

Reading the IEP



Alta California
Regional Center

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I am the parent of an Alta client, and have had 20 years' experience providing parent-to-parent support. I am a trained Special Education advocate and have a strong commitment to helping all parties collaborate to obtain appropriate services for students which provide access to the curriculum.

I'm available to assist parents of Alta clients with:

- * Collaboration with IEP teams,
- * General and specific Special Education questions,
- * Information on Special Education laws and regulations,
- * Review of IEP documents,
- * Preparation for IEP meetings,
- * Requesting assessments and IEP meetings,
- * And more.

I'm also available to Service Coordinators for consultation.

To connect with me, parents simply ask their Service Coordinator for a referral.

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IEP =
Individual Education Program

What the heck does it
all mean?

I EP

- ▶ A legally binding document describing the school district's (SD) plan to provide educational & related services to an eligible child with a disability.
- ▶ Describes FAPE = Free Appropriate Public Education for the child.
- ▶ Can be amended without new team meeting.
- ▶ Isn't "written in stone".
- ▶ Parents can request an I EP meeting at any time in writing to the case manager or program specialist. The SD has 30 days to convene a meeting.

I EP

The document must contain:

- Information/Eligibility
- Individual Transition Plan (I TP) when the student is 16 years old
- Present Levels of Academic Achievement & Functional Performance
- Special Factors
- Annual Goals & Objectives/Benchmarks
- Offer of FAPE (Free Appropriate Public Education) Services
- Offer of FAPE Educational Setting
- Signature/Parent Consent
- Meeting Notes

Taken together, they tell a story of what the child needs to access the curriculum and receive FAPE.

Information and Eligibility

- ▶ Name
- ▶ DOB
- ▶ IEP Date
- ▶ Last Eval Date
- ▶ Next Eval Date (Eval every 3 years)
- ▶ Meeting Type: Initial, Annual, Triennial
- ▶ Add'l Purpose of Mtg: Transition, Pre-Expulsion, Interim, Other
- ▶ Grade
- ▶ Residence
- ▶ Disabilities (Special Ed. eligibility which may or may not be same as diagnosis. For example, a student with ASD might be eligible under Specific Learning Disability.)

SACRAMENTO COUNTY SELPA
INDIVIDUALIZED EDUCATION PROGRAM

Student Legal Name:

Date of Birth:

IEP Date: 5/7/2019

Original SpEd Entry Date: 5/30/2018

Next Annual IEP: 5/6/2020

Last Eval: 12/15/2017

Next Eval: 12/14/2020

MEETING TYPE: Initial Annual Triennial

Additional Purpose of Meeting (If Needed):

Transition Pre-Expulsion Interim Other

Age: 8

Gender: Female

Grade: 03 Third grade

Migrant: Yes No

Native Language: 00 English

EL: Yes No

Redesignated: Yes No

Interpreter? Yes No

Student ID:

SSID#:

PRIMARY RESIDENCE: Parent or Legal Guardian and/or Homeless

Parent/Guardian:

Home Phone:

Home Address:

Work Phone:

City: Sacramento

Cell Phone:

State/Zip: CA

Email:

Parent/Guardian:

Home Phone:

Home Address:

Work Phone:

City:

Cell Phone:

State/Zip: CA

Email:

District of Special Education Accountability:

Residence School:

Ethnicity: 500 Hispanic 501 Non Hispanic 900 Intentionally Blank

Race: (Enter Code; must select one or more, regardless of Ethnicity): 1. 700 White 2. 3.

INDICATE DISABILITY/IES Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. *
Low Incidence Disability

Primary: Other Health Impairment (OHI)

Secondary: Emotional Disturbance (ED)

Not Eligible for Special Education Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) social, emotional, and behavioral challenges along with her difficulty in school maintaining focus on her school work.

FOR INITIAL IEP PLACEMENTS ONLY

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years? Yes No

Date of Initial Referral for Special Education Services: 3/8/2018

Person Initiating the Referral for Special Education service: 10 Parent

Date District Received Parent Consent: 3/9/2018

Date of Initial Meeting to Determine Eligibility: 5/15/2018

Individual Transition Plan (ITP) when student 16 years old

- ▶ Student was invited
- ▶ Appropriate agencies i.e., DOR, RC invited
- ▶ How student participated
- ▶ Training or Education goals (required)
- ▶ Post-secondary Employment goals (required)
- ▶ Independent Living goals (as appropriate)
- ▶ District Graduation Requirements
- ▶ Units Completed/Pending
- ▶ Anticipated Completion Date
- ▶ Certificate of Completion or Diploma
- ▶ Age of Majority

**STATE SELPA IEP TEMPLATE
TRANSITION PLAN (ITP)**

Student Name _____

Date of Birth ___/___/_____

IEP Date ___/___/_____

Student invited Yes No

If appropriate, and agreed upon, agencies invited Yes

No N/a

Describe how the student participated in the process

Present at meeting

Interview Prior

Interest inventories

Questionnaire

Age-appropriate transition assessments/instruments were used Yes No

Describe the results of the assessments _____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____

Linked to Annual Goal # _____	
Person / Agency Responsible _____	Related Services as Appropriate _____

Student's Post Secondary Goal Employment (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____

Linked to Annual Goal # _____	
Person / Agency Responsible _____	Related Services as Appropriate _____

Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____

Linked to Annual Goal # _____	
Person / Agency Responsible _____	Related Services as Appropriate _____

INDIVIDUAL TRANSITION PLANNING (ITP)

Student Name: _____

Date of Birth: _____

IEP Date: _____

District Graduation Requirements:**Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet post secondary goals Yes No

Units/Credits Completed: _____

Units/Credits Pending: _____

Student's course of study leads to:
 Certificate of Completion Diploma

Anticipated Completion Date: _____

Age of Majority:

On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

Conservatorship

Is the student conserved for educational decision making? Yes No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment, and/or independent living? Yes No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP? Yes No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals? Yes No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs? Yes No

Present Level of Academic Achievement & Functional Performance

- ▶ Student's strengths & interests
- ▶ Parent's concerns
- ▶ Smarter Balance Assessment Consortium
- ▶ California Alternate Assessments (CAA)
- ▶ Other Assessment Data
- ▶ Preacademic/Academic/Functional Skills
- ▶ Communication Development
- ▶ Gross/fine Motor Development
- ▶ Social Emotional/Behavioral
- ▶ Vocational
- ▶ Adaptive/Daily Living Skills
- ▶ Health
- ▶ "For student to receive educational benefit, goals will be written to address the following areas of need:"

SACRAMENTO COUNTY SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name:

Birthdate:

IEP Date: 5/7/2019

Strengths/Preferences/Interests

is very bright and intuitive. She is humorous, helpful, and caring. is a very creative student, who is eager to please adults and seems to find great reward in project-based activities. She has made great improvement with working with others this year and really building strong friendships. She is very compassionate towards others, especially the elders who she visited from Eskaton, as well as the younger students during recess. She loves to feel needed and helpful. She is an avid nature and animal lover. She enjoys music, reading, dancing, and performing. Any and all opportunities to engage in activities that involve these things is a great opportunity for her to develop her strengths. enjoys participating in mindfulness activities.

Her classroom teacher reports that she is an "outside the box thinker" and thinks very deeply. She always makes connections between concepts she is learning in class, and applies them to real-life situations. Classroom teacher also shared that has improved greatly with participating in class, engaging with lessons and peers, and persevering when things are difficult. She has improved at showing respect, making good decisions, and solving problems independently.

shared that her strengths are coloring, painting, jumping, dancing. She shared that she needs to work on slowing down and that she doesn't always take her time. She loves dragons, eating, Moonsand, and watching Wheel of Fortune.

Concerns of parent relevant to educational progress

Mother expressed concerns regarding academic performance in the areas of math, writing, and reading. She is also concerned about the supports for summer school, as well as the fading of the aide.

Smarter Balanced Assessment Consortium (SBAC)

Not Applicable



English/Language Arts Overall

- Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
- Reading Above Standard Near Standard Below Standard
- Writing Above Standard Near Standard Below Standard
- Speaking and Listening Above Standard Near Standard Below Standard
- Research/Inquiry Above Standard Near Standard Below Standard

Math

Not Applicable

Math Overall

- Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
- Concepts and Procedures Above Standard Near Standard Below Standard
- Problem Solving and Data Analysis Above Standard Near Standard Below Standard
- Communication Reasoning Above Standard Near Standard Below Standard

California Alternate Assessments (CAA)

Not Applicable

- English Language Arts Understanding Foundational Understanding Limited Understanding
- Math Understanding Foundational Understanding Limited Understanding
- Science Understanding Foundational Understanding Limited Understanding

English Language Development Test (English Learners Only)

Not Applicable

CELDT

Overall Score: Listening: Speaking: Reading: Writing:

ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Listening: Speaking: Reading:

Writing:

Alternate Assessment

Overall Score/Level: Name: Speaking: Reading: Writing:

Physical Education Testing (grades 5, 7 & 9): *N/A*

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Weekly Reading Tests: 76%, 81%, 86% STAR Test: Grade equivalent 3.0

Math Test Scores: 92, 100, 67, 100

Writing: 75%

F&P: Instructional Level Q

Hearing Date: 12/11/2017 Pass Fail Other

Vision Date: 12/11/2017 Pass Fail Other

Preacademic/Academic/Functional Skills

Since the beginning of the 2018-2019 school year, has improved greatly, behaviorally and academically. is at grade level in Reading, Writing, and Math. At this time, there are no academic concerns. With the appropriate accommodations and necessary breaks, is very successful!

In reading, understands grade level text and is working towards citing evidence and other text standards. She is a fluent reader and able to decode multi-syllabic words. Her reading instructional level is above grade-level. has strong reading comprehension skills. She is able to go back into the text to find an answer, as well as being able to recall important facts that happened in the story.

In writing, is working on composing multi-paragraph pieces. She is working on taking her time when completing her work. Writing is typically an unpreferred task, but she has access to a computer to type her assignments, which she prefers. She is continuing to improve her writing skills, as well as citing evidence when explaining her thinking. She will typically rush through her work, but is beginning to slow down and reread her assignments.

In math, understands grade-level math concepts and procedures. is improving greatly on her mathematical understanding. She is working on explaining her thinking, interpreting and solving word problems. is able to add and subtract multi-digit numbers with 85% accuracy. There are times where she would need reminders to carry over the number or to regroup, but she has strong mathematical concepts. During math, she will fold her paper in half, to limit the visual field, as the whole page is overwhelming for her. This has been reducing behavior and helping her concentrate on lesser problems. She will complete half of the page, but will typically want to complete the entire page. is currently working on solving word-problems and multi-steps problems at home. She also can benefit from more practice with her multiplication fluency.

When frustration level is increasing, she does very well working with putty. This reduces her tension and increases her ability to concentrate. She will typically have the putty in her right hand, and working with her left. does well with a lot of positive engagement and reinforcement! Whether it is merely congratulating her for handling a situation well or for advocating for herself appropriately when she feels something is unjust. She loves to please others.

Communication Development

communication appears to be age appropriate. is able to articulate, converse with peers, advocate for herself, and can express needs and wants intelligibly. shows great participation in class by showing her work and explaining her thinking. is able to converse with peers socially. She is very social with her peers and has improved greatly with building relationships with other students. She enjoys being included in groups and has advocated her opinion well among her peers. She notices everything around her, including the attitude of the adults she interacts with. She is

keenly aware of conversations taking place regarding her even when they are out of earshot.

verbal expression of her needs and emotions are emerging tremendously since the beginning of the school year. _____ has been working on reparations. When _____ has made a poor choice, for example ripping up a paper impulsively, she goes back and recreates it after deescalation. She takes great comfort in the opportunities for forgiveness. After the situation, it is discussed how the situation could have been handled better. She has been working on self-regulation by labeling her frustrations and to take sensory breaks as needed. She is also continuing to ask for help and to recognize when she needs to take a break.

Gross/Fine Motor Development

OT report, May 2019

Fine Motor: _____ holds a pencil with a functional grasp, using a left handed grasp with thumb wrap. handwriting is legible overall. However, it can sometimes be difficult to read due to poor word spacing and baseline orientation. Her letter formation and letter size is good. In class, _____ is able to type three sentences on her laptop in a timely manner to complete writing assignments, given minimal (25% of the time or less) verbal prompts. She prefers typing to handwriting and types about 50% of her writing assignments in class. _____ is able to independently position scissors in her hand and cut out various shapes with good accuracy.

Gross Motor: _____ demonstrates gross motor skills sufficient to move around the campus safely and to participate in playground activities. She is able to run, skip, jump, and maneuver the playground equipment with ease during recess. She participates with her peers during recess and PE activities.

Social Emotional/Behavioral

Results of Functional Behavior Assessment (FBA) 5/7/19

_____ is a very energetic and social young girl. She enjoys music, playing with her friends, and being creative. Observations and data collection show that _____ is able to independently follow instructions on average 97% of opportunities (individualized instruction 97%, group instruction 97%). Additional prompts inside of the classroom were needed on 5 occasions and averaged one prompt every 177 minutes. On average, _____ was able to independently transition between activities both inside and outside of the classroom on average 99% of opportunities. There were no discernible differences in performance regarding independent activities, group instruction, or less-structured activities. _____ was successful across activities throughout the day. Non-compliance behaviors observed included mild protest or verbal expressions of refusal but ultimately _____ would follow through and complete her work. Non-compliance behaviors ranged from less than one minute to eight minutes and averaged 3 minutes per episode. Results of the FBA suggest that _____ has met her behavioral goals and the current supports have been effective to address previous behaviors in the classroom.

Data Collection 2018-2019 School Year

Data collected throughout the year suggest that a significant reduction in behaviors has occurred since October 2018. Challenging behaviors have been more stable since February 2018. Since February 2019, _____ has earned on average 95% of her daily behavior contract points. Since March 2019, _____ has only had 2 days of earning less than 100% of her contract points (3/5/19 92%, 3/12/19 83%). In the classroom, she is completing on average 83% of her work without additional support. There have been 0 non-compliance behaviors since 3/20/19. She is appropriately engaged during instruction on average 95% of opportunities. Collected data throughout the year suggests that changes in routine can be more challenging for _____. Recent data suggests that significant behavioral progress has been made and staff indicate mild to no concerns regarding behavior.

Vocational

_____ vocational skills appear to be age-appropriate. She is able to advocate for herself and can express her wants and needs. She is continuing to work on identifying her feelings and indicating when she needs a break. _____ would like to be a baker when she gets older and to "decorate cakes and cupcakes".

Adaptive/Daily Living Skills

_____ adaptive daily living skills appear to be age-appropriate at this time. _____ can perform adjunct class responsibilities (e.g. lining up chairs/desks, staple items, etc.) with reminders from the teacher. _____ may need some fidgets or extra reminders to stay on task, but she can independently complete her work.

2018: Passed school hearing and vision screening. ODD by a neurologist after a brief exam.

has been diagnosed with PTSD, Explosive disorder, ADHD., and

Health

2019: appears to be a healthy, happy student. Per mother's request, is to stay on a dairy-free, gluten-free diet. No health concerns at the moment.

For student to receive educational benefit, goals will be written to address the following areas of need:

- Self-Regulation,
- Fine Motor,
- Mathematics,
- Writing

Health:

Include anything that does or may impair student's access to the curriculum.

Special Factors

- ▶ Does student require AT?
- ▶ Does the student require low incidence services? (Deaf, blind or orthopedic impairment)
- ▶ Considerations if student is blind?
- ▶ Considerations if the student is deaf?
- ▶ If the student is EL, how will services be provided?
- ▶ Does the student's behavior impede learning of self or others?
 - ▶ Interventions?
 - ▶ Behavior goal?
 - ▶ Behavior Intervention Plan (BIP)?

SACRAMENTO COUNTY SELPA
SPECIAL FACTORS

Student Name:

Birthdate:

IEP Date: 5/7/2019

Does the student require assistive technology devices and/or services? Yes No

Rationale: Student requires access to a computer for writing tasks.

Does the student require low incidence services, equipment and/or materials to meet educational goals? Yes No
(If yes, specify)

Considerations if the student is blind or visually impaired: NA

Considerations if the student is deaf or hard of hearing: NA

If the student is an English Learner, complete the following section:

Does the student need primary language support? Yes No If yes, how will it be provided?

Where will ELD services be provided to the student? General Education Special Education

The student will participate in the following type of program:

Structured English Immersion Alternative Language Program (type or description)

Comments:

Does student's behavior impede learning of self or others? Yes No

(describe) Non-compliance such as Ignoring/walking away from directions, Refusal to complete work (e.g. head on desk, rocking in chair, arms crossed), Verbal refusal to follow instruction (e.g. "no", "I don't want to" etc), Ripping up personal papers, Inappropriate language (e.g. profanity, name calling, etc)

Can escalate to include aggression, elopement and property destruction (not observed since Feb 2018)

If yes, specify positive behavior interventions, strategies, and supports:
behavior contract, visual schedule, priming, etc

Behavior Goal is part of this IEP Behavior Intervention Plan (BIP) Attached

Statewide Assessments

- ▶ Student's participation in California Assessment Student Performance & Progress (CAASP)/Accommodations (grades 3-8 & 11)
- ▶ Science (grades 5, 8 & High School)
- ▶ Alternative Assessment
- ▶ Physical Fitness (grades 5, 7 & 9)
- ▶ Desired Results Developmental Profile (DRDP) (ages 3, 4, 5)
- ▶ ELPAC (Spanish)

SACRAMENTO COUNTY SELPA
Statewide Assessments

Student Name:

Birthdate:

IEP Date: 5/7/2019

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

11 With testing accommodations

- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)

Math (Grades 3-8, & 11)

11 With testing accommodations

- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)

Science (Grades 5, 8 & High School)

90 Not to Participate (Outside Testing Group or Plan Type 20)

- If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.
The student will not participate in the SBAC because
Participation in an Alternate Assessment is appropriate because

Physical Fitness Test (Grades 5, 7 & 9)

- Out of testing range
- Without Accommodations
- With Accommodations
- With Modifications (Check with PFT Office prior to use)

Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)

- | | | |
|--|--|---|
| <input type="checkbox"/> Adaptations Not Applicable | <input type="checkbox"/> Sensory support | <input type="checkbox"/> Functional positioning |
| <input type="checkbox"/> Alternative response mode | <input type="checkbox"/> Assistive equipment or device | <input type="checkbox"/> Visual support |
| <input type="checkbox"/> Alternative mode for written language | | <input type="checkbox"/> Augmentative or alternative communication system |

ELPAC (English Learners Only)

- Listening without Designated Supports or Accommodations
- Listening with Designated Supports Non-embedded
- Listening with Accommodations Non-embedded
- Listening with Unlisted Resources (requires CDE Approval)

- Speaking without Designated Supports or Accommodations
- Speaking with Designated Supports Non-embedded
- Speaking with Accommodations Non-embedded
- Speaking with Unlisted Resources (requires CDE Approval)

- Reading without Designated Supports or Accommodations
- Reading with Designated Supports Non-embedded
- Reading with Accommodations Non-embedded
- Reading with Unlisted Resources (requires CDE Approval)

- Writing without Designated Supports or Accommodations
- Writing with Designated Supports Non-embedded Writing
- with Accommodations Non-embedded
- Writing with Unlisted Resources (requires CDE Approval)

Alternate Assessment to ELPAC

If yes, areas of alternate assessment: Listening Speaking Reading Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

Standards based Tests in Spanish STS

- Math without Designated Supports or Accommodations
- Math with Designated Supports
- Math with Accommodations
- Reading, Language, Spelling without Designated Supports or Accommodations
- Reading, Language, Spelling with Designated Supports
- Reading, Language, Spelling with Accommodations

Annual Goals & Objectives/Benchmarks

- ▶ Area of need
- ▶ Baseline
- ▶ Goal
- ▶ Short-Term Objective
- ▶ Progress Report

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: (Previous Goal) Birthdate: IEP Date: 5/7/2019

Area of Need: Math	Measurable Annual Goal#:
Baseline: is able to perform at grade level in broad mathematics. She is able to perform 2nd grade arithmetic problems (i.e. 15+4, 15-4).	Goal: By May 2019, given supports, like manipulatives will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction with at least 80% accuracy in 4/5 trials as measured by student work samples/teacher records.
	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 3.NBT.2 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Case Manager

Short-Term Objective: By Nov. 2018, given supports, like manipulatives will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction with at least 70% accuracy in 3/5 trials as measured by student work samples/teacher records.

Short-Term Objective: By Feb. 2019, given supports, like manipulatives will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction with at least 75% accuracy in 4/5 trials as measured by student work samples/teacher records.

Short-Term Objective:

If benchmark not met, then what? How much progress is "enough"?

Progress Report 1: 11/26/2018

Summary of Progress: Benchmark met.

Comment: is able to add/subtract three digit numbers with 90% accuracy. She is able to carry over to the next digit and knows the steps. is able to borrow from the next digit in order to subtract. During observations, would accidentally add numbers when she was supposed to subtract. Just needs to watch out for the addition or subtraction sign to know what type of problem it is.

Progress Report 2: 2/21/2019

Summary of Progress: Benchmark met.

Comment: is able to add/subtract three digit numbers. She is able to carry over to the next digit and knows the steps. is able to borrow from the next digit in order to subtract. There have been times where would accidentally add numbers when she was supposed to subtract, however when she was reminded of the sign, she was able to easily correct herself. Math is still hard for her and she gets frustrated, which is when we see the most behaviors.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 5/7/2019

Goal met Yes No

Comments: met and exceeded her RSP goal. She has made great improvement with her addition and subtraction calculations. is able to solve multi-digit addition and subtraction, up to 4-digit by 4-digit. There are times where she would need reminders to carry-over to the next place value, however she is able to successfully solve equations.

SD is not obligated to meet the goals, but is obligated to make significant progress.
Parents should monitor goals & progress regularly.

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: (New Goal)

Birthdate:

IEP Date: 5/7/2019

Area of Need: Fine Motor, Visual Motor	Measurable Annual Goal #: <u>OT 2 2019-2020</u>
<p>Baseline: handwriting is legible overall. However, it can be difficult to read due to poor word spacing and baseline orientation. Her letter formation and letter size is good. Based on a handwriting sample, she is able to copy 4 sentences with 77% combined accuracy for word spacing and baseline orientation.</p>	<p>Goal: By May 2020, will copy 4 sentences from a near point on wide rule paper with at least 85% combined accuracy for word spacing and baseline orientation, with minimal verbal prompts, in 3 out of 4 trials, as measured by classroom work samples and/ or therapist observation.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CACC-Production and Distribution of Writing</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: OT, gen ed staff</p>

Short-Term Objective: By November 2019, will copy 3 sentences from a near point on wide rule paper with at least 79% combined accuracy for word spacing and baseline orientation, with moderate verbal/ visual prompts, in 3 out of 4 trials, as measured by classroom work samples and/ or therapist observation.

Short-Term Objective: By February 2020, will copy 4 sentences from a near point on wide rule paper with at least 82% combined accuracy for word spacing and baseline orientation, with minimal verbal/ visual prompts, in 3 out of 4 trials, as measured by classroom work samples and/ or therapist observation.

Short-Term Objective:

**Progress Report 1:
Summary of Progress:
Comment:**

**Progress Report 2:
Summary of Progress:
Comment:**

**Progress Report 3:
Summary of Progress:
Comment:**

**Annual Review Date:
Goal met Yes No
Comments:**

- Area of need, Baseline & Goal are all aligned.
- "With minimal verbal prompts" is vague and should not be included because it is not part of the baseline. It could be argued that it should be a separate goal.

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: (New Goal)

Birthdate:

IEP Date: 5/7/2019

Area of Need: Sensory Processing, Self-Regulation

Baseline: When feeling overwhelmed/frustrated, _____ is independently asking for a break 50% of the time. When prompted, _____ is willing to take a break. _____ also has sensory processing difficulties and frequently displays high arousal during OT sessions, (i.e. fidgeting in chair, distractibility). Proprioceptive input (such as jumping and bouncing on a ball) help _____ maintain an optimal level of arousal to attend to tabletop tasks.



Measurable Annual Goal #: RSP/OT 1 2019-2020

Goal: By May 2020, when _____ begins to feel overwhelmed/frustrated, _____ will be able to select and use appropriate tools for self-regulation (such as asking for a break or sensory strategies i.e., wall push-ups, bouncing on a ball), given 1 verbal/ visual prompt, in order to optimally engage in classroom tasks, in 3 out of 5 opportunities, as measured by RSP and OT observations.

- Enables student to be involved/progress in general curriculum/state standard
- Addresses other educational needs resulting from the disability
- Linguistically appropriate
- Transition Goal: Education/Training Employment Independent Living

Person(s) Responsible: OT, RSP, Behavior team, general ed staff

Short-Term Objective: By November 2019, when _____ begins to feel overwhelmed/frustrated, _____ will be able to select and use appropriate tools for self-regulation (such as asking for a break or sensory strategies i.e., wall push-ups, bouncing on a ball), given 3 verbal/ visual prompts, in order to optimally engage in classroom tasks, in 3 out of 5 opportunities, as measured by RSP and OT observations.

Short-Term Objective: By February 2020, when _____ begins to feel overwhelmed/frustrated, _____ will be able to select and use appropriate tools for self-regulation (such as asking for a break or sensory strategies i.e., wall push-ups, bouncing on a ball), given 2 verbal/ visual prompts, in order to optimally engage in classroom tasks, in 3 out of 5 opportunities, as measured by RSP and OT observations.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

How are the baseline and goal related?

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met Yes No
Comments:

SACRAMENTO COUNTY SELPA
ANNUAL GOALS AND OBJECTIVES

Student Name: (New Goal)

Birthdate:

IEP Date: 5/7/2019

Area of Need: Writing Organization	Measurable Annual Goal #: <u>RSP#3</u>
Baseline: is working on composing multi-paragraph pieces. She is working on taking her time when completing her work. Writing is typically an unpreferred task, but she has access to a computer to type her assignments, which she prefers. She is continuing to improve her writing skills, as well as citing evidence when explaining her thinking. She will typically rush through her work, but is beginning to slow down and reread her assignments. is currently writing simple paragraphs and not including evidence in her writing.	Goal: By May 2020, with support from graphic organizers and the use of technology, will develop a well-organized grade-level multi-paragraph piece with supporting evidence as measured by student work samples and teacher created rubrics. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.W.3.5 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: RSP and Gen Ed Teacher

Short-Term Objective: By November 2019, with support from graphic organizers and the use of technology, will develop a well-organized grade-level paragraph with supporting evidence as measured by student work samples and teacher created rubrics.

Short-Term Objective: By February 2020, with support from graphic organizers and the use of technology, will develop a well-organized grade-level 2-paragraph piece with supporting evidence as measured by student work samples and teacher created rubrics.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Word salad! It should be easier to find the baseline for the goal.

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met Yes No
Comments:

Offer of FAPE; Services

- ▶ Supplementary Aids & Services & Other Supports for School Personnel, Student or on Behalf of the Student
- ▶ Accommodations
- ▶ Modifications
- ▶ Other Supports for School Personnel, Student or on Behalf of the Student
- ▶ Special Education & Related Services
- ▶ Transportation?
- ▶ Extended School Year (ESY)?

SACRAMENTO COUNTY SELPA
Offer of FAPE - SERVICE

Student Name: _____

Birthdate: _____

IEP Date: 5/7/2019

The service options that were considered by the IEP team (List all): General Education classroom; General education classroom with Resource Specialist services, OT, and behavioral services.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: Decreased access to instructional opportunities with typical peers.

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

- The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
- The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Please See Behavior Intervention Plan (BIP) for specific supports to include: -Individualized behavior contract -Cues/prompts for following directions and utilizing replacement behaviors - Reinforcement for replacement behaviors	5/7/2019	5/6/2020	Public Day School
These accommodations are very specific & anyone can follow.			
Allow extra time on assignments and tests	5/7/2019	5/6/2020	Public Day School
Break up tests and lessons into several sections and to allow the to complete each section with short breaks in between and to move around and refocus.	5/7/2019	5/6/2020	Public Day School
Option to take assessments in separate setting with low distractions	5/7/2019	5/6/2020	Public Day School
Allow access to a multiplication table	5/7/2019	5/6/2020	Public Day School
Provide with a worksheet of clear steps and procedures to follow multi-sequence computations, as well as models of sample problems. Provide written directions or to write them down herself with oral instructions. Provide directions short and simple.	5/7/2019	5/6/2020	Public Day School
Calculator available to check homework and classwork	5/7/2019	5/6/2020	Public Day School
Decrease the number of math problems (e.g. solving odd problems only)	5/7/2019	5/6/2020	Public day school
Provide frequent feedback about progress and checking work. Check work throughout the day to make sure she has addressed all objectives.	5/7/2019	5/6/2020	Public day school
Graph paper available during mathematical computations.	5/7/2019	5/6/2020	Public Day School
Encourage to ask for assistance and self-advocate for herself if she lacks understanding of information read.	5/7/2019	5/6/2020	Public Day School
Provide positive reinforcement and encouragement	5/7/2019	5/6/2020	Public Day School
Provide clear expectations of (1) what work is to be done (2) how much work is to be done in each setting (3) how she will know when she is finished (4) what happens after she has completed her work	5/14/2019	5/6/2020	Public day school
should be encouraged to take breaks when she begins to feel overwhelmed	5/7/2019	5/6/2020	Public day school
Pick reading and writing topics that stimulate her interest and motivate her. Use multiple mediums for academic tasks	5/7/2019	5/6/2020	Public day school
Highlight important words, facts, numbers	5/7/2019	5/6/2020	Public Day School
Allow to sit at the front of the room and away from distractions	5/7/2019	5/6/2020	Public Day School
Provide structure throughout the day (e.g. visual schedule)	5/7/2019	5/6/2020	Public Day School
Provide use of sensory tools (e.g. fidgets, putty, wiggle chair)	5/7/2019	5/6/2020	Public Day School
Allow use of computer during writing assignments	5/7/2019	5/6/2020	Public Day School

- The IEP team discussed and determined **program modifications are not needed** in general education classes or other education-related settings.
- The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Accommodations vs Modifications

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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- The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
 The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Additional paraeducator for behavioral support within the general education classroom (to be reviewed and faded as appropriate based upon data) (Fade criteria - 1 or less episodes of non-compliance behaviors weekly the team would increase the fade plan to the next step. Step 1. support in the back of the classroom Step 2. Support faded outside of the classroom during targeted time Step. 3 Increase time outside of the classroom by 30 minutes weekly when behavior criteria met	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	1/29/2019	5/14/2019	Daily	337 minutes	Public Day School
	↓ These are very specific & anyone can follow.					
Consultation between IEP team and behavior specialist regarding behavioral supports and monitoring of data	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/7/2019	5/6/2020	60	monthly	regular classroom and campus

SPECIAL EDUCATION and RELATED SERVICES

Service: Specialized Academic Instruction	Start Date: 6/9/2018	End Date: 5/29/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 30 min served Daily	Location: Regular classroom/public day school	
Comments: Maybe individual or small group instruction, either in the Learning Center of the Regular Classroom.		
Service: Behavior intervention Services	Start Date: 5/15/2018	End Date: 5/14/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 120 min served Monthly	Location: Regular classroom/public day school	
Comments: Services to include observation, data collection, staff training, progress monitoring, and modifications to behavioral supports as needed. At the start of next year minutes may initially exceed allotted amount in order to assist in the initial implementation of the BIP. The minutes that it may exceed the 120 minutes monthly service may be up to but not more than 180 minutes monthly.		
Service: Occupational therapy	Start Date: 5/15/2018	End Date: 5/14/2019
Provider: District of Service	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 30 min served Weekly	Location: Regular classroom/public day school	
Comments:		
Service: Specialized Academic Instruction	Start Date: 10/3/2018	End Date: 5/14/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 60 min x 1 Totaling: 60 min served Weekly	Location: Regular classroom/public day school	
Comments: 15 minutes of pull out direct individual service		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation Yes No

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale: does not display a loss of previously taught skills or an inability to regain those skills following interruptions in instruction during the regular school year.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Offer of FAPE; Educational Settings

- ▶ Physical Education (Type)
- ▶ District & School of Attendance
- ▶ Special Ed Services @ School of Residence?
- ▶ % of Time Student is Inside and Outside Regular Class
- ▶ Preschool Program Setting
- ▶ Other Agencies Providing Services
- ▶ Promotion Criteria
- ▶ Progress Reports: When and How

SACRAMENTO COUNTY SELPA
OFFER OF FAPE - EDUCATIONAL SETTING

Student Name:

Birthdate:

IEP Date: 5/7/2019

Physical Education: General Specially Designed Other

District of Service:

School of Attendance:

School Type: Public day school

All special education services provided at student's school of residence? Yes No (rationale)

(Note: Program Setting and Percentage of Time are required for students that will be age 6 and older within the duration of this IEP)

Program Setting: Regular Classroom/Public Day School (Ages 5-22)

8% of time student is outside the regular class & extracurricular & non academic activities

92% of time student is in the regular class & extracurricular & non academic activities

Preschool Program Setting (Ages 3-5):

(Note: Answer two items below for students ages 3-5 only if the Preschool Program Setting is in 201-Regular Early Childhood Program or Kindergarten Setting)

The location where the student receives the majority of their special education services:

Same as above Different from above

Is the Regular Early Childhood Program or Kindergarten Program ten hours per week or greater? Yes No

Student will not participate in the regular class and/or extracurricular and/or non academic activities: during portions of general education because _____ will receive OT services to support her goals

Other Agency Services

- County Mental Health
- California Children's Services (CCS)
- Regional Center
- Probation
- Department of Rehabilitation
- Department of Social Services (DSS)
- Other

Promotion Criteria: District Progress on Goals Other

Parents will be informed of progress: Quarterly Trimester Semester Other

How? Progress Summary Report Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)
Collaboration between general and special education to ensure participation in the general education classroom

Signature/Parent Consent

- ▶ All attendees sign & date
- ▶ Parent Consent (Parent can consent to all or parts of the IEP)
- ▶ Parent signature
- ▶ Acknowledgement of receipt of Procedural Safeguards, assessment report, IEP, protections available re: access to Medi-Cal benefits
- ▶ **The parent is not required to sign the IEP at the end of the meeting.**
- ▶ **The parent is encouraged to take it home, read it and ask case manager any questions!**

SACRAMENTO COUNTY SELPA
SIGNATURE AND PARENT CONSENT

Student Name _____

Date of Birth _____

IEP Date 5/30/2018

IEP Meeting Participants

5/30/2018
Date

Date
5/30/2018

Date
5/30/18

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5/30/18

CONSENT

- I agree to all parts of the IEP.
- I agree with the IEP, with the exception of _____
- I decline the offer of initiation of special education services.
- I understand that my child is not eligible for special education.
- I understand that my child is no longer eligible for special education.

As a means of improving services and results for your child did the school facilitate parent involvement?

- Yes No No Response

Signature below is to authorize and approve the IEP.

Signature _____

Date _____

- Parent Guardian Surrogate Adult Student

Signature _____

Date _____

- Parent Guardian Surrogate Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature _____

- Parent Guardian Surrogate Adult Student

- Parent/Adult Student has received a copy of the Procedural Safeguards
- Parent/Adult Student has received a copy of assessment report (if applicable)
- Parent/Adult Student has received a copy of the Individualized Education Plan (IEP)
- Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits
- Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

SACRAMENTO COUNTY SELPA
IEP TEAM MEETING NOTES

Student Name: _____

Birthdate: _____

IEP Date: 5/7/2019Date: 5/7/2019

Notes: The IEP team met for _____ annual IEP meeting. Those in attendance were the General Education Teacher, Occupational Therapist, _____, Special Education Coordinator, _____, School Principal, Behavior Coordinator, byphone, _____, Stanford Youth, _____, IEE evaluator, RSP teacher, _____, and parent _____.

A copy of procedural safeguards was presented to parent.

Present Levels of Academic and Functional performance were discussed.

Some of her strengths included, that she loves helping younger students, she is very bright, and fun to be around.

The classroom teacher reported that she seems happier and seems more grounded. Has friends that she plays with on the playground. The behavior coordinator also supported the discussion that she is making connections with her peers, and has made a lot of progress.

Parent inquired how she is doing academically in the classroom. The teacher reported that she is reading at a beginning 4th grade level. Her math is stronger, and her writing using the chromebook has improved a lot. She still has difficulty solving multi-step math problems. Remembering her multiplication facts, math fluency is something she can struggle with. Parent reported that she is working with a tutor and that she will practice over the summer.

Parent expressed concerns about her ability to do math, her reading, writing, supports for summer school, and what the plan will be for fading the aid.

The RSP teacher reported that she has made improvement both academically and behaviorally. Her latest reading assessment with the F and P she is scoring at a beginning 4th grade level. _____ has made a lot of improvement in writing. Parent reported that she has difficulty with spelling. Mom is concerned with her using spell check. Parent wants her to learn spelling and grammar skills. The team acknowledged that she has made a lot of growth, but she missed a lot of instruction last year, and is still not achieving up to her capability. Math is the least preferred academic subject for _____ now will share her thinking with the class, and doesn't shut down when she makes an error. The RSP teacher reported that sometimes she can be snappy with adults, but is doing much better with her peers.

The OT reported her present levels with her motor skills. _____ handwriting is legible, there are still some errors, but has improved this year. She prefers to type over writing.

The behavior Coordinator reviewed the FBA with the team. The behaviors have improved across the board. The severe behaviors that occurred last year and the beginning of this year are not present at this time. 3 behaviors were noted which were considered mild. Total duration was an average of 3 minutes. _____ can come back a lot quicker from a behavior than previously. The function of the behaviors were identified. The recommendation is to monitor her behaviors and monitored by the SAI.

Parent inquired about the transition for next year. The team will schedule a transition meeting before the end of the year to include the new teacher _____.

Health information was discussed with regards to her diet were noted.

Progress on goals were reviewed.

Draft goals were presented. Goals included math, writing, and self-regulation/sensory. It was noted that the outside

Meeting Notes

- ▶ Indicate who attended the meeting
- ▶ Provide information not found in any other part of the IEP
- ▶ Document compliance with procedures i.e., parent provided with Procedural Safeguards
- ▶ Include any consideration reflecting team consideration of any outside, private reports provided by parents/guardians
- ▶ Include any parent/guardian requests during the meeting and the district response.
- ▶ Indicate areas of significant discussion regarding ESY, placement, service delivery etc.
- ▶ Document follow up on agreed upon items and any next steps including who will be doing the following up
- ▶ Ensure what is written is consistent with other areas of the IEP

Prior Written Notice (PWN)

- ▶ Not necessarily part of the IEP. Usually a separate document.
- ▶ Prior written notice requires the school district (SD) to send written explanations of:
 - Any proposed changes in the child's educational plan.
 - If the school denies a parent request.

SACRAMENTO COUNTY SELPA
Notice of Action
(Prior Written Notice)

This notice is provided to parent prior to local educational agency (LEA)/district initiation or refusal regarding change of identification, evaluation, educational placement, or provision of free appropriate public education. This notice includes a description of the proposed and/or refused action, an explanation of why the LEA/district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal.

Student Name: _____ **Birthdate:** _____ **IEP Date:** 5/7/2019

Purpose: Identification Evaluation Educational Placement Provision of Free Appropriate Public Education
 Other

Actions Proposed	Reasons for Proposed Actions	Evaluation Procedures, Tests, Records, or Reports Used in Deciding for the Actions Proposed	Date Actions will be implemented
Provision of FAPE - Change in frequency/duration of special education or related services: Decrease RSP minutes from 210 minutes/weekly to 180 minutes/weekly, Behavior Intervention Services 120 minutes monthly to 60 minutes consultation monthly	Specialized Academic Instruction services- Due to progress on IEP goals and present levels of performance. Behavior Intervention Services - Due to progress on IEP goals, Present Levels of Performance, and FBA data	Present Levels of Academic Achievement and Functional Performance on IEP, dated 05/07/2019, Student Progress in Achieving IEP Goals, Functional Behavior Assessment 5/7/19	05/07/2019

Actions Refused	Reasons for Refused Actions	Evaluation Procedures, Tests, Records, or Reports Used in Deciding for the Actions Refused

Other Options Considered	Reasons for Rejecting Other Options	Other Factors Relevant to Actions Proposed and/or Refused
	Continuing to be pulled for individualized academic instruction would reduce time in class and would detract from maximizing her academic opportunities.	

Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action please contact:

Print Name of Contact	Position	Phone	E-mail Address
	<u>Special Education Teacher</u>		

IEP Dated 05/07/2019 attached:

Yes Not Applicable

Bonus!

Behavior Intervention Plan (BIP)

- ▶ Not part of every IEP
- ▶ Written by the Board Certified Behavior Analyst (BCBA) with input from classroom staff.

BEHAVIOR INTERVENTION PLAN**Student Name:****Birthdate:****IEP Date:****Date of BIP:**

This Behavior Intervention Plan is based on the following (check all that apply):

- Functional Behavior Assessment from report dated _____
- Data Collection (may include observations, interviews, records review, etc.)
- Social Emotional Assessment from report dated _____
- Other (describe): _____

The problem behavior impeding learning is (describe what it looks like)**Frequency****Intensity****Duration** **Reported By**and/or **Observed by****PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)

What environmental structure and supports are needed to reduce the problem behavior? (Provide specific examples)

ANALYSIS, PART II: FUNCTIONAL FACTORS**Team believes the behavior occurs because:**

- Access:**
- Avoid:**
- Automatic Reinforcement:**
- Other:**

FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

What team believes the student should do INSTEAD of the problem behavior?
(Replacement behavior that meets the same identified function of problem behavior)

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior/s)

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)? Selection of reinforcer based on:

RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES**Student Behaviors****Staff Response**

Student early escalation behaviors may include:	Staff response to early escalation behaviors may include: (e.g. prompting relaxation strategies, offering distractions)
Student behaviors during problem behavior may include: (e.g. _____)	Staff response during problem behavior may include: (e.g. monitor for safety, one step directions, neutral tone and affect)
Student behaviors during de-escalation may include:	Staff response to promote de-escalation may include: (e.g. model deep breathing, encouragement)
Student behaviors during post incident may include:	Post incident strategies may include: (e.g. offer choices, refrain from discussing consequences)

- Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered:

Questions?

I'm available to assist parents of Alta clients with:

- * Collaboration with IEP teams,
- * General and specific Special Education questions,
- * Information on Special Education laws and regulations,
- * Review of IEP documents,
- * Preparation for IEP meetings,
- * Requesting assessments and IEP meetings,
- * And more.

I'm also available to Service Coordinators for consultation.

To connect with me, parents simply ask their Service Coordinator for a referral.

Cid Van Koersel, Alta California Regional Center
Special Education Specialist
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