

The IEP Journey

An Information Exchange Between Parents

Come join in the discussion

World Cafe Model
Tuesday February 2, 2016
Proudly Hosted by the LBPSB
Special Needs Advisory Committee - SNAC
7-9 pm

Estimated Schedule for the Evening

- 7pm -7:10 Brett Welcome & Introduction - SNAC, Life Program, Light a Dream
- 7:10-7:25 Jen How did this workshop come about? A few slides to get us started....
Maureen will describe the process of the World cafe model (very fluid)
- 7:25-7:45 Session 1 - 3 groups - 6 facilitators/recorders - Please choose a table that interests you....
- Group 1 Developing an IEP**
- Group 2 Monitoring an IEP**
- Group 3 What are the elements of a successful IEP?**
- 7:50-8:10 Session 2 Same 3 tables - 6 facilitators/recorders - guest please move to a different table
- 8:10-8:25 Gallery Tour and Post it Notes
- 8:30-8:50 Report Back to the Main Group as a whole - themes found, top questions
- 8:50-9:10 Thank you so very much for coming ...next steps explanation of the Q&A put up on SNAC website

What is an IEP?

An IEP is an Individualized Education Plan.

It is a flexible, working document, helping the school and parent/guardian plan for, monitor, evaluate and communicate the student's growth.

An opportunity for schools, students, parents and external agencies to work together to create a workable record of your child's developmental journey, both academic and social.

A process embracing the philosophy that success has different meanings depending on the different abilities and needs of the student.

An identifier of the entire child's needs, how the school will meet these needs and how the school will measure the child's progress.

SMART GOALS

Specific

Measurable

Achievable

Relevant

Time Limited

S

M

A

R

T

Well written goals will describe what the child will do, when and how he/she will do it and what the time frame will be for achieving it.

Keep the following tips in mind...You want your child's goals to be very specific about the action. For instance: *raise his/her hand for attention, use a classroom voice, complete homework, keep hands to him/herself*

Then you need to provide a time frame or location/context for the goal.

For instance: *during silent reading time, while in the gym, at recess time, by the end of 2nd term*

Then decide what determines the success of the goal. For instance: *how many consecutive periods will the child remain on task? How many gym periods? How fluent will the child read the words - without hesitation and prompting? What percentage of accuracy? How often?*

Adaptation

IEP interventions are expressed as adaptations or modifications

Adaptations included in an IEP process are designed to help the student to acquire and demonstrate the **same learning as other students**.

Some examples include:

- preferential seating in the classroom
- extra time to complete tasks and exams
- highlight important words for math
- reducing the number of math examples
- provide a quiet space to complete test and exams
- reduce the number of spelling words/ dictée words
- enlarge text size
- reader or scribe for tests and exams

Examples of Possible Objectives you could see on an IEP

Reads and Listens to different texts

- will recognize words frequently found in the environment
- will follow visually, tracking from left to right and from top to bottom in English
- will recognize more frequently used pictograms
- will segment words into syllables in English

To Cooperate with others (Behaviour Objectives)

- will request “time out” before the need arises
- will self-monitor need to take a break (leave the classroom)
- will speak politely to others
- will work with a peer

To adopt effective work methods (Organization Objectives)

- will understand the context of a task
- will complete homework assignments on time
- will successfully complete a task in school within a given time frame
- will put all subject papers in the appropriate binder/duotang

Modification or a Modified Program

A modification is included in the IEP as a means of helping the student to progress **to the best of his or her ability** towards the learning set out in the QEP for the academic level of his or her classroom group. A modification involves **reducing anticipated outcomes in connection with QEP requirements**.

The student's results will not be included when calculating the group average for the subject. Also please note: at the secondary level, the student will not obtain credits for the subject in question, even if only one of the competencies was modified.

Will I be made aware if my child is following an adapted or modified program? Yes absolutely

Will my child graduate from high school if he/she is on a modified program?

A modified subject does not mean a modified grade level. If the student's needs are such that he/she will not be able to follow and succeed in the regular program (even after adaptations were put in place) then a modified program is developed and the evaluation will reflect the student's progress on the modified program and not the regular program. The group average will not appear on the report card for a student following a modified program as the program being followed is unique for that student.

Requirements for graduation are based on the QEP, so it is important to be in contact with resource throughout your child's high school years, especially if a course is being modified. Modified courses have a unique course code and do not count towards your high school leaving certificate.

Pedagogical Flexibility, Adaptations and Modifications for Students with Special Needs

Table 1 – Differences between support in the form of pedagogical flexibility, adaptation and modification

Pedagogical flexibility	Adaptation	Modification
<ul style="list-style-type: none">• Allows the student to acquire and demonstrate the same learning as the other students	<ul style="list-style-type: none">• Allows the student to acquire and demonstrate the same learning as the other students	<ul style="list-style-type: none">• Allows the student to acquire and demonstrate the learning identified in the individualized education plan
<ul style="list-style-type: none">• Meets a need that arises occasionally, or works in conjunction with an adaptation	<ul style="list-style-type: none">• Meets a need that arises in several different contexts	<ul style="list-style-type: none">• Implemented in exceptional cases, to allow the student to progress in a different way than other Québec students
<ul style="list-style-type: none">• Planned by the teacher	<ul style="list-style-type: none">• Planned jointly as part of the individualized education plan process	<ul style="list-style-type: none">• Planned jointly as part of the individualized education plan process
<ul style="list-style-type: none">• Implemented for a specific teaching period or for a specific number of activities	<ul style="list-style-type: none">• Implemented in the subjects for which the adaptation is needed	<ul style="list-style-type: none">• Implemented in the subjects for which the modification is needed
		<ul style="list-style-type: none">• Denoted by a distinctive indicator in the report card

Group 1: Developing an IEP

Who qualifies for an IEP? Who writes the IEP?

Group 2: Monitoring an IEP

How is the IEP monitored?

Group 3: What are the elements of a successful IEP

Do you have any suggestions to improve the IEP process

These suggestions will be forward on...

Remember you may contact us anytime

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<http://snac.lbpsb.qc.ca>

Thank You!!!!



We couldn't have done it without you!