

参考資料

参考資料 1 米国ノースカロライナ州の I.E.P. の実例

参考資料 2 連携システム用ノート
「拡大版母子手帳」の試作版

Sample: low functioning child

Wake County Public School System

warehouse #395-30-00330

DEC 5/HCA Part 1

Final

INDIVIDUALIZED EDUCATION PROGRAM

Student name: Ben Sutor Date: 12-10-97

PRESENT LEVEL OF PERFORMANCE

Include specific description about academic performance, behavior, social/emotional development, learning styles, physical limitations, and other relevant information.

Ben is an adorable seven year old Caucasian male. According to evaluation results dated May 1997, Ben is functioning in the severe and profound range of mental retardation. Ben also displays a number of characteristics of autism. A working diagnosis of Dyspraxia is used for treatment in his private therapy setting; Developmental Therapy Associates, Inc.

Functional Academics: According to the Bayley Scales of Development and the Carolina Curriculum Ben is consistently functioning at a 12 month developmental level. Ranges shown in testing began at the 3-6 month level with peaks at the 18 month level.

Prereadiness skills fall in the sensorimotor area. Ben is able to place objects in a container, reach for items, respond to his image in a mirror, build a 3-cube tower and scribble. Ben is also pulling pegs from a pegboard, and pulling apart pop beads. He is able to open a 1 inch twist top container. He is working on tasks requiring the use of his visual skills in order to retrieve the materials he either wants or needs in order to complete a task.

Weaknesses include visual perception, imitation, attention, memory and functional object use.

Adaptive Behavior: At the time of evaluation Ms. Sutor completed the interview edition of the Vineland Adaptive Behavior Scales and the evaluators completed the SIB-R (Scales of Independent Behavior).

On the Vineland Parent Interview Ben fell in the trainable range with age scores at the 1 to 2 year level which is commensurate with his functioning level. Strengths were noted by Ms. Sutor in the area of socialization while weaknesses were noted in communication and daily living skills.

On the SIB-R Ben again fell into the age range of 1.7 years. Domestic and gross motor skills were his strengths, personal living, social interaction and language comprehension were very limited and weaknesses were community living, fine motor skills and social skills.

Social/Emotional Development: Ben is a very sweet little boy. He often seeks out affection from his caregivers. He does not appear to attend to any visual or auditory information in a consistent manner. He does tolerate a small group although he does not indicate he is aware of the others in the environment. He does allow children near him in the various centers in the room. He does enjoy "rough and tumble" play and tickling. He enjoys climbing and manipulating himself through our play structure. Ben also enjoys climbing and sliding on the outdoor equipment. There are times when we see inappropriate and unprovoked emotional responses such as laughter, tantrum, or ear banging. Ben demonstrates no fear in novel situations and safety factors are a concern. Ben is often resistive to direction but will respond with firm simple command combined with gesture or touch.

Sample

Communication: Ben is currently demonstrating very limited communication skills. He does fairly well if allowed to use an object such as a fork in requesting food, he will hand the fork along with good eye contact while he awaits the food. He is also demonstrating some communication through gesture such as taking my hand in order to continue a pleasurable game. Ben is also vocalizing a number of vowel sounds. Ben is currently being exposed to pictograms on his schedule, overlays placed strategically around the room, and eat and drink cards at snack. We have seen no success at this time with use of the pictures. He does however increase his level of performance when the pictogram is accompanied by voice output such as with the device he is currently testing known as the "Big Mack". Receptive language is slightly higher than expressive. Ben does follow routine commands accompanied by gesture and or sign.

Fine Motor Skills/Self-Help Skills: Ben shows significant delays in his fine motor skills and hand/body strength. He does receive therapy sessions three times per week through Developmental Therapy Associates, Inc. Ben demonstrates strengths in reach, grasp and release. He is able to use a pincer grasp to pick up objects. He will squeeze with three fingers, will scoop and pour. Is demonstrating emerging skills for using both hands together to open containers and pull apart objects. Ben is demonstrating a continued preference for using his right hand. He will attempt a task with the tool in his left hand and will shift to his right if he is unsuccessful. Ben is doing a good job of attempting to stab his food, he is able to accurately touch the food but is still having difficulty piercing the food. He does often require assistance to turn the fork appropriately in his hand. Ben does manipulate his clothing during toileting routine. He is able to carry his lunch bag, wear his backpack, open and close doors and attempt to hang bookbag on a hook.

Imitation: Imitation is a relative weakness for Ben. We need to begin at the level of incorporating Ben's attention to us in imitation of his actions and build to Ben imitating others. We are needing to work very consistently in all aspects of the day on Ben's visual attention, scanning and perception.

Medical: According to Mrs. Sutor, Ben is making marked improvements in his health. He is tolerating a much wider array of foods. He is more active. However a continued concern with Ben's health as it is related to his academic achievements does continue. Medical reports shared with the school state that periods of regression, due to past neurotoxicity, will continue to occur. Ben needs to routinely be retaught concepts.

Given to parent: 12/10/97

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Sample: classroom: language

DEC 5/HCA
(Part 1)

TIWAL

Student: Ben Sutor
Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
From: 12 10 97 To: 12 9 98
(mo.) (day) (yr.) (mo.) (day) (yr.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Ben will respond appropriately to simple classroom commands, attend to sounds, and will indicate simple needs.

D. Communication

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given gestural or visual and verbal cue Ben will follow commands: a) come here b) put c) pick up d) open 70% of the time	Data collection by classroom staff	Quarterly beginning 12-10-97	
2. Given verbal cue Ben will follow commands: a. come here b. put c. pick up d. open 70% of the time	Data collection by classroom staff	Quarterly beginning 12-10-97	
3. Given various sounds (bell, timer, voice, clap) Ben will identify through eye gaze the source of the sound with 70% accuracy.	Data collection by classroom staff	Quarterly beginning 12-10-97	

*There must be short-term instructional objectives for each annual goal(s).
Use one sheet for each annual goal. Present Level of Performance needs to be completed once.
White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Sample: classroom: language

Final

DEC 5/HCA
(Part I con't)

A. STUDENT Ben Suter

C. CONTINUATION OF GOALS

D. Communication

B. Date: From: 12 10 97
(mo.) (day) (yr.)

To: 12 9 98
(mo.) (day) (yr.)

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
4. Given desirable objects placed on the table out of reach Ben will respond to the cue "look" sustaining his gaze 3 seconds 70% of the time. <i>at the</i>	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
5. Given safety related incident Ben will inhibit his activity when told "NO" or "STOP" 80% of the time: <i>Ben look</i>	Data collection by classroom staff Data collection by Speech Therapist in Room 105 Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
6. Ben will indicate wants/needs through a variety of means: a) manipulating others b) objects c) augmentative communication 70% of the time	Data collection by classroom staff	Quarterly beginning <u>12-11-97</u>	

White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEC 5/HCA
(Part 1)

Sample: classroom; fine motor

Final

Student: Ben Sutor
Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
From: 12 10 97 To: 12 9 98
(mo.) (day) (yr.) (mo.) (day) (yr.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Following teacher direction and/or demonstration, Ben will complete fine motor classroom tasks.

D. Fine Motor

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given sensory mediums (playdoh, clay, etc.) Ben will <u>imitate</u> poking, squeezing, pulling apart, dragging tool 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
2. Given verbal direction Ben will tolerate hand/hand assistance from adult while squeezing in order to manipulate loop scissors 90% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
3. Given direction through <u>imitation</u> Ben will build a tower consisting of six 1 inch blocks with success in 90% of trials.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
4. Given a demonstration Ben will engage in joint attention while strengthening hand muscles; by participating in tug of war with materials such as: a). towel with knots b). wooden dowel for a period of 20 seconds 80% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

*There must be short-term instructional objectives for each annual goal(s).
Use one sheet for each annual goal. Present Level of Performance needs to be completed once.

White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

WAKE COUNTY PUBLIC SCHOOL SYSTEM

DEC 5/HCA
(Part 1 con't)

sample: classroom: fine motor

Final

A. STUDENT Ben Sutor

B. Date: From: 12 10 97
(mo.) (day) (yr.)

C. CONTINUATION OF GOALS

To: 12 9 98
(mo.) (day) (yr.)

D. Fine Motor

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
5. Given a demonstration Ben will be able to use one hand to stabilize while the other hand manipulates by: a) making suds with egg beater b) pounding pegs into styrofoam with success 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
6. Give vertical surface Ben will be able to draw using: a) free movement b) tracking horizontal line c) continuous circles d) imitate vertical stroke e) imitate horizontal stroke f) work with very simple template with 70% success.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
7. Given a physical prompt Ben will locate a very large dot as his beginning point with 80% success.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

Sample: classroom: cognitive imitation and visual response
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
 DEC 5/1998 (Part I) *Final*

Student: Ben Sutor
 Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
 From: 12 10 97 To: 12 9 98
 (mo.) (day) (YR.) (mo.) (day) (YR.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Ben will demonstrate the ability to visually attend to classroom activities for a defined period of time with prompting minimal.

D. Imitation and Visual Response

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given identical settings for Ben and the instructor, (example bells in front of both) Ben will: a) stop his activity b) look in response when instructor imitates Ben's actions 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
2. Given identical setting for Ben and the instructor Ben will continue an activity and then stop to see if that instructor will imitate his actions 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
3. Given direction to look instructor will hold a desired item near his/her face and in response Ben will give eye contact in order to receive the object 100% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
4. Given direction Ben will visually attend to moving objects: a) bubbles b) train c) remote control car for 45 seconds 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

* There must be short-term instructional objectives for each annual goal(s)
 Use one sheet for each annual goal. Present Level of Performance needs to be completed once.
 White Copy: Confidential File
 Canary Copy: Parent
 Pink Copy: Teacher

sample: imitation and visual response final

WAKE COUNTY PUBLIC SCHOOL SYSTEM

DEC 5/1997
(Part 1 cont'd)

A. STUDENT Ben Sator

B. Date: From: 12 10 97
(mo.) (day) (yr.)

C. CONTINUATION OF GOALS

To: 12 9 98
(mo.) (day) (yr.)

D. Imitation & Visual Response

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
5. Given task with materials spread about the work table, Ben will visually attend to and reach for the materials in order to complete the task with success in 90% of trials.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
6. Given direction Ben will visually track desired object that is moved as he reaches for it. For 30 seconds in 70% of trials.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

White Copy: Confidential File
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Sample! Classroom: Functional academics

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEC 5/HCA
(Part 1)

Final

Student: Ben Sutor School: Washington
 Grade: 1
 B. Date of Beginning and Duration of Special Education and Related Services
 From: 12 18 97 To: 12 9 98
 (mo.) (day) (yr.) (mo.) (day) (yr.)
 A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)
 C. Annual Goal(s): Ben will complete simple functional academic tasks with only 4 per session prompts minimal physical.

D. Functional Academics

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given minimal physical prompt Ben will sort 2 objects by: a) shape b) object c) color within self-correcting tasks with 70% accuracy.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
2. Given minimal physical prompt Ben will match 2 pictures to pictures with: a) photo b) representational drawing with 70% accuracy.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
3. Given minimal physical prompt Ben will demonstrate 1:1 correspondance with 80% accuracy.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

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 Use one sheet for each annual goal. Present Level of Performance needs to be completed once.
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEC 5/HCA
(Part 1)

Sample: Classroom: Work Behaviors

Final

Student: Ben Sutor
Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
From: 12 10 97 To: 12 9 98
(mo.) (day) (yr.) (mo.) (day) (yr.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Ben will complete functional work tasks with verbal and gestured prompts.

D. Work Behaviors

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given gestural and verbal prompts Ben will put his work tasks into a "finish" tub 100% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	
2. Given verbal and gestural prompts Ben will clean up toys off floor and put on shelf 80% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	
3. Given need for transition, Ben will use his photo, placed on a card, along with gestural and verbal prompts, to transition area with success in 70% of trials.	Data collection by classroom staff	Quarterly beginning 12-10-97	
4. Given need for transition, Ben will use an object paired with a pictogram, along with gestural and verbal prompt, in order to complete that transition with 70% success.	Data collection by classroom staff	Quarterly beginning 12-10-97	
5. Given minimal physical assistance Ben will remain seated for a 20 minutes work session with 4 or fewer prompts 70% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	

*There must be short-term instructional objectives for each annual goal(s). Use one sheet for each annual goal. Present Level of Performance needs to be completed once.

White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEC 5/HCA
(Part 1)

Sample: Classroom: Social Skills

Final

Student: Ben Sutor
Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
From: 12 10 97 To: 12 9 98
(mo.) (day) (yr.) (mo.) (day) (yr.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Ben will demonstrate appropriate transition and group behaviors/

D. Social

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given minimal physical prompt Ben will walk in the hall while holding a peer's hand, maintaining the hold 50% of the distance traveled.	Data collection by classroom staff	Quarterly beginning 12-10-97	
2. Given minimal physical prompt Ben will walk down the hall following an adult 70% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	
3. Given minimal physical prompt Ben will sit quietly in a group for 5 minutes without physical prompt 70% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	
4. Given greeting during structured group setting Ben will give: a) eye contact OR b) stop activity momentarily 70% of the time.	Data collection by classroom staff	Quarterly beginning 12-10-97	

* There must be short-term instructional objectives for each annual goal(s).
Use one sheet for each annual goal. Present Level of Performance needs to be completed once.
White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEC 5/HCA
(Part 1)

sample: classroom: self-help

final

Student: Ben Sutor
Grade: 1 School: Washington

B. Date of Beginning and Duration of Special Education and Related Services
From: 12 10 97 To: 12 9 98
(mo.) (day) (yr.) (mo.) (day) (yr.)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses)

C. Annual Goal(s): Ben will complete self-help activities with minimal physical assistance and consistent daily routine.

D. Self-help

Short-Term Instructional Objectives in Measurable Terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1. Given minimal physical prompt Ben will carry snack plate to class ^{table} with verbal prompt 80% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
2. Given minimal physical prompt Ben will place his cup in the "finish" tub with verbal prompt 80% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
3. Given minimal physical prompt Ben will stab food with fork with 70% success.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
4. Given minimal physical prompt Ben will self-initiate toileting through gesture, manipulation, or augmentative communication 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	
5. Given minimal physical prompt Ben will zip coat with large pull 70% of the time.	Data collection by classroom staff	Quarterly beginning <u>12-10-97</u>	

*There must be short-term instructional objectives for each annual goal(s).
Use one sheet for each annual goal. Present Level of Performance needs to be completed once.

White Copy: Confidential File
Canary Copy: Parent
Pink Copy: Teacher

sample: Adapted Physical Education Final

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Warehouse # 395-30-00330
DEC 4 HCA Part 1 (1 of 2)

INDIVIDUAL EDUCATION PROGRAM

Student Name: Ben Sutor

Duration: Special Education Services and Related Services

From: ¹²/₁ / ¹⁰/₉₇ To: ¹²/₉ / ⁹⁸/₅₀

(Mo.) (Day) (Year) (Mo.) (Day) (Year)

PRESENT LEVEL OF PERFORMANCE

Include specific description about academic performance, behaviors, social/emotional development learning styles, physical limitations, and other relevant information.

Ben attends a self contained Physical Education class taught by a Regular Physical Educator and helped by the classroom assistants. He enters the gymnasium and when is helped through the opening warmups consisting of crunches and a several minute walking program. He is showing a better understanding of this routine but continues to need physical assistance to stay on task. Ben does not interact very often with his peers and seems content working alone or with an assistant. Some of his biggest needs are to learn to look at his target, focusing on his activity for an extended time (up to 30 seconds) stopping - opposition, and following through. Ben learns well through hand over hand assistance as long as verbal cues being repeated several times. During the activity, Ben continues to need constant verbal cues. He is showing improvement but consistency is still lacking.

Parent Copy Sent Given
(circle one)

¹²/₁₀ / ⁹⁷/₉₇
120197-
(date)

9/97

DRAFT _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP) *Sam Ple*
PHYSICAL EDU *ADAPT*
DEC 5/1984 *THW*

Student: Ben Sutor

Grade: School: Washington Elem.

Present Level(s) of Performance:

(Summarize evaluation results including strengths and needs or behavioral weaknesses.)

B. Date of Beginning and Duration of Special Education
From: 12.10.97 To 12.98

Annual Goals:

Ben will demonstrate the components of two handed side arm strike.

Short-Term Instructional Objectives in measurable terms

Responsible person for giving instruction:

1. Ben will demonstrate the prep position, independently in 2/3 trials: a) grip: dominant hand over non-dominant b) eyes on target c) feet shoulder width apart d) side orientation e) bat behind the dominant shoulder
2. Ben will transfer his weight forward (may step) in 2/3 trials independently.
3. Ben will demonstrate hip and/or spine rotation independently while swinging in 3/4 trials.
4. Ben will make contact with a stationary ball (on tee) using a level swing throughout movement in 3/4 trials independently.
5. Ben will make contact with a slow pitched ball using a level swing throughout the movement in 3/4 trials independently.

Evaluation Procedures	Evaluation Schedule	Date Attained (Must be completed for each objective)
4 Formal Assessments	1/15/98-3/19/98- 6/5/98-11/19/98	
4 Formal Assessments	1/15/98 - 3/19/98 6/5/98 - 11/19/98	
4 Formal Assessments	1/15/98 - 3/19/98 6/5/98 - 11/19/98	
4 Formal Assessments	1/15/98 - 3/19/98 6/5/98 - 11/19/98	

DRAFT _____

INDIVIDUALIZED EDUCATION PROGRAM(IIEP)

ADAPT PHYSICAL EDU

TRAX DEC 5/98A

Student Ben Sutor

Grade: _____ School: Washington Elem.

Present Level(s) of Performance:

(Summarize evaluation results including strengths and needs or behavioral weaknesses.)

B. Date of Beginning and Duration of Special Education
From: 12.10.97 To 12.9.98

Annual Goals:

Ben will demonstrate the components of an overhand throw.

Short-Term Instructional Objectives in measurable terms

Responsible person for giving instruction:

1. Ben will demonstrate the prep position of the overhand throw in 2/3 trials independently:
a) eyes on target b) side orientation c) elbows flexed and hands together.

2. Ben will demonstrate full extension of the throwing arm in 2/3 trials independently.

3. Ben will independently demonstrate the ability to step forward with the opposite foot in 2/3 trials.

4. Ben will demonstrate the ability to rotate hips and shoulder independently in 2/3 trials.

5. Ben will demonstrate the correct follow through in 2/3 trials independently.

Evaluation Procedures	Evaluation Schedule	Date Attained (Must be completed for each objective)
4 Formal Assessments	1/15/98-3/19/98- 6/5/98-11/19/98	
4 Formal Assessments	1/15/98- 3/19/98 6/5/98- 11/19/98	
4 Formal Assessments	1/15/98 - 3/19/98 6/5/98 - 11/19/98	
4 Formal Assessments	1/15/98 - 3/19/98 6/5/98 - 11/19/98	

Sample: Speech and Language Therapy Final

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Warehouse # 395-30-00330
DEC 4 HCA Part 1 (1 of 2)

INDIVIDUAL EDUCATION PROGRAM

Student Name: Ben Sutor

Duration: Special Education Services and Related Services

From: 12 / 10 / 97 To: 12 / 09 / 98
(Mo.) (Day) (Year) (Mo.) (Day) (Year)

PRESENT LEVEL OF PERFORMANCE

Include specific description about academic performance, behaviors, social/emotional development learning styles, physical limitations, and other relevant information.

Ben attends speech and language therapy three times per week. Currently targeted goals are establishing eye contact, following single step commands, requesting and imitation. During snack, Ben indicates the need for more food by either an approximated sign for "more" (Claps his hands) or a battery operated switch with voice output. During other activities, such as blowing bubbles, playing with toys and reading books requesting is inconsistent. Therapy tasks are often interrupted and abandoned due to Ben's attempts to get up from his seat and leave the therapy room. Continuous redirection is necessary throughout the therapy session. Ben continues to demonstrate needs in the areas of requesting wants, establishing eye contact, following single step commands and imitating gestures and signs.

Parent Copy

Sent/Given:
(circle one)

12 / 10 / 97
(date)

9/97

~~Draft~~ ¹²⁻¹⁰⁻⁹⁷
Sample: speech and language therapy
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: Benjamin Suter Grade: 1 A. Duration: Special Education and Related Services
 School: Washington Elementary From: 12-10-97 To: 12-09-98
 (mo.) (day) (yr.) (mo.) (day) (yr.)

B. Annual Goal: Ben will improve his functional communication skills in the areas of following one and two step commands, indicating wants and needs and imitating motor actions

Short-Term Instructional Objectives stated in Measurable Terms (with criteria for each objective)	Evaluation Procedures (per objective) [How]	Evaluation Schedule (per objective) [at least quarterly]	Date Reviewed/ Progress Noted (per objective)
① Ben will follow a) single step b) two step commands with 70% accuracy with visual and/or verbal cues (example: visit and eat, give, open "etc") ② During an activity, Ben will indicate wants by motor requests with 70% accuracy (example: moving others' hands to request "help")	Data collection by speech therapist on percent correct Data collection by speech therapist on percent of requests made	11/5/98 3/19/98 6/5/98 11/19/98 11/5/98 3/19/98 6/5/98 11/19/98	

* There must be at least two short-term instructional objectives for each annual goal(s).
 Use one sheet for each annual goal. Present Level of Performance needs to be completed once.

Parent Copy: Sent/Given: 12/10/97
 (checked) (date)

sample: speech and language therapy

Warehouse #395-30-00320
DEC 4/HCA Part 1 (2 of 2)

WEEK OF 12-10-97

Final

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: Ben Suter Grade: 1
School: Washington Elementary

A. Duration: Special Education and Related Services
From: 12-10-97 To: 12-09-98
(mo.) (day) (yr.) (mo.) (day) (yr.)

B. Annual Goal: Ben will imitate his functional communication skills in the areas of following one and two step commands, indicating wants and needs and imitating motor actions.

Short-Term Instructional Objectives stated in Measurable Terms (with criteria for each objective)	Evaluation Procedures (per objective) [How]	Evaluation Schedule (per objective) [at least quarterly]	Date Reviewed/ Progress Noted (per objective)
<p>③ Ben will imitate signs and gestures with 50% accuracy (example: the sign for eat, drink) when provided with:</p> <p>a) physical visual/verbal cues b) visual/verbal cues c) verbal cue only</p>	Data collection by speech therapist on percent of correctly imitated signs and gestures	1/5/98 3/19/98 6/5/98 11/19/98	
<p>④ Ben will select an object named from a group of two with 70% accuracy (example: food, toys, objects of colors)</p>	Data collection by speech therapist on percent of correct selection	1/5/98 3/19/98 6/5/98 11/19/98	

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Use one sheet for each annual goal. Present Level of Performance needs to be completed once.

Parent Copy: Sent Given: 12/10/97
(date) (date)

Sample: Occupational therapy

Final

WAKE COUNTY PUBLIC SCHOOL SYSTEM

warehouse # 395-30-00330
DEC 5/HCA Part 1

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Ben Sutor

Date: 12.10.97

PRESENT LEVEL OF PERFORMANCE

Include specific description about academic performance, behaviors, social/emotional development, learning styles, physical limitations, and other relevant information.

Ben is a sweet legged boy. He presents mild low tone, but demonstrates adequate postural stability and control. He also demonstrates adequate bilateral upper extremity strength to participate in a variety of activities in the classroom and on the playground. He demonstrates good dynamic balance skills to transition through a variety of movement positions from the floor to standing. He demonstrates adequate upper extremity control to reach and grasp Ben is able to insert and remove pegs from a pegboard and can use a pin to place coins in a narrow slotted container. He can squeeze a variety of sponges in water play - his hands are prompting to squeeze the sponge. Ben can isolate his index finger and has increased finger and hand strength. Ben shows emerging skills of using his hands together. He holds a writing instrument in a loose pencil grip tip grasp and will make marks on paper. He uses both hands, but seems to have an emerging right hand preference. Ben can maintain visual attention if interested in the task. Otherwise, he needs to be prompted to visually attend.

White Copy: Special Education Record
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He exhibits consistent and variable arousal level. On the Neurological Developmental Motor Scales - Fine Motor Section he scored an age equivalency of 15 months (see eval. for results).

given to parent
12/10/97

Student: Ben Sitzer
 Grade: _____ School: Whitington

B. Date of Beginning and Duration of Special Education and Related Services
 From 12 (mo) 10 (day) 97 (yr) To 12 (mo) 9 (day) 98 (yr)

A. Present Level(s) of Performance (Summarize evaluation results including strengths and needs of behavioral weaknesses):

C. Annual Goal(s) Ben will demonstrate more accurate bilateral hand usage and control to complete array of tasks

Short-Term Instructional Objectives in measurable terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
1) Ben will stabilize a container with his left hand and hold a "scoop" with his right hand, scoop and pour. But-5 trials @ 80% accuracy. 2) gross hand and hand awareness 3) verbal prompting/cues 4) independently once the task is set up (ie. timer, help, water, etc.)	1) Student Demonstration through Target + data collection 2) Student Demonstration through Target + data collection	quarterly beginning 12.10.97	quarterly beginning 12.10.97

*There must be short-term instructional objectives for each annual goal(s). Use one sheet for each annual goal. There must be present level of performance documentation to support each annual goal.
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Student: Ben Suter

Grade: _____ School: Wake County

A. Present level(s) of Performance (Summarize evaluation results including strengths and needs or behavioral weaknesses):

B. Date of Beginning and Duration of Special Education and Related Services
 From 12 (mo.) 10 (day) 97 (yr.) To 12 (mo.) 9 (day) 98 (yr.)

C. Annual Goal(s) Ben will demonstrate more accurate bilateral hand usage and control to complete a variety of tasks

Short-Term Instructional Objectives in measurable terms	Evaluation Procedures (How)	Evaluation Schedule (When)	Date Attained (Must be completed for each objective)
3) <u>Using left hand to stabilize his back bag and then right hand to hold zipper Ben will assist with:</u>	3) Student Demonstration through Targeted Clinical Observation & data collection	5 quarterly beginning 12.10.97	
4) <u>Using zipper in boot bag</u>			
5) <u>Using zipper in boot bag 3 bags 5 trials to go accurately</u>			
1) <u>Using left hand to hold shoe string and right hand to hold cap, Ben will demonstrate 3 out of 5 trials with 80% accuracy given hand over hand assistance verbal prompts / cues independently once the task is set up</u>	4) Student Demonstration through Targeted Clinical Observation & data collection	4 quarterly beginning 12.10.97	
2) <u>Using left hand to stabilize paper on a clipboard and right hand to hold pen and Ben will show 3 out of 5 trials with 80% accuracy given the strategy written:</u>	5) Student Demonstration through Targeted Clinical Observation & data collection	5 quarterly beginning 12.10.97	

This must be short-term instructional objective for each annual goal(s). Use one sheet for each annual goal. There must be present level of performance documentation to support each annual goal.
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