

Developing
New Solutions

Chapter 12

Promising Practices for Junior and Senior High School

2006

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This resource is primarily intended for:

Teachers	✓
Administrators	✓
Health-related Professionals	✓
Counsellors	✓
Students	
Parents	
General Public	



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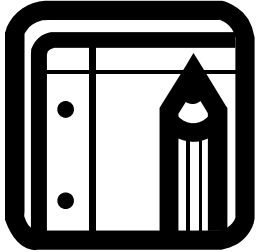
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Chapter 12

Promising Practices for Junior and Senior High School



When students with special education needs move from elementary to junior and senior high school, there are some additional factors to consider, such as multiple teachers, larger class sizes, more complex curriculum demands, diploma exams and teachers who may have limited experience in special education as they are specialized in specific curricular areas. All of these changes can mean that the IPP processes typically used in the elementary grades may need to be adjusted. Promising practices to support the IPP process have emerged in three key areas:

- staffing
- planning for transition
- student involvement.

This chapter describes a number of sample strategies and supports in each of these areas that can make the IPP process as manageable and beneficial as possible.

Staffing

As students move into a learning environment where instruction is provided by multiple teachers, it is important that

- all school staff are committed to creating an inclusive environment
- students and parents have opportunities to communicate with teachers
- teachers build their professional capacity and understanding of special education needs
- communication between various members of the learning team is maintained.

Commitment to an inclusive environment

At the junior and senior high level, all school staff have an impact on all students in the school. Even though not all staff members will be directly involved in the learning team for any particular student, the entire staff must be committed to creating an inclusive learning environment that supports all students, including those with special education needs. This commitment can be strengthened through awareness activities and the sharing of best practices at staff meetings.

Teacher contact

It is crucial that all teachers involved with a student are part of the student's learning team as much as possible. By contributing to the development of the student's IPP, all members of the team become more aware of the student's areas of need, goals and objectives. Classroom teachers are then able to use IPPs as instructional guides and contribute to the development of goals and objectives, and the selection of accommodations through their knowledge of the curriculum and grade-level programming challenges.

Many schools have a special education coordinator or resource teacher. Often, these staff complete the IPPs for a large number of individual students in the school, many of whom they will have a limited relationship with and knowledge of. In a number of junior and senior high schools, the role of the special education coordinator or resource teacher is shifting from working directly with students to working with teachers. This shift can go a long way to building capacity of school staff. In this type of model, the special education coordinator takes an advisory role, providing guidance on the development of IPPs, assessment strategies and inservices.

Teacher advisory system

To ensure that each student with special education needs does get individualized teacher attention in the IPP process, a number of junior and senior high schools are developing teacher advisory systems. The specific way in which the system is set up can vary, but the basic premise is that the school arranges for each individual student with special education needs to be matched with a teacher-advisor. For example, each teacher could have a group of three to 10 students with special education needs that he or she meets with regularly to develop, implement and monitor IPPs. The teacher-advisor would then communicate the student's progress to the parents, other teachers and administration as needed. The teacher-advisor would also address issues regarding student need and assist in the development of self-advocacy skills.

A teacher advisory system has a number of potential benefits, including the following.

- Teachers have personalized contact with students and are able to review student programming, goals and objectives on a regular basis.
- Students have increased contact and individualized teacher attention.
- Teacher-advisors act as liaisons between the student and the special education coordinator or resource teacher.
- Parents have a clear and consistent contact point.
- Involvement of teacher-advisors builds capacity and contributes to the IPP being viewed as a working document and a useful component of programming for students.

Professional development

As more staff are involved in educating students with special education needs, it becomes both more important and more practical to provide ongoing professional development. Building staff capacity may occur through:

- regularly designated time during staff meetings to share information related to the IPP process, assessing student needs, choosing accommodations and developing self-advocacy skills
- formal inservicing
- informal communication between staff.

Communication solutions

Communication between learning team members is essential to the success of the IPP process. The learning team needs time to meet in order to develop the goals and objectives of the IPP, and to provide input into the essential elements covered in the IPP. Active participation by all members allows for more positive results and provides all members of the team with a feeling of responsibility regarding the progress and success of the plan.

At the same time, scheduling meetings between all members of the learning team can be challenging and is not always necessary; communication does not have to rely on meetings alone. E-mail and phone calls, as well as creative strategies such as student self-monitoring, checklists and curriculum matrices, can increase communication while making minimal time demands on team members.

Planning for Transition

Planning for transition at the junior and senior high school level is critical for students with special education needs. At this level, the IPP process must be a comprehensive and well-coordinated plan that goes beyond one year and beyond just preparing a student for graduation. Planning for transition needs to outline what the student will be taking and doing in school, as well as a plan to prepare the student for life after senior high school. As a part of this type of planning, the learning team needs to do the following.

- Identify and plan for the programs of study and educational experiences the student will be participating in from Grade 9 to the end of senior high school.
- Develop a plan for post-school adult life based upon the student's personal goals and interests.
- Begin to identify and coordinate needed services, programs and supports before the student leaves the senior high school setting.

As students approach junior and senior high school, they need to begin exploring career path options, and identifying resources and services they will need to reach their goals. As part of planning for transition, students should be encouraged to articulate their personal goals for what they want

to do when they leave school. Some students may even know the kinds of activities, resources and services they need. This information forms part of the IPP process of planning for transition.

For more information

For more information about planning for transition in junior and senior high school, see Chapter 8: *Planning for Transitions*.

Meaningful goals

Developing goals and objectives is one of the most important components of the IPP process at the junior and senior high school level. Students can help to define their own goals by sharing their strengths and areas of need. Classroom teachers can use their knowledge of the curriculum and high school programming challenges to assist in developing realistic goals. Parents can contribute by adding insight into their son or daughter's strengths and areas of need to the process.

In order to make goals meaningful, customization is essential. Through assessment and discussion, the team must identify what specifically the student needs to do to be a successful learner, and understand that this may be significantly different from what other students might need to do. Goals may be applicable across the whole school year, however, they should be continually evaluated and updated.

Meaningful goals at the junior and senior high school level need to focus on planning for transition. Meaningful goals:

- are student driven and, where appropriate, student evaluated
- are cross-curricular
- focus on skills and behaviours that students will need in future environments
- help students become more independent, both in the current learning environment and in future environments.

Cross-curricular and cross-environment goals contribute to making the IPP a more useful, functional and future-focused document for both students and teachers. The more environments where the goals and objectives can be utilized, the more likely they will be met successfully. Similarly, the more environments where the objectives can be addressed, the more functional the goals will be. Examples of cross-curricular and cross-environmental goals include:

- study and test-taking skills
- self-advocacy skills
- social skills and positive behaviour.

Appendices

See Appendix 12-A for a list of sample skills to target in cross-curricular goals.

One effective way of selecting and monitoring goals at the junior and senior high level is through a curriculum matrix—a table that identifies all goals and objectives in the student’s IPP, cross-referenced with the student’s classes and environments. A curriculum matrix provides a visual summary of the classes and environments where the goals and objectives are being addressed, and can act as a guide to ensure that goals and objectives are cross-curricular, cross-environmental and addressed throughout the student’s school schedule. Using a curriculum matrix can support students by focusing their attention on goals and objectives covered throughout their school day and week. It can also act as an evaluation device for students and teachers by noting the frequency the objective is addressed and the progress towards the objective.

Appendices

See Appendix 12-B for a sample curriculum matrix template.

Customized assessment

Classroom assessments can provide useful and meaningful feedback for students when they are clearly linked to goals and provide students with opportunities to reflect on their own learning. For example, a study skills checklist or class participation rubric could be developed collaboratively and completed by two or more teachers and the student. Results could then be compared and discussed, and form the basis for a new goal.

Specialized assessment at the high school level should focus on providing the information and documentation that students will need to be eligible for services and supports at post-secondary institutions. For example, a student with learning disabilities may have to provide documentation of a formal assessment from the last year in order to be eligible for services such as assistive technology.

Ongoing review

Ongoing review of practices is a regular part of the IPP process at the elementary school level. It is important that this review continue through junior and senior high school to ensure that goals and objectives are being met or modified, that accommodations and remedial instruction are effective, and that other learning options, such as assistive technology, are considered and explored.

Appendices

See Appendix 12-C for a sample student accommodations checklist that teachers can use to share information across subject areas about what accommodations are required and being used for individual students.

Student Involvement

Many students with IPPs are involved in the process from early on in their education. As students move into junior and senior high school, it becomes increasingly important that they are actively involved in decision making. Senior high school students in particular need to establish greater independence and feel that they have control over their education. Since the IPP process is at the foundation of their education, as much as possible, they need to be the primary contributor to this process.

Ongoing and progressive involvement in the IPP process is also essential in creating the groundwork for self-advocacy skills. In senior high school and beyond, students' ability to explain and advocate for their educational needs can be crucial to their success. Students with well-developed self-advocacy skills:

- have increased confidence, independence and a greater sense of control over their education
- are able to transfer these skills into career and life environments after senior high school and therefore become more successful and independent adults.

Sample strategies

Sample strategies for promoting self-advocacy skills

- Continue to teach, model and provide opportunities to practise the self-advocacy skills that students began developing in elementary grades, including understanding of their strengths and areas of need, communication and collaboration skills, and problem-solving strategies. The Alberta Education resource *Make School Work for You* (2001) can further help students establish skills to become more successful learners and self-advocates.
- Encourage students, where appropriate, to monitor their own progress towards goals and objectives through personalized checklists, goal-setting sheets or curriculum matrices (see page 18).
- Provide access to peer mentors—other students with special education needs who have proven themselves to be strong self-advocates.

Sample IPP

This chapter ends with a completed sample of an IPP that illustrates what an IPP for a senior high school student might look like. The IPP was developed by the Grade 10 student and his teacher-advisor who is also his English language arts teacher.

Sample IPP - David (continued) page 2/7

Strengths		
<ul style="list-style-type: none"> works well with partners active participant in physical education contributes to class discussion willing to participate in after-school math tutoring, as arranged by his parents 		
Areas of Need		
<ul style="list-style-type: none"> strategies to increase reading comprehension strategies for proofreading and editing written work strategies for coping with frustration when attempting new learning tasks confidence to ask questions when he is unsure of directions or needs more information to enhance understanding 		
Medical Conditions that Impact Schooling		
<ul style="list-style-type: none"> appears to be sensitive to light, particularly harsh fluorescent lights 		
Coordinated Support Services		
<ul style="list-style-type: none"> none required at this time 		
Assessment Data (Specialized Assessment Results)		
Date and Assessor	Test	Results
January 200X Dr. Assess Any Clinic	WISC-III	<ul style="list-style-type: none"> average to above average range of intellectual ability
January 200X Dr. Assess Any Clinic	WIAT-II	<ul style="list-style-type: none"> significant difficulties with reading comprehension (does not read for meaning) and written expression working to grade level in math

Sample IPP - David (continued) page 3/7

Current Level of Performance and Achievement	Year-end Summary																												
September 200X	June 200X																												
<p><i>Final term marks from Grade 9 report card</i></p> <table border="0"> <tr><td>Language Arts 9</td><td>52%</td></tr> <tr><td>Math 9</td><td>65%</td></tr> <tr><td>Social Studies 9</td><td>72%</td></tr> <tr><td>Science 9</td><td>68%</td></tr> <tr><td>Art 9</td><td>72%</td></tr> </table> <p><i>Jerry John Informal Reading Inventory</i></p> <table border="0"> <tr><td>Reading recognition (slow reading rate)</td><td>Gr. 10</td></tr> <tr><td>Reading comprehension</td><td>Gr. 8</td></tr> </table> <p><i>Writing sample</i></p> <ul style="list-style-type: none"> demonstrates many ideas and can write quite quickly less than 60% spelling accuracy interferes with reader's understanding limited command of basic grammar—tends to use run-on sentences and minimal punctuation illegible handwriting makes his writing difficult to read <p><i>Classroom observation</i></p> <p>Teachers report that David does not ask questions in class and they are not sure when he needs more information.</p>	Language Arts 9	52%	Math 9	65%	Social Studies 9	72%	Science 9	68%	Art 9	72%	Reading recognition (slow reading rate)	Gr. 10	Reading comprehension	Gr. 8	<p><i>Final term marks from Grade 10 report card</i></p> <table border="0"> <tr><td>English Language Arts 10-1</td><td>68%</td></tr> <tr><td>Applied Mathematics 10</td><td>68%</td></tr> <tr><td>Social Studies 10</td><td>69%</td></tr> <tr><td>Science 10</td><td>73%</td></tr> <tr><td>Art 10</td><td>80%</td></tr> </table> <p><i>Jerry John Informal Reading Inventory</i></p> <table border="0"> <tr><td>Reading recognition</td><td>Gr. 10</td></tr> <tr><td>Reading comprehension</td><td>Gr. 9</td></tr> </table> <p><i>Writing sample</i></p> <ul style="list-style-type: none"> spelling is now 80%+ accurate using spell check fewer grammar errors evident but still tends to use run-on sentences legible and neatly organized using MS Word <p><i>Classroom observation</i></p> <p>Teachers have noticed that David is asking more questions. Two teachers have commented that his questions are also benefiting other students who might have the same question but not be comfortable asking it.</p> <p>David is using strategies from his ELA class across the subject areas and reports he is feeling more confident and, in his own words, "less stressed" about tests and schoolwork in general.</p>	English Language Arts 10-1	68%	Applied Mathematics 10	68%	Social Studies 10	69%	Science 10	73%	Art 10	80%	Reading recognition	Gr. 10	Reading comprehension	Gr. 9
Language Arts 9	52%																												
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Social Studies 10	69%																												
Science 10	73%																												
Art 10	80%																												
Reading recognition	Gr. 10																												
Reading comprehension	Gr. 9																												

Sample IPP - David (continued) page 4/7

Goal #1		
Long-term Goal: By June 30, David will identify and retell the main idea from a reading selection at a Grade 10 reading level.		
Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, David will search through a reading passage of less than one page at Grade 10 reading level, and will locate and retell main idea at least 4/5 times.	Read five selected passages and identify main ideas, one per day, over one week (1:1 with Mrs. Read).	November 15 <i>Achieved.</i> Can locate main idea in shorter passages of factual text; narrative text is more challenging for David. Is using highlighting and is doing this independently in both social studies and science.
2. By March 30, David will read a photocopied chapter from a course text, and will locate, highlight and retell at least 80% of main ideas for sections defined by subheadings.	Read assigned chapter, and locate main ideas and retell (1:1 with Mrs. Read).	March 15 <i>Achieved.</i> David reports that he is successfully handling reading assignments in language arts and science. Social studies text remains challenging but David is using highlighting, webbing and keywords to make notes.
3. By June 30, David will use highlighting of keywords and/or note taking to identify and record at least 80% of main ideas in Grade 10 related learning resources.	Read assigned selection and record key ideas (submit to Mrs. Read for assessment).	June 15 <i>Achieved.</i> David reports that webbing is really helping him make notes and use information from assigned reading in core subjects.
Accommodations and strategies to support long-term goal		
Instruction and guided practice in highlighting and identifying main ideas, and webbing and other note-taking strategies.		

Sample IPP - David (continued) page 5/7

<p>Goal #2 Long-term Goal: By June 30, David will improve the overall quality of his writing assignments by using technology for proofreading and editing.</p>		
Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, David will increase his keyboarding skills to 20 wpm at 80% accuracy.	<ul style="list-style-type: none"> sample timed test 	<p>November 15 <i>Achieved.</i> David worked on his tutorial and can type 20 wpm.</p>
2. By March 30, David will use the spell check and grammar check features for all typed assignments in language arts and social studies.	<ul style="list-style-type: none"> student log recording he used spell check and grammar check features on written assignments over two pages long 	<p>March 15 <i>Achieved.</i> David is using spell check feature with about 90% accuracy but often skips grammar check.</p>
3. By June 30, David's written assignments will be legible, use correct spelling (at least 80% accuracy) and use basic correct grammar (at least 80% accuracy).	<ul style="list-style-type: none"> student collected samples of at least four written assignments demonstrating that he's used keyboarding to provide legible work, and has checked and corrected spelling and grammar 	<p>June 15 <i>Achieved.</i> David's longer assignments are legible and the spell check is helping. The grammar check is helping him improve his sentence structure.</p>
<p>Accommodations and strategies to support long-term goal</p> <ul style="list-style-type: none"> keyboarding instruction (investigate possibility of online tutorial) instruction and practice in the use of spell check and grammar check features 		

Sample IPP - David (continued) page 6/7

Goal #3		
Long-term Goal: By June 30, David will be a more effective self-advocate by asking at least three questions a week in class to clarify directions or increase understanding.		
Short-term Objectives	Assessment Procedures	Progress Review
1. By November 30, David will ask at least three questions a week privately to clarify assignment directions.	<ul style="list-style-type: none"> student log of number of questions asked 	November 15 <i>Achieved.</i> David is taking more responsibility for asking for clarification. He likes to do this privately—after class or via e-mail.
2. By March 30, David will ask at least three questions a week in a small group setting to increase his understanding of new skills or topics.	<ul style="list-style-type: none"> student log of number of questions asked 	March 15 <i>Achieved.</i> This was challenging for David, but he took responsibility for asking at least one question per week in social studies, language arts and science. He found it most comfortable to do in small groups—especially when the group worked collaboratively to develop questions.
3. By June 30, David will continue to ask at least three questions per week in class and will also jot down at least two questions about content each evening when he reviews his notes in his four core subjects.	<ul style="list-style-type: none"> student log of number of questions asked discuss questions generated by review of class notes with teacher-advisor once a month 	June 15 <i>Achieved.</i> David's log shows he is reviewing his class notes effectively and formulating questions about the material helps him focus his review.
Accommodations and strategies to support long-term goal		
<ul style="list-style-type: none"> set up log to discuss at monthly meetings with teacher-advisor instruction and practice in extracting potential questions from notes 		

Sample IPP - David (continued) page 7/7

Planning for Transition

September

In junior high David received individualized assistance from the resource room teacher and had occasional scribe support from a teacher assistant. In high school he will receive support for ELA in a small group setting and targeted strategy instruction. He has expressed an interest in developing his keyboarding skills this year so he can complete writing assignments more independently and more efficiently.

June

David will be taking Applied Math 20 through summer school in order to reduce his course load in the coming school year. This will create more study time during the day and David will use this to complete reading and writing assignments in ELA and social studies.

Next year David will need to begin identifying potential career choices so he can plan for his post-secondary education.

Additional Information

Signatures

I understand and agree with the information contained in this Individualized Program Plan.

Student

Date

Parents

Date

IPP Coordinator/Teacher

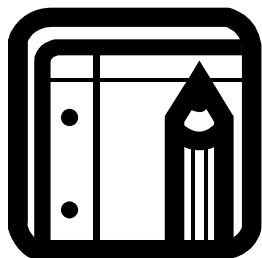
Date

Principal

Date

Appendices

Promising Practices for Junior and Senior High School



These tools are available in PDF format at www.education.gov.ab.ca/k_12/special_needs/resource.asp and on the CD-ROM packaged with the print version of this resource.

The purpose of these sample tools is to enrich the IPP process. These tools should be used selectively and can be adapted to best meet the needs of individual students. Many of these tools will be used informally as part of the IPP development process and not as products for the student's permanent school record.

- 12-A Sample Target Skills for Cross-curricular Goals in Junior and Senior High
- 12-B Curriculum Matrix
- 12-C Student Accommodations for Junior/Senior High



Sample Target Skills for Cross-curricular Goals in Junior and Senior High

Social skills

- Handling frustration appropriately
- Responding positively to directions and requests
- Using a pleasant tone of voice
- Increasing participation in recreational activities with peers
- Initiating and maintaining conversations

Self-advocacy

- Identifying a goal and developing an action plan
- Increasing participation in the IPP process
- Proposing alternate assignments or assessment strategies
- Requesting accommodations
- Researching new solutions

Reading

- Choosing books at appropriate reading level
- Increasing active participation in silent reading activities
- Increasing fluency
- Increasing sight word vocabulary
- Improving reading comprehension with narratives
- Improving reading comprehension with factual information
- Demonstrating effective use of textbook features

Writing

- Improving legibility
- Increasing quantity
- Improving planning by demonstrating effective use of planning tools (including graphic organizers)
- Demonstrating effective use of proofreading strategies
- Building editing/revision skills (including using checklists)
- Developing persuasive writing skills

Research skills

- Generating research questions
- Identifying sources
- Recording and organizing information (including using graphic organizers)
- Developing outlines
- Sharing research findings



Appendix 12-A

Sample Target Skills for Cross-curricular Goals in Junior and Senior High (continued) page 2/2

Homework

- Increasing homework completion rates
- Increasing independence in completing homework
- Improving quality of completed homework

Test-preparation and test-taking skills

- Developing study outlines
- Demonstrating effective use of study strategies
- Developing and using study plans
- Reducing test anxiety
- Using test-taking strategies to improve achievement on tests
- Increasing test completion

In-class participation

- Increasing readiness to work (including having needed supplies and books, starting to work without prompting)
- Increasing completion of in-class assignments
- Increasing independence in completing in-class assignments
- Increasing participation in class discussion
- Increasing number of questions asked in class
- Demonstrating effective use of note-taking strategies
- Organizing binders and other learning materials
- Improving participation in learning activities with a partner
- Increasing participation in small group activities



Curriculum Matrix

Use this matrix to link students' IPP objectives with opportunities for achieving these objectives across the curriculum areas. List specific objectives along the left axis. Use checkmarks to identify which objectives can be taught, practised and observed during the class time in each subject area or during regular school activities.

Student: _____ Date: _____

Objectives	Subject Area						Other Environments		
	Mathematics	Science	Social Studies	Language Arts	Physical Education	Health	Library	Breaks	Lunchroom
General comments									



Appendix 12-C

Student Accommodations for Junior/Senior High

Student Name: _____ IPP Coordinator: _____

Student is working toward diploma: Yes No

Reading Level: _____ Math Level: _____

Subject teachers: _____

The following is a list of accommodations that may assist in student learning. Only those checked pertain to this student. Please feel free to add any accommodations that you have found to be helpful and to contact the IPP coordinator if you have questions or suggestions.

A. Seating

- seat at front of class seat at back of class seat away from distractions
 locate near teacher allow student to stand rather than sit provide alternate workspace

B. Instructional Presentation

- adapt pace of lesson break information into smaller steps
 highlight key points of information photocopy notes
 provide examples completed by other students provide regular review time in class
 colour code print material allow to learn information in smaller chunks

C. Assignment Completion

- allow extra time allow use of calculator
 cover parts of worksheet provide checklist of steps to complete activity
 increase white space for answers reduce amount of information/questions on the page
 use computer to complete assignments ensure student records information in agenda

D. Attention Support

- reduce materials on desk provide checklist for organizational tasks
 provide buddy to clarify missed information use nonverbal or verbal sign to cue student

E. Behaviour Supports

- provide buddy to model appropriate behaviour provide positive reinforcement
 use agenda to communicate with other teachers use low key approach to intervention

F. Assessment and Evaluation Procedures

- small chunks of information or simpler concepts Reduce writing demands through:
 use individual criteria to evaluate tasks use of word processor
 use notes or textbook during tests allowing point form to replace paragraphs
 allow extra time on tests use of scribe
 send to IPP coordinator for testing

This appendix adapted with permission from the work of January Baugh, Deb Rawlings and Carrie-Anne Bauche, Medicine Hat High School (Medicine Hat, Alberta, 2005).

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