

# Individual Education Plans: The Basics

Transition and Safety Plans

Presenter - Patricia O'Connor



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# Background Information

- 34 years experience in education, BA, B.Ed., M.Ed.
- In-class teaching in all four divisions: regular and special education classrooms, resource teacher/consultant roles as well as developing and teaching ASD specific university courses
- Last 18 years developed and provided innovative ASD services for various school boards throughout Ontario/Canada



# Background Information

- Currently her primary focus has been on consultation and coaching; training, program development and advocacy for young adults with Asperger Syndrome transitioning to the work world and post-secondary through her company Integrated Autism Consulting.



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# Overview

- Education Advocacy
- What is an Individual Education Plan (IEP)?
- Why does a Student have an IEP?
- Necessity of the IEP
- The Process of Developing the IEP
- Parent Involvement
- Transition Planning
- Safety Plans



# Why is Education Advocacy Necessary?

- More students in each class every year requiring special education support
- Competition for limited resources
- Parent capacity to advocate varies significantly and is impacted by the family circumstances including family dynamics, employment status and income



# Know your Child's Disability

- Understand the defining characteristics and how they impact your child
- Share any information with the school that will enable them to understand your child better
- Providing a written overview of your child as they transition into new situations is always beneficial



# Identification

- Important that you have your child formally identified through the IPRC (Identification, Placement, Review Committee) process
- Identification usually occurs when parents request and provide the necessary information: Assessments, reports, etc.
- Placement will depend on what is available and what best suits the school/board situation



# Individual Education Plans

- A written plan describing the special education program and services for a specific student, based on their strengths and needs
- Accommodations are noted to help the student achieve to the best of their ability
- Modifications, which are expectations that are different from the age appropriate level, must be included

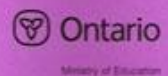




# Individual Education Plans

- A working document that identifies alternative expectations
- A record of skills to be assessed for reporting student achievement
- An accountability tool for the student, the student's parents, and everyone who has responsibilities for helping the student meet the goals





# The Individual Education Plan (IEP)

A RESOURCE GUIDE

2004

# IEP



# The Key to the Kingdom!

<b>Individual Education Plan</b>	<b>IEP</b>	
<b>REASON FOR DEVELOPING THE IEP</b>		
<input type="checkbox"/> Student identified as exceptional by IPRC <input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations		
<b>STUDENT PROFILE</b>		
Name: _____ Gender: _____ Date of Birth: _____		
School: _____		
Student OEN / MIN: _____ Principal: _____		
Current Grade/Special Class: _____ School Year: _____		
Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____		
Exceptionality: _____		
IPRC Placement Decision <i>(check one)</i>		
<input type="checkbox"/> Regular class with indirect support <input type="checkbox"/> Special education class with partial integration		
<input type="checkbox"/> Regular class with resource assistance <input type="checkbox"/> Special education class full-time		
<input type="checkbox"/> Regular class with withdrawal assistance		
<b>ASSESSMENT DATA</b>		
List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.		
Information Source	Date	Summary of Results
<b>STUDENT'S STRENGTHS AND NEEDS</b>		
Areas of Strength	Areas of Need	
Health Support Services/Personal Support Required <input type="checkbox"/> Yes <i>(list below)</i> <input type="checkbox"/> No		



# An IEP is not....

- A description of everything that will be taught
- A list of all teaching strategies
- A daily lesson plan
- A fixed document that remains the same from year to year



# Why does a Student have an IEP?

- Ministry regulations require that an IEP be developed for all identified students
- IEP's may be developed for a student who has not been formally identified but requires special programs and services



# IEP Development: The Necessity

- Template for the student and the teacher program
- Represents how your child's program will differ from the regular program.
- Principals are legally required to ensure that parents are consulted in the development of IEP's and consultation must occur on any significant changes, prior to implementation



# IEP Development: The Process

1. Information collection
2. Set the direction
3. Develop IEP
4. Implement IEP
5. Review and update



# Information Collection

- Review of all available information
- Consult with parents, the student, school staff and other professionals
- Student observation
- Assessment





# Set the Direction

- Establish a collaborative team
- Begin work on the IEP
- Indicate student's strengths and needs identified by the IPRC



# Individual Education Plan

# IEP

## 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

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Student OEN/MIN: \_\_\_\_\_ Principal: \_\_\_\_\_

Current Grade/Special Class: \_\_\_\_\_ School Year: \_\_\_\_\_

Most Recent IPRC Date: \_\_\_\_\_ Date Annual Review Waived by Parent/Guardian: \_\_\_\_\_

Exceptionality: \_\_\_\_\_

### IPRC Placement Decision (check one)

- Regular class with indirect support       Special education class with partial integration  
 Regular class with resource assistance       Special education class full-time  
 Regular class with withdrawal assistance

## ASSESSMENT DATA

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

Information Source	Date	Summary of Results

## STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

Health Support Services/Personal Support Required  Yes (list below)  No

\_\_\_\_\_



# Develop the IEP

- Determine accommodations
- Determine modified expectations
- Plan alternate program areas
- Determine teaching strategies and assessment methods
- Required human resources
- Record evaluation and assessment information



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

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

1. \_\_\_\_\_  MOD  AC  ALT      6. \_\_\_\_\_  MOD  AC  ALT  
2. \_\_\_\_\_  MOD  AC  ALT      7. \_\_\_\_\_  MOD  AC  ALT  
3. \_\_\_\_\_  MOD  AC  ALT      8. \_\_\_\_\_  MOD  AC  ALT  
4. \_\_\_\_\_  MOD  AC  ALT      9. \_\_\_\_\_  MOD  AC  ALT  
5. \_\_\_\_\_  MOD  AC  ALT      10. \_\_\_\_\_  MOD  AC  ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

- Yes (provide educational rationale)  No

Complete for secondary students only:

Student is currently working towards attainment of the:

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

**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment  Yes (list below)  No

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

**PROVINCIAL ASSESSMENTS (accommodations and exemptions)**

Provincial assessments applicable to the student in the current school year: \_\_\_\_\_

Accommodations:  Yes (list below)  No

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

Exemptions:  Yes (provide explanatory statement from relevant EQAO document)  No

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



## Special Education Program

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

Student OEN/MIN:

Subject/Course/Alternative Program:

Current Level of Achievement:

Prerequisite course (if applicable) \_\_\_\_\_

Letter grade/Mark \_\_\_\_\_

Curriculum grade level \_\_\_\_\_

Current Level of Achievement for Alternative Program:

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.

<b>Learning Expectations</b> (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	<b>Teaching Strategies</b> (List only those that are particular to the student and specific to the learning expectations)	<b>Assessment Methods</b> (Identify the assessment method to be used for each learning expectation)



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

*Include type of service, initiation date, frequency or intensity, and location*

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**EVALUATION**

Reporting Dates:

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Reporting Format

- Provincial Report Card (required unless student's program comprises alternative expectations only)  
 Alternative Report

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**TRANSITION PLAN**

If the student is 14 years of age or older and is not identified solely as gifted, a transition plan is required (see page 6).

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision (if applicable)     Provincial Report Card     Previous IEP     Parents/Guardians     Student  
 Other sources (list below)

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Date of Placement in Special Education Program (select the appropriate option)

- 1) First day of attendance in new special education program  
 2) First day of the new school year or semester in which the student is continuing in a placement  
 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

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Completion Date of IEP Development Phase  
(within 30 school days following the Date of Placement):

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# Implement the IEP

- Share the IEP with the student, parents, school staff and other professionals
- School staff put the IEP into practice
- Continual assessment to determine progress
- Make adjustments in goals and expectations
- Report to parents



# Review and Update the IEP

- Update the learning expectations at the beginning of each reporting period
- Review the IEP regularly
- A copy of the IEP is filed in the OSR
- Transition planning





# IEP Development: Parent Involvement

- “Open communication and cooperation between home and school will also ensure that the two have similar expectations with respect to the students’ special education program and services.”
- “Principals are legally required to ensure that parents are consulted in the development of the IEP.” The Individual Plan (IEP), A Resource Guide, 2004, pg. 13



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

Date	Activity (Indicate parent/student consultation or staff review)	Outcome

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:

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\_\_\_\_\_  
Parent/Guardian Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Student Signature (if 16 or older)\_\_\_\_\_  
Date

# **Policy/Program Memorandum #140**

Ministry of Education, 2007



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# Requirement 1

- Program must be individualized
- Positive reinforcement must be utilized
- Data must be collected and analyzed
- Transfer, or generalization of skills should be emphasized



# Special Education Program

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

Student OEN / MIN: \_\_\_\_\_

Subject/Course/Alternative Program: \_\_\_\_\_

Current Level of Achievement:

Prerequisite course (if applicable) \_\_\_\_\_

Letter grade/Mark \_\_\_\_\_

Curriculum grade level \_\_\_\_\_

Current Level of Achievement for Alternative Program: \_\_\_\_\_

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.

## Learning Expectations

(List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.)

## Teaching Strategies

(List only those that are particular to the student and specific to the learning expectations)

## Assessment Methods

(Identify the assessment method to be used for each learning expectation)

**Individualized programming**

**Observable and measurable Goals**

**Transfer or generalization**

**Reinforcement**

**Plan for transfer or generalization**

**Data collection Methods**

**Use of data collected**

# Transition Plans



# Requirement 2

- School board staff must plan for the transition between various activities and settings involving students with an ASD
- Plan for every kind of transition
- Written transition plans for all students with an ASD
- Relevant ABA methods to be used to support transitions
- Collaboration with parents and community agencies



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## Transition Plan

Student's name \_\_\_\_\_ OEN/MIN \_\_\_\_\_

Specific Goal(s) for Transition to Postsecondary Activities

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Actions Required	Person(s) Responsible for Actions	Timelines





# Safety Plans



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# Crisis Management

- Crisis management is a reaction to an intense and temporary situation
- Board has a responsibility and is legislated through the OHSA to provide a safe environment for students and staff
- A very small number of students with special needs display behaviours that present an ongoing safety risk to self or others
- Personal Protective Equipment must be provided



# Crisis Management

- **Goal:** protection of all involved
- This is a quick fix which offers **no long term educational benefit**
- **Crisis management by itself is not a behaviour plan**



# Final Thoughts

- Parent advocacy is an essential skill
- The IEP becomes the template for the student and the teacher program
- Principals are legally required to ensure that parents are consulted in the development of IEP's
- PPM #140 mandates that school board staff must plan for the transition between various activities and settings involving students with an ASD





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