

differential between verbal and performance is not significant, indicating that Rosie's verbal and perceptual-organizational skills are similar. These results also indicate that her cognitive abilities impact her ability to process and learn information compared to her peers.

Rosie was also given the Woodcock-Johnson Tests of Achievement, Third (WJ-III). Her broad Reading score is 81, which is located in the 11th percentile. This is within the Low Average range. Rosie's Broad Mathematics score is 75, which is at the 4th percentile within Borderline Range. In the Written Language section, she scored at 70 in the 2nd percentile. While this is in Borderline range, her Writing Fluency score of 52 is considered in the Deficient range.

Overall, these scores indicate that Rosie's abilities are below grade expectations and age level. Rosie needs supports in the following academic areas: reading fluency, reading comprehension, mathematic concepts and calculation, writing fluency, and communication.

Functional:

Strengths: Rosie exceeds in both gross and fine motors skills. She enjoys playing soccer and basketball, and wishes to play both sports in high school. She states that these are her two favorite sports. Playing sports is a main motivator for the student, as she enjoys them thoroughly. During assessments and evaluation, Rosie appeared to be in a positive mood and was attentive.

Areas of Need: Rosie was administered the Vineland Adaptive Behavior Scales (VABS). During the Interview Edition, Rosie's score varied between Borderline to Low Average. Her Adaptive Behavior Composite score was 76, which is in the 5th percentile and is considered in the Borderline range. Her Socialization Skills Domain fell in Borderline range, while her Daily Living Skills fell in the Low Average range. On the Classroom Edition, she scored a 54 in her Adaptive Behavior Composite, located within the Deficient range at the 0.1 percentile. Across all previously mentioned Domains, the Classroom Edition scores places her ability within the Deficient range.

Rosie also completed the Behavior Assessment Scale for Children (BASC), which was conducted by the school psychologist. On the Self Report of Personality section, Rosie scores were mostly at an Average range. However, caution was noted as she appears to have responded in a socially expected manner.

However, the Teacher Rating Scales- Adolescent for both her Reading/Language Arts class and her Math class had much more significant results. Both teachers' ratings were consistent for School Problems, Adaptive Skills, and Externalizing Problems domains. Both teachers indicated at-risk or clinically significant on Social Skills, Leadership, and Study Skills. However, Rosie's math teacher reported clinically significant on both Depression and Somatization – while her English teacher rated these at an Average score. Based on these results, Rosie needs a structured classroom environment, systematic positive reinforcement, and information presented to her at an appropriate level. She also would benefit from social skills groups, an emphasis on daily living skills, as well as learning how to improve self and emotional-regulation during the presence of distress through counseling.

Concerns of the Parent: Rosie's father states that he has not seen significant behavioral concerns at home, and states that many of the behavioral problems began during the 6th grade year. At home, Arthur Dent uses a positive behavior system where Rosie is rewarded for doing homework and chores by being given extra time outside to play basketball. Rosie's father expresses concern regarding Rosie's treatment by peers, as well as how to better improve her behavior in the school classroom. He believes that the behavioral issues may stem from her academic difficulties, need for more structure, and underdeveloped social skills.

How does the disability affect involvement in the classroom and extracurricular activities? Rosie is currently repeating 6th grade for the second time and repeated her 2nd grade year as well. Her testing scores indicate a mild intellectual disability, with her full-scale IQ being 66. Her scores on the Woodcock-Johnson Tests of Achievement, Third highlights that Reading (81), Mathematics (75), and Writing (70) are subjects that she struggles with significantly. The team would like to note that IQ testing itself is often flawed and involves cultural bias. However, the test is necessary in that it can be used to confirm that Rosie does struggle in these academic areas.

Rosie's abilities are far below her age and grade level in relation to her peers, which makes it difficult for her to complete assignments and participate in classroom activities. Her frustrations that stem from not comprehending work above her level is a contributing factor to her behavioral concerns. These behaviors have resulted in incidents that have led to a concerning 32 days of out-of-school suspension, 11 days of in-school-suspension, and being placed within the P.A.L.S. Program. Previous schools she has attended failed to implement de-escalation techniques and appropriate accommodations. Her difficulty in social skills, emotional regulation, and daily living skills have caused her to struggle with creating and maintaining friendships. She is also currently unable to join neither the basketball nor soccer team due to her number of incidences noted in her school records.

Student's Name: Rosie Dent

Write "Yes" or "No" under "Exceptional" column for each area assessed. Remember "Exceptional" areas require a completed Goal Sheet.

Area Assessed	Present Levels of Performance Levels of functioning, should, when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information on the student's deficit areas.	Sources of Information	Date	Exceptional Yes/No
General Intelligence	Rosie was administered the Wechsler Intelligence Scale for Children – Third Edition. Her Verbal Scale IQ score is 67, and her Performance Scale Score is 70. Her overall Full Scale IQ score is 66. This places her within the Deficient range and the 1 st percentile. Rosie’s cognitive abilities cause difficulty in processing information and learning new concepts at the same pace as her peers.	Wechsler Intelligence Scale for Children – Third Edition (WISC-III)	8/15/2017	Yes
Academic Performance (Reading, Math, Writing)	Rosie completed the Woodcock-Johnson Tests of Achievement, Third test. Her total achievement score was 69. For reading, her score was 81- located at the 11 th percentile and Low Average range. Her math standard score was 75, which places her in the 4 th percentile at the Borderline Range. For written language, she attained a score of 70, located in the 2 nd percentile in the Borderline range. Within this section, she obtained a subscore of 52 in Writing Fluency, which is in the Deficient range. These scores indicate that Rosie is functioning academically below both her age and grade levels – which has a detrimental impact on Rosie in the classroom.	Woodcock-Johnson Tests of Achievement, Third (WJ-III)	10/30/2017	Yes
Adaptive Behavior	Rosie was administered the Vineland Adaptive Behavior Scales, in which she received an Adaptive Behavior Composite score of 76 in the Interview Edition, and a score of 54 in the Classroom Edition. In the Interview edition, Rosie’s scores varied between Borderline to Low Average. His Socialization Skills domain was 75, which is Borderline, whilst his Communication and Daily Living Skills domains were respectively 83 and 89, placed at a Low Average. However, the Classroom Edition’s scores all fell into the Deficient range consistently. These difficulties are causing a negative impact on Rosie’s academic performance and environment. Her socialization and communication difficulties are causing Rosie to struggle with making and maintaining friendships.	Vineland Adaptive Behavior Scales (VABS) Interview Edition Classroom Edition	11/5/2017	Yes
Social/Emotional	Rosie was evaluated with the Behavior Assessment Scale for Children. On Rosie’s Self Report of Personality, her scores indicate a mostly average profile. However, it is noted that she may have responded in a manner that was socially desirable. The Teacher Rating Scale, however, showed incredibly specific results. Both teachers’ ratings were consistent for School Problems (67/81), Adaptive Skills (31/28), and Externalizing Problems (81/84) domains. Both teachers indicated at-risk or clinically significant on Social Skills (30/29), Leadership (34/31), and Study Skills (33/30). However, Rosie’s math teacher reported clinically significant on both Depression (96) and Somatization (75) – while her English teacher rated these at an Average score. These scores indicate that Rosie struggles with a wide range of behaviors that manifest during class – especially the more difficult the subject becomes.	Behavior Assessment Scale for Children (BASC) Self Report of Personality Teacher Rating Scales-Adolescent	11/16/2017	Yes

Prevocational/ Vocational	Not Applicable	Not Applicable	Not Applicable	Not Applicable
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Consideration of Special Factors for IEP Development:

- ◆ Does the child have limited English proficiency? ___ Yes X No. If yes, what is his/her primary mode of language? _____
- ◆ Is the child blind or visually impaired? ___ Yes x No. If yes, does the child need instruction in Braille? _____
- ◆ Does the child have communication needs? ___ Yes x No. If yes, what are they? _____
 - ◆ Is the child deaf or hard of hearing? ___ Yes X No. If yes, did the IEP Team consider:
 - ◆ the child's language and communication needs; ___ Yes X No
 - ◆ opportunities for direct communications with peers and professional personnel in the child's language and communication mode; ___ Yes X No
 - ◆ necessary opportunities for direct instruction in the child's language and communication mode? ___ Yes x No
- ◆ Is assistive technology necessary in order to implement the child's IEP? ___ Yes X No. If yes, what is needed? _____
- ◆ Does the child's behavior impede his/her learning or that of others? X Yes ___ No. If yes, the IEP Team has addressed the child's behavior in the following way(s):
___ Functional Behavior Assessment, ___ Behavior Intervention Plan, X Accommodations, X Goals and Objectives, ___ Other.
- ◆ Where in the IEP is this information located? Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP (pages 6-9).

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP

Annual Goal # 1:

In one school year, Rosie will establish healthy and meaningful friendships with other students.

1. By September 15th, Rosie will be able to describe the differences between healthy and toxic friendships.
2. By December 15th, Rosie will be able to play on the playground with at least one other student for the duration of recess.

Supplementary Aids/Services:

Student will receive counseling for 30 minutes once each week within a student support group focused on healthy social skills based on self-determination, not compliance. She may also benefit from a visual chart that could be implemented within the entire classroom, discussing friendships, appropriate behaviors, and being kind to one another.

Modifications:

None

Accommodations: Rosie should be seated within a group, but also at the front in order to lessen distractions.

Supports/Trainings and/or Materials Needed for School Faculty/Personnel:

Visual chart in classroom

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP

Annual Goal # 2:

In one school year, Rosie will be able to read and comprehend books at a sixth-grade reading level. This will be measured by Rosie reading the book aloud and discussing the book with Rosie.

Short-Term Objectives with Benchmarks for completion:

1. With verbal prompting, Rosie will be able to read aloud a passage containing three paragraphs by September 15th with 75% accuracy in the classroom.
2. With verbal prompting, Rosie will be able to read aloud a passage containing six paragraphs by December 15th with 90% accuracy in the classroom.

Supplementary Aids/Services: Rosie may benefit from the use of Reading Highlight Strips in order to keep track of where she is in the book. Rosie will go to Ms. DeLenn Mir's classroom for 90 minutes five times each week in order to improve reading and writing abilities.

Modifications:

Rosie's required readings may need to be shortened at first. As she grows as a reader, the content provided should increasingly become more complex but attainable regarding her needs.

Accommodations: Extended time on tasks that involve reading and comprehension, providing Rosie with notes, and providing

Supports/Trainings and/or Materials Needed for School Faculty/Personnel:

Reading Highlight Strips

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP

Annual Goal # 3:

In one school year, Rosie will improve her mathematics ability closer to her current grade level

Short-Term Objectives with Benchmarks for completion:

1. By September 15th, Rosie will be able to complete a math assessment with 60% accuracy in the classroom.
2. By December 15th, Rosie will be able to complete a math assessment with 80% accuracy in the classroom.

Supplementary Aids/Services:

Rosie will go to Ms. DeLenn's resource classroom five times a week for an hour to work on improving math skills. Ms. DeLenn has stated that Rosie may benefit from the usage of math cubes and visualizations to better grasp mathematic concepts.

Modifications:

Rosie will use a calculator to solve word problems and timed tests.

Accommodations:

Extended time on tests, quiet space to focus on tests and assessments.

Supports/Trainings and/or Materials Needed for School Faculty/Personnel:

Calculator, math cubes, math visualizations.

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP

Annual Goal # 4:

In one school year, Rosie will have less behavioral episodes that result in disciplinary action.

Short-Term Objectives with Benchmarks for completion:

1. By September 15th, Rosie will be able to identify what circumstances and situations trigger negative and externalized behaviors.
2. By December 15th, with the help of counselor Dr. Capaldi, Rosie will develop a plan to help cope with frustration in a healthy and positive manner.

Supplementary Aids/Services:

Rosie will visit with counselor Dr. Capaldi one a week for an hour to discuss healthy coping skills, emotions, and how to convey frustration in an appropriate and healthy manner.

Modifications:

None.

Accommodations:

Rosie may also benefit from occasional sensory breaks in order to cope with her frustration or distress.

Supports/Trainings and/or Materials Needed for School Faculty/Personnel:

School-wide training on de-escalation techniques would be beneficial for all staff members.

Regular Program Participation: Indicate the appropriate subject area letter beside all modifications that are to be used by the student in the regular program.						Special Education and Related Services:					
a. All Subjects	b. Reading	c. English	d. Spelling	e. Math	f. Science						
g. Social Studies	h. History	i. Health	j. Economics	k. Physical Education	l. Music/Art						
m. Vocational	n. Lunch	o. Library	p. Title I	q. Other:							
Classroom Instruction Accommodations/Modifications: _____ Preferential seating <input type="checkbox"/> a Provide copies of material to be copied from book or board _____ Provide copies of notes (from another student) _____ Peer tutoring <input type="checkbox"/> a Behavior/performance contracting _____ Highlighted textbook (student) _____ Taped materials _____ Other: _____						Assignment Accommodations/Modifications: _____ Assignment book <input type="checkbox"/> b.e Abbreviated assignments <input type="checkbox"/> b.e Additional time <input type="checkbox"/> a Study guide _____ Extra grade opportunities (Re-do items missed, extra credit) _____ Compacting _____ Other: _____					
Classroom Testing Accommodations/Modifications: (In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations listed below should be used consistently within a student's academic program over the previous year.) <u>(TCAP Special Accommodations)</u> <input checked="" type="checkbox"/> Extended Time <input checked="" type="checkbox"/> Reading aloud internal test instructions/items <input checked="" type="checkbox"/> Prompting upon request _____ Interpreter Signs/Cues test _____ Reads into auditory recorder and plays back <input checked="" type="checkbox"/> Calculator/Mathematics Tables (word problems) <input checked="" type="checkbox"/> Calculator/Mathematics Tables (all math) <input checked="" type="checkbox"/> Manipulatives _____ Assistive Technology _____ Scribe _____ Unique Adaptive Accommodations (Approved)						<u>(TCAP Allowable Accommodations)</u> _____ Large Print or Braille: _____ _____ Sign/Re-read Oral Instructions Verbatim _____ Flexible Setting: _____ _____ Visual/Tactile Aids: _____ _____ Auditory Aids: _____ _____ Multiple Testing Sessions _____ Flexible Scheduling: _____ _____ Marking in Test Booklet _____ Student Reads Aloud to Self <u>(Accommodations listed below not available for TCAP)</u> _____ Modify test format (word bank, multiple choice, short answer) _____ Abbreviated concepts tested _____ Modify grading scale (Pass/Fail or points)					
01 Consultation <u>Sp. Ed to Gen. Ed Classroom 5 days/a week 90 min. 7.5 / hours 04/23/2018 to 04/23/18 Gen. Ed</u>						02 Direct Special Education (In what areas will the student receive special education?) <u>Resource (Reading) 5 days/per week 90 min 7.5 hours 4/23/2018 4/23/2019 SPED Room</u> <u>Resource (Math) 5 days/per week 60 min 5 hours 4/23/2018 4/23/2019 SPED Room</u>					

State/District Mandated Assessments: (Check either Number 1 or Number 2. When utilizing accommodations the appropriate addendum must be attached to this IEP.)

1. Student will participate in the following State or district assessment(s):

Achievement Competency Tests EOC Tests Gateway Tests Writing

<u>Gateway Tests</u>	<u>Score / Date Passed</u>	<u>Competency Tests</u>	<u>Score / Date Passed</u>
<input type="checkbox"/> Mathematics	___/___	<input type="checkbox"/> Mathematics	___/___
<input type="checkbox"/> Language Arts	___/___	<input type="checkbox"/> Language Arts	___/___
<input type="checkbox"/> Science	___/___		

End of Course Test(s)

_____ _____ _____
 _____ _____ _____
 District Assessment: _____

Accommodations for TCAP Assessments (Check boxes that apply – Box A or Box B and/or Box C)

- A. No Accommodations
 B. Allowable State Accommodations
 C. Special Accommodations
 D. ELL Accommodations

Yes No – Addendum(s) Attached

2. ___ Student will participate in the TCAP Alternate Assessment (TCAP-Alt).

Yes No – TCAP-Alt Participation Addendum Attached

03 Supervision (Option 8 only)

Related Service(s), including Instruction from Specialized Personnel

11 Counseling Services 1 day/per week 60 min 1 hour(s) 4/23/2018 4/23/2019 Guidance Centre
 11 Counseling Services 1 day/per week 30 min .5 hour(s) 4/23/2018 4/23/2019 Lib. Meeting Room

Related Service Codes:

- | | | |
|---------------------------------------|------------------------------------|------------------------|
| 04 Psychological Services | 12 Orientation & Mobility Services | 20 Work-Based Learning |
| 05 Social Work Services | 13 Audiology Services | |
| 06 Occupational Therapy | 14 Other Services | |
| 07 Speech/Language Pathology Services | 15 Ancillary - Attendant | |
| 08 Recreation Services | 16 Ancillary - Interpreter | |
| 09 Physical Therapy | 17 Ancillary - Other | |
| 10 School Health Services | 18 Residential | |
| 11 Counseling Services | 19 Homebound/Hospital | |

Total Regular Education hours per week: 21

Total Special Education hours per week: 14

STATEMENT OF PARTICIPATION Explain the extent, if any, in which the student **will not** participate with non-disabled peers

Student will be in the SPED Resource room for a total of 12.5 hours each week in order to gain more intensive instruction in Mathematics, Reading, and Writing. The student will also be away from peers for an hour each week during her counseling sessions. Rosie will also be in a peer support group for thirty minutes once a week with other students to work on social skills and friendships, during which she will be out of mainstream classes. In total, Rosie will spend 14 hours during the week in which she is not participating with non-disabled peers.

Position	Signature	In Agreement	Date
Parent	<u>Arthur Dent</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
LEA Representative	<u>Vila Bashir</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
Special Education Teacher	<u>Deleenn Mir</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
Regular Education Teacher	<u>John Smith</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
Student (if appropriate)	<u>Rosie Dent</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
Interpreter of Evaluation Results	<u>Peter Capaldi</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>4/23/2018</u>
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Informed Parental Consent:

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	I certify that I am the legal parent(s) / guardian(s) / surrogate(s) of this child.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	I have been informed of and understand my rights as a parent, and have received a copy of my rights.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my child.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	My child and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided beginning at least one year prior to the student's 18th birthday.)		
<u>Arthur Dent</u>	<u>4/23/2018</u>	<u>Rosie Dent</u>	<u>4/23/2018</u>
Parent/Guardian/Surrogate Signature	Date	Student Signature	Date

Date IEP was given to parent(s) 4/23/2018 If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is _____.

Documentation of IEP Review by Other Teachers not in Attendance:

Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date