

IEP vs. 504: What's the Difference?

Unsure whether your child qualifies for an IEP or a 504 plan?
And what's the difference between accommodations and
services, anyway? Use this handy chart to assess which special
education plan best suits your child's needs — plus check out
sample plans to help you get started.

The image shows two sample forms. The left one is a 'NOTICE OF INTENT REGARDING SPECIAL EDUCATION SERVICES' with various checkboxes and fields. The right one is a 'SAMPLE 504 PLAN' for a student named Brendan Davis, featuring a table of accommodations.

Area of Educational Needs	Accommodations	Person or Persons Responsible	Frequency of / When Accommodation is to be Implemented
Work Completion	Have student complete either notes or read problems	Teacher	When written work is assigned
Organization	Assign a "buddy" to work with student at end of day to make sure all needed materials and books are brought home	Student, Student Buddy, Teacher (responsible for assigning buddy)	Every day—10 minutes before the end of the school day
Behavior	Use positive reinforcers when behavior becomes inappropriate	Teacher and others staff depending on location (librarian, etc.)	Whenever needed
Instruction	Preferential seating near the front of the classroom, away from the door	Teacher	Daily
	Provide a quiet area for the student to complete work	Teacher	Whenever needed
Test Taking	Allow extra time to complete tests	Teacher	Whenever needed
	Allow the student to complete test in library or resource room	Teacher	Whenever needed

From the ADHD Experts at

ADDITUDE

Strategies and Support for ADHD & LD

ADDITUDE

Strategies and Support for ADHD & LD

A trusted source of advice and information for families touched by attention-deficit disorder—
and a voice of inspiration to help people with ADHD find success at home, at school, and on the job.

ADDitudeMag.com

TERMS OF USE

Copyright © 2015 by New Hope Media. All rights reserved. No part of this report may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, faxing, e-mailing, posting online, or by any information storage and retrieval system, without written permission from the Publisher.

All trademarks and brands referred to herein are the property of their respective owners. All references to *ADDitude* magazine, ADDitudeMag.com, and ADDConnect.com are trademarks of New Hope Media.

CONTACT INFORMATION

New Hope Media – 646-366-0830
108 West 39th St, Suite 805
New York, NY 10018

LEGAL NOTICES

ADDitude does not provide medical advice, diagnosis or treatment. The information offered here is for informational purposes only and is not intended to substitute or replace professional medical advice, diagnosis, or treatment. Always consult with your physician or other qualified health-care professional or educational consultant for questions about the health and education of you, your child, and family members. Do not disregard, avoid or delay obtaining medical or health related advice from your health-care professional because of something you have read here.

If you think you may have a medical emergency, call your doctor or 911 immediately. *ADDitude* does not recommend or endorse any specific tests, physicians, products, procedures, opinions, or other information that may be mentioned in *ADDitude* publications or web sites. Reliance on any information provided by *ADDitude* is solely at your own risk.

FOUNDER: Ellen Kingsley (1951-2007)

EDITOR IN CHIEF: Susan Caughman

EDITOR: Wayne Kalyan

STAFF

CONSULTING CREATIVE DIRECTOR: Susan Dazzo

CONSULTING ART DIRECTOR: Ron Anteroine

MANAGING EDITOR: Eve Gilman

ASSISTANT EDITORS: Devon Frye, Kimberly Horner, Janice Rodden

SOCIAL MEDIA EDITORS: Rebecca Brown Wright, Penny Williams

DIGITAL MARKETING DIRECTOR: Anni Rodgers

DIGITAL MARKETING MANAGER: Kate Harmsworth

ADVERTISING: Anne Mazza

CIRCULATION: Sue Sidler

COPY EDITOR: Gene Jones

CONTRIBUTING EDITORS:

Carol Brady, Ph.D., and John Taylor, Ph.D. (Children)

Edward M. Hallowell, M.D. (Life)

Sandy Maynard, M.S. (Coaching)

Michele Novotni, Ph.D. (Adults)

Larry Silver, M.D. (Health)

Ann Dolin, M.Ed., and Sandra F. Rief, M.A. (Education)

ADMINISTRATIVE ASSISTANT: Madalyn Baldanzi

SCIENTIFIC ADVISORY BOARD

CHAIRMAN:

Larry Silver, M.D.

Georgetown University
Medical School
Washington, DC

Peter Jaksa, Ph.D.

ADD Centers of
America
Chicago, IL

Russell Barkley, Ph.D.

Medical University of
South Carolina
Charleston, SC

Peter Jensen, M.D.

Columbia University College
of Physicians and Surgeons
New York, NY

Carol Brady, Ph.D.

Baylor College of Medicine
Houston, TX

Harold Koplewicz, M.D.

New York University
Medical School
New York, NY

Thomas E. Brown, Ph.D.

Yale University
School of Medicine
New Haven, CT

Michele Novotni, Ph.D.

Wayne Counseling Center
Wayne, PA

William Dodson, M.D.

ADHD Treatment Center
Denver, CO

Roberto Olivardia, Ph.D.

Harvard Medical School
Boston, MA

Edward M. Hallowell, M.D.

The Hallowell Center
Sudbury, MA

Patricia Quinn, M.D.

National Center for Gender
Issues and AD/HD
Washington, DC

IEP vs. 504: What's the Difference?

Unsure whether your child qualifies for an IEP or a 504 plan? And what's the difference between accommodations and services, anyway? Use this handy chart to assess which special education plan best suits your child's needs — plus check out sample plans to help you get started.

Contents

IEP vs. 504 Comparison Chart	4
Sample 504 Plan	8
Sample IEP	9

IEP vs. 504 Comparison Chart

	IEP	504 PLAN
WHAT IS IT?	An Individualized Education Plan is a blueprint detailing how a student's special education plan will be carried out. For children with unique needs due to mental or physical disabilities, IEPs outline how specific accommodations and services will provide that student with an appropriate education.	Like an IEP, a 504 plan details the academic, organizational, and social accommodations that will be used to help a child access learning at school. But 504 plans are less formal, apply to more situations, and can be used by children with a wider range of disabilities than can IEPs.
QUICK TIP! To receive an IEP, a student must require special-education services because of his or her disability. If a student with a disability does not require special-education services, he or she will generally get a 504 plan.		
THE LAW	IEPs are governed by the Individuals with Disabilities Education Act, or IDEA. IDEA is the federal law that covers special education for students with disabilities, and ensures free, appropriate public education (FAPE) to all students, regardless of ability.	504 is really shorthand for Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination on the basis of disability. It also requires FAPE for school-age students.
WHO IS ELIGIBLE?	To qualify for IDEA services, students must be classified as having at least one of the following diagnoses: <ol style="list-style-type: none"> 1. Autism 2. Blindness 3. Deafness 4. Emotional Disturbance 5. Hearing Impairment 6. Intellectual Disability 7. Multiple Disabilities 8. Orthopedic Impairment 9. Other Health Impaired —Other Health Impaired (ADHD is covered here) 10. Specific Learning Disability 11. Speech or Language Impairment 12. Traumatic Brain Injury 13. Visual Impairment 	A 504 plan is available to any public-school student with a documented disability that “substantially limits” his or her ability to learn and function in school.

	IEP	504 PLAN
HOW DOES IT APPLY TO STUDENTS WITH ADHD?	<p>Students diagnosed with ADHD may qualify for IDEA services as Other Health Impaired (OHI). However, many children with only ADHD are denied services under IDEA; the exceptions are kids with especially severe ADHD that “results in limited alertness” that “adversely affects a child’s educational performance.”</p> <p>If your child has ADHD <i>and</i> another disability, such as a speech impairment or dyslexia, it’s more likely he’ll be covered under IDEA.</p>	<p>If your child has been denied an IEP, but his ADHD still limits his ability to learn in an educational setting, he may qualify for accommodations or services under Section 504.</p>
HOW DOES IT APPLY TO LD STUDENTS?	<p>Learning disabilities (including dyslexia, dysgraphia, and dyscalculia) fall under IDEA. In order to qualify, your child must require special-education and related services.</p>	<p>A 504 plan can be created to help a child with learning disabilities, if the school determines an IEP is unnecessary.</p>
<p>QUICK TIP! Neither ADHD nor LD <i>guarantees</i> a child an IEP or a 504 plan. An evaluation of the student must demonstrate that a disability substantially affects the child’s ability to function in school, — academically, behaviorally, and/or socially.</p>		
GETTING AN EVALUATION	<p>If you request an evaluation, the school must provide one, unless it can demonstrate that other interventions (like extra assistance from the teacher or other informal accommodations) can solve the problems you have identified. If it can’t, the school is required to evaluate your child for eligibility for services, free of charge.</p>	
	<p>You may request that the school pay for an independent educational evaluation (IEE), which is conducted by an outside professional. If the school does not pay for an IEE, you may pay for one yourself. The school is required to consider, but need not follow, the recommendations of the IEE.</p>	<p>Under 504 plans, parents have no right to a publicly funded IEE. Parents are allowed, however, to pay for one themselves. The school is not required to take the results into consideration.</p>

	IEP	504 PLAN
WHO DESIGNS IT?	<p>The IEP team MUST include:</p> <ul style="list-style-type: none"> • The child’s parent or legal guardian • The child’s general-education teacher • The school’s special-education teacher 	<p>The 504 plan team members can vary, but often include:</p> <ul style="list-style-type: none"> • A parent or guardian • The child’s general-education teacher • The principal • A special-education teacher <p>With 504 plans, it’s most important to include the people who know your child best.</p>
WHAT DOES IT INCLUDE?	<p>The IEP is a written document, usually several pages long. In most cases, it includes the following:</p> <ul style="list-style-type: none"> • The student’s classification • Current academic and behavioral status • Specific academic and behavioral goals • Specific strategies for achieving these goals, and who will implement each one • Accommodations, services, and curriculum changes • The timing of each service • Plan for standardized tests • Transition plan for high school and beyond 	<p>A 504 does not have to be a written document, but it usually is. It’s generally much shorter than an IEP — about 1–2 pages long. It contains:</p> <ul style="list-style-type: none"> • The specific accommodations or services the school will provide • Who will provide the services • Who is responsible for making sure the plan is implemented
GOALS	<p>IEPs must include goals. The best goals are SMART — Specific, Measurable, Achievable Results, Time-limited.</p>	<p>504 plans do not have to include a list of enforceable goals.</p>

	IEP	504 PLAN
PARENTAL INVOLVEMENT	<p>The school is required to involve parents in the design of the plan.</p> <p>Parents must be given prior <i>written</i> notice before any service is changed, and may invoke “stay put” rights to keep services in place while disputes are being resolved. Parents must also consent in writing to the initial evaluation for an IEP. Parents must sign the IEP before it goes into effect.</p>	<p>Schools are not required to involve parents in the writing of a 504 plan. However, many schools choose to do so.</p> <p>On the other hand, parents <i>must</i> consent to any evaluation of their child for services, and parents <i>must</i> be notified of any changes to the 504 plan. This notice does not need to be written.</p>
<p>QUICK TIP! No matter what plan the school proposes for your child, you MUST consent before any evaluation is carried out or any accommodations are implemented.</p>		
MAKING REVISIONS	<p>Your child’s IEP must be reviewed every year, and she must be re-evaluated at least every three years to see if the IEP is still necessary or requires changes.</p> <p>You can call additional meetings to review the IEP whenever you’d like.</p>	<p>Rules vary by state, but are generally similar to IEP rules: The plan should be reviewed each year, and the child should be reassessed every three years.</p>
RESOLVING DISPUTES	<p>If you believe the school is not properly implementing your child’s IEP, follow these steps:</p> <ul style="list-style-type: none"> • Informal negotiation • Mediation • Due process hearing • Appeals and civil lawsuits • Formal state or federal complaints 	<p>If you believe the school is not living up to its responsibilities regarding your child’s 504 plan, you have a few options:</p> <ul style="list-style-type: none"> • Informal negotiation • Alternative Dispute Resolution (ADR) • Impartial hearing • Office of Civil Rights complaint • Lawsuit
COST TO PARENTS	Students receive accommodations and services free of charge.	
FUNDING	<p>Schools receive funding from the federal government for each additional student who has an IEP.</p>	<p>Schools do not receive additional funding for eligible students using a 504 plan. They can, however, have funding taken away if they fail to meet the requirements of Section 504.</p> <p>Funds designated for students with IEPs may not be used on 504 plans.</p>

SAMPLE 504 PLAN

Student: Brendan Davis

Date of Birth: June 23, 2004

Grade: 4th

Date of Plan: September 4, 2013

Projected Date of Review: September 1, 2014

Mental/Physical Impairment: ADHD

Area of Educational Needs	Accommodations	Person or Persons Responsible	Frequency of / When Accommodation is to be Implemented
Work Completion	Have student complete either even or odd problems	Teacher	When written work or home-work is assigned
Organization	Assign a "buddy" to work with student at end of day to make sure all needed materials and books are brought home	Student, Student Buddy, Teacher (responsible for assigning buddy)	Every day - 10 minutes before the end of the school day
Behavior	Use positive redirects when behavior becomes inappropriate	Teacher and other staff depending on location (librarian, etc.)	Whenever needed
Inattention	Preferential seating - have student sit in or near the front of the classroom, away from the door	Teacher	Daily
	Provide a quiet area for the student to complete work	Teacher	Whenever needed
Test Taking	Allow extra time to complete tests	Teacher	Whenever needed
	Allow the student to complete test in library or resource room	Teacher	Whenever needed

Approved:

Parents:

Other School Personnel

Name

Title

Date:

Teachers:

SAMPLE IEP

The following IEP was put together for an eight-year-old boy diagnosed with ADHD, specific learning challenges, especially reading and reading comprehension. Impulsive outbursts are also of concern. He is receiving individual instruction to address deficits in reading and math, plus behavioral social skills training. He also receives instruction from an occupational and speech and language therapist.

Thanks to Dr. Rhonda Hampton for giving permission to reprint this IEP.

NOTICE OF INTENT REGARDING SPECIAL EDUCATION SERVICES

The IEP Team considered a request to initiate or change the following checked item(s) regarding the educational program for:

STUDENT'S NAME: Student

- | | | | |
|--|---|------------------------------------|---|
| <input type="checkbox"/> Identification | <input type="checkbox"/> Evaluation | <input type="checkbox"/> Placement | <input checked="" type="checkbox"/> Other <u>Annual IEP</u> |
| <input type="checkbox"/> LEA Response to DPH Request | <input type="checkbox"/> Provision of Free Appropriate Public Education | <input type="checkbox"/> Other | |

DECISION

The team decided to accept/adopt the 2014-2015 IEP.

If action is proposed to be taken by the education agency regarding this decision, such action will not be taken until ten calendar days after the date of this letter, unless the IEP Team, including the parent, agrees otherwise.

Check one:

- The IEP Team and the parent have agreed to implement this decision immediately and without undue delay.
- The IEP Team has agreed that the proposed action will be taken in ten calendar days to afford the parent a reasonable period of time to consider the proposed action.

BASIS FOR DECISION

The team decided to accept/adopt the 2014-2015 IEP due to evidence showing that **Student** would benefit from specialized instruction from the special education teacher to address current weaknesses.

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

The decision to not accept/adopt the IEP was rejected because the team agreed that in order for **Student** to be successful in the general education classroom, he would need intervention from the special education teacher to address deficits that impede his ability to perform at grade level.

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Vision | <input checked="" type="checkbox"/> Observation | <input checked="" type="checkbox"/> Grades | <input type="checkbox"/> Medical Records |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Speech | <input type="checkbox"/> Developmental Scales | <input type="checkbox"/> Other Agency Information |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Language | <input checked="" type="checkbox"/> Work Samples | <input type="checkbox"/> State Assessments |
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Motor | <input type="checkbox"/> Discipline Records | <input checked="" type="checkbox"/> Other <u>Teacher/Parent Input</u> |
| <input checked="" type="checkbox"/> Behavior | <input checked="" type="checkbox"/> Interview | <input checked="" type="checkbox"/> Attendance Reports | <input type="checkbox"/> Other _____ |

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

X

at

X

(Name)

(Telephone)

X

Signature of Education Agency Official

Date Provided/Sent: X

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

DOB _____ SCHOOL YEAR _____ - _____ GRADE _____ - _____

IEP INITIATION/DURATION DATES FROM _____ TO _____

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN EXTENDED SCHOOL YEAR SERVICES.

STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:

Strengths of the student:

According to teacher input, **Student** loves to participate in class discussions. However, he will sometimes call out incorrect answers just to be the first to answer. **Student** is very loving and is respectful most of the time, but does get visibly upset when he can't be first or do something he really enjoys. **Student's** oral reading and math skills improved greatly this year when he took his time and thought things through. According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. He scored highest in the areas of visual discrimination, concept of a word, and alphabetic principle. **Student** can identify 100% of sight words on the first grade level when presented in isolation. In early numeracy, he scored highest in the areas of number naming and number identification. In a small group setting, **Student** has been working on addition and subtraction. **Student** is able to add and subtract single digit numbers, but is unsure of which operation to perform when presented in a mixed format.

Parental concerns for enhancing the education:

According to the parent survey, **Student** does not participate very well with home jobs/tasks. He has a lot of trouble with beginning homework and continues to be distracted and impulsive. He often has to take another dose of his ADHD medicine. In general, his actions are appropriate in the classroom and at home, but **Student** is still sometimes defiant and will say "no" to lots of things, which almost always resorts to punishment before he will do the thing he was asked to do. At times, he can be aggressive and is immature in his actions. **Student** has shown improvement in several areas. His spelling words and retention of them have improved. His Reading and Math both continue to improve. However, he still struggles. Reading and Math are two areas that he needs help in. The parent would like to have more contact/communication concerning behavioral issues throughout the school year. She feels that **Student** has progressed but still needs to "catch up" to continue to 2nd grade. She is interested in looking into some type of summer tutoring so that **Student** can continue to progress and perform more closely to grade level.

Student Preferences and/or Interests:

Student is an eight year old male student that will be entering the second grade at the beginning of the 2014-2015 school year. **Student** lives at home with his parents, **X**. He has one older brother named **X**. **Student** states that his favorite sport is basketball and he currently plays Dixie Baseball. His favorite subject is Science. For fun, **Student** likes to play on the playground, play video games, and play ball.

Results of the most recent evaluations:

SPEECH and LANGUAGE: The TOLD-P:4 was administered with the following results: Listening, 69; Organizing, 75; Speaking, 70; Grammar, 67; Semantics, 73; SPOKEN LANGUAGE QUOTIENT, 66.
 STAR Early Literacy: SS: 655 (Late Emergent Reader)
Student needs to consistently score between 800-900 in order to become a probable reader.
 Attendance Profile: Out of 159 days enrolled, **Student** was absent 0 days and tardy 7 days. Of the 7 days, 6 days were excused check-outs and 1 days was an unexcused check-out.

The academic, developmental, and functional needs of the student:

According to teacher input, **Student** sometimes needs prompting to stay on task. He seems to be easier to redirect in a smaller group setting. He will sometimes tattle on other peers, but still wants to please adults. He still has tendencies to be impulsive. He has shown great improvement this year, but continues to sometimes "last out" instead of communicating his frustration and anger with the teacher. Although improvements have been made in both Reading and Math, **Student** continues to perform slightly below grade level. His scaled score of 655 falls into the classification of "Late Emergent Reader". **Student** needs to consistently receive a scaled score of 800-900 in order to become a probable reader. He scored lowest in the areas of sentence and paragraph comprehension, structural analysis, phonemic awareness, and phonics. He could use improvement on blends, digraphs, and more complex multi-syllable words. According to teacher input, **Student** needs to continue working on comprehension. He must slow down and think before he gives a response. In early numeracy, on the STAR Early Literacy report, **Student** scored lowest in the areas of number object correspondence, sequence completion, and measurement. Although **Student** can add and subtract single digit numbers without regrouping, he can not yet add and subtract numbers with regrouping consistently.

Other:

Student will continue to participate in STAR Early Literacy until a consistent score of 800-900 is obtained. Once he becomes a probable reader, he will participate in STAR Reading.
 Extended school year services are not needed at this time.
Student receives occupational therapy services to address functional handwriting skills and activities to enhance

attention in the functional classroom environment. **Student** has legible handwriting when a small amount of writing is demanded of him. He is independent with self-help tasks in the school environment.

For the child transitioning from EI to Preschool, justify if IEP will not be implemented on the child's 3rd birthday:

--

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
- Does the student have behavior which impedes his/her learning or the learning of others?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have limited English proficiency?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student have communication needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the student require specially designed P.E.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Are transition services addressed in this IEP with an annual goal(s)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TRANSPORTATION

Student's mode of transportation:

Regular bus Bus for special needs Parent contract Other: Car Rider

Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

Bus assistance Adult support Medical support

Preferential seating

Behavioral Intervention Plan

Wheelchair lift and securement system

Restraint system

Specify Type:

Other Specify:

Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

YES.

YES, with supports. Describe:

NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 4.5 weeks).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

This goal is related to the student's transition services needs.

AREA: Math

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. In early numeracy, he scored highest in the areas of number naming and number identification. **Student** scored lowest in the areas of number object correspondence, sequence completion, and measurement. In a small group setting, **Student** has been working on addition and subtracting. **Student** is able to add and subtract single digit numbers, but is unsure of which operation to perform when presented in a mixed format. He can not yet add and subtract numbers with regrouping consistently.

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

By the end of the 4th nine weeks, **Student** will be able to add and subtract multi-digit numbers within 100 with and without regrouping (M. 2.9) when presented in a mixed format with 75% accuracy on assignments and tests.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> Curriculum Based Assessment | <input checked="" type="checkbox"/> Teacher/Text Test | <input checked="" type="checkbox"/> Teacher Observation | <input checked="" type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> Data Collection | <input type="checkbox"/> State Assessment(s) | <input checked="" type="checkbox"/> Work Samples | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

This goal is related to the student's transition services needs.

AREA: Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

According to teacher input, **Student** loves to participate in class discussions. However, he will sometimes call out incorrect answers just to be the first to answer. **Student** is very loving and is respectful most of the time, but does get visibly upset when he can't be first or do something he really enjoys. According to teacher input, **Student** sometimes needs prompting to stay on task. He seems to be easier to redirect in a smaller group setting. He will sometimes tattle on other peers, but still wants to please adults. He still has tendencies to be impulsive. He has shown great improvement this year, but continues to sometimes "last out" instead of communicating his frustration and anger with the teacher.

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

By the end of the 4th nine weeks, when interacting with peers and teachers, **Student** will be able to recognize, communicate, and manage feelings (anger, frustration, etc.) and impulses on a daily basis on 4 out of 5 situations.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades

Data Collection State Assessment(s) Work Samples

Other: _____

Other: _____

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

This goal is related to the student's transition services needs.

AREA: Pragmatic Language

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

The TOLD-P:4 was administered with the following results: Listening, 69; Organizing, 75; Speaking, 70; Grammar, 67; Semantics, 73; SPOKEN LANGUAGE QUOTIENT, 66.

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

By May 2015, **Student** will utilize language in socially appropriate ways, including participating in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups, [SL.2.1], follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) [SL.2.1a], building on others' talk in conversations by linking their comments to the remarks of others [SL.2.1b], and asking for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c], with minimal cues and 80% efficiency, as determined by SLP data.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades
 Data Collection State Assessment(s) Work Samples
 Other: Standardized assessment, as indicated Other: _____

BENCHMARKS:

1. By 2nd 9 weeks, **Student** will participate in tasks to facilitate following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) [SL.2.1a], with 80% efficiency and min cues, as determined by SLP data. _____
Date of Mastery

2. By 3rd 9 weeks, **Student** will participate in tasks to facilitate asking for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c], with minimal cues and 80% efficiency, as determined by SLP data. _____
Date of Mastery

3. By 4th 9 weeks, **Student** will participate in tasks to facilitate building on others' talk in conversations by linking his comments to the remarks of others [SL.2.1b], with 80% efficiency and min cues, as determined by SLP data. _____
Date of Mastery

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

This goal is related to the student's transition services needs.

AREA: Reading

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Student's oral reading skills improved greatly this year when he took his time and thought things through. According to STAR Early Literacy, **Student's** scaled score has increased from a 557 to a 655. He scored highest in the areas of visual discrimination, concept of a word, and alphabetic principle. **Student** can identify 100% of sight words on the first grade level when presented in isolation. Although improvements have been made in Reading, **Student** continues to perform slightly below grade level. His scaled score of 655 falls into the classification of "Late Emergent Reader". **Student** needs to consistently receive a scaled score of 800-900 in order to become a probable reader. He scored lowest in the areas of sentence and paragraph comprehension, structural analysis, phonemic awareness, and phonics. He could use improvement on blending, digraphs and more complex multi-syllable words. According to teacher input, **Student** needs to continue working on comprehension. He must slow down and think before he gives a response. **Student's** inability to become a probable reader has a negative impact in all academic areas.

MEASURABLE ANNUAL GOAL related to meeting the student's needs: DATE OF MASTERY: _____

By the end of the 4th nine weeks, **Student** will be able to decode words with long vowel digraphs and isolate the spelling pattern used (ELA 2.20) on 7 out of 10 trials when given a teacher probe.

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

- Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades
 Data Collection State Assessment(s) Work Samples
 Other: _____ Other: _____

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Special Education				
	1 time(s) Daily	30	08/13/2014 - 05/21/2015	Resource Room or Regular Education Classroom
Student will receive direct instruction from the special education teacher to address concerns with reading fluency and reading comprehension skills using such strategies as modeling, questioning, highlighting, chunking, rereading, and repeated practice.				
	1 time(s) Daily	30	08/13/2014 - 05/21/2015	Resource Room or Regular Education Classroom
Student will receive direct instruction from the special education teacher to address deficits with math computation skills using such strategies as modeling, use of manipulatives, and repeated practice.				
	2 time(s) Weekly	15	08/13/2014 - 05/21/2015	Resource Room or Regular Education Classroom
Student will receive direct instruction from the special education teacher to address behavior concerns using such strategies as modeling, social skill stories, and guiding Student into determining the difference between appropriate/inappropriate behaviors.				
<hr/>				
Supplementary Aids and Services		<input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed		
	Daily		08/13/2014 - 05/21/2015	Resource Room or Regular Education Classroom
Student will benefit from the following accommodations: Reinforce positive behavior for following class rules Use verbal prompts and model appropriate behaviors Give verbal praise for appropriate behaviors Redirect when off task Seat in an area free from distractions Reduce the amount of written work Allow additional time to complete assignments Assignments read orally by peer tutor, teacher, etc. as needed Use of visual aids				
<hr/>				
Program Modifications		<input type="checkbox"/> Needed <input checked="" type="checkbox"/> Not Needed		

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

Services Cont...	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Date	Location of Service(s)
Accommodations Needed for Assessments				
		<input checked="" type="checkbox"/> Needed	<input type="checkbox"/> Not Needed	
	Daily		08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p>Student will benefit from the following accommodations: Redirect when off task Seat in an area free from distractions Reduce the amount of written work Allow additional time to complete assessment Tests read orally Require fewer questions, but select ones that measure all required content Allow for the reformat of tests, as needed</p>				
Related Services				
		<input checked="" type="checkbox"/> Needed	<input type="checkbox"/> Not Needed	
Speech/Language Services	Monthly	120	08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p>Speech and language services will be provided in individual or in small group session to address and facilitate optimal language function for communication and participation in the educational environment.</p>				
Occupational Therapy	Monthly	90	08/13/2014 05/21/2015	Resource Room or Regular Education Classroom
<p>Occupational therapy services are recommended 90 minutes per month to address functional handwriting skills and strategies to improve attention in the classroom. OT will provide direct services as well as planning and consultation for improved performance in the classroom.</p>				
Assistive Technology				
		<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not Needed	
Support for Personnel				
		<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not Needed	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: Student

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 _____

EXTENDED SCHOOL YEAR SERVICES (ESY)

The IEP Team has considered the need for extended school year services. Yes No

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? Yes No

If no, explain:

Does this student receive all special education services with nondisabled peers? Yes No

If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

In order for **Student** to be successful in the general education classroom, he will receive direct instruction from the special education teacher to address concerns with Reading, Math, and behavior.

6-21 YEARS OF AGE

3-5 YEARS OF AGE

Least Restricted Environment:

01-100%-80% of the day Inside the Reg Ed Environment

COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP meeting? Yes No

If no, date sent: 05/02/2014

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP meeting? Yes No

If no, date sent: _____

Date copy of **amended** IEP provided/sent to parent/student (age 19) _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	* X	X
Parent		
General Education Teacher	* X	X
Special Education Teacher	* X	X
LEA Representative	* X	X
Someone Who Can Interpret The Instructional Implications Of The Evaluation Results	* X	X
Student		
Career/Technical Education Representative		
Other Agency Representative		
Speech Therapist	* X	X
Occupational Therapist	* X	X

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

ADDitude Special Reports Available Now

www.adhdreports.com

The Complete IEP/504 Guide

A step-by-step roadmap for securing services and accommodations for your child with ADHD or LD.

If you've watched your child struggle in school, you know how important it is to get him the help he needs. Unfortunately, when it comes to accommodations, most parents aren't sure where to even start. In this comprehensive step-by-step guide, we outline how to pursue an evaluation, which plan is best for your child's needs, and how to secure accommodations that work, suggested by educators and parents who've been there.

>> Learn More About This Special Report: <http://additu.de/iep-504-guide>

Your ADHD Homework Survival Guide

Use this ADHD-friendly guide to help you (and your child) survive nightly homework without tears, tantrums, or fights.

After working hard to focus and remember all day long, your child fights his nightly homework with a vengeance. And who can blame him? Children with ADHD struggle with executive functions, working memory, and restlessness—kills that are taxed all day. Parents who are tired of daily battles over vocab lists and multiplication tables agree: There *has* to be a better way. In this 50-page special report, you'll learn how to break the bad homework cycle and keep your child learning.

>> Learn more about this special report: <http://additu.de/hw-book>

A Parent's Guide to ADHD at School

Support strategies that nurture your child's strengths, and push him to meet the challenges each new school year brings.

Start each year off right! This must-have eBook contains nearly 100 pages of well-researched expert tips to help your child with ADHD or learning disabilities get solid accommodations, build better math or reading skills, study smarter, and more. *ADHD at School* is an essential resource for parents looking to help their child achieve the success they deserve.

>> Learn more about this special report: <http://additu.de/school-book>

FREE ADDitude Downloadable Booklets

40 Winning Accommodations for ADHD/LD Children

Use these proven accommodations to help your child overcome academic challenges

Does Your Child Have a Learning Disability?

Use this self-test to find out if your child's problems at school may be due to LD.

10 Solutions for Disorganization at School

Use these tips to get lockers, backpacks, and desks under control.

13 Parenting Strategies for ADHD Kids

What does it take to be a great parent to your ADHD child? Here's what works, and why.

Letter to Your Child's Teacher

Sample letters to craft the perfect back-to-school introduction.

Homework Help for ADHD Children

27 strategies for writing down, completing, and turning in assignments.

18 Writing Tricks for ADHD Students

Use these strategies to help your child put her ideas on paper.

Find these and many more free ADHD resources online at:

[http://additu.de/
freedownloads](http://additu.de/freedownloads)

FREE ADHD Webinar Replays from ADDitude:

ADHD Treatment Monitoring for Back-to-School

>> <http://additu.de/monitor>

Concerned that last year's ADHD treatment plan won't make grade for the upcoming school year? Now is the time to assess your child's current plan, and adjust accordingly. Expert David Rabiner, Ph.D., explains how to work with teachers to get your child's treatment plan back on track.

Homework Made Simple

>> <http://additu.de/hwk>

Homework doesn't need to be daily battle between parents and their ADHD children. Expert Ann Dolin, M.Ed., takes the 'work' out of homework with these straightforward tips for creating a study sanctuary, combating careless mistakes, and dealing with ADHD distraction.

Your Legal Rights at School

>> <http://additu.de/legal>

You know your child has a right to accommodations at school, but understanding exactly what those accommodations are? That's another story. In this expert webinar, Matt Cohen, Esq., interprets the "legal speak" and explains what evaluations, testing, and accommodations your child is entitled to by law.

How Stress Impacts Learning and Behavior

>> <http://additu.de/stress>

In today's high-pressure school environment, kids with ADHD or LD can become overwhelmed by stress. In this audio and slide presentation, hosted by Jerome J. Schultz, Ph.D., find out how school stress impacts your child's brain — and what you can do about it. Get the tools you need to help your child manage academic stress so their brain has room to grow and learn!

Raising a Child with Special Needs

>> <http://additu.de/special-needs>

The self-proclaimed "imperfect" mother-daughter duo Gina and Katie Gallagher host an extra special audio and slide presentation about raising children with special needs. Not only will you hear from the mom who's been there, done that, and written the book on special needs, you'll also hear, first-hand, what it's like to grow up, and succeed, with special needs.

FREE ADHD Newsletters from ADDitude

Sign up to receive critical news and information about ADHD diagnosis and treatment, success at school, adult ADHD, and parenting strategies: <http://additu.de/email>

Adult ADHD and LD (weekly)

Expert advice on managing your household, time, money, career, and relationships

Parenting ADHD and LD Children (weekly)

Strategies and support for parents on behavior and discipline, time management, disorganization, and making friends.

ADHD and LD at School (bimonthly; weekly from August through October)

How to get classroom accommodations, finish homework, work with teachers, find the right schools, and much more.

Treating ADHD (weekly)

Treatment options for attention deficit including medications, food, supplements, brain training, mindfulness and other alternative therapies.