

Individual Education Plan**PLAN Date : 09-Feb-21****Student Demographics**

Name		PEN	
David Carson		null	
Grade	Birth Date	Home Language	
06	April 12, 2009	English	
Home School	Case Manager		
Blueridge Academy	Donaldson, Phil		
Primary Designation			
P — Gifted			

Student Support Team

Name	Title/Position
Stevens, Patricia	Case Manager
Jaz McKechnie	Educational Assistant
Herb Enders	Music Specialist
Phil Donaldson	Teacher
Andrew Swift	Principal
Lise Dansereau	French Specialist
Angela Tipton	Behaviour Consultant
Jenine Carson	Mother
Dan Penner	P.E. Specialist
Rob Carson	Father

Student Profile**My Interests**

David loves to create art. He loves to draw and cut and glue things.
 David loves to study the ocean. He is fascinated by sharks.
 David loves to read.
 He does not listen well but learns well when engaged
 David does not like to go outside as he is afraid of animals including bugs

My Learning Preferences

He needs lots of one on one attention
 He needs little distraction around him.
 David likes to work within his own world. He does not engage well with classmates.
 David is a good student when he is solitary, without distraction and engaged directly.
 David is a visual and auditory learner.

What You Need To Know About Me

David loves to play sports, but in the gym. Outside often leads to breakdown in communication and learning as anxiety increases about animals.

Strengths

Enthusiastic learner
 Can focus when given the right conditions
 Well liked by his peers
 Coordination in his athletic abilities
 Multiple learning paths
 Very creative
 Can focus on reading for extended timeframes

Stretches

Individual Education Plan

Moving from one subject area to the next - transitions
Focusing in a distracting classroom environment
Regulation of anxiety around living creatures
Engagement of peers on relevant topics

Other Relevant Information

David is a great kid who has a lot of potential. Will need help to reach full potential

My Access to Learning

Supports	Support Decision
Universal Classroom	Student should be seated near other students at front of classroom.
Essential Supports	Provide a variety of learning options throughout day
Supplementary Plans	Advanced Learning Support Plan

Goals and Objectives

Goal #	Domain
10	Social Emotional
Goal	
David will better relate to his classmates	
Current Ability	
David engages others in the classroom but often on the topic he is interested in.	

Objective10.0	Person Responsible: EA, Teacher
A) David will continue to try participate in classroom activities and stay focused for the set times.	
Strategies	
Use visual behavioral charts for emotional reading of peers reaction	
Role play with David outside of class on situations that might arise.	
Encourage interactions with peers in areas David is interested in.	
Allowing David to demonstrate his strengths to the class (reading). .	
Current Ability	
June. , 2021	
Method of Measuring Progress	
Teachers observation. Classroom engagement monitored. Behavior with peers monitored. .	

Goal #	Domain
20	Transition
Goal	
David can move from one subject area of learning to another without having an anxiety attack and being able to leave the old subject "behind" and focus on the new one	
Current Ability	
Very lacking. He continues to obsess about the first subject of the day throughout the day. Unwilling to let that set of learning go.	

Objective20.20	Person Responsible: EA, Teacher
By the end of the year, David can successfully navigate a day in the classroom transitioning from different subject areas without needing to come out of the class from a break.	

Individual Education Plan

Strategies

Use a visual schedule and go over it at the start of each day to inform him of what changes will be coming when and what is expected

Strongly reinforce expectations of behavior

Allow recess and lunch to be taken inside as they trigger worse behavior after outdoor time.

Encouragement

Use noise cancelling headphones when required to focus during a classroom activity.

Offer lots of books

Current Ability

Average

Method of Measuring Progress

Measure amount of "breaks" outside of classroom required

Observation by teachers on transitional periods

Goal #	Domain
30	Academic/Intellect.
Goal	
To improve his abilities in math and writing	
Current Ability	
David is a very strong reader but lacks in mathematics and printing abilities	

Objective30.0 **Person Responsible: EA, Teacher**

To be able to write in a legible way and complete work in a reasonable timeframe.

Improve ability in subtraction and multiple digit addition.

Strategies

Get David to write about what his is interested in. Allow for breaks to read, then write a sentence summarizing his learnings.

Work with visual math problems to demonstrate concepts.

Current Ability

Poor

Good in topics he loves

Average in audio based topics

Method of Measuring Progress

Teacher to do subject assessments

Goal #	Domain
40	Self Determ./Indep.
Goal	
David will know how to properly engage peers in friendship and academic learning	
Current Ability	
David has difficulty working with peers on group projects. He is well liked by peers but likes to dominate conversations and topics and reacts poorly to changes in topics he does not initiate.	

Objective40.0 **Person Responsible: EA, Teachers**

Individual Education Plan

Get David to be able to integrate fully into classroom discussions.
Recognize his own triggers of growing frustration and/or anxiety with topic changes and regulate that back to normal feelings

Feel in control of his own learning.

Strategies

Frequent check in that his anxiety is not getting out of hand.
Allow for point system so he can monitor his own anxiety levels.
Provide lots of warnings about transitions to prepare him.

Allow for breaks from the classroom when necessary for a "cool down" period to help refocus.

Ensure David is listening and engaged when giving classroom instructions so nothing is a surprise.

Visual and written schedules.

Current Ability

Average

Needs lots of help

Review in June

Follow up with Teacher

Method of Measuring Progress

Self monitor and reporting of anxiety levels throughout the day.

Check in with teacher and reports on behavior in classroom.