

# From Unique Needs to Individualized Services on Your Child's IEP:

## Records Review

NOTE: This chart is a sample, based on a hypothetical 11<sup>th</sup> grade student who has an IEP. Autism Spectrum Disorder is the primary disability on the IEP.

[Find a blank chart you can use to review your child's special education records, with instructions](#)

<p>NEEDS: Intellectual functioning (cognitive impairment, needs related to processing speed or working memory)</p>	<p>SERVICES/SUPPORTS on the IEP: Intellectual functioning</p>
<ul style="list-style-type: none"> <li>• Very low processing speed compared to full scale IQ on the WISC-V (Eval, p. 4)</li> <li>• Struggles to take notes in class &amp; keep up with discussion (IEP, p. 2)</li> <li>• Seems to freeze up in class sometimes, looks lost (IEP, p. 2)</li> <li>• Submits incomplete tests &amp; homework (IEP, p. 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Accommodation: extra time to respond to questions in class</li> </ul>
<p>NEEDS: Executive functioning (difficulty with organization, planning &amp; prioritizing, task initiation &amp; completion)</p>	<p>SERVICES/SUPPORTS on the IEP: Executive functioning</p>
<ul style="list-style-type: none"> <li>• Significant needs in the area of planning &amp; organizing skills (Eval, p. 5)</li> <li>• Can't stay on top of long-term projects without significant support from teachers (IEP, p. 3)</li> <li>• Frequently misplaces or loses essential materials required for class (IEP, p. 3)</li> <li>• At home, bedroom is a mess &amp; personal items often go missing (IEP, p. 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Direct services from the ASD Teacher, 45-minute sessions, 5 sessions per week</li> </ul>

NEEDS: Speech, language, communication	SERVICES/SUPPORTS on the IEP: Speech, language, communication
<ul style="list-style-type: none"> <li>• Pragmatic language for social communication is extremely discrepant from same-age peers (Eval, p. 7)</li> <li>• Typically talks to peers about a very narrow range of topics of interest (IEP, p. 3)</li> <li>• Uses scripts from favorite movies or books frequently in conversation (IEP, p. 3)</li> <li>• Misses sarcasm &amp; non-verbal cues from peers in social situations (IEP, p. 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Direct services from the Speech/Language pathologist, 30-minute session, 1 session per month</li> <li>• Direct services from the school Social Worker, 30-minute group social skills session, 1 session per week</li> </ul>

NEEDS: Health	SERVICES/SUPPORTS on the IEP: Health
<ul style="list-style-type: none"> <li>• Diagnosis of epilepsy (Eval, p. 10)</li> <li>• Family is providing support to prepare the student for transitioning to adult health care (IEP, p. 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Program supports: Documentation of Individual Health Plan currently in effect &amp; training of all staff by school Nurse at the beginning of each new school year</li> </ul>

NEEDS: Sensory regulation (when your child has a significantly higher or lower tolerance for specific sensory experiences/environments)	SERVICES/SUPPORTS on the IEP: Sensory regulation
<ul style="list-style-type: none"> <li>• Overstimulated by noisy sound environments (Eval, p. 10)</li> <li>• During spring semester, accumulated 32 tardies due to difficulty navigating the noise &amp; congestion in the hallways (IEP, p. 3)</li> <li>• During spring semester, ate lunch by the lockers almost every day to avoid the cafeteria (IEP, p. 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect services from the O/T, 30 minutes per month</li> <li>• Accommodation: Dismissal from class 2 minutes early to avoid reverberating sounds in the hallway during passing time</li> <li>• Accommodation: Classes scheduled around 1<sup>st</sup> lunch, which has a very low number of students compared to later lunch periods</li> </ul>

NEEDS: Social, emotional, behavioral	SERVICES/SUPPORTS on the IEP: Social, emotional, behavioral
<ul style="list-style-type: none"> <li>• Struggles with problem-solving when conflicts get in the way of social relationships (Eval, p. 13)</li> <li>• Social life with classmates from the high school outside school hours is very limited (IEP, p. 4)</li> <li>• Incident with a peer at the Spring dance led to school refusal on the following Monday due to anxiety over facing peers (IEP, p. 4)</li> <li>• Sometimes overwhelmed by anxiety at school, breaks down into tears unexpectedly (IEP, p. 4)</li> </ul>	<ul style="list-style-type: none"> <li>• ASD-licensed teacher on the IEP team</li> <li>• Direct services from the school Social Worker, 30-minute group social skills session, 1 session per week</li> </ul>

NEEDS: Assistive Technology	SERVICES/SUPPORTS on the IEP: Assistive Technology
<ul style="list-style-type: none"> <li>• Significant needs in the area of planning &amp; organizing skills (Eval, p. 5)</li> <li>• Overstimulated by noisy sound environments (Eval, p. 10)</li> <li>• Sometimes overwhelmed by anxiety at school, breaks down into tears unexpectedly (IEP, p. 4)</li> </ul>	

NEEDS: Transition to Postsecondary education & training	SERVICES/SUPPORTS on the IEP: Postsecondary education & training
<ul style="list-style-type: none"> <li>• Strong desire to get a degree for a career related to animal science or zoology, but no knowledge of the steps to take to get into college (Eval, p. 14)</li> <li>• ACT scores do not reflect actual readiness for college because student cannot complete the exam in the standard time allowed. (IEP, p. 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition services: Guidance counselor is supporting student with application for extended time on the ACT.</li> </ul>

NEEDS: Transition to Employment	SERVICES/SUPPORTS on the IEP: Employment
<ul style="list-style-type: none"> <li>• History of getting fired from a series of jobs (Eval, p. 15)</li> <li>• Struggles to recognize how different workplace environments make it easier or more difficult to be successful on the job (IEP, p. 5)</li> <li>• Uncomfortable with disclosing disability at job interviews (IEP, p. 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition services: School district work-based experience program at local garden nursery</li> </ul>

**It's also important to review the documentation of your child's strengths, interests, and preferences in the school district Evaluation Report and in the Present Levels of your child's current IEP.**

STRENGTHS, INTERESTS & PREFERENCES	SERVICES/SUPPORTS on the IEP are shaped by my child's strengths, interests, and preferences in the following ways:
<ul style="list-style-type: none"> <li>• Loves long-distance running (IEP, p. 2)</li> <li>• Started raising honeybees over the summer (IEP, p. 2)</li> <li>• Encyclopedic memory for facts about pollinators &amp; the process of pollination (IEP, p. 2)</li> <li>• Strong rote memory (Eval, p. 20)</li> </ul>	<ul style="list-style-type: none"> <li>• Runs on the Varsity Cross Country team</li> <li>• Accommodation: Long-term projects for core curriculum classes are modified to include a component where student can demonstrate mastery of content via rote memory skills</li> </ul>

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