

Individualized Program Planning

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Students	
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General Public	



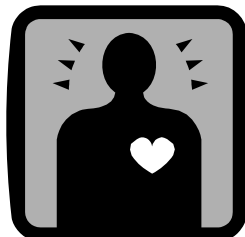
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Introduction

Students are at the heart of the individualized program planning (IPP) process. When the focus is on students' individual needs, strengths and participation, the IPP process can reap many benefits for all partners.

An effective, student-focused IPP process can:

- focus teachers' energy and encourage well-articulated instructional and assessment plans
- increase understanding of individual students' learning needs and strengths
- enhance communication between teachers, parents and students
- give students the skills and knowledge to be effective self-advocates and participants in their own learning
- help create a long-term vision that can help families with transitions and future planning.

Purpose

This resource is a revision of the teaching resource *Individualized Program Plans* (1995), Book 3 in the *Programming for Students with Special Needs* series. It aims to create a bridge between the product, the process and the underlying vision of IPPs.

The *Standards for Special Education (Amended June 2004)* outlines required components of an individualized program plan (IPP). Many schools and jurisdictions have their own guidelines for completing these components. Some jurisdictions also use electronic management systems to develop and monitor IPPs. Alberta Education does not mandate a particular format or management system for the IPP process.

This resource provides additional information on the required components, as well as sample strategies that teachers and other educators can use to develop and implement successful, student-focused IPPs. It includes chapters on involving parents and students, collaborating with other members of the learning team, using classroom assessment, selecting accommodations, establishing meaningful goals, planning for transitions and using assistive technology. It also discusses the unique needs for IPP processes in Early Childhood Services (ECS), in junior and senior high settings, and with students who are gifted.

Each chapter contains a number of appendices offering sample tools for enriching 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 development process and not as products in the student's permanent school record.

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