

**Macomb Intermediate School District  
Individualized Educational Plan (IEP)– Form Text Suggestions and Examples  
(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

**Individualized Education Plan Page 1**

**All Districts**  
**(AllDistricts)**

Anchor Bay School District  
Armada Area Schools  
Arts Academy In the Woods  
Center Line Public Schools  
Chippewa Valley Public Schools  
Clintondale Community Schools  
Conner Creek Academy  
Conner Creek Academy East  
East Detroit Public Schools  
Fitzgerald Public Schools  
Fraser Public Schools  
Huron Academy  
Lake Shore Public Schools  
Lakeview Public Schools  
L'Anse Creuse Public Schools  
Macomb Academy  
Macomb Intermediate School District  
Meritt Academy  
Mt. Clemens Community Schools  
New Haven Community Schools  
Richmond Community Schools  
Romeo Community Schools  
Roseville Community Schools  
South Lake Schools  
Utica Community Schools  
Van Dyke Public Schools  
Warren Consolidated Schools  
Warren Woods Public Schools

**Grade**  
**(p1GradeLevels)**

DK  
KG  
01  
02  
03  
04  
05  
06  
07  
08  
09  
10  
11  
12  
13 – Alternative Ed  
14 – Special Education Ungradeable  
20 – Adult Education

**Student's Ethnic Group**

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**(p1EthnicGroup)**

American Indian or Alaska Native  
Asian American  
Black or African American  
Native Hawaiian or Other Pacific Islander  
White  
Hispanic or Latino

**Relationship to the Student**  
**(p1Relationship)**

Adult Student 18+  
Doctor/Physician  
Foster Parent  
Guardian, Legal  
Parent, Non-Custodial  
Parent, Custodial  
Parent, Surrogate

**Impairment Area**  
**(p1Impairment&Rules)**

Autism R340.1715  
Cognitive Impairment R340.1705  
Early Childhood Developmental Delay 340.1711  
Emotional Impairment R340.1706  
Hearing Impairment R340.1707  
Other Health Impairment R340.1709a  
Physical Impairment R340.1709  
Severe Multiple Impairment R340.1714  
Specific Learning Disability R340.1713  
Speech and Language Impairment R340.1710  
Traumatic Brain Injury R340.1716  
Visual Impairment R340.1708

**Impairment Traits**  
**(p1Impairment&Traits)**

**1 - Specific Learning Disability (LD)**

LD - Oral Expression (OE)  
LD - Listening Comprehension (LC)  
LD - Written Expression (WE)  
LD - Basic Reading Skill (BRS)  
LD - Reading Comprehension (RC)  
LD - Mathematics Calculation (MC)  
LD - Mathematics Reasoning (MR)

**2- Speech and Language Impairment (SLI)**

SLI - Language Phonology (PHO)  
SLI - Language Morphology (MOR)  
SLI - Language Syntax (SYN)  
SLI - Language Semantics (SEM)  
SLI - Language Pragmatics (PRA)  
SLI - Articulation (ART)  
SLI - Fluency (FLU)  
SLI - Voice, Pitch, Loudness, or Quality (VOI)

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**3 - Cognitive Impairment (CI)**

CI - Mild: approx. 2 or more SD (MIL)  
CI - Moderate: approx. 3 to 4 1/2 SD (MOD)  
CI - Severe: approx. 4 1/2 or more SD (SEV)

**4 - Emotional Impairment (EI)**

EI - Interpersonal Relations (REL)  
EI - Behavior/Feelings (BEH)  
EI - Unhappiness/Depression (DEP)  
EI - Physical Symptoms/Fears (PHY)  
EI - Other Maladaptive Behaviors (OMB)

**5 - Physical Impairment (PI)**

PI - Neurological (NEU)  
PI - Orthopedic (ORT)  
PI - Congenital (CON)  
PI - Gene-Specific Syndrome (GEN)  
PI - Other Orthopedic Impairment (OPI)

**6 - Other Health Impairment (OHI)**

OHI - Asthma (AST)  
OHI - Attention Deficit Disorder (ADD)  
OHI - Attention Deficit Hyperactivity Disorder (ADH)  
OHI - Diabetes (DIA)  
OHI - Epilepsy (EPI)  
OHI - Heart Condition (HC)  
OHI - Hemophilia (HEM)  
OHI - Lead Poisoning (LEA)  
OHI - Leukemia (LEU)  
OHI - Nephritis (NEP)  
OHI - Rheumatic Fever (RF)  
OHI - Sickle Cell Anemia (SCA)  
OHI - Other Health Impairment (OTH)

**7 - Autism (AUT)**

AUT - Sight (SEE)  
AUT - Hearing (HEA)  
AUT - Touch (TOU)  
AUT - Pain (PAI)  
AUT - Balance (BAL)  
AUT - Smell (SME)  
AUT - Taste (TAS)  
AUT - Body Posture (BOD)

**8 - Severe Multiple Impairment (SXI)**

SXI - Hearing Impairment (HI)  
SXI - Visual Impairment (VI)  
SXI - Physical Impairment (PI)  
SXI - Other Health Impairment (OHI)

**9 - Early Childhood Developmental Delay (ECD)**

ECD - Cognitive (COG)  
ECD - Physical (PHY)  
ECD - Behavioral (BEH)  
ECD - Medical/Health (MED)

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ECD - Communications (COM)  
ECD - Atypical Developmental Disorder (ATY)  
ECD - Chromosomal Anomaly/Genetic (CHR)  
ECD - Developmental Delay (DEV)  
ECD - Chronic Illness (ILL)  
ECD - Severe Infectious Disease (INF)  
ECD - Congenital Malformation (MAL)  
ECD - Inborn Error of Metabolism (MET)  
ECD - Neurological Disorder (NEU)  
ECD - Sensory Disorder (SEN)  
ECD - Severe Toxic Exposure (TOX)

**10 - Hearing Impairment (HI)**

HI - Deaf (DEF)  
HI - Hard of Hearing (HOH)  
HI - Deaf and Blind (D&B)

**11 - Visual Impairment (VI)**

VI - Acuity of 20/70 or less (A70)  
VI - Acuity of less than 20/200 (A00)  
VI - Field of Vision (FOV)  
VI - Field of Vision of 20 degrees or less (F20)  
VI - Deteriorating Eye Condition (DEC)  
VI - Legally Blind (BLI)  
VI - Blind and Deaf (B&D)

**12 - Traumatic Brain Injury (TBI)**

TBI - Cognition (COG)  
TBI - Language (LAN)  
TBI - Memory (MEM)  
TBI - Attention (ATT)  
TBI - Reasoning (REA)  
TBI - Behavior (BEH)  
TBI - Physical Functions (PF)  
TBI - Information Processing (IP)  
TBI - Speech (SPE)

<b><u>Individualized Education Plan Page 2</u></b>
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**Student Profile and Progress**  
**p3AttachedReport**

See Attached Report  
See Attached Parent Report  
See Attached General Education Teacher Report  
See Attached Special Education Teacher Report  
See Attached Special Education Service Provider Report from...  
See Attached External Agency Report

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**Assistive Technology Current Level of Performance  
(p3ATCurrentPlans)**

AT was considered - see statement of needs.  
AT was considered but not needed to support student goals and objectives.  
AT continues to be a need for this student.  
The (AT device) appears to be supporting the student's goals and objectives.

**Assistive Technology Needs  
(p3ATNeeds)**

Conduct AT staffing to review what is appropriate to support student goals and objectives.  
AT was considered but not needed to support student goals and objectives.  
AT was considered, see attached AT recommendations.  
AT needs have been reviewed, see attached current AT recommendations.

**Course of Study  
(p4CourseOfStudy)**

Other: Applied academic courses emphasizing ...  
Other: College Prep program with ...  
Other: Exploratory Vocational Ed programs and courses that ..

**Transition – Instruction Area Activities/Strategies  
(used with permission of Dr. Ed O’Leary)  
(p4Instruction)**

Collect information regarding the student's desired post-secondary educational involvement  
Visit college campuses and meet with student support services  
Consider enrollment in Tech-Prep program with supports for 11th grade  
Consider enrollment in Cooperative Education course for the    grade  
Learn about Section 504 The Rehabilitation Act.  
Explore admission requirements for possible part-time enrollment at Vocational/Technical School.  
Learn about the process for accessing apartments for rent  
Obtain information on continuing and adult education opportunities.  
Attend workshop to learn about the Americans with Disabilities Act.  
Learn about students' rights under IDEA Michigan Board of Education rules.  
Enroll in Self-Advocacy/Self Awareness Studies in the    grade.  
Enroll in Career Selection course in the    grade.  
Enroll in Adult Living course in the    grade.  
Enroll in Internship/Apprenticeship program in the    grade.  
Participate in extra curricular activities such as ....  
Enroll in Adult/Continuing Education course such as ...  
Enroll in Community College Courses such as.....  
Enroll in parenting classes in the    grade.  
Learn about time management.  
Enroll in SAT prep course in the    grade.  
Learn about community agencies that provide services and support to people with disabilities.  
Tour post-school occupational training programs.  
Obtain, complete, and submit application to colleges of choice.  
Obtain, complete, and submit applications for tuition assistance.

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**Related Services in the Community Activities/Strategies**  
**(used with permission of Dr. Ed O’Leary)**  
**(p4Related Services)**

Identify and visit community mental health agencies.  
Identify potential post-school providers of related services and funding sources.  
Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources.  
Visit potential post-school providers of physical therapy.

Learn to use a guide dog effectively.  
Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency.  
Engage in conversations using an augmentative communication device.  
Receive orientation and mobility training in place of employment.  
Interview a job coach for assistance with learning job tasks.  
Learn about potential post-school providers of speech therapy.  
Explore city/county transportation options.  
Apply for eligibility with state transportation program.  
Apply for eligibility with the state division of Mental Health Services.  
Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA).  
Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job.  
Identify possible sources of support for coping with difficult life situations.  
Obtain a driving capability assessment from  
Interview and select an adult provider.  
Modify vehicle-explore options for modified transportation.  
Complete an assistive technology evaluation.  
Enroll in a delinquency prevention program.  
Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology etc.).

**Community Experiences Activities/Strategies**  
**(used with permission of Dr. Ed O’Leary)**  
**(p4CommunityExperiences)**

Investigate participation in church/temple social/recreation events.  
Learn about and visit potential places in the community to shop for food, clothes, etc.  
Investigate opportunities for socialization training in the community  
Investigate youth volunteer program at the library.  
Learn about youth volunteer program at the hospital.  
Investigate participation in community sports teams of organizations (softball, bowling, etc.)  
Join a community recreation center or YMCA.  
Learn about the community theater group.  
Learn about the community symphonic organization.  
Investigate participation in the community arts council.  
Learn about the community horticultural club.  
Learn about the community historical preservation society.  
Identify different living/housing options.  
Tour apartments for rent.  
Investigate participation in community civic & social organizations (Lions club, Rotary, Elks, etc.)  
Collect information regarding the student's desired post-secondary community involvement.  
Obtain a state identification card or driver's license.  
Observe a courtroom, jury duty process.  
Attend and participate in local government activities - council mtgs, school board mtgs. public hearings  
Participate in age appropriate social activities - dances, dating, concerts, sporting events, etc.  
Identify and learn about community medical and health services.

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Identify and visit community mental health agencies.  
Identify potential post-school providers of related services and funding sources.  
Identify potential post-school providers of recreation therapy or OT and potential funding sources.  
Visit potential post-school providers of physical therapy.  
Learn about potential post-school providers of speech therapy.  
Explore city/county transportation options.  
Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA).  
Write a Plan for Achieving Self-Support (PASS) & submit to SSA for funding transportation to work.  
Identify possible sources of support for coping with difficult life situations.  
Obtain a driving capability assessment.  
Interview and select adult provider.  
Modify vehicle/explore options for modified transportation.  
Obtain new equipment - wheelchair, seating, braces, Assistive Technology etc.

**Employment Activities/Strategies**  
**(used with permission of Dr. Ed O'Leary)**  
**(p4Employment)**

Collect information regarding the student's desired employment and career interests for adult life.  
Collect information regarding adult life beyond college and/or post-secondary vocation training.  
Work towards obtaining a license to become a ..  
Meet with adult workers in the career field of..  
Participate in career awareness program in the grade.  
Participate in community-based career exploration program in the grade.  
Explore possible summer employment through Summer Youth program.  
Meet with Supported Employment agencies to identify and evaluate their services.  
Explore placement in youth apprenticeship program.  
Complete application for the Michigan Department of Career Development - Rehabilitation Services.  
Schedule a visit with the MDCD local office to determine eligibility for services.  
Meet with MDCD counselor to develop an Individualized Plan for Employment (IPE).  
Write a plan for Achieving Self- Support and submit to SS to obtain funding for starting a business.  
Contact the MI Commission for the Blind to obtain employment services.  
Register with Employment Services.  
Take the Armed Services Vocational Aptitude Battery (ASVAB).  
Visit the labor organization offices for a local union.  
Practice completing job applications and interviewing skills.  
Obtain a paid job in area of interest.  
Meet with Job Corps Counselor.  
Meet with Armed Forces Recruiter.

**Post Secondary Adult Living**  
**(used with permission of Dr. Ed O'Leary)**  
**(p4AdultLiving)**

Collect info regarding the student's desired residential life beyond high school.  
Collect info regarding the student's desired residential post secondary education setting.  
Register to vote and learn about the election process.  
Register for the draft and learn about public service obligations/opportunities.  
Obtain a Michigan Identification card  
Obtain a driver's license.  
Obtain assistance to complete tax return.  
Explore insurance issues/needs.  
Explore guardianship issues and estate planning.  
Learn more about managing/maintaining/performing simple repairs on a home and obtaining accommodations.  
Contact the Center for Independent Living for information on self-advocacy.

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Learn more about ways to purchase/lease a car and maintain vehicle/obtain modifications.  
Open a bank account and manage finances/budget/bills.  
Apply for credit cards and manage personal debt.  
Learn more about expectations for eating in restaurants.  
Obtain information on managing personal health and fitness.  
Meet with social worker to discuss interpersonal skill development.  
Plan for vacation/leisure activities.  
Learn more about personal planning process.  
Learn more about consumer skills/rights and responsibilities.  
Join the local YMCA/YWCA/health club/community recreation center.  
Obtain information about financial planning and investing.  
Contact the MI Commission for the Blind to obtain information on independent living.  
Plan vacation and recreation time and activities.

**Daily Living Skills**  
**(used with permission of Dr. Ed O’Leary)**  
**(p4DailyLivingSkills)**

Visit community agencies that provide daily living skills training to adults.  
Develop a contact list of agencies that provide residential supports in this county.  
Meet with and interview adults with disabilities and families who are receiving residential support  
Register with Community Mental Health Services Program (CMHSP).  
Contact CMH case manager to be placed on the residential service waiting list.  
Visit/tour a variety of adult housing options with supports.  
Develop a network of informal supports (friends, neighbors, etc.)  
Explore possible technology and adaptive assistance.  
Develop emergency procedures for use at home.  
Manage daily time schedule.  
Open a checking/savings account.  
Manage money and pay bills.  
Maintain a home or residence interior and exterior.  
Purchase food and prepare meals.  
Purchase clothing and clean clothes.  
Develop awareness of physical and personal care of children.

**Functional Vocational Evaluation**  
**(used with permission of Dr. Ed O’Leary)**  
**(p4FunctionalVocEval)**

Participate in community-based situational vocational assessment program.  
Develop a vocational profile based on functional information.  
Provide opportunities for job sampling in the community in the grade.  
Contact agencies that provide functional vocational assessments in the community.  
Meet with employers to develop a situational vocational assessment site in the community related to  
Collect functional information regarding the student’s vocational interests and abilities.  
Use existing functional information about the student to develop functional assessments.

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**Individualized Education Plan Page 5**

**General Education Curriculum Exceptions  
(p5LRECurrExcept)**

Selected academic classes, namely .....

Selected non-academic, exploratory or elective classes, namely ...

**Extracurricular Activities Exceptions  
(p5LREOtherExcept)**

Assemblies  
Field Trips  
Homeroom  
Lunch Room  
Passing time  
Recess

**Special Transportation Needs  
(p5SpecialTransNeeds)**

Air conditioning (physician prescription attached)  
Booster Seat  
Car Seat  
Drop off/pick up alternate address  
Okay to be home alone  
Seat belt  
Next Step  
Positioning device  
Safety Vest  
Shortened day  
Tinted window (physician prescription attached)  
Transportation Assistant Required  
Walker  
Wheelchair

**Curriculum Accommodations  
(Directions, Grading, Handwriting, Math, Assignments, Tests and Textbooks)  
(p5CurrSupport)**

**1. Curriculum**

Curriculum- Shorten assignments to focus on master of key concepts.  
Curriculum- Shorten spelling tests to focus on mastering the most functional words.  
Curriculum- Substitute alternatives for written assignments (clay models, posters, panoramas, collections).  
Curriculum- Specify and list exactly what the student will need to learn to pass. Review this frequently.  
Curriculum- Modify expectations based on student needs (e.g. When you have read this chapter, you should be able to do this)  
Curriculum- Give alternatives to long written reports (e.g. write several short reports)  
Curriculum- Adjust deadlines  
Curriculum- Vary activity often  
Curriculum- Omit assignments requiring timed copying  
Curriculum- Teach to student's learning style: Visual, Auditory, Tactile, and Experiential.  
Curriculum- Utilize specialized curriculum  
Curriculum- Apply academic skills to practical situations  
Curriculum- Utilize manipulatives.

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Curriculum- Highlight critical information.  
Curriculum- re-teach vocabulary.  
Curriculum- Make/use vocabulary files.  
Curriculum- Use total communication/interpreter.  
Curriculum- Use facilitated communication.  
Curriculum- Check progress and provide feedback often in the first few minutes of each assignment.

**2. Directions**

Directions- Use both oral and printed directions.  
Directions- Give directions in small steps and in as few words as possible.  
Directions- Number and sequence the steps in a task.  
Directions- Have student repeat the directions for a task.  
Directions- Provide visual aids.  
Directions- Show a model of the end product of directions (e.g. a completed math assignment with finished items)  
Directions- Stand near the student when giving directions or presenting a lesson.  
Directions- Provide a printed copy for oral directions.  
Directions- Reduce difficulty level.  
Directions- Shorten assignments.  
Directions- Reduce paper and pencil tasks.  
Directions- Read or tape-record directions.  
Directions- Provide alternate assignments/strategy when demands of class conflict with student capabilities.  
Directions- Omit penalizing for errors that reflect student's disability.  
Directions- Have student repeat directions.

**3. Grading**

Grading- Provide partial grade based on individual progress or effort.  
Grading- Use daily or frequent grading averaged into a grade for the quarter.  
Grading- Weight daily work higher than tests for a student who performs poorly on tests.  
Grading- Mark the correct answers rather than the incorrect ones.  
Grading- Permit the student to rework missed problems for a better grade.  
Grading- Average grades out when assignments are reworked, or grade on corrected work.  
Grading- Use a pass-fail or an alternative grading system when the student is assessed.

**4. Handwriting**

Handwriting- Use worksheets that require minimal writing.  
Handwriting- Use fill-in questions with space for a brief response rather than a short essay.  
Handwriting- Provide a 'designated note taker or photocopy of other student or teacher notes.  
Handwriting- Provide a print outline with videotapes and filmstrips.  
Handwriting- Provide a print copy of any assignments or directions written on the blackboard.  
Handwriting- Omit assignments that require copying, or let the student use a tape recorder.

**5. Math**

Math- Allow the student to use a calculator without penalty.  
Math- Group similar problems together (e.g. all addition in one section).  
Math- Provide fewer problems on a worksheet (e.g. 4-6 problems on a page, rather than 20-30).  
Math- Require fewer problems to attain passing grades.  
Math- Use enlarged graph paper to write problems to help the student keep numbers in columns.  
Math- Provide a table of math facts for reference.  
Math- Tape a number line to the student's desk.  
Math- Read and explain story problems, or break problems into smaller steps.  
Math- Use pictures or graphics.

**6. Assignments**

Assignments- Introduce an overview of long-term assignments so the student knows what is expected.  
Assignments- Break long-term assignments into small, sequential steps, with daily monitoring.

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Assignments- Have the student practice presenting in a small group before presenting to the class.  
Assignments- Hand out worksheets one at a time.  
Assignments- Request parent reinforcement  
Assignments- Use post-it notes to mark assignments in textbooks.  
Assignments- Design/write/use long-term assignment time lines  
Assignments- Plan for generalization  
Assignments- Teach skill in several settings/environments  
Assignments- Reinforce student for recording assignments and due dates in a notebook or planner.  
Assignments- Draw arrows on worksheets, chalkboard, or overheads to show how ideas are related

**7. Tests**

Tests- Go over directions orally.  
Tests- Teach the student how to take tests (e.g. how to review, to plan time for each section)  
Tests- Provide a vocabulary list with definitions.  
Tests- Permit as much time as needed to finish tests.  
Tests- Allow tests to be taken in a room with few distractions (e.g. the library).  
Tests- Have test materials read to the student, and allow oral responses.  
Tests- Divide tests into small sections of similar questions or problems.  
Tests- Use recognition tests (true-false, multiple choice, or matching) instead of essays.  
Tests- Allow the student to complete an independent project as an alternative test.  
Tests- Give progress reports instead of grades.  
Tests- Grade spelling separately from content.  
Tests- Provide typed test materials, not tests written in cursive.  
Tests- Allow take-home or open-book tests.  
Tests- Provide possible answers for fill-in-the-blank sections.  
Tests- Provide the first letter of the missing word.  
Tests- Preview of test language  
Tests- Modified format  
Tests- Shortened questions  
Tests- Administered by resource person  
Tests- Use study sheets to organize material

**8. Textbooks**

Textbooks- Provide alternative books with similar concepts, but at an easier reading level.  
Textbooks- Provide audiotapes of textbooks and have student follow the text while listening.  
Textbooks- Provide summaries of chapters.  
Textbooks- Provide interesting reading materials at or slightly above the student's comfortable reading level.  
Textbooks- Use peer readers.  
Textbooks- Use marker to highlight important textbook sections.  
Textbooks- Use word-for-word sentence fill-ins.  
Textbooks- Provide two sets of textbooks, one for home and one for school.  
Textbooks- Use index cards to record major themes.  
Textbooks- Provide the student with a list of discussion questions before reading the material.  
Textbooks- Give page numbers to help the student find the answers.  
Textbooks- Provide books and other written materials in alternative formats such as Braille or large print.  
Textbooks- Place a ruler under sentences being read for better tracking.

**Environment Supports**  
**(p5SuppEnviron)**

**Classroom Environment**

Classroom- Develop individualized rules for the student.  
Classroom- Evaluate the classroom structure against the student's needs (flexible structure, firm limits.)  
Classroom- Keep workspaces clear of unrelated materials.  
Classroom- Keep the classroom quiet during intense learning times.  
Classroom- Reduce visual distractions in the classroom (mobiles, etc.)

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Classroom- Allow the student to use home computer or classroom/resource room computer for written language assignments.

Classroom- Seat the student close to the teacher or a positive role model.

Classroom- Use a study carrel. (Provide extras so that the student is not singled out.)

Classroom- Seat the student away from windows or doorways.

Classroom- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

Classroom- Keep extra supplies of classroom materials (pencils, books) on hand.

Classroom- Use alternatives to crossword puzzles or word finds.

Classroom- Maintain adequate space between desks.

Classroom- Teach positive rules for use of space

**Health Related Needs**

Health- Sensory Diet

Health- Monitoring Oxygen Levels

Health- Assisted Blood Glucose Testing

Health- Tube Feeding

Health- Suctioning - Deep

Health- Suctioning - Bulb

Health- Regular Maintenance of Prosthetics

Health- Catheterization

Health- Fluid intake/output

Health- Seizure monitoring/management

Health- Respirator/Ventilator management

Health- Respiratory and/or cardiac failure

Health- Specialized administration of medication

Health- Self-care needs

**Physical Needs**

Physical- Wheelchair

Physical- Walker

Physical- Crutches

Physical- Physical Therapy Consult

Physical- Positioning Systems

Physical- Mobility Aid

Physical- Ramps

Physical- Railings

Physical- Lever Handle on Doors

Physical- Handicap Restroom

Physical- One Handed Scissors

Physical- Pencil Grip

Physical- Slant Board

**Time/Transitions**

Transitions- Alert student several minutes before a transition from one activity to another

Transitions- Provide additional time to complete a task.

Transitions- Allow extra time to turn in homework without penalty.

Transitions- Provide assistance when moving about the building.

**Assistive Tech- Behavioral - Parent - Social - Teacher - Supports**  
**(p5ATBehParTeach)**

**1. Assistive Tech**

AT- was considered but not needed to support student goals and objectives.

AT- Staff will conduct an AT staffing to review what technology is appropriate to support student g

AT- Student will do (what) using a NOTE TAKER

AT- Student will do (what) using a TALKING WORD PROCESSOR

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AT- Student will do (what) using WORD PREDICTION SOFTWARE  
AT- Student will do (what) using a VOICE OUTPUT COMMUNICATION AID  
AT- Student will do (what) using COMMUNICATION SYMBOLS  
AT- Student will do (what) using VOICE RECOGNITION SOFTWARE  
AT- Student will do (what) using An ELECTRONIC SPELL CHECKER  
AT- Student will do (what) using SCREEN READERS  
AT- Student will do (what) using PHONICS SOFTWARE  
AT- Student will do (what) using MOUSE ALTERNATIVES  
AT- Student will do (what) using an ON-SCREEN KEYBOARD  
AT- Student will do (what) using an ALTERNATIVE KEYBOARD  
AT- Student will do (what) using a SINGLE SWITCH  
AT- Student will do (what) using a (DEVICE)

**2. Behavior**

Arrange a check-in time to organize the day.  
Behavior- Pair the student with a student who is a good behavior model for class projects.  
Behavior- Modify school rules that may discriminate against the student.  
Behavior- Use nonverbal cues to remind the student of rule violations.  
Behavior- Amend consequences for rules violations (e.g. reward a forgetful student for remembering.)  
Behavior- Minimize the use of punishment; provide positive as well as negative consequence.  
Behavior- Develop an individualized behavior intervention plan that is positive and consistent with  
Behavior- Increase the frequency and immediacy of reinforcement.  
Behavior- Arrange for the student to leave the classroom voluntarily and go to a designated 'safe p  
Behavior- Develop a system or a code work to let the student know when behavior is not appropriate.)  
Behavior- Ignore behaviors that are not seriously disruptive.  
Behavior- Develop interventions for behaviors that are annoying but not deliberate  
Behavior- Be aware of behavior changes that relate to medication or the length of the school day  
Behavior- Planned motivating sequences of activities

**3. Parent Support**

Parent Support - Individualized education regarding the student's impairment and educational implications  
Parent Support- Counseling regarding educational impact of the student's impairment.  
Parent Support- Parent Counseling  
Parent Support- Family Counseling with School Social Worker.  
Parent Support- Parent training by school personnel  
Parent Support- Regular contact with the Case-Load Teacher or Teacher Consultant regarding classroom  
Parent Support- Regular meetings regarding the Behavior Intervention Plan success and impact at home

**4. Social**

Social- Interaction Supports  
Social- Peer advocacy  
Social- Peer Tutoring  
Social- Partial participation  
Social- Focus on social process rather than activity/end product  
Social- Cooperative learning groups  
Social- Use of multiple/rotating peers  
Social- Teach social communication skills  
Social- Conversational turn taking  
Social- Structured activities to create opportunities of social interaction

**5. Teacher Support**

Teacher Support- Individualized education regarding instructional implications of the student's impairment.  
Teacher Support- Conference with the Teacher Consultant regarding instructional implications of the students impairment.  
Teacher Support- Conference with the School Psychologist regarding the instructional implication of the students impairment.

**Macomb Intermediate School District**  
**Individualized Educational Plan (IEP)– Form Text Suggestions and Examples**  
**(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

Teacher Support- Conference with the School Social Worker regarding the instructional implication of the students impairment

Teacher Support- Conference with the School Nurse regarding the instructional implications of the students impairment.

Teacher Support- Regular meetings with the Caseload Teacher or Teacher Consultant regarding instructional implications of the students impairment.

**Location/Settings for Supplementary Aids, Services,**  
**Student Support and Modifications**  
**(p5Settings)**

Academic and work site settings  
All academic and non academic settings  
All classes  
Community related trainings  
General education classrooms  
Lunch room  
Non-academic Settings  
Passing time  
Recess  
School assemblies  
Social activities  
Special education classrooms  
Subject related classes  
Work Site

**Why State or District Assessment is Inappropriate**  
**(p5WhyNoTest)**

MEAP-English Language Arts because ..  
MEAP-Math because ..  
MEAP-Science because ..  
MEAP-Social Studies because ..  
Student Cognitive Level indicates Functional Independence  
Student Cognitive Level Indicates Supported Independence  
Student Cognitive Level indicates Participation  
Student Support Level indicates Functional Independence  
Student Support Level indicates Supported Independence  
Student Support Level indicates Participation  
Student Skill/Knowledge Level indicate Functional Independence  
Student Skill/Knowledge Level indicates Supported Independence  
Student Skill/Knowledge Level indicates Participation  
District Testing (section) because ..  
National Testing (section) because ..

**Alternative State/District Assessment**  
**(p5HowAltAssessed)**

MI-Access-Phase 2 Eligible  
MI-Access-pre Phase 2 - (insert name of commercial standardized assessment)  
MI-Access-pre Phase 2 - (insert name of district standardized assessment)  
MI-Access-pre Phase 2 - (insert name of local standardized assessment)  
MI-Access-pre Phase 2 - (insert name of state standardized assessment)  
MI-Access-Supported Independence  
MI-Access-Participation  
NAEP - National Assessment of Educational Progress

**Macomb Intermediate School District**  
**Individualized Educational Plan (IEP)– Form Text Suggestions and Examples**  
**(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

**Approved MEAP Modification for Senior Year MEAP**  
**(p5MEAPModifications)**

**1. Scheduling**

Scheduling: Provision of additional testing time

Scheduling: Allowance of frequent or extended supervised breaks

Scheduling: Administration at a time most beneficial for the student with appropriate supervision b

**2. Location**

Location: Test administration at home or in a care facility with appropriate supervision by a sc

Location: Provision for distraction-free space or alternate location (study carrel, front of class)

Location: Placement of student where he/she is most comfortable (e.g. front of class, back of room)

Location: Administration of test in a special education classroom

Location: Provision for individual test administration (supervised)

Location: Provision for special lighting

Location: Provision of adaptive or special furniture

Location: Provision for freedom to move, stand or pace during an individualized test administration

Location: Provision of special acoustics

Location: Provisions for test administration in a small group

Location: Provision of soft, calming music to minimize distractions

**3. Test Directions**

Teat Directions: Reading directions to student

Test Directions: Re-reading of directions for each subtask, as required

Test Directions: Use of directions that have been highlighted

Test Directions: Simplification of language in directions (paraphrase)

Test Directions: Emphasis on verbs in directions

Test Directions: Provision for student restatement of directions in his/her own words

Test Directions: Use of sign language or oral interpreters for directions and sample items

Test Directions: Clarification of directions by asking students to restate them

**4. Assessment Assist**

Assessment Assist: Administration of test by special ed. teacher/similarly qualified person.

Assessment Assist: Reading of assessment content and questions to student (except for the reading test)

Assessment Assist: Signing of assessment content and questions to student. (except for the reading test)

Assessment Assist: Use of page-turner.

Assessment Assist: Recording of student responses (writing or audiotape).

Assessment Assist: Placement of teacher/proctor near student.

**5. Equipment/Assistive Tech**

Equipment/Assistive Tech: Use of talking calculator (mathematics test only)

Equipment/Assistive Tech: Use of sign lang. for student response, except constructed response items

Equipment/Assistive Tech: Use of text-talk converter. (except for the reading test).

Equipment/Assistive Tech: Use of visual magnification devices

Equipment/Assistive Tech: Use of auditory amplification devices

Equipment/Assistive Tech: Use of masks, overlays or markers to maintain place

Equipment/Assistive Tech: Tape-recorder & audiotape version of test (except for the reading test)

Equipment/Assistive Tech: Use of Braille-writer for recording responses.

Equipment/Assistive Tech: Use of communications device to indicate response.

Equipment/Assistive Tech: Use of calculator (mathematics assessments only).

Equipment/Assistive Tech: Use of rulers as provided by Michigan Educational Assessment Program.

Equipment/Assistive Tech: Use of pencils adapted in size or grip.

Equipment/Assistive Tech: Use of list of formulae as provided by M.E.A.P.

Equipment/Assistive Tech: Use of noise buffers

**Macomb Intermediate School District**  
**Individualized Educational Plan (IEP)– Form Text Suggestions and Examples**  
**(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

Equipment/Assistive Tech: Computer/word processing equip. (spell check, thesaurus, and grammar check must be disabled).

Equipment/Assistive Tech: Use of bilingual translation dictionary.

Equipment/Assistive Tech: Use of Braille ruler.

Equipment/Assistive Tech: Use of acetate colored shield to reduce glare and increase contrast.

Equipment/Assistive Tech: Use of voice activated word processor (except for written assessment).

Equipment/Assistive Tech: Use of devices or equipment to secure paper to desk.

**6. Test Format**

Test Format: Use of lined or grid paper for recording answers.

Test Format: Provision of Braille or large print editions of the assessments.

Test Format: Mark answers in test booklet, to be transferred to answer document by teacher or proctor.

Test Format: Use of computer for task presentation.

Test Format: Communication of test questions by audiotape (except for the reading test).

Test Format: Scribe for constructed response items (student must indicate punctuation and spell key words).

Test Format: Permission to accomplish subtests in different order.

**7. Non- Standard**

Non-Standard: Use of calculator on any MEAP assessment other than mathematics assessments

Non-Standard: Use of electronic spell checkers, thesaurus or grammar check

Non-Standard: Dictionary, thesaurus or spelling book for math, science, social studies, reading test.

Non-Standard: Test administration not supervised by school district professional.

**Individualized Education Plan Page 6: Goals and Objectives**

**Performance Criteria**

To \_\_\_ grade level

To \_\_\_ developmental age

\_\_\_ out of \_\_\_ times

To \_\_\_ percent

\_\_\_ per \_\_\_

Other ...

**Evaluation Procedures**

Written Test

Oral Test

Teacher Log

Structured Observation

Other ...

**Schedule for Evaluation**

Daily

Weekly

Monthly

Card Marking

Quarterly

At Semester

Other ...

**Macomb Intermediate School District  
Individualized Educational Plan (IEP)– Form Text Suggestions and Examples  
(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

**Progress Status**

Achieved  
Progressing at Expected Rate  
Not Progressing at Expected Rate  
No Longer Appropriate  
Other ...

**Transition Domain Related to Above Goals**

Instruction  
Related Services in the Community  
Community Experiences  
Employment  
Post Secondary Adult Living  
Daily Living Skills  
Functional Vocational Assessment

<b><u>Individualized Education Plan Page 7</u></b>
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**Related Services**  
**(p7RelServ)**

**-MICHIGAN RULES-**

Teacher Consultant R340.1749  
Speech/Language Impairment Services R340.1745  
Physical Therapy R340.1701b(g)  
Occupational Therapy R340.1701b(d)  
Homebound/Hospitalized Services R340.1746  
Work-Site Based Learning R340.1733(i)  
Juvenile Detention Services R340.1757

**-FEDERAL RULE NUMBERS--**

Audiological Services 34 CFR 300.24(1)  
Orientation & Mobility Services 34 CFR 300.24(6)  
Psychological Services 34 CFR 300.24(9)  
Recreation 34 CFR 340.24(10)  
Rehabilitation Counseling Services 34 CFR 300.24(11)  
School Health (Nurse) Services 34 CFR 300.24(12)  
School Social Work Services 34 CFR 300.24(13)  
Special Transportation 34 CFR 300.24(15)

**--NO RULE NUMBERS--**

Adaptive Physical Education  
Special Education Vocational Education  
Individual Vocational Education  
General Ed Vocational Education  
Adapted Vocational Education (Special Needs)  
Interpreter for the Deaf

**-Macomb ISD ONLY-**

ZA Endorsed Teacher (MISD only)  
Early On Service Coordinator (MISD only)  
Instructional Aide (ISD only)  
ISD Planned Program R340.1832(1)(e)  
ISD Planned Service R340.1832(1)(e)

**Macomb Intermediate School District  
Individualized Educational Plan (IEP)– Form Text Suggestions and Examples  
(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

**Number of Times Per  
(p7TimesPer)**

- 1
- 2
- 3
- 4
- 5

**Minutes Per  
(p7MinPer)**

- Day
- Week
- Month
- Semester
- Trimester
- Quarter
- Year

**Time Unit  
(p7TimeUnit)**

- Day
- Week
- Month
- Year

**Service Location  
(p7ServiceLocation)**

- GE Classes
- GE and SE Classes
- SE Classes
- SE School
- SE Office
- Resource Room
- Alternative Ed Setting
- Hospital/Institution

**Program Location  
(p7ProgramLocation)**

- Non-Resident District in Regular School Consortium program
- Resident District/Another School
- Resident District/Home School
- Resident or Non-Resident District in Regular School Center Program
- Separate Special Education School Program

**Programs  
(p7ProgramCode)**

- Specific Learning Disability Program R340.1747
- Mild Cognitive Impairment Program R340.1740
- Moderate Cognitive Impairment Program R340.1739
- Severe Cognitive Impairment Program R340.1738
- Emotional Impairment Program R340.1741

**Macomb Intermediate School District  
Individualized Educational Plan (IEP)– Form Text Suggestions and Examples  
(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

Physical or Other Health Impairment Pgm. R340.1744  
Autism Program R340.1758  
Severe Multiple Impairment Program R340.1748  
Early Childhood Sp.Ed. Program R340.1754  
Early Childhood Sp.Ed. Services in Family/Community R340.1755  
Severe Language Impairment Program R340.1756  
Hearing Impairment Program R340.1742  
Visual Impairment Program R340.1743

**Times Per**  
**(p7MinPer)**

Day  
Week

**Exit Programs/Services**  
**(p7ServProgComb)**

**1. Services**

**--MICHIGAN RULES--**

Teacher Consultant R340.1749  
Speech/Language Impairment Services R340.1745  
Physical Therapy R340.1701b(g)  
Occupational Therapy R340.1701b(d)  
Homebound/Hospitalized Services R340.1746  
Work-Site Based Learning R340.1733(i)  
Juvenile Detention Services R340.1757

**--FEDERAL RULE NUMBERS--**

Audiological Services 34 CFR 300.24(1)  
Orientation & Mobility Services 34 CFR 300.24(6)  
Psychological Services 34 CFR 300.24(9)  
Recreation 34 CFR 340.24(10)  
Rehabilitation Counseling Services 34 CFR 300.24(11)  
School Health (Nurse) Services 34 CFR 300.24(12)  
School Social Work Services 34 CFR 300.24(13)  
Special Transportation 34 CFR 300.24(15)

**--NO RULE NUMBERS--**

Adaptive Physical Education  
Special Education Vocational Education  
Individual Vocational Education  
General Ed Vocational Education  
Adapted Vocational Education (Special Needs)  
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ISD Planned Program R340.1832(1)(e)  
ISD Planned Service R340.1832(1)(e)

**Macomb Intermediate School District  
Individualized Educational Plan (IEP)– Form Text Suggestions and Examples  
(These are pre-typed choices in the Macomb ISD Electronic IEPT Form)**

**2. Programs**

Specific Learning Disability Program R340.1747  
Mild Cognitive Impairment Program R340.1740  
Moderate Cognitive Impairment Program R340.1739  
Severe Cognitive Impairment Program R340.1738  
Emotional Impairment Program R340.1741  
Physical or Other Health Impairment Pgm. R340.1744  
Autism Program R340.1758  
Severe Multiple Impairment Program R340.1748  
Early Childhood Sp.Ed. Program R340.1754  
Early Childhood Sp.Ed. Services in Family/Community R340.1755  
Severe Language Impairment Program R340.1756  
Hearing Impairment Program R340.1742  
Visual Impairment Program R340.1743

**Exit From Special Education Reason  
(p7Reason)**

Alternative Education Program  
Goals have been met.  
Graduation  
Parent request that all special education be discontinued  
Student has reached maximum age  
Student no longer qualifies  
Student refuses services  
Student will receive certificate of completion

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/ss  
/arf