



Student: Joseph B. Knope **STN:** JOE1819

Date of Birth: 08/01/2002 **Age:** 17 **Current Grade:** 10 **Gender:** M

Case Manager: Training User **School:** IEPRC **School Year:** 2019
IEP Proposed Initiation Date: 08/21/2019

Disability
Primary: Deaf-Blind **Secondary:** Emotional Disability **Tertiary:**

Transition Services and Activities:

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Activity in support of post-secondary goals	1 per year (transition services only)	Person Responsible	08/21/2020	Employment Skills Education /Training Skills Independent Living Skills

Narrative:
Describe the service with enough clarity that any reader can understand the purpose of the service and recreate the service for the student in an new location.

Special Education Services:

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location	To Support
Special Education Services	08/21/2019	5 per week	45 minute(s)	08/21/2020	Special Education Setting	Employment Skills Education /Training Skills Independent Living Skills

Narrative:
Describe the service with enough clarity that any reader can understand the purpose of the service and recreate the service for the student in an new location.

Related Services:

Description	Proposed Initiation (Date)	Frequency	Length (Time)	Duration (Annual Review Date)	Location	To Support
Transportation	08/21/2019	per day	minute(s)	08/21/2020		

Narrative:
Describe the service with enough clarity that any reader can understand the purpose of the service and recreate the service for the student in an new location.

Behavior of Concern

This field provides the case conference committee an opportunity to document behavior that may not have developed into a pattern or impedes learning, but is still concerning.

The student's behavior of concern impedes his or her learning or that of others. The impact of the behavior:

Describe the impeding behavior and the impact the behavior has on the learning of the student and others.

A Functional Behavior Assessment has been completed. The following Behavior Intervention Plan has been designed for this student:

Functional Behavior Assessment Summary and Hypothesis

Under what conditions does the behavior occur? What is the behavior we are most worried about? What is the student trying to communicate or accomplish through this behavior? (Under X conditions the student is likely to do Y for Z reasons.)

Proactive Strategies

How can the student get the same need met in a more appropriate manner? Identify skills to be taught by staff and learned by student. What do typical students do to meet the same needs? (Raise Hand, Ask Questions for Understanding, Use Conflict Resolution Strategies.)

Instructional Strategies

Is this a skill or performance deficit? How do we plan to teach this skill/behavior? How will we model the skill/behavior? How will we practice the skill/behavior? How will we engage the student?

Antecedent Strategies

What things can we do in the environment to support learning? What things in the environment would make it more likely for the positive/replacement behavior to occur?

Positive Consequence Strategies

When the student is using the newly learned skill, how can we make sure he or she receives the desired function? (If the function is attention, make sure the student gets attention for appropriate behaviors.)

Negative Consequence Strategies

When the student is not using the newly learned skill, how can we make sure he or she does not receive the desired function? (If the function is attention, make sure the student does not get attention for inappropriate behaviors.)

Behavioral Goal(s)/Skills to be Taught and Learned

Under what conditions will the replacement behavior occur? What replacement behavior is being taught? How frequently must we observe, collect, and review data to inform our decision? (Consider both legal as well as best practice timelines for data collection.)

Goals should focus on identified Replacement Behaviors (Under X conditions the student will do Y at Z to this level of performance)

After review, the CCC determined to implement the BIP as written.

Educational Records

The student does have an Emergency Evacuation Plan.

Location of Emergency Evacuation Plan:

Where is the Emergency Evacuation Plan located?

The student does have a Health Plan

Location of Health Plan:

Where is the Health Plan located?

The student does not have a Crisis Plan.

Goals

Goal Title: Sample Goal

Present Level: Share information specific to the student's academic achievement and/or functional performance to be addressed by this goal.

Standard(s) / Element(s) Aligned to Goal:

- AI.DS.4: Distinguish between correlation and causation.

Specially Designed Instruction: In general, SDI is adapting content, methods, and/or instructional delivery to address the unique needs of a student (511 IAC 7-32-88). Students who receive special education services must receive SDI in order to be in compliance with the Individuals with Disabilities Education Act (IDEA) and Indiana Article 7, but more importantly, because the design and delivery of instruction is what will enable students to achieve the highest outcomes. SDI describes the individualized instruction provided to a student receiving special education services. In other words, "What does a student need that special education can provide?" SDI is the instruction applied to address academic and functional deficits. SDI is what makes special education "special." SDI is instruction intended to close the academic gap between a student with a disability and peers. The design and delivery of SDI is the core of special education. SDI is the vehicle to ensure students with disabilities receive high-quality instruction and services that will result in progress toward academic and functional standards, graduation, and meaningful post-secondary outcomes.

Goal Statement: Annual goals must be skill based and aligned to grade level standards. By the next Annual IEP Meeting, what should this student Know, Understand, or be able to Do?

The goal has been written to support: Employment Skills, Education /Training Skills, Independent Living Skills

Method / Instrumentation for Measuring Progress: By what means will progress on this goal be monitored?

Progress Monitoring Design: Descriptive Documentation

Objectives/Benchmarks:

- Objectives are knowledge, tasks or skills necessary for the student to master the annual goal.

Daily Accommodations:

- Student provided with additional breaks
- Student works best in a small group
- Student allowed use of special furniture or equipment for viewing classroom materials
- Student provided access to sound amplification system
- Student permitted to read aloud to self
- Student has use of a calculator in classwork, homework and assessments

Description of additional accommodations that will be provided:

Enter a description of accommodations and/or behavioral supports to be provided and their purpose for this student.

Describe instructional accommodations needed by the student. Examples include "Hot Passes", extended passing period, etc.

Assessment Accommodations

Math

- Student provided with additional breaks
- Student tested in small group
- Student allowed use of special furniture or equipment for viewing test
- Student provided access to sound amplification system
- Student is tested individually
- Student is tested individually and permitted to read aloud to him or her self.
- Student has the use of an adaptive/handheld calculator during sessions sessions identified as noncalculator sessions

English & Language Arts

- Student provided with additional breaks
- Student tested in small group
- Student allowed use of special furniture or equipment for viewing test
- Student provided access to sound amplification system
- Student is tested individually
- Student is tested individually and permitted to read aloud to him or her self.
- Student has the use of an adaptive/handheld calculator during sessions sessions identified as noncalculator sessions

Science [inactive]

US Government (If Offered)

- Student provided with additional breaks
- Student tested in small group
- Student allowed use of special furniture or equipment for viewing test
- Student provided access to sound amplification system
- Student is tested individually
- Student permitted to read aloud to self

Biology

- Student provided with additional breaks
- Student tested in small group
- Student allowed use of special furniture or equipment for viewing test
- Student provided access to sound amplification system
- Student is tested individually
- Student permitted to read aloud to self
- Adaptive/Handheld Calculator