IEP at a GLANCE Student: Student C. \*Read entire documents

*IEP due date: \_\_\_\_\_\_*

***GOALS/OBJECTIVES:***

1. Print ltrs & #s 1-30 correct letter formation
2. ID coins & value
3. Point & write ending sounds given CVC words
4. Correctly blend CVC wrds given weekly list of 5 CVC pattern wrds
5. Read, answers ?s, match pix to sentences in print using wrds 1-150 (Reading program w/ HFW)
6. Point to sets of objects w/more or less: # 1-10
7. Given 2 sets of manipulatives and/or number line using 1-10: combines (adds) the 2 sets/#s together, writes, and says sum
8. Print full name w/verbal/visual cues; good letter formation
9. Cut shapes as heart, house, staying w/in 1/8”
10. Color simple shapes (90% coverage)
11. Answer yes/no; words associations, categories, up to 4 wrd statements to describe
12. Transition appropriately in class and w/in building
13. Initiate appropriately to peers or during redirections
14. Increase %age of days w/no aggression

***SPECIALLY DESIGNED INSTRUCTION:***

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| ***Behavior*** | ***Instruction*** | ***Environment/Materials*** | ***Assignments/Tasks*** |
| Use primary reinforcers for most difficult transitions (recess to room) | Exposure/repetition of general knowledge (days wk, months, year, name, age BD, seasons) | Clear established routines as time; defining ‘fidget’ locations | High visual supports to show ‘how much work’; outline color area, place cards in a format) |
| Use preferred song/talk during transitions | Social skill instruction w/in a situation | High environmental structure | **SEE REVERSE:****WHAT TO DO WHEN -** **PBSP** |
| Low level visual cues to prepare for transitions from high preference activities | Use of Naturalistic language strategies to promote verbalizations | Schedule ‘heavy work’ errands/activities; breaks as walk |
| Acknowledge verbal requests when possible | Use of pix, symbols, signing, gestures, tactile cues to encourage language | Fidget toys: soft ball or watermelon in class; big bounce ball recess/gym as needed |
| Short social stories & power cards | Additional wait time to process & respond | Schedules depicting one icon at a time; use transition cards |
| Decreased adult interventions & verbalizations | Clear & concise directions in small chunks; pair w/a demonstration | Seating near instructional area; near positive peer |
| Access to reinforcers/motivators through day (Ipad, computer time) | ***Motivators**** Specific fidgets
* Big Bounce Ball
* Playing outside
* Star Bursts
* Ipad
* Lego
 | ***Strengths**** Completes tasks minimal prompts
* Verbalizes most needs
* Mastered LA, Math goals
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| Movement breaks as needed; use of sensory room |
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**Positive Behavior Support Plan –**

WHAT TO DO when behaviors of concern occur

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| ***Walks away from work:**** I/R w/structured choice ?: “Work at desk or w/teacher?”
* If he states ‘break’ – allow 1 short break w/timer & state: “Good asking, first break then work.”
* When timer rings hand transition card to check schedule, ask ‘where work’ \_\_\_ or \_\_\_
* If he heads to break: change tasks to decrease trials.
* If lies on floor in another area: wait until quiet, bring tasks to him w/high visual structure & decreased verbal
 | ***Falls to floor/kicks objects to escape task**** No verbal or physical attention
* Ensure safety of all, provide space
* Wait until de-escalated
* Move work materials near him
* Use phrase as ‘help me’ to begin work
* Once completed access to break area
 | ***Falls to floor during transitions**** Ensure safety 1st
* Stay near him w/high observation
* No physical or verbal attention
* Provide wait time & visual cue
* Be ready when he stands to hold hand
* Be ready to provide primary reinforcer
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| ***Attempts to or hits peer**** If possible interrupt provide model “Say ‘hi’ \_\_\_\_.” Physically prompt an appropriate tap & reinforce
* If hit occurs immediately provide attention to peer.
* Move student quietly & calmly to ensure safety
* Sit beside Student & redirect to an on-task expectation
* Later show visual of appropriate touching
* Have photos of appropriate interactions between students, review
* Increase reinforcement when appropriate interactions occur
 | ***Loud sounds, attention seeking behaviors**** No attention
* Keep a safe distance
* If antecedent is work – change expectations, higher level of visual support
* Wait until behaviors decreases then show task or hand item for task, or take task to him
* Low verbalizations
 | ***Refuses to transition in bldg**** Additional time no attention if safe
* After 10 min – use written cue choice of preferred activity in next setting, make primary/secondary reinforcers visible w/cue to transition
* If no response or refusal call SE tcher
* If no response and safe area and able: allow continued ‘wait time’; continue 1st 2 steps
* If he must transition CT called to determine needed supports
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| ***Refuses to transition from outside recess; or setting he must transition from in specified time**** Additional time; no attention if safe
* Make primary or secondary reinforcer visible; provide choice if possible
* If alone and no response call SET
* If no response provide written choice of preferred activities in next environment
 | ***Harmful behaviors to self or others**** Ensure safety of others
* Determine need to walk to calming HB or removal of students
* NO talk by adults
* One adult interacts for interventions
* Determine need for CT
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