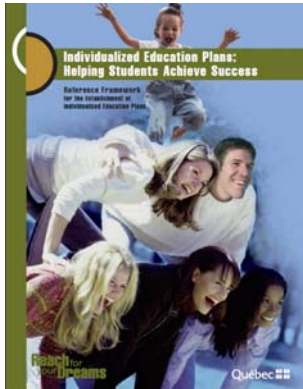


# GUIDE TO USING THE FRAMEWORK FOR DEVELOPING INDIVIDUALIZED EDUCATION PLANS (IEPs)





## Guide to Using the Framework for Developing Individualized Education Plans (IEPs)

Unless indicated otherwise, all definitions are taken from *the Reference Framework for the Establishment of Individualized Education Plans*, MELS, 2004.

Available at:

<http://www.mels.gouv.qc.ca/DGFJ/das/soutienetacc/pdf/19-7053A.pdf>

### The Education Act

Handicapped student or student with a learning disability

**96.14.** In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrollment at the school.

#### *Individualized education plan*

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

Available at:

[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I\\_13\\_3/I13\\_3\\_A.html](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html)

## The Individualized Education Plan Process

The purpose of the IEP is to help a student who, because of a handicap or difficulties, needs adapted interventions in order to progress optimally in developing the competencies required for success.

It consists of a planned set of coordinated actions established as part of a joint action process.

It is part of a dynamic process to help the student and is based on a systemic view (including personal, family, social and academic factors) of his or her situation and is implemented using a solution-centred approach.

### Phases of the Individualized Education Plan

#### Information Gathering and Analysis

- Read through the student's prior records.
- Examine the student's recent work.
- Consult the student, parents, school staff and any other people concerned.
- Perform evaluations where necessary.
- Consider the effectiveness of the various interventions, especially with regard to differentiated teaching.
- Examine and interpret all available information on the student's situation.

#### Planning of Interventions

- Pool all information on the student's situation (strengths, difficulties, etc.).
- Reach a consensus on prioritizing the student's needs.
- Establish objectives.
- Determine strategies, resources, time frame.
- Record the information.

#### Application of the Interventions

- Inform everyone concerned.
- Implement and monitor the various strategies selected.
- Evaluate the student's progress on a continuous basis.
- Adjust the interventions to suit the student's situation and development.
- Maintain communications with the parents.

#### Review of the Plan

Review and evaluate the individualized education plan, maintaining or altering some or all of its elements in relation to the student's situation, in consultation with the student and his or her parents.

## Abilities

Abilities consist of aptitudes that have been acquired or developed and that help a person to succeed at a physical, intellectual or professional activity.

*It is important to focus on the student's aptitudes in order to help him or her make progress with regard to his or her needs and targeted goals.*

### Here are some examples:

- ◆ The student has good social skills with peers.
- ◆ The student finds solutions to his or her problems.
- ◆ The student can organize his or her workspace.
- ◆ The student is able to ask for help.

### Avoid focusing on abilities such as the following:

- ◆ The student smiles a lot.
- ◆ The student has nice handwriting.

**These examples refer to elements that will have little effect on the student's success. These are not levers we can use to improve the student's chances of success.**

## Needs

The concept of need is defined as the difference or gap between the target outcome and the existing situation. In the individualized education plan, a need reflects what is to be developed by the student in terms of the targeted competencies or what is required to enable the student to meet expectations.

*It is important to identify the needs that require priority action.*

**Here are some examples:**

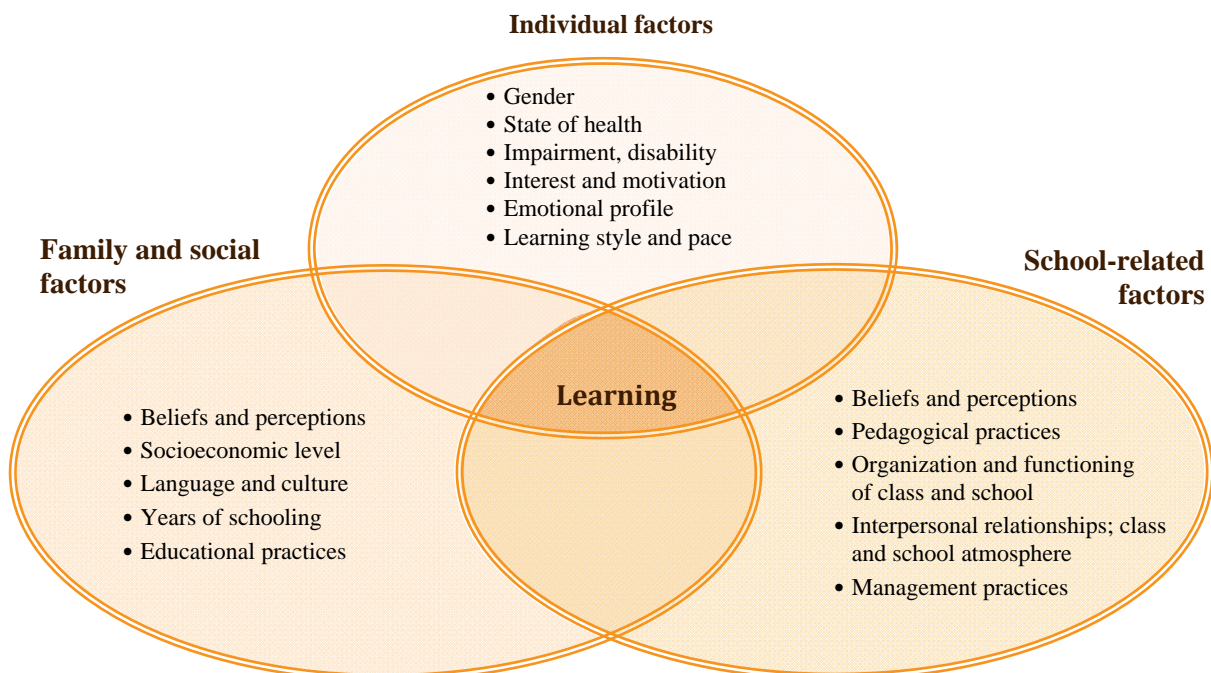
- ♦ The student will be able to control his or her impulses.
- ♦ The student will be able to organize his or her workspace.
- ♦ The student will improve his or her reading habits.

**Avoid focusing on needs such as the following:**

- ♦ The student must take his or her medication.
- ♦ The student must see a resource teacher twice a week.
- ♦ The student must do his or her homework.
- ♦ The student must be evaluated by a child psychiatrist.

*These examples do not concern aspects that the child must develop. These are complementary strategies or comments that could be added to the IEP, but over which the IEP team has no control. It is important to intervene, even if there are no complementary strategies or comments available.*

*Remember, the following factors can have an influence on learning:*



## Objectives

An objective is a specific, definable, verifiable result achieved by focusing on consistent action and concerted effort over a given period of time. The wording of the objective will include an action verb, and one or more indicators will be required for evaluation purposes. These indicators, often in combination, may be varied and may refer to:

- ♦ the expected form (e.g. the proposed model)
- ♦ the intensity required (e.g. slowly, calmly)
- ♦ the anticipated frequency (e.g. four times out of five; no more than four times)
- ♦ the allotted time (e.g. for 10 consecutive minutes, during a period)
- ♦ compliance with certain requirements (e.g. in accordance with the process) (Goupil, 1991)

***Remember that all interventions must be based on the outcomes defined in the Québec Education Program.***

Available at: [http://www.mels.gouv.qc.ca/sections/programmeFormation/index\\_en.asp](http://www.mels.gouv.qc.ca/sections/programmeFormation/index_en.asp)

### Here are some examples:

- ♦ The student will be able to complete a 150-word writing exercise if he or she is allotted an extra one third of the time normally allowed.
- ♦ The student will keep his or her attention on a given task for 15 consecutive minutes.
- ♦ Three times out of four, the student will use the conflict-resolution process he or she has been taught.

### Avoid focusing on objectives such as the following:

- ♦ The student will pass Secondary I.
- ♦ The student will improve his or her reading skills.
- ♦ The student will improve his or her marks in all subjects.
- ♦ The student will take his or her medication.

***These examples are not specific, realistic or measurable.***

# Types of Intervention

## Strategies

Strategies are actions that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. The strategies used may involve human or material resources or educational approaches or actions to be implemented, specific tools to be used . . .

### Here are some examples:

**Objective:** Three times out of four, the student will use the conflict-resolution process he or she has been taught.

### Strategies:

- ◆ Become familiar with and apply conflict-resolution techniques taught during workshops.
- ◆ Use pictograms as reminders of the steps in conflict resolution.
- ◆ Train parents and give them the required materials so they can use the process within the family.
- ◆ Have the student conduct weekly self-evaluations.

### Avoid focusing on the following objective and means:

**Objective:** The student will pass Secondary I.

### Strategies:

- ◆ Meet with the resource teacher.
- ◆ Complete homework.
- ◆ Listen in class.

# Types of Intervention

## Adaptation

Adaptation consists of action that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. Adaptation can lead to a change in the way students with specific needs experience learning and evaluation situations **without modifying** the evaluation criteria (*Framework for the Evaluation of Learning at the Secondary Level, 2006*).

### Here are some examples:

**Objective:** The student will be able to complete a 150-word writing exercise if he or she is allotted an extra one third of the time normally allowed.

### Strategies:

- ♦ Extend the time allotted for the exam by up to one third of the time normally allowed.
- ♦ Become familiar with and use an outline for composing a text.
- ♦ Give the student frequent reminders.

### Allowable adaptation during evaluation:

- ♦ Extend the time allotted for the exam by up to one third of the time normally allowed.

Please refer to the *Administrative Manual for the Certification of Secondary School Studies*, Chapter 5, for further examples of allowable adaptations.

Available at: <http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1849>



# Types of Intervention

## Modification

Modification consists of action that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. The strategies chosen lead to a change in the way students with specific needs experience learning and evaluation situations **and modify** the evaluation criteria.

***Remember that modifications may affect the possibility of obtaining a Secondary School Diploma (Framework for the Evaluation of Learning at the Secondary Level, 2006).***

## Objectives for Transition Planning

The transition from school to working life is an important one, and for some students special attention should be paid to this stage of their development. To facilitate the transition, the individualized education plan should include longer-term, multi-sector planning involving social and occupational integration for when the student leaves school. This longer-term planning should cover work, leisure, transportation and so on, and be included in both the individualized education plan and the service plan.

### Examples of activities:

- ◆ Using different tools and means to identify the student's social and occupational interests;
- ◆ Planning activities to inform students and parents of different programs and resources they might find helpful;
- ◆ Providing structure in the form of defined phases with appropriate material and human resources for the student's passage from school to working life;
- ◆ Using a bank of locally developed joint activities or strategies.

*The Ministère is currently working on this with its partners.*

## Review | Evaluation

Periodic follow-up and evaluation of student progress toward objectives in light of the strategies identified. Each student's needs will determine the frequency with which his or her plan is reviewed.

A review of the individualized education plan can lead to one of five outcomes:

- ◆ The objective and strategies are maintained.
- ◆ The objective is maintained but the strategies are modified.
- ◆ The objective and strategies are modified.
- ◆ The objective is reached.
- ◆ The objective is dropped.

*It is important to work together with all participants during this phase.*



A word cloud of French verbs related to learning and physical activity. The most prominent words include: APPRENDRE, SAVOIR, BOUGER, RÉUSSIR, LIRE, MARCHER, SAUTER, S'AMUSER, PARTAGER, PERFORMER, and PERSÉVÉRER. The words are arranged in various orientations and sizes, creating a dynamic visual effect.