

IEP

Student's Disability: Speech/Language Impairment

Grade Level: 1st

Strengths, Interests, Preferences	Areas in need of improvement or attention	Accommodations, modifications, supports, services provided (includes instruction, testing, environment, assignments)
<p>Strengths</p> <ul style="list-style-type: none"> -Inquisitive -Good with direct instructions -Willingness to communicate -Takes pride in work <p>Interests</p> <ul style="list-style-type: none"> -Sports -Creating/making/building -Reading <p>Preferences</p> <ul style="list-style-type: none"> -Small group instruction -1-on-1 with teacher -Enjoys talking with others 	<ul style="list-style-type: none"> -Articulation skills -Developmental errors -Consistent substitutions, omissions, and cluster reductions for velars and glides in all word positions -Speech intelligibility is impacted -Difficult to understand – articulation errors significantly impact education – distract from content of his message. 	<ul style="list-style-type: none"> -Participate in the PALS and DRA assessments -Will not require the Virginia Alternate Assessment Program (VAAP) -Is not being considered for the Virginia Grade Level Alternative (VGLA) -Not considered for the Virginia Substitute Evaluation Program (VSEP) -General class with instruction in the resource room
<p>IEP Goals/Objectives & special education services provided (briefly list the <u>goals</u>, <u>how often</u> sped staff works with this student, <u>WHERE</u> the student is served, and <u>by whom</u> services are provided)</p> <p><i>Speech Therapy:</i></p> <ul style="list-style-type: none"> -How often: 8 sessions, 30 minutes each, monthly, 2/6/13-2/5/14 -Where: Therapy Room <p><i>Accommodations and modifications as written:</i></p> <ul style="list-style-type: none"> -How often: daily, during the school day -Where: regular education or special education room <p><i>(Annual Goals)</i></p> <ul style="list-style-type: none"> -Participate in oral motor exercises to develop lingual posture -Achieve correct articulation for the /k/ and /g/ sounds with 80% accuracy -Achieve correct articulation of the /l/ sound in isolation and syllables with 80% accuracy -Achieve correct articulation of the /l/ sound in all word positions with 80% accuracy -Achieve correct articulation for /l/ blends in all word positions with 80% accuracy 		
<p>OVER</p>		

Remediation or Intervention Strategies used to address weakness: (HOW are they addressing the weaknesses and/or goals? WHAT interventions, strategies, or specific programs are they using with the student to address the weaknesses? ASK and FIND OUT if none are listed on the IEP! What would YOU do if this was a student in your class?) Be sure to address each of these points!!

-Structured therapy sessions and activities: articulation – motor skills exercises and oral therapy

-General education teacher requesting OT assessment for further remediation and intervention

If I were this student's teacher I would collaborate with the special education teacher working with this student so I could incorporate the motor skills exercises and oral therapy activities into my general education classroom. This might mean having more speaking activities, like reading to a partner, sharing with the class, or reading to the teacher. I am not a specialist in any area of special education so it would be vital for me to communicate with the teachers who are specialists. It is important for students to receive the same instructional strategies from all of their teachers.

Transition needs or concerns

n/a

Other (medical, related services, behavioral notes or behavioral intervention plan, etc.)

n/a

LAST - REFLECT: What did you learn about or from the IEP that you reviewed? Did anything surprise you? Why or why not?

This was the first IEP that I was able to look at. It is straight forward and not very complicated. I did not realize how complicated and long other IEPs could be until I saw a couple other plans for students who have multiple exceptionalities. It starts to get very complicated when the student needs to be pulled out of the classroom for multiple reasons, or if they need an aide with them for part of the day. I can understand how a general education teacher could become overwhelmed by having to juggle so many accommodations. This makes me realize how important collaboration and communication between educators is.

I know that every school district is different, but I wonder how teachers are chosen to lead the inclusion class. At Matoaka, I believe first grade has only one

inclusion class. My class does not have any IEPs or 504 Plans that I am aware of, which I find strange because my cooperating teacher has a master's degree in special education. It makes me wonder if the inclusion teacher had to have special training at the beginning of the year or if they expect the general education and special education teachers to simply help each other.

I learned that IEPs are not all complicated and scary. A simple adjustment to daily routines can help a student who needs accommodations for certain activities succeed. Before this assignment I was wary of students with IEPs because I thought they were all very serious and I would need special training to be able to help that student. I have been able to reflect on the fact that students have IEPs to make learning easier, both for them and for the teachers. The Child Study process helps the educators decide which environment a student will be able to thrive in. The students who receive IEPs have been identified with the ability to learn in a general education setting with some accommodations mixed in. I have never looked at IEPs in this way before and I am happy to have a new perspective.