



Individual Education Plan

2021-2022

(School logo)

First Last

PEN : #####

Date of Birth : Month Day, Year

School Name

School Address

Grade : 04

Student Details

Primary Designation :

Q — Learning Disability

Additional Designations :

Student Photo

IEP Date :

Month Day, Year

Parent/Guardian Consultation :

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Parent/Guardian Consulted Date :

Case Manager :

Case Manager Name

Student Support Team	Role
Student Name	Student
Parent Name	Parent
Parent Name	Parent
Other Name	Brother
Teacher Name	Teacher
SLP Name	SLP
Case Manager Name	Case Manager

Student Profile

My Interests :

I love video games, especially Fortnite and Minecraft. I watch YouTube. My favourite YouTubers are Unspeakable and Aphmau.

At school I like to play outside with (friend). We play a game about puppies.

I will be playing baseball soon, when my dad signs me up.

Location of Evidence : Interview notes with student and members of his support team

My Learning Preferences :

I learn best when the room is quiet. Sometimes headphones help me when the room is noisy.
I want to get better at math and reading.








Location of Evidence : Interview notes with student and members of his support team

What You Need To Know About Me :

I need some extra help when I am doing math, writing, and stuff where I have to read, like Science.

Location of Evidence : Interview notes with student and members of his support team

My Learning Profile

<input type="checkbox"/> <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>	Intellectual <i>How I think</i>
My Strengths	*My team notices that I am positive and want to participate.	I like to play with my friends. * My team notices that I am friendly and care about other people especially my family. Other kids like me, and I am good at outside/playground games.	I like to draw or talk about what I know. * My team notices that my verbal ability is strong relative to other skills.
My Stretches	I need help with my math, writing and reading. * My team notices that my resiliency, confidence & maturity are lagging Articulation is a challenge.	I get mad when people don't understand what I am saying. * My team notices that I am learning to connect age appropriately with my peers for attention.	I get mad and cry when work is too hard. * My team notices that I am working on starting my work independently.
My Focus Area This Year <input checked="" type="checkbox"/> <i>These learning domains can inform the IEP development in these core competency areas</i>	<input checked="" type="checkbox"/> Core Competency Connections  Personal Awareness and Responsibility  Positive Personal and Cultural Identity	<input checked="" type="checkbox"/> Core Competency Connections  Communicating  Collaborating  Social Awareness and	<input type="checkbox"/> Core Competency Connections  Creative Thinking  Critical and Reflective

Supports and Plans

Essential Supports	Environmental	<ul style="list-style-type: none"> - SLP support - Make success visible with an incentive chart (in red reading folder) - Directed instruction that focuses on decoding - Directed instruction that focuses on spelling - Sight words (folder) for writing - Information given in small chunks - Reminders - Access to a reader when possible - Directed instruction that focuses on how to write a complete sentence
Essential Supports	Technology	<ul style="list-style-type: none"> - Access to a Chrome Book or Notes in iPad for writing support - Access to a calculator for numeracy support
Universal Classroom	Environmental	<ul style="list-style-type: none"> - Academics at a "Just Right" level - Consistent routines & expectations in a calm environment - Access to noise reducing headphones - Academics at a just right level - Encouragement and celebration for successes - Praise/reinforcement for effort - Prompts and scaffolding for multi-step tasks - Word wall - Draw and label to show understanding - Listen to audio books, watch videos, and/or have other ways to access text - Read an analog clock with Sarah Ward Working Clock strategies - Identify the value of coins
Universal Classroom	Environmental	Use fill in the blank strategies to practice focus skills

Core Competency Goals

Personal Awareness & Responsibility	I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback.
Objective	Strategy
I can follow classroom routines independently	<ul style="list-style-type: none"> - Familiar and consistent classroom routines - Direct verbal prompts - Building on familiar independent routines, ex. Spelling(over a week): student chooses list words, glue words onto Spelling sheet, copy/write out the words, Cover and Check, Write a sentence.
I can write in my agenda without help.	<ul style="list-style-type: none"> - Adult will write the agenda message on the classroom white board - Student will independently find the right page in his agenda and write down the message on the lines for that day.
I can keep my desk tidy	<ul style="list-style-type: none"> - Adult provides a model of a tidy desk
I can try my best all the time. Positive attitude, Growth Mindset, Copy from the board without tears.	<ul style="list-style-type: none"> - Make student's successes visual - Incentive chart - Adults provide praise and reinforcement when student tries his best - Model/prompt using growth mindset language. Recognize and praise when student uses growth mindset language independently

Communicating	I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced.
Objective	Strategy
by using the strategies taught by the SLP	<ul style="list-style-type: none"> - No lips: When you use your lips it makes a /w/ sound! - Tongue back: If the tongue is in the front, it makes a /l/ sound. Make sure the sides of the tongue go up while the middle of the tongue is down (it makes a "u" shape). You should feel the teeth in the very back of your mouth with the sides of your tongue when saying "arrrr" correctly. - Mouth wide open: This helps eliminate the jaw doing the work and focuses on strengthening the tongue. -target sound is /r/; initial r, vocalic /r/ (er) and blends (br, pr)

Curricular Goals

Big Ideas

English Language Arts - Stories and other texts help us learn about ourselves, our families, and our communities.

Area of Learning

English Language Arts

Supplemental Goal

Teacher Responsible : (TEACHER)

Learning Standards

English Language Arts - Read fluently at a just right level.

I can work cooperatively and practice every day to improve my reading

Objective	Strategy
by reading every day, from a variety of text at a just right level.	<ul style="list-style-type: none"> - Daily reading with a partner at home and at school - Direct teaching of word solving strategies (chunking syllables, using context and picture clues, skip and read on to find clues for unknown words) - Asking leading questions while reading (Does that make sense? What do you think ____ means? How do you think ____ feels? What do you think might happen next?)
by learning phonics with word work and word families,	<ul style="list-style-type: none"> - Small group intervention - Word Study activities that build letter sound awareness with magnetic letters and practice writing words with sound boxes from "Next Step Forward"

Additional Comments

PsychEd assessment on file (March 2022)