

INDIVIDUALIZED EDUCATION SERVICES PROGRAM (IESP)

STUDENT NAME: DAVID TWENA DATE OF BIRTH: 04/29/2011 LOCAL ID #: 235109618	DISABILITY CLASSIFICATION: Speech or Language Impairment
DATE IESP MEETING: 02/14/2019	
PROJECTED DATE IESP IS TO BE IMPLEMENTED: 02/28/2019	PROJECTED DATE OF ANNUAL REVIEW: 02/15/2020

STUDENT NAME: DAVID TWENA

NYC ID:235109618

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

David Twena currently attends 2nd grade at Yeshivat Ohel Torah Elementary school.

David's overall cognitive functioning, as measured by the WISC-V, is classified in the Average range (Full Scale IQ=100, 50th percentile). Visual Spatial Index capabilities (SS=114, 82nd percentile) is demonstrated to be in the High Average range. Verbal Comprehension Index skills (SS=92, 30th percentile) and Fluid Reasoning Index abilities (SS=106, 66th percentile) are established to be in the Average range. On a subtest of Working Memory, David performed in the Average range. Processing Speed Index capabilities (SS=89, 23rd percentile) is exhibited to be in the Low Average range.

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

According to the classroom teacher, David is progressing academically and is passing all his subjects. He can work independently, but needs time to process and complete tasks. He requires a lot of prompting, re-focusing, and re-directions to function in a classroom. In reading, David is progressing. He reads fluently. The comprehension is weaker. He does not participate in the classroom discussions without prompting and encouragement. In math, he is on a grade level but struggles with word problems. In writing, David is average in comparison to his classmates. He can form a sentence and can form his thoughts and ideas into sentences. He works slow and steady.

According to the SETSS teacher, David is currently functioning at grade level for math, but has difficulty understanding concepts and tends to try to answer quickly instead of working through a problem. David has some difficulty with word problems, as well. He struggles to grasp important information and to know how to apply that information. David also has a hard time using previous information and applying it to the new information being given.

David is currently reading on grade level and enjoys reading. His decoding skills are up to par, and shows good ability to dissect words into their individual phonemes. When asked basic "wh" questions to gauge comprehension, David needs to check the text again, but when he does, he will often answer correctly. However, David has a hard time responding to wh questions about information taught during class, as he struggles with focusing in a large setting. David has a difficult time making predictions and inferences about grade level passages. David also struggles with reading fluency and often does not stop or emphasize the proper punctuation. David can write at grade level, but struggles with spelling. He shows good memory ability, recalling spelling rules, but mixes them up when there are multiple rules or has not reviewed them recently. He also writes words with both uppercase and lowercase letters, and switches back and forth between them indiscriminately. David speaks at an appropriate level, but has difficulty understanding instructions given orally, and will sometimes require instructions to be given multiple times in multiple ways. He also tends to not focus when spoken to if he is interested or preoccupied with something else.

According to the Speech and Language Progress report, David is a friendly and inquisitive boy who receives speech-language services at his school, Yeshivat Ohel Torah, twice a week for 30 minutes. He presents with receptive and expressive language delays characterized by difficulty making predictions and inferences about grade level passages, defining novel vocabulary in context, responding to wh questions about information taught during class, retelling a story with embedded story elements, and writing summaries of stories with embedded story elements in a clear way such that the listener/reader can follow. David continues to have some lingering hesitation when interacting with peers during recess, though he does so more freely than previously.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

David enjoys learning science.

David has shown progress toward meeting his goals based on clinician observation and data collection. He can more

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

easily follow complex directives with embedded concepts and can respond to wh questions about grade level material in a one on one setting, but continues to have difficulty performing these tasks in the classroom independently as he tends to lose focus. David can sequence 4/6 pictures independently, and 6/6 with mild prompting. He retells grade level narratives utilizing story grammar elements yet occasionally omits details and/or tells the story in such a way that it can be somewhat difficult to follow. Overall pragmatic skills have improved, as David more freely engages peers in conversation and in play with appropriate turn taking.

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

The team discussed the additional time on a test to accommodate David. The teacher and the mother stated that he completes his tests on time and does not require extra time on tests.

The mother shared concerns with David's poor ability to concentrate and focus on the activity for a needed period of time at home with his homework. He requires assistance throughout and cannot be left alone. He takes time to understand and process new concepts. He requires a lot of repetition, review, and drilling before tests. The mother is also concerned that when David does not understand something, he will not ask for help.

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

According to the teacher, David likes to be alone. He is quieter in nature compared to his classmates. He can join the group with external assistance.

According to the SETSS provider, David gets upset when he feels things are not going his way, and will pout and put his head down. David will also be persistent that his work method is the right one, even if the answer is incorrect. It is hard for him to stop and recognize that he made a mistake and he will continue with his method even if the teacher is telling him otherwise. David tends to hesitate when interacting with his peers, but will respond when spoken to. Even in group projects, David prefers to work by himself. He also has difficulty with social cues, such as touching the other person he is talking to or interrupting others.

Counseling: David continues to struggle in his ability to get along with his peers. David follows classroom rules and respects authority figures. Therapist focused on helping David transition into the school as well as having him get along better with his peers. He sometimes acts immaturely when playing with others during recess or while he is in group sessions. Therapist is also working on David being able to express himself more easily and improve his self-esteem. Therapist sometimes joins David in the playground so he can encourage more appropriate interaction with his peers. However, David often will often focus on eating his snack rather than play with others.

STUDENT STRENGTHS:

David enjoys hands-on activities and drawing pictures. David is respectful to peers and adults. No behavioral concerns noted.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

The mother is concerned that David likes adult company and clings to teachers rather than playing with his peers. He cannot initiate social contact and requires a lot of prompting to join and remain in a play. He is very sensitive and cries frequently when he perceives his feelings being hurt.

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

Overall good health is reported.

PT: David presents with poor endurance, poor postural control / sluggish postural reactions, defects in balance and coordination & delays in his overall gross motor skills. He is unsteady during single leg standing, standing on tiptoes and line walking. He could jump forward using 2-footed takeoff & landing for 28-30 inches. He can maintain single leg standing for ~5 seconds but w/arms raised at the sides and his trunk swaying sideways. He can stand on tiptoes with arms raised overhead for 4 seconds without moving his feet to maintain his balance. He is able to ascend and descend one flight of stairs alternating legs with support of rails. He can walk forwards on a 4"x8" line without stepping off with arms raised at the sides 3x out of 5 trails. He has difficulty in jumping over a hurdle. He has difficulty in jumping off from a 7"-high platform without support. David has difficulty in throwing a tennis ball using an overhand and underhand patterns. He can hit a target placed 5 feet away using an overhand throw 3x out of 5 trails. He can hit a target placed 5 feet away using an underhand throw 2x out of 5 trails.

OT: David is a keen young man who presents with sensory defensiveness issues that impedes his ability to register sensory information successfully throughout his day. He has difficulty to maintain a proper level of sensory arousal for an age appropriate length of time in order to carry out class-room activities during a school day. Written and visual perceptual motor works indicate that David displays decreased visual/perceptual motor skills and decreased motor

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS
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planning skills. He needs improvement in fine motor coordination skills especially with handwriting.
STUDENT STRENGTHS: David enjoys good physical health.
PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: Overall muscle tone is low and does not like to move. He is very reserved and "scared" of any physical activities. He is very picky with his choice of food and does not tolerate certain textures. He is generally fearful of new places, people, and changes in his routines.
MANAGEMENT NEEDS THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE: David would benefit from preferential seating, tasks broken down into smaller components, repetition of instructions, preview and review of lessons, multi-modal approach to instructions, visual and verbal cues, prompting, modeling, positive reinforcement and encouragement.
EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM David presents with delays in expressive, receptive, and social pragmatic language. Further, he struggles to recognize and cope with anxiety related to social interactions. He struggles with attention and sensory processing delays. David also becomes easily fatigued due to low muscle tone. David can participate in the general education curriculum with academic support and support from related services.

STUDENT NAME: DAVID TWENA

NYC ID:235109618

BEGINNING NOT LATER THAN THE FIRST IESP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)
MEASURABLE POSTSECONDARY GOALS
LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT
EDUCATION/TRAINING:
EMPLOYMENT:
INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):
TRANSITION NEEDS In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

STUDENT NAME: DAVID TWENA

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MEASURABLE ANNUAL GOALS			
THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS			
ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
In one year, David will be able to correctly determine relevant information in a word problem and explain answers verbally, pictorially, and in writing.	with 80% accuracy in 4/5 consecutive trials	Recorded Teacher/Provider Observations Teacher Made Materials Class Activities Performance Assessment Task	1 time per quarter
In one year, David will demonstrate improved			

<p>core and upper body strength as measured by ability to sit with upright posture during handwriting task and show proper shoulder and elbow stabilization as well as wrist extension for ten minutes with no prompting.</p> <p>Within one year, David will demonstrate the ability to write a short narrative material in which he recounts two or more appropriately sequenced events and include some details regarding what happened, as well as provide some sense of closure independently or with minimal check lists support.</p> <p>In one year, David will be able to retell a story with approximate sequence and identify main characters.</p> <p>In one year, David will demonstrate the ability to use basic punctuation when reading orally, notice his own errors, and begin correcting his own mistakes.</p>			
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ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
<p>1. Within one year, David will demonstrate improved receptive language skills as demonstrated by his ability to respond to wh-questions about information taught during class and about grade level passages he reads or those which are read aloud to him, follow complex multi-step directives in the classroom setting, make predictions and inferences about passages he has read or about those which are read aloud to him, and define novel vocabulary in context .</p> <p>2. Within one year, David will demonstrate improved expressive language skills by retelling and producing oral/written summaries of stories he has read or those which are read to him, incorporating all story elements in a clear way such that the listener/reader can follow, and creating novel sentences with new vocabulary.</p>	<p>with 80% accuracy in 4/5 consecutive trials</p>	<p>Recorded Teacher/Provider Observations</p>	<p>1 time per quarter</p>

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
<p>1. In one school year, David will improve his upper limb coordination so he can participate with his peers in ball handling activities during recess / school gym class. David will catch a small ball from 7 feet away using both hands, 4x out of 5 trials. He will also dribble a medium-size ball at least 10x, 4x out of 5 trials, Progress will be measured quarterly using</p>	<p>with 80% accuracy in 4/5 consecutive trials</p>	<p>Recorded Teacher/Provider Observations</p>	<p>1 time per quarter</p>

<p>therapist observation. 2. In one school year, David will improve his overall muscle strength in order to help him achieve age-appropriate gross motor skills. David will perform push-ups 10x in 30 seconds and sit-ups 10x in 30 seconds without assistance. Progress will be measured quarterly using therapist observation. 3. In one school year, David will improve his balance / postural control so he can safely negotiate his home, school and community environment. David will be able to stand on one foot for 10 seconds and walk backwards on a 4"x8' straight line, 4x out of 5 trials. Progress will be measured quarterly using therapist observation.</p>			
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ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
<p>Goal # 1: In one school year, through therapeutic exercises designed to facilitate good body awareness and great graphesthesia skills, student will gain adequate registration of sensory input evidenced by his ability to display no generalized delayed processing information, no gravitational insecurity, no joint laxity and instability during age appropriate school function and motor skills. Goal # 2: Within one academic year, using a handwriting program designed to promote correct letter formation/size, good spacing between words/sentences, and writing organization on a page, student will be able to hold a pen with a dynamic tripod grasp and good hand control to write independently 1 to 2 paragraphs about his favorite subject in school starting with a capital letter at the beginning of a sentence and a punctuation mark at the end while writing neatly and legibly within boundaries and properly aligned within the time allotted by the teacher. Goal 3: Within one year, through fine motor activities constructed to enhance cognitive skills including motor planning, visual/perceptual motor skills, student will be able to participate on purposeful academic tasks in order to complete class-room assignments and other reading activities such as processing the content of a story read in class and being able to answer questions about the story.</p>	<p>with 80% accuracy in 4/5 consecutive trials</p>	<p>Recorded Teacher/Provider Observations</p>	<p>1 time per quarter</p>

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF	CRITERIA MEASURE TO DETERMINE IF	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
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THE YEAR IN WHICH THE IESP IS IN EFFECT	GOAL HAS BEEN ACHIEVED		
In one year, David will continue to work on building up his self-esteem 80% of the time In one year, David will continue to increase his maturity level 80% of the time In one year, David will continue to work on being able to express his feelings and thoughts with others 80% of the time In one year, David will continue to improve his ability to interact more appropriately with others 80% of the time	with 80% accuracy in 4/5 consecutive trials	Recorded Teacher/Provider Observations	1 time per quarter

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REPORTING PROGRESS TO PARENTS
Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: at the same time school report cards are issued

STUDENT NAME: DAVID TWENA

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RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING & ENDING/ SERVICE DATES
SPECIAL EDUCATION PROGRAM: Special Education Teacher Support Services (SETSS)	Direct Service Group service Language of Service: English	3 time(s) per week	Period	Separate Location	02/28/2019
RELATED SERVICES: Speech-Language Therapy	Group service Language of Service: English	2 time(s) per week	30 minutes	Separate Location provider's location	02/28/2019
Physical Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location provider's location	02/28/2019
Occupational Therapy	Individual service Language of Service: English	1 time(s) per week	30 minutes	Separate Location provider's location	02/28/2019
Counseling Services	Individual service Language of Service: English	1 time(s) per week	30 minutes	Separate Location provider's location	02/28/2019
Counseling Services	Group service Language of Service: English	1 time(s) per week	30 minutes	Separate Location provider's location	02/28/2019

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					

STUDENT NAME: DAVID TWENA

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TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN): INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT.

TESTING ACCOMMODATIONS	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input checked="" type="checkbox"/> NONE		

*Conditions — Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
 **Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

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COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

STUDENT NAME: DAVID TWENA

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PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS (TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)
<input checked="" type="checkbox"/> The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students. <input type="checkbox"/> The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.
Identify the alternate assessment: Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

STUDENT NAME: DAVID TWENA

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SPECIAL TRANSPORTATION
TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY
<input checked="" type="checkbox"/> None. <input type="checkbox"/> Student needs Special Transportations Accommodations/Services as follows:

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PLACEMENT RECOMMENDATION
Student is Parentally Placed in a Non-Public School

STUDENT NAME: DAVID TWENA

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DATE OF IESP: 02/14/2019

ATTENDANCE PAGE		
PLEASE NOTE THAT YOUR SIGNATURE REFLECTS YOUR PARTICIPATION AT THE CONFERENCE AND DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM.		
ROLE (INDICATE IF BILINGUAL)	NAME	SIGNATURE
Related Service Provider/Special Education Teacher	Linda Herskovitz	
Parent/Legal Guardian	LEORA TWENA	
District Representative (Bilingual)	Svetlana Margulis	
School Psychologist	Esther Reich	