

Individual Education Program (IEP)
Kentucky County Public Schools
500 Main Street
Riverview, KY 40000

Plan Information		
Meeting Date: 04-02-12	Start Date: 04-02-12	End Date: 04-01-13
Special Ed Status: Active		Special Education Setting: 80% of day in general education programs
Primary Disability: Mild Mental Disability		

Student Information			
Student Name: Robert Scott Anderson	DOB: 05/01/1997	Student Number: 101010	
Address: 151 North Ave, Riverview 40000	District of Residence: Kentucky County		
School of Attendance: Kentucky Middle School	Grade: 8	Gender: M	Race (Ethnicity Code): White

Present Level of Academic Achievement and Functional Performance
<p>Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student’s involvement and progress in the general curriculum:</p> <p>(For preschool children include the effect on participation in appropriate activities; Beginning in the child’s 8th grade year or when the child has reached the age of 14, a statement of transition is included.)</p> <p>Communication Status</p> <p><input type="checkbox"/> Performance commensurate with similar age peers Classroom observation and informal assessment revealed intelligible speech and age-appropriate articulation, voice and fluency skills. Broad-based standardized language testing indicates that Robert has relative strengths in the use of grammatical morphemes (e.g., -ing word ending, plural s, possessive s, -ed). Testing also revealed that Robert exhibits expressive language deficits resulting in difficulty naming synonyms (words that have the same meaning) and constructing/completing sentences using correct word order. An analysis of a conversational language sample confirmed that Robert uses appropriate morphological markers to signify possession, present progressive verb forms, regular past tense and regular plurals (baseline: 0 morphological errors within a 20 minute language sample). Additionally, Robert’s conversational speech often consists of short, simple sentence construction (mean length of utterance was 8.34). Syntactically incorrect sentence formations were noted when Robert speaks in longer, more complex sentences. Additional standardized testing of problem solving skills revealed severely impaired critical thinking skills and understanding of idiomatic language. Specifically, the test results indicated that Robert has difficulty with inferences (e.g., “Why does ___”), determining solutions (“How could ___”), and problem solving (“What could you do to ___”). Robert’s ability to appropriately respond to “why” questions (critical thinking skill, requiring inference and identifying a solution to a given scenario) has improved from 15% accuracy to 65% accuracy during structured learning tasks. In a less structured general education setting, when responding appropriately to “why” questions, Robert demonstrates greater challenge (30% accuracy). Robert is making progress in identifying synonyms for content-related vocabulary (from 45% to 60%). Teacher</p>

report noted that Robert seems to have difficulty comprehending information presented auditorally, and he often asks that information and questions be repeated or re-phrased (baseline: an average of 4 requests per 15 minute lesson). Analysis of a spontaneous language sample revealed that Robert often has difficulty understanding and gaining meaning from the context of a conversation. Additionally, his teacher reports that Robert often provides answers to questions that appear to be out-of-context or unrelated to the topic (an average of 3 related responses per 5 responses). Robert has difficulty understanding figurative language, which often resulted in an inappropriate literal response to a comment from peers and adults (gives appropriate responses 1 out of 5 opportunities). Significant deficits in receptive and expressive language result in a negative impact on understanding core content vocabulary. Additionally, language deficits negatively impact social communication with adults and peers.

Academic Performance

Performance commensurate with similar age peers

Reading:

Robert participates willingly in small group reading instruction when using instructional level texts (4.0 grade level), volunteers to read aloud and joins in class discussion. He enjoys reading materials related to the outdoors, wildlife and hunting. Progress data (observation, checklists, timed sample and teacher made tests) indicate improvement in reading vocabulary and reading comprehension skills. In an instructional level text, Robert reads one syllable words with 90% accuracy and multi-syllable words with 60% accuracy. Given a one-minute timed reading of a 100 word instructional level text, Robert reads 50 words total (36 words correctly and 14 miscues). Analysis of miscues indicates that Robert attempts initial sounds (3 words), struggles with initial and ending blends (2 words), and most frequently skips unknown words (9 words). Robert is learning to apply comprehension strategies in literature and informational texts. When Robert encounters an unfamiliar vocabulary word in instructional level text (4.0 grade level), he uses context clues with 70% accuracy, uses text features to determine the meaning of the word with 55% accuracy and identifies main idea and detail of instructional level passages with 65% accuracy. He benefits from pre-teaching of vocabulary words, visual representation of the text, and discussion of background knowledge about the subject. In instructional level text, he answers literal comprehension questions (who/what/where/when) with 80% accuracy. He has more difficulty responding to inferential questions in instructional level text which requires application of information (60% accuracy). Robert is much more reserved when assigned grade level text (8.0 grade level) in the regular classroom setting. He does not volunteer to answer questions during class discussions. He requires an oral presentation of grade level text (text reader, peer reader, adult reader). When called upon, Robert answers orally posed literal questions with 70% accuracy and application questions at 35% accuracy. Robert currently uses a text reader for class assignments and leisure reading. Given step by step assistance from a peer or adult he uses the basic functions of the text-reading software with 80% accuracy (e.g., locate the passage on the CD, highlight the passage for oral reading). He has not mastered full use of the text reader software, including the re-read function, vocabulary definitions (20%). Significant deficits in reading vocabulary and reading comprehension negatively impact Robert's ability to independently read and comprehend literary and informational texts at the high end of text complexity as compared to his same age peers (grade 6-8 text complexity band) independently. Robert's reading deficits also affect his ability to read and comprehend both types of text at his instructional level (4.0).

Writing:

Robert has improved considerably in simple sentence construction. He volunteers during group

discussion and participates in peer review for writing pieces. Robert independently uses prewriting strategies (e.g., list, column, graphic organizer) 65% of the time. He benefits from prompts in the selection and completion of prewriting strategies. When given an authentic assessment consisting of a writing prompt that requires 6 or more sentences on a single topic, Robert constructs complete and correct simple sentences 90% of the time (capital letter, at least one noun, at least one verb, proper end punctuation). He correctly uses commas in a series 80% of the time. He correctly applies an editing routine to ensure required elements of a simple sentence with 90% accuracy. He writes complicated sentences (compound, complex, compound/complex) with 40% accuracy. When provided paragraph models, Robert identifies the parts of a paragraph with 70% accuracy (e.g., topic sentence, supportive detail sentences, concluding sentence). Using model paragraphs as a guide, he independently generates paragraph components with 40% accuracy (topic sentence, three or more supportive detail sentences, concluding sentence) as measured by authentic assessment. Robert benefits from visual supports when completing writing tasks (e.g., cue cards, sentence and paragraph models, color coding of nouns and verbs banks, color coding part of a paragraph). Robert uses technology including the use of word processing with word prediction and spell check features and software for idea generation. Robert is making progress in a keyboarding program and is currently typing 15 words per minute. Robert's written language deficits negatively affects the quality and quantity of written work and writing pieces across content areas including open ended answers and short answers. Given teacher observation, Robert's oral responses to content questions and prompts are more thorough as compared to written responses.

Math:

Robert enjoys working with manipulatives and playing games during math learning activities. He independently uses fraction strips, Cuisenaire Rods and fraction area models (circles and rectangles) to add, subtract and compare fractions during cooperative groups (85% accuracy). Robert independently demonstrates fractions for $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ and can order these fractions concretely, however, his work samples demonstrate he does not have the understanding of multiplying and dividing fractions with manipulatives (30%). State and classroom assessment data also indicate computational fluency (consistently with speed) with addition, subtraction, and multiplication and division of whole numbers of with the use of a calculator (80% accuracy). He can solve one- and two-step algebraic equations with 80% accuracy on worksheets and classroom assessments. Given an application word problem, Robert needs assistance reading the problem. He correctly solves word (real-world) problems involving computation with a step by step guide with 40% accuracy. Robert needs continued instruction in learning and applying processes for what he knows about the operations of math to problem situations in other disciplines and in daily life. Based on Curriculum Based Measures, Robert's Quantile score is 635Q (within 5th grade level) as compared to his same age peer Quantile range of 730Q to 1020Q. Robert's deficits in math calculation and math reasoning, including the use of decimals, understanding of ordering of fractions, solving multi-step word problems, and using the four operations and fractions, negatively affect his progress in the general math curriculum at the level and pace of same age peers. Robert's lack of understanding beyond concrete representations will continue to perpetuate the gap between Robert and his same grade peers.

Health, Vision, Hearing, Motor Ability

Performance commensurate with similar age peers

Social and Emotional Status

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- Performance commensurate with similar age peers

Robert desires to please adults and volunteers to do class chores (e.g., straighten desks, serve as courier to the office). He wants to be accepted by peers and wants to have friends. Based on adaptive behavior assessments and behavior observations, Robert demonstrates inappropriate behaviors when interacting with peers to the point that students avoid Robert or exclude him in structured and non-structured group activities (e.g., choose partner for class activity, sit together at pep rally, sit together at lunch). Robert stands or sits too close to peers and adults resulting in bumping others with his body (average of 4 times in 5 minute observations). During structured small group discussions, Robert interrupts frequently with information unrelated to the topic (average of 6 times in a 5 minute observations). Given social skill instruction in friendship making, Robert can identify 4/4 steps of beginning a conversation, but applies the steps 3/5 times in a structured setting with teacher coaching, and 0/5 times in a non-structured setting. Robert benefits from using cue cards with key information, participating in role play or scripted dialogue, watching video clips of desired behavior, and fading verbal and visual prompts. Additional friendship making skill areas for future development include joining in an existing conversation, playing a game together, and sharing an activity. Robert's social deficits in friendship making negatively impact peer relationships in structured and non-structured settings.

General Intelligence

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- Performance commensurate with similar age peers

Robert's Full Scale IQ falls at the well below average range of intellectual ability (69). Results of cognitive assessments indicate that Robert has difficulties with attention and remembering information. He has difficulty retaining information in short-term memory. Robert requires more time than his peers to automatically recall information and therefore has more difficulty handling larger amounts of information at one time. Robert often has trouble attending to relevant features of a learning task and instead may focus on distracting irrelevant stimuli. In addition, he often has difficulty sustaining attention to learning tasks. These memory and attention problems adversely affect Robert's ability in acquiring, remembering, and generalizing new knowledge and skills. Robert showed increased success in skill development when provided repetition of trials, particularly when paired with prompting/cueing and extended wait time. See baseline data in academic performance section. Robert sometimes is challenged when using new knowledge and skills in settings or situations that differ from the context in which he first learned those skills. He would benefit from strategies and tactics for promoting the generalization and maintenance of learning. Deficits in attending to relevant features of a learning task and retaining information negatively impact his ability to learn and retain new learning.

Transition Needs

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- Not an area of concern at this time (Checking this box is not an option when the student is in the 8
- th
- Grade or 14 years or older because transition must be addressed for these students)
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- Instruction
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- Related Service
-
-
- Community Experience
-
- Employment

- Daily Living Skills Living Objectives Post School Adult
- Functional Vocational Evaluation

Robert’s ILP course of study has been outlined through 12th grade. He is planning on graduating in 4 years once starting high school. Robert’s EXPLORE student profile documents Robert’s personal improvement goals for the future as, “improving my writing skills, improving my reading speed and comprehension, and improving my study skills. Robert’s results shown on the EXPLORE World-of-Work map indicate the Technical career cluster. Robert EXPLORE and ILP interest inventory results suggest a job in automobile service and maintenance. Robert’s EXPLORE scores are below benchmark in every area: English 9; Math 7; Reading 8; Science 7. Robert’s annual goals will address skill areas and his course of study for high school will include classes to help him on needed skills outlined in the EXPLORE. Robert enjoys body building and staying in shape. He maintains an organized work space.

Functional Vision/Learning Media Assessment

- Not an area of concern at this time

Consideration of Special Factors for IEP Development

(The ARC must address each question below and consider these issues in the review and revision of the IEP)

Does the child’s behavior impede his/her learning or that of others?

- Yes No

If **Yes**, include appropriate strategies, such as positive behavioral interventions and supports in the statement of device and services below.

Does the child have limited English proficiency?

- Yes No

If **Yes**, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired? Yes No If **Yes**, the team must consider:

- Is instruction in Braille needed? Yes No
- Is use of Braille needed? Yes No
- Will Braille be the student’s primary mode of communication? Yes No
- (See evaluation data for supporting evidence)

Does the child have communication needs? Yes No If **Yes**, please specify below:

- See Present Levels for Communication Status
 Other (Specify):

Is the child deaf or hard of hearing? Yes No If **Yes**, the team must consider:

- The child’s language and communication needs; Describe:
- See Present Levels for Communication Status

Other (Specify):

- Opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level and full range of needs; Describe:
- Any necessary opportunities for direct instruction in the child’s language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child’s IEP?
 Yes No

If **Yes**, include appropriate devices in the ‘*Statement of Devices/Services*’ below.

Statement of Devices/Services: If the ARC answered Yes to any of the above, include a statement of services and or devices to be provided to address the above special factors.

See Specially Designed Instruction
 See Supplemental Aids and Services
 See Behavior Intervention Plan
 Other (Specify):

Measurable Annual Goals and Benchmarks

Annual Measurable Goal (#1): Given situations that require critical thinking skills, and when asked a question, Robert will give a correct response, demonstrating understanding of figurative and complex language, in 8 of 10 opportunities over 3 consecutive sessions.

Method of Measurement: Direct measures: Probes, Observation

Specially Designed Instruction:
 Instruction in: use of starter phrases, multi-meaning words, figurative language, synonyms

Instructional methodology: role-play, scaffolding of skills (e.g., mean length of utterances and syntax), prompts and cues (e.g., interpreting body language, interpreting visual cues)

Benchmarks/Short Term Instructional Objectives

1. When working with a partner, Robert will take turns describing a problem depicted in a situational picture prompt, and will make an appropriate inference for the scene, 8 of 10 opportunities, over 3 consecutive sessions (i.e., “The cafeteria was noisy, but now it’s quiet. What caused it to get quiet?” It got quiet because *someone asked them to be quiet; everyone left the cafeteria*).
2. When presented with curriculum-related information and a problem, Robert will give a plausible verbal solution to the problem 8 of 10 opportunities over 3 consecutive sessions (i.e., “A plant requires a room temperature of 80 degrees to grow. That is too hot for our classroom. What could you do to grow the plant in the classroom?” To grow the plant,

<p>you could <i>put it under a light or a heater</i>).</p>
<p>3. Given a “slang expression” or other figurative language statement, and asked to match the statement with its non-literal meaning, Robert will do so, 8 of 10 opportunities over 3 consecutive sessions (i.e., Show me the picture that means “Dad ran into Cheryl at the bank”).</p>
<p>4. Given a sentence and asked to tell or write a synonym for each curriculum-related word, Robert will do so, 8 of 10 opportunities, over 3 consecutive sessions (i.e., “Tell me another word for costly.” Another word for costly is <i>expensive</i>).</p>
<p>Annual Measurable Goal (#2): Given a grade level reading passage, Robert will independently use the features of the text reading software with 80% accuracy on 3 consecutive weekly probes as measured by a teacher checklist.</p> <p>Method of Measurement: Indirect Measure: Teacher-made test and checklist Authentic Assessment: Student interview</p> <p>Specially Designed Instruction: Instruction in accessing texts via CD or internet Instruction in use of text reading software Instruction in self-monitoring of software use</p>
<p>Benchmarks/Short Term Instructional Objectives</p>
<p>1. Robert will locate the passage on the CD or internet and highlight the passage for oral reading.</p>
<p>2. Robert will use the re-read feature.</p>
<p>3. Robert will use the vocabulary definitions feature.</p>
<p>Annual Measurable Goal (#3): Given an instructional level reading passage weekly, including literature and informational texts, Robert will read the passage and answer 5 inferential comprehension questions with 80% accuracy over 3 out of 4 reading assessments.</p> <p>Method of Measurement: Direct Measure: Teacher made test, checklists</p> <p>Specially Designed Instruction: Direct instruction in reading comprehension strategies including use of context clues, use of text features, and paraphrasing main idea and detail Direct instruction in content area vocabulary</p>
<p>Benchmarks/Short Term Instructional Objectives</p>
<p>1. Robert will read the passage and answer 5 inferential comprehension questions with 65% accuracy over 3 out of 4 reading assessments.</p>
<p>2. Robert will read the passage and answer 5 inferential comprehension questions with 75% accuracy over 3 out of 4 reading assessments.</p>
<p>3. Robert will read the passage and answer 5 inferential comprehension questions with 80% accuracy over 3 out of 4 reading assessments.</p>

<p>Annual Measurable Goal (#4): When given a writing weekly prompt (e.g., argument, informative, explanatory, narrative), Robert will construct three to five paragraphs about the topic with proficient sentence and paragraph construction on 3/5 writing assignments as measured by a scoring rubric.</p> <p>Method of Measurement: Indirect Measures: Rubric Authentic: Portfolio of writing samples across time</p> <p>Specially Designed Instruction: Direct instruction in the complicated sentence construction, Direct instruction paragraph construction, Direct instruction in writing for varied purposes (e.g., argument, informative, explanatory, narrative), Direct instruction in writing planning strategies, Direct instruction in an error monitoring to detect and correct errors</p>
<p>Benchmarks/Short Term Instructional Objectives</p>
<p>1. Robert will write complete and correct complicated sentences (e.g., compound, complex, compound-complex)</p>
<p>2. Robert will write a paragraph with topic sentence, support sentences and concluding sentence.</p>
<p>3. Robert will use writing planning strategies.</p>
<p>4. Robert will apply an error monitoring strategy to identify and correct errors in his writing.</p>
<p>Annual Measurable Goal (#5): When given 10 real-world problems, graphic organizer and manipulatives, Robert will create a model and correctly solve the problems independently with 80% accuracy over a two week time period as measured by math work samples and student interview.</p> <p>Method of Measurement: Authentic: Student Interview Indirect: Work Samples</p> <p>Specially Designed Instruction: Explicit instruction in computation procedures, Explicit instruction in use of graphic organizer; modeling, Explicit instruction in the use of manipulatives, Explicit instruction in mathematical processes</p>
<p>Benchmarks/Short Term Instructional Objectives</p>
<p>1. Robert will create a model and correctly solve word problems involving two-steps with addition and subtraction with regrouping</p>
<p>2. Robert will create a model and correctly solve word problems involving two-steps with multiplication and division</p>
<p>3. Robert will create a model and correctly solve word problems involving addition and subtraction of fractions</p>
<p>4. Robert will create a model and correctly solve word problems involving multiplication and division of fractions</p>
<p>5. Robert will create a model and correctly solve word problems involving data presentation (graphs, charts, etc.)</p>

<p>Annual Measurable Goal (#6): Given social skill instruction in interpersonal interactions, Robert will demonstrate 70% of the key steps (stands in appropriate proximity, listens without interrupting, and joining conversations appropriately) of the social skill on 5 occasions on 3 consecutive weekly checklists.</p> <p>Method of Measurement: Direct Measure: Checklist</p> <p>Specially Designed Instruction: explicit social skill instruction with repeated practice, direct instruction in appropriate personal space, turn-taking in conversation, joining existing conversations</p>
<p>Benchmarks/Short Term Instructional Objectives</p> <ol style="list-style-type: none"> 1. Robert will demonstrate interpersonal interactions with adults in a non-structured setting 2. Robert will demonstrate interpersonal interactions with peers in a less structured (cooperative group, science experiment, etc. classroom setting). 3. Robert will demonstrate interpersonal interactions with peers in a non-structured setting (lunchroom, hallway, and playground).

<p style="text-align: center;">Reporting Progress</p> <p><input checked="" type="checkbox"/> Concurrent with the issuance of Report Cards</p> <p><input type="checkbox"/> Other, specify</p>

<p style="text-align: center;">Supplementary Aids and Services</p> <p>Statement of Supplementary Aids and Services, to be provided to the child on behalf of the child.</p> <p>Reading: Reader in content areas when text is above Robert’s instructional level – faded as Robert becomes proficient with the text reader software; fading prompts</p> <p>Writing: Graphic organizers, simple and complicated sentence models, paragraph models, self-monitoring checklists for sentence and paragraph writing construction</p> <p>Math: Manipulatives, graphic organizers, color-coded strategy notebook</p> <p>Behavior: Robert will be given extra wait time when asked questions, extended time in timed testing situations, prompting and cueing to follow his social skills checklist</p> <p>General: Teacher modeling, guided practice, positive corrective feedback, paraphrase directions, repeat directions, check for comprehension, use of visuals (e.g., graphic organizers, note-taking supports), instructional progression from concrete to abstract.</p>
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<p style="text-align: center;">Accommodations for Administration of State Assessments and Assessments in the Classroom</p> <p>In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom</p>
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assessment as well as meet all additional requirements established by the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070* document.

ARC determined no accommodations needed.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Readers | <input type="checkbox"/> Scribes |
| <input checked="" type="checkbox"/> Paraphrasing | |
| <input type="checkbox"/> Reinforcement and behavior modification strategies | |
| <input checked="" type="checkbox"/> Prompting/cueing | <input checked="" type="checkbox"/> Use of technology |
| <input checked="" type="checkbox"/> Manipulatives | <input type="checkbox"/> Braille |
| <input type="checkbox"/> Interpreters | <input checked="" type="checkbox"/> Extended time |
| <input type="checkbox"/> Other: specify | |

Student has been determined eligible for participation in the **Alternate Assessment Program**. Complete the Participation Guidelines for the KY Alternate Assessment form if selecting this checkbox. If determined eligible for the Alternate Assessment, the ARC must also determine if the student is Dimension A or Dimension B.

- Dimension A
 Dimension B

Program Modifications/Supports for school personnel that will be provided

Supports for school personnel:

Consultation between the Speech/Language pathologist and Robert’s regular and special education teachers regarding the application of strategies learned through SDI will occur monthly.

Not needed at this time

Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will not participate in general education (content area):

Special Education: Language Arts, Math, Speech
Co-Teaching: Social Studies, Speech
Regular Class: Science, Electives

Note: From 4-2-12 to 9-30-12, during the school calendar year, Robert will receive social skills instruction for 30 minutes twice a week in a resource room. From 10-1-12 to 4-1-13, Robert will receive social skills instruction daily in his Social Studies class (Co-Teaching) for 15 minutes per day for Check and Connect.

Special Education Services							
Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Special Education	60	1	Daily	4-2-12	4-1-13	Special Education Teacher	Resource Room, Language Arts
Special Education	60	1	Daily	4-2-12	4-1-13	Special Education Teacher	Resource Classroom, Math
Special Education	30	1	Daily	4-2-12	4-1-13	Special Education Teacher/Regular Education Teacher	Regular Class, Co-teaching, Social Studies for Reading and Writing
Special Education	30	2	Weekly	4-2-12	9-30-12	Special Education Teacher	Resource Room, Social Skills
Special Education	15	1	Daily	10-1-12	4-1-13	Special Education Teacher/Regular Education Teacher	Regular Classroom, Co-teaching, Social Studies for Social Skills

Related Services			
Anticipated Frequency and Duration of Service			

Type of Service	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date	Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
Speech/ Language Therapy	30	1	Weekly	4-2-12	4-1-13	Speech/Language Therapist	Resource Room (Speech)
Speech/ Language Therapy	30	1	Weekly	4-2-12	4-1-13	Speech/Language Therapist	Regular Classroom

Extended School Year
<p>Are extended school year services required for this student? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> More data needed</p> <p>If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.</p> <p>Analysis of progress data does not indicate a regression/recoupment issue</p>

Transition Service Needs										
<p>(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)</p>										
<p>What transition assessments were used to determine the child's preference and interests? (Check all that apply)</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Student Interview</td> <td><input type="checkbox"/> Student Survey</td> </tr> <tr> <td><input type="checkbox"/> Student Portfolio</td> <td><input type="checkbox"/> Vocational Assessments</td> </tr> <tr> <td><input checked="" type="checkbox"/> Interest Inventory</td> <td><input type="checkbox"/> Parent Interview</td> </tr> <tr> <td><input type="checkbox"/> Career Awareness</td> <td><input type="checkbox"/> Career Aptitude</td> </tr> <tr> <td><input checked="" type="checkbox"/> ILP</td> <td><input checked="" type="checkbox"/> Other: EXPLORE</td> </tr> </table> <p>Does the student's Individual Learning Plan (ILP) include the student's course of study?</p> <p><input type="checkbox"/> No If No, do not proceed with development of IEP until ILP is initiated, including the child's course of study.</p> <p><input checked="" type="checkbox"/> Yes (See student's attached course of study to include current school year through graduation or exiting year).</p>	<input type="checkbox"/> Student Interview	<input type="checkbox"/> Student Survey	<input type="checkbox"/> Student Portfolio	<input type="checkbox"/> Vocational Assessments	<input checked="" type="checkbox"/> Interest Inventory	<input type="checkbox"/> Parent Interview	<input type="checkbox"/> Career Awareness	<input type="checkbox"/> Career Aptitude	<input checked="" type="checkbox"/> ILP	<input checked="" type="checkbox"/> Other: EXPLORE
<input type="checkbox"/> Student Interview	<input type="checkbox"/> Student Survey									
<input type="checkbox"/> Student Portfolio	<input type="checkbox"/> Vocational Assessments									
<input checked="" type="checkbox"/> Interest Inventory	<input type="checkbox"/> Parent Interview									
<input type="checkbox"/> Career Awareness	<input type="checkbox"/> Career Aptitude									
<input checked="" type="checkbox"/> ILP	<input checked="" type="checkbox"/> Other: EXPLORE									

Do transition service needs focus on child's course of study and are they addressed in Present Levels?

No Yes