

# Individual Education Plan

Student Details		
<b>Student Name:</b> E.H.	<b>Student PEN:</b> 11111111	<b>IEP Date:</b> September 2016
<b>Grade:</b> Kindergarten <b>DOB:</b> 10/12/2011	<b>School Name:</b> Elementary	<b>Case Manager:</b> R.D.
<b>Ministry Designation:</b> Primary: Autism Spectrum Disorder (G)	<b>Student Support Team:</b> Inclusion Specialist: R.D. Principal: D.R. Classroom Teacher: P.R. Education Assistant: N.A.	

Accessibility		
Support Plans	Essential Supports	Universal Supports
	<ul style="list-style-type: none"> <li>Sensory supports/tools</li> <li>"Cool Down" box</li> <li>Toileting reminders</li> </ul>	<ul style="list-style-type: none"> <li>Visual cues/supports</li> <li>Explicit instruction around self-regulation</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> <ul style="list-style-type: none"> <li>Shows sense of accomplishment and joy</li> <li>Participates in activities that support well-being</li> <li>Describes her family and community</li> </ul>			<b>Stretches</b> <ul style="list-style-type: none"> <li>Expressing wants and needs</li> <li>Recognizing emotions</li> <li>Understanding that actions have consequences</li> </ul>						
Social	Communication	1	②	3	4	5	6	7	8	No
	Social Responsibility	①	2	3	4	5				Yes
	<b>Strengths</b> <ul style="list-style-type: none"> <li>Sharing information about what she knows</li> <li>With support, she can be part of the group</li> </ul>			<b>Stretches</b> <ul style="list-style-type: none"> <li>Listening to and responding to others</li> <li>Working with others to achieve a short-term goal</li> <li>Unstructured peer interactions</li> </ul>						
Intellectual	Critical Thinking	1	2	③	4	5	6			No
	Creative Thinking	1	②	3	4	5				No
	<b>Strengths</b> <ul style="list-style-type: none"> <li>Imagination</li> <li>Describes her thinking</li> <li>Solves problems</li> <li>Accepts challenging tasks</li> </ul>			<b>Stretches</b> <ul style="list-style-type: none"> <li>Involving her peers in her critical/creative thinking</li> <li>Combining her peers' ideas into her own</li> </ul>						

**IEP Goals: Core Competencies (All students with ministry categories)**

<b>Goal Area</b> <input checked="" type="checkbox"/> Personal <input type="checkbox"/> Social <input type="checkbox"/> Intellectual						
<b>Goal:</b> E can use strategies that help her manage her feelings and emotions			<b>Communicating Student Learning</b>			
<b>Objective:</b>	E will identify positive alternative choices to fulfill her sensory needs.		AE	MM	FM	EE
<b>Strategies:</b> “Cool Down” Box, co-development of alternative options, visual cue to explain, “When I want to knock down my friend’s tower, or squeeze my friend really tightly, I will choose _____ instead.”						

<b>Goal Area</b> <input type="checkbox"/> Personal <input checked="" type="checkbox"/> Social <input type="checkbox"/> Intellectual						
<b>Goal:</b> E can be a part of a group			<b>Communicating Student Learning</b>			
<b>Objective:</b>	E will respect the personal space of others.		AE	MM	FM	EE
<b>Strategies:</b> Explicit instruction, social-emotional group, modeling						

<b>Goal Area</b> <input type="checkbox"/> Personal <input checked="" type="checkbox"/> Social <input type="checkbox"/> Intellectual						
<b>Goal:</b> E will play cooperatively with others.			<b>Communicating Student Learning</b>			
<b>Objective:</b>	E will respond appropriately to her peers’ invitations to play.		AE	MM	FM	EE
<b>Strategies:</b> Explicit instruction on social pragmatics: turn taking, how to invite a friend to play, etc., develop a “Play Plan” with her peers for an unstructured choice activity (playing house, building a tower)						

<b>Comments</b>

Goal	Approaching Expectations (AE)	Minimally Meeting Expectations (MM)	Fully Meeting Expectations (FM)	Exceeding Expectations (EE)
E 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>
E 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>
E 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: