

## **EXAMPLE IEP at a glance**

**Grade: 3**

**School Year 2025-2026**

**Gen ed teacher:**

**Case Manager:**

ML: no

OT: Related

Para: no

### **STUDENT – Goals for Teachers**

- **Break Requesting** → When feeling stuck (academically or socially), STUDENT will identify that he is dysregulated and independently request a break (verbal or non-verbal)
- **Self-Regulation** → With visuals and strategies (timer, tallies, calm-down tools), STUDENT will use a self-regulation strategy to manage disruptive behaviors (like talking out)

### **Where to Embed These Goals During the Day**

**Specialists (PE, Music, Art, Library, etc.)**

- Prompt use of break request if he seems frustrated or stuck.
- Encourage self-regulation strategies (quiet corner, breathing, using visuals).

**Transitions (lining up, moving between classrooms, hallways)**

- Provide adult proximity to keep him regulated.
- Use his behavior chart to reinforce safe transitions.
- Give clear cues and immediate feedback.

**Recess / Unstructured Time**

- Encourage him to ask for a break if overwhelmed by peers or games.
- Remind and reinforce self-regulation strategies when frustrations rise.

### **Accommodations Guide**

## **Structure & Predictability**

- Advance notice of routine changes
- Daily behavior chart (AM/PM reinforcement)
- Preferential seating

## **Behavior & Regulation Supports**

- Close adult proximity
- Allow breaks as needed
- Scheduled movement breaks
- Immediate/frequent feedback

## **Instruction & Testing Supports**

- Individual or small group instruction
- Small group administration for assessments
- Breaks allowed during assessments