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| Name  | Personal Education Number |
| Andrew Sanders |  |
| Gender | Grade | Birthdate | Home Language |
| Male | 5 | XX-XX-XXXX | English |
| School | Case Manager |
| Imaginary Elementary School |  |
| Primary Designation |
| H – Intensive Behaviour Intervention or Serious Mental Illness |

Plan Start Date: 01-09-2020 Plan Review Date: 01-09-2020

**Student Demographics**

**Parent/Guardian Information**  Parent/Guardian Consultation [ ]

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| Parent Name | Home Phone |
| John Sanders and Jane Sanders | (XXX) XXX-XXXX |
| Address | Cell Phone |
| 123 Cherry Street | (XXX) XXX-XXXX |

**Student Support Team**

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| Name | Title/Position |
| Mrs. Allyson Applebee | Principal |
| Jane Sanders | Mother |
| Mr. Adam Smith | Case Manager |
| Ms. Sally Davidson | Teacher |
| Ms. Mary Clark | EA |
| Mr. Robert Redford | Learning Support Teacher |
| Mr. Tom Hanks | School Counselor |

**Functional Needs Assessment (Relevant Medical Information and Assessment Information)**

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| Andrew was referred to a psychologist for assessment. The psychologist had him and his parents complete the self-report and parent report scales of the Mood and Feelings Questionnaire (MFQ) to rule out depression. Andrew was also screened for anxiety using the Screen for Child Anxiety-Related Emotional Disorders (SCARED) which was completed by Andrew and his parents. In addition to a clinical interview, the psychologist also administered a PTSD Scale for DSM-5, Child/Adolescent Version (CAPS-CA-5). Synthesizing information gathered through the results of these assessments, the psychologist was able to determine that Andrew did not have anxiety or depression and assigned a diagnosis of Post-Traumatic Stress Disorder. He was not prescribed any medication.  |

**Student Profile**

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| My Interests |
| Andrew enjoys writing and telling stories. He is very artistic and loves to draw and paint. He has a redpiano and was taking lessons to learn how to play it. He still plays at home. Andrew is fond of water sports and activities. Until a few months ago, he regularly went for swimming lessons. Andrew is a Harry Potter fan and his interest in the character is reflected in the fact that he has a Harry Potter pencil case and stationery which he really likes and takes care of. |

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| My Learning Preferences |
| Andrew prefers to work in a low distraction environment with limited ambient noise. He prefers tasks broken down into smaller chunks. He prefers to have visual displays to remind him of his schedule and of how much time he has remaining for a task so that he does become distracted. It is helpful for him to work with a study buddy on assignments but he tends to get overwhelmed if he is asked to engage in group work involving groups of 3-4 members. Andrew feels more comfortable when given advance notice of a coming transition so that he has time to prepare. Predictability in routines and schedules helps him feel less stressed and if there is a change anticipated to the daily schedule, it is best for him to have as much advance notice of that change as he possibly can have. Chewing a gum and drinking water frequently while working seems to keep him calmer as well. |

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| What You Need to Know About Me |
| Andrew lives with his two parents and his little sister. He is in Ms. Sally Davidson’s grade five class. Last year, Andrew was involved in an automobile collision, and since then has experienced reoccurring, involuntary, intrusive, and distressing memories of the incident, both at home and at school. His parents began noticing a change in behaviour after the collision and when their attempts to calm him were unsuccessful, enlisted the support of a psychologist. This led to a diagnosis with PTSD. Andrew has severe night terrors that keep him awake, often leading to feelings of exhaustion and irritability during the day. He is undergoing trauma-focused CBT therapy with a clinician outside of school. |

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| Strengths |
| Andrew is creative, bright, and imaginative, and is especially adept at completing language-related tasks or art-based projects. He is a voracious reader and enjoys the Harry Potter series. He enjoys writing stories, and has published several in the school newspaper. In general, Andrew's academics are not a concern. His grades are average to strong in all areas. He is musical and has a red piano at home which he frequently plays. He has strong family connections and is particularly sensitive to the wellbeing of his sister. Andrew likes to help his teachers and has the ability to make good connections with adults in his life. |

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| Stretches |
| Andrew's distressing thoughts makes it difficult for him to concentrate on his school work and stay on task. Even though he performs at the average academic level, his teachers have seen him ‘go blank’ while working on assignments and leave his school work incomplete. His irritability due to lack of sleep has led to conflict with peers and sometimes adults. Andrew reacts to small problems with disproportionately intense emotions. Sometimes, he experiences bursts of anger and enters fights with peers at school without an external antecedent. Andrew is startled easily, even with typical levels of noise in the classroom. Andrew finds it most difficult to cope during school recess, and many incidents occur during this time. Teachers have noted that Andrew’s in class behaviour is withdrawn; he rarely raises his hand, and is reluctant to work in groups. When he is asked to work with others, his responses range from unwillingness to outright refusal. At home, he likes to play with his sister but when she yells or cries, he becomes very distressed. These symptoms have been experienced for over six months now. They have particularly been affecting Andrew in terms of his socioemotional functioning at school and even though he performs at the average level academically, his teachers have observed a decline in his on-task performance |

**My Access to Learning**

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| Supports | Supports Decision |
| Curricular | * Superflex Social Thinking Program by Michelle Garcia Winner
* Zones of Regulation Program
* Mindfulness Apps
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| Environmental | * Fidgets
* Device to access mindfulness apps
* Noise cancelling headphones
* A quiet corner with comfortable seating
* Seating near the classroom door
* Hallway circuit
* Access water bottle and a snack at all times
* Gum
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**Goals and Objectives**

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| Goal # | Domain | Person/People Responsible |
| 1 | Self-Regulation | Teacher/School Counsellor/LST |
| Goal |
| Andrew will improve his ability to self-regulate his emotions at school. |
| Current Ability |
| Andrew requires one-on-one adult support to calm his body and mind down when he feels agitated at school. Often, Andrew struggles to keep his voice at an appropriate volume for the classroom when upset and on occasion has thrown objects. He does not seem to recognize what he is feeling and lacks control of his body when his mood shifts. He can become very fixated on small problems, such as the loss of a pencil, issues of fairness, or turn-taking, and struggles to shift his thinking after the problem has been solved. Physical education class and recess seem to be particularly agitating times.  |

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| Objective 1.1 |
| By January 2020, Andrew will build his emotional vocabulary by using appropriate words for describing various emotional states as shown in visual stimuli with 90% accuracy. |
| Person Responsible |
| Teacher/Counsellor |
| Strategies |
| Andrew’s class will participate in direct and explicit instruction about emotions and how the body feels when experiencing them, using the Zones of Regulation program as a means of representing different levels of agitation. The school counsellor will assist Andrew’s classroom teacher with preparing appropriate, effective lesson plans on emotional literacy. Teachers and peers will model self-identifying their emotional state by using a sentence starter such as “I am feeling...” or “My body feels...”. Andrew will join a social group with the school counsellor working on recognizing emotions in themselves and others. The social group uses the Superflex Social Thinking Program, which positions students as ‘Superflex Superheroes’ and explores how to ‘defeat’ a variety of maladaptive thinking patterns.  |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| The teacher will record an observation tally, accounting for how many times daily Andrew can correctly identify an emotion in pictures, videos, and classroom community members. |

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| Objective 1.2 |
| By April 2020, Andrew will be able to independently identify when he is feeling distressed, unsettled, or otherwise unable to do his best work by completing six check-ins in a journal each day and by verbally expressing his check-ins to his teacher.  |
| Person Responsible |
| Teacher/Counsellor/Learning Support Team |
| Strategies |
| Andrew will be provided a journal with check-in sheets included. On each check-in sheet, Andrew will be given a list of adjectives to use to describe his feelings. The school counsellor will work independently with Andrew upon receipt of the journal to go over the words, what they mean, and what they feel like. Upon understanding the words, Andrew will complete a check in at the beginning of the day, after morning recess, after lunch recess, after physical education, after afternoon recess, and before the end of the day. Andrew will obtain the check in journal from his teacher at each of these times and will verbalize his feelings to his teacher as he is recording his check-ins. Andrew’s teacher will spend the first minute after recess with Andrew as other students are transitioning into the classroom.  |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| Andrew’s progress will be measured based on the completion of his daily journal and whether or not he communicates his check-ins to his teacher.  |

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| Objective 1.3 |
| By June 2020, Andrew will independently use calming strategies and/or devices to de-escalate and self-regulate when feeling agitated in over 70% of situations. |
| Person Responsible |
| Teacher/Counsellor/Learning Support Team |
| Strategies |
| Andrew will be offered direct explicit teaching of self-regulation strategies such as body scan, mind-shift app, and mindfulness breathing exercises from sources such as GoNoodle, Calm, and Headspace. Andrew’s teacher will make available a device for Andrew to access strategies to self-regulate. The school counsellor will come into the classroom and use books to teach calming, self-regulation, and conflict resolution skills to the whole class.Andrew will learn about a range of safe places he can go to when he feels dysregulated, such as ‘the cool down corner’ in his classroom, a learning support room, or the hallway circuit. He will learn the appropriate ways to use each of these spaces when he needs a break. |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| Andrew’s progress will be measured by a teacher observation tally and notes based on the number of times Andrew seeks opportunities to participate in self-regulation strategies, and his participation in the class discussions with the school counsellor.  |

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| Goal #  | Domain | Person/People Responsible |
| 2 | Social Skills | Teacher/School Counsellor/Learning Support Team |
| Goal |
| Andrew will engage with his peers in a calm and safe manner. |
| Current Ability |
| Andrew struggles to engage with his peers. His teacher has remarked that he seems withdrawn in the classroom, and does not often speak to his peers in given social opportunities or academic ones, and when he does, often the answers are very short (one word or non-verbal). Andrew does engage with adults such as members of the learning support team and his teacher. During breaks, lunch, and recess, Andrew most often plays alone, and does not initiate conversations with peers or approach them to socialize. Andrew seems to have not strong, healthy friendships with any of his peers. This has translated into Andrew being very hesitant to complete small group assignments and tasks with his classmates during class time. On occasions when he has conducted group work, Andrew has a difficult time communicating his objections to his classmates in a calm, constructive way.  |

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| Objective 2.1 |
| By February 2020, Andrew will initiate conversations with classmates at breaks, lunch, or during class discussions at least 30% of the time. |
| Person Responsible |
| Teacher/Learning Support Team |
| Strategies |
| Andrew’s classroom teacher will offer support in providing a discussion prompt as a form of attendance at the beginning of each day. For example: “Would you rather have a pet rabbit or a pet elephant?” Students will move their name tag under their choice at the beginning of the day. Andrew’s teacher will take attendance and model initiating conversation by asking students about their choices. She will also encourage students to discuss their choices with one another. Andrew’s classroom teacher will explicitly teach the 5WH way of questioning (Who, What, When, Where, Why, How) to the class and practice questioning during their language arts classes. Once students are comfortable asking questions about what they are reading, she will engage the class in conducting interviews with classmates to gather information for other subject areas (such as graphing responses in math or sharing hypotheses in science). Andrew will learn different types of questioning techniques and see how they are transferrable between subject areas. Andrew’s classroom teacher will offer activities where Andrew and his peers can create stories out of pictures and toys. She will encourage students to share their stories with one another.  |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| Andrew’s classroom teacher and the Learning Support Team will keep a tally chart of how many times Andrew initiates conversation with his peers or other members of the school community. They will compare the number of times Andrew initiates conversation versus how often others initiate conversation with him.  |

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| Objective 2.2 |
| By April 2020, Andrew will develop positive, healthy relationships with at least 50% of his classmates by exchanging smiles, friendly greetings, helpful behaviours, sharing, and meaningful conversations with various peers throughout the day and reducing his negative interactions with them.  |
| Person Responsible |
| Teacher/Learning Support Team |
| Strategies |
| Andrew’s classroom teacher will change the seating arrangement of her class every week to ensure that different students sit beside Andrew every week. Since Andrew prefers routine and predictability, his seat will not be changed but rather other students will be assigned to his table in rotation. Andrew will be encouraged to develop friendships with the peers that sit next to him by telling them three fun things about himself and asking them to do the same. Harry Potter can be used as a way to have Andrew talk about interests with peers. Andrew will make an illustration about one fun thing that he shares with each of his friends and present it to them as a token of friendship.The teacher will have a 10-minute story telling session every day, in which a student will select a story book of his choice and read it out to the class. Andrew will be encouraged to participate frequently. The class teacher will assign Andrew the role of a team leader during games and activities and coach him on supporting his team mates by using encouraging words, praising them when they do a good job and cheering them on.Since Andrew enjoys math and excels at it, the teacher will provide opportunities to Andrew to help other students solve math problems during math class by putting him in different mixed ability groups every day. She will ensure that the groups contain Andrew and no more than 2 additional students to prevent him from feeling overwhelmed. |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| The learning support teacher will observe Andrew’s interactions with his peers throughout the day and keep a tally of positive exchanges (that is, smiles, friendly conversations, sharing of educational materials, explaining math problems patiently to peers etc.). She will track negative interactions as well in order to determine the positive to negative ratio and to monitor progress.  |

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| Objective 2.3 |
| By June 2020, Andrew will willingly focus and participate in academic tasks that involve group work with 2-3 of his peers 80% of the time.  |
| Person Responsible |
| Classroom Teacher |
| Strategies |
| Andrew’s teacher will create and teach explanatory lessons for the whole class on how to problem solve in groups without fighting and how to engage in positive talk with group members. The lessons will include modelling in the form of role playing, giving students a script and verbal prompts, and giving students encouragement/recognition when students have done well communicating as a group. Andrew’s teacher will provide Andrew and his classmates with opportunities for ‘low risk’ group work such as sharing circles and art projects or in subjects of preference, such as Mathematics or story writing. This overlaps with strategies given in Objective 1.2, whereby Andrew will participate in sharing opportunities with classmates as a means of supporting the development of healthy, positive relationships.During group work, the teacher will scaffold tasks by assigning specific roles to group members. Andrew will be giving a role within the context of his group. For example, if the class is required to work in groups of three, the teacher will assign a recorder, a time keeper, and a facilitator. Finally, a reward system will be established, whereby Andrew earns points towards some choice time at the end of the week each time he successfully completes a group work task. The teacher may choose to use a ‘warm fuzzies’ system, where fuzzy pom poms are collected in a jar, and when the jar is full, Andrew has earned a reward. As an alternative option, at his teacher’s discretion, the whole class may participate in this reward system so as not to single out Andrew.  |
| Current Ability |
| In progress |
| Methods of Measuring Progress |
| The reward system will be monitored by Andrew’s classroom teacher for Andrew’s rate of success. The teacher will track whether Andrew has been successful that week by counting the number of ‘warm fuzzies’ earned. |