

Individualized Education Program



Student Name: **Walker, Jack** Home Phone: Date: **12/10/2024**
 Date Of Birth: **06/06/2015** Home Address: **19962 Porcupine Dr**
 Student No.: **312289** **Bend, OR 97702**
 State Student ID: **18210422**

Age 9	Gender Male	Grade 04	Home School Pine Ridge Elementary School	Attending School Pine Ridge Elementary School
Ethnicity White			Phone 541-355-2700	Phone 541-355-2700
Primary Language - Date Determined			Address 19840 Hollygrape St	Address 19840 Hollygrape St
Home Language - Date Determined English			Bend, OR 97702	Bend, OR 97702

Parent/Guardian

Name Robert Walker	Cell 541-550-9396	Name Carolyn Walker	Cell 503-750-6864
Address 19962 Porcupine Dr	Work Phone	Address 19962 Porcupine Dr	Cell 503-750-6864
Bend, OR 97702	Emergency Phone	Bend, OR 97702	Emergency Phone

IEP Review Due Date : **12/09/2025** Re-evaluation Due Date: **01/31/2027**

Eligibility(ies): Other Health Impairment, Intellectual Disability, Autism Spectrum Disorder

Interpreter Needed: ☐ Yes ☒ No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
10/02/2024	Sent meeting notice, parent rights and calendar invite for the meeting on 10/10/24
11/04/2024	Sent notice and parental rights along with SDM pamphlet for meeting on 12.10.24
12/09/2024	Meeting reminder

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Walker, Jack	Student	Present
Walker, Robert	Father	Present
Walker, Carolyn	Mother	Present
Wallace, Amanda	Assistive Technology Specialist	Present
Hayes, Suzy	Autism Specialist	Present
Hought, Krista L.	District Representative	Present
Gamblin, Suzy F.	Educational Assistant	Present
McDermott, Matty C.	General Ed Teacher	Present
Noble, Lily	Occupational Therapist	Present
Schmied, Amber K.	Person Interpreting Evaluation Results	Present
Schmied, Amber K.	Special Ed Teacher	Present
McCown, Kristen K.	Speech/Language Pathologist	Present
Sharp, Brian W.	Adapted PE Teacher	Present

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* If required team member is excused, attach signed written agreement between parent and district before proceeding.

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C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

Jack is a funny and loving student who enjoys walks, riding bikes, swinging, swimming, being outside, playing with trucks and visiting with friends and family.

Concerns of the parent(s) for enhancing the education of the student

Jack's parents are concerned about his lack of focus and attention for school and home activities, transitions at school, impulse control, physical behaviors towards others, expressive communication, articulation skills and urinating and defecating at home as part of non-compliance.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Additional Present Levels

Jack is a 9 year old boy currently in fourth grade student at Pine Ridge Elementary School. Jack is sweet, caring, affectionate, engaging, energetic, and playful. He has adult support throughout his entire day working with him on his specific IEP goals in reading, writing, math, social skills, life skills, behavior skills and communication skills. His behaviors often interfere with his ability to have a safe body, follow directions, and demonstrate knowledge. Jack uses his visual schedule to help him navigate his day by seeing what he is doing now, when he completes an activity and what is coming next. An adult will give visual and/or verbal prompts to assist in engaging in, completing, and transition from tasks. When Jack gets really excited and when he gets frustrated he needs reminders to have a safe body and keep hands to self. He has responded really well when adults acknowledge when he is showing he is having a feeling "I see you are frustrated" this helps Jack to be able to know he is being acknowledged and heard. This year Jack has been able to have access to a trike bike that he really enjoys riding. He has been working on learning directions, following directions especially stopping when asked, finding community signs around the school and counting numbers while on the bike.

READING: Jack currently works for 30 minutes four times per week on being able to identify a variety of community signs visually and verbally, and saying what those signs mean. Jack is able to identify all letters of his first and last name and can identify the majority of the of the alphabet when given the choice of two letters. Jack is also has been enjoying having stories read to him especially Curious George. He has been riding the bike around school, finding community signs and working towards understanding the meaning of new signs. Jack has been able to identify community signs by matching at least 10 community signs 7 out of 11 times equaling 64% and has been able correctly match his first name and last name unsupported 2 out of 10 times equaling 20%.

MATH: Jack can count to 5 consistently independently. He has been working on counting up to 30 with support. Jack has math imbedded throughout his day and when ever opportunities arise. Some examples of ways Jack counts are he will count to have a turn on the swings, how the number of swings he is doing, he has helped to count milk cartons to help in the lunch cafe, counting utensils in the spec kitchen, identifying numbers on the floor after riding over them on the bike and counting items around the school. Out of opportunities observed Jack has given the number of items requested or identified a number show independently up to 10, 6 out of 18 times equaling 33%.

WRITING: Jack is able to trace his first name when an adult is helping him hold a writing instrument or his hand. In salt or shaving cream writing Jack can trace letter hand over hand. Writing in any form is least preferred task for Jack. He can identify the majority of his letters when given two choices. Jack is able to write his first name 0%, he can write write JAK successfully independently 4 out of 10 times equaling 40%.

SOCIAL SKILLS: Jack loves to be with people he has made connections with. He response really well to verbal praise and positive reinforcements. Jack will play with peers near by however will often parallel play. He has been working really hard at sharing and taking turns and trying new things. He does enjoy playing with peers when using the stretchy body socks and turns it into a game that appears to be monsters or ghosts by the sounds he makes. Jack has been going to his general education classroom and greeting his teacher and peers in the morning, and saying good by in the afternoons. Jack has been working on taking turns with objects, playing with a wider variety of toys/objects, and expanding his play by imitating adults/peers actions with toys averaging a 1. Current: Sept 0 = 30%, 1 = 32%, 2 = 36%, Oct 0 = 25%, 1=28%, 2=44%, Nov 0=30%, 1=35%, 2=55%

MOTOR: Jack he can navigate using his hands to access everything he needs at school. Jack will follow along and do some isolated finger movements. He has been working hard at cutting projects. He still needs help holding the paper and he uses two hands with scissors. He enjoyed doing fine motor play dough activities and he can individual pinch pom pom and sort them. He will often refuse to engage in opening and closing containers. Uses playdough cards to make shapes/letters - 0/5, snaps - 3/5, zipper - 0/5, ziplock open - 3/5, ziplock close - 1/5, twist cap on - 2/5, twist cap off - 0/5, small snap lid on and off - 3/5, Tupperware on and off - 2/5, will cut across a 6 inch paper - 4/5 and uses other hand to hold paper - 0/5.

LIFE SKILLS: Jack has gotten really good at expressing when he does or does not want to do things verbally. He will answer simple Yes and No questions verbally in regards to activities, food, water and needing to use the bathroom. Jack will respond verbally and occasionally respond on his AT device that he needs to use the restroom or will respond with Yes or No when asked. Jack has been working on learning about weather, calendars, days of the week, and months of the year, this would be benefit to Jack's day to day learning. In the mornings he will go to class to share the weather with his classmates. Jack is engaging in songs for days of the week and matching and/or pointing with significant support 100% of the time.

BEHAVIOR: Jack has made improvements since the beginning of the school year working on having a safe body. He occasionally demonstrated unsafe behavior at school when being asked to non-preferred tasks or transitioning from a preferred task. This can include pinching, hitting, kicking, throwing items and growling and/or yelling. Staff uses the response techniques of a firm "No or Stop" followed by

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"Safe Hands/Feet/Body", also "I see or hear you are frustrated what do you need?". Then asks him what are you working for? Staff also tries to help Jack get unstuck from a behavior by asking if he needs a snack ie. goldfish, cracker, or other preferred stack while following his feeding protocol. Adding some heavy lifting movements and extra overall movement throughout Jack's day has definitely helped reduce unsafe behaviors. Jack has been working complying with transitions when given visual and/or verbal directions and minimal assistance; following directions to begin, maintain, and complete a variety of tasks; and complying with non-preferred activities/requests; averaging a Current: Sept 0 = 27%, 1 = 37%, 2 = 41%, Oct 0 = 31%, 1=27%, 2=49%, Nov 0=32%, 1=37%, 2=47%

COMMUNICATION:

Jack continues to demonstrate a need for speech-language therapy services to focus on communication development. Jack demonstrates difficulty with both receptive and expressive communication skills, which impacts his ability to comprehend academic language and directions in the school setting, as well as to expressively communicate his wishes and needs and to interact with peers and adults. Articulation can sometimes be challenging for Jack; however, he does produce approximations of nearly all consonants sounds. Jack often will not imitate sounds or words when asked to do so, but when he does, he is typically fairly intelligible, particularly if the context is known.

Jack's social communication skills for social-emotional reciprocity, use and understanding of nonverbal communicative behaviors for social interactions, and developing/maintaining/understanding relationships are all well below age-level expectations. Jack frequently demonstrates better engagement and vocalizations with others while he is engaging in hands-on or movement tasks. Jack should continue to be encouraged to use multi-modal communication systems (ex. vocalizations, gestures, pointing, pictures, augmentative communication device, etc.) to aid in overall communication understanding and expression, as well as to facilitate possible social communication opportunities throughout his school day.

Speech-language services will continue as a related service on Jack's IEP. The speech-language pathologist will support Jack's communication goals, and will continue to consult with staff at the school site, as well as with specialists from the High Desert Education Service District. Speech-language services will be provided by the speech-language pathologist and may be provided by a speech-language pathology assistant in a one-one-one or small group setting. Those services will occur in the resource room and/or around the school site. It is recommended that special education staff continue to focus on providing time to support Communication skills development and goals throughout his school day.

Last school year, Jack struggled with significant behaviors, and often either refused to participate in tasks or engaged in aggressive behaviors toward staff. This limited progress on IEP goals. So far this school year, Jack is participating better in activities, albeit on his terms. We are beginning to see some good progress on IEP goals because of this increased willingness to participate in communication tasks.

*RECEPTIVE COMMUNICATION:

Jack had one receptive communication goal on his previous IEP. His goal was to demonstrate increased receptive communication skills by: a) demonstrating understanding of at least 10 new target basic concept words, and b) sorting pictures into groups representing 10 different categories; with at least 70% accuracy. Progress on this goal was as follows:

- a) Understanding basic concept words: Jack has demonstrated understanding of 7/10 new basic concept words—GOAL MET. He has demonstrated mastery of 17 concept words for early learners.
 - b) Sorting into groups representing 10 different categories: While Jack has refused to sort pictures, he has recently been willing to sort objects into groups. He has demonstrated the ability to sort by 5 different category groups.
- Jack would continue to benefit from learning additional vocabulary targets, through demonstrating understanding of new basic concepts and sorting items to demonstrate understanding of different categories.

*EXPRESSIVE COMMUNICATION:

Jack also had an expressive communication goal on his previous IEP. His goal was to demonstrate improved expressive communication skills for vocabulary by: a) labeling pictures of items within categories with 80% accuracy, and labeling 10 categories with 50% accuracy; b) answering basic questions about books or pictures with at least 70% accuracy (What is he/she doing? (for known verbs), How many? (for up to 5 items), and Where is he/she?; c) using at least 10 descriptor concepts in sentences to tell information about a picture or an object (ex. It is hot. She is dirty. He is sad. It is broken.) with 70% accuracy; and d) imitating "wh" questions; with 70% accuracy. Progress on this goal was as follows:

- a) Labeling pictures of items within categories and labeling target categories: Jack labeled at least 3 items within target categories for 3 target categories (30%), and labeled 6 target categories (60%)—GOAL MET.
- b) Answering questions about books or pictures: Jack continues to demonstrate difficulty with answering questions about books pictures. He is often unwilling to look at books/pictures.
 - ~What's he/she doing?: 20-30% accuracy
 - ~How many?: Jack consistently counted 4 items in pictures/books, and is beginning to count up to 5 items.
 - ~Where is he/she? 10-20% accuracy
- c) Using 10 descriptor concepts to tell information about a picture or an object: Jack consistently used 8 new descriptor concepts to label pictures/objects (80%)—GOAL MET.
- d) Imitating "wh" questions: When motivated to do so, Jack does a great job imitating questions—GOAL MET.

Jack would continue to benefit from increasing expressive vocabulary skills through labeling target categories, labeling items within categories, answering questions, and labeling additional descriptor concepts.

*AUGMENTATIVE/ALTERNATIVE COMMUNICATION/ASSISTIVE TECHNOLOGY:

Jack is a 4rd grade student at Pine Ridge Elementary and receives assistive technology services to support communication, independence, and for access to his education. He prefers to communicate verbally, but has access to an ESD provided iPad with the communication app Touch Chat to help with communication breakdowns. He primarily uses 1-3 words to communicate, as well as facial expressions, gestures, and body language. When Jack is not understood or when he is dysregulated, Touch Chat is a familiar tool that can help him express his

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wants, needs, and ideas.

Jack also uses low and high tech visuals to support transitions in his day. He has the visual schedule app Choiceworks on his Bend LaPine iPad, along with various academic apps to support his goals. The use of timers, token boards, and first/then are also very helpful for Jack. He also has access to district provided apps for him to access audiobooks to support reading goals. A reduction in consultation time is recommended for this IEP school year, as Jack is accessing less augmentative communication services at this time.

OCCUPATIONAL THERAPY:

OT completed a comprehensive re-evaluation during the 23/24 school year as Jack had not been formally assessed for OT services since the age of 2 years. Jack benefits from consistent routine, movement opportunities during learning, and clear/concise instructions. This year he has been learning how to use a trike for transitions, and is doing well learning how to follow the directions of "stop"/"go" as well as learning how to safely navigate the school. When prompted, Jack is able to complete the steps for toileting in the bathroom independently, but does benefit from a set toileting schedule. Opportunities for structured breaks when needed. OT equipment, strategies, and comments are to provide clear and consistent expectations and routines, opportunities for a sensory diet that includes deep pressure and heavy work (jobs to complete such as stacking chairs in the classroom, delivering reams of paper to the office) and routine heavy work at all transition, use of the trike for transitions and jobs, consider chewelry to discourage chewing on inappropriate objects, use of a timer or reward system for completion of non-preferred tasks. Consider moving away from the iPad as a reward to increase flexibility and decrease aggressive behaviors, access to other sensory equipment used which may include but is not limited to: weighted blanket and lap pad, body sock, etc., and use of 90/90/90 positioning during writing tasks (feet flat with ankles, knees, hips and elbows at 90 degrees) to promote proper writing mechanics.

ADAPTED PHYSICAL EDUCATION: 2024

Jack is able to run with good form and can perform a two foot jump forward. He is unable to hop, gallop or slide. He is able to catch a lightly tossed ball from 6-7 ft with hands only. He can overhand throw a ball 8-10 ft. with emerging oppositional throwing form. He can kick a stationary ball with minor leg swing, and can bounce a playground ball to a partner. He is participating more in our Adapted Physical Education group and is needing fewer prompts to stay on task and follow the flow of the activity.

STATEWIDE ASSESSMENTS: State alternative assessments. The team agreed that Jack will participate in the state alternative assessments.

DISTRICT ASSESSMENTS: IEP team agreed that student will not participate in district assessments at this time. Progress will be monitored through IEP goals.

Present level of developmental and functional performance (including results of initial or most recent evaluations)

DEVELOPMENTAL AND FUNCTIONAL PERFORMANCE

FEEDING:

Jack is independently eating with constant staff support to supervise for choking concerns. Staff monitors for appropriate bite size and gives reminders for keeping chin level and not having head tilted back and reminders of to keep chewing. After swallowing staff gives reminders of taking a drink of water when mouth is clear of all food. Jack is having lunch both in the cafeteria and in the Life Skills room throughout his week. He usually has lunch in the cafeteria with his peers 3 or 4 days a week. He mostly brings lunch from home.

TOILETING:

Jack has been able to verbalize both on his own and using the technology device that he needs to use the bathroom. He can also response with a Yes or No if asked. At times his behavior will indicate that he may need to use the bathroom even if he responses with a "No". His behaviors will at times become dysregulated and refusals to even preferred tasks, activities or food. Jack wears normal boys underwear and can get on and sit on the toilet independently. He will need reminders to hold up his shirt while going to the bathroom. He sometimes needs to sit on the toilet for a longer period of time to have a bowel movement. Jack needs support to make sure he is all clean and then can pull up clothes independently. Jack does a great job washing and drying hands independently.

RECESS:

Jack needs constant support for recess for engagement and safety. Jack will interact with peers often if they say he may say hi back with prompting, he likes to play tag, chase, and swing. Jack often is unaware of some safety concerns at recess to prevent harm a support is needed to ensure he does not go in front of another student swinging, going into the middle of a football or soccer game, or walking close to students playing basketball. Jack does have a few choice peers he likes to play with during recess and sometimes he chooses to to be on his own.

SPECIALS:

Jack needs constant support during specials to assist in his engagement, safety and having expected behaviors. Jack will engage and enjoys the activities, however, can sometimes become overstimulated and become aggressive or disruptive towards others. Jack really enjoys PE most days. He also enjoys joining in with other classes for extra PE time, riding the bike, and pushing a tire around the school for extra movement activities.

FUNCTIONAL: Jack has been following a good routine in the morning and has learned to follow his routine of walking and carrying his backpack to class putting his lunch in the wagon, backpack and jacket in the cubby, and then engaging in morning meeting with his class. He will often stop and greet his teacher with a high five and sometimes other students as well. He will also stop at Ms. Schmied's office and say "Hi S" He uses a visual schedule on his iPad. Depending on the activity Jack can follow simple one step directions. He will choose to play with trucks independently and when told it is time to clean up he will put trucks in the basket and put the basket away. For jobs Jack really enjoys helping clean the classroom tables and shredding papers. Jack will comply with request for non-preferred tasks within his daily routines at a rate of 1 needing significant support. Current: Sept 0 = 29%, 1 = 36%, 2 = 37%, Oct 0 = 22%, 1=25%, 2=38%, Nov 0=35%, 1=40%, 2=41%

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***PRIVATE SPEECH-LANGUAGE EVALUATION 6/11/24:**

A speech-language evaluation was conducted by private speech-language pathologist, Laura Shea, at Sonos Neurotherapies on 6/11/24. The following information is a summary from Ms. Shea's evaluation report. The Functional Communication Profile-Revised (FCP-R) was administered. The FCP-R is a criterion-referenced assessment that yields an overall inventory of an individual's communication abilities, mode of communication (e.g. verbal, sign, nonverbal, augmentative), and degree of independence in individuals aged 3;0 to adult. The following information was gathered from that assessment:

~Sensory: Very sensory seeking. Favors close contact with objects.

~Behavior: Demonstrates avoidance behaviors and attention seeking behaviors during sessions. He was noted invading and remaining in personal spaces, and repeating phrases over and over. When the behavior was addressed, he tended to laugh. If the behavior was avoided and he was redirected, he tended to stop the behavior for a time, then resume later. Jack also avoids adult directed activities by disengaging and/or refusing to talk.

~Attentiveness: Moderate prompting is required to attend to an adult directed activity.

~Receptive Language: When willing to follow directions, Jack will follow 2 step related directions. He appears to understand some basic concepts (spatial, temporal, colors, shapes, counting) as observed during monitored free play. It is this SLP's opinion that Jack understands more than he puts forth.

~Expressive Language: Jack is primarily utilizing 2-3 word phrases to communicate. He tends to require prompts to answer questions and request objects/activities. He was noted repeating questions back unless provided with answer choices. He will answer "yes/no" appropriately.

~Pragmatic/Social: Jack enjoys playing by himself. He demonstrates difficulty with flexibility and taking turns. Jack greatly benefits from timers to aid with activity and play engagement. He infrequently engages in imaginative play.

~Speech: Speech sound errors have been noted on later developing sounds. At this time, his speech sound errors are not a key priority due to frustrations associated with minimal verbal communication.

~Voice: Jack enjoys utilizing a deep, raspy, grunting voice during sessions. He tends to utilize this voice when he is feeling silly or overstimulated.

~Oral: Jack continues to grind his teeth.

~Fluency: Mumbling more frequently.

****TRIENNIAL EVALUATION, FEBRUARY 2024****

Current nonverbal intellectual functioning was assessed in the lower extreme range per the KABC-2.

Academically, Jack is demonstrating well below grade level skills.

Adaptive behavior rating scales fell in the lower extreme range per parent and teacher observations.

hyperactivity, aggression, attention problems, withdrawal, adaptability, social skills, leadership skills, and functional communication were overlapping areas of concern per parent and teacher BASC-3 rating scales. Autism rating scales fell in the very elevated range per parent and teacher responses.

Jack's overall score on the Module 2 algorithm was consistent with autism (total score 25, comparison score 10 - high level of symptoms).

However, his score should be interpreted with caution given that behaviors impacted the ability to give all components of the ADOS.

Receptive and expressive single word vocabulary assessment scores fell in the Very Low Range.

Speech-language samples indicated sentence length, vocabulary usage, grammar skills were well below age expectations. Articulation was sometimes difficult to understand.

Social communication skills for social-emotional reciprocity, use and understanding of nonverbal communicative behaviors for social interactions, and developing/maintaining/understanding relationships were all well below age-level expectations.

***COMMUNICATION EVALUATION 2/1/24:**

Communication assessments were administered in November and December of 2023. On the Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4), a standardized assessment that measures a student's English hearing vocabulary, Jack obtained a Standard Score (SS) of <55 (<1st Percentile Rank, Very Low Range. On the Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4), a standardized assessment that measures a student's English speaking vocabulary, Jack obtained a Standard Score of <55 (<1st Percentile, Very Low Range.

Speech-language samples were collected during testing and play situations in the resource room. Jack primarily used language to label, to request/demand, to protest, and to affirm and negate. He primarily used vocalizations to communicate, but also used some symbols on his iPad Touch Chat App. He primarily communicated with 1-2 word utterances, and sometimes with 3-4 word utterances. He answered some basic questions (Ex. "What is this?"), and imitated comments. He struggled to answer a variety of questions. Jack protested or engaged in avoidance behaviors when he didn't want something or didn't want to finish with a task/object. Jack labeled objects and picture of objects, and labeled several action words. He demonstrated some understanding of preschool basic concept words, as well as understanding of a variety of simple descriptive concepts. Expressive use of concepts was limited. Sentence length, vocabulary usage, and grammar skills were well below age expectations. Articulation was sometimes difficult to understand, but Jack was observed to produce a wide variety of sounds. Intelligibility increased when the context was known. Spontaneous use of his communication device was limited; he typically needed adult prompts to use his device. No apparent concerns were noted with fluency. Jack often spoke in a low, growly/gravelly voice, and volume was sometimes louder than expected.

Echolalia was frequently noted, as he imitated questions posted of him or spoken phrases from communication partners. Immediate echolalia in the form of scripting words as he watched/listened to videos on the iPad was frequently noted. Eye contact was intermittent, with several good moments noted, but with many instances where he made no eye contact and appeared to ignore the evaluator. He frequently needed his name to be called multiple times before he responded. There was no reciprocal conversation noted without significant adult prompting. Facial expressions were often flat in affect, with some happy or angry expressions noted.

On the Dynamic AAC Goals Grid-2 (DAGG-2), Jack's observable overall Ability Level of communication behaviors on the Ability Level Continuum were best described as being at the Emergent Transitional Level (Ability Level 2) - Context-Dependent Level (Ability Level 3). In

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the area of Linguistic Competency, Jack's skills were observed at the Emergent Transitional Level, with several skills observed at the Context-Dependent Level. In the area of Operational Competency, Jack demonstrated skills at the Emergent - Emergent Transitional Levels. In the area of Social Competency, Jack demonstrated skills at the Emergent to Emergent-Transitional Levels. Finally, in the area of Strategic Competency, Jack did not demonstrate mastery of any skills at the Emergent Level, but did demonstrate some skills beginning to develop.

Behaviors in Assessment:

- ~Avoidant behaviors with difficult tasks: Continues to ignore directions by continuing with a task. Benefits from timers and visuals.
- ~Defiant behaviors: No hitting was observed during today's session.
- ~Difficulty with transitioning between activities: Can become upset when asked to transition away from favored activities.
- ~Enjoys parent/caregiver's/therapist's attention and interaction.
- ~Able to follow simple 1-2 step requests: Observed following 1-2 step directions throughout the session.
- ~Easily distracted by the environment.
- ~Easily frustrated with challenging tasks: Tends to avoid task by disengaging both socially and verbally.

Additional Comments:

Play Observations: Jack demonstrated difficulty with pretend and reciprocal play. He tended to play independently, infrequently wanting to engage with other play partners. However, during the re-assessment, Jack was more willing to engage with the SLP while playing with tools, as he was noted imitating play sounds. There were times when trying to immerse into his play that Jack would say "no" or push away to demonstrate an unwillingness to play with the therapist. Most of Jack's play was functional, and he infrequently imitated others' play ideas.

OCCUPATIONAL THERAPY EVALUATION:

An Occupational Therapy re-evaluation was conducted in December of 2023, by High Desert ESD Occupational Therapist, Lily Noble-Grosjean. On the Sensory Profile-2 School Companion, Jack demonstrated behaviors consistent with all four sensory patterns with registration of sensory clues MORE than others and sensory seeking, avoidance, and sensitivity MUCH MORE than others. She noted that, from all assessments, observations, and interviews, it is likely that Jack does struggle with sensory processing in ways that affect his ability to sit and participate in class in the same way as his peers. He needs staff support with a consistent routine to access his education. Jack and their team will continue to benefit from occupational therapy services to help develop and assess strategies and tools for Jack to engage in school occupations with success.

ELIGIBILITY:

The team determined that Jack qualifies as a student with an Other Health Impairment (primary), Intellectual Disability. and an Autism Spectrum Disorder.

Describe how student's disability affects involvement and progress in the general education curriculum
Jack's global delays impact his progress in the general education curriculum.

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?	The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes Date informed: <input checked="" type="checkbox"/> Not-applicable
	The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority. Date anticipated: 06/06/2033
	The district has provided written notice of the transfer of rights to the student and the parent? <input type="checkbox"/> Yes Date provided: <input checked="" type="checkbox"/> Student has not reached age of majority

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	<p>Jack has had a functional behavior assessment, and currently has a Positive Behavior Support Plan. This IEP contains accommodations and positive behavior supports as well as goals and services.</p>
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Does the student have communication needs?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	<p>Jack continues to demonstrate a need for speech-language therapy services to focus on communication development. Jack demonstrates difficulty with both receptive and expressive communication skills, which impacts his ability to comprehend academic language and directions in the school setting, as well as to expressively communicate his wishes and needs and to interact with peers and adults. Articulation can sometimes be challenging for Jack; however, he does produce approximations of nearly all consonants sounds. Jack often will not imitate sounds or words when asked to do so, but when he does, he is typically fairly intelligible, particularly if the context is known. Social communication skills are well below age-level expectations. Jack uses a multi-modal communication system to aid in overall communication understanding and expression. Communication goals and services will be addressed in this IEP.</p>
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</p>	
<p>Does the student need assistive technology devices or services?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	<p>multi-modal communication system, keyboard, timer for transitions, adapted Scissors, swing, sensory tools, adapted bike, visual supports, Access to AAC device, and Pencil grip/Adapted Pencil, positive reinforcers (m&m, skittles, goldfish, iPad),</p>

I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

☒ Yes – assessment will be conducted while the current IEP is in effect.

☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
04	State Alternate Assessment-ELA (3-8, 11)	Standard with Accommodations	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time.	Designated Supports, Non-Embedded: separate setting, Accommodations
04	State Alternate Assessment-Math (3-8, 11)	Standard with Accommodations	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time.	Designated Supports, Non-Embedded: separate setting, Accommodations
05	State Alternate Assessment-Math (3-8, 11)	Standard with Accommodations	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time.	Designated Supports, Non-Embedded: separate setting, Accommodations
05	State Alternate Assessment-ELA (3-8, 11)	Standard with Accommodations	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time.	Designated Supports, Non-Embedded: separate setting, Accommodations
05	State Alternate Assessment-Science (5, 8, 11)	Standard with Accommodations	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time.	Designated Supports, Non-Embedded: separate setting, Accommodations

Districtwide Assessments

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
- ☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation*	Accommodation
			<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
05	District Reading (K-5)	Other Assessment*	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time. Progress being monitoring through IEP goals.	quiet space and familiar listener
04	District Reading (K-5)	Other Assessment*	Jack does not have the prerequisite cognitive skills to participate in the standard assessment at this time. Progress being monitoring through IEP goals.	quiet space and familiar listener

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Semesterly

How will progress be reported?

With schools progress reports

Anticipated Dates

Progress Period 1	01/31/2025
Progress Period 2	06/13/2025

Category: Reading

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☒ Yes (If Yes, short-term objectives are required)

☐ No

Goal:

In 36 instructional weeks, Jack will be able to recognize 20 functional safety signs with visuals by matching, sorting, pointing, and verbalizing averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities as measured by teacher observation and ongoing data collection.

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Present Level:

recognizing 10 signs 7/11 times = 64%

Mastery Criteria or Short-Term Objective

In 18 instructional weeks, Jack will be able to recognize 15 functional safety signs and recognize his first name, in 40% of opportunities

Measurement Method

as measured by observation and ongoing data.

Anticipated Date

06/13/2025

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☒ Yes (If Yes, short-term objectives are required)

☐ No

Goal:

In 36 instructional weeks, Jack will be able to matching first name to last name by recognize with visuals by matching, sorting, pointing, and verbalizing averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities as measured by teacher observation and ongoing data collection.

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Present Level:

first name and last name unsupported 2/10 = 20%

Mastery Criteria or Short-Term Objective

In 18 instructional weeks, Jack will be able to matching first name to last name by recognize with visuals by matching, sorting, pointing, and verbalizing averaging a 2 (significant support) using the 0 to 3 scale in 30% of observed opportunities as measured by teacher observation and ongoing data collection.

Measurement Method

as measured by teacher observation and ongoing data collection.

Anticipated Date

06/13/2025

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Category: Writing

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☒ Yes (If Yes, short-term objectives are required)
☐ No

Goal:

In 36 instructional weeks, with the use of visuals Jack will demonstrate the ability to write his first name for functional purposes by finger tracing, paper pencil, dry erase, marker, or typing averaging a 2 (significant support) using the 0 to 3 scale in 60% observed opportunities as measured by teacher observation and ongoing data collection.
0 = Independent
1 = Minimal Support
2 = Significant Support
3 = Constant Support

Present Level:

Jack is able to write his first name 0%, he can write write JAK successfully independently 4/10 = 40%.

<u>Mastery Criteria or Short-Term Objective</u>	<u>Measurement Method</u>	<u>Anticipated Date</u>
In 18 instructional weeks, with the use of visuals Jack will demonstrate the ability to write his first name for functional purposes by finger tracing, paper pencil, dry erase, marker, or typing averaging a 2 (significant support) using the 0 to 3 scale in 30% observed opportunities as measured by teacher observation and ongoing data collection.	as measured by teacher observation and ongoing data collection.	06/13/2025

Category: Mathematics

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☒ Yes (If Yes, short-term objectives are required)
☐ No

Goal:

In 36 instructional weeks, when given a visual and or verbal prompt/request, Jack will demonstrate the ability to count a variety of functional and daily items from 1 to 30, averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities. as measured by teacher records and observations.
0 = Independent
1 = Minimal Support
2 = Significant Support
3 = Constant Support

Present Level:

6/18 = 33%

<u>Mastery Criteria or Short-Term Objective</u>	<u>Measurement Method</u>	<u>Anticipated Date</u>
In 18 instructional weeks, when given a visual and or verbal prompt/request, Jack will demonstrate the ability to count a variety of functional and daily items from 1 to 30, averaging a 2 (significant support) using the 0 to 3 scale in 30% of observed opportunities. as measured by teacher records and observations.	as measured by teacher observation and ongoing data collection.	06/13/2025

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Category: Life Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, using verbal, AAC device, or low tech visuals, Jack will demonstrate his understanding of the days of the week in order, by matching or pointing, in addition will match his birthdate and address averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities based on teacher observation and data.

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Present Level:

2 significant support 100% of the time

Category: Functional Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Jack will demonstrate the ability to complete a variety of functional routines (ex. arrival, departure, lunch, toileting, jobs, etc.) averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities as measured by teacher observation and data collection.

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Present Level:

2=41%

Category: Social Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Jack will improve to initiating and responding to greetings from peers without prompting, engaging with peers in a variety of ways (showing, playing, copying) averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities based on teacher observation and data.

0 = Independent

1 = Minimal Support

2 = Significant Support

3 = Constant Support

Present Level:

2 =35%

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Category: Behavioral Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, when given visual and/or verbal directions and minimal assistance, Jack demonstrate ability to transition within a certain amount of time is an idea 3 to 5 minutes averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities. as measured by teacher records and observations.

0 = Independent
1 = Minimal Support
2 = Significant Support
3 = Constant Support

Present Level:

2 =37%

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, when presented with something new or not preferred or not part of his routine with the use of visuals, choices and reinforcers, Jack will demonstrate the ability to follow a 1-2 step direction averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities based on teacher observation and data.

0 = Independent
1 = Minimal Support
2 = Significant Support
3 = Constant Support

Present Level:

2 =37%

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, when given visual and/or verbal directions and minimal assistance, Jack demonstrate ability to transition within a certain amount of time is an idea 3 to 5 minutes averaging a 2 (significant support) using the 0 to 3 scale in 60% of observed opportunities. as measured by teacher records and observations.

0 = Independent
1 = Minimal Support
2 = Significant Support
3 = Constant Support

Present Level:

2 =37%

Category: Emotional Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, with the use of visuals, Jack will be able to identify emotions by matching, sorting, role playing in 60% observed opportunities. as measured by teacher records and observations..

Present Level:

0

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Category: Adaptive PE

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, Jack will work on 4 separate activities/tasks in an APE session, (working for 2-3 minutes in each activity/task) in 60% of opportunities, as measured by teacher records and observations.

Present Level:

Jack can work on 3-4 separate activities in 40% of opportunities.

Category: Communication

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, during structured activities, Jack will demonstrate increased receptive communication skills by: a) demonstrating understanding of at least 10 new target basic concept words, and b) sorting pictures or objects into groups representing 10 new target categories; with at least 70% accuracy, as measured by ongoing data probes, observations, and/or team reports.

Present Level:

- a) Understanding new basic concept words: 0/10, 0%
- b) Sorting into groups representing 10 new categories: 0/10, 0%

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)
☒ No

Goal:

In 36 instructional weeks, during structured activities, Jack will demonstrate improved expressive communication skills for vocabulary by:
a) labeling at least 3 items within 10 new categories with 70% accuracy;
b) labeling 10 new categories with 50% accuracy;
c) answering basic questions about books or pictures with at least 50% accuracy (What is he/she doing? [for known verbs], How many? [for up to 5 items], and Where is he/she?;
d) using at least 10 new descriptor concepts to tell information about a picture or an object with 70% accuracy;
as measured by ongoing data probes, observations, and/or team reports.

Present Level:

- a) Labeling pictures of items within categories: 0% for new categories
- b) Labeling 10 new categories: 0% for new categories
- c) Answering questions about books or pictures: Jack continued to demonstrate difficulty with answering questions about books pictures. He is often unwilling to look at books/pictures.
~What's he/she doing?: 20-30% accuracy
~How many?: Jack consistently counted 4 items in pictures/books, and is beginning to count to 5 items.
~Where is he/she? 10-20% accuracy
- d) using 10 new descriptor concepts to tell information about a picture or an object: 0% for new descriptor concepts.

K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Reading	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	120 Min	weekly	12/10/2024	12/09/2025
Writing	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	120 Min	weekly	12/10/2024	12/09/2025
Mathematics	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	120 Min	weekly	12/10/2024	12/09/2025
Life Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	100 Min	weekly	12/10/2024	12/09/2025
Functional Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	150 Min	weekly	12/10/2024	12/09/2025
Social Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	75 Min	weekly	12/10/2024	12/09/2025
Behavior Skill	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	120 Min	weekly	12/10/2024	12/09/2025
Emotional Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	60 Min	weekly	12/10/2024	12/09/2025
Adapted PE	LEA (Local Education Agency)	Adapted PE Teacher	Special Education Class	30 Min	weekly	12/10/2024	12/09/2025
Communication	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	120 Min	weekly	12/10/2024	12/09/2025

The team considered the need for related services and determined that the student is in need of related services.

☐ Yes ☒ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Related Services

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Speech/Language Therapy	LEA (Local Education Agency)	Speech/Language Pathologist	Special Education Class	90 Min	monthly	12/10/2024	12/09/2025

Extended School Year Services (ESY)

- ☐ The team has determined the student DOES NOT require ESY services
- ☒ The team has determined that ESY services WILL be provided to this student
- ☐ The team will meet to determine whether ESY services are required

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Reading	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	60 Min	weekly	12/10/2024	12/09/2025

Name Walker, Jack			Date of Birth 06/06/2015	Student Number 312289		Document Date 12/10/2024	
Behavior Skill	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	45 Min	weekly	12/10/2024	12/09/2025
Life Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	30 Min	weekly	12/10/2024	12/09/2025
Functional Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	45 Min	weekly	12/10/2024	12/09/2025
Communication	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	45 Min	weekly	12/10/2024	12/09/2025
Emotional Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	weekly	12/10/2024	12/09/2025
Social Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	20 Min	weekly	12/10/2024	12/09/2025
Writing	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	60 Min	weekly	12/10/2024	12/09/2025
Mathematics	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	60 Min	weekly	12/10/2024	12/09/2025

Supplementary Aids and Services

Need for Aids/Services; Accommodations

The team considered the need for supplemental aids, services, and accommodations and determined that they are needed.

Supplementary Aids/Services: Accommodations

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Adult support/supervision when eating	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	daily	12/10/2024	12/09/2025
Adult support for recess	LEA (Local Education Agency)	Special Ed Teacher	School Wide	55 Min	daily	12/10/2024	12/09/2025
Adult support for toileting	LEA (Local Education Agency)	Special Ed Teacher	Sped. Room	20 Min	daily	12/10/2024	12/09/2025
Adult support for Specials	LEA (Local Education Agency)	Special Ed Teacher	School Wide	120 Min	weekly	12/10/2024	12/09/2025
Adult support for access to general education setting	LEA (Local Education Agency)	Special Ed Teacher	School Wide	480 Min	monthly	12/10/2024	12/09/2025
Familiar adult support for fire drills	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Test with familiar staff	LEA (Local Education Agency)	Special Ed Teacher	School Wide	15 Min	every semester	12/10/2024	12/09/2025
Feeding Protocol	LEA (Local Education Agency)	Special Ed Teacher	School Wide	15 Min	monthly	12/10/2024	12/09/2025

Name Walker, Jack			Date of Birth 06/06/2015	Student Number 312289		Document Date 12/10/2024	
Positive Behavior Support Plan	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Mindful peer partnering	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Daily Home/School Communication	LEA (Local Education Agency)	Special Ed Teacher	Sped Room	15 Min	weekly	12/10/2024	12/09/2025
Quiet work space with limited distractions	LEA (Local Education Agency)	Special Ed Teacher	Sped. Room	15 Min	every semester	12/10/2024	12/09/2025
Access to break space	LEA (Local Education Agency)	Special Ed Teacher	School Wide	15 Min	every semester	12/10/2024	12/09/2025
Adapted Bike	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	yearly	12/10/2024	12/09/2025
Access to keyboard	LEA (Local Education Agency)	Special Ed Teacher	School Wide	5 Min	yearly	12/10/2024	12/09/2025
Access to multi-modal communication system including but not limited to gestures, low tech visuals, and a mobile, dynamic display voice output device OLD: Multi-modal communication system including but not limited to gestures, words/word approximations, visuals, and a mobile, dynamic display voice output device for access to various applications to support functional and academic needs	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	monthly	12/10/2024	12/09/2025
Access to swing	LEA (Local Education Agency)	Special Ed Teacher	Sped Room	10 Min	monthly	12/10/2024	12/09/2025
Timer for transitions	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	every semester	12/10/2024	12/09/2025
Sensory tool trial	LEA (Local Education Agency)	Special Ed Teacher	School Wide	60 Min	monthly	12/10/2024	12/09/2025
Adapted Scissors	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Access to Pencil grip/Adapted Pencil	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	every semester	12/10/2024	12/09/2025
Use a variety of techniques to monitor understanding of information (point to, show me, give me, AT)	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	monthly	12/10/2024	12/09/2025
Access to visual supports (ex. first/then card, ready/not ready card, high or low tech picture schedule, social stories, penny board, token board, visual for making choices, etc.)	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	monthly	12/10/2024	12/09/2025
Encourage use of a variety of communication modalities to assist in repair during communication breakdowns	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	monthly	12/10/2024	12/09/2025

Name Walker, Jack			Date of Birth 06/06/2015	Student Number 312289		Document Date 12/10/2024	
Pre-teaching expectations	LEA (Local Education Agency)	Special Ed Teacher	School Wide	20 Min	monthly	12/10/2024	12/09/2025
Sensory/Movement Breaks	LEA (Local Education Agency)	Special Ed Teacher	School Wide	15 Min	monthly	12/10/2024	12/09/2025
Preferential Seating	LEA (Local Education Agency)	Special Ed Teacher	School Wide	30 Min	every semester	12/10/2024	12/09/2025
Provide extra processing time	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Give one-step verbal instructions	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Prompts for identifying his feelings	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Use prompts/warnings prior transitions	LEA (Local Education Agency)	Special Ed Teacher	School Wide	30 Min	monthly	12/10/2024	12/09/2025
Frequent check-ins (for understanding and staying on task)	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Test in short sessions	LEA (Local Education Agency)	Special Ed Teacher	Sped. Room	10 Min	every semester	12/10/2024	12/09/2025
Positive reinforcements (m&m, skittles, goldfish, Ipad time, ect)	LEA (Local Education Agency)	Special Ed Teacher	School Wide	10 Min	monthly	12/10/2024	12/09/2025
Test in quiet learning space	LEA (Local Education Agency)	Special Ed Teacher	Sped. Room	10 Min	every semester	12/10/2024	12/09/2025
Access of breaks during testing	LEA (Local Education Agency)	Special Ed Teacher	Sped. Room	10 Min	every semester	12/10/2024	12/09/2025

Need for Aids/Services; Modifications

The team considered the need for supplemental aids, services, and modifications and determined that they are not needed.

Supports for School Personnel

The following supports are necessary for school personnel in order for this student to benefit from instruction in the general education classroom:

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
Occupational therapy consultation	LEA (Local Education Agency)	Occupational Therapist	240 Min	yearly	12/10/2024	12/09/2025
Autism consultation	Regional - Corp.	Autism Specialist	60 Min	yearly	12/10/2024	12/09/2025

Name Walker, Jack			Date of Birth 06/06/2015		Student Number 312289		Document Date 12/10/2024
Assistive technology consultation: includes but is not limited to: training to staff and family, face to face instruction to staff, student, family, development of implementation plan, Co Consultation and development of plans with itinerant staff members Troubleshooting of hardware, software, extensions, and apps	LEA (Local Education Agency)	Assistive Technology Specialist	180 Min	yearly	12/10/2024	12/09/2025	

L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> Describe the extent (including the amount), if any, to which the student will not participate with nondisabled students in the regular classroom and in extracurricular and other nonacademic activities	Reading - 120 mins/wk Writing - 120 mins/wk Math- 120 mins/wk Life Skills - 100 mins/wk Functional Skills - 150 mins/wk Social Skills - 75 mins/wk Behavior Skills - 120 mins/wk Emotional Skills - 60 mins/wk Adapted PE - 30 mins/wk Communication - 120 mins/wk Speech/Language Therapy - 90 mins/month	Due to Jack's disability, he demonstrates limited attention during structured and unstructured tasks. He needs support to complete tasks.

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M. PARENT STATEMENTS

Parents Rights

I have had the opportunity to participate in the development of this Individualized Education Program (IEP). I have received a copy of "Parent Rights for Special Education (K-18)".