

Ministry Of Education 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

STUDENT PROFILE

Student OEN: 123456789

Last Name: RS

First Name: RS

Gender: F

Date of Birth: 05/05/1997

School: Elementary School

School Type: Elementary

Semester: NA

Principal: Ms Principal

Current Grade/Special Class: Grade 7

School Year: 2009-2010

Exceptionality (identified): Multiple exceptionalities

Placement: Regular class with indirect support

Student (secondary only) is currently working towards attainment of the:

- Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

RS RS

RELEVANT ASSESSMENT DATA		
Information Source	Date	Summary of Results
Neuropsychological Assessment	10/01/2008	Reconfirms Rett Syndrome, articulation/speech difficulties, developmental and learning delays, fine and gross motor problems, and behaviour difficulties.
Speech and Language Report	14/09/2009	Recommendations to continue activities to promote receptive and expressive language including exercises to develop articulation, oral apraxia, social and functional communication.
Occupational Therapy Report	17/06/2009	Reassessment. Continue to develop fine motor and coordination activities. Will begin to look at software and assistive technology options.
Physical Therapy Report	11/01/2010	Reassessment. Recommendations indicate to continue to develop gross skills and balance.
Behaviour Report	14/10/2009	Student requires consistent routine, structure and direction. Student requires supervision to monitor safety in all settings.
Medical Note	24/09/2008	Reconfirms diagnosis of Rett Syndrome and Developmental Disability.
Educational Assessment	25/09/2009	Assessment indicates that Student RS DRA Level 3 and knows 75% of Pre-Primer Dolch words.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED	
Areas of Strength	Areas of Need
Positive attitude	Behaviour/safety skills
Willingness to communicate	Daily living skills
Kinesthetic/tactile learner	Personal care/self-help skills
Visual memory skills	Social skills with adults/peers
	Functional Mathematics
	Functional Language

RS RS

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

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

1. Mathematics	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2. Language	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3. Social Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4. Life Skills	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
5. Learning Expectations	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6. Orientation/Mobility	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" 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
Verbal Prompts	Reduction of visual stimuli	Additional time
Physical Prompts	Strategic seating	Individual or quiet setting
Cueing		Prompts to return student to task
Buddy/peer tutoring	Reduction of audio stimuli	Verbatim scribing of responses
Extra time for processing	Yoga Ball	
Verbal praise	Physical accessibility	
Highly structured activities	Quiet setting	
Manipulatives/Practical/hands on opportunities		
Repeated exposure to material/rehearsal opportunities		
Pre-teaching/reteaching		

RS RS

PROVINCIAL ASSESSMENTSThis is a provincial assessment year No YesPermitted 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: Student RS is developing functional mathematical skills. With assistance, Student RS has gathered data on classmates to build graphs. Student RS has identified 4 geometrical shapes. Numeration and time continue to be challenging.
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. By the end of the school year, Student RS will develop functional mathematical skills in the areas of telling time, money and basic numeration. She will develop basic measurement skills to inform her life skills program.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will begin to associate the passage of time by using a visual timer to indicate 5 minutes to complete an assigned task.	visual timers, schedules	Checklists, observation
Student RS will identify what a loonie can purchase when given 3 items to chose from.	manipulative (coins), modeling, role-playing activities	Observation, transfer of skills learned in class to real life situations, checklists
Student RS will count items up to 20 and place them in one to one correspondence daily.	Opportunity during snack time to practice with napkins	Observation
Term 2		
Student RS will choose and pay for items at the grocery store using a loonie once per week.	Visual, prompting	Observation
Student RS will recognize numbers from 1-50 in random order.	Flash card drills, rehearsal	Checklist
Student RS will begin to identify time frame associated with periods of the day. For example, 12:00-noon/lunch, 10:30-Recess	Visual schedule, digital clock	Student Conferencing
Term 3		
Student RS will begin to distinguish between all coins.	Manipulatives	Checklist
Student RS will identify the missing number in a number line/activity from 1-10.	Computer games	Checklist

Student RS will identify what measuring units needs to be used in food preparation.	Visuals, manipulatives-1/3 or 1/2 or 1cup, teaspoon, tablespoon	Student Conferencing, observation
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Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Language		
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: Student RS has continued to develop functional language skills. At the end of Term 3 she was able to write her name with 90% accuracy. She was participating in shared reading activities 75% of the time. She is still requiring support with expressive/receptive language	
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. By the end of the school year, Student RS will develop receptive and expressive language skills specific to sharing information and answering questions about materials she has read or personal information. Using predictive software she will write short sentences consisting of 3-5 words.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will increase her reading skills by listening and then reading along to one story on the computer.	Books on CD, Wiggleworks, prompting	Observation
Student RS will print/type/repeat her name daily.	Computer	Computer, oral responses, checklist, scribing for oral response
Student RS will read and demonstrate the meaning of 3 safety signs.	Visuals-stop sign, poison sign, walking. Modeling and role playing	Observation, transferring of skill
Student RS will share information (interests) with the class once per day.	Communication book with home, rehearsing opportunities at school and home	Observation, checklist
Term 2		
Student RS will share information (interests) with the class and answer 3 questions posed to her once per day.	Pre-rehearsed question and answers, communication book between home and school	Conferencing, checklist
Student RS will read one story from the computer and answer a short quiz about the story from the computer.	Shared/independent reading opportunities, practice questions from the EA before doing the quiz on the computer, verbal prompts	Test
Student RS will type a 3-5 word sentence about a personal interest on the computer using prediction software once per day.	Word prediction software, verbal prompts	Conferencing, checklist
Term 3		
Student RS will use the computer to type 1-3 sentences about the story she has read and then orally present this	Word Prediction/Writing With Symbols software	Observation, checklist

to the class.		
Student RS will prepare and present an information presentation about 3 safety signs to peers.	Visuals, word prediction software, rehearsal	Conferencing, checklist

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: Student RS has been engaging in interactive play with peers at recess time such as catch. With prompting she has chosen a friend from a sample of 3 picture cards to play. Student RS still needs to remain engaged in interaction and requires prompting from an adult.	
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. By the end of the school year, Student RS will participate in social opportunities such as playing board games, recess activities and general social interactions/conversations with a chosen peer. She will attempt to remain focused with limited verbal prompting from an adult/peer.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will verbally and visually share with another student what she wants to play/do during activity time at least once per day.	Role playing, modeling, buddy system, visuals, verbal prompting	Observation, checklist
At one recess per day, Student RS will remain engaged with one peer in activities such as games, catch, cards, take turns listening to IPOD.	Peer buddy, manipulatives/equipment, role playing	Observation, checklist
Term 2		
Student RS will share one interest with a peer once per day.	Pairing with visuals, sequential prompts	Conferencing, observations
Student RS will remain focused on the speaker during social interactions giving them time to finish their thought before asking about it or leaving the situation.	Verbal and visual prompts	Observation, immediate feedback for student to use
Term 3		
Student RS will begin, maintain and end a conversation once per day.	Role rehearsal, visual/verbal prompts, Starters such as "Hello. How are you? What did you do today. It was nice seeing you. Good Bye"	Checklist, conferencing
Student RS will participate in social networking opportunities at the computer with a peer to develop teenager interests once per day.	Peer /Buddy model, appropriate internet sites for social networking opportunities	Observation

RS RS

Special Education Program

Subject or Course/Code or Alternative Skill Area

Life 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:

Student RS is developing independent living skills. She is able to put on/take off her coat, carry her personal belongings to/from classes and bus. She continues to struggle with maintaining personal belongings and assisting with classroom responsibilities.

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.

By the end of the year Student RS will work on developing responsibility and independent living skills by maintaining her personal belongings and developing personal hygiene skills.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will unpack and pack her backpack once per day.	Verbal and Physical prompts, visual schedule	Observation, checklist, conferencing with student
Student RS will use a telephone to contact family members once per day.	Visual, role playing, opportunities to practice and rehearse	Observation
Term 2		
Student RS will differentiate and use a telephone to contact family and emergency contacts.	Scripts, role playing, safety videos	Conferencing with Student, checklist
Student RS will unpack and pack her backpack twice per day.	Verbal and Physical prompts, visual schedule	Checklist
Term 3		
Student RS will make a list of personal items that she will buy at the grocery store biweekly to assist her with personal hygiene.	Visuals, flyers, role playing to identify required items	Conferencing with student
Student RS will participate in maintaining personal hygiene at school through activities such as brushing her hair, brushing her teeth after meals, applying lip balm/gloss.	Visuals, role playing, modeling	Conferencing with student

Special Education Program		
Subject or Course/Code or Alternative Skill Area		
Learning Expectations		
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: Student RS continues to require significant support to monitor her safety in all situations. Escalating frustration in Term 3 resulted in an increase in aggressive behaviour.
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. By the end of the school year, Student will learn to recognize some safe/unsafe situations. She will begin to self monitor her emotions, recognizing when she is getting frustrated and needing a break. The focus this year will also be to increase her attention and level of focus during activities.		
Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will begin to self regulate her emotions, especially anger and frustration and implement coping techniques once per day.	Teaching relaxation exercises, social scripts, visual-angry thermometer for self identification	Charting frustration/anger through ABC charts
Student RS will stay with an adult at all times during class trips/outings to ensure her personal safety.	Role Playing, modeling, social stories, EA support, reward, hand over hand	Checklist, observation
Student RS will increase level of focus on activity by remaining with the task for 3 minutes.	Visual timer, visual schedule, reward	Observation, checklist
Term 2		
Student RS will increase level of focus on activity by remaining with the task for 5 minutes.	Visual timer, visual schedule, reward	See Term 1.
After implementing coping techniques to monitor aggression and frustration, Student RS will be able to use a break card if previously implemented techniques aren't working.	Teaching use of break card, visuals, rehearsal	Charting on ABC charts
Student RS will learn to replace aggressive behaviour with other anger management techniques.	Opportunities for sensory activities, koosh ball, social stories	Charting of appropriate sensory activities
Term 3		
Student RS will increase level of focus on activity by remaining with the task for the entire time to finish it up to 10 minutes.	Visual timer, visual schedule, reward	Observations, checklist

Student RS will replace inappropriate methods of expressing frustration towards others with appropriate ones.

Role Playing, social stories, visuals

Charting behaviour and implemented strategies on an Antecedent Behaviour C onsequence chart

Special Education Program

Subject or Course/Code or Alternative Skill Area

Orientation/Mobility

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:

With assistance Student RS has been working towards developing gross motor/fine motor skills. Last year, Student RS worked on balance however it continues to be challenging for her.

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.

By the end of the year, Student RS will develop balance, continue to develop language skills and fine motor skills that are essential for accessing technology.

Learning Expectations	Teaching Strategies	Assessment Methods
Term 1/Semester		
Student RS will practice sitting on various size stability balls and implement exercises prescribed by Physical Therapist to develop coordination and balance once per day.	physical prompts, visual prompts	checklist, observation
Student RS will continue to practice existing exercises and add new ones to regulate oral apraxia daily.	Exercises from OT--blowing bubbles, practicing facial expressions, visuals to support learning, modeling, practice	observation
Student RS will continue to practice fine motor exercises that the Occupational Therapist has recommended once per day including pincher grasp, open/close activities.	physical prompts, verbal prompts	checklist
Term 2		
Student RS will participate in physical activity classes (when appropriate) that increase her ability to develop coordination/balance.	Integrate for yoga classes, gymnastics, warm ups/cool downs	observation, checklist
Student RS will continue to practice to imitate sounds once per day.	modeling, repeating, verbal prompts	checklist
Term 3		
Student RS will participate in recess activities that increase her participation in gross motor activities such as soccer, basketball, skipping once per day.	verbal prompts, peer buddy	observation, conferencing
Student RS will begin to use a touch	physical and verbal prompts, peer	observation

pad keyboard screen to access computer programs once per day.	buddy	
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RS RS

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education resource teacher	Consultation-once per week	Regular Classroom
Teacher assistant	Daily	Regular Classroom
Teacher assistant	Daily	Regular Classroom
Behaviour Coordinator	Once per term-consultation	Regular Classroom
Psychoeducational consultant	As needed	Regular Classroom
Autism Coordinator	Once per term-consultation	Regular Classroom

Health Support Services in the School Setting: No Yes

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

IEP DEVELOPMENT TEAM

Staff Member	Position
Ms. Principal	Principal
Mr. Special Education Resource Teacher	SERT
Miss Classroom Teacher	CT
Mrs. Teacher Assistant	TA
Ms Teacher Assistant	TA
Mr. Autism Coordinator	Autism Coordinator
Mrs. Behaviour Coordinator	Behaviour Coordinator
Ms. Special Services At Home Worker	SSAH Worker

TRANSITION PLAN No Yes

RS RS

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
21/09/2009	Parents met with school staff to discuss creation of Term 1 IEP.	Parents would like to see SSAH worker added to IEP team.
13/10/2010	Teacher phoned parents to indicate IEP was being sent home.	Parents returned IEP signed.
02/11/2010	Parents requested meeting with school team and Special Services at Home (SSAH) worker.	Parents asked that SSAH worker and school team work together on IEP skills to ensure transfer of skills to home/community.
08/12/2010	Meeting to discuss Term 2 IEP goals to inform Term 2 goals.	Parents are please with progress to date. Concern with slight increase in self-injurious activity. Have asked for behaviour consultant to review.
18/01/2010	Meet with Behaviour Consultant to review observations.	Strategies given to support RS to replace self-injurious behaviour.
10/03/2010	Term 3 IEP sent home.	Meeting requested after March break.
29/03/2010	Met with Parents/SSAH worker to discuss personal hygiene.	Team agreed to work on personal hygiene skills. Parents/SSAH worker will transfer/maintain skills in home environment.

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