

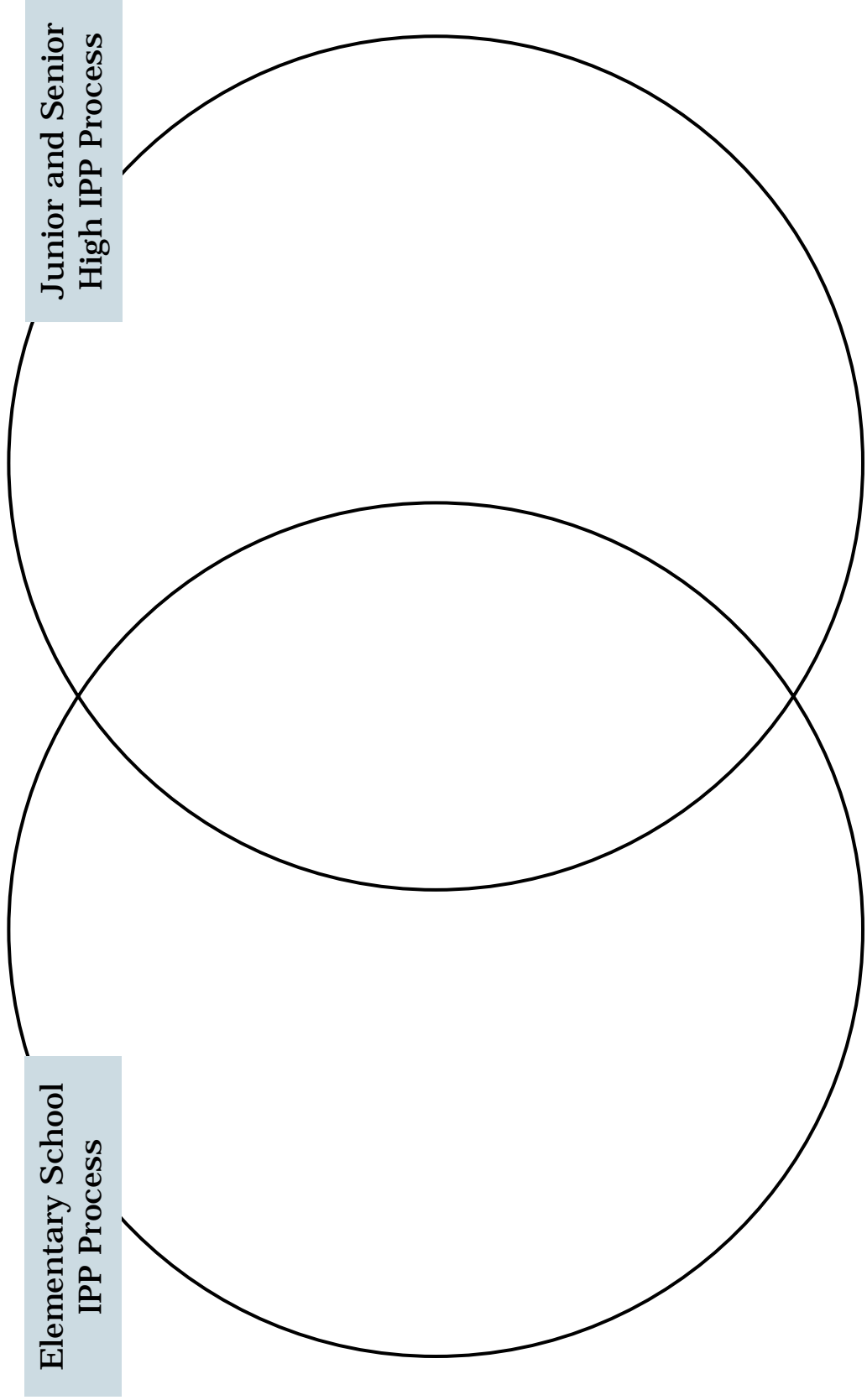
# Individualized Program Planning (IPP) Workshops

## Workshop #10: Promising Practices in Junior and Senior High

<b>Time</b>	Approximately two hours
<b>Purpose</b>	To explore considerations and challenges specific to creating meaningful and manageable IPP processes for junior and senior high settings.
<b>Reference</b>	Chapter 12: Promising Practices for Junior and Senior High School in <i>Individualized Program Planning</i> (2006)
<b>Grouping</b>	Partners, small groups and whole group
<b>Resources</b>	Blackline masters for Activities 1 through 10 (attached)
<b>Process</b>	<ol style="list-style-type: none"><li>1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”</li><li>2. Divide the participants up into partners or groups and complete the following activities:<ul style="list-style-type: none"><li>• What’s the Difference?</li><li>• Staff Attitudes</li><li>• Organizing for Student Success</li></ul></li><li>3. After a brief break, complete the following activities:<ul style="list-style-type: none"><li>• Staff Development</li><li>• Communication Solutions</li><li>• Developing Meaningful Goals</li><li>• Identifying Accommodations</li></ul></li><li>4. After a brief break, complete the following activities:<ul style="list-style-type: none"><li>• Using Assessment</li><li>• Student Involvement</li><li>• Planning for Transition</li></ul></li></ol>
<b>Wrap-up</b>	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 #10: Promising Practices in Junior and Senior High  
Activity 1: What's the Difference?**

Working in partners or small groups, compare and contrast the IPP process and related conditions and challenges in typical elementary school settings versus typical junior/senior high settings. Discuss findings with the larger group.



## Workshop #10: Promising Practices in Junior and Senior High Activity 2: Staff Attitudes

Working in partners or small groups, brainstorm at least 10 typical attitudes that individual junior and senior high teaching staff might have about students with special education needs. Record these attitudes as quotes on single self-stick removable notes. For example:

“Students with special education need specially trained teachers.”

“All teachers in the school are responsible for teaching all students in the school.”

Sort the attitude statements into potential supports or barriers to the success of students with special education needs in inclusive school settings. Share your findings with the larger group, and discuss how to build on supports and overcome or turn around potential barriers.

<b>Barriers</b> to the Success of Students with Special Education Needs	<b>Supports</b> to the Success of Students with Special Education Needs

**Workshop #10: Promising Practices in Junior and Senior High  
Activity 3: Organizing for Student Success**

**1. Organizing Options**

As a large group, brainstorm and discuss options of organizing for the IPP process in junior and senior high settings. Record your ideas on chart paper. Options could include various ways of using special education coordinators, teacher consultants, teacher coaches, teacher advisory systems, universal assignments and so on.

**2. Analyzing the Options**

Assign each partner or small group one of the options to explore further by using a P-M-I chart. Go beyond your own experience and consider new ways of organizing that you might not have tried but feel have potential for your school.

Option: \_\_\_\_\_

Plus	Minus	Interesting Considerations

**3. Ranking the Options**

Share your findings with the larger group. Discuss and consider ranking each type of organizational strategy from **Most Desirable** to **Least Desirable**. Be prepared for debate and it may be necessary to cluster a number of the strategies on the same point of the continuum, rather than attempting to do a more rigid 1-2-3 ordering.

**Most Desirable Organizational Strategies**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_
- 7. \_\_\_\_\_  
\_\_\_\_\_
- 8. \_\_\_\_\_  
\_\_\_\_\_
- 9. \_\_\_\_\_  
\_\_\_\_\_
- 10. \_\_\_\_\_  
\_\_\_\_\_

**Least Desirable Organizational Strategies**

**Workshop #10: Promising Practices in Junior and Senior High  
Activity 4: Staff Development**

**1. Top 10 Questions**

Working in partners or small groups, brainstorm the top 10 questions junior and senior high teachers might have about what they need to do to successfully implement IPP processes for students with special education needs in their classrooms.

**Junior and Senior High Teachers' Top 10 Questions about the IPP Process**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
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- 5. \_\_\_\_\_  
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- 6. \_\_\_\_\_  
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- 7. \_\_\_\_\_  
\_\_\_\_\_
- 8. \_\_\_\_\_  
\_\_\_\_\_
- 9. \_\_\_\_\_  
\_\_\_\_\_
- 10. \_\_\_\_\_  
\_\_\_\_\_

2. Discuss how these types of questions could be addressed through the following strategies. Then develop an additional staff development strategy that has potential to support effective IPP processes in junior and senior high settings.

	How these types of questions could be addressed through ...
Regular Staff Meetings	
School-wide Staff Development Activities	
Individual Teacher Learning Plans	
Coaching and Mentoring	
Consultation	

## Workshop #10: Promising Practices in Junior and Senior High

### Activity 5: Communication Solutions

- Working in partners or small groups, discuss how each of the following types of communication strategies could be used effectively by a junior/senior high learning team for sharing information and communicating about the IPP process throughout the year:
  - regular staff meetings
  - e-mail
  - shared electronic files or intranet sites
  - print documents such as checklists, binders and files.

Develop an additional communication strategy that has potential to support effective IPP processes in junior and senior high settings. Share your findings with the larger group.

### Communication Solutions

Staff Meetings	
E-mail	
Shared Electronic Files	
Print Documents (e.g., checklists, files, binders)	

**Workshop #10: Promising Practices in Junior and Senior High  
Activity 6: Developing Meaningful Goals**

**1. Analyze Example**

Working in partners or small groups, look over David’s sample goals below and on the following page. Discuss the strengths of goals in small groups. Look for ways that these goals could be revised to be more meaningful, measurable and/or manageable and how you could revise the language for clarity and/or to be more student-friendly.

**Sample IPP – David**

<p><b>Goal #1</b>  <b>Long-term Goal:</b> By June 30, David will identify and retell the main idea from a reading selection at a Grade 10 reading level.</p>		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
1. By November 30, David will search through a reading passage of less than one page at Grade 10 reading level, and will locate and retell main idea at least 4/5 times.	Read five selected passages and identify main ideas, one per day, over one week (1:1 with Mrs. Read).	November 15 <i>Achieved.</i> Can locate main idea in shorter passages of factual text; narrative text is more challenging for David. Is using highlighting and is doing this independently in both social studies and science.
2. By March 30, David will read a photocopied chapter from a course text, and will locate, highlight and retell at least 80% of main ideas for sections defined by subheadings.	Read assigned chapter, and locate main ideas and retell (1:1 with Mrs. Read).	March 15 <i>Achieved.</i> David reports that he is successfully handling reading assignments in language arts and science. Social studies text remains challenging but David is using highlighting, webbing and keywords to make notes.
3. By June 30, David will use highlighting of keywords and/or note taking to identify and record at least 80% of main ideas in Grade 10 related learning resources.	Read assigned selection and record key ideas (submit to Mrs. Read for assessment).	June 15 <i>Achieved.</i> David reports that webbing is really helping him make notes and use information from assigned reading in core subjects.
<p><b>Accommodations and strategies to support long-term goal</b>  Instruction and guided practice in highlighting and identifying main ideas, and webbing and other note-taking strategies.</p>		

## Sample IPP – David

<b>Goal #2</b>		
<b>Long-term Goal:</b> By June 30, David will improve the overall quality of his writing assignments by using technology for proofreading and editing.		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
1. By November 30, David will increase his keyboarding skills to 20 wpm at 80% accuracy.	<ul style="list-style-type: none"> <li>sample timed test</li> </ul>	November 15 <i>Achieved.</i> David worked on his tutorial and can type 20 wpm.
2. By March 30, David will use the spell check and grammar check features for all typed assignments in language arts and social studies.	<ul style="list-style-type: none"> <li>student log recording he used</li> <li>spell check and grammar check features on written assignments over two pages long</li> </ul>	March 15 <i>Achieved.</i> David is using spell check feature with about 90% accuracy but often skips grammar check.
3. By June 30, David's written assignments will be legible, use correct spelling (at least 80% accuracy) and use basic correct grammar (at least 80% accuracy).	<ul style="list-style-type: none"> <li>student collected samples of at least four written assignments demonstrating that he's used keyboarding to provide legible work, and has checked and corrected spelling and grammar</li> </ul>	June 15 <i>Achieved.</i> David's longer assignments are legible and the spell check is helping. The grammar check is helping him improve his sentence structure.
<b>Accommodations and strategies to support long-term goal</b> <ul style="list-style-type: none"> <li>keyboarding instruction (investigate possibility of online tutorial)</li> <li>instruction and practice in the use of spell check and grammar check features</li> </ul>		

## 2. Do An Example

Choose one of the examples from the Sample Target Skills for Cross-curricular Goals in Junior and Senior High and develop a sample long-term goal and related short-term objectives using the IPP template provided.

### **Sample Target Skills for Cross-curricular Goals in Junior and Senior High**

#### **Social skills**

- Handling frustration appropriately
- Responding positively to directions and requests
- Using a pleasant tone of voice
- Increasing participation in recreational activities with peers
- Initiating and maintaining conversations

#### **Self-advocacy**

- Identifying a goal and developing an action plan
- Increasing participation in the IPP process
- Proposing alternate assignments or assessment strategies
- Requesting accommodations
- Researching new solutions

#### **Reading**

- Choosing books at appropriate reading level
- Increasing active participation in silent reading activities
- Increasing fluency
- Increasing sight word vocabulary
- Improving reading comprehension with narratives
- Improving reading comprehension with factual information
- Demonstrating effective use of textbook features

#### **Writing**

- Improving legibility
- Increasing quantity
- Improving planning by demonstrating effective use of planning tools (including graphic organizers)
- Demonstrating effective use of proofreading strategies
- Building editing/revision skills (including using checklists)
- Developing persuasive writing skills

#### **Research skills**

- Generating research questions
- Identifying sources
- Recording and organizing information (including using graphic organizers)
- Developing outlines
- Sharing research findings

## **Homework**

- Increasing homework completion rates
- Increasing independence in completing homework
- Improving quality of completed homework

## **Test-preparation and test-taking skills**

- Developing study outlines
- Demonstrating effective use of study strategies
- Developing and using study plans
- Reducing test anxiety
- Using test-taking strategies to improve achievement on tests
- Increasing test completion

## **In-class participation**

- Increasing readiness to work (including having needed supplies and books, starting to work without prompting)
- Increasing completion of in-class assignments
- Increasing independence in completing in-class assignments
- Increasing participation in class discussion
- Increasing number of questions asked in class
- Demonstrating effective use of note-taking strategies
- Organizing binders and other learning materials
- Improving participation in learning activities with a partner
- Increasing participation in small group activities

Goal # ____ Long-term Goal:		
Short-term Objectives	Assessment Procedures	Progress Review
Accommodations and strategies to support objectives:		

**3. Review and Analyze**

Post completed samples on the wall and take time to walk around, and review and discuss posted samples. As a whole group, discuss what makes a meaningful IPP goal for students in junior and senior high. Record this information on chart paper and post. Copy key points made by the group in the organizer below.

**Key Point:**

**Key Point:**

**What makes a meaningful IPP goal for students in junior and senior high?**

**Key Point:**

**Key Point:**

## **Workshop #10: Promising Practices in Junior and Senior High Activity 7: Identifying Accommodations**

Working in partners or small groups, review and discuss the Sample Student Accommodations checklist based on the work of teachers at Medicine Hat High School. In your groups, discuss how this type of tool might be used at your school and write notes from your discussion in the spaces below. In the larger group, have each set of partners or small group share a one- to two-minute summary of their discussion.

a. What similar information would you use?

b. What new accommodations or types of information might you add?

c. How might you change the wording to better fit the instructional context of your school?

d. How might you organize this information differently?

e. How would you use this information with staff? How would you introduce this type of tool?

f. How could you involve students in this type of tool?

# Student Accommodations for Junior/Senior High

Student Name: \_\_\_\_\_ IPP Coordinator: \_\_\_\_\_

Student is working toward diploma:     Yes     No

Reading Level: \_\_\_\_\_ Math Level: \_\_\_\_\_

Subject teachers: \_\_\_\_\_  
\_\_\_\_\_

The following is a list of accommodations that may assist in student learning. Only those checked pertain to this student. Please feel free to add any accommodations that you have found to be helpful and to contact the IPP coordinator if you have questions or suggestions.

## A. Seating

- seat at front of class     seat at back of class     seat away from distractions
- locate near teacher     allow student to stand rather than sit     provide alternate workspace

## B. Instructional Presentation

- adapt pace of lesson     break information into smaller steps
- highlight key points of information     photocopy notes
- provide examples completed by other students     provide regular review time in class
- colour code print material     allow to learn information in smaller chunks

## C. Assignment Completion

- allow extra time     allow use of calculator
- cover parts of worksheet     provide checklist of steps to complete activity
- increase white space for answers     reduce amount of information/questions on the page
- use computer to complete assignments     ensure student records information in agenda

## D. Attention Support

- reduce materials on desk     provide checklist for organizational tasks
- provide buddy to clarify missed information     use nonverbal or verbal sign to cue student

## E. Behaviour Supports

- provide buddy to model appropriate behaviour     provide positive reinforcement
- use agenda to communicate with other teachers     use low key approach to intervention

## F. Assessment and Evaluation Procedures

- small chunks of information or simpler concepts    Reduce writing demands through:
- use individual criteria to evaluate tasks     use of word processor
- use notes or textbook during tests     allowing point form to replace paragraphs
- allow extra time on tests     use of scribe
- send to IPP coordinator for testing

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This form adapted with permission from the work of January Baugh, Deb Rawlings and Carrie-Anne Bauche, Medicine Hat High School (Medicine Hat, Alberta, 2005).

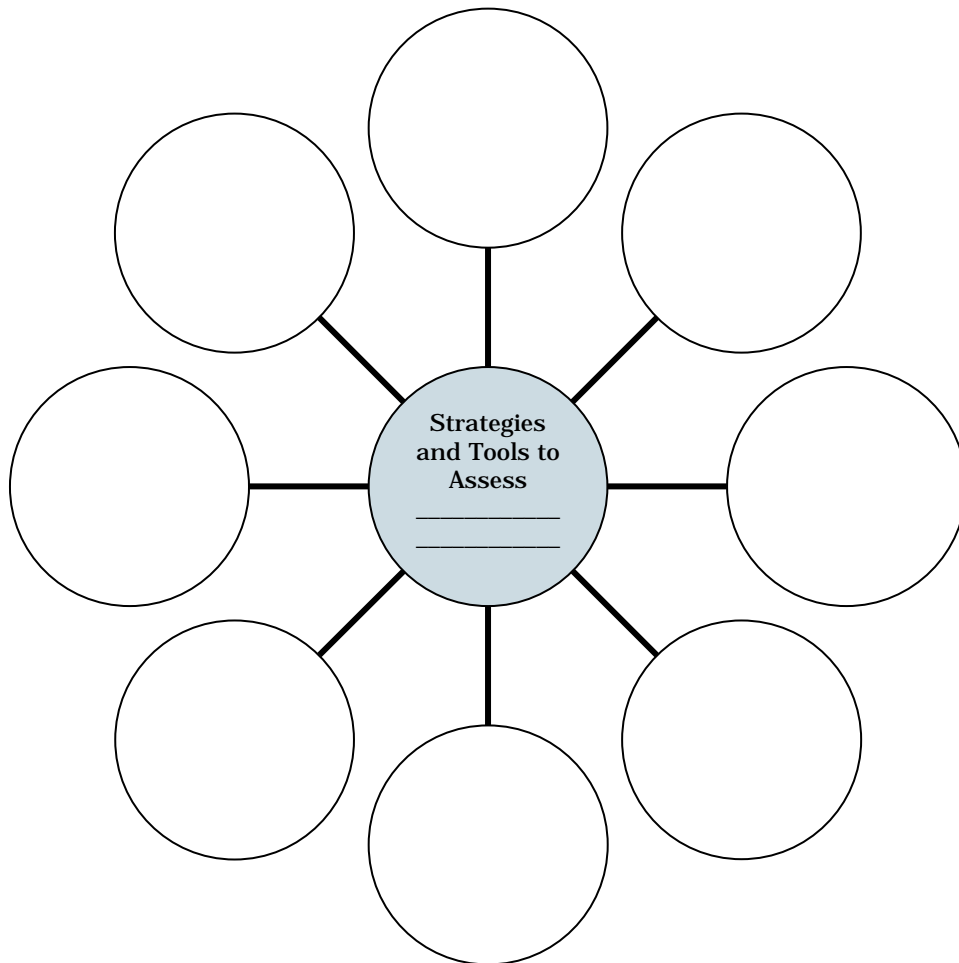


## Workshop #10: Promising Practices in Junior and Senior High

### Activity 8: Using Assessment

1. As a large group, brainstorm general classroom assessment strategies and tools that could support and inform IPP goals. Record this information on chart paper and post. Then move to partners or small groups and choose one of the following skill areas:
  - social skills
  - self-advocacy
  - reading
  - writing
  - research skills
  - homework
  - test preparation and test taking
  - in-class participation.

Brainstorm assessment strategies or tools that could be used to measure progress on an IPP goal that addresses a specific skill in this area. Share this information with the larger group.



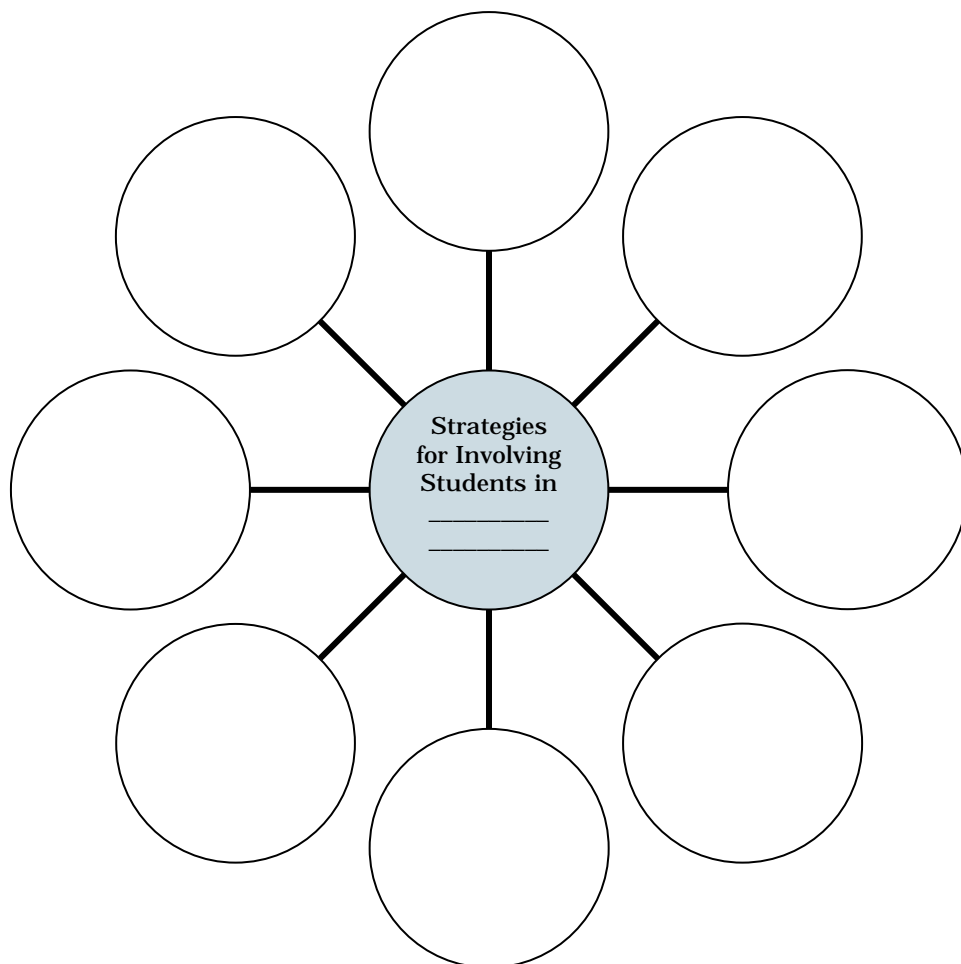
## Workshop #10: Promising Practices in Junior and Senior High

### Activity 9: Student Involvement

Working with a partner or in small groups, choose one of the following components of the IPP process:

- learning about the IPP process
- identifying strengths and interests
- identifying specific learning needs
- participating in learning team meetings
- developing measurable goals and objectives
- identifying required accommodations and monitoring implementation and success
- monitoring and reporting successes
- communicating and self-advocating with subject-area teachers

Brainstorm potential strategies for involving students in this part of the process. Record these ideas on chart paper and share with the larger group by posting on the wall.



**Workshop #10: Promising Practices in Junior and Senior High  
Activity 10: Planning for Transition**

1. Complete one of the following statements:  
“Planning for transition in junior high means ...” or  
“Planning for transition in senior high means ...”

**Planning for transition in \_\_\_\_\_ high means ...**

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Share your completed statement with a partner or small group and discuss. Return to the large group and have each partner or small group share a one-minute summary of their partner/group discussion. Discuss and identify what should be considered for effective planning for transition at the junior and senior high levels. Record this information on chart paper and post. Note key points of this discussion below.

