

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Henry Tucker Hodgdon

IEP Dates: from 8/1/2025 to 5/28/2026

DOB: 1/23/2020

GTID:1712810092

I. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Meeting Date: 5/29/2025		Case Manager: BADER, HANADI	
Purpose of IEP Meeting: Develop an initial IEP, if appropriate			
Student Name: Henry Tucker Hodgdon		Date of Birth: 1/23/2020	GTID#: 1712810092
Eligibility Category(s): AUTISM, OTHER HEALTH IMPAIRMENT, SPEECH OR LANGUAGE IMPAIRMENT			
Reporting School: Morris Brandon Elementary School		Grade: KK	School Year: 24-25
Attending School: Morris Brandon Elementary School			
Most Recent Eligibility or Reevaluation Date: 5/20/2025		IEP Implementation Date: 8/1/2025	IEP Ending Date: 5/28/2026

Parent(s):

Parent: Hodgdon, Anna		
Address: GA		Email:
Phone(Home):	Work:	Cell Phone:

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II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**a.) Results of state assessments:**

No state assessments are available.

b.) Results of initial or most recent evaluation:**Category: COGNITIVE****Area: General****Sources:**

Wechsler Preschool & Primary Scale of Intelligence – 4th Edition (WPPSI-IV)

Source Date: 5/13/2025

Summary of assessment findings, including dates:

COGNITIVE (WPPSI-IV) 5.13.2025

Cognitive/Intellectual Functioning and Psychological Processing Summary

Based on comprehensive procedures for measuring cognitive/intellectual ability, including performance on formal measures, interpretation of processing strengths and challenges, observations, interviews, and a review of data, Tucker's intellectual functioning appears to be within the Low Average range. Measures of his psychological processing also indicate that he is performing within the Low Average to Average range.

Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)

Index /Subtest	Standard Score /Scaled Score	Percentile	Qualitative Description
Verbal Comprehension	88	21	Low Average
Information	7	16	Low Average
Similarities	9	37	Average
Visual Spatial - - - -			
Block Design	7	16	Low Average
Fluid Reasoning - - - -			
Matrix Reasoning	10	50	Average
Working Memory - - - -			
Picture Memory	8	25	Average
Processing Speed - - - -			
Bug Search	8	25	Average
FULL SCALE IQ	86	18	Low Average

Tucker's Full-Scale Intelligence Quotient (FSIQ) score fell within the Low Average range when compared to other children his age. Six different tasks make up the FSIQ. This score is usually considered the best estimate of someone's overall intellectual functioning.

Does this area impact the student's academic achievement and/or functional performance? Yes**If so, how will this need be addressed?**

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel
Embedded IEP Goals

Category: COMMUNICATION OR SPEECH/LANGUAGE**Area: Articulation****Sources:**

Goldman Fristoe Test of Articulation 3 (GFTA3)

Source Date: 8/7/2024

Summary of assessment findings, including dates:

ARTICULATION:

The Goldman Fristoe Test of Articulation (GFTA-3) was administered to obtain a consonant inventory of sounds produced correctly and in error. One subtest was administered: Sounds-in-Words. This subtest has a mean of 100 and standard deviation of 15 (i.e., 85-115 is considered the average range). In Sounds-in-Words, Tucker obtained a raw score of 29,

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indicating he produced 29 consonant sound errors. This equates to a standard score of 93 and percentile rank of 32. His performance on this assessment indicates he scored in the average range based on his age and gender, as his score falls within one standard deviation of the mean.

Tucker was observed to make the following substitutions:

/b/ for /v/ ("shobel" for shovel)

/d/ or /f/ for /th/ ("broder" for brother and "teef" for teeth)

/w/ for /l/ and /r/ ("weaf" for leaf, "pwincess" for princess)

By 2-3 years of age, most children are expected to use /p, m, b, d, n, h, t, k, g, w, ng, f, y/ accurately. At 4 years of age, most children are expected to use /l, j, ch, s, v, sh, z/ accurately. The /r/ and /th/ sounds are considered later developing, expected by age 5 or greater (McLeod & Crowe, 2018).

It is important to note that this was an assessment of articulation errors at the word level only and most of Tucker's errors were observed during spontaneous speech. Although Tucker's scores on the GFTA-3 fall within the average range, his overall intelligibility in conversation is reduced. Tucker was observed to speak at a rapid rate, blend words together, and omit sounds making him difficult to understand in conversation.

Tucker was presented with phonological awareness tasks in which he demonstrated weakness in identifying and producing rhyming words, blending compound words and syllables, segmenting syllables and identifying/isolating the first sound in a word (e.g., "cat" ? /k/) and the final sound in a word. Many atypical speech sound errors in preschoolers may be indicative of weak phonological representations, leading to long-term phonological weaknesses impacting literacy skills (Preston et al., 2013). It is expected that 4-5 year olds have developed rhyme awareness, can segment and blend syllables, blend onset-rime, and have some awareness of the relationship between sounds and letters. Based on these indicators, Tucker's phonological awareness skills should be targeted to ensure limited impact on future literacy skills.

Tucker exhibited the following phonological processes:

Cluster reduction, meaning a consonant cluster is simplified into a single consonant such as "top" for stop, or "keen" for clean. The expected age of elimination for reducing consonant clusters (or 'blends') is 4 years if the cluster does not include an /s/. If a word has an s-blend, then the expected age of elimination is 5 years.

Gliding, meaning a liquid sound (/r, l/) is replaced with a glide sound (/w, y/). For example, "wabbit" for rabbit; "weg" for leg. The expected age of elimination for this process is 6-7 years. Age expectancies for processes: (Peña-Brooks & Hegde, 2015, Shipley & McAfee, 2016).

Does this area impact the student's academic achievement and/or functional performance? Yes

If so, how will this need be addressed?

A specific goal aligned to this area of impact

Services

Category: COMMUNICATION OR SPEECH/LANGUAGE

Area: Language

Sources:

Clinical Evaluation of Language Fundamentals Preschool - 3 (CELF Preschool- 3)

Source Date: 8/7/2024

Summary of assessment findings, including dates:

LANGUAGE:

Tucker was administered the Clinical Evaluation of Language Fundamentals - Preschool 3rd Edition (CELF-P3) to assess his overall language skills. He completed three subtests (Sentence Comprehension, Word Structure, Expressive Vocabulary). Each subtest has a mean of 10 and a standard deviation of 3 (i.e., 7-13 is considered the average range).

The Sentence Comprehension subtest is used to evaluate the child's ability to interpret spoken sentences of increasing length and complexity. The child identifies a picture that matches the sentence read aloud by the examiner. Tucker's standard score of 7 is considered low average. He demonstrated strength in understanding sentences with adjectives, verb condition (e.g., is running, will find), infinitives, negation, and passive voice. He demonstrated some weakness in understanding sentences with prepositional phrases, noun modification, relative clause, compound sentences, indirect object, indirect request, and subordinate clause.

The Word Structure subtest is used to evaluate the child's ability to (a) apply word structure rules (morphology) to mark inflections, derivations, and comparison and (b) select and use appropriate pronouns to refer to people, objects, and possessive relationships. The child completes a sentence (cloze procedure) with the target structure(s). Tucker's standard score of 6 is considered below average. He demonstrated strength in using regular plurals, progressive verbs (+ing), and objective pronouns (him, her). He demonstrated weakness in producing prepositions, possessive nouns, verb tense (third person singular, future tense, regular and irregular past tense), copula, possessive, subjective and reflexive pronouns, and

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derivational forms (comparative and superlative).

The Expressive Vocabulary subtest is used to evaluate the child's ability to label images of people, objects, attributes, and actions (referential naming). The child names an object, person, or activity portrayed in a picture. Tucker's standard score of 9 is considered average. He demonstrated strength in labeling foods, tools, music/instruments, and science vocabulary. He demonstrated some weakness in labeling less familiar verbs, occupations, sports, part-whole relationships, math, and medical/health care vocabulary.

The three administered subtests of the CELF P-3 can be combined to derive a Core Language Score (CLS). The Core Language score is considered to be a highly representative measure of a child's language skills and provides an easy and reliable way to quantify a child's overall language performance. The Core Language score has a mean of 100 and a standard deviation of 15 (e.g., 85-115 is considered average). Tucker received a standard score of 83 equating to a percentile rank of 13. This indicates Tucker's overall language skills are in the below average range compared to peers of the same age.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so, how will this need be addressed?

A specific goal aligned to this area of impact

Services

Category: READING

Area: Other

Sources:

Bracken Basic Concept Scale - 3rd Edition - Receptive (BBCS-3:R)

Source Date: 5/13/2025

Summary of assessment findings, including dates:

ACADEMICS Bracken Basic Concepts Scale—Fourth Edition Receptive (BBCS—4:R)		5/13/2025	
Composite	Scaled Score	Percentile	Qualitative
Description			
School Readiness Composite	78	7	Below Average

Tucker obtained a School Readiness Composite Standard Score of 78, which is the Below Average range when compared to other children his age.

On the School Readiness Composite, the following subtests are reported in percentage Tucker correctly answered:

Colors – 67% Tucker was able to identify most colors by name. He pointed to pink for red, black for brown, and did not demonstrate understanding of the terms primary color or pastel color.

Letters – 60% Tucker identified the letters A, K, W, X, and u. He was unable to identify D, H, Q and m.

Numbers/Counting – 80% Tucker was able to identify single-digit numbers and count pictures of items within

10. He struggled to identify double-digit numbers.

Sizes/Comparisons – 83% Tucker demonstrated understanding of the concepts of big, small, short, long, same, different, enormous, and miniature. He could not identify the pictures that showed deep, unlike, equal size, or unequal.

AREAS OF NEED: Tucker has academic challenges in the areas of letter recognition and naming shapes.

Shapes – 50% Tucker was able to identify some two-dimensional shapes, such as star, heart, and square. He was unable to identify a circle, triangle, or diamond.

Self-/Social Awareness- 76% Tucker demonstrated understanding of emotions such as happy, tired, excited and bored, the relationship of brothers, and relative ages including old and adult. He did not correctly select the pictures that show sleepy, friendly, or frowning, and the relationships of mother and father.

Academic Functioning Summary

STRENGTHS: Tucker has academic strengths in foundational math skills. He recognizes numbers within 10

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and understands vocabulary that compares sizes and amounts.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so, how will this need be addressed?

A specific goal aligned to this area of impact

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel

Embedded IEP Goals

Services

Category: SOCIAL/EMOTIONAL/BEHAVIORAL

Area: Other

Sources:

Autism Spectrum Rating Scale (ASRS)

Source Date: 5/16/2025

Summary of assessment findings, including dates:

SOCIAL, EMOTIONAL, AND BEHAVIORAL FUNCTIONING Social, Emotional, and Behavioral Functioning Summary

STRENGTHS: Tucker demonstrates strengths in his social communication, and peer and adult socialization.

AREAS OF NEED: Tucker demonstrates challenges in Unusual Behaviors. Teacher notes challenges in Stereotypy, Behavioral Rigidity, and Sensory Sensitivity in the school setting. Parent reports occasional challenges adjusting to changes in his routine.

Overall, Tucker demonstrates social, emotional, and behavioral needs that adversely impact his educational access and performance at this time.

Does this area impact the student's academic achievement and/or functional performance? Yes

If so, how will this need be addressed?

A specific goal aligned to this area of impact

Instructional or testing accommodations or modifications, supplemental Aids and services, or supports for school personnel

Embedded IEP Goals

c.) Description of academic, developmental and/or functional strengths:

STRENGTHS –

Tucker is a delightful child!

He has the following strengths:

Tucker is cooperative, he is able to understand directions, able to follow directions, able to attend to tasks, motivated to do well and he tries his best.

Academic Functioning Summary STRENGTHS: Tucker has academic strengths in foundational math skills. He recognizes numbers within 10 and understands vocabulary that compares sizes and amounts.

Adaptive Functioning Summary STRENGTHS: Tucker demonstrates strengths in his daily living skills and socialization.

Social, Emotional, and Behavioral Functioning Summary STRENGTHS: Tucker demonstrates strengths in his social communication, and peer and adult socialization.

The following classroom STRENGTHS were observed throughout the observation:

* Participated

*Stayed on task

*Completed tasks

*Followed directions

*Followed routines

*Transitioned independently

*Stayed in seat/area

*Appropriate use of materials

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- *Responded well to authority
- *Worked well with peers
- *Engaged with others
- *Cooperative
- *Helpful

With regards to motivation and engagement, Tucker's teacher reports no concerns with his participation in class activities and attention.

Tucker has endless STRENGTHS, talents and ABILITIES. His future is very BRIGHT.

d.) Parental concerns regarding their child's education:

To Whom It May Concern, (this letter was provided by the parents)
I am writing to formally request an Individualized Education Program (IEP) meeting for my child, Henry "Tucker" Hodgdon, as a pre-kindergarten student enrolled in Atlanta Public Schools. We are seeking this meeting to develop an IEP that will provide the necessary supports for his success in the school setting. Attached to this letter are the results of Tucker's recent neurodevelopmental assessment and ABA therapy assessments, which provide comprehensive information on his strengths and areas of need. Based on these evaluations, we are requesting an IEP meeting as soon as possible to determine eligibility for services and to establish an appropriate plan that includes necessary supports and accommodations.

Areas of Concern & Required Supports:

- Attention to Instructions: Tucker struggles with sustaining attention in group settings and requires visual supports, repetition, and varied instructional methods to fully understand expectations.
- Following Instructions & Compliance: He is more successful with structured routines and step-by-step guidance rather than verbal instructions alone. Without appropriate supports, he may exhibit noncompliance or frustration.
- Task Completion & Work Endurance: Tucker benefits from structured choices, additional time to complete tasks, and preferential seating to maintain focus and engagement. Without these accommodations, he may become overwhelmed or shut down.
- Visual & Environmental Supports: Predictable routines, visual schedules, and clear expectations are crucial for smooth transitions and reducing emotional distress.
- Standardized Testing Accommodations: Given Tucker's challenges with attention, task endurance, and processing instructions, we are requesting 1:1 support during standardized testing to ensure he can demonstrate his abilities without being hindered by difficulties in focus, compliance, or selfregulation. These supports are critical for Tucker's immediate success in the classroom and to ensure he can fully participate in his learning environment without behavioral difficulties.

Under the Individuals with Disabilities Education Act (IDEA), we understand that the school district is required to respond to this request in a timely manner and schedule an IEP meeting within the legally mandated timeframe. Please confirm receipt of this request and provide us with the next steps in the process.

We appreciate your time and collaboration in ensuring that Tucker receives the appropriate support as soon as possible. Please feel free to contact me to discuss further. Georgia Beauregard, MSW, BCBA

e.) Summary of Most Recent Initial or Reevaluation Eligibility**AUTISM:****COMMITTEE RATIONALE -**

The team reviewed eligibility criteria for the following: Autism Spectrum Disorder (ASD), Other Health Impairment (OHI) and Speech and Language Impairment (SLI) as being most closely related to Tucker's current eligibility profile.

Results indicated Tucker's overall cognitive abilities measured within the Low Average range on the WPPSI-IV (FSIQ=86). On the School Readiness Composite of the BBCS-4:R, Tucker's score fell in the Below Average range when compared to other children his age (SS=78). He has academic strengths in identifying numbers and his understanding of size and comparison terms. He struggled with identifying letters and shapes.

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Parent and teacher ratings on the ASRS indicate Tucker demonstrates some behavioral characteristics similar to youth diagnosed with Autism Spectrum Disorder. Parent ratings indicate concerns at home with Attention/Self Regulation. His teacher reports additional concerns in the areas of Stereotypy, Behavioral Rigidity, and Sensory. Sensitivity in the school setting. Ratings from Tucker's parent on the Vineland-3 indicate that his overall adaptive skills are lower than expected for his age. Tucker demonstrates strengths in Daily Living Skills and Socialization. He has challenges in Communication and Motor Skills. ELIGIBILITY

AUTISM (AUT) DEFINITION:

Autism spectrum disorder is a developmental disability generally evident before age three that adversely affects a child's educational performance and significantly affects developmental rates and sequences, verbal and nonverbal communication and social interaction and participation. Other characteristics often associated with autism spectrum disorder are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines.

Tucker demonstrates the following characteristics as outlined below.

? Atypical developmental rates and sequences- Tucker demonstrated speech delays and has participated in speech therapy since 2 years of age.

? Significant deficits in communication (verbal and/or nonverbal)- Parent Vineland-3: Communication=83, Moderately Low

? Challenges with sensory processing- Teacher ASRS: Sensory Sensitivities=71, Very Elevated

? Restricted repertoire of activities and interests- Teacher ASRS: Behavior Rigidity=72, Very Elevated Based on the above criteria,

Tucker appears to meet eligibility criteria for Autism as his Primary area of disability.

In addition, the results of this evaluation indicate that Tucker exhibits a heightened alertness to environmental stimuli that may be due to ADHD and adversely affects Tucker's educational performance. In addition, a medical form completed by Carley Niehaus, MD of the Marcus Autism Center on 4/9/2025 indicates a medical diagnosis of ADHD.

The results indicate, therefore, Tucker appears to meet the eligibility criteria as a student with an Other Health Impairment (OHI) as his secondary area of eligibility.

Lastly, Tucker presents with a mixed receptive and expressive language disorder, secondary to Autism Spectrum Disorder, characterized by difficulty comprehending complex sentences and commands, answering and formulating questions, sequencing stories, formulating sentences with correct syntax and morphology, and using pronouns, possessives, and prepositions correctly. Tucker also presents with a mild phonological disorder, characterized by difficulty producing /v/, /l/, /r/, /th/, and blends. Tucker's overall intelligibility of connected speech is judged to be reduced as he often omits sounds and syllables, and blends words together in conversation.

Tucker meets eligibility criteria for Speech and Language Impairment as his tertiary area of disability.

It is therefore deemed that Henry "Tucker" Hodgdon meets eligibility criteria, based on the polices and procedures outlined in the Individuals Disabilities Educational Act for the following:

- Autism Spectrum Disorder (ASD) - Primary area of disability.
- Other Health Impairment (OHI) - Secondary area of disability.
- Speech and Language Impairment (SLI) – Tertiary disability at this current time.

END of COMMITTEE RATIONALE

OTHER HEALTH IMPAIRMENT:**COMMITTEE RATIONALE -**

The team reviewed eligibility criteria for the following: Autism Spectrum Disorder (ASD), Other Health Impairment (OHI) and Speech and Language Impairment (SLI) as being most closely related to Tucker's current eligibility profile.

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Parent and teacher ratings on the ASRS indicate Tucker demonstrates some behavioral characteristics similar to youth diagnosed with Autism Spectrum Disorder. Parent ratings indicate concerns at home with Attention/Self Regulation. His teacher reports additional concerns in the areas of Stereotypy, Behavioral Rigidity, and Sensory.

Sensitivity in the school setting. Ratings from Tucker's parent on the Vineland-3 indicate that his overall adaptive skills are lower than expected for his age. Tucker demonstrates strengths in Daily Living Skills and Socialization. He has challenges in Communication and Motor Skills.

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Tucker demonstrates the following characteristics as outlined below.

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END of COMMITTEE RATIONALE

SPEECH OR LANGUAGE IMPAIRMENT:**COMMITTEE RATIONALE -**

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END of COMMITTEE RATIONALE

f.) Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities:

IMPACT of DISABILITY: He does not like writing, loud people, or loud activities. He has difficulty transitioning away from preferred tasks, especially if he is working one-on-one or in a small group with the teacher while others are at more fun centers. He also has challenges negotiating social situations with peers. His teacher says he will become angry and "gets loud." Tucker had significant challenges at the beginning of the year with his ability to attend to instruction and tasks, and to appropriately engage with his peers. She has seen great improvements since he began taking medication. She reports that it is still difficult for her to assess what skills he knows, and he benefits from shortened tasks.

In reading, Tucker's teacher reports mild concerns with his ability to recognize letters, letter sounds, and the main idea of a story. She expressed significant concern for his ability to copy letters and numbers. In math, she reported mild concerns for his problem solving abilities. In the area of listening comprehension, Tucker's teacher reported mild concerns with his ability to follow simple and complex directions, identify pictures in response to

Inattentive

Academic Functioning Summary AREAS OF NEED: Tucker has academic challenges in the areas of letter recognition and naming shapes

Overall, Tucker demonstrates social, emotional, and behavioral needs that adversely impact his educational access and performance at this time.

ADAPTIVE AREAS OF NEED: Tucker demonstrates challenges in communication, motor skills, and coping skills. Overall, Tucker demonstrates adaptive behavior challenges that adversely impact his educational access and performance at this time.

BCBA Information

The following information was obtained from the Functional Assessment Interview Form completed by Tucker's BCBA, Georgia Beauregard.

She reports that Tucker has tantrums a few times a month, which looks like screaming, crying, flopping to the ground, and refusing to follow instructions. They last about 5 to 10 minutes in duration. Tucker is most likely to tantrum when he is prompted to transition away from centers or a preferred activity to complete an academic task, or when he has a peer conflict about sharing.

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Tucker's BCBA noted that he previously had a token board to earn small rewards, but its use was faded and Tucker is successful through motivators provided as part of the whole classroom management system. He responds well when given choices, and when instructions are provided in multiple different ways or with models and examples.

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III. CONSIDERATION OF SPECIAL FACTORS**Communication****Does the student have special communication needs? Yes**

COMMUNICATION is of IMPACT in the General Education Curriculum

ARTICULATION in the General Education Curriculum

ARTICULATION:

The Goldman Fristoe Test of Articulation (GFTA-3) was administered to obtain a consonant inventory of sounds produced correctly and in error. One subtest was administered: Sounds-in-Words. This subtest has a mean of 100 and standard deviation of 15 (i.e., 85-115 is considered the average range). In Sounds-in-Words, Tucker obtained a raw score of 29, indicating he produced 29 consonant sound errors. This equates to a standard score of 93 and percentile rank of 32. His performance on this assessment indicates he scored in the average range based on his age and gender, as his score falls within one standard deviation of the mean.

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/b/ for /v/ ("shobel" for shovel)

/d/ or /f/ for /th/ ("broder" for brother and "teef" for teeth)

/w/ for /l/ and /r/ ("weaf" for leaf, "pwincess" for princess)

By 2-3 years of age, most children are expected to use /p, m, b, d, n, h, t, k, g, w, ng, f, y/ accurately. At 4 years of age, most children are expected to use /l, j, ch, s, v, sh, z/ accurately. The /r/ and /th/ sounds are considered later developing, expected by age 5 or greater (McLeod & Crowe, 2018).

It is important to note that this was an assessment of articulation errors at the word level only and most of Tucker's errors were observed during spontaneous speech. Although Tucker's scores on the GFTA-3 fall within the average range, his overall intelligibility in conversation is reduced. Tucker was observed to speak at a rapid rate, blend words together, and omit sounds making him difficult to understand in conversation.

Tucker was presented with phonological awareness tasks in which he demonstrated weakness in identifying and producing rhyming words, blending compound words and syllables, segmenting syllables and identifying/isolating the first sound in a word (e.g., "cat" ? /k/) and the final sound in a word. Many atypical speech sound errors in preschoolers may be indicative of weak phonological representations, leading to long-term phonological weaknesses impacting literacy skills (Preston et al., 2013). It is expected that 4-5 year olds have developed rhyme awareness, can segment and blend syllables, blend onset-rime, and have some awareness of the relationship between sounds and letters. Based on these indicators, Tucker's phonological awareness skills should be targeted to ensure limited impact on future literacy skills.

Tucker exhibited the following phonological processes:

Cluster reduction, meaning a consonant cluster is simplified into a single consonant such as "top" for stop, or "keen" for clean. The expected age of elimination for reducing consonant clusters (or 'blends') is 4 years if the cluster does not include an /s/. If a word has an s-blend, then the expected age of elimination is 5 years.

Gliding, meaning a liquid sound (/r, l/) is replaced with a glide sound (/w, y/). For example, "wabbit" for rabbit; "weg" for leg. The expected age of elimination for this process is 6-7 years. Age expectancies for processes: (Peña-Brooks & Hegde, 2015, Shipley & McAfee, 2016).

Language is of IMPACT in the General Education Curriculum

LANGUAGE:

Tucker was administered the Clinical Evaluation of Language Fundamentals - Preschool 3rd Edition (CELF-P3) to assess his overall language skills. He completed three subtests (Sentence Comprehension, Word Structure, Expressive Vocabulary). Each subtest has a mean of 10 and a standard deviation of 3 (i.e., 7-13 is considered the average range).

The Sentence Comprehension subtest is used to evaluate the child's ability to interpret spoken sentences of increasing length and complexity. The child identifies a picture that matches the sentence read aloud by the examiner. Tucker's standard score of 7 is considered low average. He demonstrated strength in understanding sentences with adjectives, verb condition (e.g., is running, will find), infinitives, negation, and passive voice. He demonstrated some weakness in understanding sentences with prepositional phrases, noun modification, relative clause, compound sentences, indirect object, indirect request, and subordinate clause.

The Word Structure subtest is used to evaluate the child's ability to (a) apply word structure rules (morphology) to mark inflections, derivations, and comparison and (b) select and use appropriate pronouns to refer to people, objects, and possessive relationships. The child completes a sentence (cloze procedure) with the target structure(s). Tucker's standard score of 6 is considered below average. He demonstrated strength in using regular plurals, progressive verbs (+ing), and objective pronouns (him, her). He demonstrated weakness in producing prepositions, possessive nouns, verb tense (third person singular, future tense, regular and irregular past tense), copula, possessive, subjective and reflexive pronouns, and derivational forms (comparative and superlative).

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The Expressive Vocabulary subtest is used to evaluate the child's ability to label images of people, objects, attributes, and actions (referential naming). The child names an object, person, or activity portrayed in a picture. Tucker's standard score of 9 is considered average. He demonstrated strength in labeling foods, tools, music/instruments, and science vocabulary. He demonstrated some weakness in labeling less familiar verbs, occupations, sports, part-whole relationships, math, and medical/health care vocabulary.

The three administered subtests of the CELF P-3 can be combined to derive a Core Language Score (CLS). The Core Language score is considered to be a highly representative measure of a child's language skills and provides an easy and reliable way to quantify a child's overall language performance. The Core Language score has a mean of 100 and a standard deviation of 15 (e.g., 85-115 is considered average). Tucker received a standard score of 83 equating to a percentile rank of 13. This indicates Tucker's overall language skills are in the below average range compared to peers of the same age.

Assistive Technology (AT)**Does the student need assistive technology device(s)?**

No, the student independently accomplishes tasks in all instructional areas using Standard Classroom Tools

Does the student need assistive technology service(s)?

No, the student independently accomplishes tasks in all instructional areas using Standard Classroom Tools

Alternate Formats

Does the student require Accessible Formats for print and/or electronic instructional materials (the text is exactly the same, but in an accessible format; wording cannot be changed)? No

Does the student require Alternate Accessible Formats for print and/or electronic instructional materials (the text is modified in some way, and then put it in an accessible format)? No

Behavior Intervention Plan

Does the student have behaviors which interfere with his/her learning or the learning of others? No

English Learner

The student's English Learner status is:

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IV. TRANSITION SERVICE PLAN

Student is not ready for a Transition Plan.

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V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVE/BENCHMARKS

Academic and/or functional goals are designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

Short term objectives / benchmarks are measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.(Objectives may not be developed for all the students)

How often will the parent be notified of the student's progress? Every 9 Weeks

Annual Goals	Expected Completion Date	Evaluation Method	Mastery Criteria	ESY
Category: COMMUNICATION OR SPEECH/LANGUAGE Area: Articulation Condition(s): small group setting Annual Goal: Tucker will increase his articulation skills with mastery of the following short-term objectives with 80% accuracy as measured by SLP data collection.	5/28/2026	Data Collection	80 % Accuracy	No
Condition(s): small group setting Objective 1: Tucker will accurately produce initial and final consonant sounds in single words, phrases and sentences with 80% accuracy during structured activities 3 out of 4 consecutive data sessions.	5/28/2026	Data Collection	80 % Accuracy	
Condition(s): small group setting Objective 2: Tucker will demonstrate improved phonological awareness by correctly identifying rhyming words from a group or list with 80% accuracy during structured activities 3 out of 4 consecutive data sessions.	5/28/2026	Data Collection	80 % Accuracy	
Category: COMMUNICATION OR SPEECH/LANGUAGE Area: Language Condition(s): small group setting Annual Goal: Tucker will improve expressive receptive language skills as evidenced by mastery of the following objectives with 80% accuracy as measured by SLP data collection.	5/28/2026	Data Collection	80 % Accuracy	No
Condition(s): small group setting Objective 1: Tucker will express the understanding of prepositions (e.g., above, below, next to, etc.) during structured activities with 80% accuracy 3 out of 4 consecutive data sessions.	5/28/2026	Data Collection	80 % Accuracy	
Condition(s): small group setting Objective 2: Tucker will accurately identify and use pronouns during structured task with 80% accuracy 3 out of 4 consecutive data sessions.	5/28/2026	Data Collection	80 % Accuracy	
Condition(s): small group setting Objective 3: Tucker will appropriately respond to age appropriate wh' questions presented by SLP during structured activities using grammatically correct sentences with 80% accuracy 3 out of 4 consecutive data sessions.	5/28/2026	Data Collection	80 % Accuracy	
Category: READING Area: Other Condition(s): Classroom books, videos, stories. Annual Goal: Tucker will state the main idea of the story, video or situation 4/5 opportunities to do so with 80% accuracy.	5/28/2026	Data Collection	80 % Accuracy	No
Category: READING Area: Other Condition(s): Use work sheets, flash cards	5/28/2026	Data Collection	100 % Accuracy	No

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Annual Goals	Expected Completion Date	Evaluation Method	Mastery Criteria	ESY
Annual Goal: When asked, Tucker will name all upper and lower case letters and identifies the representative sounds with 100% accuracy five of five trial.				
Category: READING Area: Other Condition(s): In the classroom with the use of work sheets, tracing, manipulatives and games. Annual Goal: When asked, Tucker will identify numbers 1- 20 counting and using manipulatives, five out of five trials with 100% accuracy.	5/28/2026	Data Collection	100 % Accuracy	No
Category: READING Area: Other Condition(s): In the classroom with the use of work sheets, tracing, manipulatives and games. Annual Goal: When asked, Tucker will be able to independently write numbers 1-20, given models of support and then fading out supports with 100% accuracy five of five .	5/28/2026	Data Collection	100 % Accuracy	No
Category: READING Area: Other Condition(s): When asked, Tucker will name all upper and lower case letters and identifies the representative sounds with 100% accuracy five of five trial. Annual Goal: When asked, Tucker will write all upper and lower case letters and identifies the representative sounds with 100% accuracy five of five trial.	5/28/2026	Data Collection	100 % Accuracy	No
Category: SOCIAL/EMOTIONAL/BEHAVIORAL Area: Other Condition(s): Consistent Visual and Verbal Prompts throughout the school day. Annual Goal: Tucker will transition appropriately from tasks and activities and school environments 80% of the time given visual and verbal prompts (4 out of 5 trials w/ 80% accuracy.	5/28/2026	Data Collection	80 % Accuracy	No

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VI. PARTICIPATION GUIDELINES FOR THE GAA 2.0**Participation Decision: No, this student is not eligible to participate in the GA Alternate Assessment**

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48). According to O.C.G.A § 20 - 2 - 281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA is being considered, the IEP team must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

GAA	Evidence in the IEP clearly shows that :
NO	<p>Instructional Needs Result: The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p> <p>Indicate where this is documented in the IEP:</p> <p>Present Levels of Academic Achievement and Functional Performance</p> <p>Anecdotal Notes and Observations</p> <p>Benchmark Data</p> <p>Progress Monitoring Data</p> <p>Other</p> <p>Learning Characteristics Inventory</p>
NO	<p>Disability Result: A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p> <p>Indicate where this is documented in the IEP:</p> <p>Results of Individual Cognitive Ability Test</p> <p>Results of Adaptive Behavior Skills Assessment</p> <p>Other</p> <p>Learning Characteristics Inventory</p>
NO	<p>GSE Access Result: Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p> <p>Indicate where this is documented in the IEP:</p> <p>Results of Individual Cognitive Ability Test</p> <p>Results of Adaptive Behavior Skills Assessment</p>

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GAA	Evidence in the IEP clearly shows that :
	<p>Anecdotal Notes and Observations</p> <p>Benchmark Data</p> <p>Progress Monitoring Data</p> <p>Results of language assessments including English Learner (EL) assessments, if applicable</p> <p>Other</p> <p>Learning Characteristics Inventory</p>
NO	<p>Adaptive Behavior Result: A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p> <p>Indicate where this is documented in the IEP:</p> <p>Results of Individual Cognitive Ability Test</p> <p>Results of Adaptive Behavior Skills Assessment</p> <p>Other</p> <p>Learning Characteristics Inventory</p>

Assurance Statement:

Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

Additional Summary Statements(if necessary):

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VII. ACCOMMODATIONS FOR STATE REQUIRED ASSESSMENTS

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VIII. PARTICIPATION GUIDELINES FOR THE MATH RUBRIC

The math rubric is not appropriate for consideration based on the student's current grade.

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IX. STUDENT SUPPORTS**Classroom Testing Accommodations:**

- * Small group as needed
- * Instructions / Directions Read
- * Familiar examiner
- * Frequent monitored breaks
- * Preferential Seating / Flexible Seating
- * Opportunities for movement (standing or sitting)

Classroom Testing Modifications:

- * Small group as needed
- * Instructions / Directions Read
- * Familiar examiner
- * Frequent monitored breaks
- * Preferential Seating / Flexible Seating
- * Opportunities for movement (standing or sitting)

Instructional Accommodations:*** RECOMMENDATIONS**

- * 1. Use direct instruction procedures to teach Tucker letter names and sounds. Teach only one or two letter names and sounds at a time. In teaching, show the letter and pair the name with the sound.
- * Regularly review letter names and sounds previously taught.
- * 2. Frequent short assignments may be better than a few lengthy ones. Vary the content of the assignments to keep Tucker's interest.
- * 3. Gradually increase the difficulty of tasks to allow Tucker to experience early success and minimize frustration.
- * 4. Due to concerns about inattention, make sure that Tucker's attention is focused before presenting directions or information.
- * 5. Build frequent breaks or movement into the class period when Tucker has difficulty sitting still or when the introduction of new or difficult materials results in loss of attention.
- * 6. Provide Tucker with choices when possible. For example, allow Tucker to choose which task he would like to complete first.
- * 7. When possible, prepare Tucker for changes to his usual routine by letting him know ahead of time and explaining what will be different.
- * 8. Flexible seating with opportunities for movement.

Instructional Modifications:*** RECOMMENDATIONS**

- * 1. Use direct instruction procedures to teach Tucker letter names and sounds. Teach only one or two letter names and sounds at a time. In teaching, show the letter and pair the name with the sound.
- * Regularly review letter names and sounds previously taught.
- * 2. Frequent short assignments may be better than a few lengthy ones. Vary the content of the assignments to keep Tucker's interest.
- * 3. Gradually increase the difficulty of tasks to allow Tucker to experience early success and minimize frustration.
- * 4. Due to concerns about inattention, make sure that Tucker's attention is focused before presenting

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* directions or information.

* 5. Build frequent breaks or movement into the class period when Tucker has difficulty sitting still or when

* the introduction of new or difficult materials results in loss of attention.

* 6. Provide Tucker with choices when possible. For example, allow Tucker to choose which task he would

* like to complete first.

* 7. When possible, prepare Tucker for changes to his usual routine by letting him know ahead of time and

* explaining what will be different.

* 8. Flexible seating with opportunities for movement.

Supplemental Aids and Services:

* There are NO supplemental Aids or Services at this time.

Support for School Personnel:

* There are NO additional Support for School Personnel required at this time.

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X. EXTENDED SCHOOL YEAR

The IEP committee has considered the following factors in order to determine whether or not ESY services are needed.

- * The chance of significant regression of critical skills caused by a normal school break with a failure to recover those lost skills in a reasonable time
- * The actual and expected progress related to critical skills
- * Any emerging skills or breakthrough opportunities which might require ongoing instruction during a school break
- * Any significant interfering behaviors targeted as IEP goals that prevented the student from receiving some benefit from his educational program during the regular school year
- * The nature and severity of the disability
- * Any delays or interruption in services
- * Any transitional needs which require ESY services
- * Other special circumstances

The IEP Committee has made the following comments:

Committee members discussed these factors and have determined that none apply; therefore the student is not in need of ESY services.

After considering the above questions, will the benefits that the student receives from his/her educational program during the regular school year be significantly jeopardized if the student is not provided ESY? No

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XI. TRANSPORTATION

Does this student require special transportation?

No

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XII. SPECIAL EDUCATION SERVICES**Placement option(s) considered:**

- ✓Collaborative
- ✓Consultative
- ✓Co-teaching
- ✓Small Group

If removed from the general education environment, explain reasons why the student will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:

Tucker will transition from his general education classroom to a small group setting inside speech therapy room in order to receive speech therapy services to improve his skills in the areas of articulation and language 2x a week for 30 minutes.

Instruction / Related Services in General Education Classroom / Early Childhood Setting:

Category	Service	Frequency	Begin Date	End Date	Primary Provider	Content Area
Special Education	Co-teaching	5 - 45Min sessions Weekly	8/1/2025	5/28/2026	Sp Ed Teacher	Language Arts
Special Education	Co-teaching	5 - 45Min sessions Weekly	8/1/2025	5/28/2026	Sp Ed Teacher	Reading
Special Education	Co-teaching	5 - 1Hr sessions Weekly	8/1/2025	5/28/2026	Sp Ed Teacher	Mathematics
Special Education	Co-teaching	5 - 30Min sessions Weekly	8/1/2025	5/28/2026	Sp Ed Teacher	Science
Special Education	Co-teaching	5 - 45Min sessions Weekly	8/1/2025	5/28/2026	Sp Ed Teacher	Social Studies

Instruction/Related Services Outside of General Education Classroom:

Category	Service	Frequency	Begin Date	End Date	Primary Provider	Content Area
Special Education	Small Group	2 - 30Min sessions Weekly	8/1/2025	5/28/2026	Speech/Language Pathologist	Communication or Speech/Language

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XIII. MEETING OUTCOMES and FORMS SENT TO PARENTS**Required Team Members:**

A Special Ed Teacher, General Ed Teacher and Local Education Agency Representative are required to be in attendance. Student is also required to be invited if age 16 or 9th grade.

IEP is Finalized on 5/30/2025 By Cecil Dalton

Meeting Notes:

An Initial Individualized Educational Plan was created for Henry "Tucker" Hodgdon on Thursday, May 29th, 2025 via Zoom. Dr. Dalton welcomed the team and extended introduction. A copy of the Handbook of Parent Rights was provided at the Referral Meeting held on Friday, April 4th, 2025. A brief explanation was provided.

Team Tucker consists of the following members:

- Parent – Anna Hodgdon
- General Ed Teacher – Ms. Georgia Calhoun
- Case manager – Mrs. Hani Bader
- General Ed - Ms. Geogia Calhoune
- LEA – Dr. C.J. Dalton

The purpose of the meeting is to create an Individualized Educational Plan

Summary of the Committee Rationale – COMMITTEE RATIONALE -

The team reviewed eligibility criteria for the following: Autism Spectrum Disorder (ASD), Other Health Impairment (OHI)

and Speech and Language Impairment (SLI) as being most closely related to Tucker's current eligibility profile. Results indicated Tucker's overall cognitive abilities measured within the Low Average range on the WPPSI-IV (FSIQ=86).

On the School Readiness Composite of the BBCS-4:R, Tucker's score fell in the Below Average range when compared to

other children his age (SS=78). He has academic strengths in identifying numbers and his understanding of size and comparison terms. He struggled with identifying letters and shapes.

Parent and teacher ratings on the ASRS indicate Tucker demonstrates some behavioral characteristics similar to youth

diagnosed with Autism Spectrum Disorder. Parent ratings indicate concerns at home with Attention/Self Regulation. His

teacher reports additional concerns in the areas of Stereotypy, Behavioral Rigidity, and Sensory.

Sensitivity in the school setting. Ratings from Tucker's parent on the Vineland-3 indicate that his overall adaptive skills are

lower than expected for his age. Tucker demonstrates strengths in Daily Living Skills and Socialization. He has challenges

in Communication and Motor Skills.

AUTISM (AUT) DEFINITION:

Autism spectrum disorder is a developmental disability generally evident before age three that adversely affects a child's

educational performance and significantly affects developmental rates and sequences, verbal and nonverbal communication and social interaction and participation. Other characteristics often associated with autism spectrum disorder are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements

and resistance to environmental change or change in daily routines.

Tucker demonstrates the following characteristics as outlined below.

*Atypical developmental rates and sequences- Tucker demonstrated speech delays and has participated in speech therapy since 2 years of age.

* Significant deficits in communication (verbal and/or nonverbal)- Parent Vineland-3: Communication=83, Moderately Low

* Challenges with sensory processing- Teacher ASRS: Sensory Sensitivities=71, Very Elevated

* Restricted repertoire of activities and interests- Teacher ASRS: Behavior Rigidity=72, Very Elevated Based on the above criteria,

Tucker appears to meet eligibility criteria for Autism as his Primary area of disability.

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In addition, the results of this evaluation indicate that Tucker exhibits a heightened alertness to environmental stimuli that may be due to ADHD and adversely affects Tucker's educational performance. In addition, a medical form completed by Carley Niehaus, MD of the Marcus Autism Center on 4/9/2025 indicates a medical diagnosis of ADHD. The results indicate, therefore, Tucker appears to meet the eligibility criteria as a student with an Other Health Impairment (OHI) as his secondary area of eligibility.

Lastly, Tucker presents with a mixed receptive and expressive language disorder, secondary to Autism Spectrum Disorder, characterized by difficulty comprehending complex sentences and commands, answering and formulating questions, sequencing stories, formulating sentences with correct syntax and morphology, and using pronouns, possessives, and prepositions correctly. Tucker also presents with a mild phonological disorder, characterized by difficulty producing /v/, /l/, /r/, /th/, and blends. Tucker's overall intelligibility of connected speech is judged to be reduced as he often omits sounds and syllables, and blends words together in conversation.

Tucker meets eligibility criteria for Speech and Language Impairment as his tertiary area of disability. It is therefore deemed that Henry "Tucker" Hodgdon meets eligibility criteria, based on the polices and procedures outlined in the Individuals Disabilities Educational Act for the following:

- Autism Spectrum Disorder (ASD) - Primary area of disability.
- Other Health Impairment (OHI) - Secondary area of disability.
- Speech and Language Impairment (SLI) – Tertiary disability at this current time.

END of COMMITTEE RATIONALE

Academic, developmental & Functional Strengths – STRENGTHS –

Tucker is a delightful child!

He has the following strengths:

Tucker is cooperative, he is able to understand directions, able to follow directions, able to attend to tasks, motivated to do well and he tries his best.

Academic Functioning Summary STRENGTHS: Tucker has academic strengths in foundational math skills. He recognizes numbers within 10 and understands vocabulary that compares sizes and amounts.

Adaptive Functioning Summary STRENGTHS: Tucker demonstrates strengths in his daily living skills and socialization.

Social, Emotional, and Behavioral Functioning Summary STRENGTHS: Tucker demonstrates strengths in his social communication, and peer and adult socialization.

The following classroom STRENGTHS were observed throughout the observation:

- * Participated
- * Stayed on task
- * Completed tasks
- * Followed directions
- * Followed routines
- * Transitioned independently
- * Stayed in seat/area
- * Appropriate use of materials
- * Responded well to authority
- * Worked well with peers
- * Engaged with others
- * Cooperative
- * Helpful

With regards to motivation and engagement, Tucker's teacher reports no concerns with his participation in class activities and attention.

Tucker has endless STRENGTHS, talents and ABILITIES. His future is very BRIGHT.

Parental Concerns – To Whom It May Concern, (this letter was provided by the parents)

I am writing to formally request an Individualized Education Program (IEP)

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meeting for my child, Henry "Tucker" Hodgdon, as a pre-kindergarten student enrolled in Atlanta Public Schools. We are seeking this meeting to develop an IEP that will provide the necessary supports for his success in the school setting. Attached to this letter are the results of Tucker's recent neurodevelopmental assessment and ABA therapy assessments, which provide comprehensive information on his strengths and areas of need. Based on these evaluations, we are requesting an IEP meeting as soon as possible to determine eligibility for services and to establish an appropriate plan that includes necessary supports and accommodations.

Areas of Concern & Required Supports:

- **Attention to Instructions:** Tucker struggles with sustaining attention in group settings and requires visual supports, repetition, and varied instructional methods to fully understand expectations.
- **Following Instructions & Compliance:** He is more successful with structured routines and step-by-step guidance rather than verbal instructions alone. Without appropriate supports, he may exhibit noncompliance or frustration.
- **Task Completion & Work Endurance:** Tucker benefits from structured choices, additional time to complete tasks, and preferential seating to maintain focus and engagement. Without these accommodations, he may become overwhelmed or shut down.
- **Visual & Environmental Supports:** Predictable routines, visual schedules, and clear expectations are crucial for smooth transitions and reducing emotional distress.
- **Standardized Testing Accommodations:** Given Tucker's challenges with attention, task endurance, and processing instructions, we are requesting 1:1 support during standardized testing to ensure he can demonstrate his abilities without being hindered by difficulties in focus, compliance, or selfregulation. These supports are critical for Tucker's immediate success in the classroom and to ensure he can fully participate in his learning environment without behavioral difficulties.

Under the Individuals with Disabilities Education Act (IDEA), we understand that the school district is required to respond to this request in a timely manner and schedule an IEP meeting within the legally mandated timeframe. Please confirm receipt of this request and provide us with the next steps in the process.

We appreciate your time and collaboration in ensuring that Tucker receives the appropriate support as soon as possible. Please feel free to contact me to discuss further. GeorgiaBeauregard , MSW, BCBA

Impact of Disability –

IMPACT of DISABILITY: He does not like writing, loud people, or loud activities. He has difficulty transitioning away from preferred tasks, especially if he is working one-on-one or in a small group with the teacher while others are at more fun centers. He also has challenges negotiating social situations with peers. His teacher says he will become angry and "gets loud." Tucker had significant challenges at the beginning of th improvements since he began taking medication. She reports that it is still difficult for her to assess what skills he knows, and he benefits from shortened tasks.

In reading, Tucker's teacher reports mild concerns with his ability to recognize letters, letter sounds, and the main idea of a

story. She expressed significant concern for his ability to copy letters and numbers. In math, she reported mild concerns for

his problem solving abilities. In the area of listening comprehension, Tucker's teacher reported mild concerns with his

ability to follow simple and complex directions, identify pictures in response to

? Inattentive

Academic Functioning Summary AREAS OF NEED: Tucker has academic challenges in the areas of letter recognition and

naming shapes

Overall, Tucker demonstrates social, emotional, and behavioral needs that adversely impact his educational access and performance at this time.

ADAPTIVE AREAS OF NEED: Tucker demonstrates challenges in communication, motor skills, and coping skills.

Overall,

Tucker demonstrates adaptive behavior challenges that adversely impact his educational access and performance at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Henry Tucker Hodgdon

IEP Dates: from 8/1/2025 to 5/28/2026

DOB: 1/23/2020

GTID:1712810092

BCBA Information

The following information was obtained from the Functional Assessment Interview Form completed by Tucker's BCBA, Georgia Beauregard.

She reports that Tucker has tantrums a few times a month, which looks like screaming, crying, flopping to the ground, and refusing to follow instructions. They last about 5 to 10 minutes in duration. Tucker is most likely to tantrum when he is prompted to transition away from centers or a preferred activity to complete an academic task, or when he has a peer conflict about sharing.

Tucker's BCBA noted that he previously had a token board to earn small rewards, but its use was faded and Tucker is successful through motivators provided as part of the whole classroom management system. He responds well when given choices, and when instructions are provided in multiple different ways or with models and examples.

e year with his ability to attend to instruction and tasks, and to appropriately engage with his peers. She has seen great

Consideration Factors – All answered as NO, except the one for Communication. Tucker has both Language and Articulation deficits that will be addressed in this document with goals and objectives as well as services.

Goals & Objectives – Goals and objectives were created in the following areas:

- Communication: Articulation & Language
- Reading
- Writing
- Math

Accommodations & Modifications –

Extended School Year - Tucker does not qualify for ESY at this current time.

Services –

ELA CT 45 minutes

Reading CT 45 minutes

Math CT 60 minutes

Science CT 30 minutes

Social Studies CT 30

All components of the Individualized Educational Plan were addressed. Dr. Dalton thanked the team, the meeting adjourned.

Parent gave consent to place student in a special education program to receive services under an IEP or an ISP:

Parent needed additional time to make this decision.

Yes, Parent gave consent to serve student as indicated in IEP on

Student was found eligible for special education services: Yes

Meeting Attendees:

Name	Title	Meeting Role	Attended
HANADI BADER	IEP Case Manager	Special Ed Teacher	Attended
Georgia Calhoun	General Education Teacher	General Education Teacher	Attended
Cecil Dalton	Special Ed Teacher	LEA Rep or Designee	Attended
Anna Hodgdon	Parent	Parent	Attended
Jennifer Washington	Speech & Language Pathologist		Attended

The following documents were provided to parent(s):

Parental Rights in Special Education

Individualized Education Program(IEP)

Other

Date documents were provided to parents: **5/30/2025**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Henry Tucker Hodgdon

IEP Dates: from 8/1/2025 to 5/28/2026

DOB: 1/23/2020

GTID:1712810092

Documents provided to parents by: **Mailed**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Name: Henry Tucker Hodgdon

IEP Dates: from 8/1/2025 to 5/28/2026

DOB: 1/23/2020

GTID:1712810092

IEP PRIOR WRITTEN NOTICE:

The school district must give you a written notice (information received in writing), whenever the school district:

- (1) Proposes to begin or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child; or
- (2) Refuses to begin or change the identification, evaluation, or educational placement of your child or the provision of FAPE to your child.

The Prior Written Notice requirement applies regardless of whether the proposal or refusal occurred during an IEP meeting. The school district must also provide the information in a language that is understandable to you.

1. Within this IEP, does the school district propose changes to the educational placement or provision of FAPE of the student?
Yes

Section : SERVICES**Describe the action or option that the school district is proposing.**

The IEP team is proposing a change related to the amount, type, and/or location of services.

Explain why the school district is proposing that action.

Explanations are described in the attached meeting notes/minutes.

Describe any other choices that the Individualized Education Program (IEP) Team considered and the reasons why those choices were rejected.

There were no other choices considered and rejected.

Describe any other factors related to why the school district proposed the action or option.

There are no other factors related to the decision.

When will the action be implemented?

Services will be implemented as identified on the services section in this IEP.

Section : PLAAAFP**Describe the action or option that the school district is proposing.**

The IEP Team proposed new goals/objective or changes to previous goals/objectives.

Explain why the school district is proposing that action.

Explanations are described in the attached meeting notes/minutes.

Describe any other choices that the Individualized Education Program (IEP) Team considered and the reasons why those choices were rejected.

There were no other choices considered and rejected.

Describe any other factors related to why the school district proposed the action or option.

There are no other factors related to the decision.

When will the action be implemented?

2025-08-01

Section : STUDENT SUPPORTS**Describe the action or option that the school district is proposing.**

The IEP team is proposing changes to accommodations/supports (accommodations, modifications, state testing accommodations, assistive technology services or supports, and/or use of accessible formats)

Explain why the school district is proposing that action.

Explanations are described in the attached meeting notes/minutes.

Describe any other choices that the Individualized Education Program (IEP) Team considered and the reasons why those choices were rejected.

There were no other choices considered and rejected.

Describe any other factors related to why the school district proposed the action or option.

There are no other factors related to the decision.

When will the action be implemented?
2025-08-01

2. Within this IEP, is the district refusing an option proposed or considered that would be a change to educational placement and/or provision of FAPE for the student?

No

3. The evaluation procedure, assessment, record, or report(s) the school district used in the decision are described in the Present Level of Academic Achievement and Functional Performance and/or Transition Plan in this IEP.

You and your child have protections identified in the Parental Rights (also called procedural safeguards). If you need a copy of those procedural safeguards or need assistance in understanding your rights, please contact the following:

Dr. Samuel J. Hamilton	Special Education Coordinator - Data/Compliance	4048022605	samuel.hamilton@atlanta.k12.ga.us
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