

Individual Education Plan (IEP)

THIS IEP CONTAINS AC MOD ALT

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

IPRC Date: 20/05/2013

Placement: Special education class full-time

Exceptionality (identified): Multiple: Multiple Exceptionalities

Primary Exceptionality: Behaviour: Behaviour

Secondary Exceptionalities:

Intellectual: Developmental Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: SS

First Name: S

Gender: M

Date of Birth: 04/04/2003

School: Elementary School Placement Date: 03/09/13

School Type: Elementary

Principal: Mrs. Principal

Current Grade/Special Class: Junior Classroom-Multi

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Functional Behaviour Assessment (Board Behaviour Expert)	13/02/2014	Transitions from activity to activity appear to create anxiety. Enhanced use of visual structure (eg., "If/Then cards) for schedules and work areas recommended.
Reading Assessment	14/09/2013	Student unable to complete assessment.
Medical Assessment	05/05/2012	Diagnosed with Smith Magenis Syndrome. Impairments in behaviour. Student can be aggressive, anxious and self abusive. Some compulsive behaviours.
Psychiatric Assessment	03/03/2012	Diagnosis at discharge-Oppositional Defiant Disorder and Global Developmental Delay.
Psychological Assessment	04/09/2011	The student presents with significant limitations in cognitive abilities, accompanied by significant deficits in adaptive functioning; however, student's communication limitations may have affected cognitive results. Take into account the student's intellectual and adaptive needs.
Speech Language Report	07/12/2000	Significant expressive and receptive language delays. Student communicates using visuals, gestures and technology.
Early Integration Program (Community Agency)	07/08/2000	Requires constant supervision while out in playground to ensure safety. No concept of traffic safety and wanders indoors and outdoors.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Tactile learner	Functional literacy and numeracy skills
Developing an interest in peers	Sensory
	Social skills with peers
	Communication Skills
	Self-regulatory skills

SUBJECTS, COURSES/CODES OR ALTERNATIVE SKILL AREAS TO WHICH THE IEP APPLIES

Accommodated only(AC), Modified(MOD), Alternative(ALT)

2.Mathematics	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.Behaviour Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.Communication	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
5.Social Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.Physical Education	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT

REPORTING FORMAT Provincial Report Card Alternative Report**ACCOMMODATIONS FOR LEARNING, INCLUDING REQUIRED EQUIPMENT**

Accommodations are assumed to be the same for all program areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Monitoring during all transition times	Sensory equipment	Individualized support for assessment
Individual visual schedule	Minimizing materials that can be injected in his proximity	Alternative area for assessment
Sensory equipment	Quiet space for breaks	Intervention log
Limited time task followed by break, incentive	School yard safety plan	Speech Generating Devices
Visual Timer	Behaviour management plan	
Speech Generating Devices	Weighted vest as prescribed by medical professional	
	Access to a quiet room/space	

PROVINCIAL ASSESSMENTS

This is a provincial assessment year No Yes

Permitted Accommodations No Yes (list below)

Exemption with Rationale No Yes (list below)

Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale No Yes (list below)

Ontario Secondary School Literacy Course (OSSLC) Yes

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Mathematics		
Baseline Level of Achievement (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	Baseline Level of Achievement for Alternative Skill Areas: Was successful with some components of the Kindergarten curriculum. With support he has demonstrated some understanding of one-to-one correspondence and sorting concepts if they relate to his daily environment (functional tasks).	
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area. With some support, in small groups, he will complete sorting and one to one correspondence in everyday activities, create patterns and collect data for every day activities. He wil begin to develop Money Math concepts.		
Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Consistently and independently extend an ABAB pattern.	Manipulatives, teacher modeling	Checklist to monitor accuracy, level of support.
Count and record quantities (static).	Teacher provides manipulatives,	Checklist to monitor accuracy, level of support.
Consistently and accurately sort nickles, dimes and loonies	Teacher provides manipulatives, physical prompts, visual supports	Checklist to monitor accuracy, level of support.
Term 1		
Consistently and accurately extend and reproduce an ABCABC pattern.	Teacher provides manipulatives, teacher modeling	Checklist to monitor accuracy, level of support.
Record quantities (live-taking survey).	Teacher provides manipulatives, teacher verbal encouragement, fade prompts with mastery	Checklist to monitor accuracy, level of support.
Term 2		
Consistently and independently extend, reproduce and create an ABCABC pattern.	Teacher provides manipulatives,teacher provides modeling	Checklist to monitor accuracy, level of support.
Count, record and display data including data using loonie, dime, nickel.	Speech generating device pre-programmed with data collection questions	Checklist to monitor accuracy, level of support.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Behaviour Skills

Baseline Level of Achievement (usually from previous June report card):
Prerequisite secondary course (if applicable):
Letter grade/Mark:
Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:
Has demonstrated some progress with sensory self-regulation but continues to lick books and fingers throughout the day, especially during transitional periods. Improvement in maintaining calm demeanour while on task but continues to require support during transitions from preferred to non-preferred activity.

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

With visual prompting, use self-selected replacement sensory and behavioural actions during transitions throughout the instructional day

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
With visual prompting, move from preferred activity to non-preferred activity in required time.	Using OT sensory suggestions, determine at least 2 sensory choices with student. Provide visual schedule with sensory choice at transitional times. Model process and provide positive reinforcement. Fade verbal prompts with mastery of skill.	
Term 1		
With visual prompting, move from one area of the classroom to another learning area in the required time.	Using OT sensory suggestions , determine at least 2 sensory choices with student. Provide visual schedule with sensory choice at transitional times. Model process and provide positive reinforcement. Fade verbal prompts with mastery.	Functional Behaviour Assessment to determine patterns and target transition times/areas. Checklist to monitor student sensory choice, level of prompting required, time to transition-review data weekly to tweak visual schedule and sensory choices.
Term 2		
With visual prompting, move into the classroom and out of the classroom at the beginning of the day and end of the day in the required time.	Using OT sensory suggestions, determine at least 2 sensory choices with student. Provide visual schedule with sensory choice at transitional times. Model process and provide positive reinforcement. Fade verbal prompts with mastery.	Functional Behaviour Assessment to determine patterns and target transition times/areas. Checklist to monitor student sensory choice, level of prompting required, time to transition-review data weekly to tweak visual schedule and sensory choices.

Special Education Program

Subject or Course/Code or Alternative Skill Area

Communication

Baseline Level of Achievement (usually from previous June report card):
 Prerequisite secondary course (if applicable):
 Letter grade/Mark:
 Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:
 Has successfully completed components of the Kindergarten Language program that promotes functional language skills. Through a speech generating device (SGD), he uses 8-10 words consistently and supplements this with signs and pictures (3-5).

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.

Increase independent functional and social conversation within the classroom during instructional periods and during leisure opportunities during the school day.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Increase functional words related to personal choice (e.g., choice of activity, peer to work with, area in classroom to work) used through speech generating device (SGD).	Provide additional choices on SGD in collaboration with Physical Therapist, Occupational Therapist and parents. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate	Assessment to establish suitable SGD for student. Checklist to monitor student use of additional words, level of prompting and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data
Increase functional sign language and picture exchange vocabulary related to personal care (e.g., hygiene needs, indicate hunger) and social conversation. (e.g., morning greetings, turn taking, personal experiences).	Provide additional choices on SGD in collaboration with parents and Speech Pathologist. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate.	Checklist to monitor student use of additional signs and pictures, level of prompting and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data.
Term 1		
Increase functional words related to ordinal sequence (e.g., transitional words “first, then”, size “biggest, heaviest) used through speech generating device (SGD).	Provide additional choices on SGD in collaboration with Physical Therapist, Occupational Therapist and parents. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate.	Checklist to monitor student use of additional words, level of prompting required and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data.
Increase functional sign language and picture exchange vocabulary related to functional academics (e.g., retell of stories in proper sequence, order of numbers in a sequence) and social conversation. (e.g., asking about another person “how are you?”	Provide additional choices on SGD in collaboration with Physical Therapist, Occupational Therapist and parents. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate.	Checklist to monitor student use of additional signs and pictures, level of prompting required and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data.
Term 2		

<p>Increase functional words related to emotions (e.g., happy, tired, frustrated) used through speech generating device (SGD).</p>	<p>Provide additional choices on SGD in collaboration with Physical Therapist, Occupational Therapist and parents. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate.</p>	<p>Checklist to monitor student use of additional words, level of prompting required and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data.</p>
<p>Increase functional sign language and picture exchange vocabulary related to personal care (e.g., hygiene needs, indicate hunger) and social conversation. (e.g., morning greetings, turn taking, personal experiences).</p>	<p>Provide additional choices on SGD in collaboration with Physical Therapist, Occupational Therapist and parents. Model use of functional words. Provide positive reinforcement when learning new vocabulary. Fade prompting as appropriate.</p>	<p>Checklist to monitor student use of additional signs and pictures, level of prompting required and accuracy of choice for situation. Cross reference increase in functional vocabulary use with self-regulation data.</p>

Special Education Program

Subject or Course/Code or Alternative Skill Area

Social Skills

Baseline Level of Achievement (usually from previous June report card):
Prerequisite secondary course (if applicable):
Letter grade/Mark:
Curriculum grade level:

Baseline Level of Achievement for Alternative Skill Areas:
Interacts with peers during recess and in the classroom but requires significant support and encouragement to do so.

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative skill area.
With minimal support, demonstrate peer-to-peer relationships through personal interactions on the playground and in the classroom.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Engage in interactive play with 1 peer at the water table and take turns using a toy for 1 minute.	Visual timer to indicate time, only place 1 toy in the water table, verbal reminders, Fade verbal reminders.	Weekly checklist to monitor level of prompting required, time of interactions.
Use the picture card "My Turn" and "Your Turn" to indicate whose turn it is when playing board games with a peer.	Prompts, hand over hand, modelling, verbal encouragement and praise. Provide Picture Cards. Fade verbal reminders with mastery.	Daily checklist to monitor level of prompting required, time of interactions.
Using the picture card for "Play", Student S will choose one peer to play with during recess time daily.	Verbal encouragement, reward, playground equipment/toys, adult monitoring. Fade verbal reminders.	Daily observation to monitor level of prompting required, time of interactions.
Term 1		
During one recess each day, will engage and remain sustained in an activity (throwing/catching a ball) with a peer for 10 minutes.	Verbal encouragement and praise, modelling, peer mentor, adult monitoring. Fade verbal reminders .	Weekly checklist to monitor level of prompting required, time of interactions.
During social opportunities (snack, lunchtime) Student S will begin to engage in conversation using her wrist talk with the following pre programmed prompts "Hello, how are you?" "What are you eating?"	Prompts. Fade verbal reminders.	Daily observation to monitor level of prompting required, time of interactions.
Term 2		
During recess time, will play with a group of peers in game/play situations such as soccer, playing on the climbers, tag etc.,	Visual prompts indicating that it is recess with suggested activity cards, adult monitoring. Fade verbal reminders.	Chart number of times student can be redirected to engage in the activity.
During class activities when social situations permit, Student S will be prompted to use her wrist talk to	Program predetermined conversations starters into wrist talk, verbal encouragement, teacher initiation	Daily observation to monitor level of prompting required, time of interactions.

initiate and sustain conversation.

when needed. Fade verbal reminders.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Teacher Assistant	2.0 FTE, daily (Sept-June)	Classroom, quiet room, outside, bus area
Teacher Assistant	1.0 FTE as required for safety (Sept-June)	As above
Special Education Teacher	At least 100 minutes of the day, on a daily basis (Sept-June)	Classroom, quiet room
Speech Language Pathologist	Consult, once a term (Oct, Feb and May)	Classroom
Behaviour Counselor	Monthly, as required on consult (Sept-June)	Classroom, quiet room, outside, bus
Developmental Delay Liaison Worker for Reach Program	Once per month, consultation (Sept-June)	Resource Room

Health Support Services in the School Setting: No Yes

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Administration of prescribed medication | <input type="checkbox"/> Assistance with mobility | <input type="checkbox"/> Catheterization |
| <input type="checkbox"/> Feeding | <input type="checkbox"/> Injection of medications | <input type="checkbox"/> Lifting and positioning |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Occupational therapy |
| <input type="checkbox"/> Physiotherapy | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Toileting | | |

IEP DEVELOPMENT TEAM

Staff Member	Position
Teacher 1	Special Education Teacher (SET)
Teacher 2	Special Education Resource Teacher (SERT)
Counselor 1	Behaviour Resource Counselor (District School Board)
Community Living Facilitator	Community Agency Facilitator
Speech Language Pathologist	District School Board Speech Language Pathologist
EA 1	Educational Assistant
EA 2	Educational Assistant
EA 3	Educational Assistant

Principal

School Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

Will focus on levels of independence and communication strategies in order to reduce anxiety and aggressive behaviours leading to increasing opportunities at school, in the community and at home.

Actions	Person(s) Responsible for Actions	Timelines
Increase independence by moving through transitions with visual prompts in familiar classroom environments and school routines throughout the day. Student add transition video to "All About Me Portfolio."	Principal/SET/Community Living Facilitator, student	Current school year
Increase use of speech generating devices to develop functional communication.	SET, parents, Community Living facilitator	Current school year
Complete Functional Behaviour Assessment to assist in programming.	SET, parents, Community Livingfacilitator	Fall current school year
Transition Planning Meetings with community supports and parents to consolidate learning plans across environments (home, school, community).	SET (school), Community Living Facilitator	Monthly-current school year
Plan key transitions throughout the year (e.g., Holiday breaks, respite periods). Student include reflections (video and photos) in "All About Me Portfolio."	SET, parents, Community Living Facilitator, student	Monthly-current school year
Increase independence by moving through transitions with visual prompts in familiar home and community environments and routines throughout the day.	Community Living Facilitator and parents, teacher	Current school year
Follow established transition routines using visual schedules in unfamiliar environments at school, home and in the community.	SET, parents, Community Living Facilitator, student	Next school year
Use established transition routines using visual schedules for transitioning to secondary school environment. Student to add routines to IPP (video).	SET, parents, Community Living Facilitator, student	Grade 8 and 9

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
31/08/2013	Meet with parents and Behaviour counsellor; review Safety plan and School Yard Safety plan.	Parents supported direction taken in the plans. Will attempt to incorporate into home routines.
09/09/2013	Meeting with parents to discuss Annual goals, expectations and strategies outlined in current IEP.	Parents support plans outlined in the IEP.
30/09/2013	Parents, SIP Team, reviewed Intervention Log/SIP file for the month of September.	Noticed increase of aggressive incidents at transition times. Will seek support from Behaviour Resource and REACH Agency and implement suggestions where appropriate to classroom setting. Parents support renewal of SIP application.
30/10/2013	Case Conference with Parents, Behaviour Resource, Community Living Facilitator and SIP Staff.	Reviewed concerns over escalation in aggressive incidents. Community Living Facilitator and Behaviour Resource will observe student and make recommendations. Also celebrated good academic progress being made.
28/11/2013	Monthly case conference.	Decrease in some aggressive behaviours noted. Use of timer at home will begin with support from Community Living facilitator if parents require support.
19/12/2013	Monthly case conference.	Waived. Will reconvene at the end of January based on parent telephone request.
29/01/2014	Monthly case conference.	Aggressive incidents have increased. Use of visual time timer at home beginning to be implemented more regularly. Will call in Behaviour counsellor to review school behaviour strategies and make recommendations.
20/02/2014	Monthly case conference.	Dramatic improvement in behaviour noted. Aggression is only noted when having to wait for a preferred activity. Will focus IEP goals on teaching S to use a "first/then" card at home and school. Waived March case conference at parent request.
29/04/2014	Monthly case conference.	REACH community agency attends to help with transition planning for summer and for secondary placement. Agreed that the June meeting will focus on best placement and goals for grade 6 program. Waived May case conference at parent request.
19/06/2014	Monthly case conference/transition planning.	Celebration of Student's academic and behavioural successes over the past year. Plan to have S remain in self-contained program for grade 6 year. Begin to look at appropriate secondary school placement to transition to community living and supported work once he has finished high school.

PRINCIPAL'S RESPONSIBILITY

The principal is legally required to certify that the IEP is developed within 30 school days after placement in the program, and that the parent has been consulted in its development. The principal is further required to ensure that a copy of the IEP is sent to the parent (or the student if 16 years of age or older), that the IEP will be implemented and reviewed in relation to the student's report card each reporting period, and that it will be placed in the OSR.

Principal Signature

Date

Parent/Guardian Signature
(Please sign and return this page to the school for the OSR)

Date

Student Signature (if 16 years of age or older)

Date

IEP completion date:01/10/2013