



**Individual Education Plan**  
Trillium Lakelands District School Board

**REASON FOR DEVELOPING THE IEP:** Student not formally identified but accesses Special Education programs

**STUDENT PROFILE**

Name: _____	Gender: <u>  M  </u>
Date of Birth: _____	OEN/MIN: _____
School: _____	Principal: _____
Current Grade / Special Class: <u>  05  </u>	School Year: <u>  2017-2018  </u>
Most Recent IPRC Date: _____	Date annual review waived by Parent/Guardian: _____
Exceptionality: _____	
IPRC Placement Decision: _____	

**ASSESSMENT DATA**

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Assessment Type	Source	Date	Summary of Results
Assessment of Lagging Skills and Unsolved Problems	Classroom Teacher, SERT, Principal, French Teacher	05-Oct-2017	Lagging Skills: - persisting on difficult academic tasks - expressing needs in words - considering a range of solutions to a problems - managing his anxiety - interpreting social cues - entering groups with his peers
BASC-3	Classroom Teacher	04-Oct-2017	areas of difficulty: -does not complete tasks -joining group activities -keeping up in class -organization -cries easily

School Level Informal	Classroom Teacher	27-Sep-2017	<p>Reading: Fountas &amp; Pinnell Reading Assessment, Non-Fiction strong word accuracy, weak comprehension, weak fluency</p> <p>Writing: Paragraph writing diagnostic: evidence of strong understanding of the organization of a paragraph, satisfactory communication, weak application, weak thinking.</p> <p>Math: Satisfactory understanding of place value and number sense. Able to read, write, represent, and compare both 5 and 6 digit numbers.</p>
Occupational Therapy Report	CCAC	OT,	<p>is making some gains with his printing skills. He is trialing strategies to improve letter placement and printing legibility as he is still having difficulty with these. He is also encouraged to begin developing keyboarding skills so that technology can be considered an accommodation in the future.</p>

**STUDENT'S STRENGTHS AND NEEDS**

**Areas of Strength**

Visual Learner  
Artistic  
Reading (decoding)  
Interest in science  
Follows rules and routines  
Empathetic

**Areas of Need**

Writing (Organization, Generating Writing Topics)  
Social Skills with Peers  
Executive Functioning (organization, planning)  
Reading (comprehension, fluency)  
Self Regulation (problem-solving, expressing needs in words, frustration tolerance)

**Health Support/Services/Personal Support Required:**

**SUBJECTS, COURSES OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES**

Identify each as Modified (MOD), Accommodated(AC), or Alternative

Program	Course Code	Modified	Accommodated	Alternative
Writing		✓		
Executive Functioning				✓
Social Skills				✓
Self-Regulation				✓

**Elementary Program Exemptions or Secondary School Compulsory Course Substitutions:No**

*Complete for secondary students only:*

Student is currently working towards attainment of the:

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**ACCOMMODATIONS**

Instructional	Environmental	Assessment
Partnering Daily use of Technology (classroom iPad: Word Prediction, Text To Speech, Speech To Text) Graphic Organizers (Popplet or Book Creator) Scribing in Math Rewording Rephrasing of Information Access to Problem Solving Checklist Zones of Regulation Use of self-advocacy scripts/coping cards Chunk academic tasks	Visual prompt for independence with work completion: 1. Give it a try 2. Ask a friend 3. Ask an adult  Visual task analysis/success criteria for writing tasks	Scribing When Needed Oral Responses Assistive Technology (classroom iPad: Word Prediction, Text To Speech, Speech To Text) Reduced Tasks in Math (requires extra time) Extra Time Access to Problem Solving Checklist

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**INDIVIDUALIZED EQUIPMENT:** No

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**SPECIAL EDUCATION PROGRAM**

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Student OEN/MIN:</b>	<b>Subject/Course/Alternative Program</b> Writing
<b>Current Level of Achievement</b> Letter grade/Mark: C Curriculum grade level: 2 Modified	<b>Current Level of Achievement for Alternative Program:</b>

**Annual Program Goal(s)**

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

will generate, gather and organize ideas to write for an intended purpose and audience; will review his writing using a variety of informational, literary and stylistic elements for his intended audience (grade 3).

Learning Expectations	Teaching Strategies	Assessment Methods	Achieved
will write complete simple sentences with proper capitalization, punctuation and spacing, using a writing checklist.	Repeated Practice Visuals Direct Instruction	Observation Work Samples	
will use an app to organize his ideas that he generates	Popplet app or Mindomo Repeated Practice Direct Instruction	Observation Work Samples (graphic organizers)	
will use success criteria to review his writing prior to submission.	Listen Orally To Writing (Text to Speech) Prompt To Review Success Criteria Chunking Frequent Check-Ins	Paragraph of the Week Observation Conferencing	
will use specific examples to support his main ideas orally and in writing.	Chunking Check-Ins Guided-Grouping Exemplars of main ideas & their corresponding supporting examples Scaffolding Graphic organizer	Paragraph of the Week Conferencing Oral Reports	
will use personal connections to include descriptive language (i.e. related to sensory experiences) while speaking and writing.	Prompt to a Personal Connection Prompt to re-read work Thesaurus App Check-Ins	Paragraph of the Week Oral Responses	

**SPECIAL EDUCATION PROGRAM**

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Student OEN/MIN:</b>	<b>Subject/Course/Alternative Program</b> Executive Functioning
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<b>Current Level of Achievement</b> Letter grade/Mark: Curriculum grade level:	<b>Current Level of Achievement for Alternative Program:</b> When confident in a learning activity, _____ will work well independently. When he is unsure of how to proceed, he will simply stop working and sit quietly. This sometimes leads to anxiety. When he has completed a task, _____ requires explicit instructions of what to do next.
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**Annual Program Goal(s)**

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

will use a variety of strategies when he is planning/prioritizing and organizing his time.

Learning Expectations	Teaching Strategies	Assessment Methods	Achieved
will prioritize his literacy centers by creating a numbered list at the beginning of each cycle with teacher support.	Checklist Guided Group	Observation Conference	
will use his success criteria personal checklists to ensure that he is meeting the requirements for each task.	Checklist Verbal Reminders	Checklist Observation Conference	
will use an app to organize his ideas prior to initiating a task.	Popplet Mindomo Verbal Prompts	Observation Produce Work	
will follow his visual prompt to begin his independent work within 3 minutes of being given a task.	Verbal Prompts Visual prompt on desk	Observation	
will use his agenda to track important class dates and assignments with daily teacher check-ins. (i.e.: picture day, assignment due dates).	Teacher check-in Verbal Reminders	Observation	

**SPECIAL EDUCATION PROGRAM**

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Student OEN/MIN:</b>	<b>Subject/Course/Alternative Program</b> Social Skills
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<b>Current Level of Achievement</b> Letter grade/Mark: Curriculum grade level:	<b>Current Level of Achievement for Alternative Program:</b> Lagging skills and unsolved problems impact his ability to access the curriculum. He has difficulty joining groups for academic work and games at recess. He has difficulty managing his anxiety/emotions in social situations. ABC data: at recess, stands alone at edge of soccer field or near the school wall
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**Annual Program Goal(s)**

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

will communicate concerns about a social situation and consider the perspective of another in order to generate a solution that is realistic and mutually satisfactory.

Learning Expectations	Teaching Strategies	Assessment Methods	Achieved
will identify 3 situations that cause him to feel anxious	Plan B Empathy Step Zones of Regulation: -Scenarios (G) -Expected Zones (H) -Understanding Perspectives (I) -Social Behaviour Mapping (J)	Problem Solving Plan ABC Data	
will identify his feelings using his personal anxiety scale, when prompted 4/5 times in a school day.	Plan B Empathy Step Zones of Regulation: Emotion cards (C) Zones labels (D) Zones chart (E) Personalized scale Scripting Coping Cards	Problem Solving Plan Creation of personalized zones scale	
will use a chosen strategy to join a group for an academic task, or a game in progress on the yard once per day.	Plan B conversation Zones of Regulation: -inner coach (X) -inner critic (Y) Scripting Coping Cards Teacher to prompt in advance	ABC data Problem Solving Plan	

## SPECIAL EDUCATION PROGRAM

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

<b>Student OEN/MIN:</b>	<b>Subject/Course/Alternative Program</b> Self-Regulation
<b>Current Level of Achievement</b> Letter grade/Mark: Curriculum grade level:	<b>Current Level of Achievement for Alternative Program:</b> lagging skills and unsolved problems impact his ability to access the curriculum. He has difficulty seeking clarification about next steps in a writing task when required. He has difficulty managing his frustration/anxiety related to academic tasks, particularly with writing. He is increasingly reluctant to attend school. ABC data: during writing assignments: crying, putting head down

### Annual Program Goal(s)

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

will develop strategies to cope when he is having difficulty with an academic task.

Learning Expectations	Teaching Strategies	Assessment Methods	Achieved
will choose one appropriate calming strategy from his toolbox when he identifies that he is in the yellow zone, 75% of the time.	Plan B Invitation Step Zones of Regulation - Toolbox (Z), Tools (BB) Visual tools (breathing, break cards) Scripting, Coping Cards	Problem Solving Plan Zones: Zones tool selection (R) Student tracking of tool effectiveness (EE)	
will give it a try or ask a friend before seeking clarification from an adult, 3 out of 4 times, when he needs clarification about next steps in an academic task	Visual Cue (try, ask friend, ask an adult) Scripting, Coping Cards  Plan B Empathy Step, drilling strategies Teacher check-in during task completion	Consultation re: task completion Zones: Zones Across the Day (N)	
will state his concern, identifying 3 (who, what, where and when) details of situations that cause him anxiety.	Plan B Conversation Empathy Step	Plan B Script	

## EVALUATION

Reporting Dates:

Reporting Format: Provincial Report Card (required unless student's program comprises alternative expectations)

### IEP Developed By:

Staff Member	Position
	Principal
	Teacher/SERT
	Teacher
	Teacher

### Sources Consulted:

Source Desc	Comments
OSR	
Previous IEP	
Provincial Report Card	
Parents / Guardians	Getting To Know You Questionnaire

Date of Placement in Special Education Program:

**LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING**

Date	Activity (Indicate parent/student consultation or staff review)	Outcome
Oct 5, 2017	School Intervention Team Meeting (Student Success/School-Based Problem-Solving)	ALSUP complete. Plan B conversation planned for October 18
Oct 9, 2017	Parent meeting	Shared ALSUP - selection of priority lagging skills (expressing concerns, entering groups, persisting with difficult academic tasks)
Oct 18, 2017	Plan B Conversation re: difficulty finding a partner for math games	Student concerns - not sure who to ask when best friend is away, feels like everyone already has a partner, afraid some kids would say no
		Adult concerns - difficulty finding a partner for math games takes time away from learning
		Solution - teacher will let him know in advance when he will need to find a partner in math class. They can decide together who he will ask.

**The principal is legally required to ensure that the IEP is properly implemented and monitored**

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Involvement of Parent/Guardian and Student (if student is 16 or older)**

I was consulted in the development of this IEP  Parent/Guardian  Student

I declined the opportunity to be consulted in the development of this IEP  Parent/Guardian  Student

I have received a copy of this IEP  Parent/Guardian  Student

Parent/Guardian and Student Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature (if 16 or older)

\_\_\_\_\_  
Date



## School Intervention Team Meeting

<b>Student:</b>	<b>Age:</b> 10
<b>School:</b>	<b>Grade:</b> 05
<b>Date of Meeting:</b> 5-Oct-17	<b>Referring Teacher:</b>

**In Attendance:** Teacher, Principal, Resource Teacher, French Teacher

**Regrets:**

Classroom -seems highly anxious. If his best friend is away, he may stand alone on the school yard alongside peer activities. Hesitant to seek a partner or join a group in class. If he gets stuck on an academic task, will put his head down on the desk. Cries easily. Does not seek help. Parents report that he is increasingly reluctant to come to school.

<b>Goal/Action</b>	<b>Responsible</b>	<b>Freq/Timing</b>	<b>Data</b>	<b>Status</b>
Assessment of Lagging Skills & Unsolved Problems completed.  Lagging Skills: - difficulty persisting with challenging tasks -difficulty considering a range of solutions to a problem - difficulty expressing concerns or needs in words - chronic anxiety impedes his capacity to problem-solve and heightens frustration - difficulty interpreting social cues - difficulty entering groups, starting conversations	School Resource Team	Oct. 5	ALSUP	Ongoing
Invite parents for consultation to review ALSUP and prioritize unsolved problems to be addressed	Teacher	Oct. 5	Phone call and note in agenda	Ongoing

**Rationale:** Despite visual supports and coaching, requires collaborative support to address the problems causing his anxiety.

**Staff Responsible for Monitoring RTI Plan:** School Resource Team

**Follow-Up Meeting Date:** Oct 18, 2017

**Parent Meeting**

<b>Student:</b>	<b>Age:</b> 10
<b>School:</b>	<b>Grade:</b> 05
<b>Date of Meeting:</b> 9-Oct-17	<b>Referring Teacher:</b>

**In Attendance:** Mom, Dad, Teacher, Resource Teacher, Principal

**Regrets:** French Teacher

School	Shared ALSUP lagging skills and unsolved problems ABC data patterns: recess: when best friend is away, often stands at side of soccer field or by the wall. Will join peers in play if asked. writing tasks: head down on desk, cries
Home	Difficulty getting on the bus in the morning, and expressed concerns at bedtime. Says work is too hard, and recess is boring.

<i>Goal/Action</i>	<i>Responsible</i>	<i>Freq/Timing</i>	<i>Data</i>	<i>Status</i>
Prioritized lagging skills: - persisting with challenging tasks - entering groups - expressing concerns/anxiety	Staff & Parents	October 9	Problem Solving Plan	Ongoing
Teacher to have Plan B conversation re: first unsolved problem -difficulty finding a partner for math games Next conversation: - difficulty managing anxiety at recess if best friend is absent - difficulty joining a soccer game already in progress - difficulty following success criteria to complete a written paragraph	Teacher	October 18	Plan B Script, Problem Solving Plan	Ongoing

**Rationale:** Review of CPS process planning to support skill-building in areas of frustration tolerance, adaptability, problem-solving and expressing needs.

**Staff Responsible for Monitoring RTI Plan:** Teacher

**Follow-Up Meeting Date:** Nov 21, 2017