

IEP STRENGTHS, CONCERNS, INTERESTS AND PREFERENCES

Student: _____ ID#: _____ Grade: _____ DOB: _____ DATE: _____

STRENGTHS, CONCERNS, INTERESTS AND PREFERENCES

STATEMENT OF STUDENT STRENGTHS

STATEMENT OF PARENT EDUCATIONAL CONCERNS

STATEMENT OF STUDENT'S PREFERENCES AND INTERESTS *(required if transition services will be discussed, beginning at age 14 or younger if appropriate)*

If student was not in attendance, describe the steps taken to ensure that the student's preferences and interests were considered:

IEP STRENGTHS, CONCERNS, INTERESTS AND PREFERENCES (Continued)

Student: _____ ID#: _____ Grade: _____ DOB: _____ DATE: _____

CONSIDERATION OF SPECIAL FACTORS

1. Does the student's behavior impede the student's learning or the learning of others? ☐ No. ☐ Yes.
If YES, IEP committee must provide positive behavioral strategies, supports and interventions, or other strategies, supports and interventions to address that behavior.
☐ Addressed in IEP.
2. Does the student require assistive technology devices and services? ☐ No. ☐ Yes.
If YES, IEP committee must determine nature and extent of devices and services.
☐ Addressed in IEP.
3. Does the student have limited English proficiency? ☐ No. ☐ Yes.
If YES, IEP committee must consider the following (check box if IEP committee considered the item):
☐ Language needs of the student as those needs relate to the student's IEP.
4. Is the student blind or visually impaired? ☐ No. ☐ Yes.
If YES, IEP committee must evaluate reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or use of Braille) and must provide for instruction in Braille and use of Braille unless determined not appropriate for the student.
☐ Braille instruction and use of Braille is not appropriate for student. ☐ Braille instruction and use of Braille is addressed in IEP.
5. Is the student deaf or hard of hearing? ☐ No. ☐ Yes.
If YES, IEP committee must consider the student's language and communication needs and consider the following (check box if IEP committee considered the item):
☐ The related services and program options that provide the student with an appropriate and equal opportunity for communication access.
☐ The student's primary communication mode.
☐ The availability to the student of a sufficient number of age, cognitive, academic and language peers of similar abilities.
☐ The availability to the student of adult models who are deaf or hearing impaired and who use the student's primary communication mode.
☐ The availability of special education teachers, interpreters and other special education personnel who are proficient in the student's primary communication mode.
☐ The provision of academic instruction, school services and direct access to all components of the educational process, including, without limitation, advanced placement courses, career and technical education courses, recess, lunch, extracurricular activities and athletic activities.
☐ The preferences of the parent or guardian of the student concerning the best feasible services, placement and content of the student's IEP.
☐ The appropriate assistive technology necessary to provide the student with an appropriate and equal opportunity for communication access.
6. Does the student have a Specific Learning Disability and Dyslexia? ☐ No. ☐ Yes.
If YES, the IEP committee must consider the following instructional approaches (check box if IEP committee considered the item):
☐ Explicit, direct instruction that is systematic, sequential and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student.
☐ Individualized instruction to meet the specific needs of the student in an appropriate setting that uses intensive, highly-concentrated instruction methods and materials that maximize student engagement.
☐ Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition.
☐ Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice.