

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: 17/06/2013

Placement: Regular class with indirect support

Exceptionality (identified): Multiple: Multiple Exceptionalities

Primary Exceptionality: Intellectual: Mild Intellectual Disability

Secondary Exceptionalities:

Physical: Physical Disability

STUDENT PROFILE

Student OEN: 123456789

Last Name: RS

First Name: RS

Gender: F

Date of Birth: 05/05/2001

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

School Type: Elementary

Principal: Ms Principal

Current Grade/Special Class: Grade 7

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

| Information Source | Date | Summary of Results |
|-------------------------------|-------------|---|
| Behaviour Report | 14/10/2013 | Student requires consistent routine, structure and direction. Student requires supervision to monitor safety in all settings. |
| Speech and Language Report | 30/09/2013 | Recommendations to continue activities to promote receptive and expressive language including exercises to develop articulation, oral apraxia, social and functional communication. |
| Educational Assessment | 25/09/2013 | Assessment indicates Level 3 and knows 75% of Pre-Primer words. |
| Physical Therapy Report | 12/07/2013 | Reassessment. Recommendations indicate to continue to develop gross skills and balance. |
| Occupational Therapy Report | 17/06/2013 | Reassessment. Continue to develop fine motor and coordination activities. Will begin to look at software and assistive technology options. |
| Medical Note | 01/10/2012 | Confirms diagnosis of Rett Syndrome and Developmental Disability. |
| Neuropsychological Assessment | 14/09/2012 | Confirms Rett Syndrome, articulation/speech difficulties, developmental and learning delays, fine and gross motor problems, and behaviour difficulties. |

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 |

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 | Quiet setting | 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 | | |
| Manipulatives/practical/hands on opportunities | | |
| Repeated exposure to material/rehearsal opportunities | | |
| Pre-teaching/reteaching | | |

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: Student 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 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 |
| Progress Report | | |
| 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 |
| 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 |
| Count items up to 20 and place them in one to one correspondence daily. | Opportunity during snack time to practice with napkins | Observation |
| Term 1 | | |
| Choose and pay for items at the grocery store using a loonie once per week. | Visual, prompting | Observation |
| Recognize numbers from 1-50 in random order. | Flash card drills, rehearsal | Checklist |
| 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 2 | | |
| Distinguish between all coins. | Manipulatives | Checklist |
| Identify the missing number in a number line/activity from 1-10. | Computer games | Checklist |
| Identify what measuring units needs to be used in food preparation. | Visuals, manipulatives-1/3 or 1/2 or 1 cup, teaspoon, tablespoon | Student Conferencing, observation |

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 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 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 |
|--|--|---|
| Progress Report | | |
| Increase her reading skills by listening and then reading along to one story on the computer. | Books on CD, Wiggleworks, prompting | Observation. |
| Print/type/repeat her name daily. | Computer | Computer, oral responses, checklist, scribing for oral response |
| Read and demonstrate the meaning of 3 safety signs. | Visuals-stop sign, poison sign, walking. Modeling and role playing. | Observation, transferring of skill. |
| Share information (interests) with the class once per day. | Communication book with home, rehearsing opportunities at school and home | Observation, checklist |
| Term 1 | | |
| 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 |
| 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 |
| 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 2 | | |
| Use the computer to type 1-3 sentences about the story she has read | Word Prediction/Writing With Symbols software | Observation, checklist |

| | | |
|--|--|-------------------------|
| and then orally present this to the class. | | |
| 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 | | |
| <p>Baseline Level of Achievement (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>Baseline Level of Achievement for Alternative Skill Areas:</p> <p>Student 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.</p> | |
| <p>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.</p> <p>By the end of the school year, Student 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.</p> | | |
| Learning Expectations | Teaching Strategies | Assessment Methods |
| Progress Report | | |
| 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 1 | | |
| Share one interest with a peer once per day. | Pairing with visuals, sequential prompts | Conferencing, observations |
| 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 2 | | |
| 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 |
| 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 |

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 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 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 |
|--|--|---|
| Progress Report | | |
| Unpack and pack her backpack once per day. | Verbal and Physical prompts, visual schedule | Observation, checklist, conferencing with student |
| Use a telephone to contact family members once per day. | Visual, role playing, opportunities to practice and rehearse | Observation |
| Term 1 | | |
| Differentiate and use a telephone to contact family and emergency contacts. | Scripts, role playing, safety videos | Conferencing with Student, checklist |
| Unpack and pack her backpack twice per day. | Verbal and Physical prompts, visual schedule | Checklist |
| Term 2 | | |
| 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 |
| 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 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 |
| Progress Report | | |
| 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 |
| 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 |
| Increase level of focus on activity by remaining with the task for 3 minutes. | Visual timer, visual schedule, reward | Observation, checklist |
| Term 1 | | |
| 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 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 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 2 | | |
| 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 |
| | | |

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 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 will develop balance, continue to develop language skills and fine motor skills that are essential for accessing technology.

| Learning Expectations | Teaching Strategies | Assessment Methods |
|---|--|---------------------------|
| Progress Report | | |
| 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 |
| 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 |
| 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 1 | | |
| 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 |
| Continue to practice to imitate sounds once per day. | Modeling, repeating, verbal prompts | Checklist |
| Term 2 | | |
| 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 |
| Use a touch pad keyboard screen to access computer programs once per | Physical and verbal prompts, peer buddy | Observation |

day.

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

- | | | |
|--|---|--|
| <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. SERT | Special Education Resource Teacher |
| Miss Teacher | Classroom Teacher |
| Mrs. TA | Teacher Assistant |
| Ms. TA | Teacher Assistant |
| Mr. BAC | Board Autism Coordinator |
| Mrs. BBC | BoardBehaviour Coordinator |
| Ms. SSAH | Special Services At Home Worker |

TRANSITION PLAN No Yes

Long-term Goal(s):

Will increase her skills for carrying out self-care, academics and leisure tasks in order to fully and meaningfully participate in opportunities in school, home and in the community and in preparation for the transition to secondary school.

| Actions | Person(s) Responsible for Actions | Timelines |
|---|---|---|
| Complete Interest Inventory Assessment to inform future program planning with a focus on Leisure interests, skills and aptitudes. Add information to her (Individual Pathways Plan) IPP. | Student, teacher, parents, community support case manager | Grade 7 |
| Review equipment needs for academic environment. | CCAC representatives (OT, PT), teacher, SERT | Spring annually (for next school year) |
| Update academic (Language and Mathematics) testing . | Teacher, SERT | Fall Grade 8 |
| Using information from IPP, create Transition Portfolio (grade 8-9). | Student, teacher, parents, community support case manager | Grade 8 |
| Hold Transition Meetings for secondary school placement (initial goal setting, option sheet completion, equipment and safety considerations). Safety plan to be shared with secondary school. | Elementary principal, secondary special education staff, parents, community support case manager, guidance staff, student | Spring grade 7, January grade 8, Spring grade 8 |
| Participate in Transition Program held by local secondary school. | Parents, student, secondary special education teacher, secondary guidance counsellor | August pre- grade 9 year |

LOG OF PARENT/STUDENT CONSULTATION

| Date | Description of Consultation | Parent/Student Feedback/Outcome of Consultation |
|-------------|--|---|
| 20/09/2013 | Parents met with school staff to discuss creation of Term 1 IEP. | Parents would like to see Special Services at Home (SSAH) worker added to IEP team. |
| 14/10/2013 | Teacher phoned parents to indicate IEP was being sent home. | Parents returned IEP signed. |
| 01/11/2013 | Parents requested meeting with school team and SSAH worker. | Parents asked that SSAH worker and school team work together on IEP skills to ensure transfer of skills to home/community. |
| 09/12/2013 | 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. |
| 17/01/2014 | Meet with Behaviour Consultant to review observations. | Strategies given to support RS to replace self-injurious behaviour. Discussion with the team to revise Safety Plan. |
| 10/03/2014 | Term 3 IEP sent home. | Meeting requested after March break. |
| 28/03/2014 | 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

IEP completion date:14/10/2013