

Individual Education Plan

Dates: From: Autumn 2021 To: Autumn 2022

Name: Simon

Program management: 50 % ITT 50 % NET

Mastery Criteria:

Manding: 5 consecutive 'yeses' on daily probe sheet.

VB-MAPP skills: 3 consecutive 'yeses' on daily probe sheet and 1 correct 'yes' on retention probe 1 week later.

Social Skills Checklist (SSC): 5 consecutive 'yeses' on daily probe sheet.

Speech & Language Therapy (SALT): 3 consecutive 'yeses' on daily probe sheet.

Essential For Living (EFL) skills: 5 consecutive independent/yes probes.

Statement Objectives	Program goals	Curriculum	Setting	Data recorded	Graphing
Develop Language and Communication Skills	Mands				
	- Mands for other's attention, followed by requests for items / activities (tapping tutor)	EFL Domain 1 R-19	All day	EFL self graphing data sheet	Cumulative skills graphs
	- Mands for actions	EFL Domain 1 R7, R22, R23	All day	Trial by trial mand data	Total mands per day Variation of mands per day
	- Mands for items		All day	(Vocal mand data & Proloquo2go mand data)	
	- Generalizes mands across two or more people or settings	EFL Domain 1 R-14	All day	EFL self graphing data sheet	
	- Replacing general mand "break" with mand to leave a room, especially when it is noisy, by saying "Go".		All settings	EFL self graphing data sheet	

Current Targets on acquisition are highlighted in yellow Mastered Targets are highlighted in green

Develop Learning and Cognition Skills	Tacts -Tacts activities on the visual schedule -Tacts items/actions within events	EFL Dom 5 SLT6	ITT/NET	EFL Self-graphing data sheets	Cumulative skills graphs
	Intraverbals - Answers questions about personal information Surname, Mum's name Dad's name Siblings Address	EFL Dom 3 AQ	ITT/NET	EFL self-graphing data sheet	
	Listener Responding - Transitions between rooms whilst remaining next to his tutor - Locates days, dates, months on a calendar -Places items in designated locations when directed to do so - Provides 5 types of help to someone when asked to do so (e.g. carrying a bag, opening a container, reaching for an item on the shelf when directed to do so)	EFL Dom 2 LR6 EFL Dom 5 RTL13 EFL Domain 2 LR13 EFL Domain 2 LR15 EFL Domain 2 LRND 1-13	All settings ITT/NET All settings NET	EFL self-graphing data sheet EFL self graphing data sheet EFL self graphing data sheet	

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	<p>- Recognizing, relocating, naming, describing and following directions to complete activities daily events:</p> <ul style="list-style-type: none"> • Routines before snack and lunch • Getting ready to go home • Cooking (e.g. making toast/heating up lunch) <p>- Retrieves items/objects from around school when asked</p>	EFL Domain 2 LRND 1-13	All settings	EFL self graphing data sheet	
Increase Social Skills, Interaction and Play	<p>Play</p> <p>- Conditioning leisure activities Video games Ball games</p>		NET	Conditioning New Reinforcers: Stimulus-stimulus Pairing with Toys/Games data sheet	Cumulative number of conditioned toys / games as reinforcers
Develop Learning and Cognition Skills	<p>Reading</p> <p>- Blends sounds to read words</p> <p>-Reading days, dates, months on a calendar</p> <p>-Reading words on recipes</p> <p>-Reading Male/Female, Gentleman/Women toilet signs</p>	<p>National Curriculum</p> <p>EFL Domain 5 RDG13</p> <p>EFL Domain 5 RDG14</p> <p>EFL Domain 5 RDG1</p>	<p>1:1 Lesson & ITT</p> <p>ITT/NET</p> <p>ITT/NET</p> <p>ITT/NET</p>	<p>Skills Tracking sheets Y/N Probe</p> <p>EFL self-graphing data sheets</p>	Cumulative skills graphs P level grids
	<p>Typing</p> <p>- Independently types his own name</p>	<p>EFL Domain 5 WT10</p> <p>EFL Domain 5 WT10</p>	NET	EFL self-graphing sheets	

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Social, Emotional and Mental Health	<ul style="list-style-type: none"> - Independently types his own surname - Independently types songs that he likes on YouTube 	EFL Domain 5 WT2			
	<p>Math</p> <ul style="list-style-type: none"> - Counts out up to 5 objects from a larger set - Current targets are highlighted on P level grids 	National Curriculum	1:1 Lesson & ITT	Skills Tracking sheets Y/N Probe	Cumulative skills graphs P level grids
	<p>Independent living skills</p> <ul style="list-style-type: none"> - Washes and dries hands independently - Following shopping lists - Makes toast - Makes pizza - Use microwave to reheat his food before lunch. (make event for getting necessary utensils and using the microwave). <p>Community integration</p> <ul style="list-style-type: none"> - Independently crossing the road - Goes to a park 	<p>EFL Domain 4 DLS-BPH1</p> <p>EFL Domain 5 SLT2</p> <p>EFL Domain 4 DLS-PF23</p> <p>EFL Domain 4 DLS-AHS14, DLS-HS2,RTL2</p> <p>EFL Domain 4 DLS-LAC11</p>	<p>NET</p> <p>NET</p> <p>NET</p> <p>NET</p>	<p>Task analysis</p> <p>EFL self graphing data sheet</p> <p>EFL self graphing data sheet</p> <p>EFL self graphing data sheet</p>	<p>Percentage of independent steps daily</p>

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	<ul style="list-style-type: none"> - Completes 10 consecutive, brief, previously acquired tasks (e.g. hangs bag on peg, hangs coat on peg, takes lunch out of bag, puts lunch in fridge add whilst tasks are mastered) 	EFL Domain 2 LR7	NET	<p>EFL self graphing data sheet</p> <p>EFL self-graphing data sheet</p>	
Problem Behavior Reduction	<ul style="list-style-type: none"> - Accepts the removal of access to 10 items or activities (lpad, beanbag, book) - Shares or takes turns obtaining access to item and activities with an instructor, adult or peer - Makes transitions from preferred items and activities to required tasks - 'Accepts no' after making requests for items and activities that are taught and after honored - Tolerating waiting for a "break" for increasing amounts of time once he has manded - Waits after making requests for items / activities for gradually increasing periods of time. 	<p>EFL Domain 1 R10</p> <p>EFL Domain 1 R12</p> <p>EFL Domain 1 R13</p> <p>EFL Domain 1 R15</p> <p>EFL Domain 1 R9</p> <p>EFL Domain 1 R9</p>	<p>All settings</p> <p>All settings</p> <p>All settings</p> <p>All settings</p> <p>All settings</p> <p>All settings</p>	<p>EFL self graphing data sheet ABC data</p>	<p>Duration and frequency of problem behavior in response to 'told no'</p> <p>Duration and frequency of problem behavior per day</p> <p>Cumulative skills graphs</p>

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