**Individualized Program Plan Assignment**

**Template**

Group Assignment Confirmation Form:I confirm that I am aware of the entire contents of this group assignment and that I have reviewed all group members’ contributions to the assignment. I also acknowledge that each group member will be awarded the same mark for this group assignment.

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| **Group Member Names** | **Laboratory Instructor Name, Section Number, and D2L Group Number** |
| Justin Peterson | **Elizabeth McNeilly**  **Section B05**  **IPP Part B Group 7** |
| Younghoon Lee |
| Stuart Harden |
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**IPP Template**

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| **Individualized Program Plan** | | | | |
| **Student Information** | | | | |
| Student Name: Erica Gomez  Date of Birth: September 14, 2006  Current School: North Shore High School  Current Grade: 9  Name of Guardian 1: Mrs. Selena Gomez  Name of Guardian 2: Mr. Justino Gomez | | | | |
| **Administrative Information** | | | | |
| Alberta Special Education Code: 59 (Multiple Disabilities)  School Year Current IPP is Active For: September 2020 - June 2021  Primary/Homeroom Classroom Teacher for Current IPP: Ms. Belle Pawluk  Special Education Coordinator: Mr. James Townsend | | | | |
| **School History** | | | | |
| * Rainbow School – Pre-Kindergarten and Kindergarten (United States) * Hope School ­– Grade 1 and beginning of Grade 2 (United States) * Happy Place Elementary– End of Grade 2 (Canada) * Colegio Real – Grade 3 (Puerto Rico) * Chinook Elementary– Grade 4 to 6 (Canada) * Peaceful School– Grade 7 to 8 (Canada) * North Shore High School– Grade 9 (Canada) | | | | |
| **Medical Conditions that Impact Schooling** | | | | |
| * Prescribed corrective lenses: nearsightedness (March, 2019) * Hypoglycemic * Wheat allergy * Dairy allergy | | | | |
| **Assessment Data (Specialized Assessment Results)** | | | | |
| **Date** | **Tests/Assessment** | | **Results** | |
| July, 16, 18, 22, 2020 | Psychoeducational Assessment  (WISC-V, WIAT-III, Key Math-3, BASC-3, MASC-2, K-SADS-PL), Tara Fey, PhD. | | * Demonstrated Average Verbal Reasoning, Fluid Reasoning, Working Memory, Processing Speed; Low Average Visual Spatial Reasoning * Report information confirms Average to Low academic functioning. Erica demonstrated average competency in reading composite skills. She scored Average to High Average in oral language skills. * High degree of anxiety surrounding math tests.   Clinical diagnosis: Learning Disability, primarily affecting number sense, mathematics fluency, mathematics problem solving, reading fluency and spelling; F42 Obsessive-Compulsive Disorder (mild), fair insight. Other diagnoses included Expressive Language Disorder, Anxiety Disorder not otherwise specified (mild). | |
| November, 2013 | Speech and Language Pathology Assessment, no information on who conducted the assessment. | | * Mild to borderline delayed receptive language skills and severely delayed expressive language skills. * Mildly delayed verbal reasoning and problem-solving skills, moderately delayed expressive vocabulary, and delayed phonological awareness. * It was recommended that Erica receive continued speech and language therapy support. | |
| November, 2013 | Psychological Assessment, no information on who conducted the assessment. | | * Results indicated Borderline to Low Average cognitive abilities. | |
| October, 2013 | Education Assessment, Not specified who gave assessment | | * Results indicated below average in reading, writing, and mathematics | |
| **Current Level of Performance and Achievement***.* | | | | |
| Report Cards  ***Kindergarten to Grade 8***   * Specific grades not provided   Teacher comments describe Erica as exceeding all her goals included in her IPP. Erica’s assessment expresses ongoing difficulty in mathematics.  Throughout Grade 4-7, Erica followed a modified reading program where she demonstrated significant improvement in her literacy skills. She is being supported at home to further improve her reading and writing.   * Erica received one-on-one intensive tutoring with a focus on reading and writing at Hope School (January – June, 2012). * Erica is on a modified math curriculum. She demonstrates a lack of confidence in her math work, and has received one-on-one support outside school. * Grade 8 math accommodations include use of a calculator, writing tests in an alternate room, and use of a “cheat sheet” to help her remember algebraic formulas. | | | | |
| **Student Strengths** | | | | |
| * Self-confident, responsible and mature * Hard working and motivated to learn. * Social and friendly with her classmates and school staff * Actively involved in extracurricular activities * Demonstrates strong leadership skills * Overall intellectual ability is in the average range | | | | |
| **Student Areas of Need** | | | | |
| * Techniques to manage completion time for homework. * Develop strategies that help alleviate test anxiety, specifically in mathematics. * Strategies to recognize personal strengths and avoid self-deprecating behaviors. * Develop confidence in math proficiency. * Strategies to assist Erica’s slow reading. * To improve focus and reduce social distractions in class. | | | | |
| **Required Classroom Accommodations** | | | | |
| * Create a homework plan that manages Erica’s time and modify homework assigned to Erica to reduce redundancies. * Provide Erica with a separate room, extra time (1.5 times allotted class time), and plenty of scrap paper during tests. * Introduce Erica to relaxation techniques, encourage positive self-talk, and healthy nutrition to avoid self-deprecating behaviors and manage anxiety. * Direct instruction in single approaches (procedures) to reaching answers to math problems, rather than multiple approaches to encourage practice and mastery. * Provide Erica with Text-to-speech software (Kurzweil 3000) to assist with reading age-appropriate text. * Use prioritized seating so that the teacher can interrupt social distractions. | | | | |
| **Long-Term Goal #1:**  Erica will be able to read a variety of Grade 9 level texts during class reading time at 100 words per minute (WPM) by April 1st. | | | | |
| **Short-Term Objectives** | | **Assessment Procedures** | | **Progress Review** |
| Erica will be able to read a Grade 9 level text at 60 WPM by February 1st. | | Once a week, have Erica read a selected text for one minute using a tablet. Afterwards, calculate the number of words read and conduct an informal interview to assess comprehension. | | February 1, 2021  *Achieved* |
| Erica will be able to read a Grade 9 level text at 80 WPM by March 1st. | | Once a week, have Erica read a selected text for one minute using a tablet. Afterwards, calculate the number of words read and conduct an informal interview to assess comprehension. | | March 1, 2021  *Achieved* |
| Erica will be able to read a Grade 9 level text at 100 WPM by April 1st. | | Once a week, have Erica read a selected text for one minute using a tablet. Afterwards, calculate the number of words read and conduct an informal interview to assess comprehension. | | April 1, 2021  *Achieved* |
| **Strategies to Support Objectives:**  Help Erica get comfortable with reading on a tablet using the TTS machine (Kurzweil 3000) by helping her select a voice and a dialect that she understands, and by digitizing all readings to be used beforehand.  Supply Erica with a variety of texts and genres she might be interested in to encourage reading outside of class. | | | | |
| **Long-Term Goal #2:**  Erica will be able to complete mathematics word problems involving the application of addition and subtraction principles in class with 75% accuracy by April 1st. | | | | |
| **Short-Term Objective** | | **Assessment Procedure** | | **Progress Review** |
| Erica will be able to complete addition and subtraction application questions in class with 50% accuracy by February 1st. | | Once a week, Erica’s teacher will provide Erica with 10 addition and subtraction application questions to assess her progress. | | February 1, 2021  *Achieved* |
| Erica will be able to complete addition and subtraction applications questions in class with 60% accuracy by March 1st. | | Once a week, Erica’s teacher will provide Erica with 10 addition and subtraction application questions to assess her progress. | | March 1, 2021  *Achieved* |
| Erica will be able to complete addition and subtraction questions in class with 75% accuracy by April 1st. | | Once a week, Erica’s teacher will provide Erica with 10 addition and subtraction application questions to assess her progress. | | April 1, 2021  *Achieved* |
| **Strategies to Support Objectives:**  Erica’s teacher and district support staff will provide one-on-one math instruction where Erica will identify problem-solving strategies that work best for her. Erica will record this strategy/procedure, along with an example problem, in a math journal. She will refer back to this journal to guide her when interpreting and solving math word problems. Additionally, in between assessments, Erica will be provided with additional worksheets with accompanying answers that build on her understanding. | | | | |
| **Long-Term Goal #3:**  By April 1st, Erica will identify an effective self-affirmation strategy and utilize it every time she begins to engage in negative self-talk. | | | | |
| **Short-Term Objectives** | | **Assessment Procedures** | | **Progress Review** |
| Supply Erica with a pool of 4 self-affirmation strategies she can test to interrupt negative self-talk. Test each for 1 week until February 1st. | | Each week Erica and her teacher will meet to discuss the effectiveness of each strategy. The teacher can help Erica identify what aspects of each strategy worked well in order to tailor what strategies are offered to Erica in future weeks. | | February 1, 2021  *Achieved* |
| By March 1st, have Erica identify 1-2 self-affirmation strategies that she can utilize effectively. | | Erica and her teacher will check-in weekly to discuss the two strategies that she will focus on using, and Erica will begin to work exclusively with one of the strategies. | | March 1, 2021  *Achieved* |
| By April 1st, Erica will effectively utilize a self-affirmation strategy every time she begins to engage in negative self-talk. | | Erica’s teacher will check-in with Erica to ensure that the self-affirmation strategy is implemented every time she engages in negative self-talk. | | April 1, 2021  *Achieved* |
| **Strategies to Support Objectives:**  Erica will be provided with a list of different self-affirmation strategies to choose from. Additionally, consistent communication will be established between Erica and the school’s guidance counsellor to act as another source of support. Erica’s teacher and the counselor will keep one another informed with Erica’s progress. | | | | |
| **Planning for Transition** | | | | |
| Erica is transitioning to North Shore High School in the Fall of 2021 into Grade 9. Strategies to help ease this transition include an introduction to her math teacher and her guidance counsellor to assist in alleviating her anxiety regarding math. Additional strategies could include opportunities to meet her classmates. Ice breaker exercises and giving Erica opportunities to socialize with her classmates one-on-one would help her make friends and feel comfortable in her new environment. It is important for teachers to know that Erica thrives on positive feedback.Erica should also identify positive coping strategies so that she can independently interrupt negative self-talk[EM1] [EM2] . | | | | |
| **Year-End Summary** | | | | |
| *\*Not required for the assignment.* | | | | |
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\*IPP template modified from Alberta Education (2006). Alberta Education (2006). *Individualized program planning (IPP) ECS to grade 12: Working through the IPP process*.

**Parent Summary** *\*Entire section completed for Assignment Part B.*

**Now that you have completed Erica’s IPP, you have set-up a meeting with her parents, Mrs. Selena Gomez and Mr. Justino Gomez, to discuss the IPP and the three goals going forward. Please describe, in parent-friendly language, how in this meeting you would talk about how Erica’s IPP will be used as a working document to support her individualized learning. This should include an explanation of how the information you gleaned from assessment reports, report cards, CBMs, and talking with her parents in previous conversations, guided you in determining Erica’s areas of need, strengths, and the three goals you plan to focus on and progress monitor. This section should be no longer than 500 words.**

To begin with, I’d explain to Erica’s parents how I understood the learning and personal background of Erica as it pertains to the IPP, so that if there are some things I misunderstood or they might need clarification on, we can address them. I would also make sure to emphasize that Erica will be supported not only by myself, but other teachers and the guidance counsellor so that Erica’s transition into high school is as positive an experience as can be, and that she feels comfortable and continues to improve academically.

After going through various assessments of Erica’s abilities and areas of need, I have decided to focus on some areas that I believe we can see very real positive growth this year, particularly in relation to her diagnosed Learning Disability. These areas are Erica’s anxieties towards mathematics, specifically by helping her develop confidence in her mathematical competencies, and also work with her on improving her reading fluency. Erica is a very self-motivated and responsible student given her academic history and personal background, and I am confident that she will be able to develop these skills, and hit the targets of her IPP. Another area of need that we can look to address in the classroom is to develop some strategies that reduce Erica’s self-deprecating behaviours, such as negative self-talk, as well as strategies that help her recognize her own personal strengths, and we know that she has many, especially around her motivation to learn.

I chose three goals that correspond to Erica’s needs. The first goal aims to help Erica with her reading speed. The second goal focuses on helping Erica become more confident with problem-solving in math, particularly in relation to addition and subtraction application questions. I plan to provide Erica with direct instruction to help her identify math strategies that would help her solve these problems. The third goal aims to develop a self-affirmation strategy to help Erica manage her negative self-talk. I would have weekly check-ins with Erica to see how she is progressing with her self-affirmation strategy.

After going through these points, I would ask Erica’s parents if they had any questions or concerns about improving the IPP, specifically if they find the goals that I have set for her to be in Erica’s best interests. I would ask both of her parents to keep in contact with me so that we can provide strong support for Erica’s learning and progress through her IPP.