

Individualized Program Planning (IPP) Workshops

Workshop #3: Student-focused IPPs

Time	Approximately three hours
Purpose	To explore key elements of student-focused IPP processes.
Grouping	Individual, partners and small groups
Resources	Blackline masters for Activities 1 through 6 (attached)
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”2. Organize participants into partners or small groups to complete the following activities:<ul style="list-style-type: none">• Starting with a Student Focus• Benefits and Challenges• <i>Standards for Special Education</i>• Research on the IPP Process• Strategies for Participation3. After a brief break, complete the following activities:<ul style="list-style-type: none">• Planning for Transition throughout the IPP Process• Developing 3-M Goals to Tell a Student’s Story
Wrap-up	Complete a culminating activity such as “Here’s What, So What, Now What?” in which participants begin to plan how they will use their learning to create student-focused IPP processes.

Workshop #3: Student-focused IPPs
Activity 2: Benefits and Challenges

Use a travelling brainstorm or small group discussion to identify benefits and challenges of developing IPPs.

Benefits of IPP process for students	Benefits of IPP process for parents	Benefits of IPP process for teachers

Challenges of IPP process for students	Challenges of IPP process for parents	Challenges of IPP process for teachers

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Activity 3: *Standards for Special Education*

1. Read over the list of essential information to include in an IPP from *Standards for Special Education, Amended June 2004*, pages 4 and 10. Circle any items you would like to discuss with the group for further clarification.
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“Individualized Program Plan (IPP)” means a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies, and includes the following essential information:

- assessment data
- current level of performance and achievement
- identification of strengths and areas of need
- measurable goals and objectives
- procedures for evaluating student progress
- identification of coordinated support services (including health-related), if required
- relevant medical information
- required classroom accommodations (e.g., any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
- transition plans
- year-end summary.

Obtain written informed parental consent on IPPs to indicate agreement with the IPP.

Activity 3: *Standards for Special Education* (continued)

2. Review the Standards for Teachers from *Standards for Special Education, Amended June 2004*, page 10.

Star (*) any aspects of the IPP process that you feel you and the learning team are currently meeting to your satisfaction.

Give three stars (*)** to any aspect of the IPP process that you feel you and the learning team are doing an outstanding job of.

Underline any aspects of the IPP process that you feel you and the learning team could improve on.

Teachers must:

- involve parents and, when appropriate, students and other professionals in the development, implementation, monitoring and evaluation of students' IPPs
 - document, in the IPP, the formal review of students' progress, at regularly scheduled reporting periods
 - throughout the year, provide feedback during informal reviews to parents and, when appropriate, students
 - make changes to the IPP, as required
 - obtain written informed parent consent on IPPs to indicate agreement with the IPP
 - in cases when parents refuse consent, document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns
 - ensure IPPs are placed in student records and access to the IPP complies with the *Student Record Regulation and Freedom of Information and Protection of Privacy (FOIP)* legislation
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Activity 3: *Standards for Special Education* (continued)

3. Look over the Requirements for School Boards from *Standards for Special Education, Amended June 2004*, page 10, and **star** (*) any items you would like to discuss with the group for more clarification.
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School boards must:

- a. ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs
 - b. identify principals as accountable for the delivery and implementation of school-based special education programming and services
 - c. provide teachers of student with special education needs with relevant resources and access to related professional development opportunities
 - d. ensure principals identify teachers whose responsibility it is to coordinate, develop, implement, monitor and evaluate student IPPs
 - e. ensure the school has a process and learning team to provide consultation, planning and problem-solving relating to programming for students with special education needs
 - g. ensure teacher assistants work under the direction of a certificated teacher to realize students' goals, as outlined in their IPPs.
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Activity 4: Research on the IPP Process

Fill in your best guess about what the current research literature, feedback from special education reviews, and teachers tell us about the IPP process.

The research tells us ...

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

When ② _____, 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 _____.

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 for ⑪ _____ and ⑫ _____ programs.

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

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

Answer Key

The research tells us ...

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

When ② parents and students participate, the process tends to:

- use friendlier and more ③ positive language
- result in more ④ realistic and relevant goals that build on ⑤ strengths
- increase success of ⑥ implementation.

Special education reviews tell us ...

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

- developing ⑦ measurable goals
- linking ⑧ assessment data to ⑨ goals
- identifying ⑩ current levels of performance.

Teachers across the province tell us ...

We need to develop better IPP processes for ⑪ junior high and ⑫ senior high programs.

We need to better understand the roles of ⑬ teacher assistants and ⑭ principals in the IPP process.

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

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Activity 5: Strategies for Participation

Brainstorm strategies for enhancing meaningful student and parent participation, and record them in the following chart.

Strategies for enhancing meaningful student participation	Strategies for enhancing meaningful parent participation

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Activity 6: Planning for Transition throughout the IPP Process

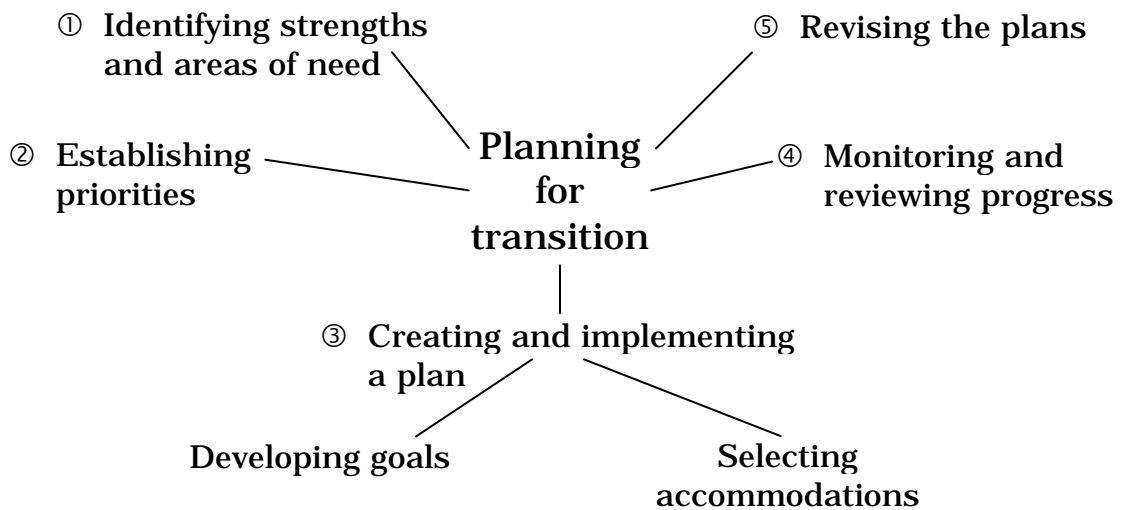
1. Identifying potential transitions

Think of your students and brainstorm examples of potential changes that your student will face.

Potential transitions for your student ...		
over the next school year	over the next three years	over the next ten years

2. Elements of planning for transition

Look over the web below and, using the experience of a student in your classroom, discuss how the elements of planning for transition could be infused throughout the IPP planning process.



Workshop #3: Student-focused IPPs
Activity 7: Developing 3-M Goals to Tell a Student’s Story

1. Walk through the 3-M chapter.

Fill in the following chart based on discussion with your group. Share your ideas with the larger group.

What do meaningful goals look like?	What do measurable goals look like?	What do manageable goals look like?

2. Translate needs into goals and action plans, and use ideas from *Make School Work for You*.

Choose one of the common areas of need and use ideas from *Make School Work for You* to develop a sample IPP goal.

- Use of self-talk
- Self-advocacy
- Improving work habits
- Working with others

Use the IPP Storyboard Planner on the following page to develop the goals and objectives, and identify assessment strategies and instructional strategies and accommodations.

IPP Storyboard Planner

Current level of performance

Assessment tools/strategies

Objectives

1.

Review date _____ Mastered Not yet

2.

Review date _____ Mastered Not yet

3.

Review date _____ Mastered Not yet



Supporting instructional strategies and accommodations

Annual goal

Final review date _____

Mastered Not yet

Comments
