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IEP Analysis

I found an IEP online and it is an individual education plan for a student named Paul. His birthday is October 30, 1981. This plan was made on September 30, 1998. This student's plan is for a high school. Paul has Cerebral Palsy, which impacts on his ability to physically perform activities. He has increased muscle tone, with his legs more involved than his arms. His balance is poor and Paul uses a walking frame for indoor mobility, and a manual wheelchair when outside or traveling long distances. Paul is right hand dominant. Although he can write, he is not able to keep up with his peers and his work can be illegible. Paul has average cognitive ability as demonstrated through previous schoolwork and formal assessments. Paul is in need of adaptive supports to compensate for his disability since entering school. Paul speaks English. He has also been integrated into the regular classroom for his entire school career. Paul is also involved with wheelchair sports for an extracurricular activity. He hopes to go on to college once he graduates for high school. Paul's Occupational Therapist and Physiotherapist are also in and aware of what is on his IEP. It is nice that the doctors are involved along with the teachers because the doctors are aware of what is possible with Paul's body and how far he should push himself.

One of the goals is: "Paul will achieve the outcomes of the Senior 2 curriculum using a variety of Adaptations for tasks that require a written component." One of the main instructional strategies is: "Paul's note taking will be supplemented by the use of copied notes from peers, copied overheads used by the teacher." These are all things to help Paul accomplish what he needs in school and all of his teachers are aware of these goals. Paul and his teachers can sit

down at any time to go over the goals and to adapt them if needed. Another instructional strategy for Paul is: " Paul will be given extra time to complete tests, assignments and projects, as negotiated with the subject area teacher." This is helpful for Paul since he does take longer to write and fill out what is needed. Another area that is mentioned in the IEP is moving to classes in the school building. The instructional strategy for this area is: "Peers to assist with carrying supplies to classes for student, student needs extra time to get from class to class, and when scheduling classes try to accommodate student by having classes all on one floor or limit the movement in the building." This helps Paul with moving around the school and from class to class.

I thought this was a great example of an IEP because it lays out all of the information in an organized way. The form is easy to follow and it is nice that any of the teachers can go in and adapt anything that might be needed. I agree with all the adaptations that they have made for Paul and I believe that all of these are fair with his abilities in school. I like that Paul has been in a regular classroom all of education because then he is aware of what it is like in a normal school setting and not in a smaller classroom by himself.