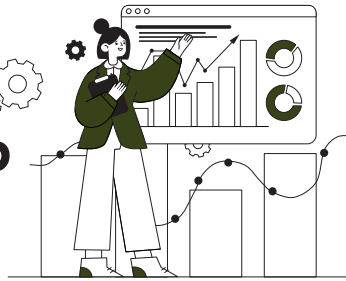


# HOW TO DEVELOP & IMPLEMENT A MEANINGFUL IPP

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October 29, 2023



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WHAT IS AN IPP

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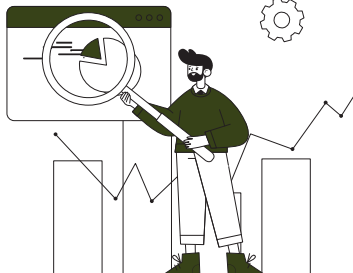
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WHAT TO DO WHEN  
THINGS DON'T WORK



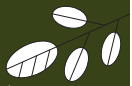
01

## WHAT IS AN IPP?



An IPP is a written commitment of intent by the learning team to **ensure appropriate planning for students with special education needs**. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts. The *Standards for Special Education, Amended June 2004* defines an individualized program plan as:

“a concise plan of action designed to address students' special education needs, and is based on diagnostic information which provides the basis for intervention strategies ...” (p. 4).



IPP DEFINED

Alberta Learning, 2006

## IPP VS. IEP

### INDIVIDUALIZED PROGRAM PLANNING

Alberta specific



### INDIVIDUALIZE EDUCATION PLAN

Another name used in  
some provinces and in  
the US

## KEY WORD

# individualized

Make sure that it captures YOUR  
child's strengths and needs

Make sure that the plan is  
individualized for your child



## 02

### WHAT DOES THE RESEARCH SAY?



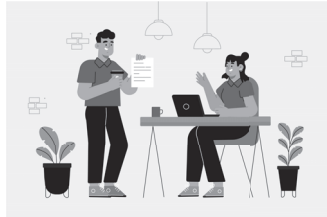
# COLLABORATION



## PARENT INVOLVEMENT



- IPP planning should be **collaborative**
- Parents should be **involved in creating goals**
- Parents often do not feel like they are involved as equal partners
- Often feel “outnumbered” by school personnel



Sanderson, 2023

Table 2. Parent IEP meeting experiences.

Positive	Negative
<ul style="list-style-type: none"> <li>• Parent-school collaboration</li> <li>• Opportunities for parent and student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of collaboration               <ul style="list-style-type: none"> <li>• Predetermined plan</li> <li>• Parent opinions disregarded</li> <li>• Parents vs. school</li> <li>• Advocate or lawyer needed</li> </ul> </li> <li>• Deficit-based meetings               <ul style="list-style-type: none"> <li>• Low expectations for students</li> <li>• No opportunities for inclusion</li> <li>• Emotional toll on parents</li> </ul> </li> <li>• Unprofessional behavior               <ul style="list-style-type: none"> <li>• Information withheld from parents</li> <li>• Uninformed staff</li> <li>• Staff absent from meetings</li> <li>• School dislikes being challenged</li> </ul> </li> <li>• Broken special education system               <ul style="list-style-type: none"> <li>• Generic plans</li> <li>• Services denied</li> <li>• Failure to implement services on IEP</li> <li>• Teachers silenced</li> <li>• Parent knowledge of special education and advocacy necessary</li> </ul> </li> </ul>

Approximately one-third (31.1%) of respondents also described mixed or neutral experiences, noting both positive and negative IEP meeting experiences. IEP = individualized education program.

Sanderson, 2023

## PARENT TIPS

Sanderson, 2023



<b>Be Prepared</b>	<ul style="list-style-type: none"> <li>• Educate yourself</li> <li>• Write questions ahead of time</li> </ul>	<b>Be a Team Member</b>	<ul style="list-style-type: none"> <li>• Build relationships</li> <li>• Communicate positively</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Bring and advocate</li> <li>• Connect with other parents</li> </ul>	<b>Prepare for Negative Experiences</b>	<ul style="list-style-type: none"> <li>• Be prepared to fight</li> <li>• Be confident</li> </ul>
<b>Advocate</b>	<ul style="list-style-type: none"> <li>• Request services</li> <li>• Remember you are the expert on your child</li> </ul>	<b>Strategies &amp; Tips</b>	<ul style="list-style-type: none"> <li>• Document</li> <li>• Remain calm</li> <li>• Follow up</li> </ul>

## STUDENT INVOLVEMENT



- Less than 1/3 of students attended their IEP meeting
- Very few students contributed to their IEP meeting
- Decreases their capacity to advocate for their needs and desires
- As your child matures, request their involvement. This is their education! They need practice advocating before they enter postsecondary education or the workforce.

Sanderson & Goldman, 2022

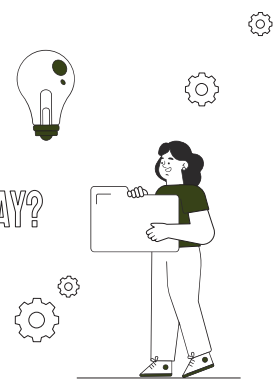




03

# WHAT DOES ALBERTA EDUCATION SAY?

Documents have not been updated since the early 2000s



## IPPS ARE:

- Collaborative
- Developed to meeting specific, individual student needs
- Goals & objectives for student to work toward
- An instructional guide for teachers
- Used to monitor progress toward goals
- Summary of accommodations
- Guides transition planning

Alberta Learning, 2002, 2006

## PARENT INVOLVEMENT

1. Participate in decisions that affect their children
2. Have the information they need to make decisions
3. Invite meaningful involvement



Alberta Learning, 2003

## SCHOOL RESPONSIBILITIES

- IPPS are developed, implemented, and monitored
- **Principals** are accountable for special education programming
- Provide teachers with resources and PD
- Identify teachers responsible for coordinating, developing, implementing, and evaluating IPPs
- Process for problem solving and collaborating

Alberta Learning, 2003



## SCHOOL RESPONSIBILITIES



- Ensure teachers
  - Involve parents
  - Document student progress regularly
  - Provide feedback to parents and students (as appropriate)
  - Change IPP as necessary
  - Obtain consent and approval from parents
  - Document reasons if parents decline to consent
- Ensure EAs work under the supervision of a teacher

Alberta Learning, 2003

## STEPS IN THE IPP PROCESS



**STRENGTHS & NEEDS**  
From assessment data  
psychoeducational assessment  
and classroom level

**SET THE DIRECTION**  
Focus and content of goals &  
objectives

**IMPLEMENTATION**  
Interventions, accommodations, &  
progress monitoring

**REVIEW & REVISE**  
Data-based decision  
making

**PLAN FOR TRANSITION**  
Especially transition to  
adulthood

Alberta Learning, 2006

## STRENGTHS AND NEEDS



1. **What can the student do?**
  - a. This information should come from a psychoeducational assessment and classroom assessments
  - b. Make sure you understand this and what information support this
2. **What is the current level of functioning?**
  - a. Academic
  - b. Social emotional
3. **What is the expected level of functioning?**
4. **Determining this difference is essential in creating goals.**



## SET THE DIRECTION



1. This involves determining ambitious goals.
2. **Students need to gain skills faster than everyone else to catch up.**
3. This often requires time intensive interventions.



## IMPLEMENTATION

1. Provide the

**a. Interventions:** teaching the skill

**b. Accommodations:** change the learning environment so that students can meet benchmarks (e.g., reading a science test to a student, extended time in a quiet location)

**c. Modifications:** reducing the requirements (e.g., using a different grading system, using lower grade level material)

Make you know if your child is receiving any interventions. If not, make sure that it makes sense

## REVIEW AND REVISE (PROGRESS MONITORING)

1. Use data to determine if the student is making enough progress to meet the goal.
2. This requires observable measurable goals
3. If the student is **not making enough progress** meet to modify the implementation of the intervention, accommodation, or modifications.
4. If the student **met the goal**, meet to create a new goal.

## 04 GOALS & OBJECTIVES

### COMPONENTS OF OBSERVABLE, MEASURABLE GOALS

Student Name

Condition

Behaviour

#### Performance Criteria

- Criterion
- Number
- Evaluation Schedule/ Method



## CONDITION



- Given visual cues
- During independent work
- Given a story prompt
- Using a recipe
- Using a checklist for the daily schedule
- When completing single digit addition

- **DESCRIBES THE CONDITIONS UNDER WHICH THE STUDENT WILL PERFORM THE BEHAVIOUR**

## CLEARLY DEFINED BEHAVIOUR

- Describes behaviour in **observable** (*can you see it?*) and **measureable** (*can you measure it?*) terms
  - Locate
  - Solve
  - Write
  - Read orally
  - Count
  - Choose
  - Print
  - Trace

## PERFORMANCE CRITERIA

### 1. Criterion level

- How well the student must do
- Percentage of time, accuracy, correct per minute, rubric rating

### 2. Number

- How many the times the student has to do this to reach mastery
- 5/6 times, 3 consecutive probes, twice per week for one month

### 3. Evaluation Schedule/Method

- How frequent you will assess and how you will assess
- Daily checklist, weekly spelling test, observations 2x/week

## Example Goal

Given a printed copy of his name and address, Anderson will copy the information with 80% accuracy on 4/5 days.

## Condition

Given a printed copy of his name and address  
Anderson will copy the information with 80%accuracy  
on 4/5 days.

## Name

Given a printed copy of his name and address,  
Anderson will copy the information with 80%accuracy  
on 4/5 days.

## Behaviour

Given a printed copy of his name and address,  
Anderson will copy the information with 80%accuracy  
on 4/5 days.

## Performance Criteria

Given a printed copy of his name and address,  
Anderson will copy the information with 80%accuracy  
on 4/5 days using a daily checklist.

critterion

number

Evaluation method and schedule

## WORK COMPLETION

### BAD IPP GOALS

STUDENT NAME will complete work during class.



<https://adavinourshoes.com/iep-goal-bank/>

### GOOD IPP GOALS

When given a task or direction **STUDENT NAME** will begin the task within 1 minute and remain on task for a **minimum of 10 minutes** independently with no more than 2 prompts on 8 out of 10 tasks, as measured by staff data.



## MATH

### BAD IPP GOALS

STUDENT NAME will get better at math.

### GOOD IPP GOALS

When given a mixed arithmetic worksheet, **STUDENT NAME** correctly compute **26 digits correctly** in one minute with **96% or better** accuracy.



## WRITING

### BAD IPP GOALS

STUDENT NAME write grade level essays.



<https://adavinourshoes.com/iep-goal-bank/>

### GOOD IPP GOALS

**STUDENT NAME** will write and edit a five-sentence paragraph that addresses a given topic. **Each paragraph will include a topic sentence, at least 3 details, and a conclusion. STUDENT NAME will earn 8/10 or higher on a writing rubric for each writing assignment. There will be at least four writing assignments per quarter.**



06

## TRANSITION PLANNING TO:

Elementary  
Middle School/Junior High School  
High School  
**Adulthood**



## EFFECTIVE TRANSITIONS ARE

### Planned

- Start early
- Based on individual needs
- Have a written plan

### Collaborative

- Multiple school personnel
- Families
- Students

### Comprehensive

- Academic
- Social
- Vocational
- Daily living



Alberta Learning, 2002

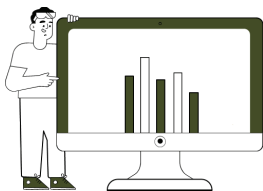
## ELEMENTARY

- New surroundings
- New expectations and demands
- Separation from parents

Alberta Learning, 2002



## MIDDLE SCHOOL/JUNIOR HIGH SCHOOL



1. Begin thinking about adult transition here!!
2. Begin advocacy skills
3. Learn strategies for success especially for increased demands and independence

Alberta Learning, 2002

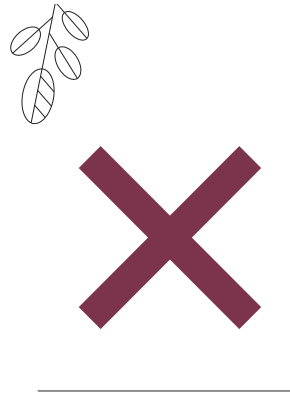
## HIGH SCHOOL

1. Create a transition to adulthood plan
2. Intensify career exploration
3. Determine needs in order to meet career and life goals
4. Increase advocacy skills



Alberta Learning, 2002





06

## WHAT TO DO WHEN THINGS DON'T WORK

### APPEALS SCHOOL BOARDS:

1. Should have a written appeals process
2. Are expected to make reasonable efforts to resolve parent concerns
3. Should advise parents of their right to appeal
4. Should advise parents of their right to request that the Minister of Learning review the board's decision if they are not satisfied



Alberta Learning, 2003

### WORK WITH OTHER PARENTS TOWARDS CHANGE

- A small group of vocal parents advocating for their children can create positive change!
- A small group of parent in Manitoba initiated the Right to Read Manitoba initiative, which is changing reading instruction in their province

<https://www.righttoreadmanitoba.ca/>

## SUMMARY



01

### An IPP is

An IPP is a written commitment of intent by the learning team to **ensure appropriate planning for students with special education needs**



02

### Research

Best with collaborative involvement  
Be prepared to collaborate, have information/questions, and advocate as needed



03

### Alberta Education

Multiple steps that generally align with research  
Based on student need, implemented as written, monitored and adjusted as necessary



04

### Goals and Objectives

Should be measurable and objective  
Should include **student name**, **behaviour expected**, **condition** which it will occur, and **performance criteria**



05

### Transition

Multiple transitions to consider  
All working toward eventual transition to adulthood



06

### When things don't work

Seek procedures on district website  
Contact Alberta Education  
Connect with other parents to increase advocacy impact

## REFERENCES

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## QUESTIONS?

