

## Special Education Advocacy: Everything You Should Know

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## Workshop objective

- Understand that when advocating, the student's progress and well-being must be the primary focus for both parents and educators.
- Gain knowledge and tools necessary to be able to advocate both assertively and collaboratively at meetings and in writing.
- Understand the development of the IEP and how it should include the most appropriate programs, services, and supports that will ensure that our students have their academic, social, emotional and safety needs met while they are at school.

## Cartoon – School District vs. Mom

- An amusing and sarcastic look at a conversation between the parent of a child with special needs and an official from the school district who is obviously in the wrong job.



A Mom Talks with the Director of Special Education

3

## Prepare a Plan for Advocating

- Long term goal
- In order to get there, you need to know:
  - How the disability affects his learning
  - How your child needs to be taught
  - What services and supports your child needs
  - What steps to take to ensure your child receives appropriate services
  - What obstacles you might encounter
  - How to resolve conflicts
  - How to negotiate solutions



4

## Elements of your Plan

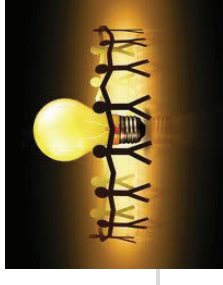
- **Vision Statement** – describe your child in the future: *"My child will be a contributing member of society, working and raising a family"*
- **Mission Statement** – your emotional commitment: *"My mission is to obtain a good quality education for my child so he will have a good life. I will master the information and skills to be an effective advocate."*
- **Set Goals for yourself as an advocate**
- **Set Annual Goals for your child**
- **Think about Advocacy Strategies**
- **Set Timelines**

5

## Knowledge is Power

- **Know what your child needs**
- **Know how the system operates**
  - Educate yourself about special education regulations and the human rights code
    - <http://www.edu.gov.on.ca>
    - <http://www.ohrc.on.ca/en/resources/factsheets/accessibilityaccommodation/view>
    - <http://www.ohrc.on.ca/en/resources/factsheets/Principles>
  - Familiarize yourself with your school board's policies and procedures
  - Get a copy of your school board's Special Education Plan
  - Find out the chain of command
  - Attend your school board's SEAC meetings
- **Know how to avoid conflict and advocate effectively**

6



## Effective Advocacy Tips



- Keep the lines of communication open
- Always present the issues in writing, then request a meeting
- Identify key issues and stay focused
- Keep your emotions under control
- Work towards problem solving – never ‘give in’ on important issues
- Maintain a positive attitude, BUT...
- Don't assume that the school will automatically provide appropriate services , and
- Don't assume that school staff know what your child needs and is entitled to
- Be prepared to show documentation to support your request

7

## Organization

- Develop an organization system
  - Prepare a separate file folder or binder for report cards, IEPs, IPRCs, Assessment reports, signed documents, written communication, etc.
  - Create a list with contact information of school team members and specialists involved with your child.
- Being well organized will help you prepare for school meetings.

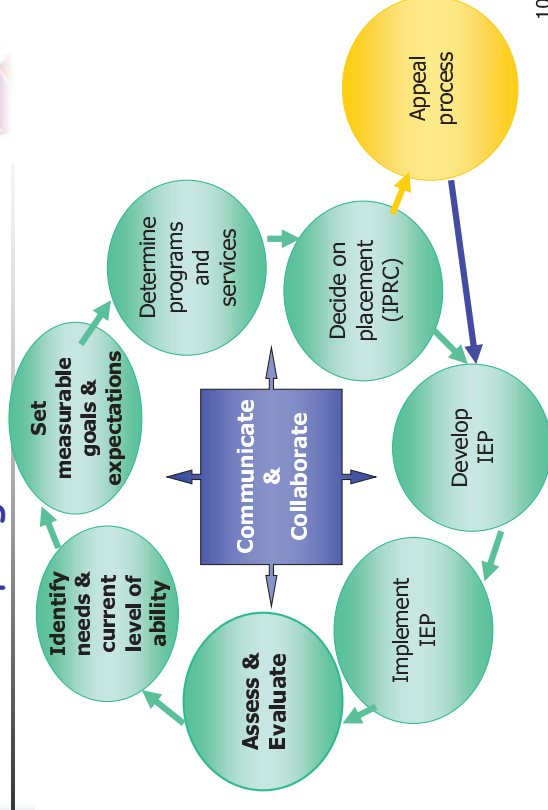
8



## The process for special education programming



## The process for providing an appropriate special education program



## Special Education Program

### Definitions:

- A special education program is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation of the pupil
- It includes an IEP containing specific objectives and an outline of the education services that meet the needs of the exceptional pupil.

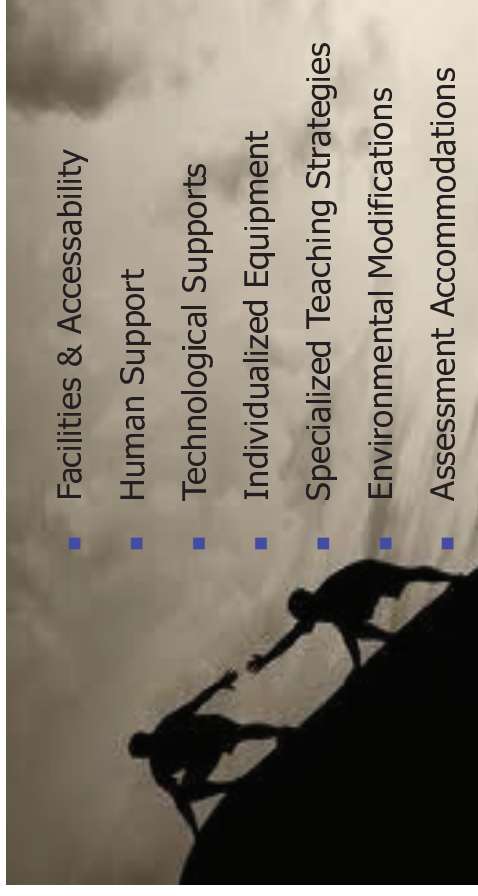


Individual Plan		IEP	
<input type="checkbox"/> Individualized Education Program (IEP) for students with disabilities <input type="checkbox"/> Individualized Family Service Plan (IFSP) for infants and toddlers with disabilities			
<b>STUDENT INFORMATION</b> Name: _____ Date of Birth: _____ Address: _____ Current Grade/Year/Class: _____ Program: _____ School Year: _____ Referral Date: _____ Referral Source: _____ <input type="checkbox"/> Referral from Teacher/Parent <input type="checkbox"/> Referral from School Nurse <input type="checkbox"/> Referral from Social Worker <input type="checkbox"/> Referral from Other: _____			
<b>ASSESSMENT INFORMATION</b> Assessment Date: _____ Assessment Location: _____ Assessment Type: _____ Assessment Results: _____ Recommended Services: _____ Recommended Frequency: _____ Recommended Duration: _____			
<b>GOALS AND OBJECTIVES</b> Goal 1: _____ Goal 2: _____ Goal 3: _____ Goal 4: _____ Goal 5: _____			
<b>TEACHER'S COMMENTS AND SIGNATURE</b> Teacher's Name: _____ Teacher's Signature: _____ Date: _____ Parent's Signature: _____ Parent's Name: _____ Date: _____			

11

## Educational accommodations

- Facilities & Accessibility
- Human Support
- Technological Supports
- Individualized Equipment
- Specialized Teaching Strategies
- Environmental Modifications
- Assessment Accommodations



12

## The Duty to Accommodate students with disabilities



The Ontario Human Rights Code state three principles which support the duty to accommodate students with disabilities:

1. Dignity
2. Individuality
3. Inclusion

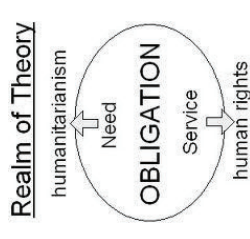


13

## Ontario Human Rights Code



Education is considered to be a service under the code, and service providers have an obligation to accommodate the strengths and needs of a person with a disability, unless doing so causes "*undue hardship*" for the provider, "*considering cost, outside sources of funding, if any, and health and safety requirements, if any*".



14

## Undue Hardship



*"Undue hardship implies that there may necessarily be some hardship in accommodating someone's disability, but unless that hardship imposes an undue or unreasonable burden, it yields to the need to accommodate.... Concrete evidence is required to establish undue hardship."*

*The Supreme Court of Canada has said that, "one must be wary of putting too low a value on accommodating the disabled. It is all too easy to cite increased cost as a reason for refusing to accord the disabled equal treatment". The cost standard is therefore a high one*



15



## Written Communication

16



## Written Communication

- What's the purpose?
  - Request information or implementation of program or service
  - To document an incident
  - Provide information about your child's needs
  - Provide input for the IEP
  - Complement school staff for a job well done

17



## Written Communication - Requests

- Always make your requests in writing
- Justify your request
- Ask for a response in writing
- Deal with one issue at a time
- Give them something they need

18

## Written Communication – Document an Incident

- Business letter – polished, professional
- Chronological and easy to follow
- Never demand, threaten, blame or be judgemental
- Stick to factual and keep your opinions to a minimum
- State your intention
- Request an action

19



## Written Communication – Needs Statement

- The programs, services and supports on the Individual Education Plan (IEP) are based on meeting the needs of the child.
- A Needs Statement is a document that is prepared by parents that describes the child's skill deficits in all areas of development.
- It can outline (based on professional reports and parents' knowledge) the accommodations, modifications and alternate programs that the child needs in order to learn and demonstrate learning
- The Needs Statement is a useful document at school meetings.
- It should be filed in the student's OSR (Ontario Student Record).

20

## Steps to writing a Statement of Needs

<p><b>Step 1. Start by listing your child's strengths. Then list the areas of needs, such as skill deficits in communication skills or social skills, sensory issues, safety, etc.</b></p>

<p><b>Step 2. For each area of need, describe the issues or deficits as it pertains to the individual child, then suggest or ask for suggestions for program s and/or accommodations that will meet the child needs. Refer to professional reports' recommendations.</b></p>

## Escalating steps for resolving important issues

- Send a note to the teacher explaining your concern and suggest a solution...ask for a response as soon as possible (keep a copy of the note)
- Clearly explain the issue in writing to the principal and request a meeting
- Bring an advocate with you to the meeting and take detailed notes
- Use your knowledge of the Education Act and the Human Rights Code to negotiate solutions
- If the principal says no without offering another agreed to solution, ask the principal to state the reason in writing or provide the policy document that prevents them from meeting your child's needs

(cont'd)

## Escalating steps for resolving important issues (cont'd)

- Write to the special education officer and the superintendent of special education and explain the issue. Ask for a response in writing within 5 or 10 days depending on the urgency
- Contact the school board trustee and explain the issue.
- Contact the appropriate special education officer at the Ministry for your district and explain the issue.
- Send an e-mail to your SEAC representative and ask that the issue be raised at the next SEAC meeting
- If all fails, as a very last resort, hire a lawyer – don't give up!

23



## Verbal Communication

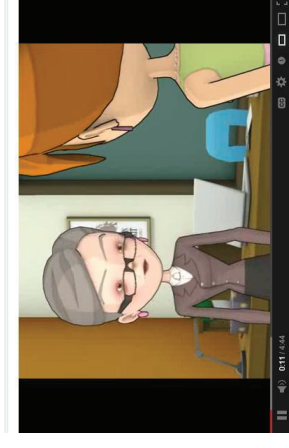
### Meetings

24

## Special Education Acronym Quiz

1. What does the I in IPRC stand for? Identification
2. What does the P in IPRC stand for? Placement
3. What is SEAC? Special Education Advisory Committee
4. What does the I in IEP stand for? Individual
5. Who is a SERT? Special Education Resource Teacher
6. Who is an EA? Educational Assistant
7. Who is an SNA? Special Needs Assistant
8. Who is an OT? Occupational Therapist
9. Who is an SLP? Speech and Language Pathologist

## Parent Teacher Conference -A teacher's worst nightmare



Parent Teacher Conference

- Unfortunately this mom has her priorities all wrong and is unwilling to collaborate with the teacher.

## At the meeting, communicate and negotiate effectively

- Be prepared and on time
- Maintain a positive attitude
- Be friendly and respectful
- If possible, bring someone with you to take notes for you so that you can participate fully in the discussions...
  - key points, action items, who's responsible, timelines, next steps, and next meeting date
- Maintain emotional control. If you get emotional, it may be necessary to reconvene the meeting
- Find out the school's needs, wants, fears, or concerns
- Be confident and knowledgeable - State your position
- Define and describe the issues



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## At the meeting, communicate and negotiate effectively (cont'd)

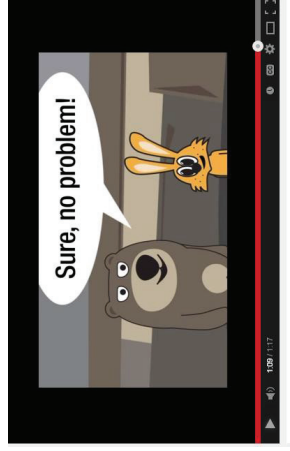
- Actively listen to the school's suggestions
  - show by your body language that you are listening
  - ask a lot of questions - explore - refer back to your letter
    - eg. *how will his need for..... be addressed?*
  - summarize what you heard to show that you understand
- Ask questions – Who, What, Why, Where, When, How, Explain
- Stay focused on the student's best interest, and put aside personality conflicts
- Don't waste valuable time blaming people or arguing
- Be prepared to show documentation to support your request
- Work together to find a solution where both parties needs and goals are met



28

## Cartoon - A Guide to Effective Communication

- The moral of the story...It doesn't hurt to ask for what you want.



29

## How to Prepare for the meeting

- Create an agenda or list of issues to be discussed
- Gather your documents
- Write down your questions
- Request that specific people attend
- Find out who else will attend.



30

## After the meeting

Create a paper trail

- If it isn't in writing – it didn't happen and it wasn't said
- Type up your meeting notes and send a copy to the chair
  - key points, action items, who's responsible, timelines, next steps, and next meeting date
- Ask the chair to let you know if there are any errors or omissions.



31

## How to take Meeting Notes

Issues to be discussed	Summary of discussion	Solution	Who's Responsible	Expected date of implementation
Date of next meeting to evaluate:				

32

## What Causes Conflict to Occur

- Lack of communication
- Lack of knowledge
- Inaccurate information
- Misinterpreted intentions
- Past experiences
- Lack of trust
- Power struggles
- Unclear roles and responsibilities
- Differing expectations



33

## To Prevent Conflict....

- Maintain a positive attitude
- Cultivate a positive relationship
- Communicate regularly
- Keep the best interest of the student in mind at all times
- Provide up-to-date information to each other
  - New special education policies
  - New programs or technology that might benefit the student
  - Professional development
  - New assessments
  - any changes that may affect the student



34

## Negative Responses to Conflict

### Negative responses to conflict that lead to poor relationships



- **Avoidance** – when a person chooses not to address the conflict



- **Confrontation** – an adversarial response to the conflict



- **Acquiescence** – giving in to the other side

35

## Positive Responses to Conflict

### Positive responses to conflict that lead to relationship building

- **Discussion** – parties address the conflict with equality and respect
- **Clarification** – identify and define the conflict in specific terms
- **Focus** – agreed upon solutions are found that are student focused
- **Follow-up** – follow-up to evaluate the solutions



36

## Video - Placement Meeting



Non-collaborative placement meeting

- Parents have an adversarial attitude
- Parents focus on what they WANT for their child without providing any documentation to support their demands.



Collaborative placement meeting

- Parents come prepared with relevant questions.
- They provide documentation to support needs.
- They make a case that their request could benefit students and teacher

37



## The IPRC process

38

# IPRC



- IPRC stands for Identification, Placement and Review Committee

- Why is it important to identify exceptional pupils?

- .....because under the Education Act (subsection 8 (3)) *"it is the responsibility of the Minister to ensure that special education programs and services are provided without payment of fees by school boards to their exceptional pupils."*

39

## The purpose of an IPRC



- The Education Act requires that all school boards establish these committees for the purpose of **identification and appropriate placement** of exceptional pupils
- The committee is composed of **at least 3 persons**, one of whom must be a principal or supervisory officer of the school board
- **Any student** has the right to an IPRC, even if the student is in Kindergarten. Once the child is enrolled, the parent can request either an initial IPRC meeting or a Review, as appropriate
- An IPRC review meeting must be held once within **each school year** unless the parent waives the right to have the annual review
- At any time after a placement has been in effect for **three months**, a request for an IPRC review can be made.

40



## Identification



- There are 5 categories of exceptionalities in the Education Act:
  - Behaviour
  - Communication
    - Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability
  - Intellectual
    - Giftedness, Mild Intellectual Disability, Developmental Disability
  - Physical
    - Physical Disability, Blind and Low Vision
  - Multiple.

41



## Placement Options



- Regular class with indirect support
- Regular class with resource assistance
- Regular class with withdrawal assistance
- A special education class with partial integration
- A special education class full time.



42

## The steps when the parent requests an IPRC meeting



- If it is the parent requests the meeting, **within 15 days**, the principal must send the following to the parent:
  - An **acknowledgment** of the request with an approximate date for the IPRC meeting
  - A **Parents' Guide to special education** so that they understand their rights as well as the decision making process
- **At least 10 days before the meeting**, written notification of the meeting must be sent to the parent. The notification must:
  - Provide information about the **date, time, and place of the meeting**
  - Invite the **parent to attend**
- Any **information** that the committee receives about the student for the purpose of helping to make its decision, must also be **shared with the parent**.

43

## Parental rights



- Parents have the right to:
  - **Be present** when the committee makes its decision about identification and placement
  - **Participate** in all discussions about their child
  - **Have a representative** present to speak on their behalf or otherwise support them
  - **Consent to the decision or appeal the decision** within 30 days. If the parent makes no response after 30 days, the school board will implement the placement decision.

44

## Who should attend the IPRC meeting?



- In addition to the 3 people that constitutes an IPRC, the following people may attend the IPRC meeting:
  - The parents and the student (over 16)
  - The principal (if not already a member of the IPRC)
  - The classroom teacher, special education teacher, special education resource teacher, board support staff, other professionals **who can provide relevant information**
  - The parents' advocate
  - An interpreter if one is required.

45

## What happens at the IPRC meeting?



- The IPRC (committee) should set an **informal and welcoming tone** for the meeting
- The chair makes the **introductions**, explains the **purpose of the meeting**
- The **teacher provides information** about the student
- The **parent provides information** about the child's educational needs – ***Needs Statement***
- The committee **reviews all assessments and any information** submitted by the parent
- The committee **makes recommendations** regarding special education programs and services, especially if the parents request that they do so
- The statement of decision may be **signed by the parent** at the IPRC meeting **or taken home** and returned. **Parents should be encouraged to carefully consider the decision before signing the form.**

46

## The IPRC Statement of Decision



- Student information
- Date of IPRC
- A list of the student's strengths and needs
- Identified Area of exceptionality
- The placement recommendation
- Reason for Placement
- Date of placement
- Chairperson's signature
- A section for the parent to sign indicating whether or not they agree with the decision

**DURHAM DISTRICT SCHOOL BOARD - 1929K6**  
 1000 Highway 7 East, Suite 100, Markham, Ontario L3R 9V7  
 Tel: (905) 477-2200 Fax: (905) 477-2201  
 TDD: (905) 477-2200  
 1000 Highway 7 East, Suite 100, Markham, Ontario L3R 9V7  
 Tel: (905) 477-2200 Fax: (905) 477-2201  
 TDD: (905) 477-2200

**Identification, Placement and Review Committee (IPRC)**

Student Name: \_\_\_\_\_ Placement Year: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 ID#: \_\_\_\_\_ DOB: \_\_\_\_\_

IPRC Date: \_\_\_\_\_ IPRC Type: \_\_\_\_\_ Review: \_\_\_\_\_  
 Areas of Strength: \_\_\_\_\_ Areas of Need: \_\_\_\_\_

**IDENTIFICATION AND PLACEMENT RECOMMENDATION**

Identified Area of Exceptionality: \_\_\_\_\_  
 Recommended Placement: \_\_\_\_\_  
 Reason for Placement: \_\_\_\_\_  
 Effective Date of Placement: \_\_\_\_\_

Signature of Chairperson: \_\_\_\_\_

Agreement (Parent, Guardian, Student)  
☐ I agree ☐ I disagree ☐ I disagree ☐ I disagree  
 with the identification of the above named student.  
 with the recommended placement of the above named student.

Date: \_\_\_\_\_ Parent/Guardian/Student: \_\_\_\_\_

47

## After receiving the IPRC decision



- Within 15 days after receiving the IPRC decision, the parent may make a written request for a follow-up IPRC meeting
- The principal will arrange for the committee to meet as soon as possible
- After the meeting the chair will send a written notice to the parent, the principal, and the director stating whether there are any changes in its decision
- If the decision changed, there will be a revised statement of decision along with reasons for the change.

48

## Parental consent



- If the parent agrees with the decision, the board will implement the new placement immediately
- An Individual Education Plan (IEP) must be completed within 30 school days of the new placement

49

## The parent disagrees with the decision



- The parent may disagree with either the identification or the placement decision
- If the parent disagrees with the decision, he or she must file a notice of appeal with the secretary of the board (who is usually the director of education):
  - Within 30 days of the initial IPRC decision; or
  - Within 15 days of the decision of the second meeting
- Pending the results of the appeal, the placement being appealed is not implemented, but the parents and the board can agree to the terms of a temporary placement.

50



- My wife, Jeanne,  
101 Adams Street  
St. John's, NL A1B 2C3  
Phone: 905-505-1234  
Fax: 905-505-1234  
Home: 905-505-1234  
Mobile: 905-505-1234

November 1, 2004

Mr. John Brown, Director of Education  
1111 My District School Board  
Toronto, Ontario  
M7T 1G5

Dear Mr. Brown:

Re: Adam Jones;  
Date of Birth: 1998/09/09  
ABC Public School

**IFRC DECISION - NOTICE OF APPEAL**

I would like to appeal the decision of the Identification, Placement and Review Committee (IPRC) dated September 15, 2004 at ABC Public School, and at my request, was received on October 18, 2004. The meeting notes for both meetings are attached for your review.

I disagree with the IPRC's recommendation for placement which is "Regular Class with indirect support". This placement is inappropriate to meet Adam's educational needs as set out in the Identification of Needs document (attached).

I agree that Adam's identification is *Exceptional Communication-Autism*. My representative for the Special Education Appeal Board is Mary Smith. She can be reached at 905-505-1234. The appeal will be processed within the timeframes as set out in Ontario Regulation 181/89.

Sincerely,

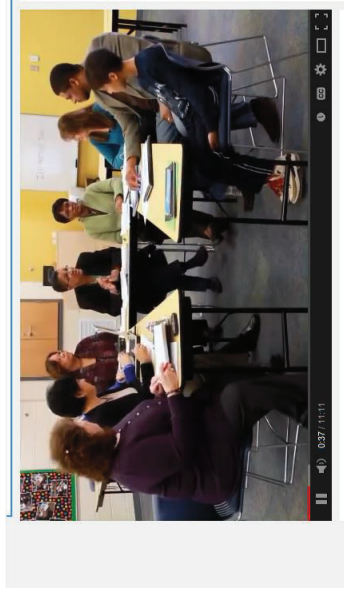
Janet Jones

Encl:  
1. My School Board: IFRC Decision/Parental Consent Form, September 15, 2004  
2. My School Board: IFRC Meeting Notes, September 15, 2004  
3. Adam Jones - IFRC Meeting Notes, September 15, 2004 & October 18, 2004

IFRC Decision - Notice of Appeal

52

## IEP Meeting Video



53

## What is an IEP?



- A written plan, an accountability tool
- It lists learning expectations for modified or alternative programs
- It lists accommodations and special education services

54

## Reason for Developing the IEP



The reason for developing the IEP must be indicated as one of the following

- The student has been identified as exceptional by an IPRC

  - An IEP must be developed for every student who has been identified by an IPRC as an exceptional pupil.
- The student has not been formally identified as exceptional, but requires special education programs and services

In these cases, an IEP is required when:

  - The school principal determines that a student's achievement will be assessed on the basis of **modified** or **alternative** learning expectations; and/or
  - The student regularly requires **accommodations** for instructional or assessment purposes

The thumbnail shows the 'Reason for Developing the IEP' section of the IEP form. It includes checkboxes for 'Student identified as exceptional by IPRC' and 'Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations'. Below this is the 'STUDENT PROFILE' section with fields for Name, School, Gender, and Date of Birth.

## The Student's Profile



- The IEP must include the following essential information about the student:

  - Students name, gender, and date of birth
  - Name of school
  - Ontario Education Number (OEN), and school principal
  - Current grade/special class, and school year
  - Most recent IPRC date, or date annual review waived by parent
  - Student's exceptionality or if the student is not formally identified, a statement describing the characteristics of the student that make a special education program and/or services necessary
  - IPRC Placement Decision

The thumbnail shows the 'Student's Profile' section of the IEP form. It includes the 'Reason for Developing the IEP' section with checkboxes for 'Student identified as exceptional by IPRC' and 'Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations'. Below this is the 'STUDENT PROFILE' section with fields for Name, School, Gender, Date of Birth, Student OEN / MIN, Current Grade/Special Class, Most Recent IPRC Date, and Date Annual Review Waived by Parent/Guardian. There is also a section for 'Exceptionality' with checkboxes for 'Special education class with partial integration', 'Special education class full-time', 'Regular class with resource assistance', and 'Regular class with withdrawal assistance'. At the bottom is the 'ASSESSMENT DATA' section with a table for 'Information Source', 'Date', and 'Summary of Results'.

## Assessment Data

The following information should be provided in the IEP about the assessment data:

- The information source, such as:
  - Educational assessments
  - Medical/health assessments
  - Speech/language assessments
  - Occupational/physical therapy assessments
  - Behavioural/psychiatric assessments
  - Psychological assessments
- Date of assessment
- A summary statement of each report's findings, e.g.
  - Report provides diagnosis
  - Report indicates difficulties with central auditory processing
  - Report indicates developmental delays
  - Report indicates articulation difficulty



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

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

Information Source	Date	Summary of Results

**STUDENT'S STRENGTHS AND NEEDS**

Areas of Strength	Areas of Need

## The Student's Strengths and Needs



- In order to develop an effective and appropriate special education program for the student a clear understanding of the student's strengths and needs is necessary
- The child's needs will be based on assessment information provided by:
  - specialists
  - the teacher, and
  - the parents
- A specific description of each strength and each need must be recorded on the IEP
- The programs and services in the IEP should be designed to meet the needs of the child

**STUDENT'S STRENGTHS AND NEEDS**

Areas of Strength	Areas of Need

Health Support Services/Personal Support Required ☐ Yes (fill below) ☐ No

1

# Health Support Services



- Whether or not health support services are required, in order to enable a student to attend school, must be indicated and if so, listed in the IEP
- Health support services are service related to health needs that must be addressed on a scheduled basis such as:
  - Suctioning, injections, tube feeding and personal care
- These services are provided by individuals who are specifically assigned to administer the required procedures

Health Support Services/Personal Support Required	<input checked="" type="checkbox"/> or (if below)	<input checked="" type="checkbox"/> No
---	---	--

# Planning the Special Education Program



- The IEP team must consider a range of options to determine what will best meet the student's needs
  - **Modifications** are changes made to the expectations for a subject in order to meet a student's learning needs. The expectations may be lowered to a different grade level or the number of the regular grade-level expectations may be decreased.
  - **Accommodations** are the special teaching and assessment strategies, human supports, and individualized equipment required to enable a student to learn and to demonstrate learning. They in no way alter the curriculum expectations for the grade level or course
  - **Alternative** expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. *Examples include: literacy, numeracy, communication, social skills, behaviour, self-help.* They can be given *in addition* to modified or regular grade-level expectations
  - **MOD** - identifies subjects in which the expectations differ from the regular grade expectations
  - **AC** - identifies subjects in which the student requires only accommodations
  - **ALT** - identifies alternative programs on the IEP.

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES									
Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)									
1.	<input type="checkbox"/> MOD	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> ALT	6.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT		
2.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT	7.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT		
3.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT	8.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT		
4.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT	9.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT		
5.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT	10.	<input type="checkbox"/> MOD	<input type="checkbox"/> AC	<input type="checkbox"/> ALT		



## Exemptions or Course Substitutions

- If the student is exempt from taking certain programs or has course substitutions the reason must be included in the IEP
- In the case of high school students, an indication of whether the student is working towards a secondary school diploma (30 credits), a secondary school certificate (14 credits), or a certificate of accomplishment is required.

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions		
<input checked="" type="checkbox"/> Yes (provide educational rationale)	<input checked="" type="checkbox"/> No	
Complete for secondary students only:		
Student is currently working towards attainment of the:		
<input checked="" type="checkbox"/> Ontario Secondary School Diploma	<input checked="" type="checkbox"/> Ontario Secondary School Certificate	<input checked="" type="checkbox"/> Certificate of Accomplishment



## Accommodations

- Accommodations include special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning.
- All accommodations documented in the IEP must be made readily available to the student
- Instructional, environmental and assessment accommodations should be listed separately on the IEP
  - **Instructional Accommodations** - Adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
  - **Environmental Accommodations** - Changes or supports in the physical environment of the classroom and/or the school
  - **Assessment Accommodations** - Adjustments in assessment activities and methods required to enable the student to demonstrate learning

<b>ACCOMMODATIONS</b> (Accommodations are assumed to be the same for all subjects, unless otherwise indicated)		
<input checked="" type="checkbox"/> Instructional Accommodations	<input checked="" type="checkbox"/> Environmental Accommodations	<input checked="" type="checkbox"/> Assessment Accommodations



## Individualized Equipment

- Individualized equipment may be required by the student to maintain, increase, or improve the student's ability to learn and demonstrate learning
- Such equipment must be listed in the IEP
- Individualized equipment includes any type of equipment or any electronic product or system that the student needs

Individualized Equipment	Yes (list below)	No



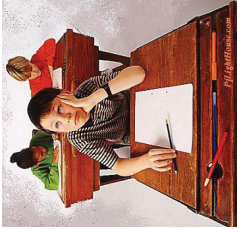
## Funding for Individualized Equipment



School boards are provided with funding for purchasing equipment for students with special needs called SEA (Special Equipment Amount)

# Provincial Assessments

- If the student is in Grade 3, 6 or 9, this is the year that they have to take the provincial assessments in reading, writing and math unless they are exempt
- If the student is exempt from provincial assessments, the IEP must include an explanation that outlines the reason for the exemption
- If the student is not exempt, school boards are required to provide assessment accommodations appropriate to the student's needs



<b>PROVINCIAL ASSESSMENTS (accommodations and exemptions)</b> Provincial assessments applicable to the student in the current school year:	
Accommodations: <input type="checkbox"/> Yes (list below) <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>
Exemptions: <input type="checkbox"/> Yes (provide any statement from relevant EQAO document) <input type="checkbox"/> No	<input checked="" type="checkbox"/>
2	

# Special Education Program

- This section of the IEP is for Alternative and Modified programs only.
- For each **alternative** program and each subject where the student requires **modified** expectations, the following information is required in the IEP:

- Current level of achievement (should correspond to the report card)
- Annual program goal, and
- Learning expectations

- Where subjects or courses are classified as "**Accommodated only**", there is no need to include this information since the student is working on regular grade-level expectations

<b>Special Education Program</b> To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations Student OER ID: _____	
Current Level of Achievement: Present grade level (if applicable): _____ (Enter grade/level): _____ Current grade level: _____	Current Level of Achievement for Alternative Program: _____
Annual Program Goals: 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.	

## Annual Program Goals...

- Are statements describing what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or skill area
- Must be based on the student's strengths, needs, and current level of achievement
- Must describe observable and wherever possible, measurable outcomes.

Special Education Program	
To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations	
Student ID# / MML:	Subject/Course/Alternative Program:
Current Level of Achievement: Prerequisite courses (if applicable): Letter grade/mark:	Current Level of Achievement for Alternative Program: Letter grade/mark:
Curriculum grade level:	
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.	

67

## Learning Expectations...

- Are statements that describe the specific knowledge and skills that the student should be able to demonstrate independently, given the provision of appropriate assessment accommodations, by the end of the reporting period
- Must be based on the student's strengths and needs, and should be focused on the annual goal
- Must be stated as observable and measurable outcomes
- The grade level should be identified for modified learning expectations
- Must be reviewed at least once every reporting period and be updated as necessary

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

68



## Teaching Strategies

- Teaching strategies support the student in achieving his or her learning expectations
- Under the Instructional Accommodations section of the IEP teaching strategies to be used with the student would be listed
- The teaching strategy that will be used to achieve a particular learning expectation should be recorded alongside that learning expectation in the IEP

Learning Expectations (List modifications to be made to the learning expectation and/or skill to be learned, by reporting period, identify grade level, where appropriate.)	Teaching Strategies (List teaching strategies to be used with the student and specific to the learning expectation)	Assessment Methods (List assessment methods to be used for each learning expectation)

69



## Assessment Methods

- Student achievement of expectations should be monitored and assessed continuously, using a range of methods and techniques and incorporating the assessment accommodations already identified in the IEP
- The assessment method that will be used to assess the student's achievement in a particular learning expectation should be recorded alongside that learning expectation in the IEP

Learning Expectations (List modifications to be made to the learning expectation and/or skill to be learned, by reporting period, identify grade level, where appropriate.)	Teaching Strategies (List teaching strategies to be used with the student and specific to the learning expectation)	Assessment Methods (List assessment methods to be used for each learning expectation)

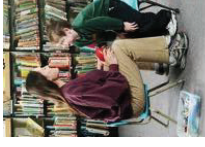
70

A 3D illustration of a small, grey humanoid figure sitting atop a large, vibrant green question mark. The scene is set against a plain white background.

- 

The image shows a 3D white figure of a person sitting on a large, green, stylized letter 'C'. Below the figure is a stack of several business forms, with the top one being a 'Business Information' form from 'iEP'. The forms are slightly offset to show multiple layers.

- 



## Funding for extra support staff to ensure safety



- School boards may apply for Special Incidence Portion (SIP) funding for additional support staff for students who have very high needs.
- This additional support may be provided by behavioural assistants, teachers' assistants, education assistants, child and youth workers, health/personal care assistants or any other equivalent assistants.
- The student will be enrolled in a regular class with special education support or a special education class

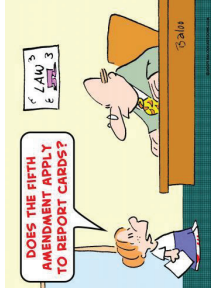


73

## Evaluation and Reporting



- The student's progress must be evaluated and the results reported to the parents
- The reporting dates are recorded on the IEP
- Either Provincial Report Card or Alternative Report, or both formats will be used



### EVALUATION

Reporting Dates: \_\_\_\_\_

Reporting Format

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

74

# The Collaborative IEP development



- Everyone involved in the development of the IEP must be identified in the IEP
- A list of information sources used in developing and updating the student's IEP must be provided such as:



"Coming together is a beginning, staying together is progress, and working together is success." - Henry Ford

IEP Developed by:		Position		Staff Member		Position	
<input checked="" type="checkbox"/>	IEP Statement of Decision (if applicable)	<input checked="" type="checkbox"/>	Provincial Report Card	<input checked="" type="checkbox"/>	Previous IEP	<input checked="" type="checkbox"/>	Parent/Guardian
<input checked="" type="checkbox"/>	Other sources (list below)					<input checked="" type="checkbox"/>	Student

# Transition plans



- Most students with autism and other developmental disabilities have great difficulty with transitions
- Transitions include a student's movement from activity to activity, from pre-school to school, from class to class, from program to program, from elementary school to high school, and from high school to life after high school...work, further education, and/or community living.
- Ont. Reg. 181/98 states that students with IEPs in high school (14 and over) must have a Transition Plan for life after high school.
- PPM 140 - Incorporating Methods of ABA into Programs for Students with ASD, states that educational staff must plan for transition between activities and settings involving students with ASD.
- Effective September 2, 2014 PPM 156 states that school principals are responsible for ensuring that Transition Plans are developed, implemented and maintained for all students with IEPs. These plans must be developed in consultation with parents, the student (as appropriate), the postsecondary institution, or relevant community agencies or partners.

# Completion date of the IEP



- An IEP must be developed within 30 school days...
  - Following the first day of attendance in a new special education program
  - Following the first day of the new school year in a continuing placement
  - Following the first day in a special education program that begins in mid-year or mid-semester as a result of a change of placement
- The date the placement begins and the date the IEP is completed must be recorded in the IEP.

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 enrollment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

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

Date of Placement: September 7, 2010

October 19, 2010

# Principal's approval



- Principals are legally required to ensure that within 30 school days an appropriate IEP is completed and a copy sent to the parent
- The principal must sign the IEP to indicate that the plan:
  - has been developed according to ministry standards
  - is based on the student's learning strengths and needs
  - takes into account any recommendations made by the IPRC
  - lists accommodations that will be available to the student
  - ensures that the student's progress will be reported to parents every term
  - provides for the learning expectations to be reviewed and updated at least once in every reporting period



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 \_\_\_\_\_

- 



The image shows a stack of three forms, likely medical records, with the top form being a 'Medical History' form for 'J.P. Smith'. The form is filled out with handwritten information. The middle form is a 'Physical Examination' form for 'J.P. Smith', and the bottom form is a 'Laboratory Test Results' form for 'J.P. Smith'.

**Medical History Form (Top):**

NAME: J.P. Smith  
 DATE: 10/10/1980  
 SEX: M  
 AGE: 35  
 OCCUPATION: Salesman  
 ALLERGIES: None  
 PRESENT ILLNESS: Cough, sputum, chest pain  
 HISTORY OF PRESENT ILLNESS: Started 2 weeks ago, gradually increasing  
 PAST MEDICAL HISTORY: Hypertension, Asthma  
 SURGICAL HISTORY: Appendectomy  
 SOCIAL HISTORY: Smokes 10 cigarettes per day, drinks 2 glasses of alcohol per week  
 FAMILY HISTORY: Father had heart disease, Mother had diabetes  
 REVIEW OF SYSTEMS: Respiratory, Cardiovascular, Gastrointestinal, Musculoskeletal, Neurological, Endocrine, Hematological, Genitourinary, Skin, Eyes, Ears, Nose, Throat

**Physical Examination Form (Middle):**

NAME: J.P. Smith  
 DATE: 10/10/1980  
 SEX: M  
 AGE: 35  
 VITALS: Temp 38.0, Pulse 90, BP 120/80, RR 18  
 HEENT: Normal  
 Lungs: Clear  
 Heart: Normal  
 Abdomen: Normal  
 Extremities: Normal  
 Neurological: Normal  
 Skin: Normal  
 Eyes: Normal  
 Ears: Normal  
 Nose: Normal  
 Throat: Normal

**Laboratory Test Results Form (Bottom):**

NAME: J.P. Smith  
 DATE: 10/10/1980  
 SEX: M  
 AGE: 35  
 TESTS: CBC, Urinalysis, Sputum Culture, Chest X-ray  
 RESULTS: CBC: WBC 12,000, Hemoglobin 14, Hematocrit 42, Platelets 250,000  
 Urinalysis: Normal  
 Sputum Culture: Negative  
 Chest X-ray: Clear




-



It's Time to Have Some Fun!





Welcome to

***Who Wants to  
be a Millionaire***

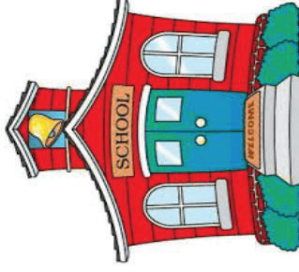
15 ●	\$1 Million
14 ●	\$500,000
13 ●	\$250,000
12 ●	\$125,000
11 ●	\$64,000
10 ●	\$32,000
9 ●	\$16,000
8 ●	\$8,000
7 ●	\$4,000
6 ●	\$2,000
5 ●	\$1,000
4 ●	\$500
3 ●	\$300
2 ●	\$200
1 ●	\$100

## Social Skills Interventions

## Deficits in Social Skills

■ Many students who need special education programs and services have deficits in social skills which lead to difficulties at school, such as:

- Recognizing emotions
- Social communication
- Participating in conversations
- Group play
- Turn taking
- Empathy and perspective taking
- Conflict resolution
- Making and keeping friends

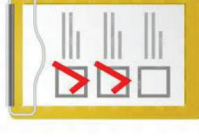


83

## Social Skills Assessment

■ Before goals can be written and appropriate interventions can be developed, an assessment of the current level of social skills and deficits must be completed.

- Observe the student in all situations
- Interview people who know the student
  - parent/family members
  - peers
  - specialists, e.g. SLP



84

## Options for Interventions

■ There are several options for interventions which can be used alone or combined depending on the skill to be improved. Some have been proven to be more effective than others.

- Video Modelling
- Social Skills Groups
- Cognitive Behaviour Therapy
- Self-Management Training
- Activity-Based Intervention
- Peer-mediated intervention
- Friendship Training Curriculum
- Social Stories



85

## Video Modelling

Video modeling involves the use of videotaped demonstrations of skills being performed where the individual watches the video and subsequently imitates the behaviours depicted.

■ [Video Modelling to teach perspective taking](#)



86

## Social Skills Training Groups

### ■ Social skills training groups consists of:

- Small groups of individuals with ASD
- where weekly sessions are scheduled over a specified period of time,
- where specific social skills are broken down into components, and
- taught in a step-by-step manner , often following the principles of Applied Behaviour Analysis, however additional intervention strategies may be used.



87

## Parent Training

Parents are given training on how to promote generalization of the targeted social skills in the home during hosted get-togethers with typical peers.



88

## Cognitive Behavioural Training

- Cognitive behavioural training (CBT) involves increasing knowledge about the social world and at the same time, increasing awareness of thoughts and feelings that underlie challenging behaviours.



- It is assumed that by increasing social knowledge, self-awareness, and coping skills, there is increased opportunity for lasting and generalized behaviour change.

89

## Self-Management Training

- Self-management training is when the student monitors and reinforces his/her own behaviour or ability to perform a skill.
- This intervention strategy requires self-recording of the occurrence of the target skills.
- It can be used to improve eye gaze, nonverbal mannerisms, voice volume, preservation of topic, social communication, work & play skills, sharing, etc.



90

## Activity-Based Intervention

- In this intervention capitalizes on the special skills or interests of the child with ASD and play is organized around activities of joint interest with teaching of social skills embedded within the activity.



91

## Peer-mediated intervention

- Peer-mediated intervention can take many forms, including integrated playgroups, play dates, peer networks, peer tutoring, and pivotal response training.

*Our Peer Mediators reduce student*



*conflicts at recess and on campus!*

92

## Friendship Training Curriculum

- Multi-faceted group interventions that include many ABA strategies, such as direct instruction, role-playing, modeling, rehearsing the behaviour, and weekly socialization.



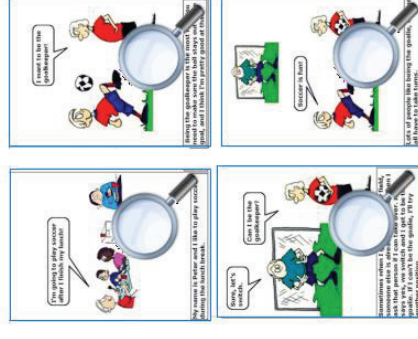
93

## Social Stories™

- Social Stories™ is a social intervention tool developed by Carol Gray (2010) which involves the creation of short stories that
- serve to describe a specific social situation that has been challenging for an individual,
- the appropriate response expected within that situation,
- why that response is expected, and
- the positive impact for self and others when we choose to behave as expected.
- They often include drawings or pictures to enhance comprehension, especially for younger or less verbal children.
- Stories are read by either the person with ASD or read to that person by a teacher or caregiver before the challenging activity or situation.

## Social Stories™ - Carol Gray

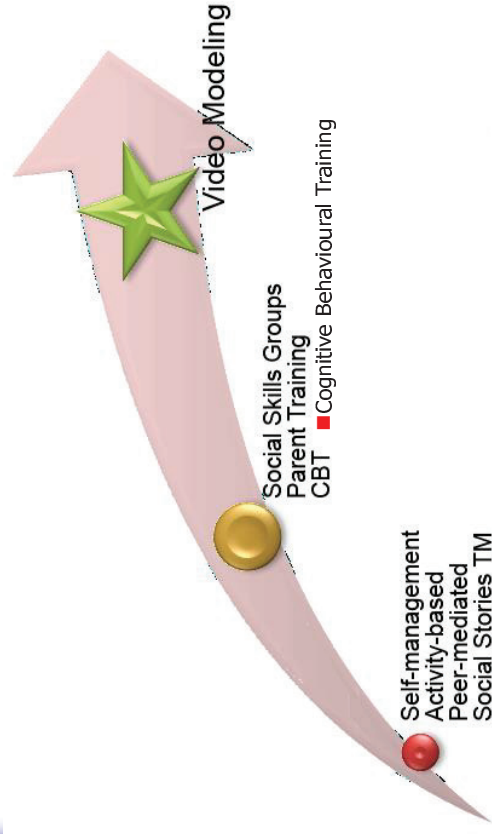
### Soccer at recess



Slide 30 of 40

94

## How to Choose?



95

## Did it Work?

- As with all IEP strategies, we need to constantly assess whether or not it's working.
- Things to consider;
  - What is the best way to measure change?
  - Was the change what you expected?
  - Is it meaningful to the student?
  - Are the IEP goals being met?



96



## Writing Measurable Goals and Expectations for Social Skills

97

## SAMPLE OF ACTUAL IEP PAGES

of a student in grade 5 with Asperger's

- Before and After Accommodations Page
- Before and After Social Skills Program Page
- Alternative Report Card – Social Skills
- Data Taking Tool – Social Skills

98

## ■ After

99

**Before**

100

## ■ After

100

# Alternative Report - Social Skills

# Data Taking Tool - Social Skills

Program Area:

Social Skills

Grade Level:

NA

Mark:

NA

Strengths/Weakness/Next Steps

Eric has continued to make steady progress in his ability to interact with others in a cooperative group situation. With teacher moderation, Eric has consistently demonstrated his ability to take on a variety of group work roles (recorder, timer, presenter, etc.) and fulfill the expectations of those role. Eric's next step is to independently share his opinion once and understand that other members of the group may have different but just as valuable information to share and present.

Social Skills Data  
(During non-academic times)

Name:Date:

Describe Setting: (e.g. game at recess, outside, inside, # of peers, adults, etc.)

Actions/Objectives:	YES	NO	N/A	Observations:
Asks to join or play with group appropriately				
Maintains a conversation appropriately while staying on topic				
Responds appropriately to interactions or requests initiated by others				
Appropriate response to not being picked for a team sport				
Appropriate response to winning or losing				
Appropriate turn taking				
Able to interpret non-verbal cues and respond appropriately				
Able to maintain or strengthen relationships with peers				

Please complete your feedback forms

