



**Individual Education Program (IEP)**

**From:** 10/10/2015 **To:** 10/10/2016

Annual  Addendum

**Student Information**

**Student:** Keenan Joseph Wood **Birthdate:** 03/21/2002 **Grade:** 9th Grade  
 (first) (last)

**Student ID:** KWOOD02 **Gender:** M **Hispanic Ethnicity:** No  
**Race:** African American

**School:** Deep Forrest Ridge High School

**District:** Tennessee Reference System

<b>Primary Disability:</b> Emotional Behavior Disorder	Speech Impairments	<b>Re-evaluation of Eligibility Date:</b>	09/15/2016
<b>Secondary Disability:</b> Learning Disability-Mild, Reading	None		

**Relationship to Student:** Both Parents/Guardian  
 Name: Robert and Loraine Wood  
 Address: 100 Main St., Anytown, TN, 11111

Home Phone: 555-555-5555  
 Work Phone:

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### Current Descriptive Information

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Describe the student's strengths:

Keenan successfully accesses general education work with accommodations. In addition, he shows great knowledge of cars and has already expressed a desire to work as a mechanic after he graduates. Keenan has taken a particular interest in math, and especially enjoys learning skills that will be helpful to him on-the-job, such as money management, estimating potential costs and profits, etc...

Describe the concerns of the parents regarding their student's education:

Robert and Loraine are concerned about Keenan's physical aggression towards teachers and peers. In addition, they worry about his social skills deficits and how this might impact him as he ages. They are also concerned that his disruptive behaviors are distracting his peers and are becoming challenges for teachers. Lastly, they want Keenan to develop strong self-determination and leadership skills.

Describe how the student's disability adversely impacts his/her access to participation in the general curriculum:

Keenan's behaviors and adaptive deficits prevent him from fully participating in the academics of the general curriculum. Keenan's engagement in problem behavior prohibits him from fully participating in general education without additional behavior supports.

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### Present Levels of Performance

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Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information of the student's deficit areas.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Work Observation Form	Transition-Vocational	01/15/2016	Yes
Present Level of Performance: Subtest: Transition			
Observations of Keenan at the auto mechanic shop at his school show that he struggles to interact with customers and carry on conversations with them. Instances of problem behaviors such as being disruptive or physically aggressing occur more often during these difficult social interactions. He has also already mastered Keenan needs behavior supports and de-escalation strategies to assist him on-the-job.			
Performance: deficits			

**Transition Services Planning (Age 14 or turning 14 during the IEP period)**

**Measurable Post Secondary Goals**

**Employment:**

Keenan will work full time as a mechanic upon graduation

**Post-Secondary Education/Training:**

Keenan will add to his school-based training by receiving on-the-job training at an auto mechanic shop out in the community. He will be supported by a behavior therapist and will continue to receive life skills instruction on social skills and de-escalation techniques. He will also learn new tasks at work so he can get practice in novel situations.

**Independent Living/Community Involvement:**

Keenan plans to obtain a driver's license and contribute to the community through employment at his family's auto mechanic shop. In order to improve social interactions, Keenan will become involved in programs at his community center.

Grade 9 Course of Study: Life skills, math, reading, world history, earth science, PE, shop class, health

Grade 10 Course of Study: Life skills, math, reading, American history, biology, PE, shop class, computer

Grade 11 Course of Study: Life skills, math, reading, American history, chemistry, community-based class, finance, career planning

Grade 12 Course of Study: Life skills, math, reading, government, physics, PE, community-based class, service-learning, career planning

**Transition Services (Age 16 or turning 16 during the IEP period)**

Anticipated Date Range	Service Area <i>(Transition Area)</i>	Activities/Strategies <i>(Transition Services)</i> (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
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2015-2019	Instruction	Keenan will receive life skills instruction throughout his time in high school. This will address social skills, behavior management techniques, and other work skills.
2015-2019	Employment/post-school adult living objectives	Keenan will continue learning new tasks, socializing with customers, and learning life skills at the auto mechanic shop. He will also continue involvement at the local community center, where he has a support system of peers.
2015-2019	Related services	Keenan will continue receiving ABA services from a behavior therapist while in school and on-the-job in order to decrease his aggressive and disruptive behaviors.

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**Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities**

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**Goal**

**Area of Need:** Transition-Functional Vocational

**Personnel/Position Responsible:** SPED staff/job coach

**Annual Goal:** Given a classroom setting, Keenan will engage in scripted conversations about specific topics with his peers in 4 out of 5 opportunities by October 2016 as measured by teacher data collection.

Benchmarks/Short-Term Instructional Objectives:

- 1) Keenan will engage in scripted conversations with peers about cars in 3 out of 5 opportunities by January 2016.
- 2) Keenan will engage in scripted conversations with peers about school topics in 4 out of 5 opportunities by April 2016.
- 3) Anticipated Beginning Date: 10/10/2015
- 4) Criteria for Mastery: 4 out of 5 opportunities
- 5) Method of Evaluation: Teacher data collection

**Program Modifications/Supports for School Personnel:**

See accommodations; Extended time to read scripts, reading assistance as necessary, chunking the scripts