INDIVIDUALIZED EDUCATION PROGRAM

Student's Full Name Sherry Webb **Date** _____

PART VII: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Narrative Descriptions of Present Levels of Academic Achievement and Functional Performance (refer to IEP Instructions) Add pages as needed.

Behavior:

Sherry demonstrates the inappropriate use of language including the use of profanity among peers and adults. These behaviors have been ongoing and recorded from previous schools attended. Through observation data it has been determined that outbursts occur when presented material and/or assignments are not clear to Sherry. Outbursts also take place when there is lag time within the classroom setting and during lunch as well as between classes when peers or adults suggest she does a task that she is not interested in or does not recognize the importance of doing.

Sherry has been using behavior modifications to curb her outbursts. She chooses a quiet supervised place that has been agreed upon by her and school personnel when she begins to feel her frustrations begin to build.

Impact Statement:

Sherry's behavior causes her to be off task, disruptive and defiant that affects her ability to interact cooperatively with peers and adults which impacts her progress in complying with positive relationships and societal rules.

Targeted Objective:

5-8.3.02 Student will analyze the reasons for school and societal rules.

All behavior targeted objectives can be found in POLICY 4373 on pages 9-16:
http://wvde.state.wv.us/policies/p4373-new.pdf

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PART VIII: ANNUAL GOALS, Part A (For students who are taught the WV CSOs)
* Denotes critical skill(s) to consider for extended school year.

Critical Skill	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
☐	By October 2016	given behavior strategies as determined within behavior intervention plan	Sherry will follow classroom and school rules regarding appropriate language and reducing outbursts towards peers and adults	with 95% accuracy per weekly observation check list when becoming frustrated.	
☐					
☐					
☐					

- **Progress**

How and when will the student's progress toward the **IEP goals** be reported to the parent(s)? Specify.

How? _____ When? _____

Record dates on which Progress Reports have been provided to parents.

_____ _____ _____ _____ _____ _____ _____

- **Mastery Code:** 0 = Regression 1 = Maintained 2 = Recouped
- **Student Progress Code:** P = Progress Sufficient A = Achieved
  IP = Insufficient Progress NA = Not Applicable