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IEP Cheat Sheet

**Strengths:**

What helps to engage the students in their learning? Consider: interests, passions, engagement with peers, and motivation.

**Academic Achievement:**

Name all academic areas. Are they above, below or average compared to peers in all subject areas? Do not just include test scores (e.g., level M). Interpret meaning from these and compare to grade level standards and expectations (see reading level information below). Reference standards when discussing educational impact.

**Functional Performance:**

Include information on: routines, activities of daily living, independence, gross and fine motor skills, sensory, organization, self-help, physical needs, school/work habits, home/community orientation, social and emotional development, and behavior and interpersonal relationships. Or, state functional skills are not a concern at this time.

**Reading Levels:**

**OVERALL STRUCTURE:**

A student’s instructional reading level is established by determining the level of text where the student can read 90-94% of the words correctly. The classroom teacher’s records indicate that NAME’s instructional reading level is at NUMBER grade. NAME is able to read NUMBER grade text with NUMBER% accuracy (consider including current grade level as well). A typical GRADE student is expected to…

|  |  |
| --- | --- |
| General Level | Statement |
| At grade level, no concerns | Overall, NAME is reading at grade level.  |
| Slightly below grade level | Overall, NAME demonstrates slight delays in reading however, with accommodations and support, is completing grade level material.  |
| Below grade level | Overall, NAME demonstrates reading skills below grade level.  |

**Effects of Disability:**

**OVERALL STRUCTURE:**

NAME’S difficulty with \_\_\_\_\_\_\_\_\_\_\_ affects HIS ability to \_\_\_\_\_\_\_\_\_\_.

Example: Due to NAME’s behavior, he is often removed from class. Because of this, NAME is not making expected gains.

|  |  |
| --- | --- |
| Difficulty with… | Affects ability to…. |
| Expressive Language | NAME’s difficulty with expressive language affects his ability to orally participate in classroom activities.  |
| Receptive Language | NAME’s difficulty with receptive language affects his ability to understand and interpret material that he hears in order to complete a variety of tasks independently including following multistep directions and answering comprehension questions about classroom material.  |
| Social Communication | NAME’s difficulty with social communication skills affect his ability to navigate unstructured social situations and participate in group activities with peers resulting in increased communication breakdowns.  |
| Intelligibility or Articulation | NAME’s difficulty with articulation affects his ability to be easily understood in all school environments and to confidently speak with staff and peers. |
| Written Language | NAME’s difficulty with written language affects his ability to write using grade-level organization and sentence structure. |
| Functional Communication | NAME’s difficulty with functional communication skills affect his ability to express his wants, needs, thoughts, and feelings. Because of this, NAME can demonstrate behaviors resulting in being removed from class. |

Other Effects: understand relationships between words, interpret and carry out spoken directions, answer comprehension questions about stories, retell stories, write stories, converse with peers about personal experiences, and respond appropriately to peers in both academic and social situations.

**Disability-Related Needs:**

**OVERALL STRUCTURE:**

NAME needs to build skills in \_\_\_\_\_\_\_\_\_\_\_\_ so that he can \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| Needs to build skills in… | So that he can… |
| Expressive Language | NAME needs to improve his expressive language skills in order to increase his ability to orally participate in classroom activities.  |
| Receptive Language | NAME needs to improve his receptive language skills so that HE can understand and interpret material that he hears in order to complete a variety of tasks independently including following multistep directions and answering comprehension questions about classroom material.  |
| Social Communication | NAME needs to improve his social communication skills so that HE can increase his ability to navigate unstructured social situations in order to decrease communication breakdowns and increase his participation with peers.  |
| Intelligibility  | NAME needs to improve his articulation skills so that he is easily understood in all school environments and less self-conscious.  |
| Written Language | NAME needs to improve his organization, sequencing, and ability to use facts to support an opinion in order to improve his written language skills.  |
| Functional Communication | NAME needs to improve his functional communication skills in order to increase his ability to express his wants, needs, thoughts, and feelings. |

Other areas to consider:

Expressive Language Areas: vocabulary, syntax, main idea/details, summarizing, critical thinking, oral narration skills when retelling stories or sharing about personal experiences

Receptive Language Areas: following multistep directions, understanding classroom material, narrative comprehension skills

**Communication Needs:**

|  |  |
| --- | --- |
| Deficit Area | Statement |
| Non-verbal | NAME is non-verbal and presents with delays in expressive and receptive language. HIS expressive language delays impact HIS ability to communicate with adults and peers. HE uses an augmented communication system to supplement vocalizations and gestures. In addition, HIS receptive language delays impact HIS ability to understand classroom material and follow directions in all settings.  |
| General Language | NAME is verbal. NAME demonstrates both expressive and receptive delays which affect his ability to communicate effectively and participate in curricular activities to the level of his peers. |
| Social Skills | NAME is verbal and speaks English. NAME presents with delays in emotional regulation and social communication skills which affect HIS ability to communicate appropriately. These delays result in communication breakdowns with adults and peers and may require assistance at times.  |
| Articulation | NAME exhibits articulation errors that impact HIS speech intelligibility. These errors impact HIS ability to be understood in all school settings by both peers and adults. Delays in articulation skills can have a negative impact on a student's academic and social development in the school environment. |
| Autism/Minimal Expressive Lang. | NAME has limited expressive language skills which impact HIS ability to communicate his wants, needs, thoughts, and feelings in all environments with both adults and peers. NAME’S receptive language delays impact his ability to understand grade level, classroom material and multistep directions. In addition to augmented communication, NAME benefits from visuals, written cues, and verbally presented choices throughout his day. |

**Data Collection Methods:**

SLP data log, +/- tallies, observation, progress monitoring, informal and formal assessment, parent and staff report

**EXAMPLE GOALS:**

**PLEASE NOTE: THESE GOALS ARE DIRECTLY FROM MY FREE ONLINE GOAL BANK. FOR THE MOST COMPLETE, UPDATED VERSION OF MY FAVORITE GOALS, CHECK OUT THE LINK BELOW:**

**http://speechymusings.com/middle-school-speech-language-therapy-goal-bank/**

**EXPRESSIVE LANGUAGE**

-Given a picture or a series of pictures, NAME will formulate 4 or more grammatically correct sentences to tell a short narrative describing the picture in 70% of opportunities with less than 15% mazing.

-After reading a short passage, NAME will determine the main idea and explain how it is supported by key details in 80% of opportunities given a visual and/or graphic organizer.

-Given multi-paragraph, non-fiction text from her curriculum, NAME will summarize the text in her own words to demonstrate comprehension without adult support in 70% of opportunities.

**VOCABULARY**

-Given a sentence containing an unknown vocabulary word, NAME will use context as a clue to the meaning of a word and define the word in 70% of opportunities.

-NAME will define words by category and by two or more key attributes in 80% of opportunities.

-NAME will demonstrate understanding of words, including math vocabulary terms, by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) in 80% of opportunities.

-Given 1 cue, NAME will define a curricular vocabulary word using a complete sentence with correct grammar in 70% of opportunities.

-NAME will explain the meaning of a multiple meaning word using context clues in 70% of opportunities given 1 verbal prompt.

-Given words, NAME will be able to define age-appropriate vocabulary words using synonyms, by negation (not a…), antonyms, and by example during structured activities with 80% accuracy and minimal cues.

**RECEPTIVE LANGUAGE**

-Given a visual and up to 1 verbal cue, NAME will use strategies (i.e., rehearsal, visualization, asking for repetitions, writing down the steps) to follow multistep directions in 70% of observed opportunities.

-Given a written direction, NAME will identify the most important information in the direction and name 1 or more strategies he could use to follow the direction accurately in 80% of opportunities with minimal cues.

**SOCIAL SKILLS**

BEHAVIOR

-NAME will use whole body listening in the classroom in 60% of opportunities.

-NAME will identify expected and unexpected behaviors in herself and in social scenarios with 70% accuracy.

-NAME will identify how his behaviors and comments make others feel in 70% of opportunities provided minimal verbal and visual cues.

-NAME will demonstrate socially expected behaviors, comments, and vocal volume in 80% of opportunities given 2 or fewer verbal or visual cues.

-When given a specific behavior, NAME will identify how it makes others feel, the consequences, and how that impacts how he feels about himself with 70% accuracy and a visual or graphic organizer.

CONVERSATION

-Given written or verbal cues, NAME will initiate a conversation with a peer, ask a question, and answer a question in 80% of observed opportunities.

-NAME will ask reciprocal questions of a therapist or peer in 4/5 opportunities across 3 consecutive sessions provided minimal verbal and visual cues.

-NAME will identify how to greet and initiate a conversation with a peer, and will appropriately initiate a conversation with a peer in 3/5 opportunities provided moderate cues.

-NAME will use conversation maintenance strategies (i.e. making comments to perpetuate the conversation, providing turn taking opportunities) in 70% of opportunities.

-Given a visual, NAME will demonstrate appropriate topic maintenance, as evidenced by taking 3+ turns per conversational topic, 3x per 30-minute session, across 3 consecutive sessions.

-Given a conversation with one other peer or adult, NAME will maintain a topic of conversation of the other person’s choosing by asking partner-focused questions and making comments for at least 3 conversational turns in 70% of opportunities.

PROBLEM SOLVING

-NAME will use visual mapping to determine 2 or more possible outcomes to a social situation or problem, and determine which outcome would be most appropriate and why in 4 out of 5 opportunities given a familiar visual and minimal verbal cues.

-NAME will identify the size of presented or incidental problems with 80% accuracy given a familiar visual and minimal verbal cues.

-NAME will identify how to be flexible in response to a little problem in 4/5 opportunities given 1 verbal cue.

OTHER

-Given a familiar visual or written cues, NAME will appropriately ask for help using a question in 70% of observed opportunities.

-Given a familiar visual and verbal cues, NAME will indicate how he is feeling and why in 60% of observed opportunities.

-NAME will correctly identify how others are feeling and identify at least one specific visual cue in 80% of opportunities given a familiar visual and gestural cues.

-NAME will make an inference and describe a visual clue that contributes to his inference, based on presented and incidental social scenarios on 4/5 opportunities provided minimal verbal cues.

-Given a hypothetical social scenario and a familiar visual, NAME will describe the perspectives, intentions, thoughts, or feelings of the people involved in 70% of opportunities.

**OTHER PHRASING EXAMPLES:**

**Student dismissed/no longer qualifies:** NAME will be dismissed secondary to a lack of academic or social impact. Therefore, he no longer qualifies for school provided speech and language services.

**Attendance (no concern):** NAME has been absent for 10% of school days so far this school year. The majority of these absences were medically excused. Attendance is not a concern at this time.

**Attendance (concerns):** NAME has been absent for 10% of school days so far this school year. Many of these absences were unexcused.

**Pull-out Service Justification:** NAME requires articulation practice in a quiet, distraction free setting in order to develop the automaticity needed to increase her intelligibility.