

SEAC Special Education Advisory Committee Options that will help your child SUCCEED SUCCEED

TEST/EXAM	MATERIALS:	SUPPORT PERSONNEL:		
ACCOMMODATIONS:	Audio books/headphones	☐ Resource support		
Preferential seating	☐ Highlighted text/material	☐ Attendant time		
☐ Small group	Manipulatives	☐ Special Ed Tech support		
☐ Buddy system	☐ Braille	☐ Speech Language Pathologist		
	Assistive technology	☐ Social Worker		
INSTRUCTION:	Calculator	Occupational Therapist		
☐ Simplify or	Keyboard modification	☐ Psychologist		
'chunk' instructions	☐ Sensory tools	☐ Guidance Counselor		
☐ Dictated information	·			
□ Taped lectures/reading	BEHAVIOR:	ASSIGNMENTS:		
materials	☐ Positive reinforcement	☐ Reduced level of difficulty		
☐ Reduced use of	☐ Clear set of limits/expectations	☐ Shorten assignment		
verbal language	☐ Movement/sensory breaks	☐ Reduce paper/pencil tasks☐ Deadline extensions		
☐ Peer-tutoring	☐ Quiet time/sensory corner			
☐ Pre-teach/preview material to be covered	☐ Extra time	☐ Opportunity to respond orally		
	Assistive Technology	☐ Assignment notebook		
	& Software	☐ Homework organization		
	Sensory friendly	system		
	environment	Use of cue cards		
	Small groups	for oral presentations		
		Agenda verification/signing		
	ations that have been used succ	essiony in the past:		
Other:				

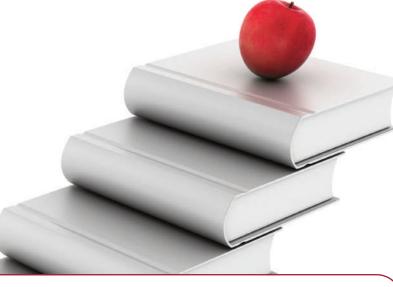


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THE I.E.P The Individualized **Education Plan**



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

our child's e	ducational experience is an important journey.
	to review where they have been, what challenges ed and how they have been successful.
Make note	s:
• Look at past	report cards, I.E.P'S, medical reports, etc.
	ur child's current level and desired level of the base skills such as reading, communicating and their ability
	nat it is about your child's disability or difficulty that is interfering with their success, nic and social.
	nat your child will need to learn, or what skills they will need to acquire to ependent and self-sufficient; both now and in their future.
post-second	nat support your child will need to make a successful <i>transition</i> to high school, lary education, work and community living. Early planning is key in ensuring that your we the necessary skills, credits, and resources they will need when they are finished schoo
Setting Go	palsthat are Realistic, Achievable and Smart!
Specific: Foc	us on the What, Where, When, Why & How
Measurable	What are the markers for success?
Attainable/a	chievable: Is it realistic? What is the likelihood of success?
Relevant: Wi	ll 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)
•	etting goals that are too general or that focus on your child's attitude. Instead, address academic achievement, social integration & functional performance.
Jet godio tildi	additional 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:			