

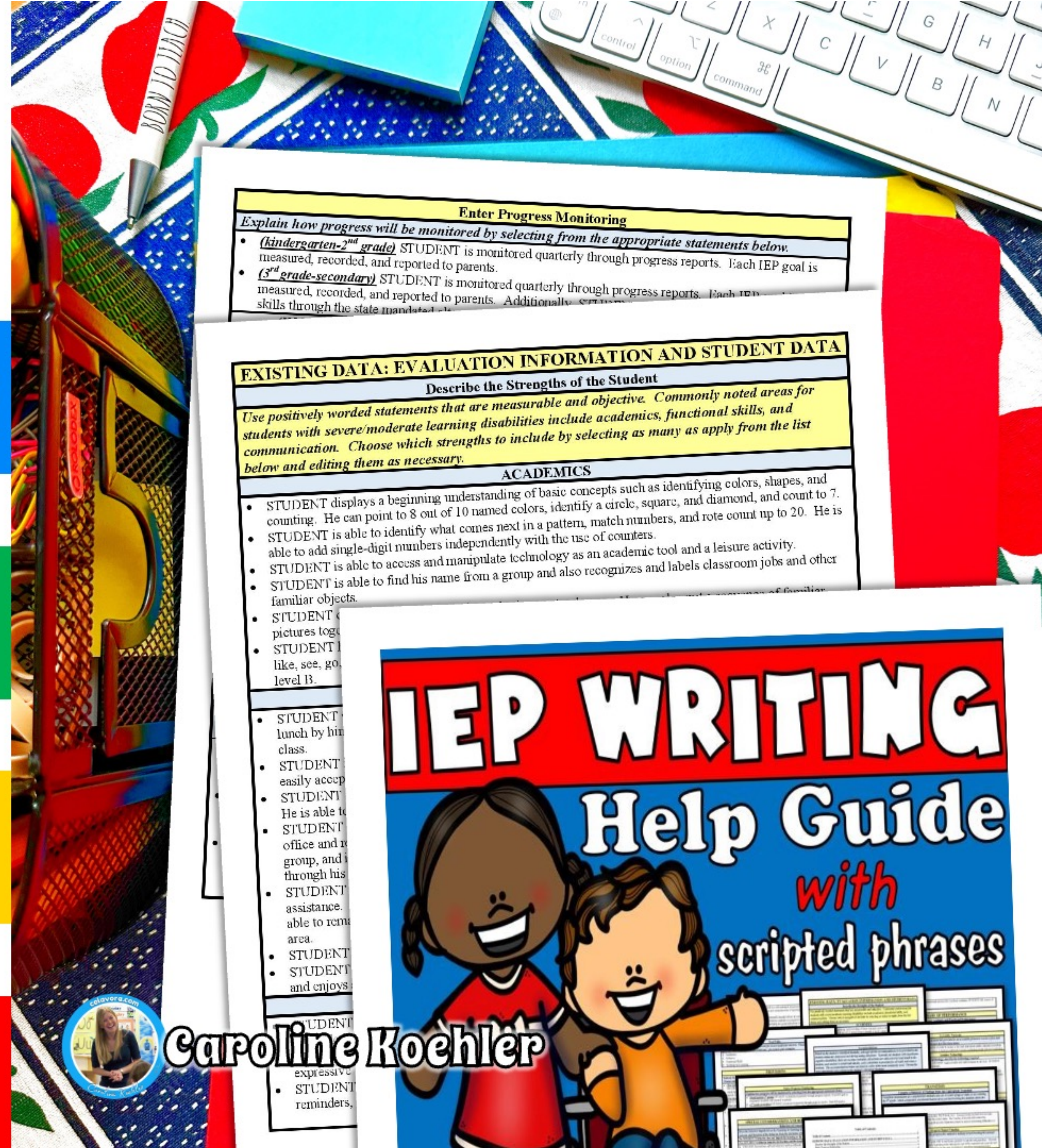
IEP HELP GUIDE FOR LIFE SKILLS

➤ SCRIPTED PHRASES

➤ SPEED UP WRITING

➤ GOAL BANK

➤ GOOGLE LINK



Caroline Koehler

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.	<table><tr><th colspan="2">Table of Contents</th></tr><tr><td>Contents.....</td><td>2</td></tr><tr><td>IG DATA: EVALUATION INFORMATION AND STUDENT DATA</td><td>3</td></tr><tr><td>Describe the Strengths of the Student.....</td><td>3</td></tr><tr><td>Progress Monitoring</td><td>4</td></tr><tr><td>tion Data</td><td>4</td></tr><tr><td>ILITY INFORMATION</td><td>4</td></tr><tr><td>s for Eligibility Determination.....</td><td>4</td></tr><tr><td>L CONSIDERATIONS AND BEHAVIORAL CONCERNS.....</td><td>5</td></tr><tr><td>rs of Concern</td><td>5</td></tr><tr><td>ns of Behavior</td><td>5</td></tr><tr><td>TION</td><td>6</td></tr><tr><td>ee a Summary of Findings from Age Appropriate Transition</td><td>6</td></tr><tr><td>ost-Secondary Goals</td><td>6</td></tr><tr><td>ASSESSMENTS AND OTHER PARTICIPATIONS.....</td><td>6</td></tr><tr><td>Appropriate Chosen Assessment Participation</td><td>6</td></tr><tr><td>modations</td><td>7</td></tr><tr><td>National, and International Testing Participation</td><td>7</td></tr><tr><td>.....</td><td>7</td></tr><tr><td>Instrumentation for Measuring Progress</td><td>7</td></tr><tr><td>iles</td><td>8</td></tr><tr><td>IONS</td><td>8</td></tr></table>	Table of Contents		Contents.....	2	IG DATA: EVALUATION INFORMATION AND STUDENT DATA	3	Describe the Strengths of the Student.....	3	Progress Monitoring	4	tion Data	4	ILITY INFORMATION	4	s for Eligibility Determination.....	4	L CONSIDERATIONS AND BEHAVIORAL CONCERNS.....	5	rs of Concern	5	ns of Behavior	5	TION	6	ee a Summary of Findings from Age Appropriate Transition	6	ost-Secondary Goals	6	ASSESSMENTS AND OTHER PARTICIPATIONS.....	6	Appropriate Chosen Assessment Participation	6	modations	7	National, and International Testing Participation	7		7	Instrumentation for Measuring Progress	7	iles	8	IONS	8	<table><tr><th>BEHAVIOR GOALS</th></tr><tr><td>Decision Making</td></tr><tr><td>STUDENT will accept help when needed without verbal protest or physical refusal in four out of five observed opportunities.</td></tr><tr><td>STUDENT will independently select among controlled choices in order to participate in educational activities in four out of five opportunities.</td></tr><tr><td>STUDENT will make choices by communicating verbally or nonverbally when choices are offered in four out of five observed opportunities.</td></tr><tr><td>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).</td></tr><tr><td>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.</td></tr><tr><td>Problem Solving</td></tr><tr><td>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.</td></tr><tr><td>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.</td></tr><tr><td>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.</td></tr></table>	BEHAVIOR GOALS	Decision Making	STUDENT will accept help when needed without verbal protest or physical refusal in four out of five observed opportunities.	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Accommodations
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.
- 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 minor assessments.

Goal Titles
Categories listed below are often used for severe/moderate learners. Please see the attached "IEP Goals for Severe/Moderate," for actual goal examples.
ematics
vice
ional Skills
ding and Listening

PROVISIONS
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.
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 be provided 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 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-on-one instructional assistant.

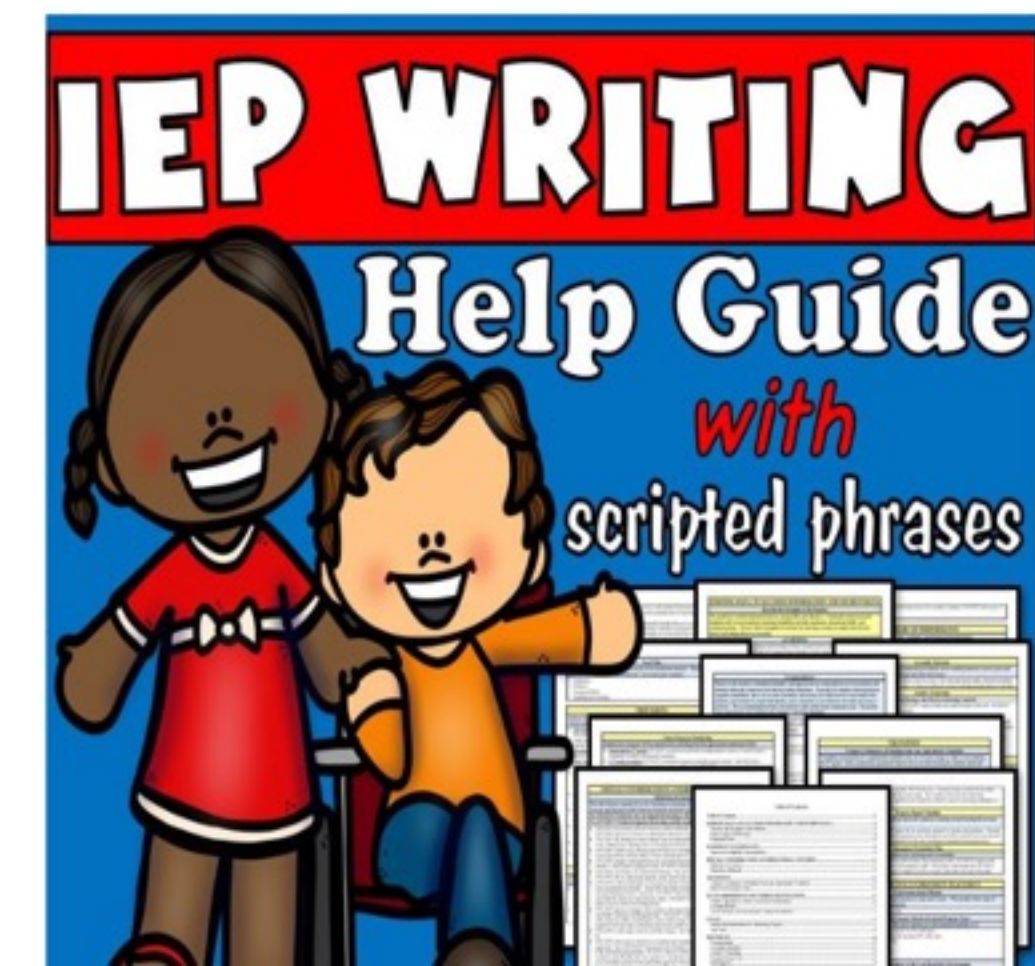
Accessible Materials
If the student needs instructional materials provided in an accessible format to receive a free and appropriate public education, list and describe these items.
STUDENT requires additional materials in order to receive a free and appropriate public education including English Language Learner content stories or shorten condensed versions containing simple phrases/vocabulary.

Assistive Technology
If the student requires assistive technology, describe the technology required.
(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 electric 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
State whether or not the student requires additional programming outside of the typical school year.
- 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

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

SPECIAL 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 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.
- 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 unable to maintain appropriate proximity towards peers and adults and has become physically aggressive when he is not given what he wants. He 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



IG DATA: EVALUATION INFORMATION AND STUDENT DATA
Describe the Strengths of the Student
ively worded statements that are measurable and objective. Commonly noted areas for with severe/moderate learning disabilities include academics, functional skills, and location. Choose which strengths to include by selecting as many as apply from the list 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 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 life objects.
STUDENT can read sight words and match pictures to phrases. He can also put a sequence of familiar pictures together.
STUDENT has developed his beginning reading skills and is able to read the high frequency words the, see, go, is. STUDENT is able to read books independently at Level A and with minimal support at 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
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.
STUDENT 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 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

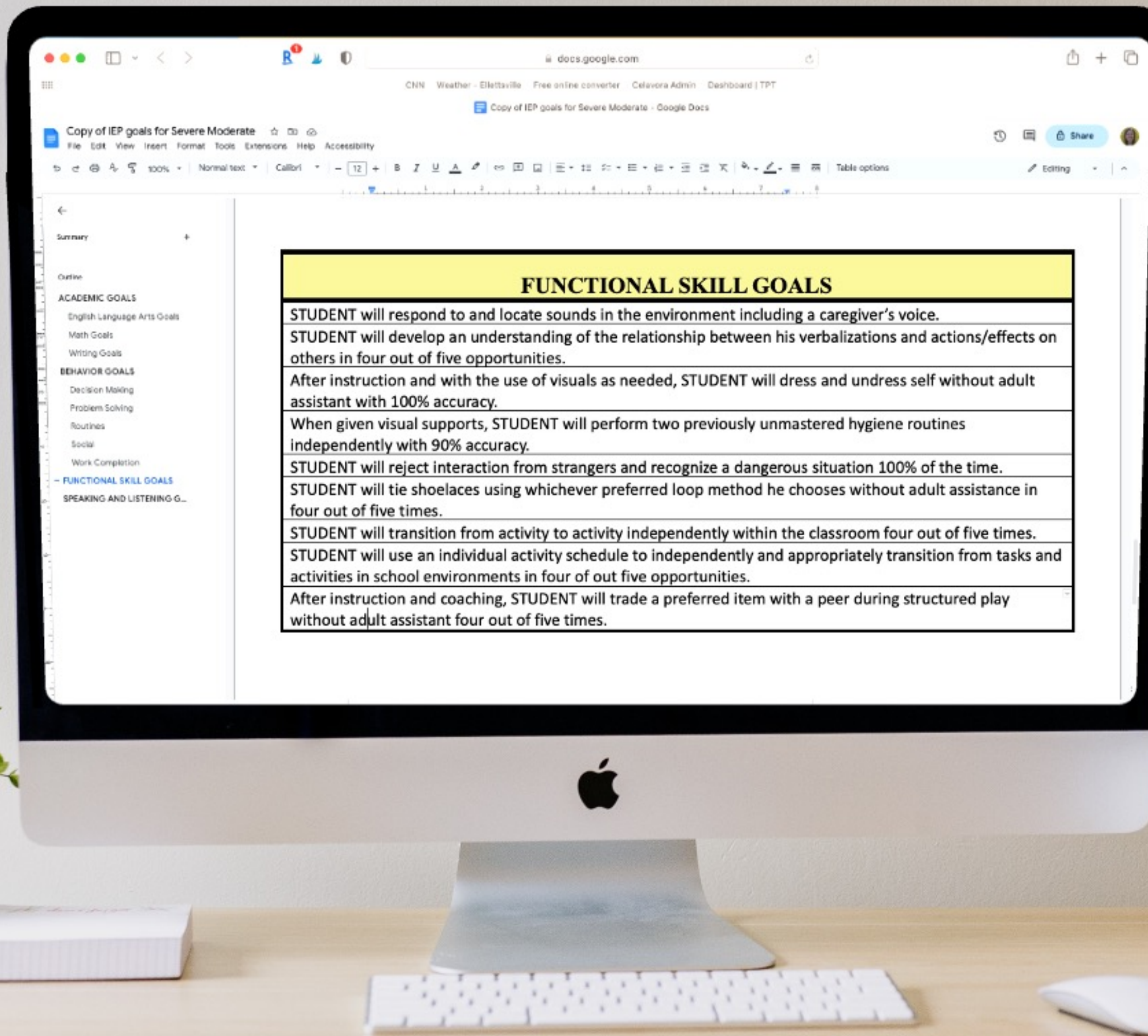
Enter Progress Monitoring
Explain how progress will be monitored by selecting from the appropriate statements below.
(kindergarten-2nd grade) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. (3rd grade-secondary) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. Additionally, STUDENT is monitored annually on 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 (Abilenet), Oxford Picture Dictionary, STAR, ReadWorks, TeachTown, Unique Learning System, etc.
Evaluation Data
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.
- 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
Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected.
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

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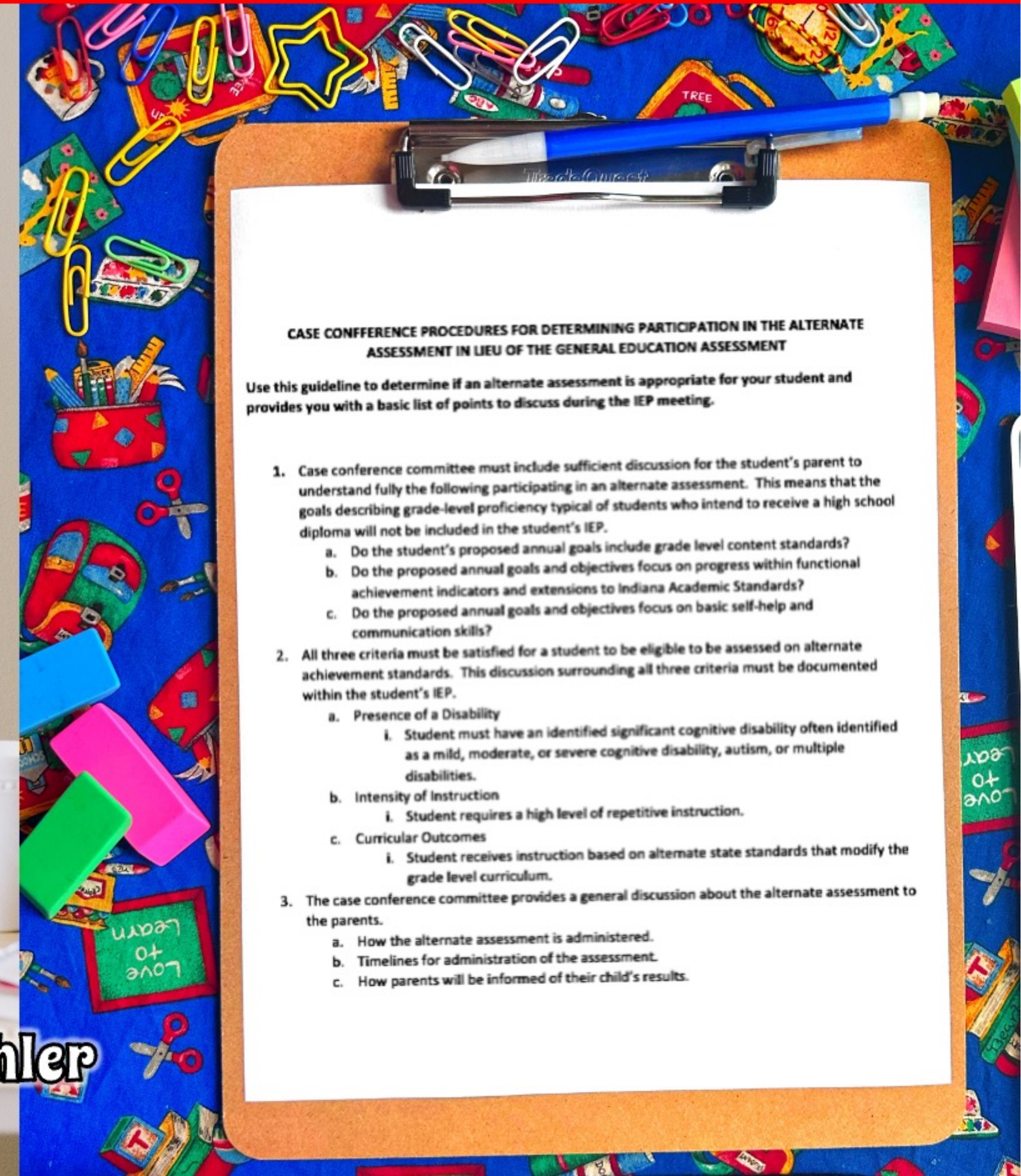
TRANSITION
Compose a Summary of Findings from Age Appropriate Transition
assessments are completed for students who are 14 years of age or older or are entering the next grade level. Select a transition assessment that involves you interviewing the students about the future to consider academics, community 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.
ally, STUDENT preforms 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 adult assistance including transporting materials to the office, returning and retrieving library books, and going for the class pet.
community Transition Fair will be held on (list date and location). STUDENT'S family is able to attend to learn the various opportunities available when STUDENT exits public education.
State Post-Secondary Goals
Describe the 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.
Independent living after high school, I will live in my own home.
Family members.
group home or an assisted living facility.
employment after high school, I will work in a retail store.
education and training after high school, I will enroll in college.
therapy classes for speech and language, occupational therapy, and/or physical therapy.
real job training with a job coach.
STATE, AGENCIES, AND OTHER PARTICIPATIONS



IEP HELP GUIDE FOR SEVERE-MODERATE



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SAMPLE GOALS FOR SEVERE/MODERATE LEARNERS

Table of Contents

ACADEMIC GOALS.....	2
English Language Arts Goals.....	2
Math Goals.....	2
Writing Goals.....	2
BEHAVIOR GOALS.....	3
Decision Making.....	3
Problem Solving.....	3
Routines.....	3
Social.....	4
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 patterns into recognizable words within spoken or written words.



Caroline Koehler

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100% Normal text Times... 18

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.

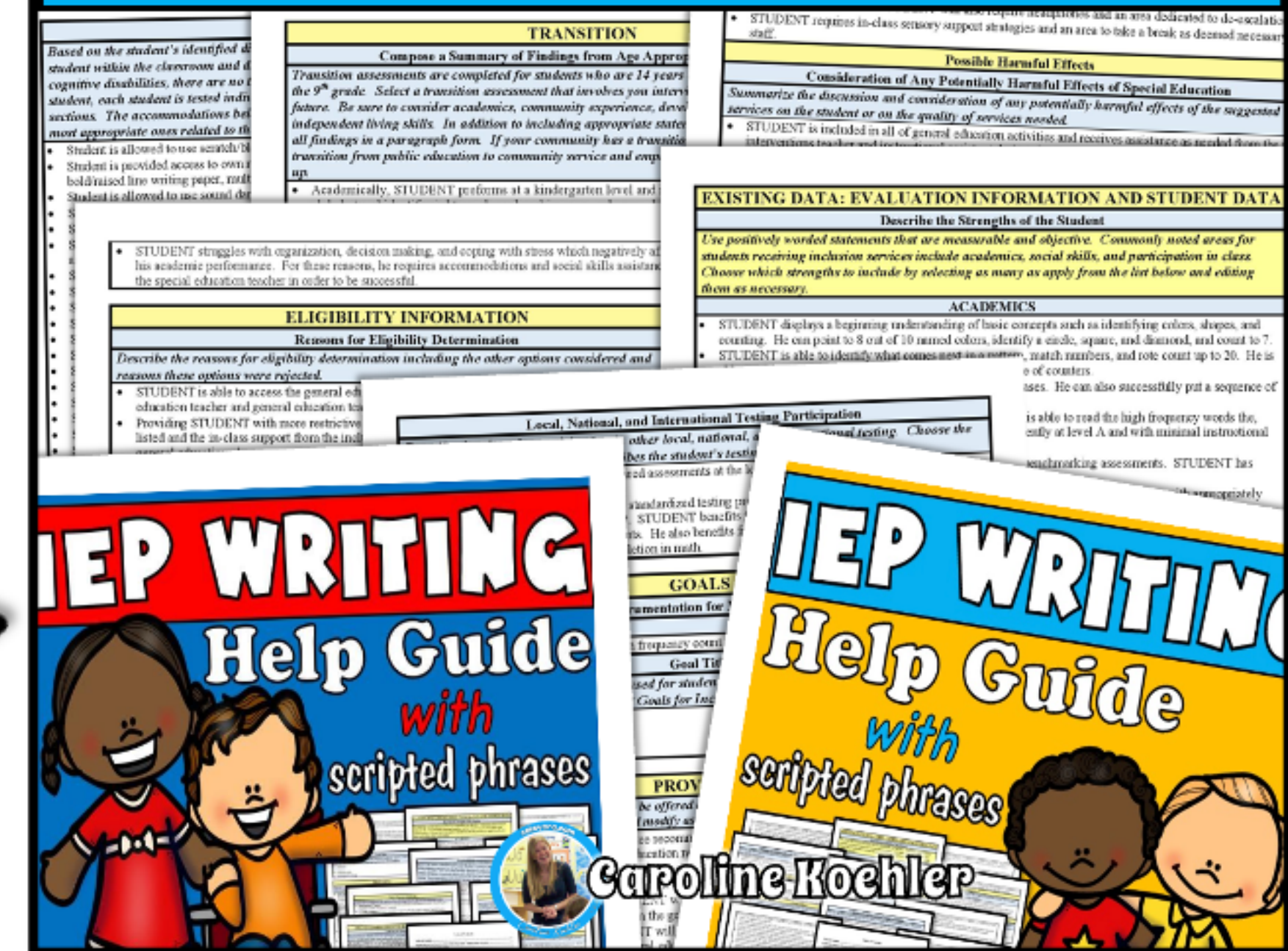
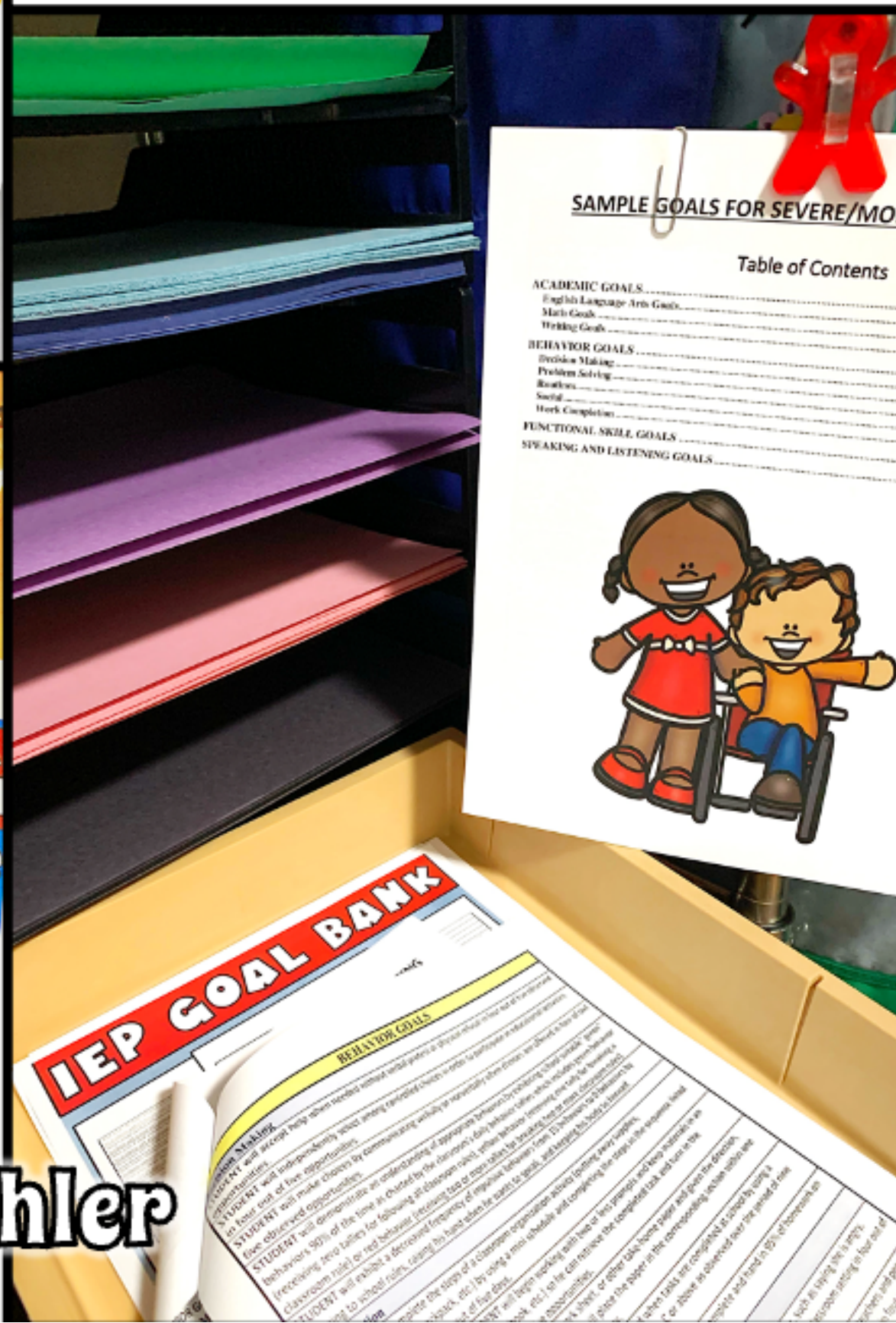
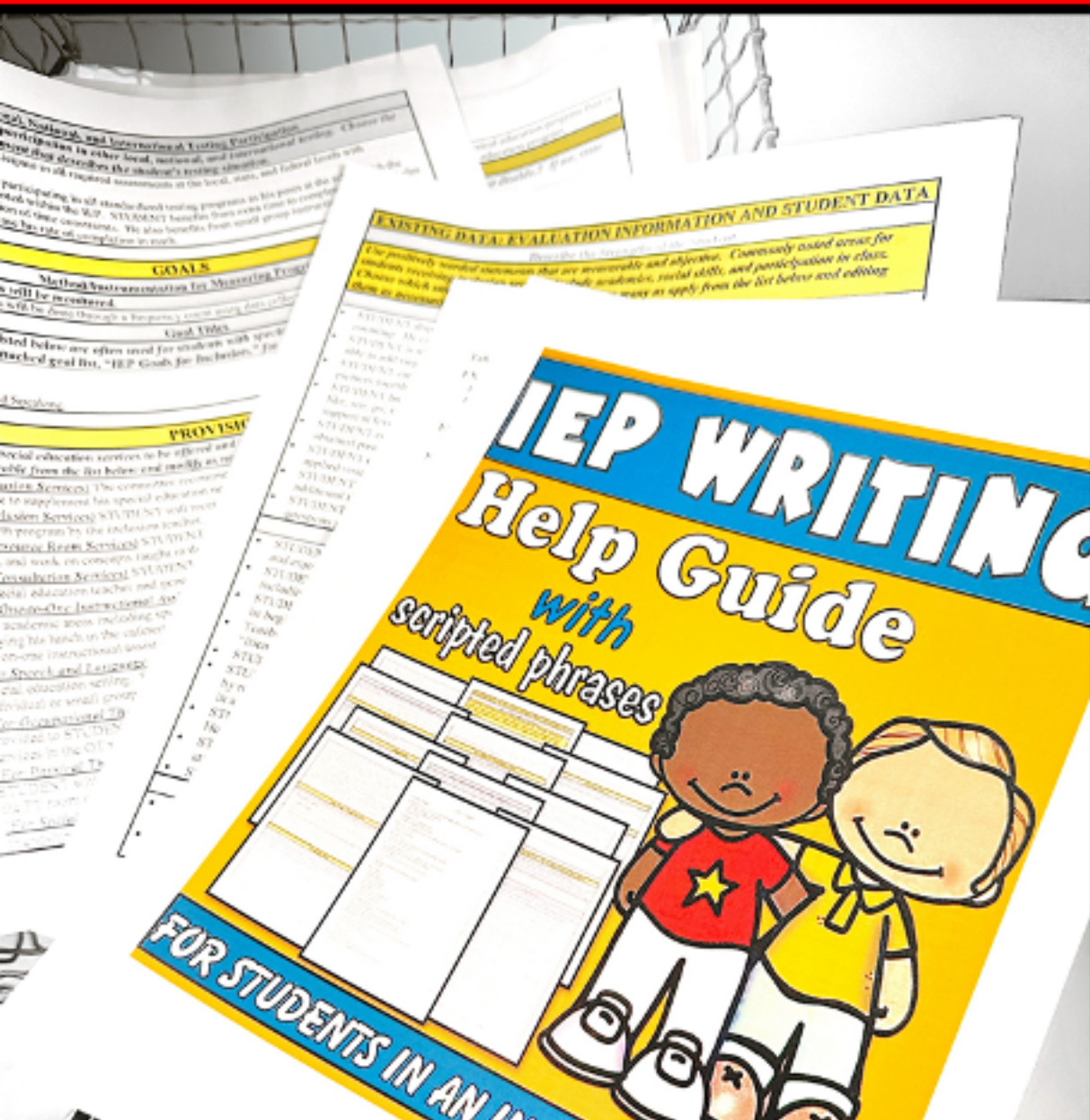
Possible Harmful Effects

Consideration of Any Potentially Harmful Effects of Special Education

CHECK OUT THE BUNDLE!

Click here for
the inclusion and
severe-moderate set!

IEP WRITING COMPLETE SET



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