



# Wynn McNeil's Person-Centered Plan

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*2017-2018*

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# IEP Meeting – May 10, 2017

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Dear Team Wynn,

Thank you so much for being a part of Wynn's IEP team. We really appreciate your experience, dedication, and thoughtfulness as we embark on Wynn's formal education journey.

Wynn is a capable, intelligent, goofy, mischievous, loving and creative boy who loves engaging with people. We envision Wynn graduating from high school and college, and living independently with appropriate supports from his family, friends & community. The first step toward this vision is an inclusive kindergarten placement where Wynn regularly engages with his typically-developing peers.

Since he was 18 months old, Wynn has attended Helen Gordon Child Development Center, a fully inclusive day care and preschool where each child is valued for their respective contributions, skills, and ideas. In this setting, Wynn was a respected and appreciated member of the classroom; he gained enormous skills from his peers and they learned valuable lessons from him. We strive to create a similar environment for Wynn as he enters the public school system: an environment where Wynn is esteemed and respected for his capabilities and unique personality.

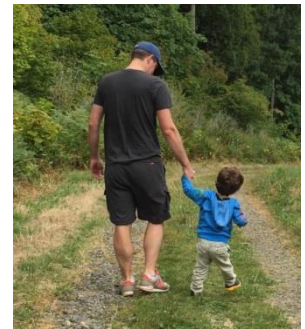
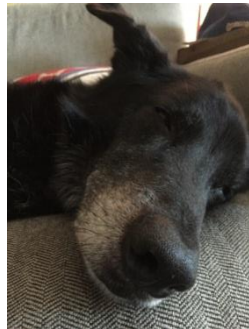
We hope that the information provided below will be helpful to you as we work together toward the mutual goal of creating an ambitious plan that puts Wynn on a path to educational, emotional and social success.

With gratitude,

Shanna & Nathan

# ABOUT OUR FAMILY

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Our family is small but growing. As you already know, Wynn is 5 years old and is preparing for his kindergarten transition. Nathan is 37 years old and is a transportation researcher at Portland State University's Urban Planning School. Shanna is 38 and is in the government affairs department at NW Natural. We have one dog named Milford, a 10 year old shepherd mix. Finally, Wynn is expecting a little brother in September.

Wynn has three aunts and two uncles, one first cousin, and six grandparents but unfortunately, none of them live here in Portland. They live all around the country: Florida, Philadelphia, New York, Los Angeles, and Anacortes. In their absence, we've created a robust community who we adore.

## WHAT WE VALUE

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### *Kindness*

We treat others with love and respect. This means we actively engage in our community and treat others how we would like to be treated.

### *Adventure*

We love exploring new places – whether they're far away or right in our neighborhood.

### *Silliness*

We laugh easily and often, and love being silly.

### *Learning*

We value constant learning. We believe that everyone has the capacity to make great strides at their own pace.

### *Communication*

We love hearing about Wynn's daily achievements and frustrations. This means setting up expectations for type, frequency, and depth of communication for each member of Wynn's team.

## WYNN'S STRENGTHS, GIFTS & CAPABILITIES

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- Wynn is hilarious and has a very goofy sense of humor
- Wynn is very smart – he has outstanding receptive language skills!
- Wynn can do almost everything if he is motivated
- Wynn reads people very well. If you presume competence and insist on high achievement, he'll show you what he can do. On the flip side, he's more than happy to rely on adults to do things for him if you assume he is incapable of doing them himself.
- Wynn uses a walker and scoots on bottom to get around. He can walk holding an adult's hand and is moving toward holding on to a piece of clothing, like a pocket or shirt.
- Wynn communicates using signs and yes/no nods.
- Wynn loves singing songs, playing with water, swinging, spinning, and being held upside down!
- Wynn loves testing boundaries: he's very mischievous!



## WHAT WORKS FOR WYNN

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- High expectations: presume competence and comprehension, and encourage independence
- Firm expectations, coupled with appropriate time and support, for Wynn to participate fully, follow the same routine, and abide by the same rules as his peers.
- Breaking tasks down so Wynn can do them himself (i.e. clearing the table one utensil at a time)
- Using things that motivate Wynn to encourage preferred behavior. (i.e. using first/then statements)
- Asking yes/no questions and giving him time to respond
- Giving Wynn time to process requests and commands. Wynn needs time to motorplan and formulate his response or complete a task. Try not to repeat your request right away.
- Goofiness! Wynn loves silly songs and dances.
- Activities that actively facilitate play between him and his peers. A teacher/aide can gently facilitate and encourage conversations between Wynn and his peers, serving as a communication-bridge.



## WHAT DOESN'T WORK FOR WYNN

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- Discomfort: Like everyone, Wynn has trouble performing tasks if his belly hurts. If he seems unwilling to stand/walk, check his tubes/belt - they may be too tight, pulling in the wrong direction, etc.
- Aspiration: Wynn has a risk of aspiration so food consumption must be carefully observed.
- Low expectations or too much assistance: Wynn will be all too happy to have his aides do everything for him. If Wynn does not complete a task, it could be that he doesn't want to, NOT that he is unable of doing so. Find a way to motivate him!
- Too much physical support: if Wynn knows you're there, he may not work hard. However, he needs light support to help with his balance.
- Isolation: Wynn needs activities that actively involve him.

# PRESENT LEVELS OF PERFORMANCE

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- Gross Motor Skills*
- Wynn can stand for a minute or two and take several steps unassisted, and he can walk for a number of minutes with balance help (either from his crocodile or holding on to something or someone).
  - Wynn loves climbing on people and couches, and putting his feet up in the air, or hanging off upside down.
  - Wynn likes to ride his tricycle at school and navigates turns forward and backward.
  - Wynn can hold himself up in a typical swing for a minute or two.
- Fine Motor Skills*
- Wynn uses his pointer finger on his favorite toys to turn them on and off, and play with them. He's motivated to do this and has practiced it many times such that he doesn't even think about it anymore.
  - He can grasp objects with one hand. He struggles to grasp things between his thumb and forefinger.
  - Wynn holds a spoon to bring food to his mouth, and is working on using the spoon to get more food.
- Communication Skills*
- Wynn shakes and nods his head to indicate yes and no to questions, and uses some signs and gestures to ask for favorite songs and activities.
  - Wynn will use his voice to get attention.
  - Wynn will sometimes take people's hands and try to get them to sign things that he wants
- Cognitive Skills*
- Wynn has excellent receptive language skills and will respond with yes and no gestures to most question. Sometimes you need to prompt him to say yes or no.
- Social/Emotional Skills*
- Wynn feels a strong connection to other people, though is primarily drawn to adults.
  - Wynn likes to play with his super large slinky with other kids, taking turns shaking and watching the slinky move.
  - Wynn gives great hugs.