

Tahressa Clark

Tracy's IEP

Relevant background information: In the “parents concerns” section, it is stated that Tracy’s behavior has been inconsistent and her father shows concern for her social skills. This could tell us how and why she may act out at school because her parents think that when she stays with dad, she misbehaves more. Another valuable piece of background information that may tell us what to expect from Tracy’s performance in school is in the “eligibility decision” section. This section lets us know that Tracy has a speech impairment, and has been diagnosed with category 3 of ADHD. Also in the “behavioral concerns” section, it is shared that Tracy has demonstrated disruptive behavior in the past.

Strengths, response, current level: In her IEP, Tracy’s strengths are listed as “Tracy has a caring heart. She wants to help others around her. She enjoys working in groups and is a natural leader. Tracy also has strong math skills.” There was nothing listed for “Response to Instructional Strategies and Resource Based Interventions” because this was not the initial evaluation. Her current grades are as follows: “Reading C-, English Language Arts C, Math B-, Science C, Social Studies C (specials include passing grades, but all teachers have commented that her behavior is keeping her from higher achievement).”

If I were Tracy’s teacher, to provide better instruction for her, I would look at her strengths and try to incorporate them. For example, Tracy works well in groups. I would take that information and try to do more group projects or activities to help her better understand and demonstrate her knowledge of the material.

Disability: Tracy’s primary disability is a specific learning disability but it does not explicitly list which one. Her secondary disabilities include speech impairment and other health impairment. These determinations are made through professional diagnoses. Based on these, we may expect to see some trouble with certain speech sounds, being overly active, and feeling the need to control situations.

Special Considerations: There are no special considerations.

Goals: The goal I, as Tracy’s general education teacher, would focus on would be “When given a nonfiction text at her instructional level, Tracy will identify an accurate comparison of two texts with 75% mastery on 5 consecutive assessments by the end of the 4th grading period.” I would help Tracy achieve this goal by working in small groups during reading time because she has demonstrated that that helps her listen and learn better.

Accommodations: I will ensure that Tracy always gets her accommodations by having a spot in the room specifically designed for her and her cool down cards. To explain this to the other kids,

I would be completely honest because that is what they are going to understand the most. If you just tell them “Don’t worry about it,” then they are just going to be upset wondering why they don’t get a special spot. So I would explain to them that Tracy’s brain sometimes gets a little too distracted and has a hard time focusing on one thing at a time and when she is having trouble focusing, she gets upset and she needs a way to help regulate her emotions.

Other Considerations: These are three of Tracy's other considerations “Student does not attend an accredited school and will not participate in statewide assessments. Student will not yet be in grade 3. Student and will be in grades 3-8 at an accredited school.” It is important that the teacher knows these because they should be fully aware of everything in her IEP.