

Prince George
Student Services Report
 Individual Education Plan

School Year: 2008/2009
IEP

Goal Area Social/Emotional		Position Responsible Case Manager
Current Level of Performance	Nikki has difficulty identifying her anxiety triggers.	
Goal # S1	Goal Statement By the end of January, Nikki will identify a minimum of 3 anxiety triggers and develop a minimum of 3 strategies to use independently on a daily basis at school and at home.	

Objectives	Program Materials/ Resources/Strategies	Method of Evaluation	Person/Position Responsible	Status
S1.1. By the end of October, Nikki will identify three triggers of anxiety and depression.	- observation and feedback - develop cue system - visual reminders of strategies - 1:1 debriefing	- tracking - observation logs	Hughes, K / Case Manager	In progress
S1.2. By the end of November, Nikki will list and practice, 3 days out of 5, three strategies to help increase comfort and decrease anxiety.	- staggered time to mainstream classes - structure and routine and visual cues for change - list of possible strategies taped inside binder cover - relaxation techniques	- daily observation - daily self monitoring with a checklist	Hughes, K / Case Manager	In progress
S1.3. By the end of January, Nikki will independently practice three strategies to increase comfort and decrease anxiety four days out of five.	- quiet room to practice in - role playing - visual reminders of strategies - visual schedule for calm down/relaxation	- observation records - daily evaluation of practice sessions	Hughes, K / Case Manager	In progress
S1.4. By the end of January, Nikki will identify, practice, and display or share three areas of personal competence (eg art project, being on time to all classes) on a daily basis.	- help her to see her strengths - give area to store her project work for sharing - practice opportunities to share work	- video recording of Nikki sharing work or successes - work samples - observation logs	Hughes, K. / Case Manager	In progress