

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden

WEST SHORE SCHOOL DISTRICT



INDIVIDUALIZED EDUCATION PROGRAM (IEP) ***** School Age

IEP Team Meeting Date: 11/19/12 IEP Implementation Date: 11/27/12 Anticipated Duration of Services/Programs: 11/18/13
(This Date does not change until the next annual IEP) (This date does not change until the next annual IEP and SHOULD BEGIN BEFORE THE LAST IEP ENDS)

Student Name: Kamden Lucas DOB: 11/10/03 Sex: M Age: 9 Grade: 3
(First, Middle, Last) (Male / Female) (K, KF, 01-12)

Home School/School the student is attending: Newberry Elementary PA Secure ID #: 6417497453 Student ID #: 1000026614

Anticipated Year of Graduation: 2023 Local Education Agency: West Shore School District

Parent/Guardian/Surrogate Name: Greg and MaryAnn Lucas County of Residence: Cumberland

Parent/Guardian/Surrogate Address: 75 Kensington Drive Phone: (H) 731-5671
Camp Hill, Pa. 17011 (W) 991-5575 cell370-1691 cell

Educational Rights: ☒ Parent ☐ Other _____
(Name & Address, if other than Parent/Guardian)

Other Information: _____

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by: _____
 Note date of contact with IA prior to revision: _____

| Date of Revision(s) | Participants / Roles | IEP Section(s) Amended |
|---------------------|----------------------|------------------------|
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PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: _____

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

| Role | Printed Name | Signature |
|-----------------------------|------------------|-----------|
| Parent/Guardian/Surrogate | | |
| Parent/Guardian/Surrogate | | |
| Student* | | |
| Regular Education Teacher** | | |
| Special Education Teacher | Shelley Aaronson | |
| Local Ed Agency Rep | | |
| Career/Tech Ed Rep*** | | |
| Community Agency Rep | | |
| Teacher of the Gifted**** | | |
| | | |

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

** If the student is, or may be, participating in the regular education environment

*** As determined by the LEA as needed for transition services and other community services

**** A teacher of the gifted is required when writing an *IEP* for a student with a disability who also is gifted.

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Ms Brown (Art) Mr. Bomberger (P.E.) Mrs. Shepski (Music) Mrs. St. Cyr (Library)

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

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I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the Student Blind or Visually Impaired?

- ☐ Yes The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- ☒ No

Is the Student Deaf or Hearing Impaired?

- ☐ Yes The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net
- ☒ No

Does the student have communication needs?

- ☒ Yes Student needs must be addressed in the IEP (i.e., present levels specially designed instruction (SDI), annual goals, etc.)
- ☐ No

Does the student need assistive technology devices and/or services?

- ☐ Yes Student needs must be addressed in the IEP (i.e., present levels specially designed instruction, annual goals, etc.)
- ☒ No

Does the student have limited English proficiency?

- ☐ Yes The IEP team must address the student's language needs and how those needs relate to the IEP.
- ☒ No

Does the student exhibit behaviors that impede his/her learning or that of others?

- ☒ Yes The IEP team must develop a Positive Behavior Support Plan that is based on functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net
- ☐ No

Other (specify):

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II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)

Kamden was assessed by Shelley Aaronson in September using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP).

Manding (requestin) Kamden can request a variety of items that are food and non-food related in the classroom as well as for help such a "tie my shoe please", or "it is stuck", or "it is not working" (CD needed batteries at the listening center. He can request to a variety of adults in a variety of settings such as the classroom as well as at recess, or at specials such as Music, Art, Library and P.E. He also is able to politely have adverseive taken away. He is working on manding of missing items currently.

Tacting (labeling) Kamden can labell 135 common items. He can tact 9 body parts out of 20 that were assessed. He cat label 22 common ongoing actions. He is currently working on increasing his tacting skills as well as mainting the tacts he has currently acquired. He is also working on tacting items quickly, within 2 seconds of seeing the item and responding. He is also working on increasing the number of ongoing actions that he can label.

| | | | | |
|----------------|-------------|------------|------------|-----------------|
| apple | cookies | cat | bird | airplane |
| car | shoes | ball | spoon | cup |
| flower | banana | orange | watermelon | strawberries |
| Peas | spaghetti | noodles | rice | soup |
| taco | pizza | burger | hotdog | Chicken (food) |
| Chicken nugget | cake | donut | cereal | eggs |
| pretzels | popcorn | jello | Ice cream | popsicle |
| Candy | Gummy bears | gum | milk | tiger |
| tiger | elephant | rhino | zebra | giraffe |
| kangaroo | bear | alligator | snake | turtle |
| spider | butterfly | fish | duck | Chicken(animal) |
| pig | sheep | goat | cow | horse |
| dog | rabbit | Mouse | rooster | truck |
| bus | Fire truck | ambulance | train | boat |
| helicopter | pants | socks | hat | swing |
| bubbles | Dinosaur | Teddy bear | doll | puzzle |
| bowl | vacuum | lamp | toilet | bathroom |

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| | | | | |
|-----------|-------------|----------|----------|---------------|
| hairbrush | umbrella | glass | clock | pencil |
| scissors | books | backpack | lunchbox | Swimming pool |
| clouds | grass | leaf | rocks | dirt |
| tree | red | blue | green | yellow |
| orange | pink | purple | white | brown |
| black | square | circle | triangle | rectangle |
| oval | heart | moon | ears | elbow |
| eyes | hair | hands | knee | nose |
| teeth | Tummy/belly | Bicycle | computer | corn |
| shirt | chair | bed | cup | flower |

Kamden's Current Labeling of ongoing actions 11/19/12

| | | | |
|----------|----------|----------|---------|
| building | clapping | cleaning | crying |
| dancing | drinking | drying | eating |
| hugging | jumping | kissing | opening |
| painting | running | sleeping | tying |
| waving | marching | sneezing | blowing |
| knocking | building | | |

Listerner Response Kamden had difficulty at the beginning of the school year maintaining eye contact with the new teachers and classmates. He currently has improved and will give eye contact to familiar teachers and his classmates without prompts. He also did not respond to his name being called at the beginning of the school year and currently he will attend when you call his name. He can identify 218 pictures or items by pointing or touching when the adult labels the item. He can demonstrate 41 common ongoing actions.

Visual Perception/Match To Sample- Kamden is able to pattern with alternating colors independently with a variety of classroom manipulatives and enjoys doing this task independently. He can complete pattern block designs, however this requires coaxing and a variable reinforcement schedule of 2. He can sort items by color/shape when the categories are assigned with a reinforcement schedule of 2. He can complete classroom paper crafts, which are a non-preferred activity, with adult assistance and variable reinforcement of 2. He easily matches picture to picture in a messy array of 8 and enjoys doing so. He can match an object to the picture and the picture to the object in a messy array of 10.

Independent Play Kamden enjoys playing independently and enjoys a variety of toys in the classroom. He also uses the toys to retell familiar stories. He can maintain ability to play for long periods of time. Play is a highly preferred activity for Kamden. He also uses the toys throughout the classroom. He also will search for missing items for toys such as missing parts for the Potato Toy for example

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or a missing piece to the train track. He uses the toys for the appropriate function such as using the train on the train track, however also uses the toys creatively such as using the legos as domonios on the window sill, or the toy cars on the train track to play race cars. He assembles the train track, Mr. Potato toys, Legos and greatly enjoys magnetic blocks. Outside at recess he enjoys climbing on all of the playground equipment, and running and walking around with children on the blacktop. When given a white board, or light up drawing board or paints he can play with the items for more than five minutes as long as no demands are placed on him and he can be creative using the items.

Social Behavior and Social Play- Kamden will walk over at recess, smile at a friend or adult, and give eye contact and giggle when he wants to play tag. He has been seen playing tag at recess with regular education students as long as he is the one running and they do the chasing. He does not quite yet understand he has to chase them once he is tagged. During classroom peer friendship time, he is currently working on tolerating the peers near him as well as participating in small group games. He has played with a fifth grade friendship helper with knocking a building down that she built on her request and then asked her to build it again. This activity went on for nine minutes. He also has played group bingo with a variable ratio reinforcement of 2. He played a game of Hungry Hippo with fifth grade friendship helpers as well. He can request a peer to "go away" nicely when he would prefer to be alone. He is working on requesting a peer to do an activity or give an item during peer-friendship helper time.

Imitation- Kamden has improved with joint attention during small group instruction time, natural environment teaching, and during intensive teaching sessions. He can imitate with a cue of "do this" during small group instruction time with a variable ratio reinforcement schedule of two. He can imitate one step and two step motor movements and is attempting to imitate 3 step motor movements.

Listener Response by Feature/Function/Class- When given a field of 8 pictures in a messy array and given a phrase such as but not limited to "You sit on" or "You eat" or "you wash" etc. he is able to find the correct picture with 17 out of 24 responses being correct. When given a messy array of ten pictures and asked "What, Which, Who questions, Kamden was able to answer 10/25 questions correctly. Kamden is given structured natural environment teaching sessioins, intensive teaching sessions and promised reinforcement on a variable ratio of 2 to maintain interest and motivation.

Intraverbal: Kamden can fill in the blanks to 35 songs/poems/ phrases such as Twinkle Twinkle little star. He says the star part. During small group instruction and familiar songs, when the teacher stops he also answers with promised reinforcers on a ratio of 2. When asked "what is your name?" He instantly says Kamden clearly and with eye contact. Kamden had a goal of answering 12 what, 5 where, and 3 who questions which has shown mastery of this skill during intensive teacher sessions with promised reinforcement schedule on a variable ratio of 2.

Group Skills Kamden would join group work at the beginning of the school year but would simply turn away and talk in scripts and look at his reflection in the soap dispenser. Using promised reinforcers of chips or Doritos (for example) on a variable ratio of 2 when he attended and participated, he now participates 4 days out of 5 consistently for 15 minutes. He completes motor imitations to songs, video clips, counts to 100, counts on the calendar, identifies the day, month, holiday when first given the answer. When entering the classroom he puts his backpack down and immediately checks his schedule. He then returns to his cubby, places his coat and backpack away. With a verbal cue he will go into the bathroom and wait for an adult to see if he is "dry". Then he is offered a snack which is a red delicious apple. He has improved with going to the bathroom with a command "Kamden bathroom time". He will say "no" quietly but then comply. He has gone to the bathroom in the toilet one time on October 19 while at Red Land High School at the Natatorium.

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Classroom Routines

Kamden enjoys his schedule, follows it accurately, and is independent with the schedule displayed in the classroom.

Kamden enjoys learning centers in the classroom this school year. He has a "Creation Station center" where he completes a variety of fine motor skills such as stringing a wide variety of beads, completing links, snap blocks etc. He goes to the center, completes all the work that is in his drawer and places the work in a done bin without adult assistance. He patterns independently with a 1:1 pattern. At the "Book Look " center, Kamden has 12 book bins on shelves to select books from. He has been given boxes of favored books such as books from Toy Story and the Monster Inc. movie, however he does look at a variety of books. He selects many, lays them out, counts them, looks through familiar books and retells the familiar books. He stays in the area for 15 minutes. At the "Listening Center" Kamden is offered 5 books with matching CD's. He will listen to stories for 15 minutes or longer and is independent with putting the CD in the player and turning the CD player on. When the CD player does not work, he seeks adult assistance nicely. When the story is done, he takes the CD out and puts the CD and book in the correct bin and gets another book and cd out to listen to. He knows he must stay at the center for the full 15 minutes listening to books. At the "Imagination station", Kamden is given a 15 minute time period to play. At the Math Center, Kamden completes all the work in his bin. The work is file folder practice activities such as matching number to number, putting numbers in order to ten, counting with one-to-one correspondence to 6, patterning, sorting, etc. At the "Writing Center", Kamden matches letters on sticker dots for his first name, and then completes a variety file folder activities such as matching letter to letter, vocabulary web folders where he has to put pictures on the web by category, matching word to pictures etc. He knows he must do all the work in his bin until he can get up and leave the center. The sensory center is a center where he is given a variety of media to pour, scoop and touch. Currently he has enjoyed rice, corn, beans, plastic pellets, etc.

Reading- Kamden can read some basic nouns however abstract sight words such as but not limited to /has/ the/ is/ have been a struggle for him to maintain mastery. He enjoys being read to and will point and repeat the words to picture word stories and emergent readers. Currently he is using the Unique Learning stories and News 2 You newspapers for reading instruction. He is beginning to understand how to locate letters in words as far as /first/middle/ last. He also will imitate the clapping of syllables in words. He is beginning to sort words by their beginning letters with adult cues and promised reinforcement. Utilizing errorless teaching and error correction procedures combined with promised reinforcers, hands on practice activities have shown successful strategies for Kamden.

Math- Kamden is showing interest in counting skills as he is counting a variety of items in the classroom. He can receptively identify numbers to 20 with 100% accuracy. He can expressively identify numbers 1-10 with 100% accuracy. He can rote count to 20 with a visual cue such as the calendar. He can continue a pattern that is a one to one alternating pattern such as red, blue, red, blue he will continue the pattern. He can give objects up to 5 when asked and demonstrates 1:1 correspondence to 6 independently and with assistance can go to 10. He is beginning to write numbers on a slant board with visual and verbal cues with increased legibility. He has been introduced to the names of coins and with assistance can sort coins. He can put numbers in order 1-10 with 100% accuracy and independence.

Writing Kamden requires consistent expectations for writing and a high level of promised and highly preferred reinforcement on a variable ratio of 2. He uses a "twist and write" pencil currently and a slant board. Being taught using verbal cues of how to write the letter and 2 to 3 inch size letters he can accurately trace the letter /K/a/m/e/L/s/. He does not say the letters as he writes them even with promised reinforcers- he seems to be concentrating to hard on the work that talking while writing seems to be a challenge for him.

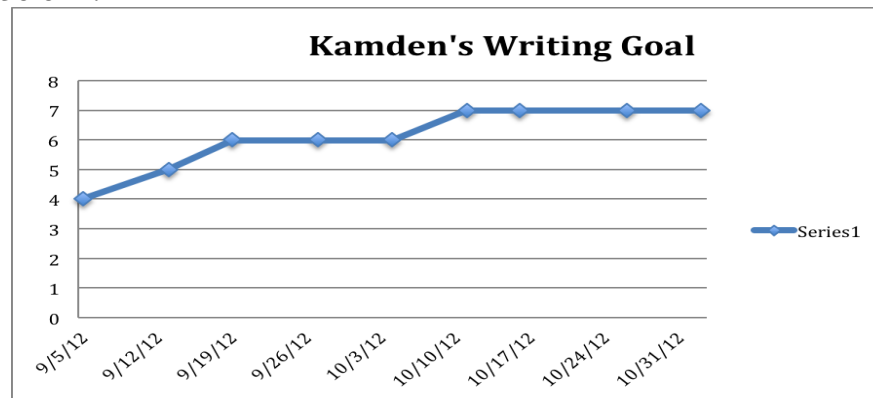
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Daily Living Skills- After consulting Mrs. Lucas at the beginning of October 2012 on Kamden's progress with toilet training at home, the same procedures were implemented in the classroom at school. After ten days of implementing Kamden wearing regular underwear, reminding him to go occasionally after a few hours have passed and he hasn't visited the rest room, he is now self-initiating going to the bathroom in the classroom without being told to go. He needs reminders to wash his hands but greatly enjoys the sensory activity of washing so he willingly does wash his hands and does wash thoroughly.

Progress Toward Annual Goals: Assessed by Shelley Aaronson (Special Education Teacher)

Writing Goal: Kamden will improve his mastery of writing his name by improving his score on the rubric to a level 3 in the following areas: tracing his name (capital K and lower case letters to follow), letter formation, relationship to the line and pencil pressure. 11/19/12 Kamden is currently earning a 7/12 on this goal in the Autism Support Classroom during structured one-on-one teaching sessions, use of an adapted writing instrument, use of a slant board, and promised reinforcers on a variable ratio of 2.

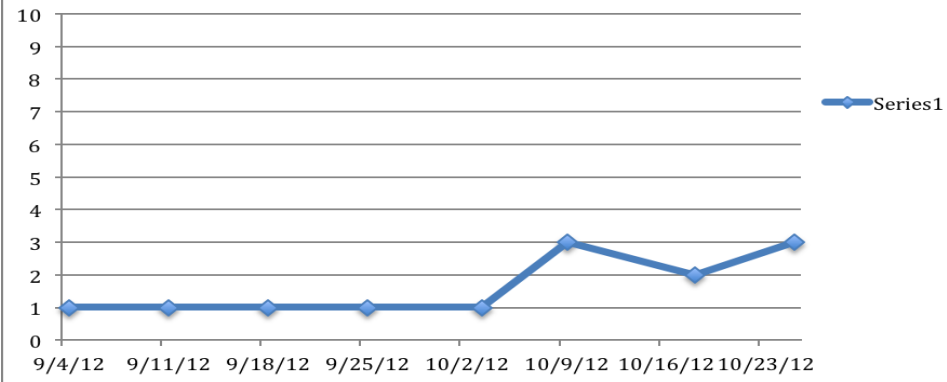


Shoe Tying Goal: Kamden will demonstrate increased self-help skills by scoring 10 points by donning shoes, pulling laces tight, completing 7/7 steps of shoe tying and doffing shoes on 4 of 5 trials Kamden wore slip on shoes at the beginning of the school year. Recently he has had tie shoes and could work on this goal. He can put the shoes on, pull laces tight and criss cross the laces currently.

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Kamden will demonstrate increased self-help skills by scoring 10 points by donning shoes, pulling laces tight, completing 7/7 steps of shoe tying and doffing shoes on 4 of 5 trials



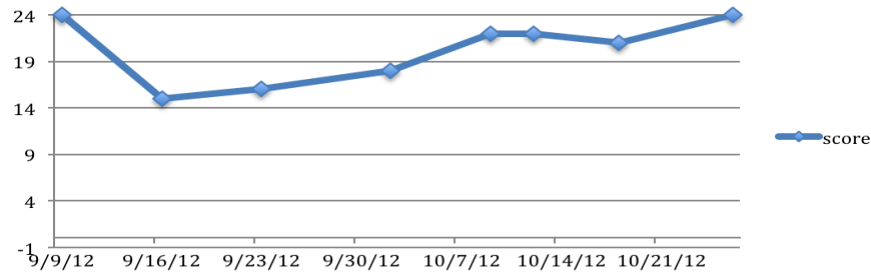
Goal: Kamden will maintain his skill of answering 12 what questions, 5 who questions and 3 where questions, verbally on 3 consecutive first probes each. Kamden is maintaining this goal currently during intensive teaching sessions, a star chart when he has 5 stars he earns an edible, keeping the tasks at 80% easy and 20% challenging.

| Date | number | Date | number | Date | number | Date | number |
|----------|--------|---------|--------|---------|--------|----------|--------|
| 11/21/11 | 20 | 2/10/12 | 20 | 4/3/12 | 20 | 8/28/12 | 14 |
| 12/5/11 | 20 | 2/24/12 | 19 | 4/16/12 | 20 | 9/13/12 | 17 |
| 12/19/11 | 20 | 3/9/12 | 20 | 4/30/12 | 20 | 9/28/12 | 16 |
| 1/3/12 | 20 | 3/23/12 | 19 | 5/14/12 | 20 | 10/12/12 | 19 |
| | | | | 5/28/12 | 20 | 10/28/12 | 19 |
| | | | | | | 11/3/12 | 20 |
| | | | | | | 11/13/12 | 20 |

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Kamden will maintain his skill of answering 12 what questions, 5 who questions and 3 where questions, verbally on 3 consecutive first probes each.



Goal: Kamden will regain mastery of 29 sight words in all school settings and maintain for 3 consecutive first probes weekly. Kamden is reading 21/29 sight words consistently. He is able to read all nouns correctly. The abstract words such as is, with, the are where he is erroring.

| Week of | Number remastered | Week of | Number remastered | Week of | Number remastered |
|----------|-------------------|---------|-------------------|----------|-------------------|
| 11/29/11 | 4 | 3/16/12 | 24 | 8/28/12 | 12 |
| 12/5/11 | 5 | 3/23/12 | 24 | 9/7/12 | 13 |
| 12/12/11 | 6 | 3/30/12 | 24 | 9/13/12 | 16 |
| 12/19/11 | 7 | 4/6/12 | 24 | 9/20/12 | 22 |
| 1/3/12 | 8 | 4/13/12 | 26 | 9/27/12 | 20 |
| 1/12/12 | 10 | 4/20/12 | 26 | 9/25/12 | 20 |
| 1/19/12 | 11 | 4/27/12 | 26 | 10/4/12 | 19 |
| 1/27/12 | 11 | 5/4/12 | 26 | 10/11/12 | 21 |
| 2/10/12 | 12 | 5/11/12 | 27 | 10/26/12 | 20 |
| 2/17/12 | 12 | 5/18/12 | 27 | 11/14/12 | 26 |
| 2/24/12 | 14 | 5/25/12 | 27 | | |
| 3/2/12 | 21 | 6/1/12 | 28 | | |
| 3/9/12 | 22 | | | | |

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Kamden Lucas

Present Levels of Communication, reported by: Carrie Prill, Speech Clinician

Kamden currently receives 50 sessions (30 minutes each) of speech therapy for the duration of the IEP. He has been working on requesting/protesting items or activities by commenting using 3-4 word sentences. He has also been working on using age appropriate pragmatic skills of eye contact, turn taking, and greeting peers and staff.

Kamden transitions to the speech room without difficulty, and works on structured activities for the duration of the activity with positive reinforcement. On one occasion, Kamden had difficulty coming to the speech room at which time he verbally protested. With encouragement, he was able to move to the speech room; however, he continued to protest. He used phrases such as "I'm mad," "I don't want to work" and "I want to go home."

Progress towards current goals:

Goal 1) During a 15 minute activity 3 times per week and during structured speech sessions, Kam will request/protest items or activities and comment on his environment using 3-4 word sentences that include nouns, verbs, qualifiers and prepositions at least 30 times per language sample across 5 consecutive sample data points. **Goal mastered.** Kamden is able to request or protest items as well as comment on his environment consistently using 3-4 word sentences. He appropriately uses noun + verb combinations. When appropriate, he is able to use a qualifier in the sentence; however, he prefers to use "more." Other qualifiers that he is able to use with a visual/verbal model include: "enough" and "a little." These words have not been transferred over or observed in unstructured conversation. In addition, Kamden is able to use prepositions when appropriate; however, they do not occur frequently in his comments/activities. Prepositions in which he has been observed using in an activity include: on, off, up and down.

Objective 1) During a 15 minute activity 3 times per week and during structured speech sessions, Kam will request/protest items or activities using 2-3 word sentences (e.g. I don't want that, I want swing) that include a noun+verb phrase and qualifiers at least 30 times per language sample across 5 consecutive data points. **Objective mastered.**

Objective 2) During a 15 minute activity 3 times per week and during structured speech sessions, Kam will comment on his environment to a staff member or to a peer (e.g. I see a brown dog to his teacher during teacher time) using 2-3 word sentences that include a noun+verb phrase and qualifiers at least 30 times per language sample across 5 consecutive data points.

Objective mastered.

Goal 2) During structured Speech activities, Kam will use the age appropriate pragmatic skills of eye contact, turn taking

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(attending to 4-5 turns in a game), and greeting peers and staff with 60% accuracy across 5 consecutive data points. **Goal mastered.** Kamden is able to demonstrate the following skills:

| Skill | Accuracy |
|--------------------------|----------|
| Eye contact | 85% |
| Turn-taking (4-5 turns) | 72% |
| Greeting peers and staff | 64% |

Although he mastered the goal as written, Kamden's greeting of peers and adults varies and is less consistent across environments than other skills within the goal. In the area of turn-taking, Kamden is beginning to carry the skill over into spontaneous conversation rather than just during a game. He is able to take 2-3 turns consistently in conversation by answering questions or making requests to the clinician.

Objective 1) During structured speech activities, Kam will greet staff and peer and use appropriate eye contact spontaneously (e.g. without cue to look at me/peer) with 60% accuracy across 5 consecutive data points. **Objective mastered.**

Objective 2) During structured speech activities, Kam will attend to 3-4 turns in a game or turn taking activity with staff or peer, to include eye contact, verbalization of whose turn it is, completion of turn, or waiting for peer/staff completion of turn across 5 consecutive data points. **Objective mastered.**

Kamden Lucas Occupational Therapy Present Levels

November 2012

Occupational Therapy is listed in Kamden's current educational plan as 20 minutes per cycle and support to school personnel 15 minutes per quarter.

Goal #1: Kamden will improve his mastery of writing his name by improving his score on the rubric to a level 3 in the following areas: tracing his name (capital K and lower case letters to follow), letter formation, relationship to the line and pencil pressure.

Progress toward goal:

3rd Marking Period 2011:

Name Tracing: scored seven level 3's and one level 2

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Letter Formation: scored four level 2's and four level 3's
Relationship to Line: scored six level 2's and two level 3's
Pencil Pressure: scored all level 3's

4th Marking Period 2011

Name Tracing: scored six level 3's and four level 3+'s
Letter Formation: scored ten level 2's
Relationship to line: scored ten level 3's
Pencil Pressure: scored four level 3's and six level 4's

1st Marking Period 2012:

Name Tracing: scored all level 3's
Letter Formation: scored all level 2's
Relationship to line: scored all level 3's
Pencil Pressure: scored all level 4's

- Kamden is scoring in the area of 3 or/and 4 except for letter formation

Goal #2: Kamden will demonstrate increased self-help skills by scoring 10 points by donning shoes, pulling laces tight, completing 7/7 steps of shoe tying and doffing shoes on 4 of 5 trials

Progress toward goal:

3rd Marking Period:

Kamden has been very compliant working on this goal. We are continuing to work on the first three steps ("make an x, push it through the hole and pull").

4th Marking Period:

Kamden's motivation for this task varied. He would complete it every session, although he would often cry or say "no" during the activity. He is able to complete the first three steps with minimal verbal cues. The rest of the skills require hand over hand assistance

1st Marking Period 2012:

Kamden is able to complete the first three steps with minimal verbal cues. He needs hand-over-hand assistance for the rest of the shoe tying process.

Fine Motor Skills: Kamden holds a writing implement with his right hand with a variety of grasps. He most often chooses to hold the writing utensil with (a four fingered grasp) his pointer, middle and ring fingers opposed to thumb. Kamden demonstrates poor tolerance to using a pencil grip to encourage appropriate tripod grasp. He benefits from using broken crayons and either a short, fat pencil or a "twist n write" pencil to increase appropriate grasp, increase finger flexion and extension, and decrease hand fatigue. Kamden demonstrates increased motivation to work on writing, coloring, cutting tasks. He does continue to need verbal cuing and positive praise to encourage these activities. He responds well to verbal positive praise! Kamden knows the letters in his name, is able to put them in order and is able to trace these letters when they are written in capital letters. He is able to write his name independently, after copying it with fair legibility. The formation of the letters has improved this year. Kamden is able to lace a card with minimal assistance, pick small beads out of putty, use small tongs to pick

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up items and thread 10 small blocks onto a string independently. Kamden needs assistance to hold scissors correctly most of the time. He is able to cut within $\frac{1}{4}$ " of the line for a straight line and continues to demonstrate increased accuracy with cutting out shapes with curved sides.

Self help skills: Kamden demonstrates much improvement with self-toileting this year. He is able to complete fasteners independently. He is able to don and doff his coat independently. Kamden is able to don and doff his sneakers. He is able to complete the first three steps of shoe tying but continues to need hand-over-hand assistance to complete the rest of the shoe tying.

Sensory Modulation: Kamden is very auditorally sensitive to loud noises. He often holds his hands over his ears when other children in the classroom are making noise. Kamden has access to headphones in the classroom to decrease this intense auditory input. He is able to request the headphones when he needs/wants them. At recess and when he is given free time in the classroom, Kamden likes to run back and fourth. Kamden likes to kick dirt on the playground. Some days Kamden's sensory needs are more intense than others. Kamden's arousal level seems to decrease near the end of the school day. Kamden participates in a variety of sensory activities throughout the day that incorporate sound, vision, touch, pressure and movement. He seems to enjoy movement most of all. He has difficulty regulating his emotions and frustration when he cannot do the activity he wants to do.

Miss Brown (ART Class) Kamden is usually a willing participant in small group art class. On occasion, he prefers to just watch, or is disagreeable about participating in the scheduled activity, however, recently, he is very cooperative and engaged in the project at hand. He requires modeling of proper manners, and verbal and visual directions. Students are graded based on interest/cooperation in activities and their willingness to try new ideas/skills. Kamden is receiving a check in both areas.

Mr. Bomberger (P.E.) Kamden needs to be able to start a project and stick with it. Just needs some time to work on consistency and working well with others and focusing on tasks. Kamden seems to like physical activity and PE classes.

Mrs. Shepski (Music) Kamden typically needs some convincing to participate in music class. When asked to sit with the group, he does often say, "No," but then sits with the group anyway. Kamden participates in class in his own way that most often is different from the teacher demonstration. Instead of arm and body movements, Kamden tends to walk around to the beat. He is still demonstrating the skill, just not with the desired movements. Kamden will play instruments, but at times needs to be reminded to use a soft touch and to respect the equipment. Kamden has been making strides at taking turns in our pass the ball to the music activity. Kamden does not sing in music class, so this is a skill that we need to work on.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

Mrs. St. Cyre-(Library) Kamden sits on the carpet and attends to a short story. He can look around the library to find a book he would like to take out to read at home.

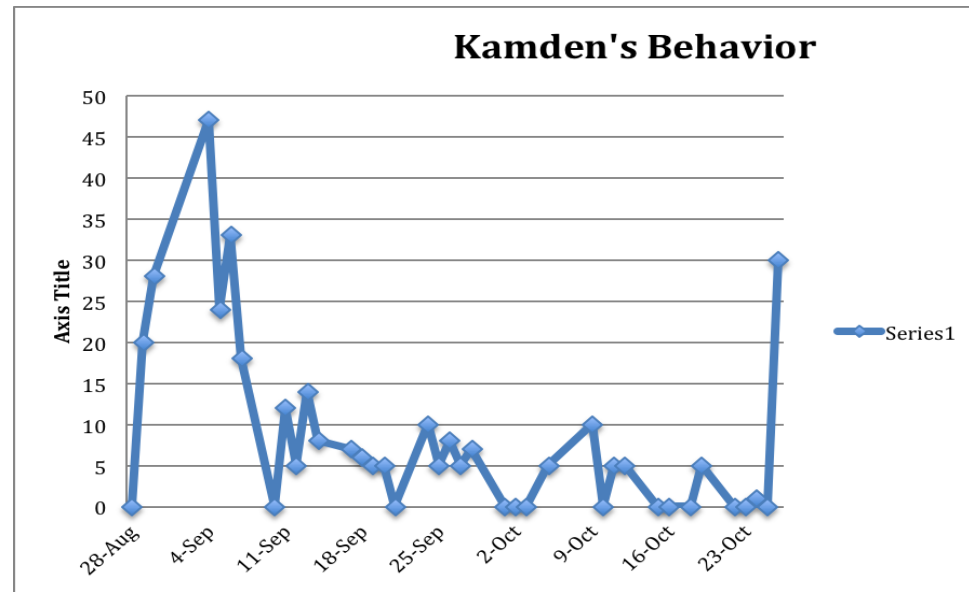
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)

Functional Behavior Assessment

Kamden Lucas

Behavior Pogress- Kamden started the 2012 school year with instructional control issues that were identified in the functional behavior assessment in his current Functional Behavior Assessment. He is improving with instructional control in the classroom presently. Adjustments to his behavior goals reflect his current rate of progress.

Goal: Kamden will decrease the behaviors of concern to 30 minutes per day 70% of days over one month. He is averaging 5-15 minutes or less per day of outbreaks. The intensity of the outbreaks is diminishing as well to crying, and verbal complaining. He does participate in intensive teaching sessions, natural environment teaching lessons, small group lessons with promised reinforcements. The IEP team is changing the IEP goals to count number of incidences since Kamden does not display extended period of time of outbreaks of behavior.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

Goal: Kamden will use communication to request "one more minute" during transitions when he is not ready to come, independently 70% of opportunities over one month. Kamden is transitioning to activities without protest with the assistance of a visual schedule, time for sensory input, and a promised reinforcer visible to him at the transitioned area with an average of one time per day of minimal protest of "no, I don't do that" but then he complies when left alone for an average of 30-60 seconds. He does not utilize the "one more minute" communication verbally, however does use it without verbalizations. The goal has been adapted to address his lack of goal mastery.

- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

Kamden is not 14 years of age.

- Parental concerns for enhancing the education of the student

Parents do not have concerns for enhancing Kamden's education at this time.

- How the student's disability affects involvement and progress in the general education curriculum

Due to his disability, autism, Kamden will need a specialized classroom with speech and language and OT services provided. He will require a small group or one-on-one instruction for all academic areas. The classroom should have a strong language component. Kamden will need adaptive PE and transportation as part of his programming. Kamden is currently following the alternative curriculum.

- Strengths

Patterns independently with manipulatives
Counts with 1:1 correspondence to 6
Identifies numbers to 20
Counts by rote to 30
Counts to 100 using a chart
Imitates during small group instruction and one-on-one
Fills in the blanks to common phrases and songs
Politely asks for adversives to stop
Politely seeks assistance from adults
Tolerating peers in his space.
Answers peer requests politely.
Independently operates classroom technology such as CD Players, laptops, ipods
Labels 22 ongoing actions currently
Ability to answer who, what where questions is improving

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

Cooperation to work with adults during intensive teaching and small group instruction is increasing.
Labeling skills of over 100 common items
Reads all color words
Reads 20 nouns
Attends to stories being read aloud
Attempts to trace his name
Follows an individual schedule independently
Independently follow lunchtime and recess routines
Independently using the bathroom
Able to hold pencil
Able to cut on straight lines
Able to donn and doff his shoes (Velcro)Able to donn jacket
Able to complete fasteners independently

- Academic, developmental, and functional needs related to student's disability

Speech/language support
Expressive language skills
Visual and individual schedule
Occupational Therapy Services
Pragmatic and Social Skills
Frequent reinforcers currently on a reinforcement schedule of 2
Errorless teaching
Error Correction procedures implemented when errors occur
80% mastered skills and 20% novel when completing intensive teacher sessions
Increased self care skills
Special transportation-seat belt
Adaptive PE
Repetition of skills taught
Opportunity to practice skills
Small group and one-on-one instruction for all academic areas
Increase quantity of requests
Positive behavior support plan
Acceptance of change in daily routines
Social initiation and sustain interactions
Answer wh questions out of motivational context
Increased precision with fine motor and writing skills
Accommodations for sensory needs

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

Accuracy with cutting and coloring with age appropriate tasks

Increased precision with fine motor and writing skills

Increased self-care skills

Accommodations for sensory needs

Poor accuracy with cutting and coloring with age appropriate tasks

II. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

Kamden is not in need of transition services at this time.

| | |
|---|--|
| Postsecondary Education and Training Goal: Kamden is not in need of transition services at this time. | Measurable Annual Goal Yes/No (Document in Section V) |
| Courses of Study: | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

| Service/Activity | Location | Frequency | Projected Beginning Date | Anticipated Duration | Person(s)/Agency Responsible |
|---|----------|-----------|--------------------------|----------------------|---|
| | | | | | |
| | | | | | |
| Employment Goal: | | | | | Measurable Annual Goal Yes/No (Document in Section V) |
| Courses of Study: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Independent Living Goal, if appropriate: | | | | | Measurable Annual Goal Yes/No (Document in Section V) |
| Courses of Study: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS**Instructions for IEP Teams:**

Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.state.pa.us.

State Assessments**Not Assessed**

| | |
|--------------------------|--|
| <input type="checkbox"/> | No statewide assessment is administered at this student's grade level. |
|--------------------------|--|

PSSA (Math available in grades 3-8; Science available in grades 4 and 8; Reading available in grades 3-8; Writing available in grades 5 and 8; and ELA*)

| Tested Subject | Without Accommodations | With Accommodations | Accommodations to be Provided |
|----------------|------------------------|---------------------|-------------------------------|
| Math | | | |
| Science | | | |
| Reading | | | |
| Writing | | | |
| ELA* | | | |

*ELA will replace the Reading and Writing PSSAs in 2013-2014 for grades 3-5.

*ELA will replace the Reading and Writing PSSAs in 2014-2015 for grades 6-8.

Keystone Exam (Available when student has completed the course/subject; and replaces the PSSA in high school)

| | | | |
|--------------------------|---------|------|--|
| <input type="checkbox"/> | Without | With | |
|--------------------------|---------|------|--|

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

| Tested Subject | Accommodations | Accommodations | Accommodations to be Provided |
|----------------|----------------|----------------|-------------------------------|
| Algebra 1 | | | |
| Literature | | | |
| Biology | | | |
| Composition* | | | |

*Composition will be available in 2014-2015 as an end of course exam.

PASA (Available in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

| | |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Student will participate in the PASA. |
|-------------------------------------|---------------------------------------|

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition:

Due to Kamden's delays in communication and diagnosis of Autism will not allow him to participate in the regular assessment

Explain why the PASA is appropriate:

Other assessments are given to give more information concerning Kamden's present levels

Choose how the student's performance on the PASA will be documented.

☒ Videotape (preferred method)

☐ Written narrative notes (requires prior approval in accordance with PDE guidance)

Local Assessments

☐ Local assessment is not administered at this student's grade level; OR

☐ Student will participate in local assessments without accommodations; OR

—

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

☐ Student will participate in local assessments with the following accommodations; OR

☒ The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

Due to Kamden's delays in communication and diagnosis of Autism will not allow him to participate in the regular assessment

Explain why the local alternate assessment is appropriate:

Other assessments are given to give more information concerning Kamden's present levels

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|---|--|---|--------------------|
| Given 1 inch paper with a middle guideline, Kamden will write his name with increased legibility, including baseline orientation and size with 80% accuracy on 4 of 5 trials. | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|---|
| Given 1 ½ inch paper with a middle guideline, Kamden will write his name with increased legibility, including baseline orientation and size with 60% accuracy on 4 of 5 trials. |
| Given 1 inch paper with a middle guideline, Kamden will write his name with increased legibility, including baseline orientation and size with 70% accuracy on 4 of 5 trials. |
| |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|---|--|--------------------|
| Kamden will demonstrate increased self-help skills by scoring 10 points by donning shoes, pulling laces tight, completing 7/7 steps of shoe tying and doffing shoes on 4 of 5 trials | Random trials Observation Charting of class work | Reported quarterly | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| |
|--|
| Short term objectives / Benchmarks |
| Kamden will demonstrate increased self-help skills by donning shoes and pulling laces tight. |
| Kamden will demonstrate increased self-help skills by donning shoes, pulling laces tight and complete first 3 steps of shoe tying. |
| Kamden will demonstrate increased self-help skills by scoring 10 points by donning shoes, pulling laces tight, completing 4/7 steps of shoe tying and doffing shoes on 4 of 5 trials |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|---|--|--------------------|
| When given verbal directions containing 2-3 objects and a preposition, Kamden will manipulate items correctly with no more than one repetition of directions and verbally identify position of an item (using utterances of 3-4 words in length) when asked a "where" question, in 4/5 opportunities on 3 occasions. | Data will be measured by staff using event recording charts | Quarterly progress reports | |
| Targets: On, In, Under, Over, Beside, Off, Out, Near, Far | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| 1. When given a verbal direction containing 1-2 objects and a preposition, Kamden will manipulate items correctly with no more than 2 repetitions of directions in 3/5 opportunities and repeat a sentence of 3-4 words in length (without making a mistake) about the position of an item in the given direction. |
| 2. When given verbal directions containing 1-2 objects and a preposition, Kamden will manipulate items correctly with no more than 2 repetitions of directions in 3/5 opportunities and answer 1 "where" question about the position of an item in the given direction. |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|---|---|--|--------------------|
| When presented with a visual picture card, Kamden will describe the item providing 2 attributes/adjectives on 8/10 opportunities on 3 occasions. | Data will be measured by speech clinician using event recording | Quarterly progress reports | |
| Targets: hard/soft, wet/dry, tall/short, dirty/clean, thick/thin, old/new, long/short, dark/light, open/closed, hot/cold, big/little, rough/smooth, heavy/light | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| 1. When presented with a visual picture card of a given adjective, Kamden will select the correct opposite adjective pair from a field of 3 and name the complete pair on 7/10 opportunities on 3 occasions. |
| 2. When presented with a visual card or opposite pair, Kamden will provide 1-2 adjectives/attributes on 7/10 opportunities on 3 occasions. |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|---|---|--|--------------------|
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will identify 50 ongoing actions with 100% accuracy over five consecutive daily assessments. | Daily First Trial Data | Quarterly Report Cards | |
| | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|---|
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will identify 30 ongoing actions with 100% accuracy over five consecutive daily assessments. |
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will identify 40 ongoing actions with 100% accuracy over five consecutive daily assessments. |
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will identify 50 ongoing actions with 100% accuracy over five consecutive daily assessments. |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|---|--|--------------------|
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will label items/pictures 250 items/pictures over five consecutive daily assessments. | Daily first trial data | Quarterly report cards | |
| | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will label items/pictures 175 items/pictures over five consecutive daily assessments. |
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will label items/pictures 200 items/pictures over five consecutive daily assessments. |
| In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will label items/pictures 225 items/pictures over five consecutive daily assessments. |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|---|--|--------------------|
| In an autism support classroom during an intensive teaching session and natural environment teaching, when provided with a question or phrase regarding the feature, function, class of an item Kamden will provide the name of the correct item and visa versa with at least 100 novel responses with 100 % accuracy over three consecutive correct probes. | Daily first trial data, | Quarterly report cards | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|---|
| In an autism support classroom during an intensive teaching session and natural environment teaching, when provided with a question or phrase regarding the feature, function, class of an item Kamden will provide the name of the correct item and visa versa with at least 25 novel responses with 100 % accuracy over three consecutive correct probes. |
| In an autism support classroom during an intensive teaching session and natural environment teaching, when provided with a question or phrase regarding the feature, function, class of an item Kamden will provide the name of the correct item and visa versa with at least 50 novel responses with 100 % accuracy over three consecutive correct probes. |
| In an autism support classroom during an intensive teaching session and natural environment teaching, when provided with a question or phrase regarding the feature, function, class of an item Kamden will provide the name of the correct item and visa versa with at least 75 novel responses with 100 % accuracy over three consecutive correct probes. |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Kamden Lucas

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| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|---|--|--------------------|
| In an Autism Support classroom during intensive teaching sessions , when presented with a Fry High Frequency sight word in isolation, Kamden will read 25 words within 5 seconds of seeing the word with 80% accuracy over 3 of 4 consecutive bi-weekly assessments. | Bi-weekly first trial data assessments | Quarterly Report Cards | |
| the of and a to in is you that it he was for on are as with his they I at be this have from | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| In an Autism Support classroom during intensive teaching sessions , when presented with a Fry High Frequency sight word in isolation, Kamden will read 10 words within 5 seconds of seeing the word with 80% accuracy over 3 of 4 consecutive bi-weekly assessments. |
| In an Autism Support classroom during intensive teaching sessions , when presented with a Fry High Frequency sight word in isolation, Kamden will read 15 words within 5 seconds of seeing the word with 80% accuracy over 3 of 4 consecutive bi-weekly assessments. |
| In an Autism Support classroom during intensive teaching sessions , when presented with a Fry High Frequency sight word in isolation, Kamden will read 20 words within 5 seconds of seeing the word with 80% accuracy over 3 of 4 consecutive bi-weekly assessments. |

FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY:

| Antecedents to the behavior of concern | Behavior of concern | Consequences maintaining the behavior of concern | Perceived function of the behavior of concern |
|--|---|--|---|
| Kamden is given a demand | <i>screams, cries, says "no," pounds his fists, runs away, falls to the floor, and hits staff with his hands.</i> | <i>Escape from demands</i> | <i>To avoid, escape, or postpone demand</i> |

When (antecedents to the behavior of concern) *Kamden* is approached with a demand (transition, specific work task task, ask a question) the student (behavior of concern) *screams, cries, says "no," pounds his fists, runs away, falls to the floor, and hits staff with his hands.* in order to (perceived function of the behavior of concern) *escape from demands.*

Identify educational (skill) deficit(s) related to the behavior of concern:

Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.

☐

Refer for further assessment: *(check here and describe plan for assessment if skill deficits have not previously been assessed and identified).*

Describe: _____

X

Educational deficits addressed in other areas of IEP: *(check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP).*

Describe: *Areas of IEP that address the identified skill deficit(s). In the present levels area of the IEP, it shows that Kamden was assessed using the VB-MAPP. Kamden shows deficits in all areas of learning. In the IEP goals section, some of the specific deficits are being targeted to teach.*

Students Name: Kamden Lucas

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student's progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|--|--|--|--------------------|
| Kamden will decrease episodes of behaviors of concern to 4 per cycle for 4 consecutive cycles. | Daily charting | Quarterly progress reports | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| Kamden will decrease episodes of behaviors of concern to 6 per cycle for 3 consecutive cycles. |
| Kamden will decrease episodes of behaviors of concern to 8 per cycle for 2 consecutive cycles. |
| |

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student’s gifted program may be listed under Goals or Short Term Objectives.

| MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components) | Describe HOW the student’s progress toward meeting this goal will be measured | Describe WHEN periodic reports on progress will be provided to parents | Report of Progress |
|---|---|--|--------------------|
| Kamden will begin a non-preferred activity with the absence of episodes of behaviors of concern for 4 out of 5 opportunities for 4 consecutive observation periods. | Charting once per cycle | Quarterly progress reports | |
| | | | |

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Short term objectives / Benchmarks |
|--|
| Kamden will begin a non-preferred activity with the absence of episodes of behaviors of concern for 2 out of 5 opportunities for 4 out of 5 consecutive observation periods. |
| Kamden will begin a non-preferred activity with the absence of episodes of behaviors of concern for 3 out of 5 opportunities for 4 out of 5consecutive observation periods. |
| |

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies

- Utilize a daily schedule
- Remind Kamden of contingencies in place for appropriate behaviors (eg, if you want XXX, then you need to YYY)
 - These reminders may occur before an activity that is likely to elicit behaviors of concern
- Utilization of modeling appropriate behaviors or prompting Kamden to observe peers that are engaging in appropriate behaviors
- For novel or non-preferred task, response effort may temporarily decreased and rate of reinforcement increased
- Utilize of momentum - requesting activities that are likely to be successful before requests that may be unsuccessful
- When he needs to be redirected, ensure he is attending to you and present with a neutral and flat affect and voice
- Give a warning before transitioning from a highly preferred activity to a non-preferred and also explain when the next opportunity to earn preferred activity will be
- Staff may assist Kamden or peer in initiating, mediating, or terminating a conversation or interaction
- Use promise reinforcers during activities which are less preferred
 - Keep a higher rate of reinforcement during the activity period

B Replacement Behavior

- Kamden will transition to non-preferred activities with the absence of behaviors of concern.

↑C Consequences (reinforcement) for when the student performs the replacement behavior:

- Honor requests that are made by Kamden appropriately
- Provide higher levels of attention and reinforcement when he is demonstrating targeted replacement behaviors- incorporate the name or explaining of the behavior when you are providing praise (eg "Kamden I like the way you are getting ready for library!")

↓C Consequences (including procedures to follow) when the student performs the behavior of concern:

- If Kamden throws items, he will be prompted to pick them up upon completion of the work session
 - If items are essential to the work session the they will be picked up after 10-20 seconds of the absence of problem behaviors
- If Kamden fails to follows directions or transition
 - minimize non-essential attention during the play of problem behaviors
 - utilize clear concise directives (sit, come, etc)
 - remind of what he is working for

If Kamden becomes an immediate danger to himself or others refer to crisis plan.

Note: In developing the Positive Behavior Support Plan (PBSP) the IEP team must consider Program Modifications and Specially Designed Instruction, Related Services, and Supports for School Personnel Provided for the Child. These items should be described within Section VI of the IEP.

Crisis Plan

Crisis Plan Steps: The crisis plan will be implemented when aggression or behavior reaches a point that staff is unable to gain instructional control; if Kamden's behavior reaches a point where he is in danger of harming himself or others; or the classroom is evacuated to maintain safety.

- Call the office for the principal/ designee to assist.
- Remove or delay the demand and provide immediate access to a safe place in the classroom. Provide time for Kamden to process the demand and deescalate.
- Staff will attempt to regain instructional control when it appears that Kamden is calm.
- Instructional control is defined as 5-19 minutes of compliance and attention to task demands absent of any behavior of concern.
- Once compliance is achieved return to steps in behavior plan
- Call parent if crisis plan is implemented.

If Kamden is in danger of harming himself or others, SCM (safe crisis management) techniques may be considered. This would only be used as a last resort method.

Students Name: Kamden Lucas

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

| <i>Modifications and SDI</i> | <i>Location</i> | <i>Frequency</i> | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> |
|--|---------------------------|---------------------------------------|---------------------------------|-----------------------------|
| Small group or one-on-one instruction for all academics | AS classroom | Daily | 11/27/12 | 11/18/13 |
| Visual supports including visual schedule | AS classroom | Daily | 11/27/12 | 11/18/13 |
| Opportunities to increase requesting | AS classroom | Daily | 11/27/12 | 11/18/13 |
| Daily opportunities to practice imitation | AS classroom | Daily | 11/27/12 | 11/18/13 |
| Sensory activities built into school day | School | Daily | 11/27/12 | 11/18/13 |
| Repeated practice with fine motor skills including cutting, tracing name, writing name | School | At least one fine motor skill per day | 11/27/12 | 11/18/13 |
| Adaptive PE | Gym | 1X/ per cycle for 30 min. | 11/27/12 | 11/18/13 |
| Keep demands presented at 20% hard and 80% easy ratio | across all teaching times | daily | 11/27/12 | 11/18/13 |
| Prevent errors by using errorless teaching procedures. | across all teaching times | Daily | 11/27/12 | 11/18/13 |
| Keep rate of reinforcement variable (VR) at an average of 3. Systematically increase the VR when the problem behaviors have not occurred during teaching time for 5 days in a row. | across all teaching times | Daily | 11/27/12 | 11/18/13 |
| Systematically fade in demands | across all teaching times | daily | 11/27/12 | 11/18/13 |

Students Name: Kamden Lucas

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

| <i>Service</i> | <i>Location</i> | <i>Frequency</i> | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> |
|------------------------|--------------------------------|--|---------------------------------|-----------------------------|
| Speech and Language | AS Classroom | 50 times per school year for 30 minute sessions. | 11/27/12 | 11/18/13 |
| Occupational therapist | AS classroom | 27 times per school year for 20 minute sessions | 11/27/12 | 11/18/13 |
| Transportation | Home and school - door to door | Daily | 11/27/12 | 11/18/13 |

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

| <i>School Personnel to Receive Support</i> | <i>Support</i> | <i>Location</i> | <i>Frequency</i> | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> |
|--|---|-----------------|--------------------------|---------------------------------|-----------------------------|
| All staff that works with student | Copy of the IEP | school | Annual updates/revisions | 11/27/12 | 11/18/13 |
| AS Teacher | Consultation with speech and Language Therapist | school | 15 minutes a quarter | 11/27/12 | 11/18/13 |
| As Teacher | Consultation with OT | school | 15 minutes a quarter | 11/27/12 | 11/18/13 |

Students Name: Kamden Lucas

D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

| | |
|------------------------|--|
| <i>Support Service</i> | |
| <i>Support Service</i> | |
| <i>Support Service</i> | |

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services (prior to February 28), and determined that:

The IEP team reviewed data and considered the following factors:
reliable sources of data:

The IEP Team used the following

- ☒ Regression ☒ Recoupment ☒ Maintenance of IEP Goals/Objectives ☒ Progress of Goals on consecutive IEPs ☒ Progress Reports
☒ Self-Sufficiency ☒ Withdrawal ☒ Degenerative/Severe disability ☐ Parent Reports ☐ Medical/Agency Reports
☒ Interruption to Goal Mastery ☒ observations ☐ Evaluations

☒ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

After reviewing the seven factors above as outlined in Chapter 14.132(2), the IEP team has determined that Kamden is eligible for Extended School Year based on the above factors.

OR

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program

In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will identify 50 ongoing actions with 100% accuracy over five consecutive daily assessments.
In an Autism Support classroom during intensive teaching sessions and natural environment teaching lessons, Kamden will label items/pictures 250 items/pictures over five consecutive daily assessments.
When presented with a visual picture card, Kamden will describe the item providing 2 attributes/adjectives on 8/10 opportunities on 3 occasions.

If the IEP team has determined ESY is appropriate, complete the following:

| <i>ESY Service to be Provided</i> | <i>Location</i> | <i>Frequency</i> | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> |
|-----------------------------------|-----------------|-------------------------------|---------------------------------|-----------------------------|
| Specialized instruction | TBD | 3 days per week/ 3hrs per day | TBD | TBD |
| Speech and language therapy | TBD | 30 min. for 4 sessions | TBD | TBD |
| Transportation | Door to door | Daily | TBD | TBD |

VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Kamden will receive all instruction in the Autistic Support Classroom. He will participate with regular education peers for lunch and recess.

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

Kamden will be working on readiness skills and language acquisition following the alternative state standards and curriculum.

B. Type of Support

i. Amount of special education supports

- ☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- ☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- ☒ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

ii. Type of special education supports

- ☒ Autistic Support
- ☐ Blind-Visually Impaired Support
- ☐ Deaf and Hard of Hearing Support
- ☐ Emotional Support
- ☐ Learning Support
- ☐ Life Skills Support
- ☐ Multiple Disabilities Support
- ☐ Physical Support
- ☐ Speech and Language Support

C. Location of student's program

Name of School District where the IEP will be implemented: West Shore School District

Name of School Building where the IEP will be implemented: Newberry Elementary School

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

- ☐ Yes
- ☒ No. If the answer is "no", select the reason why not.
 - ☒ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school
 - ☐ Other. Please explain:

Students Name: Kamden Lucas

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

| Column 1 | Column 2 | Calculation | Indicate Percentage | Percentage Category |
|---|---|---|--|--|
| Total hours the student spends in the regular classroom per day | Total hours in a typical school day (including lunch, recess & study periods) | (Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = % | Section A: The percentage of time student spends inside the regular classroom: | Using the calculation result - select the appropriate percentage category |
| 1 | 6.75 | 1/6.75 | <u>15</u> % of the day | <input type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input checked="" type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day |

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

| | |
|--|--|
| <input type="checkbox"/> Approved Private School (Non Residential) _____ | <input type="checkbox"/> Other Public Facility (Non Residential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Non Residential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> Instruction Conducted in the Home _____ |

EXAMPLES for Section A: How to Calculate PennData - Educational Environment Percentages

| | Column 1 | Column 2 | Calculation | Indicate Percentage |
|-----------|---|---|---|--|
| | Total hours the student spends in the regular classroom - per day | Total hours in a typical school day (including lunch, recess & study periods) | (Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = % | Section A: The percentage of time student spends inside the regular classroom: |
| Example 1 | 5.5 | 6.5 | $(5.5 \div 6.5) \times 100 = 85\%$ | 85% of the day (Inside 80% or More of Day) |
| Example 2 | 3 | 5 | $(3 \div 5) \times 100 = 60\%$ | 60% of the day (Inside 79-40% of Day) |
| Example 3 | 1 | 5 | $(1 \div 5) \times 100 = 20\%$ | 20% of the day (Inside less than 40% of Day) |

For help in understanding this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215