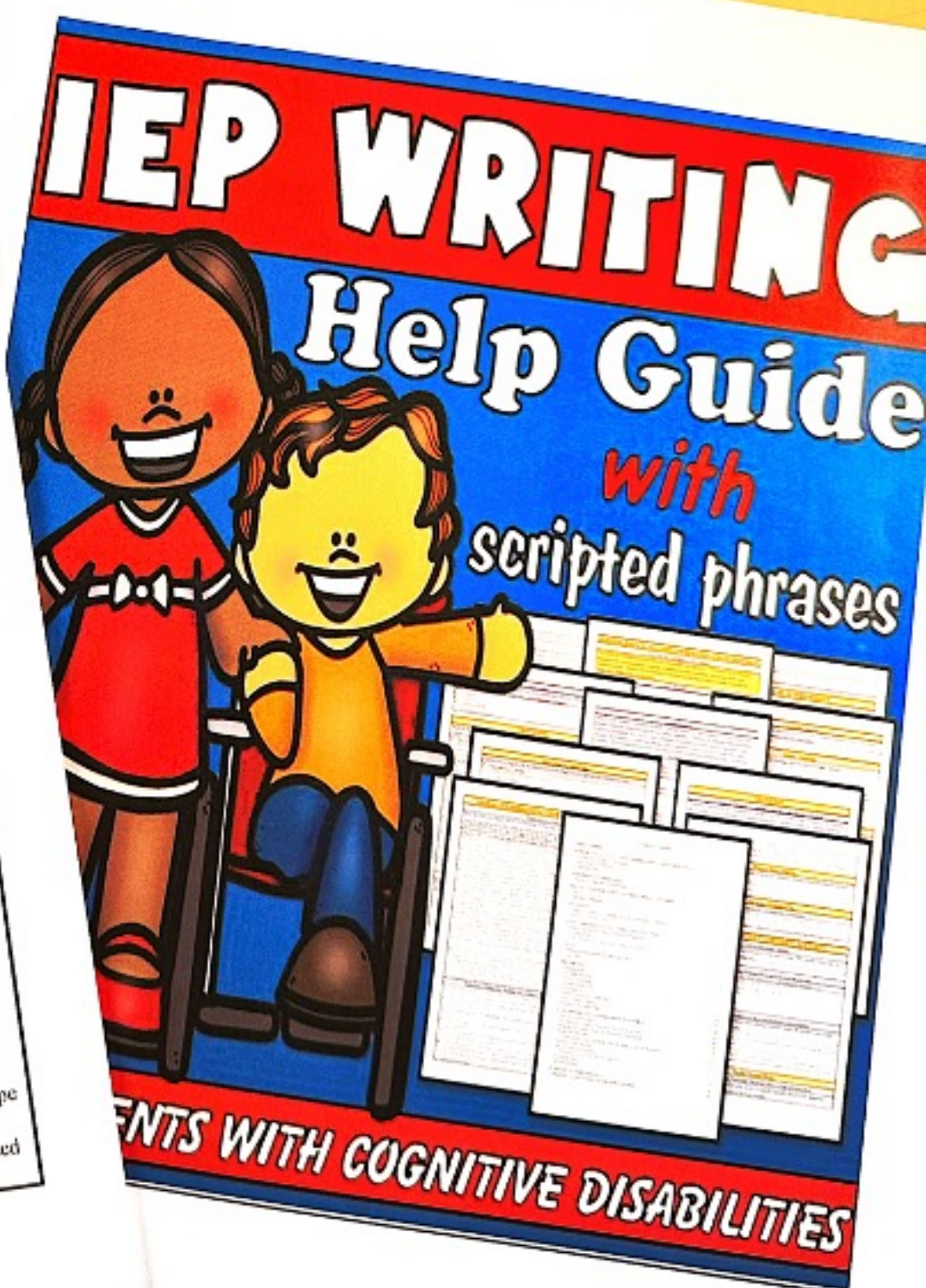
Behaviors of Concern

Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and the function of the behavior from the list below if the answer to the question is "yes." If the answer is "no," the behavior does not impede his learning or the learning of others.

STUDENT'S behavior impedes his learning and the learning of others. STUDENT demonstrates off-task behaviors and has difficulty following classroom procedures. STUDENT appears to not know or understand when peers or adults disapprove of his actions. STUDENT will attempt to remove himself from an undesirable situation or environment by leaving the classroom, walking away, pushing away, or focusing his attention elsewhere. STUDENT exhibits many off-task physical behaviors including pacing, flapping, hand movements, and inappropriate interactions. STUDENT does not interfere with his ability to focus and participate in academic instruction and socialization. STUDENT struggles with appropriate peer and adult interactions. He often touches others to get their attention. When asked to engage in work, STUDENT will have outbursts. STUDENT can become very stressed and anxious. This can lead to "melt downs" in the classroom where STUDENT will cry, hide under furniture, shout, throw items, and/or flee the room. STUDENT is able to participate in the general education classroom on a very limited level with support from an instructional assistant. Along with curriculum assistance, STUDENT requires help staying on task and following teachers' directions. STUDENT often produces loud noises and moves within his seat in a disruptive manner which distracts others. STUDENT'S constant need to move requires him to have frequent breaks and walking breaks. STUDENT has a negative self-image along with a difficulty expressing emotions. STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions. STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions. STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions.

STUDENT often comes to school in an escalated state including using inappropriate language and physical aggression. Due to STUDENT'S increased level of behavior escalation, he has not been fully participating in his educational programming. STUDENT refuses to follow directions when asked to participate in academics and if the direction is in regards to a non-preferred activity. STUDENT uses profanity towards peers and adults and has become physically aggressive when frustrated. STUDENT has struck staff members, hit staff members, and threatened bodily harm and death to adults.

Functions of Behavior: Include the evidence of factors affecting behavior. STUDENT'S behaviors appear to be a way of avoiding non-preferred tasks specifically academic instruction. STUDENT appears to lack coping skills and has difficulty making decisions. STUDENT gravitates towards avoidance and calming when overstimulated by his environment particularly when noise levels are excessive. STUDENT appears to be attempting to gain attention from peers and adults while avoiding the task at hand. STUDENT appears to exhibit these behaviors to relieve stress and to avoid situations that make him uncomfortable. STUDENT appears to be avoiding non-preferred activities while calming his emotions when overstimulated by his environment. STUDENT appears to exhibit these behaviors in order to resist participating in his daily schedule, to escape unwanted demands and tasks, to express frustration, and to attempt to gain access to a desired activity. STUDENT appears to become overstimulated which results in excessive noise production and/or increased physical movement.



Caroline Koehler

The image shows a sample goals document for students in an inclusion setting. At the top, there is a red pen and several colorful paper clips (green, red, blue, purple) on a yellow surface. Below this, a black binder clip holds a white sheet of paper. The paper has the title "SAMPLE GOALS FOR STUDENTS IN AN INCLUSION SETTING" in bold, underlined letters. Below the title is a "Table of Contents" section. The table of contents lists the following sections and their corresponding page numbers: "ACADEMIC GOALS" (2), "English Language Arts Goals" (2), "Math Goals" (2), "Writing Goals" (3), "BEHAVIOR GOALS" (4), "Decision Making" (4), "Organization" (4), "Problem Solving" (4), "Responsibility" (5), "Routines" (5), "Self-Advocacy" (5), "Social" (5), "Work Completion" (5), and "SPEAKING AND LISTENING GOALS" (7). At the bottom of the page, there is a cartoon illustration of two children standing side-by-side. The child on the left is a girl with dark skin and curly hair, wearing a red shirt with a yellow star and white pants. The child on the right is a boy with light skin and blonde hair, wearing a yellow shirt and green pants. In the bottom right corner, there is a small circular logo for "celavara.com" with a picture of a person inside.

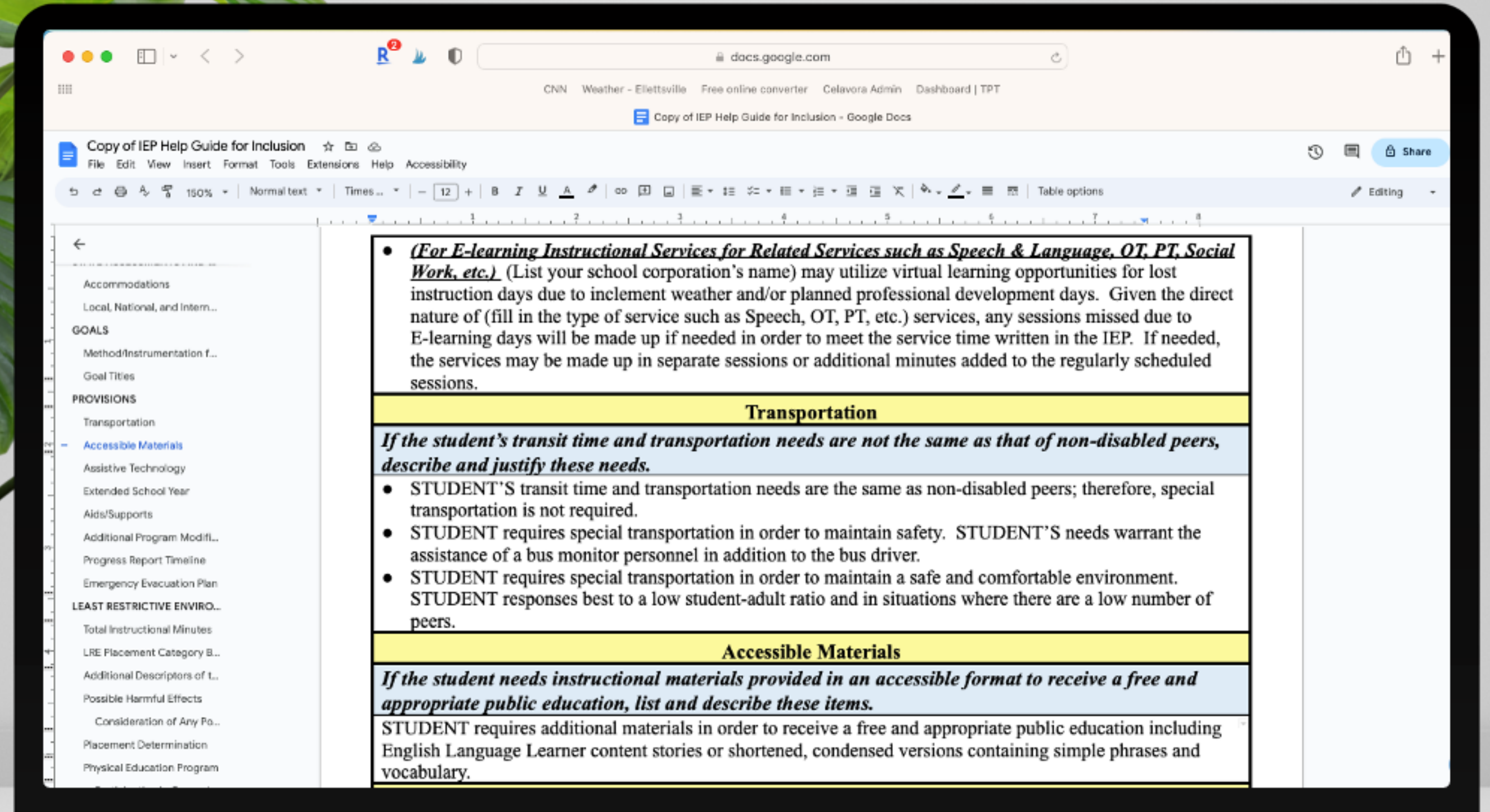
ACADEMIC GOALS		2
English Language Arts Goals		2
Math Goals		2
Writing Goals		3
BEHAVIOR GOALS		4
Decision Making		4
Organization		4
Problem Solving		4
Responsibility		4
Routines		5
Self-Advocacy		5
Social		5
Work Completion		5
SPEAKING AND LISTENING GOALS		7



English Language Arts Goals	
STUDENT will answer 'who', 'what', and 'where' questions in regards to a grade equivalent reading passage with 80% accuracy.	
In the area of (pick one: phonemic awareness, letter recognition, word recognition, or decoding), STUDENT will increase their understanding to 90% as measured by (in class work or a named assessment program).	
STUDENT will produce and blend the sounds of letter patterns into recognizable words within spoken or written words in four out of five words.	
STUDENT will decode familiar words using phonemic awareness with 90% accuracy when given a list of 20 words.	
STUDENT will read common sight words with 90% accuracy when given a list of 20 words.	
STUDENT will read a reading passage at STUDENT'S current grade level, STUDENT will identify the central idea of the passage.	



Caroline Koehler



IEP HELP GUIDE FOR SEVERE-MODERATE

SAMPLE GOALS FOR SEVERE/MODERATE LEARNERS

Table of Contents

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English Language Arts Goals.....	2
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Writing Goals.....	2
BEHAVIOR GOALS.....	3
Decision Making.....	3
Problem Solving.....	3
Routines.....	3
Social.....	3
Work Completion.....	4
FUNCTIONAL SKILL GOALS.....	5
SPEAKING AND LISTENING GOALS.....	6



ACADEMIC GOALS

English Language Arts Goals

STUDENT will answer 'who', 'what', and 'where' questions during structured activities with 80% accuracy when given fading prompts.

STUDENT will distinguish print from pictures in a story book in four out of five trials.

STUDENT will sequence known events from his daily schedule or a familiar story with 80% accuracy in two out of three trials.

When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in three out of four opportunities.

STUDENT will pick her name out of a field of four other names of STUDENT'S peers within the classroom in three out of four opportunities.

STUDENT will pick out of four opportunities.



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Editing

←	
GOALS	
Method/Instrumentation f...	
Goal Titles	
PROVISIONS	
Transportation	
Accessible Materials	
Assistive Technology	
Extended School Year	
Aids/Supports	
Additional Program Modifi...	
Progress Report Timeline	
Emergency Evacuation Plan	
LEAST RESTRICTIVE ENVIRO...	
→ Total Instructional Minutes	
LRE Placement Category B...	
Additional Descriptors of t...	
Possible Harmful Effects	
Consideration of Any Po...	
Placement Determination	
Physical Education Program	
Participation in General...	
Educating School	
Instructional Day	
SUMMARY OF PERFORMAN...	
Summarize Current Acade...	

LEAST RESTRICTIVE ENVIRONMENT PLACEMENT
Total Instructional Minutes
Calculate the number of instructional minutes in a day and a week. *The number below may be different for your school's educational day.
330 minutes per day; 1650 minutes per week
LRE Placement Category Based on Federal Program Types
Choose only one LRE Placement. The most common for self-contained students is 52.
51: Resource Room (in a regular classroom for 40-79% of the day)
52: Separate class (in a regular classroom for less than 40% of the day).
53: Separate Day School Facility (+50%)
54: Residential Facility (+50%)
56: Parentally placed in private school
57: Homebound
Additional Descriptors of the Least Restrictive Environment
Describe any additional accommodations that will be provided to ensure the student is successful within the least restrictive environment.
- The PROGRAM'S NAME is for students with communication, cognitive, and social skills delays and deficits. The classroom provides the necessary services to facilitate STUDENT'S educational plan with the most skilled and highly qualified staff. - The least restrictive environment determined for STUDENT due to his individualized needs is to attend a self-contained classroom for the majority of his instructional day where developmentally appropriate intervention techniques and appropriate behavior management strategies can be implemented with greater fidelity.
Possible Harmful Effects
Consideration of Any Potentially Harmful Effects of Special Education

IEP HELP GUIDE FOR INCLUSION

Daily Inclusion Sheet

Name _____
Date _____
On lines below list: Times, Activity, and Student Participation

_____ Initials
Date _____
On lines below list: Times, Activity, and Student Participation

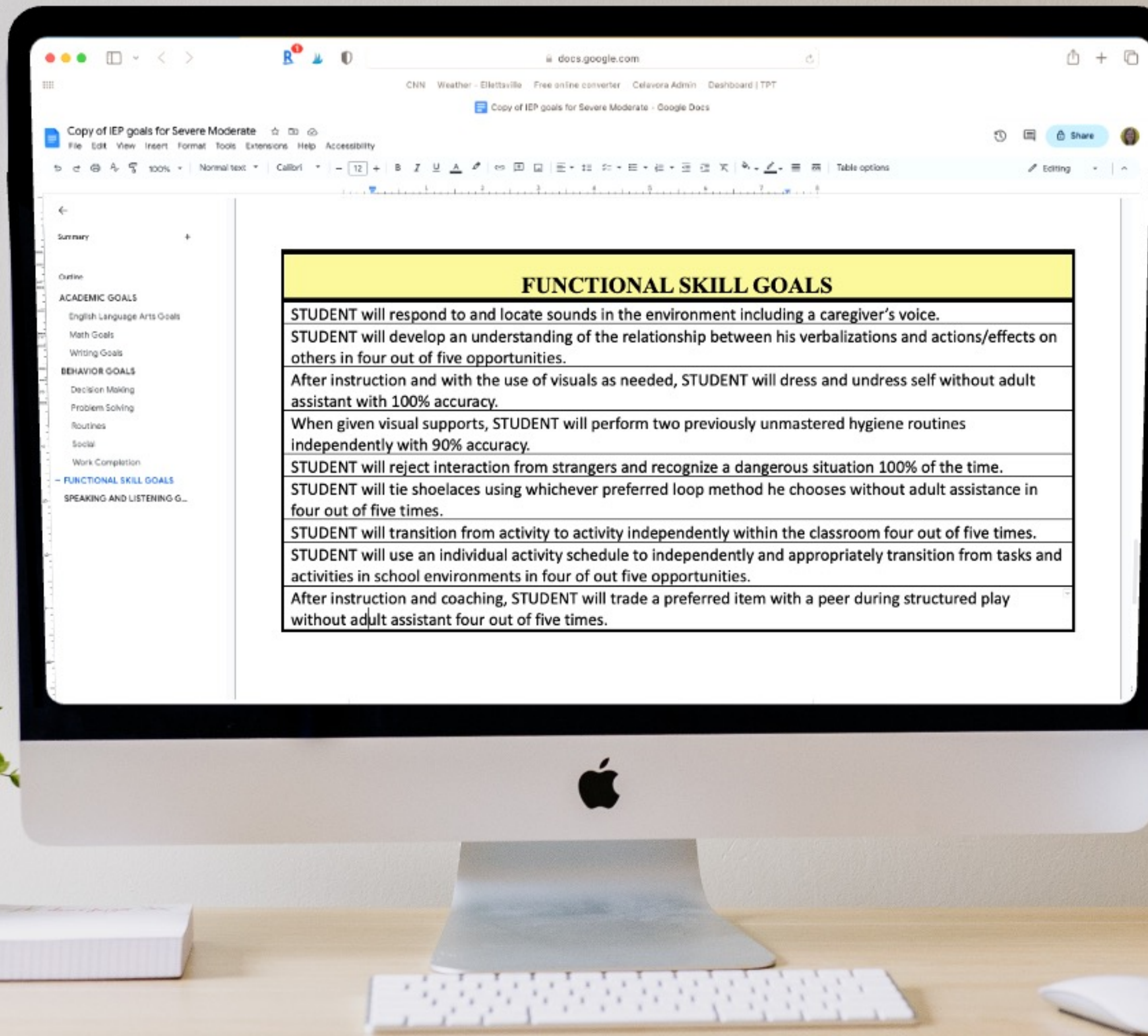
_____ Initials
Date _____
On lines below list: Times, Activity, and Student Participation

_____ Initials
Date _____
On lines below list: Times, Activity, and Student Participation

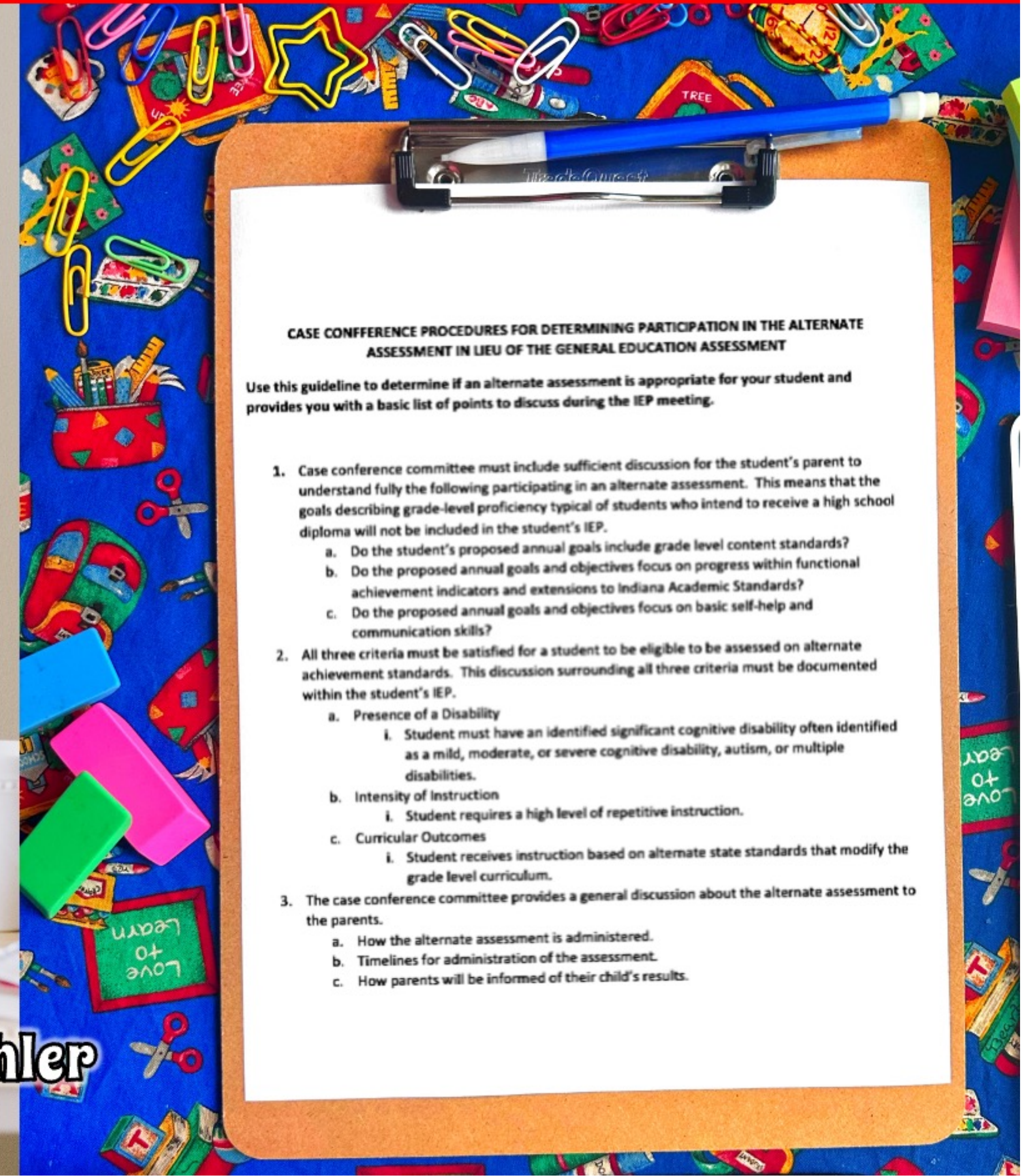
_____ Initials
Date _____
On lines below list: Times, Activity, and Student Participation

_____ Initials

IEP HELP GUIDE FOR SEVERE-MODERATE



Caroline Koehler



Resource Room Daily Points Log			
Name: _____			
Directions		10 Points Possible Per Day	
Record today's date in the date column. List the assignment(s) worked on during class. Earn points by completing the listed tasks. Your teacher will record your grade on this page.		1 Point Possible - On Time to Class 2 Points Possible - Prepared with All Needed Materials 3 Points Possible - Positive Behavior 4 Points Possible - Appropriate Use of Class Time	
Date	Assignment	Points	
		1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	
Oct 16th 2018	SS questions 1-5 I only got 1, 2, 3 and half of open	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Oct 18th, 2018	Ela study preparation	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Nov 1st 2018	math	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Nov 30, 2018	math modules 1 & 2, open note	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Dec 10, 2018	Ela - snow globe	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Jan 11, 2019	Ela - social study	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Jan 18, 2019	Ela QW	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10
Mar 12, 2019	Ela + atk	1 On Time to Class 2 Prepared with All Needed Materials 3 Positive Behavior 4 Appropriate Use of Class Time Total Points earned out of 10:	10

The notebook page is titled "All About [redacted]". It contains the following sections and checkboxes:

- I am able to**
 - ☐ swim this season
 - ☐ complete homework
 - ☐ keep my room clean
 - ☐ do my laundry
 - ☐ drive a car
 - ☐ drive a motorcycle
 - ☐ make appointments
 - ☐ order and pay at a restaurant
 - ☐ take care of my pet
 - ☐ take care of others
 - ☐ own a pet
 - ☐ take care of pets
 - ☐ write a check
- Subjects I enjoy**
 - ☐ Art
 - ☐ English
 - ☐ Foreign Language
 - ☐ History
 - ☐ Math
 - ☐ Music
 - ☐ Physical Education
 - ☐ Science
 - ☐ Social Studies
 - ☐ Speech
 - ☐ Writing
- My educational goals are to**
 - ☐ receive a high school diploma
 - ☐ receive a two-year college degree
 - ☐ receive a four-year college degree
 - ☐ receive a technical certificate
 - ☐ serve on the job training
 - ☐ enlist in the military
 - ☐ train at a career center
- I hope to live**
 - ☐ in an apartment
 - ☐ in a condo
 - ☐ in a house
 - ☐ in a group home
 - ☐ on a military base
 - ☐ with family

[illegible][illegible]

ATTENDANCE CONTRACT In order to make educational gains, students must attend school on a regular, daily basis. [redacted] will come to school each day barring necessary parent and school approved absences.	
STUDENT EXPECTATIONS I, [redacted] will attend school on a regular, daily basis. To meet this goal, I will ❖ follow my daily schedule. ❖ be punctual throughout the school day. ❖ participate in school unless my parent has notified the school of a necessary absence.	
PARENT/GUARDIAN EXPECTATIONS I, [redacted] agree to promote [redacted] school attendance on a regular, daily basis. To meet this goal, I will ❖ provide a structured morning routine for the start of each school day. ❖ encourage participation in school while noting the importance of education. ❖ schedule appointments, celebrations, and vacations after school hours or during school breaks. ❖ notify the school of any absences via a written or verbal statement.	
TEACHER EXPECTATIONS [redacted] teacher agree to support [redacted] daily school attendance. To meet this goal, I will ❖ provide a safe, comfortable learning environment. ❖ build and maintain a positive and supportive teacher-student relationship. ❖ promote (student's name) well-being by positively encouraging academic, social, and emotional growth.	
REWARDS In addition to an increase in the educational	CONSEQUENCES In addition to the decrease of the educational

- ✓ IEP caseload support
- ✓ Huge time saving tools
- ✓ Ready to use resources