

The following case studies have been developed to show two very different students with diverse needs. The features of the students in these case studies were derived from several real students in British Columbia. While the information has been significantly altered to preserve confidentiality, the case studies still show the very real needs of students with diverse needs and how teachers can plan to meet those needs.

Jarrold: A Grade 11 student

Jarrold is a 17-year-old student with Down Syndrome and a hearing loss. He has received special educational support since his entry into the public school system at age six. Jarrold is intellectually disabled. He is verbal, but has speech articulation problems. He may use oral language without understanding the meaning of the words he chooses to use. He is easily distracted and has difficulty staying on task unless it involves helping a staff member.

Jarrold is in a regular Grade 11 program this year for part of his program, and is supported by a teacher assistant who works with some of his classroom teachers. For part of the day, Jarrold works in the resource room on assignments. He is currently receiving instruction in reading and basic mathematics skills, social studies, physical education, and applied technology. Jarrold reads at approximately a Grade 3 level, and has mastered most of the basic mathematics skills at a Grade 4 level. He also receives speech-language services to improve his ability to speak and to understand language. Jarrold's experiences in this inclusive environment include participating on the students' council with peer support, participating in the school social committee, and assisting with book returns in the school library. He travels independently in his neighbourhood by bicycle, and is learning to take the bus to and from school each day.

Jarrold has some strengths as well as difficulties in social relationships. Family relationships are strong, with his parents and siblings supportive of any efforts to assist Jarrold in becoming independent and self-sufficient. Jarrold has difficulty following social rules for personal space and touching (he gets too close to people when in conversation, touches

inappropriately, and sometimes attempts to kiss people). He is very rigid in his carrying out of assignments and does not deal well with change or alteration to his activities and scheduling. He responds to changes by verbal protests and refusal to co-operate. These behaviours have improved significantly since Grade 8. He is by nature shy, sometimes avoiding contact with people unless in the company of others he knows well.

Before entering senior secondary, school staff facilitated a Planning Alternatives for Tomorrow with Hope (PATH) meeting for Jarrod (see Appendix 4). His career/life transition needs were discussed. Jarrod stated during the meeting that he wanted to earn his own money. At this time, Jarrod also completed a Self-Determination Scale to further support his career/life transition development. Following this, it was decided that a vocational assessment would be completed. PATH planning helped to identify Jarrod's hopes and dreams, and began the career/life transition goal and strategy planning process, while the Self-Determination Scale helped to identify Jarrod's readiness to succeed in the world of work and adult living. The vocational assessment clarified Jarrod's variety of career interests, and his strengths, which included good hand-eye co-ordination, the ability to assemble and fold things, and working with other people.

He was involved in numerous career explorations throughout his Grade 10 year at the local fire hall, police station, a restaurant, and a local retail store. Jarrod has chosen the retail store as a future place of employment.

Penfield Senior Secondary School

INDIVIDUAL EDUCATION PLAN

STUDENT NAME	<i>Jarrold</i>	GRADE/CLASS	<i>11</i>
BIRTH DATE	<i>August 15, 1982</i>	PREVIOUS SCHOOL	<i>Seair Junior Secondary</i>
STUDENT NO	<i>10598765</i>		
PARENTS/GUARDIANS	<i>Ken</i>	ADDRESS	<i>444 W. Bayshore Avenue</i>
	<i>Wendy</i>		<i>Vancouver BC V5R 5K5</i>
HOME PHONE	<i>555-2870</i>	WORK PHONE	<i>555-3761</i>

BACKGROUND INFORMATION

ASSESSMENT

Report from Dr. Physician, pediatrician, dated May 1987
 Diagnosis of Down Syndrome
 Referral for Speech and Language Assessment
 Psycho-educational Assessment Report, 1988
 (See file for full assessment report—Mild Intellectual Disabilities)

ACADEMIC FUNCTIONING, ASSESSMENT

Gr. 8, 1995—Reading Gr. 2, Mathematics Gr. 2
 Gr. 10, 1998—Reading Gr. 3, Mathematics Gr. 4
 On Modified Program

STRENGTHS AND/OR INTERESTS

- likes to organize things
- basic arithmetic
- strong relationships with people he knows well
- good hand-eye co-ordination
- ability to assemble things
- strong gross motor skills
- enjoys bike riding

NEEDS (What are the most important things the student should be learning to do?)

- to increase reading and writing skills
- to deal with change more effectively
- to develop anger management techniques
- to develop appropriate social behaviours and workplace social skills
- to develop independent job skills

LONG-TERM GOALS

Jarrold will complete secondary school and seek employment in the retail industry. Jarrold will develop independent living, social, and job skills to enable him to function in the community with a minimum of support.

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STUDENT NAME *Jarrold* GRADE/CLASS *11*

TIMETABLE FOR SCHOOL YEAR *1999/2000*

SUBJECT#	SEMESTER	SUBJECT AREA	TEACHER	W/MODIFICATIONS	REGULAR W/ ADAPTATIONS	REGULARW/O ADAPPTIONS
1	1	<i>Communications 11</i>	<i>S. Standeven</i>	✓		
2	1	<i>Essentials of Math 11</i>	<i>T. Laal</i>	✓		
3	1	<i>Industrial Design 11</i>	<i>G. Kennedy</i>	✓		
4	1	<i>Resource/Work Exper.</i>	<i>J. McClellan</i>		<i>n/a</i>	
5	2	<i>Physical Education 11</i>	<i>R. Pollard</i>			✓
6	2	<i>Socials 11</i>	<i>J. McClellan</i>		✓	
7	2	<i>Essentials of Math 11</i>	<i>T. Pallan</i>	✓		
8	2	<i>Resource/Work Exper.</i>	<i>J. McClellan</i>		<i>n/a</i>	

INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Communication Jarrod will increase expressive vocabulary.		PERSON RESPONSIBLE Mrs. S. Standeven, Com 11 teacher Bonnie Bennett, SLP
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrod will increase his use of new words in written communications. Jarrod will increase his use of new words in oral language.	Provide opportunities to practise using new vocabulary found in the retail industry, using "Wonder Words" computer program in class. Have Jarrod make personal dictionary using computer word-processing. Provide opportunities for Jarrod to use new words learned in weekly journal assignments. Practise new vocabulary in planned conversations with TA and teacher. Rehearse and reinforce the use of new words. Jarrod will take his personal dictionary home to share with his parents.	Jarrod will independently use 50 new words in Communications written assignments by January 30, 2000. Jarrod will use new vocabulary words in oral communication with teachers, parents, and TA.

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STUDENT NAME *Jarrold* GRADE/CLASS *11*

GOAL/Behaviour Skills Jarrod will develop skills for dealing with change effectively.		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mr. and Mrs. Parents	
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS	
Jarrold will use rehearsal and picture strategies to make smooth changes in plans for his activities. Jarrod will use picture representations to clarify household/ school rules.	Assist Jarrod in creating a detailed pictorial summary of his activities with options for change built into it, including options for planning each day and weekly events. Provide Jarrod with mediated practice at home and in different school environments in using his schedule for predicting changes. Reinforcement for successful use.	Jarrod uses his schedule to document changes in plans and follows successfully without disruptive behaviour at home, work, and school.	
GOAL/Behaviour Skills Jarrod will develop a sense of personal space in interactions with other people		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mr. Sanderson, TA Mr. and Mrs., Parents Sarah Lee, Home support worker	
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS	
Jarrold will distinguish between appropriate and inappropriate proximity. (Note: Jarrod will be supervised in all school settings by an adult until this objective is accomplished.)	Develop social stories to illustrate appropriate and inappropriate proximity (greeting people, hugging parents, responding to accidental touches). Provide opportunities for Jarrod to read the stories at home and at school. Provide practice by referring to the stories in community settings.	Jarrod will shake hands when greeting people. Jarrod will hug family members without touching personal parts of their bodies. Jarrod will not impose himself upon others inappropriately in school or the community.	
Jarrold will keep a comfortable space between himself and other people.	Teach the concept of personal space through modelling, practice, and reinforcement with a variety of adults and peers in different settings.	Jarrod will stand and sit at a comfortable distance from other people (space to be defined during training).	

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STUDENT NAME *Jarrod* GRADE/CLASS *11*

GOAL/Social Skills Jarrod will develop skills for independent living: conversation skills, decision making.		PERSON RESPONSIBLE Mr. Sanderson, TA Sarah Lee, Home support worker
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrod will develop practical problem-solving skills.	Social skills group using <i>Skillstreaming for the Adolescent</i> curriculum lessons, practice, and role play.	Jarrod will use decision-making strategies in natural environments—job site, recreation sites.
Jarrod will increase his conversation skills.	Jarrod will attend Sarah Lee’s social skills training group using <i>Skillstreaming for the Adolescent</i> curriculum lessons.	Jarrod will successfully start conversations with peers and fellow workers and maintain for five minutes.

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STUDENT NAME *Jarrold* GRADE/CLASS *11*

GOAL/Transition and Life Skills Jarrod will begin developing workplace skills.		PERSON RESPONSIBLE Mrs. J. McClellan, Resource teacher Mrs. G. Kennedy, Applied Technology teacher Mr. Sanderson, TA Sarah Lee, Home support worker
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrold will arrive on time at work experience site.	Supported practice using schedule and clock. Set up self-monitoring strategy with Jarrold and reinforce for successful use.	Jarrold arrives on time five days consecutively.
Jarrold will follow directions and complete tasks assigned at the workplace.	Develop portable picture card set for use at work site (seven pictures maximum). Provide supported practice in use of picture cards.	Jarrold refers to picture card set independently, and follows.
Jarrold will use good hygiene practices at work experience site.	Have Jarrold use hygiene checklists for home, school, and the work site. Use modelling of hygiene practices and prompt Jarrold to review checklist each day at home and school.	Jarrold follows checklist for personal hygiene independently every day.
Jarrold will develop independence at completing assembly tasks needed at Wal-Mart, with up to seven steps.	Provide opportunities to practise seven steps of assembly required for Wal-Mart job, first in resource class. Create a visual for school and work site showing each of the seven steps required to assemble the components.	Jarrold will assemble items on the job at Wal-Mart using his visual without staff prompting.

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STUDENT NAME *Jarrod* GRADE/CLASS *11*

GOAL/Independent Living Skills Jarrod will develop skills for independent living: conversation skills, decision making.		PERSON RESPONSIBLE Mr. Laal, Teacher Mr. Sanderson, TA
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Jarrod will develop practical money management and consumer skills.	As part of Essentials of Math course, Jarrod will undertake projects to plan and budget purchases, and visit stores in the community to carry out these activities.	Jarrod will successfully plan and determine the cost of a week's purchases at the supermarket for family meals.
Jarrod will increase his conversation skills.	Jarrod will attend Sarah Lee's social skills training group using <i>Skillstreaming for the Adolescent</i> curriculum lessons.	Jarrod will successfully start conversations with peers and fellow workers and maintain for five minutes

TEAM MEMBERS

(name, position, and signature acknowledging agreement with the goals and objectives)

W. Fraser/School administrator _____ J. McClellan/Resource Teacher _____

G. Kennedy/Classroom teacher _____ Sarah Lee/MCF home support worker _____

Mr. and Mrs./Parents _____ B. Bennett/SLP _____

G. Sanderson/TA _____ IEP CO-ORDINATOR: Mr. J. McLellan

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STUDENT NAME

Jarrold

GRADE/CLASS

11

YEAR END REVIEW

DATE

May 15, 2000

Jarrold has had a year with some great successes and some ongoing difficulties.

- Jarrold has successfully used his picture card set to organize his tasks and stay on schedule, and he uses them independently. He continues to raise objection to changes, even when he has created these schedules to reflect them. Another strategy should be explored for next year in consultation with parents, who report similar difficulties at home.
- Schedules displaying pictures, including bike riding and use of kitchen appliances—posted in several locations in the house—have helped Jarrold to comply with family rules.
- Jarrold has made a personal dictionary, used the new words in Communications 11 assignments, and transferred these words into his work at the retail store. Oral vocabulary growth has taken place. Practice using his personal vocabulary dictionary in other settings has begun and will continue next year. Jarrold still does not initiate conversations with peers on topics of interest other than about the store he is working in.
- Jarrold appears to have mastered the difficulty with acknowledging personal space. He is starting to grasp the concept of ownership. Significant effort was placed on this goal so that Jarrold could safely move ahead with transition plans and work experience. Peers at school and in the retail store were coached on the effective prompt to remind Jarrold when he stood or sat too close to them. After Christmas break, staff decided that Jarrold's development in this area warranted a change in the constant supervision rule. Jarrold seemed pleased to have earned greater independence. This was rewarded at home by planned chat room time of 60 minutes per week.
- Jarrold is meeting the modified academic goals for Communication 11 and Essentials of Mathematics 11. He uses his computer for all course work. The repeat of Essentials of Math 11 to give him a chance to work on practical problem solving was successful. When given models for each type of consumer problem, he can successfully carry out the computation steps, but deciding on the strategy is still a significant difficulty. Steps in life skills/budgeting and money management problem solving should be a focus for next year.
- Jarrold grasps the skills practised in lessons using *Skillstreaming for the Adolescent* activities if they are scripted and practised verbatim. If the situation in which the skill is needed is significantly different, he still needs prompting to use the skill. Further "homework" practising skills in various settings has helped and should be continued.
- Jarrold's mastery of the Work Experience assembly tasks and the use of other job-related social skills were both excellent.

Transition plans: Wal-Mart has asked for Jarrold to return next year, and staff are planning a Co-operative Education placement for half days in September. TA support at the job site will be faded with a goal of Jarrold attending the co-operative education placement at Wal-Mart independently by November. Job-site skills needed will be reinforced at school and home. Summer employment opportunities will be explored at Wal-Mart as well. Participating in a community activity should be explored and supported by school and family next school year.

Kelly: A Grade 10 student

Kelly is a 16-year-old student with severe learning disabilities. She has received special education support since Grade 4. Kelly has consistently had difficulty completing the academic outcomes for her age and grade and meeting the behavioural expectations of school. Kelly shows limited interest in her academic classes. She reads at grade level, but her math skills are two grades below what they are expected to be. Kelly's handwriting is poor, and she has difficulty listening to classroom instructions and taking notes. She responds best to written instructions and is easily distracted by conversations and other noises. To assist her with her ongoing learning needs, Kelly has access to a resource room for assistance as needed. She attends all classes in regular classrooms, but may go to the resource room for assistance with her course work, homework and assignments. She also takes tests in the resource room, under supervision and as required.

One of Kelly's biggest problems is social skills. She has difficulty relating to her peers and frequently misunderstands what is being said to her because she has difficulty reading body language and other non-verbal cues. In conversations, she lags behind in the discussion, often formulating what she wants to say then saying it long after the conversational topic has changed. Kelly becomes frustrated quickly and often verbally and physically expresses her anger. She has been unsuccessful in forming friendships and spends much of her free time on her own engaged in playing her guitar.

About to enter Grade 11, Kelly had no clear idea of what her career goals might include. An IEP meeting was held to discuss and develop career objectives and to review Kelly's course work. At the meeting, the school-based team discussed the possibility of a vocational assessment to determine Kelly's interests, strengths, and weaknesses. Soon after the meeting, Kelly went to the school career centre for a variety of career assessment activities. During this time, Kelly was also encouraged to visit various career programs in her school to see what each program offered. Her interest was captured by trades-related programs, particularly one where students would learn construction skills.

Staff met a second time to further facilitate career/life transition goal planning for Kelly's IEP. This meeting helped Kelly to clarify her hopes and dreams, as well as her strengths, including her ability to work with her hands, and her enjoyment in assembling puzzles and games with small pieces. The vocational assessment activities were consistent with the results of earlier school assessments, which also indicated her enjoyment of activities requiring hands-on experience. Based on her

recent career assessment activities, Kelly stated during the meeting that she was interested in looking further into construction trades, in particular at becoming a tile-setter—an apprenticeable trade. The school counsellor determined that Kelly could handle a secondary school apprenticeship program if some modifications were made in training (e.g., extra assistance with necessary math).

Willow Secondary School INDIVIDUAL EDUCATION PLAN

STUDENT NAME	<i>Kelly</i>	GRADE/CLASS	<i>11</i>
BIRTH DATE	<i>August 15, 1983</i>	PREVIOUS SCHOOL	<i>Camden Elementary</i>
STUDENT NO	<i>10689734</i>		
PARENTS/GUARDIANS	<i>Wes</i>	ADDRESS	<i>1533 Stanwood Avenue</i>
	<i>Margaret</i>		<i>Campbell River BC V9W 3P2</i>
HOME PHONE	<i>286-4401</i>	WORK PHONE	<i>923-2455</i>

BACKGROUND INFORMATION

ASSESSMENT

1991 Psych Ed Assessment SLD–Math/non-verbal disability		- difficulty with math facts, concepts
WISC-R	V–105 P–85	- problems with processing - difficulties with distractibility
<i>(See full reports in file)</i>		

ACADEMIC FUNCTIONING, ASSESSMENT

Grade 10	Reading comprehension	Gr. 9–6
	Math calculation	Gr. 7–3
	Math problem solving	Gr. 5–6
	Written expression	Gr. 6–5

STRENGTHS AND/OR INTERESTS

- strong reading skills
- strong fine motor skills
- musical talent
- enjoys guitar
- enjoys assembling games and puzzles with small pieces

NEEDS: (What are the most important things the student should be learning to do?)

- to increase functional mathematics skills
- to develop a social network
- to develop appropriate social behaviours,
and workplace social skills
- to develop independent job skills

LONG-TERM GOALS :

Kelly will graduate from secondary school and continue her studies as an apprentice in tile setting. Kelly will develop social and job skills to enable her to function in the trade with a minimum of support.

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STUDENT NAME *Kelly* GRADE/CLASS *11*
 TIMETABLE FOR SCHOOL YEAR *1999/2000*

SUBJECT#	SEMESTER	SUBJECT AREA	TEACHER	W/MODIFICATIONS	REGULAR W/ADAPT.	REGULARW/O ADAPT
1	1	Communications 11	S. Williams			✓
2	1	Applications of Math 11	T. Byrne		✓	
3	1	Technology Educ. 11	G. Gent			✓
4	1	Career/Pers. Plan 11	J. Rasmussen			✓
5	2	Physical Educatio 11	R. Harrison			✓
6	2	Social Studies 11	A. Hepburn		✓	
7	2	Music 11	T. Baines		✓	
8	2	SSA Work Exper. 11	J. Kennedy		✓	

ASSIGNMENT ADAPTATIONS

(circle the subject # in which each adaptation should be used)

Adjusted length of assignment	1	2	3	4	5	6	7	8
Extra time to complete assignments	①	②	3	4	5	⑥	7	8
Photocopied notes	1	2	3	4	5	⑥	7	8
Peer reader	1	2	3	4	5	⑥	7	8
Advanced organizers for note-taking	1	2	3	4	5	6	7	8
Oral/visual present. instead of written	1	2	3	4	5	6	7	8
Visual cue cards to aid memory	1	2	3	4	5	6	7	8
Calculator	1	②	3	4	5	6	7	8
Computer word processor	①	2	3	④	5	⑥	7	8
Audio tapes	1	2	3	4	5	6	7	8
Other (please specify)	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8

Test Adaptations:

Extra time	①	②	3	4	5	⑥	7	8
Separate setting	1	2	3	4	5	6	7	8
Reader	1	2	3	4	5	6	7	8
Oral answers	①	2	3	4	5	⑥	7	8
Computer word processor	1	2	3	4	5	6	7	8
Other (please specify)	1	2	3	4	5	6	7	8
Separate Setting	1	2	3	4	5	6	7	8
_____	1	2	3	4	5	6	7	8

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STUDENT NAME	<i>Kelly</i>	GRADE/CLASS	<i>11</i>
INDIVIDUAL GOALS FOR GRADE	<i>11</i>		

GOAL/Communication Skills Kelly will develop skills in friendship making and conversing with peers effectively.		PERSON RESPONSIBLE Mrs. H. Joyce, School counsellor Ms. Cathy Gee, Youth support worker, the “Y” Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will improve her ability to initiate and maintain social interaction with peers.	Individual counselling sessions with school counsellor (once per week for the first term). Kelly will attend Cathy Gee’s “Go-Girls” group, a community-based activity and social skills program for girls 14–18, held one night per week. Provide Kelly with social skills instruction one-to-one and then in small group. Model and role-play initiating social interactions and responding to requests to participate in group activities. Provide Kelly with mediated practice in social interaction with peers at home and in different school and community environments. Reinforcement for successful use.	Kelly undertakes social interactions successfully at school and at work.

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STUDENT NAME *Kelly* GRADE/CLASS *11*
 INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Behaviour Skills Kelly will improve the organization of her work.		PERSON RESPONSIBLE Mrs. J. Rasmussen, CAPP teacher Mrs. C. Forsythe, Resource teacher Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will increase her ability to organize her work assignments, classroom work, and homework.	Mrs. Forsythe will provide counselling and discussion with Kelly in the use of a day planner.	Kelly will independently use a system of organization for her work.
Kelly will take her planner home to share with her parents.	Mrs. Rasmussen will work with Kelly and parents to develop an incentive program for Kelly (e.g., if Kelly takes her planner home and returns with it to school every day for a week, parents will take her out to a movie).	Kelly will use her planner to organize her activities and deadlines for their accomplishment and will share the information with teachers and parents.

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STUDENT NAME *Kelly* GRADE/CLASS *11*

INDIVIDUAL GOALS FOR GRADE *11*

GOAL/Transition and Life Skills Kelly will maintain a sense of personal health and well-being through weight training and exercise offered through the school and the community recreational centre.		PERSON RESPONSIBLE Mr. R. Harrison, P.E. teacher Mrs. H. Joyce, School counsellor Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will distinguish between appropriate and inappropriate levels of exercise.	Mr. Harrison will help Kelly to develop a personal fitness plan. (Note: Kelly will be supervised in all school settings by an adult during weight training.)	Kelly will participate in exercising in the weight room several times per week.
Kelly will become involved in a community-based physical fitness activity.	Mrs. Joyce will help Kelly to investigate and choose a community-based physical fitness program.	Kelly will participate in a teen fitness program at the local recreational facility.

GOAL/Academic and Transition Kelly will increase her understanding of math concepts and applications to work experience.		PERSON RESPONSIBLE Mrs. C. Forsythe, Resource teacher Ms. J. Keene, Employer Mr. and Mrs., Parents
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will master math calculations necessary or tasks required in tile-setting activities.	Mr. Kennedy and Mrs. Forsythe, with the employer, will identify the math requirements needed to perform tasks in tile setting. They will design practical problems for Kelly to complete with the resource teacher. Kelly will bring back from the work place tasks to work on with the res. teacher.	Kelly will successfully carry out required math calculations at school and on the job.

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STUDENT NAME Kelly GRADE/CLASS 11

INDIVIDUAL GOALS FOR GRADE 11

GOAL/Transition and Life Skills Kelly will begin developing workplace skills.		PERSON RESPONSIBLE Mr. G. Gent, Tech. Ed. teacher Mr. J. Kennedy, SSA Work Exp. teacher Ms. Janis Keene, Employer
OUTCOMES (Outcomes related to this goal)	STRATEGIES (Adaptations, services, location of services, resources to be used)	ASSESSMENT OF SUCCESS
Kelly will arrive on time at work experience site.	Supported practice using day planner and wrist watch alarm. Set up self-monitoring strategy with Kelly and reinforce for successful use.	Kelly arrives on time five days consecutively
Kelly will follow video- taped instruction for tasks to be done at job site.	Develop videotaped sets of instruction for use at school or work site. Provide supported practice in use of video instruction.	Kelly refers to video- taped instruction for skill acquisition and review until tasks are completed successfully
Kelly will use communication skills at work experience site.	Have Kelly use self-assessment communication skill checklists. Model use of verbal and non-verbal communication and prompt review of checklist each day at home and school.	Feedback from peers in school and co-workers at the work experience site indicate that Kelly is listening and speaking appropriately.
Kelly will develop independence at basic tile-setting tasks.	Provide opportunities to experience tile setting, first in Applied Skills class. Create a videotaped set of instructions for school and work site showing each of the steps required to undertake the task.	Kelly will undertake to assist a tile setter on the job at Superior Tile Setting.

TEAM MEMBERS

(name, position, and signature acknowledging agreement with the goals and objectives)

W. Thompson/School administrator _____ Mrs. C. Forsythe /Resource teacher _____

Mr. J. Kennedy/SSA Work Exp. teacher _____ Mr. G. Gent/Tech. Ed. teacher _____

Mr. and Mrs./Parents _____

Mrs. H. Joyce/School counsellor _____ IEP CO-ORDINATOR: Mrs. C. Forsythe

STUDENT NAME Kelly GRADE/CLASS 11

YEAR END REVIEW

DATE May 15, 2000

Kelly has had a year with some great successes and some ongoing difficulties.

- Kelly was initially successful in using her day planner to organize her tasks and stay on schedule, but in second semester raised objection to continuing its use. Another strategy should be explored for next year in consultation with parents, who continue to report similar difficulties at home.
- Kelly appears to have improved in her ability to perceive non-verbal and verbal cues in communication. She is starting to grasp the concept of tracking in conversation. Significant effort was placed on this goal so that Kelly could employ these skills in her work experience. Peers at school and in the tile-setting business were coached on effective prompts to remind Kelly when she was off-track or inappropriate in her participation.
- Kelly continues to earn C to C+ grades in her courses. She uses a computer for all written course work. The enrolment in the Secondary School Apprenticeship Program was significant in giving her a chance to participate in a career-focussed activity, and in her music activities she was highly successful. When given videotaped instruction for each project, she can successfully carry out task. Her success is enhanced when she is able to replay the instruction as needed in order to develop mastery in each sequence of activities.
- Kelly grasps the skills practised in role plays and one-on-one dialogues. However, in situations where she needs to shift alternately from listening to speaking over a prolonged period, she tends to tire easily. Further "homework" practising skills in various settings has helped and should be continued.
- Kelly's participation in the weight room has helped her to achieve a level of fitness that is personally satisfying, and has allowed her to join the school canoeing club.
- Kelly's mastery of the Work Experience tile-setting tasks and the use of other job-related social skills were both excellent.

Transition plans: Superior Tile Setting has asked Kelly to continue her program with them, and staff are planning to continue a Secondary School Apprenticeship Program Placement for half days in September. Job-site communication skills needed will be reinforced at school and home. Summer employment opportunities have been arranged at Superior Tile Setting as well. Participating in a community recreation program should be continued and supported by school and family next school year.