

INDIVIDUAL EDUCATION PLAN

Date: 98/09/23 (yr/mo/day)

Student Name: Caitlin **Student No.:** nnn-xxx-xxx

Birth Date: 82/08/23 (yr/mo/day) **Grade:** Senior Years One

School: Anywhere Collegiate School Division: Any S.D.

Referral Date: 89/04/30 (yr/mo/day)

Case Manager: Classroom Teacher - Mrs. Math

Program Planning Team:

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Caitlin C.	Student	
	Parents	
	Teacher	
	Resource	

(Signature indicates you understand the IEP)

Background Information

Relevant Medical/Diagnostic Information: January 1984: At the Child Development Clinic, Winnipeg, student was diagnosed with Pervasive Developmental Disorder with profound delays in Visual Perceptual Skills: in the area of Form Constancy, Figure Ground and Visual Spatial Awareness. Student received services from the pre-school autism program, prior to entering grade one.

In 1987 the physiotherapist assessed the student and found that the student had severe Dyspraxia (related to motor planning).

Sept. 1993: Intellectual Assessment by psychologist at the Child Guidance Clinic assessed the student as functioning in borderline range overall on both the

WISC-R and the non-verbal scale of the Kaufman ABC Test. Major impact is in the area of comprehension or processing information and giving meaning to it within auditory and visual stimuli. There is a discrepancy between the ability to decode reading material and the ability to understand what was read. Anxiety level is high in this student, this will have a great impact on peer relationships and attempting learning.

Other Information:

Language Spoken: English
Agencies Involved none at present

School History (from pertinent Cumulative File Information):

Past Schools: Somewhere Elementary K-5
Someplace Middle School 6-8

Prior Resource Involvement:

Student has functioned consistently 6 years behind peers and needs an IEP for visual perceptual, visual motor, motor planning, social/interpersonal and academic delays.

Resource and classroom teachers need to plan an IEP together that includes:

Motor Domain: adaptations and/or modifications for the student's severe visual perceptual, visual motor, and motor planning needs.

Academic Domain: significant modifications to department-developed courses with a focus on academics, self-direction, and organizational skills within a functional perspective related to long term goals.

Social Domain: assistance in developing social and interpersonal skills within courses the student is registered in.

Student has access to paraprofessional who works with a group of students with special needs who are integrated into the classroom, and access to the special needs teacher for pullout small group programming related to further skill development and practice.

Current Level of Performance: Comprehensive assessments using a variety of tools indicates that the student has a significant cognitive disability determined through a collaborative team decision making process involving both the home and school. Student has limitations in several areas of adaptive functioning including communication, use of community resources, social/interpersonal, self-direction and needs functional academics.

Motor Domain: The student has severe delays (age equivalency of 1.5 years) in the areas of motor planning, visual motor and visual perceptual skills and effect all areas of learning. Student is currently increasing her computer knowledge within the classroom structure to compensate for severe delays in the above areas.

Social Domain: The student has difficulty with initiating interactions and interacting reciprocally with peers or adults. The student will interact if the peer or adult initiate; however, the information shared is very minimal in detail. The student can be disruptive in a classroom or cooperative grouping if anxious about the activity. The student will display anxiety by laughing uncontrollably, running away, or moving in a preservative manner (arm flapping, picking at things compulsively or running in circles).

Academic Domain: The student can read material at grade 3 level, however, the student's current level of understanding material remains at the knowledge/comprehension stage. The student continues to develop literacy strategies to assist in reading materials in a functional manner for a specific purpose (reading to gain information, to complete tasks, to locate and maintain a school job, and for leisure). In the area of Mathematics, the student uses a calculator and works on strands within the grade 3 curriculum. The student can add and subtract using a calculator. The student continues to persevere on clocks. The student can read and understand the daily schedule and time as it relates to re-occurring events, however applying time principles to daily tasks or problems cause confusion.

Motor Domain:

Student Specific Outcomes:

By the end of June, within the structure of the ELA classroom/and pullout resource program, Caitlin will produce a weekly computer generated Chart (which will be used as a daily self -evaluation checklist) independently with 90% accuracy in 10 consistent trials.

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
<p>By the end of November, Caitlin will click in Table menu on the computer and produce a new 7 column, 2 row weekly chart with teacher input, 9 out of 10 trials</p> <p>By the end of February Caitlin will click on Table menu on tool bar and produce a 7 column, 2 row weekly chart</p>	<p>Model for student how this is done Post chart for student to refer to</p> <p>Check with student to see if there are additional prompts the student wants to include</p> <p>Encourage the production of this chart in other subject areas</p>	<p>Computer Prompt Chart</p>	<p>Student will generate a weekly chart using the classroom computer</p> <p>Classroom teacher (C.T.) will ensure student has computer time and access in class</p> <p>Resource teacher (RT) will write out the steps on a chart with the student for developing a 7 column and 2</p>			<p>Classroom and Resource teacher will monitor student's progress on ability to access the Table menu from the tool bar using observation and a checklist</p> <p>Student will provide a print copy of generated chart</p> <p>Student will self-evaluate</p>

<p>using the prompt chart without teacher input with 90% accuracy</p>			<p>row chart using the Table menu on the computer</p>			<p>using a rating scale to indicate how much help was needed to complete the table</p> <table border="1" data-bbox="1688 570 1904 933"><tr><td data-bbox="1688 570 1904 634">Independent</td></tr><tr><td data-bbox="1688 634 1904 808">Needed some help – teacher, chart, peer</td></tr><tr><td data-bbox="1688 808 1904 933">Needed help with everything</td></tr></table>	Independent	Needed some help – teacher, chart, peer	Needed help with everything
Independent									
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Motor Domain:

Student Specific Outcomes:

By the end of June, within the structure of the ELA classroom/and pullout resource program, Caitlin will produce a weekly computer generated chart independently with 90% accuracy in 10 consistent trials. Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
By the end of June, Caitlin will click on the Table menu on tool bar and produce a 7 column, 2 row weekly chart independently for 9 out of 10 times	Gradually fade the support required by covering chart Gradually apply chart generating on the computer to other subject areas and of differing sizes		CT: provide feedback to student and parents on progress related to the performance objective(s)			

Academic Domain:

Student Specific Outcomes:

Caitlin will read to locate information in 2 daily newspapers within the Senior 1 ELA class with 95% accuracy by June.
 (ELA SY1: 3.2.5) Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
At the end of October, Caitlin will independently locate six pieces of information in one newspaper (The Winnipeg Free Press) 95% of the time as measured in a checklist. The pieces of information are: * Name of newspaper * Date	Model initially using a matching Use different colour high lighters or markers/coding to locate each of the pieces of information required to find Fade the support Use peers to listen to the student read the information once it is located	Copies of the newspapers used: Free Press, Winnipeg Sun High lighter, markers or legend with code for locating the information	Classroom teacher supplies the paper on a daily basis Student to self evaluate using a checklist Parents to use the paper on weekend to find the same information with the student			Student self evaluates using a daily checklist to record progress The teacher will assess the student at the end of October using a performance assessment: Given the Free Press newspaper the student will identify with a marker the following info: * The name of newspaper

<ul style="list-style-type: none"> * Garbage cycle day * Day in the school cycle * Weather forecast * Daily television and movie schedule <p>By the end of January, Caitlin will use a highlighter to locate independently the 6 pieces of information listed above in two newspapers (Winnipeg Free Press and the Winnipeg Sun) 95% of the time as measured in a checklist</p>						<ul style="list-style-type: none"> * Date, garbage and school day and the weather forecast * Daily television and movie schedule <p>The teacher will assess the student at the end of January using a performance assessment:</p> <p>Given the Free Press/Winnipeg Sun newspapers the student will identify with a marker the following info:</p> <ul style="list-style-type: none"> * The name of newspaper * Date, garbage and
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						<p>school day and the weather forecast * Daily television and movie schedule</p> <p>Peers fill out checklist related to locating and reading the information in the newspaper accurately with the scripted questions</p> <p>Teacher will give a performance assessment in June through the interview process using scripted questions by giving the Free Press/Winnipeg Sun to the student and</p>
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						<p>asking her to locate and read the following information:</p> <ul style="list-style-type: none">* The name of newspaper* Date, garbage and school day and the weather forecast* Daily television and movie schedule
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Academic Domain:

Student Specific Outcomes:

Caitlin will read to locate information in 2 daily newspapers within the Senior 1 ELA class with 95% accuracy by June. (ELA SY1: 3.2.5). Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
By the end of March, Caitlin will be able to read the information located in the daily newspaper to answer scripted questions posed by peers	Link to natural events through scripted questions that peers ask Caitlin e.g. What is the School Day Cycle today? She answers by locating and reading the information in the paper					

Academic Domain:

Student Specific Outcomes:

By June, within the structure of the Math classroom, the student will use a calculator to determine the total cost of 3 identified items of groceries from a flyer with 90% accuracy. Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
<p>By October, Caitlin will be able to:</p> <p>*find the cost of a single identified item in the flyer</p> <p>* input this cost into the calculator correctly 90% of the time in 10 consecutive trials</p> <p>By February, Caitlin will be able to:</p> <p>* find the cost</p>	<p>Provide teacher made grocery cards with the picture and words printed on the cards for the child to match with the flyer if word is unknown</p> <p>Provide opportunity to practice using the flyer and inputting a single item into the calculator</p> <p>Start with items the student is familiar with</p>	<p>Teacher made grocery cards</p> <p>Recent flyers from local stores</p> <p>Teacher made student self-assessment sheets for indicating accuracy of inputting numbers</p>	<p>Teacher to supply: flyers, grocery cards, identified item(s)</p> <p>To provide student with feedback after each question</p> <p>To develop and record assessment tools: e.g. self assessment checklist for student</p> <p>Student to do self assessment checklist for accuracy</p>			<p>Pre-survey of grocery items student knows and will need grocery cards for initial assistance</p> <p>Self-assessment checklist for student to self-evaluate the accuracy of he inputting</p> <p>Teacher's random 3 times per period observation to see if student is inputting</p>

<p>of a single identified item in the flyer * input this cost into the calculator * locate and input a plus sign on the calculator * find the cost of the second identified item in the flyer and input the number correctly * locate and push the "=" sign on the calculator with 90% accuracy in 10 consecutive trials.</p>	<p>Model self correcting procedures for the calculator Read the numbers Say the numbers to yourself Input the numbers Check to see if each number is correct</p>		<p>To use the visual prompt if necessary</p>			<p>single item correctly Teacher made test to determine the mastery of this skill before continuing onto 2 item inputting Weekly, teacher/ Student interview and performance task to determine mastery of adding two items for the total cost</p>
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Social Domain:

Student Specific Outcomes:

By June, within the structure of the Math classroom, the student will use a calculator to determine the total cost of 3 identified items of groceries from a flyer with 90% accuracy. Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
By June, Caitlin will be able to: * find the cost of a single identified item in the flyer and input this cost into the calculator * locate and input a "plus" sign on the calculator * find the cost of the second identified item in the flyer and input the number	When student is doing 2/3 item adding, teacher needs to model, give time to practice and re-teach and observe process to ensure student has all the steps Make a chart as a visual prompt					Weekly, teacher/ Student interview and performance task to determine mastery of adding three items for the total cost

<p>correctly</p> <p>* locate and input a "plus" sign on the calculator</p> <p>* find the cost of the third identified item in the flyer and input the number correctly</p> <p>* locate and push the "=" sign on the calculator with 90% accuracy</p>						
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Social Domain:

Student Specific Outcomes:

By the end of June, Caitlin will initiate asking a peer to work with her in a partner activity during any subject area class in 8 out of 10 opportunities over 10 consecutive days. Performance Objectives

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
By November, with direct adult prompting, Caitlin will ask a peer to work with her in a teacher identified partner activity using scripted language on 4/5 opportunities in 5-day period By January, Caitlin will ask a peer using scripted language with minimal adult prompting when given an	Model and role play Practice and rehearsal with peers she is comfortable with Use some scripted language written on cue cards to reduce anxiety and provide a repetitive framework Identify an activity that needs a partner with a visual and verbal prompt	Scripted language written on cards Teacher made checklists Student self-assessment checklist	All subject teachers to: * Provide necessary information to peers to assist with interactions * Use the same prompt structure for identifying an activity that needs a prompt Resource or homeroom teacher to: * Provide the scripted language with Caitlin's input			Subject area teachers will record on a master checklist the opportunity for a partner activity and how much prompting was required and if scripted language was used

<p>activity that needs a partner</p> <p>By March Caitlin will ask a peer using scripted language without adult prompting when an activity for partners is assigned</p> <p>By June, Caitlin will initiate the asking of a peer to work with her in an activity that needs partners in 8 out of 10 opportunities over 10 consecutive days</p>	<p>Use consistent language when prompting</p> <p>Fade prompts</p>		<p>Peers to wait for her to finish before answering</p> <p>Student to use the scripted language when needed</p> <p>To record/chart progress in a journal</p>			
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Examples of Modifications to Daily Plan

Modifications to Daily Plan for Caitlin September to October

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
8:45 Entry and to homeroom Domain: Motor	Adaptations for visual perceptual needs: * locker with key instead of combination lock * color code books for each subject area with a legend on door of the locker	Daily self evaluation checklist: * opens locker independently using key By subject teacher filling out checklist * brings correct books to class Eliminate the checklist when student is 100% accurate and date on the daily plan sheet	* legend on door of locker * lock with key * books color coded to binder and subject area	

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
9:00 ELA Domain: motor	Producing the computer generated table * resource teacher will be available initially to work with student in class to make chart /modeling for generating the Table on the computer. CT will monitor and assist after set up with student	Student will self evaluate by filling out a rating scale related to assistance needed Student will print the completed, 7 column 2 row, table to keep in ELA binder	computer with corresponding software prompt chart	

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
9:30 ELA Domain: Academic	<p>Read to locate 6 pieces of information in the Free Press</p> <ul style="list-style-type: none"> * matching at first to accommodate Caitlin's motor difficulties * moving to modeling * fade the support 	<p>Student self evaluates using a daily checklist</p> <p>Teacher does performance assessment</p>	<p>Free Press Newspaper</p> <p>Highlighters</p> <p>Markers or chart with legend</p>	

Modifications to Daily Plan for Caitlin September to October

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
10:00 Math Academic Domain	<p>Find the cost of a single identified item in the flyer and then input the cost into the calculator</p> <p>List steps needed for inputting on the calculator for one item inputting</p> <p>Teach to self-correct</p> <p>Model examples using the calculator and flyers</p>	<p>Teacher will complete pre-survey of knowledge about flyers and grocery cards</p> <p>Teacher will observe student doing single item randomly 3 times per lesson</p> <p>Teacher made performance test to indicate mastery: * student is correct 100% of 10 consecutive trials</p> <p>Self Assessment checklist for accuracy of inputting</p>	<p>Flyers</p> <p>Grocery cards</p> <p>Calculator</p>	<p>Maybe a field trip to local grocery store with the resource teacher to connect flyer with prices on shelf</p>

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
10:30 Locker Break Motor Domain	See above information re: books and key for locker			

Class/Student Timetable	Instructional Strategies	Assessment Evaluation	Resources	
			Materials	Physical
10:40 Gym Social Domain	<p>Using scripted language and teacher prompting Caitlin will ask a peer to participate in badminton</p> <p>Teacher models the approach with a peer while Caitlin watches</p> <p>Teacher prompts Caitlin to ask the identified student using the scripted cards</p>	Record on master checklist results of activity	Badminton equipment Scripted language cards	