

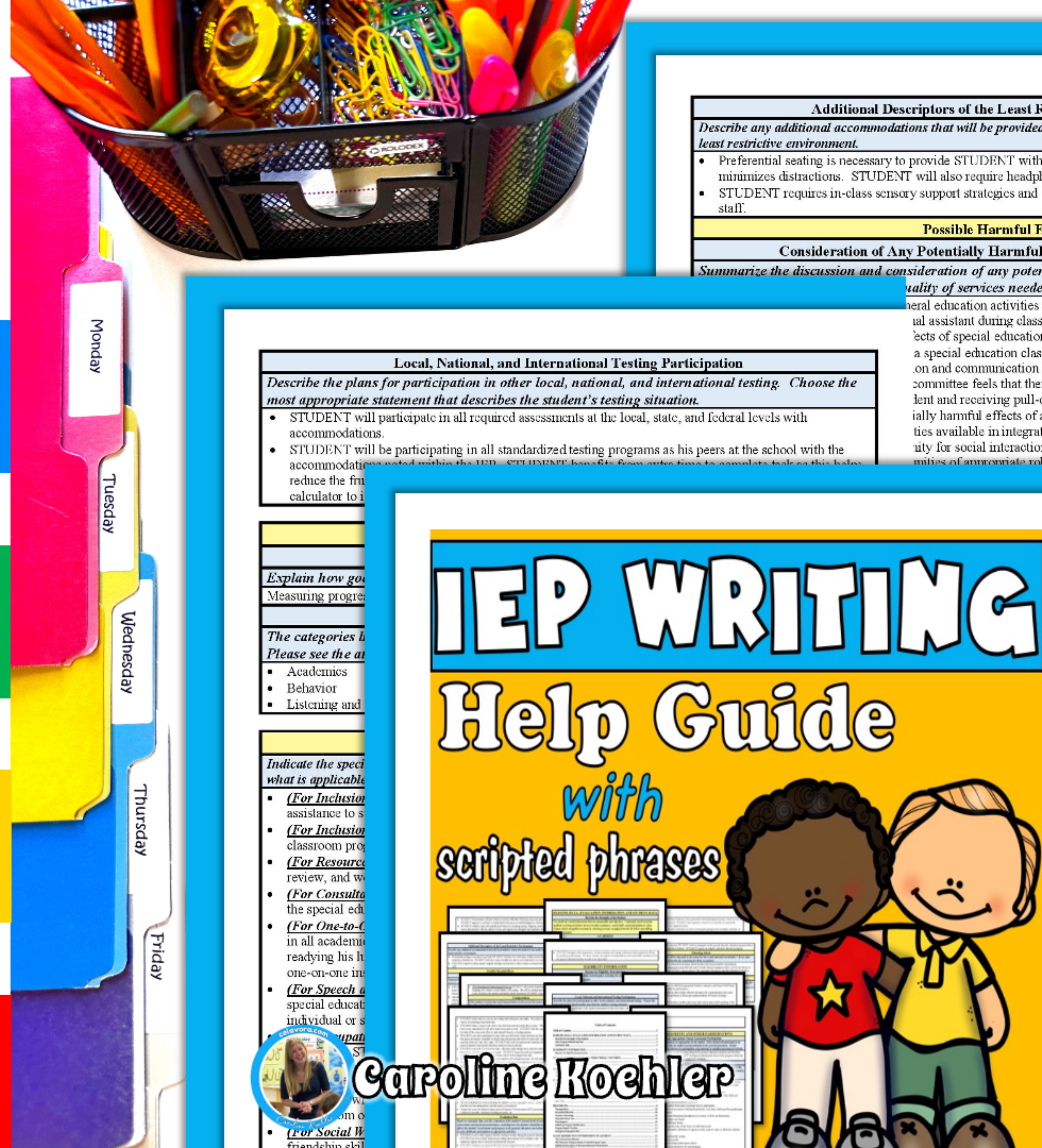
IEP HELP GUIDE FOR INCLUSION

➤ SCRIPTED PHRASES

➤ SPEED UP WRITING

➤ GOAL BANK

➤ GOOGLE LINK



• 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 out

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> mental setting 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
Possible Harmful Effects
Consideration of Any Potentially Harmful Effects of Special Education <i>size the discussion and consideration of any potentially harmful effects of the suggested 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 disabilities teacher and instructional assistant during class activities within the general education room; therefore, no harmful effects of special education instruction were noted. potential harmful 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

• 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 insert, add, and modify the sentences as needed.</i>

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

If 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 or program's name (if you don't have a program name, get permission from the school 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](http://teacherspayteachers.com). Search "Caroline Koehler" and

- 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 pacing, fidgeting, 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, but 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 action, extra time, and a chance to role play actions in order to carry out the assignments. Increased self-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 personal 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 total 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. The assessment involves you interviewing the students about the future. Be sure to include information about the student's interests, strengths, and weaknesses. Also, include information about the student's academic achievement, community experience, development of vocational and independent living skills. In

• 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 quarter
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 week as the teacher and family decide best meets STUDENT'S needs.

Transportation
<i>What'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 tion is not required.
T requires special transportation in order to maintain safety. STUDENT'S needs warrant the e 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>What needs instructional materials provided in an accessible format to receive a free and public education, list and describe these items</i>
Squires additional materials in order to receive a free and appropriate public education including nage Learner content stories or shortened, condensed versions containing simple phrases and
Assistive Technology
<i>What requires assistive technology, describe the technology required.</i>
<i>Vision impaired?</i> Yes, STUDENT requires braille and audio formats for all texts. STUDENT are print text for all materials.

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

ELIGIBILITY INFORMATION	
Reasons for Eligibility Determination	
Reasons for eligibility determination including the other options considered and the options that were rejected.	IT is able to access the general education curriculum with the combined support of the special education 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 support from the inclusion teacher, STUDENT is able to be successful within the general education classroom. 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 general academic curriculum.
SOCIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS	
Behaviors of Concern	
Behavior impedes 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."	NT'S behavior does not impede his learning or the learning of others. NT'S behavior impedes his learning and the learning of others.

Coline Koehler

IEP WRITING

Help Guide

with
scripted phrases



A cartoon illustration of two children, a boy with dark skin and curly hair wearing a red t-shirt with a yellow star, and a girl with light skin and blonde hair wearing a yellow polo shirt and green pants. They are standing next to a large stack of papers, some of which are labeled 'IEP' and 'Scripted Phrases'.

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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 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 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 escalating 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 state achievement scale, and the student's grade level at the time the test was administered, and the school year assessed _____

Current test scores for district testing such as Response To Intervention, etc. _____

AIMSweb, Read180, Scholastic Reading Inventory, etc _____

Evaluation Data

Based on evaluation data, provide a statement of the student's current achievement and functional performance, including how the student's performance affects the student's involvement and progress in the general education curriculum for early childhood, participation in appropriate activities _____

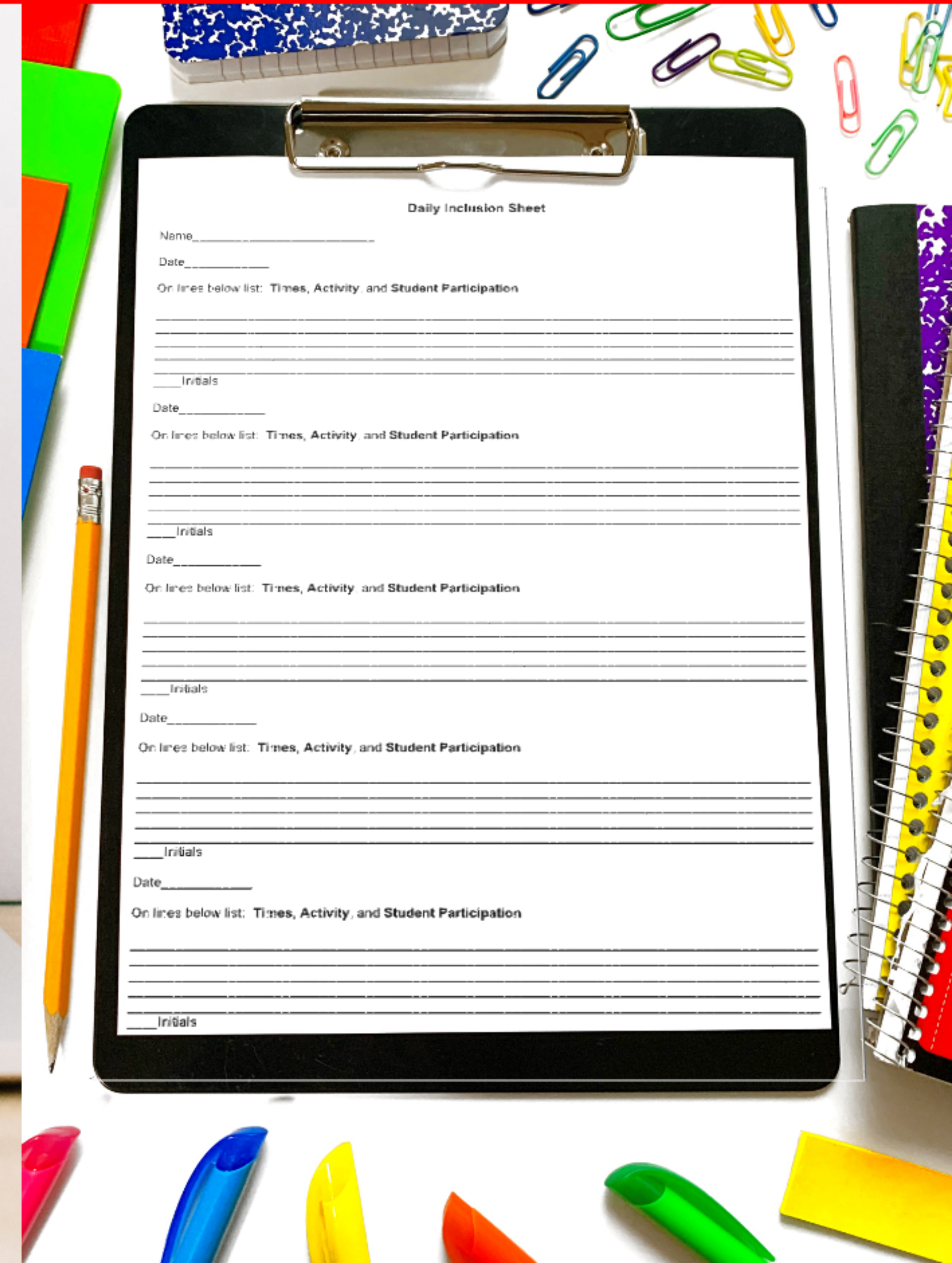
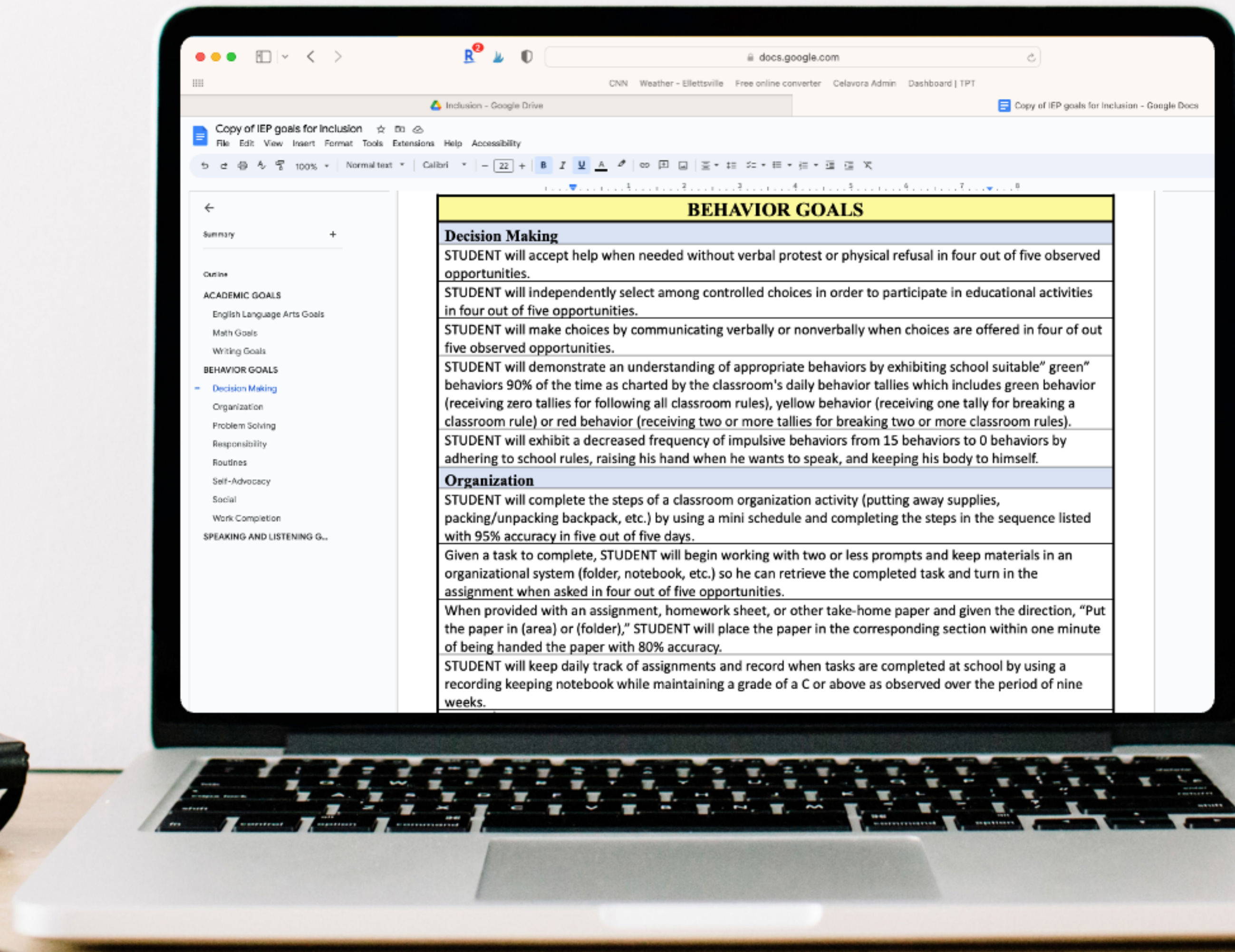
STUDENT receives daily support from the inclusion teacher during the general education reading block. _____

STUDENT has been in daily small group reading interventions for 60 minutes a day. He receives _____



Caroline Koehler

IEP HELP GUIDE FOR INCLUSION



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 has dark skin and curly hair, wearing a red t-shirt with a yellow star and white pants. The child on the right has light skin and blonde hair, wearing a yellow polo shirt and green pants. In the bottom right corner, there is a small circular logo for "celaviva.com" with a cartoon character.

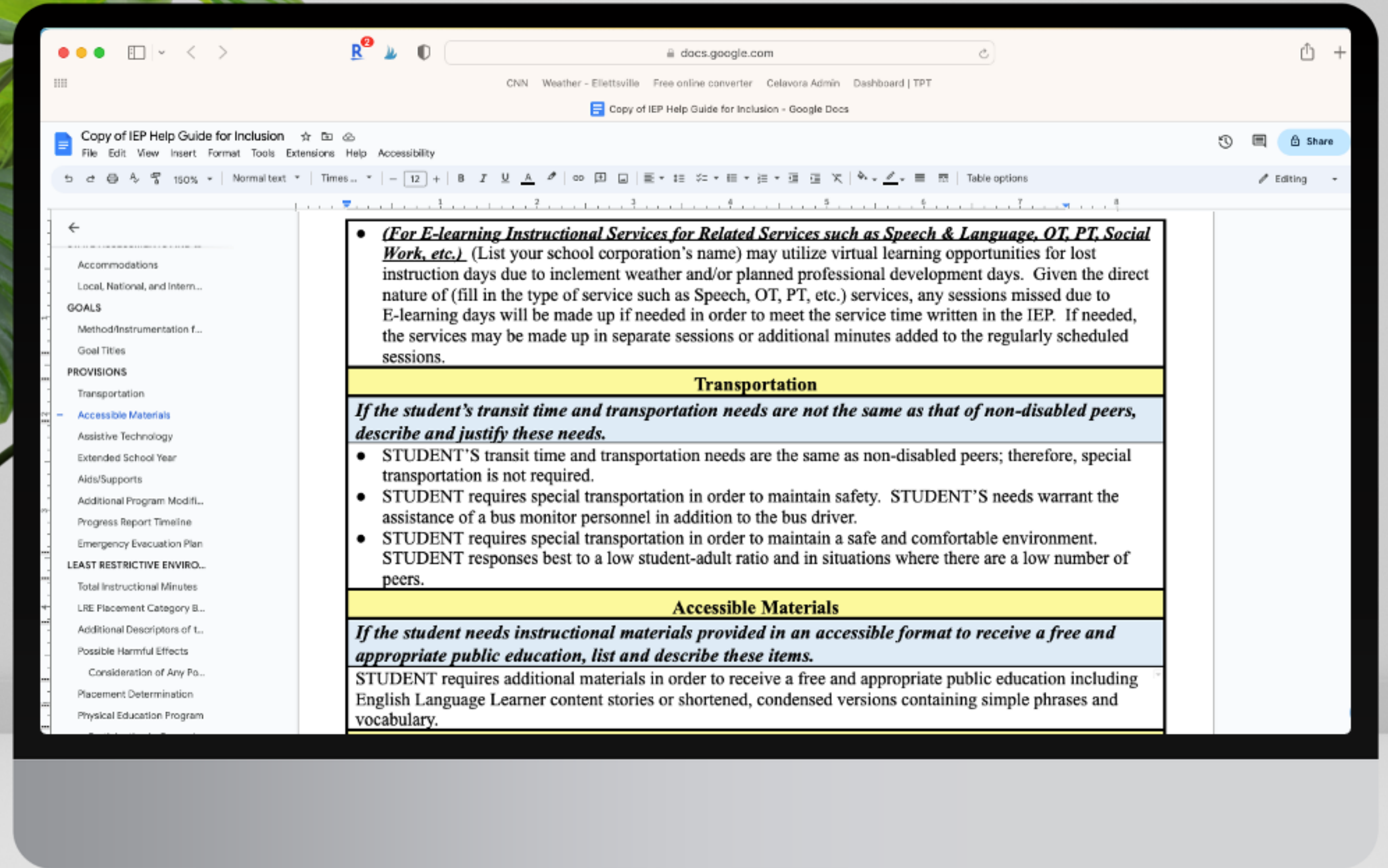
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Responsibility	4
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Self-Advocacy	5
Social	5
Work Completion	5
SPEAKING AND LISTENING GOALS	7



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 with 80% accuracy.	



Caroline Koehler



CHECK OUT THE BUNDLE!

Click here for
the inclusion and
severe-moderate set!

IEP WRITING COMPLETE SET

Based on the student's identified disabilities, the student's strengths, and the student's needs, the IEP team will develop the IEP. The IEP team will include the student's parents, the student's teachers, and other professionals who are involved in the student's education. The IEP team will develop the IEP in a timely manner, and the IEP will be reviewed and revised as needed.

TRANSITION

Transition assessments are completed for students who are 14 years of age or older. The purpose of the transition assessment is to identify the student's strengths, interests, and needs, and to develop a transition plan that will help the student prepare for life after school.

ELIGIBILITY INFORMATION

Reasons for Eligibility Determination

Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.

EXISTING DATA: EVALUATION INFORMATION AND STUDENT DATA

Describe the Strengths of the Student

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.

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 7. STUDENT is able to identify what comes next in a sequence of shapes, numbers, and letters. He is able to read the high frequency words the, only, at level A and with minimal instructional scaffolding. STUDENT has

- ✓ For diverse caseloads
- ✓ Scripted phrases
- ✓ Goal banks

