



Inclusion and Intervention Plan (SAMPLE)

School Division: ABC School
Division 123

School Division ID: XXXXXX

School: Model School

Gender: Male

Student: EricOne

Grade: 4

Birth Date: 01-Sept- 20XX

Ministry ID: XXXXXXXXXXXX



IIP CONTEXT: This IIP was created to support a fictional student with a Specific Learning Disorder who is in Grade Four. This initial IIP would be reviewed and adjusted as more information about the student's strengths and needs becomes available through observation and assessment.

DISCLAIMER: This sample IIP is intended to serve as an example of how a team might complete an IIP for a student. All names, personal information and scenarios are fictional, constructed solely for the purpose of providing a sample IIP.

ACKNOWLEDGEMENT: The Ministry of Education would like to thank Prairie South School Division No. 210 for their input and collaboration in creating this sample IIP to support school teams when developing individualized plans for students.

Who is the Student?

As a team, describe the student's strengths, interests, learning styles, needs and any additional information that is critical to optimizing success for this student.

EricOne lives on a farm with his parents and siblings. He enjoys helping his father repair machinery, building with Lego, sports and playing outside with his siblings and friends. Although quiet, he is a very friendly boy and gets along well with the students in his class. EricOne has a speech impediment and received support from a speech-language pathologist until the end of grade two. Presently, he is understood but occasionally has difficulty pronouncing new or unfamiliar vocabulary. This mainly occurs with multisyllabic words. He is very self-conscious about this and as a result is hesitant to respond orally and participate in activities requiring public speaking. EricOne has also received targeted/group intervention for reading since Grade one but is still reading significantly below grade level. He was recently diagnosed as having a specific learning disorder in reading. He has difficulty answering comprehension questions about the material that he has read but can answer most questions when the reading material is read to him. He tends to answer questions about fiction better than non-fiction as he forgets unfamiliar vocabulary easily. When answering he often has a difficult time recalling the word that he wants to use and will often describe what a word means instead. He is good at math but because of his weakness in reading, struggles with problem solving and following step by step instructions.

Strengths:

- likes graphic novels
- enjoys science experiments, gym, music, art and working on the computer
- well-liked by teachers and peers

Needs:

- opportunities to strengthen fine motor skills
- strategies to strengthen decoding, fluency and comprehension
- access to grade level material in the content areas
- information chunked and presented in smaller amounts
- reading material at his independent reading level
- opportunities to participate in oral activities

Current Student Assessment Information

All students have different learning capacities and learn at different rates. According to the team, EricOne's learning capacity is best described as: *Average Ability*

Assessment & Diagnostic Information

Diagnosis Obtained as a Result of Assessment or Name of Assessment	Professional/Role/Agency that Completed the Assessment	Year Assessment was Completed
<p><i>Wechsler Intelligence Scale for Children-5th ed. (WISC-5); Woodcock Johnson IV Tests of Cognitive Abilities selected subtests (WJ-IV Cog.); Woodcock Johnson IV Tests of Achievement (WJ-IV Achievement) – selected subtests:</i></p> <ul style="list-style-type: none"> • <i>Average ability</i> - to reason with and understand verbal information, to use reasoning with newly presented visual tasks, to reason with and process visual spatial information, to retrieve and process information using long-term memory and to use and manipulate visual information in short term working memory. • <i>Below average ability</i> - to quickly copy and scan visual symbols, to manipulate and use large amounts of auditory information in order to retain the information and use it, and to process, understand and reason with information that is presented orally. • <i>Achievement</i> - Low word recognition, reading fluency, writing fluency and reading comprehension. Average problem solving (when information is presented with pictures). • <i>Diagnosed with Specific Learning Disorder</i> - with impairment in reading (accuracy, fluency and comprehension); with impairment in written expression (spelling accuracy). • <i>Severity / Moderate</i> - marked difficulties learning skills in one or more academic domain. Will need interventions and adaptations to experience success. <p><i>Revised Children's Manifest Anxiety Scale – 2nd ed. (RCMAS-2)</i></p> <ul style="list-style-type: none"> • Overall anxiety moderately problematic. • Worry and social anxiety, moderately problematic. • Anxiety is more elevated than same age peers and at a level that warrants additional supports. 	Psychologist – M.Ed. Registered (SK)	March 20XX
<p><i>Developmental Test of Visual Perception-2nd ed. (DTVP-2)</i></p> <ul style="list-style-type: none"> • Eye-Hand Coordination – average; Copying – low average; Figure Ground (identifying specified figures in complex backgrounds) – average; Visual Closure (recognize an incompletely drawn figure) – average; Form Constancy (match figures with discriminating features) – average; Fine Motor – poor pencil grasp; poor letter formation, sizing and spacing decreased legibility. 	Occupational Therapist – Registered (SK)	Sept.20XX
<p><i>Clinical Evaluation of Language Fundamentals-4th ed. (CELF-4)</i></p> <ul style="list-style-type: none"> • Receptive Language (vocabulary, grammar, following directions, comprehending short auditory paragraphs) - average; Expressive 	Speech Language Pathologist - M.SC, S-LP (Registered)	Nov. 20XX

Language (vocabulary, grammar, orally producing sentences) - Average, Working memory (using and manipulating information in short term memory) – below average.		
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Phonological Awareness Test- 2nd ed. (PAT-2)

- Phonological awareness skills - below average; observed difficulties decoding and saying words with more than three syllables.

Relevant Medical Information

- EricOne had ear infections and tubes placed in his ears as a toddler.
- Hearing screen – February, 20XX – no current problems reported.
- Vision screen – January, 20XX – no problems reported.
- Sought medical intervention for stomach problems. January, 20XX - No diagnosis or recommended treatment.

Area of Development

Communication	Effectively understands and expresses ideas, thoughts and needs in a manner similar to same-age peers.	Occasionally has difficulty understanding and/or expressing ideas/thoughts and needs; requires prompts and supports.	Frequently has difficulty understanding and/or expressing ideas, thoughts, and needs; requires prompts and supports.	Requires intensive support to communicate basic needs and wants.
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a. What measurable outcome do we want the student to achieve by June?

EricOne will be able to verbally segment three syllable content vocabulary words with 80% accuracy.

b. How is the student doing on this outcome right now?

As confirmed by the speech-language pathologist, EricOne often has difficulty pronouncing multi-syllable words. The team feels that this impairment may be impacting his ability to recall vocabulary fluently and is impacting his ability to spell multi-syllable words. His classroom teacher has noticed this behaviour particularly in the content areas (science and social studies). His teacher has observed that when EricOne is having difficulty pronouncing a word he usually can produce the first syllable but then mumbles the rest. The classroom teacher reported that EricOne usually shuts down after such an incidence and ceases to participate in any further discussion. The speech-language pathologist reviewed EricOne's passed assessments and indicated that EricOne can produce phonemes in isolation but would benefit from continued support when blending complex sounds together. The speech-language pathologist has offered to continue consultations with the classroom teacher, student support services teacher and EricOne's parents to provide strategies to help in this area.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Student Support Services Teacher

Sources of Support

School Team	School Division Team	Outside Agencies
<p>Frequently: Classroom Teacher, Student Support Services Teacher, Educational Assistant</p> <p>Occasionally: Parent</p> <p>Periodically:</p>	<p>Frequently:</p> <p>Occasionally: Speech-Language Pathologist</p> <p>Periodically:</p>	<p>Frequently:</p> <p>Occasionally:</p> <p>Periodically:</p>

e. Strategies (with whom, where, and when) to support the achievement of student outcome:

- Before introducing a new unit of work in science or social studies the classroom teacher (CT) will prepare a list of vocabulary words that will be introduced during the unit and provide the list to the student support services teacher (SSST).
- The SSST will consult with the speech-language pathologist (SLP) on any specific speech strategies to be aware of when introducing and practicing the list of words with EricOne.
- The SSST will schedule 15 minutes to work individually with EricOne during D.E.A.R. time two times a week to pre-teach the words and to work on activities to identify and isolate syllables, segment words into syllables and blend the syllables into words.
- When introducing new vocabulary the CT will use the following routine in the classroom; have the class identify the number of syllables in each word by clapping them out, isolating each syllable, blend the syllables into words to practice proper pronunciation, introduce the meaning of each word and ask for volunteers to verbally use the word in a sentence.
- After the words have been introduced and practiced at school, the CT will send the list of words home so that EricOne's parents can provide additional practice at home.
- The SSST will track EricOne's progress by having EricOne repeat a list of 10 random multi-syllable words once a month and assess on how well EricOne can clearly pronounce each of the words. The SSST will continue to monitor progress until EricOne can pronounce 8 out of the 10 words consistently on three trials in a row.
- When EricOne meets the outcome the SSST will begin to fade out her support.

Area of Development

Independence	Completes tasks and follows instructions in a manner similar to same-age peers	Completes tasks and follows instructions with occasional assistance and supervision.	Completes tasks and follows instructions with frequent assistance and supervision.	Completes tasks with continuous assistance and supervision.
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a. What measurable outcome do we want the student to achieve by June?

EricOne will independently use a speech to text application to identify the main idea of a paragraph when accessing content material during science and social studies.

b. How is the student doing on this outcome right now?

EricOne's independent reading level is significantly below his grade level. Although his reading assessment indicated that he has difficulties with comprehension, his classroom teacher feels that he can understand if key vocabulary is explicitly taught and the material is read aloud to him. Since the beginning of October the SSST has been providing access to grade appropriate context materials to EricOne through a text to speech application. The CT has observed that EricOne is beginning to contribute during small group discussions during science and social studies activities since using the text to speech application and that he appears less anxious. The team wants to ensure that EricOne understands the material that is being presented to him through text to speech and would like him to be taught how to use the speech to text application to record his responses of his understanding.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Student Support Teacher

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher, Student Support Teacher	Frequently:	Frequently:
Occasionally:	Occasionally:	Occasionally:
Periodically:	Periodically:	Periodically:

e. Strategies (with whom, where, and when) to support the achievement of student outcome:

- The CT and SSST will plan a mini lesson to model the comprehension strategy “Checking for Understanding” when reading informational text in science or social studies.
- The teachers will model how to read a paragraph, stop and ask yourself, “What was this paragraph mainly about?”
- The teachers will then model and think aloud as they work through different examples.
- The teachers will use a gradual release of responsibility model – the teachers will model, the teachers will work through some examples with student input, the students will work in groups and share ideas and finally the students will practice independently as the teachers monitor and provide support as needed.
- When the students get to the independent phase the SSST will work with EricOne to show him how to use the speech to text application. She will model the process for him (listen to a paragraph, stop, check for understanding, using speech to text record your response) and have him practice until he feels confident to work alone.
- The CT will continue to model, teach and monitor identifying main idea through the school year.
- On a monthly basis, the CT will evaluate at least two responses made by EricOne. This information will be shared with the SSST. The SSST will provide additional support to EricOne if progress is not being made.
- The outcome will be met when EricOne can identify the main idea of a paragraph in five consecutive trials by using the speech to text application.

Area of Development

Academic Achievement	Performing at or above expected achievement based on individual learning capacity.	Performing at expected achievement with specific adaptations and supports based on individual learning capacity.	Performing below expected achievement with specific adaptations and supports based on individual learning capacity.	Unable to demonstrate expected achievement with intensive adaptations and supports based on individual learning capacity.
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a. What measurable outcome do we want the student to achieve by June?

EricOne will demonstrate improved fluency by reading with a combination of word-by-word reading and fluent phrasing at appropriate places (pausing at commas and periods) as measured on a fluency rating scale and will show an increase from his baseline level in reading words per minute by at least 10%.

b. How is the student doing on this outcome right now?

Based on a leveled reading assessment, EricOne is reading at an end of grade one level. According to comments made by the teacher during his reading assessment his reading is very slow, he reads word-by-word and has weak word recognition skills. He does not pay attention to punctuation and will often pause in the middle of a sentence which at times, changes the meaning of the sentence completely. During his last assessment, he did reach instructional level H in accuracy but was at a frustration level in comprehension. He also scored low on the fluency rating scale. The team discussed the connection between fluency and reading comprehension and has decided to provide support in the area of fluency in the hopes that comprehension will also improve.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Classroom teacher

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher, Student Support Services Teacher	Frequently:	Frequently:
Occasionally: Parents	Occasionally:	Occasionally:
Periodically:	Periodically:	Periodically:

e. Strategies (with whom, where, and when) to support the achievement of student outcome:

- The CT and SSST will co-teach a lesson on fluency and model the following strategies to the class;
 - Read Together (both partners read the same passage at the same time).
 - I Read then You Read (one partner, usually the stronger reader reads a sentence or passage then the student who is strengthening fluency skills reads the same sentence or passage with the same expression and speed as their partner read).
- The CT will schedule that once a week the students will choose one of the above strategies to practice their fluency skills during “Read With a Partner”.
- Once a week the SSST will partner with EricOne for 15 minutes during “Read With a Partner” time.
- During this time the SSST will use a “Repeated Reading” strategy to increase and monitor EricOne’s reading rate and accuracy. The following procedure will be implemented:
 - EricOne will select a passage with at least 50 words, at his independent level of reading.
 - Eric will read the passage aloud for one minute. If there is extra time remaining he will start reading the passage again from the beginning.
 - On a separate piece of paper the SSST will make a tick for every word read correctly in one minute. If EricOne does not know a word, the SSST will tell him (within three seconds).
 - EricOne will then count the number of words that he correctly read and graph the results.
 - The above procedure is repeated three more times using the same passage and recording the results on a graph.
- The SSST will monitor EricOne’s progress every six weeks in a one-to-one setting using levelled books and will observe and evaluate growth in word accuracy, fluency and comprehension, and report the results to the CT and EricOne’s parents.
- The parents will also use the “Read with a Partner” strategies to improve fluency at home.

Transition Plans

Short-term Transition Plans:

- The CT will display a visual schedule so that EricOne can prepare for the next class or activity.

Long-term Transition Plans:

- A team meeting will be arranged in May for the current school team to discuss current adaptations and interventions with next year's school team.
- An updated psycho-educational assessment will need to be considered prior to EricOne entering high school.

Additional Information

Additional adaptations to support short term working memory:

- Provide extra wait time
- Instruction should be short and simple – information chunked
- Provide opportunities for repeated practice and review to help student retain information into long-term memory
- Use visuals

Signatures of Team Members

Parent/Guardian

Date

Parent/Guardian

Date

Student (if applicable)

Date

Classroom Teacher

Date

Student Support Services Teacher

Date

Administrator / Principal

Date

Other

Date

Other

Date

Other

Date