



Individual Education Plan
2022-2023
(First Last)

(school logo)

PEN : #####
Date of Birth :Month Day, Year
Grade : ##

School Name
School Address

Student Details			
Student Name:	Joel	Primary Designation	G - Autism
Grade:	5	Additional Designation	
PEN:	00000000	IEP Date:	October 8, 2022
Date of Birth:	X/XX/XXXX	Case Manager:	Mr. Smith

Student Support Team:	Role:
Ms. Tremblay	Parent
Mr. Chemistry	Teacher
Ms. Shakespeare	Teacher
Ms. Bonnie Behaviour	EA
Parent/Guardian consulted on:	October 8, 2022

Student Profile "" ...I say *My family says... +My team/teacher says...
My Interests: I like: • games on the iPad • soccer • English, history, computers classes • Music – I play the flute and I like singing • Dance and drama Location of Evidence: ePortfolio, Student Profile

My Learning Preferences:

- I like to work on my own – working with other people can sometimes make me angry
- I like extra time for assignments, especially math because I have to really think about what I am doing
- Sometimes I need to hear instructions a couple of times because I can get confused

Thoughts from the team:

- Joel focuses intently on tasks and may become upset if distracted (e.g., noise from peers, asked to stop before completing activity)
- Joel likes routines – he works well with a visual timetable and needs to be notified if there are changes to the schedule

Location of [Evidence](#): ePortfolio, Learner Questionnaire

What you need to know about me:

- I like to be called upon to help in the classroom
- I sometimes get upset if I think my teacher or friends aren't listening to me
- I am good at organizing my books and the things I need in class

Thoughts from my team:

- Joel is dependable in the classroom and likes to have responsibility for different tasks.
- Joel is very protective of his belongings and is learning how to share. He doesn't like it when others touch his stuff
- Joel prefers to be the leader in the class and expects others to follow rules to the same degree as he does. He is
- learning to take the time to listen to other's views.
- Joel has a very healthy appetite. He needs to be monitored and reminded about portion control where necessary.

Location of [Evidence](#): ePortfolio, teacher/observation records.

My Learning Profile

	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others?</i>	Intellectual <i>How I think?</i>
My Strengths • What can I do (well) – on my own, with others? • When do I feel confident? • What can I teach others about?	• I like telling stories and sharing information about myself and my family. • I am good at following instructions and I like to help other people.	• I like playing with the other boys in my class. • I like sharing my news with my friends. • I am good at taking turns when we are playing games.	• I am very good at hand writing. • I like to know and when things are happening in the classroom. • I like reading on my own

My Stretches • What is hard for me (to do/learn)? • What do I need a lot of support with? • What do I want/need to work on/get better at?	• Sometimes I find tasks difficult and I can get frustrated. My team says: • Joel likes to feel responsible for tasks in the classroom and he can sometimes take over from other students without being asked to.	• I like when other people listen to me when I am talking and I get upset when they don't. • I sometimes get angry and upset when others break the rules in games. My team says: • Sometimes Joel's stories can be quite long and his peers can get bored and walk away before he is finished. • Joel doesn't like it when others don't share the same perspective and opinions as himself.	• Sometimes I find Math hard and it is hard for me to think what to do. My teams says: • Joel doesn't like problem solving and is easily frustrated when the solution to a problem isn't immediately obvious. • If tasks are perceived as too difficult, Joel can become overwhelmed and emotionally upset if 'he can't do something'.
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My focus Area This Year			
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<i>These learning domains can inform the IEP development in these core competency areas</i>	Core Competency Connections  Personal Awareness and Responsibility Positive Personal and Cultural Identity	Core Competency Connections  Communicating  Collaborating  Social Awareness and	Core Competency Connections  Creative Thinking  Critical and Reflective
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Supports and Plans		
Universal Classroom	Environmental	• Extra time for assignments and tasks • Provided with lesson outlines • Alternate ways of responding (oral, dictation, scribe, drawing)

Core Competency-Based Goal	
Core Competency: Collaborating	Goal: I can cooperate with others
Objective	Strategy

by listening respectfully to the ideas and perspectives of others during class meetings	1. Establish rules for listening e.g., listen when others are talking, ask questions if you don't understand, etc. These rules should be consistent and followed by everyone in the class. Review the rules at the beginning of each class meeting. 2. Teach and practice information-gathering skills e.g., listen carefully, write down important points, ask for clarification, wait until all the information has been presented, etc. Resources: • Co-created instructions for listening
Core Competency: Communicating	Goal: I can communicate with peers and adults
Objective	Strategy
by taking turns during a conversation on a shared topic of interest with a familiar peer or adult	1. Co-create a list of common interests with familiar peers and adults 2. Model and practice holding a shared conversation on a topic 3. Teach the use of a listening fidget to help focus on a conversation Resources: • List of common interests with familiar people • Video models of on topic conversations • Listen fidget tool
Core Competency: Social Awareness and Responsibility	Goal: I can engage with others respectfully
Objective	Strategy
by respectfully questioning a peer when I think they have broken the rules when playing games	1. Preloading of game rules before starting to play a game 2. Practice playing a familiar game with a peer, supervised by an adult. Gradually add a new game and progress to playing with two peers. 3. Role playing a respectful response to a peer when they don't follow the expected rule. Resources: • Co-create summary of game rules cards with a peer • Visual script for handling when a peer doesn't follow the expected rules
by using strategies to build relationships, such as greetings, giving compliments, encouraging others, and asking questions	1. Teaching friendship skills in a small, safe, and supported setting 2. Role playing social scenarios 3. Teach relationship building strategies using video modelling Resources: • Superflex Social Thinking Curriculum • Social skills group • Video modeling

Curricular Competency Goal

Big Ideas

(Choose appropriate Big Idea from the drop-down menu)

Area of Learning

Mathematics

Supplemental Goal

Teacher Responsible:
Classroom teacher

Learning Standards

I can use multiple strategies to engage in problem-solving

Objective	Strategy
by saying what the problem is about by drawing a picture or diagram of the mathematical problem	1. Teach the use of a graphic organizer with the following: • What do I know? • What do I need to find out? • What operation will I use? • Solve it 2. Teach to read the question through once. Then read it again and highlight key information. 3. Review the graphic organizer problem solving strategy before each lesson focusing on problem solving 4. Teach vocabulary of math operations Resources: • Problem solving graphic organizer • Math operations vocabulary reference
Objective	Strategy
by making a table of known facts	1. Ask Joel to identify the primary question that must be answered to solve a given word problem – focus on comprehension rather than mathematical outcome. 2. Discuss words and phrases which usually indicate a subtraction/addition/multiplication/division operation. Provide Joel with a list of these phrases. 3. Teach how to use the table of known facts. Highlight relevant information and enter into the table one fact at a time. Resources: • Table of known facts template • provide short and concise word problems that require a one step process. Where possible, use word problems related to his areas of interest.

Additional Comments