

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: Regular class with indirect support

Exceptionality (identified): Communication: Speech Impairment

STUDENT PROFILE

Student OEN: 234567891

Last Name: RR

First Name: R

Gender: M

Date of Birth: 12/04/2007

School: Elementary School

School Type: Elementary

Principal: Mr. Principal

Current Grade/Special Class: Grade 1

School Year: 2013-14

Reporting Period

Elementary



Term 2

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Educational Assessment	15/09/2013	Benchmarks Assessment, Vocabulary Lists (PrePrimer-Gr.1) and teacher developed checklist indicate that skills are at a late Kindergarten level.
Speech and Language Assessment	17/06/2012	Assessment suggests severe articulation needs, moderate expressive language difficulties, receptive language within normal range.

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
Co-operation with adults	Articulation skills/speech production skills
Fine motor skills	Correct use of grammatical structures
Gross motor skills	
Positive attitude	
Willingness to communicate	

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

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

1.Language	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT
2.Communication	<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
Prompting to correct articulation	Strategic seating	Additional time for oral assessments
Visuals to accompany some oral language	Reduction of audio stimuli	Visual substitute for oral communication when appropriate
Pre-teaching/reteaching		
Teacher/peer modelling		

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

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 requires assistance to be understood by others when engaging in academic and social tasks. He continues to require opportunities to practice conversation skills to develop his intelligibility.

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 "FKGLS" sounds (as per consultation with CCAC Speech and Language Pathologist) and engage in social conversation skills understood by others.

Learning Expectations	Teaching Strategies	Assessment Methods
Progress Report		
Accurately use the consonants "F,G, K, L S" at the beginning of words when speaking during instructional periods.	Auditory cues, visual cues, practice, modeling, positive reinforcement, scaffolding	Structured weekly probe to monitor accuracy.
Engage in a conversation once per day and share a personal anecdote.	Opportunity for conversation, modeling, asking questions	Observation noting Antecedent, Behaviour, Consequence (ABC) of conversation. Debrief with student.
Term 1		
Accurately use the consonants "F,G, K, L S" in the middle of words when speaking in class.	Auditory cues, visual cues, practice, modeling, positive reinforcement	Structured weekly probe to monitor accuracy.
During conversations, recognize when he is not easily understood and pair a visual to enhance conversation.	Direct Instruction, Prompting, visual aid, social cues re: comprehension	Observation noting ABC of conversation. Debrief with student.
Term 2		
Use the consonants "F,G, K, L S" accurately at the end of words during class.	Auditory cues, visual cues, practice, modeling, positive reinforcement	Structured weekly probe to monitor accuracy.
Pair a visual with his words when articulating his needs.	Direct Instruction, Prompting, visual aid, social cues re: comprehension	Observation noting ABC of conversation. Debrief with student

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Communication Disorders Assistant (CDA)	Weekly, 30 min. sessions, 12 week block of services (Sept-Nov.) (March-June)	Resource Room/Classroom
Speech Language Pathologist (SLP)	Consultation with teacher and CDA, twice per month in Term 1, to teacher once per month in Term 2 and 3.	Classroom
Board Literacy Itinerant Teacher	Consultation to teacher	Classroom
Special Education Resource Teacher (SERT)	Consultation as required	Classroom

Health Support Services in the School Setting: No Yes

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

IEP DEVELOPMENT TEAM

Staff Member	Position
Mr. Teacher	Classroom Teacher
Miss CDA	Communication Disorders Assistant (CDA)
Mr. SERT	Special Education Resource Teacher
Mr. SLP	Speech Language Pathologist
Ms. Principal	School Principal

TRANSITION PLAN No Yes

Long-term Goal(s):

With a focus on oral language development (articulation), he will close the gap in Language to the instructional level of his age appropriate peers. He will begin to recognize social cues during conversations.

Actions	Person(s) Responsible for Actions	Timelines
Language program focused on improvement in oral communication (articulation). Program goals to be continued through summer community programs as determined by parents and Preschool Speech and Language Services.	Student, teacher, CDA, Board SLP, Community Care (CCAC) SLP Preschool Speech and Language Services-(PSL)	Grade 1
Begin to develop Communication skills with respect to recognizing social cues during conversations to ensure comprehension.	Student, teacher, CDA, SLP	Grade 1
As articulation improves, fade augmentative strategies.	Student, parents, SLP (CCAC and Board)	Grade 2/3
Annual transition meeting for IEP planning with new teacher.	Parents, SERT, classroom teacher, principal	Sept. annually
Transition Meeting in preparation for student moving to Junior Division to discuss strengths and needs.	teacher, SERT, Board Literacy Teacher	March Gr. 3

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
24/06/2013	Parents, Early Childhood Educator, Kindergarten Teacher	Discussed potential concerns over expressive language and articulation difficulties. Assessment and monitoring during first term Gr. 1 was discussed.
06/10/2013	Speech Pathologist, Parent, Resource Teacher, Classroom Teacher	Review of assessments completed. Speech Pathologist provided recommendations for programming. Block of CDA time initiated. Parents in agreement with goals. SLP suggested follow up home activities and provided documentation to parents.
16/10/2013	Parents, Classroom Teacher, CDA	Review of IEP goals. Parent and teacher in agreement with direction of IEP.
28/11/2013	Parents, Speech Pathologist, CDA, Resource Teacher	Due to concern over continued difficulties in intelligibility and some frustration on the part of the student, SLP suggested to trial visual reinforcements.
27/02/2014	Parent, Resource Teacher, CDA, SLP, Classroom teacher	SLP initialed a second block of Communication Disorder Assistant time to further consolidate augmentative communication strategies. Parents and teacher support this direction.
27/05/2014	Parents, Principal, Teacher, Resource Teacher	Reviewed progress made with augmentative communication strategies. An early September meeting with the new classroom teacher will be arranged to review student needs. Summer programs discussed. Parents contacted Pre-School Speech and Language Services. Update of summer progress arranged.

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:17/10/2013