



## Options that will help your child SUCCEED

### TEST/EXAM ACCOMMODATIONS:

- ☐ Preferential seating
- ☐ Small group
- ☐ Buddy system

### INSTRUCTION:

- ☐ Simplify or 'chunk' instructions
- ☐ Dictated information
- ☐ Taped lectures/reading materials
- ☐ Reduced use of verbal language
- ☐ Peer-tutoring
- ☐ Pre-teach/preview material to be covered

### MATERIALS:

- ☐ Audio books/headphones
- ☐ Highlighted text/material
- ☐ Manipulatives
- ☐ Braille
- ☐ Assistive technology
- ☐ Calculator
- ☐ Keyboard modification
- ☐ Sensory tools

### BEHAVIOR:

- ☐ Positive reinforcement
- ☐ Clear set of limits/expectations
- ☐ Movement/sensory breaks
- ☐ Quiet time/sensory corner
- ☐ Extra time
- ☐ Assistive Technology & Software
- ☐ Sensory friendly environment
- ☐ Small groups

### SUPPORT PERSONNEL:

- ☐ Resource support
- ☐ Attendant time
- ☐ Special Ed Tech support
- ☐ Speech Language Pathologist
- ☐ Social Worker
- ☐ Occupational Therapist
- ☐ Psychologist
- ☐ Guidance Counselor

### ASSIGNMENTS:

- ☐ Reduced level of difficulty
- ☐ Shorten assignment
- ☐ Reduce paper/pencil tasks
- ☐ Deadline extensions
- ☐ Opportunity to respond orally
- ☐ Assignment notebook
- ☐ Homework organization system
- ☐ Use of cue cards for oral presentations
- ☐ Agenda verification/signing

Strategies & accommodations that have been used successfully in the past:

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Other:

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COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

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## THE I.E.P. The Individualized Education Plan



The I.E.P. is:

- The Primary vehicle for outlining the support to students with **learning difficulties, social maladjustments or handicaps.**
- Established by the **Principal** in collaboration with the **staff, parents** and when possible, the **student.**
- **Mandatory** for students with a diagnosed handicap, **recommended** for students with learning difficulties and may be **offered** to students considered at risk.

The I.E.P. should include:

- Specific **needs** of the student.
- Goals, **strategies** & accommodations or modifications.
- Specific **resources** & support services to be provided.
- The **responsibilities** of different parties.
- A **timeline** for review & evaluation.

Keep in Mind

- The I.E.P. is a working document that remains active and **evolves** with your child to reflect the changing needs & progress made.
- The I.E.P. cannot address everything at once and so it is important to **keep it simple** by choosing 1 or 2 primary concerns and working from there.

Adaptations vs Modifications

**A student with an I.E.P. will follow either an Adapted or Modified level of instruction.**

### ADAPTION OF INSTRUCTION:

Adapting the level of instruction means changing the format of the material, instructional strategies and/or assessment procedures; however, your child can meet the end of cycle outcomes. Your child is following a regular academic pathway leading to an Academic Diploma.

### MODIFICATION OF INSTRUCTION:

Modifying the level of instruction means significantly altering the format of the material, instructional strategies and assessment procedures to meet his or her individual needs. Your child will not meet the end of cycle outcomes. At the elementary level, this is a temporary measure and reviewed accordingly. At the secondary level, modifications may affect the possibility of obtaining a Secondary School Diploma.

# Preparing for the I.E.P. Meeting

## Things to think about...

Your child's educational experience is an important journey.

Take the time to review where they have been, what challenges they have faced and how they have been successful.

## Make notes:

- Look at past report cards, I.E.P'S, medical reports, etc.
- Consider your child's current level and desired level of the base skills such as reading, communicating, social skills and their ability to interact with others.
- Consider what it is about your child's disability or difficulty that is interfering with their success, both academic and social.
- Consider what your child will need to learn, or what skills they will need to acquire to become independent and self-sufficient; both now and in their future.
- Consider what support your child will need to make a successful *transition* to high school, post-secondary education, work and community living. Early planning is key in ensuring that your child will have the necessary skills, credits, and resources they will need when they are finished school.

## Setting Goals... that are Realistic, Achievable and Smart!

**Specific:** Focus on the What, Where, When, Why & How

**Measurable:** What are the markers for success?

**Attainable/achievable:** Is it realistic? What is the likelihood of success?

**Relevant:** Will it address specific areas that need to improve for academic success?

**Time-limited:** Results should be measured within a specific time. (i.e. end of term)

Try to avoid setting goals that are too general or that focus on your child's attitude. Instead, set goals that address academic achievement, social integration & functional performance.

## Notes:

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# The I.E.P. Meeting Get Involved... Be Engaged

## Who can be invited to an I.E.P. meeting?

- The parent(s)
- The child (when appropriate)
- The Principal
- Your child's teacher(s)
- Paraprofessionals who work with your child (e.g., attendants, Special Ed. technicians)
- Resource/ supporting teacher(s)
- Professionals from Complementary Services Department C.S.D. (e.g. Psychologist, Consultant, Speech and Language Pathologists, Occupational Therapist)
- External professionals from organizations such as health and social services organizations and rehabilitation centres (when helpful & necessary).

## What do you talk about at the I.E.P. meeting?

**Establishing an I.E.P. is a team process and your input is important. Be prepared to:**

- **Listen** to what the teachers & professionals have to say about what they have observed.
- **Explain your** observations regarding your child's unique situation and needs, including strengths, challenges, history, etc...
- **Negotiate** and ideally come to a consensus for prioritizing and establishing goals & objectives.
- **Discuss** the means for supporting your child: strategies, resources & accommodations
- **Determine** specific tasks assigned to different team members responsible for the implementation of the IEP (i.e., teacher, parents, attendants, technicians, etc...)
- **Decide** approximately, the next follow up meeting to review your child's progress.

## Have Confidence... you're on the right path.

**Be sure to take notes during the meeting and ask questions.**

**Afterwards, prepare a summary of the discussion, and keep it for future reference. Remember, parents are part of the TEAM that is working hard to help your child.**

## Notes:

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