**IEP Scavenger Hunt 3-1 Worksheet**

**An IEP is** a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

| **Section/Term**  | **Meaning**  | **Page #** |
| --- | --- | --- |
| **1. Present Levels: Strengths/ Preferences/Interests** | The things you do well or enjoy. |  |
| **2. Parent Concerns**  | The IEP team talks about what your parents want you to learn and questions they have about your education |  |
| **3. Preacademic/Academic/****Functional Skills** | Specific information about how you are doing in school, including results from assessments you took. |  |
| **4. Communication Development**  | The way you talk and communicate with others. |  |
| **5. Gross/Fine Motor Development**  | Gross motor are things you can do that pertain to large muscles (sitting, walking, running, etc.) and fine motor (grasping, writing, object manipulation, etc.) are things you can do that pertain to small muscles. |  |
| **6. Social Emotional/Behavioral** | The way you participate in class, talk and interact with others, and how you work.  |  |
| **7. Vocational**  | Your ability to work in the future. |  |
| **8. Adaptive/Daily Living Skills**  | Can you take care of your own needs and navigate the campus on your own?  |  |
| **9. Health** | Your physical, mental and social well-being. |  |
| **10. Special Factors**  | Things considered in your IEP and whether or not they are important for your education |  |
| **9. Statewide Assessments**  | ELA, Math, Physical Fitness, Other State-Wide/Alternate Assessments, ELPAC, etc.  |  |
| **10. Annual Goals and Objectives** | The goals written for you on your IEP. |  |
| **11. Offer of FAPE - Service** | The services that were considered for you.  |  |
| **12. Least Restrictive** **Placement (LRE)** | The team decides the combination of special education services and general education and the best locations and ways to support your goals |  |
| **13. Program Accommodations/Modifications (if applicable)** | Adjustments or changes made to **how** a student completes his/her work.  |  |
| **14. Related Services**  | Support services to help you, like specialized academic instruction, speech-language services, physical therapy, assistive technology service, occupational therapy, and transportation |  |
| **15. Emergency Circumstances Program**  | Instruction will be provided in other ways if instruction cannot be given in person for more than 10 days due to emergency conditions. |  |
| **16. Offer of FAPE - Educational Setting** | The amount of time you will be in the general education and/or special education classes |  |
| **17. Signature and Parent Consent**  | This is the list of meeting participants and check boxes to agree or decline special education services. |  |

**IEP Summary**

| **Area of Eligibility (disability):**  |
| --- |

| **Overall Strengths:** |
| --- |

| **Parents Concerns:** |
| --- |

| **Classes for Next Year (if applicable):**  |
| --- |

**Present Level of Academic and Functional Performance (Information on how you are doing in school)**

| **A. Reading**  |
| --- |
|  | **Strengths: (can do)** **Weaknesses: (can’t do)**  |

| **B. Writing**  |
| --- |
|  | **Strengths: (can do)** **Weaknesses: (can’t do)**  |

| **C. Math**  |
| --- |
|  | **Strengths: (can do)** **Weaknesses: (can’t do)**  |

**Accommodations in Class**

| **Accommodations:**  |
| --- |

**Members of the IEP Team**

| **1.** **2.** **3.** **4.** **5.**  |
| --- |

**Who gets the rights to education when you turn 18?**

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