

INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
PRESENT LEVEL OF PERFORMANCE

*Student Name:* Kelsea Jones

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*Student ID Number:* 123456789

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***Kelsea’s disability and how it affects involvement and progress in the general education curriculum:***

Kelsea is a 4<sup>th</sup> grader who receives special education services for mental retardation, health impairments, and orthopedic disabilities. Kelsea began receiving early intervention services, including speech/language, occupational and physical therapy, at the age of 8 months following a diagnosis of cerebral palsy and a seizure disorder (result of anoxia at birth). Following each seizure (see current medical plan for emergency procedures), Kelsea requires 3-4 days to regain short and long-term memory. During this recovery period, Kelsea will require a great deal of support and visual cues to remember names of teachers, names of peers, routines around the school, and directions from one part of the school to another. Kelsea also has a diagnosis of mild cerebral palsy, manifested in general weakness on the left side, clumsy and awkward movements, and a great deal of difficulty modulating/adjusting muscle tension. For instance, when Kelsea’s muscles are tight (often following a seizure), she will unintentionally break pencils and other objects that she is holding. During these times, she will have limited ability to control muscle movements and monitor her grip. This has a significant impact on Kelsea’s ability to participate in many fine and gross motor activities.

Kelsea’s disability impacts her participation in the general education curriculum because of memory and cognitive impairments that are the result of the seizure disorder. As indicated by classroom performance, student performance data, and standardized test scores (referenced below), Kelsea is progressing in the general education curriculum at a much slower rate than peers of the same age and requiring high levels of support to acquire, maintain, and generalize new skills across all content areas.

Kelsea has been a full-time member of general education classrooms since kindergarten, receiving special education and related services (speech, occupational and physical therapy) within classroom routines. Kelsea receives 1:1 support in the general education classroom during seatwork, transitions between activities, and small group activities. Kelsea is able to participate in a number of cooperative learning activities when paired with peers who are responsive to her communication needs (step by step verbal directions, visual supports). Kelsea’s special and general education teachers meet weekly to discuss upcoming lessons and strategies for addressing Kelsea’s goals and objectives into classroom activities.

***Assessment information and instructional needs:***

According to the Test of Early Reading Ability (TERA,) Woodcock Johnson Test of Achievement, as well as curriculum-based assessments completed by general and special education teachers, Kelsea demonstrates literacy skills in the pre-kindergarten to kindergarten range. These findings are consistent with daily classroom participation and performance, with some fluctuations that correspond to seizure activity.

Early reading skills include recognition of approximately half of the letters of the alphabet (upper and lowercase); sound-letter correspondence for approximately 12 initial consonant sounds (b,d,f,k,l,m,p,r,s,t,v,w); recognition of 20 sight words (based on names of peers, high frequency words from her language experience stories); ability to identify rhyming and non-rhyming words presented to her orally, ability to hold print material appropriately, attempts to track print from left to right, point to named pictures and events in story books, and emerging skill in predicting next event from patterned books that she has read repeatedly. Kelsea can repeat 2-3 events and actions from a favorite book but has difficulty

sequencing those events correctly. Kelsea’s writing skills are commensurate with her early reading skills. Currently, she can write her first name in large (2-inch approximately) letters, draw a representational picture that she can label, write a variety of real and “pretend” letters that run from left to right on the page, and “interpret” or “read” her writings to the teacher. She is beginning to demonstrate concept of word by occasionally putting space between the written words that she generates.

Because of memory problems associated with the seizure disorder, Kelsea requires ongoing access to visual supports to remember important information. Pictures and photographs are essential in enhancing the meaning of verbal and written information provided to Kelsea. There is a significant performance deficit in Kelsea’s ability to respond appropriately when visual supports are available versus when they are not provided (reference data collected across the 2004-2005 school year). Associating important facts and information with a rhyme or song enhances her memory. For instance, Kelsea learned to write the letters of her name by repeating a jingle that described the direction and formation of the letters. Kelsea enjoys a range of print materials, including language experience stories based on recent school and home events, patterned books that are highly predictive, books that can be sung and are highly rhythmic, as well as a variety of children’s literature that include many illustrations. Answering comprehension questions from print materials is very difficult without visual supports.

***Kelsea’s strengths, motivation information, and parent input:***

Kelsea has many age-appropriate interests, including a love of books and music (particularly country songs) and anything associated with horses. These interests provide a high level of motivation to participate in less preferred activities such as handwriting, seatwork, and group listening activities. For instance, when Kelsea is given the opportunity to read stories or complete writing activities about horses, her motivation, attention to task, and the quality of work will be significantly better (refer to samples from 2004-05 school year work sample folder). Kelsea also responds positively to reward systems that incorporate these motivators. For instance, following 10 minutes of seatwork, Kelsea should be offered a choice of preferred activities, which might include listening to country music, looking at horse magazines, or flipping through a picture book from recent events.

Kelsea expresses strong adult and peer preferences. Her willingness to participate in classroom activities is significantly influenced by “who” is working with her during the activity. Allowing her to make a choice about who to sit next to, which adult will provide support (when feasible), etc. will increase her motivation level and effort.

Kelsea’s parents have indicated that Kelsea’s progress in developing literacy skills is a high priority. Everyone in the home setting spends regularly scheduled time reading and enjoying books. Kelsea has access to a number of books (patterned with familiar pictures) that she is encouraged to read and share everyday.

***Kelsea’s unique instructional needs:***

Kelsea needs a high degree of instructional support to make progress in developing critical early literacy skills. Instructional supports include 1:1 direct instruction that is adjusted according to results of assessment data, repetition and practice across settings, as well as visual supports to maximize Kelsea’s understanding of print materials. Literacy activities should be based on content that is motivating and relevant to Kelsea. Modifications and expectations need to be adjusted based on her seizure activity. Rhythm and song should be used as a teaching strategy to enhance memory, whenever possible.