

PLAN Date : 02-Oct-17

PLAN Review Date : 04-Apr-18

Student Demographics

Name		PEN	
Example Student		[REDACTED]	
Gender	Grade	Birth Date	Home Language
[REDACTED]	[REDACTED]	[REDACTED]	English
Home School		Case Manager	
[REDACTED]		[REDACTED]	
Ministry Designation			
G			

Parent/Guardian Information

Parent/Guardian Consultation

First Guardian	Home Phone
Address	Daytime Phone
1153 Any Street Kamloops BC V2B 4P7	250-555-0000

Other Guardian	Home Phone
Address	Daytime Phone

Student Support Team

Name	Title/Position
[REDACTED]	Principal - must include
[REDACTED]	Teacher
[REDACTED]	Teacher
[REDACTED]	LART
[REDACTED]	Case Manager/Vice Principal

Functional Needs Assessment (Relevant Medical and Assessment Information)

Include assessment leading to diagnosis and any pending for this school-year. Do not include assessment scores.
 Ex. Level B + C completed 2017 - see student file.
 or
 WIAT III and WISC completed 2017 - see student file.
 or
 IHCAN 2016 - Autism Spectrum Disorder diagnosed

Student Profile

My Interests

Include a team-generated bullet list of interests created from student, guardians, and educator. Limit list to 3 - 5 items.
 Ex. Loves superheroes, Pokemon, Minecraft

My Learning Preferences

Include a team-generated bullet list of interests created from student, guardians, and educator. Limit list to 3 - 5 items.
 Ex. Learn better thought listening to lesson.
 Learn better when I can move.
 Learn better through doing and building.

What You Need To Know About Me

Create this section from the student's voice to include any other pertinent personal information. In situations where the student is unable to communicate this you can create this from guardians and educator knowledge.

Limit list to 3 - 5 items.
 Questions that you can ask to build this section:
 What do you want me, us, teachers to know about you?
 How do you learn best?
 What is something special or different about you?

Strengths
 This list should be created from the Planning Tool. All Domains of the Planning tool should be listed, however, if a student does not have strength in a particular domain you can indicate "none at this time".
 Social Interaction: polite, uses conventional manners and will join in activities with peers
 Communication: will engage in conversations of comfortable and rote nature
 Behaviour/Emotional Functioning: has learned about social thinking and maintaining friendships in a structured small group environment
 Self-Determination/Independent Living: age-appropriate skills
 Cognition: given time can shift from activities and transition independently, learns information easily and will generalize with time
 Academic/Functional Academic: working on performance standards of curriculum with adaptations

Stretches
 This list should be created from the Planning Tool. All Domains of the Planning tool should be listed, however, if a student does not have a need or a stretch in a particular domain you can indicate "none at this time"
 Example
 Social Interaction: does not recognize how his words/actions affect others, can become aggressive/threatening during competitive activities
 Communication: reluctant to talk to teachers about his needs
 Behaviour/Emotional Functioning: difficulty with regulating anger, has not yet generalized social thinking to real-life situations
 Self-Determination/Independent Living: none at this time
 Cognition: none at this time
 Academic/Functional Academic: frequent cuing, small group and adaptations required to complete tasks; difficulty with written output due to fine motor delays

My Access to Learning

Supports	Support Description
Accessibility Plans	Include any facility related accessibility requirements. Ex. Change table and portable lift
Current Services	Include statement "See schedule of support" and attach the schedule of support behind the IEP. - Elementary and DRR can use the sample provided as a guide. Secondary District Resource Room teachers can include the statement "Full teacher & CEA support for all structured and unstructured activities" or "DRR Life Skills class with full teacher & CEA support for all aspects of their educational programs." Include specialist support above classroom support with no specific times attached. Ex. LART CEA OT PT SLP
Curricular	Include a list of all adaptations/modifications that support curricular learning. Limit list to 3 - 5 items. See List of Adaptations available.
Emergency Evac Plan	This section is only required for students who have impediments to evacuation during an emergency.
Environmental	Include a list of all physical and classroom adaptations to support classroom learning. Limit list to 3 - 5 items. See list of Adaptations available. Ex. preferential seating and noise reduction headphones
Essential Supports	Include a list of items essential to life functioning or specifically required to support a disability. Ex. Standing frame, feeding tube, FM system, Augmentative Communication Device, access to braille print

My Access to Learning

Supports	Support Description
Parent/Guard Consult	Include the date of the IEP meeting. Ex. Meaningful consultation and IEP meeting with parents: September 18, 2017 If parents were offered consultation and were non-responsive indicate they were offered consultation 3 times: Ex. Parents were offered meaningful consultation on the following dates and either declined or did not respond: September 18, 2017, September 20, 2017, September 25, 2017
Universal Supports	Include a list of supports required for either the Provincial Foundation Skills Assessment or Provincial Graduation Assessments for Literacy and Numeracy. Ex. Text Reader or Voice to Text Technology

Goals and Objectives

Goal #	Domain	Person Responsible
1	Social Emotional	
Goal		
_____ will increase social thinking capacity.		
Current Ability		
_____ is polite and uses conventional manners very well. He enjoys the company of his peers and adults and will join in activities during non-instructional times. _____ can struggle with contextual cues and understanding the thoughts and intentions of others. _____ can experience difficulty demonstrating what he has learned about social thinking and maintaining friendships. He is continuing to understand how he fits into a group and how his actions or words can affect others in the group. _____ can make others feel uncomfortable when he engages in inappropriate talk or actions and does not always recognize this as negative attention. Nathan can struggle to demonstrate good sportsmanship and can become verbally aggressive or threatening with peers. Nathan has difficulty maintaining control when angry and often feels his reactions are justified because of his emotions.		

Objective 1.1	Person Responsible: Classroom Teacher/LART
In small group learning sessions, _____ will recognize a peer's emotional state and respond appropriately in 3/5 situations by February 2018.	
Strategies	
Michelle Garcia Winner curriculum Role Playing Direct Teaching Reinforcement system	
Current Ability	
_____ can currently recognize emotional states and identify appropriate responses in 1:1 discussion with an adult. He is currently unable to do this in social context without guidance from the adult.	
Method of Measuring Progress	
IEP Goal Tracking Sheet	

Objective 1.2	Person Responsible: Classroom Teacher/LART
By February 2018, _____ will refrain from shouting out or making comments out of turn during lessons with minimal prompting on 4 out of 5 trials.	
Strategies	
- warning of transitions or changes in schedule - teacher conferences after incident - teach anxiety strategies - visual schedule and reminders - cool down space/time as needed - ie. walking breaks - have _____ identify when he needs a break - may need to set limits regarding how many - communication with parents - let him know you are in contact with parent	
Current Ability	
_____ will call out and interrupt in group settings. He fails to read the social cues of peers demonstrating frustration with this behaviour.	
Method of Measuring Progress	
IEP Goal Tracking Sheet	

Goal #	Domain	Person Responsible
2	Communication	
Goal		
_____ will communicate with his teachers when he is feeling overwhelmed with assignments or if he doesn't understand what is expected of him.		
Current Ability		
_____ often does not raise his hand and ask for assistance when he needs it. Instead he will wait until the teacher/CEA is close by and let them know he needs assistance. He does not need help in Math, but does need it for Writing. For Secondary we may include: _____ has difficulty talking to his teachers as he doesn't want to stand out to his peers. It is really hard for him to ask for help or to let his teachers know he is feeling overwhelmed or tired.		

Objective 2.1	Person Responsible: Teacher
_____ will raise his hand and ask for assistance when he requires assistance within five minutes of the teaching assigning work with prompts 3/5 times by March 2018 and 5/5 times independently by June 2018.	
Strategies	
Explicit teaching by classroom teacher/CEA Reminders by teacher/CEA Peer demonstrations	
Current Ability	
_____ will become dys-regulated when he needs help. He will purposefully fall on the floor, grunt or throw his pencil. Given a verbal prompt he will ask for help in approximately 2/5 trials.	
Method of Measuring Progress	
IEP data tracking sheet	

Objective 2.2	Person Responsible: Teacher
Secondary Example: By the end of June 2018, _____ will ask his teachers for help at least once a day if he needs support or adaptations.	
Strategies	
-frequent check ins with student -be discrete, don't call him out in front of class, have a private conversation with Jared -try to connect with him so he trusts you and is comfortable to ask you -provide opportunities for him to ask questions -don't ask yes or no questions, when talking with him get him to respond back in a sentence form -ask him to re-explain what is expected of him	
Current Ability	
_____ will sit quietly and avoid eye contact rather than drawing attention to himself to indicate that he requires help. Given a verbal prompt he will indicate he needs help approximately 3 times per week.	
Method of Measuring Progress	
IEP Goal Tracking Sheet	

Goal #	Domain	Person Responsible
3	Academic/Intellect.	
Goal		
_____ will increase his written output with the use of technology.		
Current Ability		
_____ often becomes overwhelmed and frustrated by written tasks as he struggles with his fine motor skills. He does not complete written work independently		

Objective 3.1	Person Responsible: Classroom Teacher/LART
By February 2018, _____ will independently write a complete paragraph with at least 5 sentences, including an introductory and conclusion sentence, using technology.	



Strategies
-opportunity to use Chromebook or computer -teach _____ how to use Google Read and Write so he can type or dictate his written work -access to computer or LAT room -adapted assignments -shared CEA support in class -positive reinforcement and immediate feedback on writing -provide models -scaffolding one on one to get _____ started if needed
Current Ability
Working independently, it can take _____ up to 20 minutes to write 1 sentence. Working with a scribe he can create up to 5 sentences in that same time frame.
Method of Measuring Progress
IEP Goal Tracking Sheet