

**IEP FORM:**

**Student:** Suzie Sample

**Age:** 10 **Grade:** 5th **Academic Year:** '05-'06

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This form is designed to guide you in developing an **Individualized Training Path** for each child. It enables you to document all your planning, evaluations, and records in one place.

**LEARNING PROFILE:** List the key elements of your child’s learning style that you want to deal with this year. If you opted not to use the Learning Styles Packet, then list three key issues you want to address in your child’s education this year.

1. *visual – needs to be shown what to do*
2. *I = fast-paced so shorter, more frequent assignments*
3. *choose “busy work” wisely – only if drill necessary to get info into her global mind*

**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE:**

|                    |                 |                          |                 |
|--------------------|-----------------|--------------------------|-----------------|
| Math Placement:    | 4 <sup>th</sup> | Language Arts Placement: | 5 <sup>th</sup> |
| History Placement: | 5 <sup>th</sup> | Science Placement:       | 5 <sup>th</sup> |

Standardized and Other Test Scores: *none*  
(attach copies of results if possible)

*reading okay, could use practice; hasn’t really developed habit of reading yet;  
math facts, especially multiplication facts need work*

**Parental Evaluation of Skills Checklist:**

- For the most part, this child has the skills appropriate for his/her age level.
- This child has the skills appropriate for his/her age level except in: *math facts*
- This child has the skills above his/her age level in: \_\_\_\_\_

List the three most important observations you made when completing (or updating) the Skills Checklist for this child:

1. *math concepts at grade level, but not computations*
2. *she’s covered more topics in science than grade level – her favorite subject*
3. *punctuation, grammar, word usage okay; vocabulary strong; writing paragraphs needs work- too scattered*

**Strengths and Weaknesses:**

*Since she is so global, her thinking skills are strong. Memorization of dry facts is harder for her unless it can be made interesting to her. If she doesn’t get something right away, she tends to give up even trying. She needs to understand that opposite skills take more time to learn. She has a strong sense of determination, so she needs to apply that to skills that come harder. Apply her work ethic from dance to these topics.*

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**(Note: the categories have been changed on this page since no learning issues have technically been diagnosed. Adjustments are being made based solely on learning styles issues that have been observed by the parent.)**

**TEACHING MODEL ADJUSTMENTS:** What adjustments do I need to make in my teaching in light of the biblical model of teaching and the To-With-By method of instruction? (OR – What, if any, changes need to be made in how I teach this child? Do I need to try a different method? If so, what needs to be done?)

*She needs more modeling from me, where I work WITH her more to show her what to do. I left her to do the work by herself before she understood what to do step-by-step. Being global, she needs to be shown what to do several times before she gets it.*

**SYSTEM CHECK MODIFICATIONS:** What adjustments do I need to make in my teaching in light of the way the brain functions and learning takes place for this child? What teaching tips do I want to incorporate from the information I've read? (OR – Do you have any indications that this child needs extra help in learning certain types of skills? If so, in what areas? What has been recommended for this student in the past?)

shorter, more frequent drills since she tunes out with long worksheets; more variety in the drill; use more game ideas

**CURRICULUM TOOL MODIFICATIONS:** I recognize that the curriculum I am using is a tool, not my master. Therefore, I want to make the following modifications to the curriculum I will be using in the coming year. (List what elements will be modified or deleted, and what supplemental activities or resources will be used in light of the child's learning profile).

- *in grammar, do only odds for practice on skills she knows*
- *add untimed math drills at another time in day apart from regular math*
- *use visuals and posters whenever possible of what we're studying*
- *have her do a timeline to help her visualize how everything fits together*

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**YEARLY GOALS:**

These are short-term goals for the coming academic year. They should be based on your long-term goals listed in your educational philosophy. **Goals are broad statements of what you want to achieve.** You will have a chance to list specific skills in the next section. For now, think about what you want the student to be able to do or be by the end of the year. These statements will act as “goal posts” to help you aim your efforts in the right direction. Try to set at least three goals for each area.

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Academic

*master math facts, especially multiplication tables*  
*practice writing complete sentences and using paragraph model*  
*read 4 classics from reading list, two of which fit history time period (age of exploration)*

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Emotional/Behavioral/Relational

*work on habit of giving up when can't do it right first time*  
*work on staying on tasks, even when not interested*  
*develop habit of her repeating instructions to me to ensure she understands what to do*

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Physical

*deal with nutrition, especially choice of snacks*  
*work on endurance – gets winded too easily*  
*get involved in a sports activity*

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Spiritual

*develop habit of personal Bible reading*  
*develop habit of praying for others*  
*learn books of the Bible*

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Life Skills/Other

*menu planning/balanced meals*  
*room organized and new chore chart since older and can handle more jobs*  
*how to sort and do own laundry*

**YEARLY OBJECTIVES:**

Objectives are specific statements of the actual skills or behavior you want to see. So they need to be observable and measurable. You want to be as specific as possible so that it will be easy to say, "Yes, this skill has been learned." or "No, this skill has not been learned."

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**Academic**

See the highlighted portions of the Skills Checklist for specifics. Continue world history from Medieval until 1900s; practice grammar and vocabulary skills; begin journaling and paragraph writing; continue grade level math with BJUP; four unit studies in physical science; continue next unit in character curriculum; next four graphic organizers; life skills list

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**Emotional/Behavioral/Relational**

- *keep a visual Goal Chart that includes "Not Giving Up," "Staying on Task," "Repeating Instructions" with tally marks added and subtracted; if enough points, prize at end of month*
- *the times she gives up should be reduced by half on the chart by end of the year*
- *the times she stays on track should be increased by 3 times on the chart by end of year*

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**Physical**

- *number of "Good Snack Choices" doubled on Goal Chart by end of year*
- *participated in YMCA Girls Intramural basketball program*
- *does 3 aerobic exercise activities each week (marked on Goal Chart)*
- *is able to play entire basketball game without getting winded*

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**Spiritual**

- *can recite books of the Bible in order and tell what type each is (e.g. history, poetry)*
- *completed Bible reading log in her Bible for Gospels, Acts, and Romans*
- *completed weeks prayer journal for missionaries support by our church*

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**Life Skills/Other**

- *followed new Chore Chart and completed household chores necessary to receive commission at least 90% of the time*
- *can sort own laundry by color and fabric, wash, dry, and fold own clothes*
- *knows how to balance a meal and can help plan a week's worth of balanced meals*