



IEP intervention

My IEP K.I.T Individual Education Plan Key Intervention Tools

Key intervention tools for your students with an IEP

Rationale:

The IEP kit Transforms the IEP into a living toolbox, rather than just a document. It facilitates teamwork: student, parents, teachers, support staff, and professionals in order to help the student achieve their goal(s). It offers quick access to materials and promotes quality time spent with support staff. The kit helps track the frequency of resources and tools used while monitoring the student’s successes. Most importantly, it empowers the student to take ownership and be an advocate for themselves by becoming knowledgeable of the tools and adaptations available to them.



Link to video capsule

Benefits



Why should you use the IEP kit

- The kit transforms the IEP into a living toolbox rather than just a document
- Student becomes knowledgeable on their IEP goals and the tools that are available to them
- Students learn how to advocate for themselves
- Better use of classroom support time from attendant/technicians
- Scheduled time to work on IEP goals
- Quick access to materials
- Tracking system for progress

You will need the following materials



- Zipper pouch/file bag
- IEP goals and [tracking sheet](#) or QR code
- Laminated [adaptations bookmark](#)
- Duo-tang and sheet protectors
- Materials and resources the student can use to work towards their identified IEP goal(s)
- Adaptation tools to support the student during evaluations



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Resources in the K.I.T

Adaptations bookmark:

Visuals of the support measures and adaptations available to the student according to their IEP. Example: C-pen, Privacy folder, extra time etc. Check off or punch a hole next to the adaptations for the student.

* REMINDER: The bookmark has groupings of pedagogical flexibility/best practices and adaptations; however, it is not an exhaustive list.

Link:

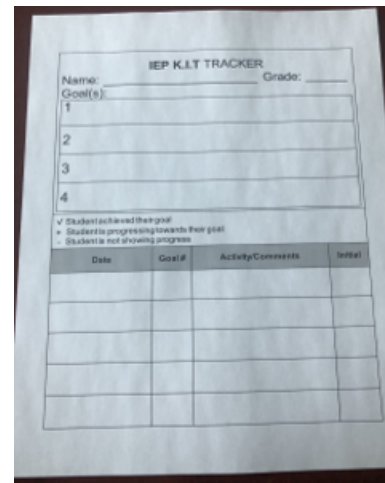


Tracking Sheet or QR Code:

Support staff and other staff members can work on the goals with the student during daily 5, resource time, foster class, oasis room etc. By taking simple notes, we can see how the student is progressing, if they have achieved their goal(s). We can re-evaluate the student goal(s) and the adaptations that are in place, if they are not showing progress.

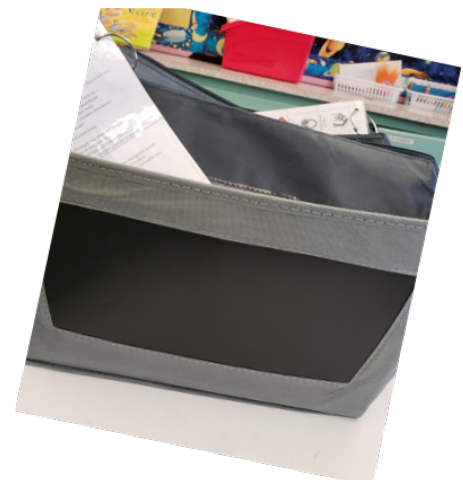
*QR code can be scanned and leads to online tracking.

Links:



Elements to consider:

- At any time, teachers can add materials that would help support their student in achieving their goal(s).
- Have support staff help create these kits with the resource teacher.
- The IEP kit is to stay in the school.
- On the IEP there is a list of suggestions on how parents can support their child. Copies of materials can be made if requested.





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Materials to leave in the kit

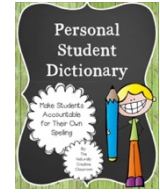
Examples of tools:

- Noise canceling headphones
- Calculator
- Manipulatives
- Finger spacer
- Highlighted paper
- Pencil grip
- Timer
- Personal O.T tools
- Pictogram schedule board



Examples of resources:

- Memory aids
- Charts
- Personal dictionary
- Graphic organizer
- workbooks
- Flash cards
- Activity printouts associated to goal(s)
- Social stories

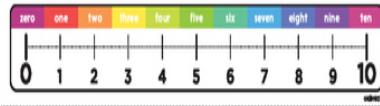
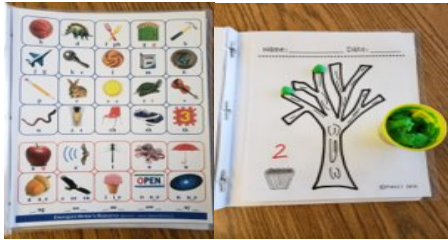


Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Step 1

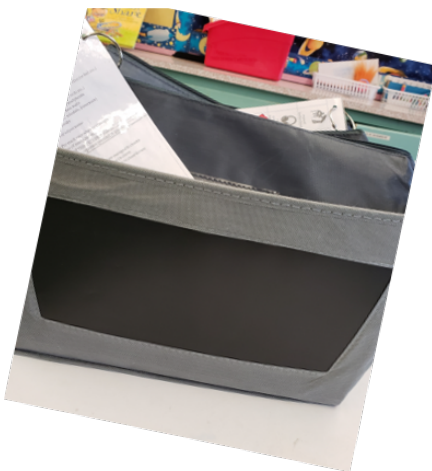
Preparing the IEP kit



- Meet with the adults who are involved with the student (teacher, resource teacher, attendant, technician)
- Decide on useful tools and resources to be placed in pouch that will support the student (update at every term or when IEP goals change)
- Check off or hole punch the adaptations that the student needs on the [adaptations bookmark](#)
- Please see the [presentation on IEP kits](#) for further information, instructions and guidance.

Step 2

Setting up the intervention with the IEP kit

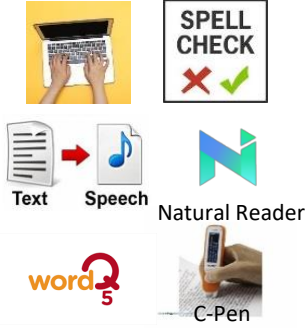


- Meet with the student to explain to them the purpose of the IEP kit and their responsibilities
- Store IEP kits in a visible and accessible area in the class to allow students to become increasingly independent with their kit of tools
- Schedule weekly or daily times when student can use their kit independently or with an adult
- Remind students who have a kit to look at their [adaptations bookmark](#) during evaluations to ensure they are using their tools

Name: _____

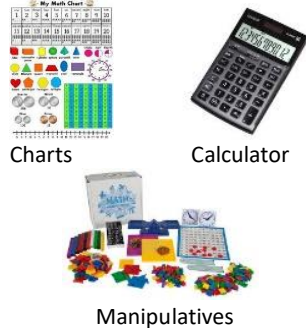
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Assistive technology



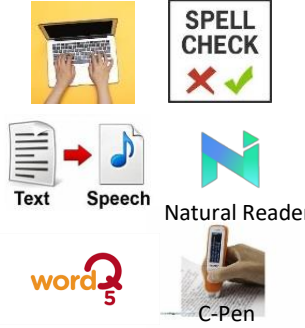
Text Speech Natural Reader
word C-Pen

Math tools



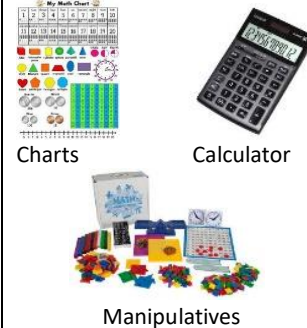
Charts Calculator
Manipulatives

Assistive technology



Text Speech Natural Reader
word C-Pen

Math tools



Charts Calculator
Manipulatives

Time & alternative schedule



+ Extra Take a break
Visual Passes

Adult support



Repeat Instructions
Human reader Scribe

Time & alternative schedule



+ Extra Take a break
Visual Passes

Adult support



Repeat Instructions
Human reader Scribe

Alternative workplace & small group instruction



Oasis room
Resource
Foster class

ELA & FSL resources



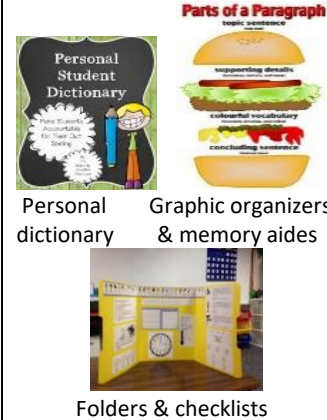
Personal Student Dictionary
Graphic organizers & memory aides
Folders & checklists

Alternative workplace & small group instruction



Oasis room
Resource
Foster class

ELA & FSL resources



Personal Student Dictionary
Graphic organizers & memory aides
Folders & checklists

Attention aides



Headphones Privacy boards

Flexible seating & tools



Bands & cushions Fidgets

Attention aides

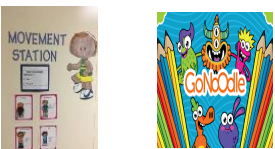


Headphones Privacy boards

Flexible seating & tools



Bands & cushions Fidgets



Extra movement Brain breaks



Stools & balls



Extra movement Brain breaks



Stools & balls

Goals Tracking Sheet

Student Name: _____

Grade: _____

IEP Due Date: _____

Goal/Objective	B.O.Y.	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
Goal:					
Objectives:					
Goal:					
Objectives:					
Goal:					
Objectives:					
Goal:					
Objectives:					
Goal:					
Objectives:					