

El Qué, el Por Qué y el Cómo de los IEP



Explicación del IEP de su hijo, sección por sección

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Al final de la sesión, los participantes podrán:

identificar el qué, el por qué y el cómo de un IEP

articular los tres componentes cruciales de un IEP bien escrito

entender las leyes que rigen un IEP

conocer los roles, derechos y responsabilidades de los padres en relación con el IEP



Continuando la Conversación...

**Sesión de Preguntas y Respuestas
con Stacy y Donna**

**Lunes 13 de marzo a las 7:00 p.m. a través de
Zoom**

Formulario de Google



Panorama General

¿Qué es un IEP?

¿Por qué se crean los IEP?

¿Cómo se desarrolla e implementa un IEP?



Compromiso vs. Cumplimiento



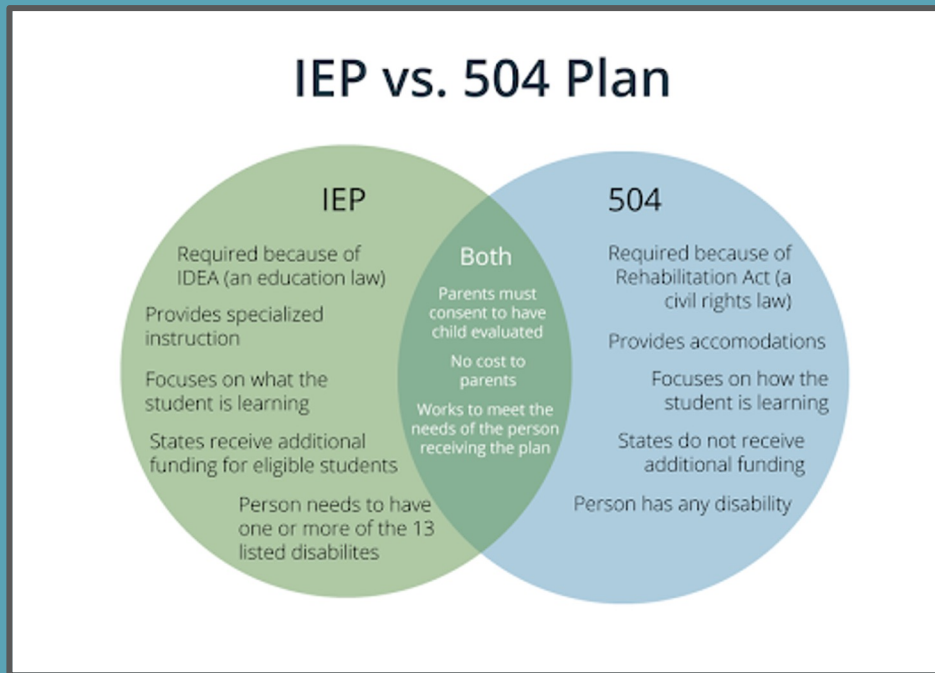
El IEP NO son **sólo** palabras en una hoja de papel...

El IEP **es** la instrucción especializada documentada de su hijo para que todos los proveedores sepan y entiendan...

- **¿Por qué** su hijo es elegible para recibir instrucción especializada? Esto incluye la naturaleza de la discapacidad y cómo afecta la capacidad de su hijo para acceder al plan de estudios.
- Cuál es el nivel actual de rendimiento de su hijo en términos de las áreas afectadas: fortalezas y áreas de necesidad.
- **Lo que** su hijo necesita saber y puede hacer para acceder a los OBJETIVOS del plan de estudios
- **Cómo** se instruirá a su hijo para eliminar las barreras al aprendizaje.

IEP vs. 504

¿Cuál es la diferencia?



Lo que Debes Saber Antes de Irte...

- **Padres y Tutores son miembros iguales del equipo del IEP.**

Prepárate para compartir tus pensamientos e ideas. Crea una agenda.

Pida que las muestras de trabajo de los estudiantes se compartan en la reunión.
(Traiga sus propias muestras.)

Programe al menos una hora para la reunión.

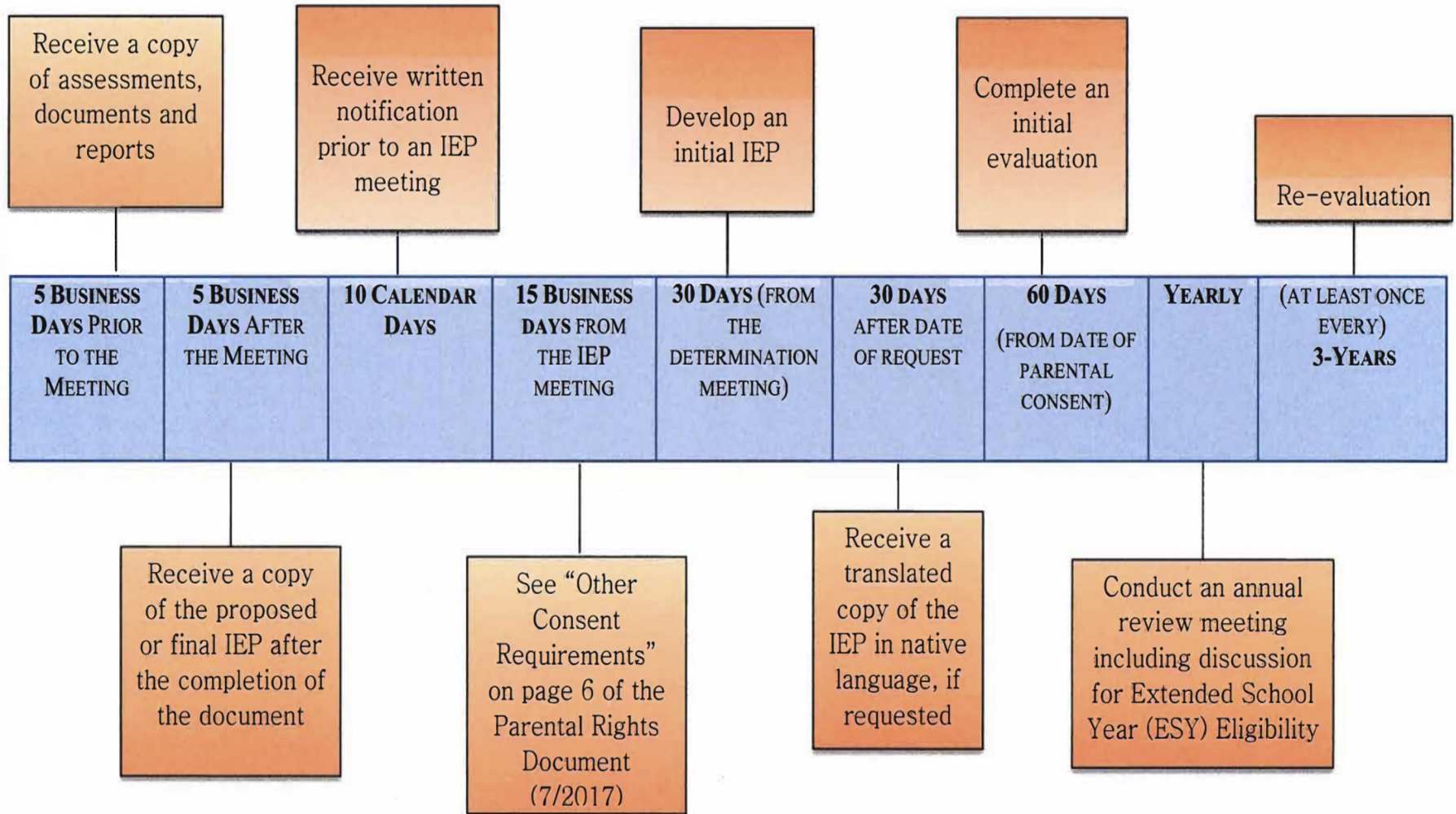
**El IEP no tiene que completarse en una reunión.
Puede solicitar una reunión facilitada.**

Distribución de los documentos

10 días antes: aviso del IEP (que incluye el tipo de reunión)

5 días antes: Borrador del IEP, Informes del maestro, Trabajo del estudiante, Evaluaciones

A Parent's Quick Guide to Special Education Timelines



Grandes Cuestiones



Niveles Actuales:

- Incluya el diagnóstico, los datos de la evaluación y los comentarios de los padres y del maestro.

Metas:

- Las expectativas académicas, funcionales y de comportamiento para el estudiante.

Ayudas y Servicios Adicionales:

- Apoya las prácticas de instrucción utilizadas para apoyar la capacidad del estudiante para acceder al plan de estudios y cumplir con sus metas. Esto incluye la tecnología asistida.

Nivel Actual de Logros Académicos y de Desempeño Funcional

SIN SORPRESAS!



Evidencia de aprendizaje: Los padres deben recibir regularmente muestras del trabajo de sus estudiantes (trabajo en clase, tareas, cuestionarios, evaluaciones unitarias). Las calificaciones en las tareas deben contener comentarios, no solo la calificación final. El trabajo del estudiante y todos los niveles actuales deben mostrar el progreso hacia los estándares curriculares, las metas y objetivos del IEP, así como la implementación de adaptaciones. ¡No debería haber sorpresas!

Comunicación con la escuela en el hogar: debe haber un plan de comunicación pre establecido entre el hogar y la escuela.

Notificaciones Formales: Informes Trimestrales de Progreso y Boletines de Calificaciones

Evaluaciones Sumativas: Varias evaluaciones requeridas por el condado por nivel de grado.

Informes Trimestrales de Progreso

La Ley:

El IEP para un estudiante con una discapacidad incluirá; cómo se debe informar regularmente a un padre sobre (a) el progreso del estudiante hacia las metas anuales; y (b) hasta qué punto el progreso es suficiente para permitir que el estudiante logre las metas dentro de un año. (¿El objetivo ha sido alcanzado?)

COMAR 13A.05.01.09B(1)(a)
Código de Regulaciones de Maryland

Escuelas Públicas del Condado de Montgomery
Informe del Maestro Sobre el Progreso Trimestral:

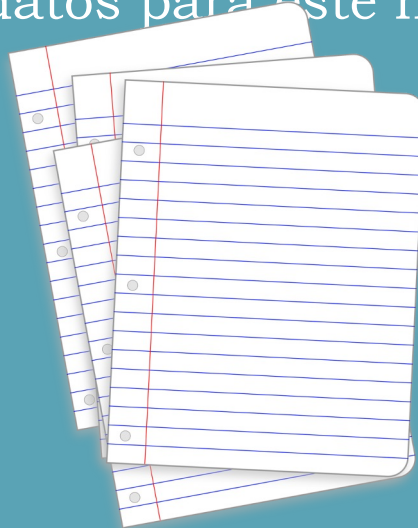
<https://ww2.montgomeryschoolsmd.org/departments/forms/pdf/272-5.pdf>



Niveles Actuales de Logro Académico y Rendimiento Funcional (PLAAP o PLOP)

- Asegúrese de que cualquier información que se comparta en la reunión se alinee con la sección PLOP escrita en el IEP.
- La información de PLOP no debe ser nueva para los padres. El trabajo del estudiante, las notas de progreso del IEP, las evaluaciones deben enviarse a casa antes de la reunión del IEP

Ejemplo: Los datos de resolución de problemas matemáticos se colocan en el PLOP de cálculo porque no hay claridad sobre cómo recopilar datos para este nivel actual.



Pregunta:	SÍ	NO
1. ¿Las Declaraciones de Niveles Actuales incluyen datos actuales y medibles que se corresponden con las metas medibles del IEP?		
2. ¿Las Declaraciones de Niveles Actuales incluyen datos de referencia que usted y la escuela pueden usar para monitorear el progreso de su hijo hacia las metas del IEP?		
3. ¿Las Declaraciones de Niveles Actuales incluyen información sobre el rendimiento académico, incluidas materias como lectura, matemáticas y ortografía?		
4. ¿Las Declaraciones de Niveles Actuales incluyen información sobre el desempeño funcional, incluidas las áreas no académicas y funcionales como la comunicación, las habilidades motoras finas, las habilidades sociales y de comportamiento y las actividades de la vida diaria?		
5. ¿Describen las Declaraciones de Niveles Actuales en el IEP lo que su hijo está haciendo ahora?		
6. ¿Se enumeran las fortalezas de su hijo en los niveles actuales?		
7. ¿TODAS las necesidades de su hijo están relacionadas con su discapacidad enumeradas en los niveles actuales?		
8. ¿Las Declaraciones de Niveles Actuales incluyen sus comentarios y preocupaciones de los padres sobre las fortalezas y necesidades de su hijo?		
9. ¿Hay una meta para cada Nivel Presente identificado?		
10. ¿Cuál es el plan de déficit determinado? ¿Cómo medirá el progreso para mostrar los niveles actuales? mejoro?		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

(Form approved by MSDE for use July 1, 2022)

- Draft
- Approved
- Amended

STUDENT INFORMATION
RECORD YOUR MEETINGS

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

STUDENT AND SCHOOL INFORMATION

First Name: [REDACTED] Middle Name: [REDACTED] Last Name: [REDACTED]
Address: [REDACTED]
City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]
Grade: [REDACTED]
Unique Student Identification Number (State): [REDACTED]
Student Identification Number (local): [REDACTED]
Date of Birth: [REDACTED]
Age: 17 Gender: Female
Race Code: White
Student identified as an English Learner: No
Student's native language: English
Residence County: Montgomery
Residence School: [REDACTED]
Service County: Montgomery
Service School: [REDACTED]
Does the student require specific accommodations for an emergency evacuation?: No
If yes, state the evacuation accommodation(s) here:
Which jurisdiction is financially responsible? Montgomery
Is the student currently under the care and custody of a state agency? No
If yes, name of state agency:
Does the student require a parent surrogate? No
Parent Surrogate Name:
Surrogate Phone:

PARENT/GUARDIAN 1:
First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]
Home Phone: [REDACTED] Cell Phone: [REDACTED]
Email: [REDACTED]
Parent native language, if not English:
Interpreter needed?
PARENT/GUARDIAN 2:
First Name: [REDACTED] MI: [REDACTED] Last Name: [REDACTED]
Home Phone: [REDACTED] Cell Phone: [REDACTED]
Email: [REDACTED]
Parent native language, if not English:
Interpreter needed?
Case Manager: [REDACTED]
IEP Team meeting date(s): 11/01/2022, 11/01/2022
IEP Annual Review date: 11/01/2022
Parent was provided a copy of the Procedural Safeguards and Parental Rights document
The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.
Parents were provided verbal and written information about access to rehabilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.
Native Language Translation: Parent informed: N/A Parent requested: No
Projected Annual Review Date: 10/31/2023
Most Recent Evaluation Date: 12/14/2020
Projected Evaluation Date: 12/13/2023
Primary Disability: OTHER HEALTH IMPAIRMENT
Areas affected by disability: Academic - Math Problem Solving, Academic - Reading Comprehension, Academic - Written Language Expression, Behavioral - Attention/Executive Functioning, Behavioral - Social Emotional/Behavioral

IEP TEAM PARTICIPANTS

IEP Case Manager: [REDACTED]
Transition Coordinator: [REDACTED]
Speech/Language Pathologist: [REDACTED]
General Education Teacher: [REDACTED]
Parent: [REDACTED]

Other Participant: [REDACTED]
Principal: [REDACTED]
Special Education Coordinator: [REDACTED]
Parent: [REDACTED]
Counselor: [REDACTED]

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(Form approved by MSDE for use July 1, 2022)

I. MEETING AND IDENTIFYING INFORMATION

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

CONTINUED EVALUATION ELIGIBILITY DATA (Required for reevaluation at least once every three years)

Specify the area(s) identified for reevaluation:

Academic: Math Problem Solving, Written Language Expression, Reading Comprehension

Speech-Language: Receptive, Expressive

Behavior: Social-Emotional/Behavior, Self-Management

Discussion to support decision:

The [REDACTED] met on 12/14/2020, for a reevaluation/evaluation meeting. The IEP team considered:

- Parent Input
- Student Input
- IEP Progress Reports SY 2019-2020 ([REDACTED])
- IEP Progress Reports SY 2020-2021 ([REDACTED])
- Teacher Reports (November 2020)
- Children's National Neuropsychological Evaluation (May 2019)
- Report Card Data
- Assignments/Assessments (Fall 2020)
- MAP-R, Fall 2020
- MAP-M, Fall 2020
- Tutors, [REDACTED] and [REDACTED] (December 2020)
- Children's National Neuropsychological Evaluation (May 2019)
- Letter: DBT Center of Greater Washington (November 2020)
- Report from [REDACTED], Related Service Provider (November 2020)
- Attendance Data (December 2020)
- Parent Report (October 2020)
- Statement at by [REDACTED] November 20, 2020 IEP Meeting

School psychologist [REDACTED] provided a review of [REDACTED] confidential file, and 2019 Psychoeducational Assessment.

Speech-Language Pathologist [REDACTED] presented an update as well as the speech-language PLAFPs.

Evaluation Date: 12/14/2020

(This is the most recent date on which the IEP team completed a full and comprehensive review of all assessment materials.)

Does the student continue to have a disability and such educational needs that require the continued provision of special education and related services? *Yes*

Are any additions or modifications to special education and related services needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum? *Yes*

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I. MEETING AND IDENTIFYING INFORMATION

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

Eligible as a student with a disability? Yes

Document basis for decision(s):

The team decided that ██████████ continues to be eligible for special education services with the primary disability of Other Health Impairment. ██████████ is diagnosed with ADHD, combined type, which impacts her executive functioning across all classes, due to deficits in working memory, cognitive flexibility, and impulse control. ██████████ ADHD impacts her written language expression, due to her struggles with task initiation and perseverance. ██████████ ADHD also impacts her reading comprehension. as she struggles to recall and keep track of what she has read, making textual connections, and misses details, especially when passages are long and complex. ██████████ currently takes medicine for ADHD. ██████████ also has generalized anxiety disorder.

Additionally, ██████████ also has a specific learning disability, in the area of math problem solving. ██████████ has deficits in the area of solving multi-step problems, word problems, and applying concepts to real world problems. She struggles with math calculation.

██████████ also has impactful social-emotional needs. She has been diagnosed with Obsessive Compulsive Disorder, which impacts ██████████ ability to complete assignments; she frequently erases and restarts. She struggles to start and persevere. ██████████ has also been diagnosed with Disruptive Mood Dysregulation Disorder, which can cause irritability and outbursts. ██████████ Disruptive Mood Dysregulation Disorder is currently managed well through medication.

Indicate Primary Disability: OTHER HEALTH IMPAIRMENT

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

ACADEMIC **Reading Comprehension** Document student's academic achievement and functional performance levels in academic areas, as appropriate

Source(s): Other (

- Grades from 2021-2022 School year:
- Assignments/Assessments Fall 2022
- Secondary Teacher Reports October 2022
- Quarterly Progress Update (6/17/22, 4/1/222 and 1/28/22)

)

Current Instructional Grade Level Performance: 10th Grade Level

(Consider multiple sources including: individualized assessment results, classroom based assessments, direct assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (including dates of administration):

Reading Comprehension

11/1/22: [REDACTED] is currently in co-taught Honors English 11 and co-taught Honors Modern World.

Grades from 2021-2022 School year:

- Honors English 10: Semester 1: A and 2: B
- Honors NSL: Semesters 1 and 2: A

Assignments/Assessments Fall 2022

- Unit 1 Test in Honors Modern World (10/4/22)- 66%
- Japan Background Reading and Questions in Honors Modern World (9/30/22)- 100%
- Silver Trade Discussion Questions in Honors Modern World (9/29/22)- 100%
- Unit 1 Quiz (9/15/22) in Honors Modern World- 88%
- PP WK6: Identifying Language Devices & Symbolism (Chapters 3) (10/7/22)- 80%
- AT WK#5- Connotation and Argument - Valley of Ashes (9/29/22)-100%

Secondary Teacher Reports October 2022

Honors Modern World: She is reading on grade level. No concerns with [REDACTED] at this time. When in class, [REDACTED] completes her work and asks for help when she is confused by content or instructions. The following were marked as satisfactory:

- Reads accurately and fluently
- Understands class readings
- Is able to interpret lengthy text
- Able to keep up with longer reading
- Can determine main idea
- Can make inferences/draw conclusions
- Can recognize, use, and define words in reading

She benefits from and utilizes the following:

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

- graphic organizers
- clarification of directions
- word banks or glossaries
- oral instructions
- extended time

Honors English 11: She is reading on grade level. Has done well with elements of the plot in Gatsby and reading comprehension. Continuing to work on understanding/analyzing implied information and figurative language.

She benefits from and utilizes the following:

- graphic organizers
- clarification of directions
- oral instructions
- extended time

ASL: She is reading on grade level. She benefits from and utilizes the following:

- graphic organizers
- word banks
- oral instructions
- extended time

Astronomy with Physics:

She benefits from and utilizes the following:

- graphic organizers
- clarification of directions
- word banks
- oral instructions
- extended time

Honors English 11, Honors Modern World, Astronomy with Physics, and ASL teachers all reported the following areas as satisfactory:

- Reads accurately and fluently
- Understands class readings
- Is able to interpret lengthy text
- Able to keep up with longer reading
- Can determine main idea
- Can make inferences/draw conclusions
- Can recognize, use, and define words in reading

Quarterly Progress Updates:

Quarter 4 (6/17/22)

Her teachers reported the following:

NSL: For this objective, NSL only asks students to cite specific textual evidence to support a claim. ██████████ can read an informational text (Social Security Splish Splash 10/10) and answer questions. Objective 1 has been met. ██████████ is somewhat dependent upon adult support, accommodations, and supplementary aides & services

English: ██████████ has done a great job this quarter of being able to take text and describe/figurative language as well as drawing inferences. This was evident in her Common Task Essay as many of the features of this goal are part of the essay. ██████████ essay was scored as a 26.5/30. The only slight flaws were her ability to tie her analysis back to her claim clearly. Objectives 1,2, and 3 have been met. ██████████ is somewhat dependent upon adult support, accommodations, and supplementary aides & services Lilli earned the following grades:

Honors NSL: Social Security Splish Splash: 100% Honors English 10: Common Task: 88% Honors English 10: PP W11 Examination of Narrative Elements:100% Honors English 10: AT W13: Connecting Evidence to Thesis 2022 ("Disasters" Article Analysis and Comparison)- 90%

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II. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

Quarterly Progress Updates: Quarter 3 (4/1/22)

English teacher reported the following: [REDACTED] is continuing to make progress with her reading and I still find that she is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I continue to encourage her to try this on her own before she asks for help. Lili did a great job participating in all of our class discussions centered on our core text Just Mercy. She scored the max grades for all the assignments related to those discussions as well as using the text to follow the assignments.

Art teacher reported the following: Written instructions are followed but usually after individually clarifying them one on one with the teacher.

NSL teacher reported the following: Yes, she is making progress. With support, [REDACTED] can read passages of varying types and respond to questions correctly.

[REDACTED] earned the following grades:

- Honors NSL: Women in the House of Reps- 100%
- Honors English 10: T W6 Analysis Skills: Identifying Purpose 80% (3/22/22)
- Honors English 10: AT W4: Analysis Skill: Connecting Evidence to Purpose (Ch. 1 Historical Context)- 100% (2/18/22)

Her English and NSL teachers reported that [REDACTED] is utilizing the following Accommodations and Supplementary Aids/Services:

- Utilizes extended time
- Utilizes clarification of directions
- Utilizes word banks or glossaries
- Benefits from oral plus written directions
- Utilizes word processor/spell check
- Benefits from copies of class notes
- Utilizes graphic organizers
- Benefits from the repetition of directions
- Benefits from assignment chunking

Quarterly Progress Updates: Quarter 2 (1/28/22)

Her Chemistry teacher reported the following: [REDACTED] was able to accurately interrupt written questions and select the correct answer out of 4 options, she earned a 90% Score on Week 12 FA - Summative: Unit 4 Concluding Assessment on Chemical Nomenclature.

Her English teacher reported the following: [REDACTED] is most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment. I would like her to try this on her own before she asks for help. The same goes for any work that needs to be done at home; independence is key. She earned a 100% on Performance Skill: Sonnets of Identity and Rebellion.

Her NSL teacher reported the following: [REDACTED] can read passages of varying lengths and answer various types of questions. Trial of a Young Nation- 100% and Judicial Review Photo Essay- 93%.

Areas of Strength/Reading Comprehension:

[REDACTED] has strong decoding skills, and oral reading is her greatest strength. She benefits from having texts broken down into manageable small chunks. She is able to understand and recall the main idea from what she has read and give details and information from the text to support her claims. Her reading rate, accuracy, and fluency are average amongst her age-level peers. [REDACTED] comprehends informational texts better than literature and excels at verbally retelling the main idea. She can independently read sources and then make a claim and support it with evidence. Has done well with elements of the plot in a story and reading comprehension. She is the most successful with reading comprehension when she takes the time to carefully read through each piece and follow directions for the accompanying assignment

Areas of Need/Reading Comprehension:

[REDACTED] has a difficult time comprehending literature due to difficulty with understanding figurative language, learning new vocabulary, and utilizing inferencing skills. [REDACTED] is a strong oral reader but struggles to comprehend the texts that she is reading. She is able to grasp a general idea of a fictional text but needs assistance with observing and processing how different elements affect the events of the story.

She has difficulty with the following: understanding the effect of figurative language within a text, analyzing how mood is conveyed in a text, analyzing word choice in a text, analyzing how dialogue advances the plot in a literary text, and making inferences about characters, plot,



Tecnología Asistida

Características de Accesibilidad

Ayudas Complementarias



Tecnología Asistida

Un dispositivo de tecnología de asistencia es "cualquier artículo, pieza de equipo o sistema de producto que se utiliza para aumentar, mantener o mejorar las capacidades funcionales de un niño con una discapacidad". TA puede ser de alta o baja tecnología. Algunos ejemplos son: _

- Procesamiento de textos, predicción de palabras, correctores ortográficos/gramaticales y software de reconocimiento de voz
- Lupas/Impresión Grande
- Tableros de Comunicación/Software de Creación de Símbolos
- Agarre de lapiz



Los estudiantes pueden recibir solo tecnología OR asistencia O tecnología Y servicios.

HIAT - Tecnología de asistencia de alta incidencia

Los padres o los equipos escolares pueden solicitar una consulta de HIAT. La misión de HIAT es proporcionar capacitación y consulta para desarrollar la capacidad de los entornos de aula para incorporar opciones de tecnología de asistencia para todos los estudiantes.

<https://www.montgomeryschoolsmd.org/departments/hiat-tech/>

Equipo InterACT- Escuelas Públicas del Condado de Montgomery

El equipo de InterACT está formado por patólogos del habla/lenguaje, terapeutas ocupacionales, un fisioterapeuta, educadores especiales y asistentes de apoyo técnico.

El equipo colabora con el personal para apoyar a los estudiantes con discapacidades de comunicación significativas con el fin de:

- **aumentar** la capacidad del estudiante para comunicarse a través de la comunicación aumentativa y otros sistemas y estrategias de tecnología de asistencia.
- **expandir** las habilidades de comunicación del estudiante en la escuela, el hogar, la comunidad y el entorno laboral

El equipo atiende a estudiantes que son:

- no habla o está severamente limitado en el habla y/o
- incapaz de producir una salida escrita debido a discapacidades físicas graves y
- cuyas necesidades superan los recursos disponibles a nivel escolar



La comunicación aumentativa y alternativa (CAA) es:

"un área de la práctica clínica que intenta compensar (ya sea temporal o permanentemente) por el deterioro y los patrones de discapacidad de las personas con trastornos graves de la comunicación expresiva (es decir, el habla, el lenguaje y la escritura gravemente deteriorados)."

American Speech-Language-Hearing Association, 1989

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III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS

Name: [REDACTED]

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

COMMUNICATION (required)

Does the student have special communication needs? No
(If yes, describe the specific needs.)

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
<input type="radio"/> The Student does not require AT device(s) or AT service(s)	No	No
<input type="radio"/> The Student does not require AT device(s) but does require AT service(s)	No	Yes Additional data collection with trials is needed
<input type="radio"/> The Student does require AT device(s) and requires AT service(s)	Yes	Yes Services may address the required device(s) or additional data collection with trial is needed
<input checked="" type="radio"/> The Student does require AT device(s) but does not require AT service(s)	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

[REDACTED] does require the use of a word processing device to use for written assignments in all subjects. [REDACTED] also requires a calculator for her needs with math calculation and math problem solving.

Document basis for decision(s) on AT service(s) including implementation of trials:

[REDACTED] does not require any AT services.

INSTRUCTIONAL AND ASSESSMENT ACCESSIBILITY FEATURES

Ayudas y Servicios Adicionales

Adaptaciones y modificaciones al plan de estudios que permitan a los estudiantes con discapacidades acceder al plan de estudios.

Apoyos para abordar las necesidades ambientales

Niveles de apoyo del personal necesarios

Necesidades de equipo especializado del niño

Estimulación de la instrucción necesaria

Presentación del tema necesario

Materiales necesarios Modificación de la asignación necesaria

Se necesita autogestión y/o seguimiento

Pruebas de adaptaciones necesarias

Se necesita apoyo para la interacción social

Capacitación



Naturaleza del Servicio	Frecuencia	Fecha de Inicio	Fecha Fin	Provedores
Proporcionar instrucciones paso a paso para enseñar nuevas habilidades	Diariamente	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Maestra de Educación Especial • Maestro de Educación

Aclarar la Ubicación y la Manera: Por ejemplo, "Primero, hago esto; Segundo, hago esto; Tercero, hago esto" la estrategia puede servir para estructurar una tarea, iniciar, mantener uno en el buen camino y reducir la apertura de las tareas.


Naturaleza del Servicio	Frecuencia	Fecha de Inicio	Fecha Fin	Provedores
Estrategias para mantener la atención	Diariamente	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Maestra de Educación Especial • Maestro de Educación General

Aclarar la Ubicación y la Manera: los ejemplos incluyen establecer contacto visual, usar el control de proximidad, proporcionar indicaciones visuales e interrogar. Ponga atención antes de dar instrucciones esenciales o material nuevo para asegurarse de que X esté listo para escuchar. La disposición de una señal privada entre el maestro y X (por ejemplo, señales verbales, señales gestuales o signos) mejorará el comportamiento en la tarea sin comprometer la

Naturaleza del Servicio	Frecuencia	Fecha de Inicio	Fecha Fin	Provedores
Proporcionar uso del centro calmante	Diariamente	3/06/2023	3/06/2024	<ul style="list-style-type: none"> • Maestra de Educación Especial • Maestro de Educación General

Aclarar la Ubicación y la Manera: Proporcione un espacio de calma en el aula al que se pueda acceder fácilmente cuando X esté ansioso o sobrecargado. Este espacio no debe utilizarse como tiempo de espera. Más bien, este debe ser un espacio reconfortante con objetos calmantes (por ejemplo, juguetes, libros, auriculares para escuchar música calmante). Se debe alentar a X a usar este espacio y elogiarlo por aprovecharlo, como un

GOALS



y Objetivos

IEP GOALS SHOULD BE

S M A R T

Specific



Measurable



Attainable



Realistic &
Relevant



Timely



GOALS

Área de Objetivo: Lectura Fonética

Meta: Dada instrucción en una intervención de lectura basada en evidencia e investigación, el estudiante segmentará y combinará sonidos de forma independiente para decodificar palabras de una sílaba que contengan palabras CVC, DVC y CVD con al menos un 80% de precisión en 4 de cada 5 oportunidades por trimestre.

Fecha Prevista de Logro: 22/03/2023

Método de medición: observación, evaluaciones informales en el aula, herramientas de monitoreo del progreso del programa de intervención de lectura basadas en la evidencia

Objetivo 1: Dada instrucción en una intervención de lectura basada en evidencia e investigación, el estudiante sabrá y podrá usar las palabras clave para pronunciar correctamente los sonidos de consonantes, vocales y dígrafos.

Objetivo 2: Dada instrucción en una intervención de lectura basada en evidencia e investigación, el estudiante podrá identificar que los dígrafos representan un sonido con al menos un 80% de precisión en 4 de cada 5 oportunidades por trimestre.

Objetivo 3: Dada instrucción en una intervención de lectura basada en evidencia e investigación, el estudiante combinará de forma independiente palabras CVE, DVC y CVD con al menos un 80% de precisión en 4 de cada 5 oportunidades por trimestre.

Servicios



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

V. SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

(Form approved by MSDE for use July 1, 2022)

Name: ██████████

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

SERVICES

SPECIAL EDUCATION

Service Nature	Location	Service Description			Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other	Summary of Service
		Number of Sessions:	Length of Time:	Frequency:				
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	4	0 Hrs. 45 Min.	Daily	11/01/2022	06/17/2023 Duration: 27 Weeks	(P) General Education Teacher (O) Instructional Assistant (O) Special Education Classroom Teacher	Total service time: Daily 3 Hrs. 0 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	Outside General Education	1	0 Hr. 45 Min.	Daily	11/01/2022	10/31/2023 Duration: 36 Weeks	(P) Special Education Classroom Teacher (O) Instructional Assistant	Total service time: Daily 0 Hr. 45 Min.
Classroom Instruction (Identifying the number of sessions for Classroom Instruction is optional)	In General Education	2	0 Hr. 45 Min.	Daily	08/28/2023	10/31/2023 Duration: 9 Weeks	(P) General Education Teacher (O) Instructional Assistant (O) Special Education Classroom Teacher	Total service time: Daily 1 Hr. 30 Min.

Discussion of service(s) delivery including description of Transportation services if provided:

Special Education - Classroom Instruction:

SY 22-23

Supported: English, Math, Science, and Social Studies

Self-contained: Resource

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

V. SERVICES

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF
EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES

(Form approved by MSDE for use July 1, 2022)

Name: LILLI Ganz KAHN

Agency: Montgomery

IEP Team Meeting Date: 11/01/2022

SY 23-24

Supported: English, Math

Self-contained: Resource

IEP Planning for Emergency Conditions:

Can this service be implemented as written during emergency conditions resulting in the physical closure of school for 10 or more days? **Yes**
If no, describe the changes needed to this service:

Preguntas



Reflexiones

