

Individual Education Plan

2019-2020

STUDENT: Jennifer Wai	SCHOOL: Happy Elementary
AGE: 10	GRADE: 6
DATE OF BIRTH: November 11, 2009	DATE OF PLAN: July 21, 2020
PARENTS/GUARDIAN: David Wai (Father) Yon Soo Wai (Mother)	REVIEW DATE: One week after she arrives at the school.
SKILL DEVELOPMENT BLOCK:	N/A

STUDENT PROFILE: All information was taken from Jennifer's Ontario IEP at previous school.

Ministry Designation:

A: Dependent	C: Intellectual Disabilities	D: Physical	H: Severe Social/Emotional
K: Mild Intellectual	Q: Learning Disabilities	P: Gifted	R: At-Risk Social/Emotional
E: Visual	F: Hard of Hearing	G: ASD	U: Undesignated

1. PRESENT LEVELS OF PERFORMANCE:

Reading:	Jennifer shows reading capability of Grade 3. She can understand stories and beginning to read school-life-related novels
Written Expression:	Can write at a grade 3 level. She can use Hamburger Graphic Organizer to write well-supported short articles.
Mathematics:	Jennifer has a strong understanding of number composition, basic operations, and math fact families.
Social/Emotional/Behaviour:	Has many challenging behaviours and is disruptive to the class. She has difficulties in dealing with others. Ex: She has very little eye contact with others and lacks awareness and understanding of the feelings of others.

2. STUDENT PROFILE (information sent from Ontario Program)

Thoughts from my team	Personal What I am able to do on my own	Social What I am able to do with others	Intellectual How I think
My Strengths	My Ontario team reports that I can communicate my wants and needs verbally. I am motivated to learn.	My Ontario team reports that I enjoy working with my peers.	My Ontario team reports I like using reasoning skills to help me problem solve, especially during math.
My Stretches	My Ontario team reports that I have many challenging behaviours and tend to shut down / escape from the classroom. I require some supervision from an adult.	My Ontario team reports that I need reminders to be a good friend. Triggers: Smells, noise, squishy textures, unwanted touching	My Ontario team reports I can shut down occasionally during Language Arts, particularly when I feel frustrated or if I feel like I don't understand something.

PLANNING COMMITTEE (initial to approve plan)

Student Support Team	Role
Fran DiLucca (Kelly Wong)	Classroom Teacher
Linda Frieson (Jorielle Pablo)	District Resource Teacher
John Booth (Shannon Mah)	Special Education Teacher
Nancy Bell (Denis Walsh)	Educational Assistant
Kimberley Matson (Jacqueline Lee)	Occupational Therapist
Dave Dickinson (Summer Bisson)	Psychologist
Anne Prentice (Caitlin Gostelow)	Principal
Yon Soo Wai (Shenelle Singh)	Mother
David Wai (Christine Chen)	Father

3. SKILL DEVELOPMENT GOALS: These are suggestions and ideas taken from Jennifer's Ontario IEP.

Core Competency Goals

Personal Awareness and Responsibility	I can recognize my strengths and take responsibility for using strategies to focus, manage stress and accomplish my goals.
Objective: Jennifer will be able to self-regulate her emotions by knowing when it is appropriate to ask for breaks at least 6 times a day.	Strategies: Needs routine and predictability <ul style="list-style-type: none"> - PECS for daily schedule. - Timer when she is taking a break in the calm-down area in the classroom - Mood meter

Social Awareness and Responsibility	I can be aware of others and my surroundings.
Objective: Jennifer will be expected to form a verbal response with less than 2 prompts to each teacher interaction at least twice a day.	Strategies: <ul style="list-style-type: none"> - Social stories to describe social situations that may be challenging - Social stories to teach her different social skills - Picture books which scaffold how to be a good friend

Critical Thinking and Reflective Thinking	I can stay in the classroom when expected.
Objective: Jennifer will be able stay in the classroom during class time all day. (every block)	Strategies: <ul style="list-style-type: none"> - Book nook for quiet break (5 minutes) - Use words to ask permission to do another in-class activity.

We will revisit curricular goals during and after our meeting next week.

Curricular Goals	
English Language Arts	Learn her English Language Arts level
Objective: To be completed at the next meeting after meeting Jennifer.	Possible Strategies: <ul style="list-style-type: none"> - Use token economy to keep her motivated and engaged in learning - Test her English by asking her to read a Grade 3 short article.

4. ADAPTATIONS TO INSTRUCTIONAL AND/OR ASSESSMENT PROCEDURES:

The following adaptations will facilitate Jennifer in achieving the above goals

a) General Student Responsibilities:	Jennifer will make the choice of staying in class and learning alongside her peers.
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b) Assessment Objectives:	Documentation of observations (ABCD chart) - her behaviours of staying in class and her academic ability
c) Recommendations:	Try to include her in the class as much as possible and try to keep her in the classroom and on the same program as her peers with some adaptations.
d) Parental Expectations:	Encourage parents to join meetings and information sessions that will help them understand ASD and their daughter. Encourage parents to adapt a PECS system for at-home routines.