

IEP ANSWERS

Essential IEP Review prepared for: Peter Parker

Current Classroom/Schoolwork Accommodations:

For all core subjects: Small group testing; extended time not to exceed 2x's the regular time; reduced answer choices with multiple choice questions and word banks for fill-in-the blank questions; use of graphic organizers, manipulatives, charts; directions read aloud and clarified; curriculum tests and answer choices read aloud; allowed to correct failing scores if task not completed with adult support; shortened assignments and tests to be determined on a per assignment/test basis at the discretion of intervention specialist; shortened weekly spelling words (no more than 12 words); preferential seating to help eliminate distractions.

Current Testing Accommodations:

Small group testing; extended time not to exceed 2x's the regular time; testing directions read aloud and clarified

Current School Services:

READING: Peter receives the following specially designed instruction: Small group or one-on-one for modeling and guided practice with reading comprehension strategies, choral and repeated readings, use of graphic organizers to improve recall and comprehension, and explicit direct instruction with grade level vocabulary and phonics skills in order for him to be successful with the general education curriculum.

MATH: Peter receives the following specially designed instruction: Small group or one-on-one for direct instruction, modeling and guided practice with grade level math concepts and solution strategies including use of manipulatives and charts to improve understanding of math concepts, repeated practices and chunking of concepts to improve recall in order for him to be successful with the general education curriculum.

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Current Goals:

READING COMPREHENSION: Given a grade level passage, Peter will increase his understanding of a variety of print materials by using various reading strategies to respond to comprehension questions with 80% accuracy on 4 out of 5 tasks as measured by curriculum based assessments and work samples by the duration of the IEP.

MATHEMATICS: Peter will demonstrate grade appropriate number sense skills by using various strategies to perform multi-digit computations for all operations with 80% accuracy on 4 out of 5 tasks as measured by curriculum-based assessments and work samples by the duration of the IEP.

IEP Strengths:

The IEP Team has clearly defined academic goals that have measurable objectives (ways to monitor Peter's growth in each area).

The IEP provides appropriate accommodations according to Peter's educational needs identified in reading and math (grade-level work is adjusted to meet Peter's needs in reading and math).

The identified academic areas of difficulty (reading comprehension and mathematics) match with the evaluation findings.

Peter appears to be receiving all support in his least restrictive environment (LRE) through an inclusion model of service (mainly in a regular education classroom throughout his school day).

Suggested IEP Modifications:

Peter qualifies for special education due to his behaviors/symptoms associated with ADHD negatively impacting his learning and performance, i.e.,

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difficulty following multi-step directions, rushing through work/making careless mistakes, poor organizational skills which results in missing assignments. The Team may want to consider specific goals directly related to such symptoms and accommodations should be reviewed/updated to match his needs.

The Team may want to consider sensory needs and match support accordingly, i.e., sitting for long periods of time causes Peter to lose focus. Peter will be allowed to stand at his desk while doing assignments.

Reviewer's thoughts:

Based on Peter's ADHD-like behaviors reported within the evaluation, the following are accommodations to consider:

Provide peer assistance with organizational skills

Allow student to have an extra set of books at home

Develop an award system for in-school work and homework completion

Provide student with a homework assignment notebook and monitor for accuracy

Opportunity to read comprehension questions before a reading passage to direct focus

Ability to take movement breaks to avoid fatigue

Give frequent short quizzes and avoid long tests