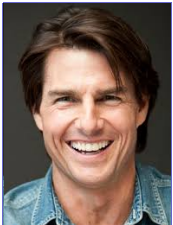




Individual Education Plan

Student Details

	Student Name: Test AppStu34	Primary Ministry Designation: C
	Grade:	Additional Designation(s):
	PEN:	IEP Date: December 14, 2020
	Date of Birth:	Case Manager: Lindy Thompson

Student Support Team	Role
Glen Posey2	Case Manager/Resource Teacher
Lisa Read	Inclusion Support Teacher
Grant Mellestrand	Classroom Teacher
Rich Ready	LA Teacher
Karen Petersen	Principal
Don and Janet Cruise	Parents
Fiona Young	District Itinerant Resource Teacher for Deaf/Hard of Hearing
Kellie Mitchell	Speech and Language Pathologist
hdhdhd	dddhdh
Parent/Guardian consulted on:	October 4, 2020

My Personal Profile

My Interests:

Mine craft video games

Loves playing grounders and man tracker games with peers during outside time (recess)

Loves being outdoors

likes everything about school- art, music, PE, math games on the ipad and free time

He loves DQ and take out food

My Learning Preferences:

working with friends

watching others do it first

watching a video about it

Learns by doing, hands on tasks

He likes to show what he knows by drawing or using technology (ipad)

He likes to work at his desk, by himself in a quiet environment

He likes having adult help for scribing his ideas and then he copies them (he's very proud of his printing)

I like being read to and reading with an adult

What you need to know about me:

I'm shy and quiet

I can tie my own shoes

I can print my first and last name

I have a baby brother who is in Kindergarten

I don't like sandwiches

His favourite food is take out from Dairy Queen

I want to get better at basketball and reading

I don't like when adults ask me if I need help all the time

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	<ul style="list-style-type: none"> -ride my bike -hardworking -I try my best -kind/friendly/happy -eager to learn -loves swimming, art, music -likes adult one-to-one attention -math is a personal strength -shares ideas well orally -likes being read to -takes care of little brother at school and taking the bus 	<ul style="list-style-type: none"> -play with lego -bike ride -hang out in the forest -play Minecraft with friends -play with friends during games -take part in whole class discussions -work in small groups with adult support -engages with peers during games -wants to be with and a part of the group/class -participates well in whole class lessons 	<ul style="list-style-type: none"> -I like it when my teacher helps me one on one -I like to use a number line to help me count, add and subtract in math -I like to talk before I write about things -I like to draw my ideas first -I like using manipulative and doing hands on projects to show my learning -I like a quiet environment to work and think -school is important for reading and connecting ideas -I like counting and can add numbers using visuals and manipulatives -spelling helps me learn my letters (sounds) and words
My Stretches	<ul style="list-style-type: none"> -organizing my desk -difficulty concentrating when it is something he is not interested in -planning, organizing and solving problems -self-direction skills; independence and self-control -following what is going on in class; instructions/tasks -requires regular adult check-ins 	<ul style="list-style-type: none"> -show and tell -talking to people I don't know talking with adults talking about my feelings -peer relationships -misunderstanding social cues and communicating in a way that others can understand -articulation -working with others; accomplishing goals -social awareness- following what is going on in class around him 	<ul style="list-style-type: none"> -I need help writing my ideas down (scribe) -I like it when instructions, books and writing on the board is read to me (reader) -I like things given one step at a time -I need help with my reading What my team has to say: Current reading level: PM Level 6 -expressive and receptive language -has difficulty following steps/plan -vocabulary development -written output support -math -reading -vocabulary -difficulty following more than one instructions/step at a time

My Focus Area This Year



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

Core Competency connections



Positive Personal +



Personal Awareness +

Core Competency connections



Communication



Social responsibility

Core Competency connections



Creative thinking



Critical thinking

Support and Plans

Universal Classroom Supports i

Support/Plan:

1. preferential seating (close to teacher with peers on his left)
2. manipulatives and hands on activities
3. visuals-picture prompts, cues, diagrams, charts, rule on desk
4. extra time to complete work
5. reduced quantity of work
6. Alternatives to print (audiobooks, videos, picture activities)
7. use of ipad (epic, IXL math, cool mathgames)
8. Scribed notes using whiteboard/sticky notes
9. Verbal instructions given one step at a time and visual reminders for multi-step activities
10. Use of document camera (enlarge stories being read, model tracking, highlighting text, etc)
11. Opportunities for modeled, guided and independent practice

Essential Supports i

Support/Plan:

1. FM (Free Field) Sound system
2. pocket talker in small groups (LA)
3. SLP Consult
4. 1:1 support from District Itinerant Hearing teacher

Supplementary Plans i

Support/Plan:

1. Absence allowed for one week each month
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Core Competency-Based Goals

Communication	Goal/ Facet:	I can ask and respond to simple, direct questions
Objective 1: while using the Pocket Talker. Current level of performance (Oct. 2020) -has never used Pocket Talker before, just being introduced in small group quiet setting during LA and time with District Hearing Teacher		Instructional Approach 1: -use of Pocket Talker in small group setting -quiet environmnet -1:1 adult support Evidence: Student demonstration, LA/Resource teacher observation, District Hearing Teacher observation, Tracking book, Student assessment and input

Core Competency-Based Goals

Personal Awareness	Goal/ Facet:	I can advocate for myself and my ideas by
Objective 1: asking questions and seeking help from an adult when I don't understand what to do using...		Instructional Approach 1: -frequent teacher check-ins for understanding -verbal and visual prompting to ask questions -use of visual instructions to supplement oral instructions -use of exemplars to show the big picture and end result -breaking multi-step activities down into smaller chunks -give one or two instructions at a time

Core Competency-Based Goals

Personal Identity	Goal/ Facet:	I understand how my values shape my choices by
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Curricular Competency-Based Goals

Area of Learning:	English Language Arts	Teacher/Support Staff:	Classroom Teacher, EA, LA, District Hearing Teacher
Big Idea:	Playing with language helps us discover how language works.		
Learning Standard:	I will use foundational concepts of print, oral and visual texts by		
Objective 1: improving my phonological/phonemic awareness. Current Level: (Oct. 2020) -he continues to work on developing all phonemic and phonological awareness skills ie. word segmentation, syllable segmentation, syllable blending, rhyme detection and production, initial/final sound detection, phonemic segmentation, phoneme blending and phoneme syllable detection.	Instructional Approach 1: -multi-sensory approach -1:1 adult support -daily word works (spelling program, games, literacy bucket) -phonological awareness/phonemic awareness games (Florida centre for reading research) Evidence: -Phonological/Phonemic Awareness scope and sequence -student demonstration -EA/Teacher observation/notes -Tracking book/sheets		
Objective 2: learning new sound/symbol relationships. Current Level: Oct. 2020 -is able to recognize (visual and auditory) some sounds of alphabet -continues to work on sound symbol relationship when reading (visual) letters v,qu,z,w,x,and y -when writing (auditory) sounds for m,f,d,g,i,e,j,v,qu,z,and w	Instructional Approach 2: -multi-sensory approach -1:1 adult support -"Printing like a pro" practice (Sunny Hill) -daily spelling program (Evan Moore) Evidence: -Phonics scope and sequence progress monitoring (LA) -student demonstration; self-assessment -EA/Teacher observations/notes -tracking book		

Additional Comments: -Dr. Adnams (ENT)- Sept. 2020 (awaiting updated hearing report)
 -updated audiology report (Oct. 2020) indicates mild to moderate hearing loss in right ear
 -uses FM sound system as universal/whole class strategy
 -uses pocket talker in small group or 1:1 quiet settings (started in Oct. 2020)
 -vision to be checked (Oct. 2020)
 -SLP identified him as having Developmental Language Disorder and Childhood Apraxia of Speech
 -In consultation with SLP (Oct. 2020):
 -expressive language- sentence structure that focuses on present progressive forms using is and are, pronouns him/her/they, they/them and their
 -receptive language vocabulary to build upon before/after, prepositions before, between, in front of and beginning/end
 -speech production sounds l,s,z,the,I

Uploaded Documents:

[\(IEP Case Manager Setup Memo.pdf\) - uploaded: Nov16/20](#)

Assessments/Support

Date	Assessment/Support
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