

sample iep for emotional disturbance

Sample IEP for Emotional Disturbance

Creating an Individualized Education Program (IEP) tailored for students with emotional disturbance is essential to support their academic success and emotional well-being. An effective IEP addresses unique behavioral, social, emotional, and academic needs, ensuring the student receives appropriate accommodations, goals, and services. This guide provides a comprehensive sample IEP framework for students diagnosed with emotional disturbance, illustrating how educators and teams can develop personalized plans that promote positive outcomes.

Understanding Emotional Disturbance and Its Impact on Learning

What is Emotional Disturbance?

Emotional disturbance (ED) is a condition characterized by a range of behavioral and emotional challenges that significantly impair a student's educational performance. According to the Individuals with Disabilities Education Act (IDEA), ED includes conditions such as anxiety disorders, depression, bipolar disorder, or other emotional or behavioral disorders that persist over time and affect educational functioning.

Why an IEP is Crucial for Students with ED

Students with emotional disturbance often face:

- Difficulty maintaining focus and attention
- Poor social interactions
- Frequent behavioral outbursts
- Low self-esteem
- Challenges with organizational skills

An IEP provides a structured approach to address these issues through targeted goals, services, and supports, enabling students to access and benefit from their education effectively.

Sample IEP Components for Emotional Disturbance

1. Student Profile and Present Levels of Performance

A thorough assessment of the student's current academic, social, emotional, and behavioral functioning. This section includes:

- Academic strengths and weaknesses

- Behavioral patterns and triggers
- Social skills and peer relationships
- Emotional regulation abilities
- Medical and psychological information

Example:

> Present Levels:

> John is a 14-year-old student in the 9th grade. He demonstrates strong reading comprehension but struggles with organization and completing assignments on time. He exhibits frequent emotional outbursts, especially when frustrated, which interfere with classroom learning and peer interactions. John has been diagnosed with an anxiety disorder and has a history of mood swings.

2. Measurable Annual Goals and Objectives

Goals should be specific, measurable, attainable, relevant, and time-bound (SMART). They should target academic performance, social-emotional skills, and behavioral management.

Sample Goals:

Goal	Objectives
Improve emotional regulation skills	John will use coping strategies (e.g., deep breathing, self-talk) during emotional episodes at least 4 out of 5 observed instances per week.
Increase on-task behavior	John will remain focused on classroom tasks for 20-minute intervals with 80% accuracy, as measured by teacher observation.
Enhance social skills	John will initiate and maintain positive peer interactions during recess or group work, demonstrating appropriate communication in 4 out of 5 opportunities weekly.

3. Accommodations and Modifications

To support the student's success, the IEP should specify classroom and testing accommodations tailored to emotional disturbance.

Common accommodations include:

- Extended time on assignments and tests
- Preferential seating away from distractions
- Breaks during class when feeling overwhelmed
- Use of a calm-down corner or designated safe space
- Access to counseling services during the school day
- Visual supports or checklists to assist with organization

4. Related Services and Supports

These services address the student's emotional and behavioral needs directly and indirectly.

Examples:

- Counseling: Weekly sessions with a school counselor or psychologist
- Behavioral Intervention Plan (BIP): Strategies to reinforce positive behaviors and manage outbursts
- Social Skills Training: Small group sessions to develop communication and

peer interaction skills

- Parent Training and Support: Workshops or resources for caregivers to reinforce strategies at home

5. Behavior Intervention Plan (BIP)

A BIP is essential for students with ED, outlining specific strategies to address problematic behaviors.

Key components:

- Identification of target behaviors
- Function of behaviors (e.g., escape, attention)
- Preventative strategies (e.g., structured routines)
- Response strategies (e.g., positive reinforcement)
- Data collection methods to monitor progress

Sample IEP Document for Emotional Disturbance

Student Name: Jane Doe

Date of Birth: 05/10/2009

School: Lincoln Middle School

Grade: 8th Grade

IEP Meeting Date: 09/15/2023

Disability: Emotional Disturbance

Present Levels of Performance

Jane exhibits significant emotional regulation challenges, leading to frequent outbursts and withdrawal during social interactions. Academically, she performs at grade level in math and reading but struggles with organization and completing assignments. She has been diagnosed with depression and anxiety, which impact her motivation and engagement.

Annual Goals and Objectives

Goal 1: Jane will develop self-regulation skills to manage emotional responses effectively.

- Objective: During classroom activities, Jane will utilize a coping mechanism (such as breathing exercises) in response to frustration, with 80% success over three consecutive weeks.

Goal 2: Jane will improve on-task behavior and assignment completion.

- Objective: Jane will complete at least 90% of her daily assignments on time with minimal prompts, as recorded by the teacher.

Goal 3: Jane will enhance social interactions and peer relationships.

- Objective: Jane will initiate positive interactions with peers during group activities at least twice weekly.

Accommodations and Supports

- Extended time (25%) on tests and assignments
- Breaks as needed, with a designated calming space
- Seating near the teacher to minimize distractions
- Visual schedules and checklists to support organization
- Access to school counselor for weekly check-ins
- Use of a behavior chart with positive reinforcement

Behavior Intervention Plan (BIP)

Target Behavior: Outbursts and withdrawal during social situations

Function: To escape from stressful situations or seek attention

Strategies:

- Use of a visual cue card to signal need for a break
- Reinforcement system for positive social interactions
- Consistent routine and clear expectations
- Immediate, calm response to behaviors to de-escalate
- Regular monitoring and data collection on behavior patterns

Implementing and Monitoring the IEP

Effective implementation of an IEP requires collaboration among teachers, support staff, parents, and the student. Regular progress monitoring is essential to ensure the goals are being met and adjustments are made as needed.

Steps include:

- Conducting periodic reviews (every 6 months or as scheduled)
- Collecting data on behavioral and academic progress
- Communicating regularly with parents and caregivers
- Adjusting accommodations, goals, or services based on student progress

Conclusion

Developing a comprehensive sample IEP for emotional disturbance provides a blueprint for educators and teams committed to fostering positive educational experiences for students with emotional and behavioral challenges. By focusing on personalized goals, appropriate supports, and collaborative efforts, schools can create a supportive environment that promotes emotional growth, academic achievement, and social success. Remember, every student is unique – an effective IEP is adaptable and responsive to ongoing needs, ensuring each learner receives the support necessary to thrive.

Frequently Asked Questions

What key components should be included in a sample IEP for a student with emotional disturbance?

A sample IEP for a student with emotional disturbance should include present levels of performance, measurable annual goals, specialized instruction and related services, behavioral intervention plans, accommodations, and progress monitoring strategies tailored to the student's emotional and behavioral needs.

How can a sample IEP address behavioral challenges for students with emotional disturbance?

A sample IEP can incorporate a Behavior Intervention Plan (BIP) that outlines specific strategies, positive behavior supports, and goals to help the student manage their emotions and behaviors effectively within the school environment.

What are some common accommodations included in a sample IEP for emotional disturbance?

Common accommodations may include preferential seating, extended time for assignments, access to a quiet space, frequent breaks, and modified assignments to support the student's emotional regulation and learning needs.

How does a sample IEP for emotional disturbance ensure progress is monitored?

It includes specific, measurable goals with defined criteria and regular progress monitoring tools such as data collection, progress reports, and review meetings to ensure the student is making adequate progress toward their objectives.

Where can educators find sample IEP templates for students with emotional disturbance?

Educators can find sample IEP templates through resources like the U.S. Department of Education, state education agencies, special education organizations, and reputable special education websites that offer customizable and compliant IEP forms.

Additional Resources

Sample IEP for Emotional Disturbance: An In-Depth Review

In the realm of special education, the Individualized Education Program (IEP) serves as a cornerstone for ensuring that students with disabilities receive tailored support to succeed academically and socially. Among the diverse categories of disabilities recognized under the Individuals with Disabilities Education Act (IDEA), Emotional Disturbance (ED) presents unique challenges both for educators and students. This article provides a comprehensive

exploration of a sample IEP for emotional disturbance, examining its structure, essential components, implementation strategies, and best practices to optimize educational outcomes for students with ED.

Understanding Emotional Disturbance in the Context of IEPs

Definition and Significance of Emotional Disturbance

Emotional Disturbance is a legal and educational classification used to identify students who exhibit behavioral and emotional challenges that significantly impact their educational performance. According to IDEA, ED encompasses conditions characterized by:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships
- Inappropriate types of behaviors or feelings under normal circumstances
- A pervasive mood of unhappiness or depression
- Tendency to develop physical symptoms or fears associated with personal or school problems

These criteria highlight the complex, multifaceted nature of ED, emphasizing that intervention must be holistic and individualized.

Prevalence and Impact

While estimates suggest that approximately 7-8% of students receiving special education services are classified as having ED, the impact on their academic achievement and social integration can be profound. Students with ED are at higher risk for school dropout, juvenile delinquency, and mental health issues, underscoring the importance of early, targeted interventions embedded within their IEPs.

Core Components of an IEP for Emotional Disturbance

An effective IEP for students with ED must be comprehensive, addressing academic, behavioral, social, and emotional needs. Key components include:

Present Levels of Performance (PLP)

This section offers a detailed overview of the student's current functioning

across multiple domains:

- Academic achievement
- Behavioral patterns
- Social skills
- Emotional regulation
- Strengths and challenges

Thorough PLPs provide a baseline for setting realistic goals and measuring progress.

Measurable Goals and Objectives

Goals should be specific, measurable, attainable, relevant, and time-bound (SMART). Examples include:

- "The student will demonstrate appropriate coping skills to manage frustration, reducing outbursts from 3 times per week to once per week within six months."
- "The student will participate in social skills groups and initiate peer interactions during recess at least twice per week."

Objectives break goals into smaller, manageable steps, facilitating targeted instruction.

Special Education and Related Services

Services should be tailored to address the student's emotional and behavioral needs, such as:

- Individual counseling or therapy
- Social skills training
- Behavior intervention plans
- Academic accommodations (e.g., extended time, quiet testing environments)

Behavior Intervention Plan (BIP)

A BIP is critical for students with ED, outlining:

- Antecedent strategies to prevent problem behaviors
- Replacement behaviors to promote positive engagement
- Consequences to reinforce desired behaviors
- Data collection methods to monitor progress

Participation in the General Education Curriculum

Inclusion strategies should be outlined, ensuring the student remains engaged with peers and curriculum whenever possible.

Transition Planning

For older students, planning for post-secondary life, including employment, further education, and independent living, should be integrated into the IEP.

Sample IEP for Emotional Disturbance: An Illustrative Example

This section presents a hypothetical, yet representative, sample IEP for a middle school student diagnosed with ED, illustrating how all components come together.

Student Profile

- Name: Jordan Smith
- Age: 13
- Grade: 8th
- Diagnosis: Emotional Disturbance (per psychologist report)
- Presenting challenges: Frequent mood swings, social withdrawal, defiance, difficulty following rules, and frequent outbursts.

Present Levels of Performance

Jordan demonstrates academic skills at grade level but struggles with emotional regulation, often becoming disengaged during lessons. Behaviorally, he exhibits defiance when frustrated, leading to classroom disruptions. Socially, Jordan tends to isolate himself and has difficulty forming peer relationships. His emotional challenges manifest as anxiety and episodes of depression, affecting his daily functioning.

Annual Goals and Objectives

Goal 1: Jordan will develop and apply coping strategies to manage frustration and reduce behavioral outbursts.

- Objective 1.1: When feeling upset, Jordan will identify his emotions using a feelings chart in 4 out of 5 opportunities.
- Objective 1.2: Jordan will utilize a designated calm-down strategy (e.g., deep breathing) during 3 out of 4 observed instances of frustration.

Goal 2: Jordan will improve social interactions with peers and participate in group activities.

- Objective 2.1: Jordan will initiate at least one positive peer interaction per day during recess or group work.
- Objective 2.2: Jordan will attend weekly social skills group sessions and demonstrate learned skills in classroom settings.

Goal 3: Jordan will demonstrate behavioral improvements, reducing incidents of defiance and disruption.

- Objective 3.1: During a 4-week trial, Jordan will follow classroom rules with 80% compliance.
- Objective 3.2: Jordan will use a behavior chart to self-monitor his conduct and earn positive reinforcement.

Services and Supports

- Counseling: Weekly individual counseling sessions focusing on emotional regulation and social skills.
- Behavior Intervention Plan: Developed collaboratively with school psychologists and teachers, emphasizing positive reinforcement and consistent consequences.
- Academic Accommodations: Extended time for tests, preferential seating, and access to a quiet workspace.
- Social Skills Group: Participation twice weekly to foster peer relationships and communication skills.

Assessment and Data Collection

Progress will be monitored through:

- Behavioral incident logs
- Self-report emotion checklists
- Teacher and counselor observations
- Academic and social participation records

Implementation Strategies for the IEP

Effective execution of an IEP for emotional disturbance requires a multidisciplinary approach and consistent collaboration among educators, parents, and mental health professionals.

Collaborative Team Approach

A team comprising special educators, general educators, school psychologists, counselors, parents, and the student (age-appropriate) should work together to:

- Develop and review goals
- Implement interventions
- Monitor progress
- Adjust strategies as needed

Behavior Management Techniques

Implementing evidence-based strategies such as:

- Positive Behavioral Interventions and Supports (PBIS)
- Social-emotional learning curricula
- Visual supports and schedules
- Self-regulation tools (e.g., emotion regulation charts)

Parent and Community Involvement

Engaging parents and community resources can reinforce skills learned at school and provide consistent support across environments.

Legal and Ethical Considerations

Creating and implementing a sample IEP for emotional disturbance must adhere to legal standards, including IDEA requirements:

- Child Find: Ensuring all students with ED are identified and evaluated.
- Least Restrictive Environment (LRE): Providing services in the setting that most closely resembles general education.
- Confidentiality: Protecting student information and respecting privacy rights.
- Cultural Competence: Tailoring interventions to respect diverse backgrounds and experiences.

Challenges and Recommendations

Developing an effective IEP for students with ED is complex, with common challenges including:

- Accurate identification and diagnosis
- Addressing behavioral issues without stigmatization
- Ensuring consistency across environments
- Securing adequate resources and trained personnel

To overcome these, educators and policymakers should:

- Invest in professional development focused on emotional and behavioral interventions
- Foster positive school climate and inclusivity
- Promote family engagement
- Regularly review and adapt IEPs based on student progress and changing needs

Conclusion

A well-crafted sample IEP for emotional disturbance exemplifies the essential elements needed to support students facing emotional and behavioral challenges. It underscores the importance of individualized planning, collaborative implementation, and ongoing assessment. While no two students are identical, the principles outlined serve as a blueprint for educators striving to create meaningful, effective, and compassionate educational experiences for students with ED. Ultimately, the goal is to foster resilience, social competence, and academic success, enabling these students to reach their full potential within and beyond the classroom.

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a Sport Framework for Individuals with Disabilities model to help develop and implement sport programs. • The book gives attention to the revised Brockport Physical Fitness Test, and the accompanying web resource offers video clips that explain and demonstrate the criterion-referenced health-related tests that are applicable to many students with disabilities. • Advances and applications pertaining to behavior management and wheelchair sport performance are covered in various chapters. • The authors address the use of new technology as it relates to teaching and administration for adapted physical education and explore stand-alone apps that can be used in conjunction with the book that are useful in behavior management, fitness development, communication, social interaction, and physical education activities. • The authors give increased attention to the problem of obesity, particularly relevant to students with disabilities. • Many new authors and a coeditor have been brought on board, bringing fresh perspectives to the book and adding to the depth of experience provided by the returning authors and editor. These additions help Adapted Physical Education and Sport maintain its reputation as a comprehensive, user-friendly text that helps teachers provide top-quality services to people with unique physical education needs. Greatly influenced by the Individuals with Disabilities Education Act, this book helps in identifying the unique needs of students and developing physical education programs, including individualized education programs (IEPs) for students with disabilities, that are consistent with current federal legislation. **STRONG ANCILLARIES** The text is augmented by its ancillaries, which include an instructor guide, test package, presentation package, and web resource with video. The instructor guide offers chapter objectives, additional resources, and learning and enrichment activities that will help students master the content and extend their knowledge. The test package helps in building custom tests using hundreds of test questions and answers. You will find hundreds of PowerPoint slides that reinforce the text's key points in the presentation package, and the web resource includes 26 videos of the new Brockport Physical Fitness Test in action as well as several reproducibles from the book. **DEEPENED UNDERSTANDING** The authors, renowned authorities in their fields, use real-life scenarios to introduce chapter concepts and then show how to apply the concepts in solving issues. The text will help deepen understanding of the implications of disabilities for people through age 21 (though much of the book is relevant in the entire life span). It grounds readers in the foundational topics for adapted physical education and sport, explores the developmental considerations involved, and outlines activities for developing programs for people with unique physical education needs. The book offers a four-color design to draw attention to important elements and provides separate author and subject indexes as well as resources with each chapter and on the web resource for further exploration. Adapted Physical Education and Sport supplies all that is needed for enriching the lives of students with disabilities by providing them with the high-quality programs they deserve.

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understanding and addressing the needs of the diversity of learners in the classroom, applying theories and research to the classroom, and critically examining teaching practices through reflection, problem-solving, and critical thinking.

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