


## Student Details

	<b>Student Name:</b>	Jim Doe	<b>Primary Ministry Designation:</b>	H: Intensive Behavior Intervention
	<b>Grade:</b>	Grade 6	<b>Additional Designation(s):</b>	
	<b>PEN:</b>	008270027	<b>IEP Date:</b>	November 10, 2022
	<b>Date of Birth:</b>	May 8, 2012	<b>Case Manager:</b>	John Smith
	<b>Student Support Team:</b>		<b>Role:</b>	
	Ms. Doe		Jim's Aunt	
	Mr. Anderson		Vice Principal	
	Mr. Wang		Classroom Teacher	
<b>Parent/Guardian consulted on:</b>			September 10, 2022	

## My Personal Profile

<b>My Interests:</b> "I like video games, especially Call of Duty. I also like to play with Lego." "I like to race cars with my dad."	<b>Evidence:</b>	Student Learning Portfolio Student Questionnaire
<b>My Learning Preferences:</b> "Pictures to help me learn." +J does well during hands-on activities	<b>Evidence:</b>	Student Questionnaire Class Observation Notes
<b>What you need to know about me:</b> "I don't like being questioned." *J does want to feel part of the class community but needs help in controlling emotions during group activities.	<b>Evidence:</b>	Student Questionnaire Class Observation Notes

## My Learning Profile

<i>*Thoughts from my family +Thoughts from school team</i>	<b>Personal</b> <i>What I am able to do on my own.</i>	<b>Social</b> <i>What I am able to do with others.</i>	<b>Intellectual</b> <i>How I think.</i>
<b>My Strengths</b>	"Things I can do by myself is reading (graphic comics), playing video games" +J cares very much about his family and is extremely loyal.	"I like playing gaga ball at recess when I am included." +J wants to be part of the class/school community.	"I like to see how things move." *J is curious and interested in manipulating objects. He quite enjoyed race cars with his father.
<b>My Stretches</b>	"I don't know" *Jim gets very upset in new situations, and when people leave his familiar situations. +J needs support to regulate his emotions and behavior, he gets frustrated and sometimes gives up easily	"I get really mad easily and get into fights." *I want to support J and his class to become supportive of each other, we are hoping we can connect him more to his peers	"I am not good at school" *J needs support to persevere when he needs to work on activities that are challenging or not as interesting. He particularly finds Mathematics challenging.

### My Focus Area This Year

These learning domains can inform the IEP development in these core competency areas.

**Core competency connections**



Positive Personal +  
Personal awareness +

**Core competency connections**




Communication




Social responsibility

**Core competency connections**



Creative thinking



Critical thinking

## Support and Plans

Universal Classroom Supports	Essential Supports
<u>Socio-Emotional</u> Leadership opportunities and times to shine in front of peers, support safe and respectful sharing, class-wide instruction on how to respond to negative	<u>Socio-Emotional</u> Morning check-in with the classroom teacher to monitor where J is at before the start of the day.

comments and behaviors	
<u>Environmental</u> Create alternate workspaces as a quiet zone for students to destress and move away from triggering work environments. This space can create a sense of comfort for students in order to “bring them down.”	<u>Environmental</u> Give J the option for where he would like to sit and what sitting tool would best serve his learning.
<u>Content/Process</u> Provide visual presentation of materials which include word webs, visual organizers, words walls. Include hands-on activities within lessons.	<u>Content/Process</u> Allow J to use computer-assisted technology for note-taking (speech to text), to avoid burnout and encourage motivation.
<b>Supplementary Plans</b>	<b>Date</b>
Safety Plan	September 10, 2022
Behavioral Intervention Plan	September 10, 2022

## Core Competency-Based Goals

Core Competency-Based Goals			
<b>Communication</b>	<u>Goal/ Facet:</u>	I can respond meaningfully to communication from peers and adults	
<b>Objective</b> :	by communicating my needs and thoughts respectfully to others	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>Use modeling, and vocalize your pro-social choices</li> <li>Positively reinforce/reward appropriate behavior, even small steps.</li> <li>Praise – Recognize not only when J does this, but recognize other students with the goal to help J see other students demonstrating this objective.</li> <li>Provide a break/time out location – if J needs a moment to think before communicating his thoughts and needs.</li> <li>Class activity – a few times per week, in the morning, we go around the room and each student has the opportunity to share what they are feeling and one thing that has made them happy lately.</li> </ul>
<b>Objective</b> :	by using my words when I get upset	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>Post and refer to social skills charts outlining pro-social responses.</li> <li>Provide a break/time out location.</li> <li>Use stress balls/fidget toys.</li> <li>Use a rewards system that recognizes that when upset, if J responds by using his words he is slowly working towards a reward (10 stickers for 10 occurrences when J was upset and used his words = a reward that was established between J and the teacher).</li> <li>Have not only discussions with J around the benefits of using your words when upset but discussions with him where he can explain to you the benefits of using your words, why we use our words and how it helps him personally when he uses his words when he is upset – work towards J understanding why it helps him to use his words when he is upset.</li> </ul>

## Core Competency-Based Goals

Core Competency-Based Goals			
<b>Social Awareness and Responsibility</b>	<u>Goal/ Facet:</u>	I can build positive relationships	
<b>Objective</b> :	by genuinely being part of a group	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>Use team building activities and consider establishing a common goal or responsibility for the class (looking after milk orders, class pet, fund raising, social issue, etc.).</li> <li>Select student groupings and set roles to establish the best chances for success.</li> <li>Set groups for physical education that stay the same for several weeks, focus on activities that require the team to work together – working towards the same goal and objective.</li> </ul>

			<ul style="list-style-type: none"> <li>• Seating arrangements –have a conversation with Jim on who he is friends with and enjoys being around. When making seating arrangements, sit J with a desk mate he is comfortable with, works well with and gets along with.</li> <li>• Promote joining an extra-curricular school group/team/activity that takes place during lunch or recess (track and field, soccer, book club etc.).</li> </ul>
<b>Objective :</b>	by initiating at least one peer interaction per day	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• Teach J the names of his classmates.</li> <li>• Teach how to gain attention in a socially expected way.</li> <li>• Teach J how to react when a peer declines the invitation to play.</li> <li>• Begin initiating at least one peer interaction per day with peers that J is most comfortable with.</li> <li>• Think of questions J may want to ask peers before going into an interaction with a peer.</li> </ul>

<b>Core Competency-Based Goals</b>
------------------------------------

<b>Personal Awareness and Responsibility</b>	<u>Goal/Facet:</u>	I can recognize my emotions	
<b>Objective :</b>	by identifying and labeling my feelings	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• Provide and practice scripts for the student to apply in specific situations.</li> <li>• Use “talk aloud” to model appropriate ways of dealing with feelings.</li> <li>• Explain the feelings (to the teacher or CEA) J feels when feeling them strongly.</li> <li>• Get J to describe situations that make him feel feelings such as happy, excited, upset/sad, angry etc.</li> <li>• Class activity (going around the class) – students have the opportunity to state how they’re feeling and one thing that makes them happy.</li> </ul>
<b>Objective :</b>	by participate in calming strategies	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• Use stress reduction aids (doodling paper, iPod, stress balls).</li> <li>• Participate in mindfulness activities throughout the day.</li> <li>• Provide a time-out/cool down location for the student.</li> <li>• Mindfulness/deep breathing activity at some point during the day.</li> <li>• Begin the day with a quiet classroom and soothing background music (for the first 15 or so minutes while everyone gets settled).</li> </ul>

<b>Core Competency-Based Goals</b>
------------------------------------

<b>Personal Awareness and</b>	<u>Goal/Facet:</u>	I can show a sense of accomplishment and joy
-------------------------------	--------------------	--

<b>Responsibility</b>			
<b>Objective :</b>	by setting a goal to accomplish a task	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• Scaffolding.</li> <li>• Graphic organizers.</li> <li>• SMART goal set-up – page that J creates outlining his goal and making it a SMART goal.</li> <li>• Having a checklist for the steps towards a task/goal – J can check off the steps as he completes them – J feels accomplished throughout the process.</li> <li>• J and his teacher choose rewards that J can receive after completing __ # of goals that have been set for him over time.</li> </ul>
<b>Objective :</b>	by persevering when a task gets challenging	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• Connecting activities to interest, choice of supports and strategies, model options when J gets stuck.</li> <li>• Fidgeting toys or a squishy stress ball.</li> <li>• Separate room to go and work in as an alternative choice.</li> <li>• Work with a partner (a partner that as well wants to work with J).</li> <li>• Practice saying “I’ve got this”, when being challenged – positive mindset.</li> </ul>

### Curricular Competency-Based Goals

<b>Area of Learning:</b>	Numeracy-Supplemental	<b>Teacher/Support Staff:</b>	Mr. Wang (Classroom Teacher)
<b>Big Idea:</b>	Fractions and decimals are types of numbers that can represent quantities (Grade 4 BC Curriculum )		
<b>Learning Standard:</b>	Pat knows addition and subtraction of decimals to hundredths.		
<b>Objective :</b>	by using objects to represent place value.	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• High interest objects.</li> <li>• Place value graphic organizer.</li> <li>• Place value games that involve objects.</li> <li>• Relating place value questions to interests of J’s (i.e. video games).</li> <li>• Allow J to choose the objects he would like to use to represent place value.</li> </ul>
<b>Objective:</b>	by using objects to support addition and subtraction	<b>Instructional Strategies:</b>	<ul style="list-style-type: none"> <li>• High interest objects.</li> <li>• Relating addition and subtraction questions to interests of J’s (i.e. video games).</li> <li>• Hundred chart activities with objects.</li> <li>• Number line activities with objects.</li> <li>• Allow J to choose the objects he would like to use to support his addition and subtraction practice.</li> </ul>

### Additional Comments

J has struggled with his mental health in the past and made a suicidal threat, telling a teacher he wanted to kill himself. While this was a threat, and no action was taken on J’s part, this is certainly something to be aware of. It is important to pay attention to J’s mental health and recognize any signs that are worrisome.