

# SPED 145 Present Levels, Accommodations, and Annual Goals for the Individualized Education Program

## Introduction

The Individualized Education Program (IEP) for a student with disabilities is a unique plan tailored to the individual student that is focused on the student's needs relative to the disability and progress towards the general curriculum. There are many components to an IEP plan, the most challenging of which are the Present Levels of Academic Achievement and Functional Performance (aka "Present Levels") and the related Goals and Objectives.

## Present Levels of Academic Achievement and Functional Performance

The Present Levels statements are intended to comprehensively describe a child's abilities, performance, strengths, and needs in both academic areas and functional performance skills or activities in the context of routine activities of everyday living.

Statements are based on all of the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA's evaluation/eligibility provisions. Fully developed, well-written Present Levels statements are the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.

Well-written present levels statements will describe:

- the child's strengths and weaknesses,
- what helps the child learn,
- what limits or interferes with the child's learning,
- objective data from current evaluations of the child, and
- how the child's disability affects his or her ability to be involved and progress in the general curriculum.

## Annual Goals

Annual goals are like a road map that tells the IEP team where the child is heading this year, what skills he or she will work toward both academically and in terms of functional development. What does the IEP team feel the child can achieve by the end of the year, academically and functionally? A well-written goal should be (a) positive, (b) specific, and (c) describe a skill that can be seen (observable) and measured. It answers the questions: **By When?** (time period or ending date); **Who?** (the student); will achieve **What?** (skill or behavior); **How?**(in what manner or at what level); **Where?** (under what conditions and/or setting)?

## Assignment Overview

Each candidate will read the synopsis and raw data on a fictitious child called "Tommy", who has disabilities that affect his progress in the general education curriculum. After watching

the explanation videos posted on Canvas for this assignment and reading about “Tommy”, each candidate will write the Present levels of Academic Achievement and Functional Performance. Based on what you write in the Present Levels, develop and write five goals and objectives to address Tommy’s needs as related to his disability.

## **Directions**

### **Before you begin writing:**

1. Watch the instructor’s video explanation of the assignment and report on Canvas
2. Review the Sample IEP Goals and Objectives packet posted on Canvas.
3. Read the sample assignment posted on Canvas
4. Read the background information on “Tommy” (fictitious name) shown below that you will use for this assignment that is posted on Canvas.

### **After completing #s 1-5 above:**

1. Write the following portions for “Tommy”’s Individualized Education Program on the template provided on the last page.
  - a. Present Levels of Academic Achievement and Functional Performance
  - b. Recommend potential accommodations/modifications
  - c. Three (3) annual goals with 1 short-term objective for each goal

### **“Tommy”**

Tommy is an eight-year-old boy who enjoys baseball, swimming, and trucks. He has been seen wearing stylish clothing that depicts these themes and has shoes that require laces that he can tie independently. Before lunch, Tommy chooses to use the restroom and wash his hands independently. He loves art activities but does not like large crowds. Tommy has a good sense of humor but perseverates on items that are red in color and on sharing those items with others. When in new environments, Tommy does not initiate conversations with new people. When he gets to know people he enjoys talking to both kids his age and adults. Tommy is highly verbal and speaks in sentences. Tommy enjoys books being read to him by his family members before bed each night. His favorite book is the *Percy Jackson and the Olympians: Lightning Thief* (Rick Riordan, 2005).

According to Tommy, he dislikes writing. Most of his writing is simple sentences with a great deal of grammatical errors and little detail. He reports liking math. He has recently learned how to pitch left-handed. Tommy has a medical diagnosis of childhood-onset bipolar disorder and an educational classification of emotional disturbance.

- He has had 4 referrals to the school therapist due to becoming agitated during unstructured times (breaks and recess).
- Teachers report that Tommy is late to class. He has a 72% attendance rate for the year.

- Tommy borrows a pencil 3 out of 5 days each week.
- He takes medication for bipolar disorder on a daily basis. He is currently on a new medication.
- Tommy has a new baby brother who is 5 months old.
- Parents report that Tommy likes school but becomes frustrated during homework.
- Prior to the meeting, parents asked multiple times why so much homework is given daily.
- The School Psychologist's report states that there is a pattern of weakness in Basic Reading and Writing (letter formation).

## **Present Levels of Academic Achievement and Functional Performance**

Academic Skills:

Functional Performance:

Leisure and Social Skills: (communication, organization, independence)

Recommended Goals

Goal #1: By,

Short Term Objective:

Goal #2:

Short Term Objective:

Goal #3:

Short Term Objective: