Northwest Territories Education, Culture and Employment

Northwest Territories
Individual Education Plans:

Teacher Resource Kit
(Toolbox)

IEP IEP IEP IEP
IEP IEP IEP IEP
IEP IEP IEP IEP

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Acknowledgements

A number of resources have been developed for a Teacher Resource Kit to assist with the development of Individual Education Plans. Acknowledging the importance and value of collaboration with parents and the student, each section of resources includes tools for use by the teacher (T), the parent (P) and the student (S). The resources are identified by letter (indicating the primary user) and a number. The numbers are consecutive, following the order of appearance in the *NWT IEP Guidelines*.

Toolbox Resources to Support IEP Development
(Chapter 4.   The IEP Process)

Developing and Writing the IEP   **Page**

Implementing and Reviewing the IEP   **Page**

Setting Direction

(T1) Managing Time for Collaborative IEP Planning

Concerns about lack of time for the collaborative 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 are clear on what is expected of them

- sending team members a memo prior to meetings, asking each of them to reflect on questions to be discussed (e.g. to prioritize goals, bring examples of strategies, set annual student outcomes)

- running effective meetings with an agenda and time lines

- taking minutes and identifying action plans

- allowing time between meetings for individual team members to reflect, draft and revise parts of the IEP

- using available technology to reduce time spent on paper work

Strategies for arranging time for collaborative IEP planning include:

- 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 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 secondary level and rotating subject area teachers into the meeting

(P1) Suggestions for Parents Participating in the Individual Education Plan (IEP) Process

The Individual Education Plan (IEP) process is one in which families, teachers, and other support personnel work together as a team to meet the needs of students requiring an individual program and supports. As a parent you are an important member of such a team to develop and monitor an IEP for your child.

You can take part in the IEP process by:
- sharing information about your child's past experience, goals, interests, successes and difficulties
- keeping in touch with your child's teacher
- being an active member of the IEP team making decisions for your child
- asking about services and resources available
- working with your child at home to meet the annual student outcomes (goals) set in the IEP

Before IEP meetings, 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 the IEP to address

At IEP meetings, you may want to:
- provide information about your child and how he/she learns and behaves outside of school
- share any home conditions that may have an influence on your child's performance or behaviour at school
- share any medical updates on your child
- ask questions if anything is unclear
- share your observations on where you have seen changes in your child
- ask for a copy of the IEP to refer to at home
- ask how you can help work on some of the IEP annuals student outcomes (goals) at home

After IEP meetings, you may want to:
- keep in touch with the teacher
- work with your child at home to support the IEP
- share with the teacher anything going on at home that may bring about a change in your child's school work or behaviour

(S1) Student Involvement in the IEP Process

Your involvement in your IEP process can be very beneficial. The level of your involvement will, of course, vary depending on your age, developmental level, abilities and motivation.

You can contribute to the IEP process by:

- Learning about the purpose of an IEP, the benefits of having an IEP and the steps in the IEP process

- Filling out inventories, checklists etc. about your strengths, interests and challenges

- Participating in IEP meetings by helping to set goals and objectives, establish priorities, choose accommodations that you think will help you

- Using checklists and simple tools to self-assess your own behaviour and performance in attaining your learning objectives

- Developing portfolios of your work

- Reporting on your progress at IEP review meetings

Note: Symbols, magazine pictures, photographs or simple checklists may be used to facilitate your participation if you have communication difficulties.

(T2) Responsibilities of IEP Team Members

- List team members' names/titles in spaces at the top
- Check the responsibilities assigned to each member. Team members may have more than one responsibility, and responsibilities may be shared.

Setting Direction
- ensure that individual planning is carried out for all students needing an IEP
- set expectations for the team

- arrange for in-service training for in-school team members as needed
- establish procedures for involving parents and students in the IEP process
- co-ordinate the person-centered planning process to establish long-term life goals

Gathering and Sharing Information
- consult student, parents and previous teachers for their input on student strengths and challenges
- carry out systematic classroom observations and assessment to assess current functioning levels
- share, summarize and record information

Developing and Writing the IEP
- prioritize and record all background information and long-term life goals
- collaborate in writing annual student outcomes and short-term learning objectives
- collaborate in identifying classroom accommodations, support personnel and any transition plans
- develop SORs for a sample of key annual student outcomes as indicators of progress
- record details on IEP template

- approve the IEP by signing

Implementing/Reviewing the IEP
- select appropriate materials /tools to implement strategies

- integrate IEP with daily classroom planning

- ensure the plan is implemented, reviewed and evaluated

- maintain ongoing communication with student and home

- monitor and record progress towards short-term learning objectives (and in turn, annual student outcomes)
- review, revise and report regularly

Gathering
and
Sharing Information
and
Establishing
Priorities

(T3) Teacher Checklist - Student's Strengths and Challenges

Student _____   Grade:_____

Teacher: _____   Date: _____

Subject/Skill	Strength	Challenge
Attends school regularly	☐	☐
Is motivated to learn	☐	☐
Focuses attention	☐	☐
Keeps track of materials	☐	☐
Understands and follows routines	☐	☐
Understands oral instructions	☐	☐
Understands written instructions	☐	☐
Gets started on assigned work	☐	☐
Completes tasks	☐	☐
Hands in assignments	☐	☐
Manages time	☐	☐
Demonstrates good memory	☐	☐
Interacts appropriately with peers in class	☐	☐
Interacts appropriately with peers outside class	☐	☐
Interacts appropriately with adults	☐	☐
Demonstrates leadership	☐	☐
Has a good sense of humour	☐	☐
Demonstrates enthusiasm	☐	☐
Controls frustration and anger	☐	☐
Responds well to praise	☐	☐

	Strength	Challenge
Computer/technology skills	☐	☐
Reading decoding	☐	☐
Reading comprehension	☐	☐
Written expression	☐	☐
Oral vocabulary	☐	☐
Spelling	☐	☐
Mathematics – basic facts	☐	☐
Mathematics - concepts	☐	☐
Mathematics – word problems	☐	☐
Other subject area , specify _____	☐	☐
Sensory/motor area, specify _____	☐	☐

Other Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

(T4) General Learning Skills Checklist

Student's Name: _____ Grade: _____

Teacher's Name: _____ Date: _____

Attention/Focus

	Mostly	Sometimes	Never
Follows verbal instructions	_____	_____	_____
Follows the course of a conversation	_____	_____	_____
Is able to stay on topic during a discussion	_____	_____	_____
Is able to stay on task for assigned activities	_____	_____	_____
Is able to give specific details when asked for an explanation or description	_____	_____	_____
Responds appropriately to the stimulation of the classroom	_____	_____	_____

Organization/Study Skills

	Mostly	Sometimes	Never
Keeps track of belongings	_____	_____	_____
Gets started on class work	_____	_____	_____
Gets started on assignments	_____	_____	_____
Completes assigned work	_____	_____	_____
Hands assignments in on time	_____	_____	_____
Shows neatness in desk and work	_____	_____	_____
Works well alone	_____	_____	_____
Works well in a group	_____	_____	_____
Knows how and when to ask for help	_____	_____	_____

Memory

	Mostly	Sometimes	Never
Can effectively recall memory on short term	____	____	____
Can effectively recall memory on longer term	____	____	____
Makes effective use of lists or other reminders	____	____	____
Can repeat explanations, directions or instructions in own words	____	____	____
Highlights or summarizes information to remember	____	____	____
Can remember the sequence of events in a story	____	____	____
Is able to use reference resources	____	____	____
Can remember the steps in a procedure	____	____	____
Can remember and deliver a message to another staff member	____	____	____

Social/Personal

	Mostly	Sometimes	Never
Understands and follows school rules/ routines	____	____	____
Understands and follows classroom rules/ routines	____	____	____
Waits turn to speak or do something	____	____	____
Understands consequences and what they are for	____	____	____
Is able to change as a result of consequences	____	____	____
Can generalize appropriate actions or behaviour from one setting to another setting	____	____	____
Thinks before acting	____	____	____
Takes responsibility for actions	____	____	____
Demonstrates age-appropriate ability to see another's point of view	____	____	____
Is able to wait for a turn to speak or do something	____	____	____
Is able to share possessions or materials	____	____	____
Is able to make and keep friends	____	____	____

	Mostly	**Sometimes**	**Never**
Normally associates with age-peers	_____	_____	_____
Demonstrates age-appropriate self-control	_____	_____	_____
Reacts appropriately to praise, recognition and constructive criticism	_____	_____	_____
Is adaptable to changes in tasks, environment, routines and transitions	_____	_____	_____

(S2) Know Your Strengths Inventory

Name: _____   Date: _____

Indicate with a checkmark (√) the areas which you feel are your strengths:

Academics:

Reading   ( )

Writing   ( )

Oral vocabulary   ( )

Spelling   ( )

Math facts   ( )

Math problems   ( )

Science   ( )

Other subjects
_____ ( )

_____

Interests:

Computers/video   ( )

Visual Arts   ( )

Music   ( )

Drama   ( )

Sports   ( )

Traditional skills   ( )

Volunteer activities ( )

Other activities
_____ ( )

Personal Skills:

Making friends   ( )

Leadership   ( )

Relating to adults ( )

Sense of humour   ( )

Enthusiasm   ( )

List four things you do well:

·_____   ·_____

·_____   ·_____

List two things you could teach someone else:

·_____   ·_____

List six positive words to describe yourself:

·_____   ·_____

·_____   ·_____

·_____   ·_____

List two things that are really important to you:

·_____   ·_____

List two people you can count on for help and support:

·_____   ·_____

(S3) Challenges Checklist - Student

Name: _____ **Date:** _____

For each statement, place a checkmark √ in the appropriate column.

	Always	Usually	Not Very Often
I come to school every day.			
I bring all the materials I need to work in class.			
I focus my attention in class.			
I follow the teacher's directions.			
I understand the ideas the teacher is presenting.			
I contribute to class discussions.			
I take good notes.			
My notebooks are organized.			
Other people can read my writing.			
I finish assignments on time.			
I distract or talk with others.			
I lose or misplace my books, notebooks.			
I understand any assigned reading.			
My memory is good.			
I am well prepared for tests.			
I understand the questions on written tests.			
I can finish tests in the time given.			
I understand what the teacher expects on tests.			
I understand what is expected for project work.			
I know when and who to ask for help.			

(S4) Student Interest Inventory

I have always wanted to ……………..

find out about …….
_____
_____
_____

make up a ……
_____
_____
_____

invent ……
_____
_____
_____

tell someone about…..
_____
_____
_____

know what it is like
to be ……
_____
_____
_____

improve ….
_____
_____
_____

write about …..
_____
_____
_____

work with someone
who knows a lot
about ……
_____
_____
_____

(S5) Student Self-Evaluation
of Basic and General Skills

Place a checkmark (√) next to each area in which you do well or in which you feel you need help.

READING

	Do Well	Need Help
Reading new words	( )	( )
Reading stories	( )	( )
Understanding new words	( )	( )
Understanding stories	( )	( )
Understanding textbooks	( )	( )
Understanding written directions	( )	( )

LANGUAGE ARTS

Spelling words	( )	( )
Writing sentences	( )	( )
Creating stories	( )	( )
Listening to others	( )	( )
Saying what I mean	( )	( )
Being understood by others	( )	( )

MATHEMATICS

Adding more than two-digit numbers	( )	( )
Subtracting with borrowing	( )	( )
Remembering multiplication facts	( )	( )
Dividing with remainders	( )	( )
Understanding word problems	( )	( )

ATTENTION/FOCUS

	Do Well	Need Help
Following verbal instruction	( )	( )
Following a conversation	( )	( )
Staying on topic in a discussion	( )	( )
Staying on task for class work	( )	( )
Explaining or describing something in detail	( )	( )
Focusing on work when there are distractions in the classroom	( )	( )

ORGANIZATION/STUDY SKILLS

Keeping track of my belongings	( )	( )
Getting started on class work	( )	( )
Getting started on assignments	( )	( )
Completing assigned work	( )	( )
Handing in assignments on time	( )	( )
Working alone	( )	( )
Working in a group	( )	( )
Showing neatness in desk and work	( )	( )
Knowing how and when to ask for help	( )	( )

MEMORY			**SOCIAL/PERSONAL SKILLS**		
	Do Well	Need Help		Do Well	Need Help
Remembering things after a short time	( )	( )	Following classroom rules/ routines	( )	( )
Remembering things over a long time	( )	( )	Following school rules/ routines	( )	( )
Using lists or other reminders	( )	( )	Waiting my turn to speak or do something	( )	( )
Repeating explanations, directions or instructions in my own words	( )	( )	Making friends and keeping them	( )	( )
Highlighting and summarizing	( )	( )	Getting along well with people my age	( )	( )
Remembering the order things happen in a story	( )	( )	Considering other people's feelings and views	( )	( )
Using reference resources	( )	( )	Thinking before acting	( )	( )
Remembering steps in a procedure	( )	( )	Accepting responsibility for my own actions	( )	( )
Remembering a message to deliver	( )	( )	Controlling my anger	( )	( )

(S6) Reading Strategies - Student

	Usually	**Sometimes**	**Never**
1. I study the title and pictures to predict what the story is about.	____	____	____
2. I try to predict what is going to happen next in the story.	____	____	____
3. I break new words into familiar parts in order to pronounce them properly.	____	____	____
4. I reread when I don't understand.	____	____	____
5. I imagine myself right in the story.	____	____	____
6. I talk to other students to clear up confusing parts.	____	____	____
7. I think about how the story is like something in my life.	____	____	____
8. I try to figure out the main idea of the story.	____	____	____
9. I look up new words in the dictionary.	____	____	____
10. I correct myself when I mispronounce a word.	____	____	____
11. I ask questions about what I read.	____	____	____
12. I can read quickly and understand a story or text.	____	____	____

How has your reading changed this year?

_____

_____

_____

What do you need to continue to work on?

_____

_____

(P2) Parent Survey

Student _____Parent_____ Date: _____

Answers to the following questions will help your child's teacher plan a specific program for your child. You may want to think about your answers and bring them to the meeting about your child's program.

1. What does your child do best: At home?   At School?
    _____
    _____

2. What is your child interested in?
    _____
    _____

3. Does your child have any fears about school? If so, what are they?
    _____
    _____

4. What do you think are the most important things your child needs to learn at school this year?
    _____
    _____

5. How does your child learn best?
    By listening? _____   By watching/seeing? _____   By doing?_____

6. Are you worried about the way your child behaves: At home? At school?
    If so, describe what worries you?
    _____
    _____

7. What would you like to see your child do when they finish high school?
    _____
    _____

8. Is there anything else the school should know about your child in order to understand him/her better?
    _____
    _____

9. What else would you like to talk about at the meeting?
    _____
    _____

(T5) Observation Guide to Reading

	Mostly	**Sometimes**	**Never**
Does the student use pre-reading activities? e.g. look at title, look at pictures, skim the pages	____	____	____
Does the student hesitate to begin?	____	____	____
Does the student appear comfortable reading?	____	____	____
Is the student easily frustrated when reading?	____	____	____
Do the student's eye or head movements suggest a lot of backtracking when reading?	____	____	____
Does the student squint or keep the book close to his or her face?	____	____	____
Does the student use a finger or pencil for tracking?	____	____	____
Does the student have difficulty with sight vocabulary or decoding skills?	____	____	____
Are miscues grammatically correct? For example, if the student misreads a word, is it the proper tense?	____	____	____
Does the student leave out or change words?	____	____	____
Is the student reading for meaning?	____	____	____
Are words read in a monotone, without intonation?	____	____	____
Are words phrased appropriately?	____	____	____
Does the student self-correct without prompting?	____	____	____

Additional Observations:

What types of words are recognized or not recognized?

_____

_____

_____

What aspects of decoding are difficult for the student?

_____

_____

_____

When the student encounters a word he or she doesn't know, does he/she: Substitute another word? Sound it out? Skip it?

_____

_____

_____

Does the student replace the correct word with a different word that maintains meaning, or with one that looks similar but has a different meaning?

_____

_____

_____

Other Comments:

_____

_____

_____

(T6) Observation Guide to Narrative Writing

In terms of content:	Mostly	Sometimes	Never
Are the events and actions appropriate?	____	____	____
Are the details specific and effective?	____	____	____
Does the story engage and hold the reader's interest?	____	____	____

In terms of organization:

	Mostly	Sometimes	Never
Does the beginning capture the reader's attention and clearly establish events, characters and setting?	____	____	____
Are the connections and relationships between events, actions, details and characters maintained?	____	____	____
Does the ending tie events and/or actions together?	____	____	____

In terms of sentence structure:

	Mostly	Sometimes	Never
Is standard sentence construction used throughout?	____	____	____
Is the sentence type and length varied?	____	____	____

In terms of vocabulary:

	Mostly	Sometimes	Never
Are words and expressions descriptive?	____	____	____
Are words and descriptions specific and effective?	____	____	____

In terms of conventions:

	Mostly	Sometimes	Never
Are end punctuation and capitalization usually correct?	____	____	____
Are most words spelled correctly?	____	____	____
Do spelling and grammatical errors affect the clarity of the writing?	____	____	____

(T7) Printing, Handwriting, Keyboarding/Computer Inventory

1. Student's current printing and handwriting ability (check [√] all that apply):

___ holds regular pencil
___ holds pencil when adapted with: _____
___ holds pencil but does not write
___ prints name
___ writes cursive
___ prints a few words
___ writing limited due to fatigue
___ writing slow and arduous
___ copies simple shapes
___ copies simple words
___ copies from board
___ writes on wide lines
___ writes on narrow lines
___ uses spaces correctly
___ adjusts size of writing to fit spaces
___ writes independently and legibly

2. Student currently uses the following strategies for writing (check [√] all that apply):

___ shortened assignments
___ scribed by others
___ verbal instead of written response
___ writing frames

3. Assistive technology for learning used by the student (check [√] all that apply):

___ special pencil or marker
___ splint or pencil holder
___ pencil grip
___ paper with heavier lines
___ paper with raised lines
___ adapted desk, tray, table
___ slant board or easel

4. Current keyboarding ability (check [√] all that apply):

___ does not currently type
___ types slowly, with one finger
___ types slowly, with more than one finger
___ performs 10 finger typing
___ requires arm or wrist support to type
___ uses adapted or alternate keyboard

5. Current computer use (check [√] all that apply):

___ never used a computer
___ potential to use a computer but has not because _____

_____

___ uses computer for games
___ uses computer for word processing
___ uses computer at school for these tasks:

_____

_____

_____

___ uses computer at home for these tasks:

_____

_____

_____

6. Computer availability:

The student has access to the following computer(s):
___ Windows - Operating System version ____
___ Macintosh - Operating System version _____

7. Summary of abilities and concerns related to printing, handwriting, keyboarding and computer use:

_____

_____

_____

(T8) Sample Writing Inventory

1. Student's current writing is typically:

   〔   〕 single words
   〔   〕 short phrases
   〔   〕 complex phrases
   〔   〕 sentences
   〔   〕 2-5 sentence paragraphs
   〔   〕 longer paragraphs
   〔   〕 other _____

2. Student currently has difficulty:

   〔   〕 answering questions
   〔   〕 getting started on a sentence or story
   〔   〕 adding information
   〔   〕 sequencing information
   〔   〕 integrating information from 2 or more sources
   〔   〕 generating ideas
   〔   〕 planning content
   〔   〕 using a variety of vocabulary
   〔   〕 summarizing information
   〔   〕 other _____

3. Student currently uses the following strategies for writing:

   〔   〕 verbal instead of written responses
   〔   〕 graphics to express ideas
   〔   〕 shortened assignments
   〔   〕 story starters
   〔   〕 webbing/concept mapping
   〔   〕 templates or writing frames
   〔   〕 outlines
   〔   〕 scribing by others
   〔   〕 word cards or word book
   〔   〕 word wall/word lists
   〔   〕 personal dictionary
   〔   〕 other _____

(T9) Mathematics Skills Checklist

Name _____ DOB _____ Teacher _____ Date_____

	Mostly	**Sometimes**	**Never**
Uses age-appropriate mathematical terms	____	____	____
Can provide the meaning of math terms	____	____	____
Uses age-appropriate "number" concepts	____	____	____
Can translate word problems into correct sequence of computations	____	____	____
Can move from working with concrete materials to using mental problem solving	____	____	____
Demonstrates age-appropriate knowledge of math facts and processes (how to regroup to subtract, multiply, etc.)	____	____	____
Understands the directional rules for use in math	____	____	____
Is able to keep columns and figures straight	____	____	____
Shows age-appropriate computational skills without a calculator	____	____	____
Can handle a large number of computations on a single page	____	____	____
Can handle a variety of question types on a page	____	____	____
Can respond to questions in an appropriate length of time	____	____	____
Is able to describe or explain process used in solving math problems	____	____	____
Understands time concepts and can tell time	____	____	____
Can clearly identify names and values of currency and make change	____	____	____

(T10) Individual Education Plan

Information Summary

Student Strengths:		
Subject areas, general skills, physical and social areas, learning style		
Teacher Input	Student Input	Parent Input

Student Challenges:		
Subject areas, general skills, physical and social areas, learning style		
Teacher Input	Student Input	Parent Input

Other Background Information (Medical, adaptive equipment, etc.)	Classroom Assessments Summary (Current levels of performance)	Accommodations and Supports in the Classroom
Professionals involved with the student – assessments, services	Parental support/assistance at home	Other factors affecting learning

Developing and Writing the IEP

(T11) Areas of Development and Target Skills

The following are areas of development to consider when planning an Individual Education Plan for a student. It is not expected that annual student outcomes be developed in all of the areas. Depending on the particular strengths and challenges of the student and the priorities selected by the IEP team, annual student outcomes can be in one or several areas of development.

Academic
The essential focus is on attainment of functional skills in reading (for leisure and attaining information), writing and mathematics.

Communication
Communication focuses on expressive and receptive competence. It is the ability to convey a message to another person and to receive, understand and react to a message from another person. Communication includes speech and other methods of augmentative communication.

Personal Management
The ability to take care of oneself; includes such skills as toileting, grooming, money management, shopping and transportation. Any personal assistance required is noted in the IEP.

Social Competence and Social Networks
The skills necessary for initiating and maintaining social interaction and friendship are emphasized. Consideration is given to encouraging participation in groups and community events. The skills necessary for interaction and participation may have to be taught.

Leisure/Recreation/ Wellness
An emphasis is placed on making constructive use of spare time through leisure activities (both passive and active, either individual or group) that are individually fulfilling. Consideration is given to the student's physical fitness, spiritual values, emotional health, family concerns, intellectual growth, social competence and vocational prospects.

Career and Work Exploration
Skills necessary for work exploration will vary with each job and each student. Preparation might include doing classroom and home jobs with others or independently. Skills to consider for work in the community may include following routines, understanding rules and safety codes, following schedules, traveling to work and interacting with co-workers and/or customers.

Task Performance/ Work Habits
Skills necessary for beginning a task and bringing it to successful completion are considered. These include listening to directions, preparing, following directions, maintaining concentration, persevering with the task, time management, problem solving, neatness and cleaning up.

Other e.g. Orientation & Mobility
Students with a visual disability require the skills to move independently, safely and purposefully through their environment. To learn to do so with little or no sight involves careful planning and effective instruction.

When developing a student's IEP, the IEP team needs to consider not only the broad areas of development, but also which specific target skills are priorities for the current IEP. Below are **a few** examples of target skills for each area of development:

Area of Development	Examples of Target Skills
Academic	Reading Math Writing complete sentences
Communication	Conversation Skills Articulation Vocabulary Development
Personal Management	Hygiene Grooming Diet Food preparation Using public transportation
Social Competence and Social Networks	Initiating interaction Group conversation skills Taking turns Friendship skills Community presence
Leisure/Recreation/ Wellness	Fitness Hobbies
Career and Work Exploration	Work experience Career awareness
Task Performance/ Work Habits	Time management Understanding/ taking directions Following directions Finishing tasks
Other	Orientation Sexuality Metacognitive Development Motor

Note that the above examples are still fairly general and would need to be more specific in an IEP. For example, if the area of development is Academic the target skill might be Reading Instructions, not just Reading. Or if the area of development is Social Competence, the target skill might be Taking Turns on the Playground, not just Taking Turns.

(T12) Rating & Setting Priorities for Areas of Development /Target Skills

Student's Name _____   Teacher's Name _____

IEP for school year _____

Area of Development _____

Suggested Target Skill _____

Rate the proposed Area of Development /Target Skill along the parameters specified by circling the number that best applies. When finished add the numbers and divide by 4 to determine a *Priority Composite Score*. Compare this score to those for other Areas of Development /Target Skills to determine whether or not there is a priority. This tool should not be used in isolation, but rather as one means of identifying priorities.

A. Frequency

| Infrequently required skill/behaviour | 1 | 2 | 3 | 4 | 5 | Frequently required skill/behaviour |

B. Relevance to Student
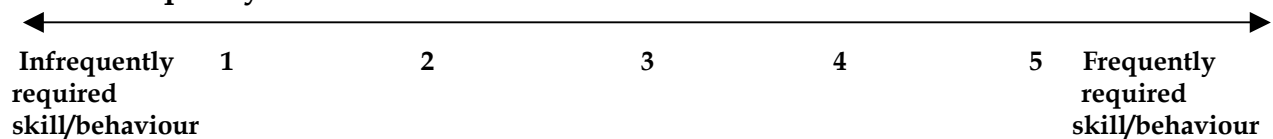
| Non-relevant | 1 | 2 | 3 | 4 | 5 | Very Relevant |
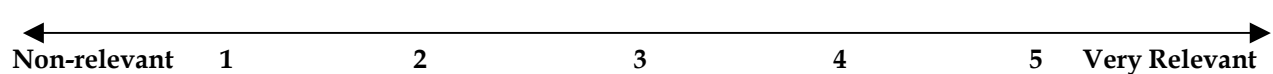
C. Developmental Readiness of Student

| Late developing skill/prerequisites not yet mastered | 1 | 2 | 3 | 4 | 5 | Early developing skill/prerequisites mastered |

D. Importance to Family

| Unimportant | 1 | 2 | 3 | 4 | 5 | Very Important |
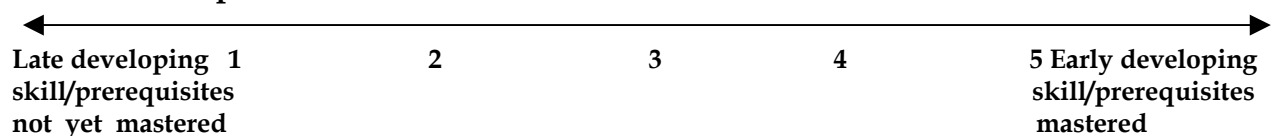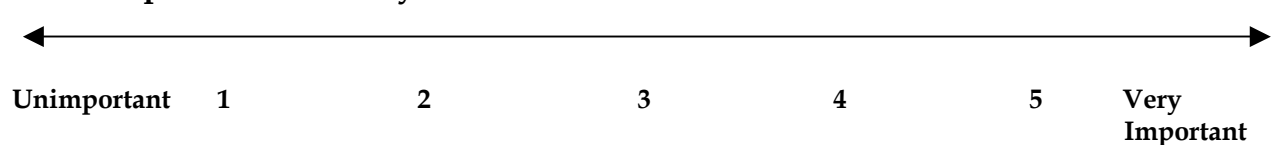
Results:
Sum of ratings : _____/4 = Priority Composite Score _____

Priority Analysis (e.g. low, moderate, high) _____

(T13) Writing SMART Annual Student Outcomes

Effective Annual Student Outcomes are **SMART**	**SMART** Outcome Template
Specific: written in clear language **M**easurable: allow student's achievement to be described, assessed and evaluated **A**chievable: realistic for the student **R**elevant: meaningful for the student and identified as a priority by the IEP team **T**ime-related: can be accomplished within a specific time period – typically one school year, or semester	**[Student] will [action] [what/how] [by what criteria] [where] [by what date]**

Examples:

By the end of semester one, with the support of the career counselor, Ida will use the Career Cruising program to develop a written list (including the name of the career, training required, a job description, and at least two training facilities) of at least three careers of interest.

By May 2007, Cory will work independently for at least 30 minutes on assignment materials, while using a countdown timer, during 4/5 consecutive Math periods in the classroom.

Upon arrival at the Northern Store, Sam will independently greet a co-worker, by saying, "Good afternoon," at least 4 days out of five, by June 2007.

By the end of June, Jess will independently report to her home room by 9 AM each morning, at least 8 out of 10 consecutive days.

(T14) Annual Student Outcomes Planner

Student's Name: _____   **Date:** _____

Area of Development and Target Skill	Current Level of Performance	Annual Student Outcome

(T15) Suggested Verbs for Annual Student Outcomes

Verbal/Linguistic Verbs	Adapt	Devise	Give examples	Point out	Report
	Address	Discuss	Give in own	Predict	Restate
	Amend	Display	words	Prescribe	Respond
	Answer	Distinguish	Indicate	Present	Retell
	Argue	Draft	Inform	Pretend	Reword
	Articulate	Elaborate	Interview	Produce	Rewrite
	Associate	Embellish	Introduce	Publish	Revise
	Compose	Enrich	Invent	Question	Specify
	Convert	Enunciate	Justify	Quote	State
	Convince	Expand	Label	Read	Suggest
	Create	Explain	List	Recall	Summarize
	Critique	Express in	Listen	Recite	Teach
	Debate	other terms	Make up	Recognize	Tell
	Defend	Extend	Memorize	Recommend	Translate
	Define	Form	Modify	Redirect	Transmit
	Demonstrate	Generalize	Name	Relate	Use
	Describe	Generate	Paraphrase	Repeat	Write
Inter-personal Verbs	Advise	Design	Identify	Perceive	Role play
	Articulate	Discuss	Illustrate	Plan	Seek
	Assign	Display	Improve	Play	Share
	Coach	Educate	Interpret	Practice	Show
	Communicate	Empathize	Interview	Present	Solve
	an opinion	Encounter	Instruct	Project	Spell out
	Compose	Evaluate	Justify	Receive	Teach
	Contribute	Experience	Listen	feedback	Train
	Create	Explain	Motivate	Record	Translate
	Demonstrate	Give feedback	Organize	Relate	Write
Intra-personal Verbs	Access	Contrast	Evaluate	Point out	Revise
	Advocate	Concentrate	Explain	Position	Rewrite
	Amend	Conclude	Explore	Practice	Select
	Analyze	Contribute	Focus	Prepare	Self-select
	Apply	Create	Illustrate	Propose	Share
	Appraise	Critique	Imagine	Rank	Show
	Assess	Decide	Interpolate	Rate	Suggest
	Assimilate	Defend	Interpret	Recognize	Support
	Award	Demonstrate	Judge	Recount	Tell
	Choose	Describe	List	Redraw	Track
	Communicate	Determine	Make	Reflect	Use
	an idea	Discriminate	Narrate	Report	Validate
	Compare	Draw	Plan	Review	Write
Visual/Spatial Verbs	Build	Design	Formulate	Make	Render
	Cast	Diagram	Graph	Mark	Reorder
	Change	Distinguish	Identify	Mind map	Represent
	Chart	Divide	Illustrate	Model	Reproduce
	Convert	Draw	Improve	Organize	Show
	Compose	Elaborate	Integrate	Originate	Sketch
	Copy	Embellish	Interpret	Outline	Transform
	Create	Enlarge	Invent	Produce	
	Decorate	Expand	Label	Rearrange	
	Demonstrate	Form	List	Recognize	

Logical/ Mathematical Verbs	Analyze Appraise Apply Arrange Brainstorm Break down Calculate Cause/effect Check Classify Combine Compare Compute	Contrast Convert Count Criticize Decide Decipher Deduce Demonstrate Derive Detect Determine Develop Devise	Discern Discover Discriminate Distinguish Estimate Evaluate Examine Exercise Extrapolate Find examples Find relationships Find unknown	Grasp Hypothesize Infer Integrate Interpret Link Measure Modify Observe Order Outline Plot Ponder	Prove Puzzle Rank Resolve Select Separate Sequence Simplify Solve Test Track Translate Unify
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 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 Practise Present Produce	Sing Stage Train Modify Write about

Verbs to AVOID

Know	Understand	Appreciate	Think
Believe	Acquire	Remember	Feel
Value	Consider	Be aware of	learn

(T16) Checklist for Annual Student Outcomes

	YES	NO
Does the outcome support the student's long-term life goals?	_____	_____
Does the outcome reflect the priorities identified for the student by the IEP team?	_____	_____
Is the outcome congruent with the current level of performance?	_____	_____

Does the outcome meet the **SMART** criteria?

	YES	NO
Specific: written in clear, concise, jargon-free language	_____	_____
Measurable: allows 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 specific time period: typically one school year or semester	_____	_____

(T17) Student Outcome Rubric

	Area of Development:	Target Skill:
Current Level of Performance		
1 Much less than expected		
2 Somewhat less than expected		
3 Expected (the annual student outcome)		
4 Somewhat more than expected		
5 Much more than expected		

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____   **Date:** _____ **Level:** _____   **Date:** _____ **Level:** _____

End of Year: Level attained : _____ **Evaluator:** _____ **Date:** _____
Team members/positions:
_____

_____

(T18) Developing Student Outcome Rubrics: Considerations for Determining Levels of Attainment

1. **Levels of attainment on the Student Outcome Rubric can be based on a range of factors, including the following :**

   - Accuracy   The correctness of the response

   - Frequency   Levels may reflect an increase or decrease in the particular skill or behaviour

   - Consistency   Responding in a consistent manner each time the situation is presented (more than just frequency)

   - Level/type of support   The assistance /support that the student requires to successfully demonstrate the skill

   - Independence   Levels may reflect the same skill, but increased independence (i.e. acquisition, fluency, maintenance, generalization).

   - Stage of learning   Levels will depend on the stage of learning that is targeted (i.e. acquisition, fluency, maintenance, generalization).

2. **When developing the more/less than levels of attainment, consideration is given to:**

   - The current level of performance

   - Anticipated rate of progress based on individual needs, past reports, and past rates of progress

3. **Involvement of IEP Team members may vary** depending on the nature of the outcome. For example, determining levels of attainment for rubrics for outcomes in personal management or leisure/recreation may be best developed with the parent and the student (when possible.) In other situations, such as determining appropriate levels of attainment for rubrics for academic outcomes, the parents might choose to defer to the teacher.

(T19) Rubric Analysis Criteria
(Avoiding Gaps and Traps)

	YES	NO
1. The annual student outcome for which this rubric was developed has been identified as a priority for the student.		
2. Current level of performance: ❖ states a clear picture of the student's current level of functioning.		
❖ provides only the related information (skill specific).		
3. The annual student outcome meets the SMART criteria (see T16): ❖ Specific		
❖ Measurable		
❖ Achievable		
❖ Relevant		
❖ Time-related		
4. The wording in each level of the scale is parallel.		
5. The outcome and scale measures a single skill or routine.		
6. The scale is continuous (there are no gaps between levels, no overlap and no blanks).		
7. The scale is related to the instructional process.		
8. The language is clear and non-technical.		
9. The rubric is complete.		

(T20a) **Student Outcome Rubric**

Marty Grau	**Area of Development:** **Task Performance/Work Habits**	**Target Skill:** **Transitions**
Current Level of Performance	When told to stop or switch activities, Marty typically responds with hollering, crying, hitting the adult who is directing him and/or throwing objects.	
1 Much less than expected	By June, when provided with a 3-minute warning using a picture schedule, verbal prompt and physical assistance, Marty will follow the direction to change activities in the classroom at least 8 out of 10 times on at least 4 out of 5 consecutive days.	
2 Somewhat less than expected	By June, when provided with a 3-minute warning using a picture schedule and verbal prompts, Marty will follow the direction to change activities in the classroom at least 8 out of 10 times on at least 4 out of 5 consecutive days.	
3 Expected (the annual student outcome)	**By June, when provided with a 3-minute warning using a picture schedule, Marty will follow the direction to change activities in the classroom at least 8 out of 10 times on at least 4 out of 5 consecutive days.**	
4 Somewhat more than expected	By June, when provided with a verbal reminder and reference to a picture schedule Marty will follow the direction to change activities in the classroom at least 8 out of 10 times on at least 4 out of 5 consecutive days.	
5 Much more than expected	By June, when provided with a picture schedule for the day, Marty will independently refer to the schedule and follow verbal directions to switch activities at least 8 out of 10 times on at least 4 out of 5 consecutive days.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____ **Date:** _____ **Level:** _____ **Date:** _____ **Level:** _____

End of Year: **Level attained :** _____ **Evaluator:** _____ **Date:** _____
Team members/positions:
_____

_____

(T20b) Student Outcome Rubric

Rhett Auryck	Area of Development: Task Performance/Work Habits	Target Skill: Working independently
Current Level of Performance	Rhett is capable of the academic activities. He will not complete them independently. He is easily drawn off task and when redirected will pinch, scratch, kick and swear at the person redirecting him. With EA support, he completes activities. He likes being with the other children and will use what they are doing as a model for what he should be doing.	
1 Much less than expected	By June, within the classroom, Rhett will work with a peer partner and an EA to complete a task, for at least 30 consecutive minutes, for at least 5 of 6 days.	
2 Somewhat less than expected	By June, within the classroom, Rhett will work with a peer partner to complete a task, with EA verbal support (at a distance), for at least 5 of 6 days.	
3 Expected (the annual student outcome)	**By June, within the classroom, Rhett will work with a peer partner to complete a task, for at least 30 consecutive minutes, for at least 5 of 6 days.**	
4 Somewhat more than expected	By June, within the classroom, Rhett will work independently to complete a task, for at least 30 consecutive minutes, for at least 5 of 6 days.	
5 Much more than expected	By June, within the classroom, Rhett will work independently to complete a task, for at least two periods of 30 consecutive minutes, for at least 5 of 6 days.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____   **Date:** _____ **Level:** _____   **Date:** _____ **Level:** _____

End of Year: **Level attained :** _____   **Evaluator:** _____   **Date:** _____
Team members/positions:

_____

_____

(T20c) Student Outcome Rubric

Rod Entte	Area of Development: Communication	Target Skill: Matching pictures with objects
Current Level of Performance	Currently when wanting a toy, Rod will retrieve it only when it is in close proximity to him. If it is unreachable or out of sight, he will use an adult's hands to reach toward where he thinks the object may be. He can become slightly distressed if what he wants is not provided (he paces and wanders about the room hunting and making sounds to indicate he is looking for something particular). He does not associate a connection between photographed pictures and toys (or other objects) at this time. There is a need to build some means of clearer communication.	
1 Much less than expected	By June, when using both a "2 coach hand over hand" method of teaching and being presented with 2 photographs and 2 objects (with photo labels on them), Rod will match the photographs with the photo-labeled objects with at least 80% accuracy in at least 4 of 5 trials.	
2 Somewhat less than expected	By June, when using both a "1 coach hand over hand" method of teaching and being presented with 2 photographs and 2 objects (with photo labels on them), Rod will match the photographs with the photo-labeled objects with at least 80% accuracy in at least 4 of 5 trials.	
3 Expected (the annual student outcome)	**By June, while receiving a verbal prompt and being presented with 2 photographs and 2 objects (with photo labels on them), Rod will match the photographs with the photo-labeled objects with at least 80% accuracy in at least 4 of 5 trials.**	
4 Somewhat more than expected	By June, while receiving a verbal prompt and being presented with 2 photographs and 2 objects (without photo labels on them), Rod will match the photographs with the objects with at least 80% accuracy in at least 4 of 5 trials.	
5 Much more than expected	By June, while receiving a verbal prompt and being presented with 3 photographs and 3 objects (without photo labels on them), Rod will independently match the photographs with the objects with at least 80% accuracy in at least 4 of 5 trials.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____ **Date:** _____ **Level:** _____ **Date:** _____ **Level:** _____

End of Year: **Level attained :** _____ **Evaluator:** _____ **Date:** _____
Team members/positions:

_____

_____

(T20d) Student Outcome Rubric

Ellie Vayda	Area of Development: Academic	Target Skill: Reading instructions
Current Level of Performance	Currently Ellie is reading at a grade 3 level. She does not accurately sound out or recognize a lot of the cooking terminology used in recipes.	
1 Much less than expected	By June, Ellie will match cooking terms (common ingredients or common actions) with pictures with at least 95% accuracy at least 4 out of 5 times.	
2 Somewhat less than expected	By June, Ellie will recognize cooking terms (common ingredients or common actions) to read a simple 2-3 step recipe with up to 4 ingredients with at least 90% accuracy in at least 4 of 5 recipes.	
3 Expected (the annual student outcome)	**By June, Ellie will recognize cooking terms to read a simple 3-4 step recipe with up to 5 ingredients with at least 90% accuracy in at least 4 of 5 recipes.**	
4 Somewhat more than expected	By June, Ellie will read a simple 4-5 step recipe with up to 7 ingredients with at least 90 % accuracy in at least 4 of 5 recipes.	
5 Much more than expected	By June, Ellie will read a simple 5-6 step recipe with up to 9 ingredients with at least 90% accuracy in at least 4 of 5 recipes.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____   **Date:** _____ **Level:** _____   **Date:** _____ **Level:** _____

End of Year: Level attained : _____ **Evaluator:** _____   **Date:** _____
Team members/positions:
_____

_____

(T20e) Student Outcome Rubric

Kris Kross	Area of Development: Task Performance/Work Habits	Target Skill: Working independently
Current Level of Performance	Kris experiences difficulty when working for extended periods of time on assignments. Often he will rush through to try and have free time. Often it can be difficult to get him to work independently for longer than 15 minutes.	
1 Much less than expected	By May, Kris will work for at least 20 minutes, with the direct help of an EA or teacher and using a countdown timer, on assignment materials, during 4 of 5 consecutive Math periods in the classroom.	
2 Somewhat less than expected	By May, Kris will work for at least 20 minutes, using a countdown timer and verbal prompts, to complete assignment materials, during 3 of 5 consecutive Math periods in the classroom.	
3 Expected (the annual student outcome)	**By May, Kris will work independently for at least 30 minutes on assignment materials, while using a countdown timer, during 4 of 5 consecutive Math periods in the classroom.**	
4 Somewhat more than expected	By May, Kris will work independently on assignment materials for at least 30 minutes, receiving encouragement and verbal acknowledgement from his teacher, during 4 of 5 consecutive Math and Science periods in the classroom.	
5 Much more than expected	By May, Kris will work independently on assignment materials for the entire period, receiving encouragement and verbal acknowledgement from his teacher, during 4 of 5 consecutive Math and Science periods in the classroom.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____   **Date:** _____   **Level:** _____   **Date:** _____   **Level:** _____

End of Year: Level attained : _____   **Evaluator:** _____   **Date:** _____
Team members/positions:
_____

_____

(T20f) Student Outcome Rubric

Marsha Nemell	Area of Development: Communication	Target Skill: Participating in class discussion
Current Level of Performance	Marsha is reluctant to communicate her thoughts and ideas to the class during discussions. She lacks confidence to speak to the class and shows signs of anxiety and fear. Her body language shows timidity.	
1 Much less than expected	By the end of Semester 1, Marsha will write her discussion thoughts/ideas on paper and allow the teacher to read them privately at least 4 of 5 consecutive times.	
2 Somewhat less than expected	By the end of Semester 1, Marsha will write her discussion thoughts/ideas on paper and allow the teacher to read them to a small group of classmates at least 4 of 5 consecutive times.	
3 Expected (the annual student outcome)	**By the end of Semester 1, Marsha will write her ideas for classroom discussions on paper and allow the teacher to read them to the class at least 4 of 5 consecutive times.**	
4 Somewhat more than expected	By the end of Semester 1, Marsha will write her ideas for classroom discussions on paper and read the to a small group of classmates at least 3 of 5 consecutive times.	
5 Much more than expected	By the end of Semester 1, Marsha will verbalize her ideas for classroom discussions at least 3 of 5 consecutive times.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____   **Date:** _____ **Level:** _____   **Date:** _____ **Level:** _____

End of Year: Level attained : _____ **Evaluator:** _____   **Date:** _____
Team members/positions:
_____

_____

(T20g) Student Outcome Rubric

Roxanne Trease	Area of Development: Communication	Target Skill: Knowing Names
Current Level of Performance	Given an object to hold, a verbal cue (e.g. "give this to Dara"), a visual cue (e.g. a photo of the person named) and a gestural cue (e.g. pointing), Roxanne will hand that object to the person, 2 times out of 10. Roxanne does not know the names of classmates.	
1 Much less than expected	By June, given an object to hold, a verbal cue (e.g. "give this to Dara"), a visual cue (e.g. a photo of the person named) and a gestural cue (e.g. pointing), Roxanne will hand that object to the person, at least 5 times out of 10.	
2 Somewhat less than expected	By June, given an object to hold, a verbal cue (e.g. "give this to Dara"), a visual cue (e.g. a photo of the person named) and a gestural cue (e.g. pointing), Roxanne will hand that object to the person at least 8 times out of 10.	
3 Expected (the annual student outcome)	**By June, given an object to hold, a verbal cue (e.g. "give this to Dara") and a visual cue (e.g. a photo of the person named) Roxanne will hand that object to the person, at least 8 times out of 10.**	
4 Somewhat more than expected	By June, given an object to hold and a verbal cue (e.g. "give this to Dara") Roxanne will hand that object to the person , at least 3 times out of 10.	
5 Much more than expected	By June, given an object to hold and a verbal cue (e.g. "give this to Dara") Roxanne will hand that object to the person , at least 8 times out of 10.	

Student Name: _____ **Age:** _____

Interim Progress Reports:

Date: _____ **Level:** _____ **Date:** _____ **Level:** _____ **Date:** _____ **Level:** _____

End of Year: Level attained : _____ **Evaluator:** _____ **Date:** _____
Team members/positions:

_____

_____

(T21) Sample Strategies: No-tech to High-tech Continuum

Focus Area: Writing/Written Expression

LEVEL OF TECHNOLOGY	EXAMPLES
N0 – TECH ………………………….. 0 -$ Little time to learn No maintenance	• Provide teacher or peer generated copies of notes • Avoid copying from text or board • Instruct in use of graphic organizers such as webs, venn diagrams • Avoid pressure for speed and accuracy • Reduce amount of writing or provide alternatives to required written assignments (oral, dictated or taped response) • Allow rewrites of assignments
LOW-TECH ………………………….. $ - $$ Some time to learn Little maintenance	• Raised line paper • Alternative writing surfaces (e.g. white boards) •Alternative writing implements (e.g. magnetic letters, alphabet stamps, magnetic words) • Adapted devices as needed (pencil grips, bingo marker, erasable pen)
MID-TECH ………………………….. $$ - $$$ More time to learn Some maintenance	• Tape recorders • Templates • Talking spell checkers • Dedicated word processors [1] (e.g. Alphasmarts) • Simple voice recognition software

HIGH-TECH
…………………………
 	
$$$ -$$$$
A lot of training required for student and others
High maintenance
	• Specialized software such as
	   o Talking word processors
	   o Word prediction
	   o Multimedia software for production of ideas (e.g. Power Point)
	• Specialized computer access
	   o Touch screens
	   o Alternative keyboards
	   o Switch adapted mice

---

[1] A dedicated word processor produces simple text only, with no options for font, format, colour, etc. It is less expensive than a regular computer.

(T22) Assistive Technology for Learning (ATL) Checklist - Teacher

Name: _____   Date: _____

1. Student's performance is improved by (check [√] all that apply):

    ____   smaller amount of text on page
    ____   lowered reading level
    ____   bold type for main ideas
    ____   enlarged print
    ____   graphics to communicate ideas
    ____   spoken text to accompany print
    ____   reduced length of assignment
    ____   Other _____

2. Assistive technology that has been tried (check [√] all that apply):

    ____   highlighter, marker, template or other self-help aid
    ____   tape recorder, taped text or talking books to read along
    ____   computer software (specify) _____
    ____   other (specify) _____
            _____

3. Computer availability and use (check [√] all that apply):

    The student has access to the following :
    ____   Windows – Operating System version ____
    ____   Macintosh – Operating System version ____

    The student uses a computer:
    ____   rarely
    ____   frequently
    ____   daily for one or more subjects or periods
    ____   every day, all day

(S7) What Works for Me Inventory - Student

Name: _____   Date: _____

How I look after myself

- How much sleep do I need? _____

- What kind of food makes me feel alert? _____

- What snacks are good for energy? _____

- What time of day do I have the most energy? _____

- What time of day do I have the least energy? _____

- What type of exercise make me feel energized? _____

- What do I do to help me relax? _____

Tools that help me learn

- What writing tool works best for me (type of pen, pencil, ink colour)? _____

- What kind of paper helps keep me organized (wide-rule, unlined)? _____

- What colour paper do I find easiest to read? _____

- What notebook/binder system works for me? _____

- What other supplies help me keep organized? e.g. white-out, post-it notes, ruler ?
  _____

- What calculator works best for me? _____

- What is my favourite dictionary? _____

- What other reference books help me learn? _____

- What computer programs help me learn?_____

In the classroom

- What seat in the classroom works best for me? _____

- What do I read best from?
  ____ whiteboard ____ overhead ____chart paper ____my own copy

- Does the colour of ink or marker make a difference? _____

- Does the type of printing (printed, handwritten or typed) make a difference?
  _____

- Does the size and spacing of print make a difference? _____

Check the 3 types of directions that work best for you (mark them 1, 2 and 3):
____ teacher explains aloud
____ teacher writes directions on the board
____ teacher does example on the board
____ teacher asks another student to demonstrate
____ teacher asks all students to try a sample at their desks
____ I read the directions while the teacher reads them
____ I read the directions on my own
____ teacher shows me at my desk
____ another student explains a second time and answers my questions
____ I watch what another student does
____ I try it on my own and then check with the teacher
____ I try it on my own and then compare with another student

Things I do to keep myself organized:
_____

_____

_____

Things I do to help me focus on my work:
_____

_____

_____

Things teachers can do to help me learn:
_____

_____

_____

(S8) Assistive Technology for Learning Investigation - Student Report

1. What I want assistive technology to do for me: _____

   _____

2. What I do now to help with the problem: _____

   _____

   _____

3. Accommodations/adaptations or technology I already use: _____

   _____

4. What I have already tried that didn't work: _____

   _____

   Why it didn't work: _____

   _____

   How it could have worked better: _____

   _____

5. Things that other students use or that I have seen that might help me: _____

   _____

   _____

6. Things I want to tell teachers and others about what I have tried or want to try:

   _____

   _____

   _____

7. Questions I want to ask: _____

   _____

   _____

(P3) Questions for Parents Investigating Assistive Technology for Learning (ATL)

1. Do I see my child having difficulties at home similar to those reported by the teacher at school?

2. Could my child do better if he/she was helped with difficult work?

3. What kinds of things have already been used to try to help my child? How long were they tried for? Did anything help?

4. What kind of technology is there that might help my child?

5. How could my child try out some new technology?

6. How would trials be done? Would they be done in different places? How long would the trials take?

7. Would I and my child take part in decisions about which technology works best?

8. If my child needs complex technology, who will make sure he/she gets the proper training and who will maintain the equipment?

9. Do I need to know how to use any technology chosen for my child? Who will teach me what I need to know?

(T23) Checklist for Annual Transition Planning

Name _____   **School Year** _____

September to December

- ☐ Initiate discussion with parents and student about transition planning as part of the student's IEP.
- ☐ Ensure there is a current IEP for the student or develop one following the IEP process described in the IEP Guidelines.
- ☐ Ensure that the transition plan is focused on program continuity and promotes student understanding of what to expect in the new situation.
- ☐ Ensure that the plan is comprehensive taking into account possible academic, social, vocational and interpersonal challenges in the next learning environment.
- ☐ Review the transition plan at the time of the first report card.

January to March

- ☐ Maintain ongoing formal and informal discussion with the parents and student related to the student's progress and any impact this might have on the transition.
- ☐ Discuss transition plans for the student with the PST and school administrator prior to spring break.
- ☐ If the student will be changing schools, contact the receiving school and share (with parental permission) pertinent information on the student.
- ☐ Communicate any programming or learning environment information available for the next year to the student and parents.

April to June

- ☐ Ensure any documentation required for the transition is in place. This may include :

- registration form	- supports in place for student's learning (e.g. counseling, speech therapy, support assistant)
- current and preceding IEPs	
- current formal assessment results	
- medical information	- details on any required Assistive Technology for Learning (ATL)
- classroom assessment results	

- ☐ Encourage parents and student to visit the new teacher or new school by facilitating an appointment for them.
- ☐ Have the student write about his/her interests, strengths and challenges to share with the new teacher(s).

(T24) Transition Planning Checklist

Setting the Stage for Transition
Early in the school year, students and their families are introduced to the transition process and students participate in their ongoing IEP planning process.

Self–advocacy
☐ Students are given opportunities to learn how to describe the strategies used and their specific use of assistive technology for learning (ATL) to meet their IEP goals.

☐ Students are given opportunities to explain their use of strategies and/or their ATL use to appropriate individuals.

Independent Educational Strategies
☐ Discuss the strategies and any ATL devices that the student uses regularly, including barriers to use.

☐ The student is able to identify appropriate times to use different strategies and appropriate ATL.

Vocational Planning
☐ Talk about student's responsibilities and activities at home and in the community, and potential ways to use strategies and ATL to support these activities.

☐ Discuss barriers (both real and perceived) to the student's educational or recreational activities.

☐ Select and implement any or additional appropriate ATL for home and in the community.

☐ If needed, explore and contact appropriate sources for purchase, lease and/or maintenance of long-term ATL equipment.

Mid-Stage Transition
Students and families continue to build an understanding of the transition process and the new expectations that will be part of the next environment. Students practise skills , gather information and set goals for participating in that environment.

Self advocacy
☐ Discuss strategies that students and their families can use to independently access information about supports and useful ATL to meet their challenges in a new environment (e.g. support groups, websites, advocacy and peer groups, library resources, condition-specific health associations).

☐ Discuss available services in the new environment.

☐ Compile a list of strategies to independently use and support any ATL devices required.

Educational and Vocational Planning

☐ Discuss and explore current school experiences and any plans for post-secondary education or training.

☐ Investigate any opportunities for career prep courses or volunteering.

☐ Continue discussion of the use of strategies and ATL for future environments keeping in mind any barriers (real and perceived) to educational and recreational activities.

☐ Continue exploring additional strategies and devices to address challenges.

Making the Transition

Students and their families prepare to move from one learning environment to the next with confidence. Students are able to use any ATL effectively and independently.

Self-advocacy

☐ Have action plans in place for available support services.

☐ Student maintains ATL record book to keep track of ATL providers, repair and maintenance providers and vendors.

☐ Student meets with new teachers, instructors or trainers before transition to support continuum of services.

Vocational Planning

☐ IEP Team members are in agreement about strategies and interventions needed for a smooth transition.

☐ Appropriate service providers participate in and support the transition plan.

☐ Appropriate funding is in place for needed devices and related services.

(T25) Senior Secondary Transition Planning Inventory

Current School Program
Examine the student's current program in light of the student's long-term life goals as identified by the IEP Team.

☐ Is the student identifying academic or other interests related to his/her long-term life goals?

☐ Is the student following courses or individual annual student outcomes on the IEP that will provide opportunities to move toward the long-term life goals?

☐ Does the student require additional supports?

☐ Is the student moving toward independence?

☐ Is the student developing knowledge of the use of technology appropriate for his or her learning challenges?

Post-secondary Education or Training
Consider post-secondary options that might provide opportunities for further education or training, and requirements for applying to them.

☐ What documentation of the student's current program will be required by any post-secondary institution for further education or training?

☐ Does the student have a good match between his/her current program and any education or training prerequisites?

☐ Is the student developing time management, organization and study skills?

☐ Does the student have technological needs that will require services in any post-secondary program?

☐ What documentation is required for access to post-secondary services for students with disabilities?

☐ Does the student need to arrange a visit to potential education or training institution(s)?

Co-/extracurricular Activities
Identify activities in which the student is currently involved or those which may assist in developing skills for the future.

☐ Which, if any, clubs, groups or associations is the student currently involved in?

☐ Are there other activities at school that the student would like to be involved in?

☐ Does the student have or is he/she developing a circle of friends at school?

☐ Is there anything required to assist the student to become aware of and more involved in activities at school?

Employment

☐   Has the student taken part in activities related to career and job awareness?

☐   Is the student involved in volunteer, part-time or summer employment?

☐   Is the student being mentored or does he/she have assistance in any volunteering or job placement?

☐   Is the student involved in work-experience opportunities at school?

☐   Are the student and parents exploring the supports that would be required in any future workplace?

Personal Management

Consider the personal management skills required for adult life. Evaluate those activities performed on a regular basis.

Is the student acquiring the knowledge and skills for the following:

☐   planning and preparing a nutritious meal?

☐   proper care of clothing?

☐   managing finances?

☐   maintaining a room or apartment?

☐   personal grooming?

☐   social relationships ?

☐   Is the student able to make arrangements for accommodations and supports related to his/her disabilities or challenges?

☐   Is the student or parent investigating the technical equipment the student would need for independent living?

Community Resources

☐   Are the student and/or the parents developing an awareness of or involvement with any service clubs, self-help groups or social groups that may be of assistance in helping support the student in the future?

☐   Is the student in need of career counseling?

☐   Are the student and/or parents identifying the agencies that may provide assistance and services to the student to reach his/her goals as an adult?

(P4) Questions for Parents
To Ask During IEP Development

1. How are the things my child does best used to develop the IEP?

2. Does the IEP focus on my child's difficulties?

3. Does the IEP focus on the important goals for my child?

4. Do any accommodations use what my child does best to help him/her with important difficulties?

5. Does the IEP include help for social and behaviour difficulties, if any?

6. Does the IEP include plans for moving from elementary to high school or out of high school?

7. If my child has more than one teacher, do they all have a copy of the IEP so they can plan their teaching for my child's progress?

8. What is in place in the IEP to measure my child's progress?

9. How often will I learn about my child's progress?

10. a. If my child is successful in meeting the annual student outcomes, are new ones set?
    b. If my child is not making progress, will the annual student outcomes and the learning objectives be changed?
    c. Do I take part in that process?

Implementing/ Reviewing the IEP

(T26a) Integrating Target Skills with Regular Activities in School, Community & Home

Instructional Environments	The Areas of Development							
	Academic	Communication	Personal Management	Social Competence/ Social Networks	Leisure Recreation/ Wellness	Career/ Work Exploration	Task Performance/ Work Habits	Other[2]
Regular Classroom Instruction								
Informal Activities/Interaction Within the School								
Individual or Small Group Tutorial								
Community								
Home								

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2 For example: Metacognitive development: Orientation and mobility; Motor

(T26b) Integrating Target Skills with Regular Activities in School, Community & Home

(Illustrative Example for Six Target Skills[3] for Johnnie, Age 13)

Instructional Environments	The Areas of Development							
	Academic	Communication	Personal Management	Social Competence/ Social Networks	Leisure Recreation/ Wellness	Career/ Work Exploration	Task Performance/ Work Habits	Other
Regular Classroom Instruction	Reading instructions	Participating in discussion					Transitions Working independently	
Informal Activities/Interaction Within the School		Participating in discussion		Taking turns	Participation on a team			
Individual or Small Group Tutorial	Reading instructions	Participating in discussion		Taking turns			Transitions Working independently	
Community	Reading instructions				Participation on a team			
Home		Participating in discussion		Taking turns				

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[3] Reading Instructions, Participating in discussion, Taking Turns, Participation on a team, Transitions, Working Independently

(T27) ATL Trial Record – Teacher

(Goal for Device Use)

Goal for Assistive Technology for Learning (ATL) device – i.e. what is it intended to help the student do?

_____

_____

_____

_____

How will we know if the trial is successful?

_____

_____

_____

_____

What level of achievement is reasonable to expect during the trial period?

_____

_____

_____

_____

How will we know if the trial is not working (what criteria will we use to stop)?

_____

_____

_____

_____

ATL Trial Record – Teacher (continued) page 2/4

(Learning Environments where Devices will be used)

1. Environment: _____

    Tasks: _____

    _____

    Staff responsible for implementation : _____

    Days to be used: _____

    Times to be used: _____

2. Environment: _____

    Tasks: _____

    _____

    Staff responsible for implementation : _____

    Days to be used: _____

    Times to be used: _____

3. Environment: _____

    Tasks: _____

    _____

    Staff responsible for implementation : _____

    Days to be used: _____

    Times to be used: _____

(Devices for Trial)

Device #1 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

_____

Device #2 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

_____

Device #3 _____

Date of trial initiation: _____ Minimum length of trial period: _____

Device trial review date: _____

Source of device for trial: _____

Contact person for technical assistance for trial: _____

Manufacturer:_____

Manufacturer technical assistance number: _____

Comments: _____

ATL Trial Record – Teacher (continued) page 4/4

(Trial Summary)

How did the student's performance change when using the devices?

How did the student like using each device? Did the student prefer one of the devices?

What are the advantages of using the devices?

What are the disadvantages of using the devices?

How long can the student be expected to use the devices?

Recommendations from the trial:

(S9) ATL Trial Record – Student

1. Assistive technology for learning (ATL) I tried: _____

    _____

2. Things I like about the ATL I tried: _____

    _____

    _____

3. Things I don't like about the ATL I tried: _____

    _____

    _____

4. If there was more than one tool/device to try, the one I liked best was: _____

    _____

5. Why I liked it best: _____

    _____

6. If I was the only one using technology, how did that feel? How did I explain this

    technology to other students? _____

    _____

    _____

7. Things I want to tell the teacher(s) and others about the ATL that I tried: _____

    _____

    _____

8. Questions I want to ask the teacher(s) and others: _____

    _____

    _____

    _____

(S10) Monitoring My ATL Use - Student Report

1. What kind of help will I need in order to use my ATL effectively (e.g. training, help from my teacher?)

_____

_____

_____

2. What will I need to learn in order to make my ATL work?

_____

_____

3. What will I need to do every day to make this technology for learning work for me?

_____

_____

4. Problems I am having with my ATL: _____

_____

_____

5. Things I want to tell my teacher and others about my ATL: _____

_____

_____

6. Questions I want to ask my teacher(s) and others: _____

_____

_____

_____

(P5) Parents' Observations of Student's Attitudes and Achievement

What does my child say about the strategies/tools being tried in the classroom?

_____

_____

_____

What changes in my child's performance and attitude, if any, am I seeing at home while my child is on the IEP?

_____

_____

_____

What change, if any, does my child report about how things are going at school since he/she began the IEP?

_____

_____

_____

What can my child do now that he/she was unable to do before being on the IEP?

_____

_____

_____

(T28) Evaluating the Implementation of the IEP

1. Is the student achieving his/her short-term learning objectives?

    _____

    _____

    _____

2. Are instructional strategies, accommodations and supports being implemented as planned?

    _____

    _____

    _____

    If not, are there unforeseen problems that can be addressed?

    _____

    _____

    _____

3. Are there alternative strategies and resources that would be more effective?

    _____

    _____

    _____

4. Do the assessment activities selected enable the student to demonstrate the short-term learning objectives?

    _____

    _____

    _____

5. Do short-term learning objectives need to be broken down further?

    _____

    _____

(T29) Reviewing Effectiveness of Accommodations or Support Strategies

Name of Student: _____   Date: _____

Name of Teacher: _____

Strategy tried: _____

Suggested questions:

1. Does the student want to use the strategy? _____

2. Is the strategy in place whenever needed? _____

3. Can the student work independently when the strategy is in place? _____

4. Is the strategy workable in a number of environments? _____

5. Is the strategy improving the student's learning? What evidence is there of

    improvement? _____

    _____

    _____

6. Is there any negative reaction from other students when the strategy is in place?

    _____

    _____

7. Are there any barriers to consistent use of the strategy? _____

    _____

    _____

8. Were the student and parents involved in monitoring and reviewing use of the

    strategy? What were their comments? _____

    _____

    _____

9. Recommendation is to: Retain Strategy _____

                                    Substitute another strategy _____

                                    Discontinue strategy due to improvement _____

(P6) Parent Feedback on
Assistive Technology for Learning (ATL)

ATL being used by student: _____

1. Changes in my child's learning since using the ATL:

_____

_____

_____

_____

2. Changes in how my child feels about using the ATL:

_____

_____

_____

_____

3. Benefits I see of the ATL use:

_____

_____

_____

4. Disadvantages of using the ATL:

_____

_____

_____

5. Other places and situations in which this ATL might be useful:

_____

_____

_____

6. Things with I want to share with the teacher(s):

_____

_____

_____

_____

7. My questions for the teacher(s):

_____

_____

_____

_____

(T30) Questions for Year-end Evaluation of IEP

IEP development

- Was the student involved to the greatest extent possible?

- Were parents involved in developing and/or revising annual student outcomes and short-term learning objectives?

- Was all pertinent background information included in the IEP?

- Was the number of annual student outcomes prescribed manageable?

- Were the criteria for achieving each short-term learning objective realistic and appropriate?

- Was the assignment of responsibilities for implementation clear?

IEP Implementation

- Was the student, whenever possible, encouraged to take responsibility for his/her own growth and progress?

- Was there sufficient communication among team members over the school year?

- Were daily plans consistently followed? If not, what problems prevented their implementation?

- Were the short-term learning objectives addressed logically and sequentially?

- Were materials appropriate and available?

- Has the level of functioning changed since the beginning of the school year?

- Did the student make gains in areas that were not part of the annual student outcomes and learning objectives of the IEP?