

Individualized Program Planning (IPP) Workshops

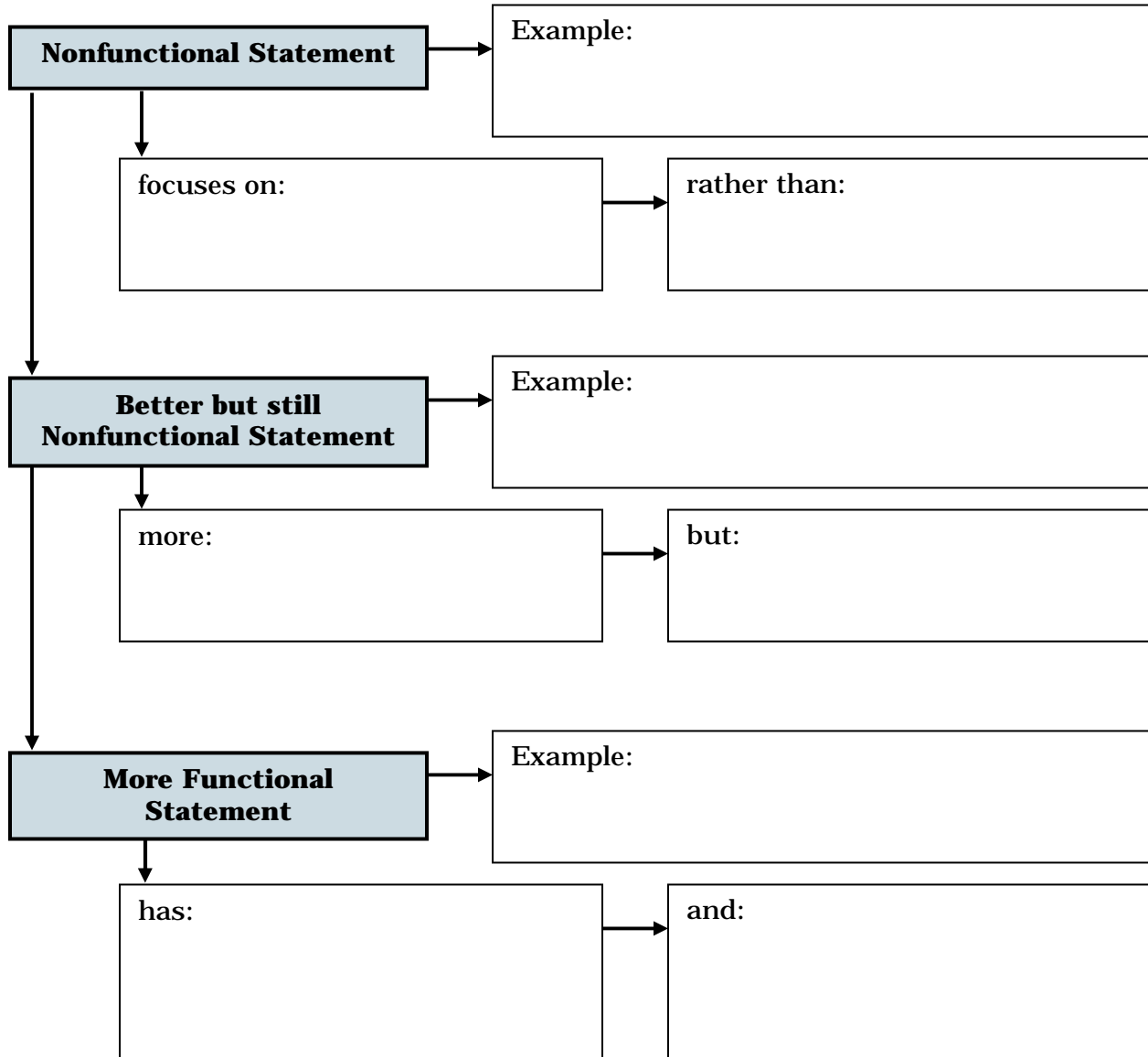
Workshop #8: Early Childhood IPPs

Time	Approximately two hours
Purpose	To explore important topics related to the IPP process in early childhood special education programs.
Reference	Chapter 10: Getting Off to a Good Start in ECS in <i>Individualized Program Planning</i> (2006)
Grouping	Partners, small groups and whole group
Resources	Blackline masters for Activities 1 through 8 (attached)
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”2. Divide the participants up into partners or small groups and complete the following activities:<ul style="list-style-type: none">• Making It Functional• Making It Educationally Relevant• What the Research Says• Using Classroom Observation3. After a brief break, complete the following activities:<ul style="list-style-type: none">• Questions to Ask Specialists and Consultants• What Do Specialists and Consultants Need to Know about your Classroom?• Committing to Family-oriented Programming• Getting Ready for Transition
Wrap-up	Complete a culminating activity such as “Here’s What, So What, Now What?” in which participants begin to plan how they will use what they learned during the workshop.

Workshop #8: Early Childhood IPPs
Activity 1: Making It Functional

- Working with a partner or in a small group, choose one of the skill areas from the table in *Individualized Program Planning*, Chapter 10, pages 17–18. Use this information to develop a concept map below that illustrates the difference between nonfunctional and functional goals.

Skill Area: _____



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Activity 2: Making It Educationally Relevant

List different types of behaviours or skills that might be part of a therapy goal in a report from a health specialist. Working with a partner, describe ways to make these goals educationally relevant and identify classroom opportunities to practice and apply these new skills and behaviours.

New behaviour or skills targeted for therapy	What is the educationally-relevant interpretation of these behaviours and skills?	Classroom opportunities to practice and apply these new behaviours and skills
K-sound	<i>Will call peers Karen and Katy by name</i>	<i>Circle time</i>

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Activity 3: What the Research Says

With a partner, read over “Research-based Reasons Why Instruction and Therapies Should be Integrated.” Choose the top three reasons and mark with a star. Share your choices with the group and discuss. Use the organizer below to record key points from your group discussion and share these ideas with the larger group.

Discussion Notes

Top three reasons:

- 1.
- 2.
- 3.

Reasons for choosing these top three:

Group members:

New ideas or reasons discussed:

Group conclusions:

Research-based Reasons Why Instruction and Therapies Should be Integrated

- Children learn the skills they need in the places they will use them.
- Children have increased opportunities for practice.
- Children don't miss out on classroom activities or instruction by being pulled out for therapy or instruction.
- Integration facilitates the full inclusion of children in preschool environments, and does not single a child out.
- Specialists can model what they do to help children increase their independence and skill level, so the classroom teacher can work on these specific skills when specialists leave.
- Specialists can see whether or not the strategies they have developed for use in the classroom are feasible, and whether they are working efficiently for the child.
- Additional staff are not required for implementation, as individual instruction should not interfere with the flow of classroom instruction.
- Teachers and specialists focus on objectives and skills that are immediately useful for a child, and which promote participation and competence throughout the child's day.
- Skills can be assessed authentically, when and where they are used in the real world.
- Teachers and specialists can work together more often to address problems as they arise.
- Teachers and specialists can provide interventions when and where they are needed.
- Strategies can be used across a variety of settings (home, school, daycare), and are compatible with a wide range of goals, objectives, activities and routines that promote skill acquisition and generalization.
- Teachers and specialists don't require a special time set aside to work on IPP objectives. This flexibility allows them to choose times and opportunities optimal for learning such as when the child is interested, motivated and ready to learn.
- Teachers may find it to be a more efficient and effective way to address a number of individual IPP goals, particularly when several children in one ECS classroom have IPPs.

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Activity 4: Using Classroom Observation

Review the “Sample Activity and Routines-based Observational Assessment” in Chapter 10, pages 9–10. Partners are assigned one of the following time slots:

- 9:00 to 10:00 a.m.
- 10:00 to 10:45 a.m.
- 10:45 to 11:45 a.m.

Each set of partners completes an activity and routines-based observation for that time period by discussing the sample observations and identifying potential areas of strength, interest and difficulty or concern. Mark potential strengths and interests with a plus sign and potential difficulties or concerns with a minus sign. Summarize your findings in the organizer at the end of the observation log.

Location: Classroom/Playground **9:00 to 10:00 a.m.**

Time/ Activity	Monday Sept. 15 th	Tuesday 16 th	Wednesday 17 th	Thursday 18 th	Friday 19 th
9:00 a.m. – Come in from bus, coatroom, bathroom, free play at toys	+ came into class from bus on own – went straight to toys without taking off coat or getting out communication book	– difficulty unzipping and removing coat + loved the cars, trucks and planes, but didn’t want to share toys with others	+ said “Hi!” and smiled at me when he came into class – needed assistance with jeans zipper and belt in bathroom	– cried when told to go to the bathroom before going to free play (impatient?) – grabbed peer’s toys; didn’t seem to know what to do/say	+ said “Hi” and hugged friend Sajad when he came into class – walked away when a peer took his toy
9:30 a.m. – Circle	– called out, interrupted instruction + imitated actions well with Big Book	– / + difficulty imitating repetitive parts of stories, but tried hard to participate + enjoyed the music!	– difficulty maintaining attention during group instruction, distractible/active + used picture prompt to choose centre	– cried during transition from toys to circle – would not move to circle independently or help to clean up	– difficulty waiting his turn (impulsive) + asked to be snack helper + watched others for cues for actions

Identified areas of strength/interest:

- _____
- _____
- _____

Identified areas of difficulty/concern:

- _____
- _____
- _____

Location: Classroom/Playground

10:00 to 10:45 a.m.

Time/ Activity	Monday Sept. 15 th	Tuesday 16 th	Wednesday 17 th	Thursday 18 th	Friday 19 th
10:00 a.m. – Centres	– tried to take all the toys in sand centre + made vehicle noises when playing + counted the cars	+ positive interacting with peers in house centre – cried when time to transition to snack	+ traded puppets with peer – left centre after approximately three minutes (frustrated communicating?)	– didn't like the feel of the wet sand – scratched another child who tried to take his toy	+ stacked five blocks; made a train with blocks; pointed to blue and red; counted three blocks with 1:1
10:20 a.m. – Snack	+ helped hand out napkins + said each child's name	– did not want to touch the Jell-O or try any of it (sensation?)	– difficulty using spoon without spilling (awkward grasp?)	– tried to take peer's snack instead of asking for more	+ asked for snack and juice without prompts – some drooling
10:30 a.m. – Recess	+ appears excited to swing and play on slide and climb (not fearful)	– needed help to come in when bell rang; ran away from T.A. (transition)	– difficulty putting on coat and zipping	+ lined up well to go out (motivated) – did not come in when bell rang; continued to play	– doesn't seem to recognize limits, danger (climbs to top of swing set)

Identified areas of strength/interest:

- _____
- _____
- _____

Identified areas of difficulty/concern:

- _____
- _____
- _____

Location: Classroom/Playground

10:45 to 11:45 a.m.

Time/ Activity	Monday Sept. 15 th	Tuesday 16 th	Wednesday 17 th	Thursday 18 th	Friday 19 th
10:45 a.m. – Gym	– appears awkward when running	+ smiles and laughs when riding tricycle, good skills	– awkward throwing and kicking ball	– aggressive with peers handing out equipment; grab/hit	+ good at following circle game rules
11:15 a.m. – Art	– not interested in colouring; difficulty holding crayons + imitates his friend Sajad’s work	+ shows both concentration and accuracy when cutting with scissors – doesn’t follow group directions and cuts everything	– does not seem to know how to ask for what he needs (e.g., ask peers to pass glue, crayons)	– usually needs one-on-one assistance to listen to and follow directions to finish work + accepts help	+ responds quickly to help teacher hand out and put away materials; smiles + glues carefully + selects car/truck stickers
11:30 a.m. – Clean up, bathroom	+ willingly pushes in the chairs at table – difficulty with button	– won’t stop work to go to bathroom (transition)	+ habit/toilet trained! – reminder to flush	+ showed off his “big boy” underwear	+ will point to and go to the bathroom when he needs to go
11:45 a.m. – Coats, home time/ bus	– waits for adult to ask him if needs help	+ lined up for and went on bus with no problem	– distracted by peers; last one ready to go	– appears awkward walking to bus (gait?)	– pushed peer out of his way; no words

Identified areas of strength/interest:

- _____
- _____
- _____

Identified areas of difficulty/concern:

- _____
- _____
- _____

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Activity 5: Questions to Ask Specialists and Consultants

Reports from specialists may contain unfamiliar terms and references. As part of role sharing, it is the responsibility of the classroom teacher to ask questions about what these terms mean and what these behaviours or skills might look like in the classroom.

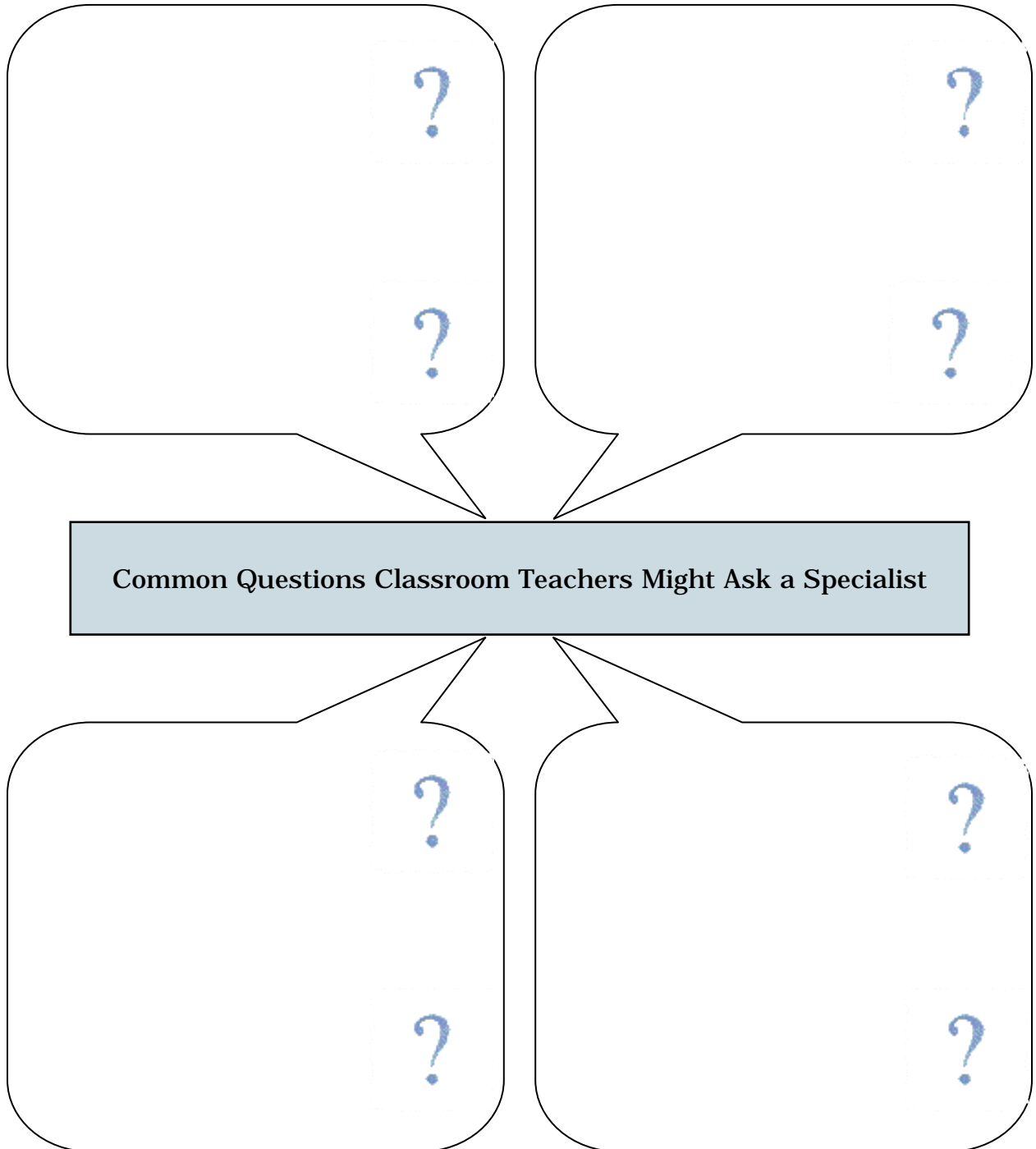
1. Generate Questions

Working with a partner, generate at least three questions about the following types of therapeutic concepts that you might ask a specialist or consultant.

Therapeutic concept	Questions a classroom teacher might ask about this therapeutic concept
tactile defensiveness	
sensory integration	
crossing midline	
range of motion	
impulse control	
stridance velors	

2. Group Discussion

Share your questions with the whole group and write down questions generated by the other partners to create a list of common questions classroom teachers might ask of specialists and consultants.



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Activity 6: What Do Consultants and Specialists Need to Know about your Classroom?

1. Learning about the Classroom

Role sharing goes both ways. Just as classroom teachers need to understand the language and the concerns of the specialist, the specialist also needs to know about the classroom context for the student. With a partner, generate a top 10 list of the types of questions you would want a specialist to ask so he or she could learn about the classroom context.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

Workshop #8: Early Childhood IPPs
Activity 7: Committing to Family-oriented Programming

1. Family-oriented Programming

Working with a partner or small group, use the T-chart below to describe what family-oriented programming in the ECS setting looks like, sounds like and feels like.

Family-oriented programming in the ECS setting ...

looks like ...	sounds like ...	feels like ...

2. Communicating with Parents

Review the sample role of parents in the IPP process, then brainstorm strategies for communicating this information to parents. Write some of the key ideas from your brainstorm in the space below.

Communicating with Parents about the IPP Process:

- Working with a partner or small group, brainstorm specific types of actions a classroom teacher could take to initiate and support family-oriented programming or to (intentionally and unintentionally) create barriers to successful family-oriented programming.

Specific actions that can you take to ...

support family-oriented programming	create barriers to family-oriented programming (intentionally and unintentionally)

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Activity 8: Getting Ready for Transition

Brainstorm strategies for supporting the transition of one of the following students.

- *Next September, four-and-a-half-year-old Jonas will be moving from a segregated preschool program to a Kindergarten program in his neighbourhood school.*
- *Next September, five-year-old Chiva will be moving from a halftime Kindergarten program with 10 children and a teacher and full-time teacher assistant, to a full-day Grade 1 classroom with 20 children and a part-time assistant. She will also be taking the bus and staying for lunch for the first time.*
- *In the new year, six-year-old Travis’s family will be moving to Ontario. He is currently attending a Kindergarten program in the morning (this is his second year in Kindergarten) and participating in Grade 1 activities in the afternoon.*

Sample strategies to ...

prepare child for the transition to the new learning environment	prepare family for the transition to the new learning environment	prepare the receiving environment for this child’s arrival	change attitudes and expectations to support successful transitions

(For more information on planning for transition, see Chapter 11: Planning for Students who are Gifted, page 76, in *Individualized Program Planning*.)