

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: 22/01/2013

Placement: Special education class full-time

Exceptionality (identified): Communication: Autism

STUDENT PROFILE

Student OEN: 012345678

Last Name: HH

First Name: Student H

Gender: M

Date of Birth: 03/12/1997

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

School Type: Secondary

Principal: Mr. Principal

Current Grade/Special Class: Grade 11

School Year: 2013-14

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

Ontario Secondary School Diploma

Ontario Secondary School Certificate

Certificate of Accomplishment

Reporting Period

Secondary-Semester

One

RELEVANT ASSESSMENT DATA

Information Source	Date	Summary of Results
Occupational Therapy Assessment	05/05/2013	Significant delays in personal care and fine motor skills. Focus on learning basic food preparation, self care skills and supported employment skills.
Employment Essential Skills Assessment (Oral Communication, Job Task Planning and Organization, Working Independently)	24/01/2013	With support, limited use of communication system for living or work tasks. When living or work task is structured, verbal prompts are required for task completion.
Interest Inventory, Leisure Skills	25/01/2013	Interest indicated in the areas of Physical Wellness, Arts and Crafts. Prefers leisure opportunities in moderate size groups
Behaviour Assessment	18/04/2013	Functional analysis of behaviour indicated that aggression to self and others are avoidance behaviours due to anxiety and as a result of skill deficits.
Speech and Language Assessment	10/05/2012	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 MP3 player).
Child Development Assessment, Toronto Hospital for Sick Kids	24/10/2000	Diagnosis of Autism

STUDENT'S AREAS OF STRENGTH AND AREAS OF NEED

Areas of Strength	Areas of Need
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
	Personal care and daily living skills

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.Independent Work	<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	Periodic breaks
Concrete, age-appropriate materials	Reduction of visual stimuli	Structured tasks and work station
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	
Fade prompts when appropriate		
Preferred activity based on sensory plan		

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

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 recognizes 30 photos and 5 symbols of daily living items and refers to them when prompted. He communicates with gestures and by looking at an adult when wanting something. He is 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, will consistently and independently use visual supports to follow teacher directions and complete tasks. Will independently and spontaneously use a communication board with 35 photos and 6 symbols in the domain of daily living and classroom based tasks to have his wants and needs met (addition of 5 photos to his existing communication system during the 2013-14 school year)

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Consistently select a picture of a familiar object from an array of pictures on a table.	Verbal instruction and follow activity with a reinforcer (free choice activity). Add visuals of daily living items, activities to array and vary the items weekly.	Video evidence/artifact of student vocabulary use. Checklist of target vocabulary recording levels of accuracy and independence.
Consistently select familiar 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. Add visuals of daily living items, activities to array and vary the items weekly or as student masters the skill.	Daily tally sheet, weekly probe of accuracy and level of independence. Video student monthly to document his learning journey.
Consistently and spontaneously ask for 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.	Monthly video to document learning. Checklist of choices; daily tally sheet of responses. Daily probe at different times and environments recording choice, level of prompt.
Consistently name items used in familiar classroom activity.	Direct instruction followed by individual activities when mastery is demonstrated.	Monthly video to document learning. Teacher observation and checklists. Weekly probe for accuracy and level of prompting required.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

KMN-Numbers and Numeracy

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:
 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

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 with minimal support, will be able to demonstrate an understanding of numbers, using concrete materials to explore and investigate counting (1-20), quantity (1-5), and number relationships (more and less). Specific references will be to personal lifeskills. consistently recognize the numbers 1-6; to count sets of objects up to 5; rote count to 20.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
With some visual support, sort and match coins (dimes, nickles, quarters, loonies).	Provide visually structured task. Forward chain using task analysis. Positive reinforcement .	Teacher observation and checklist of mastery of skill
With some visual support, recognize different ways of representing whole numbers up to 0-9 (bus routes, address, age).	Provide visually structured tasks using familiar visuals.	Individual activity checklist of progression of skill development to determine whether additional subtasks need to be targeted
With minimal visual support, count by rote to 14. (date, number of peers in group, pencils in the holder, people in the family)	Modelling and forward chaining. Fade visual support with mastery.	Weekly tracking of progress
With minimal visual support, recognize numerals to 0-9. (bus route, phone number, address number, ages)	Fade visual supports with mastery of skill.	Checklist of accuracy-individual and group activities
With minimal visual support, indicate "more" and "less" with quantities up to 5. (objects in his backpack, items on the lunch table)	Provide visually structured tasks using familiar visuals.	Individual activity checklist of progression of skill development to determine whether additional subtasks need to be targeted
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

KAL-Arts and Leisure Skills (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 is able to use two pieces of fitness equipment daily for 15 minutes (free weights and treadmill). Student H observes weekly group music sessions. He enjoys using multiple craft mediums (paper, paint, clay, glue).

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.
 Will increase independence in familiar leisure activities in the area of Physical Wellness, Music and Arts and Crafts through daily participation in moderate size groups within the school setting.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Independently follow visual workout plan to follow all steps to use the treadmill and weight machine for a 30 minute session.	Provide visual instructions (task analysis) for equipment use; provide timer; use discrete trial training. Provide treadmill workout sheet with times, speed, incline.	Bi-Monthly video to document learning. Daily checklist of accuracy and length of time, workout list as per student's attainment of goal.
With some visual and verbal prompting, select an instrument (e.g., tambourine and maracas) to use to keep the beat.	Direct instruction to learn to use instruments; group participation using visual cues and to keep 4/4 time; modelling. Fade verbal prompts as appropriate.	Checklist of skill and use of visual cues.
Create a photo collection of weekly craft projects with accurate labels for materials used and indication of preferred projects.	Provide digital camera.	Checklist of product completion; teacher conference-weekly to record preferences and accuracy of labels.
Two		

Special Education Program			
Subject or Course/Code or Alternative Skill Area			
KGW-World of Work (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 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.	
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 be able to independently complete all tasks that are visually structured and to independently navigate the physical structure within the classroom workplace and student cafeteria.			
Learning Expectations	Teaching Strategies	Assessment Methods	
One			
Pack up to 25 "book bags" per week as part of the classroom workplace.	Provide visual structure of task; backward chaining.	Bi-Monthly video to document learning. Student checklist of bookbags completed; daily probe and count of accuracy of tasks.	
Sort cutlery into sections in the school cafeteria.	Provide visual structure for task; provide direct instruction for task completion and for student checklist use.	Bi-Monthly video to document learning. Student checklist; teacher observation of student performance of task (accuracy and level of support required).	
Two			

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 is 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.

To increase independence in Daily Living Skills, will use a visual structure to heat personal lunches with a micro-wave oven and prepare two daily snacks.

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Will independently place food in microwave daily and follow familiar routine to prepare food.	Verbal instruction; provide visual structure; modelling,	Teacher structured observation to determine mastery; daily checklist of visual structure cues use. Bi-Monthly video to document learning.
Select and prepare one snack daily.	Verbal instruction; provide visual structure; modelling,	Teacher observation to determine mastery; daily checklist of visual structure cues use. Bi-Monthly video to document learning.
Use simple cooking implements (mixing bowl, spatula, electric mixer) safely and with minimum support.	Verbal instruction; visual structure; group activities; task analysis; forward chaining.	Teacher observation to determine mastery . Task Analysis to determine level of independence. Bi-Monthly video to document learning.
Two		

Special Education Program

Subject or Course/Code or Alternative Skill Area

Independent Work

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:

Most of the time, does not flee, disrobe or show aggression to others. With support (use of a photo schedule) he is managing transitions within the special education classroom during the afternoon. During the morning he requires more support at times.

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 minimum support, he will follow instructions with a focus on making transitions throughout the school day within the special education classroom and to/from transportation (school hallways).

Learning Expectations	Teaching Strategies	Assessment Methods
One		
Move through daily activities within the classroom using between 5-10 transition photographs.	Provide photographs; positive reinforcement; prompts.	Frequency data of transitions. Bi-Monthly video to document learning.
With support, recognize and match personal feelings to picture cues. (calm, anxious, frustrated).	Model use of emotions/feelings chart.	Teacher observation/checklist to collect data on anxiety reduction.
With support, select a preferred activity to engage in when anxiety increases.	Shaping.	Teacher observation. Student self identification.
Two		
Move through daily routine from transportation to the classroom at the beginning of the day and from the classroom to transportation at the end of the day using between 5-10 transition photographs.	Provide photographs; positive reinforcement; prompts.	Frequency data of transitions. Bi-Monthly video to document learning.
Independently select a preferred activity to engage in when anxiety increases.	Shaping.	Teacher observation. Student self identification
Independently recognize and match personal feelings to picture cues. (calm, anxious, frustrated).	Model use of emotions/feelings chart.	Teacher observation/checklist to collect data on anxiety reduction.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Frequency or Intensity for board staff	Location
Special education teacher	Daily beginning in September	Classroom
Itinerant Special Education Resource Teacher (ISERT)	Weekly beginning in September	Classroom
Child and youth worker	Weekly-small group beginning the end of September	Classroom
Educational Assistant	Daily-shared with a small groups of students starting in September	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 Special Education Resource Teacher-Autism
Mrs. Head	Special Education Department Head
Mr. Vice	Vice Principal
Mr. Childs-Youth	Child and Youth Worker

TRANSITION PLAN No Yes

Long-term Goal(s):

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
Demonstrate safe and appropriate behaviours for working alongside others. Add demonstration to reflection section of his Individual Pathway Plan(IPP).	Teacher, Autism teacher, staff, student	Grade 9/10
Will learn to use an individualized daily schedule to make transitions throughout the day. Use parallel symbols on home and community visual schedules. Add sample schedule and student reflection (video format) to IPP.	Teacher and support staff, student Parents, community living support (behaviour intervention) for home/community schedules.	Grade 11
Hold annual transition meeting to determine annual goals and determine summer supports for family and student. Add Transition Plan annually to IPP. (see Integrated Transition Plan for details).	Teacher, parent, community living staff and other family supports	May-annually
Gain Workplace experience-classroom/school cafeteria and add experience and skill record to IPP each semester. Include employer comments to IPP records.	Teacher, support staff, student, community living case manager (transition planning)	Gr. 11/12
Gain Workplace experience-community workshop setting and add experience and skill record to IPP each semester. Include employer assessment to IPP records.	Teacher, community living case manager (transition planning), student	Year 6/7
As part of IPP update, student will complete a Comprehensive assessment related to employment.	Student/SERT/community living transition planner (community assessment)	Grade 12 (Jan)
As part of IPP update, student will complete Interest inventory to determine leisure/employment areas.	Student/SERT	Year 6
As part of IPP completion, prepare a Transition Portfolio for post-21 service access and planning. Begin supported workplace placement (Semester One).	Student, SERT, Community Living Transition support, parents, Supported Employment Manager	Year 7

LOG OF PARENT/STUDENT CONSULTATION

Date	Description of Consultation	Parent/Student Feedback/Outcome of Consultation
21/05/2013	Transition Meeting-student, parents, community support (Community Living Organization).	Determined goals for 2008-2009 (workplace, daily living skills, numeracy and literacy).
10/09/2013	Draft IEP sent home with student for parent consultation.	IEP returned-parent requested preparation of snacks daily as part of daily schedule-added to Self Help and Personal Care (KPP) curriculum.
11/09/2013	Staff consultation (teacher, EA, VP, Itinerant Resource Teacher, department head).	Team reviewed annual goals and teaching support strategies. Data collection strategies and procedures reviewed with all staff.
30/09/2013	Working copy of IEP sent home.	Parents returned signed consultation form to teacher.
08/11/2013	Consultation with parents on phone.	Discussed progress made during work experience placement. Parents agreed to adding cafeteria placement to learning expectations as preparation to future placement in the community. Updated IEP sent home for review.
13/12/2013	Conference with parents, community living case manager, board staff.	Logistics of comprehensive assessment (academic, daily living and employment skills) to be completed at the end of January. Community Living will complete assessment for home and community in January. Teacher will complete assessment during exam schedule. Feb. meeting scheduled to review results.

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:30/09/2013