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INDIVIDUALIZED EDUCATION PROGRAM

DRAFT

Legal Name: [REDACTED]

ID: [REDACTED]

First Parent: [REDACTED]

Birthdate: 05/11/2006

Phones: [REDACTED]

Age at IEP: 2

Address: [REDACTED]

Grade: P/2

Comp Evaluation: 04/27/2009

Second Parent: [REDACTED]

IEP Meeting: 04/27/2009

Phones: [REDACTED]

IEP Initiation:

Other:

Phones:

Neighborhood School:

Attendance Building:

Plans for the Future

Parents' plans for this student

Concerns of the Parent / Student

Parents' concerns at this time are

Present Levels of Academic and Functional Performance

Strengths and Preferred Learning Modality/Style

With consideration to her age, [redacted] is a multisensory learner. She primarily utilizes her visual sensory channel for information gathering, and uses auditory and tactile input to verify sensory information (Learning Media Assessment, 4/23/09).

Health and Physical

-Hearing passed: ___/___/___ Yes___ No___

If "no" checked, action taken: _____

-Vision passed: ___02___/___04___/___09___ Yes___ No___X___

If "no" is checked, action taken: [redacted] has been evaluated for vision services _____

Student participates in regular physical education: ___Yes___ ___X___No

If no, explain why and outline plans to provide for physical education needs of this student:

Preschool children do not participate in physical education classes. Their motor needs are met during daily recess activities on a playground with age appropriate equipment to address gross motor development as part of the preschool curriculum. In Kindergarten, Gabriel will participate in regular physical education classes.

Student requires a Nursing/Health Care Plan: ___Yes___ ___X___No [redacted]

[redacted] was diagnosed with oculocutaneous albinism shortly after birth, which involves the lack of pigment or melanin in the eyes, skin and hair.

Current eye report [redacted], M.D., 2/4/09) lists [redacted] diagnosis as ocular albinism, nystagmus, and astigmatism. There is no field restriction. Her prognosis is stable. Acuity is listed as 20/200,OU, w/correction. [redacted] is to wear her glasses all the time.

Please refer to her Functional Vision Evaluation(3/11/09) for specific information on [redacted] visual functioning.

OT: [redacted] fine motor skills were evaluated using the Children's Rehabilitation Unit Fine Motor Evaluation. She scored at the 39.75 month level for acquired skills (+13%) and at the 42.0 month level for emerging skills (+20%). She was able to stack 10 blocks and imitate block designs using 5 blocks; place pellets in a bottle; copy a horizontal line, a vertical line, and a circle; imitate a cross; snip with scissors; hold a pencil in an approximate appropriate grasp pattern by using her fingers; draw a recognizable person with 6 parts; button and unbutton a large button; and string small beads. On the gross motor eval she scored at the 38.25 month level for acquired skills (+9%) and at the 43.5 month level for emerging skills (+24%). She was able to follow simple 1 step familiar and novel commands; walk up stairs alternating feet; throw a ball overhand; pull self to sitting; run with both feet leaving the ground for a fraction of a second; stand on one foot for 2 seconds; walk on a line; attempt steps on a balance beam; and, catch a large ball with arms extended. [redacted] was easily distracted but pulled back to activities rather easily. She attempted all tasks and was very pleased with herself for completing tasks successfully. No motor concerns are noted at this time.

According to [redacted] current Orientation & Mobility Evaluation(3/11/09), [redacted] walks and runs across environments, and has sufficient vision to avoid contact with

objects/people. She is able to go up/down stairs using an alternating step pattern. Familiarity w/ and adequate contrast allow her to detect railings/step edges. She has sufficient vision to travel safely indoors. [REDACTED] has light sensitivity, and benefits from use of sunglasses and a brimmed hat, outdoors. It was noted that she sometimes didn't detect changes in terrain outside on a sunny day. Monitoring is indicated as she enters new/unfamiliar environments. Recommendations include involvement of an O.&M. Instructor as [REDACTED] transitions to her new school environment.

Social/Emotional/Behavioral

SOCIAL-EMOTIONAL OBSERVATIONS:

The classroom teacher reports that [REDACTED] will attend to small groups such as circle time and enjoys participating in activities such as music and art. Lyra will play along side and with other children. [REDACTED] is engaging in cooperative play with her classmates. Her attention span is shorter when compared to her older classmates but is typical when compared to children her age. There are no concerns for [REDACTED] social development at this time.

Behavior Intervention Plan

Does the behavior of this student impede his/her learning or that of others ?
 Yes No

FUNCTIONAL BEHAVIOR ASSESSMENT NEEDED: Yes No

BEHAVIORAL INTERVENTION PLAN NEEDED: Yes No

See Social/Emotional/Behavioral present level of performance.

Academic Performance

Cognitive Observations:

The classroom teacher reports that [REDACTED] is able to orally give her first name and her age. She is able to identify her basic body parts. She points to pictures of objects when requested by the teacher. [REDACTED] matches and names basic preschool colors. There are no concerns for [REDACTED]'s cognitive development at this time. Her skills are comparable and above typical children her age.

The following skills were observed by the school psychologist during her evaluation with [REDACTED]: [REDACTED] demonstrated the ability to match, sort and identify by name the following shapes: circle, square, rectangle, and triangle. She was able to identify the colors blue, red, yellow, green and sort chips by color. She was able to answer what and why questions and she was able to answer simple verbal analogies. She understood quantitative concepts of big/small, one, one more, and counting 1 to 1 correspondence to three. [REDACTED] was able to sort by size (same shaped objects) by small, medium and large. These are skills that were noted during the evaluation, however they are not inclusive of all skills Lyra may have.

Communication

Student has Limited English Proficiency: Yes No

Student is deaf/hearing impaired: Yes No

