

## Regression and Recoupment of Specific IEP Goals

**Student Name:**

**Student ID:**

**ESY School Year:**

**Dates of Break from Instruction: From:            To:**

**Data Recorded by:**

**Dates of Re-implementing Instruction: From:            To:**

**Directions:**

1. List no more than 2-3 IEP goals under box #1. **The goal may be abbreviated, but the measure statement should be evident.**
2. Record in box #2 the student's progress prior to the break in instruction. Goals that are new and do not have a sufficient amount of data record IT (insufficient time).
3. Record in box #3 the student's progress when instruction was re-implemented.
4. Record in box #4 % of recoupment following re-implementation of instruction.

#1 IEP Goals	#2 Current rate of progress <u>prior to break in instruction</u> .	#3 Current rate of progress with <u>re-implementation of instruction</u> . <b>Indicate amount of regression</b>	#4. Indicate % recoupment ESY Eligibility
<i>Example: Sam will read a list of 10 sight words with 80% accuracy in 4 out of 5 trials as measured by teacher charted data.</i>	<i>Example: As of 12/17/10, Sam is reading 10 sight words at 70% Goal- 80% accuracy</i>	<i>Example: As of 01/14/11, Sam is reading sights words with 50% accuracy Regression: 20%</i>	<i>Example: As of 02/11/11, Sam is reading sight words with 80% accuracy</i>  Eligible for ESY: Y <input type="checkbox"/> N <input type="checkbox"/>
		Regression:	Eligible for ESY: Y <input type="checkbox"/> N <input type="checkbox"/>
		Regression:	Eligible for ESY: Y <input type="checkbox"/> N <input type="checkbox"/>
		Regression:	Eligible for ESY: Y <input type="checkbox"/> N <input type="checkbox"/>

- ESY services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill or behavior addressed by an annual goal, the students' age and level of development, and the timeliness of teaching the skill.

Student is likely to be placed in a more restrictive setting if ESY is not provided.

