

Individual Education Plan

Student Details		
Student Name: LS	Student PEN: 111111111	IEP Date: September 20, 2016
Grade: 3 DOB:	School Name: Elementary	Case Manager: LM
Ministry Designation Primary: G – Autism Spectrum Disorder	Student Support Team: H & J S (parents) DV (teacher) SS (Vice Principal) LM (Inclusion Specialist)	

Accessibility		
Support Plans	Essential Supports	Universal Supports
N/A	-visual schedule -step-by-step task completion checklist -first/then visual and/or language	-highly structured environment with clear and consistent expectations -frequent opportunities for breaks -shorten assignments -pre-talk about a question that he is going to be asked so Lane has time to formulate his response

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				
	Strengths -shows a sense of accomplishment and joy -with support, expresses some wants and needs -can sometimes recognize emotions -participates in activities that support well-being -describes family, home, and/or community -identifies some individual characteristics -explains likes, dislikes, and interests			Stretches -celebrating efforts and accomplishments -independently, expressing wants and needs -using strategies to help manage feelings and emotions -connecting actions with consequences -representing cultural contexts (family, school, community, peer groups) through words or images -describing things that are personally important -describing and demonstrating pride in positive qualities, characteristics, and/or skills							
Social	Communication	1	2	○	3	4	5	6	7	8	Yes
	Social Responsibility	1	○	2	3	4	5	No			
	Strengths -with some support, communicates with peers and adults -understands and shares basic information that is personally important -talks and listens to trusted people -plans and completes activities with peers and adults -answers simple and direct questions about personal activities and experiences -is aware that others can be different			Stretches -independently, communicating with peers and adults -participating in conversations for a variety of purposes (to connect, help, be friendly, learn/share) -listening and responding to others -contributing a fair share when working with others to complete a short-term, concrete goal -telling about simple experiences and activities and sharing learning							

	-interacts with friends -is able to be part of a group with some support						-positively participating in classroom and group activities -sharing feelings and listening to others' views -independently solving some problems and knowing when to ask for help -demonstrating respectful and inclusive behaviour (including online) with some support -identifying when something is unfair for self or others -identifying when others need help -playing cooperatively, and building positive relationships	
Intellectual	Critical Thinking	1	②	3	4	5	6	Yes
	Creative Thinking	1	2	③	4	5		No
	Strengths -asking questions, making predictions, and using senses to gather information -exploring with purpose and using what has been learned -demonstrating thinking (with words or actions) -contributing to and using simple criteria -finding some evidence and making judgements -generates new ideas to pursue interests -seeks out learning opportunities to generate new ideas -builds on skills to make ideas work				Stretches -asks open-ended questions, explores, gathers information, and experiments to purposefully develop options -contributes to and uses criteria -uses observations, experiences, and imagination to draw conclusions, make judgements, and ask new questions -describes thinking and how it is changing -expresses self by forming creative ideas -uses specific strategies to focus and develop creative ideas -uses own experiences to direct next steps			

IEP Goals: Core Competencies (All students with ministry categories)							
Goal Area	<input checked="" type="checkbox"/> Personal	<input type="checkbox"/> Social	<input type="checkbox"/> Intellectual				
Goal: L will share his ideas and accomplishments by				Communicating Student Learning			
Objective	sharing an idea about a learning topic with a peer at least one time per day.			AE	MM	FM	EE
Strategies: -pre-teach the discussion topic before the lesson -extra time to formulate a response -examples of the type of response that is expected -opportunity to practice response with a trusted adult before sharing ideas with a peer							

Goal Area	<input type="checkbox"/> Personal	<input checked="" type="checkbox"/> Social	<input type="checkbox"/> Intellectual				
Goal: L will listen and respond to others by				Communicating Student Learning			
Objective	engaging in a conversation on a topic of a peer's choice.			AE	MM	FM	EE
Strategies: -role playing a conversation with a trusted adult and then with a trusted friend							

-verbal reminders to ask questions about what the friend is talking about -providing a bank of question words -"Social Thinking!" by Michelle Garcia Winner				
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Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual					
Goal: L will contribute to and use criteria by						Communicating Student Learning		
Objective:	independently following a written list of tasks to complete each assignment that is provided in a school day.				AE	MM	FM	EE
Strategies: -adult check in after instructions have been given -words and pictures list to refer to when completing assignments								

Comments

	Approaching Expectations (AE)	Minimally Meeting Expectations (MM)	Fully Meeting Expectations (FM)	Exceeding Expectations (EE)
Support Level	This goal is not yet within reach/ a new goal is needed	Student needs errorless support and/or significant assistance and prompting to meet this goal	Student can meet this goal with some support or prompting	Student can meet this goal without assistance or prompting
Independence Level		Student does not independently initiate	Student sometimes independently initiates	Student independently initiates most/all times
Participation Level		Student can participate when offered one-to-one matches	Student can participate when offered up to 3 choices	Student can participate without any offers of choices

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