

IEP AT A GLANCE

Student: Leigh *The entire RR/IEP should be read

GOALS:

1. Complete of Core curriculum for academic & Elective classes (credits)
2. Attend school 39/45 days/quarter
3. Contribute writing to the academic portfolio; complete graduation project
4. Participate in standardized testing
5. Begin work w/in 3 minutes ; on task 5 minutes before requesting feedback
6. Turn in assignment within 1 day of due date
7. Meet w/counselor-discuss/select appropriate classes
8. Meet/discuss & review possible post secondary education/training options
9. Examine & discuss strengths/interests related to employment
10. Complete interest inventory assessment

SPECIALLY DESIGNED INSTRUCTION:

Instruction	Instructional Structure	Assignments/Homework/tests
Concise directions ; provide orally & written	Clear expectations	Extra time; break into parts; provide timeline
Call back to task often	Cue card to assist w/open ended prompts i.e. "explain" – means list reasons "Why" – means start w/'because' and give the facts "describe" – means write an answer so people can see it in their mind	Monitor use of planner, organizational skills; homework through communication w/parent via email
Praise; positive comments on work/interim report & report card & meetings	Seating away from distractions	When experiencing difficulty: Conference w/student, call home, referral to counselor and/or VP
Direct Repeated instruction/checks for understanding	Copy of class notes & structured study guides in advance	Provide alternative to written assignments if possible
Cue card or prompt her to advocate: "I need clarification on.."	Advance note of change in routine	Use of computer for written tasks
Encouragement to begin & use planner, notes	Provide overview of instruction	Calculator for math
When stressed: able to see counselor	Preferential scheduling	Local/state: teacher read/extra time/allowable PSSA accommodations

NOTE: Needs Study Skill Support and Social Skill Support

Strengths

- Above average math skills; grasps concepts quickly
- Excellent spelling skills
- Eager to complete tasks she enjoys
- Listening comprehension
- Strong home support system
- Bright, energetic, friendly
- Good reading comprehension

Motivators

- Enjoys reading
- Wants to become astronaut or doctor
- Loves to Dance

RR information: Leigh has difficulty w/**Executive Functioning** = This is the ability to plan, organize, shift attention..also related to speed of processing ability & initiation skills. She has difficulty w/**Working Memory** – holding information in her mind for the purpose of completing a task; not remembering information even in areas where she can excel. Thus needs help to stay on task, forgets what she is doing once she gets started. She has good ideas but has difficulty getting ideas on paper; written work is poorly organized and it is difficult to come prepared.