



Inclusion and Intervention Plan (SAMPLE)

School Division: ABC School
Division 123

School Division ID: XXXXXX

School: Model School

Gender: Male

Student: JoshuaOne

Grade: 2

Birth Date: 01-JUL-20XX

Ministry ID: XXXXXXXXXXXX



IIP CONTEXT: The IIP samples titled “JoshuaOne” are part of a sequence of three. The intent of the sequence is to provide samples of what an IIP could look like for a student with a specific learning profile at different grade levels. This sample IIP was created to support a fictional student diagnosed with Autism Spectrum Disorder (ASD) who is starting Grade Two in an urban school. The student was home-schooled for Kindergarten and Grade One. This initial IIP would be reviewed and adjusted by the team 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 Regina School Division No. 4 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.

JoshuaOne is a seven year old boy who lives with his parents and one older brother. He was diagnosed with Autism Spectrum Disorder (ASD) when he was four years old. Due to JoshuaOne's needs, his parents felt that it would be in his best interest to be homeschooled for Kindergarten and Grade One. JoshuaOne's mother has decided to return to work and pursue her career after seven years of staying at home. The family tried placing him in daycare during the past summer but he experienced social and behavioural difficulties and was asked to leave. The daycare stated that they were not prepared to deal with his outbursts. He will now be cared for after school by his grandmother.

JoshuaOne usually starts school happy but as the day progresses often experiences frustration and anger. He is proud of himself when he is successful and loves positive feedback – he likes to hear it again and again. Since JoshuaOne started attending school, the school-based team has noticed:

Strengths

- able to focus on a preferred activity
- is detailed-oriented, seems to enjoy technical information
- has a good memory for visually presented information
- has strengths in computation in math
- word recognition skills are at grade level and can recall details/facts
- can follow 2-3 step instructions with visual reminders

Needs

- to control his emotions – will frighten peers by getting too close, grabbing, screaming, frantic gesturing and loud vocalizations (since starting school JoshuaOne has run out of the school approximately twice a week when frustrated and/or angry)
- to express his wants and needs appropriately
- to follow routines and procedures during fire drills - ran away during the first fire drill
- to strengthen conversation skills – conversations tend to be one-sided
- to learn how to transition from one activity to another
- to learn how to interpret information – he “takes things literally”
- to read social cues - does not respond appropriately to when a peer frowns or smiles

Current Student Assessment Information

Learning Capacity:

All students have different learning capacities and learn at different rates. According to the team, JoshuaOne's learning capacity is best described as: *Ability cannot be reported due to variability of results.*

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>Wechsler Preschool and Primary Scale of Intelligence-IV</i> : Verbal Comprehension – below average; Visual Spatial – above average; Fluid Reasoning – average; Working Memory – average; Processing Speed – well below average	XXX Agency	20XX (4 yrs. old)
<i>Vineland Adaptive Behavior Scale (2nd Edition)</i> : Delays in communication	XXX Agency	20XX (4 yrs. old)
<i>Autism Spectrum Disorder</i>	Psychiatrist	20XX (4 yrs. old)
<i>Clinical Evaluation of Language Fundamentals – Preschool – 2 (CELF - Preschool - 2)</i> : Receptive language skills – average; expressive language skills – below average	XXX Agency	20XX (4 yrs. old)

Relevant Medical Information

- normal hearing acuity (12-06-20XX)
- vision 20/20 (28-06-20XX)
- has seasonal allergies
- not on any prescribed medication

Area of Development

Safety	No threat of harm to self or others.	Requires occasional supervision to ensure no harm to self or others.	Requires occasional supervision to ensure no harm to self or others.	Requires intensive supervision and behavioural intervention to ensure no harm to self or others.
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a. What measurable outcome do we want the student to achieve by June?

Upon hearing the fire alarm JoshuaOne will, under the supervision of his teacher and EA, follow the steps as outlined in his "Fire Alarm Procedure" checklist (put on his noise reducing headphones, line up, walk down the hallway, exit the school, remain at the designated spot and return to class) 100 % of the time as tracked by the EA.

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

When JoshuaOne heard the fire alarm he covered his ears and started pacing. He continually asked if this was a real fire. After exiting the classroom he ran ahead of the class, ran to the end of the playground and continued pacing. This is of great concern as the playground is next to a busy intersection.

c. Source of Outcome Assessment:

Checklist

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Educational Assistant

Sources of Support

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

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

- Based on the suggestions made by the team on how to plan for fire drill routines for students diagnosed with ASD, the classroom teacher (CT) and the student support services teacher (SSST) will create a checklist that outlines the fire drill routines by Oct. 15, 20XX.
- The SSST will schedule a time at the beginning of October to provide noise reducing headphones and to teach JoshuaOne where to store them and how to take care of them.
- The CT will teach and practice the fire drill routine at least 3 times to her class before the next scheduled fire drill. Part of this routine will be teaching Joshua to use his noise reducing headphones when moving during a fire drill.
- The CT will assign “fire drill” buddies for her class by Oct. 15, 20XX.
- The Educational Assistant (EA) will “buddy” with JoshuaOne during the “practice” fire drills to reinforce the routines – when he is ready he will be assigned a peer “buddy”.
- The EA will, after each fire drill “practice”, have JoshuaOne mark the “Put on my headphones” section with a check mark and provide him with repetitive positive verbal feedback. The EA will then complete the rest of the checklist with Joshua’s input.
- Daily practice of lining up and walking down the hallway will be used to help teach the concept of transitioning from one place to another during school – the CT will make the connection to her class that this is how we walk during a fire drill.
- The principal will inform the CT when the next fire drill will occur.
- The principal will check-in after the next fire drill to see how JoshuaOne did by reviewing JoshuaOne’s checklist.

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?

JoshuaOne will, under the guidance of the CT and EA, follow the classroom daily schedule to prepare for transitions from one activity to another activity in 4/5 trials, by using his personal daily schedule.

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

JoshuaOne has a difficult time transitioning from one activity to another. He will continue working on his present assignment even when told that it is now time for another activity/subject. He is usually the last one to arrive for carpet time (large group instruction) and to line up for gym, recess and/or lunch. It is common for the class to wait up to 10 minutes for JoshuaOne to join the class. He appears confused when changing activities and takes a long time to initiate the new task even with adult prompting.

c. Source of Outcome Assessment:

Checklist
Anecdotal Records

d. Person(s) responsible for outcome assessment:

Classroom Teacher
Student
Educational Assistant

Sources of Support

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

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

- Using the suggestions made by the team regarding considerations when preparing a visual schedule and strategies for using a visual timer to support students with ASD, the CT will prepare a visual schedule for her class and have it displayed and in use by the first week of October.
- Before the end of September, the SSST will consult with the occupational therapist (OT) to complete a tech request for a visual timer to be used in the classroom.
- The SSST will prepare a mini-version of the classroom visual schedule that will fit inside a file folder. The CT, SSST and EA will model and teach JoshuaOne how to use the mini-visual schedule. After an activity is complete, JoshuaOne will move a picture of that activity to the other side of the folder indicating that it is time to get ready for another class/activity. This folder will be kept in JoshuaOne's desk.
- The EA will organize JoshuaOne's visual schedule first thing in the morning, after recess breaks and after lunch to reflect the CT's schedule and place the folder in JoshuaOne's desk.
- During the first week of October the CT will teach the class that when they hear the five minute "get ready chime" that it is time to "stop—put your things away—sit at your desk" within five minutes as measured by the classroom visual timer. During this time, JoshuaOne will also take out his folder and move the visual symbol indicating that it is time for a new activity. The EA will support JoshuaOne during this process until he is able to do it independently.
- Before each recess, after lunch and at the end of the day the EA will check JoshuaOne's folder to see if he followed the schedule. This will be recorded in the classroom teacher's Student Observation Notebook (anecdotal notes).

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?

By the end of June, using the emotions displayed on the 5 point rating scale (happy, calm, bothered, frustrated, angry), JoshuaOne will be able to label an emotion from the list and explain what makes him feel that way in 4/5 trials as recorded by the school counsellor during a one to one structured task.

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

Since starting school, JoshuaOne has displayed difficulties with expressing his wants and needs and has had emotional outbursts towards others when trying to express himself. Based on the language assessment that was completed with JoshuaOne in 20XX, weaknesses were noted for JoshuaOne's expressive language skills in comparison to the strengths noted for his receptive language skills.

c. Source of Outcome Assessment:

Anecdotal Records

d. Person(s) responsible for outcome assessment:

Student Support Services Teacher
Counsellor/Social Worker

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher, Educational Assistant , Parent/Guardian	Frequently: Counsellor/Social Worker	Frequently:
Occasionally: Student Support Services Teacher	Occasionally:	Occasionally:
Periodically:	Periodically: Speech-Language Pathologist	Periodically:

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

- A visual chart of emotions (happy, calm, bothered, frustrated, and angry) will be created to be used in the classroom setting and during structured sessions to help JoshuaOne label his emotions. The 5 point scale will be provided by the staff to help Joshua identify how he is feeling. The chart will be created by the student support services teacher and counsellor/social worker (C/SW).
- The SSST and C/SW will work with Joshua to label the emotions through structured tasks that will include the use of visuals, photographs, scenarios and role-playing.
- The SSST and EA will focus on helping JoshuaOne to label the list of emotions identified on the 5 point rating scale in a one to one setting until he is able to perform this task independently with 80% accuracy.
- The EA will model and work with JoshuaOne in his daily classroom routine to label the emotions in the appropriate context throughout his day.
- The speech-language pathologist (SLP) will be consulted regarding appropriate expressive language strategies to use with JoshuaOne.
- The C/SW will provide direct intervention focusing on JoshuaOne's expressive language skills including labeling emotions, expressing when he feels a specific emotion and what makes him feels that way.
- JoshuaOne's parents will be provided with a 5 point rating scale to help Joshua label his emotions when he is at home in an effort to help transfer the skills.
- When JoshuaOne has independently labelled the correct emotion on his visual chart as recorded by the EA ten consecutive times, the team will meet to discuss what other emotions should be addressed.

Area of Development

Sensory	Readily regulates sensory information presented in the environment.	Occasionally experiences difficulty regulating sensory information.	Frequently experiences difficulty regulating sensory information.	Continuously requires intensive, individual sensory programming to regulate sensory information.
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a. What measurable outcome do we want the student to achieve by June?

Under the guidance of an adult, when feeling frustrated or upset, JoshuaOne will go to the calming place, get a comfy spot and choose a calm-down activity.

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

When JoshuaOne becomes frustrated he starts heavy breathing, tenses his muscles, makes a scowling face, folds his arms and stares at whomever or whatever he feels is the source of his frustration. If anyone asks him what is wrong or tries to communicate with him he will begin yelling at them.

c. Source of Outcome Assessment:

Checklist
Anecdotal Records

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, Parent/Guardian, Student Support Services Teacher</p>	<p>Frequently:</p>	<p>Frequently:</p>
<p>Occasionally:</p>	<p>Occasionally: Counsellor/Social Worker</p>	<p>Occasionally:</p>
<p>Periodically:</p>	<p>Periodically:</p>	<p>Periodically:</p>

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

- Using the suggestions made by JoshuaOne's mom regarding calming down strategies used in the home and the team's suggestions on how to set up a calming place in the classroom, the CT and the SSST will teach a mini-unit by the middle of October to the class on calming behaviours and introduce the class to a check-in procedure that will teach the students how to identify their feelings first thing in the morning, after lunch and after recesses. Students will be taught the 5 point rating scale and be instructed that if they are at a level 4 or 5 to take some time to calm down in the calming place if they wish.
 - Two calming places will be created in the classroom. The students will be taught that only one spot can be used at a time unless the teacher gives permission to use the second spot. This will ensure that JoshuaOne has a place to calm down if needed.
 - Include items that are important to JoshuaOne – stuffed animals, books of interest, as well as sensory activities.
 - Students will be taught to set the five minute timer. After five minutes the CT or EA will check-in to see how the student is doing. If necessary the timer can be set for additional time.
- By Oct. 30th the SSST and SC will use the procedures and routines taught to the class on using the calming place and create a social story strip for JoshuaOne to follow in class that outlines the steps for JoshuaOne to follow when accessing the calming place.
- The SC will schedule time to work with JoshuaOne to ensure that he understands and can follow the steps outlined in the social story strip.
- The CT and EA will monitor how often JoshuaOne uses the calming place and record any incidents that may have led him to becoming frustrated and record them in the teacher's Student Observation Notebook. The CT and SSST will meet weekly to review the notes to determine if there are any patterns of behaviour (triggers), to monitor progress and problem solve.

Transition Plans

Short-term Transition Plans:

To support JoshuaOne's transition from homeschooling to public school:

- Encourage the family to tour the school and meet the staff before school begins – if possible ring the school bell so that he knows what it is and what to do.
- During the first few weeks of school ensure that the outside supervisors are aware of who he is, potential behaviours and explain that school is a new experience for him.
- Assign a "playground" buddy.
- Create a social story, using photographs, to introduce the "key adults" in the school and their role.
- Have the class tour the school to become familiar with the layout and introduce key adults in the building.
- Make sure that JoshuaOne knows the important places in the school (i.e., gym, washrooms, office), where he should keep his outside shoes and where to put his belongings.
- Set-up a communication system with the parents.
- Create a safety plan for JoshuaOne in case his behaviours escalate beyond the classroom-based interventions.

Long-term Transition Plans:

- Keep a list of adaptations and strategies that were implemented during the school year – highlight the ones that had a positive impact on student learning/behaviour – share with next year's teacher.
- If possible introduce JoshuaOne to his Grade Three teacher in June and create a social story about his new teacher and classroom.
- If there is more than one Grade Three class make sure some of his friends are placed in his class.
- The student support teacher and the Grade Two teacher will meet with the Grade Three teacher before school starts to discuss JoshuaOne's IIP.
- In June prepare a countdown calendar to show when the transition to Grade Three will take place – parents can use this calendar during the summer months.
- Create plans to start fading out the educational assistant's support during fire drill practices and transitioning between classes/activities when JoshuaOne is in Grade Three (if he does not meet this outcome independently (100%) during Grade Two).

Additional Information

JoshuaOne:

- likes his own routine/ schedule
- can produce rote answers but has difficulty making inferences
- does not like to put ideas/work on paper
- continually plays with his pencils – twirls them between his fingers like a baton
- wants to have friends but has difficulty initiating and maintaining relationships
- struggles working as part of a group – prefers to do things the way he wants to – difficulty compromising
- has difficulty during physical education – complains about the noise, poor coordination, playing fairly
- gets frustrated during “art” – folding paper, cutting and colouring is challenging for him

Interests:

- video games
- collects stuffed animals
- Guinness World Record and Star Wars books

Pending:

- OT assessment – will be completed by the end of October

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