SPECIAL EDUCATION IN ONTARIO:
A GUIDE FOR NEW TEACHERS

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CONT 504-011 Special Education Part 1

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REFLECTIONS OF A NEW TEACHER

This year, I fulfilled a lifelong dream of mine which was to become a teacher. After completing the Bachelor of Education program, becoming certified as an Ontario Certified Teacher, I was ecstatic. However, I felt unprepared to truly be able to assist all learners in my classroom. This was troubling as central to my teaching philosophy is inclusiveness.

Over the summer of 2013, I completed the additional qualification course in Guidance and Career Education. In this course, we discussed accommodations and modifications and being part of an IPRC. As a result of my feelings of unpreparedness, and through the additional qualification course, I knew how important it would be to complete an additional qualification course also in Special Education. This is to both serve students in my future classrooms, and to be able to professionally approach students who have various learning needs and with care and respect.

As I began the course, I was anxious about creating an Individual Education Plan (I.E.P.). During the Bachelor of Education program, we had spoken about them to some degree during various classes, but had not actually looked at an example. Through the coursework that I have completed, and through completing an I.E.P. with a classmate, it is no longer such a daunting prospect. As a teacher, we are part of the team that identifies and creates individual plans for students. Additionally, parents and school board professionals can conduct assessments and contribute suggestions for creating the I.E.P..

While in no way complete or comprehensive, this guide serves as a starting point for new teachers such as me. The purpose of this guide is to give resources, templates, and basic assistance to teachers who would like more information about exceptionalities, and how to accommodate them within the classroom.
Central to my teaching philosophy is creating an inclusive environment in which students can learn. High on my priority list for providing an inclusive education are the following qualities:

- Safety
- Acceptance
- Engagement
- Diversity

My dedication to providing these qualities to my students shapes my instructional methods, classroom environment, and professional development.

What can be done to ensure the successful inclusion of children with exceptionalities in the regular education classroom?

In order to ensure the successful inclusion of children with exceptionalities in the regular education classroom, teachers and administration need to work with their school board and community agencies. They also need to work to ensure that financial support is available in order to assist them.

Teachers need to ensure that their classrooms and schools are physically set up to assist students with exceptionalities. This means that having elevators, ramps and adequate washroom facilities is necessary. It also means setting up a classroom, with proper lighting, technological equipment, tables, chairs and desks that will ensure that students can meet the in-class requirements of their education.

Lessons must be planned to take the unique needs of students into consideration. This means designing lessons with accommodations, modifications and adequate assessments are provided to students. Information must be presented in a variety of styles and formats to reach all children. Having daily learning goals can also be helpful. In most of my classes, I provided a daily learning goal or expectation on the board. We revisited this throughout the lesson and activities so that students understood what we were working toward.

Please see APPENDIX A & B for Inclusive Education documents that I created during the Teacher Education Program.
If it is determined by the appropriate professional that a student has one or more of the following disorders, conditions or impairments, they may be classified as having an **exceptionality**. Categories of exceptionalities are listed in the chart below, along with some examples of disorders, impairments and conditions.

### Exceptionality Categories

<table>
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<th>Category</th>
<th>Examples</th>
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<td><strong>Behaviour Exceptionalities</strong></td>
<td>Difficulty with interpersonal relationships, Excessive fears and anxieties, Compulsive behaviours, Difficulty with learning, which cannot be attributed to a specific factor or condition</td>
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<tr>
<td><strong>Communication Exceptionalities</strong></td>
<td>Autism, Deaf and Hard-of-Hearing, Language Impairment - language delay, dysfluency (e.g., stuttering), voice and articulation development</td>
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<td><strong>Speech Impairment</strong></td>
<td>Learning Disability - vision impairment, hearing impairment, physical disability, developmental disability, emotional disturbance</td>
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<tr>
<td><strong>Intellectual Exceptionalities</strong></td>
<td>Giftedness, Mild Intellectual Disability, Developmental Disability</td>
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<tr>
<td><strong>Physical Exceptionalities</strong></td>
<td>Physical Disability, Chronic Medical Conditions, Blind and Low Vision</td>
</tr>
<tr>
<td><strong>Multiple Exceptionalities</strong></td>
<td>A combination of learning disorders, impairments, physical disabilities, etc.</td>
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For complete definitions and more information about these, please check out the following document:


(Page A18 – A20)
Throughout the Special Education Part 1 course, there have been multiple opportunities to focus on specific exceptionalities. These exercises provide a rich inventory of strategies for working with exceptional students. A few assignments are contained within this section to provide information about resources and strategies that may be of use.

**FOCUS ON EXCEPTIONALITIES & STRATEGIES**

**Learning Disabilities**

When working with students with exceptionalities, it is important to remember that the student may exhibit characteristics of multiple issues. For example, one student may be identified as being gifted, but also have ADHD or Asperger’s Syndrome. To support them, it is important to understand the student as a whole. I believe that learning disabilities are complex and unique to the individual who experiences them.

Some concerns that I have for working with students with learning disabilities is coming up with methods for demonstrating knowledge on a particular learning expectation. In addition to this, I am concerned about knowing how to come up with strategies for my students. As I do not have very much experience working with students with learning disabilities, I am concerned that I will not be able to support them to the degree that they need.

Some strategies for working with students with learning disabilities include:

- Addressing the whole of the student
- Giving students a choice of where they would like to sit. Over time, some students need consistency, so also be aware that changing seating arrangements can upset them.
- Allowing students to demonstrate their knowledge using various forms of assessment
- Discuss with students early on, how to handle their emotions. For instance, if a student is prone to get angry or anxious, work out a plan for when they begin to feel these emotions. In several of my classes this year, teacher candidates and professors mentioned that having a system using cue cards can assist with this.
- Provide students with an organizational system and model how to use it. This can include colour-coordinated binders, duotangs, portfolios and filing folders.
- Provide checklists to students for completing tasks, or teach them to create an individual checklist.
- Provide opportunities for students to take part in activities. Physical activity is especially beneficial for student with attention skill needs.
- Provide students with a large area on worksheets to complete tasks. It
- Remember to be positive. When speaking with other teachers, they have all said that it is as important to celebrate the student’s successes as it is to discuss or address their needs.

**Attention Deficit Hyperactive Disorder (ADHD)**

According to Hutchinson’s “Inclusion of Exceptional Learners in Canadian Schools” students
with Attention Deficit Hyperactivity Disorder (ADHD) are those that “show a persistent pattern of inattention and impulsiveness that may be accompanied by hyperactivity and that hinders their social, academic, and vocational success” (Page 24). There are many things that a teacher must consider when providing education to students with ADHD. What I would like to focus on is the behaviours that students with ADHD exhibit in the classroom, and how to manage them.

In “The ADHD Classroom Kit“, an inclusive treatment package for children with ADHD is described and analysed. As part of this treatment package, consequences for appropriate and inappropriate behaviours are described. It is important to have consequences for appropriate behaviours for students with ADHD. Often, they only receive negative attention for their inappropriate behaviour. This can give them both the attention that they seek, but also be detrimental to their concept of self-worth.

The ADHD Classroom Kit suggests using a warning signal:

The warning signal, called the “sad-face warning signal,” consists of the teacher calling the child’s name, holding up two fingers, and giving a two-choices statement. The two-choices statement means: “You have two choices. You can either improve your behavior or your group will receive a sad face.” The child’s name is called using a matter-of-fact, monotonous voice, and the warning signal is given with minimal attention. Before the program is initiated, children are taught the meaning of the signal and the two-choices statement. (p. 70)

I like this strategy as it allows students the choice to continue their behaviour. This could be used with various systems of consequences for the entire classroom also. This was we are being inclusive of the entire classroom, while also meeting the need of the student with ADHD. Consequences for both appropriate and inappropriate behaviour should be awarded to the student immediately. This is because the student may forget about the behaviour that was inappropriate, and not understand which consequence is matched with which behaviour.

According to Taylor and Larson, “Affective needs of children with ADHD generally center around low self-esteem and lack of emotional control...In the classroom, lack of emotional control can be seen as pouting, frequent mood swings, unpredictability, fighting, temper tantrums, and verbal attacks” (163). It is important to keep this in mind while we provide positive and negative feedback to students. Positive feedback should be given frequently, and strengths should be highlighted. Negative feedback should be given, with options for students to proceed. If possible, the student and teacher can develop small achievable goals together. When the goals are reached, the student will feel a sense of accomplishment to help motivate them to the next step.

Reference List

Speech and Language Impairment: Focus on Specific Language Impairment

"Specific Language Impairment has many names and it is surprisingly common... SLI is a communication disorder that goes by many other names: developmental language disorder, language delay or developmental dysphasia” (Speechville Express).

Five critical thoughts:

1. This is often thought of as a hidden disability. Students may appear to look blankly around the classroom. It is important that we do not mistake their difficulty in understanding with apathy or defiance.

2. Students with SLI may appear to be disruptive as they distract other students. They may also not be able to express themselves in class, so they appear quiet or reserved. A student with SLI may have trouble getting down to work, completing tasks, and do not produce original work. They may avoid the work, and copy from a classmate. It is critical that when we see a student who has copied work, or not completed a task that we do preliminary assessment as to their understanding of the language and material presented to them.

3. Although the student with SLI may have difficulty with language, they may exceed in other areas. They may have exceptional music, social or athletic abilities. It is important that in any area of exceptionality, that we are careful to not assume that they have difficulty making friends or carrying out other functions.

4. Students with SLI want to do well and succeed. Early intervention is key to assisting students with SLI. The teacher may not be able to solve the problem or issue, but it is important that we give them strategies that will help the student derive pride and happiness. Getting the parents and teacher involved in the process is also important as the student spends the most amount of time with the parents and teachers. It is up to the teacher and parents to help develop the skills that will assist them in the social conversations that they may have.

5. We need to use linguistic scaffolding, using words that are appropriate to their level with active listening. In class, teachers should use language that the student understands. We can then build on their prior knowledge and understanding to expand their vocabulary.

Websites for Educators

1. What is SLI? Video
   https://www.youtube.com/watch?v=Pqu7w6t3Rmo

2. Signs of SLI Video
   https://www.youtube.com/watch?v=JAsf_Wqjz4g
https://www.youtube.com/watch?v=4Nb0wNjl6jl
4. Specific Language Impairment  
http://dcd.canchild.ca/en/AboutDCD/sli.asp
5. Effective Interventions for Specific Language Impairment  
http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=36
6. Specific Language Impairment (SLI) Language Delay  
7. A Parent’s Perspective of SLI: Meet Suzanne video  
https://www.youtube.com/watch?v=ame34_y4NqY

References to check out:


**Communication Exceptionalities: Hard of Hearing Case Study (Marla)**

There are several teaching alterations that we can use to meet the needs of a student like Marla within our classroom.

1. Face the student when we speak. At a literacy conference that I attended in January, they suggested facing the students in the classroom as many read lips to understand what you are saying. Even some students who can hear adequately do this. I would also not speak when I was facing the whiteboard or chalk board.
2. Use the close caption options where possible. When a student can read what is being said on a video, they will be more able to pick up the information.
3. Keeping distractions to a minimum. I had a student with a hearing implant in the residence where I worked. The hearing implant picks up all different sounds that can be distracting for the student. Keeping these to a minimum will help the student pick up the important information.
4. Using a “microphone” or “teddy” for students when they are speaking. Others cannot interrupt or speak when one student is holding the item.
5. The acoustics in the room are important. I would make sure that the chairs, desks, tables and other furniture was setup so that the students can see me when I am in front of the classroom, and more importantly hear what I am saying.
6. Another useful tool would be STOP-START cards for students to use when they did not hear or understand a direction or instruction.
7. I would also look for ways to have conversations in the classroom about impairments,
so as to teach all students about being sensitive to the needs of students.

8. These tools and strategies can benefit all students. Even students without hearing impairments can benefit from having the teacher face them whenever possible. This can allow for reading body language, and checking for understanding. Close captioning can help students who may not have exceptional listening skills. For example, in my English as a Second Language foundations course last fall, we it was suggested that teachers put on closed captions. This helps those students who do not yet have the listening skills to pick up on words, but who have the reading comprehension skills. Keeping distractions to a minimum can help students who have attention issues. They can benefit from quiet spaces and time in the classroom. Using an item for students who are speaking can also be a good classroom management tool for those in the classroom that have difficulty with interrupting or speaking over another student. Cards that indicate STOP-START to the teacher can help all students. For example, if there is an instruction that someone did not understand for a variety of reasons, any student can have the option of hearing them again.

**Autism Spectrum Disorder (ASD): Articles on ASD**

**Article no. 1**

Summary
The article began by defining Autism Spectrum Disorder (ASD), and describing the prevalence of ASD in schools. The authors then outlined that there were some concerns about those who were teaching students with ASD, and that parents were discontented with the schools. Although there is a call for classrooms to become inclusive, there are possible barriers such as attitudes of the adults and educators who work with students and how these can be mirrored by the students and children. The article went on to describe a study on inclusion of children with ASD in Ontario, Canada. This study was placed into a chart, which lists participant profiles, school types, years of experience, grades taught, additional relevant qualifications and strategies.

The results demonstrated that teachers were using the following strategies:
1) advocating for resources and essential training
2) tailored teaching methods: structured routine, creative planning and flexibility, building on student’s special interests, preventing behavioural outbursts, goal setting/rewards
3) teamwork within the school
4) building a rapport with parents and students
5) building a climate of acceptance within the classroom through disability awareness, education and sensitivity training: minimising exclusion, disability awareness
The findings of the study indicate that:
1) teachers typically followed an inclusive pedagogical philosophy in their approach to developing inclusive classrooms
2) most teachers shared examples that tended to reject deterministic beliefs about ability and the idea that the presence of the children with ASD within the class may impede the learning of others
3) results aligned with the principles of inclusive pedagogy which include viewing learning as a professional challenge rather than as deficits in learners; working with other adults that respect the dignity of other students as full members of the class.

The limitations of the study include that:
- the data collected is based on teachers' perceptions
- the data collected is based on a small qualitative sample
- further research should explore the inclusion of adolescents with ASD within mainstream settings
- more work is needed to explore the characteristics of inclusive classrooms and schools

Implications to teaching
This article can be applied to teaching students with ASD through outlining some good strategies. It is important to work with parents, students and the community to develop a rapport and relationship where we can work towards the common goal of learning. This relationship can help to support our students, ourselves and parents who face challenges or struggles. Specifically, in terms of teaching students with ASD require tailored teaching methods. These included finding out what interests students, and giving them an opportunity to build on these interests. Additionally, the section on preventing behavioural outbursts could be beneficial to working with students with ASD. Some methods include distraction, sending the student to another classroom or safe space to calm down prior to an outburst, or learning the warning signs of a potential outburst.

Article no. 2

Summary:
The article discussed various adaptations and modifications that can be made to the classroom and teaching style for students with Autism Spectrum Disorder (ASD). The authors explore the specific characteristics of a student with ASD. There is an increase in the number of diagnoses in the USA of children with ASD. This has become a concern based on the lack of personnel with the knowledge and certification to work with these students. As students with ASD are included in the classroom, there are many modifications that this article suggests.
The first are classroom modifications to materials and classroom arrangement which include:
- posting classroom rules
- labelling classroom centre
- having a quiet area
- being aware of sensory triggers
- having one-on-one centres,
- having a well-organized workspace
- having transitions
- maintaining a predictable daily schedule and routine
- giving advanced notice of changes to schedule,
- using simple visuals to practice non-planned events
- giving choices
- including sensory materials
- modifying self-stimulatory behaviours
- using a multi-sensory approach
- using object cues
- providing multi-sensory cues

The second are teaching tips which include:
- presenting work in an organised manner
- using multiple modes of communication
- incorporating highly motivating materials
- using the Premack Principle (the promise of a highly-motivational activity, contingent on completing an assigned task)
- using photographs
- following the child's lead
- enjoying yourself

The authors set out to impact students with ASP positively by promoting positive behaviours. This can be accomplished through consideration by the teacher, and in an inclusive educational setting.

Implications to teaching
This article has many concrete examples of ways to accommodate students with ASD. There are multiple things that I had not considered prior to reading the article. For example, having a designated quiet space in the classroom would be beneficial. Not only would it be helpful for a student with ASD, but multiple students could use the space if they needed a few moments to think or calm down when they are upset or feeling angry. Another thing that I had not considered is sensory triggers. A student with ASD may find it difficult to work with a large amount of stimuli such as noise or smell. In order to encourage positive behaviours, we need to be aware of which stimuli will negatively impact the student. This article could serve as a go-to guide or checklist when planning the layout of your classroom, or when deciding on a course of action in class.
Intellectual Exceptionalities: Website Review

Website:
British Columbia, Education, Special Education, Students with Intellectual Disabilities
http://www.bced.gov.bc.ca/specialed/sid/

Purpose of the web page:
The purpose of this website is to guide and help classroom teachers of students with intellectual disabilities. The website is a resource guide, to help teachers plan and work with students as well as their families.

It includes information about:
- the nature of intellectual disabilities,
- preparing to teach students and sources of support,
- involvement in the transitions and changes that will occur from K to 12 and beyond,
- tips for teachers covering a wide range of topics,
- case studies, and
- resources and references


How complete and accurate is the information provided? How comprehensive is this site?
The information on the website is very comprehensive. It details steps to take, questions to ask. It also contains several case studies that are useful for teachers to gain understanding, and provide examples of strategies.

Who is the author/designer of this site?
This site is part of the British Columbia Ministry of Education, Special Education Resource Documents section. The website does not mention an author or designer.

Is the site advertising/promoting a product?
This site is not advertising or promoting a product. However, it does promote and list community agencies that can help to support teachers, children and families of students with intellectual disabilities.

Does the site show any particular bias?
Through viewing the website, no bias was apparent. The Ministry of Education in British Columbia, however, does seem to promote the ideas of inclusion of students with exceptionalities in the school and classroom. The website also promotes collaboration between professionals, families and agencies to assist the student in meeting their academic and social needs.

Who would benefit from using this site?
This site is directed at teachers of students with intellectual disabilities, and would be highly beneficial to them. It provides a step-by-step approach to working with students who have intellectual disability. I would argue that this site is also beneficial to any classroom teacher, as
some of the strategies and information could be useful such as the section on “Dealing with Challenging Behaviour.”

There is also a large directory of support organizations listed on the website that could possibly be beneficial to family members who are looking for more information about their child, their child’s rights, and resources to assist them. This particular website has British Columbia agencies listed, but many have Ontario counterparts.

There is a section for teachers on working with teaching assistants. This section would be useful, as would most other information, to teacher’s assistants and educational assistants. It provides suggestions for teaching assistants and outlines some of the duties expected of them.

Explain how the web site could offer support for the child with a specific intellectual exceptionality within the home, school, and community.

The primary goal of this website is to help teachers work with students who have intellectual disabilities. This provides some of the necessary resources and support to assist the child in being able to achieve success academically. There are also areas where it may help them develop social skills, or outline some strategies for developing social skills that can help them in making friends and being part of a community. Promoting friendships is part of the resource guide, as is the idea of collaboration and inclusion for all members of the child’s community. Through the promotion of collaboration, inclusion and friendship, we can assist the child in developing the necessary skills and feelings of comfort in a community.

The site also could be beneficial to the child within their home through empowering them and their family to advocate for themselves and seek out resources to help them through some of the more challenging times.

**Intellectual Exceptionalities: Case Study (Tiffany)**

**Pacing**

It is important for students such as Tiffany to have the choice of taking breaks throughout lesson delivery. It may be a good idea to work these into the makeup of the daily lesson. During lesson delivery, when the teacher and students switches tasks, there may be an opportunity for students to take a few moments to regroup. Also, if we have group activities or individual activities, we can provide Tiffany and other students with a checklist to help them monitor their progress. Additionally, for students who work at a slower pace, avoiding timed tasks would also be beneficial. Timed tasks can add to the students’ stress and may hinder their ability to complete the activity and meet their learning goals.

**Materials**

Some students such as Tiffany may have a difficult time understanding the lecture or classroom materials. It may be useful to provide a handout or copy of lecture materials to Tiffany and other students. This can work as both an outline of the daily learning goals, and the class schedule. If there are language barriers, which make it difficult for Tiffany to understand the material, class handouts can be written in language that is appropriate to her
understanding. Additionally, providing the students with reading strategies is also useful. Tiffany (as well as her classmates) may benefit from the use of sticky notes and highlighters. These can serve to highlight important information for when Tiffany completes assignments and reviews for assessments. It may be useful to have her colour-coordinate the notes and highlighting based on themes or subject material so that reviewing those themes can be made slightly easier. Another strategy would be to have a consistent place where students can submit their assignments and other assessments.

Assignments
Handing out an assignment can be problematic for many students, including Tiffany, who find it difficult to figure out where they should begin. Assignments should be prepared and written with clear components outlined. It would be useful to create a checklist for students to complete alongside their assignment to help them monitor their progress. Assignments can also be written with various options available for students to demonstrate their knowledge and meeting the learning goals. This could mean having students choose between writing, videotaping, building, or acting out their assignments.
Gifted: Teaching Gifted Students through the Use of Technology

Although not mentioned in the “hot topics” section, something that interested me while reading some of the websites and data was the use of eLearning and technology for gifted students. While working with students during my teaching practicum, I was struck by the use of technology in every day classroom routines.

In my first practice teaching experience, I was working in a private school with many students who were gifted. Every student in the school was required to have a laptop which they were to bring to class with them. For one class, the students were required to complete podcasts discussing a theme from their novel study. In another classroom, students were required to create a radio news broadcast set in the 1920s.

During my second practice teaching experience, I worked in a public school with only students in the International Baccalaureate program. Here, because it is a public school, students were not required to have laptops. However, many of their individual projects were conducted through the use of technology. Several times, the students were required to conduct research in the library for their assignments. The students also delivered presentations using the SMARTboard and various presentation applications.

Through the various classrooms in which I have worked, and through reading the class materials, I have become interested in the following question:

How to we use technology in meaningful ways to enrich learning for gifted students?

There are many ways that technology and eLearning can be used meaningfully in the classroom. The first is that technology, specifically the Internet, can provide students who are gifted with a tool for discovering and researching information. There is so much information available online, including specific information that a student may find interesting or useful when completing individual studies. Individual studies are a strategy for enriching student learning, and technology can play a key role in these projects. Students can find a wealth of knowledge online in various forms; from videos to describe something in which they are interested, to a podcast on a news item. According to Housand and Housand, “Technology affords curious gifted students with almost limitless opportunities for exploration and development of their interests” (Housand & Housand, 712). This exploration can also lead to creative development for students.

Technology, when used in the classroom for gifted students can provide an opportunity for them to develop their creative skills. Gifted students have access to a myriad of software applications to test and use. These applications can give them the tools to prepare high quality projects, and develop their abilities. In the article, “The Merging of Literacy and Technology in the 21st Century: A Bonus for Gifted Education,” Siegle states that, “Students can be productive draftsmen, composers, and graphic artists by approaching problems and using software in a similar manner as career professionals” (Siegle 34). There are great possibilities for students to take their ideas and interests, and create and develop something from them. These projects
can be developed into a published product, which can help to motivate students. Gifted students may be unmotivated and bored with subject matter that does not interest them. The creative aspects of technology can work to encourage them to connect with their work. According to Housand and Housand, “...when students are creating products for audiences beyond the classroom, there is increased engagement in the process, and they are more motivated to produce a quality product” (Housand & Housand 714). These published products can include podcasts, wikis, blogs, digital storytelling, YouTube videos, and social networking (e.g., Tumblr, Twitter, Flickr, Facebook). Additionally, there are online competitions and games that can encourage their participation. In Bauer’s article, “Teaching Gifted Students,” she mentions a teacher who uses technology to motivate his students. “Walter Morose, OCT, who teaches the Grade 7 gifted class at Jack Miner, capitalizes on his students’ attraction to high-tech media. “I moved the writing program almost entirely to blog,” he says. “It seemed to help the reluctant writers get stuff down on paper” (Brauer). This motivation can help engage the students in a project or subject matter, and help to enrich their experience of the material. Despite these benefits, there are also things that must be considered when integrating technology into the classroom for gifted students.

There is a wealth of information available online as mentioned above. This can be problematic in that there may be an abundance of information on a topic which a student is researching. Additionally, the material that the student discovers may be biased or wrong. According to Housand and Housand, “We mistakenly take it for granted that our tech-savvy teens are able to effectively use the Internet for not only locating information but for comprehending and assessing the quality of the resource” (Housand & Housand 708). It is up to us, as teachers, to develop their skills in determining the validity of information and where to find the information. We can model finding sources and research through showing them appropriate websites to use, and how to use Wikipedia appropriately. Most teachers with whom I have worked, have said that Wikipedia is a good place to start if you do not know about a subject. The website does list some excellent sources on some of their websites, including links to primary sources and articles that are helpful to research. However, we must also impart to them that the information can be altered or edited by users and can therefore not be accurate. Additionally, there are many websites online that appear to be legitimate and trustworthy. We must also teach the students to be critical of these websites. A good resource to use is WHOis.net (link in the resource section). This website allows you to search a web address, and see who owns the website. Often times an organization owns the website, and information can be biased. Critical thinking skills are important to teach to our students, and the gifted students require high level critical thought and inquiry. Technology can be useful to teach this to them.

A few other challenges, outlined on the website, “Gifted Students and Educational Technology,” include the importance of internet safety, internet and technology access, and the blocking of internet sites. We need to make sure that students are not releasing personal and confidential information through the programs and websites that they are using. Some students may not have access to technology in their homes. An inclusive setting means taking
this into consideration. Although every student in a private school has a laptop, the reality in public schools is that most students have limited access to technology. In the public school where I completed my practicum experience, the students were from a rural setting with limited internet services. We have to account for this when handing out assessments that require the use of technology outside of classroom time. Additionally, some websites are often blocked from school board servers for various reasons. It may be useful to have conversations about appropriate websites and appropriate usage of the internet or programs in the classroom.

References


ADDITIONAL RESOURCES

Google Search Education
http://www.google.com/insidesearch/searcheducation/index.html

Mozilla Open Badges
http://openbadges.org/

TED Talks
http://www.ted.com

WHOis.net
http://whois.net/

**Physical and Multiple Exceptionality: Focus on Vision Impairment Case Study (Amber)**

The following are strategies to helping create an inclusive classroom for Amber:

Have an effective anti-bullying and safe schools policy
https://www.youtube.com/watch?v=ltun92DfnPY

The above video is called “To this day.” It is a poem written by Canadian spoken word artist, Shane Koyczan. This was shown on the morning school broadcast at my associate school during practicum. I have never witnessed a group of 14 year old students go completely quiet all at once as soon as it aired in the classroom. Bullying and abuse happens far too often in our schools, and it is up to us to teach students that beauty can come from anywhere and is not a two-dimensional concept. Students need to see us interact positively with others, to provide an example for the way we should treat others. This means responding immediately to negative comments and unwanted behaviours.

Think-Pair-Share (as mentioned in Hutchinson, p. 332)
http://www.teacherspayteachers.com/Product/Think-Pair-Share-Poster-495443

Many students have difficulty speaking up in class, and may go several days without speaking in a traditional classroom. However, I find that providing them with an opportunity to discuss the material with a partner gives them the chance to work through their thoughts. It helps for them to verbalize their thoughts, and gain confidence through speaking with a partner. This will benefit class-wide discussions. In addition, many students who are English Language Learners benefit from the extra time in practicing their English oral communication skills.

Literary Groups/Specialist Groups

Each student has a specific task to complete in preparation for a small group discussion about a novel or topic. This encourages students to contribute to the discussion in their groups. It also provides us, as teachers, with an opportunity to observe and direct conversation and interactions between students. This is great as students may have an opportunity to complete a task that is matched well to their strengths. Literary Groups can also be arranged by the teacher, according to topics and appropriate to individual reading skills.

Looks Like...Sounds Like (e.g., Respect)
https://www.pinterest.com/rosemariekaras/classroom-management/

What does friendship look like and sound like. Having these discussions at the beginning of the year can help to model and shape the direction that conversations and interactions take in our classrooms. Additionally, it can help to provide an example for the classroom to refer back to
when you have discussions.

“Me Bags”
http://www.thepositiveclassroom.org/2013/09/8-excellent-activities-for-building.html

Bring in an item and share with the class why you brought it in. A professor this year brought in her bag of silly knick knacks on the first day of class to share with us her wacky and unique hobby of collecting random items. This was intended to model for us how we can encourage our students to leave their “cool factor” at the door. It is fine to be different and unique in our classroom, and it is encouraged.

Question that I am wrestling with:
There are some schools that have a policy that states that if there are birthday parties outside of school time for a student, all students must be invited. Do you believe that this policy benefits the students? What implications can this have for students?

References


Koyczan, Shane. To This Day Video. Viewed 07 November 2013 at https://www.youtube.com/watch?v=ltun92DfnPY.


Sasha (ADHD and Reading disability)
The following are accommodations to large-scale testing that I would recommend for Sasha:

Setting
Individual or small group setting to decrease the amount of distraction for Sasha.
Prompts for Sasha as he has severe attention problems. This could include the following:

1. Prompts draw the student's attention back to the assessment through a tap on the arm, shoulder or desk
2. Prompts can also be a verbal signal (e.g., a word or phrase to redirect the student's attention)

Time
- Additional time to a maximum of double the allotted time to allow for Sasha’s reading disability
- Periodic supervised breaks to help Sasha refocus, and break down the individual components of the test.

Presentation Format
- Assistive technology formats with a text-to-speech software program. This is so that Sasha can hear the questions and instructions as he may have difficulty understanding the question when he reads it.

Response Format
- Use of a computer or word processor or assistive devices and technology (speech-to-text software). This can assist Sasha with creating his responses to the questions, and support him with his reading difficulties.
- During class time, I would also work with the entire class on testing and study skills to help them with the format of large-scale testing. Part of this would be instruction on how to break down a problem or instruction into manageable tasks for students.

Please see the following websites for more information about EQAO accommodations in Ontario:

Guide for Accommodations, Special Provisions and Exemptions (Spring 2013): Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6)


The following are relevant steps of the ADAPT strategy for Sasha:

A: Accounts of student’s strengths and needs
   It is relevant to start with the IEP, assessments and relevant medical information. These
assessments and documents form the central documentation that will allow for accommodations during large-scale testing such. They will often give strategies for how to best accommodate or modify the setting, presentation, timing, and response expectations for a student such as Sasha who has difficulty with both attention and reading.

It is also relevant to begin here, as teachers need to know what Sasha’s strengths and weaknesses are academically. As he has difficulty with reading, he may need significant instruction to prepare him for the reading portions of the test.

Demands of the classroom on students
As large-scale testing often has inherent demands for students such as sitting in a room with many students who can provide distractions. Large-scale tests can also be very long for students, and cause problems for students such as Sasha who have difficulty maintaining focus. These factors need to be considered when preparing Sasha to write exams and tests such as Literacy and Mathematics tests because he will have difficulty maintaining his focus during an extended period of time and in a space with many other students.

Adaptations
Sasha will need to have significant adaptations to complete a large-scale test or exam. We need to be able to identify the areas where modifications and accommodations are necessary so that Sasha receives adequate accommodation to complete his test. This includes using alternate spaces, lengthened times, and access to assistive technologies that will allow him the optimum opportunity for success.
The teachers should test and record necessary adaptations in Sasha’s IEP, so that he will have access to the necessary accommodations.
Additionally, Sasha may need alternative education in testing skills to help prepare him for writing a large-scale test. This can include coaching him in breaking down and chunking parts of the test into manageable tasks.

Perspectives and consequences
We need to also focus on the consequences of creating accommodations and adaptations for Sasha, other students and us. Sasha will require additional support for preparing him to write a large-scale test, and possibly more of our time. This additional support needs to be manageable for us to complete, and something that is simple and effective.
Taking this into consideration, it might be useful for us to design and teach all students study and test taking skills and strategies. This can benefit all students, and at the same time address the issues that Sasha might have with the test. This also does not single Sasha out for additional attention during class.

Test and assess the match
In the classroom and during tests it is important to assess the strategies that we use to find the best solution possible for each student. We should use testing in class to
determine how he would function best during a large-scale test, and analyze his test to determine if there are problems with his knowledge and comprehension or if he is having difficulty with instructions.

Additionally, we should also work through strategies for dealing with frustration and distraction when writing a test. This will help give Sasha the necessary tools to persevere in writing his test, and for the future.

**ADDITIONAL STRATEGIES**

APPENDIX C (page 44) contains a case study analysis of a student who has experienced emotional and personal trauma.

See APPENDIX D (page 57) for information about Epilepsy and Seizure Disorders.
Cubing:
In my Grade 10 Canadian History course, I taught a lesson on the Hundred Days Offensive in the unit on World War I. As both an engagement strategy and a form of differentiated instruction, I used a cube (actually a wrapped facial tissue box) with different questions on each side. I had the students get into a circle and after modeling the activity with a few passes, they passed the cube to a classmate to answer a question from the box. The activity is really flexible, as students can either pick a question to answer or answer the first question that they see on the box. It was one of my most engaging lessons. The groups of students should be fairly small to give each student a chance to answer a few questions.
Please see the following website for additional information about cubing activities: http://daretodifferentiate.wikispaces.com/Cubing+and+Think+Dots

Note taking sheets:
In my Grade 12 World History course, I used sheets to fill in for students to help engage them with the learning material. This can help students who have difficulty with oral instruction and information. It can also support students who cannot organize their thoughts, or write more slowly than others. This should be managed with caution, however, as many students get upset if they are unable to fill out all the material. For some classrooms, it may be more useful to have headings and subheadings outlining key areas. This way, students can see the important sections of the lecture or informational section of the class.

Cross-curricular planning:
In most of my classes, I try to integrate material or subject matter from a variety of academic disciplines into what we are learning. For example, in a Grade 9 English course I integrated musical knowledge into our unit on Shakespeare’s *A Midsummer Night’s Dream*. I activated students’ prior knowledge of music through having them complete a list of songs to match to a character and demonstrate their knowledge of a character. Students can use their favourite musical genres from which to draw songs. Then, we did a lesson on the music of Shakespeare’s day, and how it was used in the play. Finding ways to use various interests, and ways of knowing into daily lessons and units can be really rewarding for students.

Agendas:
At one school where I completed practice teaching, the student used the last minutes of the school day to discuss homework, and write it in their agendas. One student would write the homework assignment on the board, while others would discuss the upcoming assignments and due dates. This was helpful in that students could work collaboratively to discuss timelines, and make sure that they recorded upcoming work. This is beneficial for students who are unable or have difficulty with managing their time, organizational skills or did not catch the homework during class.

Pre-reading strategies:
I have used an Anticipation Guide for students in one of my English classes as a pre-reading strategy. This helps students become familiar with words and concepts with which they will be working in an upcoming unit or novel. Additionally, I have used a pre-lecture activity where
students looked up a phrase or concept prior to the lecture so that they could share their “expertise” when we came to it in the class.

Exit cards:
At the end of some of my classes, I ask students to fill out an exit card before they leave. Usually, I have them fill out anything that they had difficulty with or a concern that they have. This helps evaluate whether or not the students have learned anything, and pinpoint areas where we may need to go back and review.

Literature or specialist groups
In some of my classes, students have been split into small groups. For a literature group, they are assigned specific tasks to complete prior to a group discussion about a novel or story that they are reading. These can include manager, illustrator, dictionary expert, and summarizer. Students can choose a role based on their strengths. In specialist groups, the students can research one area of a topic to share with the class using a variety of tools and methods for sharing.

Cue cards:
For a class on narrative forms, I handed out coloured cue cards to students. We then went through various examples of writing, and the students had to show the colour that corresponded to the narrative form. We then discussed why they chose that particular form. This involves all students, and is an activity that can be altered to include students with different exceptionalities. For example, a student with visual impairment could benefit from using a textured card, or holding up a finger to indicate their answer. If it is altered for one student, I would use the alteration for the rest of the students also.

Prezis, Sliderocket and PowerPoint:
Using a variety of presentation styles is helpful for students of varying needs and ways of knowing. In many of my classes, I would use presentations to match text, visuals and audio together to formulate a larger understanding of an issue. For example, I like to use short videos to demonstrate a concept as well as defining the concept. In one classroom, I was able to use a short The Simpsons clip that demonstrated parody to students. This is also great for engaging students with their interests. It also gives you the opportunity to view political cartoons together to get an idea of some of the popular sentiment or political criticism that was happening during significant historical events.

More information can be found at:

ASSESSMENTS

Each school board has professionals who can assess students for their various academic, behavioural and social needs to be successful in the school. They list many of these assessments in their Special Education Plan. For more information, check the annual Special Education Plan of your school board to see what assessments can be done and who can administer them. Below are examples of two plans that list school board assessments.

Special Education Plan Resources:


Standardized Achievement Tests, group or individually administered

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody Picture Vocabulary Test (PPVT)</td>
<td>assesses for vocabulary</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Test of written Language (TOWL)</td>
<td>diagnostic test of written expression</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Kaufman Test of Educational Achievement (K-TEA)</td>
<td>measures key academic skills in reading, math, written language, and oral language</td>
</tr>
<tr>
<td>Weschler Individual Achievement Test (WIAT)</td>
<td>Identify a student’s academic strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>classify learning disabilities</td>
</tr>
<tr>
<td>Wide Range Achievement Test (WRAT)</td>
<td>measures the basic academic skills of</td>
</tr>
</tbody>
</table>

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1 http://www.pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS_ProductID=PPVT-4&CS_Category=educational-basic-skills&CS_Catalog=TPC-CACatalog

2 http://www.mayer-johnson.ca/towl-4-test-of-written-language-fourth-edition

3 http://pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS_ProductID=KTEA-II-COMPREHENSIVE&cs_Category=psychological-achievement-literacy-basic-skills&cs_Catalog=TPC-CACatalog

4 http://pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS_ProductID=WIAT-III-CDN&CS_Category=educational-general-achievement&CS_Catalog=TPC-CACatalog
<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
</table>
| Brigance CIBS-R (Comprehensive Inventory of Basic Skills - Revised) | - used as a criterion-referenced or a norm-referenced assessment tool  
  - identify present levels of academic achievement and functional performance  
  - monitor and report progress for IEPs  
  - identify students' strengths and weaknesses and obtain data to support referrals  
  - identifies children with learning disabilities, giftedness, or other exceptionalities with the diagnostic portion of the battery |
| Developmental reading Assessment (DRA)                               | - assessment of a child's reading capabilities  
  - identify a student's reading level, accuracy, fluency, and comprehension |
| Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)    | - provides critical insights into key indicators of cognitive strengths and weaknesses to assess learning disabilities, executive functioning, attention disorders, traumatic brain injuries, mental retardation, giftedness, or other medical and neurological concerns |
| Woodcock-Johnson                                                    | - provides a comprehensive framework available for understanding the structure of human cognitive abilities  
  - measure information-processing abilities, including tests of working memory, planning, naming speed, and attention |
| Bender Motor Gestalt Test                                            | - assessment of visual-motor integration |

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Detroit Tests of Learning Aptitude (DTLA)\(^{11}\) - test of specific mental abilities
- measures general intelligence and discrete ability areas

Conners Rating Scale (CRS)\(^{12}\) - diagnostic and identification process
- offers a thorough assessment of ADHD
- addresses comorbid disorders such as Oppositional Defiant Disorder and Conduct Disorder

Child Behaviour Checklist / Youth Self Report (CBCL/YSR)\(^{13}\) - screening tool for behavioural and emotional problems in children and adolescents

Child Depression Inventory (CDI)\(^{14}\) - assess self-reported key symptoms of depression, such as a child’s feelings of worthlessness and loss of interest in activities

**Brochure about the CDI can be found in the [APPENDIX E (page 62)].**

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10 http://www.assess.nelson.com/test-ind/bender.html
13 http://knowledgex.camh.net/amhspecialists/Screening_Assessment/screening/screen_CD_youth/Pages/YSR.aspx
14 http://www.pearsonclinical.com/psychology/products/100000636/childrens-depression-inventory-2-cdi-2.html#details
There are many professionals who work with or for the school boards. They can give assistance, and are important to the development of a special education program within your school. Their input is also pertinent to the process of developing and implementing an Individual Education Plan.

### Professionals in the School Board

<table>
<thead>
<tr>
<th>Role</th>
<th>Job Description and More Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page 101 of document</td>
</tr>
<tr>
<td></td>
<td>Page 442</td>
</tr>
<tr>
<td></td>
<td>Page 431 of document</td>
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<td></td>
<td>Page 431 of document</td>
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<td></td>
<td>Page 105 of document</td>
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<tr>
<td></td>
<td>Page 440 of document</td>
</tr>
</tbody>
</table>

### Other roles in the school

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page 27 (28 of document)</td>
</tr>
<tr>
<td><strong>Educational Assistant</strong></td>
<td>During my practice teaching experiences, I did not work with an Educational Assistant. Any experience that I have with Educational Assistants comes from my own time in Elementary and High School. At the time, the Educational Assistants worked with specific students who had physical or medical conditions, as well as a few who had behavioural needs. They were often responsible for overseeing medications, and helping students to use the washroom or get around the school. I worked in residence with someone who was also an</td>
</tr>
</tbody>
</table>

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*pg. 29*
Educational Assistant at a private school. She was responsible for working with the entire classroom, supervising recess, and covering for teachers who were absent. She also ran the after school care program, and worked individually with students as needed. They were all very caring individuals, who worked extremely hard. Unfortunately, due to budget cuts, several of these positions have been cut which is a huge loss to the school community. While speaking with a teacher recently, they said that they have seen Child and Youth Workers hired instead of Educational Assistants because of their training in crisis intervention and behavioural management. One of the Educational Assistants that I knew as a child moved to custodial work, and another to administrative work in schools.

Who is responsible for supervising the educational assistant?

Reports to school principal, with duties assigned by the teacher. They may also be supervised by a vice-principal if a principal delegates these duties to them.

Do EAs have performance appraisals and if so who does them?

The EA at the private school where I worked had performance appraisals done by the principal.

There are no policies listed online for my local school boards on performance appraisals. There are, however, duties outlined in the local Catholic school board that states part of the ethical responsibilities of the Education Assistant is, “to develop a plan for personal and professional growth” (Special Education Resource Guide, Peterborough Victoria Northumberland Clarington Catholic School Board, page 6).[1] To encourage professional growth, performance appraisals can provide the opportunity for EAs to find their areas of strength and weakness. In this same document, it also says that teachers can provide ongoing feedback to the Educational Assistants. Another provincial school board, Lakehead Public Schools, require principals to conduct performance appraisals:

The Principal is responsible for the ongoing supervision and evaluation of all staff.

1.1 Educational Assistants on permanent staff may receive a formal written performance review every two years.

1.2 Two (2) copies of the performance review shall exist - one for the Board and one for the employee being reviewed.

1.3 Although the Principal of the school is responsible and accountable for the
supervision and evaluation of staff, the Principal may delegate that responsibility to the Vice-Principal. (Major Responsibilities of Educational Assistants, Lakehead Public Schools, Page 7).[2]

What is the chain of command when dealing with an EA in discipline matters?

The chain of command when dealing with an EA in a discipline matter is EA, Teacher, Vice-Principal and Principal. While there are no clear documents in the local school board that indicate a chain of command, teachers report to the principal and vice-principal in matters of discipline. Educational Assistants work with teachers to develop and oversee behavioural plans for students, and would be part of the process to ensure that the items in the plan are carried out.

Are EAs union members?

In my local public school board, full-time educational assistants are part of The Canadian Union of Public Employees, Local 5555. Temporary and supply Educational Assistants are under contracts, and members of the union.

Share one role you would like to have an educational assistant assume in response to students with behavioural concerns and why would this role be helpful for you?

One of the most significant roles of the teacher is keeping records of student behaviour. It would be extremely helpful to have the Educational Assistant observe and report daily on student behaviour for those who are a concern. This role would be helpful because it can be difficult when managing the curriculum and lesson delivery, as well as continuous assessment. For someone to keep me appraised daily of the classroom behaviour issues would help me to keep focus on the entire class. Also, they can be watching for signs and escalation of anger or behaviour so that I can deal with the situation before conflict intensifies.


**ACCOMODATIONS & MODIFICATIONS**

**Accommodations** refer to the actual teaching supports and services that the student may require to successfully demonstrate learning. They should not change expectations to the curriculum grade levels. Accommodations can be instructional, environmental or for student assessments.

<table>
<thead>
<tr>
<th>Accommodation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional</strong></td>
</tr>
<tr>
<td>High structure</td>
</tr>
<tr>
<td>Direct instruction</td>
</tr>
<tr>
<td>Repetition of information</td>
</tr>
<tr>
<td>Rewording or rephrasing information</td>
</tr>
<tr>
<td>Reinforcement incentives</td>
</tr>
<tr>
<td>Frequent breaks</td>
</tr>
<tr>
<td>Time management aids</td>
</tr>
<tr>
<td>Mind maps</td>
</tr>
<tr>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Buddy/peer tutoring</td>
</tr>
<tr>
<td>Note-taking assistance</td>
</tr>
<tr>
<td><strong>Environmental</strong></td>
</tr>
<tr>
<td>Alternative work space</td>
</tr>
<tr>
<td>Preferential seating</td>
</tr>
<tr>
<td>Proximity to instructor</td>
</tr>
<tr>
<td>Reduction in audio stimuli</td>
</tr>
<tr>
<td>Quiet setting</td>
</tr>
<tr>
<td>Use of headphones</td>
</tr>
<tr>
<td>Special lighting</td>
</tr>
<tr>
<td>Adaptive devices</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Extend time limits</td>
</tr>
<tr>
<td>Alternative settings</td>
</tr>
<tr>
<td>Reduction in the number of tasks</td>
</tr>
<tr>
<td>Extra time for processing information</td>
</tr>
<tr>
<td>Prompts to refocus</td>
</tr>
<tr>
<td>Reading of a test to a student</td>
</tr>
<tr>
<td>Assistive devices or adaptive equipment</td>
</tr>
<tr>
<td>Verbatim scribing</td>
</tr>
</tbody>
</table>

**Modifications** refer to changes made to curriculum expectations in order to meet the needs of the student. They are made when the expectations are beyond the students’ level of ability.
<table>
<thead>
<tr>
<th>Modification Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identified issue in reading and/or writing skills</strong></td>
</tr>
<tr>
<td>Student in Grade 5:</td>
</tr>
<tr>
<td>Grade 5 expectations for English content but</td>
</tr>
<tr>
<td>grade 2 expectations for reading and/or writing skills.</td>
</tr>
<tr>
<td><strong>Identified as gifted</strong></td>
</tr>
<tr>
<td>Student in Grade 3:</td>
</tr>
<tr>
<td>Student will read a variety of 2 literary and 2</td>
</tr>
<tr>
<td>informational texts (Grade 4 curriculum)</td>
</tr>
</tbody>
</table>

More information can be located in the website below:

STRENGTHS & NEEDS

These help inform the teachers about how to teach the student. They should be determined by relevant assessments, and give an indication of how to use the strengths and needs in developing the I.E.P.. They should also reflect the teachers’ observations of the student.

<table>
<thead>
<tr>
<th>Examples of assessed strengths &amp; needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Needs</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
TRANSITION PLANS

The Transition Plan is used for students to help them develop their post-secondary plans. Beginning in Grade 8, transition plans are completed for students, and later reviewed as part of the IEP process. Below is a blank sample of a transition plan, as well as some resources to help in the development of a transition plan.

SAMPLE BLANK TRANSITION PLAN

<table>
<thead>
<tr>
<th>Date:</th>
<th>Long-Term Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>Responsibility</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ontario, Ministry of Education
http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html

Transition Plans, Teachers' Gateway to Special Education
Ontario Teachers' Federation
http://www.teachspeced.ca/transition-plans

Sample Transition Plan
Ontario, Ministry of Education
SAFETY PLANS

As the safety of our students is our number one priority, we need to ensure that they remain safe and secure when in the school and classroom. There are many ways that the safety of our students can be put in jeopardy, including students who have physical disabilities or chronic medical conditions. To ensure that they receive adequate support, implementing a safety plan is very important. Below is a blank sample safety plan that can be used. Also, there are additional links below to help create your plans.

<table>
<thead>
<tr>
<th>SAMPLE BLANK SAFETY PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment to the IEP for: student name Date:</td>
</tr>
<tr>
<td>Developed by: parent, teacher, principal, CYW, SERT, consultant, psychologist</td>
</tr>
<tr>
<td>Shared with: staff, parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Triggers</th>
<th>Prevention Strategies</th>
<th>Interventions</th>
</tr>
</thead>
</table>

Special Education Plan, York Regional District School Board (page 189)

Autism Safety Plan Example

Sample Safety Plans, Parents for Children's Mental Health
kidsLINK
http://kidslinkcares.com/mentalhealth/sample-safety-plans/
INDIVIDUAL EDUCATION PLANS (IEP)

Developing the IEP for your student requires many of the components listed throughout this guide. This includes assessed strengths and weaknesses, accommodations, modifications, transition plan, as well as specific learning goals.

To create specific learning goals, they must meet the requirements of SMART goal setting:
- Strategic and specific: precise needs of student
- Measureable: information about how changes will be calculated
- Attainable: actions that can be influenced or controlled by the school, using the given resources
- Results-based: identification of specific outcomes that are measured or observed must be included
- Time-bound: the goals must identify the amount of time necessary to complete the goal

More information about SMART goals can be found at the following webpage:
“What are SMART goals?” Tools for Schools, (Nov/Dec 2007) v. 11 n. 2:

For assistance in creating an IEP, there are several samples from the Council of Ontario Directors of Education below. There is also a sample IEP located in APPENDIX F (page 62).

### Secondary Students
- **Autism (Oct 2008)**
- **Multiple (Oct 2008)**
- **Mid (Jan 2009)**
- **Developmental Disability (Jan 2009)**
- **Learning Disability (Apr 2009)**
- **Non-Identified (Apr 2009)**
  - http://www.ontariodirectors.ca/IEP-PEI/IEP-
<table>
<thead>
<tr>
<th>Category</th>
<th>URL</th>
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**Elementary Students**

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A: Inclusive Leadership Presentation, January 2013
Jennifer Lee
http://prezi.com/vijouzs0cvre/inclusive-leadership/
INCLUSIVE EDUCATION

CREATE A POSITIVE CLASSROOM ENVIRONMENT:
1. Get to know your students individually as much as possible
2. Create a physically welcoming environment

3. Create a positive emotional climate
4. Create an inclusive environment

DIVERSITY CURRICULUM CONTENT:
1. Multicultural and anti-racist education
2. Different ways of knowing
3. Lives, experiences, histories, and contributions of major figures from various traditions and groups
4. Use appropriate terms to refer to various groups
5. Alternative perspectives on key concepts and ideas
6. Process of knowledge construction and validation
7. Increase students’ awareness of diversity issues

RESOURCES

Due to Differentiation Wiki:
http://education.wikispaces.wikispaces.org
Laurens Earl District School Board,
Differentially Instructional Support:
http://www.learnsources.com/elementary
Gara, Shihao and Zeeboh Jamal,
Cultural Diversity and Inclusion,

INSTRUCTIONAL STRATEGIES

- Encourage interactive participation
- Incorporate collaborative learning strategies:
  - Group work
  - Icebreakers and warm-up activities
  - The Carousel (Gallery Walk)
  - A Quiz Activity
- Address diverse learning styles:
  - Visual
  - Spatial
  - Auditory
  - Naturalistic
  - Verbal
  - Linguistic
  - Interpersonal
  - Physical
  - Kinesthetic
  - Social
  - Logical
  - Mathematical
- Allow students opportunities for choice and check in with your students periodically to see how they feel about the classroom environment.
- Encourage Peer Assistance
- Encourage students to advocate for themselves
- Prepare students for what is to come next

ASSESSMENT STRATEGIES

Alternative assessment strategies:
- Reading logs
- Oral reports
- Panel presentations
- Group projects
- Vignettes, small productions
- Demonstrations
- Concept maps
- Slide presentations
- Concerts
- Exhibits
- Portfolios
- Self-Assessment
- Peer Assessment
- Conferences

pg. 42
Case Study #20: “Don’t push me! I can’t take it!”

Group 4: Heather Anne Oldroyd, Jennifer Lee
CONT 504: Special Education, Part 1

SUMMARY

This case study looks at a teenage boy who recently lost his mother to suicide and the effect this is having on his emotional well-being. The teenager, Billy, is a grade 9 student who immigrated to Canada four years ago with his mother and two brothers. Billy’s mother had a string of partners who abused her verbally and physically but two years ago finally found one who treated her well. The family, as far as we know, was happy. Shortly after the New Year, when Billy was in grade 8, his mother’s partner died in an auto accident and his mother fell into a state of depression. Billy was worried about his mom and sought out the help of his guidance counsellor, Pat Nalen. It was to no avail, because in May of that same year Billy came home from school to find his mother had committed suicide. Billy was a star athlete, but his behaviour took a steep decline following the death of his mother, due to the emotional problems he was having as a result.

The story takes place a few months into Billy’s grade 9 year at a new school, Sandford Secondary. He was placed into the applied program when he began secondary school by his foster parents, due to his low academic achievement in elementary school, his history of oppositional behaviour, and the effect his mother’s tragic death has had on his emotional well-being. Billy does not like being in the applied classes and gets bored, which likely also contributes to his emotional outbursts.

Billy’s science teacher, Greg Smith, is a fairly new teacher at the school and has developed a good teacher-student relationship with Billy. So good that Billy has spoken about him when he returned to see Pat Nalen to discuss how things were going after beginning high school. Pat took the initiative to call Greg and provide him with an overview of Billy’s situation, but asked him to keep discreet about it as Billy didn’t want all of his teachers knowing what happened and showing him sympathy; he said he didn’t think he could take it.

While Billy had a history of getting sent to the office and getting into trouble with other teachers, he was reasonably well behaved in Greg’s class, until one day he just snapped. He yelled and stormed out of the classroom, slamming the door behind him. Greg was shocked and calmly phoned down to the office to let them know Billy was in the hallways. After class Greg went down to the office to see Billy and discuss what happened, only to find out that the vice principal, Erica Best, had suspended Billy for the day and sent him home. Greg was furious, as he hadn’t even sent Billy to the office he left on his own. Erica was gone for the day so she wasn’t
around for Greg to talk to, so all Greg could do was get some information from the secretary and the office referral cards. He wanted to know what usually happens when Billy arrives at the office and whether or not there was any consistency. Throughout the evening Greg calmed down, but he did come to the conclusion that there was no consistent set of rules/guidelines/expectations/consequences set for how to deal with Billy when he has emotional or behavioural outbursts.

Greg really wanted to help Billy, because he had experienced the loss of a family member at his age as well and it took six months of seeing a psychiatrist before he could move past the guilt feeling and be “normal” again. Greg wanted to assist Billy in getting similar help, but he was torn with how to go about it because Pat had told Greg to be discreet about his mother’s death; he wasn’t supposed to know about Billy finding his mother dead, so how could he talk with him about it? He thought that to help Billy succeed in school, there needed to be firmer expectations and sensible and consistent consequences. However, being a new teacher, Greg felt the veteran teachers often dismissed his ideas.

When Greg finally did meet with Erica, she said that she had spoken with Billy and his foster family the night before and that Billy had identified Greg as a person that he feels might be able to help him. Billy told Erica that he thought Greg knew about his mom, but he wasn’t sure how. Erica suggested to Greg that he be the leader of a staff team built with the purpose of helping Billy. She also thinks that Greg should look into taking some additional courses in counselling so that he may work as a counsellor for the school. While the story ends before we actually know Greg’s reaction to these ideas, we can assume he is happy to finally have some support and respect from the administration and more veteran teachers as well as be in a position to be able to effectively help Billy.

QUESTIONS FOR REFLECTION AND DISCUSSION

1. What are the facts/key elements in the case?

The dilemma in this case is that Greg, the teacher, wants to help Billy, a troubled student, as he is aware of the personal life tragedy Greg suffered which caused a steep and steady decline in his behaviour. The trouble is, Billy told another teacher about the tragedy in confidence and Greg knows that if he wants to get Billy to trust him enough to be able to help him, he can’t begin with telling him the last adult he trusted broke his word. Greg obviously cares a lot about Billy, and having been through something similar, he can relate to what he is going through, but it will be hard for Greg to discuss that with Billy without letting him know that he is aware of what happened to his mother.
2. What do we know about Billy Preston? About his teacher, Greg Smith?

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<th>What do we know about:</th>
<th>Greg Smith</th>
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<td>Billy Preston</td>
<td>Greg Smith, Billy’s teacher, has been teaching for three years and feels he has a good student-teacher relationship with Billy. He also feels that, because he is so new, the veteran teachers at the school do not take his ideas seriously. Greg was a teenager when his sister died and he took it very hard; the only thing that helped turn him come around was six months of counselling with a psychiatrist. We can tell Greg cares a lot about Billy through his actions (and reactions) and his thoughts that we as readers are privy to. Greg wants to help Billy work through his emotional problems and feels that firmer discipline and consistency amongst all school staff is necessary to do this.</td>
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Billy Preston is a grade 9 student who immigrated to Canada four years ago (this being his first year in high school). Billy is the middle of three boys, all with different fathers and, until last May, lived with his mother who had a string of bad partners who were abusive in some form or another. He now lives with a foster family, a social worker and a nurse.

Billy is an outstanding athlete who suffers from emotional problems (largely, if not entirely, due to the tragedy of last May). He is a black student being taught by mostly white teachers and feels he is the target of a racist campaign to get him out of the school. Billy was placed in applied classes in secondary school due to his low academic achievement in elementary school and his emotional problems that have been disruptive in the school and he has been bored with the lack of challenge since beginning in these classes. Billy feels that he was placed in these classes because he is black.

3. Describe the situation of the past six months and of the past day as seen by Billy Preston, by Greg Smith, by another student in the same class.

<table>
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<th>Perspective</th>
<th>Situation of the past six months</th>
<th>Situation of the past day</th>
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<td>Billy Preston</td>
<td>One day last May I had a bad day at school. I failed a math test and was mad at my teacher for saying I should have done better. My math teacher was also my track and field coach.</td>
<td>Mr. Smith is a good guy, but I hate being in these classes. Everyone thinks I’m slow and need everything repeated a thousand times. Today was especially bad – it’s a special day in our family</td>
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didn’t want to see him anymore, so I skipped practice after school and went home. I knew something was up as soon as I walked in the house – usually the TV was going and mom yelled to ask me which of us boys was home, but today I heard nothing. That’s when I found her. I called 911 but there was nothing I could do, she was gone. I should have done more to help her before. She was alone and us boys should have protected her. We knew she was lonely and sad. I even asked my guidance counsellor to talk to her, but that didn’t help. My mom was gone, and now me and my two brothers were on our own. I have to look out for my little brother. We have no family here in Canada, I can’t believe this happened. I should have done something sooner. It’s my fault. I should have stopped this. What if I came home earlier?

Child services came in and moved me and my brothers out of our house and now we live with some serious, old, social worker and his wife, who is a nurse. They’re really nice people, but they’re not my parents. They don’t understand me and where I come from. They agreed to put me in some class for stupid kids at a new school and I hate that. I’m so bored I can’t even focus. My mind keeps drifting to my mom and what me and my brothers are going to do. When I think about my mom I get upset, and I’m not going to let anybody see me cry, so I get angry to cover it

and my mom’s not around to celebrate with us. I was trying not to think about her in Mr. Smith’s class because I like science, but when I get bored that’s what happens. I was looking out the window, not paying attention when Mr. Smith said my name and asked if I’d heard him. Yeah I heard him. I heard him the first, second, and third time he said the same stupid thing this afternoon. I could feel myself getting upset, because I was thinking about mom, and I get so frustrated in these classes, I just exploded. I stormed out of Mr. Smith’s class. I needed a minute to cool down and get a drink of water from the fountain. When I went out though, I saw Ms. Best in the hallway who asked me what I was doing in the hall during class time. I was still so upset I couldn’t find the words to tell her so I yelled at her too. She said I had been sent to the office too many times and I was being suspended, just like she had warned last month. I hate this. I can’t fit in anywhere. I’ll probably get in trouble for getting kicked out of school. What am I supposed to do?
I just wish I could talk about stuff with someone who understood. I think I probably could with Mr. Smith, but I don’t know if he knows what happened, and I don’t want to tell him. I told Ms. Nalen, so maybe she could tell him for me. I need some help.

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**Greg Smith**

I had my contract renewed again for the third year at Sandford Secondary and I’m really happy about it. I know lots of teachers who graduated at the same time as me that are still supply teaching. I was just told though that next year I would be teaching the applied class in addition to the academic science course. I’m up for a new challenge, but how will I be able to motivate these kids? I hope I can find some way to connect with them. Being young might help a bit, but what these kids really need is someone from their own culture here at the school who can help them and understands more of what they’re going through. These old, white teachers have no idea how to connect with a young, black student from this neighbourhood. Whenever I try to come up with suggestions of how to help our students, they just tell me they tried that before, or it won’t work. I feel like nobody here appreciates what I can bring to the table.

At the beginning of this year I got my first applied class and took the time to review their records and IEPs. I recognized the name of one student, Billy Preston. He and his brothers are

| Billy Preston | Billy seemed to be really out of it today; he kept staring into space and I had to repeat everything a thousand times before he seemed to get it. Something was on his mind, I could tell. I asked him if he understood what I had said, after giving him an instruction, and he just kept staring. I said his name again, and he didn’t budge. Finally I asked him again and he lost it! He yelled at me, stood up, and stormed out of the class, slamming the door behind him. I was totally shocked. I knew he was volatile but I never have seen that type of behaviour from him. I called down to let the secretary know he was in the hallway and figured I would go see him when class ended. By the time I got there, he was gone! Erica had sent him home. I was so mad! I didn’t ask him to be sent home. Hell, I didn’t even kick him out of class, he left on his own. No wonder this kid feels like everyone is against him. Erica wasn’t even around for me to talk to, so I sat down and looked over the notes they had in the office from all the times Billy was sent there. They were of little use. Half of them contained no information at all. |
great athletes and I hear teachers talking about them all the time. I saw on his file that Billy lives with a foster family. One day the guidance counsellor at Billy’s feeder school called me and said that Billy still comes to visit her and talk about things. She told me about the terrible tragedy that happened to Billy’s family just six months ago. I felt so bad for him because I know he must be dealing with a lot of emotions. I know when my sister died when I was his age it took me months of seeing a psychiatrist before I felt “normal” again.

Billy has a lot of outbursts in the school and he always seems to be in trouble. He doesn’t seem to be as bad in my class though; I think we have a pretty good connection. I bet the outbursts are a result of what happened to his mom, and the changes in his life. I wish he could speak with a grief counsellor or someone who is better equipped to help him. Even if I could talk to him he might open up a bit. Pat told me to be discreet about the information though, as Billy had told her in trust. How can I help him if I don’t know how to get him to start talking?

Another student  I went to school with Billy since he moved here, but we were never friends. Now he’s in my class, that’s pretty cool. Billy is really good at sports, so he was always friends with the popular kids, not with me. I used to see him go talk to the guidance counsellor sometimes, but I think that only started Wow! I have never seen Billy like that before, I wonder what’s up. We were in class and Mr. Smith was talking to him and Billy was ignoring him, then all of a sudden Billy blew up at him. He freaked out and yelled then stormed out of the class. Mr. Smith didn’t even seem mad—I don’t
happening after his mom died, I’m not sure. I never saw him in the resource room before though, so it’s weird that he’s in my class now. He seems really smart but he has a bad temper. He does bad stuff all the time and it seems like he’s always in trouble. I don’t know if he was always like that or not. He seems nice enough though, maybe we can be friends now that we’re in the same classes.

I think if I yelled at a teacher like that I’d get in big trouble. Mr. Smith just let him go and didn’t even say anything or go after him. Maybe Billy was embarrassed he didn’t know the answer to the question or something. When he was leaving he said “I’m not like them!” I don’t know what he meant. Does he think he’s too smart or not smart enough to be in our class? If he was too smart, why would he be there? And why did he freak out at Mr. Smith like that? He’s the only teacher I have never seen Billy give any attitude to. Mr. Smith is pretty cool. I wonder what’s going on. He wasn’t in school the rest of the day though, so he must have been sent home. I guess he deserved it because he always is disrupting things and getting into trouble.

4. Describe the major dilemma(s) in this case.
   1. How does one handle an outburst by a student in the classroom? This includes how we deal with the student in question, the other students in the classroom, parents, and the teachers and staff at the school.
   2. Creating a plan of action/consistent rules for suspensions
   3. How to handle students’ feelings of being targeted in a racist campaign. Billy feels singled out because of his race, and feels that he is treated unjustly because of it. This is important to deal with as it makes him feel discontented.
   4. Whether or not to accept Billy as a counselee. Greg has the opportunity to take on an active role in helping Billy. He needs to decide whether he feels equipped to working with Billy or not.
   5. Whether or not to share information about Greg’s family history. Greg lost his sister when he was younger, and so has experienced the loss of a close family member. This could be useful to Billy, as it may show that Greg understands what he is going through. However, Billy may also not respond to this information.
5. What actions should Greg Smith take to resolve the major dilemma(s)?

Take the additional qualification courses in counselling and any professional development in Behavioural Exceptionalities that would prepare him to create an individualized plan with Billy. These will assist Greg with understanding how to go about helping Billy in the best way possible for his situation. Additionally, they will be able to help Greg in determining whether or not it could be helpful to Billy to share his own experiences. In the Guidance and Career Education courses, they caution against using your own stories during counselling sessions or saying that you understand what an individual is going through. Although losing a family member is difficult, each person experiences loses differently.

Greg should also set up a plan for proactive approaches to prevent the development of behavioural and emotional disabilities in at-risk students, as seen in Exhibit 20.2 (N. Hutchingson, page 191). This plan should be implemented in all of his classrooms, and he should share this with his fellow teachers. In this plan, there should be a focus not only on dealing with the student who may have an outburst, but also on the rest of the classroom. The other students in the classroom have also just experienced the stress and fear from being present during an outburst. They may react in various negative ways, or experience shock, anxiety or fear from the incident. Other students need a chance to deal with those emotions. The plan should also include a safety component to ensure that the students, staff and teachers are kept safe in the school.

If Billy is feeling that there is a racist campaign against black students, this needs to be addressed at the school level and in class, and individually with Billy. Greg could encourage Billy to start an anti-racist student group against, as well as encouraging other students to participate. Using programs against racism that currently exist could be useful. In “The Kit: A Manual by Youth to Combat Racism through Education,” the United Nations Association in Canada seeks to allow youth the opportunity to participate in the struggle against racism. In classes such as History, English, Religion, Family Studies, there is an opportunity to have conversations about racism.

What role should the vice-principal, Erica Best, take in resolving the dilemma(s)?

Ms. Best should enact a school-wide student management plan, like the one seen in Exhibit 20.1 (page 190) in “Teaching Exceptional Children and Adolescents.” Administrators such as vice-principals are responsible for supporting and managing the students, teachers and staff in a school. It is also their responsibility to develop policies and procedures that ensure the safety and equity of all students and staff within the school. Often, also, vice-principals are responsible for dealing with
discipline issues with students as they arise.

Develop a program to discuss and deal with issues of racism in the school community. This could extend to encouraging hiring policies that include members of the community who can help to represent the student population. Additionally, involving parents and community members in school councils and groups is paramount to creating an inclusive school environment. Under Bill 13 (Accepting Schools Act), schools are required to “…allow students to form groups at their school to raise awareness and understanding of all students on topics such as: anti-racism.” As it is the responsibility of the school administration to enact school policies and procedures that align with laws, it is the responsibility of Ms. Best to create, encourage and support activities that are inclusive.

In order to ensure the effective planning and delivery of these programs, the vice-principal, Ms. Best should also support professional development endeavours undertaken by teachers and staff. It might also be useful to plan, in conjunction with other schools or with the school board, to develop professional development opportunities. In many school boards, there are now online professional development learning modules that teachers and staff can complete.

6. Consider the consequences of these actions for Billy’s social/emotional well-being, academic life, and future.

Social/emotional:
Billy needs to learn how to deal with his feelings of frustration, anger. He also needs to find strategies that help him to resolve conflict with individuals. If he does not have his feelings acknowledged, and deal with his feelings then it will be difficult for him to function in the class, at school and in his foster home.

Academic Life:
For students, it is important that they are present in class. Also, the chance for success is greater if a student feels safe and respected at school. If he is constantly being suspended or has a threat of suspension, then the conditions for academic success are limited. Billy needs to be able to engage in the subject matter and materials in class, with other students and under the direction of a teacher. If Greg Smith and Erica Best work to provide a safe environment, he may feel that his needs and issues are being addressed.

Future:
Billy needs to learn conflict resolution skills to help him meet adversity. This extends beyond his time in high school, and will benefit him greatly when he attends post-secondary studies or the workplace. Additionally, it will help him to develop meaningful relationships.

Billy also needs to have the support of the school in meeting his emotional needs in order to feel safe and comfortable with being in a classroom. If there is a consistent and equitable student management plan in place, Billy will be able to work within the parameters set out. If he does not, then the consequences set out in the policy will help guide him, the teachers and other staff at school.

Consider the consequences for Greg Smith, Erica Best, other students at Sandford Secondary.

Consequences for Greg Smith:
If Greg decides to take on Billy as a counselee, there will be additional time and effort required of him. He will need to put time into taking additional qualification courses, spending time counseling Billy, and developing student behavioural plans with Billy. Additionally, if Greg develops a proactive behavioural management program for his classes, he will need to spend time and conduct research for the plan.
In the long-term, it is important to have a proactive behavioural management program so that Greg and the students know how to deal with issues and incidents in the classroom. It may be more difficult to spend time or effort in dealing with the situations in the classroom rather than sending the students to the office, but it will help to maintain himself as the leader and authority in the class.

Consequences for Erica Best:
Developing plans and policies such as student management plans for the school can be potentially difficult to execute in a school if the culture does not support the elements of the plan. This can take time and effort to have staff, teachers, students, and other staff buy into the policy.
It also takes time and resources such as funding, to pay for additional qualifications for teachers or professional development opportunities. In the current school culture, spending extra money on things can be difficult for administrators. Ms. Best will need to find the funding needed or other methods of educating the staff and teachers about behavioural issues.
In the long-term, developing a policy and/or procedure to deal with these issues will benefit the entire school. A consistent student management plan will clearly define and determine the best course of action to take in many cases. It will also benefit the other staff and teachers in the school in that it creates a consistency for how teachers and students handle
outbursts in the classroom. It may also require less time in managing students if the teachers are able to handle the situations adequately within the classroom.

Consequences for other students at Sandford Secondary:
Developing these plans will work to ensure that the other students at Sandford Secondary remain safe and secure. With developing proactive behaviour management plans, and discussing warning signs to students, they may also be able to recognize if they are experiencing an escalation. This can be beneficial because they will be able to understand better how to handle themselves and decide on a good course of action. That is not to say that there will be no more conflicts in the classroom, but it may teach them better methods for dealing with those conflicts.

7. What do we learn from this case?
We learn that it is so important to be proactive when dealing with students with behavioural needs. In order to do this, we need to create a classroom management plan and go over it with our students. Additionally, we need to learn to recognize the signs of an approaching outburst. We might also be able to teach these to our students in order to prevent students from yelling or storming out of the classroom.

We can also learn to be aware of the culture and dynamic of the school and whether or not the students and staff feel that they are being adequately represented and respected. In this case, Billy felt as though he were a target of a racist campaign, and this most likely caused his feelings of anger to escalate.

In addition to this, we need to understand that there are times when we do not have all the information about a particular student. There are issues that they are facing outside of the classroom that influence their behaviour and academic output. Billy was experiencing many traumatizing experiences in his personal life that were contributing to his academic, emotional and social life. Not only did he find his mother after she committed suicide, but he had to move out of his home and in with a new couple. In a training session on Restorative Justice Practices, one of the trainers cautioned us to keep in mind that we do not know everything and to be aware of this when we act or respond to a student in the classroom.

Please review the references at the end of the posting for additional resources to helping you in classroom management and behavioural issues in the class.
8. Does this case lead us to question our assumptions or recognize our beliefs?

Our assumption when a student has an outburst is that they do not like the teacher or cannot handle themselves emotionally. In this case, Billy felt comfortable with Greg Smith and yet had an outburst in Greg’s classroom. I think this occurred because Billy felt comfortable expressing his emotions to Greg, and knew that he would understand. He may have been experiencing a bad day in his other classes, and felt that he had to keep his emotions repressed with others with whom he did not feel comfortable. The assumption, also, is that a student who has an outburst cannot handle their emotions and let them boil over. I think by leaving the classroom, he was demonstrating that he needed time to cool off and felt it necessary to leave in order to put distance between himself and his classmates.

Additionally, one may assume that suspending a student for having an outburst is the best route to ensuring that the student will not repeat the behaviour. However, this is a negative response to the behaviour and may only increase Billy’s anger and frustration and feelings of being targeted. In order to support these students, keeping them in class or in school while maintaining safety for other students. It is also important, as noted in this case, that the teacher be part of the process after an incident occurs. If they are not part of the process or appear to have problems maintaining authority when a student has an outburst, this can have a negative impact on the way the rest of the class views them.

REFERENCES

Case 20: Don’t Push Me! I Can’t Take It! (pages 186-193)
Teaching Exceptional Children and Adolescents, A Canadian Casebook (2nd Edition)
Nancy L. Hutchinson
2004
Pearson Education Canada: Toronto, ON

Creating Safe and Accepting Schools: Information for Parents about the Accepting Schools Act (Bill 13)
Safe and Accepting Schools, Ontario Ministry of Education
http://www.edu.gov.on.ca/eng/safeschools/SafeAcceptSchools.pdf
The Kit: A Manual by Youth to Combat Racism through Education
The United Nations Association in Canada
Available through Peaceful Schools International

Peaceful Schools International
http://peacefulschoolsinternational.org/
This site contains a variety of free resources

The League of Peaceful Schoos: A Dream Shared
Helen C. Castonguay
Education Canada, 2003-v43-n1

Meeting the Needs of Students with Emotional/Behavioural Difficulties
Special Needs Technology Assessment Resources Support Team (START), Annapolis Valley Regional School Board
http://www.nsnet.org/start/emotional.pdf

Intervention Central
http://www.interventioncentral.org/
Teaching Students with Epilepsy

Last year, a close family member of mine was diagnosed with epilepsy. This came as quite a shock to him and the rest of my family. He had experienced his first tonic-clonic seizure at school in October of 2011. In addition to this, a friend from my residence floor in university died from the effects of a seizure. At the time, I had not known that it was possible, and it was quite dreadful that this can occur. Due to my experience as a family member of a student with epilepsy, I wanted to discover more ways of assisting them in the classroom. It is difficult, sometimes, as there are many people who do not know much about the condition and less about how to accommodate them in the classroom.

I read the article, “What every teacher should know about Epilepsy,” by Spiegel and Cutler. In the paper, Spiegel and Cutler outline the various forms of seizure that are experienced with individuals who have epilepsy. These include general and partial seizures. General seizure types are tonic-clonic, tonic, atonic, and absence. Partial seizure types are simple partial, and complex partial. The article then describes them in detail (see Appendix A), including their characteristics, first aid treatment and possibility of injury in both Table 1 and 3.

The article also describes things of which teachers should be aware when working with students who have epilepsy. Children with epilepsy may have social, communication and academic issues.

Below are some strategies for teachers to help with students who have epilepsy and other seizure disorders.

Strategies

The textbook, “Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers,” by Hutchinson, has a large list of strategies for dealing with seizures (p. 149). This can be located in Appendix B of this document.

Be aware of our attitude, and the perception of students in our classroom. According to Bishop and Boag, in the article, “Teachers’ knowledge about epilepsy and attitudes toward students with epilepsy,” they state that, “Teachers’ knowledge about and attitudes toward epilepsy can have a direct impact on students with epilepsy in terms of school performance, social skill development, and postschool success in the areas of employment, social skills, and social network development” (Bishop and Boag, p. 397). A student who perceives that they are strange or weird may experience low self-esteem, or become unmotivated to succeed in the classroom.

Send home a letter with students on the first day of classes and ask the students and their families to list any medical issues. If there is something, such as epilepsy, that is identified seek more information from the family. This can include information about whether or not they wear medical bracelets or markers to indicate their condition. You may also seek information about their medication, and what effects that it can have on the student in the classroom. If the family and student are comfortable, it may also be conscientious to speak with students in the class about seizures and what to do if one occurs. Younger children may require medication
administration, and this needs to be worked out between the family and the school.

Create a safety protocol with the school, family and student in case of a seizure. This can include carrying spare clothes in case the student vomits or soils their clothes. It can include information such as who to call, how to get a hold of family members, and preventative measures. There can be triggers to seizures in the class, such as smell, overactive visual stimuli and foods. Being aware can help to limit these from triggering a seizure. In addition, students may be able to recognize the signs and symptoms of an approaching seizure to limit the chances of injury to them and other students.

Setup your classroom as a safe zone. This means clearing any dangerous materials from where the students are working. It might be a good idea to have a soft object such as a pillow or rolled up clothing item available to cushion the student’s head in the case of a seizure. Additionally, educate students about seizures and what causes them. It is important to express to students that epilepsy and seizures are not caused by an infectious disease or mental health issue.

Provide support to the student with epilepsy in the classroom. This means understanding that the medications can have side effects such as rashes, dizziness, drowsiness, and tremors. It also means understanding that students with epilepsy can suffer from depression. We can provide information and support to the students about programs and resources available to them in the area such as support groups. Sometimes students with epilepsy also have additional learning difficulties or medical conditions to consider. If this is the case, we need to provide them with the necessary accommodations and modifications to assist them in their learning. In addition, students with epilepsy may require you to repeat instructions several times before handing out an assignment in order for them to understand or concentrate on the information. Students with epilepsy and seizure disorders may also experience memory loss based on what part of the brain is affected during a seizure. A close family friend has a son who had meningitis as a child and experienced brain damage as a result. Their son has frequent seizures which affect his memory, and he often loses large amounts of information. It may be necessary to revisit some of the material for these students. Some of the resources listed below state that the student may require additional support from school personnel to help them meet learning goals.

Learning activities should be tailored with the students in mind who have epilepsy. From the document, “Teaching Students with Epilepsy,” from the Epilepsy Action Australia, teaching strategies to use can include co-operative learning, task analysis, cueing, reviewing, repetition, mnemonics and regular evaluations (Teaching Students with Epilepsy, p.3). The document, “Epilepsy: A Guide for Teachers,” suggests that class placement, extra help, and extra time to finish assignments for students so as to alleviate stressful situations that can bring on a seizure (Epilepsy: A Guide for Teachers, p.18).

Allow the student the opportunity to take some time out to either nap or recuperate. Having a seizure can be exhausting, and the student may experience soreness from the episode. If they remain in class, or when they return to class they may need some time to adjust. Make sure that other students work to include them in group work, and do not exclude them in social interactions during class time.
References


Epilepsy: A Guide for Teachers
Epilepsy Matters

Teaching Children with Epilepsy
Seizure Smart, Epilepsy Action Australia

Additional Resources:

Teaching Students with Epilepsy: Strategies for Educators
Growing Up With Epilepsy, Massachusetts General Hospital
http://www2.massgeneral.org/childhoodepilepsy/pdf/strategies_for_educators.pdf

Teens and Epilepsy
Epilepsy Canada

Seizures in School Video
Epilepsy Foundation
https://www.youtube.com/watch?v=8NrQ_O1fwIU&list=PLA650B3D08B764F6C

APPENDIX A: Spiegel and Cutler Article Tables 1, 2, 3, & 4
Table 1. General Seizures

<table>
<thead>
<tr>
<th>Seizure Type</th>
<th>Characteristics</th>
<th>First Aid</th>
<th>Possibility of Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonic-clonic</td>
<td>* Uncontrolled jerking</td>
<td>* Lay person on side</td>
<td>Fairly high, due to bumping into objects during seizure</td>
</tr>
<tr>
<td></td>
<td>* Loss of consciousness</td>
<td>* Move potentially dangerous or fragile objects</td>
<td></td>
</tr>
</tbody>
</table>

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**Table 2. Seeking Medical Advice**
The teacher should seek medical attention immediately when a **seizure** occurs if:
* There is no previous history of **seizures**, especially if the student is experiencing a tonic-clonic **seizure**.
* Several tonic-clonic **seizures** follow one another in rapid succession.
* A tonic-clonic **seizure** lasts for more than 2 to 3 minutes.
* An injury occurs during the **seizure**.

**Table 3. Partial Seizures**
<table>
<thead>
<tr>
<th>Seizure type</th>
<th>Characteristics</th>
<th>First aid</th>
<th>Possibility of injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple partial</td>
<td>* Twitching movements</td>
<td>Reassure student</td>
<td>Fairly low</td>
</tr>
<tr>
<td></td>
<td>* Sensation of déjà vu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex partial</td>
<td>* Altered state of consciousness</td>
<td>Provide verbal reassurance during occurrence</td>
<td>Fairly low, unless there is increased physical activity</td>
</tr>
<tr>
<td></td>
<td>* Psychomotor movements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4. Common Medications**
<table>
<thead>
<tr>
<th>Generic name</th>
<th>Trade name</th>
<th>Major side effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phenytoin</td>
<td>Dilantin(R)</td>
<td>* Skin rash, drowsiness</td>
</tr>
</tbody>
</table>
Sodium valporate  Depakene(R)  * Drowsiness
Carbamazepine  Tegretol(R)  * Skin rash, double vision

APPENDIX B: Hutchinson text, figure 5.5
Figure 5.5 Strategies for Handling a Generalized Seizure in the Classroom

Before a Seizure
- Meet with the parents and student at the beginning of the year. Learn the characteristics of the student's seizures.
- Familiarize yourself with the school's policies.
- Discuss with the family how to inform the class that a seizure may occur.
- Keep the area surrounding the student's desk free of objects that could cause harm to the student during a seizure.

During a Seizure
- Stay calm, and keep the students calm. Remind them that the seizure is painless. Ask another teacher to remove excited students from the classroom.
- Ease the student to the floor and loosen clothing.
- Try to remove any hard, sharp, or hot objects that might injure the student.
- Place a blanket, coat, or cushion under the student's head to soften the impact of the seizure.
- Place the student on his or her side to allow saliva to flow from the mouth.
- Write down the time the seizure began. If a seizure lasts longer than ten minutes, medical attention may be needed.
- Refrain from restraining the student or placing objects in the student's mouth.
- Refrain from giving the student food or drink.

After a Seizure
- Allow the student to rest or sleep and then offer the opportunity to resume classroom activities.
- Be attuned to the student's emotional state, as most but not all students can rejoin classroom activities.
- The student should not leave the school alone if weakness or convulsive behaviour persists.
- Refrain from "fussing over" the student with epilepsy. Foster an attitude of understanding and acceptance. The student with epilepsy needs support from you and peers.
CONS

There may be drawbacks to administering the CDI, as children may have difficulty understanding, measuring, and reporting their internal emotions. Those with reading difficulties, or language barriers may also have a difficult time understanding the questions.

Additionally, studies such as one conducted by Finck, Saylor and Edwards, indicate that there are variances in the amount of symptoms between children and adolescents and between males and females. Many variables could affect this, such as the ability of children to understand the questions, or describe their emotions.

Depressive symptoms may fluctuate, and so the assessment may need to be conducted at intervals to gain a better understanding of the emotional state of a child. Some researchers, such as Matthews and Petrotski, find that it may be adequate to use it as a mood rather than a depression.

There is also a cost to the school or school board involved in order to process the assessment or access parts of it online. This can be from $2.50 for a form to $19.00 for the kit.

Cons for assessment with counselors and psychologists can also be quite long and costly.

RESOURCES


The CDI is an assessment tool used to evaluate the presence and severity of specific depressive symptoms in youth. This tool is to provide a targeted treatment plan. It assesses depression in children between the ages of seven and 17. It can also be used to discover the presence of the other disorders, and determine appropriate measures to assist children and adolescents.

The assessment is administered by school counselors, psychologists, and psychiatrists to determine the severity of an emotional condition.

The CDI is then administered to parents, teachers, and the students. It may be administered to determine if the student is experiencing consistent learning difficulties related to emotional health. The Special Education Team will develop a service plan for students, and may formally refer them to an internal or external psychologist to administer the inventory check.

Once a professional report is sent to the school and parent, board personnel and parents are invited to review the report. At this point, parents and educators can determine appropriate interventions if necessary.

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The assessment is administered by school counselors, psychologists, and psychiatrists to determine the severity of an emotional condition.

Special Education Resource Teachers, School and Attendance Counselors, and School Psychologists may counsel with parents of the student who are experiencing consistent learning difficulties related to their emotional state. The Special Education Team will develop a service plan for students, and may formally refer them to an internal or external psychologist to administer the inventory check.

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### Sample IEP, November 2013

**ABC District School Board**

<table>
<thead>
<tr>
<th><strong>Student:</strong> Tom Deziel</th>
<th>**Board ID #**0080083</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender:</strong> Male</td>
<td><strong>OEN#</strong> 012345678</td>
</tr>
<tr>
<td><strong>School Year:</strong> 2012 - 2013</td>
<td><strong>IPRC Date:</strong> September 2012</td>
</tr>
<tr>
<td><strong>School:</strong> Pearson Collegiate</td>
<td><strong>IPRC Identification:</strong> Learning Disability</td>
</tr>
<tr>
<td><strong>Principal:</strong> Sharon Denver</td>
<td><strong>IPRC Placement &amp; Date:</strong> Regular class with withdrawal assistance</td>
</tr>
<tr>
<td><strong>Grade/ Class:</strong> Grade 9</td>
<td><strong>IEP Initiation Date:</strong> October 2012</td>
</tr>
<tr>
<td><strong>Date of Birth:</strong> September 1, 1998</td>
<td><strong>Developed By:</strong> Malcolm Buterra – Grade 9 Math Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reason for IEP**

His achievement test scores in reading, spelling, and written expression are 3-4 years below grade level. His math test scores are 4 years below grade level. Additionally, his social skills need to be further developed. Tom has difficulties with Executive functioning (e.g., organizational, planning and analyzing) skills.

**IEP Initiation Date:** October 2012

**Developed By:** Malcolm Buterra – Grade 9 Math Teacher

Jennifer Lee – Special Education Resource Teacher

Jesse Keyes-Renaud – Special Education Teacher

Michelle Williams – Grade 9 English Teacher

**Special Education Services**

<table>
<thead>
<tr>
<th><strong>Initiation Date</strong></th>
<th><strong>Frequency/Intensity</strong></th>
<th><strong>Location</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core resource – October 1 2012 – 30 minutes a day</td>
<td>Resource room</td>
<td></td>
</tr>
</tbody>
</table>
Individualized Equipment:
Personal Laptop – School

Health Support Services: circle answer
Personal Support Required: yes  no

Provincial Assessments: circle answer-if this is an EQAO assessment year for the student, this must be noted here
Exemptions from provincial assessments: yes  no
Accommodations for provincial assessments: yes  no
List types of accommodations allowed on EQAO here:
- Allow Tom to write his test in a quiet area (ie. Study carrel or smaller group)
- Prompt Tom to remain on task. This can be physical or verbal (tap on the arm or desk, or a word)
- Provide additional time for Tom to complete the test (up to a maximum of double the allotted time)
- Provide periodic supervised breaks for Tom
- Allow Tom to receive a digital copy of the EQAO test
- Allow Tom to respond to the test via computer

Elementary program exemptions/secondary compulsory substitutions: yes  no
List subjects or courses and reason for exemption/substitution
If the student is on a completely alternate program no subjects need to be listed as exemptions.

Subjects, Courses or Alternative Program to which IEP applies: summary
For secondary students, it must state the outcome the student is working towards e.g. OSSD, OSSC, Certificate of Accomplishment

<table>
<thead>
<tr>
<th>Accommodated only</th>
<th>Modified</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science</td>
<td>• English</td>
<td>• Executive function skills program</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td>• Art</td>
<td>• Geography</td>
<td></td>
</tr>
</tbody>
</table>

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- Technology

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual/spatial skills</td>
<td>Social skills (e.g. emotional control, interpersonal skills)</td>
</tr>
<tr>
<td>Auditory learner</td>
<td>Executive Functioning skills:</td>
</tr>
<tr>
<td>Photography/Art</td>
<td>- Organizational skills (e.g. using an agenda to plan time and tasks)</td>
</tr>
<tr>
<td>Music</td>
<td>- Self-regulation (motivation, time-management, behavioral management)</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Skills deficits in areas relating to his learning disorder (e.g. written language, mathematical concepts, organizational skills).</td>
</tr>
</tbody>
</table>

**Assessment Data:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Information Source</th>
<th>Date</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIAT (Weschler Individual Achievement Test) – Mr. Keyes-Renaud – September 2012.</td>
<td>Results indicated that Tom’s reading, writing, and spelling abilities are 3-4 years below grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test of Written Language (TOWL) – Ms. Lee – September 2012.</td>
<td>Results affirmed that Tom’s written language (spelling, writing) is significantly below grade level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anecdotal conversations – Tom, his teachers, family and parents – October 2012. Through these meetings, it was determined that Tom has difficulties with his executive functioning skills. This was confirmed by the Special Education Resource Teacher.

**General Classroom Accommodations (assumed across all subjects)**

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Environmental</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calculator for math daily work and tests</td>
<td>• Proximity to instructor</td>
<td>• Give choice of assignment format, allowing posters, photographs, etc., prepared by Tom</td>
</tr>
<tr>
<td>• Learning assistance</td>
<td>• Strategic seating</td>
<td>• Use signals to check for understanding</td>
</tr>
<tr>
<td>• Checklists to assist with organizing thoughts and daily tasks</td>
<td>• Quiet setting (e.g. study carrel)</td>
<td>• Extra time for daily work and tasks</td>
</tr>
<tr>
<td>• Graphic organizers</td>
<td>• Use visual and auditory signals to get attention before speaking</td>
<td>• Reduction in the number of tasks required to assess a skill</td>
</tr>
<tr>
<td>• Have Tom use an agenda</td>
<td>• Pair oral with visual instructions</td>
<td>• Provide written copies of assignment instructions and rubrics</td>
</tr>
<tr>
<td>• Allow Tom to use a computer to help him stay organized and to assist with his spelling</td>
<td>• Plate information and instructions</td>
<td>• Develop study timelines</td>
</tr>
<tr>
<td>• Buddy/peer tutoring</td>
<td>• Reward efforts in organization, work completion and prioritization (point out positive skills purposefully)</td>
<td>• Chunk assignments and tests</td>
</tr>
<tr>
<td>• Rewording/rephrasing information</td>
<td>• Reduce the number of tasks assigned at once</td>
<td>• Give breaks during tests</td>
</tr>
<tr>
<td>• Repeat information and instructions and have Tom repeat the instruction</td>
<td>• Pre-teach new vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Pair oral with visual instructions</td>
<td>• Conference frequently with student to check on understanding of lengthy</td>
<td></td>
</tr>
<tr>
<td>• Chunk information and instructions</td>
<td>• Use visual and auditory signals to get attention before speaking</td>
<td></td>
</tr>
<tr>
<td>• Reward efforts in organization, work completion and prioritization (point out positive skills purposefully)</td>
<td>• Extra time for daily work and tasks</td>
<td></td>
</tr>
<tr>
<td>• Reduce the number of tasks assigned at once</td>
<td>• Reduction in the number of tasks required to assess a skill</td>
<td></td>
</tr>
<tr>
<td>• Pre-teach new vocabulary</td>
<td>• Provide written copies of assignment instructions and rubrics</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Give breaks during tests</td>
<td></td>
</tr>
</tbody>
</table>
- Role play situations to improve student response

---

### Specific Program Expectations

Only to be used for a subject area that is modified or alternative. For a student's program that is only accommodated, this section is not completed.

**Program Area: ENG1P**

**Goal:** Tom will work towards achieving 80% of the modified grade 9 English program, using texts appropriate to his current reading level.

<table>
<thead>
<tr>
<th>Current Achievement Level</th>
<th>Methods of Progress Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Prerequisites</td>
<td>Diagnostic tests</td>
</tr>
<tr>
<td></td>
<td>Assessments for and of learning</td>
</tr>
<tr>
<td></td>
<td>Test of Written Language (TOWL)</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Test of Phonological Processing</td>
</tr>
<tr>
<td></td>
<td>WIAT</td>
</tr>
<tr>
<td>Learning Expectations</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| The student will demonstrate all of the curriculum expectations with the following modifications: | - peer/buddy tutoring  
- Use of texts appropriate to Tom’s current reading level  
- Word walls  
- Personal vocabulary sheets  
- Frequent use of visual aids  
- Use of graphic organizers to assist with the retrieval of information (reading strategies, editing process, listening skills etc.)  
- Provide a mnemonic device to support the student’s recall of information  
- Confer with the student to assist with the organization of a project  
- Provide organizers of reading content in advance  
- Note-taking assistance  
- Extra-time for processing  
- Repetition of information and instructions | The student will engage in oral quizzes as well as written quizzes (responding digitally on his laptop) to assess his comprehension of various texts as well as his spelling.  
The student will complete additional assessments (TOWL, WIAT etc.) periodically to measure his growth in reading, writing, and spelling.  
The student’s knowledge of written forms and stylistic elements will be assessed through a reduced number of written assignments, focusing on quality not quantity of work.  
Student led conferences. |

1. **Reading and Literature Studies:**

   1. Reading for Meaning: read and demonstrate an understanding of *some* informational, literary, and graphic texts, using a range of strategies to construct meaning; [not a variety – reducing the amount of material being read]

   2. Understanding Form and Style: recognize *a few* text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

2. **Writing:**

   2. Using Knowledge of Form and Style: draft and revise their writing, using *some* informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; [reducing the number of assignments needed to assess this skill]

   (Grade 9 English, Applied – Modified Expectations)
**Program Area:** Executive function skills program

**Goal:** Given teacher assistance, Tom will be able to utilize a homework journal to record and keep track of all assignments and necessary tools to complete the assignments 70 percent of the time.

Using cues with the teacher, Tom will seek out assistance in the school guidance department or in the Special Education Resource Centre if he feels frustrated during class.

Tom will utilize positive peer interactions during class, in group work, and during lunch time.

<table>
<thead>
<tr>
<th>Current Achievement Level</th>
<th>Methods of Progress Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reports and interviews with the school counsellor</td>
</tr>
<tr>
<td></td>
<td>Anecdotal notes and observations from teachers</td>
</tr>
<tr>
<td></td>
<td>Updates and conversations with parents</td>
</tr>
<tr>
<td></td>
<td>Checklists</td>
</tr>
</tbody>
</table>

**Baseline Level of Achievement**

Tom does not complete all of his schoolwork on a daily basis. He is having trouble completing it because he cannot organize and plan, or work efficiently due to executive function deficits. Tom also has trouble remembering to bring needed materials home, and returning homework to school.

Additionally, Tom has difficulty socializing with his peers and can often be disruptive as a result of his executive functioning exceptionality. This can often make him frustrated and irritable.

Tom also has difficulty navigating personal relationships with his peers. He often has difficulties with communicating and figuring out what to say.
### Alternative Education Program: Organizational Skills

- Tom will utilize his homework journal for 50 percent of the time until the first progress report
- Tom will utilize his homework journal for 60 percent of the time for the first term
- Tom will utilize his homework journal for 70 percent of the time until the mid-term report card
- Tom will maintain his utilization of the homework journal 70 percent or better until the semester report card

- Model the use of a homework journal
- Post homework assignments on the whiteboard and/or blackboard in a consistent location; this can also be posted online for Tom to view from home
- Have Tom go over his homework journal with the teacher, educational assistant, or Special Education Resource Teacher
- The teacher will prompt and assist in the utilization of the homework journal
- The teacher will use signals to prompt Tom to use his journal

- Collect the homework journal to check for utilization once each week
- Check and record homework completion one to two times each week
- Confer with Tom throughout the week to determine utilization and effectiveness of homework journal

### Alternative Education Program: Social Skills

- Tom will utilize the Guidance Department or Special Education Resource Centre for 40 percent of the time when he becomes anxious
- Tom will utilize the Guidance Department or Special Education Resource Centre for 60 percent of the time when he becomes anxious
- Tom will utilize the Guidance Department or Special Education Resource Centre for 80 percent of the time when he becomes anxious
- Tom will continue to utilize the Guidance Department or Special Education Resource Centre for 80 percent of the time when he becomes anxious

- Setup a system of cues with Tom, to indicate that he needs to visit the Guidance Department or Special Education Resource Centre to deal with his frustration and irritability
- Create a pass for Tom to use when he needs to seek out assistance in the Guidance Department or Special Education Resource Centre

- Keep records of the times that Tom has utilized the Guidance Department or Special Education Resource Centre during class time
- Consult with the Guidance Department/Special Education Resource Centre to determine usage
- Observation of behaviour in class
• Tom will meet one new friend who he does not know
• Tom will be able to demonstrate one to two characteristics of good social skills during group work in the classroom
• Tom will utilize skills in shared learning that he is taught in the classroom
• Tom will make two to three pleasant remarks to peers at school

• Provide Tom with opportunities to work in group settings to practice his social skills
• Praise Tom for exhibiting positive social behaviours in class
• Monitor classroom group discussions and work periods

• Data to be taken and recorded by school counsellor during weekly meetings
• Observation by classroom teachers
• Tom can keep a personal journal and report his experiences

Information Sources Used in Developing and Updating this IEP:

Ontario Student Record
Provincial Report Cards
Term One Progress Report
Tom’s Annual Education Plan
Observation of Tom in class and during lunch by teachers and staff members

Mr. & Ms. Deziel – Tom’s Parents
Ms. Williams – Tom’s current English Teacher
Mr. Buterra – Tom’s current Math Teacher
Ms. Jackson – Tom’s previous teacher from Victoria Public School
Ms. Lee & Mr. Keyes-Renaud – Executive Function Assessment

Transition Plan (only for students age 14 years and older and those not identified solely as Gifted)- this transition plan reflects activities needed for the post secondary world

<table>
<thead>
<tr>
<th>Goals</th>
<th>Actions</th>
<th>Person/agency</th>
<th>timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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| To continue to practice and maintain his literacy and numeracy skills after school and to develop life skills further | Assess the possibilities for a literacy program at age 16 in the community for when Tom leaves Pearson Collegiate | Teacher, special education teacher, special education resource teacher | Parents and student agree to this plan – December 2012 |
| To pursue work experience (supported if necessary) leading to employment | Work with Tom to help him articulate his interests | Parents/families | Ensure that this transition plan is coordinated with Tom’s IEP – December 2012 |
| | Plan work placement for upcoming years | | Review this plan at transition plan meetings – March 2013 |
| | Review Tom’s interests at annual transition planning meeting | | Update transition plan as needed – May/June 2013 |
| | Develop pre-employment skills | | |
| | Revise the plan if necessary | Learning Strategies teacher | |
| Build on student’s interest in art and vocal music | Expand on Tom’s skills through learning expectations | Teachers | |
| | Have student prepare a personal profile, listing interests | Parents/families | |
| | Provide opportunities to demonstrate skills | Tom | |

**Evaluation and Reporting Dates:**

<table>
<thead>
<tr>
<th>Reporting dates (e.g. Term 1, semester 1, etc.)</th>
<th>Reporting format (e.g. provincial report card, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2012</td>
<td>Progress report (term 1, semester 1)</td>
</tr>
<tr>
<td>February 2013</td>
<td>Provincial report card (semester 1)</td>
</tr>
</tbody>
</table>
Review and Updating: this section reflects the work a Special Education Resource Teacher or teacher of a self contained class does and the date they completed the task. This is an accountability feature that demonstrates the IEP has been reviewed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2012</td>
<td>Created goals and expectations for Tom</td>
<td>TBD</td>
</tr>
<tr>
<td>March 2013</td>
<td>Review transition plan at transition plan meeting. Update information as needed.</td>
<td>TBD</td>
</tr>
<tr>
<td>May 2013</td>
<td>Review the effectiveness of the Tom’s IEP</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Parent / Guardian / Student (age 16 years or older)

I was consulted in the development of the IEP ☒

I have received a copy of the IEP ☒

Comments:

Signature: Susan Deziel
Date: October 31, 2012
Frank Deziel

Approved: Sharon Denver

(Principal’s signature)

October 31, 2012

(date)
Note: the Principal is responsible for the implementation and monitoring of the IEP. When the Principal signs the IEP the following are affirmed:

- the plan has been developed according to Ministry Standards
- addresses the student’s strengths and needs
- the learning expectations will be reviewed
- the student’s progress monitored at least once every reporting period
- program accommodations and/or modifications listed are in place

CASE SYNOPSIS: Tom Daziel

Tom is a student in Grade 9 at Pearson Collegiate. Mr. Malcolm Buterra is the head of the Mathematics Department at the school, and has difficulty engaging Tom in class. Through discussions with Tom’s peers, Malcolm learns that Mathematics is not the only subject that Tom is struggling with. Tom is having issues both socially and academically at school; he is identified as having a learning disability and therefore has an IEP. The student is frustrated at school and misses classes often. He does get additional help for reading and writing at school (in a learning centre) but does not attend after-school sessions with Mr. Buterra. Malcolm does not know what else he should do as Tom is not showing up for these individual sessions and begins to talk to one of the school’s counsellors about the situation.

Tom clearly feels lonely in school as most of his friends went to another high school and he is often by himself. When talking to Malcolm, he describes eating alone and getting picked on by other students but getting blamed for it later. Evidently, Tom is sensitive to his learning disability and is frustrated with the lack of help he is receiving in high school. He speaks fondly of the assistance he received at elementary school but is clearly unsatisfied with the way he is being “passed off” from teacher to teacher. Tom may very well have low self-confidence and be afraid of failure as he is quite far behind with regard to mathematics. Judging from his response to Malcolm, he also does not seem very comfortable working with him outside of class as he never firmly commits to meeting him or handing in any of his work.

Citation: