

**INDIVIDUALIZED EDUCATION PROGRAM
(IEP)**

| | |
|---|---|
| STUDENT NAME: xxxx | DISABILITY CLASSIFICATION: Autism |
| DATE OF BIRTH: xxx LOCAL ID #: xxx | |
| PROJECTED DATE IEP IS TO BE IMPLEMENTED: xxxxx | PROJECTED DATE OF ANNUAL REVIEW: xxxxx |

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Evaluations/Reports:

Classroom Observation

- is able to enter the school building and locate his classroom with minimal adult prompting and supervision. lacks safety awareness and requires adult supervision to help him avoid unsafe situations. has difficulty unpacking his materials and requires consistent prompting to stay on task. has difficulty staying on task and completing his classroom work. will greet his peers and staff appropriately but has difficulty describing places, things and events. participates and enjoys reading activities but has difficulty describing the relationship between illustrations and text.. can identify numbers and shapes but has difficulty understanding the concept of addition. is able to trace letters and numbers but has difficulty creating an opinion about a topic.

Speech/Language Progress Summary (03/06/2024)

- displays many positive skills related to speech-language. Positive skills noted include his ability to ask questions, follow basic two-step instructions, comment, and his emerging pragmatic language skill. Despite his many speech-language skills, presents with a severe mixed receptive-expressive language disorder. He would benefit from increasing his pragmatic and expressive language skills.

Occupational Therapy Progress Summary (01/26/2024)

- This occupational therapy reassessment was completed jointly by demonstrates relative strength in his ability to sort and match objects. Progress is seen in his ability to manipulate small buttons and in his ability to complete simple, familiar multi-step assembly tasks. Weakness is seen in his ability to complete higher level clothing fasteners and demonstrate independent work skills.

Physical Therapy Progress Summary (01/18/2024)

- Clinical Observation:
demonstrates relative strength with his ability to transition in and out of his classroom chair and move about his classroom with supervision. He exhibits deficits in muscle strength and upright seated posture. Progress was noted in ability to run on command then quickly stop or change directions and to imitate a two-part motor task following visual demonstration.

Psychological Re-Evaluation (12/07/2021)

Test Results:

Stanford-Binet V (SB5) (12/07/2021)

- Fluid Reasoning 47 (Standard Score), <0.1 (Percentile Rank)
- Full Scale 45 (Standard Score), <0.1 (Percentile Rank)

- Knowledge 60 (Standard Score), 0.4 (Percentile Rank)
- Non-Verbal IQ (NVIQ) 50 (Standard Score), <0.1 (Percentile Rank)
- Quantitative Reasoning 56 (Standard Score), 0.2 (Percentile Rank)
- Verbal IQ (VIQ) 46 (Standard Score), <0.1 (Percentile Rank)
- Visual-Spatial Processing 53 (Standard Score), 0.1 (Percentile Rank)
- Working Memory 48 (Standard Score), <0.1 (Percentile Rank)

Vineland-III Adaptive Behavior Scales: Comprehensive Teacher Form (VABS-III) (12/07/2021)

- Adaptive Skills Composite 49 (Standard Score), <1 (Percentile)
- Communication 48 (Standard Score), <1 (Percentile)
- Daily Living Skills 40 (Standard Score), <1 (Percentile)
- Socialization 39 (Standard Score), <1 (Percentile)

State and District-wide Assessments:

New York State Alternate Assessment (NYSAA): Grade 4 Mathematics (Elementary Level), (06/09/2023)

- None, Level 1

New York State Alternate Assessment (NYSAA): Grade 4 ELA, (06/09/2023)

- None, Level 2

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Speech/Language:

- xxxx is a fun-loving 11-year-old boy in the xxxx Program. xxxx communicates vocally and displays moderate-to-severe deficits with his intelligibility.

xxxx displays many positive skills associated with speech-language. Positive skills of note, include using multiple language functions, such as requesting, commenting, refusal, and humor. xxxx is social, and enjoys communicating with staff and peers. xxxx is able to work for adequate periods of time and acquire new skills. Despite his obvious speech-language strengths, he presents with a severe mixed receptive-expressive speech-language disorder.

Going forward, speech-language goals for xxxx should target increasing his pragmatic language and expressive language skills. In order to support him with his goals it is recommended that the clinician engage the use of positive reinforcement, a hierarchy of prompts, prompt fading, activities that reflect his interests, multiple modalities, partner with caregivers, and any other protocols that are helpful and appropriate. Please note, xxxx displays deficits attending to tasks and benefits from support for attendance.

During the 2023-24 school year, xxxx demonstrated progress with targeted goals. However, in order to maintain his current level of self-sufficiency within the school setting he requires extensive re-teaching and practice to maintain his ability to complete five, 2-step linguistic directives.

Academic Summary of Performance:

- xxxx is participating in a modified curriculum based on the alternate level NYS Standards. xxxx will participate in the New York State Alternate

Assessment (NYSAA). He demonstrates strengths in rote learning and exhibits weaknesses in problem solving and comprehension. xxxx is a student who demonstrates below grade level ability in the area of daily living and adaptive behavior as measured by informal observation. xxxx rate of progress in acquiring skills and information is below grade level when compared to non-disabled peers. xxxx is able to perform effectively and complete tasks in a classroom with a structured environment. He requires a predictable, established routine, minimal visual distractions and additional personnel. xxxx can make choices related to personal preference and his preferred learning style is visual.

During the 2023-2024 school year, xxxx has demonstrated progress with targeted goals. In order to maintain xxxx current level of self-sufficiency within the school setting he requires extensive re-teaching and practice to maintain the ability to participate in collaborative conversations.

During the 2024-2025 school year, we are individualizing xxxx education program due to his unique needs related to his disability in the areas of reading, writing, math, and speaking/listening.

In the area of reading, xxxx is able to participate in reading activities but has difficulty describing the relationship between illustrations and text. xxxx is expected to be able to do this, therefore he needs a goal to help him develop this skill.

In the area of writing, xxxx is able to trace letters but is unable to create an opinion piece about a topic. xxxx is expected to be able to do this, therefore he needs a goal to help him develop this skill.

In the area of math, xxxx is able to identify shapes and numbers but does not understand the concept of addition. xxxx is expected to be able to do this, therefore he needs a goal to help him develop this skill.

In the area of speaking/listening, xxxx is able to greet his peers and adults, but has difficulty describing familiar places, people and things. xxxx is expected to be able to do this, therefore he needs a goal to help him develop this skill.

In order to assist xxxx with achieving his goals, prompt fading, repetition, manipulatives and models will be provided.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

- xxxx:
 - Enthusiastically participates in classroom discussions
 - Enjoys initiating verbal interaction
 - Likes to draw
 - Seeks and enjoys musical experiences

- Speech-Language
 - Enjoys popular cartoon characters
 - Has adequate play skills
 - Enjoys using scripts during play

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- xxxx:
 - needs to solve addition problems.
 - needs to improve written expression.
 - needs to improve reading comprehension.

needs to improve his ability describe things, places and events.

ESY 2024-xxxx will maintain the ability to participate in collaborative conversations.

Speech-Language

Needs to increase his pragmatic language skills

Needs to increase his expressive language skills

ESY-2024: Needs to maintain his ability to complete five, 2-step linguistic directives.

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

- has difficulty in making and maintaining relationships with peers and adults in the school environment. He needs to develop skills relating to self-concept and feelings about himself. He has had difficulty making successful adjustments to both school and community environments. social difficulties have resulted in behaviors that require a classroom behavior management system to enable him to be successful in the school environment. enjoys adult and peer interaction but is limited in his ability to interact with peers due to weaknesses in verbal communication skills. has occasional difficulty communicating in social situations.

In the area of Social/Emotional/Behavioral, xxxx is able to greet adults and peers appropriately, but has difficulty completing his work and listening appropriately. is expected to be able to do this, therefore he needs a goal to help him develop these skills.. Prompts will be provided and faded as needed.

STUDENT STRENGTHS:

- :
 - Seeks out companionship and friendships
 - Good natured
 - Enjoys greeting/smiling at others
 - Engages in leisure activities

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- :
 - needs to complete his assigned work
 - requires teacher/ aide support and guidance in social situations.
 - must develop appropriate verbal social skills for communication.
 - needs adult redirection/prompting during social interactions.

Parental Concerns

parents have expressed concerns about social skills.

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

- Physical Therapy:

Based on clinical observations, xxxx enjoys a variety of movement activities. He is able to transition in and out of his classroom chair, move to and from the floor, negotiate stairs, and can navigate his classroom and hallways with frequent prompting to attend to his surroundings. xxxx also presents with deficits in his strength and postural endurance. This impacts xxxx ability to maintain an upright seated posture to attend to classroom activities. When seated at is desk, xxxx has a rounded back with a posterior tilted pelvis and has difficulty maintaining an upright seated posture for more than a few seconds, even with

prompting. For the 2024-25 school year, priority needs will be addressed with a goal to improve his strength and upright seated posture. During the 2023-24 school year, demonstrated improvements in his ability to run on command then quickly stop or change directions and to imitate a two-part motor task following visual demonstration. However, observation and data reveal that requires re-teaching and practice to maintain the skill of imitating a two-part motor task following visual demonstration.

- Occupational Therapy:

Based on clinical observation, is ambulatory with supervision to ensure his safety. He is able to follow the classroom routine with frequent prompts to initiate and remain on task. He is able to don and doff his coat and hang it on a hook. Some improvement in graded control and visual motor skills are seen as he is now able to trace the letters of his first name with greater accuracy. When prompted he is able to spear soft foods. He is able to manage most clothing fasteners and is progressing this year in his ability to manipulate small buttons. Continued difficulties with fine motor manipulation and fine motor planning impede his ability to complete higher level self-care skills related to shoelace tying. Gradual gains are seen in his ability to complete multi-step assembly tasks; however poor sequencing and organizational skills continue to impact completion in an independent and efficient manner. Difficulty is seen in his ability to retrieve necessary materials, organize his workspace, and complete the task accurately. He tends to work in a haphazard fashion and often does not recognize errors in his work. Poor overall attention is noted and consistent prompting for task initiation and follow through continues to be necessary. Priority areas to be addressed for the 2024-2025 school year include development of fine motor manipulation/fine motor planning and overall independent work skills to improve xxxx daily living skills and educational performance. During the 2023-2024 school year, has demonstrated progress with targeted goals. However; observations and data reveal requires extensive re-teaching and practice to maintain the ability to complete multi-step assembly/packaging tasks. exhibits moderate delays in the area of physical development which result in limitations that pertain to the learning process, and requires physical therapy. fine motor skills are delayed and he receives occupational therapy services. He has no history of illness that impedes his ability to function in the school environment.

STUDENT STRENGTHS:

- enjoys a variety of movement activities during therapy sessions.
- can transition in and out of his classroom chair.
- can sort and match objects.
- can manage simple clothing fasteners.

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- needs to improve his upright sitting posture.
- needs to improve fine motor manipulation skills.
- needs to improve independent work skills.

ESY Summer 2024: needs to maintain the skill of imitating a two-part motor task following visual demonstration.
needs to maintain his ability to complete multi-step assembly/packaging tasks. .

Parental Concerns

parents would like to see be more active.

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

- has significant delays and requires an intensive, small teacher-to-student ratio program provided in a special school environment in order to academically progress. He requires a structured program with clearly defined limits, expectations and rewards. requires a predictable, established routine in order to be successful.
- He requires individualized attention to focus on tasks.
- would benefit from social skills training to increase prosocial behavior.

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES

- has a significant delay in speech skills, language skills, motor skills, which interferes with participation in age appropriate activities.

STUDENT NEEDS RELATING TO SPECIAL FACTORS

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? ☒ Yes ☐ No

Does the student need a behavioral intervention plan? ☒ No ☐ Yes: is is able to progress academically and behaviorally with the support of classroom-wide behavior management strategies.

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

☐ Yes ☒ No ☐ Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? ☐ Yes ☒ No ☐ Not Applicable

Does the student need a particular device or service to address his/her communication needs? ☐ Yes ☒ No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

☐ Yes ☒ No ☐ Not Applicable

Does the student need an assistive technology device and/or service? ☐ Yes ☒ No

If yes, does the Committee recommend that the device(s) be used in the student's home? ☐ Yes ☐ No

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

| ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT | CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED | METHOD HOW PROGRESS WILL BE MEASURED | SCHEDULE WHEN PROGRESS WILL BE MEASURED |
|--|---|--|---|
| <u>SPEECH / LANGUAGE</u> 1. will demonstrate 2 conversational rules (i.e. initiating/maintaining eye contact and turn taking skills) for at least 1-2 social exchanges, 5 times in the therapy setting. | 80% success for 3 consecutive days | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 1.1 will demonstrate 1 conversational rule of initiating and maintaining eye contact for at least 1 social exchange 3 times in the therapy setting, given necessary prompting.
- 1.2 will demonstrate 1 conversational rule of using appropriate turn taking skills for at least 1-2 social exchanges 3 times in the therapy setting, given necessary prompting.
- 1.3 will demonstrate 2 conversational rules of initiating/maintaining eye contact and using appropriate turn taking skills for at least 1-2 social exchanges 5 times in the therapy setting, given faded prompting.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---|--|-----------------------|---------------|
| 2. will master the ability to sequence a minimum of five sets of picture cards, reflecting a story or task, and formulate sentences for each picture card to tell what is happening in the sequence, for the purpose of increasing his expressive language skill. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 2.1 will sequence five sets of picture cards with support.
- 2.2 will sequence five sets of picture cards independently.
- 2.3 will formulate sentences for each picture card in order to retell what is happening in a sequence using key vocabulary (e.g., first, next, last, etc.).

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|--|--|-----------------------|---------------|
| 3. ESY 2024: will maintain his ability to complete 5 2-step linguistic directives. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 3.1 will maintain the ability to follow five, 2-step directives with targeted linguistic concepts, given faded prompting.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|--|--|-----------------------|---------------|
| <u>SOCIAL / EMOTIONAL / BEHAVIORAL</u> 4. will participate in and follow classroom routines and activities throughout the school day. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 4.1 will complete assigned work on a daily basis.
- 4.2 will listen appropriately while adults are speaking during classroom activities, without interruption.
- 4.3 will correctly follow daily classroom entry routines (e.g., unpack own backpack, put away personal belongings and school materials, join in circle-time).

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---------------------|----------|--------|----------|
| <u>MOTOR SKILLS</u> | | | |

| 5. PT: will maintain an upright seated posture in classroom chair for 2 minutes with occasional prompting. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |
|---|--|-----------------------|---------------|
| SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL): 5.1 will maintain an upright seated posture in classroom chair for 1 minutes with minimal assistance. 5.2 will maintain an upright seated posture in classroom chair for 1 1/2 minutes with minimal assistance. 5.3 will maintain an upright seated posture in classroom chair for 2 minutes with visual, verbal and tactile prompting. | | | |
| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
| 6. ESY 2024 PT: will maintain the skill of imitating a two-part motor task following visual demonstration with verbal and visual cues as needed for 5 repetitions. | 80% success on 2 consecutive occasions | Recorded observations | Every 2 weeks |
| SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL): 6.1 will maintain the skill of imitating a two-part motor task following visual demonstration with verbal and visual cues as needed for 5 repetitions. | | | |
| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
| 7. ESY Summer 2024 OT: will maintain the ability to complete a 4 step assembly or packaging task given verbal prompts. | 80% success on 2 consecutive occasions | Recorded observations | Every 2 weeks |
| SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL): 7.1 will maintain the ability to complete a 4 step assembly or packaging task given verbal prompts. | | | |
| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
| 8. OT: will demonstrate the ability to tie a foundation knot on a lacing board given minimal verbal and visual prompts. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |
| SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL): 8.1 will demonstrate the ability to hold laces and cross them to make an "X" given moderate verbal and physical prompts. 8.2 will demonstrate the ability to switch hands on laces after making the "X" given minimal verbal and physical prompts. 8.3 will demonstrate the ability to loop one lace under the other and then pull both ends of laces given moderate verbal, visual, and physical prompts. | | | |
| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
| 9. will locate and set up a specified fine motor/ multi-step activity with minimal prompting. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 9.1 will locate specified items on a shelf with minimal prompting.
- 9.2 will set up a specified fine motor/multi-step task with minimal prompting.
- 9.3 will return materials to the appropriate location upon completion of the task.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---|--|-----------------------|---------------|
| <u>READING (Alternate Assessment)</u> 10. When presented with a text, will describe the relationship between illustrations and the text. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 10.1 will identify the illustrations on a given page of text.
- 10.2 will explain the information provided in photos or diagrams within the text(such as what person is depicted in the photo) with prompting and support.
- 10.3 will explain the information provided in photos or diagrams within the text(such as what person is depicted in the photo), independently.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---|--|-----------------------|---------------|
| <u>MATHEMATICS (Alternate Assessment)</u> 11. will demonstrate understanding that addition is putting together or adding to. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 11.1 will use objects to respond when asked to "add ____ " to a given number (such as add 2 bears to your pile).
- 11.2 will state the final number when asked to put together or add to a set.
- 11.3 will use pictures to respond when asked to "add ____" to a given number (such as draw 2 more circles).

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---|--|-----------------------|---------------|
| <u>WRITING (Alternate Assessment)</u> 12. will create an opinion piece in which he states the topic. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 12.1 will dictate an idea about a topic to an adult.
- 12.2 im will state his preference about a topic.
- 12.3 will dictate an opinion statement about a topic or book of interest.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|---|--|-----------------------|---------------|
| <u>SPEAKING / LISTENING (Alternate Assessment)</u> 13. will describe familiar people, places, things, and events orally. | 80% success on 2 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 13.1 will present a factual piece of information on a familiar person.
- 13.2 will present a factual piece of information on a familiar place.
- 13.3 will present a factual piece of information on a familiar event.

| ANNUAL GOAL | CRITERIA | METHOD | SCHEDULE |
|--|--|-----------------------|---------------|
| <u>OTHER</u> 14. ESY 2024: will maintain the ability to participate in collaborative conversations. | 80% success on 3 consecutive occasions | Recorded observations | Every 2 weeks |

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 14.1 will maintain the ability to follow the agreed upon rules for discussions.

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

Schedule: Reports will be provided quarterly.

Method: Written Reports

There will be 1 parent conference during the school year.

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS* | FREQUENCY HOW OFTEN PROVIDED | DURATION LENGTH OF SESSION | LOCATION WHERE SERVICE WILL BE PROVIDED | PROJECTED BEGINNING/ SERVICE DATE(S) |
|--|-----------------------------------|---------------------------------|-------------------------------|--|---|
| SPECIAL EDUCATION PROGRAM: | | | | | |
| Special Class | 8:1+1 STRIVE | 5 x Weekly | 6hr. | Special Class | 09/05/2024 |
| RELATED SERVICES: | | | | | |
| Speech/Language Therapy | Individual | 2 x Weekly | 30min. | Throughout the School Setting | 09/05/2024 |
| Speech and Language | Small Group | 1 x Weekly | 30min. | Throughout the School Setting | 09/05/2024 |
| Occupational Therapy | Individual | 2 x Weekly | 30min. | Throughout the School Setting | 09/05/2024 |
| Physical Therapy | Individual | 1 x Weekly | 30min. | Throughout the School Setting | 09/05/2024 |
| Parent Counseling and Training | Individual | 1 x Monthly | 1hr. | School | 09/05/2024 |
| Applied Behavior Analysis | Individual | 8 x Weekly | 1hr. | Home | 09/05/2024 |
| SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS: | | | | | |
| | | | | | |

| | | | | | |
|---|---|-------------------|---------------------------|--------------------------------|------------|
| Access to Social Skills Training | would benefit from social skills training to increase prosocial behavior. | 1 x Every 2 weeks | 30 minutes | Throughout the school setting. | 09/05/2024 |
| Refocusing and Redirection | requires the provision of redirection to purposeful activities. | Daily | Throughout the School Day | Throughout the School Setting | 09/05/2024 |
| ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: | | | | | |
| - Not applicable | | | | | |
| SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: | | | | | |
| Behavioral Intervention Consultation for Team | Consultation on the use of therapeutic instructional techniques and/or behavior modification strategies used in the school setting. | 2 x Weekly | 30 minutes | Throughout the School Setting | 09/05/2024 |
| * Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations. | | | | | |

12-MONTH SERVICE AND/OR PROGRAM - Student is eligible to receive special education services and/or program during July/August:

☐ No ☒ Yes ☐ Deferred Pending Review

If yes:

☐ Student will receive the same special education program/services as recommended above.

OR

☒ Student will receive the following special education program/services:

| SPECIAL EDUCATION PROGRAM/SERVICES | SERVICE DELIVERY RECOMMENDATIONS | FREQUENCY | DURATION | LOCATION | PROJECTED BEGINNING/ SERVICE DATE(S) |
|------------------------------------|----------------------------------|------------|----------|---------------|--------------------------------------|
| Special Class | 8:1+1 | 5 x Weekly | 6hr. | Special Class | 07/08/2024 - 08/16/2024 |
| Speech/Language Therapy | Individual | 2 x Weekly | 30min. | Therapy Room | 07/08/2024 - 08/16/2024 |
| Occupational Therapy | Individual | 1 x Weekly | 30min. | Therapy Room | 07/08/2024 - 08/16/2024 |
| Applied Behavior Analysis | Individual | 8 x Weekly | 1hr. | Home | 07/08/2024 - 08/16/2024 |

| | | | | | |
|--------------------------------|------------|-------------|------|--------------|----------------------------|
| Parent Counseling and Training | Individual | 1 x Monthly | 1hr. | Therapy Room | 07/08/2024 - 08/16/2024 |
|--------------------------------|------------|-------------|------|--------------|----------------------------|

Name of school/agency provider of services during July and August:
BOCES

For a preschool student, reason(s) the child requires services during July and August: Not Applicable

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):

INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

| TESTING ACCOMMODATION | CONDITIONS* | IMPLEMENTATION RECOMMENDATIONS** |
|----------------------------------|--|--|
| <input type="checkbox"/> NONE | | |
| - Human Read Aloud | DLM accessibility supports for NYSAA-eligible students | requires a human reader. |
| - Individualized Manipulatives | DLM accessibility supports for NYSAA-eligible students | requires individualized manipulatives. |
| - Entering Responses for Student | DLM accessibility supports for NYSAA-eligible students | requires staff to enter responses. |

*Conditions - Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- ☐ The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- ☒ The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.
- Identify the alternate assessment:
- New York State Alternate Assessment for Students with Severe Disabilities
- Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:
- The student's severe disabilities require the use of alternate performance indicators to appropriately assess abilities and needs.

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

-Not Applicable

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

- The student will not participate in general education programs and requires special instruction in an environment with a smaller student-to-teacher ratio and minimal distractions in order to progress in achieving the learning standards.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

- Not Applicable

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: ☐ No ☒ Yes. The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

☐ None.

☒ Student needs special transportation accommodations/services as follows:

Adult supervision - Bus with an Attendant

Type of Transportation - Curb to curb

Vehicle and/or equipment needs - Small Bus or Vehicle

- Air Conditioned Vehicle

☐ Student needs transportation to and from special classes or programs at another site:

PLACEMENT RECOMMENDATION

BOCES Class in a Public School