



Individual Education Plan

Student Details

No Picture Available	Student Name:	Test AppStu16	Primary Ministry Designation: G
	Grade:		Additional Designation(s):
	PEN:	105329111	IEP Date:
	Date of Birth:		Case Manager: Lindy Thompson

Student Support Team	Role
Cathy Can	Principal
Jan Always	Classroom Teacher
Kelly Talk	District Speech and Language Pathologist
Ted Danson	Resource Teacher/Case Manager
Susan Rest	District Occupational Therapist
Anna and Ray Janson	Parents
Yuri Bond	Educational Assistant
Tim Handsome	Counselor
Parent/Guardian consulted on:	

My Personal Profile

My Interests:

I love to play with lego and build towers
I like walking my dog
Jumping on the trampoline
I love swimming and looking for shells at the beach
I like to play video games
I like to play soccer with my friend
My favourite food is hot dogs with ketchup only

My Learning Preferences:

I learn best when it is quiet
I like it when my teacher helps me
I don't like writing it takes too long and it is hard
I like using an iPad to write my stories
I need to take breaks and move a lot during the day
I like working with a partner, but not a big group
I like activities that I can do with my hands

What you need to know about me:

I get mad or frustrated easily
I need quiet to focus on my work
I don't like bananas
I don't like loud noises
I love PE, soccer and running
Sitting on the carpet for a long time is hard for me
I don't like it when my friends don't play by the rules
I don't like being laughed at







My Learning Profile

<i>Thoughts from my team.</i>	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Thinking <i>How I think.</i>
My Strengths	I'm good at sports like soccer I can make my own lunch I can tie my own shoes	I love to play outside and video games with my friends I'm good at taking turns	I'm good at math and adding/subtracting I'm really good at playing Minecraft
My Stretches	I need help organizing my materials and packing my bag I forget things Sometimes I need help calming down I sometimes get upset when changes happen in the day and we don't get PE	I need help problem solving with my friends I don't always know what to say to others I sometimes get upset and cry when friends don't play with me	I don't like printing or writing I have trouble with spelling I need help getting my ideas written down stories I don't like working in noisy classrooms

My Focus Area This Year



These learning domains can inform the IEP development in these core competency areas.

Core Competency connections	Core Competency connections	Core Competency connections
 PS Positive Personal +  PS Personal Awareness +	 C Communication  PS Social responsibility	 T Creative thinking  T Critical thinking

Support and Plans

Universal Classroom Supports i

Support/Plan:

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| 1. create a quiet space in the classroom (calm corner with bean bag chair) |
| 2. flexible seating- carpet, desk, stand, use of wobble stool, cushion, etc. |
| 3. use of visuals- class schedule, reminders, digital clock |
| 4. Timed timer |
| 5. Differentiated instruction ensuring activities/assignments at student level |
| 6. Social stories as whole class strategy and lesson ie. making friends, getting along, how to calm our bodies |
| 7. use of technology ie. ipad for writing |

Essential Supports i

Support/Plan:

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| 1. Preferential seating- close to teacher, supportive capable peer away from high traffic areas |
| 2. use of sensory room (black out tent) when available |
| 3. explicit instruction of self-regulation tools/strategies in class and with counselor and resource teacher |
| 4. one on one time with counselor-self-regulation/emotional well being |
| 5. small group support with SLP- social language/communication |
| 6. cooking group (social skills group) with resource teacher |
| 7. Educational Assistant support for writing, self-regulation and navigating social situations |

Supplementary Plans i

Support/Plan:

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|----|
| 1. |
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Core Competency-Based Goals

Personal Awareness	Goal/ Facet:	I can use strategies that help me manage my feelings and emotions by
Objective 1: choosing an appropriate self-regulation strategy/tool to calm my body		Instructional Approach 1: using: -a fidget, reading a book, coloring, sensory putty, asking for a break, use of calm corner, breathing strategies, going for a walk, getting a drink/snack, using sensory room for quiet break, etc. -alternate/flexible seating -movement breaks throughout day as needed -support and consultation from district OT ie. sensory pieces -whole class/UDL zones of regulation class check-ins to start every morning and throughout the day -teach and have students identify strategies/tools that work for them -create a class bulletin board of each student's "tool box" -have counselor come in to do class lessons on breathing, coping strategies, etc.

Core Competency-Based Goals

Social Responsibility	Goal/ Facet:	I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing by
Objective 1: initiating play at recess/lunch with one friend		Instructional Approach 1: by using: -whole class/UDL lessons on Friendship skills -class meetings to discuss issues as they come up and practice THINK problem solving framework -lessons on feelings/emotions/playing fair, etc. -social script prompts -adult support and frequent teacher check ins -role play -video modeling -small group sessions with SLP developing social language -cooking group facilitated by resource teacher developing social interactions, conversational skills and group work
Objective 2: working with a partner in a positive manner in the classroom		Instructional Approach 2: using: -social script prompts -role play -video modeling -social cueing/observing others -teacher check-ins -choosing a supportive capable peer

Curricular Competency-Based Goals

Area of Learning: English Language Arts	Teacher/Support Staff: Classroom Teacher, Educational Assistant, Resource Teacher, Speech and Language Pathologist, Parent, Student
Big Idea: Using language in creative and playful ways helps us understand how language works.	
Learning Standard: I can communicate and express my thoughts and ideas by...	
Objective 1: creating sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation, with support.	Instructional Approach 1: using: <ul style="list-style-type: none"> -explicit whole class instruction of sentence structure, exemplars, sentence starters -pair with capable peer to share out and discuss ideas before writing -pre-writing strategies ie. graphic organizer, draw a picture before writing -adult support to scribe ideas on whiteboard for student to copy -allow for oral answers -use of technology ie. ipad to type or use voice to text feature -frequent teacher check-ins -extra time -alternate/flexible seating -quiet space to work/think -daily word works/games (spelling program) to develop vocabulary -printing like a pro (whole class strategy recommended by OT) -movement breaks as needed throughout the day -small group support with SLP to develop vocabulary and language

Additional Comments:

Uploaded Documents:

Assessments/Support

Date	Assessment/Support
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