

**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: 012345678

Last Name: HH

First Name: Student H

Gender: M

Date of Birth: 03/12/1992

School: XYZ School

School Type: Secondary

Semester: 1

Principal: Mr. Principal

Current Grade/Special Class: Grade 11

School Year: 2008-2009

Exceptionality (identified): Autism

Placement: Special education class full-time

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

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

Student H HH

<b>RELEVANT ASSESSMENT DATA</b>		
<b>Information Source</b>	<b>Date</b>	<b>Summary of Results</b>
Child Development Assessment, Toronto Hospital for Sick Kids	24/10/1996	Diagnosis of Autism
Behaviour Assessment	18/04/2007	Functional analysis of behaviour indicated that aggression to self and others are avoidance behaviours in response to stress and as a result of skill deficits.
Speech and Language Assessment	10/05/2007	Severe impairment in expressive and receptive language. Student uses both immediate and delayed echolalia. He inconsistently uses symbols to communicate wants when prompted (food items, computer, and a walkman).
Occupational Therapy Assessment	05/05/2008	Significant delays in personal care and fine motor skills.

  

<b>STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Visual learner	Self-regulatory skills
Gross motor skills	Augmentative communication skills
Attention skills	Daily living skills
Attention to topics and activities of interest	Functional literacy and numeracy skills
	Expressive and receptive language skills

Student H HH

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

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

1.KEN-Language and Communication	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
2.KMN-Numbers and Numeracy	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
3.KAL-Arts and Leisure Skills (both semesters)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
4.KGW-World of Work (both semesters)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
5.KPP-Self Help and Personal Care (both semesters)	<input type="checkbox"/> AC <input type="checkbox"/> MOD <input checked="" type="checkbox"/> ALT
6.KBSR- Behaviour/ Self-regulatory Skills	<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
Picture exchange system for expressive communication	Rocking chair	Response board with picture communication symbols
Highly structured activities	Headphones	
Concrete, age-appropriate materials	Reduction of visual stimuli	
Individualized daily visual schedule	Reduction of audio stimuli	
Visuals paired with verbal information	Visual timer	
Verbal and visual prompts	Clearly delineated space for independent work	
Option to insert instructional accomm.		

Student H HH

<b>PROVINCIAL ASSESSMENTS</b>
This is a provincial assessment year <input checked="" type="radio"/> No <input type="radio"/> Yes
Permitted Accommodations <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Exemption with Rationale <input type="radio"/> No <input checked="" type="radio"/> Yes (list below)
Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale <input checked="" type="radio"/> No <input type="radio"/> Yes (list below)
Ontario Secondary School Literacy Course (OSSLC) <input type="checkbox"/> Yes

Student H HH

## Special Education Program

Subject or Course/Code or Alternative Skill Area

### KEN-Language and 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:**

Student H recognized 30 photos and 5 symbols of daily living items and refers to them when prompted. He communicated with gestures and by looking at an adult when wanting something. He was dependent upon gestural and physical prompts to follow directions.

**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 June 2009, Student H will effectively use all visual supports to follow teacher directions and complete tasks. Will independently and spontaneously use a combination of photographs and picture communication symbols to make requests to have his wants and needs met. He will match words or symbols to photographs of everyday items related to personal care and cooking.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Will select a picture of a familiar object from an array of three pictures on a table.	Direct instruction and follow activity with a reinforcer (free choice activity).	Checklist of target vocabulary to measure skill development.
Use a communication board with 35 photos and 6 symbols to make requests.	Create a systematic task analysis to establish when the student will be motivated to make requests (snack time, free choice activity time) Provide a limited number (no more than 3) of available choices.	Collect data using checklists of choices to record responses; daily tally sheet of responses.
Select common place objects or pictures of items when told of the item's function (e.g., Which one do you draw with?).	Direct instruction followed by a reinforcer.	Daily tally sheet
Spontaneously ask for at least 10 items that he wants by pointing to a picture symbol of the item.	Provide picture board of student's most highly preferred foods and activities.	Checklist of choices; daily tally sheet of responses
Name the item used in a common classroom activity.	Direct instruction followed by individual activities when mastery is demonstrated.	Teacher observation and checklists
<b>Term 2</b>		
<b>Term 3</b>		

Student H HH

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area <b>KMN-Numbers and Numeracy</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	<b>Baseline Level of Achievement for Alternative Skill Areas:</b> When prompted is able to rote count to 10 and consistently point to the numbers 1-4, in random order: is able to match identical shapes from a field of 6 and can visually sort objects into 2 categories	
<b>Annual Program Goal(s):</b> 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 June will be able to identify, match and sort coins, consistently recognize the numbers 1-6, and to count sets of objects up to 5 and rote count to 20.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Sort and match coins (pennies and dimes).		Teacher observation and checklist of mastery of skill
Recognize different ways of representing whole numbers up to 5.	Objects and numbers within his environment will be used in counting, sorting and matching activities.	Individual activity checklist of progression of skill development to determine whether additional subtasks need to be targeted
Count by rote to 14.	Modelling and forward chaining.	Weekly tracking of progress
Recognize numerals to 5.		Checklist of accuracy-individual and group activities
<b>Term 2</b>		
<b>Term 3</b>		

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>KAL-Arts and Leisure Skills (both semesters)</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	<b>Baseline Level of Achievement for Alternative Skill Areas:</b> Student H was able to use two pieces of fitness equipment daily for 15 minutes (free weights and treadmill). Student H observes weekly group music sessions. He enjoyed using multiple craft mediums (paper, paint, clay, glue).	
<b>Annual Program Goal(s):</b> 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. Student H will increase use of fitness equipment to 30 minutes daily; will actively participate in weekly group music sessions by using two hand held rhythm instruments; and create a craft product using visual instructions weekly.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Correctly use the treadmill and weight machine following visual instructions and using timer.	Provide visual instructions for equipment use; provide timer; use discrete trial training.	Daily checklist of accuracy and length of time
Experiment with tambourine and maracas to keep the beat.	Direct instruction to learn to use instruments; group participation using visual cues and to keep 4/4 time; modelling.	Checklist of skill and use of visual cues
Create a photo collection of weekly projects.	Provide digital camera.	Checklist of product completion; teacher conference-weekly
<b>Term 2</b>		
<b>Term 3</b>		

Student H HH

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area		
<b>KGW-World of Work (both semesters)</b>		
<p><b>Baseline Level of Achievement</b> (usually from previous June report card):</p> <p>Prerequisite secondary course (if applicable):</p> <p>Letter grade/Mark:</p> <p>Curriculum grade level:</p>	<p><b>Baseline Level of Achievement for Alternative Skill Areas:</b></p> <p>Student H tolerated having to share items cooperatively, engaged in activities when prompted when fellow workers entered the area; and was able to respond to delayed contingencies (token system) when prompted in the classroom workplace.</p>	
<p><b>Annual Program Goal(s):</b> 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.</p> <p>By end of June 2009, Student H will be able to independently complete all tasks that are visually structured and to navigate the physical structure within the classroom workplace.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Will pack up to 25 "book bags" per week as part of the classroom workplace.	Provide visual structure of task; backward chaining.	Student checklist of bookbags completed; daily probe and count of accuracy of tasks
<b>Term 2</b>		
<b>Term 3</b>		



Student H HH

## Special Education Program

Subject or Course/Code or Alternative Skill Area

### KPP-Self Help and Personal Care (both semesters)

**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 H was able to unpack personal lunch items daily, and observes adult preparing lunches.

**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.

Student H will use a visual structure to heat personal lunches with a micro-wave oven (visual model of steps) and prepare two daily snacks.

Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Will place food in microwave daily.	Direct instruction; provide visual structure; modelling.	Teacher observation to determine mastery; daily checklist of visual structure cues use
Will use simple cooking implements to prepare daily snacks (mixing bowl, spatula, electric mixer).	Direct instruction; visual structure; group activities; task analysis; forward chaining.	Teacher observation to determine mastery
		Checklists - weekly
<b>Term 2</b>		
<b>Term 3</b>		

Student H HH

<b>Special Education Program</b>		
Subject or Course/Code or Alternative Skill Area <b>KBSR- Behaviour/ Self-regulatory Skills</b>		
<b>Baseline Level of Achievement</b> (usually from previous June report card): Prerequisite secondary course (if applicable): Letter grade/Mark: Curriculum grade level:	<b>Baseline Level of Achievement for Alternative Skill Areas:</b> Student H does not flee, disrobe nor is aggressive to others 50% of time when stressed. Beginning stage of managing transitions with the use of a photo schedule. Needs prompts to participate in indoor leisure activities.	
<b>Annual Program Goal(s):</b> 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. Make transitions throughout the school day with the use of a photo schedule. When stressed will be able recognize it and signal for assistance. Independently select 3 indoor leisure activities and engage in them for a 30 minute period daily.		
Learning Expectations	Teaching Strategies	Assessment Methods
<b>Term 1/Semester</b>		
Cooperate with the teacher by moving through the classroom using between 5-10 transition photographs.	Provide photographs; positive reinforcement; prompts.	Frequency data of transitions
Able to recognize and match personal feelings to picture cues.	Model use of emotions/feelings chart.	Teacher observation/checklist to collect data on anxiety reduction
Able to identify indoor leisure activities of choice; completes an interest inventory (a picture catalogue).	Shaping.	Teacher observation
<b>Term 2</b>		
<b>Term 3</b>		

Student H HH

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Frequency or Intensity for board staff	Location
Special education teacher	Daily	Classroom
Itinerant resource teacher	Weekly	Classroom
Child and youth worker	Weekly-small group	Classroom
Educational Assistant	Daily-small groups	Classroom and community

**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 checked="" type="checkbox"/> Occupational therapy |
| <input type="checkbox"/> Physiotherapy                                      | <input type="checkbox"/> Speech and language therapy | <input type="checkbox"/> Suctioning                      |
| <input checked="" type="checkbox"/> Toileting                               |  |  |

**IEP DEVELOPMENT TEAM**

Staff Member	Position
Mr. SERT	Special Education Teacher
Ms. Itinerant	Itinerant Teacher-Autism
Mrs. Head	Special Education Department Head
Mr. Vice	Vice Principal
Mr. Childs-Youth	Child and Youth Worker

Student H HH

TRANSITION PLAN  No  Yes**Long-term Goal(s):**

Student G will complete a Certificate of Accomplishment and pursue semi-independent work experience in a Community Living Workshop upon graduation from secondary school.

Actions	Person(s) Responsible for Actions	Timelines
Will learn to use an individualized daily schedule to make transitions throughout the day.	Teacher and support staff	June 2011
Will demonstrate safe and appropriate behaviours for working alongside others.	Teacher, Autism teacher, staff	June 2009
Hold annual transition meeting to determine annual goals.	Teacher, parent, comm staff	May-annually
Workplace experience-classroom	Teacher, support staff	2008-2010
Workplace experience-community workshop setting	Teacher, community staff	2010-2012

