



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

Inclusion and Intervention Plan (SAMPLE)

School Division: ABC High
School Division 123

School Division ID: XXXXXX

School: Model High School

Gender: Male

Student: JoshuaOne

Grade: 11

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 bright, energetic 16 year old. Socially, he has demonstrated growth in the school setting but still avoids social interactions with people that he does not know. JoshuaOne is able to work with small groups of people but will choose to work alone if that option is provided. He can recognize and label his own emotional state and will seek a quiet setting if he is feeling stressed or upset. JoshuaOne is well-known by the staff and has expressed that he feels safe at school. He has also expressed that he gets nervous and upset when he thinks about not being able to attend this school any longer. His parents are aware of his anxiety and have requested that transition plans be initiated to help reduce the stress that he is feeling.

Strengths:

- can follow routines using a schedule
- uses a timetable independently
- can speak to his strengths and needs in a familiar environment with people with whom he is comfortable
- has a group of friends with whom he socializes during school and outside of school
- can communicate what he does not understand and asks for clarification
- has strong IT skills – interested in programming video games
- member of the School Cross Country Running Team and Computer Club
- number and math skills
- use of the computer to support reading and writing

Needs:

- writing skills – graphic organizer
- identifying key information to solve math problems
- is taking driver's education – strategies to understand and respond to other drivers' behaviours
- adaptations in English class – allow more time to complete assignments
- strategies to support the writing process – (Project CRISS – Creating Independence through Student-Owned Strategies)
- to be connected with other adults with ASD – this has been expressed to his school guidance counsellor
- is planning on applying to Saskatchewan Polytechnic – wants guidance on the process and would like a timeline
- to advocate for himself in unfamiliar situations/people
- additional time to interpret content information and to complete written assignments

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"> • Verbal Comprehension – Low Average; Visual spatial – High Average; Fluid Reasoning – Average; Working Memory – Average; Processing Speed – Very Low. 	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"> • Broad Reading – Average – Letter-Word Identification (High Average), Comprehension (Low Average), Fluency (Low Average) • Broad Written Language – Average – Spelling (High Average), Writing Samples (Low Average), Sentence Writing Fluency (Very Low) <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"> • Receptive Language skills – average, Expressive Language skills – average (weakness noted in semantic relationships) 	School division speech-language pathologist	20XX (Grade 4)

Relevant Medical Information

- Has seasonal allergies
- Not on any prescribed medication

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

By the end of the current school year, JoshuaOne will be able to independently read and respond appropriately to other drivers' behaviours (expressions, gestures, stances).

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

JoshuaOne is taking driver's education. On more than one occasion his driving instructor noticed that he became very anxious and nervous by other driver's behaviour to the point that the driving instructor had to take over control of the vehicle.

c. Source of Outcome Assessment:

Anecdotal Records
Other

d. Person(s) responsible for outcome assessment:

Student Support Services Teacher

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Student Support Services Teacher, Other, Parent/Guardian	Frequently:	Frequently:
Occasionally:	Occasionally:	Occasionally:
Periodically:	Periodically:	Periodically:

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

- The student support services teacher (SSST) will work with the driver education teacher to create a series of pictures that show different driving behaviours (for example: tailgating, various facial expressions, yelling, waving, signaling, gesturing, speeding, pulling over for emergency vehicles).
- The SSST will work with JoshuaOne to describe what is happening in each scenario and label the pictures.
- When JoshuaOne can successfully label each scenario, the SSST and JoshuaOne will sort the pictures into categories – positive behaviours, negative behaviours, and warning behaviours.
- Together the SSST and JoshuaOne will brainstorm how he should react to behaviours in each of the categories. For example,
 - Positive behaviours - mimic the behaviour - if someone waves, wave back.
 - Negative behaviours – have JoshuaOne use the following script: “Check speedometer. Am I going the speed limit? No – speed up/ Yes – ignore other driver, or if safe, let them pass”
 - Warning behaviours – have JoshuaOne use the following script: “Why is that driver _____?, What do I see?, What do I hear?”
- The SSST will share the routines/scripts with the driver education teacher and the parents.
- The driver education teacher and the parents will reinforce and monitor if JoshuaOne is using the routines and scripts while driving and report back to the SSST.
- Once the driver’s education course is complete, JoshuaOne’s parents have agreed to continue supporting this goal by paying for additional lessons with a private driver’s education company and providing additional practice with their own vehicle until JoshuaOne meets this outcome.
- They will continue to report back to the SSST on JoshuaOne’s progress.
- The SSST will provide additional support if needed.

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 independently advocate for adaptations to meet his learning needs when there are guest or substitute teachers.

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

JoshuaOne is taking an English class from a teacher who is new to the school. The teacher reported that during September JoshuaOne was very quiet, disengaged and had to be reminded by a peer to advocate for his instructional needs (for instance, if she forgot to use a strategy like putting up an outline for the class he did not say anything without being reminded). Up to this time the strategy has been that a peer or friend in the classroom would remind JoshuaOne to advocate for himself when dealing with unfamiliar or substitute teachers. The English teacher would like to find a way for JoshuaOne to independently advocate for his needs if he finds himself in a situation with unfamiliar people.

c. Source of Outcome Assessment:

Checklist

d. Person(s) responsible for outcome assessment:

JoshuaOne
Counsellor/Social Worker
Classroom Teacher

Sources of Support

School Team	School Division Team	Outside Agencies
Frequently: Classroom Teacher, Counsellor/Social Worker	Frequently:	Frequently:
Occasionally: Student Support Services Teacher	Occasionally:	Occasionally:
Periodically: Other	Periodically:	Periodically:

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

- The counsellor/social worker (C/SW) will revisit the discussion with JoshuaOne regarding the importance of advocating for his needs and together create a list of vocabulary words needed to describe JoshuaOne's adaptations.
- At the beginning of November the CT (English teacher) will begin a unit on visual graphics. One of the assignments will be for the students to create a brochure about themselves describing their strengths and needs and their goals for the future. JoshuaOne will use the list of vocabulary words created with the guidance counsellor to support him when working on this assignment.
- Using their brochures the students in the class will prepare a mini-presentation (two to three minutes) introducing themselves as learners and sharing their goals for the future.
- Using the brochure created by JoshuaOne, the C/SW will model and teach appropriate self-advocacy skills to Joshua through role-playing and practice.
- When JoshuaOne is ready he will present his brochure to the class.
- The CT (English teacher) will make a copy of the brochures and place them in a duo tang for further reference to be used by any guests and/or substitute teachers who may be in the class.
- JoshuaOne's responsibility will be to introduce himself and make sure that the guest or substitute teacher knows where the brochures are kept and to point out his brochure.
- The CT (English teacher) will create a checklist for guest or substitute teachers to initial and date if JoshuaOne fulfills his responsibilities.

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?

During his multi-media class JoshuaOne will reduce, by at least 30%, the number of repetitive questions and verbal argumentative statements.

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

Joshua has indicated that he is very interested in his multi-media class and may want to pursue this area after he leaves high school. However, his multimedia teacher is feeling overwhelmed and frustrated by the amount of repeated questions and argumentative statements that Joshua will make during a lesson. The multimedia teacher shared that answering JoshuaOne's questions or arguing back seldom stops JoshuaOne's behaviour and often the verbal aspect of the situation escalates. The teacher expressed that he does not feel that JoshuaOne is intentionally being rude but rather that JoshuaOne is passionate about the subject matter and has difficulty controlling his enthusiasm. The multimedia teacher shared this concern with the SSST and the SSST agreed to collect data regarding JoshuaOne's repeated questions and argumentative statements occurring during class. The SSST collected data over five consecutive lessons. The data indicated that on average Joshua will repeat questions five times and make an argumentative statement four times during a 60 minute lesson. The parents shared that they also find this behaviour tiresome and worry that this behaviour will cause issues for JoshuaOne once he enters the workforce and/or begins his postsecondary training. They would appreciate any insight into strategies that could support JoshuaOne in this area.

c. Source of Outcome Assessment:

Checklist
Other

d. Person(s) responsible for outcome assessment:

Student Support Services Teacher
Classroom Teacher
Student

Sources of Support

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

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

- By the end of next week, the SSST will meet with Joshua One and have a discussion about his repeated questioning and argumentative behaviours.
- The SSST will propose to JoshuaOne that rather than verbally sharing all of his questions and arguments during class that JoshuaOne use a notebook to record his questions/arguments. The SSST will also explain to JoshuaOne that the act of writing may help to calm him down and stop the repetitive activity.
- The SSST, JoshuaOne and the multimedia teacher will establish a reasonable amount of responses that JoshuaOne can make during a class.
- JoshuaOne will keep track of the agreed upon number of responses he makes. Once he has reached his limit (whether repetitive or not), if he has another question or argument JoshuaOne will record his questions or thoughts in a separate notebook.
- At the end of the lesson, JoshuaOne will give his notebook to the multimedia teacher. The multimedia teacher will respond to JoshuaOne's questions and/or arguments nightly and return the notebook to JoshuaOne by the next lesson.
- The SSST will observe and collect data on JoshuaOne's repetitive questioning and/or argumentative behaviours every three weeks to see if progress is being made toward JoshuaOne meeting his outcome.
- The data will be shared with JoshuaOne and the multimedia teacher.
- JoshuaOne will inform his parents regarding his progress and report if this strategy is helping him to communicate in an acceptable way when he becomes overly excited or anxious.

Transition Plans

Short-term Transition Plans:

- Continue the use of a schedule.
- Alert JoshuaOne to any upcoming changes that may occur at school; such as assemblies, field trips. Have JoshuaOne enter these events into his phone 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.
- If possible introduce JoshuaOne to his Grade Twelve teachers in June.
- The student support services teacher and the Grade Eleven teachers will meet with the Grade Twelve teachers before school starts to discuss JoshuaOne's IIP.
- In June have JoshuaOne prepare a countdown calendar to show when the transition to Grade Twelve will take place.
- During Grade Twelve schedule meetings for JoshuaOne to visit Saskatchewan Polytechnic – at least one in December, April and at the end of June. Schedule appointments with support personnel and if possible instructors.
- Be prepared to work with Sask Polytech in creating a transition plan from their end.
- Check-in with the family regarding ARC support.

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

Other

Date