

SASKATOON CATHOLIC BOARD OF EDUCATION
Personal Program Plan
for Designated Students - Elementary Level (1999-2000)

Student's Name	<u>Stevens, Leslie</u>	Date	<u>36024</u>
School	<u>St. Timothy</u>	Grade Placement	<u>3</u>
Date of Birth	<u>18/06/89</u>	Present Age	<u>10</u>
Parent/Guardian	<u>John/Lucy</u>	Classroom Teacher	<u>Mr. Jay</u>
Address		Learning Assistance Teacher	<u>Mary Swan</u>
Phone (Home)	<u>706-3111</u>	Teacher Assistant(s)	<u>Nancy Wells</u>
Phone (Wrk)		Other Team Members	<u>SLP/ABCD Contact</u>
Schools Attended	<u>Father Robinson</u>		

STRENGTHS	AREAS FOR GROWTH
<ul style="list-style-type: none"> - relies on visual cues - good memory - good sight word vocabulary - participates in everything - personality 	<ul style="list-style-type: none"> - to make friends - to gain independence - following/understanding directions - listening to a story
INTERESTS	SIGNIFICANT FACTORS
<ul style="list-style-type: none"> - hockey - fishing - drawing, colouring - computer 	<ul style="list-style-type: none"> - childhood aphasia - speech & language difficulty

ASSESSMENT DATA

Alvin Buckwold Child Development	Yes	<u>X</u>	No		Requested		Date	<u>94,95,06/98</u>
Educational Psychologist	Yes		No		Requested		Date	
Speech & Language	Yes	<u>X</u>	No		Requested		Date	<u>annually</u>
Occupational Therapist	Yes		No		Requested		Date	
Physical Therapist	Yes		No		Requested		Date	
Medical	Yes	<u>X</u>	No		Requested		Date	<u>01/95</u>

Other _____

Technical Aids _____

Program Planning Meeting September 1998

Parent's Signature _____

LONG TERM GOALS

ACADEMIC

- to continue developing reading, writing and math skills

COGNITIVE

COMMUNICATION

- to continue developing expressive and receptive language skills

SOCIAL

- to improve and develop her social skills

WORK HABITS

- to learn to work more independently

LEISURE

- to develop and expand leisure activities

FAITH

- to participate actively in the grade 3 religion program

PERSONAL MANAGEMENT

- to care and look after personal belongings and self

ORIENTATION AND MOBILITY (VI)/VISUAL EFFICIENCY (VI)

SHORT TERM GOALS	STRATEGIES /RESOURCES /ACTIVITIES	PROGRESS
<p>ACADEMIC/COGNITIVE</p> <ul style="list-style-type: none"> - recognize pennies, nickels and dimes and state the value of each - master alphabet letters and sounds - retell story content - formulate and record ideas with help - use letter sounds and meaning clues to decode unfamiliar words - describe story action which matches illustrations - begin to use meaning clues as a strategy for predicting and identifying new words - use punctuation to indicate the end of a sentence - use capitalization in titles and to begin sentences - understand the processes of multiplication and addition - read and write numerals to 100 - add and subtract to 99 without regrouping - recite months of the year in order - read dates on the calendar 	<ul style="list-style-type: none"> - modify/adapt regular curriculum - manipulatives - computer assisted instruction - levelled books - T.A. support - 100 most commonly used words - flash cards - Wordmaking 	<ul style="list-style-type: none"> - knows coin currencies - knows letter names; not many letter sounds - knows numerals to 100 - doesn't have many strategies for decoding words - multiplies with the aid of a table - comprehension is better when she has background knowledge - can write dictated sentences with fairly good accuracy - has difficulty writing a story - multiplies with the use of a table - doesn't use punctuation, capitalization unless copying - regroupes with addition and subtraction - knows the months of the year and can read the calendar
<p>COMMUNICATION</p> <ul style="list-style-type: none"> - to improve eye contact - to improve & expand her vocabulary and function - to increase her expressive speech - to work on short sentences/phrases - to answer "what" questions 	<ul style="list-style-type: none"> - visual prompts and supports - speech/language therapy - T.A. support - name items in her environment - introduce curriculum words ahead of time - picture cards - initiate, model & expand good utterances - ignore jargon or conversations off topic - sequence cards 	<ul style="list-style-type: none"> - beginning to express herself more clearly - knows personal information eg. Where do you live, etc. - still usually refers to herself as "Terra" - still struggling with the names of common objects

SOCIAL		
- to develop interaction with other children	- T.A. support	- interacting well with peers - beginning to initiate greetings
- learn appropriate responses to queries	- buddy system	- responds to queries with assistance
- initiate social greeting	- role play, model	
WORK HABITS		
	- small/large group play	- very good work habits when she knows the routine
- to cooperate with routines and requests - to increase on-task behaviour		- needs T.A. support to explain the assignment before she can do it independently
- to develop self-direction		
- to complete assignments more independently		
LEISURE		
- to participate in games led by others	- T.A.support - computer	- enjoys playing with peers - loves her music and art
- to respond to direction	- music therapy	- listens to and follows directions on a one to one basis
- to maintain and promote her interest in music & art	- stuffed animal - morning snack	
PERSONAL MANAGEMENT		
- to keep her desk organized		- manages herself and her belongings quite adequately
- to maintain her energy level through the morning		