



**Individual Education Plan**  
**2022-2023**  
**Ahmad**

(school logo)

**PEN: #####**  
**Date of Birth: Month Day, Year**  
**Grade: 01**

**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><b>Primary Designation</b></td> <td>B — Deafblind</td> </tr> <tr> <td><b>Additional Designation</b></td> <td></td> </tr> <tr> <td><b>IEP Date:</b></td> <td><b>September 28, 2023</b></td> </tr> <tr> <td><b>Parent/Guardian Consultation:</b></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><b>Parent/Guardian Consulted Date:</b></td> <td><b>September 10, 2023</b></td> </tr> <tr> <td><b>Case Manager:</b></td> <td><b>(Name)</b></td> </tr> </table>	<b>Primary Designation</b>	B — Deafblind	<b>Additional Designation</b>		<b>IEP Date:</b>	<b>September 28, 2023</b>	<b>Parent/Guardian Consultation:</b>	<input checked="" type="checkbox"/>	<b>Parent/Guardian Consulted Date:</b>	<b>September 10, 2023</b>	<b>Case Manager:</b>	<b>(Name)</b>
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Student Profile "" ...I say *My family says... +My team/teacher says...
<p><b>My Interests:</b></p> <ul style="list-style-type: none"> <li>Exploring tactile items</li> <li>My peers</li> <li>Passing a ball with peer or adult</li> <li>Crawling around and exploring iPad videos</li> </ul> <p>Location of Evidence: "Getting to know Ahmad" document, IEP meeting notes</p>

## My Learning Preferences:

Do with not for  
Present items as high contrast and low clutter I  
prefer to explore items tactilely  
Sign with me hand under hand  
Coactively explore items with me  
Items presented enlarged to 11X17, high contrast and low clutter  
Keep my back to windows when presenting information  
Task light helps me see  
Consistent routines

Location of Evidence: "Getting to know Ahmad" document, IEP meeting notes

## What you need to know about me:

Location of Evidence:

I am a considered a student with deafblindness. My vision is 20/270 and my hearing is a moderate to severe bilateral loss. Please do everything with and not for me. I need to be involved in everything that I do in order to understand and learn. I am a very tactile learner. Allow me time to explore objects with my hands and have conversations with me to help build up my concept development. I need to have access to my object cues at all times. This allows me to understand my environment and what to expect

## My Learning Profile

<input checked="" type="checkbox"/> <i>Thoughts from my team</i>	<b>Personal</b> <i>What I am able to do on my own</i>	<b>Social</b> <i>What I am able to do with others</i>	<b>Intellectual</b> <i>How I think</i>
<b>My Strengths</b> <ul style="list-style-type: none"><li>• What can I do (well) – on my own, with others?</li><li>• When do I feel confident?</li><li>• What can I teach others about?</li></ul>	I can crawl and sit independently. I can push a ball.	I show enjoyment being with my peers. I will look for others if they move away. I can express likes and dislikes	I can navigate an iPad well.
<b>My Stretches</b> <ul style="list-style-type: none"><li>• What is hard for me (to do/learn)?</li><li>• What do I need a lot of support with?</li><li>• What do I want/need to work on/get better at?</li></ul>	Maintaining a sustained visual efficiency Working coactively hand-under-hand	Entering play Expressive and Receptive communication Play skills	Cause and effect Joint attention

My focus Area This Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>These learning domains can inform the IEP development in these core competency areas</i>	<b>Core Competency Connections</b>  <a href="#">Personal Awareness and Responsibility</a> <a href="#">Positive Personal and Cultural Identity</a>	<b>Core Competency Connections</b>  <a href="#">Communicating</a>  <a href="#">Collaborating</a>  <a href="#">Social Awareness and</a>	<b>Core Competency Connections</b>  <a href="#">Creative Thinking</a>  <a href="#">Critical and Reflective</a>

Supports and Plans		
Essential Supports	Environmental	<ul style="list-style-type: none"> <li>• All visuals enlarged to 11X17, high contrast and low clutter</li> <li>• Object Cue Calendar</li> <li>• Tactile Location Cues</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• FM System</li> <li>• Task Lighting</li> <li>• Lightbox</li> <li>• iPad Pro</li> <li>• Walker</li> </ul>
Universal Classroom	Environmental	<ul style="list-style-type: none"> <li>•</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>•</li> </ul>
Supplementary Plans		
Student Support Plan – See Student file in the classroom		

Core Competency Goals	
<b>Core Competency:</b> Personal Awareness and Responsibility	<b>Goal:</b> I can play a role in my personal well-being
Objective	Strategy
by participating in the use of an object schedule of familiar activities with full support.	<p>Ahmad needs hand-over-hand prompting to explore an object and can participate in following one object prompt with full support (e.g. Jacket for going outside)</p> <ul style="list-style-type: none"> <li>• Keep a daily log of object schedule and level of success and support needed</li> <li>• TVI provide direct instruction in the use of an object schedule of activities.</li> <li>• EA create a daily object schedule and provide hand over hand support in exploring the objects and following the activity</li> <li>• TVI teach all done with a task by putting an object in the complete basket</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Objects in baskets</li> <li>• Dictionary of known objects</li> <li>• Log</li> </ul>
by participating in the use of tactile location cues with full support	<p>Ahmad knows he is in his home or in his classroom when touching familiar cues</p> <ul style="list-style-type: none"> <li>• Keep a daily log of location cues and locations visited</li> <li>• TVI provide direct instruction in the use of tactile location cues</li> <li>• EA and parent provided hand-over-hand assistance with touching his home and school tactile location cues (e.g., classroom, gym, library, music) located at the entry doors</li> </ul>

	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Location cue objects</li> <li>• Dictionary of known location cues</li> <li>• Log</li> </ul>
by exploring things in my environment using touch	<p>Ahmad can use his hands to explore something in his lap with hand-under-hand assistance</p> <ul style="list-style-type: none"> <li>• Keep a daily log of things explored in my environment</li> <li>• Intervenor use hand-under-hand technique to explore by touching things with Ahmad throughout the day.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Things in his environment to explore</li> <li>• Barbara Miles article Talking the language of the hands to the hands</li> <li>• Log</li> </ul>
by participating in strengthening exercises that increase my mobility and physical stamina	<p>Ahmad can walk for 5 minutes in his walker with full support. He can pedal the tricycle 10 times. Ahmad is starting to pull himself to a table with support.</p> <ul style="list-style-type: none"> <li>• Adult assist Ahmed in transferring and walking with his walker daily</li> <li>• Ault assist with transferring and using adapted tricycle twice weekly</li> <li>• Adult assist with pulling himself up to a table when in his wheelchair</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Wheelchair and table</li> <li>• Walker</li> <li>• Adapted tricycle</li> </ul>
by participating in strengthening exercise that increase my core strength and balance	<p>Ahmad can sit well for 10 minutes during circle time</p> <ul style="list-style-type: none"> <li>• Keep a daily log of duration sitting successfully during circle time</li> <li>• Adult assist Ahmed with positioning when sitting during circle time</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Special seating</li> </ul>

<b>Core Competency:</b> Social Awareness & Responsibility	<b>Goal:</b> I can engage with others
<b>Objective</b>	<b>Strategy</b>
by being aware of others around me	<p>Ahmad can press the Big Mac in response to a tactile and verbal greeting from an adult.</p> <ul style="list-style-type: none"> <li>• Make bi-monthly video of greetings.</li> <li>• Keep a daily log of frequency and people greeted.</li> <li>• Direct instruction in the use of a Big Mac and body orientation to respond to verbal and tactile greetings from others.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Big Mac</li> </ul>

by turn taking with a toy	<p>Ahmad can give his preferred toy to an adult and take it back</p> <ul style="list-style-type: none"> <li>• Make bi-monthly Video of Ahmad taking turns playing with a toy.</li> <li>• Keep a daily log of turn taking frequencies and toys.</li> <li>• Intervenor provide direct instruction in giving and taking a familiar and preferred toy.</li> <li>• Provide tactile feedback to reinforce successful turn taking</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Preferred toys</li> <li>• Log</li> </ul>
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<b>Core Competency:</b> Critical and Reflective Thinking	<b>Goal:</b> I can explore materials
<b>Objective</b>	<b>Strategy</b>
by exploring cause and effect using familiar objects with support	<p>Ahmad laughs when he presses the button on a toy that vibrates, lights up, and makes a musical sound</p> <ul style="list-style-type: none"> <li>• Log of use of cause-and-effect items</li> <li>• Direct instruction in the use of switch toys, iPad, cause and effect items</li> <li>• Expression of shared enjoyment of cause-and-effect activities</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Cause and effect toys and items that provide a multisensory response</li> </ul>

<b>Additional Comments</b>