



Individual Education Plan
2022-2023
 Gabriella

(school logo)

PEN : #####
Date of Birth :Month Day, Year
Grade : 06

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>	Primary Designation	A – Physically Dependent
	Additional Designation	
	IEP Date:	September 28, 2022
	Parent/Guardian Consultation:	<input checked="" type="checkbox"/>
	Parent/Guardian Consulted Date:	September 10, 2022
	Case Manager:	Name

Student Support Team:	Role:
Name	Parents
Name	Teacher
Name	OT
Name	PT
Name	EA
Name	Nursing Support Services Coordinator
Name	LST (Case Manager)
Name	Principal

Student Profile "" ...I say *My family says... +My team/teacher says...

My Interests:

Thoughts from the team:

- Gabriella smiles when she listens to music

- Gabriella smiles when watching videos on her iPad with colour and movement.
- Gabriella is engaged with activities that make sound and she prefers activities with percussion instruments.

Location of [Evidence](#): ePortfolio, Student Profile

My Learning Preferences:

Thoughts from the team:

- Gabriella benefits from large print
- Gabriella needs time to process new information in a multimodal way
- Gabriella likes how different things feel when she holds them
- Gabriella likes to learn alongside her peers
- Gabriella requires short instructions accompanied by visuals

Location of [Evidence](#): Learner Questionnaire from family & teacher (digital ePortfolio)

What you need to know about me:

Thoughts from the team:

- Gabriella uses her walker with assistance a minimum of three times a week for up to 10-minutes
- Gabriella requires regular breaks throughout the school day
- Support is needed for all Gabriella's self-care routines

Location of [Evidence](#): ePortfolio, teacher/observation records.

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? 	<ul style="list-style-type: none"> • Enjoys sharing personal stories about her family and pets through photobooks • Shows that she likes something by smiling and looks away to indicate 'No' 	<ul style="list-style-type: none"> • Happy to be around others • Smiles to show recognition of others • Likes to be included in what her peers are doing 	<ul style="list-style-type: none"> • Listens to digital text and audio books • Enjoys touching and/or holding various materials

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? 	<ul style="list-style-type: none"> • Is easily tired when in her walker for more than 10 minutes 	<ul style="list-style-type: none"> • Working on greetings and getting the attention of others by using a Big Mac • Needs support to share how she is feeling 	<ul style="list-style-type: none"> • Working on responding to simple yes/no questions with hands and switches • Needs support with making choices between two objects
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My focus Area This Year			
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<i>These learning domains can inform the IEP development in these core competency areas</i>	Core Competency Connections  <ul style="list-style-type: none"> 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
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Supports and Plans

Essential Supports	Environmental	<ul style="list-style-type: none"> • Scheduled sensory/movement breaks • Orientation and Mobility Support
	Technology	<ul style="list-style-type: none"> • Talk Board, Big Mac • Table Top Easel/Slant Boards • Mobility equipment (walker)
Universal Classroom	Environmental	<ul style="list-style-type: none"> • Arrange room to allow space for wheelchair access • Provide options based on student's interest • Allow extended time for activities • Multimodal instruction

Supplementary Plans

Student Support Plan – See File in Classroom
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Core Competency-Based Goal	
Core Competency: Social Awareness & Responsibility	Goal: I will connect and engage with others
Objective	Strategy
by using my Big Mac to give greetings to familiar staff and peers.	<p>Gabriella greets teacher/peers with a smile when the greeting is initiated by others.</p> <ul style="list-style-type: none"> Track level of prompting and people greeted in EA log. Videos of student greeting others (SeeSaw). Explicit modeling of Big Mac using most to least prompting <ul style="list-style-type: none"> -The use of words to connect with others -When to say "Hello" and "Goodbye" -How to use the device Practice daily in authentic class and school contexts and with a variety of familiar peers and adults in the school environment <p>Resources:</p> <ul style="list-style-type: none"> Big Mac Phone/iPad to take videos
by participating in group activities with peers using a single switch.	<p>Currently, Gabriella requires a verbal prompt and hand-over-hand to use a switch.</p> <ul style="list-style-type: none"> Track the level of prompting and switch use in log. Explicitly teach how to push the button in response to the cue "your turn" or "what's next" from peers Model switch use <p>Resources:</p> <ul style="list-style-type: none"> Use the prompting hierarchy to fade prompts Scheduled peer play and/or social skills blocks

Core Competency: Personal Awareness and Responsibility	Goal: I can indicate my preferences
Objective	Strategy
by reaching for a preferred item when presented with two items	<p>Gabriella shows whether or not she likes an item by smiling or turning away, when presented with one item at a time.</p> <ul style="list-style-type: none"> Track instances of grasping of preferred items in preference assessment. Offer five opportunities a day to make a choice Show her a preferred or non-preferred item (mix up order in which you present them) and ask, "do you want this?"

	<ul style="list-style-type: none"> Continue step one until you have one item that Gabriella smiles at and one item that she turns away from Present these two items together and say “take the one you want” <p>Resources:</p> <ul style="list-style-type: none"> Conduct a weekly preference assessment Collect things she likes from teachers, family, community supports
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Core Competency: Personal Awareness and Responsibility	<u>Goal:</u> I can play a role in my physical well-being
Objective	Strategy
by participating in activities that build my core strength	<p>Gabriella can get up to standing position to her walker using a transfer belt and can walk 10 steps to a preferred item.</p> <ul style="list-style-type: none"> EA tracking of mobility attempts and the amount of EA physical support needed in log. Assist Gabriella with standing up to her walker Verbal paired with visual prompt for standing tall Assist Gabriella to move in her walker for a purposeful activity (e.g., preferred activity or item) Give specific praise for mobility effort <p>Resources:</p> <ul style="list-style-type: none"> Visual of preferred activities and items Walker Transfer belt
<ul style="list-style-type: none"> by participating in activities that build my physical stamina 	<p>Gabriella can walk in walker with full physical and verbal support for about 5 minutes.</p> <ul style="list-style-type: none"> EA tracking of time and distance traveled in walker in log. Provide opportunities for Gabriella to choose to use her walker to get to a preferred item. Verbal paired with visual prompt for purposeful mobility (to get item) Give specific and meaningful praise for effort and stamina <p>Resources:</p> <ul style="list-style-type: none"> Visual of preferred activities and items

Curricular Goals

Big Ideas

(Choose appropriate Big Idea from the drop-down menu)

Area of Learning

English Language Arts

Supplemental Goal

Teacher Responsible: Classroom teacher

Learning Standards

Explore foundational concepts of print, oral, and visual texts

I can develop expanding word knowledge

Objective

by following action-directive vocabulary

Strategy

Gabriella has a vocabulary of 8 directive action words she can follow using the Big Mac Switch independently when prompted verbally and visually.

- 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.

Resources:

- Vocabulary dictionary
- Big Mac switch
- Core vocabulary program (Boardmaker Online)

Additional Comments