

Individualized Education Plan Summary



Student: CONNOR TOBIAS

Date of Birth: 10/06/2008

Grade: 3

School: Bennington Elementary School

School District: Bennington Public Schools

Parents: AMY TOBIAS, TREVOR TOBIAS

This IEP will be in effect from 09/19/2017 to 09/18/2018

Special Considerations

Student's strengths:

Connor's academic strengths are his ability to recall information in any given subject. In addition, Connor's overall math skills are strong as well.

Parental information, including concerns for enhancing their child's education:

Parents are concerned regarding the amount of AR tests he is taking compared to the amount of books he is reading. They would like him to take more tests.

Results of initial or recent evaluation(s) :

Wechsler Intelligence Scale for Children-Fifth Edition

Connor was administered the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). This WISC-V administration included 10 subtests which combine to yield five index scores and a Full Scale Intelligence Quotient, or Full Scale IQ score. Due to the significant deficit in Connor's working memory and processing speed (which is common in students with ADHD), the General Ability Index (GAI) is offered as the best estimate of Connor's true intellectual ability.

The scores reported are standard scores (SS), where scores between 85-115 are considered to be in the Average range. Connor's performance on the WISC-V yielded the following results:

Subtests			
Verbal Comprehension	Scaled Score	Visual Spatial	Scaled Score
Similarities	13	Block Design	11
Vocabulary	13	Visual Puzzles	13

Fluid Reasoning	Scaled Score	Working Memory	Scaled Score
Matrix Reasoning	10	Digit Span	6

Figure Weights	17	Picture Span	8
----------------	----	--------------	---

Processing Speed	Scaled Score
Coding	5
Symbol Search	8

Composite Scores				
Scale	Standard Score	Percentile Rank	Confidence Interval 95%	Score Description
Verbal Comprehension Index	116	86 th	102-122	Above Average
Visual Spatial	111	77 th	102-118	High Average
Fluid Reasoning	121	92 nd	112-127	Above Average
Working Memory	82	12 th	76-91	Below Average
Processing Speed Index	80	9 th	73-91	Below Average
Full Scale IQ	105	63 rd	99-110	Average
General Ability Index	118	88 th	112-123	Above Average

ACADEMIC ACHIEVEMENT:

Wechsler Individual Academic Achievement Test-Third Edition (WIAT-III)

Connor was administered the Wechsler Individual Academic Achievement Test-Third Edition (WIAT-III). The WIAT III is a standardized assessment of broad academic achievement which compares Connor's academic skills to a sample of other third grade students across the United States. Composite scores on this assessment have a mean of 100 and a standard deviation of 15, and scores between 85-115 are considered to be in the Average range.

In the area of reading, Connor completed four subtests. On these subtests, Connor was assessed in phonetic skills, understanding what he has read, and his ability to read words and sentences fluently. Overall, these scores indicate that Connor's reading performance is in the Below Average range when comparing him to other children in the same grade. Connor struggled with recognizing sounds within words (beginning/ending sounds), reversed b and d, and had difficulty with word attack skills (he tended to sound out the first letter and guess the rest of the word rather than sounding out unfamiliar words). Due to his difficulty with decoding, responding to both literal and inferential comprehension questions was challenging for Connor.

Reading				
Scale	Standard Score	Percentile Rank	Confidence Interval 95%	Score Description
Reading Comprehension	73	4 th	64-82	Below Average
Word Reading	83	13 th	79-87	Below Average
Pseudoword Decoding	79	8 th	75-83	Below Average
Oral Reading Fluency	79	8 th	72-86	Below Average
Oral Reading Accuracy	73	4 th	63-83	Below Average
Oral Reading Rate	80	9 th	72-88	Below Average
Total Reading Composite	80	9 th	76-84	Below Average
Basic Reading Composite	81	10 th	77-85	Below Average
Reading Comprehension and Fluency	81	10 th	74-88	Below Average

In the area of mathematics, Connor completed five subtests. These scales required Connor to use his reasoning skills to solve word problems, read graphs, and interpret mathematical information, as well as to calculate mathematical operations, and to

calculate simple addition, subtraction, and multiplication problems accurately and quickly. Overall, the test results indicate that Connor’s performance in the area of mathematics is Average when comparing him to third grade students nationally. Although Connor did score one point into the Below Average range on the Math Fluency Composite, it is felt by this examiner that Connor’s attention waned during the Math Fluency-Subtraction subtest, resulting in a lowered score that is not reflective of his mastery of basic subtraction facts.

Mathematics				
Scale	Standard Score	Percentile Rank	Confidence Interval 95%	Score Description
Math Problem Solving	94	34 th	86-102	Average
Numerical Operations	88	21 st	81-95	Low Average
Math Fluency-Addition	95	37 th	84-106	Average
Math Fluency-Subtraction	71	3 rd	63-79	Average
Math Fluency-Multiplication	91	27 th	84-98	Average
Math Composite	90	25 th	84-96	Average
Math Fluency Composite	84	14 th	77-91	Below Average

The written language portion of the WIAT-III contains three scales. These tests required Connor to write alphabet letters fluently under timed conditions, to combine two simple sentences into one sentence, to write sentences containing specific words, to construct a well-organized essay, and to correctly spell words dictated by the examiner. Connor’s writing skills are Below Average when comparing him to same-grade peers. Connor exhibited the most difficulty with the Essay portion of this assessment. Connor displayed a reluctance to write more than three sentences, using under two minutes of the ten minutes allotted for this subtest. Connor appeared to struggle with handwriting, which could have affected his performance on the Alphabet Writing Fluency. He also switched

from lower case to capitals frequently, which is often seen in students who have difficulty with reversals.

Writing				
Scale	Standard Score	Percentile Rank	Confidence Interval	Score Description
Alphabet Writing Fluency	89	23 rd	75-103	Low Average
Sentence Composition	85	16 th	76-94	Low Average
Essay Composition	78	7 th	70-86	Below Average
Spelling	93	32 nd	87-99	Average
Written Expression Composite	82	12 th	75-89	Below Average

SOCIAL-EMOTIONAL AND BEHAVIOR:

The Conners Rating Scales- Third Edition

The Conners 3 is a set of rating scales used to obtain information about behaviors and feelings of children and adolescents. The ratings can be completed by parents, teachers, and students. Raters are asked to indicate whether a student has displayed a particular behavior in the past month by circling “not at all/never,” “just a little true/occasionally,” “pretty much true/often,” or “very much true/very frequently.” Results are compared to what is expected of other students of the same gender and age.

It is important to note that this scale is not intended to be used in isolation when determining whether or not Connor’s behaviors/feelings are of significant concern. Instead, these results should be used in conjunction with other available information when determining Connor’s educational needs. Because the checklist is a sample of behavioral concerns, it is possible that not all of Connor’s behavioral concerns will be reflected in these results. Conversely, the results may indicate elevated scores because he exhibits one or more concerns in a particular area, but overall, the determination of whether Connor’s behavior is truly discrepant from his peers should be determined after considering all available information.

Mrs. Lampe, Connor’s second grade teacher and Mrs. Barry, Connor’s third grade teacher, completed Teacher Rating Scales, and his parents, Trevor and Amy Tobias, completed Parent Rating Scales.

The results of the rating scales indicate that all four rating scales scored Connor within the Very Elevated range in the following areas: Inattention, Hyperactivity/Impulsivity, ADHD Predominately Inattentive Type, ADHD Predominately Hyperactive-Impulsive Type, Restless-Impulsive Behavior, and Total Score. All four scales suggest that an ADHD diagnosis is strongly indicated.

The rating scales also showed concerns in Learning Problems, with three of four scales scoring in the Very Elevated range, (one Parent rating scale was in the High Average range) and Executive Functioning (one teacher and one parent were Very Elevated; one teacher and one parent were elevated).

Results were more mixed in the areas of Defiance/Aggression (Very Elevated scores were found in the school environment, while Average range scores were noted at home) and Peer Relations (Very Elevated scores were found in the school environment, while Average range scores were noted at home).

These results are consistent with Connor's ADHD diagnosis, and reflect a high level of concern in both the school and home environments for Connor's inattention, hyperactivity, impulsivity, and learning. The level of concern reported is significantly higher than is typically reported for an eight year old boy.

Results of child's performance on any general state and district-wide assessments:

MAP testing fall 2017:

Language: 157 (Kdg level)

Math: 172 (1st-2nd grade)

Reading: 169 (1st grade)

Science: 169

Skills tests:

Consonant Blends: 81%

Decoding multi-syllable words: 57%

Syllable types: 100%

Vowel digraphs and diphthongs: 100%

If behavior impedes learning, consideration of the use of positive behavioral interventions and strategies:

This was considered by the IEP team, but was deemed unnecessary at the time.

If student has Limited English proficiency, consideration of language needs:

This was considered by the IEP team, but was deemed unnecessary at the time.

If the student is blind or visually impaired, the IEP shall provide Braille instruction and the use of Braille, unless after an evaluation it is determined that Braille, and the use of Braille is not appropriate for the child:

This was considered by the IEP team, but was deemed unnecessary at the time.

Consideration of the child's communication needs:

This was considered by the IEP team, but was deemed unnecessary at the time.

For children who are deaf or hard of hearing consideration of the following 3 areas:

1. Child's language and communication needs:

This was considered by the IEP team, but was deemed unnecessary at the time.

2. Opportunities for direct communication with peers and professionals in the child's language and communication mode:

This was considered by the IEP team, but was deemed unnecessary at the time.

3. Academic level and opportunities for direct instruction in the child's language and communication mode:

This was considered by the IEP team, but was deemed unnecessary at the time.

Consideration of the child's need for assistive technology service or device:

This was considered by the IEP team, but was deemed unnecessary at the time.

Present Level of Academic Achievement and Functional Performance

Includes how the child's disability affects the child's involvement and progress in the general education curriculum, or for preschool children, how their disability affects the child's participation in appropriate activities:

Currently, Connor is completing third grade work with very few accommodations. When benchmarked in the fall, he was reading at a level I which is equivalent to progressing 2nd grade level at the beginning of the year. He is placed in the intervention group for guided reading and will work on reading and comprehending books at his level, but is also able to complete other work at higher levels. His comprehension tends to be stronger than his oral fluency. When reading aloud, Connor may guess with words. However, when he takes his time, he is usually able to sound out unfamiliar words on his own or with a few prompts.

In writing, Connor is mostly independent. He is able to create his own ideas and respond to given prompts. Periodically, he may need a prompt to write a complete sentence, use capitalization, or put punctuation at the end.

Connor is able to recall lots of information given to him throughout the day whether it be tasks to do, information discussed, or directions given. His main struggle is staying on task and focused to complete his work. When an adult stands by him and prompts regularly, he is able to complete the work without further assistance. His organization is not a concern at this time. Connor is

diagnosed with ADHD. He takes some natural medication and also attends therapy sessions.

Goals

Measurable Annual Goal:

By the end of third grade, Connor will be at a level K or higher using the Fountas and Pinnell leveling system.

Short-Term Objectives or Benchmarks

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments:Teacher Observation; Written Performance; Oral Performance;

Person(s) Responsible:Classroom Teacher; SPED Teacher;

Review Dates: 12/22/2017; 03/16/2018; 05/25/2018; 10/19/2018;

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly.

Measurable Annual Goal:

When given a prompt or picture, Connor will write 2-3 complete sentences without prompting with no errors in punctuation or capitalization on 3 out of 5 random checks.

Short-Term Objectives or Benchmarks

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

PROGRESS REPORT:

Schedule: B - 9 Weeks

Evaluation Procedures/Instruments: Teacher Observation; Written Performance;

Person(s) Responsible: Classroom Teacher; SPED Teacher;

Review Dates: 12/22/2017; 03/16/2018; 05/25/2018; 10/19/2018;

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Progress will be reported quarterly.

Statement of Special Education and Related Services

Per NDE Verification Guidelines, Connor qualifies for special education services as a student with Other Health Impairment due to an ADHD diagnosis and a secondary verification of a specific learning disability in the areas of basic reading, reading comprehension, reading fluency, and written expression.

Provide a statement of special education services provided to the child and include a description of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom

Service	Duration		Location	Frequency		Service follows school calendar
	Start Date	End Date		Times/day	Frequency	
Special Education Service						
Special Instruction (Resource)	09/19/2017	09/18/2018	Public School	15 min/day	5 days/week	Yes
Supplementary Aids & Services						
Program Modifications & Accommodations						
Supports for School Personnel						

Transportation

Child qualifies for special education transportation: No

If child qualifies, why: Not Necessary

If the child qualifies for special education transportation, please describe the plan for transportation, including any special conditions necessary for safe transport:

Does not qualify at this time.

Assessment

The child will participate in district-wide assessment WITH accommodations, as specified:

On any classroom, district, or state-wide assessments as well as daily work, Connor will use the following accommodations as needed: extended time, alternate assessment, tests given by resource teacher, assignments/tests broken up into smaller sections and completed over a number of days, directions repeated as needed, material read aloud, use of highlighter, preferential seating, multiple reminders to be on task, untimed tests and assignments, multiple breaks, stand or use other alternate seating areas as needed; see check list for complete list.

Due to the student's academic and functional performance, the child will participate in the following alternate assessment:

None at this time

Extended School Year Services

Description of extended school year: No

If the child will participate in extended school year services, please describe:

Does not qualify at this time.

Accommodations Checklist

CONFIDENTIAL

Teacher Report for Students Receiving Special Education Services Modifications/Accommodations Currently Addressed on the IEP In Effect From 2017-09-19 to 2018-09-18

Student: CONNOR TOBIAS | **School:** Bennington Elementary School | **Grade:** 3 | **DOB:** 2008-10-06
IEP Manager: Jodie Green

Dear Teachers:

This student, CONNOR TOBIAS, is eligible to receive special education services. The following is a list of modifications that will benefit this student. The ones that are marked have been specifically recommended for this student at his/her IEP meeting. It is your responsibility to follow the Modification/Accommodations listed below. Please incorporate these Modification/Accommodations when planning classroom activities. Other Modification/Accommodation can be added as deemed necessary.

Instructional Modification/Accommodation necessary to advance student toward attaining annual goals and progress in the general curriculum.

General Education Program Participation: Indicate the appropriate subject area beside all Modification/Accommodations that are to be provided to the student in the general education program. If more than one applies, then choose "All Subjects" or choose "Other" and complete the "Other" text field at the bottom of the section.

All Subjects

- Pacing - Extend time requirements
- Pacing - Allow breaks, vary activity often
- Pacing - School texts sent home for preview
- Pacing - Vary activity often
- Lesson Presentation - Teacher emphasize:
 - Visual
 - Auditory
 - Tactil
 - Multi-sensory
- Lesson Presentation - Individual/Small group Instruction
- Lesson Presentation - Tape lectures for replay
- Lesson Presentation - Utilize manipulative materials
- Lesson Presentation - Emphasize critical information
- Lesson Presentation - Preteach vocabulary
- Lesson Presentation - Reduce language level or reading
 - level of assignment
- Lesson Presentation - Teacher or peer provides notes or outline
- Lesson Presentation - Use visual sequences
- Lesson Presentation - Make/use vocabulary supports such as word cards, personal dictionaries, vocabulary files
- Environment - Preferential seating
- Environment - Seat near teacher
- Environment - Seat near positive role model
- Environment - Avoid distracting stimuli
- Environment - Increase distance between desks
- Environment - Planned seating:
 - Bus Classroom
 - Lunchroom
 - Auditorium
- Environment - Reduce/minimize distractions
 - Visual Auditory
 - Spatial Movement
- Environment - Complete work in technology setting
- Materials - Taped texts and/or other class materials
- Materials - Highlighted texts/study guides
- Materials - Use supplementary materials
- Materials - Note taking assistance: Photocopy of notes of peer
- Materials - Type handwritten teacher material
- Assignments - Give directions in small, distinct steps
- Assignments - Allow copying an answer directly from paper/book
- Assignments - Provide oral directions
- Assignments - Lower difficulty level
- Assignments - Shorten assignment
- Assignments - Reduce paper and pencil tasks
- Assignments - Read directions to student
- Assignments - Give oral cues or prompts
- Assignments - Record or type assignment
- Assignments - Adapt worksheets, packets
- Assignments - Provide alternate assignments or strategies
- Assignments - Redo for better grade
- Assignments - Allow student to use resource assistance when necessary
- Motivation & Reinforcement - Positive reinforcement
- Motivation & Reinforcement - Offer choice
- Motivation & Reinforcement - Use strengths/Interests often
- Motivation & Reinforcement - Allow in-class movement
- Motivation & Reinforcement - Increase immediacy of rewards
- Social Interaction Support - Peer advocacy
- Social Interaction Support - Structure activities to create or
 - discourage opportunities of social interaction

- Social Interaction Support - Structure shared experience in school
- Self Management/Follow-through - Use positive reinforcement
- Self Management/Follow-through - Check often for understanding review
 - copying, if timed
- Self Management/Follow-through - Request parent reinforcement
- Self Management/Follow-through - Have student repeat directions
- Self Management/Follow-through - Make/Use vocabulary files
- Self Management/Follow-through - Teach study skills
- Self Management/Follow-through - Use study sheets to organize material
- Self Management/Follow-through - Long term assignment time lines
- Self Management/Follow-through - Repeated review/drill
- Self Management/Follow-through - Calendar/Assignment Book
- Self Management/Follow-through - Teach skill in several
 - settings/environments
- Self Management/Follow-through - Redo assignment for a better grade
- Testing Accommodations - Provide extended time
- Testing Accommodations - Allowed to answer questions orally
- Testing Accommodations - Allow for short answer format
- Testing Accommodations - Utilize multiple choice
- Testing Accommodations - Read test to student
- Testing Accommodations - Modify format
- Testing Accommodations - Shorten length
- Testing Accommodations - Preview language to test questions
- Testing Accommodations - Test administered by special services personnel
- Testing Accommodations - Check for understanding
- Testing Accommodations - Provide visual information/ pictures
- Testing Accommodations - Paraphrase test items
- Testing Accommodations - Retest after student demonstrates review of material
- Testing Accommodations - Flash cards with key points
- Testing Accommodations - Provide study guides 2 to 3 days in advance
- Testing Accommodations - Word bank for short answer or fill in the blank questions
- Testing Accommodations - Circle # of items for which the student needs assistance or completed with help
- Testing Accommodations - Correct test items listing p.# of text
- Testing Accommodations - Re-teach and re-test material
- Testing Accommodations - Divide test/assignments into smaller sections which are administered separately
- Testing Accommodations - Use more objective test items (Less essay)
- Writing Accommodations - Dictate ideas to a peer or an adult
- Writing Accommodations - Shorten writing assignments
- Writing Accommodations - Use a tape recorder to dictate writing
- Writing Accommodations - Allow for use of computer and special software for outlining, word-processing, spelling, and/or grammar check
- Writing Accommodations - Provide a structure for the writing

- Writing Accommodations - Allow use of flow chart for organizing before the student writes
- Grading / Reporting Progress - Regular grading
- Assistive Technology - Provide supported writing software

Reading

- Materials - Special equipment:
 - Calculator
 - Computer
 - Video recorder
 - Audio Recorder
 - SGD: Speech Generating Device
 - Amplification System
- Testing Accommodations - Utilize specialized writing systems/devices
- Testing Accommodations - Provide reminders on the test, i.e. watch math signs
- Testing Accommodations - Allow the student to refer to notes/text

Assistive Technology

English/Language Arts

- Materials - Special equipment:
 - Calculator
 - Computer
 - Video recorder
 - Audio Recorder
 - SGD: Speech Generating Device
 - Amplification System
- Testing Accommodations - Utilize specialized writing systems/devices
- Testing Accommodations - Provide reminders on the test, i.e. watch math signs
- Testing Accommodations - Allow the student to refer to notes/text