

DATE: _____

Parent Mentor: _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

FROM: _____ TO: _____

Annual Addendum

STUDENT INFORMATION

STUDENT: _____

GRADE: _____

FIRST

LAST

ZONED SCHOOL: _____

REEVALUATION DATE: _____

ATTENDING SCHOOL: _____

DISTRICT: _____

PRIMARY DISABILITY ELIGIBILITY: _____

SECONDARY DISABILITY ELIGIBILITY: _____

MEDICAL INFORMATION: _____

Parents: _____ Address: _____ Phone: _____

CURRENT DESCRIPTIVE INFORMATION

STUDENT STRENGTHS:

PARENT CONCERNS:

DESCRIBE HOW THE STUDENT'S DISABILITY ADVERSELY IMPACTS HIS/HER ACCESS TO PARTICIATION IN THE GENERAL CURRICULUM:

PRESENT LEVELS OF PERFORMANCE

Levels of functioning, norm referenced & criterion referenced data, descriptive information, test results and functional description.

Present levels of performance, impact on mastery of standards, prompts necessary, levels of dependence/independence, etc.

ASSESSMENT AREA #1 : _____ EXCEPTIONAL? YES NO

ASSESSMENT AREA #2: _____ EXCEPTIONAL? YES NO

PRESENT LEVELS OF PERFORMANCE

Levels of functioning, norm referenced & criterion referenced data, descriptive information, test results and functional description.

Present levels of performance, impact on mastery of standards, prompts necessary, levels of dependence/independence, etc.

ASSESSMENT AREA #3: _____ EXCEPTIONAL? YES NO

ASSESSMENT AREA #4: _____ EXCEPTIONAL? YES NO

PRESENT LEVELS OF PERFORMANCE

Levels of functioning, norm referenced & criterion referenced data, descriptive information, test results and functional description.

Present levels of performance, impact on mastery of standards, prompts necessary, levels of dependence/independence, etc.

ASSESSMENT AREA #5: _____ EXCEPTIONAL? YES NO

ASSESSMENT AREA #6: _____ EXCEPTIONAL? YES NO

PRESENT LEVELS OF PERFORMANCE

Levels of functioning, norm referenced & criterion referenced data, descriptive information, test results and functional description.

Present levels of performance, impact on mastery of standards, prompts necessary, levels of dependence/independence, etc.

ASSESSMENT AREA #7: _____ EXCEPTIONAL? YES NO

ASSESSMENT AREA #8: _____ EXCEPTIONAL? YES NO

CONSIDERATION OF SPECIAL FACTORS FOR IEP DEVELOPMENT

Does the student have limited English proficiency? YES NO
 If yes, what is his/her primary mode of language? _____

Is the student blind or visually impaired: YES NO
 If yes, does the student need instruction in Braille? _____

Does the student have communication needs: YES NO
 If yes, what are they? _____
 Nonverbal Minimally verbal Speech Pragmatic Language Social Skills

Is the student deaf or hard of hearing? YES NO
 * If yes, did the IEP team consider the student's language & communication needs? YES NO
 * the opportunities for direct communication with peers and professional personnel in the student's language and communication mode?
 YES NO How? _____
 * necessary opportunities for direct instruction in the student's language and communication mode? YES NO
 How? _____

Is assistive technology evaluation necessary in order to implement the student's IEP? YES NO
 Was assistive technology evaluation done? YES NO When? _____
 If yes, what is needed? _____

Does the student's behavior impede his/her learning or that of others? YES NO
 If yes, the IEP team has addressed the student's behavior in the following way(s):

	Functional Behavior Assessment (FBA)	Other: _____
	Behavior Intervention Plan (BIP)	_____
	Accommodations	_____
	Goals & Objectives	_____

CONSIDERATION OF SPECIAL FACTORS FOR IEP DEVELOPMENT

Does the student demonstrate cognitive processing deficits that impact his/her classroom performance and warrant consideration in the development of the IEP (i.e. accommodation use)? YES NO

If you chose "yes", please explain: _____

FYI: FOR YOUR INFORMATION

<p>FBA = FUNCTIONAL BEHAVIOR ASSESSMENT</p> <p>Evaluates 3 things:</p> <ul style="list-style-type: none"> * Antecedent (Trigger) * Behavior * Consequence(NOT punishment, but function of behavior) 	<p>Resources:</p> <p>www.behaviordoctor.org</p>
<p>Behavior has a purpose:</p> <ul style="list-style-type: none"> * communication * sensory overload * escape activity or situation * access attention * access tangible item 	
<p>Has data been collected for at least all 5 days of the week? YES NO</p> <p>Consider how many changes have occurred in recent days.</p> <p>Consider both fast and slow triggers.</p> <p>In developing the BIP, consider ways to reduce the triggers, but also ways to add skills.</p> <p>The function of the behavior should drive the intervention, NOT the behavior.</p>	

Go to LifeLineFamilies.org/Resources/ResourcestoDownload for more resources.

FYI: FOR YOUR INFORMATION

- S** Specific
- M** Measurable
- A** Action Words
- R** Relevant
- T** Time Bound

Double check your goals...
 Context - Where? And When?
 Action - What will you see them do?
 Specifically on what level? Reading level? Grade level?
 With or without what prompts? supports? Supplementary aids?
 Meaningful measurement criteria for mastery
 Would you build another skill on 60% of a foundation?
 Does the criteria reflect HIGH EXPECTATIONS?
 Is there at least one goal for every area of exceptionality in the PLOP?
 Who will be responsible for teaching? Collecting data? Reporting data?

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT

Area of Need: _____ Personnel/Position Responsible: _____

Annual Goal: _____

Program Modifications/Supports for School Personnel:

G
O
A
L

#1

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT	
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #2
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #3

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT	
Area of Need: _____ Personnel/Position Responsible: _____	G O A L #4
Annual Goal: _____	

Program Modifications/Supports for School Personnel:	

Area of Need: _____ Personnel/Position Responsible: _____	G O A L #5
Annual Goal: _____	

Program Modifications/Supports for School Personnel:	

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT	
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #6
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #7

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT	
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #8
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #9

MEASURABLE ANNUAL GOALS & BENCHMARKS/SHORT TERM OBJECTIVES FOR IEP & TRANSITION ACTIVIT	
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #10
Area of Need: _____ Personnel/Position Responsible: _____ Annual Goal: _____ _____ _____ _____ _____ Program Modifications/Supports for School Personnel: _____ _____ _____ _____	G O A L #11

FYI: FOR YOUR INFORMATION

Curriculum Adaptations

**ACCOMMODATIONS will keep standards substantially the same for all; outcomes may vary.
MODIFICATIONS will fundamentally change the standard.**

Accommodations:

- Quantity
- Time
- Level of Support
- Input
- Difficulty - depends on what you change
- Output
- Participation

Modifications

- Difficulty - depends on what you change
- Alternate Goals
- Substitute Curriculum

<https://www.tn.gov/education/topic/testing-accommodations>

ACCOMMODATIONS & MODIFICATIONS

Classroom Accommodations, Assignment Accommodations, Environmental Arrangements, Pacing of Material Presentation, Presentation of Subject Matter, Testing Accommodations

Subject: _____

Accommodations/Modifications: _____

ACCOMMODATIONS & MODIFICATIONS

Classroom Accommodations, Assignment Accommodations, Environmental Arrangements, Pacing of Material Presentation, Presentation of Subject Matter, Testing Accommodations

Subject: _____

Accommodations/Modifications: _____

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ACCOMMODATIONS & MODIFICATIONS

Classroom Accommodations, Assignment Accommodations, Environmental Arrangements, Pacing of Material Presentation, Presentation of Subject Matter, Testing Accommodations

Subject: _____
Accommodations/Modifications: _____

Subject: _____
Accommodations/Modifications: _____

STATE/DISTRICT MANDATED TESTS

Student will participate in the following state/district mandated assessment(s):

<input type="checkbox"/>	Achievement	<input type="checkbox"/>	WIDA Access (Alternate)
<input type="checkbox"/>	WIDA Access	<input type="checkbox"/>	EXPLORE
<input type="checkbox"/>	ACT	<input type="checkbox"/>	Tennessee Alternate Assessment
<input type="checkbox"/>	End of Course Tests	<input type="checkbox"/>	Plan

WIDA assesses academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

The EXPLORE exam is taken by 8th and 9th graders who are looking to determine how to plan their high school courses, prepare for the PLAN and ACT tests, and start thinking about a potential career.

<https://www.tn.gov/education/topic/tnready>

<https://www.tn.gov/education/topic/alternate-assessment>

<https://www.tn.gov/education/topic/testing-overview>

District Assessment:

<input type="checkbox"/>	No accommodations
<input type="checkbox"/>	With accommodations
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Special Education & Related Services							
Direct Special Education							
Type of Service	Provider	Sessions	Time Per	Hours Per	Beginning/Ending		Location of Services
	Title	Per	Session	Week	Dates		
RELATED SERVICE(S), Including Instruction from Specialized Personnel							
Type of Service	Provider	Sessions	Time Per	Hours Per	Beginning/Ending		Location of Services
	Title	Per	Session	Week	Dates		

STATE/DISTRICT MANDATED TESTS

LRE & General Education

Explain the extent, if any, in which the student will not participate with non-disabled peers in

the regular class:

extra curricular & nonacademic activities:

and/or, his/her LEA Home School:

Special Transportation

Special Transportation

General Education Transportation

Accommodations for bus:

Extended School Year

Was there a discussion of the ESY criteria and a determination of eligibility? When?

FYI: FOR YOUR INFORMATION

Considerations for ESY:

- Degree of regression/time of skill recoupment
- Degree of disability
- Parent Skills & Abilities - ability of parent to provide educational structure
- Student rate of progress when compared to other students with similar disability
- Teacher & parent interviews and recommendations
- Data based observations of the pupil
- Consideration of any behavioral or physical problems
- Least restrictive Environment Considerations
- Availability of alternate community resources to serve the student
- Areas in the students program/curriculum that require continuous attention
- Consideration of the student's vocational needs

<http://lifelinefamilies.org/wp-content/uploads/2014/05/ESY-Joe-Fisher-Memo-4-23-01.pdf>

MORE RESOURCES:

https://www.tn.gov/assets/entities/education/attachments/sped_framework_manual.pdf

<https://www.wrightslaw.com/>



This IEP Development Worksheet was created by and for LifeLine, Inc.

Lisa Mattheiss, Executive Director

LifeLine, Inc.

1400 McCallie Avenue

Suite 112

Chattanooga, TN 37404

423-622-4007

Lisa.Mattheiss@LifeLineFamilies.org



LifeLineFamilies Facebook Page

LifeLine, Inc. Facebook Group

*To learn more about LifeLine, request an IEP Consultation, or learn about Special education training workshops for families and educators, go to **www.LifeLineFamilies.org***