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IEP Analysis

The Individualized Education Program meeting I attended was at Monroe Elementary School. It was between the head of the special education department and the three fifth grade teachers. A new fifth grade student was starting that week at Monroe and he had an intensive IEP that needed to be discussed amongst the teachers. The special education teacher printed a copy of the boy's IEP for all of the teachers, to inform them and help guide the meeting.

First, the special education teacher talked about the child's background, like what his home life is like and his past school experience. From this conversation, the special education teacher said that when she met him his clothes were far too small for him and he was very self-conscious about that. This alone was an indication of poverty. The teachers then knew that this might affect his attitude and behavior in the classroom. When the behaviors are discussed teachers decide which room he would be most successful in as a home room. Then when students switch classrooms throughout the day, the teachers have to decide how to transition him and where he should sit in the classroom. The special education teacher is there to assist teachers in their decision making process and suggest alternatives.

The IEP was written for a fifth grade boy who suffers from numerous emotional behavior disorders. Some of the areas that the child has been declared at-risk or clinically significant are: aggression, anxiety, depression, somatization, withdrawal, adaptability, and activities of daily living. The child has also been diagnosed with Disruptive Behavior Disorder, Anxiety Disorder, and Mood Disorder. He comes from a home consisting of one parent, his mom and is transferring

from a school called Futures. There is evidence on both the maternal and paternal sides of the family dealing with mental health illness. Throughout the school day, he has shown to be physically aggressive towards other children. He is easily annoyed by others, bullies, hits, threatens to hurt, says he wants to die, hears sounds that aren't there, sleeps with parents, falls down often, eye problems, and often wets the bed.

Despite all of this, the child also has a list of strengths that has allowed him to be academically successful in the classroom. He has been described as smart, and energetic. Other strengths include curiosity, loyalty, love of learning, math, drawing and skills with animals. These are all things that teachers can work with and utilize in the classroom to help him throughout the day in the classroom. For example, a teacher could use his love of animals to aid in teaching almost any subject.

In order to accommodate this child and his behavioral needs, a paraprofessional will be provided to the student during the school day. This person will provide care services on a daily basis of observing and redirecting behaviors that have the potential to cause injury to himself or others. The paraprofessional will also assist with planning, proactive strategies, documentation of progress and provide social coaching. Next, school staff will assist the child by implementing the Behavioral Intervention Plan and will be monitored by the case manager. Throughout the day, the child will be given sensory breaks and opportunities for movement throughout the day. This will occur regularly on a scheduled basis. Lastly, the child will be given modified assignments and given additional time to complete the assignment. The student will also be given an alternate setting in all classes.

Through utilizing the accommodations, the child has been given two goals and five benchmarks that he should be able to accomplish. The first goal is that the student, “will continue to increase his behavior management skill of following directions, using appropriate language, and having safe hands, feet, and body through small group behavior skills instruction.” The benchmarks to be met through this process is: during the day, the student will earn one correction or less for not following directions five out of five days in a four week period as measured by his daily behavior sheet, he will earn one correction or less for using inappropriate language/voice tone, and he will earn one correction or less for not having safe hands, feet, and body.

The second goal is that the student, “will continue to increase his peer interactions skills from a level of becoming frustrated with peers, blaming others, and having a hard time taking responsibility for his actions to remaining calm and using problem solving skills to solve peer disagreements through the use of social skills instruction and behavior support.” The benchmarks to be met through this process are: during the day he will earn one correction or less for arguing or threatening peers five out of five days in a four week period, and he will earn one correction or less for not respecting personal space.