



What is a Personal Program Plan?

A Personal Program Plan (PPP) is a written document developed by the team (supporting professional, parent(s)/guardian, child care facility, consultant) and implemented by the child care facility. It is a compilation of outcomes that have the highest priority for the child during the duration of the PPP. It includes:

- Child's strengths, needs and preferences
- Current level of abilities
- Child outcomes
- Short-term objectives
- Strategies and resources
- Team members who will implement the PPP
- Plans for evaluation and review
- Procedures for reporting
- Plans for transitions
- Signatures of team members

Who Needs a Personal Program Plan?

A PPP is **required** for a child in a licensed child care facility in which the facility is applying for an Enhanced Accessibility Grant.

A PPP may be useful for any child with diverse needs.

A PPP must be submitted within four weeks following an initial enhanced accessibility grant application.

If the child is enrolled in the school system it is important to ensure that the licensed child care facility's PPP for the child is coordinated with the school division's PPP for the child.

The Personal Program Plan Process

1. Setting Direction
 - Establish the collaborative team
 - Clarify responsibilities
2. Gathering and Sharing Information
 - Review any records, reports, assessments gathered at application meeting
 - Consult parents/guardians, Early Childhood Educators
 - Share information
3. Writing the PPP
 - Include essential components
 - Determine desired outcomes, abilities to be learned, how and where support will take place
 - Categorize by area of development/impact and target skill
 - Define current level of ability
 - Identify annual outcomes and short term objectives
 - Have parents/guardians and supporting professional review and approve



4. Implementing and Evaluating the PPP

Share information

Identify priorities

Ensure a holistic program

Put the plan into practice

Mandatory six month review (*other reviews may be necessary as goals are achieved or amended*)

Review and revise regularly

Update current level of ability on an annual basis

Plan for transition on an ongoing basis

Refer for further assessment as necessary

Areas of Development/Impact and Target Skills

All areas of development should be considered by the team. The priorities identified are categorized by area of development and target skill. Areas of development are defined and examples of possible target skills are listed below. When target skills may fit into more than one area (e.g. conversation skills may fit either language and literacy development or social development), choose the one most appropriate for your child.

Physical/Sensory Development

Physical/Sensory development promotes overall development and stimulates neural connections. It is a foundational aspect of growth and well-being in children.

- Large muscle growth, balance and climbing
- Small muscle and perceptual skills
- Sensory

Target skill examples are:

- Climbs stairs independently
- Cutting paper into small pieces

Personal Care

Personal care supports the ability to take care of oneself in areas that include toileting, dressing and eating.

Target skill examples are:

- Feeds oneself with little assistance
- Child informs caregiver when in need of the toilet

Language and Literacy Development

Children construct emergent language and literacy skills as they develop in all areas. A successful early learning program provides a language-rich interactive environment. It is through this environment that adults provide interesting and meaningful opportunities that support children in developing skills in the areas of language and literacy development, such as viewing, representing, listening, speaking and emergent reading and writing.

Target skill examples are:

- Listens to stories for a short while
- Shakes head no. Says two or three clear words

Intellectual Development

Intellectual development involves knowing, remembering, reasoning and understanding.

- Imagination – “as if” behaviour; fantasy – “what if” thinking; begin to understand the difference between fantasy and reality
- Creativity and invention
- Understanding quantity and space
- Memory
- Conceptual thinking

Target skill examples are:

- Able to understand the concepts of big and little
- Knows the difference between reality and fantasy



Social Development

Social development involves emerging social skills and personal self-confidence impacting well-being and social involvement.

- Self-concept, self-image and self-confidence
- Social interaction with others
- Social problem solving

Target skill examples are:

- Smiles at peers
- Shares toys
- Participation in small group settings
- Participation in off-site excursions on a regular basis

Emotional Development

Emotional development involves emerging awareness of emotions which impact ability to self-regulate, connect and engage with others and one's surroundings and experiences.

- Self control and self regulation
- Shows compassion and empathy
- Engages with environment and experiences.
- Appropriately expresses emotions

Target skill examples are:

- Calms self when given item/distracter, attention or support
- Gives "space" to others
- Expresses interest and wonder
- Child responds with interest to new and different exposures whether it be with a facial expression or through verbal communication

Adapted from the Saskatchewan Ministry of Education's: *Play and Exploration: Early Learning Program Guide, April 2008*

Current Level of Ability (CLA)

The CLA should:

- Describe what the child is able to do (or not do) as it relates to the target ability
- Be as specific as possible using objective, descriptive language
- Establish a baseline from which to measure future progress

The CLA should not:

- Use evaluative language such as "poor", "lazy" or "inappropriate"
- Use diagnostic information elsewhere in the PPP (e.g. has Cerebral Palsy)

It is frequently necessary to collect additional data in order to clarify CLA. Any member of the team should be able to picture exactly what a child is currently able to do after reading the CLA.

Example of a **Current Level of Ability**:

Current Level of Ability

Transitions: When told to stop or switch activities, Jack responds with hollering, crying, throwing objects and hitting the early childhood educator who is directing him. This occurred following 15/18 requests over two consecutive days of tracking in early September.



Annual Child Outcomes and Short-Term Objectives to Achieve Outcome

- An **annual child outcome** is a concise description of what a child will be able to do by the end of the 12 months.
- The **short-term objectives** are the developmental stages that lead to the annual child outcome. They are the annual child outcome broken down into sequential, manageable components.

Annual child outcomes and short-term objectives are:

- Framed in positive terms – **what the child will do, not what he or she will stop doing**
- Framed in decreasing frequency – **what will be done/used to decrease a behaviour**

Example of an **Annual Outcome**:

Annual Outcome
By June, when provided with a 3 minute warning using a picture schedule, Jack will follow the direction to change activities in the child care centre at least 8 out of 10 times on at least 4 or 5 consecutive days.

Developing Short-Term Objectives to Achieve Annual Outcome

Short-Term Objectives to achieve the annual outcome can be identified through a task analysis of the component steps involved in reaching the annual child outcome. They should be attainable within a reasonable period of time.

Task analysis in the form of short-term objectives provides a way of determining the ability acquisition sequence towards a desired outcome.

- There should be short-term objectives identified to allow efficient educating and support
- Each short-term objective can itself be analyzed if the child has difficulty performing the short-term objective
- Type of support is stated
- Short-term objectives could be achieved within different time periods depending on child

Examples of **Short-Term Objectives to achieve Annual Outcome**:

Steps to Achieve Annual Outcome	Strategies and Responsibilities
By October 15, when provided with visual timer and a picture schedule, Jack will follow the direction to change activities in the centre by putting away one item with verbal prompts, modeling and physical assistance at least 8 out of 10 times on at least 4 out of 5 consecutive days.	<i>Consider: Who is responsible to obtain materials? Who is responsible for implementing steps and being aware of outcomes? When will it occur? What will it look like?</i>
By January 15, when provided with visual timer and picture schedule, Jack will follow the direction to change activities by putting away 3 items with verbal prompts, 8 out of 10 times on at least 4 out of 5 consecutive days.	<i>Who is responsible for implementing steps and being aware of outcomes? When will it occur? What will it look like?</i>
By April 15, when provided with a 3-minute warning using a picture schedule, Jack will follow the direction to change activities by putting away all necessary materials and moving to the next activity with physical assistance, at least 8 out of 10 times on 4 out of 5 days.	<i>Who is responsible for implementing steps and being aware of outcomes? When will it occur? What will it look like?</i>



Facility Accommodations/Adaptations

Are there any building modifications or adapted equipment required to meet the needs of the child? For example:

- ramps
- specialized furniture and equipment
- weighted vests
- picture communication cards

Transition Plans

Transition plan examples could be moving from a toddler group to a preschool group or from a child care facility into a school environment.

A well planned transition provides everyone with the opportunity to participate as equal partners in the transition process. A transition plan can include:

- A summary of needs (What do we know?)
- Information Required (What do we need to know?)
- Actions (What do we need to do?)
- Roles and Responsibilities (Who will do it?)

For further assistance please contact your Regional Early Learning and Child Care Consultant, Ministry of Education.