

IEP Activity Description

Part 1: Identify and Summarize Components of an IEP.

1. **Child's Name:**

Dora E.

2. **What is the child's special education primary category?**

Developmental Delay

3. **What is the duration of the IEP? List the dates.**

3-24-2010 to 3-23-2011

4. **List the special education services this child receives.**

Dora has not previously received special education services.

5. **Briefly describe the child's Present Levels of Academic Achievement and Functional Performance. Include what the child **can** and **cannot** do.**

Dora Can: print her first name, draw a person with at least 6 parts, name most letters, predict what happens next, retell a storybook, build a tower of 6 blocks, knows the sequence of reading a book.

Dora cannot: Dora has difficulty in sorting objects by any attribute and is not able to use meaningful counting. She has multiple articulation errors, phonological processes and decreased speech intelligibility.

6. **List at least 2 goals written for this child.**

Annual Goal: Dora is able to use meaningful counting (one to one correspondence) using manipulatives to 5 given a model independently, she will have mastered this goal when she can do this with 80%, 3 out of 4, attempts per week over nine consecutive weeks.

Baseline Level of Mastery: 25%- Dora is able to use meaningful counting to 5.

Target Level of Mastery: 80% - Dora will independently use meaningful counting to 5.

Measurement Tools: Tally sheets.

Work sampling – photos.

Anecdotal notation.

Service Provider for this goal: Special Education Teacher

Annual Goal: Dora will sort objects by either color or shape out of a field of five choices 3 out of 4 opportunities per week independently over nine consecutive weeks with 80% accuracy.

Baseline Level of Mastery: 20%- Dora can sort objects by a least one attribute.

Target Level of Mastery: 80% - Dora can sort objects by a least one attribute independently.

Measurement Tools: Tally sheets.

Work sampling – photo.

Anecdotal notation.

Service Provider for this goal: Special Education Teacher

7. Who attended the IEP meeting?

Parent

Special Education Teacher

General Education Teacher

District Rep/designee

Individual to interpret instructional implications.

Intervention Plan

Child Name: Dora E.

Teacher: Sara Pollaro

Date: 4-24-2011

IEP Goal	Activities Planned	Materials and/or Needed Changes to the Environment Routine	Monitoring Progress
<p>1st Annual Goal:</p> <p>Dora is able to use meaningful counting (one to one correspondence) using manipulatives to 5 given a model independently, she will have mastered this goal when she can do this with 80%, 3 out of 4, attempts per week over nine consecutive weeks.</p> <p>Baseline Level of Mastery: 25%- Dora is able to use meaningful counting to 5.</p> <p>Target Level of Mastery: 80% - Dora will independently use meaningful counting to 5.</p> <p>Measurement Tools: Tally sheets. Work sampling – photos. Anecdotal notation.</p> <p>Service Provider for this goal: Special Education Teacher</p>	<p>Have child count each piece as she takes apart and re-nests a set of nesting blocks.</p> <p>Give the child a set of plastic play dishes (place setting for 5) and have her count each type of dish as she sets the table.</p> <p>Have her count, “One saucer, two saucers, etc.”. Then she can set the cups, “One cup, two cups, etc.” as she sets each one on the saucers.</p> <p>Have child count out 5 crayons, using the last number “5” to tell, “How many?”</p> <p>Child can then use each crayon to make five marks on paper of each different color.</p>	<p>Nesting toys</p> <p>Snap blocks</p> <p>Plastic play dishes</p> <p>Child would benefit by additional time to complete tasks. She becomes frustrated if she feels pressured or rushed.</p>	<p>Tally sheets.</p> <p>Work sampling – photos.</p> <p>Anecdotal notation.</p>
<p>2nd Annual Goal:</p> <p>Dora will sort objects by either color or shape out of a field of five choices 3 out of 4 opportunities per week independently over nine consecutive weeks with 80%</p>	<p>Use five crayons of basic color: red, yellow, blue, green, orange. Have child make a mark of each color on paper. Then randomly place crayons around paper and have child place appropriate crayon over correctly colored mark.</p> <p>Give the child a selection of 5 sets of</p>	<p>Sorting trays</p> <p>Beads (various shapes/colors) & laces</p> <p>Paper</p> <p>Crayons</p> <p>Snap blocks</p>	<p>Tally sheets.</p> <p>Work sampling – photo.</p> <p>Anecdotal notation.</p>

<p>accuracy.</p> <p>Baseline Level of Mastery: 20%- Dora can sort objects by a least one attribute.</p> <p>Target Level of Mastery: 80% - Dora can sort objects by a least one attribute independently.</p> <p>Measurement Tools: Tally sheets.</p> <p>Work sampling – photo.</p> <p>Anecdotal notation.</p> <p>Service Provider for this goal: Special Education Teacher</p>	<p>differently colored plastic dishes: five cups, 5saucers . Have child match the dishes by colors, and then by matching shapes. (Dramatic play: Child can pretend that she is having a Tea Party)</p> <p>Give child a sorting tray, then an assortment of large beads. The beads should have five of the same color but different shapes and five of the same shape but different colors. Spread out beads, have child sort beads into sorting tray by matching either colors or shapes of beads. (Alternate activity: have child string together beads as they sort the beads by color or shape.)</p> <p>Use an assortment of Snap blocks. Have child snap blocks together as they match the correct blocks together by matching colors and shapes that match.</p>	<p>Plastic play dishes</p> <p>The beginning of each testing session for this annual goal, should start with a picture of what the completed task should look like. The child would also benefit from doing activity away from distractions in a quiet environment.</p>	
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