



# Inclusion and Intervention Plan (SAMPLE)

**School Division:** ABC School  
Division 123

**School Division ID:** XXXXXX

**School:** Model School

**Gender:** Male

**Student:** JoshuaOne

**Grade:** 7

**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 has attended Model School since Grade Two. His family has been extremely supportive and is very involved in planning for JoshuaOne's educational and social/emotional needs. JoshuaOne is well aware of what strategies work best for him and uses this information to self-regulate if he becomes frustrated and/or agitated. He has a couple of close friends but is uncomfortable with large groups of people. In one-to-one situations JoshuaOne is friendly and talkative. He is very nervous about starting high school in a couple of years and has already shared that he does not want to leave this school or his teachers.

### Strengths

- can recall details – enjoys reading non-fiction
- with prompts can follow 3-5 step instructions
- follows a classroom schedule independently
- can usually recognize if he is feeling frustrated and/or agitated and will calm himself in the “classroom” office
- beginning to read social cues – likes verbal confirmation that he is correct
- able to turn-take with his close friends
- involved with computer club and cross country running
- strong operational skills in math
- strong technical skills – uses technology to support the completion of his reading and writing assignments

### Needs

- age appropriate self-regulation strategies
- comprehension strategies (fiction) - recognizing figurative language
- additional time to read content information and to complete written assignments in all subject areas
- continued use of strategies - graphic organizers, structured routines, schedules, information chunked, access to technology
- opportunities to experience and develop communication skills in unfamiliar situations

## Current Student Assessment Information

All students have different learning capacities and learn at different rates. According to the team, JoshuaOne'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
<i>Autism Spectrum Disorder</i>	Psychiatrist	20XX (4 yrs. old)
<p><i>Wechsler Intelligence Scale for Children – Fifth Edition (WISC – V)</i></p> <ul style="list-style-type: none"> <li>• Verbal Comprehension – Low Average; Visual spatial – High Average; Fluid Reasoning – Average; Working Memory – Average; Processing Speed – Very Low.</li> </ul>	School division registered psychologist	20XX (Grade 6)
<p><i>Woodcock Johnson – Tests of Achievement – Fourth Edition (WJ-IV Achievement)</i></p> <ul style="list-style-type: none"> <li>• Broad Reading – Average – Letter-Word Identification (High Average), Comprehension (Low Average), Fluency (Low Average)</li> <li>• Broad Written Language – Average – Spelling (High Average), Writing Samples (Low Average), Sentence Writing Fluency (Very Low)</li> </ul> <p>Broad Mathematics – Average - Calculation (Average), Applied Problems (Average), Math Facts Fluency (Low Average)</p>	School division registered psychologist	20XX (Grade 6)
<p><i>Clinical Evaluation of Language Fundamentals- Fifth Edition (CELF-5)</i></p> <ul style="list-style-type: none"> <li>• Receptive Language skills- average</li> <li>• Expressive Language skills – average (weakness noted in semantic relationships)</li> </ul>	School division speech-language pathologist	20XX (Grade 4)

## Relevant Medical Information

- has seasonal allergies
- not on any prescribed medication

### Area of Development

<b>Communication</b>	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?

By the end of June, while reading an excerpt from a short story, JoshuaOne will identify the use of figurative language (idioms, similes, personification) by flagging the phrases or words with at least 80% accuracy.

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

JoshuaOne is an avid reader; however he tends to only read factual texts. He becomes quite frustrated when reading literary works as he often finds this type of text confusing and complains that things do not make sense. After further classroom assessments it became apparent that JoshuaOne (amongst others in his classroom) was having difficulty with figurative language (idioms, similes, personification). He was interpreting the statements literally and could not differentiate between literal and figurative language.

#### c. Source of Outcome Assessment:

Identifying figurative language statements in grade appropriate short stories.

**d. Person(s) responsible for outcome assessment:**

Classroom Teacher

**Sources of Support**

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

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

- The classroom teacher (CT) will explicitly teach a unit on recognizing figurative language (similes, idioms, personification) to the class by the middle of October.
- The class will be instructed on how to use post-it flags to locate figurative language when silent reading. If a word or phrase does not make sense to a student they will be encouraged to “flag-it”, use the strategy “read around it” and continue reading so that they can contribute during class discussions.
- The CT will use some of the examples identified by the class in her lessons on how to interpret figurative language by using a “Figurative Language Learning Log” that explains the literal meaning, the intended meaning and the connection to real life.
- The CT and/or educational assistant (EA) will monitor what JoshuaOne is flagging and when appropriate will revisit the parts being flagged and have a conversation about what the word or phrase could mean considering the context of the story.
- The CT will track the class’s progress by assigning an excerpt from a short story every two months in which the students will be requested to flag figurative language being used by the author. Students will continue to be assessed until they can complete this task with at least 80% accuracy.
- Based on the assessment results, the student support services teacher (SSST) will provide additional small group instruction for as long as required.
- JoshuaOne’s parents will support this outcome by encouraging JoshuaOne to read at least two fiction novels at home and to flag any figurative language words or phrases.
- JoshuaOne’s parents will monitor what has been flagged and use the procedures outlined and used by the CT to help JoshuaOne interpret what the words or phrases could mean.

### Area of Development

<b>Sensory</b>	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?**

By the end of the school year, if JoshuaOne requires a break or an adult identifies that JoshuaOne requires a break, he will independently choose an age appropriate calming activity (e.g., read a book, doodle, get a drink of water, break card) at his desk.

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

JoshuaOne has successfully transitioned from utilizing a “calming place” (grades 2-4) to utilizing a “classroom office” (grades 5-6) to self-regulate. JoshuaOne’s parents have expressed that they would like JoshuaOne to use more age appropriate self-regulation strategies. They expressed a concern that the use of the “classroom office” sets him apart from his peers and if possible they would like to see the use of the “classroom office” phased out before he starts high school.

**c. Source of Outcome Assessment:**

Checklist

**d. Person(s) responsible for outcome assessment:**

Student  
Classroom Teacher

### Sources of Support

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

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

- By the beginning of October, the SSST will meet with JoshuaOne to discuss what kinds of activities from his “office” he thinks would help him to self-regulate at his desk.
- The SSST and JoshuaOne will create a schedule reducing the amount of time that he has access to the classroom office until the use of the office space is only accessed on rare occasions.
- The SSST teacher will make a laminated chart using the activities that were suggested by JoshuaOne (e.g., read a book, doodle, get a drink of water, break card). The chart will be attached to the corner of JoshuaOne’s desk in the classroom.
- The SSST will explain the procedures and routines that JoshuaOne is to follow when requiring a break:
  - Using a dry erase marker, JoshuaOne will check off a calming strategy so that the teacher knows what he is doing.
  - Set the timer on his watch for five minutes.
  - After five minutes, he will self-evaluate to check if he has had enough time to calm down and is ready to participate in the classroom routine/activities.
  - If he needs more time, JoshuaOne can reset the timer up to three times.
  - If he is still not regulated after that amount of time he will check in with the classroom teacher to ask for more time.
- On a daily basis, the CT will record how often JoshuaOne uses the “classroom office”. This information will be shared with the student support services teacher to monitor if JoshuaOne is indeed moving away from his reliance on using the “classroom office” to utilizing calming activities at his desk.

### Area of Development

<b>Personal/Social Well-being</b>	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?**

During the course of the school year, JoshuaOne will participate in at least two activities outside of school that will include more than three age-alike unfamiliar peers.

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

JoshuaOne has a couple of good friends who he hangs out with on a consistent basis. This same group of friends participates in track and field and computer club activities with him. He is very comfortable around people that he knows but becomes nervous and appears agitated when meeting new people. His parents want him to experience situations where he will meet people outside of his comfort zone. They feel that being comfortable meeting new people will help him adjust to high school life better.

**c. Source of Outcome Assessment:**

Other

**d. Person(s) responsible for outcome assessment:**

Parents  
Counsellor/Social Worker



### Sources of Support

School Team	School Division Team	Outside Agencies
<p><b>Frequently:</b> Parent/Guardian</p> <p><b>Occasionally:</b></p> <p><b>Periodically:</b> Classroom Teacher</p>	<p><b>Frequently:</b> Counsellor/Social Worker</p> <p><b>Occasionally:</b></p> <p><b>Periodically:</b></p>	<p><b>Frequently:</b></p> <p><b>Occasionally:</b></p> <p><b>Periodically;</b></p>

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

- During September, as part of classroom community building, the CT will have the students share “What I Like to do Outside of School” and use this data to create a bar graph to be displayed in the classroom.
- The SSST teacher will use this information to see if any of the activities listed are of interest to JoshuaOne.
- By the beginning of October, JoshuaOne and his parents will meet with the counsellor/social worker (C/SW) to discuss JoshuaOne’s potential interests outside of school.
- The C/SW will investigate different options based on JoshuaOne’s responses.
- JoshuaOne and his parents will meet with the C/SW to discuss the options and choose at least two different activities.
- The C/SW will schedule one-on-one sessions with JoshuaOne to prepare him for what to expect when he participates in these activities.
- The C/SW will work with JoshuaOne to develop communication skills to use when meeting a person for the first time.
- The C/SW will ask the Grade Seven classroom teachers to suggest the names of students that JoshuaOne does not associate with very often and who would be willing to role-play meeting JoshuaOne for the first time.
- JoshuaOne will practice meeting new people until he indicates that he is comfortable and feels prepared.
- JoshuaOne’s parents will initiate and support JoshuaOne as he experiences each of the new activities outside of school.
- JoshuaOne’s parents will communicate to the C/SW how things went.
- The C/SW will provide additional support if required.

## Transition Plans

### Short-term Transition Plans:

- Continue the use of schedules.
- Alert JoshuaOne to any upcoming changes that may occur at school such as assemblies, field trips. Have JoshuaOne enter these events into his calendar.

### 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 Eight teacher in June.
- If there is more than one Grade Eight class make sure some of his friends are placed in his class.
- The student support services teacher and the Grade Seven teacher will meet with the Grade Eight teacher before school starts to discuss JoshuaOne’s IIP.
- In June prepare a countdown calendar to show when the transition to Grade Eight will take place – JoshuaOne can use this calendar during the summer months.
- In the fall schedule at least three visits during the school year for JoshuaOne to visit the high school that he will be attending.
- Support the high school team in creating a transition plan from their end.
- During Grade Eight team meetings, address what needs to be done to assist JoshuaOne in learning how to take the city bus to his high school and what further strategies need to be taught to support him in interpreting and understanding figurative language.
- Check with the team to ensure that no other testing is necessary before beginning high school.

## Additional Information

### 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

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Other

\_\_\_\_\_  
Date