Developing Quality Individual Educational Plans
A Guide for Instructional Personnel and Families

Florida Department of Education
Bureau of Exceptional Education and Student Services
2012—Third Edition
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BRIC website: http://www.fldoe.org/ese/clerhome.asp
Email: BRIC@fldoe.org
Telephone: (850) 245-0477
Fax: (850) 245-0987
I. Student Information

<table>
<thead>
<tr>
<th>Date of IEP meeting:</th>
<th>5/24/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Sample School 1111</td>
</tr>
<tr>
<td>Student:</td>
<td>Andy A.</td>
</tr>
<tr>
<td>Student number:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>23 A Street A Village, FL</td>
</tr>
<tr>
<td>Age:</td>
<td>5 years, 7 months</td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Mom A.</td>
</tr>
<tr>
<td>Reevaluation due date:</td>
<td>5/18/2014</td>
</tr>
<tr>
<td>DOB:</td>
<td>12/3/2006</td>
</tr>
<tr>
<td>Grade:</td>
<td>Prekindergarten</td>
</tr>
<tr>
<td>Initiation date of IEP:</td>
<td>5/25/2011</td>
</tr>
<tr>
<td>Review date of IEP:</td>
<td>5/24/2012</td>
</tr>
<tr>
<td>Purpose of meeting:</td>
<td>Annual review, articulation to elementary school</td>
</tr>
<tr>
<td>Is this a transition IEP?:</td>
<td>No</td>
</tr>
<tr>
<td>Primary exceptionality:</td>
<td>Other Health Impairment (V)</td>
</tr>
<tr>
<td>Additional exceptionality(ies):</td>
<td>Language Impairment (G), Speech Impairment (F), Occupational Therapy (D), Physical Therapy (E)</td>
</tr>
</tbody>
</table>

II. Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y  N

X  Does the student’s behavior impede his/her learning or the learning of others?
X  If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
If there is not a FBA/BIP, the use of positive behavioral interventions, strategies, and supports must be considered in the development of this IEP.
X  Does the student have limited English proficiency?
X  Is the student blind or visually impaired?
If yes, is instruction in braille or the use of braille appropriate?
X  Does the student have communication needs? If yes, those needs must be addressed in this IEP.
X  Is the student deaf or hard-of-hearing?
If yes, the following opportunities for direct communication with peers and professionals in the student’s language are needed:

N/A
Developing Quality IEPs

Student: Andy
Meeting Date: 5/24/2011

If yes, the following opportunities for direct instruction in the student’s language are needed:
N/A

X Does the student need assistive technology devices or services?

Does the student require instruction or the provision of information in the area of self-determination?
N/A due to age of student

The student is pursuing a course of study leading to:
N/A (due to age of student)

Domains

The student’s needs that result from his or her disability are addressed through the following domains or transition service activities areas:

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Curriculum and Learning Environment</td>
</tr>
<tr>
<td>X</td>
<td>Independent Functioning</td>
</tr>
<tr>
<td>X</td>
<td>Communication</td>
</tr>
<tr>
<td>X</td>
<td>Social/Emotional Behavior</td>
</tr>
<tr>
<td>X</td>
<td>Health Care</td>
</tr>
</tbody>
</table>

III. General Factors and Assessment Data

Parent input was obtained through: Attended meeting

The parents’ concerns for enhancing the education of the student:

Andy’s mother is concerned that he will not continue to get all of the services he needs when he transitions to the regular kindergarten program. Her other major concern is the need for daily parent and teacher communication.

Health concerns:

Andy takes medication to improve the spasticity of his legs; however, it seems to be weakening his muscles and may be causing Andy to have a decreasing tolerance for physical activity. Andy also takes medication for attention deficit hyperactivity disorder and to control seizures. A health care plan has been developed to monitor his medications and seizure activity. The plan includes a protocol for care if a seizure occurs.

Results of statewide or districtwide assessments (e.g., Florida Comprehensive Assessment Test; Florida Alternate Assessment):

Not applicable.
Results of the initial or most recent evaluation:

DEVELOPMENTAL ASSESSMENT

Andy’s scores on the Adaptive, Personal-Social, Communication, and Cognitive domains of the Batelle Developmental Inventory–2nd Edition, conducted in September 2009, revealed a significant developmental delay. His scores in the Motor domain indicated a mild developmental delay category, as compared to peers his age.

OCCUPATIONAL THERAPY EVALUATION

The occupational therapy evaluation conducted in September 2010 indicated that Andy was functioning below his chronological age level developmentally due to his medical condition. He lacked behaviors he needed to function safely and appropriately in daily life. The results of the Peabody Developmental Motor Scales–2nd Edition indicated that Andy’s fine motor development was on target for his age level.

PHYSICAL THERAPY EVALUATION

An initial functional physical therapy evaluation was completed May 6, 2010. He could sit on the floor and freely use his hands for exploration during floor time. His primary means of getting around was walking, although he had poor balance and lacked control, particularly when walking on uneven surfaces. He fell frequently on the playground, but picked himself up and continued on.

Andy strongly preferred to engage in play and explore the environment on his own. He frequently objected to participating in testing activities. Instead he would walk away, say “no,” say that he wanted to eat or use the bathroom, or have a temper tantrum.

BEHAVIOR ASSESSMENT

Andy was assessed on the Behavior Assessment System for Children, 2nd Edition on August 15, 2009. His scores were below average in adaptive skills, including behaviors related to self-care, problem solving, and planning.

A Functional Behavior Assessment was completed on October 1, 2010. Andy’s positive behavior intervention plan identified his need for specific positive behavior strategies and a social skills curriculum.

SPEECH AND LANGUAGE EVALUATION

Andy was administered the Preschool Language Scale, 4th Edition on February 17, 2011. His scores were significantly below expectations for his age. Overall,
Andy’s receptive language skills are better than his expressive language skills. The speech/language pathologist conducted an oral mechanism examination on February 17, 2011. Andy is able to open and close his mouth with ease. He seems to struggle to coordinate motions when his tongue is outside his mouth. Little movement of the soft palate was noted when he was making sounds.

More recent speech testing was completed in April 2011. On the Clinical Assessment of Articulation and Phonology, Andy’s scores indicated severely impaired skills in speech sound production. He omitted sounds and syllables from words and substituted one sound for another. No sound distortions were noted during testing.

Interagency responsibilities or linkages, if needed:

None

Results of Florida Comprehensive Assessment Test:

<table>
<thead>
<tr>
<th>Test Year: N/A</th>
<th>Test Grade: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>Achievement Level: N/A</td>
<td>Achievement Level: N/A</td>
</tr>
<tr>
<td>Scale Score: N/A</td>
<td>Scale Score: N/A</td>
</tr>
</tbody>
</table>

IV. Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain/Transition Service: Curriculum and Learning Environment

The strengths of the student related to this domain(s) are as follows:

Andy does very well in routine classroom activities that he likes and can remember steps of repeated lessons. He enjoys coloring pictures and working with simple puzzles, stacking blocks, and lock boxes. He is able to cut a straight line.

He enjoys morning circle and is able to pay attention and participate for about 20 minutes. He is motivated by praise and positive adult attention. Frequently he will turn and face the other adults in the room to show how proud he is of his accomplishments.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:
LANGUAGE AND EMERGENT LITERACY

Andy can match and identify 23 letters of the alphabet. He recognizes 12 of 15 single consonant sounds and can identify words that start with those sounds. He can match objects and pictures with the same beginning sounds. He is unable to distinguish same and different sounds in isolation or fill in simple rhymes. Andy can also recognize and spell his name and recognizes the names of five of his friends.

Andy can match events to pictures from a read aloud story. He answers two out of four questions correctly about a familiar story if the questions are about the pages that were just read. Andy has difficulty attending to more than two pages at a time without having to be reminded to pay attention to the story. Typically developing five-year-old children can ask and answer a variety of questions about a story after it is read aloud.

MATHEMATICS

Andy can match numerals 1 to 10, but is inconsistent in naming them. He can count to five by rote, but has difficulty counting sets of objects to 10 because he doesn’t use one-to-one correspondence. He can match objects by color, shape, and size, but cannot sort by size and shape (little squares, big circles). Typically developing five-year-old children can relate quantities to 20 with numerals, sets of objects, and number names and show understanding of addition and subtraction by joining and separating sets of objects.

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has difficulty staying on task and remembering what he needs to do as a result of his short attention span. He needs maximum support from adults (remain close by; provide verbal/visual prompts, frequent verbal praise, and additional explanations of the activity) to get started and maintain his effort and attention. He also requires extensive support from adults to stay focused on tasks he doesn’t like. When Andy is participating in tasks that he knows and likes, the teacher can reduce the continuous prompts and supervision to periodic reminders (one reminder in five minutes). When he is learning a new activity, Andy requires verbal praise, continuous prompting and supervision, and reduced distractions.

Andy has difficulty shifting from one activity to another and can be disruptive if the next activity is not one he wants to do. He requires one to two minutes of continuous visual/verbal prompting to get back to the task.

Last school year, Andy’s teachers noted that he significantly regressed in his use of appropriate behaviors and participation in learning activities after winter and spring school breaks. He had to relearn the routines and expectations of the classroom.
Developing Quality IEPs

Student: Andy
Meeting Date: 5/24/2011

**Annual Goals and Short-Term Objectives or Benchmarks**

**Goal:** Given an individual opportunity to preview and practice new classroom routines, Andy will engage in the routine effectively (gather materials, locate assigned area, use materials appropriately, follow model/directions, complete activity).

**Mastery criteria:**

**Other:** Four of five opportunities

**Assessment procedures:** Weekly teacher-developed checklist or chart

**Progress reports will be provided:** Nine weeks

**Short-Term Objectives or Benchmarks:**

**Goal:** Given an environment with reduced distractions and minimum adult support (verbal/visual redirection, repetition of directions, modeling/explanation of the activity) for teacher-directed learning activities, Andy will remain effectively engaged (remain in assigned area, look at/listen to model/directions, use needed materials, follow steps of the task, respond to teacher questions) in the activity.

**Mastery criteria:** For 10 minutes

**Other:** Four of five opportunities

**Assessment procedures:** Weekly teacher-developed checklist

**Progress reports will be provided:** Nine weeks

**Short-Term Objectives or Benchmarks:**

**Goal:** Given a story read aloud, Andy will answer five “wh” questions about the story (“What just happened?” “Who was...?” “Where did... go?” “What did... do?” “What might happen next?”).

**Mastery criteria:**

**Other:** Four of five opportunities

**Assessment procedures:** Weekly teacher-developed checklist or chart
Progress reports will be provided: Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Goal: Given concrete objects, Andy will solve five simple mathematical problems involving joining and separating sets up to 20 objects.

Mastery criteria: Four of five opportunities
Other:
Assessment procedures: Weekly teacher-developed checklist or chart
Progress reports will be provided: Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Andy will correctly count sets with up to 20 objects in four of five opportunities.

Andy will relate sets with up to 20 objects with numerals and number names with 100 percent accuracy in four of five opportunities.

Domain/Transition Service Area: Communication

The strengths of the student related to this domain(s) are as follows:

Andy uses words to express himself. He is able to understand more than he can say.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Based on the results of his most recent language evaluation (February 2011), Andy struggled to ask questions during play, answer “what” and “where” questions, understand negatives in sentences, and identify categories of objects in pictures. Andy was able to independently answer two of 10 yes/no questions accurately. Often, he repeated a portion of the question. For example, if Andy is asked, “Did you eat lunch?” he will usually reply, “Eat lunch.” When given a cue, such as, “Andy, yes or no?” after the question is asked, he answered the question accurately. On average Andy will answer seven of 10 “wh” questions accurately. He is able to follow one-step verbal directions in four out of five opportunities. Andy typically speaks in three- to five-word phrases or sentences.
Developing Quality IEPs

Student: Andy
Meeting Date: 5/24/2011

Andy’s speech is characterized by errors in multiple sounds, including sounds and syllables left out of words and substituting one sound for another. He exhibits speech characteristics of gliding (one for run), stopping (berry for very), fronting (tar for car), final consonant deletion (coe for comb), and consonant blend reduction (poon for spoon). Andy deletes syllables within multisyllabic words. His prekindergarten teacher said that he was very difficult to understand when he talked. When Andy is not understood, he typically repeats himself without modifying the message. His repetitions often become chant-like.

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy’s language impairment affects his ability to communicate his thoughts and ideas effectively. It also negatively impacts his ability to understand and apply new concepts in the curriculum. He has difficulty developing and maintaining positive social relationships with both peers and adults.

Andy’s speech impairment affects his ability to be understood by his teachers and peers. Multiple articulation errors may also indicate a possible disordered phonological system (ability to detect and use the sound system of language), which could negatively impact his acquisition and development of reading and spelling skills.

Annual Goals and Short-Term Objectives or Benchmarks

Goal: Given five basic yes/no questions about classroom activities and events, Andy will answer all five questions without prompting.

Mastery criteria: Five consecutive opportunities
Other: Documented observation
Assessment procedures: Documented observation
Progress reports will be provided: Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Goal: Given five basic “wh” questions (who, what, where) about classroom activities and events, Andy will correctly answer all five questions.

Mastery criteria: Five consecutive opportunities
Other: Documented observation
Assessment procedures:
Student: Andy
Meeting Date: 5/24/2011

Progress reports will be provided: Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Goal: Andy will independently follow simple two-step directions related to routine classroom and play activities.
Mastery criteria: Five consecutive opportunities
Assessment procedures: Documented observation
Progress reports will be provided: Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Goal: Andy will correctly pronounce words without fronting (tar for car) and without stopping (berry for very) in spontaneous conversation.
Mastery criteria: Five consecutive opportunities
Assessment procedures: Documented observation
Progress reports will be provided: Nine weeks
If other, describe:

Domain/Transition Service: Independent Functioning

The strengths of the student related to this domain(s) are as follows:

Andy’s motor skills on the playground have improved this year. He prefers playing by himself on equipment rather than playing with peers. He enjoys physical education class and usually needs minimal adult prompting and supervision to participate.

He is able to complete fine motor tasks without much difficulty, including coloring or cutting a straight line. He can write his name.
Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Andy is unsteady when he walks. He moves his whole body and arms to compensate for insufficient control. He has particular difficulty when his balance is challenged by walking on uneven ground, or navigating ramps and curbs. He manages these challenges, but he may lose his balance or fall. When walking about campus with one hand held, Andy shows improved balance and less upper body movement. However, he walks much slower than peers. His teachers feel that his rate of walking has become very slow and his energy and stamina for physical activity has waned.

Andy drags his feet when he walks due to the weaknesses in his legs. When prompted, he can lift his feet, but this requires a great deal of concentration and more effort than he can sustain. Andy needs to hold onto a single rail (at times, two rails) when climbing steps. When walking down a high flight of steps, it is safer for Andy to place both hands on a single rail and side step, taking one step at a time. When walking up a group of low steps, he is safe when he holds onto both rails. Andy is able to carry a lightweight object, such as a ball, and walk several feet without losing his balance.

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has decreased balance control when moving through space, particularly when he walks on uneven, varying terrain. He is at increased risk of losing his balance and falling, which impacts his safety. When he loses his balance, he makes excessive movements with his arms and trunk and takes extra steps to recover or falls. He is presently showing decreased stamina for physical activity, particularly when walking longer distances around campus, such as when he travels from the classroom to the auditorium or media center. He may need more time or an alternate way to travel about the school grounds.

Andy requires adaptive furniture to ensure his safety and comfort. He uses a special block chair with a back when he participates in circle time or other floor activities requiring him to be seated. On the school bus, an aide must put him in a harness so he will be safe in his seat, and he must be monitored for safety by an aide. He is unable to walk long distances, so the bus must stop in front of his home.

Annual Goals and Short-Term Objectives or Benchmarks:

Goal: Andy will exhibit balance control for enhanced safety when moving a distance up to 30 feet in the classroom or on campus.
Mastery criteria:
Other: Four of five opportunities, randomly sampled

Assessment procedures:
Progress reports will be provided: Documented observation
If other, describe: Nine weeks

Short-Term Objectives or Benchmarks:

Andy will smoothly navigate up to three obstacles in his path and make up to three surface level changes without losing his balance (balance loss: excessive movement in arms and trunk, needing to take quick, extra steps to recover, falling) on campus in four of five opportunities.

Andy will smoothly walk up and down a group of low steps (at least five steps) holding onto a single rail with his right hand on campus in four of five opportunities.

Andy will carry objects of varying sizes in his hands while walking at least 30 feet without losing his balance (balance loss: excessive movement in arms and trunk; needing to take quick, extra steps to recover; falling) in the classroom or on campus in four of five opportunities.

Domain/Transition Service: Social/Emotional Behavior

The strengths of the student related to this domain(s) are as follows:

Andy enjoys interactions with adults, especially those he knows well. He can be very affecionate and will call for adult attention when he is pleased with what he has done. Andy is very motivated by praise and adult attention. He often seeks attention from peers especially when playing outside.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

On October 1, 2010, a functional behavior assessment was initiated. The positive behavior intervention plan outlines strategies, including the use of visual cues, first/then contingency statements, and a social skills curriculum with emphasis on focusing attention and controlling behavior. Andy continues to have occasional aggressive episodes of yelling, spitting, and hitting during unstructured activities and during transitions from preferred to nonpreferred activities. These episodes typically occur about two times per week for no longer than five minutes. Andy responds well when an adult talks about the behavior immediately after it occurs. He is usually able to return to the group activity within five minutes. On occasion,
he becomes over-focused on the episode and repeats the phrases the adult uses to redirect the behavior.

When entering play situations with peers, Andy can typically stay in a center and engage in parallel play near peers for 10 minutes if he is interested in the items in the center (preferred activities). Andy has difficulty when he is asked to share, take turns, or negotiate the use of an item. Andy is more successful in play activities when he has an adult nearby to facilitate and prompt him to interact appropriately with peers. Typical five-year-old children can follow the expectations of classroom routines and participate effectively in activities with other children.

The student’s disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Andy has difficulty interacting with peers and participating in play activities and tasks he doesn’t like (nonpreferred activities). He shows resistance to changing tasks (transition). These behaviors negatively affect his involvement in the general curriculum. Andy requires social skills instruction, supervision, and frequent prompts to be able to engage with peers and participate in classroom activities.

Andy is easily distracted by people and activities in the classroom. He is strong-willed and at times may resist teacher-directed activities. He needs varying amounts of physical support, encouragement, prompting, and adult supervision to succeed in his learning environment, depending on how familiar he is with the activity and if he is willing to participate.

Annual Goals and Short-Term Objectives or Benchmarks:

Goal: Andy will effectively engage in reciprocal play activities by taking turns and sharing with peers during adult-facilitated play activities.

Mastery criteria: Four of five opportunities for 10 minutes

Other:

Assessment procedures: Teacher-developed checklist or chart, documented observation

Progress reports will be provided: Nine weeks

Short-Term Objectives or Benchmarks:

Goal: Given minimum adult assistance and supervision (visual/verbal cues, first/then statements), Andy will transition
from activities to engage in nonpreferred activities throughout the daily schedule using appropriate behaviors and communication (absence of aggression—no yelling, spitting, or hitting; walk to the assigned area; put materials from the preferred activity away; engage in the nonpreferred activity).

Four of five opportunities for 10 minutes

Mastery criteria:
Other:
Assessment procedures:
Teacher-developed checklist or chart, documented observation
Progress reports will be provided:
Nine weeks
If other, describe:

Short-Term Objectives or Benchmarks:

Given modeling, explanation, and verbal prompts, Andy will engage in nonpreferred activities for five minutes using appropriate behaviors and communication in four of five opportunities.

Given verbal/visual prompts, Andy will transition from preferred to nonpreferred activities using appropriate behaviors and communication (absence of aggression: yelling, spitting, hitting; walk to the assigned area; put materials from the preferred activity away; engage in the nonpreferred activity) for five minutes in four of five opportunities.

V. Assessment

The student will be assessed through:

| General Statewide Assessment (FCAT)/General Districtwide Assessment |  
| Florida Alternate Assessment/Alternate Districtwide Assessment |
| X | N/A for student’s current grade |

Y  N

| X | The student will participate in state or district assessments with accommodations? If yes, see “For students Participating in Assessment with Accommodations page (next page). |
### VI. Special Education Services

<table>
<thead>
<tr>
<th>Specially Designed Instruction</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech therapy: Direct intervention</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>30 min/wk</td>
<td>ESE</td>
</tr>
<tr>
<td>Language therapy: Assistance with integration, monitoring, and consultation</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>30 min/wk</td>
<td>General Education</td>
</tr>
<tr>
<td>Intensive learning and instructional support for academic and social skills curriculum in small groups (no more than 3 students)</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Related Services</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational therapy: Monitoring and consultation</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>30 min/wk</td>
<td>General Education</td>
</tr>
<tr>
<td>Physical therapy: Direct intervention and monitoring</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>60 min/wk</td>
<td>ESE</td>
</tr>
<tr>
<td>Transportation: Uses harness to stay in seat, stop closest to home, aide to monitor for safety</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary Aids and Services</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom aide for student during physical education, lunch, school activities outside the regular classroom (assembly, field day), assist with medication and travel between areas on school campus and to and from the bus</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education</td>
</tr>
<tr>
<td>Supplementary Aids and Services</td>
<td>Initiation</td>
<td>Duration</td>
<td>Frequency</td>
<td>Location</td>
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<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Classroom aide to provide supervision and one-on-one assistance when new routines, activities, and transitions are introduced to familiarize student with the schedule and expectations</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended School Year Services</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended school year services are needed due to documented regression after winter and spring breaks: Intensive learning and instructional support for academic activities and social skills curriculum in small groups (no more than 3 students)</td>
<td>6/13/2011</td>
<td>7/22/2011</td>
<td>840 min/wk</td>
<td>ESE</td>
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<table>
<thead>
<tr>
<th>Classroom Accommodations</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Repeat, clarify, or summarize directions</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Allow student to demonstrate understanding of directions, instruction</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education ESE</td>
</tr>
</tbody>
</table>
## Developing Quality IEPs

**Student:** Andy  
**Meeting Date:** 5/24/2011

<table>
<thead>
<tr>
<th>Classroom Accommodations</th>
<th>Initiation</th>
<th>Duration</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide verbal encouragement (e.g., “keep working”—not to be used to cue for correctness; “Be sure to answer every question”)</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Provide student with cue to maintain attention to task</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Daily</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Reduce auditory distraction</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Special or adaptive furniture: block chair with back</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Setting Other: Adult in close proximity</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education ESE</td>
</tr>
<tr>
<td>Reduce stimuli (e.g., limit the number of items on desk)</td>
<td>5/25/2011</td>
<td>5/24/2012</td>
<td>Continuously</td>
<td>General Education ESE</td>
</tr>
</tbody>
</table>

**Supports for School Personnel (describe):**

Yes

(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)

**Adult in close proximity for assistance and supervision of all learning activities and transitions. Fade when Andy becomes accustomed to classroom routines.**

**Training in seizure protocol for all adults who work with Andy (see Health Care Plan).**

**Person responsible for transition services follow-up (can be identified by title):** N/A

**VII. Least Restrictive Environment**

Explain the extent, if any, to which the student will not participate with nondisabled students in the general education class, extracurricular activities, and nonacademic activities:
Andy receives the majority of his special education and related services in a regular early childhood program with his peers, which includes a majority of children without disabilities. Language therapy (30 minutes/week) and occupational therapy (30 minutes/week) will be integrated into his instruction in the general education environment. He receives speech therapy (30 minutes/week), additional language therapy (30 minutes/week), and physical therapy (60 minutes/week) in the therapy room.

Accessibility and Implementation

The IEP is accessible to each of the student’s teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the IEP (Rule 6A-6.03028, F.A.C.).

VII. Conference Notes:

Andy will need the assistance and supervision of an adult throughout the day at the beginning of the school year. However, the assistance for new routines and learning activities, including nonpreferred activities and transitions, can be faded during the year as Andy becomes accustomed and comfortable with the classroom routines and schedule.

To keep Andy’s mother informed about his ongoing progress and health care needs, daily notes will be sent to her.