

Bethany Hagberg

Week 5 Assignment Case Study

ED 624 IEP Development and Implementation

02/12/2022

Tim has outbursts in the classroom and does not know how to show and share his emotions. He also needs prompts to stay focused on what he is doing in the classroom.

Goal 1: When frustrated or anxious, Tim will refrain from shouting, yelling, or raising his voice and instead use self-soothing strategies in 4 out of 5 situations by the end of the school year.

- Objective 1: Tim will identify his emotions and situations in which he might get angry or frustrated by the end of the first quarter of the school year.
- Objective 2: Tim will identify and use different self-soothing strategies when he gets angry or frustrated by the end of the second quarter of the school year.
- Objective 3: Tim will learn ways to advocate for himself in the classroom by the end of the third quarter of the school year.

Goal 2: Given a classroom assignment or activity, Tim will initiate the task and remain on task for up to 20 minutes with a maximum of three verbal prompts from staff with 80% accuracy (8 out of 10 opportunities) by the end of the year.

- Objective 1: Given a classroom assignment or activity, Tim will initiate the task and remain on task for up to 5 minutes with a maximum of five verbal prompts from staff with 65% accuracy (6.5 out of 10 opportunities) by the end of the first quarter of the year.
- Objective 2: Given a classroom assignment or activity, Tim will initiate the task and remain on task for up to 10 minutes with a maximum of four verbal prompts from staff with 70% accuracy (7 out of 10 opportunities) by the end of the second quarter of the year.
- Objective 3: Given a classroom assignment or activity, Tim will initiate the task and remain on task for up to 15 minutes with a maximum of four verbal prompts from staff

with 75% accuracy (7.5 out of 10 opportunities) by the end of the third quarter of the year.