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IEP Analysis

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I observed an Individualized Education Plan (IEP) meeting on April 22, 2016. The meeting observed was short and very positive. It was of a 9-year-old boy in third grade. He had previously been at Hoover last year. He had his IEP from Hoover transferred over to Franklin. He has had an IEP since first grade. The meeting only lasted 20 minutes, The student had four goals to be met and two of them were taken off due to the strides that have been made. The special education teacher said it gave her goose bumps to be able to take those goals away. Taking the goals away meant that he no longer had to come out of his general education classroom and go into the special education classroom. By taking the goals away he recieved 30 minutes more in the general education classroom. The Special Education teacher said she could see him having no IEP by 5th grade.

The student had a twin brother. The brother had a meeting right after his but I was not allowed to sit in because it was too sensitive. The mom even sent the twins out in the hallway so they were not involved in the meeting. From what I observed, the dad was not in the boy's' life very much or he would appear and then leave again. This might have been the cause of the many issues. The meeting I did sit in on had the special education teacher, general education teacher, mom and student. The student was not really involved. He played a game with his brother while the adults talked. The special education teacher had a copy of the IEP for everyone (except me) and they went through each page together.

They began by going over his first goal of math which was one of the objectives taken out. The second goal was in writing. Objective 1: Given a topic will be able to independently come up with and write three corresponding questions in four out of five opportunities as monitored through progress checks by SPED staff. Objective 2: Punctuations marks, capital letters, commas, periods, and quotations will be written with 80% accuracy. The third goal was in social skills which was also taken out. The fourth goal was in classroom behavior. The objective was: (Name) will increase his classroom behavior skills in the area of task completion and listening skills from his current level of needing support to demonstrate listening skills, follow along with teacher direction and instruction and complete tasks to a level of being able to complete these skills independently.