**FOCUSED IEP (Gifted/Learning Disorder/Moderate Behaviour)** NOVEMBER 2014 DRAFT

Name: IEP Date: Teacher:

Date of Birth: Grade: Case Manager/LRT:

Designation: PEN: School:

**DATE OF PSYCHO-EDUCATIONAL OR OTHER ASSESSMENTS:** *Example: Occupational Therapy 2012, Psychology 2013*

**DIAGNOSES AND PERFORMANCE LEVELS:** *Example: Reading Disorder*

**RECOMMENDATIONS FROM ABOVE ASSESSMENTS**: *Example: Increase phonemic awareness. Use text to voice software.*

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| --- | --- | --- | --- | --- | --- |
| **MEASUREABLE GOALS** | ACADEMIC | SOCIAL EMOTIONAL | BEHAVIOR | COMMUNIC | PHYSICAL |
| 1. *Example will increase her reading vocabulary to read independently(>95%) at a grade 3 level as measured by Dolch word lists by January 2014.*
 | X |  |  |  |  |
| 1. *Example will write a paragraph that minimally meets gr. 3 writing standards, using word prediction software and spell-check, by January 2014*
 | X |  |  |  |  |
| 1. *Example will reduce his anxiety from a self-reported current level of 8/10 immediately before a test to an average of 6/10 by January 2014.*
 |  | X |  |  |  |
| 4) |  |  |  |  |  |

**ADAPTATIONS/COMPENSATORY STRATEGIES: (Who is responsible**? **C**lassroom **T**eacher, **LRT**, **EA**, **P**arent, **C**ounsellor**)**

*Teach IPAD use of math and reading apps (LRT)*

*Teach Kurzweil (LRT) and use in class (CT)*

*Use digital books (CT)*

*Anxiety reduction strategies (LST & C) -*

**TRANSITION GOALS & SERVICES:**

**Signatures:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Classroom Teacher

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 Learning Resource Teacher Principal Other:

Next **IEP Review Date:**