



**Individual Education Plan**  
**2022-2023**  
 Francesca

(school logo)

**PEN: #####**  
**Date of Birth: Month Day, Year**  
**Grade: 09**

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>B — Deafblind</td> </tr> <tr> <td>Additional Designation</td> <td></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	B — Deafblind	Additional Designation		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 am very sensory seeking and thrive when my sensory needs are met.

I respond well to structured lightbox activities. I love being physically active. I love to swing. I love exploring in my wheelchair. I love music. I love shoes.

Location of Evidence: "Getting to know Francesca" document, IEP meeting notes, student e-portfolio, Parent Connect

## My Learning Preferences:

I need materials presented to me to be high contrast/low clutter and enlarged to 11X17.

I work best when I feel I am stabilized either in my wheelchair, leaning on an adult, lying on the floor, or sitting in a chair.

I retain information best when it is presented as tactile materials. I need wait time to process and understand what is asked of me.

I learn best through routines and consistency in my day.

I need movement breaks throughout my day.

I need help following my self-regulation plan.

Location of Evidence: "Getting to know Francesca" document, IEP meeting notes, student e-portfolio, Parent Connect

## What you need to know about me:

I am a student with CHARGE syndrome. I am considered to be a person with deafblindness. I do not have any hearing, but please talk to me so that others understand what we are doing. My hands are my gateway to the world. I use them as my eyes, ears, and communication tools. Please respect them. Do not grab or make my hands do something without my permission. I am determined and strong willed. I want to do things myself. I learn best when I am involved.

I am high sensory seeking. I need sensory breaks built in throughout my day. I can make choices between 3 things.

I am learning to communicate and need to have access to my object cue calendar and communication board at all times.

Please allow me wait time when working with me. It takes me time to process and understand what is asked of me.

I have a Student Support Plan.

I am learning to use a power chair.

I can get in and out of my chair independently but can't walk distances of more than a few steps.

My vision is 20 of/270 so I can see movement independently and with my monocular I can locate 1 peer on the playground if they are not moving.

I recognize the adults around me by their personal identifier such as a ring, a watch, etc

Do things with me not for me.

Location of Evidence: "Getting to know Francesca" document, IEP meeting notes, student e-portfolio, Parent Connect

## 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>	Getting undressed Mobility over a variety of surfaces	Taking turns Asking for help from trusted people.	I can use my object cue calendar to request a change in schedule. I can ask for some locations in the school using my object cues. I can make requests for certain activities using my object cues. I can make choices

<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>	Getting dressed independently	Transitions between locations and activities. Play skills with peers. Seeing people as more than a way of getting access to things.	Travelling safely through my environment Using my monocular appropriately Expressive and Receptive communication.
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<b>My focus Area This Year</b>	<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>• Benefits from task lighting when low ambiance lighting is present.</li> <li>• Materials presented should be high contrast, low clutter and enlarged to 11X17</li> <li>• Requires learning opportunities through movement.</li> <li>• While working on her light box, she needs a dark location where she can make optimal use of the tools.</li> <li>• I require access to my object cue calendar throughout the day. This helps me to regulate myself and understand what is expected.</li> <li>• Requires work/break throughout the day.</li> <li>• Needs to follow a consistent sensory diet daily. This should occur at the start of the day, after recess and after lunch. No demands should be placed at this time. A time timer should be used to keep the sensory break between 10-15 minutes. An object cue for the activity that follows should be presented prior to transitioning back to work. Allow approximately 5 minutes to explore the new cue before attempting transitions.</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Task Lighting</li> <li>• Lightbox</li> <li>• Books in braille and resources from PRCVI</li> </ul>
Universal Classroom	Environmental	<ul style="list-style-type: none"> <li>• Structured routines</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>•</li> </ul>
Supplementary Plans		
<ul style="list-style-type: none"> <li>• Student Support Plan – See Student file in the classroom</li> </ul>		

Core Competency Goals
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<b>Core Competency:</b> Social Awareness and Responsibility	<b>Goal:</b> I can engage with others cooperatively
Objective	Strategy
by taking turns when playing	<p>Francesca can get off the swing to give a turn to a friend when she is ready. She can give a ball to her Intervenor/TVI when asked using a button with a flashing light.</p> <ul style="list-style-type: none"> <li>• Videos of turn-taking with peers/ adults.</li> <li>• Track instances of supported sharing and length of wait time during sharing.</li> <li>• Model and instruct peers to follow "your turn, my turn" when interacting.</li> <li>• Facilitate turn-taking during academic lessons and free play.</li> <li>• Find ways throughout the day to create opportunities to take turns e.g., swing at recess.</li> <li>• Work on gradually increasing wait time between turns</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• iPad to take videos</li> <li>• games, equipment, and tools for practicing turn taking</li> </ul>

<b>Core Competency:</b> Communicating	<b>Goal:</b> I can communicate with peers and adults
Objective	Strategy
by increasing my understanding of ASL vocabulary for body parts.	<p>Francesca understands the signs for <i>head</i>, <i>hand</i>, and <i>foot</i>.</p> <ul style="list-style-type: none"> <li>• Intervenor/TDHH track understanding and use of ASL vocabulary</li> <li>• Direct teaching of body parts using ASL signs and pictures. Give a book with body parts and pair with ASL signs. Teach head, chest, back, shoulder, arm, wrist, elbow, hand, hip, leg, foot. TDHH to demonstrate and weekly lessons.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Book with body parts</li> </ul>
by increasing my understanding of tactile core words	<p>Francesca understands tactile words for <i>want</i> and <i>no</i>.</p> <ul style="list-style-type: none"> <li>• List tactile words recognized and used in word usage checklist.</li> <li>• Direct teaching of tactile core words within familiar routines, accompanied by conversations around what the words mean <ul style="list-style-type: none"> <li>○ Open/close, on/off, up/down</li> <li>○ More, go, finished, want, like, where, help, stop, no, play, put</li> </ul> </li> <li>• Use core words consistently</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Tactile core words</li> <li>• language program using tactile core words</li> </ul>

by sharing about personal experiences using experience books with a familiar adult and peer	<p>Francesca can touch a tactile experience book in sequence with her TVI.</p> <ul style="list-style-type: none"> <li>• Make bi-monthly videos of her sharing her experience books</li> <li>• Co-create tactile experience books and have her share with a peer and adult.</li> <li>• Daily direct teaching of how she can share her tactile experience book with others</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Objects to create tactile books</li> </ul>
by increasing my ability to read functional braille	<p>Francesca knows one braille word.</p> <ul style="list-style-type: none"> <li>• TVI assess ability to match object cues with braille.</li> <li>• TVI direct teaching of braille to object cue <ul style="list-style-type: none"> <li>◦ 1 object cue to 1 braille word</li> </ul> </li> <li>• Intervenor support daily exposure to braille through reading Braille books.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Perkins brailler</li> <li>• Books from the PRCVI</li> </ul>

<b>Core Competency:</b> Personal Awareness & Responsibility	<b>Goal:</b> I can play a role in my well-being
<b>Objective</b>	<b>Strategy</b>
by participating in activities to help me self-regulate before doing work activities	<p>Francesca is self-regulated 40% of the time when it is time to do work activities.</p> <ul style="list-style-type: none"> <li>• Track length of break times and smoothness of transitions from work/break/work/break in transition tracking checklist.</li> <li>• TVI and TDHH develop a sensory diet schedule of work/break throughout the day.</li> <li>• TVI and TDHH direct teaching the use of object cue calendar indication of sensory break time.</li> <li>• Do not make demands during sensory break. Limit the amount of time in sensory break to 10-15 minutes. Use a vibrating timer.</li> <li>• Intervenor cue Francesca about what comes next prior to transitioning out of break time.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Basket calendar system &amp; tactile objects</li> <li>• vibrating timer</li> </ul>
by following a tactile schedule of daily activities with support	<p>Francesca requires hand under hand prompting to explore the calendar objects in sequence from left to right.</p> <ul style="list-style-type: none"> <li>• Track level of independence in using tactile calendar cues.</li> <li>• TVI direct teaching in use of a visual and tactile calendar system through the use of object cues.</li> <li>• Create visual schedule with her at key times of the day. Allow time for tactile exploration of the object cues.</li> <li>• Use a Total Communication Approach as the Intervenor and allow her to</li> </ul>

	<p>explore each object cue prior to placing in the baskets.</p> <ul style="list-style-type: none"> <li>• Refer her to the calendar system throughout the day.</li> <li>• Allow her to have personal access to her calendar system.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Tactile objects and basket calendar system</li> <li>• Braille labels for object cues</li> </ul>
by recognizing basic emotions and feelings	<p>Francesca can identify happy and sad with 50% accuracy when presented with an image and the ASL sign.</p> <ul style="list-style-type: none"> <li>• SLP, TDHH and Intervenor track accuracy in identifying emotions/feelings in emotions vocabulary</li> <li>• TDHH direct teaching of ASL signs for pain/sick and happy/sad ASL signs by pointing to correct image of student who is sick/in pain/happy/sad and pair with the ASL sign.</li> <li>• Label her emotions in the moment.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Pictures of people who are sick, in pain, happy, sad</li> </ul>
by participating in strengthening and stretching exercise that increase my core strength, balance, mobility, and stamina.	<p>Francesca participates in movement and physical activities first 30 minutes of the day.</p> <ul style="list-style-type: none"> <li>• Track participation in physical activity in activity tracking doc.</li> <li>• PT set up a program for supporting core strength, stretching, balance mobility and stamina.</li> <li>• Intervenor assists participation in PE or another type of physical activity a minimum of once per week. Take advantage of any open gym times. Set up obstacles, play games and encourage physical movement.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Equipment for physical activities as needed</li> </ul>
by participating in school safety practices, I can navigate spaces inside the school using my cane on a single level/floor.	<p>Francesca requires sighted guide support to navigate around the school.</p> <ul style="list-style-type: none"> <li>• Track level of support, description of cane use</li> <li>• O&amp;M Instructor teaches correct diagonal technique, trailing and two-point touch</li> <li>• O&amp;M Instructor teaches locating dropped objects using a systematic search pattern</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• White cane</li> </ul>
by participating in community safety practices using a sighted guide	<p>Francesca holds the arm of her sighted O&amp;M instructor, TVI and Intervenor sighted guide (only). Position use is inconsistent.</p> <ul style="list-style-type: none"> <li>• O&amp;M Instructor teaches the following sighted guide techniques: <ul style="list-style-type: none"> <li>• Proper arm, hand, and body position.</li> <li>• Correct "sighted guide" position without letting go</li> <li>• Stopping and going. Changing surfaces.</li> </ul> </li> <li>• TVI to do ongoing assessment</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Community spaces for navigating using sighted guide</li> </ul>

by participating in community safety exercises navigating my community using my monocular for distance viewing	<p>Francesca can hold the monocular to her eye for 5 seconds and can use it to locate one peer on the playground.</p> <ul style="list-style-type: none"><li>• O&amp;M tracking of instances, duration, and independence level in using monocular device</li><li>• TVI provide direct instruction on using a monocular for distance viewing.<ul style="list-style-type: none"><li>• Given a monocular she will hold it and put it to her eye</li><li>• View students and/or objects on the playground</li></ul></li></ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"><li>• monocular</li></ul>
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Additional Comments