



Inclusion and Intervention Plan (SAMPLE)

School Division: ABC School
Division 123

School Division ID: XXXXXXXXX

School: Model School

Gender: Female

Student: JoniOne

Grade: 6

Birth Date: 12-Feb-20XX

Ministry ID: XXXXXXXXXXXXX



IIP CONTEXT: This IIP was created to support a fictional student diagnosed with Down Syndrome who is in Grade Six. She has recently moved from an urban to a rural community. 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 and 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 and needs, along with any additional information that is critical to optimizing success for this student.

JoniOne and her family recently moved from a city to a small rural community. JoniOne lives with her mother and two older siblings. In her previous school, JoniOne received most of her instruction in a small group segregated environment. She was integrated with her same-age/grade peers for music, gym, art and for special activities with support from an educational assistant. The team feels that JoniOne needs some time to adjust to her new environment and have decided to focus this year's outcomes on her personal/social well-being and to create situations that promote independence.

Strengths

- very friendly, bubbly personality
- enjoys drawing and doing large piece puzzles
- visual learner
- likes looking at magazines
- enjoys playing games on an iPad or computer
- wants to interact with peers – faces her peers and watches the speaker's face
- is proud of herself when praised by others

Needs

- basic functional reading skills - can recognize some environmental print/sight vocabulary approx. 15 words
- basic functional math skills – can rote count to 11 but has difficulty with 1-1 correspondence, recognizing coins, knowing what day it is, sorting
- age appropriate interactions
- to be able to wait her turn
- to take care of personal belongings, such as putting her shoes away, hanging up her coat and organizing her school materials
- personal care skills
- to become more independent – relies on adults to initiate most tasks
- due to hearing loss needs to be seated on the left side of the instructor
- opportunities to communicate to strengthen speech and language skills
- concrete/hands-on experiences
- one-on-one or small group instruction

Current Student Assessment Information

Learning Capacity:

All students have different learning capacities and learn at different rates. According to the team, JoniOne's learning capacity is best described as: Significantly Below 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
<i>Down Syndrome</i>	Pediatrician	20XX
<p><i>Clinical Evaluation of Language Fundamentals – 4th edition</i></p> <ul style="list-style-type: none"> • Receptive Language – Below Average; Expressive Language – Significantly Below Average; Vocabulary – Below Average; Grammar – Significantly Below Average; Working Memory – Significantly Below Average 	Speech-Language Pathologist	20XX (4 yrs. old)
<p><i>Wechsler Preschool and Primary Scale of Intelligence- Fourth Edition.(WPPSI-IV)</i></p> <ul style="list-style-type: none"> • Understanding and reasoning with words – extremely low, visual spatial reasoning – below average, reasoning with newly presented concepts and information – extremely low; working memory- extremely low; copying and scanning visual information – extremely low; overall ability – extremely low • Strength in visual reasoning with a significant weakness with verbal reasoning <p><i>Vineland Adaptive Behaviour Scales – II</i> – significant delays in all areas of adaptive functioning (communication, daily living skills, socialization, motor skills)</p>	Registered Psychologist	20XX (4 yrs. old - Early Entrant)

Relevant Medical Information

- Born with a heart defect; had corrective surgery shortly after birth; there are no current complications
- Hearing screen – February 20XX – mild hearing loss in right ear; receives regular monitoring from audiologist
- Vision screen – January 20XX – normal vision with corrective lenses

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?

JoniOne will independently utilize a visual sequencing strip when following the morning entry routine.

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

When entering the school, JoniOne will come into the school by following the other students. She will wander the hallways and look around until an adult guides her back to the boot room to take off her outdoor footwear. She then needs to be guided to her classroom or she will continue to wander. Once in the classroom, she will immediately walk over to the book shelf and begin looking at books while still wearing her coat and backpack. JoniOne requires adult supervision to follow the morning entry routine (take out her agenda, put her backpack away, take off her coat, put on her inside shoes, put her agenda in the designated spot, be seated at her desk and take a book from her book box).

According to JoniOne's mom, JoniOne has difficulty following procedures at home as well. JoniOne will come into the house and attempt to walk straight to the living room where she immediately engages in watching TV. Her parents will stop her to help her take off her coat and outdoor footwear, take her agenda and lunch bag out of her backpack, and then hang her backpack in the closet.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Educational Assistant

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Student Support Services Teacher, Educational Assistant, Parent	Frequently:	Frequently:
Occasionally: Classroom Teacher	Occasionally:	Occasionally:
Periodically:	Periodically:	Periodically:

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

- The classroom teacher (CT), student support services teacher (SSST) and educational assistant (EA) will engage in creating a task analysis that outlines the routine for coming into the classroom. The steps will be outlined on a prompting hierarchy checklist and a visual sequencing strip to track and support each step towards independence.
- The SSST will teach JoniOne how to use the visual sequencing strip to complete the routine for coming into the classroom, while modelling how to use the sequencing strip for the CT and EA.
- As JoniOne completes each step, the EA will provide positive feedback and checked off the step using a whiteboard marker. The EA will complete the prompting hierarchy checklist daily to track if JoniOne is becoming more independent in completing each task. The prompting hierarchy checklist consists of five levels:
 - 1) Completed the task independently
 - 2) Needed verbal prompting
 - 3) We (JoniOne and the EA) did the task together
 - 4) The EA did the task while JoniOne watched
 - 5) Disengaged
- Once JoniOne is able to follow the steps on her visual sequencing strip consistently at a level 3 or higher on the prompting hierarchy checklist, the SSST will collaborate with parents to create a visual sequencing strip for the coming into the house routine at home mirroring the routines and procedures being used at school.

Area of Development

Personal/Social Well-being	Generally demonstrates positive age-expected emotional health and social skills.	Occasionally benefits from support in developing age-expected emotional health and social skills.	Frequently benefits from support in developing age-expected emotional health and social skills.	Requires intensive support in developing age-expected emotional health and social skills.
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a. What measurable outcome do we want the student to achieve by June?

With or without prompting, JoniOne will raise her hand and wait her turn during classroom activities on 4 out of 5 trials as recorded on her prompting hierarchy checklist.

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

JoniOne expects immediate response from adults to have her needs or wants met. JoniOne will call out, walk up to the teacher, tug on the teacher's sleeve, or wander off to get or do what she needs or wants. She does not demonstrate an awareness of waiting her turn or getting permission to leave the classroom.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Educational Assistant

Sources of Support

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

- The CT, EA and SSST will collaborate to create a task analysis of the steps involved to teach JoniOne to put up her hand up and to wait her turn.
- The task analysis will be used to create a prompting hierarchy rating scale, which the EA will use to track JoniOne's progress towards putting up her hand and waiting independently. The prompting hierarchy checklist will consist of five levels:
 - 1) Raised her hand and waited
 - 2) Raised her hand but needed verbal reminders to wait her turn
 - 3) We (JoniOne and the EA) raised our hands and waited together
 - 4) Raised her hand but did not wait
 - 5) Did not raise her hand or wait
- The SSST will create a video social story with JoniOne, to model how JoniOne should raise her hand to get adult attention. The SST will show JoniOne the video daily to help her understand and practice the expected behaviour until it is no longer required.
- The SSST and EA will practice and monitor the turn taking behaviours with JoniOne in a one-to-one setting and then in a small group setting. When JoniOne consistently reaches a level 3 or higher on the prompting hierarchy checklist during small group activities, the routines and procedures will be implemented and monitored by the EA during classroom activities.
- The CT, SSST and EA will meet regularly to analyze if progress is being made and to make any changes to the routines and/or procedures if necessary.

Area of Development

Health/Medical Need/Personal Care	No health needs and/or medical condition is currently well managed.	Requires occasional monitoring and/or assistance with health and/or personal care needs.	Requires frequent monitoring and/or assistance with health and/or personal care needs.	Requires intensive monitoring and/or assistance with health and/or personal care needs.
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a. What measurable outcome do we want the student to achieve by June?

With or without prompting, JoniOne will independently take care of her personal needs at school during the noon hour as measured on her personal care routine rating scale.

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

While eating lunch at school JoniOne does not seem to recognize that she has a mess on her face. She makes no attempt to clean herself. Currently, the lunch supervisor is wiping JoniOne's hands and face once she is finished eating. JoniOne's mother does not want an adult cleaning JoniOne's face as she feels that this will set her daughter even further apart from her peers.

JoniOne's mother wonders if it is possible that JoniOne does not feel the sensation of something being on her face and would like the team to investigate this possibility.

JoniOne's mother also shared that she is working with JoniOne on taking care of her personal needs at home (wiping her hands and face) and is beginning to see some progress. JoniOne's mother shared the strategies and routines that she uses with JoniOne at home and would like the school to use the same plan. Presently JoniOne's mom is modelling and coaching JoniOne through each of the steps.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

EA

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently :Educational Assistant, Parent, Peers Occasionally: Periodically:	Frequently: Occasionally: Periodically:	Frequently: Occasionally: Periodically:

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

- JoniOne's mother will share the personal care routine and procedures that she uses at home with the EA (who supervises lunch). The routine is as follows:
 - When JoniOne sits down to eat she will turn over a sand timer. When the timer is done, she will take a napkin and wipe her mouth and hands and repeat these steps until she is finished eating.
 - She will then pack up her lunch apparatus including the sand timer, pick up the napkin and take any garbage to the garbage can beside the sink in the lunchroom area.
 - She will then wash her hands at the lunchroom sink and check that her face is clean in a mirror that has been placed by the sink.
- The EA and JoniOne's Grade 6 friends will model and coach JoniOne to follow the routines and procedures during lunch.
- The EA will record the level of support (with or without prompting) that was required during the lunch routine.
 - 1) Used the timer, napkin, cleaned-up and checked her face in the mirror
 - 2) Used the timer, napkin and cleaned-up
 - 3) Used both the timer and napkin but did not clean-up
 - 4) Used either the timer or napkin
 - 5) Did not engage
- When JoniOne has reached a level 4 or higher on the rating scale during 10 consecutive lunch hours, the EA will fade out her support.
- The EA will continue to monitor JoniOne's progress from a different spot in the lunchroom.
- The lunch friends will continue to coach JoniOne to follow the steps but will no longer model the behaviours as long as JoniOne continues to follow the steps.

Transition Plans

Short-term Transition Plans:

- The school psychologist will complete an updated cognitive and adaptive functioning assessment to determine current level of functioning before the end of June.
- The team will consult with JoniOne's parents about connecting JoniOne with community support agencies for summer activities and supports.
- JoniOne will have a peer buddy to help her with transition inside and outside of the classroom.

Long-term Transition Plans:

- Arrange a team meeting, in April of JoniOne's Grade 8 year, to begin planning for transition to high school.
- The team will consult with JoniOne's parents about connecting JoniOne with agencies that will be involved to transition from school/home to community after leaving high school.

Additional Information

- The school support team will explore school extra-curricular opportunities for JoniOne to expand peer involvement beyond the classroom (art club, drama, sport team helper).
- JoniOne will participate in Girl Guides with age appropriate peers.

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