



Individual Education Plan
2022-2023
Stella

(school logo)

PEN: #####
Date of Birth: Month Day, Year
Grade: 10

School Name
School Address

Student Details																				
<div style="border: 1px solid blue; width: 150px; height: 150px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px;">Photo</div> </div>	<table border="1"> <tr> <td>Primary Designation</td> <td>A — Physically Dependent</td> </tr> <tr> <td>Additional Designation</td> <td>Moderate to Profound Intellectual Disability Visual Impairment</td> </tr> <tr> <td>IEP Date:</td> <td>September 28, 2023</td> </tr> <tr> <td>Parent/Guardian Consultation:</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Parent/Guardian Consulted Date:</td> <td>September 10, 2023</td> </tr> <tr> <td>Case Manager:</td> <td>(Name)</td> </tr> </table>	Primary Designation	A — Physically Dependent	Additional Designation	Moderate to Profound Intellectual Disability Visual Impairment	IEP Date:	September 28, 2023	Parent/Guardian Consultation:	<input checked="" type="checkbox"/>	Parent/Guardian Consulted Date:	September 10, 2023	Case Manager:	(Name)							
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Student Profile "" ...I say *My family says... +My team/teacher says...

My Interests:

I like listening to music, especially ballads like "Perfect" by Ed Sheeran. I enjoy singing songs with classroom staff.

I like chewing on sensory items, especially my purple/green/orange chews; I need oral stimulation. I like spending time with my peers at school.

I like sitting outside and being around nature.

I enjoy watching TV shows, such as Dora, Yo Gabba Gabba, Max & Ruby, etc. Dora is my first preference. I find it soothing when staff push me in my wheelchair around the school; I genuinely enjoy it.

Location of [Evidence](#):

My Learning Preferences:

I should have my oral chew at all times, it is attached to a chew/sensory necklace. I like having lots of movement (ex. When staff push my wheelchair).

I prefer if people approach me from the front, as I get startled when people come up from the side or behind. I like the regular classroom staff, and work best with that team, as I am most familiar with them.

I do not appreciate when people grab my hands, but if you let me guide you and take the lead, I am more receptive.

Location of [Evidence](#):

What you need to know about me:

I need time to adjust to new people, but once I have, I can work with them.

I have a vision impairment, but my auditory skills are strong, so I can follow simple, explicit verbal cues from classroom staff.

With time, I can calm myself down when I am upset.

I need time and patience when adjusting to new routines and activities.

I do not like it when people touch my hands, please wait for me to initiate contact.

I need an adult to help me with my activities.

There are days when my mood or being tired effects my performance.

Location of [Evidence](#):

My Learning Profile

<input checked="" 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 <ul style="list-style-type: none">• What can I do (well) – on my own, with others?• When do I feel confident?• What can I teach others about?	I am able to show when I am happy or upset. I have a sense of humor that is infectious.	I like spending time and visiting people with whom I have made a connection with. I am good at observing my peers.	I am able to express when my working environment is too loud or overwhelming for me.
My Stretches <ul style="list-style-type: none">• What is hard for me (to do/learn)?• What do I need a lot of support with?• What do I want/need to work on/get better at?	I am working on calming myself down, more independently, when I am upset. I am working on showing a preference for various sensory	I am working on warming up to new people.	I am working on understanding cause and effect through a variety of activities.

	activities and break choices.		I am working towards showing more interest in various adapted physical activities, such as handball.
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My focus Area This Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>These learning domains can inform the IEP development in these core competency areas</i>	Core Competency Connections  Personal Awareness and Responsibility  Positive Personal and Cultural Identity	Core Competency Connections  Communicating  Collaborating  Social Awareness and	Core Competency Connections  Creative Thinking  Critical and Reflective

Supports and Plans		
Essential Supports	Environmental	<ul style="list-style-type: none"> OT/PT support to facilitate fine and gross motor development Vision teacher to support vision activities
	Technology	<ul style="list-style-type: none"> AAC SLP to support communication system AAC communication system
Universal Classroom	Environmental	<ul style="list-style-type: none"> Provide a quiet learning space
	Technology	<ul style="list-style-type: none"> Switch activities to access classroom activities
Supplementary Plans		
Student Support Plan – See IEP folder		

Core Competency Goals	
Core Competency: Personal Awareness & Responsibility	Goal: I can express my preferences I have a positive awareness of myself
Objective	Strategy
by choosing between two activities presented to me, which will be displayed on PECS	<p>Stella can sometimes choose between two familiar activities with full gestural prompting.</p> <ul style="list-style-type: none"> Weekly log of activity choices and level of prompting required. Allow wait time for Stella to make a choice. Acknowledge any gesture that Stella makes towards the PEC visual. (ex. eye movement). Alternate between various familiar PECS (e.g., music, singing, sensory items, being pushed in wheelchair, being with peers, going outside

	<p>in nature).</p> <ul style="list-style-type: none"> • Positive reinforcement. • Start with full gestural prompting and fade to minimal prompting. <p>Resources:</p> <ul style="list-style-type: none"> • Picture Exchange Communication System (PECs) • Sensory items
by being willing to try new things	<p>Stella is learning to try new activities. She needs to observe others before she participates with support.</p> <ul style="list-style-type: none"> • Weekly log of new activities and level of participation • Start with a familiar and preferred activity (e.g., greetings, singing). • Introduce new activities by observing peers, then provide hand-over-hand assistance to guide her participation. As an activity becomes more familiar, reduce the level of prompting. • Prepare a list of new activities that her peers can do with Stella. <p>Resources:</p> <ul style="list-style-type: none"> • Activity resources and accompanying visuals

Core Competency: Personal Awareness & Responsibility	Goal: I can play a role in my well-being
Objective	Strategy
by participating in self-regulation strategies with support.	<p>Currently, Stella can self-regulate by using sensory tools when prompted.</p> <ul style="list-style-type: none"> • Track frequency and level of prompting weekly. • Verbal prompting and gestural prompts to aid Stella when she cannot independently use her sensory tools. • Sensory tools will be readily available for Stella. Her sensory chew necklace, along with her other oral sensory tools. <p>Resources:</p> <ul style="list-style-type: none"> • Sensory tools
by participating in daily hygiene routines with support	<p>Currently, Stella washes her hands and face with full prompting.</p> <ul style="list-style-type: none"> • Video of face and hand washing • Direct instruction using a visual schedule of the steps in the handwashing and face-washing routines with full hand-over-hand and verbal support, fading the level of prompting over time • Use video modeling to show handwashing and face-washing routines. • Specific verbal reinforcement for successful participation <p>Resources:</p> <ul style="list-style-type: none"> • Visual schedule of handwashing and face-washing • Access to a sink, soap and facecloths, and towels • Video models

by participating in my dressing routines	<p>Currently, Stella participates in unzipping her jacket.</p> <ul style="list-style-type: none"> • Video of Stella taking on and off jacket • Direct instruction using a visual schedule of the steps in taking off and putting on her jacket and putting it into her locker with full hand-over-hand and verbal support, fading the level of prompting over time • Use video modeling to show taking off a jacket and hanging it on an accessible hook • Specific verbal reinforcement for successful participation • Teach and practice using jacket practice board <p>Resources:</p> <ul style="list-style-type: none"> • Visual schedule of taking off and putting on a jacket • Jacket and accessible hook • Video models • Coat practice board
by participating in strengthening exercises that increase my core strength and physical stamina	<p>Currently, Stella participates in transfers by lifting her arms and can stand in her standing frame for 5 minutes.</p> <ul style="list-style-type: none"> • Make a video of Stella's activities in standing. • Log of transfer activities and standing duration. • Physiotherapist train staff in transfer procedure. • Support Stella in transferring from her wheelchair to her standing frame. Start with 10 minutes at a time and extend as instructed by her physiotherapist. • Direct instruction in the transfer routine using a visual schedule, verbal cues, and two-person transfer using a transfer belt. Teach Stella how to anticipate a transfer and how she can participate by shifting her body and lifting her arms. • Simple preferred shared activities for Stella to use on her standing tray. <p>Resources:</p> <ul style="list-style-type: none"> • PT transfer instructions for staff • Standing frame • Transfer belt • Transfer visual schedule • Activities for standing tray • Timer

Core Competency: Social Awareness & Responsibility	Goal: I can engage with others
Objective	Strategy
by using strategies to build relationships	<p>Currently, Stella will use her Big Mac to greet familiar people when prompted.</p> <ul style="list-style-type: none"> • Video of Stella greeting various people at school. • Direct instruction in using her Big Mac to greet others. Stella will push two buttons (1 at a time) that say, "Good Morning, how are you?", and wait until they respond, and then I will say, "I'm great. Thank you for asking!" • Verbal prompting and hand over hand and then fade out. • Positive reinforcement. <p>Resources:</p> <ul style="list-style-type: none"> • Big Mac device

Core Competency: Communication	Goal: I can communicate with peers and adults
Objective	Strategy
by responding to communication from familiar peers and adults using PECs and my Big Mac device	<p>Currently, Stella sometimes responds to familiar peers when asked if she wants to do a preferred activity</p> <ul style="list-style-type: none"> • Make bi-weekly videos of Stella's communication interactions for Parent Connect • Direct instruction in responding to basic questions about her needs and preferences with full hand-over-hand and verbal support, fading the level of prompting over time • Use video modeling of responding to questions using PECs and Big Mac • Specific verbal reinforcement for successful participation <p>Resources:</p> <ul style="list-style-type: none"> • PECS • Big Mac device • Video models • iPad for making videos

Curricular Goals

Big Ideas		
(Choose appropriate Big Idea from the drop-down menu)		
Area of Learning		
English Language Arts	Replacement Goal	Teacher Responsible: Classroom Teacher
Learning Standards		
I can develop expanding word knowledge		
Objective	Strategy	
by following action-directive vocabulary	<p>Stella has a vocabulary of 8 directive action words she can follow using the Big Mac Switch independently when prompted verbally and visually.</p> <ul style="list-style-type: none"> • EA track new vocabulary in the vocabulary dictionary. • Show her a picture of a new vocabulary word and use a variety of activities in the Core Vocabulary Program to reinforce understanding of the action instructions. • Pair familiar visual and verbal vocabulary, prompt and support Gabriella in following the action directive using the Big Mac switch. <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary dictionary • Big Mac switch • Core vocabulary program (Boardmaker Online) 	

Additional Comments