

## INDIVIDUAL PROGRAM PLAN TEMPLATE: EDUC 436

**Group 6:** Adrian Covey, Rachel Facchini, Micala Melanson, Kenyan Nagy & Shelby Park

**Student Profile & Exceptionality:** John Jones, Autism Spectrum Disorder.

### Section 1: Demographic Information

Student: John Jones Grade: 11 Age: 16	School: Scotia Learning Center, Grade P-12 Date: August 2021 Other: n/a
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### Section 2: Student Profile

- **Assessment Information** (relevant education, medical/health, psychological, speech-language, behavioral assessments)

Date	Assessment	Findings
Grade 6	Report from the Autism Assessment Team at the local hospital.	Diagnosed with Autism Spectrum Disorder.
Grade 9	Psycho-educational Assessment.	Diagnosed with Generalized Anxiety Disorder and subsequently placed on medication to manage it. Social challenges stemming from ASD. Can make hurtful comments to other students with no awareness of how they can affect others. Difficulties managing his frustration and disappointment, but his reactions are inconsistent. Sometimes he will lash out, sometimes he will retreat within himself. John is happiest when engaging in activities that interest him.
Grade 10	Standardized testing in Math and Literacy	Highly skilled at operations and problem-solving, as long as little reading is involved.
Grade 10	Reading and writing assessment.	Many challenges related to both reading and writing comprehension.

- **Summary of Student Strengths, Challenges and Interests**

<u>Strengths</u>	<u>Challenges</u>	<u>Interests</u>
Math (relationship with math teacher) (formulas) (geometry and physics) (learned quickly and retains)	Anxiety – large groups (lunch and recess) (takes medication)	Titanic

well) (problem solving) (logic) (analytical skills)		
Science (relationship with science fair leader)	Behavioral challenges	Oceans
Organized and routine oriented	Language arts – figurative language (doesn't understand jokes, sarcasm or sayings) (decoding) (literacy comprehension)	Computers (creating games) (interactive programs) (prefers typing over writing) (does not have a laptop or tablet)
Memory	Change (without notice)	Chess (club – led by math teacher)
Spatial awareness	Noise (hallways between class)	Solitary activities
Following verbal instructions from the teacher	Crowds (hallways between class)	Physical education if it isn't a team game or 'sport'
Fairly well-developed sight vocabulary	Team sports	Relationship with siblings
Verbal sentence formation skills	Making friends and holding a conversation (avoids eye contact)	Wants to make friends and wishes he had a girlfriend
Working independently (feels accomplished when doing so)	Reading facial expressions	Shows confidence and comfort when doing something that interests him (eg. Playing chess)
Solving puzzles	Poems	
Gross motor skills	Group work	
	Non-verbal communication (unaware of others feelings)	
	Written instructions when working independently	
	Categorizing, processing and managing his own emotions and behavior	
	Reading comprehension	
	Written expression (spelling and vocabulary)	
	Fine motor skills	
	Morale (is down on himself)	
	Parents have high expectations (Little parental support) (tense home environment)	

- **Record of Adaptations**

<b>Type</b>	<b>Adaptations - John has been on Adaptations since Grade 6.</b>	<b>Adaptations- Suggestions</b>
<b>Organizational</b>	John sees the resource teacher three periods per week to review his workload and upcoming projects.	<ul style="list-style-type: none"> <li>- Copied notes</li> <li>- Daily agendas</li> <li>- Daily verbal check ins/progress checks</li> <li>- Break assignments into chunks</li> </ul>
<b>Environmental</b>	None. Not listed.	<ul style="list-style-type: none"> <li>- Alternate locations for working (independent areas)</li> <li>- Flexible seating</li> <li>- Access to sensory room / learning center / quiet space</li> <li>- Ability to leave 5 minutes early from class to avoid traffic in halls.</li> <li>- Permission for 5-minute walk arounds (outside of class)</li> </ul>
<b>Instructional</b>	The resource teacher focuses on helping him with his reading tasks.	<ul style="list-style-type: none"> <li>- Include class verbal instructions/readings for activities</li> <li>- Highlight key concepts and vocabulary</li> <li>- Multi-modal presentation/ instruction</li> </ul>
<b>Motivational</b>	The resource teacher focuses on helping him with his reading tasks.	<ul style="list-style-type: none"> <li>- Checklists</li> <li>- Develop a reward system based on student's interests</li> <li>- Matching teaching, assessment and resources to students' strengths, challenges and interests</li> <li>- Provide student choice (research topics, books etc.)</li> </ul>
<b>Assessment</b>	None. Not listed.	<ul style="list-style-type: none"> <li>- Scribe or other assistive technology</li> <li>- Alternate assessment methods</li> <li>- Alternate assessment location</li> <li>- Extra time</li> </ul>
<b>Resources</b>	John sees the resource teacher three periods per week to review his workload and upcoming projects. Focus on his reading tasks.	<ul style="list-style-type: none"> <li>- Access to a personal computer, laptop or tablet (assistive technology such as text to speech)</li> </ul>

		<ul style="list-style-type: none"> <li>- Break assignments into chunks</li> <li>- Use of models and manipulatives to enhance student understanding</li> <li>- Approved fidgets</li> </ul>
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### **Section 3: Outcomes**

**Course/Domain/Subject:** Life Skills

**Person(s) Responsible:** Kenyan Nagy

**Annual Individual Outcome (AIO) 1:** By the end of December 2021, John will be capable of scoring a grade of 70% on a practice Canadian Adult Achievement Test (CAAT) Level C.

**Specific Individual Outcome (SIO) 1.1:** By the end of September 2021, John will be capable of scoring a grade of 50% on the CAAT Level B.

**Person(s) Responsible:** English 11 teacher, resource teacher

**Materials/Equipment:** Online practice resources, calculator, chrome book, magnet board, books from Tattum publishing.

#### **Instructional and Assessment Strategies for SIO 1.1**

Instructional Strategies	Assessment Strategies
Translating words to equations. (Ratio - : less than - <) John will be instructed on how to recognize keywords and how to convert them into Mathematic equations.	Utilize the word-based problems from John's Math classes. Assessment can be made based on John's proficiency with completing the problems unassisted.
Vocabulary – Knoword - An interactive video game for learning vocabulary (easy mode). John will play this game with the goal of broadening his on-sight vocabulary.	The game automatically scores John's attempts and can be used to assess how his proficiency in vocabulary is developing.  Once John consistently scores higher than 70% on easy mode, he will advance to medium.
Using the Intensive Literacy Intervention Program (I-LIP and a magnet board), teaching John how to identify key suffixes/prefixes, etc. (de, dis, as in appreciate and depreciate, prove, and disprove), and their relationship to quantifiable data. The magnet board demonstrates the science behind words, and demonstrates the building blocks of language. Essentially, John will learn language skills by studying the science of linguistics, rather than the art of language, as John enjoys science and logic.	Assessment completed by measuring John's progress reading books from the I-LIP catalogue from Dr. Stephen Tattum. The difficulty level of the books used should be based on the teacher's judgement of his proficiency.

**Specific Individual Outcome SIO 1.2:** By the end of October 2021, John will be capable of scoring a grade of 70% on a practice CAAT Level B.

**Person(s) Responsible:** English 11 teacher, resource teacher

**Materials/Equipment:** Online practice resources, calculator, chrome book, magnet board, books from Tattum publishing.

**Instructional and Assessment Strategies for SIO 1.2**

Instructional Strategies	Assessment Strategies
Translating words to equations. (Ratio - : less than - <)	Utilize the word-based problems from John's Math classes. Assessment can be made based on John's proficiency with completing the problems unassisted.
Vocabulary – Knoword - An interactive video game for learning vocabulary (medium difficulty).	The game automatically scores John's attempts and can be used to assess how his proficiency in vocabulary is developing. Once John can score a grade of 70% on medium difficulty, he can advance to hard mode.
Using the Intensive Literacy Intervention Program (I-LIP and a magnet board), teaching John how to identify key suffixes/prefixes, etc (de, dis, as in appreciate and depreciate, prove and disprove), and their relationship to quantifiable data.	Assessment completed by measuring John's progress reading books from the I-LIP catalogue from Dr. Stephen Tattum.

**Specific Individual Outcome SIO 1.3:** By the end of November 2021, John will be capable of scoring a grade of 50% on the CAAT Level C.

**Person(s) Responsible:** English 11 teacher, resource teacher

**Materials/Equipment:** Online practice resources, calculator, chrome book, magnet board, books from Tattum publishing.

**Instructional and Assessment Strategies for SIO 1.3**

Instructional Strategies	Assessment Strategies
Translating words to equations. (Ratio - : less than - <)	Utilize the word-based problems from John's Math classes. Assessment can be made based on John's proficiency with completing the problems unassisted.
Vocabulary – Knoword - An interactive video game for learning vocabulary (hard mode).	The game automatically scores John's attempts and can be used to assess how his proficiency in vocabulary is developing.
Using the Intensive Literacy Intervention Program (I-LIP and a magnet board), teaching John how to identify key suffixes/prefixes, etc (de, dis, as in appreciate and depreciate, prove and disprove), and their relationship to quantifiable data.	Assessment completed by measuring John's progress reading books from the I-LIP catalogue from Dr. Stephen Tattum.

**Course/Domain/Subject:** English/Academic/Writing Comprehension

**Person(s) Responsible:** Shelby Park

**Annual Individual Outcome (AIO) 2:** By the end of December 2021, John will be able to communicate an idea by writing 5 sentences that contain less than 5 spelling/vocabulary errors, in the English classroom.

**Specific Individual Outcome (SIO) 2.1:** By the end of September 2021, John will be able to communicate an idea by writing 2 sentences that contain less than 5 spelling/vocabulary errors, in the English classroom.

**Person(s) Responsible:** Classroom teacher, resource teacher

**Materials/Equipment:** Tablet/Chromebook

**Instructional and Assessment Strategies for SIO 2.1**

Instructional Strategies	Assessment Strategies
Allow John access to available technologies so that he can use typing to communicate his ideas.	John will practice his writing skills by completing daily journal entries on topics of his choosing.
Have spell and grammar checking apps available so that John can develop tools to edit his own work.	Daily verbal formative feedback with the teacher.
Provide choice for students to choose their own writing topics so that John can write about topics that interest him.	John will have the opportunity to verbalize what he has written in his journal and reflect on errors and challenges that he experienced.

**Specific Individual Outcome SIO 2.2:** By the end of October 2021, John will be able to communicate an idea by writing 3 sentences that contain less than 5 spelling/vocabulary errors, in the English classroom.

**Person(s) Responsible:** Classroom teacher, Resource teacher

**Materials/Equipment:** Tablet/ Chromebook, Classroom buddy

**Instructional and Assessment Strategies for SIO 2.2**

Instructional Strategies	Assessment Strategies
Allow John the option to develop his two sentence entries from the previous month and build on his past ideas.	John will build on previous ideas to complete longer, more in depth journal entries (3 sentences).
Have John write his journal entries with spell check and grammar apps turned off. Once his entry has been completed, John will have the	Working with John's classroom buddy they will conduct peer editing to offer formative feedback with a peer that John is comfortable

option to use the apps to address questions that exist regarding his passage.	with. John will be able to demonstrate his grammar and vocabulary learning through his own written passages and the edits that he offers to his buddy.
Together with John reflect on past entries and suggest questions that may be useful for John to explore in this month's entries.	John will have the opportunity to verbalize what he has written in his journal and reflect on errors and challenges that he experienced.

<p><b>Specific Individual Outcome SIO 2.3:</b> By the end of November 2021, John will be able to communicate an idea by writing 4 sentences that contain less than 5 spelling/vocabulary errors, in the English classroom.</p> <p><b>Person(s) Responsible:</b> Classroom teacher, Resource teacher</p> <p><b>Materials/Equipment:</b> Tablet/Chromebook, Classroom buddy</p> <p><b>Instructional and Assessment Strategies for SIO 2.3</b></p>	
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Instructional Strategies	Assessment Strategies
Continue building on his ideas from the previous month's entries. If John, or other students, have a more recent interest allow them to explore the new ideas in their journals.	John will build on previous ideas to complete longer, more in depth journal entries (4 sentences).
Have John write his entries without the use of his assistive apps, he will be able to use the apps to address any understanding gaps after the first round of peer editing.	Working with John's classroom buddy they will continue peer editing to offer formative feedback. John will continue to demonstrate his grammar and vocabulary learning through his own written passages and the edits that he offers to his buddy.
John will discuss his entries with his classroom buddy and further develop the ideas in his entries.	John will have the opportunity to verbalize what he has written in his journal and reflect on errors and challenges that he experienced.



**Course/Domain/Subject:** Social-Emotional Outcome

**Person(s) Responsible:** Rachel Facchini

**Annual Individual Outcome (AIO) 3:** By the end of December 2021, John will participate in mutual conversations with his peers in the classroom. The conversations will be shaped around in-class assignments in which students discuss their perspectives relative to a subject-specific topic (Think – pair – share). Mutual conversation meaning he talks, listens, and responds in casual dialogue.

**Specific Individual Outcome (SIO) 3.1:** By the end of September 2021, John will communicate with his classroom ‘buddy’ within an educational context in the classroom. The conversation will be shaped around an in-class assignment in which students discuss their perspectives relative to a subject-specific topic. (Think – pair – share)

**Person(s) Responsible:** John, his peers, his teachers and behaviour support

**Materials/Equipment:** chart paper, marker, (or computer/ tablet)

**Instructional and Assessment Strategies for SIO 3.1**

Instructional Strategies	Assessment Strategies
Pair John with his classroom ‘buddy’	Observation based assessment – noticing if John is speaking and/or listening
Encourage students to share their perspectives and listen to their peers	Sitting in on a part of the conversation between John and his peer to hear his communication skills
Demonstrate how to do the think-pair-share task (clearly highlighting listening and responding) before the class jumps in	Using the chart paper (pairs can designate a ‘writer’/ this pair can opt for a google doc), the students can note the key points of their conversation (with the initials of the student who proposed the idea beside the point). Based on the points listed, a teacher will notice who proposed the information

**Specific Individual Outcome SIO 3.2:** By the end of October 2021, John will communicate with someone other than his classroom ‘buddy’ within an educational context in the classroom. The conversation will be shaped around an in-class assignment in which students discuss their perspectives relative to a subject-specific topic. (Think – pair – share)

**Person(s) Responsible:** John, his peers, his teachers and behaviour support

**Materials/Equipment:** chart paper, marker, (or computer/ tablet)

**Instructional and Assessment Strategies for SIO 3.2**

Instructional Strategies	Assessment Strategies
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Encourage students to share their perspectives, listen to their peers and ask questions to dig deeper into each other's perspectives.	Observation based assessment – noticing if John is speaking and/or listening
Pose questions throughout the conversation to further the discussion	Sitting in on a part of the conversation between John and his peer to hear his communication skills
Check in with students throughout the conversation	Using the chart paper (pairs can designate a ‘writer’/ this pair can opt for a google doc), the students can note the key points of their conversation (with the initials of the student who proposed the idea beside the point). Based on the points listed, a teacher will notice who proposed the information

**Specific Individual Outcome SIO 3.3:** By the end of November 2021, John will communicate with a small group of peers, including or not, his classroom ‘buddy’ within an educational context in the classroom. The conversation will be shaped around an in-class assignment in which students discuss their perspectives relative to a subject-specific topic. (Think – pair – share)

**Person(s) Responsible:** John, his peers, his teachers and behaviour support

**Materials/Equipment:** chart paper, marker, (or computer/ tablet)

#### **Instructional and Assessment Strategies for SIO 3.3**

Instructional Strategies	Assessment Strategies
Pose questions throughout the conversation to further the discussion	Observation based assessment – noticing if John is speaking and/or listening
Talking piece - teacher can give a prop (e.g. A ball) to each group for them to pass around and hold while they speak. To ensure each student has the chance to speak and to remind the students to listen while their peer has the talking piece (indigenous cultural practice)	Sitting in on a part of the conversation between John and his peer to hear his communication skills
Encourage students to share their perspectives, listen to their peers and ask questions to dig deeper into each other's perspectives.	Using the chart paper (pairs can designate a ‘writer’/ this pair can opt for a google doc), the students can note the key points of their conversation (with the initials of the student who proposed the idea beside the point). Based on the points listed, a teacher will notice who proposed the information

<p><b>Course/Domain/Subject:</b> Behaviour</p> <p><b>Person(s) Responsible:</b> Adrian Covey</p> <p><b>Annual Individual Outcome (AIO) 4:</b> By December 2021, John will learn three behavioural coping strategies to cope with specific in-class behaviour.</p> <p><b>Specific Individual Outcome (SIO) 4.1:</b> By the end of September 2021, John will learn one behavioural coping strategy to cope with specific in-class behaviour.</p> <p><b>Person(s) Responsible:</b> John, guidance counsellor and teachers to monitor behaviour.</p> <p><b>Materials/Equipment:</b> fidget(s)</p> <p><b>Instructional and Assessment Strategies for SIO 4.1</b></p>
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Instructional Strategies	Assessment Strategies
John will have met with the guidance counsellor to setup weekly behaviour therapy sessions.	The guidance counselor will take weekly notes and provide feedback to John.
John will identify the most urgent specific behavior issues in class.	John will take note of when and what he is doing that is inappropriate to set new goals to stop that behavior.
John will learn one new coping strategy for the month. He will be allowed to use an approved fidget provided by the guidance counselor during classes.	John will reflect on how well the fidget is working and whether the fidget and/or strategy needs to be changed and report to the guidance counselor if needed.

<p><b>Specific Individual Outcome SIO 4.2:</b> By the end of October 2021, John will have learned two behavioural coping strategies to cope with specific in-class behaviour.</p> <p><b>Person(s) Responsible:</b> John, guidance counsellor and teachers to monitor behaviour.</p> <p><b>Materials/Equipment:</b> Hall pass</p> <p><b>Instructional and Assessment Strategies for SIO 4.2</b></p>
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Instructional Strategies	Assessment Strategies
John will continue to meet with the guidance counsellor for at least one session per week.	The guidance counselor will take weekly notes and provide feedback to John.
John will continue to identify the most urgent specific behavior issues in class.	John will take note of when and what he is doing that is inappropriate to set new goals to stop that behavior.
John will learn a second new coping strategy for the month. He will be permitted to leave class for a 5-minute walk around if he feels an identified behavior is about to happen.	John's teachers will take note of when he does the walk arounds and keep track of the duration of each break. Teachers are to report to the guidance counselor weekly on how many times he left class for a break.

**Specific Individual Outcome SIO 4.3:** By the end of November 2021, John will have learned three behavioural coping strategies to cope with specific in-class behaviour.

**Person(s) Responsible:** John, guidance counsellor and teachers to monitor behaviour.

**Materials/Equipment:** Sensory room

**Instructional and Assessment Strategies for SIO 4.3**

Instructional Strategies	Assessment Strategies
John will continue to meet with the guidance counsellor for at least one session per week.	The guidance counselor will take weekly notes and provide feedback to John. A formal report will be completed with recommendations for continued support by December 2021.
John will identify the most urgent specific behaviour issues in class.	John will take note of when and what his is doing that is inappropriate to set new goals to stop that behaviour.
John will learn a third new coping strategy for the month. He will have access to the school sensory room in the learning center to have a 10-minute break if he feels an identified behaviour is about to happen.	John will need to sign into the sensory room. The guidance counselor and/or learning centre staff will be nearby to monitor behaviour and give emotional support if needed.

**Course/Domain/Subject:** Enrichment Opportunities / Science Fair / Extra Curricular Program

**Person(s) Responsible:** Micala Melanson

**Annual Individual Outcome (AIO) 5:** At the end of December 2021, John will have helped in 100% of the tasks involved with creating, promoting, organizing, and finalizing a science fair in the school community with the science fair leader.

**Specific Individual Outcome (SIO) 5.1:** By the end of September 2021, John will have helped promote, advertise and organize 25% of the science fair by the creation of posters, newsletters, sign up sheets on the school website and around the school environment.

**Person(s) Responsible:** John, the science fair leader, and the school/science club community.

**Materials/Equipment:** Computer, Printers, Tape, Pen, Paper, Internet, Technology to create posters.

**Instructional and Assessment Strategies for SIO 5.1**

Instructional Strategies	Assessment Strategies
Help create and organize on a piece of paper a Routine Timeline (Checklist/Tasks) of requirements to create a science fair which may consists of: <ul style="list-style-type: none"><li>- Date of Creation of Posters / Sign Up Sheets and Posted Date</li><li>- Date/Location of Science Fair</li><li>- Email Address for Communication</li><li>- Rules of Science Fair</li><li>- Etc.</li></ul>	Tasks/Checklist Checked off by John and signed by Science Fair Leader when completed.
Have routine verbal instructions and verbal progress reports/meetings with John from the science fair leader.	Observation: When verbally communicating with the science fair leader, John communicates his responses in a way that uses his strong verbal sentence formation.
Let John Independently Have Access to assistive computers/technology during science club meetings, recess and lunch to create posters, newsletters, meeting times, receive emails etc, that will promote and advertise this science fair.	Have John signed his initials on the assistive computer/technology sign out sheet before and after the use of the technology John chooses to use.

**Specific Individual Outcome SIO 5.2:** By the end of October 2021, John will have helped collect participants/volunteers through email and create a meeting schedule to meet with the individuals with the science fair leader leading the meeting to overall discuss the requirements and topics to complete 50% of the science fair.

**Person(s) Responsible:** John, The Science Fair Teacher, Participants, and Volunteers.

**Materials/Equipment:** Computer, Printers, Tape, Pen, Paper, Internet, Technology.

**Instructional and Assessment Strategies for SIO 5.2**

<b>Instructional Strategies</b>	<b>Assessment Strategies</b>
Let John Independently have access to assistive computers/technology during science club meetings, recess and lunch to answer/receive emails to create a November calendar of meeting times the science fair participants have chosen to meet up with John and the science fair leader.	Have John create, printout and post a final November calendar with participants, meeting times and location of meetings to have each participant sign off on their meeting times and to have the science fair leader look over and sign.
Have verbal instructions and verbal progress reports/meetings with John during and after each participant meeting with John and the participants.	Have John record each participant's name, topic and any comments/ suggestions/ questions (meeting summary) in any way John chooses to do so during the participants meetings. Have John verbalize the summary he has created to the science fair leader.
Together with John reflect on participants and their topics and suggest questions/compliments for John to ask that may be useful for John to explore during the science fair in December.	John will prepare/create a list of questions/compliments he can ask underneath each participant name for the science fair to overall engage in verbal communication.

**Specific Individual Outcome SIO 5.3:** By the end of November 2021, John will have helped the science fair leader organize the participant layout, topics chosen and timeline/tasks of 75%-100% of the science fair event planned for December 2021. When the event is to occur in December John will engage in conversation with participants while walking around the event with the science fair leader.

**Person(s) Responsible:** John, The Science Fair Leader, Science Fair Volunteers/Participants.

**Materials/Equipment:** Space for the science fair to be located, signs, paper, pen, and computer/technology.

**Instructional and Assessment Strategies for SIO 5.3**

<b>Instructional Strategies</b>	<b>Assessment Strategies</b>
Let John Independently have access to assistive computers/technology during science club meetings, recess and lunch to: <ul style="list-style-type: none"> <li>- answer/receive emails to create and post a final participant list with their topics and their location within the science fair event held in December.</li> </ul>	John will post the final participant list/topics around the school environment, in emails and on the school newsletter which will all be reviewed by the science fair leader.

<ul style="list-style-type: none"> <li>- Create tasks list for science fair volunteers for set up and take down.</li> <li>- Create a layout for the science fair that is spread out and organized.</li> </ul>	
<p>Slowly walk around the science fair closely with John and his list of posing questions to different participants and demonstrate how some can be used throughout the conversations with the participant to further the discussion.</p>	<p>When verbally communicating/posing questions with the participants, John is also communicating his responses in a way that uses his strong verbal sentence formation. John can check off each question/compliment he has stated to overall show his own achievement.</p>
<p>Together with John, create a list (verbally instructed) of what to reflect on based on the final science fair by producing a reflective piece to post around the school environment, on the newsletter, etc. Encourage talking (interview) with the winner of the science fair with John by your side.</p>	<p>With assistance and the use of the list, John will create and post the final reflective piece, based on the science fair and the interview with the winner, while saying thank you to all participants. This reflective piece can be verbally read in an audio file and posted on the school website.</p>

#### **Section 4: Transition Planning**

Transition is the passage from one stage of a student's education to another: home to school, grade to grade, school to school, and school to community. Transition plans include outcomes that outline the actions that will be taken to ensure a smooth transition. This includes identifying key staff to inform, participation of the student and parents/guardians, and timeframes.

Transition Outcome/Action	Timeline	Person(s) Responsible	Strategies	Resources
School to School	Post-graduation-Community College marine IT course	Guidance Counsellor, Teacher, Accessibility Services	During recess/lunch have verbal meetings. Assisting John with completing the application and preparing for the interview. Provide John with the tools necessary to achieve his goal of going to NSCC and becoming a marine IT specialist.	<a href="https://www.nsc.ca/learning_programs/programs/plandescri.aspx?prg=ACHV&amp;pln=ACHIEVECOC">https://www.nsc.ca/learning_programs/programs/plandescri.aspx?prg=ACHV&amp;pln=ACHIEVECOC</a>
School to Community	Grade 11-Throughout Life	Guidance Counsellor, Teacher, Accessibility Services	Connecting John with the Person Directed Planning program to allow him to work towards his goals.	Autism Nova Scotia: Life Skills Program <a href="http://www.autismnovascotia.ca/program/13">http://www.autismnovascotia.ca/program/13</a>
School to Community, School to Work	Grade 11-Throughout life	Guidance Counsellor	Find a social worker for John to assist him with the new responsibilities of adult life. It would be extremely beneficial to have John develop a positive relationship with a social worker prior to the time	



			he needs them the most.	
School to Work	Grade 11- Throughout Life	Guidance Counsellor, Teacher, Accessibility Services	Connecting John with the TRAACE program. The program will allow John to develop social skills while living with anxiety and participate in work mentorship.	TRAACE (Transition Readiness and Autism Community Employment) <a href="http://www.autismnovascotia.ca/program/11">http://www.autismnovascotia.ca/program/11</a>

### **Section 5: Signature Block**

**a. Review Dates:**

**b. Reporting Dates:**

**c. Program Planning Team Members:**

<b>Name:</b>	<b>Position:</b>
<b>Name:</b>	<b>Position:</b>
<b>Name:</b>	<b>Position:</b>
<b>Name:</b>	<b>Position:</b>
<b>Name:</b>	<b>Position:</b>

**d) Signatures:**

<b>Parent/Guardian:</b>	<b>Date:</b>
<b>Parent/Guardian:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Principal:</b>	<b>Date:</b>