



Supporting Students with Behavioural Challenges  
in Structuring an Individualized Education Plan

## Presentation of the Toolkit

## Editors

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## PARTNER ORGANIZATIONS

- Amik Wiche School
- Capital School Service Centre
- Central Quebec School Service Centre
- Estuaire School Service Centre
- Université Laval’s Faculty of Education
- Laval School Service Centre
- Pays-des-Bleuets School Service Centre
- Pointe-de-l’Île School Service Centre
- Quebec Ministry of Education
- Saint-François School
- Watah’ School

## OTHER CONTRIBUTORS

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- Research Chair for Wellbeing and Prevention of Violence in Schools



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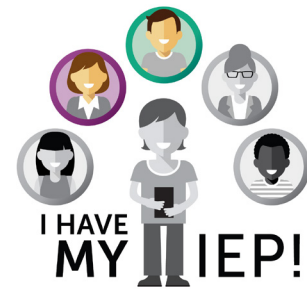
We would like to extend a special thank you to Nathalie Myara, PhD. - expert in individual education plans, dynamic assessment, educational facilitation, and associate professor at the Université de Montréal - for her generosity and valuable time.

# THE "I HAVE MY IEP!" TOOL KIT: FAQ

The "I have my IEP!" tool kit comprises training materials and IEP planning materials that are specifically designed for each and every category of person involved in IEP management. Each item in the tool kit has been designed in accordance with student age groups and degrees of self-determination (when relevant). There are also clear indicators of who should interact with each document and when.

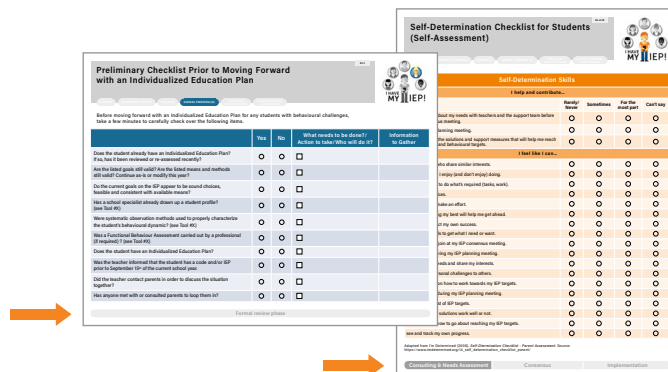
## WHO IS THE TOOL KIT MEANT FOR?

Each character is colour-coded on the logo to represent the parties involved in the IEP process. For instance, if you see the "parent" and "teacher" codes showing in colour on a given document, then the IEP tool is intended specifically for them.



## AT WHAT POINT DURING IEP PLANNING WOULD I USE EACH TOOL?

When a tool belongs to a specific IEP phase, you will see the phase clearly highlighted at the bottom of each document. When every phase is highlighted, then it is an all-purpose tool that can be used at any point during the process. It is important to note that when all phases appear in greyscale (no colour), the tool is intended for use during the Formal Review Phase (which occurs prior to any actual IEP planning).








## WOULD ONE NECESSARILY USE ALL TOOLS WITH ALL STUDENTS?

A portion of the student tools were created to suit specific developmental levels and self-determination capacities. This is indicated at the bottom of each document when appropriate.

## LIST OF TOOLS BY PHASE

ALL PHASES		
Video clips	PDF tools code	Tools title
<b>MANY ACTORS TOOLS</b>		
	TOUS.0.1	Reference Documentation and Guidelines
	TOUS.0.2	Glossary
	A.D.EN.SC.0.1	Key Quebec Government References and Guidelines for Individualized Education Plans
	A.D.EN.SC.0.2	File Types, File Content and File Access
	A.D.EN.SC.0.3	Strategies to Foster a Cooperative and Communicative Relationship with Parents
	EN.SC.0.1	Record of Communications Between Parties
<b>SCHOOL PRINCIPAL TOOLS</b>		
	D.0.1	A Roadmap for School Principals
	D.0.2	The School Principal's Role & Responsibilities
	D.0.3	Implementation Schedule of the IEP
<b>TEACHER TOOLS</b>		
	EN.0.1	A Roadmap for Homeroom Teachers
	EN.0.2	Homeroom Teacher's Role & Responsibilities
	EN.0.3	Guidelines for Parent Meetings: Problem-Resolution Using the FACE Method
<b>SPECIALIST SUPPORT STAFF TOOLS</b>		
	SC.0.1	A Roadmap for Specialist Support Staff
	SC.0.2	Specialist Support Staff's Role & Responsibilities
	SC.0.3	Summary of Roles and Responsibilities per IEP Phase for the Specialist Support Staff
	SC.0.4	Building Collaborative Partnerships and Communications Strategies with External IEP Parties
<b>OTHER TEACHERS AND EDUCATORS TOOLS</b>		
	A.0.1	A Roadmap for Other School Stakeholders
	A.0.2	Other Teachers and Educators' Role and Responsibilities
<b>STUDENT TOOLS</b>		
	EL.0.1	A Roadmap for Students (primary or secondary)
	EL.0.2	Student's Role & Responsibilities
	-	Introducing the « I Have My IEP! » tool kit
	-	What is IEP plan ?
<b>PARENT TOOLS</b>		
	P.0.1	A Roadmap for Parents
	P.0.2	Parents' Rights, Roles and Responsibilities
	P.0.3	Teaming up with the School
	P.0.4	Resolving a Disagreement
	P.0.5	Defending My Child's Rights
	P.0.6	Helpful Resources
	P.0.7	What is Self-Determination?
	P.0.8	How Help My Child Become Self-Determined
	P.0.9	How Can I Help My Child Build Their Own Individualized Education Plan?
	P.0.10	Questionnaire: How My Beliefs and Values as a Parent May Relate to My Child's Education
	-	What is the « I Have My IEP ! » tool kit ?
	-	What advice would you give to other parents?
<b>OUTILS POUR LES FORMATEURS</b>		
	F.0.1	Guide du formateur



	F.0.2	Présentation PowerPoint – à l'intention du personnel enseignant
	F.0.3	Présentation PowerPoint – à l'intention des directions d'établissement
	F.0.4	Présentation PowerPoint – à l'intention des services complémentaires
	F.0.5	Présentation PowerPoint – à l'intention des autres acteurs
	F.0.6	Présentation PowerPoint – à l'intention des tous les acteurs scolaires
	F.0.7	Phases of the IEP (detailed version)
	F.0.8	Instructions pour l'animation du jeu-questionnaire Mythes et réalités
	F.0.9	Jeu-questionnaire Mythes et réalités au sujet de l'établissement des PI au Québec
	F.0.10	Solutionnaire du jeu-questionnaire Mythes et réalités
	F.0.11	Guide d'animation de l'activité d'exploration de la trousse
	F.0.12	Pistes de réflexion pour planifier la mise en œuvre de plans d'intervention selon l'approche préconisée dans la trousse « J'ai MON plan! »
	F.0.13	Fiche d'appréciation de la formation
	F.0.14	Poster Traditional IEP VS Self-Directed IEP
	-	Témoignage - Quelles différences avez-vous observées en utilisant l'approche "J'ai MON plan!"
	-	Témoignage - Qu'avez-vous apprécié des outils de la trousse "J'ai MON plan!" ?
	-	Témoignage - Quels conseils donneriez-vous aux autres parents?
	-	Témoignage - Quels conseils donneriez-vous à vos pairs?
<b>FORMAL REVIEW PHASE</b>		
<b>SCHOOL PRINCIPAL TOOLS</b>		
	D.1.1	Preliminary Checklist Prior to Moving Forward with an Individualized Education Plan
<b>TEACHER TOOLS</b>		
	EN.1.1	Classroom Management Techniques: Guided Self-Reflection Exercise for Teachers
<b>SPECIALIST SUPPORT STAFF TOOLS</b>		
	SC.1.1	Reflecting upon the Validity of an Individualized Education Plan
<b>PARENT TOOLS</b>		
	P.1.1	Checklist of Behaviour My Child Could Improve
	P.1.2	The Individualized Education Plan Serving My Child's Educational Needs
	P.1.3	What Education Delivery Formats Are Available to Children?
<b>CONSULTING &amp; NEEDS ASSESSMENT PHASE</b>		
<b>MANY ACTORS TOOLS</b>		
	D.EN.SC.2.1	Record of Actively Involved Resource People (school-based and external) and Parties to Consult or to Involve
	A.EN.2.1	Assessment of the Student's Level of Social Adjustment in the School Setting
	EN.SC.2.1	List of Protective Factors and Risk Factors for a Student with an IEP
	EN.SC.2.2	Child Sensory Profile, Temperament and Impairments
	EN.SC.2.3	Ongoing Observation and Anecdotal Reporting Method
	EN.SC.2.4	A Teacher's Self-Determination Checklist for Students
<b>SCHOOL PRINCIPAL TOOLS</b>		
	D.2.1	Allocation of Roles and Responsibilities to IEP Parties
<b>TEACHER TOOLS</b>		
	EN.2.1	Skill Development Tracker- Cognitive-Behavioural Competencies
	EN.2.2	Skill Development Tracker- Social Competencies
	EN.2.3	Skill Development Tracker- Emotional Competencies
	EN.2.4	List of Classroom Practices to Consider Implementing
	EN.2.5	Potential Strategies and Measures to Put in Place for Students
	EN.2.6	Considerations for an Effective Ecosystemic Approach



SPECIALIST SUPPORT STAFF TOOLS		
	SC.2.1	Past Student Records Data Collection Guide
	SC.2.2	A Visual Map of Factors Linked to the Potential Onset of Student Behavioural Difficulties
	SC.2.3	Remedial Learning Report
	SC.2.4	List of Normative Assessment Instruments Used in Schools to Assess Adjustment Difficulties
	SC.2.5	Interview Form for a Functional Behavioural Assessment
	SC.2.6	Student Psychosocial Assessment Guidelines
	SC.2.7	Topics to Cover in a Case History Interview
	SC.2.8	Interval Sampling Observation Method
	SC.2.9	Interval Sampling Observation Worksheet
	SC.2.10	Duration Recording
	SC.2.11	Event Sampling Observation Method
	SC.2.12	Time Sampling Observation Grid
	SC.2.13	Specialist Support Staff's Professional Practice Checklist
	SC.2.14	Formal Assessment Tracking Grid
	SC.2.15	Banque de moyens pour soutenir l'atteinte des objectifs (not available in English)
OTHER TEACHERS AND EDUCATORS TOOLS		
	A.2.1	Data Collection Exercise
STUDENT TOOLS		
	EL.2.1	Getting to Know Myself (6-10)
	EL.2.2	Picture of Me (6-10)
	EL.2.3	Self-Portrait (6-10)
	EL.2.4	An Investigation All About Me (6-10)
	EL.2.5	Map to Discover My Buried Treasure (6-10)
	EL.2.6	My Colour Palette Self-Portrait (6-10)
	EL.2.7	Mirror, Mirror, Who am I? (6-10)
	EL.2.8	Getting to Know Myself (11-14)
	EL.2.9	Close-up of Me (11-14)
	EL.2.10	Think About Me (11-14)
	EL.2.11	Getting to Know Myself (15-18)
	EL.2.12	Picture of Me (15-18)
	EL.2.13	Age-Appropriate Questions and Statements to Help Build Student Self-Awareness
	EL.2.14	List of Strengths and Abilities
	EL.2.15	Social Competency Self-Assessment
	EL.2.16	Reflecting on My Own Behaviour
	EL.2.17	The Sequence of My Own Behaviour
	EL.2.18	Self-Determination Checklist for Students (Self-Assessment)
	EL.2.19	My Personal Priorities for My IEP
	EL.2.20	Student Strategy List
	EL.2.21	My Involvement and My IEP Meeting
PARENT TOOLS		
	P.2.1	Questionnaire for Parents- Getting Ready for an IEP Meeting
	P.2.2	A Parent's Self-Determination Checklist for Children
	P.2.3	Building My Child's Profile
	P.2.4	How Do We Define a Need?
	P.2.5	Helping Your Child Write Their SMART Targets and Prioritize Them
	P.2.6	Checklist of Behaviour My Child Could Improve

## CONSENSUS PHASE

### MANY ACTORS TOOLS

	D.EL.EN.SC.3.1	My Individualized Education Plan (IEP)
	D.EN.SC.3.1	Consensus Meeting Confirmation
	D.EN.SC.3.2	Guidelines on Running a Staff-Directed IEP Consensus Meeting
	D.EL.EN.SC.3.3	Checklist for Running a Jointly Directed IEP Meeting
	D.EN.SC.3.4	Checklist for Running a Staff-Directed IEP Meeting
	D.EN.SC.3.5	A Collective Appraisal of the Consensus Meeting
	A.D.EN.SC.3.1	Guide to Formulating SMART IEP Targets
	A.D.EN.SC.3.2	IEP Consensus Meeting follow-up notice for any relevant teachers and educators who could not attend

### SCHOOL PRINCIPAL TOOLS

	D.3.1	Getting Ready for an IEP Meeting
	D.3.2	A Self-Reflection Tool to Assess Consensus Phase Management


### TEACHER TOOLS

	EN.3.1	Getting Ready for an IEP Meeting
	EN.3.2	A Self-Reflection Tool to Assess Consensus Phase Management


### SPECIALIST SUPPORT STAFF TOOLS

	SC.3.1	Past Student Records Data Collection Guide
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### STUDENT TOOLS

	EL.3.1	To Effectively Express Myself Throughout My IEP Process (Child)
	EL.3.2	To Effectively Express Myself Throughout My IEP Process (Teenager)
	EL.3.3	Getting Ready for My IEP Meeting
	EL.3.4	Guidelines on Running a Self-Directed IEP Consensus Meeting
	EL.3.5	Checklist for Running a Self-Directed IEP Meeting
	EL.3.6	IEP Meeting Self-Assessment (for Primary Students)
	EL.3.7	IEP Meeting Self-Assessment (for Teens)

### PARENT TOOLS

	P.3.1	What Questions Would I Like to Ask at the IEP Meeting
	P.3.2	Using Effective Communication Strategies During My Child's IEP Meeting
	P.3.3	A Self-Reflection Exercise: My Child's Involvement in the Consensus Meeting Phase

## IMPLEMENTATION PHASE

### MANY ACTORS TOOLS


	D.SC.4.1	IEP Implementation Tracker
	EN.SC.4.1	Tips on using rewards and incentive programs in conjunction with the Student Behaviour Tracker
	EL.EN.SC.4.1	Student Behaviour Tracker (points earned per lesson period)
	EL.EN.SC.4.2	Student Behaviour Tracker (points earned per half-day)
	EL.EN.SC.4.3	Student Behaviour Tracker (half-day)
	EL.EN.SC.4.4	Student Behaviour Tracker (+/- entire day)
	EL.EN.SC.4.5	Student Behaviour Tracker (+/- per lesson period)
	A.EN.P.SC.4.1	Student Progress Tracker

### TEACHER TOOLS

	EN.4.1	Online Resources to Support Learning Endeavours
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### STUDENT TOOLS

	EL.4.1	A Review of My IEP Targets & Strategies
	EL.4.2	Reminder: My Support Options Checklist
	EL.4.3	Strategy Tracker (4 lesson periods)

	EL.4.4	Strategy Tracker (5 lesson periods)
	EL.4.5	How I Used My Support Strategies (4 lesson periods)
	EL.4.6	How I Used My Support Strategies (5 lesson periods)
	EL.4.7	Weekly Strategy Tracker
	EL.4.8	Support Strategies - Self-Observation Tracker
	EL.4.9	My Support Strategies (Concept Map)
PARENT TOOLS		
	P.4.1	How Can I Help My Child Reach his/her IEP Targets?
	P.4.2	A Self-Reflection Tool to Assess Parental Involvement in the IEP Process