

## Individualized Education Program Ages 6-15

IEP Meeting Date: 4/12/19				<input type="checkbox"/> Amendment to IEP:		
A. Student Name: Clark Kent		Birthdate (month/day/year:		Gender: Male		
Grade	Age: 16	Race	Ethnicity	Student's Primary Language	Communication Mode	Primary Language Spoken at Home
Current Address		City	State	Zip	Phone Number	
Serving School: Metropolis High		City	State	Zip	School Phone Number	
District of Residence (if different than serving school)		Resident School Building (Plant)		Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Home Education		
B. Name of Parent: Kip Tenight		Home Phone Number:		Other Phone Numbers:		
Parent's Email Address						
Current Address		City	State	Zip		
C. IEP Case Manager: Rachel Horgan		Case Manager Email Address: horganrachel@yahoo.com		Phone Number: 701-659-1880		
IEP Type: Annual Review		Primary Disability: Traumatic Brain Injury		Secondary Disability		
Date of Last Comprehensive Individual Assessment Report:						
<input checked="" type="checkbox"/> A copy of the "Parental Rights for Public School Students receiving Special Education Services – Notice of Procedural Safeguards" was provided.						
	Names of Team Members			Indicate Attendance		
Parent	Kip Tenight			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Parent				<input type="checkbox"/> Yes <input type="checkbox"/> No		
Student	Clark Kent			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Administrator/Designee/District Representative (Required)	Mrs. School Principle			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Special Education Teacher or Special Education Provider (Required)	Rachel Horgan			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
General Education Teacher (Required)	Mrs. General Education			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Mrs. School Psychologist			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Occupational Therapist	Cinderella Shue			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Speech Language Pathologist	Ariel Taciturn			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Physical Therapist	Rapunzel Gothel			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

## **D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-15**

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

### **Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)**

Clark Kent is a 16-year-old young man who attends Metropolis High. He lives at home with mother, step-father, 11-year-old sister, and a great aunt that helps with his care. He likes spending time at home with his parents and family. He enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard. Clark loves school and is always eager to learn new skills.

Clark has a significant traumatic brain injury. His listening skills are low compared to his same age peers. However, Clark responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. His listening comprehension and working memory is low compared to his same age peers. He needs extended time to process information and lots of prompts and reminders. His coursework is delivered in individual and small group settings in the special education classroom with the assistance of a one-on-one instructional assistant.

### **Academic Performance (reading, math, learning styles, etc.)**

Clark receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. He is below average in all basic academics compared to his same aged peers. Clark has no understanding of money, so this is something that he works on during math. Clark has little intelligible speech other than single words and yes/no responses. In literacy he is working on answering questions verbally and other communication skills. Clark also is involved in vocational and daily living skill training. Daily living skills he is working on include personal hygiene tasks. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Clark has an on-campus work placement in the school library.

### **Communicative Status (receptive and expressive language)**

Clark has below average expressive and receptive language skills compared to his same age peers. Clark receives speech therapy 2 times a week for 30 minutes each session.

#### **Expressive Language:**

He is able to express some emotions through facial expressions, but has a difficult time using the rest of his body to express himself. He likes to laugh and joke around with other peers or teachers as well. Clark has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home.

#### **Receptive Language:**

Clark can respond to simple yes or no questions, but struggles to understand more difficult and comprehensive questions. He can only stay focused on something for a short amount of time and need verbal redirection. This means that he can only take in so much information for a certain amount of time before he needs a break.

### **Physical Characteristics (medical, vision, hearing, motor)**

#### **Medical/general health:**

Clark has generalized tonic-clonic seizures which are 85% controlled with two different anticonvulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Clark can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Clark is only allowed to feed himself during special occasions

such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery.

**Vision:**

A functional vision assessment has indicated that Clark's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Clark does not like wearing his glasses but is cooperative in this area most of the time.

**Hearing:**

Clark has good hearing.

**Motor:**

Clark uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Clark receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Clark's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Clark also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

**Emotional/Social Development (social skills, leisure)**

While at home Clark enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard. Clark struggles to interact with peers his age, but still participates in small group activities and social events at school. Since he struggles with communication, he has poor social skills at times.

**Adaptive Characteristics (including adaptive behavior, self-care, independent living, self-direction, health and safety, work)**

While at home, Clark's mother and great-aunt provide total physical care. Although Clark could assist with some personal hygiene tasks this is not an expectation for him while in the home. Compared to his same age peers, his self-care skills are low. Clark has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Clark. His independent living and health skills are below average and he needs assistance with.

**Ecological Factors (functional skills and community participation, home/family, neighborhood)**

Clark and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of services. He lives at home with mother, step-father, 11-year-old sister, and a great aunt that helps with his care. Clark also has one older brother who is in college. Other than insignificant type choices, all decisions are made for Clark by his parents. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Clark is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Clark's community-based learning activities. A great deal of Clark's one-on-one worker's time is spent in the home with him.

**Other**

### E. Consideration of Special Factors

The IEP Team must consider these factors while developing the IEP. Any factors checked yes must be addressed in the IEP.

1. Has the child been identified by the school district as a child with limited English proficiency?

No

Yes

2. Is the child blind or visually impaired?

No

Yes

3. Is the student deaf or hard of hearing?

No

Yes

4. Does the student have communication needs?

No

Yes

5. Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student's education.

No

Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary.

Yes

6. Does the child's behavior impede the child's learning or the learning of others?

No

Yes

Annual Goal # 1 of 2 goals

**F. Annual Goals, Short-Term Objectives, and Periodic review of services**

Standard: HS.N-Q.1 Use units as a way to understand and to guide the solution of multi-step problems.

Annual Goal: Clark will be able to correctly identify and tell the value of a dollar bill, pennies, nickels, dimes, and quarters with an average of 70% accuracy in 10 trials (5 attempts per trial) for 2 consecutive reporting periods by IEP end (Baseline: 10% accuracy).

Intent/Purpose:

To increase Clark's understanding of money.

Behavior:

Clark will be able to correctly identify and tell the value of a dollar bill, pennies, nickels, dimes, and quarters.

Ending Level:

With an average of 70% accuracy in 10 trials (5 attempts per trial) for 2 consecutive reporting periods by IEP end (Baseline: 10% accuracy).

Characteristics of Services:

This goal will be met through direction instruction with support from the special educator and paraprofessionals. The trials will be presented throughout the reporting period.

How and when periodic progress reports will be provided:

Progress reports will be reported with general educational progress report. Also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No

**Short-Term Instructional Objectives and Characteristics of Services:  
Objectives are required for those students who participate in the ND Alternate Assessment.**

Objective #

Conditions under which the behavior is performed:

Specific Behavior

Measurable Criteria

Evaluation Procedures

Schedules for determining if objectives are being achieved

Characteristics of Services:

Annual Goal # 2 of 2 goals

**F. Annual Goals, Short-Term Objectives, and Periodic review of services**

Standard: Health 6.12.1 Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks. Assess personal health status.

Annual Goal:

Clark will be able to brush is hair (using a hair brush) with his right hand with no assistance with 80% accuracy in 10 trials (5 attempts per trial) for 2 consecutive reporting periods by IEP end (Baseline: 20% accuracy).

Intent/Purpose:

To improve Clark's personal hygiene skills.

Behavior:

Clark will be able to brush is hair (using a hair brush) with his right hand with no assistance.

Ending Level:

With 80% accuracy in 10 trials (5 attempts per trial) for 2 consecutive reporting periods by IEP end (Baseline: 20% accuracy).

Characteristics of Services:

This goal will be met through direction instruction with support from the special educator and paraprofessionals. The trials will be presented throughout the reporting period.

How and when periodic progress reports will be provided:

Progress reports will be reported with general educational progress report. Also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No

**Short-Term Instructional Objectives and Characteristics of Services:**

**Objectives are required for those students who participate in the ND Alternate Assessment.**

Objective #

Conditions under which the behavior is performed:

Specific Behavior

Measurable Criteria

Evaluation Procedures

Schedules for determining if objectives are being achieved

Characteristics of Services:

## G. Adaptation of Educational Services

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Include consultation, which is not scheduled or predictable. Consideration must be given to the special factors indicated in section E of the IEP.

### ACADEMIC

- break down multistep directions
- break down instructional work
- access to manipulatives
- access to visual agenda and checklists
- paraprofessional assistance
- shortened time of tasks
- iTalk2 to communicate simple needs and choices

### BEHAVIOR

- seating near areas with reduced distractions
- prompts and cues to use age appropriate language and behaviors mannerisms
- paraprofessional assistance

### ASSESSMENTS

- reduced distractions
- preferential seating
- use of manipulatives
- read aloud directions and reading passages (assessing listening comprehension and recall)

### PROGRESS REPORT GRADES

- modified grades

Does the student need instructional and related core materials in an accessible specialized format?  Yes  No

Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.

- Student's current grade does not participate.
- Student will participate in North Dakota State Assessment without accommodations.
- Student will participate in North Dakota State Assessment with approved accommodations specified in Adaption of Education Services area in the following subject areas:  English Language Arts/Literacy  Math
- Student will participate in the North Dakota Alternate Assessment.  
In the following subject areas:  English Language Arts/Literacy  Math  Science

Describe the student's participation in districtwide assessments.

The team has discussed and considered the student's participation in regular districtwide assessment. If the student will not participate in the regular districtwide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate.

Due to Clark's current programming and functional level district-wide assessments would not be beneficial for him.

## H. Description of Activities with Students Who Are Not Disabled

Physical Education. Indicate type of physical education program that the student receives:

- Regular P.E.  Adaptive/Specially Designed P.E.

Comments:

Participation in Academic and Nonacademic Activities:

Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.

**Program Options**

<input type="checkbox"/> Art	<input type="checkbox"/> Music	<input type="checkbox"/> Family/Consumer Science
<input type="checkbox"/> Trade and Industrial Education	<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Other:

Comments:

**Nonacademic and Extracurricular Services and Activities:**

<input type="checkbox"/> Counseling	<input type="checkbox"/> Employment Referrals	<input type="checkbox"/> Athletics
<input type="checkbox"/> School Sponsored Clubs	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recreation
<input type="checkbox"/> Special Interest Groups	<input type="checkbox"/> Other:	

Comments:



## I. Educational Environment

**Note: Use this setting information to check the federal child count code. By selecting one of the eight categories, the IEP team affirms that they have considered the continuum of services and the selected setting is believed to be the most appropriate environment for the student.**

**Justification for the team's decision. The IEP team must document why the options selected in determining the environment setting are the most appropriate and least restrictive:** The team has determined Clark's least restrictive environment is inside the regular class for less than 40% of the day. This setting ensures Clark has the opportunity to experience communication and social growth as well as some access to the general education curriculum. Clark does require individualized instruction that is most effectively taught in environments with reduced distraction outside of the general education classroom. His least restrictive environment remains fluid based on the instruction and his current needs.

**Is there a potential harmful effect to the student with this placement?**  Yes  No

## J. Special Education and Related Services

Service	Minutes	Starting Date	Duration	Service Provider	Location of Services
Individualized Instruction in Math	2000	4/22/19	12 months	Rachel Horgan, Special Education Teacher	Metropolis High
Individualized Instruction in Literacy	2000	4/22/19	12 months	Rachel Horgan, Special Education Teacher	Metropolis High
Speech Therapy	1200	4/22/19	12 months	Ariel Taciturn	Metropolis High
Physical Therapy	1200	4/22/19	12 months	Rapunzel Gothel	Metropolis High
Occupational Therapy	1200	4/22/19	12 months	Cinderella Shue	Metropolis High

### Length of School Day:

- The student will attend for the full school day.  
 The student will attend for a shorter or longer school day than peers. (Explain why this is necessary).

### Extended School Year (ESY)

**Extended school year must be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.**

- The review of each goal indicates that an extended school year is needed.  
 The team has determined that ESY is not necessary.  
 The team needs to collect further data before making a determination and will meet again by

Justification for the team's decision: Data indicate Clark's recoupment of skills over long breaks is significantly less than those of his peers. The team recommends ESY services to ensure Clark retains skills over the extended summer break.