Saskatchewan Ministry of Education
Ministère de l'Éducation de la Saskatchewan

Inclusion and Intervention Plan
(SAMPLE)

School Division: ABC School Division 123

School: Model School

Student: MaryOne

Birth Date: 01-JUL-20XX

School Division ID: XXXXXX

Gender: Female

Grade: 3

Ministry ID: XXXXXXXXXXX

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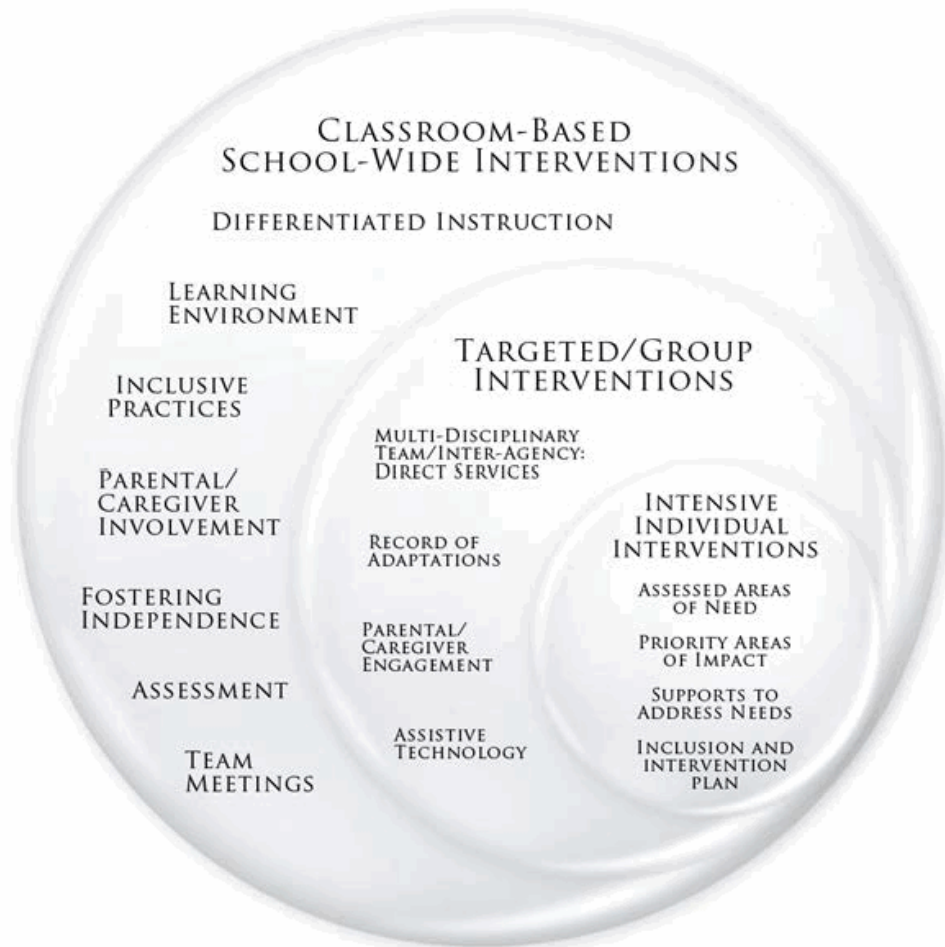
IIP CONTEXT: This sample IIP was created to support a fictional student diagnosed with Autism Spectrum Disorder (ASD) who is in Grade Three. She has recently arrived in Canada from a different country. This initial IIP would be reviewed and adjusted as more information about the student's strengths and 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 Christ the Teacher R.C.S.S.D. No. 212 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.

MaryOne and her family (parents and two younger brothers) moved from a small city in Jamaica to a rural Saskatchewan town. MaryOne previously attended a school that specialized in the education of children diagnosed with Autism Spectrum Disorder. The family's first language is English.

At home, MaryOne communicates using gestures, pointing, pulling one of the family members to a location or by uttering single words. At times, she can become aggressive with her siblings especially when they do not understand what she wants. She will start screaming and flapping her arms. To calm herself, MaryOne will sit on the floor, make a humming noise and rock back and forth. MaryOne's parents are concerned with her continuing inability to communicate her wants and needs effectively. According to her parents, MaryOne also needs help getting dressed, attending to personal needs such as washing her hands before and after eating and brushing her teeth and has difficulties falling and staying asleep.

At her previous school, MaryOne was learning to communicate using the Picture Exchange Communication System (PECS). She could identify words by matching them to a picture and was beginning to use the pictures to communicate her needs and wants. Her school report indicated that she has completed the second phase of PECS (Distance and Persistence), enjoys making patterns with wooden blocks (green and yellow are her colour of choice), enjoys listening to music (the school used music on an iPod to calm her down if she was getting frustrated), can recognize numbers up to 100 but cannot make 1-1 correspondence and enjoys looking at books about animals.

Since starting at her new school the team has noticed that MaryOne will approach her peers with curiosity. Unfortunately, she gets too close and enters into their personal space, resulting in her peers being startled and reactive. This sometimes triggers aggressive reactions from MaryOne.

Current Student Assessment Information

All students have different learning capacities and learn at different rates. According to the team, MaryOne'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
Diagnosis: Global Developmental Delay; Autism	Pediatric team	20XX (at 4 yrs.)
Behaviour Rating Inventory of Executive Function (BRIEF): difficulties with: Shift, emotional control, organization, working memory. *Adaptive Behaviour Assessment System – 3rd edition* (ABAS-III): Extremely Low adaptive skills; all areas well below same age peers. (Adaptive skills measured: communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction and social)	Psychologist	20XX (End of Sept.)
Receptive One-Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4th Edition): below average ability to identify and comprehend pictures at a single word level. *Expressive One-Word Picture Vocabulary Test- Fourth Edition (EOWPVT-4th Edition)*: below average ability to label a picture at a single word level. *Functional Communication Profile Revised (FCP-R):* Profound - Receptive Language, Expressive Language, Pragmatic/Social Language Severe - Sensory/Motor, Attentiveness, Oral	Speech-Language Pathologist	20XX (End of Sept.)

Relevant Medical Information

- MaryOne lacked oxygen during the birthing process. She was very slow to meet specific childhood developmental milestones. She was not totally toilet trained until six years of age and her speech and language skills continue to be far below children of the same age.
- The family is currently working to find a family physician and obtain a Saskatchewan health card.

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.

a. What measurable outcome do we want the student to achieve by June?

MaryOne will independently complete Phase III – Picture Discrimination of the Picture Exchange Communication System (PECS).

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

Currently, MaryOne gestures, leads, points to pictures or objects, and uses verbal utterances (single words, some short phrases) to request what she wants or needs. MaryOne's verbal utterances can be understood by those who are familiar with her, however, when an unfamiliar listener is unable to understand MaryOne she becomes frustrated, wanders off, yells, paces and sometimes lashes out. Her previous school reported that MaryOne mastered Phase II-Picture Distance and Persistence of PECS. In Phase II of PECS, MaryOne was taught to be more persistent with her communication attempts.   For instance, the exercises during Phase II included pictures being moved farther away from MaryOne so that she would have to go get it.   The school team and speech-language pathologist have begun to schedule practice sessions with MaryOne to focus on the PECS program. The sessions currently review Phase II-Distance and Persistence. MaryOne's parents have provided the school with her previous PECS communication book.

c. Source of Outcome Assessment:

Checklist

d. Person(s) responsible for outcome assessment:

Speech-language pathologist
Student support services teacher

Sources of Support

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

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

The speech-language pathologist (SLP) will:
- Provide direct intervention with MaryOne and the school team on a weekly basis.
- Provide training to the school team on the implementation of the PECS Program by demonstrating each step in Phase III – Picture Discrimination.
- Determine when MaryOne has mastered each step based on the team's report of her progress and model the next step to the school team and MaryOne.
- As per Phase III-Picture Discrimination in PECS MaryOne will be given two pictures to choose from. She must find the picture that she wants and give that to an adult. Typically, the second picture is something that she does not want so that she understands that she needs to look at the pictures.
- MaryOne will be provided with opportunities to make requests choosing between two pictures in the classroom setting (e.g., snack time, class activities) with the classroom teacher (CT), her peers and the educational assistant (EA). This may include MaryOne initiating the requests and/or the CT, her peers or EA prompting MaryOne by asking her, "What do you want?"
- As per the direction of the SLP, the student support services teacher (SSST) and EA will have daily PECS practice sessions with MaryOne to practice the steps in Phase III-Picture Discrimination introduced during the SLP training sessions.
- The SLP will consult with the CT regarding MaryOne's level in the PECS program.
- Sessions will be held with the SLP, SSST and parents to practice the PECS program for parents to increase their use of the communication book at home with MaryOne.
- MaryOne's current communication book from home will be updated and an additional communication book will be developed for school.
- As requested by the SLP, the EA will make the pictures for MaryOne's communication books for both home and 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.

a.   What measurable outcome do we want the student to achieve by June?

MaryOne will independently engage appropriately in a turn–taking activity with her peers at least once a day.

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

MaryOne demonstrates interest in wanting to interact with her peers. She will approach other children but then gets into their personal space. Often, her peers will become uncomfortable with the close proximity and move back or respond with a negative comment. This seems to startle and/or frustrate MaryOne as she will yell out and at times, respond aggressively.

c. Source of Outcome Assessment:

Other

d. Person(s) responsible for outcome assessment:

Student Support Services Teacher
Educational Assistant

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher, Educational Assistant	Frequently:	Frequently:
	Occasionally:	Occasionally:
Occasionally:	Periodically:	Periodically:
Periodically:		

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

- The CT greets MaryOne at the classroom door, and says, "Hi" to MaryOne and the EA as they enter the classroom.
- The EA models a reciprocal response to the teacher and, says "Hi Mrs. CT" while MaryOne watches.
- The CT directs her attention to MaryOne, and says "Hi MaryOne" and waits 5 seconds for a response. If no response, she gently leans in and repeats the greeting, and waits 5 more seconds. Any response from MaryOne (smile, eye contact, attempts to vocalize) is acknowledged and rewarded by the teacher saying "Have a good day!"
- If no reaction, the CT greets the EA again to model a reciprocal greeting.
- Once MaryOne has successfully greeted the CT independently for five consecutive mornings, then a peer greeting rotation will be established where a different peer will be the classroom greeter for the week.
- The peer greeter's role is to say "Hi" or "Good morning" to various students as they enter the room. The peer greeter will be taught to make eye contact and say "Hi Mary". If MaryOne responds in an appropriate manner the peer greeter is to respond with "Have a good day!" If MaryOne does not respond appropriately (does not engage or invades the greeter's personal space) then the peer greeter would not say anything.
- MaryOne will join the rotation of peer greeters when she begins to respond consistently to her peers while entering the classroom. The EA will provide support to MaryOne for as long as needed and will fade out her support as MaryOne demonstrates appropriate responds and behavior.
- The EA will mark on a calendar the days that MaryOne meets the criteria for entering the room or greeting her peers appropriately.
- Using the data collected on the calendar the CT will monitor if MaryOne is making progress towards meeting the outcome. If progress is not being made as expected the CT and SSST will meet to discuss other or additional strategies.

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.

a. What measurable outcome do we want the student to achieve by June?

MaryOne will independently follow all the steps on a visual sequencing strip to transition from the classroom to the playground.

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

When the bell rings for recess, MaryOne will watch the other children begin the recess routine (take off your inside shoes, go to your locker, get what you need, and line up in the boot room) but does not attempt to get ready herself until she is prompted and coached. MaryOne appears to be distracted or overwhelmed by the busyness of the classroom and then becomes frustrated when she is not ready to go outside with her peers.

c. Source of Outcome Assessment:

Checklist

d. Person(s) responsible for outcome assessment:

Classroom Teacher

Sources of Support

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

e. Strategies (with whom, where, and when) to support the achievement of student outcome:
- The CT and SSST will review the steps involved in going out for recess (take off your inside shoes, go to your locker, get what you need and line up in the boot room) and coming in for recess (take off your outside shoes, go to classroom, put things away in your locker and go to your desk).
- Using these steps two visual sequence strips will be created by the SSST and EA for MaryOne to follow during the recess routine.
- Under the supervision of the EA a peer will model the steps of the routine as MaryOne follows. One peer will be assigned for the going out routine and a second peer will be assigned for the coming in routine.
- The peer's support will be faded out after MaryOne has demonstrated that she understands what is expected during recess.
- A checklist that follows the steps of the routine will be created to monitor whether MaryOne completed each step on the visual sequence strip independently or if she needed prompting. MaryOne will receive positive verbal praise when completing a step.
- The CT will check in once a week weekly with the EA to see if progress is being made. If progress is not being made as expected the CT and SST will meet to discuss other or additional strategies.
- Once MaryOne is able to follow the routine consistently and independently the EA support will also be faded out. The EA will only observe to supervise (and step in if needed) and complete the checklist.

Transition Plans

Short-term Transition Plans:

- In June, MaryOne will begin having regular visits to the Grade 4 classroom to help her become familiar with next year's teacher (if possible) and the physical appearance of the classroom. A social story will be created by the SSST for MaryOne to take home and read over the summer to help her transition from one grade to the next.
- A team meeting which will include the parent, the current school team, and next year's school team will be arranged, prior to the end of June, to discuss strategies and procedures that have worked for MaryOne.
- The team will begin planning MaryOne's IIP based on her strengths and needs and discussing outcomes for Grade 5.
- A referral has been made to the school division occupational therapist for consultation and/or an updated assessment.

Long-term Transition Plans:

- A psychoeducational assessment should be completed after Grade 6, before entering high school, to determine appropriate program placement and the development of adaptive skills.

Additional Information

- The SSST will create a series of social stories to prepare MaryOne for unfamiliar events such as assemblies, school excursions and fire drills. The social stories will be read to MaryOne by the SSST in advance of the activities happening to help familiarize MaryOne with the events before they take place.
- MaryOne's parents shared an occupational therapist consultation that provided information on how to best calm MaryOne when she is beginning to demonstrate frustration or when she is already escalated. The parents demonstrated how a rub on the back can work to calm MaryOne when she is beginning to demonstrate distress (rocking, increased verbal noises). The deep pressure rub will de-escalate MaryOne to avoid yelling, running or lashing out. If MaryOne cannot be calmed by using a back rub, then she is offered the iPod and some quiet time on a bean-bag chair in the reading centre. The parents have provided the school with an iPod that contains MaryOne's favorite music.
- MaryOne has a safety plan in place to address aggressive behaviour.

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