



# Inclusion and Intervention Plan (SAMPLE)

**School Division:** ABC School  
Division 123

**School Division ID:** XXXXXX

**School:** Model School

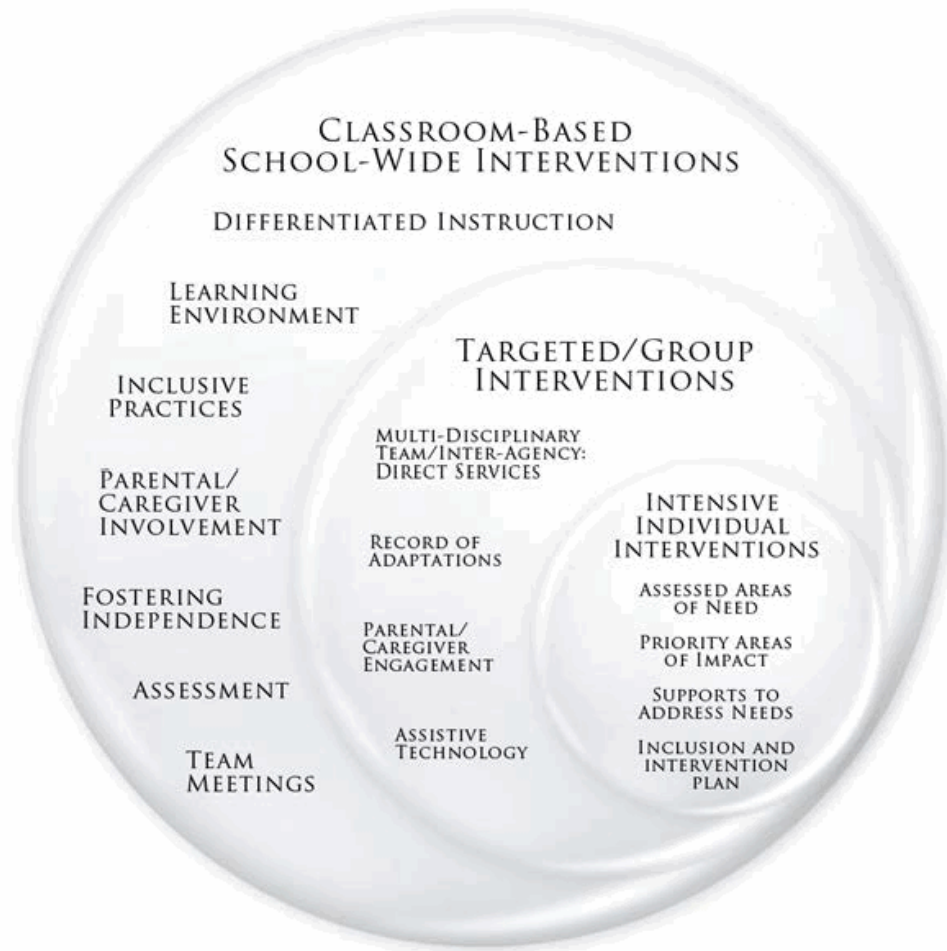
**Gender:** Female

**Student:** OliviaOne

**Grade:** 10

**Birth Date:** 01-JUL-20XX

**Ministry ID:** XXXXXXXXXXXX



**IIP CONTEXT:** This sample IIP was created to support a fictional Grade Ten student with a recently acquired brain injury who is returning to school after a period of recuperation. 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 Valley School Division No. 208 for their input and collaboration in creating this sample IIP to support school teams when developing individualized plans for students

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

In early October 20XX, OliviaOne was involved in a car accident and sustained a brain injury. OliviaOne:

- lives with parents and four younger siblings, who assist her by reminding her of routines
- spent several weeks in the hospital and then spent a few weeks at home to rest and recover
- is now able to return to school part-time
- has supportive friends who have been helping her out by bringing school work to the hospital and home and assisting her with it
- returned to school after the Christmas break and currently attends school in the morning
- startled her friends by her inappropriate behaviour (i.e., loud, aggressive, angry, impulsive blurting)
- is experiencing depression and anxiety; makes impulsive and inappropriate social comments
- occasionally expresses excessive emotional responses to events
- withdraws to her room at home when coping with frustration or anger
- is willing to discuss her feelings, can “talk through” decisions and has a desire to “get well”
- has little energy in the afternoons and experiences a high level of fatigue
- is able to describe her energy level and understands her body's current need for rest

Before the accident:

- was a gifted athlete
- had grades in the average to above average range

Since the accident OliviaOne:

- enjoys being at school and has a desire to succeed
- remains motivated to attend school and participate in class; makes an effort to arrive in class on time
- currently appears to do better with charts, demonstrations, videos and other visual material rather than reading and writing tasks
- has memory challenges such as difficulty committing factual information to memory
- has organizational difficulties starting, working on and completing assignments
- demonstrates poor planning and sequencing skills
- shows lack of understanding of cause and effect
- finds it hard to concentrate in class, which makes learning new material and completing exams difficult

**Current Student Assessment Information**

**Learning Capacity:**

All students have different learning capacities and learn at different rates. According to the team, OliviaOne's learning capacity is best described as: *Ability not formally assessed*

### 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
Report card marks and curriculum-based assessments indicate that performance prior to injury was in the average to above average range.	Various classroom teachers	20XX

### Relevant Medical Information

OliviaOne sustained a moderate acquired brain injury, some internal injuries, a broken ankle and a broken arm in a car accident at the beginning of October 20XX. She was hospitalized and then sent home to rest and recover but is now able to return to school. During her stay in hospital, she received emotional support from a social worker and a counsellor.

Parents report that her physical injuries have healed and that no medication for depression or anxiety is prescribed at the present time. OliviaOne's neurological team suggests focusing on "talking treatments" during this initial adjustment period.

OliviaOne is scheduled for a neurological assessment by a neurologist in the next few months. The Sask South ABI Outreach Team has been supporting her since the accident.

**Timeline:**

Sept. 20XX: started Grade 10

Oct. 20XX: car accident; hospitalized

Dec. 20XX: discharged at the beginning of the month; recuperated at home under the care of a full-time home care nurse

Dec. 15 – Dec. 30: home nursing support phased out

Jan. 5, 20XX: returned to school on a modified school day (mornings only until further direction is received from her medical team)

## Area of Development

<b>Independence</b>	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?

By June, OliviaOne will identify and use at least one memory strategy each day to support her classroom learning.

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

OliviaOne reports difficulty committing factual information to memory and remembering information in general. She is able to retain and generalize new information with visual support and extended opportunities for practice. She is slow to organize the materials needed to start assignments. She demonstrates difficulty maintaining her focus while working on and completing assignments when there are distractions in the environment, such as background noise and a lot of visual information. She often forgets the materials required for class but remembers when prompted verbally.

### c. Source of Outcome Assessment:

Checklist  
Anecdotal Records  
Portfolios

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

OliviaOne  
Student Support Services Teacher  
Classroom Teacher  
Educational Assistant

### Sources of Support

School Team	School Division Team	Outside Agencies
<p><b>Frequently:</b> Classroom Teacher, Parent/Guardian, Student Support Services Teacher</p> <p><b>Occasionally:</b> Educational Assistant</p> <p><b>Periodically:</b></p>	<p><b>Frequently:</b></p> <p><b>Occasionally:</b> Psychologist</p> <p><b>Periodically:</b></p>	<p><b>Frequently:</b></p> <p><b>Occasionally:</b> Other Agencies - South Saskatchewan ABI Outreach Team</p> <p><b>Periodically:</b></p>

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

Memory strategies to support learning and daily living tasks – home and school:

- Memory aids whenever possible in the classroom and at home, e.g., calendar, daily agenda, reminders, notes, lists, visual schedules – phone or paper-based
- Keep track of effective memory strategies in self-folio
- Jot notes in class to identify and record important information
- Verbal rehearsal to repeat information, especially instructions or new information
- Rephrase information to support comprehension
- Ask others to repeat information
- Written rehearsal – write information down
- Develop consistent routines for regularly occurring tasks
- Keep class materials visible, organized and stored in a consistent location
- Colour code information with highlighters

Supports for memory strategies:

- Teaching and rehearsing memory strategies (parents, student support services teacher (SSST), educational assistant (EA), ABI rehabilitation professional)
- Prompts and cues to use memory strategies (parents, classroom teacher (CT), EA, SSST)
- Coach OliviaOne to generate her own memory cues and strategies (parents, EA, SSST, ABI rehabilitation professional, psychologist)
- Coach OliviaOne as she develops her self-folio (parents, SSST, EA)
- Provide guidance to team regarding memory strategies and supports tailored to OliviaOne's needs (psychologist, ABI rehabilitation professional)

Instructional strategies in the classroom:

- Chunk material into smaller amounts (CT, SSST, EA)
- Peer support for learning (small group, partner) (CT, SSST, EA)
- Daily comprehension checks (CT, SSST, EA)

### 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?**

By June, OliviaOne will demonstrate awareness of her post-injury strengths and challenges through the development of a self-folio.

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

OliviaOne's parents and the school counsellor report that OliviaOne expresses frustration that she can't remember what she used to know in the classes she was taking before the accident. She thinks her memory will soon return to what she considers "normal". OliviaOne willingly discusses her feelings with adults and peers and has expressed her desire to "get well" and succeed in her classes. However, she focuses on what she used to be able to do and engages in negative self-talk with peers and family. Parents report that OliviaOne retreats to her room at home when she experiences frustration or anger.

**c. Source of Outcome Assessment:**

Checklist  
Anecdotal Records  
Portfolios

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

OliviaOne  
Parents  
Classroom Teachers  
Counsellor/Social Worker  
Student Support Services Teacher  
Educational Assistant

### Sources of Support

School Team	School Division Team	Outside Agencies
<b>Frequently:</b> Parent/Guardian, Student Support Services Teacher	<b>Frequently:</b>	<b>Frequently:</b>
<b>Occasionally:</b> Educational Assistant	<b>Occasionally:</b> Counsellor/Social Worker	<b>Occasionally:</b> Other Agencies - South Sask ABI Outreach Team
<b>Periodically:</b> Classroom Teacher	<b>Periodically:</b> Psychologist	<b>Periodically:</b>

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

- Educate Olivia One about brain injury and how her brain injury affects her in different ways (ABI rehabilitation professional)
- Educate family, friends and staff about acquired brain injury and the impact it has on OliviaOne (ABI rehabilitation professional)
- Provide guidance for developing supports and strategies to the team (psychologist)
- Encourage and remind OliviaOne to ask for honest feedback from people she trusts (parents, SSST, EA, counsellor/social worker (C/SW), ABI rehabilitation professional)
- Ask for honest feedback from people she trusts, both adults and peers (OliviaOne)
- Provide non-critical, concrete feedback to OliviaOne, as long as it does not cause stress or anxiety (parents, peers, SSST, EA, CT, SW, ABI rehabilitation professional)
- Use a self-reflection framework as she develops her self-folio (OliviaOne)
- Coach OliviaOne to self-reflect as she develops her self-folio (parents, SSST, SW, EA)
- Direct OliviaOne's attention to specific areas of personal strengths and challenges (parents, SSST, SW, CT, EA)
- Coach OliviaOne to use organizational strategies as she develops her self-folio (SSST, SW, EA, OliviaOne)
- Bi-weekly check-in with the SSST to monitor and guide progress of the development of the self-folio (OliviaOne, SSST)
- Provide counselling (SW, ABI rehabilitation professional)

### Transition Plans

**Short-term Transition Plans:**

To support OliviaOne's transition from pre-injury to post-injury and to assist classroom teachers:

- information concerning acquired brain injury and OliviaOne's current level of functioning will be provided to classroom teachers.
- the student support services teacher will act as liaison for information when there are changes in teachers
- a list of adaptations, strategies and supports that have been used successfully with OliviaOne will be made available to classroom teachers and substitute teachers.
- planning for the classes that OliviaOne will take next semester will be done in collaboration with OliviaOne and her parents, the student support services teacher, the ABI Outreach Team and the guidance counsellor.

**Long-term Transition Plans:**

OliviaOne may require a longer period of time to complete the high school credits needed for graduation. Tutorials may be needed to support OliviaOne in skill development and homework completion. These considerations will be discussed by the team during periodic IIP reviews.

In June 20XX, a meeting will take place to discuss time table and course selection for the 20XX-XX school year. The possibility of a summer school class or on-line course during the summer will be explored at this meeting.

Planning for post-secondary options will be made in consultation with OliviaOne and her parents, the ABI Outreach Team, the neurological assessment team, the guidance counsellor and the student support services teacher.

**Additional Information**

Jan. 15, 20XX: IIP meeting

The student support services teacher (SSST) is the case manager and primary contact. The ABI rehabilitation professional will work with the SSST to coordinate in-school information sharing and supports.

Follow up meetings with the ABI Outreach Team and the neuropsychologist will occur as needed to inform programming based on OliviaOne's needs.

General in-school supports for OliviaOne include:

- in-school location for rest periods and quiet spaces to work
- reduced class load (initially she will be taking two classes: English A10 and Social Studies 10)
- counselling
- peer support



Instructional adaptations, strategies and supports:

- list of adaptations to be developed over the January – June 20XX semester
- assignments that emphasize concrete aspects of the topic and are chunked to make them more manageable
- monitoring of assignment due dates and submission
- identifying/summarizing important information as it is taught
- visual supports such as timelines, flowcharts, graphs, mapping, webbing
- written study guides to prepare for tests and exams
- time extensions for class assignments
- oral exams
- point form responses to essay questions
- prompts and reminders

DRAFT

### 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

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Other

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Date

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Other

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Date

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