

SAMPLE

Individual Education Plan

Johnny Smith

Functional Emotional Developmental Capacities (FEDC's)

The FEDCs guide the instruction of language, attending, social, and emotional skills for children with autism or other developmental differences in order to teach skills that most typically developing children acquire between the ages of 7 months and 4 years old. These developmental capacities are demonstrated best when the child is feeling safe and familiarized with the environment and people they are with. This in itself can be an ongoing goal that we must put as a priority before advancing to other goals. Learning about how to reach these goals will be of utmost importance for staff and families. Initial meetings and parent coaching sessions are designed to aid in the family's understanding of the Functional Emotional Developmental Capacities of their child.

FEDC 1: Self-Regulation and Interest in the World: The student shows the ability to take in sights, sounds, and share awareness and interaction with people in the environment while maintaining a calm and alert state. Being calm and alert lends itself to sharing attention with others and developing and interest and curiosity in the world around them.

FEDC 2: Engaging and Relating: The student's ability to engage and maintain a flow of interaction with another person while exhibiting a depth and range of emotions, situations, and activities which strengthens his/her relationships and desire to be jointly connected with others.

FEDC 3: Purposeful Two-Way Communication: The student shows intent, purpose, and persistence to communicate with others through the use of gestures, affect, and words while sustaining the reciprocal back and forth interaction without constantly withdrawing.

FEDC 4: Complex Communication and Shared Problem Solving: The student shows the ability to sustain interactions for longer periods of time, sequence actions and words, as well as use motor planning to solve problems. He/she will show persistence in interactively solving problems with others rather than independently.

FEDC 5: Using Symbols and Creating Emotional Ideas: The student uses language to express ideas and elaborate on ideas, while connecting emotions to the ideas. The student will have the ability to replicate real life through play and develop fantasy play using a variety of means.

FEDC 6: Logical Thinking and Building Bridges Between Ideas: The student will show the ability to make connections between various concepts or emotional ideas, be able to answer "WH" questions (what/ where/ when/ why/ how), and understand the meaning behind the ideas.

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The program goals listed below were selected by the School's multi-disciplinary team and will be monitored by all contributing professionals.

INDIVIDUAL DIFFERENCES		
	OBSERVATIONS/ ANALYSIS/ IMPACT ON FEDC'S	ACCOMMODATIONS/ SUPPORT STRATEGIES
SENSORY SEEKING/AVOIDING	Seeking <ul style="list-style-type: none"> • Proprioceptive Input - Crashing, Jumping, Running, Throwing • Vestibular Input - Running, Scooter rides Avoiding <ul style="list-style-type: none"> • Messy Tactile - Paint, Glue, Shaving Cream • Novel foods/textures that he does not prefer visually 	<ul style="list-style-type: none"> • Providing heavy work activities (weighted ball throw, stacking chairs, pushing/pulling heavy objects, etc.). • Providing deep pressure input (weighted lap pad, Wilbarger Brushing Protocol, etc.) • Encourage self-regulation strategies (i.e., deep breaths, squeezing hands) through utilizing a model or verbal support • Encourage participating in messy tactile exposure program. Include peers in the activity to increase motivation.
HEALTH AND BIO-MEDICAL	Diet/Eating <ul style="list-style-type: none"> • J.S. is on a dairy-free diet. • J.S. avoids eating novel foods/textures that he does not prefer visually 	Diet <ul style="list-style-type: none"> • Encourage participation in a Healthy Mind/Food Exposure program
MOTOR PLANNING AND PHYSICAL ABILITIES	Avoiding <ul style="list-style-type: none"> • Activities that involve motor planning multiple sequences. 	<ul style="list-style-type: none"> • Encourage self-regulation strategies and scaffold the interaction. • Draw out the plan on paper prior to motor planning the activity in order to help J.S. visualize the sequence.

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INDIVIDUAL DIFFERENCES

	OBSERVATIONS/ ANALYSIS/ IMPACT ON FEDC'S	ACCOMMODATIONS/ SUPPORT STRATEGIES
INFORMATION PROCESSING	<p>Auditory</p> <ul style="list-style-type: none">• J.S. is able to process auditory information delivered at an average speed.• When dysregulated or participating in the Tomatis Method, he appears to process auditory information more slowly.	<p>Auditory processing</p> <ul style="list-style-type: none">• J.S. participates in the Tomatis Method every year• The team will be mindful of J.S.' regulation while he is completing the program at school, as well as after (as his regulation is also affected a few weeks after Tomatis)• The team will also adjust pacing of how auditory information is delivered by slowing pace or decreasing amount of words delivered when dysregulated.

SENSORY DIET

To assist in maintaining a calm, alert (i.e., regulated) state throughout the day in order to participate in meaningful activities.

In the morning/in the evening at home:

- Provide J.S. with many opportunities for heavy work (i.e., pushing, pulling, lifting, carrying). For example, having him carry bins or laundry basket, pushing/moving furniture or chairs, stacking/unstacking chairs, helping to set the table, helping to clean table/windows, putting books into and out of his backpack, etc.
- Deep pressure massage, or massage with a ball
- Opportunities to explore tactile stimuli (e.g., shaving cream, finger paint, playdoh, helping to bake/cook and using hands), and using these stimuli for learning activities (e.g., making letters out of playdoh).

Upon arrival/throughout the day:

- J.S. may benefit from having a consistent “job” to do upon arrival that provides heavy work and social interaction (e.g., delivering an announcement for the day to transition classrooms by pushing a cart or carrying a weighted backpack- DO NOT EXCEED 10% of his body weight).
- Provide heavy work opportunities within the classroom to set up chairs, set up activities for classmates, hang or remove items from the wall, etc.
- Opportunities to pour and dump water where appropriate: helping to wash water bottles and dumping water in the sink, pouring drinks for peers, etc.
- Using tactile stimuli and movement within fine motor programming (e.g., drawing lines, circles, etc. in shaving cream or finger paint, standing to do activities, lying in prone to do activities, putting items on the wall/removing them, etc.).
- Encourage J.S. to sit with a weighted blanket and listen to slow music if needing to down-regulate.
- Encourage deep pressure through games and activities to increase body awareness and calming stimulation to J.S.’s body (e.g., squeezing hands together during a clapping game, pushing down on objects to stick them to a paper or the wall, etc.).
- Begin to use specific language (e.g., “I need a body break” “I need a slowdown activity”) to help J.S. identify when he needs to down-regulate and organize his body. Focus these activities on heavy work (e.g., passing a weighted ball back and forth while incorporating a motivating game such as naming all the PJ Masks characters each time you pass the ball).

FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDC)

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<p>FEDC 1: SELF-REGULATION AND INTEREST IN THE WORLD</p>	<p>J.S. is currently able to maintain a state of regulation (i.e., being calm, alert and sharing attention with a familiar play partner) for approximately 30 minutes when engaging in highly preferred activities.</p> <p>In a small group setting (2-3 peers), J.S. is currently able to maintain a state of regulation (being calm, alert and sharing attention) for up to 10 minutes when engaging in preferred activities.</p> <p>J.S. is currently able to maintain a state of regulation for 6-8 minutes while completing activities at the table.</p> <p>J.S. is currently able to co-regulate with therapist when experiencing moderate discomfort within 10 minutes when provided with sensory accommodations and sensory support (i.e. quieter classroom, deep pressure input).</p> <p>J.S. is currently able to co-regulate with the therapist when facing a challenge within 5 minutes when provided with a model and verbal support.</p>	<p>J.S. will be able to demonstrate the ability to remain regulated (calm and alert with shared attention) in a small group setting (2-3 peers), and in a large group setting (4+ peers) for up to 20 consecutive minutes.</p> <p>J.S. will demonstrate the ability to remain regulated (calm and alert with shared attention) for up to 20 consecutive minutes while completing activities at the table.</p> <p>J.S. will be able to achieve a state of regulation within 2 minutes when provided with sensory accommodations and sensory support following a period of moderate distress by co-regulating and engage and interact in the learning environment with the therapist.</p> <p>J.S. will demonstrate the capacity to achieve a calm state that will allow him to engage in a learning environment independently within 2 consecutive minutes (i.e., by using self-regulation strategies such as deep breaths, hand squishes).</p>

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FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDC)		
PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
FEDC 2: ENGAGING AND RELATING	<p>J.S. is currently able to sustain engagement (i.e., participating and enjoying the activity, playing with the therapist) for approximately 30 minutes during highly preferred people-focused games/activities.</p> <p>J.S. is currently able to sustain engagement for 6-8 minutes during classroom activities</p> <p>J.S. is currently able to sustain engagement with a peer for 15-17 minutes at a time when provided with verbal and gestural support. The therapist provides breaks as needed to help maintain a regulated state.</p>	<p>J.S. will be able to sustain rich engagement (playing with the therapist, gleam in the J.S.'s eye, mutual enjoyment) for up to 20 consecutive minutes during classroom activities.</p> <p>J.S. will be able to sustain engagement and demonstrate play and group learning skills:</p> <ul style="list-style-type: none"> • with 4-5 different peers in both a 1:1 play session, • in a small group setting (2-3 peers), • in a large group setting (4+ peers) for up to 25 minutes.

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PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
FEDC 3: PURPOSEFUL TWO-WAY COMMUNICATION	<p>J.S. is currently able to open and close 25-27 circles of communication using a variety of communicative means with familiar therapists during highly preferred activities. He is able to open and close up to 15 circles of communication during familiar and novel activities.</p> <p>J.S. currently initiates and responds to peers using a variety of communicative means for up to 10 circles of communication independently. He is currently able to reach up to 20 circles of communication when provided with verbal and gestural support.</p>	<p>J.S. will demonstrate the ability to open and close up to 25 circles of communication using a variety of communicative means with both familiar and novel therapists during familiar and novel activities.</p> <p>J.S. will be able to initiate and respond to peers using a variety of communicative means for up to 20 circles of communication independently.</p>

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FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDC)		
PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<p>FEDC 4: COMPLEX COMMUNICATION AND SHARED PROBLEM SOLVING</p>	<p>J.S. is currently able to socially problem solve with therapists and peers by sustaining communicative intent for up to 15 circles of communication in order to get what he wants when provided with scaffolding.</p> <p>J.S. is currently able to open and close up to 10 circles of communication while experiencing a variety of emotions (i.e. excited, frustrated, upset, worried) when provided with scaffolding.</p> <p>J.S. is currently able to open and close up to 5 circles of communication with regards to perspective taking. He will often independently comment on others' emotional states (i.e., " ____ is mad").</p>	<p>J.S. will improve his ability to use complex language to socially problem solve with his therapist and peers in order to accomplish a goal together by sustaining communicative intent for up to 25 circles of communication independently. He will demonstrate this skill in a variety of settings/scenarios.</p> <p>J.S. will be able to open and close up to 20 circles of communication while experiencing a variety of emotions.</p> <p>J.S. will be able to open and close up to 15 circles of communication with regards to perspective taking. He will expand upon his perspective taking skills by displaying empathy towards others, understanding others' likes and dislikes, and exploring more complex emotions of others.</p>

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FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDC)		
PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<p>FEDC 5: USING SYMBOLS AND CREATING EMOTIONAL IDEAS</p>	<p>J.S. demonstrates an interest in engaging in representational play and previously modelled simple pretend play ideas (i.e., running McDonalds drive-thru, shopping for groceries.) He is able currently to engage in simple pretend play scenarios for up to 6 minutes when provided with verbal support (i.e., labeling, modeling, scaffolding, wonderment, narration).</p> <p>J.S. is currently able to expand upon the therapist's novel ideas during a 30-minute Floortime session for up to 8 times per day.</p> <p>J.S. is currently able to identify basic emotions (e.g., "happy," "sad," "angry") of himself or others independently 3 times throughout the day.</p>	<p>J.S. will be able to sustain engagement in simple pretend play ideas for up to 15 minutes when provided with moderate support (labelling, modelling, scaffolding, wonderment, narration).</p> <p>J.S. will independently expand upon the therapist's novel ideas during a 30-minute Floortime session for up to 15 times per day.</p> <p>J.S. will be able to independently identify more complex emotions (e.g., tired, hungry, worried, frustrated) in himself and others independently.</p>

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FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDC)		
PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
FEDC 6: LOGICAL THINKING AND BUILDING BRIDGES BETWEEN IDEAS	J.S. is currently able to open and close up to 5 circles of communication when answering simple “why” questions (e.g., “Why do we have to wear a jacket outside today?”) when provided with scaffolding.	J.S. will be able to open and close up to 10 circles of communication when answering a variety of “why” questions that vary in complexity (e.g., “Why do you think tomorrow is School Spirit day?” “Why do you think caterpillars need cocoons?”)