

**Anywhere District School Board  
Individual Education Plan  
(IEP)**

IEP Nov.01.02

**Student Information**

First Kry Last Within  
 Student # 000000 D.O.B. 07/20/1986  
mm/dd/yyyy  
 Gender Female/Male Grade/Level 10/11  
 Current School Keephope C.I.  
 Home School Keephope C.I.  
 Home Address 2 Homesafe Circle  
 City & Prov. Lovepresent, Ont.  
 Postal Code O1O 0I0 Tel 416 000 - 0000  
 Teacher I. Will-Care  
Initial Last  
 Language Spoken at Home English

School Year 2002/2003  
yyyy/yyyy  
 IEP Date 11/01/2002  
mm/dd/yyyy  
 Last IPRC Review Date 05/29/2002  
mm/dd/yyyy  
 Exceptionality Communications – Learning Disability  
 Placement Regular Class/Support  
 Original IPRC Date 11/29/01  
mm/dd/yyyy  
 Health Considerations Anxiety, ADHD-inattentive type  
Central Auditory Processing  
Difficulties

**Profile of Strengths**

- 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

**Profile of Needs**

- 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

**Current Education / Support Services**

Special Education Teacher

Building ongoing rapport, tracking assignments, conferencing with individual teachers, communication with parents

Goal – for Kry to successfully complete all courses in a safe supportive environment conducive to learning and achieving success relative to Kry’s personal potential

**Outside Agencies**

**Parent / Student Input to the IEP**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
mm/dd/yyyy

**IEP developed by**

Special Education Teacher

**Program Description / Level of Support**

	%
Curriculum Modification	<u>None</u>
Access to EA Support Special Ed. Teacher	<u>less than 50</u>
<b>Program Description</b>	
<input checked="" type="checkbox"/> Integration <input checked="" type="checkbox"/> Withdrawal <input type="checkbox"/> In-class Support	
<b>Program Area and Grade</b>	<b>Mins / week</b>

**Annual Review Recommendations**

Date \_\_\_\_\_  
 Exceptionality \_\_\_\_\_  
 Recommendation \_\_\_\_\_

## General Classroom Accommodations

**General**

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

**Behaviour / Motivation**

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

**Reading**

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

**Writing**

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

**Oral and Visual Communication**

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

**Mathematics**

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

**Enrichment**

Teachers to present opportunities in 'new' learning situations to promote more active learning and more positive academic self-concept eg. risk-taking

**Accommodation(s) for Assessment**

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

**Personalized Equipment****Program Substitutions / Exemptions**

French exemption

**Current Assessments / Reports**

Dr. T. Akestime  
 Dr. L. Isten  
 I. B. Elieveyou, Audiologist

**Date**

March 29, 2001  
 April 17, 2001  
 May 22, 29, 2001

**Specific Program Expectations  
Page**

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Name KryWithin

**Program Area(s)** GRADE 10/11 **Goal(s)** \_\_\_\_\_  
**No Modification to Courses** \_\_\_\_\_

**Current Achievement Level / Assessment Data**

**Methods of Assessing Progress**

Grade Level of Expectation	What Student Needs To Learn <b>(EXPECTATIONS)</b>	How Student Will Learn <b>(STRATEGIES &amp; RESOURCES)</b>	How Student Has Demonstrated Learning <b>(EVALUATION, DATES)</b>

**I have received a copy of the IEP.**

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date