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COMMUNITIES CANADA

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Inclusive Teachers Certificate Program Consolidation Activity #1 **Play Beyond the Label Webinar**

This activity was created in collaboration with Laura Seckington and Andrea Haeefele of Play Beyond The Label.

Instructions:

- 1) Refer to the [2019 Health & Physical Education Curriculum](#):
 - a) The Program in Health & Physical Education, Pg. 21-44
 - b) Planning Health & Physical Education programs for Students with Special Education Needs, Pg. 65
 - c) Grade 5, Pg. 183
- 2) Refer to the [2004 The Individual Education Plan \(IEP\), Resource Guide](#):
 - a) IEP Checklist, Pg. 8
 - b) IEP Process, Pg. 10
- 3) Take a moment to read the student's Individual Education Plan.
- 4) Create the Physical Education program page for the student's Individual Education Plan.

Consolidation Activity Submission

When you have completed you have consolidation activity, please submit it in the Submission Dropbox. *If the hyperlink below isn't working, copy and paste the link into your web browser.

<https://www.dropbox.com/request/bhBRSJJgHGPIKQqhyzmu>

Please name your file **FirstName_LastName_ConsolidationActivity_1**

The *Play Beyond The Label* consolidation activity will be due on Tuesday February 9th at 11:55pm EST and is a requirement to complete the program and receive your certificate in April.

If you have any questions about the activity or submission, please contact us at info@inclusivecommunitiescanada.org

Additional Resources

Visit www.playbeyondthelabel.com for more information and follow @playbeyondlabel on Instagram, Twitter, and Facebook.

Also visit <http://www.inclusivecommunitiescanada.org/> for more information about ICCan's upcoming events and initiatives. Follow us on Instagram ([@inclusivecommunitiescanada](#)), Twitter ([@I_CCan](#)), and Facebook ([@inclusivecommunitiescanada](#)).



Individual Education Plan

The following is a sample of an individual education plan of a student. Please note that the information provided is found within the beginning pages of the IEP and does not show the IEP in its entirety. This information will help you learn about the student's profile at a glance.

Student Information

Student Name: Robin
Grade: 5
Safety Plan: Yes

Subjects, Courses or Alternative Programs to which the IEP Applies

MOD = Modified Expectations

ALT = Alternative Expectations (not found in grade level curriculum)

ACC = Accommodated expectations (from curriculum)

Course	Program Type
Reading, Writing	MOD
Communication Skills	ALT
Mathematics	MOD
Physical Education	MOD
Social Skills Development	ALT
Personal Life Skills	ALT
Fine Motor Skills	ALT

Human Resources (teaching/non-teaching)

Any extra staff supports the student receives during the school year

Human Resource	Type of Service	Frequency	Location
SERT	Direct Instruction and program consultation	At least 51% of the instructional day	Special Education Classroom
Educational Assistant	Direct Support	At least 51% of the instructional day	Special Education Classroom
Physiotherapist/Occupational Therapist (PT/OT)	Program Consultation to the Regular Classroom Teacher	The PT/OT will provide consultation support 1-2 times during the school year.	Special Education Classroom

Accommodations for Learning

Any extra supports the student requires to meet their learning goals. These strategies must be available to the student whenever they require them.

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Use peer modeling and support when appropriate (i.e. Phys. Ed integration, social skills) • Use of lap pad for desk work • Use of augmentative communication device (Proloquo 2 Go/iPad in all environments) • Centre objects directly in front of and at eye level to ensure student can see it • Provide extended processing time • Frequent breaks between tasks • Opportunities for movement (i.e. jobs that require walking, lifting, pushing) • Support the initiation and completion of tasks • Prompt to attend to task by saying her name or showing a manipulative • Picture cues to reinforce understanding of new concepts • Encourage Bella to collect her own learning materials • Daily visual schedule for all transitions within and outside of classroom • Provide more than one acceptable work area (i.e. horseshoe table for social skills or smart-board lessons) • Ensure that materials of interest are available for the student (i.e. pictures of family, preferred books) • Provide sensory breaks for student within the classroom (sensory table) • Honour requests for breaks when environment is noisy (walks, special jobs within the school) 	<ul style="list-style-type: none"> • Give advanced verbal warning for all transitions • Use a timer when moving from preferred break time to work • Use a visual cue (i.e. check schedule card) to transition to the next task • Gain attention before asking questions • Use manipulatives and hands-on tasks when appropriate • Use materials of interest to engage and maintain motivation (i.e. toys, preferred books) • Transition binder with mini-schedule for all integration opportunities outside of the classroom • Use prompt hierarchy and fade as independence increases • Use reinforcement after the targeted behaviour to increase the likelihood that the behaviour will reoccur • Use of SEA equipment for all toileting routines • Use of SEA Rifton chair for all desk activities • Access to service dog to support transitions, reduce anxiety and personal safety • Reduction of sensory stimuli (i.e. music from other sources, close window blinds) • Use music as toileting reinforcement • Access to daily schedule to support transitions in and out of classroom and between activities (point to correct personal communication symbol and rip off schedule board) 	<ul style="list-style-type: none"> • Use of SEA equipment when performing activities at desk • Use of augmentative communication device across all school environments • Accompany verbal directions with visual cue (real objects or personal communication symbols) • Center objects directly in front of and at eye level to ensure student can see it • Provide extra processing time • Present objects and pictures in a quadrant layout • Multiple opportunities to demonstrate achievement (daily data tracking) • Periodic breaks to retain engagement • Object cues to reinforce understanding of new concepts • Present work materials on a dark, black background when available (i.e. schedule board) • Work space should face blank wall or divider to prevent visual distractions • Learning materials and activities as well as communication device to be presented at eye-level • Proximity to instructor (staff sit on right side for desk work tasks within arms reach) • Use a variety of manipulative materials to assess skills • Provide multiple opportunities to demonstrate achievement and generalization throughout the day

SPECIAL EDUCATION PROGRAM PAGE

Subject/Course: Physical Education

Baseline Level of Achievement:

From last report card

Robin is able to hold a ball and pass it to her peers when seated in a circle. She is most successful when given equipment that is easy to grip (e.g. an "o-ball") and when instructions are paired with visual prompts. She is able to kick a ball towards a large target (e.g. a hockey net) and is sometimes successful in kicking the ball into the target. XXX participates in turn-taking activities (e.g. rolling a ball back and forth) with a partner and is most successful with partial physical prompting.

Curriculum Grade Level: 5 MOD

Annual Program Goal:

A general goal of what the student can reasonably accomplish by the end of the school year.

Assuming Grade 5 MOD means Robin is at Gr. 5 age-level and their expectations can be modified and based potentially upon different grades to best set them up for success, A general goal for this school year could be, utilizing the specific, highlighted visual and auditory cues/prompts to aid them, Robin can kick a ball back and forth to a partner a couple of times. This is a goal a bit beyond their current reach, and perhaps not possible, but given the little information I have on Robin it seems a good start.

Learning Expectations <i>List the specific skills to be assessed</i>	Teaching Strategies <i>List strategies that are specific to the student and learning expectation</i>	Assessment Methods <i>Identify the assessment method to be used (e.g. observation, data tracking, work samples)</i>
Kick the ball to the target, which in this case is the partner. If this can be repeated easily, then partner can move a little bit to add challenge. From Gr 4 curric: C1.4: 'Send and receive objects of a	Ensure visual and auditory prompts are clearly given and with ample clarity, give plenty of opportunities for rest, reward targeted behaviours for increased prevalence, encourage peer modelling and support	Observation-and ensure multiple opportunities, visual cues, extra time for breaks, blank wall to avoid distractions, be nearby, and utilize any manipulatives that are of assistance.
Robin can identify what elements of physical activity bring them the most joy - From gr. 5 curric: b1.2 'Demonstrate an understanding of factors that contribute to their personal enjoyment ofbeingactive'	Utilizing the augmented communication support devices, ensuring student has access to preferred materials, reducing sensory stimuli and providing multiple options and examples.	observation, either orally or written, ensure extra processing time, repeated opportunities, and specific visual cue-ing throughout. be open to however Robin expresses themselves on this topic/responds to the
Robin can identify factors that will lead to their personal safety , from Gr. 4 curric: D2.2 'Apply a decision-making process to assess risks and make safe decisions in a variety of situations'	Modelling, encouraging peer support and modelling, visual cues are given throughout, limit stimulus distractions, creating conversations, reinforce task completion - in this case inquiry.	Observation through conversation or identification of positive choices through questions on communication device, ensure extra processing time, multiple opportunities, any and all manipulatives and aids needed.

