

Resource F: Harrison's IEP

Individualized Education Program (IEP) State of North America Awesome School District

Student Name:	<u>Harrison Reed</u>	Date of Birth:	<u>8/10/XX</u>		
Student ID#:	<u>24601</u>	Current Grade:	Middle School		
Address:	<u>742 Evergreen Terr.</u>				
District of Residence:	<u>Albuquerque</u>	Attending Building:	<u>Wadsen Middle School</u>	Disability Classification:	Specific Learning Disability

(555)-555-5555

Parent 1:	<u>Mr. Bennett Reed</u>	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Surrogate	<input type="checkbox"/> Guardian
Address (if different):		E-mail:	<u>BReed@fakemail.com</u>	
Telephone (Home):	<u>555-555-5556</u>	(Work)	<u>555-555-5557</u>	(Cell) <u>555-555-5558</u>
Parent 2:		<input type="checkbox"/> Parent	<input type="checkbox"/> Surrogate	<input type="checkbox"/> Guardian
Address (if different):		E-mail:		
Telephone (Home):		(Work)		(Cell)

IEP Status:

Meeting Date	<u>9/22/XX</u>	Most Recent Evaluation Summary Report Date	<u>3/4/19</u>
IEP Initiation Date	<u>9/22/17</u>	IEP Revision Date	<u>9/21/xx</u>
IEP End date	<u>9/21/21</u>	IEP Revision Date	

Temporary Placement

Agency Representative:	
Parent:	
Date:	

Unless revised, the IEP is in effect for the school year including those students eligible for longer school years because of disability classification

Within 60 days, an IEP meeting must be held

Meeting Participants:

Role	Name	Signature
Parent 1	<u>Bennett Reed</u>	
Parent 2		
Student	<u>Harrison Reed</u>	
General Ed. Teacher	<u>Marie Schrader</u>	
Special Ed. Teacher	<u>Skylar White</u>	
Administrator / Designee	<u>Jesse Pinkman</u>	
<u>School Psychologist</u>	<u>Saul Goodman</u>	
<u>Speech Pathologist</u>	<u>Laura Smith</u>	

Name: Harrison ReedDate 09/22/XX**Data Considerations**

1.	<p>What are the student's strengths?</p> <p>Harrison is a friendly and social student and appreciates individualized attention and patience. His hobbies include video games, drawing, and sports. Harrison does not exhibit behaviors that interfere with his progress, however, doesn't like when his challenges are a focal point. He gets along well with his peers and his teachers. Harrison does well in math but struggles in reading. Harrison receives specialized reading instruction which focuses on complex language and multiple step directions in the resource room for 40 minutes each day.</p>																											
2.	<p>What are the educational concerns of the parent (or student, if appropriate)?</p> <p>Reading progress</p>																											
3.	<p>What multiple data sources (including district or statewide assessments) are being used to create the IEP?</p> <p><u>Curriculum and Learning Environment:</u></p> <ul style="list-style-type: none"> ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency assessment indicates that Harrison has met standards through third grade for reading fluency and comprehension. Harrison read a fifth grade-level passage at 42 words per minute with 50% accuracy. When tested on other grade level passages, his reading matched the oral reading fluency benchmarks for words correct per minute and accuracy at the beginning third-grade level. ● Lexile Level = (3rd grade) 600L ● WJ-IV Test of Achievement= The WJ-IV is an individually administered, broad-based, nationally normed achievement test. It provides information about reading, math, and written language. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Reading</td> <td>73</td> <td>Low</td> </tr> <tr> <td>Broad Reading</td> <td>72</td> <td>Low</td> </tr> <tr> <td>Basic Reading Skills</td> <td>72</td> <td>Low</td> </tr> <tr> <td>Reading Comprehension</td> <td>70</td> <td>Low</td> </tr> <tr> <td>Reading Fluency</td> <td>74</td> <td>Low</td> </tr> <tr> <td>Mathematics</td> <td>128</td> <td>Above Average</td> </tr> <tr> <td>Broad Mathematics</td> <td>127</td> <td>Above Average</td> </tr> <tr> <td>Math Problem Solving</td> <td>120</td> <td>Above Average</td> </tr> <tr> <td>Math Calculation Skills</td> <td>125</td> <td>Above Average</td> </tr> </table>	Reading	73	Low	Broad Reading	72	Low	Basic Reading Skills	72	Low	Reading Comprehension	70	Low	Reading Fluency	74	Low	Mathematics	128	Above Average	Broad Mathematics	127	Above Average	Math Problem Solving	120	Above Average	Math Calculation Skills	125	Above Average
Reading	73	Low																										
Broad Reading	72	Low																										
Basic Reading Skills	72	Low																										
Reading Comprehension	70	Low																										
Reading Fluency	74	Low																										
Mathematics	128	Above Average																										
Broad Mathematics	127	Above Average																										
Math Problem Solving	120	Above Average																										
Math Calculation Skills	125	Above Average																										

		<p>Written Language 86 Average Broad Written Language 90 Average Written Expression 89 Average</p> <p><i>**Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.</i></p> <p><u>Social or Emotional Behavior:</u></p> <ul style="list-style-type: none"> Harrison is friendly and social as long as he feels his challenges aren't a focal point and appreciates individualized attention and patience.
		<p>How are extracurricular and non-academic areas affected by the student's disability?</p> <ul style="list-style-type: none"> N/A
<p>Other Factors to Consider: IEP team must consider each of the factors. If there is a need identified, check "yes" and address in the IEP.</p>		
Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Language needs for students with limited English proficiency
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need for assistive technology devices or services

Name: Harrison Reed

Date: 09/22/XX

Needs and Services

<p>IEP team must consider each of the following when determining the needs to be addressed within the IEP:</p> <ul style="list-style-type: none"> ▪ How is the student progressing in the general education curriculum (on grade-level)? ▪ How does the child's disability affect progress in the general education curriculum? ▪ What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self-care, fine/gross motor)? 	
Unique Educational Needs and Characteristics	<p><i>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel.</i></p>
<p>Harrison is below grade level (5th grade level) in processing complex language and multiple step directions.</p>	<p>Harrison requires small group instruction in reading in order to make gains in the general education classroom. Harrison benefits from repetitive practice daily to retain skills. Harrison will receive 40 minutes of daily special education support to address his deficits in reading.</p>

Specially Designed Instruction	Initiation	Frequency	Duration	Location
Small Group Reading Instruction	September	Daily	40 minutes	General Education Classroom
Supplementary Aids and Services	Initiation	Frequency	Duration	Location
NA				

Accommodations and Modifications	Start Date	Frequency	Location
-----------------------------------------	-------------------	------------------	-----------------

Use an alarm to help with time management	September	Daily	General Education Classroom
See an outline of a lesson	September	Daily	General Education Classroom
Use visual presentations of verbal material, such as word webs	September	Daily	General Education Classroom
Mark texts with a highlighter	September	Daily	General Education Classroom
Give responses in a form (spoken or written) that's easier for them	September	Daily	General Education Classroom
Take more time to complete a project	September	Daily	General Education Classroom
Listen to audio recordings instead of reading text	September	Daily	General Education Classroom
Have a "designated reader"—someone who reads test questions aloud to students	September	During Assessments	General Education Classroom
Take a test in a small group setting	September	During Assessments	General Education Classroom
Take more time to complete a task or a test	September	During Assessments	General Education Classroom

Name: Harrison ReedDate: 09/22/XX**Annual Goals**

M= Mastered annual goal	S= Sufficient progress to meet annual goal	N= Not sufficient progress to meet annual goal
----------------------------	-----------------------------------------------	---------------------------------------------------

Short Term Objectives or Benchmarks	Progress Date:
<ol style="list-style-type: none"> 1. While reading a passage, Harrison will use decoding and word recognition skills with 80% accuracy four of five trials. 2. After reading a short passage, Harrison will use text information and prior knowledge to make predictions, 4/5 times with 80% accuracy. 3. After reading a short passage, Harrison will predict outcomes, 4/5 times with 90% accuracy. 4. After silently reading a passage, Harrison will determine cause and effect using the information derived from the test, 4/5 times with 80% accuracy. 5. After silently reading a passage, Harrison will use context and semantic clues to answer comprehension questions, 4/5 times with 80% accuracy. 6. After reading a short passage, Harrison will use implied meaning to answer comprehension questions, 4/5 times with 80% accuracy. 7. After reading various imaginative forms of literature, Harrison will be able to identify and describe the structural differences of written forms, 4/5 times with 80% accuracy. 8. After reading a short passage and answering comprehension questions, Harrison will locate, in text, information to support answers, 4/5 times with 90% accuracy. 	<i>Progress reports will be provided- 9 weeks</i>
	<input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> N
	Optional Narrative:

Name: Harrison Reed

Date: 09/22/XX

Additional Considerations

Transportation

Special transportation needs? If yes, specify:	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Is it necessary to place this student, who is transported from the school by bus into the charge of a parent or other authorized responsible person? If yes, Transportation Department will be notified by:	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Participation in Statewide Assessment

<input type="checkbox"/>	Student will participate in regular testing conditions without accommodations unless one of the below is checked.
<input checked="" type="checkbox"/>	Student participates with accommodations as described in the Accommodations Section.
<input type="checkbox"/>	Student is included in Alternate Assessment.

Discipline

The student will adhere to School Code of Conduct. (Check below if any of the following are needed):	
<input type="checkbox"/>	Interventions and supports are described under services/supports and/or in goals.
<input type="checkbox"/>	Behavior intervention and support plan (see attached).
<input type="checkbox"/>	Other:

Consideration of Eligibility for Extended School Year Services (ESY)

IEP team must consider each of the following factors:

<ul style="list-style-type: none"> • Regression / Recoupment 	<ul style="list-style-type: none"> • Vocational Skills 	<ul style="list-style-type: none"> • Degree of Impairment
<ul style="list-style-type: none"> • Breakthrough Skills 	<ul style="list-style-type: none"> • Extenuating Circumstances 	
Is ESY needed?		
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> To Be Determined
<input type="checkbox"/> ESY offered, but declined by parent		
Rationale for decision:		
Specify goals and services:		
<input type="checkbox"/> See attached page (if needed)		

Name Harrison ReedDate: 09/22/xx**Least Restrictive Environment/Placement**

Use the option below to determine the appropriate setting.

<input checked="" type="checkbox"/>	A.	Regular Setting Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
<input type="checkbox"/>	B.	Services Provided Both in Separate Special Education Classes and Regular Setting Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
<input type="checkbox"/>	C.	Separate Special Education in an Integrated Setting Student served inside the regular classroom less than 40% of the day.
<input type="checkbox"/>	D.	Separate School Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.
<input type="checkbox"/>	E.	Residential Facility where student resides during the school week.
<input type="checkbox"/>	F.	Homebound or Hospital
<input type="checkbox"/>	G.	Correctional Facilities (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities.

Explain why the option selected is the most appropriate as the least restrictive environment. If a setting other than A is chosen, describe the other options considered and provide reasons these options were not selected.

Harrison participates in the general education curriculum inside a general education classroom with special education support. A special education teacher team teaches with a general education teacher in Harrison's English Language Arts, Reading, and Mathematics courses. A special education teacher consults with the Science, Social studies and Elective course teachers.

Student Parent Signatures

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under those Procedural Safeguards have been explained to me.
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the program described in this document.
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the placement decision as noted above and discussed at this meeting.

Parent/Guardian/Surrogate/Student Signature
Date

Parent/Guardian/Surrogate/Student Signature
Date

If Parent Does Not Attend

Staff member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the Parent.

Name _____ Position _____ Method of Contact _____

--	--	--	--	--

▪	

Resource M: Progress Monitoring Simulation Specialist

The Simulation Specialist receives the text, as it is read by Harrison. The Simulation Specialist reads the errors as they are marked on the text. The Simulation Specialist also uses the HITS and MISSES document to guide their reactions to the teacher/teacher candidate who is leading the simulation.

****For Simulation Specialist or Role Play Student Only**** **(Hits/Misses & Pre/Post- Fluency Probes)**

Pre-Data probe errors as read aloud by Harrison

Each word in red will be read as written. Please be mindful of bolded words to replace the strikethrough words with as well as omissions, etc. Please note, you will only get to the highlighted stopping point within 1 minute, so please pace the reading fluency accordingly.

It is the aim that the teacher candidate will mark this as an error on the data collection sheet.

The Elves and the Shoemaker

Once upon a time there was an **hungry** ~~honest~~ **sh-sh-showmaker** shoemaker who was [OMIT] ~~very~~ poor. He worked as hard as he **can** ~~could~~, and still he could not earn **anything** ~~enough~~ to keep **him** ~~himself~~ and his wife. At **least** ~~last~~ there **come** ~~came~~ a day when he had **noting...noth---ing...nothing** ~~nothing~~ left but one **pie...piece** ~~piece~~ of **letters** ~~leather~~, big enough to make one pair of **shows -shoes** ~~shoes~~. [57]

He cut out the shoes, ready to **stick** ~~stitch~~, and left them on the bench; then he said his **pray...ers...** ~~prayers~~ and went to bed, **thinking** ~~trusting~~ that he could **not** finish the shows ~~shoes~~ **(STOP)** the next day and sell them. [93]

Resource

Post-Data probe errors as read aloud by Harrison

Each word in read will be read as written. Please be mindful of bolded words to replace the strikethrough words with as well as omissions, etc. Please note, you

will only get to the highlighted stopping point within 1 minute, so please pace the reading fluency accordingly.

It is the aim that the teacher candidate will mark this as an error on the data collection sheet.

The Elves and the Shoemaker

Once upon a time there was an **hone...hone...est** ~~honest~~ shoemaker who was very poor. He worked as hard as he could, and still ~~he~~ could not earn enough [ADD IN] money to keep himself and his wife [ADD IN] happy. At **least** ~~last~~ there **comes** ~~came~~ a day when he had nothing left but one **pie...piece** piece of leather, big enough to make **some** ~~one~~ pair of **shows** ~~shoes~~. [57]

He cut out the **shows** ~~shoes~~, ready to stitch, and left them on the bench; then he said his [OMIT] ~~prayers~~ and went to bed, **thinking** ~~trusting~~ that he **can** ~~could~~ finish the **shows** ~~shoes~~ the next day and sell them. [93]

Early the next morning, he rose and went to his workbench and **decided** ~~discovered~~ there a pair of **shows** ~~shoes~~, **beautiful** ~~beautifully~~ made. The **letter** ~~leather~~ **(STOP)** was gone, and there was no sign of anyone having been there. [127]

Hits and Misses for fluency data collection.

Target behaviors for simulation/role play: The below "hits" represents strategies that we would like to see the teachers display. The below "misses" refer to non-preferred teacher behaviors.	
When teachers...	Classroom students will...
HIT	HIT
<ul style="list-style-type: none"> Adhere to the written assessment directions verbatim. Asks Harrison to repeat what he needs to do before beginning data collection. Utilize timing mechanism as appropriate and tells Harrison 'STOP' when minute is up. 	<ul style="list-style-type: none"> Repeat the directions. Completes the assessment.

<ul style="list-style-type: none"> • Records notes while Harrison is reading. • Builds a respectful relationship with Harrison before/after assessment (says hello, asks about his day, 	
MISS	MISS
<ul style="list-style-type: none"> • Does not adhere to the written assessment directions verbatim • Does not ask Harrison to repeat the directions. • Does not utilize a timing mechanism as appropriate and/or does not tells Harrison 'STOP' when minute is up. • Does not record notes during meeting. • Does not build a respectful relationship with Harrison before/after assessment (does not interact with Harrison other than teaching). 	<ul style="list-style-type: none"> • Is reluctant to do the assessment and may ask questions in the middle of it, yawn, exhibit boredom, and ask why he has to do the assessment.

Resource S: Lesson Plan Simulation

The Simulation Specialist receives this HITS and MISSES when the teacher/teacher candidate teaches a lesson to Harrison based on his fluency data.

Target behaviors for simulation/role play: The below “hits” represents strategies that we would like to see the teachers display. The below “misses” refer to non-preferred teacher behaviors.

When teachers...	Classroom students will...
HIT	HIT
<p>Provide instruction that focuses on improving Harrison's oral reading fluency & collects data during the teaching of the lesson by:</p> <ul style="list-style-type: none"> ● Shows evidence of using information gained from curriculum based measurement(s), informal classroom assessment(s), and/or observation of student academic performance & behavior by doing the following: ● Review or set goals with student prior to instruction, ● Reminds students of what to focus on during the lesson ● Frequent questioning; provide scaffolded supports. ● Provide positive and constructive feedback to guide students' learning and behavior. ● Use strategies to promote active student engagement. ● Checking student understanding during and at the conclusion of lessons. ● Embed and use students' personal background information, including interests, experiences and resources during instruction. ● Builds respectful relationships with students ● Lesson focus is on reading fluency 	<p>You will utilize instruction with Harrison in a typical upper elementary (5th grade) classroom that exhibits typical behaviors for that age of student (i.e., off task behaviors, calling out, yawns if the lesson is not engaging, inattentive, etc.)</p> <p>As teachers clearly introduce content and attempt to engage Harrison meaningfully, he may respond with interest by:</p> <ul style="list-style-type: none"> ● Looking at the teacher. ● Smiling. ● Willingness to participate. ● Comply with the directions. ● Ask questions. ● Express enthusiasm.
MISS	MISS
Does Not provide clear instructions or	If the teacher candidate is not engaging and/or is not prepared you may notice the

<p>model what to do</p> <ul style="list-style-type: none"> ● Does not reminds students of what to focus on during the lesson ● Does not ask frequent questions; or provide scaffolded supports. ● Does not provide positive and constructive feedback to guide students' learning and behavior. ● Does not use strategies to promote active student engagement. ● Does not check for student understanding during and at the conclusion of lessons. <p>If the teacher candidate does not embed an aspect of assessment, is not engaging and/or is not prepared, acting out and rude comments from Harrison are appropriate. Play off the participant – as they develop their teaching strategies.</p>	<p>student:</p> <ul style="list-style-type: none"> ● Put his head down or act out. ● Gaze away from the lesson. ● Refuse to participate. ● Disrupt the process. ● Ask many clarifying questions exhibiting confusion.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Citation revisions from HLP 6 document

Quick Phonics Screener

Adapted from Hasbrouck, J. & Parker, R. (2001). *Quick Phonics Screener*. College Station, TX: Texas A&M University.

Phonics Inventory

Phonics Inventory. (2014). *National Center on Intensive Intervention*.
https://intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf

Oral Reading Fluency 3rd Grade Level Passage

Dynamic Indicators of Basic Early Literacy Skills (6th Ed.). *Institute for the Development of Educational Achievement*. <http://dibels.uoregon.edu/>

Oral Reading Fluency CBM

Oral reading fluency passage generator. (n.d.). *Intervention Central*.

<https://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator>