

Student Information

First Name: John School Year (yyyy/yyyy): 2014/2015
 Last Name: Doe Student #: 000-000-000
 Date of Birth (mm/dd/yyyy): 07/20/1992 IEP Date (mm/dd/yyyy): _____
 Gender: Male Last IPRC Review Date (mm/dd/yyyy): _____
 Current School: Brighton Elementary Exceptionality: Communications – Learning Disability
 Home School: Brighton Elementary Placement: Regular Class/Support
 Home Address: 1 Evergreen Terrace Original IPRC Date (mm/dd/yyyy): 11/29/2001
 City and Province: Toronto, Ontario Language Spoken at Home: English
 Postal Code: A1A 1W1 Phone: 416-222-2222 Teacher (first initial and last name): B. Smith
 Health Considerations: Anxiety, ADHD-inattentive type, Central Auditory Processing Difficulties

Profile of Strengths **Profile of Needs**

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| <ul style="list-style-type: none"> • motivated to do well • good abstract reasoning • excellent comprehension and reasoning abilities • excellent problem solving skills • conceptual learner and thinker • excellent verbal ability • good sense of humour • interacts respectfully and peacefully with peers and staff • excellent spatial / visual processing • extremely visual • avid reader • strong math skills • strong interest in technology, especially computers • strong interest in construction, building, planes, cars, ships • quick to grasp new concepts and skills • considerate and kind to those in need • enjoys math, puzzles, cards, chess • able to hyper-focus at times • respectful of property, his own and others | <ul style="list-style-type: none"> • needs to be taught organizational skills and time management for work done at school and at home • needs to be taught skills on how to self-advocate • needs to be taught strategies on how to be a positive active learner • needs to be taught strategies on how to focus • needs to be taught strategies on how to give precise and complete oral and written answers • needs to be taught how to identify important ideas and how to study material • needs to be taught strategies on how to review daily work for comprehension and memorization • needs to be taught skills on how to proof-read efficiently • needs to be taught typing skills and given time to practise to increase speed and accuracy • needs to be encouraged to achieve success relative to his personal potential • needs assistance in developing skills to work with short term memory and auditory sequencing disability • needs assistance with graphomotor disability • needs to be provided with opportunities to develop self-confidence and to know that he is a valued member of the school • needs acceptance and discreet accommodations for disabilities |
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Current Education / Support Services

<ul style="list-style-type: none"> • Special Education Teacher • Building ongoing rapport, tracking assignments, conferencing with individual teachers, communication with parents • Goal – for Doe to successfully complete all courses in a safe supportive environment conducive to learning and achieving success relative to Doe’s personal potential 	IEP developed by: <u>Special Education Teacher</u> Program Description/Level of Support: <u>less than 50%</u> Curriculum Modification: <u>None</u> Access to EA Support: <u>Special Education Teacher</u> Program Description: <input type="checkbox"/> Integration <input type="checkbox"/> Withdrawal <input type="checkbox"/> In-class support
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Outside Agencies:

Parent / Student Input to the IEP: **Annual Review Recommendations**

	Date:
	Exceptionality:
	Recommendation:
Signature	Date (mm/dd/yyyy):

General Classroom Accommodations									
<p>General</p> <ul style="list-style-type: none"> • Respect student's privacy • Mnemonics • Clarification for understanding • Copy of teachers notes, allowing focus on oral presentation thereby helping to accommodate graphomotor, short term and auditory disabilities • Teachers notes given at beginning of lesson for previewing & personalizing / highlighting as lesson continues • Demonstrations, Hands On, Illustrations provided • Direct instruction / repetition • Subtle reminders to be on task • Small chunking / prioritizing of work / assignments – size of units to gradually increase with successful progress • Increased time for assignments, with clearly stated due dates • Increased time for tests / exams, with encouragement to proof-read • Monitoring motor demands to encourage task completion and decrease frustration due to slow psychomotor expression 	<p>Behaviour / Motivation</p> <ul style="list-style-type: none"> • Clearly defined assignment due dates/expectations/consequences • Consistency of accommodations • Counselling – academic short and long term goals • Modelling • Positive reinforcement (build self-esteem)through personal success • Encourage self evaluation with emphasises put on reinforcement of positive skills / personality traits • Grouping with students interested in improving scholastic success • Teachers to have consistent routines to monitor work and to receive completed assignments leading to guided independence and good habits • Encourage risk-taking • Teachers to conference with each other regarding work load 								
<p>Reading</p> <ul style="list-style-type: none"> • Instruction on what to highlight – important ideas/facts/dates • Vocabulary drill / use of comprehension strengths and strategies • Instruction in reading strategies specific to study strategies egSQ4R • Teach how to read for detail and précis writing 	<p>Writing</p> <ul style="list-style-type: none"> • Computer (word processing) availability • Dictionary / thesaurus (book / software) • Editing support • To be taught writing mechanics and organization for exam, essay, project and précis writing skills • Receive copy of teacher's notes or tape • Spelling check • To be allowed to underline / highlight during lesson if needed • Develop and practice pre-writing strategies eg outlining, web mapping to be used in daily classes • Provide opportunities to develop use of expressive language 								
<p>Oral and Visual Communication</p> <ul style="list-style-type: none"> • Provide verbal input emphasizing sounds / keywords / phrases • Preview / review vocabulary concepts • Alert student to changes in topics / activities • Reinforce individualized listening strategies • Repeat / rephrase instructions / input / summarize periodically • Provide extra time for oral answers • Make discussion / oral summarization of readings and projects integral part of learning • Provide opportunities to practise the use of expressive language • Preferential seating - close to teacher and board, among students interested in improving scholastic success • Sit close to and face speaker due to low average auditory closure – low ability to understand speech not clearly delivered 	<p>Mathematics</p> <ul style="list-style-type: none"> • Calculator – check work to aid in developing self-monitoring skills • Examples left on blackboard or desk • Explicit teaching of math language • Grid sheets or graph paper • Reference sheet for tables / formulas 								
<p>Enrichment</p> <ul style="list-style-type: none"> • Teachers to present opportunities in 'new' learning situations to promote more active learning and more positive academic self-concept eg. risk-taking 	<p>Accommodation(s) for Assessment</p> <ul style="list-style-type: none"> • Increment / extended time for tests / computer exams / • Review sample questions • Rephrase or repeat instructions • Independent quiet work space/room for tests / exams. • Use variety of testing formats ie oral and written to provide for post-secondary experiences, exams, tests, quizzes, reports, in-school work, regularly assigned homework • Provide / allow extra paper to be used for organization of thoughts and answers 								
<p>Personalized Equipment</p>									
<p>Program Substitutions / Exemptions</p> <ul style="list-style-type: none"> • French exemption 	<table border="1"> <thead> <tr> <th style="text-align: left;">Current Assessments / Reports</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr> <td>Dr. A. Jones</td> <td>March 29, 2001</td> </tr> <tr> <td>Dr. D. Gold</td> <td>April 17, 2001</td> </tr> <tr> <td>A. Brighton (Audiologist)</td> <td>May 22, 29, 2001</td> </tr> </tbody> </table>	Current Assessments / Reports	Date	Dr. A. Jones	March 29, 2001	Dr. D. Gold	April 17, 2001	A. Brighton (Audiologist)	May 22, 29, 2001
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Specific Program Expectations

Program Area(s): GRADE 10/11	Goal(s):
No Modification to Courses	

Current Achievement Level / Assessment Data	Methods of Assessing Progress
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Grade Level of Expectation	What Student Needs To Learn (EXPECTATIONS)	How Student Will Learn (STRATEGIES & RESOURCES)	How Student Has Demonstrated Learning (EVALUATION, DATES)

I have received a copy of the IEP

Parent / Guardian Signature Date (dd/mm/yyyy)

Teacher Signature Date (dd/mm/yyyy)

Student Signature Date (dd/mm/yyyy)

Principal Signature Date (dd/mm/yyyy)

