



SD 23 (CENTRAL OKANAGAN) INDIVIDUALIZED EDUCATION PLAN *Elementary*

Date: *****; Review mid year *****; Final Review *****

STUDENT DATA	TEAM MEMBERS
<p>Name: Jane Thompson (Substitute Name)</p> <p>Birthdate: 2000 Grade: 3</p> <p>Ministry Designation: 119A Totally Dependent</p> <p>Parents: Kim Thompson</p> <p>Address:</p> <p>Phone:</p>	<p>-Karen Thompson (Mother)</p> <p>-Jill Smith (Classroom Teacher)</p> <p>-Donna Pear (Certified Education Assistant)</p> <p>-Karen Johnson (Principal)</p> <p>-Susan Ell (Occupational Therapist)- consult with team</p> <p>-Gail Green (Speech & Language Pathologist)</p> <p>-Jane Toms (Itinerant Resource Teacher)</p> <p>Copies to: School File, (EAs), Student Support Services File (All names above have been changed)</p>

BACKGROUND (e.g. medical, assessments, etc.)
<ul style="list-style-type: none"> • Diagnosis: Seizure Disorder & Globally Developmentally Delayed, Non-Ambulatory • Medication: ***** (not at school) • Allergies: None known • Physician: Dr. *****; Pediatrician: Dr. ***** • Medic Alert - Follow general seizure protocol: (Jane has not had a tonic clonic seizure for 1-1/2 years) <ul style="list-style-type: none"> ○ Loosen wheelchair straps ○ If seizure goes more than 5 minutes → Call 911, call mom ○ Note time & duration of seizure → record info • Hearing and eye-sight checked → okay but prone to ear infections; had tubes in her ears • Has not attended B.C. Children's Hospital in Vancouver, B.C. for quite a while → time for re-assessment • Can get constipated • Choking can be an issue – tends to stuff food into her mouth

PLANNING INFORMATION	
<p>Strengths: (Current Date)</p> <p>-Loves walking with the K-Walker (but unstable at hips); now, also has an adapted tricycle to use</p> <p>-Well accepted by her peers; they know lots about her, especially after in-service by PISP Team</p> <p>-Loves music, being out of her wheelchair (e.g. lunch time), playing with the ball & interacting with others</p> <p>-Starting to discriminate picture symbol (e.g. "Applesauce") IF she pays attention; doesn't mouth or throw items much, anymore</p> <p>-Tries to imitate the sounds made by others</p> <p>-Signs "please" consistently (i.e. Hand to chest)</p> <p>-Quite aware of what is going on around her</p> <p>-Mom reports that Jane loves coming to school</p> <p>-Really enjoys swimming at YMCA/YWCA with several of her peers (resource)</p> <p>-Is able to use single switch to cause something to happen</p>	<p>Concerns: (Current Date)</p> <p>-Has very mobile hips; can lose her balance when she gets distracted (e.g. when she meets people); try out "Harness Transfer Belt"</p> <p>-Very distracted → lots of movement with her body and limbs; not able to track with her eyes only → needs to move her head to visually track</p> <p>-Tends to grab items or people with hands → sometimes gets silly and laughs, loudly</p> <p>-Needs to continue discrimination training of Board Maker made pictures – expand to include a number of pictures</p> <p>-Needs to expand usage of personal signs to include (e.g.) "more, finished, help" and other helpful signs</p> <p>-Needs to have materials presented slightly to left of mid-line</p> <p>-Need to explore use of Step by Step & Power Link 3 to help Jane participate and interact with her class more</p> <p>-Needs new wheelchair WITH work tray</p>

This individualized program requires modified learning outcomes. Students on modified programs are evaluated according to the learning outcomes identified for them in the plan and not the standards of the grade they are placed in.

New items are in italics

Area of Need #1: Social/ Communication

Current level of Performance: Current Date: Jane needs to get ready to work (i.e. Sit still with hands down, feet on foot-rest of wheelchair) as she tends to move her body around, looks all around her and grab items/ people with her hands; easily distracted; seems to understand the exchange of a picture symbol for the item; needs further work on beginning discrimination with pictures; Jane is generally sociable and enjoys greeting others.

Goal #1: Jane will communicate effectively with those around her.

Support, Resources, Strategies Provided:

- Larger Board Maker generated picture symbols (coloured), photographs, drawings, labels (toilet, ball, water, sandwich, snack)
- Communication binder → change to a larger one
- Visual schedule (two-three symbols on top of communication binder)
 - Pictures will be used to cue Jane of upcoming familiar activities
- Approximate signs (language): hand on chest (“please”) → expand to others including “finished,” “more” and “go”
- Follow her communicative intent (e.g When she reaches out towards items or signs “please”)
- Voice output devices - Big Mack Switch, Step by Step Communicator
- May need Power Link 3 to link single switch to other electrical equipment

Specific Outcomes/Objectives

Evaluation

End of Yr. **Rating / Effort**

Jane will <u>exchange</u> the picture symbol for the appropriate item, with one main adult, with at least 80% accuracy (with some prompting such as adult putting hand out to Jane – palm up).	1	G
Jane will <u>exchange</u> the picture symbol for the appropriate item, with one main adult, with at least 80% accuracy (independently).	2-1	G
Jane will discriminate between the picture symbol (e.g. “applesauce”) for a preferred item and a blank, with fading physical prompts and with at least 80% accuracy.	2-1	G
Jane will discriminate between the picture symbol for a preferred item and one for a non-preferred item (e.g. “onion”), with fading physical prompts and with at least 80% accuracy.	3-2	N-S
Jane will discriminate amongst the picture symbol for a preferred item (e.g. “ball”) and two pictures of non-preferred items, with fading physical prompts and with at least 80% accuracy.	4	
Jane will greet others by smiling, looking towards them, giving ‘high-5’s’ and/or by saying, “Hi,” 100% of the time.	2	G
Jane will use at least 3 personal signs (e.g. “Please, More, Help, Finished”) within functional routines, with at least 80% accuracy. <i>May 2009: Has not signed ‘help’ or ‘finished.’</i>	3	N
Jane will use phrases involving 2 combined signs/gestures (e.g. Signing ‘Please’ and pointing to an object/ activity), with at least 80% accuracy.	1	G
Jane will reach to accurately make choices between two objects and/or pictures during daily routines, at least 80% of the time.	2	S-G

Jane will use her hands to activate a voice output device (e.g. Big Mack or Step-by-Step Communicator) to have a voice, with minimal prompting and at least 80% of the time.	2	G
Jane will follow simple, one step instructions (e.g. "Hit the switch, now.") with less verbal prompting and with at least 80% accuracy.	2	S

Rating Scale: 1 = competent 2 = gaining competence 3 = having difficulty 4 = not yet addressed
Overall Effort: G = Good S = Satisfactory N = Needs Improvement

Area of Need #2: Work Habits

Current level of Performance: Current Date: Jane is very curious; wants to be a part of everything; has behaviours which get in the way of learning (e.g. hands grabbing at items or others, distracted – not looking at what she is doing, laughing, flopping her upper body onto table) but she is learning, quickly, how to get ready for work.

Goal #2: Jane will get into ‘ready for learning’ mode during learning activities at school, home and in the community.

Support, Resources, Strategies Provided:

- Jane is in ‘Ready for Learning’ mode when:
 - Jane’s feet are flat on the wheelchair footrests
 - Jane sits upright (i.e. Not slouched over or with head on the table)
 - Jane makes eye contact with items/ activity
 - Jane is in ‘Ready Hands’ mode (i.e. Both hands are down on lap or on top of table top and are still)
 - Jane is quiet
- Present materials **slightly to the left of Jane’s mid-line**

Specific Outcomes/Objectives

Evaluation
End of Yr. **Rating / Effort**

Jane will put her hands into ‘Ready Hands’ mode, with fading prompts, at least 80% of the time.	1	G
Jane will put her hands into ‘Ready Hands’ mode, independently, at least 80% of the time.	2	S
Jane will look at the materials (before reaching for items with her hands), with fading prompts, at least 80% of the time.	2	S

Rating Scale: 1 = competent 2 = gaining competence 3 = having difficulty 4 = not yet addressed
Overall Effort: G = Good S = Satisfactory N = Needs Improvement

Area of Need #3: Physical

Current level of Performance: Jan. 2009: Jane loves scooting around on the floor/ ground when she is out of her wheelchair; tends to sit in “W” position, which is discouraged; using Kaye Walker – try more of a ‘harness’ type transfer belt to save CEA’s back; learning to push pedals of adapted tricycle but this is difficult for her, at this time.

Goal #3: Jane will actively participate in routines throughout the day to promote strength, stability & mobility.

Support, Resources, Strategies Provided: See written plan by OT in red binder & posted in resource room

- AFO – foot supports
- Adult apply gentle pressure on Jane’s hands (which are on the armrests) when transferring from one position to another → Also, flip down foot supports on wheelchair so Jane can help shove her bottom to the back of the wheelchair (wait, if she is not cooperative); adult places his/her knees in front of Jane’s knees so she cannot slide out of the chair
- Transfer Belt → Only to be used to help Jane down onto floor, gradually, if she falls while using walker
- Kaye Walker → Adult holds onto back corner of walker and gives a bit of resistance so Jane will not surge forwards too quickly
- Try using knee pads with Jane while she is using the walker (she has not responded positively to it in the past)
- Small Tray on wheelchair → needs to be cut-out for Jane → to help keep Jane sitting upright, not for doing her work on it
- Adapted Tricycle/ Helmet → **encourage Jane to push down on pedals**
- Big balls
- Swimming at YWCA/YMCA → 2 persons to guide her in and out of vehicle and to encourage her to turn to sit in the seat (**do NOT lift Jane by oneself**)
- Smaller version of Little Tykes Basketball Stand/ Hoop
- Wheelchair
- High table (in resource room)

Specific Outcomes/Objectives

	End of Yr.	Evaluation Rating / Effort
Jane will help push down on armrests of wheelchair when transferring out of her wheelchair, at least 80% of the time.	2	S
Jane will push herself to the back of the wheelchair by pushing her feet on the footrest(s), at least 80% of the time.	2	N-S
Jane will use a walker to get to specific places in the school (e.g. to go from classroom to office) with fading prompts, at least 80% of the time.	2	G-S
Jane will push down on the adapted tricycle pedals, with fading prompts for at least 5 minutes.	3	N
Jane will sit on the floor with her legs straight out in front of her (while looking at books or playing with toys) for 1 minute, at least 50% of the time.	1	G
Jane will sit on the floor with her legs straight out in front of her (while looking at items or playing) for 2 minutes, at least 80% of the time.	2	S
Jane will stand, hold onto the high table (in the resource room) and move along the table to reach for a preferred item, at least 80% of the time.	1	G
Jane will push herself, while sitting in the wheelchair, to get to specific places in the school with fading prompts, at least 80% of the time.	2-1	S

Rating Scale: 1 = competent 2 = gaining competence 3 = having difficulty 4 = not yet addressed
 Overall Effort: G = Good S = Satisfactory N = Needs Improvement

Area of Need #4: Fine motor/ Functional Participation

Current level of Performance: Current Date: PISP Team tried out switches with Jane in Dec.; Jane likes to reach & grab for items; needs to learn what is appropriate to ‘take’ and when it is appropriate for her to ‘take’ items; working on hold & release.

Goal #4: Jane will increase the use of her hands to reach/ grasp/ pull/ push/ sweep/ hold & release items (including use of switches) in a variety of functional activities.

Support, Resources, Strategies Provided:

- Finished Basket – to place blocks and other items (instead of throwing them onto the floor)
- Step By Step Communicator / switch
- Big Mack Switch
- Power Link 3 (to connect switch to electrical appliances/ gadgets)
- Puzzles, games, etc. for social interaction with others
- Daily living activities (e.g. Eating, toileting, washing/ drying hands, dressing)

Specific Outcomes/Objectives

Evaluation

End of Yr. **Rating / Effort**

Jane will place items into the ‘Finished’ basket instead of throwing them onto the floor, with fading prompts, at least 80% of the time.	2	S
Jane will use the Step-by-Step switch to help others while engaging in fun activities (e.g. games or during closing name/ clapping activity), with fading prompts, at least 80% of the time.	2	S
Jane will reach, grasp, pull, push, sweep, hold and/or release her hands to help with everyday living activities (e.g. Helping get dressed for outside at lunch time) with fading prompts, at least 80% of time.	2	S
Jane will reach, grasp, pull, push, sweep, hold and/or release her hands to help with fun activities (e.g. Playing games, puzzles, etc.) with fading prompts, at least 80% of the time.	2	S

Rating Scale: 1 = competent 2 = gaining competence 3 = having difficulty 4 = not yet addressed
 Overall Effort: G = Good S = Satisfactory N = Needs Improvement

Area of Need #5: Toileting

Current level of Performance: Current Date: Less emphasis on toileting as Jane does NOT seem to understand the need to use the toilet to urinate/ have bowel movements – do not know if she can feel the sensation; tends to stand up when she is to use the toilet but sits back down if adult stops interacting with her.

Goal 5: Jane will void/ have bowel movements in the toilet and help with hygiene activities.

Support, Resources, Strategies Provided:

- Entry: Jane puts symbol for ‘toilet’ on bathroom door & turn lights on
- Stand on foot platform → hold onto grasp bar → look at picture script (showing toileting method)
- If Jane tries to stand up, give her minimal attention; if she remains sitting on the toilet seat, give her full attention and positives
- ***Prompts during toileting** – trickle water in sink, trickle water over her pelvic area, say, “Time to go in toilet.”
- Encourage Jane to help with activities such as helping to pull up her pants
- Toileting Schedule: once in the morning and once in the
- Built-up toilet seat – sits on top of regular toilet seat in handicapped washroom
- Change table to be used if Jane has soaked through her pants
- Exit: Jane wheels her wheelchair to the door & removes the ‘toilet’ sign → places sign on her communication binder → turns light off

Specific Outcomes/Objectives

Evaluation

May **Rating / Effort**

Jane will help pull pants up, after finishing on the toilet, with cues (at least 80% of the time).	2	S
Jane will stay seated on the toilet for one (1) minute with fading prompts, at least 80% of the time.	1	G
Jane will urinate (with prompting*) in the toilet at least 50% of the time.	3	N

Rating Scale: 1 = competent 2 = gaining competence 3 = having difficulty 4 = not yet addressed
 Overall Effort: G = Good S = Satisfactory N = Needs Improvement

Adaptations in other Subject Areas are:

- Manual wheelchair – referral to Seating Clinic (through Sunny Hill Health Centre) in Kelowna, B.C.
- Kaye Walker → walker that has support at hips
- AFOs (orthotics) –by***** (Kelowna, B.C.)
- Rifton Desk (wheelchair slides underneath)
- Transfer belt – use for toileting, for walker, and any time Jane needs to transfer from one position to another → *Staff helps Jane down to the ground if she is falling (do NOT try to hold her up by the transfer belt)*
- “Finished” Basket (for Jane to place items, rather than throwing them onto the floor)
- Visual aides such as picture symbols, photographs, drawn pictures, labels
- PECS (picture exchange communication system) – level 1 & 3 (discrimination)
- Communication binder
- Visual schedule (picture symbols)
- Big Mack Switch and/ or **Step By Step Switch**
- **Power Link 3**
- Adapted scissors
- Larger felt pens
- People in Motion → Kids in Action 8613302 (also have adapted equipment for loan)→Powder Hounds (*****)
- Therapeutic Horseback Riding (***** COCDA)*
- Jane needs to be on a total modified program
- CEA support at all times
- Support when Jane eats lunch/ snacks → tends to shove all of her food into her mouth → could choke
- Space such as a resource room so that Jane may leave the classroom to socialize, get out of her wheelchair, participate in physical activities, etc.
- Support from itinerant resource teacher
- Consultation with physical/ occupational therapist
- Consultation with speech & language pathologist
- Special Education Technology (SET-BC) – may access some equipment for Jane (e.g. Big Mack switch, touch screens)
- *Adapted Ski Program – Date ***** (Sit-Ski)*
- *Adapted tricycle/ Helmet*

*Mom may look into these programs for Jane

Date: End of School Year

YEAR-END REVIEW / RECOMMENDATIONS

ACCOMPLISHMENTS: (Growth in developmental areas, successes, personal observations etc...)

- Really looking closely at the pictures/ symbols; likes using her communication binder
- Is able to discriminate between picture symbol of a preferred item and a blank → now working on discrimination between picture symbols of a preferred item (e.g. Yogurt) and a non-preferred item (e.g. Onion or mitt)
- Shows people where she is going, using pictures (e.g. Resource Room, Toilet, Computer)
- Jane can push herself in the wheelchair, especially when she has somewhere to go (also can push herself to orange plastic cones and pick up bean bags on top of the cones)
- Using Step by Step Communicator Switch appropriately, most of the time
- When using Power Link to start the kettle, Jane looks and is aware that the water is boiling (boils water for recess for staff)
- Using Big Mack switch (with adapted mouse) with the computer (sometimes a bit too forceful)
- Using some personal signs (e.g. Clapping her hands for “more,” Hand to Chest for “please,” waving arm for “good-bye,” and stroking one hand with other hand for “nice”)
- Can make /d/ sound when prompted (e.g. When Mr. D. says his name)
- Doing well with the Kaye Walker; sometimes, turns the walker
- Likes time during the day to be out of her wheelchair to interact with peers (e.g. In resource room)
- Loves music- include with her classmates
- Really enjoys her peers; peers love to interact with to her
- Can show that she is ready for work by putting her hands down on her lap when adult says, “Ready Hands”
- Not mouthing items much, occasionally
- Sociable to peers and adults
- Carries her communication book by herself on her lap
- Knows where she is in the school building
- Curious and interested in doing whatever is going on around her even while on field trips
- Jane eats well, generally
- Loves pizza, applesauce, grapes, yogurt, etc.
- Can sort 2-3 colours (e.g. Plastic fruit into same coloured bowls)

WHAT WORKED WELL (Strategies, Activities etc...)

- Routine and structure; lots of repetition
- Have times during the day when she is out of the wheelchair (e.g. Gym, resource room) – NOT outside
- Kaye Walker, helmet, transfer belt
- Adapted trike/ helmet
- Adult stop the activity if Jane does something inappropriate (e.g. when she grabs items)
- Picture Exchange Communication System (PECS)– Discrimination 2 pictures/ symbols (e.g. During snack time)
- Having a quiet room to work on PECS – gets distracted, easily
- 2 pictures for visual schedule (on top of her communication binder) – First ____, Then ____
- Having time to process information and to respond - Waiting for Jane to do what is asked
- Allowing peers to interact with Jane throughout the day; telling peers where she is going by using the pictures
- Reading picture books and Jane uses Step by Step Communicator/ Switch at appropriate times (e.g. “Growl”)
- Step by Step Communicator/ Switch
- Power Link 3
- Encouraging Jane to be as independent as possible (e.g. Help with washroom routine such as pulling up pants)
- Loves the language sessions – games, nursery rhymes
- Tilt Board
- Little Tyke Basket Ball Hoop & Stand\

AREAS IN NEED OF IMPROVEMENT (Academic, Social/Life skills etc...)

- May need to have a medical review in June/ July will see a neurologist
- Needs time to process information; adult needs to wait
- Jane can be stubborn about going back into her wheelchair – adult needs to ignore her crying and WAIT
- Very easily distracted; needs a quiet room to work on picture exchange communication system (PECS)
- Needs to use a helmet when using the Kaye Walker and the adapted tricycle
- Eventually, Jane will need to have voice output device, once she gets good at recognizing the picture symbols and is used to using picture communication symbols (exchange)
- Needs constant stimulation or she tends to ‘shut down’ (Even starts to look dazed)
- Wants constant attention; tends to grab people’s clothes or items or make loud vocalizations when adults are not paying attention to her
- Need to give Jane one part of the day for her to work, independently (e.g. Transferring in and out of her wheelchair)
- Needs to have her communication binder (with picture symbols) with her at ALL times as this is Jane’s way of appropriate communication; having difficulties signing “help” and “finished”
- Needs to continue discrimination of pictures of preferred items
- Recently, Jane has started to make loud vocalizations again – can disturb class; needs to use appropriate communication
- Have urinated in toilet about three times over the year – continue with toilet training, but it’s not a major priority
- Hides when she has had a BM at home
- Jane is able to push herself in her wheelchair but often just sits and makes noises – needs to push herself around, more

RECOMMENDATIONS FOR NEXT YEAR (Strategies, goals, support services etc...)

1. Jane will require a fully modified program in the next grade.
2. Use Step-by-Step communicator/ switch (yellow), power link 3 and Big Mack Switch (red) with adapted mouse (for computer) to increase Jane’s involvement with others.
3. Add an electric spinner to the Step-by-Step communicator/ switch so that Jane may participate in more activities with her peers (e.g. push spinner switch to make the spinner spin during board games).
4. Follow method/ written instructions by occupational therapist for helping Jane move in and out of her wheelchair, using Kaye Walker and transferring in and out of vehicle for swimming.
5. Have a purpose for walking in the Kaye Walker (e.g. Taking notice to school secretary at the office).
6. Continue swimming on a weekly basis (2 persons to help her transfer in and out of vehicle) – see OT instructions.
7. Continue to include Jane with her peers as much as possible (e.g. Music, story time, library, gym, computer class and some art classes). Use of Step-by-Step Communicator and Power Link 3 to help include Jane in class activities such as the ‘clapping names’ activity at the end of the school day.
8. Include Jane in P.E. classes (e.g. Use Little Tykes Basketball hoop/ stand with peers).
9. Jane needs to have her hands on her lap when she is travelling in the hallway (may slam doors).
10. Needs to push pedals on her trike.
11. Use the bike outside on a flat, safe area, if Jane seems safe walking inside the building.
12. Mom is encouraged to look into Multi-sport and other programs at Parkinson Recreation Centre for Jane, outside of school.
13. Mom is encouraged to look into Adapted Horseback riding for Jane – on hold – finances can be an issue.
14. Continue with activities to encourage language development.
15. Continue support of speech & language pathologist, occupational therapist and itinerant resource teacher.
16. Continue communication between home and school.