

# SAMPLE

## Individual Education Plan

Johnny Smith

## Functional Emotional Developmental Capacities (FEDCs)

The FEDCs guide instruction by supporting the development of the capacities to relate, communicate, and think. These capacities become the framework for the development of communication and language, and attention, as well as pragmatics that include social and emotional skills and executive functioning. These developmental capacities are demonstrated best when the child is feeling emotionally and physically safe and familiar 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 (FEDCs) 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 regulated state that can look calm and alert. Being attentive and regulated lends itself to sharing attention with others and developing an 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 their relationships and desire to be jointly connected with others.

**FEDC 3: Intentionality and 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.

**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. They will show persistence in interactively solving problems *with others*.

**FEDC 5: Using Symbols and Creating Emotional Ideas:** The student uses communication 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 (who/what/when/where/why/how), and understand the meaning behind the ideas.

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

INDIVIDUAL DIFFERENCES		
	OBSERVATIONS/ ANALYSIS/ IMPACT ON FEDC'S	ACCOMMODATIONS/ SUPPORT STRATEGIES
<b>SENSORY PROFILE</b>	<p>Tends to enjoy</p> <ul style="list-style-type: none"> <li>• Proprioceptive Input – Crashing, Jumping, Running, Throwing</li> <li>• Vestibular Input – Running, Scooter rides</li> </ul> <p>Tends to avoid</p> <ul style="list-style-type: none"> <li>• Messy Tactile – Paint, Glue, Shaving Cream</li> <li>• Novel foods/textures that he does not prefer visually</li> </ul>	<ul style="list-style-type: none"> <li>• Providing heavy work activities (weighted ball throw, stacking chairs, pushing/pulling heavy objects, etc.) <i>interactively</i> with a play partner</li> <li>• Providing <i>interactive</i> deep pressure input (weighted lap pad, crashing into padded blocks in gym, getting squeezes in a padded mat, etc.)</li> <li>• Facilitate co-regulation strategies (i.e., taking interactive deep breaths together, squeezing hands, etc.) through utilizing a model or verbal support</li> </ul>
<b>HEALTH AND BIO-MEDICAL</b>	<p>Diet/Eating</p> <ul style="list-style-type: none"> <li>• J.S. is on a dairy-free diet.</li> <li>• J.S. avoids eating novel foods/textures that he does not prefer visually</li> </ul>	<p>Diet</p> <ul style="list-style-type: none"> <li>• Encourage participation in trying new healthy snacks in a structured, predictable, interactive scheduled weekly event</li> </ul>
<b>MOTOR PLANNING AND PHYSICAL ABILITIES</b>	<ul style="list-style-type: none"> <li>• Activities that involve motor planning multiple sequences are challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate regulation and scaffold the interaction</li> <li>• Draw out the plan on paper prior to motor planning the activity in order to help J.S. visualize the sequence</li> </ul>

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## INDIVIDUAL DIFFERENCES

	OBSERVATIONS/ ANALYSIS/ IMPACT ON FEDC'S	ACCOMMODATIONS/ SUPPORT STRATEGIES
<b>INFORMATION PROCESSING</b>	<p>Auditory</p> <ul style="list-style-type: none"><li>• J.S. is able to process auditory information delivered at an average speed</li><li>• When dysregulated, he appears to process auditory information more slowly</li><li>• If in a loud environment for a period of time, J.S. will struggle with regulation</li></ul>	<p>Auditory processing</p> <ul style="list-style-type: none"><li>• The team will adjust the pacing of how auditory information is delivered by slowing down the pace or decreasing the amount of words delivered when dysregulated</li><li>• The team will be mindful of regulation when there is excess noise in the environment</li></ul>

## SENSORY DIET

*To assist in maintaining state regulation 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 interactive and playful heavy work (i.e., pushing, pulling, lifting, carrying). For example, having him carry bins or laundry basket, pushing/moving furniture or chairs together with a parent, stacking/unstacking chairs, helping to set the table, helping to clean the 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 with a co-regulating staff member 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 identify the need 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  
(FEDCs)**

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<b>FEDC 1: SELF-REGULATION AND INTEREST IN THE WORLD</b>	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.	J.S. will be able to maintain shared attention through relationships in a small group setting (2-3 peers), and in a large group setting (4+ peers) for up to 20 consecutive minutes to accomplish a learning task.
	J.S. is currently able to maintain state regulation for 6-8 minutes while completing table activities.	J.S. will be able to maintain state regulation to achieve shared attention while engaging with activities at the table.
	<p>J.S. uses co-regulation successfully as a tool to manage discomfort or dysregulation, when provided with sensory accommodations and sensory support (i.e. quieter classroom, deep pressure input, etc.).</p> <p>J.S. is currently able to maintain state regulation for approximately 30 minutes when engaging in highly preferred activities.</p> <p>J.S. is currently able to co-regulate with the therapist during challenging experiences to regain regulation within 5 minutes.</p>	J.S. will be able to achieve state regulation when provided with sensory accommodations and sensory support following a period of moderate distress and when the therapist is successfully able to co-regulate, engage, and interact in the learning environment with him by following his emotional intent/interests, and picking up on his communication cues.

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<b>FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDCs)</b>		
<b>PROGRAM NAME</b>	<b>CURRENT STRENGTHS AND ABILITIES</b>	<b>GOALS</b>
<b>FEDC 2: ENGAGING AND RELATING</b>	<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 engaged in classroom activities with shared attention, engagement and focus for up to 20 minutes.</p> <p>J.S. will be able to demonstrate and sustain engagement during parallel play and group learning activities.</p>

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## FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDCs)

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<b>FEDC 3: INTENTIONALITY AND TWO-WAY COMMUNICATION</b>	<p>J.S. is currently able to open and close and sustain 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 novel activities.</p> <p>J.S. currently initiates and responds to peers using a variety of communicative means for up to 10 sustained and connected circles of communication independently. He is currently able to reach up to 20 circles of communication with verbal and gestural support.</p>	<p>J.S. will demonstrate the ability to engage with peers and therapists in activities with shared known interest, and demonstrate curiosity towards understanding of novel activities for up to 25 circles of communication.</p>



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## FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDCs)

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<b>FEDC 4: COMPLEX COMMUNICATION AND SHARED PROBLEM SOLVING</b>	<p>J.S. is currently able to socially problem solve with therapists and peers by sustaining interaction and engagement through communicative intent for up to 15 circles of communication in order to achieve an intended goal with supportive scaffolding, where the therapist is doing 75% of the work and J.S. is doing 25%.</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., "<i>Friend is mad</i>").</p>	<p>J.S. will continue learning how 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 where J.S. is doing 50% of the work and the therapist or peer is doing 50%. He will demonstrate this skill in a variety of settings/scenarios.</p> <p>J.S. will be able to maintain engagement and shared attention with the therapist during emotionally challenging experiences by sustaining up to 20 circles of balanced communication.</p> <p>J.S. will be able to open and close up to 15 circles of communication with regards to perspective taking.</p>

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## FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES

### (FEDCs)

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<b>FEDC 5: USING SYMBOLS AND CREATING EMOTIONAL IDEAS</b>	<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") in himself or guess them in 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 independently guess them in others.</p>

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## FUNCTIONAL EMOTIONAL DEVELOPMENTAL CAPACITIES (FEDCs)

PROGRAM NAME	CURRENT STRENGTHS AND ABILITIES	GOALS
<b>FEDC 6: LOGICAL THINKING AND BUILDING BRIDGES BETWEEN IDEAS</b>	J.S. is currently able to open and close up to 5 circles of communication when answering simple “why” questions (e.g., “ <i>Why do we have to wear a jacket outside today?</i> ”) 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., “ <i>Why do you think tomorrow is School Spirit day?</i> ” “ <i>Why do you think caterpillars need cocoons?</i> ”)