IEP Template Autism-Specific (All Ages)

Student Information

Student Name: _____

Date of Birth: _____

Grade: _____

Eligibility Category: _____

School: _____

Case Manager / ESE Specialist: _____

Parent/Guardian Name: _____

Date of Meeting: _____

Present Levels of Performance

Social Communication

Describe joint attention, reciprocal conversation, perspective-taking, nonverbal communication, peer interaction, and pragmatic language:

Sensory Regulation

Describe sensory triggers and self-regulation: responses to sound, light, texture, movement, transitions, and crowding. Note what self-regulation strategies the student already uses:

Behavioral Flexibility and Routines

Describe response to changes in routine, transitions between activities or settings, novel situations, and rigidity around preferred items or topics:

Academic and Functional Performance

Measurable Annual Goals

Tips: Each goal should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). For autistic students, prioritize functional independence alongside academic achievement.

Goal 1 Social Communication (example)

Area (Academic/Functional):

By [date], when a peer initiates a conversation, [student] will respond with an on-topic statement or question and maintain the exchange for at least 3 turn-takings across 4 of 5 opportunities, as measured by teacher observation log.

Goal 2 Sensory Regulation (example)

Area (Academic/Functional): _____

By [date], when [student] identifies sensory overload using the feelings-thermometer or self-rating card, [student] will independently request a sensory break and use a regulation strategy (noise-reducing headphones, quiet corner, movement break) with 80% accuracy across 4 of 5 school days, as measured by teacher and parent log.

Goal 3 Behavioral Flexibility (example)

Area (Academic/Functional): _____

By [date], when an unexpected change in routine occurs, [student] will use a pre-taught coping strategy (visual schedule update, social story, or break request) within 2 minutes, with 75% independence across 4 of 5 opportunities, as measured by teacher data.

Accommodations & Modifications

Check all that apply or add your own. These are commonly requested accommodations for autistic students:

- ☐ Visual schedule posted and reviewed at every transition
- ☐ Social-stories and pre-teaching before new activities, transitions, or events
- ☐ Sensory-break access on demand (movement break, quiet corner, headphones, fidgets)
- ☐ Structured environment with predictable routines and warning before changes
- ☐ Preferential seating away from distractions and high-traffic areas
- ☐ Reduced sensory load (noise, lighting, crowding) when possible
- ☐ Special-interest inclusion to support engagement and motivation
- ☐ Clear, concrete directions; avoid sarcasm, idioms, and figurative language
- ☐ Picture-supported directions next to verbal directions
- ☐ Parent-teacher daily communication (paper folder, app, or email)
- ☐ Repeated/rephrased directions and processing-time allowance
- ☐ Unstructured-time support (lunch bunch, supervised recess, peer-buddy program)

Other:

Services

Document direct and indirect services. For autistic students, commonly discussed services include:

- [ ] Speech-language therapy (pragmatic / social-communication focus)
- [ ] Occupational therapy (sensory integration, fine-motor, self-regulation)
- [ ] Behavioral support (school psychologist, BCBA, autism specialist)
- [ ] Social-skills group instruction
- [ ] Structured-teaching support (TEACCH, visual supports)
- [ ] Counseling / mental-health support

Service delivery documentation (minutes/week, frequency, setting, group size):

Behavior Intervention Plan (BIP)

For autistic students, target behaviors often arise around sensory overload, communication frustration, or routine disruption. Capture the basics below.

Target behavior 1:

Antecedent / trigger(s):

Replacement behavior to teach:

Reinforcement strategy:

Target behavior 2:

Antecedent / trigger(s):

Replacement behavior to teach:

Reinforcement strategy:

Extended School Year (ESY) Consideration

Under IDEA, ESY services must be considered for every eligible student and autistic students frequently qualify due to documented regression over breaks. Florida uses regression-recoupment data. Capture the evidence and team decision below.

Documented regression areas (skills lost during breaks):

Recoupment time observed (how long to recover pre-break skill level):

- ☐ ESY services recommended for this IEP year
- ☐ ESY services not recommended justification documented

If recommended: ESY setting, frequency, duration:

Parent Concerns What Autistic Students Often Hide

Use these prompts at home and at the meeting. Pull from these to surface patterns the school day may not show:

- ☐ Masking / camouflaging at school (shuts down at home after school)
- ☐ Sensory triggers that build across the day (and what helps at home)
- ☐ Social fatigue, need for downtime, or weekend recovery patterns
- ☐ Special interests that could be leveraged for engagement and motivation
- ☐ Regression after weekends, breaks, illness, or stressful events
- ☐ Sleep, appetite, or mood changes tied to school days
- ☐ Avoidance of certain teachers, classes, transitions, or sensory environments
- ☐ Anxiety, rigid thinking, or perseveration patterns

Concerns you want the team to address:

Signatures

Parent/Guardian Signature: _____

Date: _____

Special Education Teacher / Case Manager: _____

Date: _____

General Education Teacher: _____

Date: _____

Administrator Signature: _____

Date: _____