



## Individual Education Plan for Brian Anybody

**DRAFT**

Student ID **00000000 [M]**  
 Date of Birth **1991/10/16** 13 yrs 5 mo  
 Reason for IEP **Exceptional student**  
 Initial IPRC **2004/05/10**  
 Latest IPRC **2005/03/22**  
 Exceptionality **Communication**  
                           **- Learning Disability**  
 Placement **Regular Classroom with**  
                           **Resource Withdrawal**  
 Placement date **2004/05/10**

School **Anyof P.S.**  
 Principal **Kate Team**  
 Year **2004-2005**  
 Grade **07** Term **3**

Developed by:  
**Kate Team** - Principal  
**Jan Mapper** - Geography Teacher  
**Andre Vousetres** - French Teacher  
**Dan Addem** – Math Teacher  
**Helen Child** - Resource Teacher  
**Mr. and Mrs. Anybody** - Parents  
**Pat Doall** - Sci & Tech and History Teacher  
**Kalli Editor** - Language Arts Teacher  
 IEP completed **2004/10/15**  
 IEP revised **2005/06/10**

**Strengths**

Brian has a strong will to work independently in reading, spelling, printing and handwriting skills. He continues to be more organized and willing to take risks by sharing answers with peers and letting them work with him. He perseveres more often in written work until the task is complete. In math, Brian still works best with simple addition and place value concepts. He works well on manual, hands on activities. Manual activities enable Brian to demonstrate more aspects of the concept(s) being taught in math and science.

- demonstrates self-direction in goal setting and goal achievement
- accepts responsibility for own behaviour
- develops original ideas and innovative procedures
- participates in extra-curricular activities
- demonstrates responsibility in attendance, punctuality and task-completion
- follows routines and instructions independently

**Needs**

Brian needs extra support to improve word recognition, spelling, and sentence writing. Brian continues to work best in structured learning situations and in one-to-one sessions with an adult. Allowing him to pursue subsequent steps, after adult guidance, in written expression and in math problems often yields good results. Brian needs patient reminders of parameters set for resolving a math word problem, long division problem or a creative writing challenge. This often involves assistance in mapping out a math or creative-writing storyline or series of problems to resolve. A quiet work setting continues to be essential for Brian to express his strategies and demonstrate learning in pen and paper or keyboard format.

- requires assistance using a typewriter or computer for written communications

**Interests**

Brian works best in a structured, small group, adult-lead environment. He enjoys completing clearly explained manual or written tasks in small steps. He continues to enjoy all physical sports and electronic computer software.

**Health Issues**

He should wear his eyeglasses consistently. Brian's blood sugar levels are monitored twice daily.

**Assessments**

**Educational assessment** (date: 2004/05/07 by B. Mack and D Moore)

- see report in OSR

**Educational assessment - Review** (date: 2005/02/26 by W. Gord, J. Peter, R. Allen, P. Bread, H. Chad)

- See report in OSR

**Speech and language assessment** (date: 1998/11/02 by C. Ball)

- see report in OSR

**Psychological assessment** (date: 2003/03/24 by D. Hand)

- see report in OSR

**Occupational therapy assessment** (date: 2000/03/22 by M. Molly)

- see report in OSR

**Brigance - CIBS-R** (date: 2004/04/02 by H. Chad)

- See results in OSR.

**KeyMath** (date: 2000/04/19 by B. Mack)

- see OSR

**Woodcock-Johnson Reading Mastery Test** (date: 2000/04/19 by B. Mack)

- see OSR

**Brigance - CIBS-R** (date: 2005/02/23 by R. Does)

- see results in O.S.R.

**Accommodations for Teaching**

Assign one task at time; assignment sheets; chunk material; dictionary; dictionary, thesaurus and word lists; highlight material; increased task completion time; minimize distractions; peer tutor; posted timetable; preferential seating; prioritize tasks for completion; read all written instructions; reduce new skills to smaller steps; scribe; student agenda; visual aids/concrete materials; extra assistance with writing; extra assistance with spelling; extra assistance with reading

**Accommodations for Assessment**

Access to computer for written work; allow for frequent breaks; dictionary, thesaurus and word lists; extra time and/or flexibility in exam scheduling (EQAO); provide time out area; read all written instructions; reduce written output  
*(EQAO indicates accommodation may be used in provincial assessments)*

**Special Education Services**

• **Direct instruction**

Intensity: Daily starting: 2004/09/07

Provided by: **Classroom teacher**

Location: Regular class

• **Instructional support**

Intensity: As required by the student starting: 2004/09/07

Provided by: **Resource teacher**

Location: Various settings depending upon the task

**Program, Support and Services Summary**

<b>Program differentiation</b>	
<ul style="list-style-type: none"> <li>• Instruction modified 50% or less</li> <li>• Assessment modified 51-80%</li> </ul>	
<b>Program areas</b>	<b>English; Second Language - French; Mathematics; Science and Technology; History</b>

## Program Description and Evaluation

Program goals and expectations below are drawn from the regular curriculum where grades are noted, or are alternative definitions. Assessment levels are based on the defined program.

- |  |  |
|--|--|
| 4 All of the basic concepts are understood and applied.  | 2 With assistance some of the basic concepts are understood and applied. |
| 3 Most of the basic concepts are understood and applied. | 1 With assistance few of the basic concepts are understood and applied.  |

### English

Teacher: **Kalli Editor** Term: **3**

#### Annual Program Goals

Brian is working toward the completion of curriculum expectations which are modified from those defined by the Ministry of Education for this subject/course. The majority of expectations below are derived from intermediate levels.

#### **Baseline level of achievement**

See provincial report card.

#### **Goals for this year**

Brian will be exposed to the regular grade curriculum with some modifications to the content, assignments and evaluation. Activities that accommodate for needs and allow for success are provided.

#### **Writing**

- Brian will continue to work with the classroom teacher and resource teacher as needed to develop his reading, writing, editing, spelling, and oral communication skills.

#### Program focus for this IEP

<i>Focus area:</i> <b>To develop skills for reading comprehension</b>		
<b>Learning Expectations</b>	<b>Teaching Strategies and Accommodations</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"> <li>• describe how various elements in a story function (<i>e.g., plot, characters, setting</i>) (Gr 5)</li> <li>• make judgements and draw conclusions about ideas in written materials on the basis of evidence (Gr 5)</li> </ul>	<ul style="list-style-type: none"> <li>• use oral/written retell</li> <li>• use semantic maps, webbing</li> <li>• provide reading response activities (book report, beginning/middle/end sheet)</li> <li>• note key words</li> <li>• develop a character map/ character study and plot line</li> <li>• provide key questions for self-retell (who, what, where, when, why)</li> <li>• include in discussion groups to reinforce literature and content reading</li> <li>• promote shared reading</li> <li>• teach skimming/scanning skills for rereading</li> <li>• read to student (encourage visualization of events - "picture in your head")</li> </ul>	<ul style="list-style-type: none"> <li>• maintain anecdotal and checklist records of reading conferences</li> <li>• Daily classroom assignments</li> </ul>
<b>Evaluation of progress:</b> See Provincial report card.		

<i>Focus area:</i> <b>To expand decoding strategies</b>		
<b>Learning Expectations</b>	<b>Teaching Strategies and Accommodations</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"> <li>• decode and identify unfamiliar words by recognizing patterns in written and spoken language</li> <li>• recognize and use grade appropriate words and specialized subject-related vocabulary</li> <li>• self-correct for meaning</li> </ul>	<ul style="list-style-type: none"> <li>• teach phonics in context</li> <li>• teach additional decoding strategies:                             <ul style="list-style-type: none"> <li>- focusing on root words</li> <li>- looking at endings</li> <li>- word families</li> <li>- skipping words</li> <li>- reading ahead</li> <li>- using picture clues</li> <li>- word substitution (e.g. for difficult names)</li> <li>- prefix/suffix</li> </ul> </li> <li>• teach self talk strategies (e.g. ask self - Does this make sense? Does it sound right?)</li> <li>• teach relevant vocabulary in context (e.g. using cloze, minimal cue)</li> </ul>	<ul style="list-style-type: none"> <li>• listen to oral reading, focusing on fluency</li> </ul>
<b>Evaluation of progress:</b>		

See provincial report card.

**Focus area: To develop fluency in reading**

<b>Learning Expectations</b>	<b>Teaching Strategies and Accommodations</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"><li>• have opportunities to re-read passages to improve fluency</li><li>• access reading materials that are not too difficult</li><li>• access a variety of reading materials</li><li>• access reading materials that are meaningful</li></ul>	<ul style="list-style-type: none"><li>• encourage shared reading in group</li><li>• model the reading passage</li><li>• encourage choosing materials at appropriate level</li><li>• provide opportunities for reading and telling stories aloud</li><li>• give time for rehearsal prior to reading out loud</li><li>• chunk literature into smaller reading sections</li></ul>	<ul style="list-style-type: none"><li>• maintain checklists and anecdotal records about the quantity of student reading and willingness to participate in reading activities</li><li>• Daily classroom assignments</li></ul>

**Evaluation of progress:**  
See provincial report card.

**Focus area: To develop skills in spelling**

<b>Learning Expectations</b>	<b>Teaching Strategies and Accommodations</b>	<b>Assessment Strategies</b>
<ul style="list-style-type: none"><li>• learn a variety of strategies to determine the correct spelling of words</li><li>• learn how to edit own work</li><li>• learn how to make accurate connections between sound and symbol</li><li>• learn the patterns in constructing English words</li></ul>	<ul style="list-style-type: none"><li>• teach word study procedures: look, say, think, write, check</li><li>• teach spelling patterns</li><li>• allow and encourage inventive spelling in first draft writing</li><li>• teach dictionary skills</li><li>• assist student in identifying and correcting misspelled words</li><li>• permit and encourage use of support tools (e.g., dictionary, word lists, spell check)</li><li>• provide access to word processing (spell check, keyboarding)</li></ul>	<ul style="list-style-type: none"><li>• observe frequency of spelling errors in daily writing</li><li>• observe student's use of support tools</li><li>• Daily classroom assignments.</li></ul>

**Evaluation of progress:**  
See Provincial report card.

**Focus area: To develop skills in written expression**

Learning Expectations	Teaching Strategies and Accommodations	Assessment Strategies
<ul style="list-style-type: none"> <li>• use appropriate sentence structure for simple and complex sentences</li> <li>• use more grade level vocabulary in writing</li> <li>• use appropriate paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>• teach dictionary skills</li> <li>• encourage use of personal word lists, dictionaries</li> <li>• use short writing activities that draw on student interest and experience</li> <li>• reinforce basic spelling and grammar skills</li> <li>• provide prompts and story starters</li> <li>• teach and reinforce the writing process (e.g., using TOWER)</li> <li>• focus on editing skills one at a time</li> <li>• use editing checklists (e.g. COPS)</li> <li>• pair with another student for writing, editing</li> <li>• teach the use of charts, webs, labelled diagrams, etc. to organize ideas and information</li> <li>• provide access to word processing</li> <li>• provide opportunities to share writing (e.g., author's chair, publication, discussion groups, etc.)</li> <li>• teach skills for making jot notes</li> </ul>	<ul style="list-style-type: none"> <li>• establish quality criteria for writing process/product, use to measure student progress</li> <li>• maintain anecdotal and checklist records of conferences, etc.</li> <li>• Daily classroom assignments</li> </ul>

**Evaluation of progress:**  
See provincial report card.

**Accommodations, Resources and Achievement**

**Accommodations for teaching specific to this program**

- Extra review/drill; individual desk or work area; provide self-checking methods; thesaurus; wordlists; work sample on desk

**Accommodations for assessment specific to this program**

- Extra time to respond (EQAO); opportunities for oral evaluation (EQAO); read all written instructions except for tests of reading (EQAO); scribe (EQAO); visual aids/concrete materials

**Current Achievement**

see Bill 's Provincial Report Card

**Second Language - French**

*Teacher: Mr. Vousetres Term: 3*

**Annual Program Goals**

Brian is working toward the completion of curriculum expectations which are modified from those defined by the Ministry of Education for this subject/course. The majority of expectations below are derived from junior levels.

**Baseline level of achievement**

See provincial report card.

**Goals for this year**

***Overall expectations***

- participate in dialogues about familiar topics, and listen to and talk about short oral texts (*Gr 6*)
- All expectations will be based on oral performance. Brian will identify and use the vocabulary appropriate for this grade level.

**Accommodations, Resources and Achievement**

**Accommodations for teaching specific to this program**

- Wordlists

**Accommodations for assessment specific to this program**

- Alternate to written tests and exams (EQAO); extra time to respond (EQAO); opportunities for oral evaluation (EQAO)

## Mathematics

Teacher: **Mr. Addem** Term: **3**

### Annual Program Goals

Brian is working toward the completion of curriculum expectations as defined by the Ministry of Education for this subject/course.

### **Baseline level of achievement**

See provincial report card.

### Accommodations, Resources and Achievement

#### **Accommodations for teaching specific to this program**

- Extra review/drill; see general accommodations

#### **Accommodations for assessment specific to this program**

- Extra time to respond (EQAO); read all written instructions except for tests of reading (EQAO); scribe (EQAO)

### **Current Achievement**

see Provincial Report Card

## Science and Technology

Teacher: **Mrs. Doall** Term: **3**

### Annual Program Goals

Brian is working with accommodations toward the completion of curriculum expectations as defined by the Ministry of Education for this subject/course.

### **Baseline level of achievement**

See provincial report card.

### Accommodations, Resources and Achievement

#### **Accommodations for teaching specific to this program**

- See general accommodations

#### **Accommodations for assessment specific to this program**

- See general accommodations

### **Current Achievement**

see Bill 's Provincial Report Card

## History

Teacher: **Mrs. Doall** Term: **3**

### Annual Program Goals

Brian is working with accommodations toward the completion of curriculum expectations as defined by the Ministry of Education for this subject/course.

### **Baseline level of achievement**

See provincial report card.

### Accommodations, Resources and Achievement

#### **Accommodations for teaching specific to this program**

See general accommodations.

#### **Accommodations for assessment specific to this program**

See general accommodations.

### **Current Achievement**

see Bill 's Provincial Report Card

Approved: \_\_\_\_\_  
Principal's signature Date