

# Individual Education Plan

Student Details		
<b>Student Name:</b> A.E.	<b>Student PEN:</b> 111111111	<b>IEP Date:</b> September 2016
<b>Grade:</b> 4 <b>DOB:</b> 09/12/2007	<b>School Name:</b> Elementary	<b>Case Manager:</b> R.D
<b>Ministry Designation:</b> <i>Primary: Chronic Health (D)</i>	<b>Student Support Team:</b> <i>Inclusion Specialist: RD Classroom Teacher: JE</i> <i>Education Assistant: RA Principal: DR</i>	

Accessibility		
Support Plans	Essential Supports	Universal Supports
	<ul style="list-style-type: none"> <li>Consistent expectations and boundaries</li> <li>Wait time with follow through</li> <li>Positive reinforcement/ feedback</li> </ul>	<ul style="list-style-type: none"> <li>"Up for Grabs" reinforcement</li> <li>Self-regulation strategies</li> </ul>

Current Level of Performance										
Inclusive Lens	Core Competency	Continuum						Focus Area		
Personal	Personal Awareness/ Responsibility	1	2	3	4	5		Yes		
	Positive Personal & Cultural identity	1	2	3	4	5		No		
	<b>Strengths</b>			<b>Stretches</b>						
	<ul style="list-style-type: none"> <li>Shares ideas and accomplishments</li> <li>Connects actions to positive and negative consequences</li> <li>Describes what is important to her</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to calm herself</li> </ul>								
Social	Communication	1	2	3	4	5	6	7	8	No
	Social Responsibility	1	2	3	4	5				Yes
	<b>Strengths</b>			<b>Stretches</b>						
	<ul style="list-style-type: none"> <li>Enjoys communicating and collaborating</li> <li>Advocates for others</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging others to share and express their ideas</li> </ul>								
Intellectual	Critical Thinking	1	2	3	4	5	6			Yes
	Creative Thinking	1	2	3	4	5				No
	<b>Strengths</b>			<b>Stretches</b>						
	<ul style="list-style-type: none"> <li>Deliberately learns a lot about something</li> <li>Pursues her interests (dinosaurs)</li> </ul>	<ul style="list-style-type: none"> <li>Intrinsic motivation to take risks in a new area</li> </ul>								

IEP Goals: Core Competencies (All students with ministry categories)						
Goal Area	<input checked="" type="checkbox"/> Personal	<input type="checkbox"/> Social	<input type="checkbox"/> Intellectual			
<b>Goal:</b> A can recognize her emotions			<b>Communicating Student Learning</b>			
<b>Objective:</b>	A will identify and label her feelings and choose a positive strategy to deescalate.		AE	MM	FM	EE
<b>Strategies:</b> Zones of Regulation, visual timers, self-regulation tools, anchor charts, explicit instruction on Growth/Fixed Brain						

Goal Area	<input type="checkbox"/> Personal	<input checked="" type="checkbox"/> Social	<input type="checkbox"/> Intellectual			
<b>Goal:</b> A can solve problems and knows when to ask for help			<b>Communicating Student Learning</b>			
<b>Objective:</b>	A will recognize that there are choices to be made when she is in the "Red Zone."		AE	MM	FM	EE
<b>Strategies:</b> Visual timer, explicit instruction using Zones of Regulation, reinforcement ("Up for Grabs")						

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual			
<b>Goal:</b> A can show if she likes something or not			<b>Communicating Student Learning</b>			
<b>Objective:</b>	A will see take risks and reflect on her experiences		AE	MM	FM	EE
<b>Strategies:</b> Explicit instruction on Growth Brain/Fixed Brain, circle starts and finishes to establish a safe learning community						

Comments

Goal	Approaching Expectations (AE)	Minimally Meeting Expectations (MM)	Fully Meeting Expectations (FM)	Exceeding Expectations (EE)
A will identify and label her feelings and choose a positive strategy to deescalate	<ul style="list-style-type: none"> <li>▪ Provides “Yes/No” responses to adult prompts to identify zone/emotion (“Are you feeling sad?”)</li> <li>▪ Initially makes an inappropriate choice (shuts down), but with prompting will select a positive alternative</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbally identifies a “zone” (“I am in the yellow zone.”)</li> <li>▪ Chooses a positive strategy from 2 alternatives prompted by an adult (“You can get a drink, or grab the 2 minute timer.”)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbally identifies a specific emotion (“I am feeling sad.”)</li> <li>▪ Chooses a positive strategy once she enters the “Red Zone”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbally identifies the emotion and articulates what happened to cause that feeling</li> <li>▪ Chooses a positive strategy once she enters the “Yellow Zone”</li> </ul>
A will recognize that there are choices to be made when she is in the “Red Zone”	<ul style="list-style-type: none"> <li>▪ Initially makes an inappropriate choice; however, when she reflects on the situation, she can think of more positive alternatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins to escalate and when explicitly given two distinct options, will choose the appropriate option</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes that she is in the Red Zone and chooses a strategy to help her deescalate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes that she is in the Yellow Zone and chooses a strategy to help her deescalate</li> </ul>
A will see risks as challenges and opportunities to learn, rather than as something to avoid	<ul style="list-style-type: none"> <li>▪ Initiates task, though she may require prompting</li> <li>▪ Initially gives up when she is not successful, but returns to task when an alternative approach is <i>given</i> to her</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates task</li> <li>▪ When task does not go as planned, she does not give up, but simply retries what was previously unsuccessful, rather than adjusting her plan</li> <li>▪ May use “fixed brain” comments (“I can’t do this!”)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates task</li> <li>▪ Perseveres if it does not work as planned and approaches task in a new way</li> <li>▪ If she becomes stuck, reframes, “I can’t,” statements to, “I need help,” statements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourages others by using “growth brain” language</li> </ul>

Evidence/Student Samples (e.g. photos, videos, work samples)				
Date:	Date:	Date:	Date:	Date: