



Idawc • Learning Disabilities
Association of Wellington County

The right to learn, the power to achieve

Individual Education Plan
WORKSHOP

What we will cover:

- Difference between an IEP and an Identification Placement Review Committee(IPRC)
- Informing the IEP
- Your Planning
- Using the IEP to support learning
- What if it isn't working

An IPRC requires a formal diagnosis and from there a determination is made on placement in the classroom and the need to develop an IEP.

An IEP can (and should) be developed when there is an indication that the student is struggling. There is **no need to wait for a formal diagnosis**. In fact the Education Act was changed to include Policy/Program Memorandum # 8 which states that:

The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather **the needs of individual students** based on the individual assessment of strengths and needs.

Source:<http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>

The student is also protected by the Ontario Human Rights Code:

Educational institutions operating in Ontario have a legal duty to take steps to prevent and respond to breaches of the *Code*. This responsibility includes maintaining accessible, inclusive, discrimination and harassment-free education environments that respect human rights.

It is not acceptable to choose to stay unaware of discrimination or harassment of a student with a disability, whether or not a human rights claim has been made.

Source: <http://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>

IEPs match Learning needs



NOT one size fits all

Individual - your child

Education - Learning goals &

strategies to address:

behaviour, communication,

intellectual abilities,

physical or sensory

Plan - Clear and measurable

Information used to create IEP

1:1 teacher meetings

Assessments of feedback
from professionals

Transition Meetings

IPRC Placement

Prior Report Cards

Information about your
child available to the
school for decision
making:

- instructional
- environmental
- assessment
- in all areas.

FROM SCHOOL:

- Student OSR & IPRC
- Recommendation from teachers/Special Education Resource Teacher (SERT)
- Special Equipment Amount Claim (SEA)
- School Expertise

FROM PARENTS:

- Strengths and Needs
- Accommodations
- Anticipated/ past success
- Program Goal
- Any relevant info;
Psychoeducational Assessment

The Caregiver's Role

Share information

- Health, physical, cultural, social, emotional, intellectual, educational
- Other community resources that are involved

Support the educational goals at home

Provide feedback

Keep the lines of communication OPEN

The Student's role (dependent on development)

- Understand their learning style
- Be aware of what accommodations are to be provided
- Assist in setting annual goals
- Have an understanding of the purpose of the IEP

The Importance of Planning

A Failure to plan is a plan to fail

- Benjamin Franklin

Be Involved & Be Present

Show up: identify self as “expert partner”

Remind school early & often of NEED for regular & frequent communication

Identify & reinforce purpose of meetings

Be Ready

Remember: Education Act is LAW that provides for your child's needs to be met

Share your philosophy & goals: BE CLEAR

Put all of questions/ concerns in writing including method of ongoing communications with educators

Be Prepared for Meetings

Create / Ask for the meeting agenda

If you are nervous... Say so!

Be prepared to speak

Ask for clarifications: edu-speak or unfamiliar/ confusing education practices

Two really good questions to remember:

What are the outcomes? What are the consequences?

Record action items / timelines

USING STRENGTHS AND NEEDS STATEMENTS

Use a positive framework for Strengths

- Concentrates for up to 10 minutes (instead of “can’t focus for long”)
- Willing to persevere
- Great sense of humor (even if it is disruptive)
- Well developed motor skills

Needs Statements

- Develop motor skills
- Develop reading skills including decoding and comprehension
- Demonstrate organizational skills
- Develop expressive language skills - writing
- Develop social skills

Difference between Accommodations and Modifications

Accommodations

“....refers to the special education teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and to demonstrate learning. The provision of accommodations in NO WAY alters the curriculum expectations for the grade level or course.”

Part E, Special Education in Ontario, Kindergarten to 12: Policy and Resource Guide (2017)

Modifications

“ ...are changes made in the grade-level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.”

Part E, Special Education in Ontario, Kindergarten to 12: Policy and Resource Guide (2017)

Most kids with LDs will have accommodations put in place but some will need to have the program modified. Be sure you understand the difference as it can impact choices for the future.

For example, if your child is getting modifications to a Math or English curriculum they may not be enough to qualify for post secondary

Parents need to think about:

Core Learning Skills: what is present? what is emerging? what is needed?

Specific accommodations: why? and what?

Creating SMART IEP Goals

DO NOT LEAVE THIS SOLELY TO THE SCHOOL - your input is valuable

Success is Relative

Accommodations

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none">• Assistive Technology (Graphic Organizers)• Assistive Technology (Speech-to-Text)• Assistive Technology (Text-to-Speech)• Assistive Technology (Word Prediction)• Break Down Tasks (Class work)• Break Down Tasks (Instruction)• Clarification of Instructions• Organization Coaching	<ul style="list-style-type: none">• Assistive Devices	<ul style="list-style-type: none">• Additional Time to a Maximum of Double the Allotted Time• Assistive Technology (Graphic Organizers)• Assistive technology (Speech-to-Text)• Assistive Technology (Text-to-Speech)• Assistive Technology (Word Prediction)• Break Down Tasks (Assignments or Other Assessment)• Prompts to Draw Attention Back to the Assessment• Reduction in the Number of Tasks Used to Assess a Concept or Skill

Individualized Learning Equipment

- Laptop
 - Mouse
 - Speech-to-Text Software
 - Text-to-Speech Software
 - USB Headset
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S - Specific

M - Measurable

A - Attainable / Authentic / Appropriate

R - Relevant / Realistic

T - Timely

EXAMPLES OF SMART GOALS

Specific Adam will be able to read a passage orally in a grade-level book at 110–130 words per minute with random errors.

Measurable With the aid of a calculator, Emma will be able to solve math problems that involve the computation of fractions and decimals, with 75 percent accuracy.

Attainable Jackson will write a paragraph with at least 5 sentences each greater than 8 words, with no more than 2 errors in spelling and punctuation.

Results During small group activities, Dana will look attentively toward the speaker of the group 90 percent of the time, in 4 out of 5 opportunities.

Time bound By May 15, Jeremy will be able to orally explain class vocabulary words, with 90 percent accuracy, on 8 out of 10 tries. His progress will be measured through a monthly language assessment.

What effect is COVID having?

While it should be none - the reality is that there may be delays as board staff figure things out BUT

- IEP and IPRC meetings can be held by video conferencing
- IEPs should be issued at the normal time
- SERT should be assigned
- Assessments may be reduced/delayed- backlog

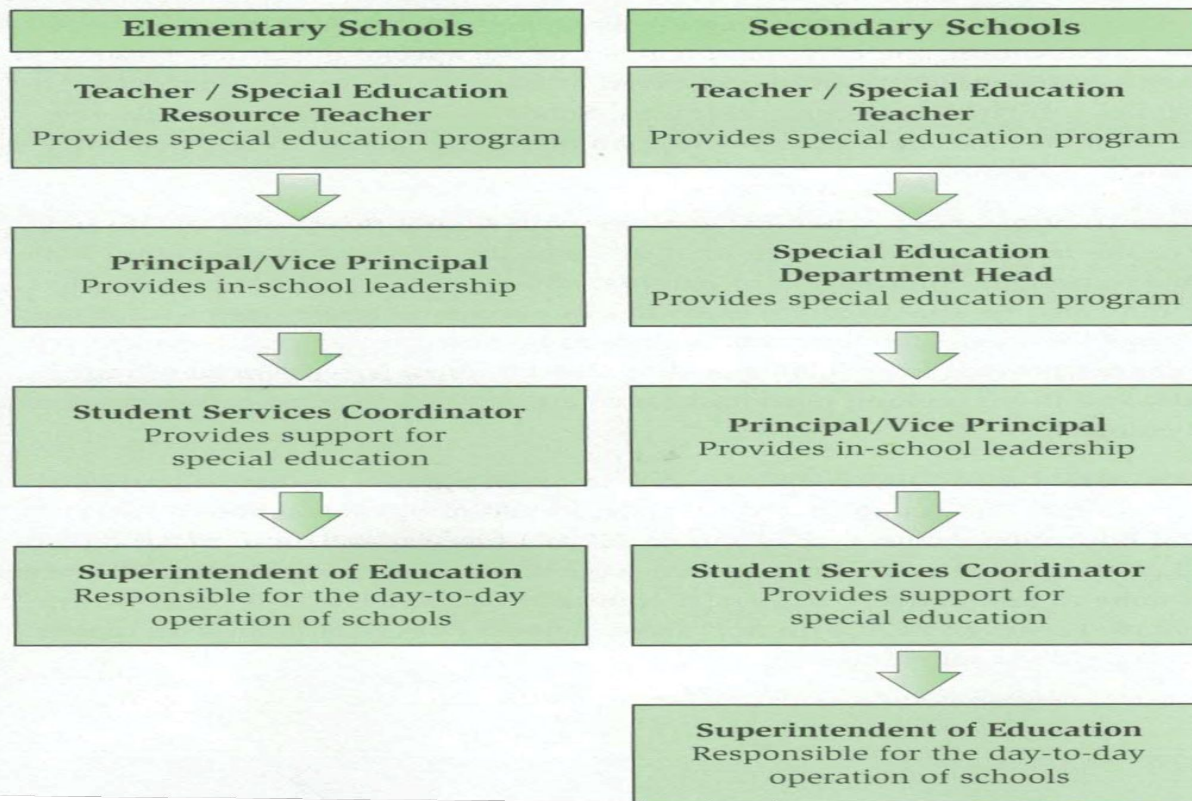
- Educators review IN PERSON accommodations and consider how they adapt to the online environment
- Special education staff support in the implementation of accommodations as needed
- Ongoing communication between the educators and parents/guardians/students are critical to support alignment in effective remote accommodations
- Specialized Board staff provide regular Professional Development to support staff to ensure they are aware of how to use traditional IN PERSON accommodations in the remote context.
- Accommodations are important and need to be adapted where at all possible to the remote environment to support student success

What to do when things aren't working or progress isn't being made?

Talk to your child's teacher and the SERT involved in creating the IEP

Approach this as wanting to figure out ways to help your child succeed

Figure 2. CONSULTATION SEQUENCE FOR SPECIAL EDUCATION CONFLICT RESOLUTION



Resources

Check out LDAO

<http://www.ldao.ca/introduction-to-ldsadh/articles/about-education/a-parents-guide-to-the-iprc-and-iep/>

And their online courses (including one on IEPs):

<http://www.ldao.ca/ldao-services/workshops-courses/>

Shared Solutions from the Ministry of Education:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

Special Education Guide

http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Upper Grand DSB

<https://www.ugdsb.ca/programs/special-education/support-documents-for-parents-guardians/>

Wellington Catholic DSB

https://www.wellingtoncdsb.ca/apps/pages/index.jsp?uREC_ID=1083012&type=d&pREC_ID=1362985

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Thank You for Coming

and Remember

YOU CAN DO THIS !!