
APPENDICES

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Toolbox A: Managing Time for Individual Planning

Concerns about lack of time for IEP planning can be addressed in part by ensuring that available time is used efficiently.

Tips for making the best use of meeting time include

- in-servicing staff on the IEP process so team members know what is expected of them
- sending the team members a memo prior to meetings, asking each of them to reflect on questions to be discussed (e.g., to prioritize concerns or goals, or to bring examples of strategies that address instructional objectives)
- running effective meetings with an agenda and time lines
- taking minutes and identifying action plans
- allowing time between meetings for individual members to reflect, draft, and revise parts of the IEP
- using available technology to reduce time spent on paper work

Schools in various divisions have used a number of strategies for arranging time for IEP planning, including

- scheduling collaboration and consultation periods into regular timetables
- arranging schedules to allow for grade meetings during common preparation periods
- arranging workload relief time through the special education budget and hiring a floating substitute teacher to cover for teachers
- arranging for other staff or administrators to supervise classes during non-instructional times
- using a block of time to plan for several students at the Senior Years level, and rotating subject area teachers into the meeting

Toolbox B: Involving Students in the IEP Process

How can students contribute to IEP planning?

Students may be asked to

- fill in an interest inventory
- set personal goals
- learn about the purpose of the IEP
- prepare for the IEP team meeting
- participate in meetings
- track attainment of performance objectives
- self-assess
- develop a student portfolio

Note: Consider using symbols, magazine or catalogue pictures, photographs, and simple checklists for students with communication difficulties.

Toolbox C: Parent Handout

Parents and IEP Planning

Individual education planning is the process by which families, teachers, and other support personnel work together to meet the needs of students who need adjustments or supports to achieve their full potential.

Parents are valuable members of this process. As a parent, you provide a unique understanding of your child's past experience and his or her goals, interests, and responses. The work you can do with your child at home is often important in meeting the goals set through the IEP process.

You can take part in IEP planning by

- having regular contact with the school
- taking an active role in the decisions made for your child
- asking to be put in touch with other parents involved in IEP planning
- asking about the services and resources available

Before going to the IEP meeting, you may want to

- ask for a copy of the agenda from the classroom teacher
- ask how your child may be a part of the IEP process
- write down the thoughts and questions you want to talk about in the meeting
- think about your goals and hopes for your child
- think about the concerns you want addressed

At the IEP meetings, feel free to

- make it clear how long you can stay for the meeting
- provide information about your child and how he or she learns and behaves outside school
- ask questions if anything is unclear
- ask how you can help work on some of the goals at home

After meetings, you can help by

- keeping in touch with the teacher and/or case manager
- working on the goals of the IEP at home
- telling the teacher of any change in the home that may affect his or her ability to work at school

Toolbox E: Conducting an IEP Meeting

1. Send an agenda* prior to meeting
 - indicate time and place of meeting
 - list items for discussion
2. Open the meeting by
 - introducing everyone present, when necessary
 - stating the purpose of the meeting and its time lines
 - reviewing the agenda and making changes as required
 - choosing a recorder
 - encouraging participants to contribute openly
3. Move through the agenda by
 - discussing agenda items
 - summarizing the discussion and agreeing on follow-up actions for each agenda item (identifying what is to be done, who will do it, and when it will be done by)
 - encouraging collaboration and consensus, using problem-solving strategies when necessary**
4. Close the meeting by
 - summarizing the decisions the team has made
 - determining items for the agenda of the next meeting
 - setting a date for the next meeting
 - thanking participants for their time and contributions
5. Follow up the meeting by
 - distributing the agenda for the next meeting, attaching a copy of the minutes of the previous meeting
 - distributing appropriate documents or forms (for example, the student profile, the IEP, etc.)
 - discussing the minutes of the meeting with the student and/or parent (if they were not present)

* The next page lists a sampling of possible agenda topics.

** Refer to *Toolbox J*.

Toolbox E: Conducting an IEP Planning Meeting *(continued)*

Agenda items for meetings will typically be determined by the team's place in the planning process.

Agenda items may include but are not limited to:

- making a decision about whether the student needs an IEP
- establishing roles and responsibilities
- developing a common understanding of the priorities to be addressed in the IEP
- reviewing background information
- gathering information about the student
- developing a student profile
- prioritizing student needs
- describing current levels of performance
- identifying student specific outcomes and performance objectives
- writing the IEP
- approving the IEP
- developing and implementing a daily plan
- evaluating student progress
- reviewing the IEP

Toolbox F: Sample Student Profile Form

The layout and categories of information in Student Profile Forms will vary. This form is provided as a sample only.

| Background/History | Diagnostic Summary (e.g., medical, cognitive, adaptive) | Interests, Strengths, Learning Approaches |
|---|--|---|
| | | |
| Current Levels of Performance (Subject by Subject or Domains) | | Needs |
| | | |

Toolbox G: Writing Student Specific Outcomes and Performance Objectives

SMART Student Specific Outcomes

Student specific outcomes are concise descriptions of what an individual student will know and be able to do by the end of the school year.

Student specific outcomes are outcomes that address individual needs. This is accomplished by writing outcomes with a student's current level of performance in mind. The scope and degree of specificity varies according to the needs of the student. A student specific outcome appropriate for one student may be too broad for another.

Effective student specific outcomes are

Specific: written in clear, unambiguous language

Measurable: allow student achievement to be described, assessed, and evaluated

Achievable: realistic for the student

Relevant: meaningful for the student

Time-related: can be accomplished within a specified period, typically one school year

Tips for writing effective student specific outcomes:

1. Use a template to ensure that the outcome is complete:

[Student] will [action] [what/how] [by what criteria] [where] [by what date]

2. Be clear about what the student will do. Avoid vague descriptions of improvement.

| | |
|---|--|
| <p>Vague:</p> <ul style="list-style-type: none"> • Caitlin will improve her reading for functional purposes. | <p>Clear:</p> <ul style="list-style-type: none"> • Caitlin <i>[student]</i> will read <i>[action]</i> to locate specific information in two daily newspapers <i>[what/how]</i> within the Senior 1 ELA class <i>[where]</i> with 95 percent accuracy <i>[by what criteria]</i> by June <i>[when]</i>. |
| <p>Vague:</p> <ul style="list-style-type: none"> • Simon will improve his social skills. | <p>Clear:</p> <ul style="list-style-type: none"> • Simon <i>[student]</i> will play <i>[action]</i> with peers from his circle of friends <i>[what/how]</i> at school <i>[where]</i> for 10 minutes a day over five consecutive days <i>[by what criteria]</i> by June <i>[when]</i>. |

3. Choose verbs that express an action — verbs that state how students demonstrate what they know or are able to do, or what attitudes or habits of mind they have learned. The chosen verb should refer to a skill sequence, and describe observable and measurable behaviours.

Figure 4.1 lists verbs that may be used in writing student specific outcomes.

| | | | | | |
|---|--|---|---|--|---|
| Verbal/ Linguistic Verbs | Adapt Address Amend Answer Argue Articulate Associate Compose Convert Convince Create Critique Debate Defend Define Demonstrate Describe Devise | Discuss Display Distinguish Draft Elaborate Embellish Enrich Enunciate Expand Explain Express in other terms Extend Form Generalize Generate Give examples | Give in own words Indicate Inform Interview Introduce Invent Justify Label List Listen Make up Memorize Modify Name Paraphrase Point out Predict | Prescribe Present Pretend Produce Publish Question Quote Read Recall Recite Recognize Recommend Redirect Relate Repeat Report Restate Respond | Retell Reword Rewrite Revise Specify State Suggest Summarize Synthesize Teach Tell Translate Transmit Use Write |
|---|--|---|---|--|---|

| | | | | | |
|--|--|---|--|---|---|
| Interpersonal Verbs | Advise Articulate Assign Coach Communicate an opinion Compose Contribute Create Demonstrate | Design Discuss Display Educate Empathize Encounter Evaluate Experience Explain Give feedback | Identify Illustrate Improve Interpret Interview Instruct Justify Listen Motivate Organize | Perceive Plan Play Practise Present Project Receive feedback Record Relate Role play | Seek Share Show Solve Spell out Teach Train Translate Write |
| Intrapersonal Verbs | Access Advocate Amend Analyze Apply Appraise Assess Assimilate Award Choose Communicate an idea Compare/ Contrast | Concentrate Conclude Contribute Create Critique Decide Defend Demonstrate Describe Determine Discriminate Draw Evaluate Explain | Explore Focus Illustrate Imagine Interpolate Interpret Judge List Make Narrate Plan Point out Position Practise | Prepare Propose Rank Rate Recognize Recount Redraw Reflect Report Review Revise Rewrite Select Self-reflect | Share Show Suggest Support Tell Track Use Validate Write |
| Logical/ Mathematical Verbs | Analyze Appraise Apply Arrange Brainstorm Break down Calculate Cause/Effect Check Classify Combine Compare Compute Conclude Contrast Convert Count | Criticize Decide Decipher Deduce Demonstrate Derive Detect Determine Develop Devise Differentiate Discern Discover Discriminate Distinguish Estimate Evaluate | Examine Exercise Extrapolate Find examples Find relationships Find unknown Formulate Grasp Hypothesize Infer Integrate Interpret Link Measure | Modify Observe Order Outline Plot Ponder Predict Prove Puzzle Rank Resolve Select Separate Sequence Simplify Solve Test | Track Translate Unify Verify |

| | | | | | |
|-------------------------------|---|--|---|---|--|
| Visual/Spatial Verbs | Build Cast Change Chart Convert Compose Copy Create Decorate Demonstrate | Design Diagram Distinguish Divide Draw Elaborate Embellish Enlarge Expand Form | Formulate Graph Identify Illustrate Improve Integrate Interpret Invent Label List | Make Mark Mind map Model Organize Originate Outline Produce Rearrange Recognize | Render Reorder Represent Reproduce Show Sketch Transform |
| Body/Kinesthetic Verbs | Act out Adjust Apply Arrange Bend Blend Build Categorize Change Choose Classify Collect information Combine Compare Compile Complete Conduct Construct Count Create Demonstrate Design Determine | Develop Devise Discover Display Divide Document Dramatize Engage Erect Examine Execute Exercise Experiment Fill in Find Fold Form Fuse Gauge Group Imitate Inspect Interpret Invent | Investigate Jump Keep records Leap Locate Make Make up Manipulate Match Measure Model Modify Move Operate Order Organize Participate Perform Pick Plan Point Post Practise | Prepare Present Produce Put Put in order Put to use Put together Rearrange Reconstruct Record Reorder Reorganize Restructure Role Play Rotate Search Select Separate Shake Show Simulate Sort Spin | Spring Stage Stand Stretch Subdivide Survey Tabulate Take apart Touch Trace Track Train Transfer Turn Twist Uncover Underline Use Vault Write |
| Musical/Rhythmic Verbs | Amplify Arrange Blend Classify Compare/ Contrast Compose Create | Demonstrate Elevate Enhance Explain Express Harmonize Hear Hum | Illustrate Incorporate Interpret Listen Make up Modify Orchestrate Perform | Play Practice Present Produce Represent Retell Select Show | Sing Stage Train Modify Write about |

Figure 4.1: Useful verbs to use in writing learning outcomes.

Certain verbs are to be avoided as they cannot be demonstrated. Some examples of these verbs are listed in Figure 4.2.

| Verbs to Avoid | | | |
|-----------------------|------------|-------------|-------|
| know | understand | appreciate | think |
| believe | acquire | remember | feel |
| value | consider | be aware of | learn |

Figure 4.2: Verbs to avoid.

Questions for evaluating a student specific outcome:

1. Is it directly linked to the student's current level of performance?
2. Is it consistent/relevant with the team's vision for the student?
3. Is it challenging but achievable within the school year?
4. Is it measurable?
5. Is it consistent with the student's past achievement and current rate of progress?
6. Is the language explicit and concise?

Performance Objectives

Each student specific outcome is broken down into performance objectives.

Performance objectives are accomplished in a shorter time period (typically six to eight weeks). They provide greater detail as to the what, where, and how of instruction and assessment.

Steps in writing performance objectives

1. Identify essential components involved in achieving the student specific outcome.
2. Organize the components into sequences where appropriate.

Performance objectives are student specific outcomes broken down into small, manageable components or steps.

3. Write the performance objectives. The verb list for writing student specific outcomes will be a resource for performance objectives as well

Performance objectives will

- describe what the student will do
- describe the conditions under which learning will occur
- state criteria for assessment and evaluation
- give anticipated date of completion

Questions for evaluating a performance objective:

1. Is the performance objective attainable in a reasonable period of time?
2. Taken together, do the performance objectives represent the essential components of the student specific outcome?
3. Is the performance objective measurable?
4. Does the performance objective include conditions for learning, assessment criteria, and completion date?

Examples of Current Level of Performance, Student Specific Outcomes and Performance Objectives

Modified Course Designation “Caitlin”

Domain: Academic

Current level of performance: Caitlin can read at a Grade 3 level. Her comprehension is at the literal level. She enjoys looking at magazines and reads books written at a Grade 3 level. She is integrated into Senior 1 ELA, and is interested in doing what the students in the class are doing.

Student specific outcome: Caitlin will read to locate information in two daily newspapers within the Senior 1 ELA class with 95 percent accuracy by June.

Performance objectives:

1. By the end of October, Caitlin will independently locate six pieces of information in one newspaper (*The Winnipeg Free Press*) 95 percent of the time as measured in a checklist. The pieces of information are
 - name of paper
 - date
 - day in the school cycle
 - day in the garbage cycle
 - weather forecast
 - daily television and movie schedule
2. By the end of January, Caitlin will use a highlighter to locate independently the six pieces of information listed above in two newspapers (*Winnipeg Free Press* and *Winnipeg Sun*) 95 percent of the time as measured in a checklist.
3. By the end of March, Caitlin will be able to use the information located in the daily newspapers to answer scripted questions posed by peers.

Individualized Programming: “Simon”

Domain: Social

Current level of performance: Simon is interested in what others are doing, but will not approach a peer to initiate play. He will play with peers for approximately 3-5 minutes.

Student specific outcome: Simon will play with peers from his circle of friends at school for 15 minutes a day over five consecutive days by June.

Performance objectives

1. By October, Simon will choose a playmate with direct adult prompting on 4/5 opportunities during a 5-day period.
2. By January, Simon will choose a playmate with minimal adult prompting on 4/5 opportunities during a 5-day period.
3. By March, Simon will play with a playmate for 10 minutes at recess 4 out of 5 days with minimal adult support.
4. By June, Simon will play with a playmate for 15 minutes at recess four out of five days without adult support.

Adaptations: “Paul”

Domain: Academic

Current level of performance: Paul has a physical disability. He has average ability, but cannot write quickly enough to complete his work at the same rate as his peers. To achieve the regular course outcomes, he requires adaptations that address his needs.

Student specific outcome: Paul will achieve the outcomes of the Senior 2 curriculum using a variety of adaptations for tasks that require a written component.

Performance objectives: not written for students with adaptations. The focus is on what areas in the teaching process, materials, and student products would need to be adapted.

Strategies and Materials

1. Computer with a word processing program.
2. Extra time to complete assignments, tests, and projects.
3. Recorder to make notes.
4. Photocopied notes.

English as a Second Language (E) Course**Designation: “Jan”****Domain:** Academic**Current level of performance:** Jan came to Canada one year ago and is enrolled in Senior 1. She did not have any previous experience with English prior to coming to Canada and now operates at the beginner level.

She is unable to function in a regular classroom with success, because of her extremely limited knowledge of the English language. Reports from her previous school indicate that she is proficient in her primary language.

Student specific outcome: By June, Jan will describe similarities and differences between experiences encountered in daily life and those portrayed in oral, literary, and media texts with proficiency, as measured on a teacher-created rubric.**Performance Objectives**

1. By October, Jan will use short, simple, spoken, and written sentences stating the similarities and differences between two people, objects, places, or experiences with proficiency.
2. By January, Jan will develop spoken and written sentences and short paragraphs following a model to describe similarities and differences between two people, objects, places, or experiences with proficiency.
3. By March, Jan will develop spoken and written sentences and short paragraphs without using a model to describe similarities and differences between two people, objects, places, or experiences with proficiency.
4. By the end of May, Jan will describe similarities and differences between a personal experience and the experience of a character in a film, TV show, or story with proficiency.

Toolbox H: Developing the IEP Components

The following questions may help in developing the essential components of the IEP. These questions are intended as suggestions only.

1. Identifying Information

- Student's name
- Birth date
- School
- Parent/Guardian name
- Address
- Provincial Student Number
- Referral date
- Telephone: H/W

Background Information

- What is the student's first language?
- What pertinent medical information is included?
 - Is there a health plan?
 - Is this information current?
 - How does this medical condition/ diagnosis impact on learning?
- Which agencies are actively involved?
- What cumulative file information is included?
 - What schools has the student attended?
 - What grades has the student completed or repeated?
 - What is the student's attendance record?
 - In what ways has the resource teacher been involved?
 - What learning supports have been used?
 - What anecdotal records (incident reports and others) are included?

2. Current Levels of Performance

What is the student able to do?

- Have various sources of information been considered?
- Is the information organized according to domains?
- Is each current level of performance written in precise, objective, and measurable terms?
- Are the student's needs identified and prioritized?

3. Student Specific Outcomes

- Are the outcomes derived from the student's current level of performance and needs?
- Are the outcomes stated in positive terms?
- Is the number of outcomes achievable and manageable?
- Do the outcomes indicate what the student will do to demonstrate learning?

4. Performance Objectives

- Are the performance objectives written in small manageable units or steps?
- Will the performance objectives lead to achievement of the student specific outcomes?
- When is achievement expected?
- Is each performance objective observable or measurable?
- What are the conditions under which the student will perform each objective?
- What are the criteria for successful achievement of each objective?

5. Methods, Materials, and Strategies

- What instructional strategies, assessment processes, and resources will be used to achieve the student specific outcomes?

6. Who and Where

- What are the names of the team members who will implement the plan?
- Where will the plan be implemented?

7. Evaluation and Review

- How will the IEP be evaluated?
- What are the dates and times of review meetings?

Toolbox I: Sample Daily Planners

Daily Planner for Student With Individualized Programming Designation

Student: _____ Recorder: _____

| Time Location Activity | IEP Performance Objectives | Task Analysis | Intervention and Resources | Assessment/ Evaluation | Anecdotal Comments |
|--|---|--|---|---|--|
| <ul style="list-style-type: none"> • When? • Where? • What? | <ul style="list-style-type: none"> • What objectives in the IEP would be best taught/learned during the specific timetable slot? | <ul style="list-style-type: none"> • List/identify the specific skills the student is expected to do. | <ul style="list-style-type: none"> • What intervention strategies are required to support the student? <ul style="list-style-type: none"> — prompting strategy — adaptive equipment — specific adaptation/material — specific equipment — reminders for strategy/equipment change, etc. — medical procedure/intervention required | <p>Use code:</p> <p>I — Independent A — Assisted or + — Accomplished - — Did not accomplish</p> <ul style="list-style-type: none"> • Documentation of whether the student actually accomplished the skill (include a code — can be a daily or weekly cycle). | <ul style="list-style-type: none"> • Opportunity for recorder to add important observational information (e.g., prompting, student's demeanour, and health status). |

Toolbox I: Sample Daily Planners

Daily Planner for Student With a Modified Course Designation

| Class/ Student Timetable | Instructional Strategies | Assessment/ Evaluation Strategies | Resources | |
|---|---|--|---|---|
| | | | Material | Physical |
| <ul style="list-style-type: none"> Which course(s) or subjects will be modified? | <ul style="list-style-type: none"> What performance objectives would be best taught during this time slot? What strategies will be used for the student to achieve the performance objective? | <ul style="list-style-type: none"> What strategies will be used? How often will the student be assessed? | <ul style="list-style-type: none"> What materials/ resources will the student need to accomplish the task? | <ul style="list-style-type: none"> What physical adaptations/ modifications need to be considered? |

Toolbox I: Sample Daily Planners

Daily Planner for Student With ESL Adaptation(s)

| Class/Student Timetable | Instructional Strategies | Assessment/Evaluation Strategies | Resources |
|--|---|---|--|
| <ul style="list-style-type: none">• Which course(s) or subjects will be adapted? | <ul style="list-style-type: none">• How will strategies be adapted?<ul style="list-style-type: none">— process— product— time | <ul style="list-style-type: none">• How will strategies be adapted?<ul style="list-style-type: none">— process— product— time | <ul style="list-style-type: none">• How will resources be adapted? |

Toolbox I: Sample Daily Planners

Daily Planner for Student With Adaptation(s)

| Class/ Student Timetable | Instructional Strategies | Assessment/ Evaluation Strategies | Resources | |
|--|--|--|--------------------------------|--------------------------------|
| | | | Material | Physical |
| <ul style="list-style-type: none"> When will adaptations be used? | How will strategies be adapted? <ul style="list-style-type: none"> process product time | How will strategies be adapted? <ul style="list-style-type: none"> process product time | How will resources be adapted? | How will resources be adapted? |

Toolbox K: Questions for Year-end Evaluation of IEPs

1. Was all pertinent background information included?
2. Was the daily plan consistently followed? If not, what problems prevented its implementation?
3. Was the assignment of responsibilities clear and appropriate?
4. Was there sufficient communication among team members?
5. Were teaching and learning strategies effective? What changes are recommended?
6. Were materials appropriate and available? What changes are recommended?
7. Were the performance objectives an effective way of meeting student specific outcomes given the current level of performance?
8. Were the performance objectives taught logically and sequentially?
9. Was the scope of each performance objective appropriate?
10. Were the criteria for achieving each performance objective appropriate?
11. Were the student specific outcomes appropriate? If not, what outcomes would be more appropriate for next year?
12. Was the number of student specific outcomes manageable?
13. Were parents and student involved in developing the student specific outcomes and performance objectives?
14. Did all team members complete the assigned responsibilities?
15. Has the current level of performance changed since the start of the school year?
16. Did the student gain in areas that were not part of the student specific outcomes and performance objectives of the IEP?

