

IEP Support Plan

Nicholas | Grade 2 | Other Health Impaired

■ Quick Reference Card

★ MUST DO DAILY

- Provide verbal encouragement and repeat/clarify directions
- Ensure access to manipulatives for math work
- Use timer to prevent rushing through assignments
- Check in on self-advocacy - is he using help signal when needed?

■ WATCH FOR

- Increased speech dysfluencies (may indicate stress or excitement)
- Rushing through work without checking answers
- Struggling silently instead of asking for help
- Difficulty with peer interactions during unstructured times

■ STRENGTHS

- Respectful and follows classroom procedures well
- Enjoys being a leader in small group settings
- Strong interest in math and science
- Can work independently once started on tasks

■ MOTIVATORS

- Leadership opportunities in small groups
- Extra time with preferred math and science activities
- Lego building and construction activities
- Computer-based learning programs

✓ Daily Accommodations Checklist

Physical Environment

- Preferential seating with proximity control (*Seat Nicholas in front row, left side if right-handed, away from high-traffic areas and windows*)
- Reduce auditory distractions (*Use carpet squares, tennis balls on chair legs, or provide noise-cancelling headphones during independent work*)
- Secure materials to work area (*Use clipboard, tape corners of worksheets, or provide slant board to prevent papers from sliding*)

Response and Timing

- Extended time for assignments (*Give 1.5x time for classwork, send unfinished work home rather than rushing*)
- Allow use of manipulatives (*Keep counting bears, number line, and graph paper easily accessible at his desk*)
- Movement opportunities (*Offer desk breaks every 15 minutes - deliver papers, get supplies, stretch at desk*)

Instruction Delivery

- Repeat, clarify, summarize directions (*Give directions in 2-3 step chunks, have Nicholas repeat back, post visual direction cards*)
- Multisensory presentation (*Use visual aids, manipulatives, and verbal explanations together - never just one modality*)
- Break assignments into smaller steps (*Use sticky notes to cover parts of worksheets, reveal one section at a time*)

■ Goal-Based Intervention Plans

Reading Comprehension

Use evidence from text to answer inference questions with 75% accuracy using highlighter

Current: Difficulty identifying evidence in passages to answer inference questions



Target: 75% accuracy on inference questions with text evidence

■ Strategies

Guided highlighting with question stems:

Teach Nicholas to highlight key details, then use sentence f...

Think-aloud modeling: Model your thinking process when making inferences, emphasizing

■ iReady Skills

- Making Inferences and Drawing Conclusions (RL.2.1)
- Asking and Answering Questions (RL.2.1a)
- Key Details in Literature (RL.2.2)

■ Monitoring

Tool: DIBELS Reading Comprehension or teacher-made inference probes

Frequency: Weekly

Track: Percentage of inference questions answered correctly with text evidence cited

Math - Three-Digit Subtraction

Subtract three-digit numbers with regrouping using manipulatives at 75% accuracy

Current: Has difficulty with three-digit regrouping



Target: 75% accuracy on three-digit subtraction with regrouping

■ Strategies

Concrete-Representational-Abstract

progression: Start with base-10 blocks, move to drawings, then to abstract...

Step-by-step visual guide: Create a poster with regrouping steps: 1) Can I subtract? 2)...

■ iReady Skills

- Subtracting Three-Digit Numbers with Regrouping (NBT.2.7)
- Understanding Place Value to 1000 (NBT.2.1)
- Adding and Subtracting within 100 with Regrouping (NBT.2.5)

■ Monitoring

Tool: Weekly computation probes with 10 three-digit subtraction problems

Frequency: Weekly

Track: Number of problems solved correctly with proper regrouping process

Math - Measurement

Measure objects in inches using a ruler with 75% accuracy in 5 out of 8 opportunities

Current: Has difficulty with measurement



Target: 75% accuracy measuring objects in inches

■ Strategies

Ruler placement and reading instruction:

Teach to align object with 0, read at the end point, practice...

Estimation before measuring: Have Nicholas estimate length first, then measure to check -...

■ iReady Skills

- Measuring Length in Standard Units (MD.2.1)
- Estimating Lengths in Standard Units (MD.2.3)
- Comparing and Ordering Lengths (MD.2.4)

■ Monitoring

Tool: Weekly measurement tasks with 8 different objects

Frequency: Weekly

Track: Number of objects measured correctly to nearest inch

Reading Decoding

Decode and read CCVC words with l-blends and r-blends with 75% accuracy

Current: Has difficulty decoding CCVC words



Target: 75% accuracy reading CCVC words with consonant blends

■ Strategies

Sound-by-sound blending with finger tapping:

Tap each sound in blend, then sweep finger to blend smoothly...

Word building with letter tiles: Build CCVC words by starting with VC ending, then adding consonant...

■ iReady Skills

- Decoding Words with Consonant Blends (RF.2.3)
- Phonics: Blending Sounds (RF.2.3a)
- Decoding Two-Syllable Words (RF.2.3e)

■ Monitoring

Tool: DIBELS Nonsense Word Fluency or teacher-made CCVC word lists

Frequency: Bi-weekly

Track: Number of CCVC words read correctly per minute

Self-Advocacy

Use nonverbal cue to request assistance in 4 out of 6 opportunities

Current: Finds it difficult to ask for help and request accommodations



Target: Consistently uses help-seeking signal when needed

■ Strategies

Establish and practice help signal: Teach Nicholas to raise index finger or place red cup on desk...

Pre-arranged check-in system: Set times to check with Nicholas about whether he needs help...

■ iReady Skills

N/A

■ Monitoring

Tool: Daily observation chart tracking help-seeking attempts

Frequency: Daily observation

Track: Number of times help signal is used appropriately vs. times help was needed

Fine Motor/Writing

Write legible sentences with proper spacing and letter formation in 5 out of 10 assignments

Current: Struggles with spacing and letter formation due to poor motor control



Target: Legible writing with appropriate spacing 50% of the time

■ Strategies

Finger spacing and handwriting lines: Use finger spacer or popsicle stick between words, provide r...

Multi-sensory letter formation practice: Practice letter formation in sand tray, with finger paints, ...

■ iReady Skills

N/A

■ Monitoring

Tool: Weekly handwriting rubric scoring legibility and spacing

Frequency: Weekly assessment of writing samples

Track: Percentage of letters formed correctly and appropriate spacing between words

■ Behavior Support Strategies

✓ Proactive

Task completion visual timer: Use 15-minute timer to help Nicholas pace himself ...

Social conversation starter cards: Provide conversation starter cards for peer intera...

Movement breaks: Schedule movement breaks every 20 minutes to help ...

■ When Issues Arise

If When Nicholas rushes through w: Use gentle redirection: 'Let's slow down...'

If When Nicholas appears frustrat: Provide choice: 'I notice this seems tri...

If When speech dysfluencies incre: Model slow, calm speech and give extra p...

♥ Motivators

- Leadership roles in small groups (leverages his enjoyment of being a leader)
- Extra time with math or science activities (his preferred subjects)
- Opportunity to help with Lego building activities
- Computer time for independent learning programs