

# Individual Education Plan

| Student Details   |   |                                 |
|---|---|---------------------------------|
| <b>Student Name:</b> KP   | <b>Student PEN:</b> 111111111   | <b>IEP Date:</b> September 2016 |
| <b>Grade:</b> 5<br><b>DOB:</b>  | <b>School Name:</b><br>Elementary   | <b>Case Manager:</b><br>RD      |
| <b>Ministry Designation</b><br><i>Primary: Student Requiring Behavior Support (R)</i> | <b>Student Support Team:</b><br><i>Inclusion Specialist: RD    Principal: DR</i><br><i>Classroom Teacher: JE    Education Assistant: RA</i> |                                 |

| Accessibility |  |   |
|---------------|--|---|
| Support Plans | Essential Supports   | Universal Supports  |
|               | <ul style="list-style-type: none"> <li>Vocabulary preloading</li> <li>Planning tool for writing (webs, etc.)</li> <li>Additional time</li> <li>Option of postponing task (when appropriate)</li> <li>Physical activity</li> <li>Chunked task</li> <li>Premack task (first ____, then ____)</li> <li>Self-regulation tools</li> </ul> | <ul style="list-style-type: none"> <li>Visual schedule</li> <li>"Up for Grabs" choice time</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>Sharing ideas when he feels safe</li> <li>Can express wants</li> <li>Can identify people, places, and things that are important to him</li> </ul> |           |   | <b>Stretches</b> <ul style="list-style-type: none"> <li>Expressing needs</li> <li>Accepting responsibility for his actions/feelings as not an admission of guilt/fault, but an opportunity to grow (growth brain/fixed brain)</li> <li>Representing aspects of his family</li> </ul> |   |   |   |            |   |     |
| Social                       | Communication   | 1         | 2 | 3  | 4 | 5 | 6 | 7          | 8 | No  |
|                              | Social Responsibility   | 1         | 2 | 3  | 4 | 5 |   |            |   | Yes |

|                     |   |   |  |   |   |   |   |    |
|---------------------|---|---|--|---|---|---|---|----|
|                     | <p align="center"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Collaborative, hands on projects</li> <li>• Readily shares information about topics that are important to him</li> <li>• Helpful</li> <li>• Able to recognize when to ask for help</li> <li>• Sense of fair/unfair</li> </ul> |   | <p align="center"><b>Stretches</b></p> <ul style="list-style-type: none"> <li>• Encouraging others with positive feedback</li> <li>• Communicating emotions</li> <li>• Demonstrating respectful and inclusive behavior</li> <li>• Identifying problems and comparing potential problem-solving strategies</li> </ul> |   |   |   |   |    |
| <b>Intellectual</b> | Critical Thinking   | 1 | (2)  | 3 | 4 | 5 | 6 | No |
|                     | Creative Thinking   | 1 | (2)  | 3 | 4 | 5 |   | No |
|                     | <p align="center"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Using his senses to gather information</li> <li>• Finding evidence</li> <li>• Collaborative projects with concrete materials</li> </ul>   |   | <p align="center"><b>Stretches</b></p> <ul style="list-style-type: none"> <li>• Experimenting when there is risk of failure</li> <li>• Making judgements</li> <li>• Collaborative task with an abstract medium (writing)</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>   | K can use strategies that help him manage his feelings and emotions   |                                 |                                       | <b>Communicating Student Learning</b> |    |    |    |
| <b>Objective:</b>  | K will recognize choices to be made when he is in the "Red Zone."   |                                 |                                       | AE                                    | MM | FM | EE |
| <b>Strategies:</b>   | Visual timer, explicit instruction using Zones of Regulation, reinforcement (mentoring role in the K/1 classroom) |                                 |                                       |                                       |    |    |    |

|                    |  |  |                                       |                                       |    |    |    |
|--------------------|--|--|---------------------------------------|---------------------------------------|----|----|----|
| <b>Goal Area</b>   | <input type="checkbox"/> Personal  | <input checked="" type="checkbox"/> Social | <input type="checkbox"/> Intellectual |                                       |    |    |    |
| <b>Goal:</b>       | Kelsey will demonstrate respectful and inclusive behavior.   |  |                                       | <b>Communicating Student Learning</b> |    |    |    |
| <b>Objective:</b>  | K will explain what happened and how he was feeling after being in the "Red Zone."   |  |                                       | AE                                    | MM | FM | EE |
| <b>Strategies:</b> | Reinforcement, Zones of Regulation, alternate space, wait time, self-regulation tools, safe "mundane" task to work up to the Green Zone (cutting out flashcards) |  |                                       |                                       |    |    |    |

|                    |   |  |                                       |                                       |    |    |    |
|--------------------|---|--|---------------------------------------|---------------------------------------|----|----|----|
| <b>Goal Area</b>   | <input type="checkbox"/> Personal                                     | <input checked="" type="checkbox"/> Social | <input type="checkbox"/> Intellectual |                                       |    |    |    |
| <b>Goal:</b>       | K will communicate his emotions.                                      |  |                                       | <b>Communicating Student Learning</b> |    |    |    |
| <b>Objective:</b>  | Kelsey will use "I feel" statements to communicate how he is feeling. |  |                                       | AE                                    | MM | FM | EE |
| <b>Strategies:</b> | Reinforcement, Zones of Regulation, alternate space, wait time,       |  |                                       |                                       |    |    |    |

| Goal  | Approaching Expectations (AE)   | Minimally Meeting Expectations (MM)   | Fully Meeting Expectations (FM)   | Exceeding Expectations (EE)   |
|---|---|---|---|---|
| K will recognize choices to be made when he is in the "Red Zone."                       | <ul style="list-style-type: none"> <li>Initially makes an inappropriate choice; however, when he reflects on the situation, he 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 he is in the Red Zone and chooses a strategy to help him deescalate</li> </ul>   | <ul style="list-style-type: none"> <li>Recognizes that he is in the Yellow Zone and chooses a strategy to help him deescalate</li> </ul>  |
| K will explain what happened and how he was feeling after he has been in the "Red Zone" | <ul style="list-style-type: none"> <li>Requires support to break down the situation</li> <li>Provides "Yes/No" responses to adult prompts</li> <li>Alters explanation of what happened to avoid consequences ("I said "Frick" instead of the other word!")</li> </ul> | <ul style="list-style-type: none"> <li>Communicates what happened<br/><i>OR</i></li> <li>Communicates how he felt about the situation</li> </ul>  | <ul style="list-style-type: none"> <li>Communicates what happened<br/><i>AND</i></li> <li>Communicates how he felt about the situation</li> </ul> <p>"I ripped up my paper because I was frustrated."</p> | <ul style="list-style-type: none"> <li>In addition to communicating what happened and how he was feeling, he also communicates what he needs to do to resolve the situation ("I ripped up my paper because I was frustrated. I need to clean it up and ask for help.")</li> </ul> |
| K will use "I feel" statements to communicate how he is feeling                         | <ul style="list-style-type: none"> <li>Requires support prompt ("What zone were you in?; "Were you feeling _____?")</li> <li>Body language and/or voice volume/tone is aggressive</li> </ul>  | <ul style="list-style-type: none"> <li>Uses "I feel" statement, but vaguely refers to the Zone color, rather than attach his feelings to a specific emotion ("I feel like I'm in the Red Zone.")</li> <li>Body language may be rigid/tight, but not aggressive</li> </ul> | <ul style="list-style-type: none"> <li>Uses "I feel" statement and clearly identifies an emotion (sad, angry, frustrated, etc.)</li> <li>Body language and voice volume/tone are calm</li> </ul>          | <ul style="list-style-type: none"> <li>Generalizes his feelings/emotions to identify what his triggers are ("I feel angry when people tell me what to do.")</li> </ul>  |

**Comments**

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