

Individual Educational Programme (IEP)

Student's Name:	[REDACTED]	Date Conference:	Wednesday 11 th January 2023
Date of Birth:	13 th February 2009	Date of Review:	
School:	St. Catherine's High School	Priority Long-Term Goal:	
Class:	Senior 3A	<ul style="list-style-type: none"> To improve her ability to communicate independently through a computerised communication program accessed through eye gaze. To develop social skills To develop functional life skills. To improve her stamina in walking To develop better understanding of self 	
Parents/Guardians:	[REDACTED] [REDACTED]		
LSA:	[REDACTED]	Present Strengths:	
Reason for IEP: K is diagnosed with Rett Syndrome. It is a unique postnatal neurolog condition That is first recognised in infancy and seen almost always in girls but can be rarely seen boys.		<ul style="list-style-type: none"> Over the past year K's communication using the Eye Gaze program, has improved. K can also communicate well with her eyes, and does so, making choices etc, on a regular 	

<p>It is caused by mutations on the X chromosome on a gene called MECP2. Rett Syndrome affects brain functions that are responsible for cognitive, sensory, emotional, motor, and autonomic function.</p> <p>These can include learning, speech, sensory sensations, mood, movement, breathing, cardiac function, and even chewing, swallowing and digestion.</p>	<p>basis:</p> <ul style="list-style-type: none"> • She loves food and enjoys eating almost everything, except for gummy sweets. She can use a spoon and her hands to eat with some support. She can also drink from a straw with support. • She loves books and stories. Her level of comprehension is very good and answers questions about stories, either by using the eye gaze or when given a choice with her VOCAS. • K understands and communicates in English language and has receptive communication of general things in Maltese language • She enjoys creating interesting things and doing craft work with support. • K enjoys crafts and her favourite lesson seems to be home economics and particularly the cooking practical.
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Domain	Situation Assessment	Goals	Strategies/Resources	Persons Involved	Review
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Physical/Sensory

Physical Health: Seizures	<p>K hasn't suffered seizures during the recent 3 years. Having said that, she still required to be monitored. Should a seizure occur:</p> <ul style="list-style-type: none"> • Lie her down. • Loosen brace. • Call school nurse • Call parents • Measure time, frequency, and duration of each seizure • Reassure her 	N/A	<ul style="list-style-type: none"> • Observation while making sure she is safe and reassured. • Communication to school nurse, SMT, parents • Documentation of any episodes and patterns • If seizures are between 3-5 minutes apart, consider as an emergency and call immediately for help. 	LSE Teachers School Nurse Parents	
Physical Health: Breath Holding	<p>To be aware that K has previously experienced involuntary breath holding spasms especially when she is tired and after she eats. It is important to make sure she does not hold her breath for too long. Should breath holding</p>		<ul style="list-style-type: none"> • Observation • Documentation of any episodes and patterns • Communication to School Nurse 	LSE(s) Teachers School Nurse Parents	

	<p>occur:</p> <ul style="list-style-type: none"> Place K in a relaxed position Play a song 	N/A			
Physical Health: Scoliosis	<p>K wears a brace for support which she needs to remain with at all times, unless:</p> <ul style="list-style-type: none"> It is very hot She indicates that she is feeling hot <p>When it is hot K has a small fan at school which can be used.</p> <p>K finds it challenging to sit up with minimal support and needs to be held to refrain her from falling sideward.</p>	<p><u>Goal No 1:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> Sit actively on sofa/bench/backless chair with minimal support for 15 minutes daily. <p><u>Goal Timeline:</u></p> <p>By the end of the scholastic year</p>	<ul style="list-style-type: none"> In general, seating for K should encourage her to stare towards her right side. Verbal praise and rewards Music helps when doing these exercises/movements. 	2 LSEs Teachers	
Vision	<p>K has astigmatism in both eyes, predominantly in her left eye. K needs to:</p> <ul style="list-style-type: none"> Avoid direct sunlight. Wear sunglasses when outside, during PE, break time, etc. 	N/A	<ul style="list-style-type: none"> Wear glasses especially when using devices. Wear sunglasses when exposed to direct sunlight.(during pe, break, assambley in the yard) 	LSE	

Hearing	K does not have any auditory problems.	N/A	N/A	N/A	N/A
Gross Motor Skills	K uses a wheelchair as her means of transport. She requires support to be able to walk and needs to be held supportively from under her shoulders/arms. K requires a lot of verbal prompting to stand. She is able to stand straight for around 2-3 minutes but finds it challenging to remain in the position for any longer. K also needs to be assisted and prompted to take steps.	<u>Goal No 2:</u> <u>Goal description:</u> <ul style="list-style-type: none"> Take steps assisted by LSEs to walk for functional purposes such as toileting or movement breaks with minimal support. <u>Goal Timeline:</u> Long term goal	<ul style="list-style-type: none"> Encourage K to walk short distances e.g., in the corridor, inclusion room, outside during PE/free time, etc. K needs to be held from under her Shoulders to be able to walk. Acknowledge K's efforts verbally and through rewards. Using music to encourage K's movement 	2 LSE's	
Fine Motor Skills: Hand/eye coordination	K has limited hand/eye coordination and hand-gripping strength. K finds it challenging to fully control hand movements and hand-mouthing. Having said that, when eating for example, she uses her pincer/tripod to grab and release food, together with better control of her hand/eye coordination. Lately she has been finding it difficult to grasp and eat her	<u>Goal No 3:</u> <u>Goal description:</u> <ul style="list-style-type: none"> To maintain current ability to grasp, pick and release objects 3 times in a row, e.g., a soft ball or other similar items (while LSE ensures K does not move these to her mouth) 	Food is a high motivator for K to exploit her fine motor skills. <ul style="list-style-type: none"> Encourage K verbally to pick a food and gesture towards mouth (when she has pasta She uses a spoon and would require support from her elbow). This can be applied when K picks food pieces or when she uses a fork. Encourage hands-on and tactile activities such as 	LSE	

	sandwich.	<u>Goal Timeline:</u> Long term goal	painting, eating, exposure to textures. <ul style="list-style-type: none"> It is not suggested that K should be watching /listening to any videos/ music while eating as she gets distracted quite easily and will not be able to chew. Dr May to look into Powerlink equipment, Alexa, and Art equipment that K.A could use via said devices. K uses an arm band (which is usually found in the third zip in her bag) this can be used while cooking (for approx. 15 minutes) so it will limit her hand mouthing. Hand message would be required to simmer her down. 		
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Self Help Skills

Toilet-training	K requires assistance	<u>Goal No 4:</u>	<ul style="list-style-type: none"> Ascertain toileting happens 	2 LSEs	
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	<p>for toileting. This requires support of 2 LSEs.</p> <p>K never requests to use the toilet during school hours, as well as home.</p>	<p><u>Goal description:</u> To get K to ask for the toilet using the eye gaze.</p> <p><u>Goal Timeline:</u> Long-term goal</p>	<p>once daily at the same time to encourage K request the use of the bathroom on PODD.</p> <ul style="list-style-type: none"> Verbally encourage K to stand up during shift from wheelchair to toilet and back. 		
Eating	<p>K requires support when eating. She loves food and it motivates her efforts to perform movements for eating.</p> <p>K normally gets fruit (either kiwi, white grapes or apples) and sandwich which is cut into 16 pieces(which has to be transferred to a plate which she gets from home.)</p> <p>Lately K has been finding it difficult to eat her sandwich.</p>	<p><u>Goal No 5:</u> <u>Goal description:</u> To maintain current ability to grasp, pick and release food with minimal help by LSE (minimal help stands for verbal prompting and slightly guiding arm at the elbow) without dropping.</p> <p><u>Snack:</u> All snack (fruit) using fork</p> <p><u>Lunch:</u> 10-16 pieces of sandwich</p> <p><u>Goal Timeline:</u> By the end of the scholastic year</p>	<ul style="list-style-type: none"> Encourage eagerness for self-help development during eating via exposure to food preparation during living skills/cooking sessions. Assistance where applicable, e.g., probing food with fork. Turn the sandwich sideways so it is easier for her to grasp. Massage K's facial muscles before eating to help stimulate. K.A to eat from her adjustable table that has been brought in from home. No videos/music while eating as she gets distracted. To change her cloth after eating as it tends to get dirty, she 	LSE	

			would have one in her lunch bag and extra 2-3 in her school back (3 rd zip)		
Drinking	K is capable of drinking with the support of LSE holding the cup and straw (given from home) especially when cup is held under chin. Optimum time for drinking is while eating since food stimulates oral muscles thus lessening apraxia and improving ability to initiate the drinking motions.	<u>Goal No 6:</u> <u>Goal description:</u> K needs to drink at least 2 cups of water while at school. <u>Goal Timeline:</u> By the end of scholastic year	<ul style="list-style-type: none"> Verbal prompting to encourage K to sip and swallow during process 	LSE	

Social/Emotional Skills

Motivation	K is motivated when presented with multisensory resources and visual/multimedia content. Apraxia may affect K's ability to answer questions. It is	<u>Goal No 7:</u> <u>Goal description:</u> <ul style="list-style-type: none"> For K to be into a classroom environment where K sits for at 	<ul style="list-style-type: none"> Verbal prompting to encourage K to be into a classroom. Using of PODD Eye Gaze to effectively communicate her 	LSE Teacher Peers	
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	<p>also important to take into consideration K's overall needs including allowing her to rest when she indicates and/or appears tired. On the other hand, it is also crucial to keep K motivated and engaged during lessons and tasks.</p>	<p>least 30 minutes of a lesson daily (unless the topic and/or matter is too complex or inundating)</p> <p><u>Goal Timeline:</u> By end of scholastic year</p>	<p>opinions and thoughts about the topic of the lesson being thought.</p> <ul style="list-style-type: none"> Communicating and reinforcing K's performance by presenting rewards such as praise, music, rest, and snack/lunch upon successfully completing the lesson/task. Using a clock(from vocas file which is in her bag.)for K to understand how long she needs to participate in the lesson for (if the lesson is engaging this is not required) 		
Relationships	<p>It is important for K to improve her conversation initiation skills to have more opportunities to spend</p>	<p><u>Goal No 8:</u> <u>Goal description:</u></p> <ul style="list-style-type: none"> K shall use her PODD Eye Gaze 	<ul style="list-style-type: none"> Using prompting and encouraging language to help her greet teachers and 	LSE Teacher Peers	

	time with her peers.	<p>device to greet other teachers and/or peers in the classroom and when in company with students at least once daily (Eye Gaze is not to be set up outside)</p> <p><u>Goal No 9:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> • K shall use her PODD eye gaze device to speak about a random thing to her LSEs or anyone else, at least once daily <p><u>Goal Timeline:</u></p> <p>By end of scholastic</p>	<p>friends with the aim of starting to do this on her own initiative.</p> <ul style="list-style-type: none"> • Encouraging K to use the PODD Eye Gaze as a means to communicate with others in general. • Modelling the use of the PODD eye gaze by the LSE and encouraging peers and teachers to do the same in order to improve k's communication skills. 		
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		year			
General Behaviour	K's general behaviour is good.	N/A	LSE shall identify any instances where K experiences uneasiness and encourage K towards a better approach	LSE Teacher	

Communication Skills

Attention	<p>K's attention is strong, and the span duration is significant if and when K is presented with multisensory approaches. Having said that, she finds it challenging to keep her focus and attention when:</p> <ul style="list-style-type: none"> Content is not stimulating. She needs to rest. She is hungry. She insists on wanting to 	<p><u>Goal No 10:</u> <u>Goal description:</u></p> <ul style="list-style-type: none"> K shall demonstrate her comprehension towards the subject being delivered by communicating at least 5 words relevant to the topic. <p><u>Goal Timeline:</u> By end of scholastic year</p>	<ul style="list-style-type: none"> Use of the PODD eye gaze by LSE to model statements and questions to encourage K's engagement and enhance communication. Verbal encouragement and applied rewards system. Movement breaks Multisensory approaches in lesson delivery with minimum 	LSE Teacher Peers	
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	<p>listen to music.</p> <ul style="list-style-type: none"> There are too many distractions around her 		distractions		
Comprehension	<p>K is non-verbal but uses the eye gaze and VOCAs as her means of communication.</p> <p>She can communicate efficiently using the VOCAs and Eye gaze, she is still getting used to using it skilfully but still manages to do a conversation and asks for what she wants. Nevertheless, she loves music and will insist on wanting music.</p> <p>K is attentive and conscious about her environment, peers, and surroundings. It is evident when something is enticing to her, as she</p>	In conjunction with goal No.10 in the attention section	<ul style="list-style-type: none"> Use PODD Eye Gaze (needs to be calibrated once daily at school) by LSE to model statements and questions to engagement and enhance communication. 'later' has to be modelled for her using the eye gaze when she asks for Music. Using the VOCAs by placing the cards in front of her (not on the table) on her left-central side, 	LSE Teacher Peers	

	<p>demonstrates this, not necessarily through her Eye gaze, but especially by staring intently at the object/person of interest.</p>		<p>she will be able to answer by touching the flash card with her left hand. She can answer with up to 4 flash cards divided into two groups (ex. If cooking a pizza what do we need? Group 1: Sausage, peas, mushrooms and dough or group 2: pasta and yoghurt, juice and sponge. And she will be able to make a choice group choice then be able to break it down. Example first dough then mushrooms.</p> <ul style="list-style-type: none"> • Verbal encouragement and applied 		
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			<p>rewards system.</p> <ul style="list-style-type: none"> • Movement breaks • Multisensory approaches in lesson delivery with minimum distraction 		
Expression	<p>K is very expressive in her communications, irrespective whether she uses her eye gaze or without. Her eyes clearly demonstrate when she is:</p> <ul style="list-style-type: none"> • Serene • Tired • Happy • Uncomfortable • In pain • Interested or/and attentive 	<p><u>Goal No 11:</u> <u>Goal description:</u></p> <ul style="list-style-type: none"> • K shall use her PODD eye gaze device to request an object, action, activity, need/demand, help, etc. At least twice a day. <p><u>Goal Timeline:</u> By end of scholastic year</p>	<ul style="list-style-type: none"> • Encourage use of PODD eye gaze as much as possible to be able to interact and express herself. • Encourage by modelling questions. • Praise and rewards 	LSE Teacher	

Curriculum

General note: K follows an alternative curriculum with reduced content material with a general focus on developing and extending her communication skills.

Mathematics	K's key focus is on basic mathematical skills which aid in functional improvement.	<p><u>Goal No 12:</u> <u>Goal description:</u></p> <ul style="list-style-type: none"> K shall follow adapted mathematical topics 4 school days a week with embedded explanations as to how mathematics is relevant and applicable in life. <p><u>Goal Timeline:</u> By the end of the scholastic year</p>	<ul style="list-style-type: none"> Use of objectives for K as part of an alternate curriculum Use of functional maths with explanations as to how this is applicable and relevant in real life situations. Year one concepts to be used with K, such as Ordinal numbers, sequencing, big and small concepts. The topic of colours to be avoided as this has been covered on multiple occasions. 	LSE Teacher	
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			<p>examples with a multisensory approach and use of tangible resources such as numicons, flash cards, multimedia, pretend play, etc.</p> <ul style="list-style-type: none"> • Use of rewards to secure engagement in topics • Send work home so it can be revised, and feedback given 		
English/Literacy	K's comprehension, communication and language skills are formed in English, this being her first language.	<p><u>Goal No 13 and in conjunction with goal 10</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> • K shall use her PODD eye gaze device to model at least 3 responses/communications relevant to the lesson topic and material <p><u>Goal No 14:</u></p>	<ul style="list-style-type: none"> • Use of objectives for K as part of an alternate curriculum • Practical examples with a multi-sensory approach and use of tangible resources such as flash cards, multimedia, pretend play, discussions in situ (on school 	LSE Teacher	

		<p><u>Goal description:</u></p> <ul style="list-style-type: none"> To recognise letters and be able to locate on the keyboard of the eye gaze. <p><u>Goal No 15:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> To encourage K.A to use "Scribble writing", encouraging the use of space between 'words' <p><u>Goal No 16:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> K.A to be able to Scribble write her name on the keyboard of the eye gaze, with an eventual long-term goal of being able to write her name without assistance. <p><u>Goal No 17:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> Using tar heel reader to form a book while communicating with LSEs using topics, cooking, 	<p>grounds and circumstance permitting)</p> <ul style="list-style-type: none"> Use of rewards to secure engagement in topics Independent access to books Repeated shared reading of books and pointing to text in books that we read. Model for the student e.g., shopping list To encourage K.A to read for purpose, by using things that interest her, such as recipes. To encourage K.A to start to read independently. 		
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		<p>communicating with LSEs using topics, cooking, music, outings etc.</p> <p><u>Goal No 18:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> • Reading for purpose <p><u>Goal No 19:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> • Using Tar heel reader for shared and independent reading <p><u>Goal Timeline:</u></p> <p>These are long term goals.</p>			
Maltese	K's key focus is on basic exposure of the Maltese language	<p><u>Goal No 20:</u></p> <p><u>Goal description:</u></p> <ul style="list-style-type: none"> • To build upon K's knowledge of vocabulary and comprehension in Maltese. <p><u>Goal Timeline:</u></p> <p>long-term goal.</p>	<ul style="list-style-type: none"> • Use of objectives for K as part of an alternate curriculum • Practical examples with a multi-sensory approach and use of tangible resources such as flash cards, multimedia, 	LSE Teacher	

			<p>(on school grounds and circumstance permitting)</p> <ul style="list-style-type: none"> No PODD system to be used during Maltese lessons. Use of rewards to secure engagement in topics 		
Religion	K's key focus is on reduced content of the topics pertaining to the subjects taught through the mainstream curriculum including lesson experiences in the classroom with her peers for age-appropriate material	<p><u>Goal 21:</u> <u>Goal description:</u></p> <ul style="list-style-type: none"> To acquire and to use basic vocabulary relevant to religion. <p><u>Goal Timelining:</u> By end of scholastic year</p>	<ul style="list-style-type: none"> PODD eye gaze Supportive content for topics together with a multisensory approach use of rewards to secure engagement in topics 	LSE Teacher	
PE	K normally enjoys these lessons and outdoor activity. This however depends upon her energy	<p><u>Goal No 22:</u> <u>Goal description:</u></p> <p>To be more included within P.E lesson (which has already been discussed with the PE</p>	<ul style="list-style-type: none"> PODD eye gaze (where applicable, eye gaze cannot be used outside) Supportive content 	LSE Teacher Peers	

	level.	teacher) <u>Goal Timeline:</u> By end of scholastic year	for topics together with a multisensory approach		
Art/Crafts	K normally enjoys and looks forward to arts and crafts sessions	To allow K.A basic choice making and expression during these lessons, therefore working in conjunction with goals, 3,5 9, and 10	<ul style="list-style-type: none"> PODD eye gaze – using runway model programme, describe the activity/craft that we are going to do etc. Multisensory approaches (Such as the sensory tray) engaging k in performing movements which aim to improve her fine motor skills. 	LSE	
Home economics + Other Activities	K enjoys other ad hoc activities organised such as breakfast, cooking, trips outings ,playing piano etc.	In association with goal No. 10 and goal No.17 <u>Goal No 23:</u> <u>Goal description:</u> To improve k's comprehension and skills in topics which foster	<ul style="list-style-type: none"> PODD eye gaze Involvement in all possible ways especially pertaining to movement which aim at improving 	LSE Teacher	

		autonomy and independence and improve her communication skills through her capability to communicate at least 5 words relevant to the topic. <u>Goal Timeline:</u> By end of scholastic year	K's gross and fine motor skills. <ul style="list-style-type: none"> Embedding communication and modelling of statements/questions with regards to the activity involved. 		
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Other Services/Supports being availed.

Service/Support	Professional/s	Frequency	Remarks
Speech Therapy	[REDACTED]	Monthly	Both LSEs to attend monthly visits to therapy where possible
Physiotherapy	[REDACTED]	Monthly	Both LSEs to attend monthly visits to therapy where possible
ACTU AT Service	[REDACTED]	Consultative	

Signatures of Participants in IEP Conference

The signatories below agree to commit themselves to the following:

Participant	Full Name
Parent/Guardian	Mrs. J. Elen
Parent/Guardian	Mr. J. Elen
Director (Inclusion)/ INCO	Ms. J. Elen
Assistant Director (Inclusion)	Ms. J. Elen
LSE's	Ms. J. Elen Room 101
Class Teacher	Ms. J. Elen
Director (Senior School)	Ms. J. Elen
Assistant director (senior school)	Ms. J. Elen

Review of IEP:

Goal N°.	Goal Review
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