**Individualized Education Program**

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

**Findings/Assessment Results:**

**Integration:**

Integration of Results:

COGNITIVE

Billy Jean is a very cheerful and outgoing student, with a positive personality. He has a lot of friends during school and has a great sense of humor. However, Billy often needs step-by-step instructions. He also struggles with needing prompts and directions repeated. His father, Michael, also fears that Billy doesn’t quite understand the concept of “stranger danger”, as he will approach and talk to just about anyone. Billy is also strong-willed and sometimes reluctant to follow directions or accept help from others.

Formal Assessments

A Cognitive assessment as part of the initial evaluation was conducted in 2012. He was in the lower range in nearly all areas of working memory, verbal reasoning and processing speed.

ACADEMIC

Billy’s best subjects in school are Science, Physical Education and Music class. Though they are modified to his instructional level, his test scores are at the same grade level as that of his peers. He requires specialized instruction in the areas of Reading, Writing and Math. He also tested nearly 2 standard deviations below his peers according to the 2015 Formal Academic Assignments in those areas as well. Billy also received specialized instruction when working on time or money. The state assessment results are still pending.

COMMUNICATION

**Communicative Status:**

Billy has very good receptive language skills. He can fluently communicate in written as well as gestural language. However, he it is often difficult for unfamiliar people to understand his spoken language. His largest barrier when it comes to his speech is his articulation. Mrs. Presley, the Speech-Language Pathologist, has been working with Billy on his articulation and written language skills since Kindergarten. While progress has been made, he is still below the level of his same age peers. His peers often include him in activities during school, however he does not have much contact with them outside of school. Billy often struggles to maintain appropriate conversation topics and often ignores basic conversation turn-taking rules and body language. He also is known to interrupt and change the subject if the conversation is of a topic he does not know much about or like.

PHYSICAL

**Physical Characteristics**

 Billy is considered to be a healthy child. He is able to fully participate in both physical education class and recess without restrictions or supports. He is not currently taking any medications. There are no concerns with Billy’s hearing or vision. As far as fine motor skills go, Billy’s handwriting has improved, however there is still room for more improvement. He has been working with an occupational therapist to efficiently grasp a pencil and form letters, and he continues to work on spacing between words and lines when writing.

EMOTIONAL/SOCIAL DEVELOPMENT

**Emotional/Social Development:**

Billy is often included in play with his school age peers during recess, lunch and class group work. However, he does not have much contact with them outside of school, this is something his father hopes will change and he will develop closer relationships with those in his same age group. Billy has been noted to struggle to maintain age appropriate conversation with his same age peers and often ignores turn-taking rules and body language. Billy’s father, Michael, also has concerns in relation to Billy’s “stranger danger” safety as he will often engage in a conversation with nearly everyone he sees.

ADAPTIVE CHARACTERISTICS

**Adaptive Characteristics (Including adaptive behavior):**

Billy’s best subjects in school are Science, Physical Education and Music class. Though they are modified to his instructional level, his test scores are at the same grade level as that of his peers. All classroom subjects are modified to his instructional level. He also receives specialized instruction in the areas of math, reading, writing, money and time. He also often requires step by step instructions and repeated directions.

ECOLOGICAL FACTORS

**Ecological Factors:**

Billy lives at home with his father, Michael Jean, and older sister, Paris. Billy enjoys playing video games, visiting amusement parks and playing with the kids in his neighborhood. Billy is an active member of a local Boy Scouts club and is learning to play the guitar.

**E. Consideration of Special Factors**

1. Has the child been identified by the school district as a child with limited English proficiency?
	1. X No
	2. Yes
2. Is the child blind or visually impaired?
	1. X No
	2. Yes
3. Is the student deaf or hard of hearing?
	1. X No
	2. Yes
4. Does the student have communication needs?
	1. X No
	2. Yes
5. Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student’s education.
	1. X No
	2. Yes
6. Does the child’s behavior impede the child’s learning or the learning of others?
	1. X No
	2. Yes

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

In the classroom, when given 5 coins of either the same or different value, Billy will be able to add the coins together to find the correct sum with 80% accuracy in 10 data trials over a 5 week period.

In the classroom, when given a book at his reading level, Billy will read with correct accuracy and appropriate fluency with 90% accuracy in 5 data trials over a 5 week period.

When in an instructional area, Billy will be given a book at his appropriate reading level. He will then answer 5 questions about the story with 100% accuracy in 20 data trials over an 8 month time period.

**G. Adaptation of Educational Services**

* Allow extra time to complete work, especially regarding tests and quizzes.
* Place desk in front of classroom, nearest to where much of the instruction is given.
* Place a checklist of sorts on his desk and a daily schedule.
* Place a responsible peer next to Billy to help him if necessary.

**I. Educational Environment**

* Speech Pathology twice a week.
* Occupational therapy once a week.
* Pull out for specialized instruction every day for the areas of reading, writing, math, money and time.

**J. Special Education and Related Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Service | Minutes | Starting Date | Duration | Service Provider | Location of Services |
| Occupational Therapy | 30 | 4/25/2016 | 12 months | Occupational Therapist | In Neverland Elementary School |
| Speech Therapy | 30 | 4/25/2016 | 12 months | Speech and Language Pathologist  | In Neverland Elementary School |
| Math Instruction | 150 | 4/25/2016 | 12 months | Special Education Teacher | In Neverland Elementary School |
| Reading and Writing Instruction | 150 | 4/25/2016 | 12 months | Special Education Teacher | In Neverland Elementary School |

\*The student will attend for the full school day.

X The team has determined that ESY is not necessary.

**Justification for the team’s decision:**

Data collected does not show that Billy will qualify for ESY.