

**IEP - Goals Page**

NAME OF CHILD: \_\_\_\_\_ FIRST \_\_\_\_\_ MIDDLE \_\_\_\_\_ LAST \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

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**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

NAME OF CHILD: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_  
 BIRTHDATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ AGE: \_\_\_\_\_  
 PARENT(S): \_\_\_\_\_ (OTHER): \_\_\_\_\_  
 HOME ADDRESS: \_\_\_\_\_ DISTRICT/CITY: \_\_\_\_\_  
 BILLING: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_  
 The following member of the IEP team is NOT required to attend, in whole or part. Please describe the nature of a part:

Page: this field number is not required to attend

Parent Signature: \_\_\_\_\_ DATE: \_\_\_\_\_  
 IEP INTERIM IEP

**IEP - Strengths, Special Factors, and Parent Concerns Page**

NAME OF CHILD: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

List the strengths of the child and a statement of the anticipated effect on the child's participation in the general education curriculum or appropriate activities.

List the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

Current Assessment Data

**IEP**

Consideration of special factors: Check yes or no whether the IEP team considers each special factor to be relevant to this child.

Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others

Language needs as related to the IEP for a child with limited English proficiency (LEP)

Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation

Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode

Whether this child requires assistive technology devices and services

If special factors checked, see, explain determination of the team as to whether services are required in the IEP.

Parent Concerns for Enhancing the Child's Education

Initial IEP Date: \_\_\_\_\_ Interim IEP Date: \_\_\_\_\_ Subsequent IEP Date: \_\_\_\_\_  
 GDSSE Form 7 Page \_\_\_ of \_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_ FREQ: \_\_\_\_\_  
 IEP DATE: \_\_\_\_\_ 3 YR DATE: \_\_\_\_\_  
 OTHER SERVICES: \_\_\_\_\_ CASE MANAGER: \_\_\_\_\_

GOALS/OBJECTIVES	DATE

**Data Form**



**Whole Body Learning**  
Larry wants to remind you to listen with your entire body!

**Let's Learn to Sign!**  
Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Zz

**PECS Phases**

**Phase I: How to Communicate**  
- Spontaneous Requesting  
- 2- Person Prompt Procedure  
- Pick up, reach, release

**Phase II: Distance and Persistence**  
- Travel to Communicative Partner  
- Carry PECS Book  
- Persistence across obstacles

**Phase IIIA: Simple Discrimination**  
- Highly preferred vs. non-preferred  
- 1-2 second rule  
- 4-Step Error Correction Procedure

**Phase IIIB: Conditional Discrimination**  
- Correspondence Checks  
- 4-Step Error Correction Procedure  
- Find pictures in book

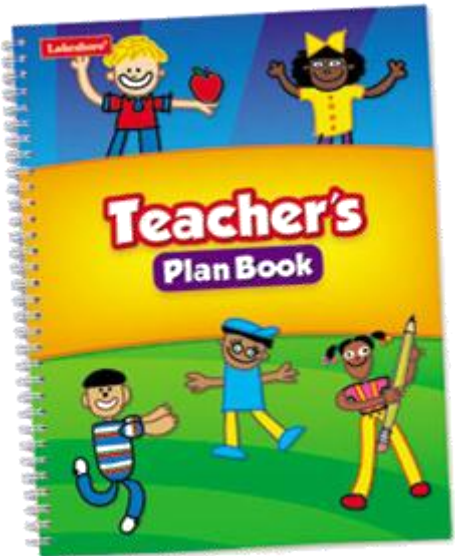
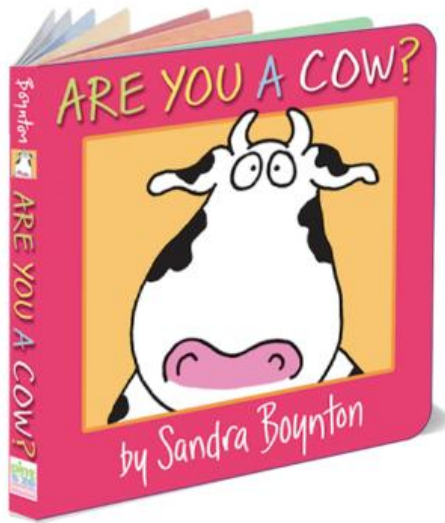
**Phase IV: Sentence Structure**  
- Construct and exchange Sentence Strip  
- Backing Error Correction Procedure  
- Constant Time Delay to encourage speech

**Attributes: Descriptive Vocabulary**  
- Request specific items  
- Size, Color, Shape, etc.  
- Action words

**Phase V: Answering, "What do you want?"**  
- Maintains spontaneous requesting  
- Progressive Time Delay

**Phase VI: Commenting**  
- Responsive Commenting  
- Commenting versus requesting  
- Spontaneous Commenting

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Speech & Language Services Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					

**Schedule**