

Individual Education Plan

Student Details		
Student Name: RF	Student PEN: 111111111	IEP Date: September 23, 2016
Grade: 9 DOB:	School Name: Elementary	Case Manager: LM
Ministry Designation Primary: G – Autism Spectrum Disorder	Student Support Team: NF (mother) CP (Insight Services) LS (teacher) RH (teacher) LM (Inclusion Specialist)	

Accessibility		
Support Plans	Essential Supports	Universal Supports
N/A	<ul style="list-style-type: none"> -unlimited access to gum -frequent opportunities for movement/brain breaks -extra time -instructions and assignments in short, concise steps -computer use for written assignments 	<ul style="list-style-type: none"> -omit assignments that require copying -reduce paper and pencil tasks -open assignments so there is an element of choice -hands-on activities -consistent positive feedback -frequent adult check-ins

Current Level of Performance										
Inclusive Lens	Core Competency	Continuum					Focus Area			
Personal	Personal Awareness/ Responsibility	1	②	3	4	5	No			
	Positive Personal & Cultural identity	1	②	3	4	5	Yes			
	Strengths -celebrates efforts and accomplishments -independently, expresses wants and needs -uses strategies to help manage feelings and emotions -connects actions with consequences -describes family, home, and/or community -identifies some individual characteristics -explains likes, dislikes, and interests		Stretches -sets realistic goals and perseveres with challenging tasks -makes choices to benefit well-being and stay safe in the community -uses calming strategies when feeling angry, upset, or frustrated -advocates for own ideas and is proud of who s/he is -represents cultural contexts (family, school, community, peer groups) through words or images -describes things that are personally important -describes and demonstrates 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 direct 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		Stretches -with some support, communicates with peers and adults -participates in conversations for a variety of purposes (to connect, help, be friendly, learn/share) -listens and responds to others							

	<ul style="list-style-type: none"> -answers simple and direct questions about personal activities and experiences -is aware that others can be different -interacts with friends -is able to be part of a group with some support 	<ul style="list-style-type: none"> -contributes a fair share when working with others to complete a short-term, concrete goal -tells about simple experiences and activities and shares learning -positively participates in classroom and group activities -shares feelings and listens to others' views -independently solves some problems and knows when to ask for help -demonstrates respectful and inclusive behaviour (including online) with some support -identifies when something is unfair for self or others -identifies when others need help -is kind to others, plays cooperatively, and builds positive relationships 						
Intellectual	Critical Thinking	1	②	3	4	5	6	Yes
	Creative Thinking	1	2	③	4	5		No
	Strengths <ul style="list-style-type: none"> -asks questions, makes predictions, and uses senses to gather information -explores with purpose and uses what has been learned -demonstrates thinking (with words or actions) -contributes to and uses simple criteria -finds some evidence and makes judgements -generates new ideas to pursue interests -seeks out learning opportunities to generate new ideas -builds on skills to make ideas work 				Stretches <ul style="list-style-type: none"> -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: R will describe and demonstrate pride in his positive qualities, characteristics, and skills by						Communicating Student Learning			
Objective	volunteering to sharing information about his in class assignments in a small group setting.					AE	MM	FM	EE
Strategies:	<ul style="list-style-type: none"> -frequent adult check-ins about assignment progress -frequent opportunities to share information about assignments with a trusted friend and/or adult -opportunities to rehearse information about his assignment that he will share in a small group setting 								

Goal Area	<input type="checkbox"/>	Personal	<input checked="" type="checkbox"/>	Social	<input type="checkbox"/>	Intellectual	
Goal: R will positively participate in classroom and group activities by						Communicating Student Learning	

Objective	asking at least one question about what another group member has shared during each group work session to demonstrate that he is actively listening.	AE	MM	FM	EE
Strategies: -frequent opportunities for students to work in groups -teacher chosen groupings -reminders about asking questions about the information other students have shared -develop a “secret signal” with Riley to cue that he needs to be an active listener or that he is interrupting -Question words vocabulary bank (Adrienne Gear) -active listening visual prompt (eyes on speaker, still mouth and body, ask a question related to what the speaker has shared)					

Goal Area	<input type="checkbox"/> Personal	<input type="checkbox"/> Social	<input checked="" type="checkbox"/> Intellectual				
Goal: R will contribute to and use criteria by			Communicating Student Learning				
Objective:	consistently editing each writing assignment to ensure that he is using complete sentences.			AE	MM	FM	EE
Strategies: -verbal prompts to go back and edit work for complete sentences -visual examples of complete sentences							

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)				
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