

Bethany Hagberg

Week 7 Assignment Write an IEP

ED 624 IEP Development and Implementation

02/23/2022

**Present Level of Academic Performance**

**THE RESULTS OF THE MOST RECENT EVALUATION**

Academic Achievement (11/04/2008):

RTI Skills Inventory. The inventory showed Ricky to be within developmental norms for all areas except for written expression. The areas surveyed by the inventory are motor, oral, and written expression, listening comprehension, basic reading and reading comprehension, math calculation and reasoning, attention/memory, work habits, and emotional/behavioral/social. Ricky is on grade level for high-frequency occurrence sight words. He was able to read 71 out of 100 in the Kindergarten level word list (Fountas and Pinnell) when 41 is on level for his age. He can name and sound all letters of the alphabet. He can say the alphabet in order. He is able to write and read his full name.

Jerry Johns Basic Reading Inventory (11/5/13)

Graded word lists were presented to Ricky in Times New Roman at 24 point font. He used a reading stand to bring materials nearer and had his nose pressed to paper during the entire assessment. Graded Word Lists: BB (Pre-Primer): 15/20 Instructional/Frustration; Time: 4:05 B (Primer): 15/20 Instructional/Frustration; Time: 3:50 Reading Passages: BBB (Pre-Primer): 5/5 Independent; Time: 1:28 (17.04wpm) BB: (Primer): 5/5 Independent; Time: 3:59 (12.6 wpm) B: (Primer): 3/10 Independent/Instructional; Time: 7:53 (12.7 wpm). Ricky is able to name and sound all letters of the alphabet and can name them in order.

The Math 4 Children's Benchmark was administered at the end of Kindergarten level. This was done on a computer with all pictures enlarged and with tracking help provided for strings of objects. Ricky is on level for Kindergarten in that he is able to name basic colors and shapes, count objects to 20, and recognize numbers to 10. He can use the plus sign to add objects and numbers in sums up to 10. He is able to compare and discriminate heavier, smallest, largest as long as he has first-hand experience with the object depicted. He can identify penny and dime, but not a nickel. He is able to identify objects that are placed on the left vs. the right. He could recognize solid geometric shapes, pyramids and cube though he could not read the words.

Skills Inventory and the Written Communication observation: Ricky has a weakness in written expression. He has difficulty writing more than one sentence and with editing sentences, he has written. The spacing and legibility of his handwriting are poor. All of these difficulties appear to be due primarily to his visual impairment.

The EVALS (Evaluating Visually Impaired Students) Handwriting for Low Vision Students was used to investigate his writing skills. He is able to create regular zigzag lines with a 20/20 pen but struggles with a continuing line of loops. He can write all letters of the alphabet in manuscript - both upper and lower case. He was also rated a "no" for "reads and interprets body language and other non-verbal social cues. Ricky decodes new words by sounding out but must do so letter by letter due to the large font size that he uses because of his significant visual impairment. This makes it difficult for him to read longer whole words or phrases/sentences since he reads letter by letter. This interferes with his fluency. While Ricky is at an independent reading level for Primer BB, he is recognizing sight words by reading them letter by letter while he sounds them out phonetically. His visual impairment prevents him from reading longer whole words, phrases, and sentences other than by this letter by letter approach and so his fluency is greatly impacted. The words per minute times reported demonstrate this. Additionally, visual fatigue and the need to take frequent breaks became evident after 15 minutes of close work.

Given Math 4 Children's Benchmark for the end of term kindergarten, Ricky was unable to read a clock face for time to the hour or half-hour. He had difficulty classifying objects using comparatives if he did not have direct experience with them. This is most likely due to his visual impairment. He is not yet aware of fractions, counting by 2's, or the concept of probability. His score on this evaluation was 300 out of 360 as the passing rate. He is not functioning at end of kindergarten level but is solidly on grade level at this time. He is unfamiliar with the use of the abacus.

#### Adaptive Behavior:

The Oregon Project for Preschool Children Who are blind & VI Skills Inventory and the EVALS from TSBVI were used to assess adaptive skills. Ricky's mother contributed information in the areas of cognition, socialization, vision, compensatory skills, and self-help on the Oregon Project inventory. Ricky is widely within his developmental age group for skills in all areas covered by the checklist including language development with only a few exceptions. Ricky is independent in toileting provided he has been shown the location of the soap and towel dispensers. He can dress himself with buttons and snaps if his clothing has been laid out for him. He uses velcro to fasten shoes and does not yet tie shoes. His mother reports that he clears his place at the table and helps her set the table. He can bathe himself independently except for shampooing hair. He feeds himself finger foods and uses a spoon though still with some spillage. He requires that foods be pre-cut for him. He can pick up and put away his own toys when reminded. He can brush his teeth independently provided he knows the location of all items required. He can dial his father's

phone number on a cell phone keypad. Ricky's weaknesses, as indicated by the Oregon Project inventory, were most obvious in pre-braille and braille skills. He has not yet learned to use two hands for tracking. He also lacks experience with some positional words: above, through, away, below, upon. Ricky needs help to buckle his seat belt and to locate bathrooms and drinking fountains in public places. Optional Comments: See parent interview for expanded information regarding adaptive skills.

#### Communication/Language:

The RTI Skills Inventory and the Oregon Project Inventory were used to determine that Ricky's language development is within norms for his age. He has had good auditory language models and uses personal pronouns and articles appropriately. He uses adverbs and adjectives well when he is familiar with them due to personal experience. Because Ricky demonstrates normal language development in the opinions of his parents and his teachers using these inventories, no further evaluation for language is recommended at this time. Weaknesses: Language weaknesses were confined to visually mediated concepts and vocabulary such as position words.

The EVALS Auditory Skills Inventory was used to further investigate Ricky's listening skills. Though Ricky's speech and language appear normal for his age, he exhibits a weakness in his listening skills as exhibited by poor auditory recall of details. He has had no formal training in listening for and recalling details, and, since he has difficulty seeing details, he may be unaware of the need to know them. Ricky could follow simple two and three-step directions. He is able to quietly listen to a short story for an extended time. He can retell a story in broad circumstances, but not finer details. He can recall character names and the larger outcome of the story, but he does not recall finer details that describe how characters or elements in the story look or feel. He was able to sequence the greater action and story outcomes but tended not to recall the finer physical description of the action unless it was repeated as an integral part of the story.

#### Intellectual Functioning:

With information from the RTI Skills Inventory, the Oregon Project inventory, and the EVALS inventory, Ricky's cognition appears to be within the norm for his age. No psychological evaluation is recommended at this time.

#### Motor:

An informal gross and fine motor screening was performed with Ricky along with an observation to determine if there are needs in the area of mobility. In addition, information from the RTI Skills Inventory completed by his classroom teacher and from the Oregon Project inventory was used. His gross motor proprioceptive skills appear to be near age level. He can jump, hop on one foot, kneel and rise, do jumping jacks, touch fingers to nose and other body parts, gallop, and run. He cannot yet skip. He was able to balance on a balance beam while holding the instructor's hand with just one of his hands. He could not balance well independently. He can throw a bean

bag at a target or sound and is learning to dribble a ball, but does not follow a ball coming toward him well enough to catch it repeatedly.

**Fine Motor and Tactile Perception:** Ricky recognized the following tactile characteristics of objects and could name them: shape (circle, square, triangle, star, and heart), texture/feel (rough, smooth, hard, soft, raised, flat, fuzzy, sticky, hot, cold, and wet), weight (heavy, light), size (long, short, longer, shorter). He was able to put together a wooden puzzle fitting three-dimensional shapes into correct slots that included cylinders, cubes, rectangular solids, and star shapes. Ricky is right-handed and can cut with regular kindergarten scissors.

**Mobility:** Ricky has quickly become accustomed to his daily routes at school: classroom to the bathroom, playground, lunchroom, media center. However, he has difficulty with unfamiliar routes. His mother reports that he moves through his home easily, but has difficulty on family outings, and a family member must hold his hand when navigating an unfamiliar setting.

**Psychological Processing:**

With information from the RTI Skills Inventory, the Oregon Project inventory, and the EVALS inventory, Ricky's cognition appears to be within the norm for his age. No psychological evaluation is recommended at this time.

**Sensory (Vision/Hearing):**

Ricky has significant vision loss at both near and distance that will interfere with his access to his educational environment and will present a barrier to learning without specialized interventions. He is inefficient in the visual modality when reading or writing because the print size he must use is not conducive to fluency.

Results obtained from the Functional Vision Evaluation and the Learning Media Assessment indicate that Ricky's primary learning medium should be braille with a secondary medium of auditory and a tertiary of visual.

**Sensory Processing:**

Parents report no sensory processing issues apart from the visual impairment. Ricky does not display tactile defensiveness and enjoys playing with clay and finger painting. Ricky does not display oral defensiveness; he eats foods of varying textures and is always willing to try a new food. He does not appear to become overwhelmed in noisy situations as long as he feels confident in his movement through them.

**Social/Emotional/Behavioral:**

Information from the parent interview, the Oregon Project inventory, and the RTI Skills Inventory were used to gather information in this domain. Ricky's teacher reported that he is

cooperative and compliant with class rules and directions. He makes friends easily within his class and adapts to new situations/changes within the classroom without being upset. He enjoys praise and wishes to be independent. He will ask for help when he needs it. His mother reports that he plays cooperatively with other children near his age. He enjoys attention from his older sister who teaches him board games. Weaknesses: He is unsure of himself in new environments and feels more comfortable with guidance from an adult in those situations. If left in an unfamiliar situation and feeling unsure, he does not do a good job of remaining patient and waiting for more than a few minutes. He appears uncomfortable in asking peers for help.

#### Parent Report:

Ricky's dad also has a visual condition. The condition is hereditary. His father does not use braille at all; his modality is auditory and he has no usable vision for literacy. His father coaches Ricky in learning appropriate social behaviors and adaptive skills that help Ricky to be more independent. Mom has taught Ricky to listen to her in order to physically navigate new settings. She points out visual details that he might miss in books or in other situations and gives him names for those things that he has difficulty seeing or touching.

Ricky is independent in dressing himself if the clothes are chosen and laid out for him. He will sometimes need help with button alignment. Ricky is good at independent navigation and adaptive skills in his home as long as the location of items stays the same. When outside the home in unfamiliar environments, Ricky holds his mother's hand for guidance. Ricky can bathe himself but needs help with washing his hair. He is able to brush his teeth independently.

Ricky enjoys stories being read to him and looks at pictures in books at a distance of 4 to 6 inches from his face. Ricky enjoys listening to cartoons. He likes to play outside, be on the swing, and play board games once he has a good idea of the layout of the board and the rules of the game. He likes toys that move, like trucks and airplanes. Ricky likes to color in large simple drawings with heavy lines but at a very close distance.

Chores at home include clearing his plate and flatware from the table to the kitchen, putting dirty clothes in a hamper in his bathroom, and feeding the dog.

Ricky wears dark glasses when outside as he is sensitive to glare due to the aniridia. He is fine with normal interior lighting.

**RECENT STATE ASSESSMENTS:**

GWT (2011)

Writing, 233, Meets Achievement

GHS GT (2011)

Language, 275, Exceeds Achievement

Mathematics, 255, Exceeds Achievement

Science, 272, Exceeds Achievement

Social Studies, 215, Meets Achievement

EOCT Summary (2011)

Composite, 484, Exceeds Expectations

Composite, 453, Exceeds Expectations

**GOALS:**

Goal 1: Ricky will read 100 out of 100 high-frequency words for Kindergarten level every week.

11/04/2013: Ricky read 71 out of 100 high-frequency words at the Kindergarten level. He is expected to master this goal quickly.

Goal 2: Ricky will tactually discriminate, describe and name common objects once a week.

11/04/2013: Ricky correctly identified 100% of common school-related objects. He correctly identified 50% of household objects. Ricky requires ongoing intervention in tactile identification of common objects.

**STRENGTHS OF THE STUDENT:**

Ricky is a highly verbal and well-motivated student who has developed excellent compensatory skills in dealing with his significant vision impairment. He is cooperative and compliant with class rules and directions. Ricky makes friends easily and plays well with others. He is able to adapt to new situations/changes within the classroom without being upset. He enjoys praise and wishes to be independent. He will ask for help when he needs it. He is very good at independent navigation and adaptive skills in his home as long as the location of items remains unchanged. Ricky follows directions and functions independently in the classroom. He is able to find his materials easily as long as they remain either at his desk or in the same location in the classroom. Ricky will bring his eyes very close to materials to be able to see them better. He loves to have stories read to him, play board games, and play outside.

**CONCERNS OF THE PARENT:**

Parental priorities for Ricky's education are, first, to develop literacy that will support his entire educational experience and, second, for him to develop socially, making friends in his school and in his neighborhood.

**Academic, Developmental, and Functional Needs of the Student:**

Ricky is a Kindergarten student who qualifies for special education services as a student with a visual impairment.

**IMPACT OF THE DISABILITY:**

Ricky presents with a significant visual impairment that negatively impacts his access to educational materials and his educational environment. Ricky requires specialized instruction to attain literacy (reading and writing) and to continue to learn and apply math skills and concepts. Ricky has significant needs in the acquisition of literacy due to his vision impairment. He has needs in the area of mobility that requires an O&M specialist. Ricky also needs Physical Therapy services to address his coordination and balance. He needs Physical Therapy services to address his fine motor coordination and spacing and legibility of his handwriting. He has needs in the area of assistive technology that will enable him to access his educational environment and materials.

**TEACHER REPORTS:**

Ricky and his father share the same visual condition. His dad has been able to help Ricky learn to mediate his social and physical environment as he met milestones. His mother reports that since she has normal vision, she has been able to assist this mediation and expand it to include incidental learning based upon visually mediated situations. Ricky attended a regular, private preschool before he moved to Dundee County. The local school district in his previous placement evaluated Ricky, made him eligible for special education, and offered services through an IEP, but parents declined special education services so Ricky has received no formal specialized instruction up to this point. Records from Gardens PreSchool report normal developmental milestones met but there is no information of goals related to specialized instruction. Accommodations are mentioned only in that a teacher's aid helped Ricky learn to navigate the playground and also helped him in the classroom when doing fine motor tasks that were vision-dependent.

Ricky has significant vision loss at both near and distance that will interfere with his access to his educational environment and will present a barrier to learning without specialized interventions. He is inefficient in the visual modality when reading or writing because the print size he must use is not conducive to fluency. Ricky's primary learning medium should be braille with a secondary medium of auditory and a tertiary of visual.

Ricky has a weakness in written expression. He has difficulty writing more than one sentence and with editing sentences he has written. The spacing and legibility of his handwriting are poor. He is able to create regular zigzag lines with a 20/20 pen, but struggles with a continuing line of loops. He can write all letters of the alphabet in manuscript - both upper and lower case.

Ricky decodes new words by sounding out, but must do so letter by letter due to the large font size that he uses because of his significant visual impairment. This makes it difficult for him to read longer whole words or phrases/sentences since he reads letter by letter. This interferes with his fluency. While Ricky is at an independent reading level for Primer BB, he is recognizing sight words by reading them letter by letter while he sounds them out phonetically. His visual impairment prevents him from reading longer whole words, phrases, and sentences other than by this letter by letter approach and so his fluency is greatly impacted. The words per minute times reported demonstrate this. Additionally, visual fatigue and the need to take frequent breaks became evident after 15 minutes of close work.

Ricky has weaknesses in pre-braille and braille skills. He has not yet learned to use two hands for tracking. He also lacks experience with some positional words: above, through, away, below, upon.

Language weaknesses were confined to visually mediated concepts and vocabulary such as position words. Even though Ricky's speech and language appear normal for his age, he exhibits a weakness in his listening skills as exhibited by poor auditory recall of details. He has had no formal training in listening for and recalling details, and since he has difficulty seeing details, he may be unaware of the need to know them.

Ricky can follow simple two and three-step directions. He is able to quietly listen to a short story for an extended time. He can retell a story in broad circumstances, but not finer details. He can recall character names and the larger outcome of the story, but he does not recall finer details that describe how characters or elements in the story look or feel. He is able to sequence the greater action and story outcomes, but tends not to recall the finer physical description of the action unless it is repeated as an integral part of the story.

Ricky is unable to read a clock face for time to the hour or half-hour. He has difficulty classifying objects using comparatives if he does not have direct experience with them.

Ricky uses and relies upon his vision as his primary mode of retrieving information even with his serious visual impairment. Ricky needs direct and active exposure to instruction and materials as much as possible through a multi-sensory approach. Ricky compensates well for his vision impairment, but it can often appear to others that he is retrieving information in its entirety when, in fact, he is missing details of which he is unaware. He misses information presented visually at distance and has difficulty discriminating at near when information is complex. He does not pretend to see things that he does not see, he is simply unaware of what he misses. Ricky has a hard time interpreting body language and other non-verbal social cues from his teachers and peers.



Ricky has quickly become accustomed to his daily routes at school: classroom to bathroom, playground, lunchroom, media center. However, he has difficulty with unfamiliar routes. His mother reports that he moves through his home easily, but has difficulty on family outings, and a family member must hold his hand when navigating an unfamiliar setting. Ricky needs help to buckle his seat belt and to locate bathrooms and drinking fountains in public places.

Ricky is unsure of himself in new environments and feels more comfortable with guidance from an adult in those situations. If left in an unfamiliar situation and feeling unsure, he does not do a good job of remaining patient and waiting for more than a few minutes. He appears uncomfortable in asking peers for help.

Ricky is a good eater but when there are choices to be made, food offerings must be named or explained to him in order for him to make a choice. He feeds himself finger foods and attempts to use a spoon though there is much spillage.

Ricky wears dark glasses when outside as he is sensitive to glare due to the aniridia. He does fine with normal interior lighting.

Ricky enjoys playing with typical boy's toys like trucks and airplanes. He enjoys toys that move. He knows all of the primary colors and will color in large simple drawings with heavy lines in a coloring book but at a very close distance. He can do this for about 10 minutes before he becomes visually tired.

#### THE CULTURAL AND LANGUAGE NEEDS OF THE STUDENT WITH LIMITED LANGUAGE PROFICIENCY

Ricky is not a student with limited English proficiency.

#### THE ASSISTIVE TECHNOLOGY NEEDS OF THE STUDENT

Ricky uses assistive technology to help him access the general curriculum. He uses a slant board, reading stand, CCTV, and enlargements.

#### THE BEHAVIOR OF THE STUDENT WHEN IT IMPEDES THE CHILD'S LEARNING OR THAT OF OTHERS

Ricky does not have behaviors that impede his learning or that of others.

#### ADDITIONAL INFORMATION

Ricky's most recent eye exam was performed on 11/1/2013. Ricky's visual acuity at distance is 20/400 or greater OD, OS and OU. His near vision is also 20/200 or greater OD, OS, and OU. No field restriction was noted on the doctor's report. The print size with which he appears most comfortable is 48 point. Ricky was referred for evaluation due to his visual diagnosis of aniridia

(incomplete formation of the iris, retina, and optic nerve), a coloboma (a small hole) in the retina OD (right), anomalous optic nerve OS (left), microphthalmia (smaller than usual eyes) esotropia (inward turning of the eyes), exotropia (outward turning of the eyes), pendular nystagmus (involuntary side-to-side movement), and high myopia (nearsightedness). Corrective lenses were prescribed previously but appear not to significantly improve visual acuity and are, therefore, not recommended at this time.

### **Measurable IEP Goals:**

1. Math Annual Goal:
  - a. Ricky will independently tell time to the half-hour and hour on an analog clock (verbally or written) with 80% accuracy in 4 out of 5 trials by 12/14/2014.
2. Writing Annual Goal:
  - a. When given a writing prompt, Ricky will write two or more sentences with 80% accuracy in 4 out of 5 trials by 12/14/2014
3. Reading Comprehension Goal:
  - a. When presented with how, why, and what-if questions after being read a story, Ricky will answer comprehension questions with fine details with 80% accuracy in 4 out of 5 trials by 12/14/2014.
4. Tactile Identification Goal:
  - a. When presented with household objects, Ricky will tactually discriminate, describe, and name the object with 80% accuracy in 4 out of 5 trials by 12/14/2014.
5. Behavior Goal:
  - a. When in an unfamiliar situation in which he is feeling uncomfortable, Ricky will remain calm and patient for 5 minutes or more and ask for help from a teacher or peer in 4 out of 5 trials by 12/14/2014.

### **Accommodations/Modifications**

Accommodation(s)/ Modification(s)	Frequency	Location	Instructional Setting	Duration
Preferential Seating near board or instruction	Each School Day	Assigned School	General and Special Education Settings	12/15/2013- 12/14/2014
Breaks after 10 minutes of close work	Each School Day	Assigned School	General and Special Education Settings	12/15/2013- 12/14/2014
Materials printed in a large type size 48pt	Each School Day	Assigned School	General and Special Education Settings	12/15/2013- 12/14/2014
Dark, bold, or raised lined paper for writing assignments	Each School Day	Assigned School	General and Special Education Settings	12/15/2013- 12/14/2014
Magnifier	Each School	Assigned School	General and Special	12/15/2013-

	Day		Education Settings	12/14/2014
Book Stand at desk to hold materials for easier reading	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
1:1 help with fine motor tasks that are vision dependent	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Tests read when fatigue sets in due to eyestrain	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Notes written on board need to be spoken aloud	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Talk through any calculations as they are made or procedures as they are carried out	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Read any printed information and describe any charts or graphs being used	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Use tactile graphics where necessary	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Extended time on assignments and tests/assessments	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Increase spacing between test items	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Guidance with navigating new areas until the student is familiar with the area.	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Student needs his immediate area around his desk to stay the same	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Guidance in the lunchroom	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014
Ability to get his dark glasses when going outside of the school building	Each School Day	Assigned School	General and Special Education Settings	12/15/2013-12/14/2014

**Services**

<b>Special Education Services</b>	<b>Frequency</b>	<b>Location</b>	<b>Instructional Setting</b>	<b>Duration</b>
Specialized Instruction	(To be determined by the team)	Assigned School	Special Education Classroom	12/15/2013-12/14/2014
In-class support to address accommodations	(To be determined by the team)	Assigned School	Special Education Classroom	12/15/2013-12/14/2014

**Related Services**

<b>Related Services</b>	<b>Frequency</b>	<b>Location</b>	<b>Instructional Setting</b>	<b>Duration</b>
Orientation and Mobility	(To be determined by the team)	Assigned School	General Education, Special Education Classroom, School, and School Grounds	12/15/2013-12/14/2014
Occupational Therapy	(To be determined by the team)	Assigned School	General Education, Special Education Classroom	12/15/2013-12/14/2014
Physical Therapy	(To be determined by the team)	Assigned School	General Education, Special Education Classroom	12/15/2013-12/14/2014

**Statement of Least Restrictive Environment (LRE):**

Ricky Alamo is a student who qualifies for special education services as a student with a Visual Impairment. He will participate in the general education setting with peers with and without disabilities to access the general education curriculum. He will receive specialized instruction on his goals in the special education setting with peers with disabilities. Ricky will receive Orientation and Mobility Related Services for sensory training, concept development, and motor development. He will also receive Occupational Therapy as a Related service to address his coordination and balance. Ricky will receive Physical Therapy as a Related Service to address his fine motor coordination and spacing and legibility of his handwriting. Ricky Alamo requires this level of service to access the general education curriculum and receive a free and appropriate education.