

Molly Wirsing
Case Study Summary
EDU 614
Mikaely Schmitz

Background:

Jerry is an energetic fifteen-year old student who has shown academic strength in his writing ability. He has also been a member of a school play where he was able to excel in an active yet structured environment. Jerry has recently been having problems with talking back to teachers, being unorganized, and being a disturbance to others in class. Although he has been assigned a one-on-one aide, Jerry is falling back into old behaviors after only two weeks of success with the aide. He even stole a sum of money from a peer's house and was caught by the student's father. Jerry's mother noted a change in prescription medicine recently but Jerry doesn't seem to think that it's working.

Instructional Planning:

Jerry requires an active learning environment in order for him to be successful. Active learning can be a Promethean Board-which would require students to be interactive, using charades/pantomiming for review, incorporate two minute breaks after every 10 minutes, small group work, or any kind of tactile activity. However, not all instructional delivery can be as active as Jerry would like but they should be structured in a way that they are nearly predictable from beginning to end. Jerry would benefit from clearly defined expectations of what each day will look like from the beginning of the lesson to the end. Each classroom should establish a fun and safe learning environment that promotes learning and allows for Jerry and all students to gain self-confidence.

Modifications:

Modifications within the classroom need to be considered and available for Jerry to use. Jerry would benefit from having an assigned seat – possibly near peers who stay on task or near the teacher. Jerry will be allowed to chew gum during

classroom instruction to refrain from putting other things in his mouth i.e. paper for making spitballs that would get him into further trouble. Jerry will also be allowed a fidget cube or fidget swing so that he can stay active without being a distraction with the rest of the class. His English teacher mentioned that he constantly fidgets in class, tapping a pencil, looking around the room, and playing with the zipper on his backpack. These small manipulative devices allow students to actively fidget while staying on track in class. Jerry should also be allowed to take extra breaks for a few minutes when needed in order to come back to class refreshed. Jerry would also benefit from a private discussion or private non-verbal cues from his teachers in attempt to relate information about Jerry's homework to him. These few modifications should help Jerry succeed in class and for more than the five minutes of concentration that his English teacher sees currently.

Jerry's English teacher mentioned that Jerry spends little time on his homework or that he, "rushes through an assignment and then bothers other students." I decided that he might benefit from modified homework assignments in addition to using his text to speech application as long as he is showing mastery of the concept. This is highly due to his disability in ADHD where his concentration limit is very short. I think that these two modifications will help Jerry tremendously in English class.

Assessments:

Jerry's case study contained no information on assessments. Other than his English teacher commenting that he is, "...a good writer," but is poor at spelling, there was no information regarding any other academics. Because I am used to reading STAR reading and STAR math assessment data, I made up information that seemed to fit Jerry. I would have like to have seen STAR assessment data on Jerry as well as more information on his math abilities. Due to the fact that Jerry is a poor speller as a fifteen year-old student, it is safe to say that he lacks decoding abilities and has poor phonemic awareness. By putting him into an intervention group, the interventionist can monitor progress on his reading by using a tool such as *Running Records*, *Newsela*, or *Easy CBM* to see if Jerry makes progress. Jerry's reading

intervention group, along with his regular English class, Jerry should be able to attain his annual goal (goal #1) of raising his STAR reading grade equivalency level. If Jerry were previously in an intervention reading group, it would have been nice to read any progress data. This data would show how much it to see if Jerry has a Specific Learning Disability.

If Jerry was one of my students, I would like to give the Woodcock-Johnson Achievement assessment in order to better understand what his academic abilities are in each subcategory of English Language Arts – especially those in Broad Written Language, Sentence Writing Fluency, Broad Reading, and Spelling. Because there was no information on Jerry's math abilities, I guessed that he was doing well in math. I believe that if he were having difficulty, there would have been mention of it. In addition to the WJ, I would like to give Jerry the Weschler Adult Intelligence Scale to see any areas of strength and weakness and how they might correlate with his achievement test. Because Jerry qualified for special education services under the category EBD for Bipolar Disorder and OHI for Attention Deficit Hyperactivity Disorder, it would have been nice to read a Connors self-rating scale and a Behavior Assessment System for Children (BASC-3) in order to better understand the behaviors that Jerry sees himself performing compared to what behaviors other see him performing. There is a clear dichotomy between Jerry's testimony, his teachers, and his mother regarding where Jerry's behaviors stem from. One clear example is Jerry's testimony of getting into trouble at school. From his perspective, his English teacher lectured him while embarrassing him in front of other students about getting his homework turned in. If she had a private conversation away from other students, Jerry probably would not have been suspended.

I also wish I had any information on instructional practices, strategies, and modifications that were successful in the past. It seems like Jerry has only recently been on a downward spiral, which would indicate that something had worked for him in previous years. Other than him advocating his love for theater, which made 8th grade likeable, there was no information from his previous teachers on what/how they made class engaging for Jerry. I think having an interview with Jerry's middle school English teacher(s) and others that Jerry was successful with

would be very beneficial for the high school English teacher. This would help her to incorporate some of those strategies into her lesson planning so that Jerry can be successful.

Educational Placement

Although Jerry's mother had mentioned that a full day might be too much for Jerry, I decided to make proper accommodations and modifications to Jerry's schedule first. One of the major concerns was his 'attitude' that was noticed by his English teacher. Because Jerry had mentioned how embarrassed he was when the principal gave him a rope for a belt and because he has an aide shadow him all day long, it is evident that Jerry wants to be treated like any other student in the building. By giving him responsibilities such as: keeping himself organized (goal #4), making sure he is coming to class on time (goal #4), and by eliminating his aide, Jerry will feel empowered to make his own decisions – something that a high school student should feel. Another concern was that of Jerry's inappropriate language. Again, I think that the language he uses is in defense to feeling targeted and/or attacked by teachers. In addition to the modification of a private discussion or private non-verbal cues from Jerry's teachers, he will be receiving techniques and strategies on how to engage in appropriate conversations with adults and peers (goal #2). This will further help Jerry in the regular education environment and carry on to his future place of work, college, and adult profession. Another area of concern is Jerry's writing legibility. Again, his English teacher mentioned that Jerry gets very upset when asked to edit and proofread his work. By giving Jerry a computer with a text to speech app such as Dragon, he will be able to complete his assignments on a word processor while not having to get upset about the need for so much editing (although some editing will still need to take place) all while attaining another one of his goals (goal #3). The teacher should provide an opportunity for everyone in the class to edit their work instead of singling out one person.

It was decided that Jerry does not need an educational aide to shadow him throughout the day. This decision was made because of three testimonies stating

that the aide was not beneficial for Jerry's success in the classroom. In fact, it was my belief that the aide hindered Jerry's ability to function properly in the classroom. He mentioned his embarrassment of the aide constantly following him around all day everyday. None of the testimonies explained what the aide's responsibilities were other than to shadow him. Again, by giving Jerry more responsibility with the right modifications, he can be successful.

**INVITATION TO A MEETING OF THE
INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM**
Form I-1 (Rev. 10/06)

Bayfield
300 N 4th St
Bayfield, WI 54814

[If you need this invitation in a different language or communicated in a different way, or have questions about this invitation, please contact Jane Doe at (715)779-3201 x 103.]

Dear Ms. Basco

Date 4/18/2017

You are a participant on the IEP Team which will meet to address the educational needs of your child, Lavander Rose Livingston. IEP team meetings must be held at a mutually agreeable time and place. An IEP team meeting has tentatively been scheduled for the following date 5/4/2017, time 11:00 and location Bayfield School District. If these meeting arrangements are not agreeable to you, please call Molly Wirsing at (715)779-3201 x 332. You may bring other people who you believe have knowledge or special expertise about your child to the meeting with you. If your child is transferring from a Birth to 3 Early Intervention Program we will, at your request, send to the Birth to 3 coordinator or other representative an invitation to the IEP meeting.

The purpose of this IEP team meeting is *(check all that apply)*:

EVALUATION AND REEVALUATION

- ☐ Determine initial eligibility for special education
- ☒ Determine continuing eligibility for special education

INDIVIDUALIZED EDUCATION PROGRAM (IEP) *(if student is eligible)*

- ☐ Develop an initial IEP
- ☒ Develop an annual IEP
- ☐ Review/revise IEP
- ☐ Transition – the consideration of postsecondary goals and transition services
(required for students beginning at age 14)

PLACEMENT *(if student is eligible)*

- ☐ Determine initial placement
- ☒ Determine continuing placement

OTHER

- ☐ Review existing information to determine need for additional assessments or other evaluation materials *(meeting optional)*
- ☐ Conduct a manifestation determination *(check appropriate boxes under IEP and placement if changes in either are contemplated)*
- ☐ Determine setting for services during disciplinary change in placement *(must also check appropriate boxes under IEP & placement)*
- ☐ Specify:

If transition is checked as one of the purposes of this meeting, your child will be invited to attend. Because you provided your consent we are also inviting representatives from the following agencies who may assist in the transition planning for your child: ☐ None

Agency	Name (if known), and Title/Position
Agency	Name (if known), and Title/Position

If at any point during this meeting you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. Decisions related to the purpose(s) checked above may be made in one meeting or may require more than one meeting, depending on individual circumstances. In addition and upon request you may receive a copy of the IEP team's most recent evaluation report.

The following individuals have been appointed as IEP team participants and will attend the meeting:

Jim Doe Name/Reg. Ed. Teacher	Molly Wirsing Name/Sp. Ed. Teacher
Jane Doe Name/LEA Representative	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year.

- ☒ You received a copy of your procedural safeguard rights in a brochure about parent and child rights earlier this year. If you would like another copy of this brochure, please contact the district at the telephone number above.
- ☒ A copy of the parent and child rights brochure is enclosed with this invitation.

In addition to district staff, you may also contact Liz Wabindato at (715)682-2363 if you have questions about your rights.

Sincerely,

Molly Wirsing, Special Education Teacher
Name and Title of District Contact Person

Individualized Education Program

Plan Information			
Meeting Date: 05/03/2017	Start Date: 05/04/2017	End Date: 05/03/2018	Evaluation Date: 05/03/2016
Special Ed Status: Yes		Special Ed Setting: Ages 6-21: inside the regular classroom with nondisabled peers 80% or more of the time	
Primary Disability: Emotional Behavioral Disability			
Secondary Disability: Other Health Impairment			
Eval Adopted From:			Adopted Date:
Plan Adopted From:			Adopted Date:

Student Information			
Student Name:		DOB:	Student Number:
Address:		District of Residence:	
School of Attendance: Bayfield High School	Grade: 10	Gender:	Race (Ethnicity Code):

District Cover Sheet (I-3)**Purpose of Meeting:** (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Evaluation including determination of eligibility | <input checked="" type="checkbox"/> Initial or Annual IEP Development |
| <input type="checkbox"/> IEP Review/Revision | <input checked="" type="checkbox"/> Develop a statement of transition goals and services (required for students age 14 and older, or younger if appropriate) |
| <input checked="" type="checkbox"/> Placement | <input type="checkbox"/> Manifestation determination |
| <input type="checkbox"/> Determine setting for services during disciplinary change in placement | <input type="checkbox"/> Alternate Assessment |
| <input type="checkbox"/> Other: | |

If a purpose of this meeting is *IEP development, review, and/or revision* related to the academic, developmental and functional needs of the child, the IEP team considered the results of:

Initial or most recent evaluation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Not Applicable
Statewide assessments	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Not Applicable
Districtwide assessments	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Not Applicable

If the parent did not attend or participate in the meeting by other means and did not agree to the time and place of the IEP team meeting, document 3 efforts to involve the parents:

Present Level Of Academic Achievement and Functional Performance (I-4)

Note: Present level of academic achievement and functional performance must include information that corresponds with each annual goal

Describe the student's strengths and the concerns of the parents about the student's education.

Jerry is an energetic fifteen-year-old student who shows strengths in his writing skills. Jerry also enjoys being part of a peer group and is extremely creative in both academics (writing) and extra-curricular activities. Previously, Jerry participated in a school play where he excelled in playing the part of a gambler.

Parent Concerns: Jerry's mother has concerns regarding his behavior at school and how his behavior is affecting his academics. His mother also mentioned that a full day of school may be too much for Jerry to handle at this time now that he is adjusting to his new medication of Zoloft and Ritalin. She is also concerned about how well the school is working with her son because of his recent suspension all due to him being tardy to class. Previously, Jerry has been assigned a one-on-one aide that shadows him throughout the day. Jerry's mother, along with his teachers, don't think that this is helping Jerry.

Describe the student's present level of academic achievement and functional performance including how the student's disability affects his or her involvement and progress in the general education curriculum. For preschool children, describe how the disability affects involvement in age-appropriate activities.

Jerry has disabilities in the areas of Attention Deficit Hyperactivity Disorder as well as Bipolar Disorder. His disabilities cause Jerry to have difficulty staying on task in the general education environment as well as hinder his ability to make good choices.

Academically, Jerry has the ability to do grade level work with little assistance from an aide or teacher. However, due to Jerry's disability of ADHD, he quickly gets bored of a task and will find something else to do, disrupting the learning of other students and his own academics. Jerry's English teacher noted that Jerry has good potential but he doesn't apply himself academically.

Writing: Jerry's English teacher described Jerry's writing skills as being able to write well. Writing is Jerry's academic strength especially when his work is done using a word processor. When writing, Jerry makes many spelling mistakes and his handwriting is extremely poor which makes reading his work very difficult. During his IEP meeting, Jerry advocated his dislike of using a keyboard to type because he thinks that it is too time consuming.

Reading: According to the STAR reading assessment, Jerry scored a grade equivalency level of 8.7 which puts him at the 38th percentile when being compared to peers his own age. This puts Jerry in the Basic category and shows that his weakness is in the area of spelling and reading fluency. Jerry struggles with decoding new words and would benefit from having additional reading instruction. Jerry's strengths in reading are in his ability to make inferences, notably when a passage is read out loud as a group. He will often know answers to critical thinking questions that are asked in class.

Math: According to the STAR math assessment, Jerry scored a grade equivalency level of 10.4. This score puts him in the proficient level and at the 75th percentile when being compared to peers his own age. Jerry said that he enjoys math because instruction is fairly short and interactive as his math teacher uses a Promethean Board to keep students active. Jerry's math teacher also has students get into math groups in order for students to work collaboratively and engage in math discussion.

Functionally, Jerry has the ability to function well in the regular education classroom environment with modifications and accommodations. Due to his disability, Jerry can become angry easily. This often happens when Jerry becomes embarrassed by an adult or a peer and will lead to Jerry using inappropriate language which will put him into further trouble with administration. Jerry prefers to be confronted in a private discussion away from other peers or in a form of private non-verbal communication. Jerry demonstrates a lack of organizational skills which causes him to not hand in homework and/or rush through his work. Due to his disability of ADHD, Jerry has a difficult time sitting still and paying attention for extended periods of time. He also has difficulty with getting to class on time even with an aide to help remind him.

Will the student be involved full-time in the general education curriculum or, for preschoolers, in age-appropriate activities?

☒ Yes ☐ No

(If no, describe the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.)

Present Level Of Academic Achievement and Functional Performance (I-4)

The student will participate in an alternate or replacement curriculum that is aligned with alternate achievement standards in: (check all that apply)

- ☐ Reading ☐ Math ☐ Language Arts ☐ Science ☐ Social Studies
☐ Other (specify):

Special Factors

After consideration for special factors (behavior, limited English proficiency, Braille needs, communication needs including deaf/hard of hearing, and assistive technology), is there a need in any of the areas?

- ☒ Yes ☐ No *(If yes or the student has a visual impairment, attach I-5 Special Factors page)*

Special Factors (I-5)

Note: For any need(s) identified below, there must be a statement of the service(s) to meet that need (including amount/frequency, location, and duration) on the Program Summary page (I-9).

- A. Does the student's behavior impede his/her learning or that of others? ☒ Yes ☐ No

Please include the positive behavioral interventions, strategies, and supports to address that behavior:

Private Discussion
 Private Non-Verbal Cues
 Positive Interaction/Praise (Jerry responds negatively to negative interaction)
 Avoid Using Threats
 Fidget Cube
 Allow Gum Chewing
 Access to a cool down area (resource room)
 Allow for frequent breaks (drink of water, 3 minute walk, etc.)
 Allow for a standing option (in back of room) where Jerry will not be disturbing others

- B. Is the student a student with limited English proficiency? ☐ Yes ☒ No

Please include the language needs that relate to this IEP:

- C. If visually impaired, does the student need instruction in Braille or the use of Braille?

☐ Yes ☐ No ☐ Cannot be determined at this time ☒ Not Applicable

If yes, include Braille needs; no or cannot be determined, attach ER-3 from the latest evaluation/reevaluation.

- D. Does the student have communication needs that could impede his/her learning? ☐ Yes ☒ No

If yes, include communication needs. If yes and the student is deaf or hard of hearing, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, (c) academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode:

- E. Does the student need assistive technology services or devices? ☒ Yes ☐ No

Please specify particular device(s) and service(s):

Jerry will be allowed to carry a laptop/chromebook computer to class in order to access Text to Speech for writing assignments

Annual Goals and Objectives (I-6)

Measurable annual academic or functional goals to enable the child to be involved in and progress in the general education curriculum, and to meet other educational needs that result from the disability.

(Note: present levels of academic achievement and functional performance must include information that corresponds with each annual goal)

Goal # 1

Jerry will increase his reading accuracy and fluency skills according to the STAR reading assessment score and raise his grade equivalency level from 8.4 to a 9.4.

Procedures for measuring the student's progress toward the annual goal:

STAR reading assessment

Will annual goal (including benchmarks or short-term objectives) be addressed during ESY?

☐ Yes ☒ No

Note: When reviewing goals, use the Progress Report Form to make periodic comments and assessments.

Will the student participate in an alternate assessment aligned with alternate achievement standards for students with disabilities in any subject area?

☐ Yes ☒ No

(If yes, include benchmarks or short-term objectives for the student)

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly Progress Reports
Annual IEP Meetings

Goal # 2

Jerry will use explicitly taught strategies and techniques to use appropriate language when engaged in a conversation with adults and/or peers in 8 out of 10 opportunities within a given class period (47 minutes).

Procedures for measuring the student's progress toward the annual goal:

Observation
Tally Sheet

Will annual goal (including benchmarks or short-term objectives) be addressed during ESY?

☐ Yes ☒ No

Note: When reviewing goals, use the Progress Report Form to make periodic comments and assessments.

Will the student participate in an alternate assessment aligned with alternate achievement standards for students with disabilities in any subject area?

☐ Yes ☒ No

(If yes, include benchmarks or short-term objectives for the student)

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly Progress Reports
Annual IEP Meeting

Goal # 3

Jerry will increase his organization of written work so that it is legible 80% of the time for all homework handed in except work that is done on text to speech.

Procedures for measuring the student's progress toward the annual goal:

Bi-Quarterly Student Work Samples

Will annual goal (including benchmarks or short-term objectives) be addressed during ESY?

☐ Yes ☒ No

Note: When reviewing goals, use the Progress Report Form to make periodic comments and assessments.

Will the student participate in an alternate assessment aligned with alternate achievement standards for students with disabilities in any subject area?

☐ Yes ☒ No

Annual Goals and Objectives (I-6)*(If yes, include benchmarks or short-term objectives for the student)*

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly Progress Reports
Annual IEP Meetings**Goal # 4**

Jerry will report to class on time and have all organizational materials (pencil, paper, homework, textbook, folder) with him for each class 90% of the time (for 1st period, Jerry will come to class on time and prepared 90% of the time, for 2nd period, 3rd period, etc.).

Procedures for measuring the student's progress toward the annual goal:

Weekly Infinite Campus Attendance Record
Self Checklist, Teacher Checklist and Teacher observation

Will annual goal (including benchmarks or short-term objectives) be addressed during ESY?

☐ Yes ☒ No**Note: When reviewing goals, use the Progress Report Form to make periodic comments and assessments.**

Will the student participate in an alternate assessment aligned with alternate achievement standards for students with disabilities in any subject area?

☐ Yes ☒ No*(If yes, include benchmarks or short-term objectives for the student)*

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly Progress Reports
Annual IEP Meeting

Participation in Statewide and Districtwide Assessments (I-7)*To be completed for students participating in statewide or district-wide assessments***Participation in Statewide Assessments**

The student will be in the following grade when the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Knowledge and Concepts Examination-Criteria Reference Test (WKCE-CRT) are given.

☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☒ 10th

Complete the sections below. Check each of the WKCE content areas and need for accommodation, if any, or the alternate assessment. If the IEP team is unsure about the student's participation in the WKCE with accommodations, complete the Wisconsin Alternate Assessment (WAA) checklist and include it with the IEP.

Reading

- ☐ WKCE without accommodations
- ☒ WKCE with accommodations (list accommodations for each content area)
- Small Group
Additional Time
- ☐ WAA SwD (Include the WAA checklist*)

Math

- ☐ WKCE without accommodations
- ☒ WKCE with accommodations (list accommodations for each content area)
- Small Group
Additional Time
- ☐ WAA SwD (Include the WAA checklist*)

Language Arts

- ☐ WKCE without accommodations
- ☒ WKCE with accommodations (list accommodations for each content area)
- Small Group
Additional time
- ☐ WAA SwD (Include the WAA checklist*)

Science

- ☐ WKCE without accommodations
- ☒ WKCE with accommodations (list accommodations for each content area)
- Small Group
Additional Time
- ☐ WAA SwD (Include the WAA checklist*)

Social Studies

- ☐ WKCE without accommodations
- ☒ WKCE with accommodations (list accommodations for each content area)
- Small Group
Additional Time
- ☐ WAA SwD (Include the WAA checklist*)

* The attached WAA participation checklist describes why the student cannot participate in the regular assessment and why the alternate assessment is appropriate.

Participation in District-Wide Assessments

- ☒ District-wide assessments given
- ☐ District-wide assessments not given
- ☐ Student will not be in the grade when assessment is given

List district-wide assessment(s) student will take:

STAR reading
STAR math
Civics Exam

Participation in Statewide and Districtwide Assessments (I-7)

Describe appropriate testing accommodations, if any:

Small Group
Additional Time

Alternate Assessment

If student does not take regular district-wide assessment, describe why the student cannot participate in the regular assessment, and why the alternate assessment is appropriate.

Program Summary (I-9)Projected beginning and ending date(s) of IEP services and modifications: 05/04/2017 to 05/03/2018Physical Education: ☒ Regular ☐ Specially DesignedVocational Education: ☒ Regular ☐ Specially Designed**Environment**☐ The student will participate full-time with non-disabled peers in a regular education classes.☒ The student will not participate full-time with non-disabled peers in regular education classes, or for preschoolers, in age-appropriate settings. (If you have indicated a location other than regular education classes or age-appropriate settings in the case of a preschooler in I, II, or III above, you must check this box and explain why full-time participation with non-disabled peers is not appropriate.)

Jerry will report to the special education resource room for study hall

Jerry will receive additional instruction (30 minutes per day 3 days per week) in reading in a reading intervention group

Extracurricular and Non-academic Activities

Will the student be able to participate in extracurricular and non-academic activities with non-disabled students?

☒ Yes ☐ No*(If no, describe the extent to which the student will not be involved in extracurricular and non-academic activities with non-disabled students)***Special Education Services (I-9)**

Special Education Services	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
Academic and Behavioral Support		(47.0/0.0) minutes 5.0 times per week	Resource Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Comments: Jerry will report to the special education resource room for study hall					
EBD Services		(30.0/0.0) minutes 2.0 times per week	Resource Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Comments: Jerry will learn techniques from the special education teacher to help him engage in appropriate conversation with peers and adults. He will also learn strategies to control anger and emotions.					

Related Services (I-9)

Related Services - needed to benefit from special education including frequency, location, and duration (if different from IEP beginning and ending dates)	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
School Nurse Services		(5.0/0.0) minutes 5.0 times per week	Nurse's Office	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Comments: Jerry will report to the nurse's office to take medication every day at the beginning of 6th hour (12:45)					
Counseling		(30.0/0.0) minutes 2.0 times per week	Counseling Office	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Comments: Jerry will report to the Counselor's office 2 times per week (Tuesdays/Thursdays) alternate to his reading intervention group.					

Supplementary Aids and Services (I-9)					
Supplementary Aids and Services - aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings.	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
Access to the Special Ed. resource room		(0.0/0.0) minutes 0.0 times per week	Resource Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) With permission from his teachers, Jerry may access the special education resource room for academic and/or behavioral support.					
Modified Assignments		(0.0/0.0) minutes 0.0 times per week	Regular Education Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) With showing mastery of skills, Jerry's assignments may be modified.					
Small Manipulatives		(47.0/0.0) minutes 8.0 times per day	Regular Education Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) Jerry will use a fidget cube, fidget swing, and/or chewing gum throughout the day in order to hold his concentration in the regular education environment					
X-tra time on tests and quizzes		(0.0/0.0) minutes 0.0 times per week	Resource Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) Jerry is allowed additional time on tests and quizzes as deemed appropriate by the regular and special education teachers.					
Computer		(47.0/0.0) minutes 5.0 times per week		05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) Jerry will be given a computer with a word processor and text to speech application to use for writing assignments in English class. Jerry may use this in other classes upon the discretion of the regular education teacher.					
Preferential seating		(0.0/0.0) minutes 0.0 times per week	Regular Education Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) Jerry and his teacher will decide on a seat within the room that is away from distractions such as windows, noises, doors, etc. that will allow him to be successful in the general education environment.					

Modifications and Support Services (I-9)					
Program Modifications and Supports - for school personnel that will be provided	Service Provider	Frequency/Amount (direct/indirect min)	Location	Duration	ESY
Communication		(15.0/0.0) minutes 2.0 times per week	Resource Room	05/04/2017 - 05/03/2018	<input type="checkbox"/>
Duration, Frequency, and Location: (if service is not tracked in direct/indirect minutes or standard frequency options) Communication regarding progress toward goals between regular education and special education teachers 2 times per week for 15 minutes.					