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 |
| 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 |