***SAMPLE* Elementary School Inclusive Values- and Standards-Based IEP**

**Student’s Name: Ronald**

**Grade: 1st**

**Disability identification: Multiple disability (mitochondrial disorder)**

**Student Profile**

Ronald is a delightful 1st grader who loves school. From the time he began receiving special education services until this year he was educated via a school-home interactive video system due to his fragile medical condition. Recent improvements in his health have allowed him to come to school for the first time. Despite this significant improvement he remains vulnerable to changes in temperature so the classroom needs to be at a constant 72 degrees. He fatigues easily and needs frequent changes in position to give different muscle groups a rest.

Ronald enjoys music, movement, listening to stories, watching Baby Einstein DVDs, and being involved in the same activities as his classmates.

Ronald is a visual learner despite the fact that he has been diagnosed with cortical visual impairment. He responds best when given sufficient wait time (up to 10 seconds after a request or prompt).

He is affectionate to adults and to classmates and enjoys it when they hold his hand or rub his back.

Ronald lives with his grandmother and aunt and they are both strong advocates for his health and educational needs.

**Describe the Student's Strengths**

His favorite subject is reading and he intently focuses on each page of a book that is read to him or on the computer screen if he is reading an e-book. He demonstrates emerging communication through vocalizations, facial expressions, body language, sign language, and gestures. He is experimenting with a voice output (speech generating) AAC device, as well as switches and a touch screen computer display.

His attention span to preferred activities is increasing. He is very determined and always tries his best.

He is able to bear weight for short periods of time during transitions from his wheelchair to the floor, etc., but needs assistance in all activities of daily living.

**Describe the Parent's Input for Enhancing the Student's Education**

Ronald’s grandmother and aunt have high hopes for his education and future. They are optimistic about his health because they feel that new scientific breakthroughs are always being made. They want him to be fully included with his classmates without disabilities. They have not yet envisioned what Ronald’s life will be like after he gets out of high school because they say that they try to take “one day at a time.”

**Present Level of Performance**

Because Ronald has no primary and effective means of communication the team is not confidently able to report on his academic skills.

Ronald reaches for familiar objects and people but has not yet shown the ability to accurately choose from among four icons on a communication display.

Because Ronald is receiving full or partial physical assist when using his AAC device the team is not able to say with confidence that Ronald is intentionally making choices.

Ronald eagerly activates a Step-by-Step switch that is programmed with a classmate reading a familiar book. He also reaches toward a book to indicate that he wants someone to turn a page.

**Annual Goals and Short Term Objectives (samples – measureable benchmarks should be added)**

**READING**

***Annual Goal:*** Given visual and auditory cues and physical prompts, Ronald will increase his participation in reading using a variety of communication skills including signing/gesturing, switches, voice-output communication device to make choices and give opinions.

***Short Term Objectives:***

* By September Ronald will choose which book he would like to read from among 4 “no wrong answers” (using physical objects such as books or symbols on his AAC device) when provided with a full physical assist.
* By December Ronald will make choices from among 4 “no wrong answers” when provided with a partial physical assist.
* By March Ronald will make choices from among 4 “no wrong answers” when provided with physical support at the wrist.
* By June Ronald will make choices from among 4 “no wrong answers” when provided with physical support at the elbow.
* By September Ronald will offer opinions or comments about a book from among 4 “no wrong answers” (using physical objects such as books or symbols on his AAC device) when provided with a full physical assist.
* By December Ronald offer opinions or comments about a book from among 4 “no wrong answers” when provided with a partial physical assist.
* By March Ronald will offer opinions or comments about a book from among 4 “no wrong answers” when provided with physical support at the wrist.
* By June Ronald will offer opinions or comments about a book from among 4 “no wrong answers” when provided with physical support at the elbow.
* Ronald will participate in buddy reading by activating a switch that reads aloud a page on an e-book.

**WRITING**

***Annual Goal***: Ronald will increase his participation in writing by filling in cloze sentences when provided with 4 “no wrong answer” options on his communication device.

***Short Term Objectives:***

* When provided with a variety of sentence starters Ronald will complete the sentence with a repetitive word by making a selection on his AAC device.
* When provided with a variety of sentence starters Ronald will complete the sentence from among 4 different word endings.

**EXPRESSIVE COMMUNICATION**

***Annual Goal:*** Ronald will improve his conversational skills with classmates and adults.

***Short Term Objectives:***

* Ronald will tell a friend or the class what he did over the weekend by activating his Step by Step through 5 pre-programmed sentences.
* Ronald will activate a switch that says “your turn” when reading with a buddy.
* Ronald will use his communication device to ask a friend to join in a free time activity when 4 activity requests have been pre-programmed.

**MATHEMATICS**

***Annual Goal*:** Ronald will increase his participation in math activities using his AAC device and manipulatives.

***Short Term Objectives/Benchmarks:***

* Match numbers to objectives
* Match numbers to number words

**Accommodations/Modifications/Supports**

**Accommodations (A):**

Supports and services to help the student access the general curriculum/program. Does not fundamentally alter expectations or standards in instructional level, content or performance criteria.

**Modifications (M):**

Specifically designed instruction that changes the general curriculum content or standards and what is expected of the student in order for the student to make effective progress. Fundamentally alters expectations or standards in instructional level, content, or performance criteria.

**HOMEWORK AND TESTS**

(M) Align homework and tests with instruction and IEP goals.

(A) Provide extended time for homework and tests.

**PRESENTATION OF MATERIAL/SUBJECT**

(M) Adjust language level.

(M) Adjust reading level.

(A) Enlarge print to 1” letters and pair words with pictures or symbols.

(A) All symbols should be black on yellow background with lots of white space.

(A) Bring materials close to Ronald’s eyes to gain his attention and then slowly move them away.

(A) Present information through multiple modalities including writing, verbal, pictorial, graphic, and concrete objects/manipulatives when possible.

(A) Provide all text in digital format so that it can be enhanced with pictures or symbols.

(A) Enhance all text with pictures and/or graphics to enhance comprehension.

(M) Program AAC device with “all right answers” as he is building his communicative competence.

**PHYSICAL/ENVIRONMENTAL**

(A) Seating for optimum attention and posture.

(A) Direct Ronald’s visual attention to scan all communication choices. Model the selection of communication icons through full physical assist then bring Ronald’s hands back to a neutral position before asking him to respond.

(A) Adapted toilet seat.

(A) Mobile floor sitter with seat belt

**SENSORY/EMOTIONAL**

(A) Provide sensory breaks as needed.

(A) Provide positive comments for work well done.

(A) Place Ronald’s wheelchair or adaptive seat amidst his classmates and up close to the teacher.

**LANGUAGE**

(A) Prepare Ronald for lesson by telling what will be taught and by summarizing at the end of the lesson.

(A) Gain Ronald’s visual attention before speaking.

(A) Allow extra time to process and respond to information/questions.

**INSTRUCTIONAL STRATEGIES**

(A) Give directions one step at a time.

(A) Encourage peer supports.

**HEALTH/MEDICAL**

1. Monitor the room temperature 3 times per day and keep temperature at 72 degrees.
2. When temperature is below 40 degrees outside provide indoor recess for Ronald and 2 classmates.
3. Provide training to all team members on CPR.
4. Assure that health/medical plan is up to date.
5. Rehearse fire drill procedure one time per quarter.

**SUPPORT TO TEAM MEMBERS**

(A) Teacher will provide lesson and unit overviews and digital text to Inclusion Facilitator and grandmother 2 weeks ahead of time.

(A) Consultation on the use of assistive technology will be provided to the team 3 days per quarter.

(A) Consultation to the team from a certified teacher of the visually impaired will be provided 1 day per month.

(A) All team members will have 1 hour of common planning time weekly.

(A) 90 additional minutes of common planning time weekly will be provided for Inclusion Facilitator and Paraprofessional.

**Services**

* 2 hours daily of Inclusion Facilitator – 1 hour providing support in Ronald’s general education classroom and 1 hour devoted to making adaptive materials, consulting with other team members
* 6 hours daily of paraprofessional support
* 30 minutes three times weekly push-in services from the SLP
* 30 minutes three times weekly push-in services from the OT
* Consultation to the team re: Ronald’s use of technology – 1 day per quarter