

# Individualized Program Planning (IPP) Workshops

## Workshop #1:

### *Individualized Program Planning PowerPoint Overview*

<b>Time</b>	Approximately one hour
<b>Purpose</b>	To provide an overview of the Alberta Education resource <i>Individualized Program Planning</i> (2006).
<b>Grouping</b>	Whole group
<b>Resources</b>	<ul style="list-style-type: none"><li>• <a href="#">IPP Resource Overview PowerPoint slide show</a></li><li>• Activity 1: Cloze Activity (attached)</li></ul>
<b>Process</b>	<ol style="list-style-type: none"><li>1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”</li><li>2. Go through the PowerPoint slide show:<ul style="list-style-type: none"><li>• Discuss the <i>Programming for Students with Special Needs</i> series, “Review of Special Education in Alberta” Final Report and <i>Standards for Special Education, Amended June 2004</i>.</li><li>• Stop to complete the cloze activity based on the information covered (as a large group or in smaller groups). Discuss the answers to the cloze activity as a group.</li><li>• Introduce the <i>Individualized Program Planning</i> resource, its various themes and chapters. Introduce the various elements of the resource (Information, Examples, Sample Strategies, Sample Tools and Sample IPPs).</li><li>• Give a brief overview of each chapter of the resource.</li><li>• Discuss the next steps and related resources under development.</li></ul></li><li>3. At the end of the slide show, allow time for the participants to ask questions and discuss answers as a group.</li></ol>
<b>Wrap-up</b>	Complete a culminating activity such as “3-2-1.” Participants write down: <ul style="list-style-type: none"><li>• 3 important ideas about the IPP resource</li><li>• 2 questions they still have about the IPP process</li><li>• 1 idea about IPPs that they would like to try themselves.</li></ul>

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### Activity 1: Cloze Activity

Look over the statements below and make your “best guess” to fill in the blanks.

#### **The research tells us ...**

The single factor that can make the most difference in the quality of and commitment to the IPP process is a ① \_\_\_\_\_ approach.

When ② \_\_\_\_\_ and \_\_\_\_\_ participate, the process tends to:

- use friendlier and more ③ \_\_\_\_\_ language
- result in more ④ \_\_\_\_\_ and relevant goals that build on ⑤ \_\_\_\_\_
- increase success of ⑥ \_\_\_\_\_.

#### **The special education reviews tell us ...**

The main areas for improvement in the IPP process across the province tend to be:

- developing ⑦ \_\_\_\_\_
- linking ⑧ \_\_\_\_\_ data to ⑨ \_\_\_\_\_
- identifying ⑩ \_\_\_\_\_.

#### **Teachers across the province tell us ...**

We need to develop better IPP processes at the ⑪ \_\_\_\_\_ and ⑫ \_\_\_\_\_ levels.

We need to better understand the roles of ⑬ \_\_\_\_\_ and ⑭ \_\_\_\_\_ in the IPP process.

We also need to look at how ⑮ \_\_\_\_\_ systems can both help and hinder the IPP process.