



Individual Education Plans (IEP)

Purpose of the Standard

To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP.

An IEP is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the student's areas of strengths and needs as well as the accommodations a student requires for instruction and assessment. It may identify learning expectations that are modified from the Ontario curriculum and/or any alternative program areas.

Implementation of the Ministry of Education Standards

As per *Regulation 181/98*, all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

IEP Development for Non-Identified Students

The multi-disciplinary team may recommend the development of an IEP based on the profile of the student. The decision to develop an IEP for a student is not limited by a student meeting criteria for a specific exceptionality. Some students that do not meet criteria for a specific exceptionality may require an IEP to document necessary special education services, program modifications, program accommodations or a Special Education Amount (SEA) claim funded by the Ministry. A parent / guardian may request that a school consider the development of an IEP. The standards for an IEP apply equally to the IEPs of both identified and non-identified students.



Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;
- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional;
- be developed within 30 instructional days of the student's first day in the program;
- be developed, implemented, and monitored in a collaborative manner with (parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per *Policy/Program Memorandum 140*;
- be reviewed and/or revised once each reporting period.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan. The creation of transition plans are legislated in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a transition plan for the student's transition from school to work, for further education, and/or community living.

Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA)" states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Policy / Program Memorandum (PPM) No. 156 outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared





seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:

[OCDSB Complaint Resolution Procedure.](#)

The Ministry of Education also has a resource for dispute resolution entitled [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.](#)

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2018-19 school year.



IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP <input type="checkbox"/> Student identified as exceptional by IPRC <input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations	
STUDENT PROFILE Gender: _____ School Year: _____ Most Recent IPRC Date: _____ Statement of Decision: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified Exceptionality 1: _____ Exceptionality 2: _____	
Special Education Placement: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Regular class with indirect support <input type="checkbox"/> Regular class with withdrawal assistance <input type="checkbox"/> Special education class full time </div> <div style="width: 45%;"> <input type="checkbox"/> Regular class with resource assistance <input type="checkbox"/> Special education class with partial integration </div> </div>	
Reason for Placement: Program: _____	

Page 1

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
Exceptionality Definitions	
Exceptionality	Ministry of Education Definition

Page 2



Assessments

Name: _____
Grade: _____

DOB: _____
Student OEN: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need
-------------------	---------------

Health Support Services/Personal Support Required ☐ Yes (list below) ☐ No

- | | |
|---|--|
| <input type="checkbox"/> Catheterization | <input type="checkbox"/> Dressing |
| <input type="checkbox"/> Injections | <input type="checkbox"/> Lifting |
| <input type="checkbox"/> Muscle strengthening | <input type="checkbox"/> Personal care |
| <input type="checkbox"/> Stretching | <input type="checkbox"/> Suctioning |
| <input type="checkbox"/> Toileting | <input type="checkbox"/> Tube feeding |
| <input type="checkbox"/> Other | |

Health Support Additional Notes:

Page 3



Courses and Accommodations		
Name: _____	DOB: _____	
Grade: _____	Student OEN: _____	
SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES <i>Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)</i>		
1. _____	<input type="checkbox"/> MOD	<input type="checkbox"/> AC <input type="checkbox"/> ALT
Elementary Program Exemptions or Secondary School Compulsory Course Substitutions <input type="checkbox"/> Yes (provide educational rationale) <input type="checkbox"/> No		
Complete for secondary students only: Student is currently working towards attainment of the: <input type="checkbox"/> Ontario Secondary School Diploma <input type="checkbox"/> Ontario Secondary School Certificate <input type="checkbox"/> Certificate of Accomplishment		
ACCOMMODATIONS (Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)		
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Individualized Equipment <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No SEA Status: _____		
PROVINCIAL ASSESSMENTS (Accommodations and Exemptions) Provincial assessments applicable to the student in the current school year: _____		
Accommodations: <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No		
Exemptions: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		
Deferred: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		

Page 4

Courses and Accommodations	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
Deferred: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No	

Page 5



Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher: _____

Subject/Course/Alternative Program: _____

Current Level of Achievement: _____

Level of Achievement for Alternative Program: _____

Prerequisite course (if applicable) _____

Letter grade/Mark _____

Curriculum grade level (last June) _____

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Page 6

Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines

Page 7



Human Resources & IEP Team

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates:

Reporting Format

- ☐ Provincial Report Card (required unless student's program comprises alternative expectations only)
- ☐ Alternative Report

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position
--------------	----------	--------------	----------

Sources Consulted in the Development of the IEP

Date of Placement in Special Education Program (select the appropriate option)

- ☐ 1) First day of attendance in new special education program
- ☐ 2) First day of the new school year or semester in which the student is continuing in a placement
- ☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase

(within 30 school days following the Date of Placement):



Consultation Log & Signatures

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

Log of parent/student consultation and staff review/update for current school year.

Date	Activity (indicate parent/student consultation or staff review)	Outcome	Staff Involved
------	--	---------	----------------

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal _____ Date _____

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP ☐ Parent(s)/Guardian(s) ☐ Student
I declined the opportunity to be consulted in the development of this IEP ☐ Parent(s)/Guardian(s) ☐ Student
I have received a copy of this IEP ☐ Parent(s)/Guardian(s) ☐ Student

Parent(s)/Guardian(s)/Adult Student Comments:

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____ Date _____

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____ Date _____



IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form by the date noted in the attached letter to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

1. Medical:

Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

5. Priorities: What do you consider to be a priority for your child's learning this year?

6. Other: Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date



IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____
 Gender: _____ DOB: _____ Grade: _____ Homeroom: _____
 School: _____ Principal: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality 1: Exceptionality 2:

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations:

Modified Subjects:

Comments:

Page 11

Ministry of Education Exceptionalities

No Exceptionality
 Developmental Disability
 Blind and Low Vision
 Physical Disability

Multiple Exceptionalities
 Speech Impairment
 Behavioural



OCDSB Specialized Programs	
Autism Spectrum Disorder Secondary Credit Support Program Autism Spectrum Disorder Program Behaviour Intervention Program Deaf/Hard of Hearing Program (Congregated) Developmental Disabilities Program Dual Support Program General Learning Program	General Learning Program/Storefront Gifted Specialized Program Language Learning Disabilities Program Learning Disability Program (Sec.) Learning Disabilities Specialized Intervention program (Elem.) Physical Support Program Primary Special Needs Regular Class
Placement Options	
FSC - Fully self-contained IS – Indirect Service PI - Partially Integrated	RA - Resource Assistance WA - Withdrawal Assistance

The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression



Needs	
<p> Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills Numeration Organizational skills Orientation and mobility skills </p>	<p> Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills Time Management Skills Visual efficiency Visual motor integration Visual Perception Skills Visual Perceptual </p>
Assessment Sources	
<p> Audiological assessment Behavioural assessment Developmental assessment Educational assessment Functional visual assessment Group ability test e.g., Canadian Cognitive Abilities Test Medical assessment Occupational therapy assessment Orientation skills Personal care skills </p>	<p> Personal safety skills Pediatric assessment Physiotherapy assessment Psychiatric assessment Psychological assessment Psycho-Educational assessment Social work assessment Speech/language assessment Vision Technology assessment Wechsler-Fundamentals assessment Orientation and Mobility assessment </p>



Assessment Summary

Report describes significant behavioural problems
 Report indicates adaptive equipment essential to access the curriculum
 Report indicates areas of need in ...
 Report indicates assistive technology essential to access the curriculum
 Report indicates blind/low vision
 Report indicates mild adaptive functioning delays
 Report indicates mild articulation difficulty
 Report indicates mild developmental delays
 Report indicates mild hearing loss
 Report indicates mild intellectual disability
 Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty
 Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome
 Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: <http://www.eqao.com>



Accommodations

Below are accommodations:

Instructional	
<ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Mind maps • More frequent breaks • Multi-sensory presentations 	<ul style="list-style-type: none"> • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts



Environmental	
<ul style="list-style-type: none"> • Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment 	<ul style="list-style-type: none"> • Preparation for transitions • Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports
Assessment	
<ul style="list-style-type: none"> • Alternate products • Alternative settings • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions • Assessment embedded in regular programming • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options 	<ul style="list-style-type: none"> • Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks • Product differentiation • Prompts for time management



Assessment *(continued)*

- | | |
|---|--|
| <ul style="list-style-type: none"> • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing • Self-assessment checklist • Signing EA | <ul style="list-style-type: none"> • Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports • Work samples |
|---|--|

Human Resources

- | | |
|--|--|
| Spec Ed Teacher
ITD/HH
ITB/LV
Teacher
Learning Resource Teacher
Learning Support Teacher
Student Success Teacher
Educational Assistant(s) | Social Worker
Speech/Language Pathologist
Physiotherapist
Psychologist
Psychological Associate
Psychoeducational Consultant
Occupational Therapist |
|--|--|

Human Resources Service Type

- | | |
|--|---|
| Direct Instruction
Instructional Support
Consultation
Reading Instruction | Resource Support
Personal Care
Behaviour Support
Technical Support |
|--|---|

Transition Type (Including ASD Transition Type)

- | | |
|---|---|
| Activity to Activity
Change in Grade Level
Class to Class
Elementary to Secondary School
Entry to School
Home to School/School to Home
Lunch to Class/Class to Lunch
Outside Agency to a School
Program to Program
School Entry to Class/Class to School
Exit
Secondary School to Apprenticeship | School to School
Secondary School to Community Living
Secondary School to Day Program
Secondary School to Supported Employment
Secondary School to World of Work
Secondary to Post Secondary Educational Institution
Setting to Setting
Subject to Subject |
|---|---|



Transition Plan Actions (Including ASD Transitions)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills • Environment Adaptations • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities | <ul style="list-style-type: none"> • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from high school Special Education Dept. re: special education services • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) • Initiate college visits/tours • Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation Independently • Learn to use Transportation Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university • Participate in school-work program |
|---|--|



Transition Plan Actions (Including ASD Transitions) *(Continued)*

<ul style="list-style-type: none"> • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies • Review career selection activities (CHOICES, etc.) • Review course options • Review learning styles inventory • Review occupation information • Role Play • Shared School Information (All About Me Booklet) • Social Narratives 	<ul style="list-style-type: none"> • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule)
---	---

