

Case Study- FINAL

This document contains information that you will use to create a complete IEP, using the [IEP with transition template linked here](#), which is also found in the IEP basics module on Canvas. You will be assessed using the **IEP Grading Rubric**.

Much of the information you will access from these documents will be in bulleted format- **it is up to you to write this information in your own words**, following the required formatting, ensuring it is easily understood by all IEP team members, particularly parents. You may add (hint, hint, should probably add) “made up” information where you need specific data, or otherwise feel the case study is lacking. Remember, you are telling the story of the student. While your writing needs to be professional and based on data, it should also be conversational and in language that parents and anyone else can understand.

Remember to use 3rd person writing at all times; you are the teacher. Teams don’t “recommend” they create documents that outline a program, so make sure you are not using “fluffy” language. Give your student a name. This will help you as you develop a “picture” of him/her.

For the dates of the IEP, use this: IEP meeting date is March 7, 2023. The current IEP expires on March 16, which means the new IEP will be implemented on March 17, 2023. The student’s most recent evaluation was completed on February 25, 2021.

For your two academic subjects, if the student has met the goal, take a look at the current grade level standards to see if you can develop an IEP goal based on standards. Yes, you will need to “make up” baseline data for your new goal. Keep in mind that a deficit needs to be significant enough that you are able to write a rigorous goal for the year-long IEP. Even though this student does not take the WA-AIM, for this assignment, your district requires objectives in all academic areas, so those two will need to be written on the goal page that contains objectives. ****Make a copy of the goal with the objectives page and delete the goal page you are not going to use.**

When reviewing the student’s current skills, you may assume that prerequisite skills have been mastered. (hint, these mastered skills become strengths).

Nobody writes an IEP alone. Please collaborate with others. In the past, students who have collaborated on this IEP have had significantly higher scores on the final than those who do not, or those who do not utilize the

office hours I am offering. That's not to say you won't do well working alone, but there is no reason to think that you need to.

STUDENT INFORMATION

Currently is in 10th grade, has been receiving special education services since the 4th grade under the disability category Autism Spectrum Disorder. Family moved to the US from Mexico in 1st grade. Previously received ELL services, tested out in 4th grade.

This student qualifies for SDI in the service areas of written language, math reasoning, and social/emotional/behavioral. This means you will be using the PLAAFP template that has been provided for you three times; once for written language, once for math reasoning, and once for SEB.

Service Delivery:

- SDI in a co-taught general education ELA class 50 minutes 5 days a week,
- pull out special education resource math class for 50 minutes 5 days a week,
- pull-out special education class for SEB for 30 minutes 5 days a week.

The student is 15 years old, therefore requires a transition plan component to the IEP.

This student does not wear glasses or hearing aids.

SBA- Last Smarter Balanced Assessment for 8th grade: Math Level 1, ELA Level 2, Science Level 3.

Expiring Goals and Data:

SEB: When given an opportunity to engage in an appropriately competitive environment (examples: games in P.E., Quizlet/Kahoot quizzes in class, "first to answer" questions) student will display appropriate sportsmanship and civil behavior improving social/emotional/behavioral skills from 0/5 congratulatory behaviors for other students to 4/5 congratulatory behaviors for other students (examples:saying "good game", offering appropriate high-five or other congratulatory gesture) as measured by observational data, collected monthly for three consecutive months.

SEB Data

December 22	January 2022	February 22	March 2022	April 2022	May 2022
3/5	2/5	3/5	2/5	2/5	3/5

Math: When given 5 two-step word problems using a combination of the four operations (+, -, x, /) with unnecessary/unused information, STUDENT will solve the problems improving math reasoning skills from 2/5 problems solved correctly to 4/5 problems solved correctly as measured by work samples collected monthly for 2/ 3 consecutive months.

Math data:

December 22	January 2022	February 22	March 2022	April 2022	May 2022
4/5	2/5	5/5	3/5	4/5	4/5

Writing: When given a verbal or written writing prompt, STUDENT will write a complete paragraph (5 complete sentences) with correct capitalization/punctuation, improving writing skills from writing a paragraph with 8 capitalization/punctuation errors to writing a paragraph with 2 or fewer capitalization/punctuation errors as measured by monthly student work samples for 2 of 3 monthly assessments.

Writing data:

December 22	January 2022	February 22	March 2022	April 2022	May 2022
6 errors	4 errors	2 errors	5 errors	2 errors	1 error

Reports from general education:

- Student is organized, comparable to peers
- Currently missing 2 math assignments, 3 ELA assignments, and 8 SS/SCI assignments
- Learns best when seated in an edge or corner seat, away from students and distractions
- Large assignments overwhelm student, does better when broken into smaller parts (chunking)
- Often has difficulty with peers because of his difficulty with perspective taking (related to autism) and comments that hurt others

- Student has a strong interest in maps and history
- Has difficulty engaging in conversation not of his choosing and interest (related to autism)
- Takes student much more time to understand directions, begin tasks, and complete tasks than typical students
- Too many verbal directions cause frustration, student cannot keep track of what has been said

Current strengths:

- Able to add and subtract mentally up to 20
- Understand the concept of multiplication, knows facts when given time, struggles on timed tests or when feeling overwhelmed
- Knows how to use a calculator and a multiplication chart
- Student's handwriting is legible
- Adequate spelling- spelling errors do not detract from meaning
- Prefers reading fantasy books and graphic novels
- Reading fluently at the late 7th grade level
- Student has strong relationships with adults who take the time to talk to him

Current skills/struggles related to deficit areas:

- Struggles with place value, particularly when decimals are used
- Cannot use formulas to find area and perimeter
- Cannot correctly find the unknown value of an angle of a triangle
- Is able to read fractions, does not know how to add, subtract, multiply or divide fractions
- Tends to run words together, not space them correctly
- Struggles with paragraph organization, writing multiple paragraphs with structure
- In game situations- overzealous when winning, which is perceived as unkind by other students
- When frustrated with social situations, will hit desk, refuse to engage with students or staff. Given time and left alone will recover. Does not do well when attention is on him during this time.
- Cannot independently complete a writing graphic organizer.
- Has friends at school but does not socialize with peers outside of school

OTHER INFORMATION:

Student has access to Co-Writer and Snap and Read, as well as Google Speak. He knows how to use these. Sometimes uses them, rarely can proofread his own writing, even with these tools and prompting.