
Individual Program Plans (IPPs) for parents of children with TS & OCD:

Everything you wanted to know but were afraid to ask

Individual Program Plans (IPPs) for parents of children with TS & OCD:

How to communicate effectively

Today I will discuss:

- Different names for an IPP
- Alberta Learning individualized program planning document
- Sample IPP goals, the good, bad, and ugly
 - Brief samples of infinite possibilities
- Moore lawsuit



IPP, IEP, LSP

- Individual Program Plan (Alberta Public, California...)
- Individual Education Plan (B.C., New Zealand...)
- Learning Support Plan (Alberta Separate)

Post Secondary

- Student Accessibility Services (University of Calgary)
- Access and Inclusion Services (Mount Royal University)
- Accessibility Services (SAIT)

Alberta.ca



From the
Inclusive
Education
page:
alberta.ca

“To support children and students in attaining the goals as stated in the [Ministerial Order on Student Learning](#), school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.”

2021-22 Guide to Education: ECS to Grade 12, page 27.

Alberta
Learning
Individualized
Program
Planning
document -
2006

Extensive document

Information for teachers, students and parents

Sample IPPs

- Blank
- Filled in
 - ECS to high school

Assessment surveys and records

Getting along with others Inventory

And so much more...

<https://open.alberta.ca/dataset/0778542920>



Accredited funded private schools

Private Schools

Alberta Learning Individualized Program Planning document -2006



“While educators have a **professional obligation** to participate in the IPP process, there is also an **ethical obligation** to do not only what is required but also what is right for each student.”

page 22

Bolding is my own.

Individualized Program Plans

“Individualized Program Plans (IPPs) are required for all students with special needs, including those with learning disabilities”

https://www.learnalberta.ca/content/kes/pdf/or_ws_tea_ld_b_01_ipp.pdf

IPP process

1

1. Identifying needs

IPP process

1

1. Identifying needs

Psychoeducational
Assessment

Doctors

Teachers

IPP process

1

1. Identifying needs

2

2. Setting the direction

3

3. Creating a plan

4

4. Implementing the plan

5

5. Reviewing and revising

6

6. Transition planning

Transition plan not followed



CHANGES IN STAFF



FEAR THAT READING THE PLAN WILL
CAUSE NEGATIVE TEACHER BIAS



NOT RECOGNIZING THE
IMPORTANCE OF READING THE
PLAN

Parental involvement

“School boards must:

- ensure parents have the opportunity for participation in decisions that affect students’ education
- **ensure parents have information needed to make informed decisions**
- invite meaningful involvement of parents in planning, problem solving and decision making related to students’ special education programming”

“Schools are required to obtain informed written consent from parents to indicate agreement with the IPP.”

Assume Good Faith

Be nice!

It is a back
and forth not
an argument





Appendix 1-A

Sample IPP Template

Individualized Program Planning

Individualized Program Plan	
Student Information	
Student:	
Date of Birth:	Age as of Sept. 1/200X:
Parents:	Date I.P.P. Created:
Address:	Phone #:
	Eligibility Code:
Year of School/Grade:	
Background information: Classroom context	
School:	
I.P.P. Coordinator and Classroom Teacher:	
Additional IPP Team Members:	
Background Information: Parental input and involvement	



Appendix 1-A

Sample IPP Template (continued) page 2/5

Individualized Program Planning

Strengths		
Areas of Need		
Medical Conditions that Impact Schooling	Coordinated Support Services	
<input type="checkbox"/> No current medical conditions that impact schooling	<input type="checkbox"/> None required at this time	
Assessment Data (Specialized Assessment Results)		
Date	Test	Results



Appendix 1-A

Goal # __

Long-term Goal:

Short-term Objectives	Assessment Procedures	Progress Review

Accommodations and strategies to support objectives

If student is on a modified program, this goal is related to:

foundational skills academic readiness skills life skills

- Don't leave out:
- Accommodations
 - Strategies

SMART Goals for an IPP

Common acronym

- Specific
- Measurable
- Attainable
- Results-Oriented
- Time-bound

<https://open.alberta.ca/dataset/ab22ff64-3358-4387-9761-8c58878a6b84/resource/3ee38320-17e4-46f9-b24f-c95f9f345eb9/download/ipp7.pdf>



Ask
yourself, is
each entry
...

Measurable

Achievable

- Allows for success

Sample 1



Cal Culator will learn to self advocate



Cal Culator will self advocate for himself twice by the end of December.



Cal Culator will email his teacher once before the end of October to practice asking for extra time on a test.

Sample 2, Given a writing assignment:



Anne Droide will improve her writing skills over the course of the year



Anne Droide will write one paragraph that includes a thesis statement and includes no spelling mistakes.



Anne Droide will learn to write a paragraph with an introduction, supporting details and a conclusion with no more than three spelling mistakes by the end of October.

Sample 3,
If homework
is not
handed in...

Mary Goround has three chances to hand in the homework, or she will get a zero.

Mary Goround has three days from the due date of an assignment to hand it in, with reminders from the teacher. Then the student will get a zero.

Mary Goround has three days to hand in the homework from the due date. After that, the parent can scan the homework and email it to the teacher.

Sample 4

Stu Dent will improve metacognitive skills

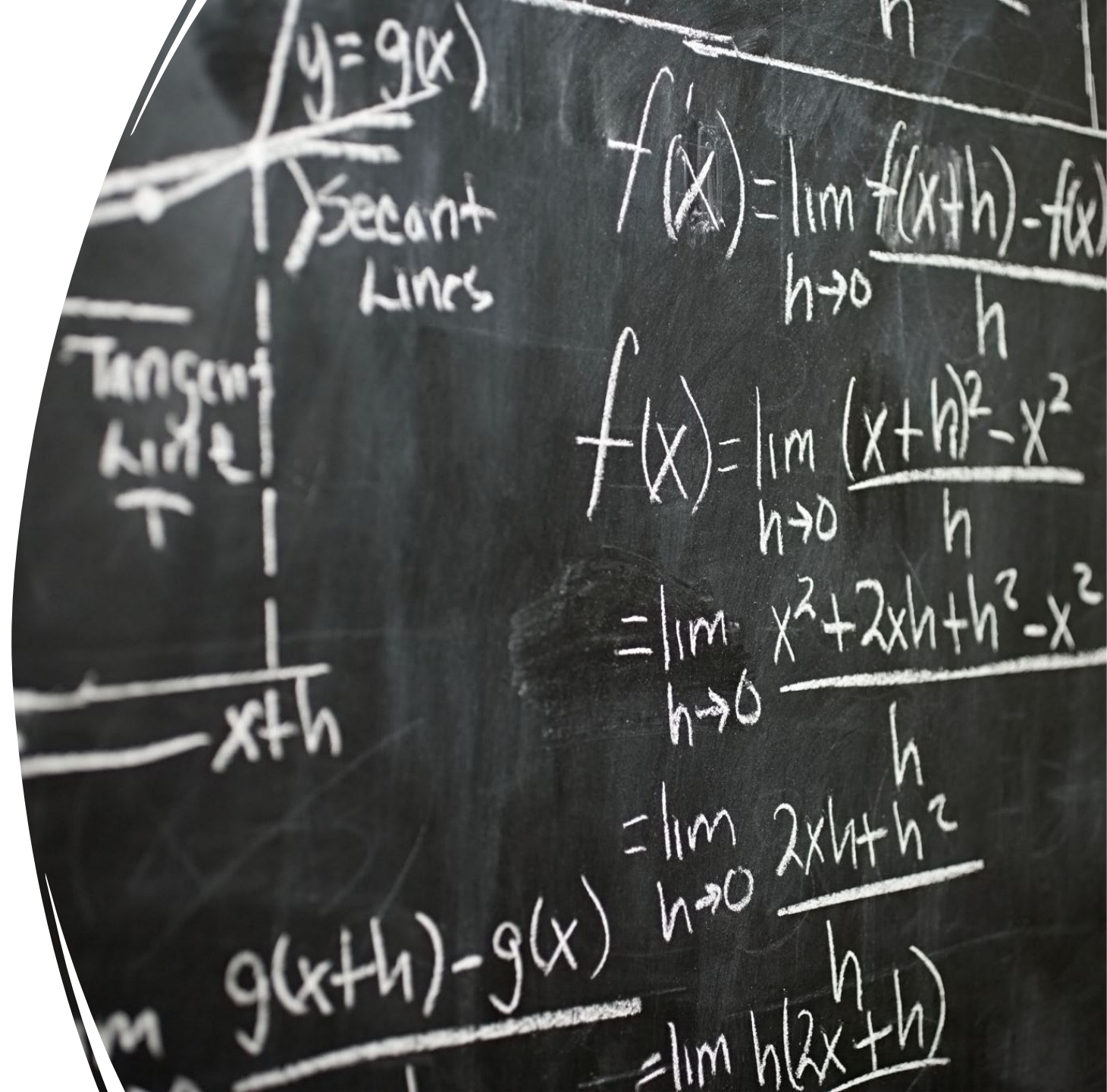
Stu Dent will show improvement in written assignments and generate ideas for the assignments in all core subjects by March 1.

Stu Dent will independently generate 10 ideas about a topic, using a tape recorder, and use these ideas to write at least 8 sentences within class time for at least two written assignments in all the core subject areas by March 1.

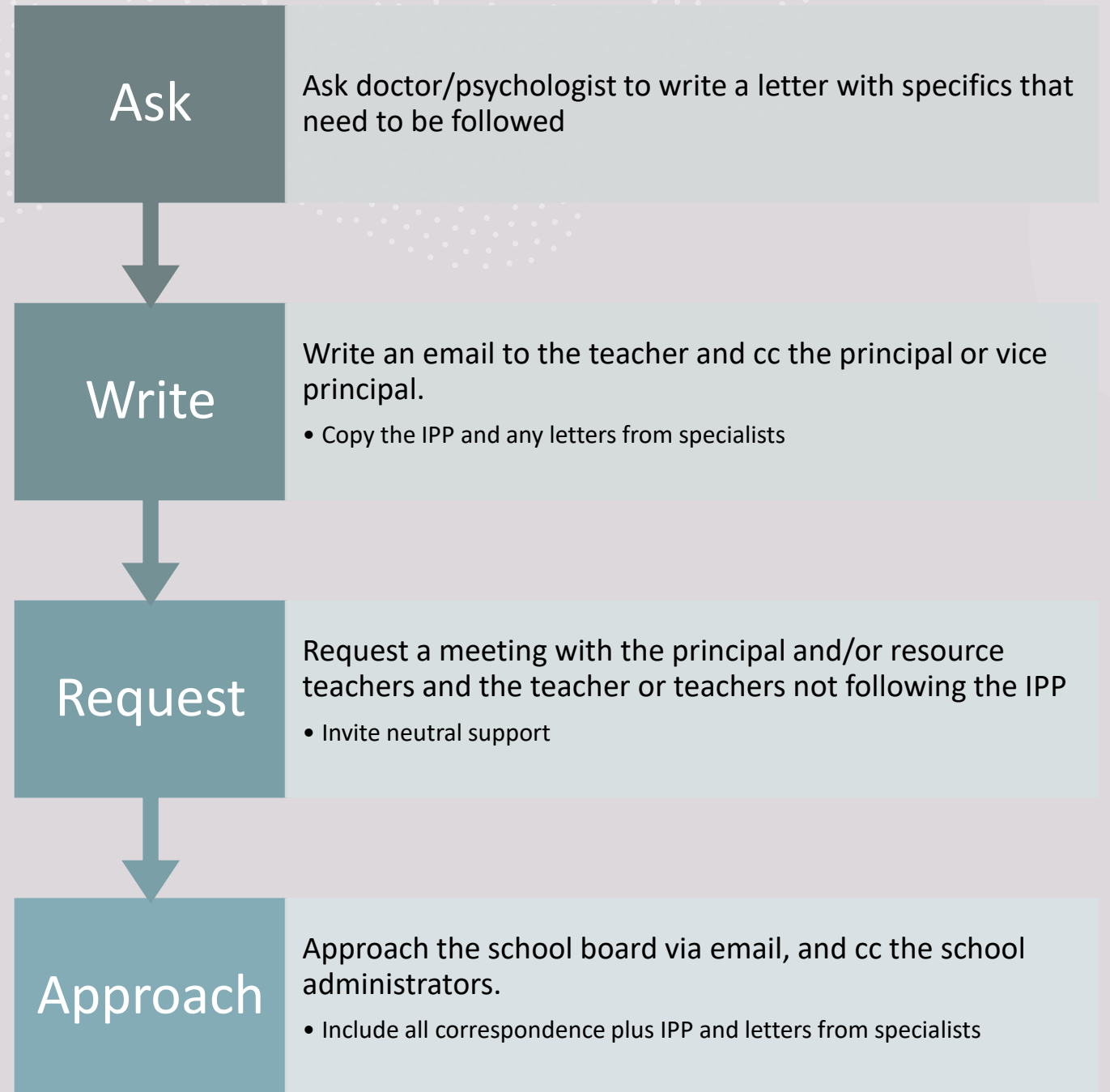


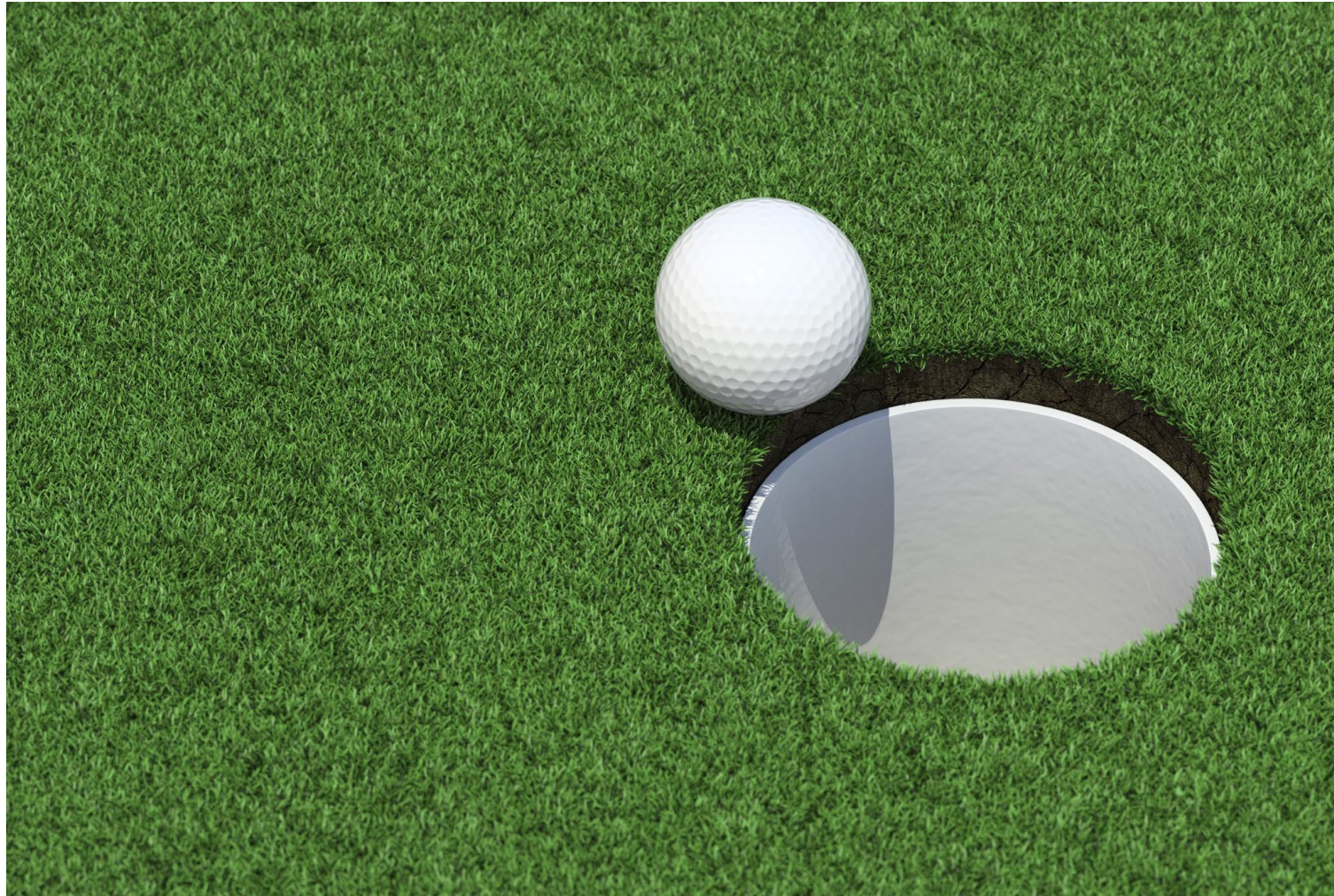
Keep Samples of Work

- Teachers
- Parents
- Used to confirm progress
- Used for transition planning



When the IPP is not followed





A golf story

A human rights
issue?

- Is not providing accommodations to students with a known issue (medical or learning) a human rights issue?


Landmark Case

- Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)
- November 9, 2012

<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/12680/index.do>

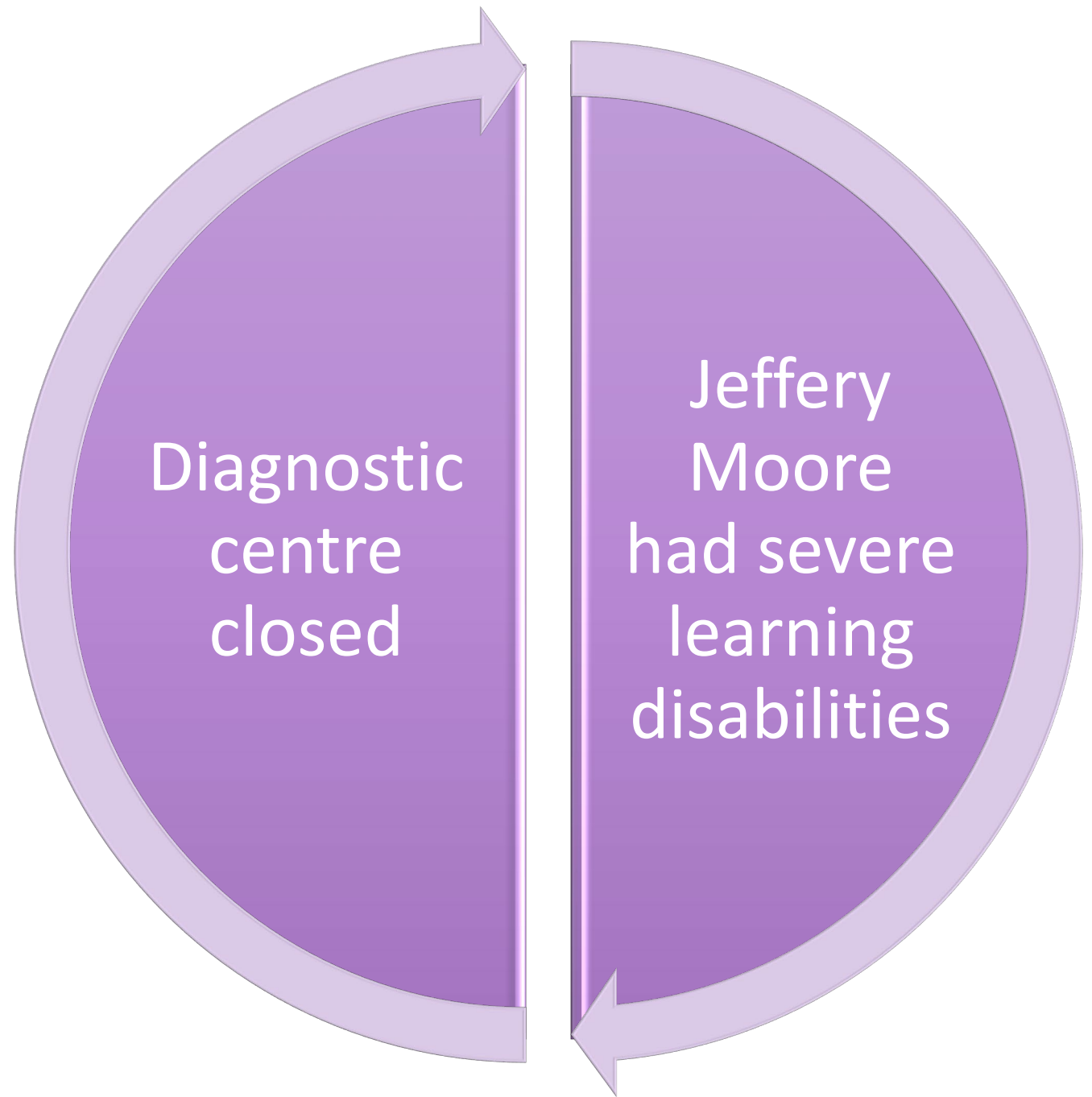
<http://ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012>

Landmark
Case: two-
minute,
oversimplified
version

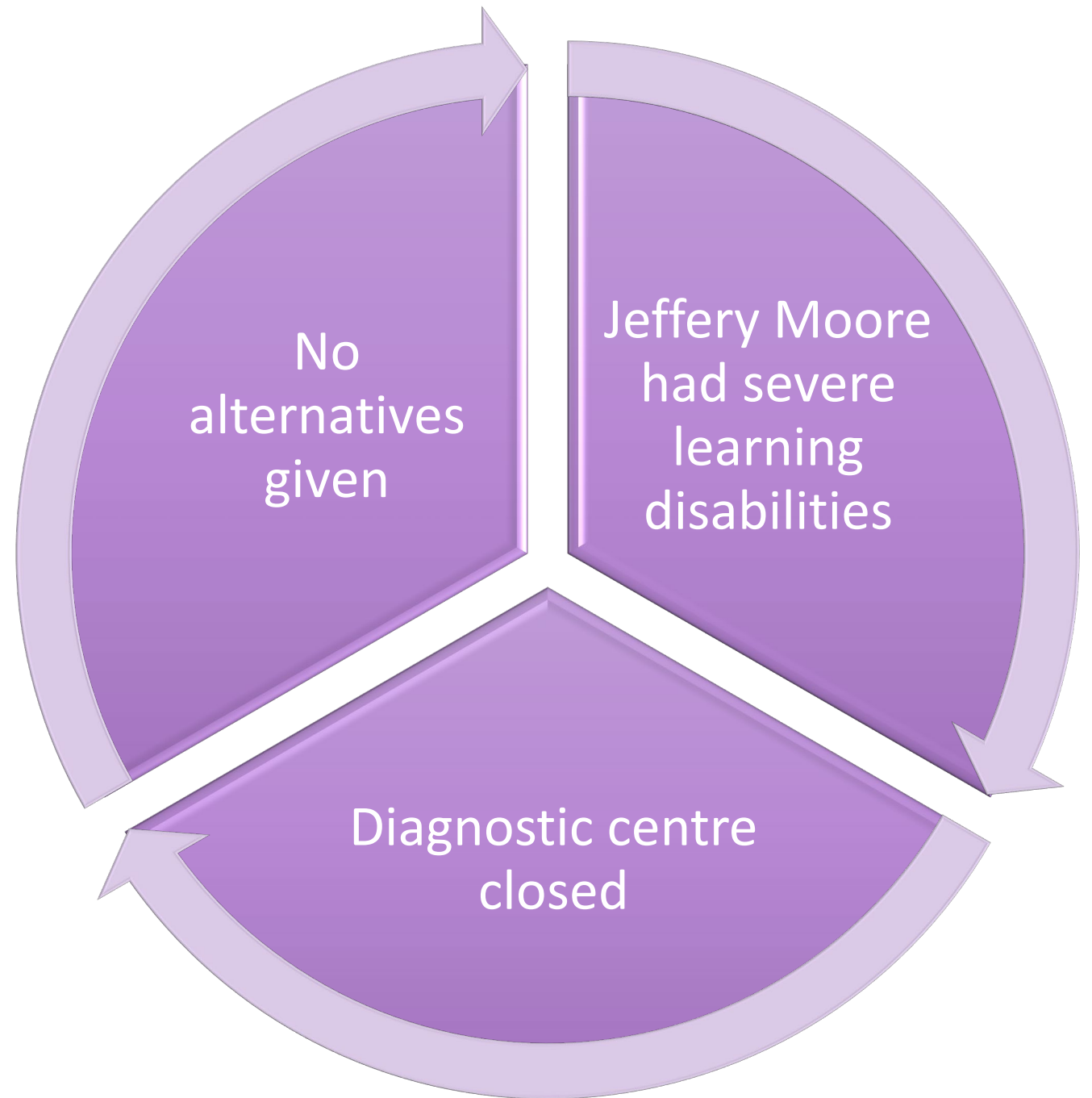


Jeffery
Moore had
severe
learning
disabilities

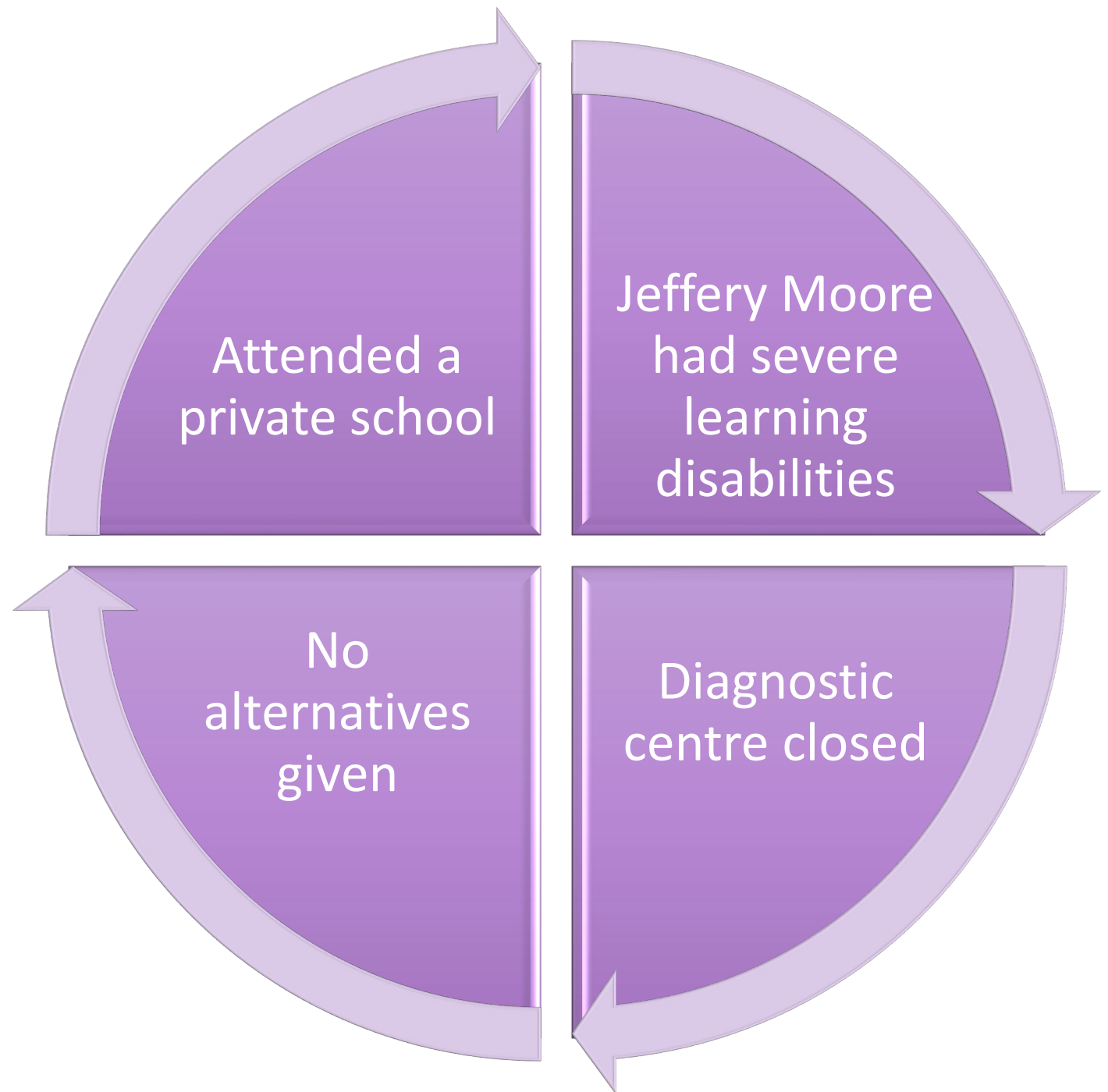
Landmark
Case: two-
minute,
oversimplified
version



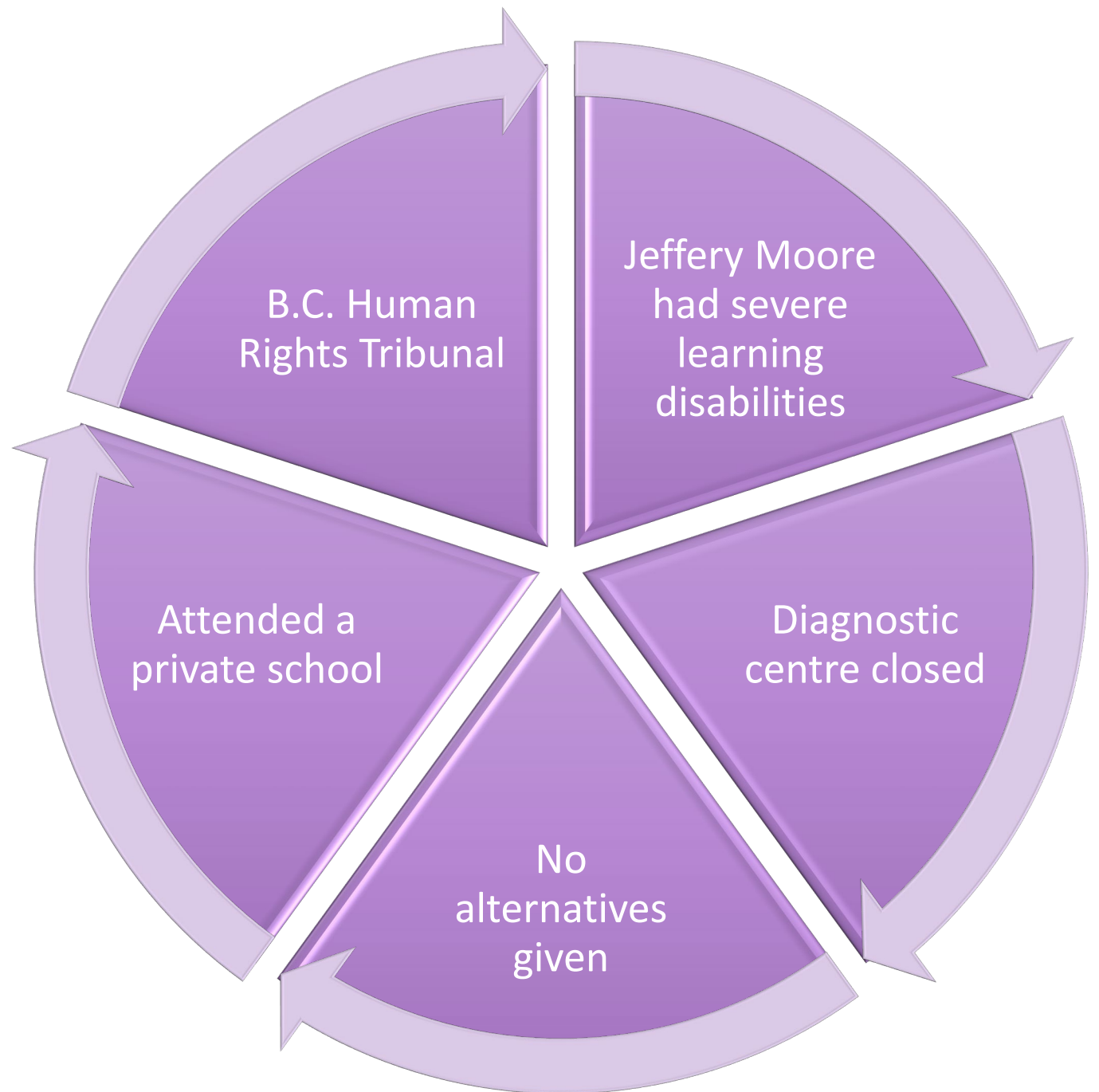
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oversimplified
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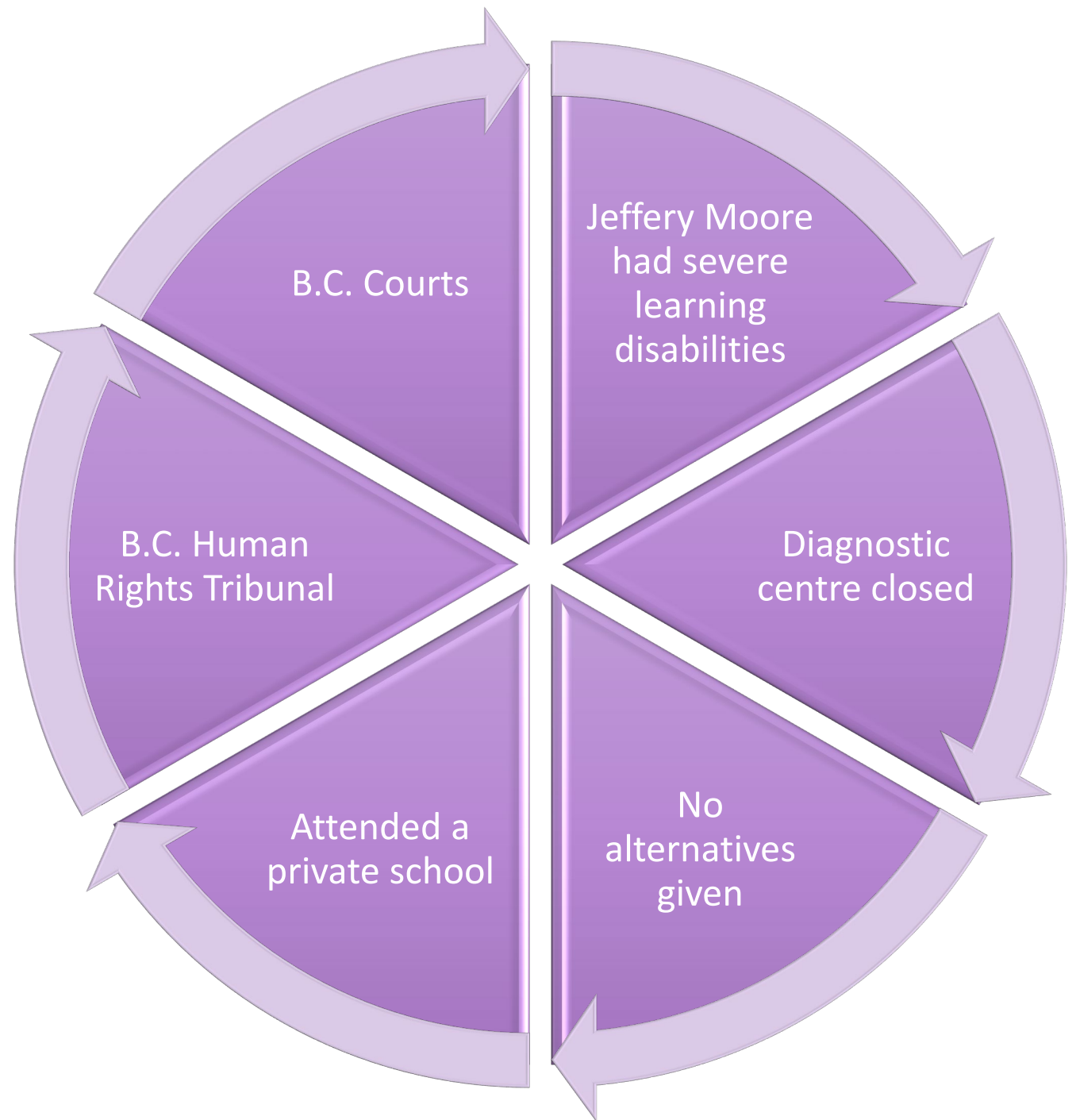
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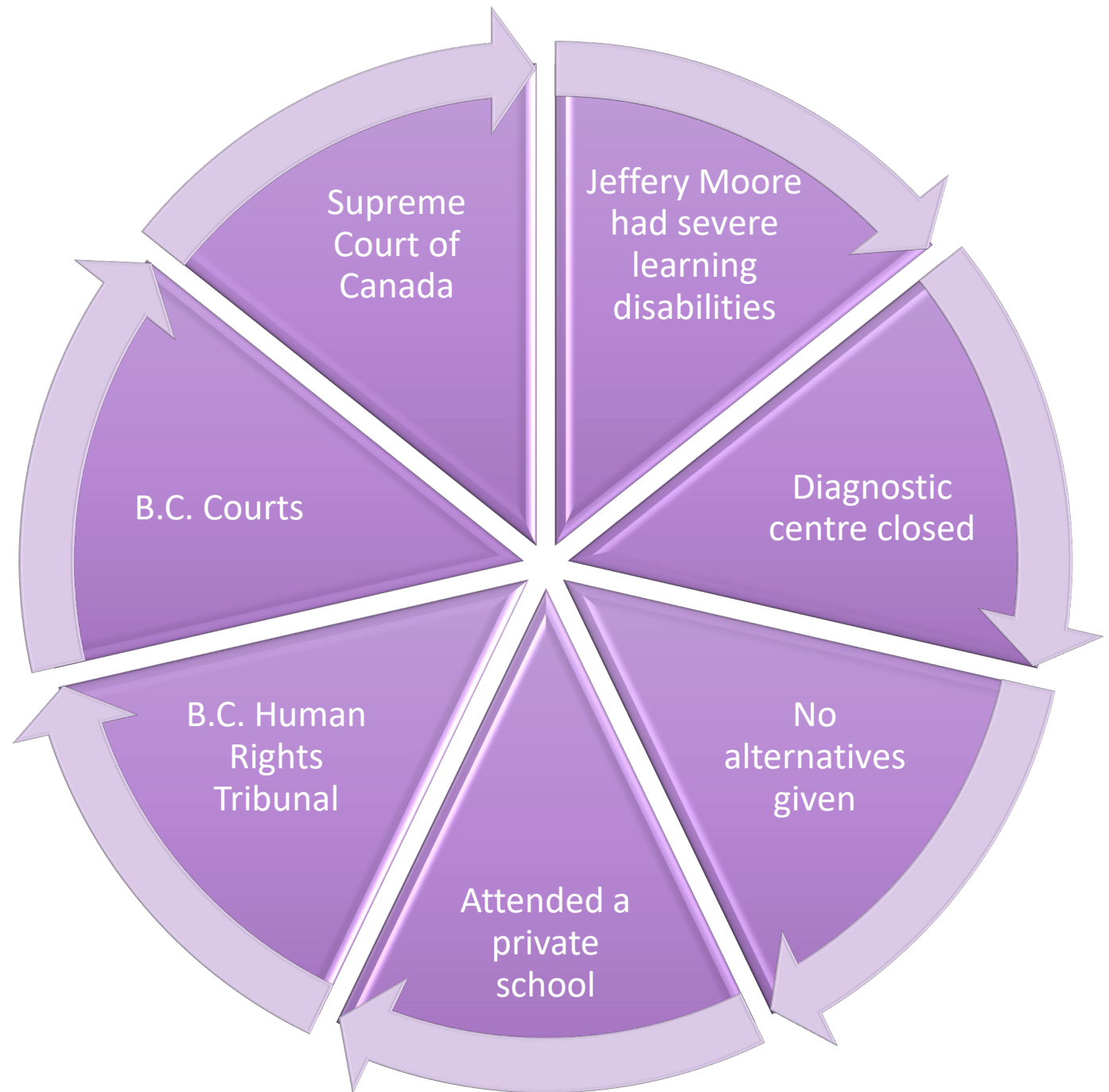
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oversimplified
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Landmark
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version



From the Ruling

“The purpose of the *School Act* in British Columbia is to ensure that “all learners . . . develop their individual potential and . . . acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy”. This is an acknowledgment by the government that the reason children are entitled to an education is that a healthy democracy and economy require their educated contribution. Adequate special education, therefore, is not a dispensable luxury. For those with severe learning disabilities, it is the ramp that provides access to the statutory commitment to education made to *all* children in British Columbia. “

Knowing this:

01

Recognize you are not wrong to ask for accommodations and an IPP

02

Ask the school for help

03

Recognize that funding is an issue

04

Recognize that teachers are learning too

In-service for TS+ and OCD

I highly recommend that each of you have an in-service brought to the school to help the teachers, students, administrators, aids, and all staff learn helpful strategies and accommodations and understand these disorders. This, in turn, helps teachers write a more meaningful IPP.



How do you get an in-service to the school?

Talk to Julian Fletcher

Talk to the teacher, resource
teacher and/or
administration

Summary

Meet with teachers/resource teachers before school starts every year

Don't be afraid to ask questions and suggest revisions to the IPP

- IPP should never be static
- The IPP should have measurable goals that are achievable
- The IPP should have strategies and accommodations included

If you and your child see something is not working, arrange another meeting

- Encourage the teacher to reach out

If IPP is not followed:

- Email teacher, cc principal
- Contact principle
- Contact doctor/psychologist/Tourette OCD Alberta Network
- Consider switching schools
- Go to board level
- Go to superintendent level
- Go to Alberta Learning/Alberta Human Rights Commission



Questions?