

# Individual Education Plan

2018-2019

District

Student Name

PEN : 111111111

School

Date of Birth : October 4, 2007

Grade : 6

## Student Details



**Primary Designation :** A – Physically Dependent  
**Additional Designations :** E – Visual Impairment  
**IEP Date :** April 17, 2019  
**Parent/Guardian Consultation :**   
**Parent/Guardian Consulted Date :** April 18, 2019  
**Case Manager :** Michel Gagnon

Student Support Team	Role
Mr. OT	OT
Mr. Principal	Principal
Mr. PT	PT
Mrs. AAC	AAC
Mrs. Coordinator	Nursing Support Services Coordinator
Mrs. HT	Spec. Ed Teacher
Mrs. Vision	Teacher

## Student Profile

**My Interests :**

*Location of Evidence : http*

I love music  
 I like watching videos on the iPad with colour and movement  
 I like activities that make sound

**My Learning Preferences :**








I need things to be large and close for me to see them I like having lots of things going on around me  
 It takes me a while to explore new things, but I like to touch new things when given a chance to explore them

**What You Need To Know About Me :**

I need lots of time to process information I need breaks throughout the day  
 An adult need to help me with all my self-help skills

## My Learning Profile

<input checked="" type="checkbox"/> <i>Thoughts from my team</i>	<b>Personal</b> <i>What I am able to do on my own</i>	<b>Social</b> <i>What I am able to do with others</i>	<b>Intellectual</b> <i>How I think</i>
<b>My Strengths</b>	School team input: - happy at school - shows preference (whether am interested in an activity or not)	School team input: - happy to be around other people -enjoys having students and staff support -enjoys being in Ms. Weber's grade 6 class at my school -acknowledges office staff when delivering attendance	School team input: -pursues interests (likes) -demonstrates response with hands and switches - hands on art activities - demonstrate learning by doing vision activities (fibre optic lights)

<b>My Stretches</b>	School team input: -working on making choices between two objects (especially between two non preferred)	School team input: I am working on consistently saying "hi" or "how are you" using a Tap Speak Button app on my iPad I am working on using voice output to communicate with students and staff	School team input: -demonstrates thinking through actions or words - expanding the variety of activities participated in -uses experiences to direct next steps
<b>My Focus Area This Year</b> <i>These learning domains can inform the IEP development in these core competency areas</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<p style="text-align: center;"><b>Core Competency Connections</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><a href="#">Positive Personal</a></p> <p><a href="#">Personal Awareness</a></p> </div> <div style="text-align: center;">  <p><a href="#">Communication</a></p> </div> <div style="text-align: center;">  <p><a href="#">Social Responsibility</a></p> </div> </div>	<p style="text-align: center;"><b>Core Competency Connections</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><a href="#">Communication</a></p> </div> <div style="text-align: center;">  <p><a href="#">Social Responsibility</a></p> </div> </div>	<p style="text-align: center;"><b>Core Competency Connections</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><a href="#">Creative Thinking</a></p> </div> <div style="text-align: center;">  <p><a href="#">Critical Thinking</a></p> </div> </div>

<b>Supports and Plans</b>	
Essential Supports	Assessment / Response - (assistive technology; voice output -tap speak button app on my ipad,)
Essential Supports	Instructional and Presentation/Representation -vision tools (fibre optics and lights) and alternative format large print, pictures
Essential Supports	Environmental- (lift, walker)
Universal Classroom	Instructional and Presentation/Representation iPad and computer Timing- additional time for processing and for tasks and assignments
<b>Supplementary Plans</b>	<b>Date</b>
Care Plan	April 17, 2019
Transition Plan	April 16, 2019

Core Competency Goals	
Communication	I ask and respond verbally to simple, direct questions by:
Objective	Strategy
using my visual physical cue schedule	<ul style="list-style-type: none"> <li>-visual and physical prompts on visuals</li> <li>-visuals are colour coded by white (object) and red (location)</li> <li>-start by just showing the student the visual of the next activity</li> <li>-pair visual with verbal prompt (so there is verbal, tactile and visual input) - high contrast, low glare visuals whenever possible</li> </ul>
activating the Chatterboards app on my iPad to say "hello" or "good morning" to my classmates and teachers several times (+2) per day by June 2019.	<ul style="list-style-type: none"> <li>-provide physical and verbal prompt as needed (hand under hand)</li> <li>-provide significant wait time for processing the prompt Model for the student</li> </ul>
pressing a Tap Speak Sequence app on my iPad to say "Hey come back here" when I want somebody's attention.	<ul style="list-style-type: none"> <li>-program "hey come here" into Tap Speak Sequence on the iPad and keep on the tray throughout the day</li> <li>-when the student is showing unhappiness that an adult has left her, model the appropriate response by pressing the app and coming back over</li> <li>-practice daily in authentic class and school contexts</li> </ul>
pressing a switch with a single finger (without pressing it repeatedly or holding the switch) with 50% accuracy with minimal verbal or physical prompts by June 2019, as measured by teacher/EA data records.	<ul style="list-style-type: none"> <li>use senswitch and helpkidzlearn to work on switch activated activities (Student enjoys the counting songs on helpkidzlearn)</li> <li>-use small switch surround by foam to help with targeting</li> <li>-student has a glove with the finger cut off to wear when working on switch activities - this allows her to work on finger isolation</li> <li>-work on daily to increase ability</li> </ul>
Critical Thinking	I can show if I like something or not by
Objective	Strategy
between a preferred and preferred object.	<ul style="list-style-type: none"> <li>-Find 3-4 preferred and none preferred items (currently likes iPad, and select items that are age and developmentally appropriate)</li> <li>-Once she is able to consistently choose between objects, then add a visual to pair with the item.</li> <li>-Fade object as the student is able to make a choice using visuals.</li> </ul>
Critical Thinking	I can try different things by:
Objective	Strategy
planning and creating stories to deepen awareness of self, family and community.	<ul style="list-style-type: none"> <li>-Use Pictello app and camera on the iPad to create and share stories with classmates</li> </ul>
accessing sources of information and prior knowledge to make meaning.	<ul style="list-style-type: none"> <li>-Vision Teacher to support goal.</li> <li>-Develop tactile cues and use to teach orientation and mobility skills throughout the school.</li> </ul>
Personal Awareness	I can take some responsibility for my physical well-being by
Objective	Strategy
turning my head to activate a switch (developing my motor skills to turn on an appliance)	<ul style="list-style-type: none"> <li>- Place a microlight switch next to the student's cheek and provide a verbal prompt</li> <li>- use a Powerlink, a spinner and a Step-by-Step Communicator to support the objectives</li> <li>- PT support as needed to stabilize head position</li> </ul>
taking responsibility for using my cognition to relax my muscle tone in preparation for transfers.	<ul style="list-style-type: none"> <li>-Ensure Student is sitting properly in the sling before moving her</li> <li>-Give wait time before starting the sling</li> <li>-Verbal and physical prompts to remind the student to relax their body in preparation for transfers</li> </ul>
Social Responsibility	With some support, I can be part of a group by:
Objective	Strategy

<i>Objective</i>	<i>Strategy</i>
taking an active role in a group activity using my arms and whatever support or equipment required to play with a ball, tag game, musical performance by June 2019.	-Set up group activities that require the student to use their arms to interact with a variety of materials and activities
Choosing a book in the library 1 time per week.	-Student will visit the library one time per week. -Student will be offered a choice of books to take out.

<b>Curricular Goals</b>		
English Language Arts	Replacement	Teacher Responsible : Teacher
Language and text can be a source of creativity and joy.		
<b>Learning Standards</b>		
Explore foundational concepts of print oral and visual texts by		
<i>Objective</i>	<i>Strategy</i>	
Using language to create and share ideas	-Experience books -Create Pictello stories on the iPad -Tar Heal Reader books on the computer -High interest books -Practice daily	
turning the pages in a book with a verbal prompt.	-Use Tar Heal Reader books on the computer and a switch and Hitch to turn the pages -High interest books	
using the Tap-Speak-Sequence app on the iPad to repeat a phrase in a book with 50% accuracy with less than 3 physical and verbal prompts by June 2019.	-Use high contrast, high frequency tactile book - Use glare books -books with tactile parts -Refer to the hierarchy of prompts for support	