

Below is a realistic **sample IEP** for a fictional student with a **Specific Learning Disability in Reading (Dyslexia)** and **behavioral outbursts related to frustration and emotional regulation**. It is written to fit the Massachusetts DESE forms

Student and Parent Concerns / Student Vision

Student Name: Ethan M. (fictional)
Student ID: 12345678
IEP Dates: 9/1/2026 – 8/31/2027

Student and Parent Concerns

Parents report that Ethan becomes frustrated when reading assignments are difficult. He often refuses work, tears papers, or leaves his seat when overwhelmed. They would like him to improve his reading skills, learn strategies for managing frustration, and feel successful in school. Parents also want Ethan to build confidence, develop friendships, and participate successfully in both academic and extracurricular activities.

Student Vision (Age 10)

This year I want to learn:

"I want to become a better reader, stay calm when school is hard, and finish my work."

By the time I finish elementary school I want to:

"Read chapter books by myself and have good friends."

Additional Team Vision

This year the team will:

- Improve reading fluency and comprehension.
 - Teach self-regulation and coping strategies.
 - Increase successful participation in the general education classroom.
 - Build Ethan's confidence and independence.
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Student Profile

Disability Category

☒ Specific Learning Disability

English Learner

☒ No

Language Needs

No additional language needs identified.

Assistive Technology

☒ Yes

Student benefits from:

- Text-to-speech software
- Audiobooks
- Speech-to-text for longer writing assignments
- Graphic organizers

Addressed in:

☒ Accommodations/Modifications

☒ Goals/Objectives

Present Levels: Academic Achievement

Academic Performance

Ethan demonstrates average verbal reasoning and strong curiosity during classroom discussions. Reading assessments indicate decoding and fluency skills are approximately two grade levels below expectation. Reading comprehension improves significantly when text is read aloud. Writing is negatively affected by weak spelling and slow reading. Mathematics performance is on grade level when word problems are read aloud.

Strengths, Interests, Preferences

- Excellent oral vocabulary
- Strong memory for hands-on learning
- Enjoys science, Legos, animals, and building projects
- Participates well during discussions
- Wants to succeed and responds well to praise

Impact of Disability

Reading deficits interfere with accessing grade-level curriculum independently. Ethan often becomes frustrated during reading and writing activities, leading to incomplete assignments and reduced classroom participation.

Autism Question

No

Addressed in:

☒ Accommodations

☒ Goals/Objectives

Present Levels: Behavioral/Social/Emotional

Behavioral/Social Performance

Ethan becomes frustrated when academic tasks are difficult, especially reading aloud or completing lengthy written work. During periods of frustration he may yell, refuse work, crumple papers, or leave his seat without permission. These behaviors typically occur two to three times per week and decrease when adults provide structured support and choices.

Strengths

- Friendly and caring
- Enjoys helping classmates
- Responds positively to positive reinforcement
- Accepts adult guidance after calming down

- Good sense of humor

Educational Impact

Behavioral outbursts interrupt Ethan's own learning and occasionally disrupt instruction for classmates. Difficulty regulating emotions limits independent completion of academic tasks.

Bullying

No concerns reported.

Positive Behavioral Supports

Yes

Student requires:

- Visual schedule
- Break card
- Calm-down space
- Explicit instruction in coping skills
- Positive reinforcement system
- Adult check-ins throughout the day

Addressed in:

☒ Accommodations

☒ Goals/Objectives

Present Levels: Communication

Communication Performance

Ethan communicates effectively with adults and peers. He expresses ideas clearly during conversations but sometimes struggles to communicate appropriately when frustrated. During emotional episodes he may yell or shut down instead of asking for help.

Strengths

- Strong expressive language
- Participates in class discussions

- Enjoys collaborative activities

Educational Impact

Communication difficulties during emotional escalation interfere with classroom participation and problem-solving.

AAC

No

Autism Communication Questions

No

Addressed in:

☒ Goals/Objectives

Accommodations and Modifications

Accommodations

Area	Accommodation
Presentation	Read directions aloud; text-to-speech; audiobooks; visual supports
Response	Speech-to-text; oral responses when appropriate; graphic organizers
Timing	Extended time (50%); frequent breaks
Setting	Small-group testing; quiet workspace; preferential seating