

Student ID:

Student Name:

Date of IEP: /

1. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the child's post-secondary goals.)

is a confident girl who enjoys school. She works very hard on a daily basis. She enjoys her independence and being with friends. She participates in all classroom and school wide activities with a smile on her face. She is very social and enjoys conversing with peers and adults. has a great sense of humor.

She continues to become more independent in her daily routines. She is able to open and close school doors independently, maneuver her wheel chair, and manipulate small and medium size (chairs) items to move her chair. is able to transfer out of her chair. She completes classroom routines, making lunch choice, organizing desk, etc. is growing much more independent in the bathroom. She can transfer to and from her chair onto the table. She can clean herself and undo/apply the tabs on her diaper. She flushes and washes her hands independently. always asks for help if needed. If something is unclear, is asking why and working hard to improve.

continues to take charge of her independence. She is coming up with ideas independently. She is able to share these with parents and teachers and they are being put into action. She is sitting with peers at lunch and writing frequently on her blog.

She is working on grade level work with accommodations/modifications and supports in place. She is able to identify coins and their values, count like coins, and demonstrates strengths with fractions. Using a calculator, completes math equations using whole numbers, decimals, and fractions involving addition, subtraction, multiplication and division accurately.

How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)

received an educational identification of Other Health Impaired in February of 2011. She has a medical diagnosis of spina bifida with hydrocephalus and Arnold Chiara type II malformations. Her delays in physical (fine and gross motor), and adaptive development along with difficulties sustaining attention and processing tasks affect her ability to participate in age appropriate activities. She requires prompts for focus and attention to task. She struggles with multi-step directions and multi-step problems in the regular education classroom. She benefits from written and verbal directions. During independent work time she may require additional prompts to return her attention to the task.

Presently, she continues to receive physical and verbal prompting as well as gestural prompting. In the regular education environment, work is modified for time and depth of knowledge. requires reteaching and extra time for processing tasks. She requires reteaching and prompts with multi-step math problems, reading comprehension and spelling. spelling list is shortened and at a lower grade level. Higher level thinking and performance (putting her knowledge into action) are difficult skills for Typically, is able to complete tasks that require basic recall of knowledge. Handwriting is a difficult skill for and keyboarding (on a parent provided iPad) continues to be utilized. utilizes the following apps on the iPad: iBrainstorm (pre-writing), Blogger (writing), Calculator, Fraction Plus (fraction calculator), and camera (to record her responses). is keyboarding 80% of her assignments utilizing a scribe. appears to learn best in a structured environment where information can be presented using a multi-modality approach at her level of instruction.

Per ophthalmologist report 2006, is far-sighted and has astigmatism. She wears glasses to correct her vision. displays some difficulties with hand-eye coordination due to her vision. Also, misses whole information without realizing it. On April 20, 2012 underwent her second surgery to align both eyes.

Here is her progress toward her prior IEP goals:

A summary of the most recent evaluation/re-evaluation results

Vision/Hearing: is seen by Dr. Steven D. Goodrich to address vision concerns. Per doctor report 11/16/2010, has astigmatism and wears glasses. She has Strabismus in both eyes and her "lazy eye" has improved. Her ocular alignment is satisfactory. She does have some low level hearing loss due to a hole in her ear from tubes.

Health: According to the most recent evaluation report (2-15-11), met eligibility criteria to be diagnosed as Other Health Impaired. is diagnosed with Spina Bifida with hydrocephalus and Arnold Chiara type II malformations. Medical surgeries include fetal back closure (Dec 2002), back closure (March 2003), shunt placement (April 2003), shunt revision (July 2003), bilateral heelcord release (Sept 2003), eyes uncrossed (April 2004), tubes insertion (April 2004), adenoidectomy (Jan 2008), left knee and left hip soft tissue release (May 2010), rotational release on right foot (May 2010), Right Underlay Tympanoplasty (Oct 2010, and Double Osteotomy (April 3, 2012). There are two cast changes scheduled, along with an eye surgery scheduled in April 2012. had 15 teeth removed in July 2013. She had a Femoral Osteotomy (left) as well as plates and screws removal (right leg) in October 2013.

General Intelligence/Memory: Per evaluation report 02/15/2011, was administered the WISC-IV to assess her cognitive ability. She scored the following: Verbal Comprehension 93, Perceptual Reasoning 59, Working Memory 80, and Processing Speed 56. Her full scale IQ was found to be a 66, which falls in the below average range. Due to the significant discrepancy of her processing speed score the GAI score was recommended. Her GAI score was found to be a 74.

Motor: Evaluation report 1/28/14: Based on results from the SFA, shows relative strengths in the area of travel, manipulation with movement, setup and cleanup, eating and drinking, following social conventions, compliance with adult directives and school rules, behavior regulation, using materials, clothing management, written work, functional communication, memory and understanding, safety, and positive interactions. demonstrates relative weaknesses in maintaining and changing positions, recreational movement, hygiene, computer and equipment use, task behavior/completion, stairs, and personal care awareness.

Based on observations guided by the Pediatric Evaluation of Disability Inventory, demonstrates independence in the following areas; feeding, use of utensils, use of drinking containers, nose care, hand washing, pullover/front-

opening garments, and shoes/socks. demonstrates weaknesses in the following areas; fasteners (snap/unsnap, button/unbutton, zip and unzip/separate and hooks zipper), pants (removes pants including fasteners, puts on pants including fasteners, puts on pants with elastic waist), toileting tasks (managing toilet seat, managing clothes before and after toileting, wiping self thoroughly after bowel movements), management of bladder (indicating when wet, indicating need to urinate, consistently staying dry during day/night), and management of bowel (indicating need to be changed, occasionally indicating need to use toilet, distinguishing between need for urination and bowel movements, taking self into bathroom for bowel movement and has no bowel accidents). is independent in feeding, requires minimal assistance for upper body dressing, moderate assistance for lower body dressing and maximal assistance for toileting, bladder management, and bowel management.

In the area of gross motor, observations show has strengths in the areas of independent mobility in her chair, open/closing resistive doors, avoiding obstacles in hallway and classroom. is able to transfer out of her chair to the floor and to the mat table with supervision and verbal cues. Getting back into her chair from the floor and the mat table at this time is inconsistent because of muscle weakness associated with Spina Bifida and her reliance on verbal cues. needs cueing during toilet transfers for safety awareness and to complete activities in a timely manner.

On the WOLD Sentence Copying Test copied an average of 35.9 letters per minute. Expectations for a 3rd grader is 40 letters per minute. The expectation for rate of handwriting for a child in the fifth grade is 60 letters per minute.

Academics: Per evaluation report 02/15/2011, was administered the WJ-III to assess her academic achievement. Her scores were as follows: Broad Reading 84, Broad Math 52, and Broad Written Language 62.

Language: Per evaluation report 02/15/2011, was administered the CELF-4 and OWLS to assess her language ability. Her CELF-4 Core Composite was found to be a 62. Her OWLS Oral Composite was found to be a 78. Her language scores were found to be commensurate with her full scale IQ.

Adaptive Behavior: Throughout a typical day requires assistance. Per evaluation of IEP goals (1/28/14) progress with her self-help skills is measured through her IEP goals. During 2nd quarter, completed classroom and bathroom routines with at least 90% independence (with no more than 2 prompts) on an average of 4.6 out of 5 data days. She donned and doffed her shoes independently on 6 out of 6 data days before she had her surgery in October. She donned and doffed her RGOs on 4 data days before her surgery in October. She had 71% independence. Putting on her RGOs independently continue to be the most difficult for her. In the 7 school days we have been back this quarter, has completed classroom and bathroom routines with at least 90% independence (with no more than 2 prompts) on 7 out of 7 days. She donned and doffed her shoes independently on 4 out of 4 data days. She has new RGOs. She can get them on and off almost independently. It takes her a while to do the whole process. Taking them on and off adds an average of 25 minutes to her bathroom routine. The part that is most difficult for her is getting the back brace part totally off and also on positioned correctly. She also needed to be reminded of the steps needed to get them on and off because she hadn't worn them since before her surgery in October.

In the classroom last quarter, was able to appropriately responding to and/or following multiple step directions during whole group instruction in her general education classroom with at least 80% accuracy on an average of 2.9 out of 5 data days. During the first 5 weeks she averaged 3.8 out of 5 data days and during the last 3 weeks she averaged 1.3 out of 5 data days. She needs additional prompting during Communication Arts (reading and writing). In the 7 school days we have been back this quarter, has had at least 80% accuracy on 5 out of 7 days.

SETT (5/24/13):

1. Given familiarity and success with current Assistive Technology in relation to academic performance, Brooke's input should be actively sought out in relation to her preference for specific Assistive Technology tools in the future.
2. Given challenges in regards to mobility and physical transitions and her access to the general education environment, portable Assistive Technology devices should be small, easy to transport and be limited in regards to the number of items she must transport with her.
3. Given familiarity and success with her current device, the iPad should be accessed as much as possible to for new applications to meet identified impacted tasks.

4. Adaptations to the current iPad device should be considered including carrying mechanism and keyboard.
5. Increasing independence and expanding use of current iPad applications or mobility technology should be considered before new applications or mobility technologies are considered.
6. Any new or current Assistive Technology device for all areas should be continually evaluated for use at future grade levels and potential transition goals.
7. Additional iPad application investigation should be considered in regards to effective search applications that could allow Brooke to seek out information effectively and independently when she needs information not otherwise available.
8. When accessing applications or other academic Assistive Technology tools, the team should continue to consider the time required to initiate the tool and the potential disruption to the regular classroom environment.
9. When introducing new applications, only one application should be introduced at one time and there should be limited (if not one) application tool designated for each identified task. Continue to evaluate preference and potential replacement for current application tool before initiating trials.
10. An additional iPad application to the iBrainstorm application may be investigated to address the SETT teams overriding goals and outcomes regarding written expression and inferencing output.
11. Additional devices to create opportunities for more independence in dressing may be investigated by an Occupational Therapist.

(SETT Team Artifact)

1. Mobile to use in all environments
2. Keyboard for iPad (motor diff)
3. Button hook
4. Typing app (learn to type)
5. Stylus
6. Something better than dragon dictation (Dictation)
7. Video/Content app (khan academy, learnzillion.com, utube)
8. Independently access
9. Transfer toilet/table
10. Verbal Diary (schedule)
11. Cozi.com (calendar/planner)
12. Siri- for searching

A summary of the results of the child's performance on:

General State (MAP/MAP-A):

MAP (Spring 2013):
 Communication Arts - Below Basic
 Math - Basic

District-Wide Assessments:

Gates (December 2013):
 2013 (3rd grade test given):
 Word Decoding - GLE 2.5
 Comprehension - GLE 1.8
 Total - GLE 2.1

FHSD Quarterly Assessments (2013-2014):

Communication Arts -
 Pre-Test - 33% (Class Average - 67%)
 1st Qtr - 24% (Class Average - 64%)

2nd Qtr - 16% (Class Average - 59%)
3rd Qtr - 16% (Class Average - 70%)
Math -
Pre-Test - 52% (Class Average - 64%)
1st Qtr - 81% (Class Average - 71%)
2nd Qtr - 38% (Class Average - 69%)
3rd Qtr - 48% (Class Average - 84%)

AIMSweb Benchmarks (2013-2014):

Fall -

RCBM - 53wpm (Target - 114)

MAZE - 4 (Target - 16)

Winter -

RCBM - 61wpm (Target - 129)

MAZE - 7 (Target - 21)

Formal or informal age appropriate transition assessments:

Formal or informal transition assessments do not apply for this age level.

For students participating in alternative assessments, a description of benchmarks or short-term objectives.

- N/A Objectives/benchmarks are on goal page(s)
- Objectives/benchmarks described below:

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