



Standard 4

Individual Education Plans

(IEP)



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board

1994 Fisher Drive Peterborough, Ontario K9J 6X6

1-877-741-4577

Standard 4

Individual Education Plans (IEPs)

What is the process for establishing an IEP?

- the school's ongoing assessment indicates the student requires accommodation (changes to instruction, environment or evaluation practices from what is available to most students; curriculum is unchanged) and/or modifications (changes in number or complexity of grade level curriculum expectations, or modified expectations above or below current grade level)
- the school has provided remediation and other strategies widely available without the student's success
- there is an in-school conference to discuss the student's strengths, needs, programming with the parent(s)/ guardian, and community agencies (as appropriate)
- a draft IEP is developed for consultation with parents/guardians
- there is ongoing consultation for any significant changes
- there is assessment on the report card for the program outlined in IEP

NOTE: In KPRDSB, students may have an IEP developed without being formally identified as exceptional by an Identification, Placement and Review Committee.

How is the Board implementing the Ministry of Education Standards for IEPs?

In 2000, the Ministry of Education released standards for Individual Education Plans (IEPs) in the policy document: *Individual Education Plans: Standards for Development, Program Planning, and Implementation*. A gap analysis comparing the existing IEP template in the Kawartha Pine Ridge District School Board with the Ministry standards was completed. Based on the results of the gap analysis, a new IEP template was created. In 2002, the Kawartha Pine Ridge DSB took part in the Ministry review of IEPs. Based on the result of this review, a committee was struck to review the existing IEP template in order to incorporate Ministry feedback into the IEP process. At the time, input into this revision of the IEP template was also received from Special Education Services, Program Services, teachers, administrators, Psychological Services, Speech-Language Services, and Attendance and Counselling Services.

In 2004 an internal review of IEPs was conducted. A committee comprised of teachers, consultants, and administrators was trained by Ministry staff in order to replicate the Ministry IEP review. Results of this internal review indicated areas in which the IEPs were compliant with Ministry standards, and areas for further focus. In September 2004, the Ministry support document: *The Individual Education Plan (IEP) - A Resource Guide* was released, providing further clarification regarding the Ministry's IEP standards. Based on the results of the internal review and the release of the Ministry support document, revisions to the IEP template were completed. In 2007, the Ministry completed another audit of IEPs at the board level and provided feedback to support programming and the IEP template. This feedback informed the further revision of the IEP Toolkit for Teachers and Administrators and the training and in-services provided for school staffs. As part of the department's 2020-2021 professional development goal to improve IEP goal writing in modified and alternate programs, there will once again be internal IEP reviews/audits.

In addition to the revised IEP template, Special Education Services created a resource support document [A Guide to Assessed Needs](#) (see Appendix A) to assist teachers in the development of IEPs based on a student's assessed needs. When the new template was completed (see attached template), system wide in-services were held for administrators and Special Education teachers. The focus of these in-

services was on the use of the new IEP template and compliance with Ministry IEP standards. Based on our surveys of school administrators and SERTs conducted in 2018-2019, there is a need to revisit effective IEP writing, particularly assessed needs and modified and alternate program goals. These are topics for professional development for Principals, Vice Principals, SERTs and classroom teachers, commenced in 2019-2020 and ongoing in 2020-2021. In the 2019-2020 school year, a comprehensive review and revision of the KPRDSB IEP Writing Guide commenced, and this work continues into 2020-2021.

What is the process for dispute resolution where parents and board staff disagree on significant aspects of the IEP?

Even though parents/guardians and, when of an appropriate age, students will be consulted, a student's individual education program (IEP) is ultimately the responsibility of the school Principal to implement. There may be occasions wherein there is a dispute regarding the IEP. In this instance, parent(s)/guardian(s)/students 16+ may request a meeting at the school. This meeting may include the following participants:

- principal/vice principal
- classroom/subject teacher(s)
- Special Education Resource Teacher(s)
- parent/guardian/student

At this meeting, an overview of the student's IEP, including the student's assessed strengths, assessed needs, teaching strategies, accommodations and/or modifications being suggested are reviewed. If the issues are not resolved as a result of this meeting, then school staff or parent(s)/guardian(s)/student 16+ may request a Case Conference meeting. In addition to the participants listed previously, the following may participate in the Case Conference:

- Special Education (teaching) Consultants
- Psychological Services staff
- Speech-Language Services staff
- Attendance and Counselling Services (Mental Health Clinicians) staff
- Board Certified Behaviour Analyst / Itinerant Teacher for Autism Support
- Itinerant Teachers of Deaf/Hard of Hearing or Blind/Low-vision
- Behaviour Support Assistants/Child and Youth Workers
- System Principal of Special Education

Should the issues not be resolved as a result of the Case Conference and further facilitation be required, the Superintendent of Education may be contacted through the Education Centre.

A GUIDE TO ASSESSED NEEDS

Table of Contents

Introduction	5
Anger Management Skills	6
Articulation Skills.....	7
Attention Skills	8
Auditory Skills.....	9
Central Auditory Processing.....	10
Expressive Language Skills - Speaking.....	11
Expressive Language Skills - Writing	12
Fine Motor Skills.....	13
Gross Motor Skills	14
Hearing.....	15
Intellectual Ability - High.....	16
Intellectual Ability - Low	17
Memory.....	18
Metacognitive Skills	19
Mobility	20
Motivation.....	21
Non-Verbal Reasoning	22
Number and Mathematical Skills.....	23
Organizational Skills	24
Personal Care	25
Personal Safety	26
Phonological Processing.....	27
Processing Speed	28
Receptive Language Skills - Listening.....	29
Receptive Language Skills - Reading	30
Self-Advocacy Skills	31
Self-Esteem	32
Self-Regulatory Skills.....	33
Sequencing.....	34
Social/Emotional	35
Social Skills	36
Time Management Skills.....	37
Verbal Ability.....	38
Vision.....	39
Visual-Motor Skills	40
Visual-Spatial Processing.....	41

INTRODUCTION

This document is written to support the Assessed Needs section of the Kawartha Pine Ridge District School Board's IEP Writer.

A Guide to Assessed Needs will assist teachers in understanding terminology that is common to professional assessment reports. Needs terminology is explained, indicators are provided, and suggestions for strategies to address the Needs are included in this document.

It is important to note that this document is meant to be a starting point for teachers when considering the assessed Needs of a student. A Guide to Assessed Needs is not intended to be an inclusive listing of needs, definitions, indicators, and strategies.

The Assessed Needs are determined by assessments completed by various trained professionals employed by the school board, community agencies and/or private practitioners designed to increase the student's success in his/her program.

It is important to remember that consultation with parents/guardians and relevant stakeholders will increase the likelihood of student success.

ASSESSED NEED:
Anger Management Skills

A student with weak anger management skills has trouble coping with anger, perceived stress, and frustration in an appropriate way. He/she may resort to verbal/physical violence, intimidation of others, or passive-aggressive responses.

Indicators:

Students with anger management skill needs may exhibit some of the following characteristics:

Outward Expression

- physical violence (hitting, kicking, biting, slamming objects or people, head butting, etc.)
- verbal abuse (ridicules, insults, name-calling, blaming, yelling, shouting, sarcasm, swearing, etc.)
- temper tantrums

Inward Expression

- pacing
- 'sit and stew'
- sullen
- won't speak (silent treatment)
- won't follow directions
- headaches, stomach aches, crying

Instructional Strategies:

- direct teaching of how to recognize and appropriately express angry feelings
- establish system with the office for accessing assistance readily
- role playing

Environmental Strategies:

- safe 'time out' location (in and out of classroom setting)
- preferential seating

Assessment Strategies:

- alternate work location
- additional time

Other: - contact support staff (e.g., Child and Youth Worker, Board Counsellor)

ASSESSED NEED:
Articulation Skills

A student with articulation skills needs may have sound production in both spontaneous conversational speech and in the repetition of single words be so affected by sound substitutions, omissions, and distortions that the listener is unable to understand the content of the student's communication attempt.

Indicators:

Students with articulation skills needs may:

- be unable to say the correct sounds in familiar and unfamiliar vocabulary
- say words which are slurred, imprecise, or unintelligible

Instructional Strategies:

- use of any recommendations by speech-language specialists
- opportunities in reading and speaking to practise the articulation need
- encourage self-listening skills and contrast semantics of errors to encourage more accurate articulations (e.g., Did you mean won or run?)
- student and teacher on same physical level (student can see the accurate model of oral production)

Environmental Strategies:

- reduce noise in classroom (e.g., tennis balls on chair feet)

Assessment Strategies:

- teacher listens for content, ignoring articulation errors
- adaptive communication devices

Other:

- consult OSR for applicable reports and recommendations
- contact the school's Speech and Language Pathologist

ASSESSED NEED:

Attention Skills

A student with attention needs has difficulty sustaining concentration and focusing on an activity while ignoring distractions. He/she can concentrate on tasks that are exciting or interesting to him/her, but may have particular difficulty concentrating on uninteresting activities.

Indicators:

Students with attention needs may:

- be easily distracted
- be disorganized
- have difficulty starting and/or finishing tasks
- not be able to sit still
- wander around the classroom
- appear to be daydreaming
- have difficulty taking turns
- talk off topic
- often have writing problems

Instructional Strategies:

- chunking or shortening assignments
- have student repeat instructions
- give only one or two instructions at a time
- organizational skills need to be taught at every grade level
- reinforcement programs can be very helpful
- vary presentation format and test materials
- writing or speech to text software

Environmental Strategies:

- preferential seating
- externally visible and clear rules and instructions
- home-school communication books
- keep student's space free of unnecessary materials
- opportunities for physical exercise
- use of headsets and cassettes

Assessment Strategies:

- choice tests oral tests
- multiple
- fill in the blanks
- short answer questions

ASSESSED NEED:

Auditory Skills

A student with auditory skill needs has difficulty processing oral instructions, discriminating between sounds, and recognizing and responding to sound changes in words that signify meaning changes (e.g., plural, past tense).

Indicators:

Students with auditory skills needs may:

- be hesitant
- appear as though they aren't listening
- appear distractable
- be easily frustrated
- appear apathetic
- answer questions with a mismatched response
- answer based on part of a direction or question

Instructional Strategies:

- repeat/rephrase instruction
- simplify instructions
- break instructions into smaller steps
- opportunity to practise sound analysis skills
- use visual cues
- encourage clarifying questions

Environmental Strategies:

- reduce distractions
- post visual cues

Assessment Strategies:

- clear directions
- repeated instructions

ASSESSED NEED:
Central Auditory Processing

Definition: A student with Central Auditory Processing needs has difficulty with attending to relevant, oral information, in the presence of background or competing noise. Although the student's hearing acuity is within the normal range, her/his ability to make judgements about auditory information is delayed resulting in delayed comprehension and expression of language in both oral and written modes of communication.

Indicators:

Students with central auditory processing needs may:

- demonstrate incomplete comprehension
- demonstrate inaccurate recall of instructions
- appear easily distracted, particularly by environmental noises
- be hesitant to follow instructions, with little request for clarification of information
- say "what?" or "I forget" frequently
- demonstrate a lack of organization to tasks (e.g., sequencing, spatial organization)

Instructional Strategies:

- repeat, paraphrase and confirm instruction
- use visual cues (e.g., eye contact, written checklists, organizers)
- provide specific questions to guide following instructions
- refer to Speech-Language Pathology recommendations for enhancing receptive/expressive language development

Environmental Strategies:

- refer to Audiology recommendations for acoustic treatment of the environment to minimize competing noise (e.g., hush ups, FM system if recommended)
- reduce visual distractions in working environment (i.e., only materials needed to do task are in front of student)

Assessment Strategies:

- rehearsal items for tests
- increased time
- provide visual support

ASSESSED NEED:

Expressive Language Skills - Speaking

A student with expressive language (speaking) needs has demonstrated competency in his/her understanding of a concept or curriculum item but is unable to speak about it clearly, succinctly, or in an organized manner.

Indicators:

Students with expressive language (speaking) needs may:

- struggle to get information out orally
- be easily frustrated when speaking
- provide 'round about' descriptions and answers
- appear to have trouble with word retrieval

Instructional Strategies:

- use of recommendations by Speech-Language Pathologist
- reduce time pressure
- opportunity for verbal rehearsal
- provide oral frameworks
- offer prompts that help sequence/clarify

Environmental Strategies:

- visual cues/verbal maps

Assessment Strategies:

- additional time
- reduced content/expectations
- reduced reliance on verbal expression

ASSESSED NEED:
Expressive Language Skills - Writing

A student with expressive language (writing) needs has demonstrated competency in understanding of a concept or curriculum item, but is unable to write about it clearly, succinctly or in an organized manner. This may be characterized by very brief story writing, poorly organized plot, weak or inconsistent detail portrayal, and simplified or absent grammatical structure.

Indicators:

Students with expressive language (writing) needs may:

- produce little written work
- be easily frustrated when writing
- exhibit avoidance behaviour
- produce poor quality written work

Instructional Strategies:

- explicit teaching of writing skills
- graphic organizers
- assistive technology
- additional time
- provide notes
- increase options for oral presentation or testing

Environmental Strategies:

- alternate work location

Assessment Strategies:

- scribe
- accept point form information
- assistive technology

ASSESSED NEED:
Fine Motor Skills

A student with fine motor skill needs has difficulty producing accurate, precise movements of the hands to write/print, construct, paint, draw, cut with scissors, complete craft work, etc.

Indicators:

Students with fine motor skills needs may:

- appear not interested, hesitant, reluctant
- have shaky hands when attempting tasks
- put too light/too heavy pressure on pencil
- make poor use of space
- have poorly defined items in artwork

Instructional Strategies:

- peer helper
- copied notes
- opportunity for practice
- organizers/guide
- reduce quantity
- break task into small chunks
- recommendations from Occupational Therapist
- assistive technologies
- additional time

Environmental Strategies:

- alternate work surface

Assessment Strategies:

- scribe
- assistive devices
- oral responses/testing
- alternate work surface

ASSESSED NEED:
Gross Motor Skills

A student who has gross motor skills needs will have difficulty producing accurate and coordinated large muscle movements.

Indicators:

Students with gross motor needs may:

- appear clumsy
- be hesitant in physical activities
- avoid physical activities or sports
- lay 'floppy' on the floor, without tone or strength

Instructional Strategies:

- use of recommendations by Occupational and Physical Therapists
- opportunities for student to experience success
- adaptive learning devices
- peer helper
- frequent breaks to avoid fatigue
- break tasks into smaller units and length

Environmental Strategies:

- instructional materials placed in close proximity to the student

Assessment Strategies:

- allow for limitations in effected gross motor areas during assessment
- adaptive learning devices

ASSESSED NEED:

Hearing

The hearing impaired student has difficulty detecting speech even at soft conversational levels.

Indicators:

Students with hearing needs may:

- be inattentive to oral instructions
- provide inaccurate answers
- have delayed social skills
- demonstrate a lack of participation
- have poor or immature speech that may include omissions and/or substitutions
- make frequent requests for clarifications
- use an inappropriate volume of voice

Instructional Strategies:

- visual aids
- closed captioning
- facilitate speech reading
- pre-teach new vocabulary and concepts
- buddy system
- home/school communication book
- simplify language
- assistive technology
- provide written instructions
- consult Itinerant Teacher for Deaf/Hard of Hearing

Environmental Strategies:

- acoustic treatments
- lighting
- F.M. system
- preferential seating
- reduce background noise

Assessment Strategies:

- simplify language
- clarify language and instructions
- additional time
- model and demonstration
- visual cues
- assistive technology
- provide written instructions.

ASSESSED NEED:
Intellectual Ability - High

Intellectual ability refers to an individual's intelligence or reasoning capacity.

Indicators:

Students with high intellectual ability needs may:

- understand advanced theories and concepts
- possess a wealth of information on a variety of topics
- needs to understand the "how" and "why" of things
- possess strong abilities to fantasize, manipulate ideas
- possess a keen sense of humour
- demonstrate internal motivation to explore and learn
- strive towards excellence and are not easily satisfied with one's own products
- may be developing a moral and ethical sophistication
- may have difficulty with social skills and interaction with peers

Instructional Strategies:

- challenge students effectively by using tools such as Bloom's Taxonomy
- provide opportunity for self-directed research into real problems
- encourage a critical awareness of values
- provide opportunity for leadership development
- vary teaching models to accommodate individual needs (i.e., employ contracts, study guides, independent projects, mini-courses)
- provide extra time for higher level thinking, affective and creative skills
- co-planning
- provide opportunities for independent study units

Environmental Strategies:

Assessment Strategies:

- establish alternative evaluation techniques
- emphasize tasks involving analysis, synthesis, divergent thinking and evaluation

ASSESSED NEED:
Intellectual Ability - Low

Intellectual ability refers to an individual's intelligence or reasoning capacity.

Indicators:

Students with intellectual ability needs may:

- not meet curriculum expectations
- respond like a child younger than chronological age
- lack appropriate social development
- show deficits in adaptive functioning
- have difficulty connecting new information or skills to earlier knowledge

Instructional Strategies:

- use of visuals
- allow increased time for processing
- reduce quantity
- manipulatives/concrete materials
- peer support
- task analysis

Environmental Strategies:

- reduce distractions
- preferential seating
- visual reminders

Assessment Strategies:

- extra time for tests
- ensure the student understands the questions
- where appropriate, mark for content not for style
- oral testing
- demonstrations
- simple clear directions

ASSESSED NEED:

Memory

A student with memory needs has difficulty remembering things.

Indicators:

Students with memory needs may:

- show deficits in any of a wide variety of memory systems or processes (e.g., may not be able to remember verbal or visual information)
- can't remember number facts

Instructional Strategies:

- give a few instructions at a time and regularly repeat instructions
- paraphrase materials
- allow extra time to copy
- allow use of a calculator for math
- allow more time to remember or provide recognitions tasks (e.g., Is it true that...?)
- attach daily schedules/timetables to notebook covers
- provide much repetition and drill
- use of home-school communication books
- encourage the use of lists, advance organizers, personal planners
- provide notes

Environmental Strategies:

- visual cues

Assessment Strategies:

- open-ended questions with more than one correct answer
- extra time to complete a test

ASSESSED NEED:
Metacognitive Skills

A student with metacognitive skills needs has difficulty planning, monitoring, self-questioning, and self-directing his or her learning. Thus, the student may also have difficulty in explaining his or her learning strengths and needs and advocating with others as a means of compensating for the current situation and the prevailing attitudes of others. These students are passive learners who don't think about how to learn.

Indicators:

Students with metacognitive needs may:

- respond in habitual ways or patterns
- be unable to explain or account for their actions, feelings, or thinking
- have difficulty connecting new information or skills to earlier knowledge
- not know when or how to request or approach others for assistance
- be unaware of alternatives or divergent strategies for learning
- not be able to plan short, medium, and long-term objectives

Instructional Strategies:

- 'thinking journals' - what I already know about, what I don't know now, how did I learn it
- teach, model, role play and expect students to use specific thinking skills (e.g., Edward De Bono's Cort 1, Kelso's Choices), within the curriculum and in a variety of social/behaviour situations
- teach students how to set goals (beginning with short-range), how to identify ways to get there, how to establish time frames, and how to describe indicators of success
- include "higher-order thinking skills" (e.g., through Bloom's Taxonomy) in instructional units and assessments
- model "thinking out-loud" (i.e., provide the language/vocabulary of thinking)
- have students deduce and talk about the thinking of their peers
- value process goals (how tasks are accomplished) in addition to content and product goals
- incorporate 'multiple intelligences'
- have students talk about and share each other's learning styles

Environmental Strategies:

- provide visual reminders of problem-solving steps and decision-making strategies

Assessment Strategies:

- provide checklists and "indicators of success"

ASSESSED NEED:

Mobility

A student with mobility needs is unable to, or has difficulty with, accessing the classroom and school due to a limitation in physical or perceptual ability.

Indicators:

Students with mobility needs may:

- use a wheelchair, crutches, braces, or cane
- have challenges with balance or vision

Instructional Strategies:

- use of recommendations by Occupational Therapists, Physiotherapists and Vision Specialists
- use of assistive devices
- peer helper

Environmental Strategies:

- reduce physical restrictions in classroom (e.g., aisle width)
- static classroom arrangement
- preferential seating

Assessment Strategies:

- use of assistive devices
- practice tests and sample projects used as a warmup

Other:

- consult OSR for applicable reports and recommendations

ASSESSED NEED:

Motivation

A student with motivation needs lacks the desire to complete a task.

Indicators:

Students with motivation needs may:

- demonstrate a lack of task completion
- have slow task completion
- avoid tasks (e.g., disruptive behaviour, day dreaming)

Instructional Strategies:

- ensure child is capable of task
- make task interesting
- provide choice
- provide modifications/accommodations
- use material interesting to student
- use praise and indicators of acceptance whenever possible
- focus on productivity first, then accuracy
- reduce amount of work and repetitive exercises
- home-school communication book
- use reward programs
- use a variety of instructional approaches (e.g., appeal to a variety of multiple intelligences)
- small chunks of work with immediate feedback

Environmental Strategies:

- proximity seating

Assessment Strategies:

- experiment with assessments that require different types of output (e.g., oral, written, projects, art) to see which is most effective
- concentrate on amount learned rather than amount of work completed

ASSESSED NEED:
Non-Verbal Reasoning

A student with non-verbal reasoning needs has difficulty reasoning without the use of verbal skills. He/she may have problems processing non-verbal, non-linguistic information (i.e., puzzles, geometry).

Indicators:

Students with non-verbal reasoning needs may:

- have motor difficulties (lack of speed, co-ordination, visual-spatial weaknesses)
- have good verbal skills
- be weak in concept formation and problem solving
- have a well developed vocabulary, but may have underdeveloped semantics and pragmatics
- have difficulty relating to peers (reading the non-verbal content of social interaction)
- not 'get' irony, humour, or metaphors
- have difficulty with organization

Instructional Strategies:

- chunk tasks
- allow for additional time
- encourage student to use verbal mediation to assist with work
- encourage multi-sensory integration (i.e., read it, see it, hear it, touch it, write it, do it)
- teach in a sequential, step by step, fashion
- verbalize what is required
- provides notes

Environmental Strategies:

- access to a word processor or speech to text software
- experiment with different textures of paper and with different writing instruments

Assessment Strategies:

- allow for additional time
- staggered timelines on assignments
- oral exams or access to a word processor
- minimize motoric responses, have the student number, underline or circle responses

ASSESSED NEED:
Number and Mathematical Skills

A student with number and mathematical skills needs has difficulty with number sense/numeration and mathematical skills.

Indicators:

A student with number and mathematical skills needs may:

- have difficulty with spatial organization - may be unable to align numbers in columns, may reverse numbers, etc.
- misread mathematical signs
- have difficulty forming numbers correctly
- be unable to recall basic math facts
- not understand the meanings of key mathematical terms such as regroup or rational number
- find mathematical reasoning difficult
- have difficulty with multi-step problems

Instructional Strategies:

- manipulatives
- concrete materials
- calculator
- cueing strategies (bolding, underlining, colour-coding)
- number line
- mnemonics to serve as a reminder of the sequence of steps in mathematical operations
- reduce quantity of material
- hands-on activities for daily living (e.g., time, money, work placement, sorting)
- graph paper
- visual cues such as colour coded or boldfaced signs and arrows as reminders of direction
- task analysis

Environmental Strategies:

- visual reminders
- preferential seating
- desk top reminders (e.g., number line)

Assessment Strategies:

- allow adequate response time
- provide clarification of instructions and questions
- partial marks for answers
- manipulatives
- age appropriate materials
- calculator
- graph paper
- mathematical references (e.g., multiplication tables)

ASSESSED NEED:
Organizational Skills

A student with organizational skill needs has difficulty coming to class prepared, managing his/her space, materials, and time in an effective manner.

Indicators:

Students with organizational skills needs may :

- not be able to find work materials
- have a desk and personal space area that is messy
- produce written work that is difficult to follow
- have difficulty following timelines
- have difficulty chunking information and assignments
- not come to class prepared
- have notebooks/notes that are unorganized

Instructional Strategies:

- colour coded notebooks
- attach daily schedules to notebooks
- written outlines of assignments
- graphic organizers
- agenda checks
- use of checklists
- copies of written notes for student to highlight

Environmental Strategies:

- individual work space
- preferential locker location
- proximity seating to teacher
- visual reminders

Assessment Strategies:

- individual work space
- additional time
- highlight key words/phrases
- oral testing
- point form review outlines
- provide testing materials (e.g., pencil, ruler, calculator)

ASSESSED NEED:
Personal Care

A student with personal care needs requires assistance in order to access the curriculum.

Indicators:

Students with personal care needs may:

- require physical management
- require physical/occupational therapy intervention
- require adaptive equipment
- require additional supervision
- require assistance with personal hygiene
- require assistance with dressing, toileting, eating, mobility

Instructional Strategies:

- provide tasks that can be easily accomplished
- task analysis
- encourage peer interaction
- allow additional time for task completion
- use augmentative communication device
- use recommendations from Occupational Therapists and Physical Therapists

Environmental Strategies:

- provide ample space for movement
- store supplies on lower shelf
- accessibility to facility and washrooms
- change table

Assessment Strategies:

- assistive equipment
- scribe
- alternative assessment formats

ASSESSED NEED:
Personal Safety

A student with personal safety needs requires ongoing support and/or monitoring due to concerns about personal safety.

Indicators:

A student with personal safety needs may:

- have a tendency to run when left unsupervised
- be prone to choking
- lose balance easily and may fall
- have difficulty on stairs
- have difficulty using the washroom facilities

Instructional Strategies:

- maintain eye contact
- provide positive reinforcement
- observe for signs of choking
- peer support
- self-monitoring
- visual cueing
- social stories
- modelling

Environmental Strategies:

- handrails
- specialized equipment (e.g., stander)
- half door
- protective helmet as recommended by a qualified practitioner
- wider aisles
- preferential seating

Assessment Strategies:

- provide visual cueing
- chunk assessment task
- provide alternative setting
- allow for alternative demonstration

ASSESSED NEED:
Phonological Processing

A student with phonological processing needs may have difficulty in the use of speech-sound information in processing both written and oral language.

Indicators:

Students with phonological processing needs may:

- have poor awareness of individual sounds that make up spoken language
- have weak memory for verbal material
- have word finding problems or be slower at processing verbal information
- these students may have particular difficulty decoding words and using phonics or they may read very slowly

Instructional Strategies:

- phonemic awareness activities such as segmenting and blending
- present information in as many modalities as possible
- match reading material to student's reading level
- computer software for reading and writing
- provide musical/rhythmic approach to sounds/letter rules

Environmental Strategies:

- preferential seating
- reduce distractions
- provide visual cues

Assessment Strategies:

- oral exams
- extra time for tests
- reduce the reading and writing components of assessments

ASSESSED NEED:
Processing Speed

A student with processing speed needs has difficulty performing simple cognitive or perceptual tasks quickly.

Indicators:

Students with processing speed needs may:

- have poor recall of information
- demonstrate poor comprehension
- take a longer response time
- have difficulty solving problems
- have difficulty with handwriting
- have difficulty copying information

Instructional Strategies:

- allow longer response time
- chunk information
- break tasks into manageable units
- provide photocopied notes
- provide advanced organizers
- writing or speech to text software

Environmental Strategies:

- reduce distractions

Assessment Strategies:

- allow extra time for exams or reduce the length of assignments
- if writing is slow or difficult allow for oral exams or reduced output formats (e.g., multiple choice, fill in the blank)

ASSESSED NEED:
Receptive Language Skills - Listening

A student with receptive language skills (listening) needs has difficulty developing comprehension from spoken information.

Indicators:

Students with receptive language skills (listening) needs may:

- demonstrate incomplete or no comprehension while listening
- have inaccurate recall
- avoid tasks/asking questions/speaking
- be inattentive after the first few sentences

Instructional Strategies:

- review and confirm verbal instructions
- reduce and simplify verbal tasks (e.g., one/two step tasks)
- make verbal information immediate, real, and relevant
- emphasize key elements through the punctuation/phrasing as you speak (e.g., develop focused listening awareness by the stress in your voice)
- 'face to face' talking when teaching new ideas
- reinforcement of concepts through visual/tactile materials
- use adaptive technologies
- practice listening skills (games, songs, etc.)

Environmental Strategies:

- reduce distracting noise from visual and sound sources (e.g., tennis balls on chairs, curtains on windows)
- preferential seating

Assessment Strategies:

- reduce the emphasis upon listening in assessment tasks through visual guides and maps (e.g., adaptive software)
- provide practice tests and example projects as warmups

ASSESSED NEED:
Receptive Language Skills - Reading

A student with receptive language skills (reading) needs, lacks skills in developing comprehension from the letter, word, sentence or material read.

Indicators:

Students with receptive language skills (reading) needs may:

- be slow reading
- have inaccurate recall
- use fingers to guide reading
- sound out words
- guess without accuracy
- be reluctant to read

Instructional Strategies:

- explicit teaching of sight vocabulary
- phonemic awareness instruction
- repetitive reading to build comprehension
- shared reading, guided reading
- explicit teaching of phonics
- use of assistive technologies (e.g., Alpha Smart, Kurzweil Reader, Read Please)

Environmental Strategies:

- reduce distractions from visual and sound sources

Assessment Strategies:

- review and confirm all written instructions
- reduce the emphasis upon reading in assessment tasks

ASSESSED NEED:
Self-Advocacy Skills

A student with self-advocacy skills needs has difficulty expressing needs clearly and directly.

Indicators:

Students with self-advocacy skills needs may:

- not articulate their academic and/or personal needs
- appear withdrawn and isn't engaged in their learning
- seldom approach teachers/peers for assistance
- be easily frustrated

Instructional Strategies:

- direct teaching of self-advocacy skills
- modelling of self-advocacy skills
- 'chunking' of work/assignments
- role plays
- contracts
- reinforce any advocacy attempts
- positive learning environment
- provide opportunities for conference time with teacher

Environmental Strategies:

- preferential seating
- visual cues/reminders
- 'safe' environment

Assessment Strategies:

- alternate location
- teacher initiated contact for assistance if needed
- allow for clarification

ASSESSED NEED:

Self-Esteem

A student with self-esteem needs exhibits a negative concept of his/her abilities, contributions, and interactions with others.

Indicators:

Students with self-esteem needs may:

- be withdrawn
- seem unwilling to make an attempt
- be quiet and reserved
- have difficulty with peer relationships
- present as a 'victim'
- engage in 'acting out' behaviour
- be hesitant, critical, blaming
- seem easily frustrated

Instructional Strategies:

- provide opportunities for student success
- chunk work into manageable segments
- set small, attainable, short term goals
- role play
- social skills training
- group work with positive peers
- positive learning environment

Environmental Strategies:

- preferential seating

Assessment Strategies:

- alternative location
- reduced quantity
- flexible timelines
- allow for clarification

Other:

- contact support staff (e.g., School Board Counsellor, Child and Youth Worker, Guidance Counsellor)

ASSESSED NEED:
Self-Regulatory Skills

A student with self-regulatory skills needs has the inability to initiate or demonstrate behaviour that is appropriate and effective within a social context.

Indicators:

A student with self-regulatory needs may:

- engage in ritualistic and/or compulsive behaviours
- engage in inappropriate physical contact
- engage in inappropriate behaviours related to bodily functions
- become overexcited resulting in self-stimulating behaviours
- has difficulty accepting changes to routine
- talk out
- have unusual fears or anxieties
- exhibit self-injurious or aggressive behaviours

Instructional Strategies:

- reinforce appropriate behaviour
- remove sensory stimuli
- advance preparation for changes to environment, instructions, etc.
- reduce task demands
- demonstrate/model appropriate behaviours
- social stories/scripts
- implement behaviour management system
- modelling
- role play

Environmental Strategies:

- reduce environmental stimuli
- proximity seating
- provide “Fidget” toys
- visual schedules/clocks/timers
- posted routines
- post classroom rules

Assessment Strategies:

- advance preparation
- minimal distractions
- break into small tasks
- provide oral testing
- allow for performance demonstrations

ASSESSED NEED:

Sequencing

A student with sequencing needs has difficulty arranging discrete bits of information into a logical order. This is particularly true if the information to be arranged needs to be retrieved from memory.

Indicators:

Students with sequencing needs may:

- have difficulty retelling a story in a logical order
- have poor prediction skills
- have poor memory skills

Instructional Strategies:

- break long stories into shorter sections
- incorporate prediction exercises into curriculum
- provide visual examples of correct sequences (e.g., math algorithms)
- repeat and rehearse instructions and other information that needs to be in a proper sequence
- provide visual cues (i.e., visual schedule)
- planners, handouts, homework books
- organization and writing software

Environmental Strategies:

- visual prompts

Assessment Strategies:

- grade written answers for content, not the sequencing of ideas
- oral or multiple choice testing

ASSESSED NEED:
Social/Emotional

A student with social/emotional needs exhibits difficulties with interactions and/ or expression of feelings.

Indicators:

Students with social/emotional needs may:

- demonstrate unusual changes in behaviour or mood
- have difficulties with expected classroom routines and school rules
- have difficulties with making and keeping friends
- misinterpret social cues and others' actions
- be victimized by others
- show lower academic achievement than their abilities would predict

Instructional Strategies:

- remain sensitive to student's social/emotional needs
- modify/accommodate expectations as appropriate
- incorporate instruction of social skills with regular curricular activities
- prepare student for transitions
- encourage positive student/teacher/parent communication
- create opportunities for success

Environmental Strategies:

- limit distractions
- preferential seating/work space

Assessment Strategies:

- employ a wide variety of assessment strategies to allow student to succeed

Other:

- consult OSR for applicable reports and recommendations
- consult with support staff (e.g., School Board Counsellor, Child and Youth Worker, Guidance Counsellor)

ASSESSED NEED:

Social Skills

A student with social skills needs exhibits difficulties with social interactions.

Indicators:

Students with social skills needs may:

- exhibit difficulties interacting in comparison to same age peers
- show notable and/or frequent awkwardness when relating to peers and/or adults
- misinterpret social cues and others' actions
- be victimized by others
- show lower academic achievement than their abilities would predict

Instructional Strategies:

- teach specific social skills to class using themes, exercises and multi-modal methods
- encourage and reward practice of skills
- incorporate instruction of social skills with regular curricular activities
- prepare students for transitions
- encourage positive student/teacher/parent communication
- set, model and visually reinforce classroom rules of respect and responsibility

Environmental Strategies:

- provide a variety of student pairings/groupings to support relationship development

Assessment Strategies:

- employ a wide variety of assessment strategies to allow student to succeed
- note individual baseline performance and record and reward practice and improvements

ASSESSED NEED:
Time Management Skills

A student with time management skills needs has difficulty utilizing time effectively in relation to class work and assignments.

Indicators:

Students with time management skills needs may:

- produce incomplete work on a regular basis
- waste time in class
- spend significant time on unimportant facets of a work assignment
- have a disorganized work space, forget work, have the wrong book

Instructional Strategies:

- 'chunking' of assignments
- teacher monitoring
- self-monitoring techniques (e.g., checklist)
- reduced quantity
- contracts
- use of organizers
- paraphrased instructions/repeated instructions
- supply copies of notes
- colour coding

Environmental Strategies:

- individual work space
- preferential locker location
- preferential seating
- visual cues/reminders

Assessment Strategies:

- 'chunking' of test questions
- additional time
- reduced quantity

ASSESSED NEED:

Verbal Ability

A student with verbal ability needs has difficulty understanding oral and written language and expressing themselves through the use of language.

Indicators:

Students with verbal ability needs may:

- have difficulty understanding the meaning of language
- have difficulty expressing themselves through the use of language
- look like they have difficulty hearing
- have difficulty understanding the verbal components of social communication

Instructional Strategies:

- have student repeat directions
- paraphrase material using simpler language
- relate information to student's experiential base
- familiarize student with new vocabulary before the lesson
- use hands-on and demonstration learning techniques
- present information using a variety of visual and other non-verbal formats
- use home-school communication book

Environmental Strategies:

- visual cues/prompts

Assessment Strategies:

- check to ensure the student understands directions
- teach test taking skills (e.g., do the easiest items first)
- mark for content not 'flair', these student's answers will not be elaborate
- use assessment methods with low verbal output demands (e.g., multiple choice, fill in the blank)

ASSESSED NEED:

Vision

The visually impaired student's vision is reduced, even with the best possible lens correction, to the point where he/she has difficulty with common age appropriate tasks. He/she may be blind or partially sighted.

Indicators:

Students with vision needs may:

- hold materials for viewing unusually close or far away or tilt head to an odd angle
- have excessively poor printing/handwriting
- have difficulty with eye-hand tasks
- experience fatigue after prolonged 'near work'
- have difficulty copying notes from board
- be easily frustrated, lack confidence
- make requests to move closer to board, chart, etc.

Instructional Strategies:

- direct instruction of social behaviours, mannerisms, and language that are vision based
- address student by name
- oral review and auditory cuing
- large print
- access to assistive software

Environmental Strategies:

- display student's work at beginning or end of row (at eye level and/or allow for tactile exploration)
- preferential seating
- static room arrangement
- avoid glare from bright lights, etc.

Assessment Strategies:

- quiet location
- extra time
- adaptive equipment and techniques

Other:

- consult the Itinerant Teacher of the Blind

ASSESSED NEED:
Visual-Motor Skills

A student with visual-motor skills needs has difficulty co-ordinating the eyes and hands to produce/guide physical movements such as the production of written work.

Indicators:

Students with visual motor skill needs may:

- have an inability to copy
- have slow response time on motor tasks
- have difficulty recognizing body in space
- have motor clumsiness
- have a poor pencil grip
- have poor cutting, tracing, and colouring skills
- have poor hand-eye co-ordination
- have difficulty in physical education

Instructional Strategies:

- avoid large amounts of written work
- allow printing or cursive writing
- have realistic expectations for neatness
- accept oral answers where possible
- provide photocopied notes
- use word processing or speech to text software

Environmental Strategies:

Assessment Strategies:

- oral testing
- test formats that reduce writing (e.g., fill in the blank, multiple choice)

ASSESSED NEED:
Visual-Spatial Processing

A student with visual-spatial processing needs has difficulty organizing visual information into meaningful patterns.

Indicators:

Students with visual-spatial processing needs may:

- have difficulty with part-to-whole relationships
- make letter and word reversals
- have messy, disorganized written work

Instructional Strategies:

- highlight information to be learned
- use words to explain visual tasks and materials
- reduce copying from the board, provide notes
- encourage student to use verbal mediation to assist with work
- encourage multi-sensory integration (i.e., read it, see it, hear it, touch it, write it, do it)
- teach in a sequential, step by step, fashion
- writing or speech to text software

Environmental Strategies:

- keep work space (and assignments) free from extraneous distractors

Assessment Strategies:

- oral tests
- tests with a reduced written requirement (e.g., fill in the blank, multiple choice)
- allow for additional time
- staggered timelines on assignments