

INDIVIDUAL EDUCATION PLAN

Date: 1998/09/30 (yr/mo/day)

Student Name: Paul Doe **Student No.:** nnn / nnn / nnn

Birth Date: 81/10/30 (yr/mo/day) **Grade:** S2

School: Any High School **School Division:** Anywhere

Referral Date: (yr/mo/day)

Case Manager: Ms. A Smith

Program Planning Team:

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Paul Doe	Student	
	Parents	
	Principal	
	Resource	
	Occupational Therapist	
	Physiotherapist	

(Signature indicates you understand the IEP)

Background Information

Relevant Medical/Diagnostic Information: Paul has Cerebral Palsy, which impacts on his ability to physically perform activities. He has increased muscle tone, with his legs more involved than his arms. His balance is poor and Paul uses a walking frame for indoor mobility, and a manual wheelchair when outside or traveling long distances. Paul is right hand dominant. Although he can write, he is not able to keep up with his peers and his work can be illegible.

Paul has average cognitive ability as demonstrated through previous schoolwork and formal assessments. He is coping independently with all activities of daily living required in the school environment.

Paul has been identified as needing adaptive supports to compensate for his disability since entering school

Other Information: Language Spoken: English

Agencies Involved: Society for Manitobans with Disabilities

Wheelchair Sports

School History (from pertinent Cumulative File Information): Paul has been integrated into the regular classroom for his entire school career.

The school has had ongoing consultation from clinicians (PT, OT, SLP, Psych) who have assisted in developing strategies and adaptations which allow Paul to access the provincial curriculum.

Paul would like to attend University or Community College once he graduates from High School.

Student Specific Outcome:

Paul will achieve the outcomes of the Senior 2 curriculum using a variety of Adaptations for tasks that require a written component.

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
Refer to S2 Curriculum	Paul will be given extra time to complete tests, assignments and projects, as negotiated with the subject area teacher	None	RT: to meet with each subject teacher to assist in determining most appropriate adaptations ST: to implement evaluate and document the adaptations used Paul: to evaluate the adaptations with the subject teachers	Sept	June	The average amount of extra time Paul requires for assignments and tests will be recorded for each subject area

Student Specific Outcome:

Paul will achieve the outcomes of the Senior 2 curriculum using a variety of Adaptations for tasks that require a written component.

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
Refer to S2 Curriculum	Paul's note taking will be supplemented by the use of copied notes from peers, copied overheads used by the teacher -- scribe Options for test formats: multiple choice, true/false, completion/fill in the blanks, short essay, oral tests	Access to photocopier		Sept	June	Each subject area will determine the most effective method to be used All adaptations will be documented and included with Paul's year end report. Recommendations of Adaptations and Strategies which were successful to be documented by each subject area teacher for Paul's S3 year

Student Specific Outcomes:

Paul will achieve the outcomes of the Senior 2 curriculum using a variety of Adaptations for tasks that require a written component.

Performance Objectives	Instructional Strategies	Materials/ Resources	Roles/ Responsibilities	Date Started	Date Completed	Evaluation and Review
Refer to S2 Curriculum	Paul will have access to a computer at both home and school to complete written assignments, homework, take home tests	Computer Adaptive Hardware (key guard, adapted mouse and easel) Specialty Software (word prediction, mind-mapping)	Resource teacher Subject Teacher Paul Parents	Sept	June	Feedback on the success of this strategy to be conducted on a 3 month cycle; it is to involve all team members, and documentation of a plan of action for utilizing technology for Paul is to be kept

Daily Plan:

Note: The daily plan would be given to each subject area teacher and updated only when team feels there is a need.

Time/Subject	Instructional Strategies	Assessment/ Evaluation	Resources	
			Material	Physical
All subjects that require written work: (i.e.) note taking/written assignments or projects/ assessments	<p>Give a Xeroxed copy of the overhead being used and student highlights major thoughts Allow a peer scribe to take notes on non-carbon paper (NCP)</p> <p>Allow student to tape record information in class after which a parent/volunteer/</p> <p>Peer or student transcribe provided there is time</p> <p>Use sticky tape to hold paper in place and student copies, if there is not a lot of writing involved</p> <p>For written projects:</p>	Assessments that involve written responses could be done orally, or use the computer provided extra time is given to complete	<p>Teacher made a copy of overhead transparency</p> <p>Highlighter</p> <p>NCP</p> <p>Tape recorder and blank tapes</p> <p>Personal lap top computer with software that matches the needs of the student: (e.g.) word processing program with a word prediction component</p> <p>Mind-mapping software program which allows student to brainstorm, diagram and write</p>	<p>Carry bag for the lap top computer</p> <p>Alternative space to allow student to speak into the computer to do written assignments</p>

	<p>allow research to be taken down in a Mind Map or Mind-mapping software</p> <p>Allow student extra time to complete assignments</p>			
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Time/Subject	Instructional Strategies	Assessment/Evaluation	Resources	
			Material	Physical
Moving to classes in the school building	<p>Peers to assist with carrying supplies to classes for student</p> <p>Student needs extra time to get from class to class</p> <p>When scheduling classes try to accommodate student by having classes all on one floor or limit the movement in the building</p>	<p>None, team may need to review stamina level and provide additional strategies if student is tiring too quickly related to vast distances covered and during semesters with Physical Education</p>		<p>Needs peer assistance with carrying the books, supplies</p>

Time/Subject	Instructional Strategies	Assessment/Evaluation	Resources	
			Material	Physical
Physical Education	<p>Need adaptations related to stamina and coordination when playing sports:</p> <ul style="list-style-type: none"> * Fewer turns * Take rest breaks * Student is allowed to choose which competitive sports to participate in related to wheelchair use <p>Teacher will provide alternative activities, focusing on life long leisure skills</p>		Adaptation to equipment by physical education department as needed e.g. lighter racket for racket sports, different weight ball or size of ball, etc	