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IEP Analysis  
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I observed an IEP meeting on April 20, 2016. This IEP meeting took place in the resource room over at Mankato East. The meeting lasted right around 15 minutes, which was much shorter than I anticipated. Ms. Ryan, and two other teachers or evaluators, were in the meeting also. The child with the IEP was a freshman, who was coming in from a different school. His IEP transferred over from his previous school. I didn't catch the school, but I know it was in Minnesota. This student has had an IEP since he was in the second grade. This student had many goals when he was younger, but he is now currently down to two goals that he has to meet. Ms. Ryan wants the student to achieve all of his goals before his junior year. The reason for this goal is so that he can be in more general education classes. The other teachers or evaluators in the room also believed that this goal was obtainable.

The boy's mom was with at the meeting, I am not sure if the dad is in the picture. From what I can take away from the meeting, his dad not being there may have played a part in his IEP. The student was in the room, but rather quiet and did not have much input. They would ask him questions and he would give the simplest and quickest response possible.

The meeting began by going over how much progress he has made. They went over every goal that he had achieved so far. He struggled very much in English class, so both his goals are in that subject matter. His first objective was: given a written assignment, the student will improve his content from a score of 2 (basic) to a score of 3( proficient) using a district writing rubric. His second objective was: given a (insert number of minutes ) timed writing probe, the student will increase the total number of words written correctly from ( current baseline number of words) to ( anticipated number of words ).

