



Supporting Students with Behavioural Challenges  
in Structuring an Individualized Education Plan

## Presentation of the Toolkit

Edited by  
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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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- Comité Québécois pour les jeunes en difficulté de comportement (CQJDC)
- First Nations Education Council (FNEC)
- Laval University Research Fund – Faculty of Education Sciences – Educational Success for Students with Maladjustments
- Neuro Solutions Group
- Périscope Network (Réseau Périscope)
- Research Chair for Wellbeing and Prevention of Violence in Schools



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## PRODUCTION

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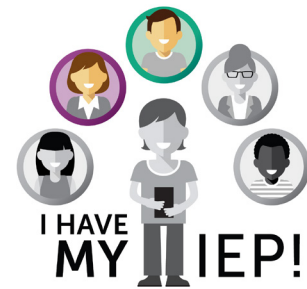
We would like to extend a special thank you to Nathalie Myara, PhD. - expert in individual education plans, dynamic assessment, educational facilitation, and associate professor at the Université de Montréal - for her generosity and valuable time.

# 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.

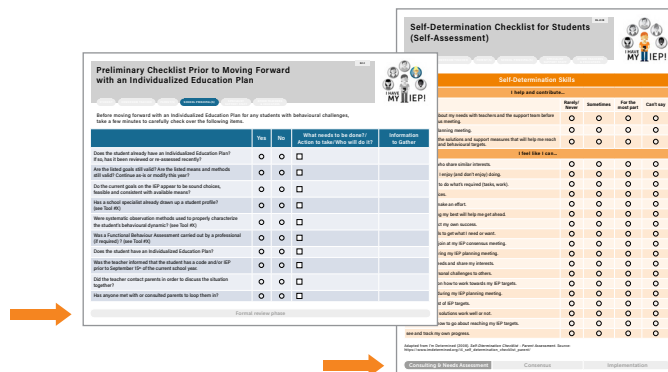
## WHO IS THE TOOL KIT MEANT FOR?

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

★ Essential tool to use

THE SCHOOL PRINCIPAL KIT	
<b>ALL PHASES</b>	
TOUS.0.1	★ Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - 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
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>FORMAL REVIEW PHASE</b>	
D.1.1	★ Preliminary Checklist Prior to Moving Forward with an Individualized Education Plan
<b>CONSULTING &amp; NEEDS ASSESSMENT PHASE</b>	
D.EN.SC.2.1	★ Record of Actively Involved Resource People (school-based and external) and Parties to Consult or to Involve
D.2.1	★ Allocation of Roles and Responsibilities to IEP Parties
<b>CONSENSUS PHASE</b>	
D.EN.SC.3.1	★ Consensus Meeting Confirmation
D.3.1	★ Getting Ready for an IEP Meeting
D.EN.SC.3.2	★ Guidelines on Running a Staff-Directed IEP Consensus Meeting
D.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
A.D.EN.SC.3.1	★ Guide to Formulating SMART IEP Targets
D.EN.SC.3.5	A Collective Appraisal of the Consensus Meeting
A.D.EN.SC.3.2	★ IEP Consensus Meeting follow-up notice for any relevant teachers and educators who could not attend
D.3.2	A Self-Reflection Tool to Assess Consensus Phase Management
<b>IMPLEMENTATION PHASE</b>	
D.SC.4.1	★ IEP Implementation Tracker

## THE STUDENT KIT

### ALL PHASES

TOUS.0.1	Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - Reference Documentation and Guidelines
TOUS.0.2	Glossary
EL.0.1	★ A Roadmap for Primary and Secondary Students
EL.0.2	★ Student's Role & Responsibilities

### CONSULTING & NEEDS ASSESSMENT PHASE

EL.2.1	Getting to Know Myself (Train)
EL.2.2	★ Picture of Me (Child)
EL.2.3	Self-Portrait
EL.2.4	An Investigation All About Me
EL.2.5	Map to Discover My Buried Treasure
EL.2.6	My Colour Palette (Self-Portrait)
EL.2.7	Mirror, Mirror, Who am I?
EL.2.8	Getting to Know Myself (Chat Bubbles)
EL.2.9	Close-up of Me
EL.2.10	Think About Me (Teenager)
EL.2.11	Getting to Know Myself (Table)
EL.2.12	Picture of Me (Teenager)
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 Mode

### CONSENSUS PHASE

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	Selon l'élève Guidelines on Running a Self-Directed IEP Consensus Meeting
EL.3.5	★ Checklist for Running a Self-Directed IEP Meeting



## CONSENSUS PHASE

EL.3.6 ★ IEP Meeting Self-Assessment (for Primary Students)

EL.3.7 IEP Meeting Self-Assessment (for Teens)

## IMPLEMENTATION PHASE

EL.4.1 A Review of My IEP Targets & Strategies

EL.4.2 ★ Reminder: My Support Options Checklist

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)

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 (4 lesson periods)

EL.4.7 Weekly Strategy Tracker

EL.4.8 Support Strategies - Self-Observation Tracker


EL.4.9 My Support Strategies (Concept Map)

## THE PARENT KIT


### ALL PHASES

TOUS.0.1		Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - Reference Documentation and Guidelines
TOUS.0.2		Glossary
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


### FORMAL REVIEW PHASE

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?


### CONSULTING & NEEDS ASSESSMENT PHASE

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

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

A.EN.P.SC.4.1		Student Progress Tracker
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

## THE HOMEROOM TEACHER KIT

### ALL PHASES

TOUS.0.1	★	Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - 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
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

### FORMAL REVIEW PHASE

EN.1.1	★	Classroom Management Techniques: Guided Self-Reflection Exercise for Teachers
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### CONSULTING & NEEDS ASSESSMENT PHASE

A.EN.2.1		Assessment of the Student's Level of Social Adjustment in the School Setting
D.EN.SC.2.1		Record of Actively Involved Resource People (school-based and external) and Parties to Consult or to Involve
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	★	Skill Development Tracker- Cognitive-Behavioural Competencies
EN.2.1	★	Skill Development Tracker- Social Competencies
EN.2.2	★	Skill Development Tracker- Emotional Competencies
EN.2.3	★	List of Classroom Practices to Consider Implementing to Better Support the Student's Learning Trajectory
EN.2.4	★	Potential Strategies and Measures to Put in Place for Students
EN.2.5		Considerations for an Effective Ecosystemic Approach
EN.2.6		A Teacher's Self-Determination Checklist for Students

### CONSENSUS PHASE

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
D.EN.SC.3.1	★	Consensus Meeting Confirmation
D.EN.SC.3.2	★	Guidelines on Running a Staff-Directed IEP Consensus Meeting
D.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

## CONSENSUS PHASE

D.EN.SC.3.5		A Collective Appraisal of the Consensus Meeting
EN.3.1	★	Getting Ready for an IEP Meeting
EN.3.2		A Self-Reflection Tool to Assess Consensus Phase Management

## IMPLEMENTATION PHASE

A.EN.P.SC.4.1	★	Student Progress 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)
EN.SC.4.1		Tips on using rewards and incentive programs in conjunction with the Student Behaviour Tracker
EN.4.1		Online Resources to Support Learning Endeavours

## THE SPECIALIST SUPPORT STAFF KIT

### ALL PHASES

TOUS.0.1	★	Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - 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
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

### FORMAL REVIEW PHASE

SC.1.1	★	Food for thought to support decision-making relating to the establishment of an IEP
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### CONSULTING & NEEDS ASSESSMENT PHASE

D.EN.SC.2.1	★	Record of Actively Involved Resource People (school-based and external) and Parties to Consult or to Involve
EL.SC.2.1		Self-Observation
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
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

## CONSULTING & NEEDS ASSESSMENT PHASE

SC.2.14 ★ Formal Assessment Tracking Grid

## CONSENSUS PHASE

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

D.EN.SC.3.1 ★ Consensus Meeting Confirmation

D.EN.SC.3.2 ★ Guidelines on Running a Staff-Directed IEP Consensus Meeting

D.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

SC.3.1 ★ Getting Ready for an IEP Meeting

## IMPLEMENTATION PHASE

A.EN.P.SC.4.1 ★ Student Progress Tracker

D.SC.4.1 IEP Implementation 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)

EN.SC.4.1 Tips on using rewards and incentive programs in conjunction with the Student Behaviour Tracker

## THE OTHER TEACHERS AND EDUCATORS KIT

### ALL PHASES

TOUS.0.1	★	Supporting Students with Behavioural Challenges in Structuring an Individualized Education Plan - 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
A.0.1	★	A Roadmap for Other School Stakeholders
A.0.2	★	Other Teachers and Educators' Role and Responsibilities

### CONSULTING & NEEDS ASSESSMENT PHASE

A.EN.2.1		Assessment of The Student's Level of Social Adjustment in the School Setting
A.2.1	★	Data Collection Exercise

### CONSENSUS PHASE

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

### IMPLEMENTATION PHASE

A.EN.P.SC.4.1	★	Student Progress Tracker
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