

Individual Education Plan

2019-2020

STUDENT: Ted Sales	SCHOOL: Happy Elementary
AGE: 12	GRADE: 7
DATE OF BIRTH: May 8, 2008	DATE OF PLAN: July 20, 2020
PARENTS/GUARDIAN: Father, David Sales & Mother, Miriam Sales	REVIEW DATE: After end of first term
SKILL DEVELOPMENT BLOCK:	Ted has no verbal language.

STUDENT PROFILE:

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: Communication	U: Undesignated

1. PRESENT LEVELS OF PERFORMANCE:

Reading:	Due to his cognitive development (age of 6-7) and frequent stays in hospitals, Ted can read simple sentences with the content related to his daily life.
Written Expression:	Ted can not write due to his disabilities.
Mathematics:	Ted is able to do math at a Grade 1 level, he enjoys simple math games for learning.
Social/Emotional/Behaviour:	Ted has had a history of extensive hospitalization, and because of this he can often become overstimulated in the classroom, and requires calming breaks taken as walks with his EA. Usually returns to class calmed, and more engaged.

2. STUDENT PROFILE

Thoughts from my	Personal	Social	Intellectual
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team	What I am able to do on my own	What I am able to do with others	How I think
My Strengths	My team reports that I can communicate my wants and needs through gestures, utterances and picture boards.	My team reports that I like to be in class with friends.	My team reports that I can use a communication book to communicate my ideas.
My Stretches	My team reports that I need assistance with all daily activities (e.g. bathroom routine and feeding).	My team reports that I need strategies to manage periodic outbursts during class time. I need to expand my communication language through my communication book.	My team reports that I am learning to comprehend and match the written number/symbols to a picture by writing and colouring (cognitively functioning at age 6-7).

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
Miriam Sales (Shenelle Singh)	Mother
David Sales (Christine Chen)	Father

3. SKILL DEVELOPMENT GOALS:

Core Competency Goals	
Communication	I can communicate purposefully using forms and strategies I have practiced.

Objective: Ted will communicate his need for assistance at least 3 times per day, with less than 2 prompts.	Strategies: <ul style="list-style-type: none"> - Use of assistive technology (BIGmack Communication Button Switch) - Communication book
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Personal Awareness and Responsibility	I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.
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Objective: Ted will point to the pictures (PECs) related to his demands at least 50% of the time (e.g., when he needs the bathroom, is thirsty, hungry).	Strategies: <ul style="list-style-type: none"> - Communication book and visual aids - Document with ABCD chart when he exhibits a need successfully
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Social Awareness and Responsibility	I can be aware of others and my surroundings.
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Objective: Ted will increase his abilities to self-regulate by asking for breaks at least 3 times a day..	Strategies: <ul style="list-style-type: none"> - Communication book - Gradually forming break routines.
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Curricular Goals

Literacy	I can read ‘just-right’ books and my communication book to help me learn about my routines.
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Objective: I will read every day for 10 minutes.	Strategies: <ul style="list-style-type: none"> - Ted will begin to use gestures to communicate his understanding during read alouds. - Ted will practice his affirmative gesture for ‘yes,’ and his negatory gesture for ‘no.’
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4. ADAPTATIONS TO INSTRUCTIONAL AND/OR ASSESSMENT PROCEDURES:

The following adaptations will facilitate Ted in achieving the above goals

a) General Student Responsibilities:	Ted will continue to practice communicating his needs to others by using assistive technology.
b) Assessment Objectives:	Checklists for measurable goals (rate of success on use of button and PECs)

	Documentation of observations (stamina in classroom, response after breaks)
c) Recommendations:	<p>After Ted learns to use BIGmack and PECS independently, we can gradually introduce the use of high tech assistive technology to communicate (e.g. SLP can bring in TouchChat on the Ipad).</p> <p>Meet with occupational therapist at least once a week to assess his access ability (e.g. using right hand or left hand)</p>
d) Parental Expectations:	<p>Ted's parents will continue to work on supporting their son's development and increase efforts at home to help him practice his communication techniques. Ted will be encouraged to follow the routines from the school.</p> <ul style="list-style-type: none"> - A device with a similar function of BIGmack in the classroom will be used at home. - A choice board will be adapted for home use. - Do physical exercise recommended by the occupational therapist every day.