INDIVIDUAL LEARNING PLANS

ACT GUIDELINES

INDIVIDUAL LEARNING PLAN

PROCESS

Australian Capital Territory
Education and Training

Individual Learning Plan Process
Guidelines for ACT Schools

Introduction

Individual Learning Plan Process Booklet

Frequent requests from schools for assistance in developing, writing and evaluating ILPs have resulted in the production of this booklet.

The aim of the booklet is to:
- assist schools to deliver targeted educational programs for identified students
- embed a collaborative approach to the ILP process
- assist schools in implementing the ILP process
- ensure standards of process across the system
- ensure that parents are an active part of the process
- provide step-by-step guidelines to the process.

The booklet has been developed in collaboration with a range of educational services:
- Special Education Section
- Student Support Services Section
- Indigenous Education Section
- Early Intervention
- Care and Protection
- Australian Education Union
- ACT Parent and Citizens Association
- High School Principals
- Primary School Principals
- School Operations.

Definitions
For the purpose of this booklet the following terms and definitions are used:

Parent:
The person who has 'parental responsibility for the student under the Children and Young People Act 1999' (Education Act 2004). 'Parent' includes a carer.
- When this involves children and young people in the care of the Chief Executive (in care) of the Office for Children, Youth and Family Support, please clarify these responsibilities with Care and Protection Services, as there may be different levels of responsibility given the legal status of the child or young person.

Student in Special Education:
This encompasses all students receiving support through the Special Education Section.

Student In Care

This information is the responsibility of the school, primarily the principal, to implement in compliance with the requirements of the *Children and Young People Act 1999.*

Children and young people in care (students in care) refers to children and young people for whom the Chief Executive of the Office for Children, Youth and Family Support has sole or shared parental responsibility. In such instances, school staff must comply with the following provisions of the Children and Young People Act 1999:

Decision-making - decision making for a student in care requires the involvement of a delegate of the Chief Executive and others as identified in the guide. Contact should be made with the relevant Care and Protection Services Regional Office caseworker or team leader. The Act requires the child or young person (taking into account their age and maturity), parents and carers to be involved in decision-making concerning a student in care. Consult with the Care and Protection Services caseworker as to the processes required.

Parental responsibility - There are two forms of parental responsibility under the *Children and Young People Act 1999:* A parent shares parental responsibility with the Chief Executive unless the voluntary agreement or care and protection order specifically states differently.

➢ **day to day parental responsibility** – day to day matters including where the child will live, personal appearance, grooming, school permissions, school excursions etc. This section provides for the authority to arrange medical assessments but not medical treatment. The Chief Executive may delegate some of these responsibilities to an approved carer. Consult the care and protection caseworker.

➢ **long-term parental responsibility** includes control of property, the consent for a passport, religious and cultural traditions, consent to medical treatment, long term educational, training and employment issues and others. Consult the care and protection caseworker.

➢ If the Chief Executive is a person with sole or shared parental responsibility and disagreement exists between a parent/carer and the Chief Executive on a decision to be made, no one else may discharge parental responsibility for the child or young person in a way that would be incompatible with the Chief Executive (s19 (3)).

Confidentiality – In order to protect the privacy of students in care and/or youth justice orders, the Act has stringent requirements regarding confidentiality of information. The Act (ss404 &405) states that a person must not, other than for this Act or as required by law, communicate to anyone else information or a document acquired under this Act. In addition, a person must not, directly or indirectly (except in the exercise of a functions under this Act) divulge information that is in a Child Protection report (notification) or an appraisal (investigation). Convictions of such breaches carry financial and/or custodial penalties.

Chapter 1
WHAT~WHY~WHO~WHEN

What is an Individual Learning Plan (ILP)?

An Individual Learning Plan is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program.

➢ An Individual Learning Plan
- is a teaching tool used to deliver a targeted educational program to achieve appropriate learning outcomes for identified students with specific needs
- is developed through a collaborative planning process involving the school, parents/carers and other relevant services and agencies.

➢ An ILP
- identifies the student's individual needs and priorities for learning
- outlines both short and/or long term educational goals for a student and the actions, strategies, modifications and adaptations that will be taken to achieve them
- is a flexible living document that is reviewed and modified over time
- assigns responsibility and accountability for implementing and evaluating the plan
- provides an ongoing record to ensure continuity of learning.

➢ An ILP is developed by a team of people who know and have involvement with the student and who can contribute to discussion about the student's educational needs.

➢ Parents/Carers are an integral part of the ILP team.
   – A flyer is available in the appendix to inform parents of the process.

Why have an Individual Learning Plan?

➢ The development of an ILP is essential for addressing the needs of students who require additional support or an alternative or modified program, environment or curriculum.

➢ An ILP ensures that schools fulfil their obligations in terms of departmental requirements and accountability.

➢ The ILP is a process to support the school and classroom teacher in developing a meaningful teaching and learning program for individual students.

➢ An ILP promotes a collaborative process that has all team members involved working towards agreed goals and interventions.

➢ An ILP assists schools in determining resourcing required (materials and personnel).

➢ An ILP provides a vehicle for sharing of information.

Who needs an Individual Learning Plan?

In the ACT, ILPs are required for:

- students receiving support from the Special Education Section
- students in care
- students referred to Student Support Services
- students accessing support through the Indigenous Numeracy and Literacy Consultant.

ILPs are highly recommended for:

- students who are not achieving to their potential
- students who are Indigenous.

When does the Individual Learning Plan process commence?

- As soon as possible after the student has been identified with having specific needs.
- For 'students in care' it would be expected that an ILP is prepared 4 weeks after the student is notified to the department with a minimal review period of six months.

Chapter 2

PREPARING FOR THE MEETING

Prior to the meeting

Before individual adaptations and modifications are made to the curriculum, teachers should satisfy themselves that strategies known to increase effective teaching and learning with a diverse range of students are in place.

For example:

- cooperative learning techniques
- small group work
- buddy systems
- peer tutoring
- active/experiential learning.

Identify the ILP team

Membership of the ILP team will vary according to the student's individual needs, their stage of development and their future planning. When a student has multiple or complex needs and agencies such public health agencies, care and protection services, and youth justice and mental health are already involved, it is recommended that they be invited to participate in the ILP team. A multidisciplinary approach to service delivery ensures that there is consistency in the interventions and consensus regarding goals for the student.

Team members must be recorded on the document and their roles and responsibilities identified.

Core participants of the team:

- classroom teacher/s and/or year coordinator
- principal or delegate
- parents /carers (if the student is in care please discuss this with the Care and Protection Services Officer)
- School Special Needs / Welfare Team representative
- the student - taking into account their age and maturity.

Optional participants of the team – based on individual needs:

- school and/or senior counsellors
- the student
- support teacher/s – Vision, Hearing, Integration Support, Student Support Services
- parent or student advocate
- interpreter
- therapist – speech, occupational, physiotherapist
- LA teacher
- ESL teacher
- Indigenous Home School Liaison Officer or member of the Indigenous Education Section
- Care and Protection Services case worker
- Child and Mental Health Services worker
- school based support staff
- community based support staff
- If the student is in care, the Out of Home care agency
- specialist agencies.

In the interests of making the team small and functional some personnel may fulfil several roles

Identify a Recorder

- The recorder is responsible for keeping an accurate record of the meeting. This includes identifying agreed actions and responsibilities.

Identify the Chairperson

- The chair is usually the principal or their delegate.
- The chair is responsible for the smooth running of the meeting, ensuring that the focus of the meeting is on supporting the student's learning.

Identify Case Coordinator

The team process brings together people who have close involvement with the student. A case coordinator who is a member of the school staff is often assigned to oversee the process. Many schools provide a line/time allowance for the case coordinator.

The case coordinator is a member of the team and has responsibility for:

- ensuring that parents/carers have reasonable notice of the meeting, understand the purpose of the meeting and are offered a planning sheet to assist them in preparing for the meeting (Appendix sample P1, P2, P3)
- providing the links between the meetings and the implementation of the plan
- coordinating support across agencies and services
- ensuring that a regular process for monitoring progress is established
- ensuring that agreed timeframes are followed
- notifying participants of the meeting time and arranging the venue
- distributing reports and information where appropriate
- ensuring confidentiality
- ensuring that meeting records and ILP are properly kept, stored and distributed
- ensuring that parents have the opportunity to provide written input into the ILP if they are unable to attend the meeting
- setting a review date.

Gather information prior to the meeting

All team members are encouraged to collect information in order to plan in an effective and efficient manner.
This includes:

- collecting information within the school relating to the student's strengths, interests and areas of need and information about the preferred learning style of the student
- previous ILP documentation
- the last school report for the student
- information from parents relating to the student's strengths, interests and needs
- information and observations of the student's behaviour and learning in a variety of settings
- program priorities across the school and how they will impact upon the student eg Year 9 Exhibitions, ACTAP
- the goals identified in the Student Pathways Plan

- arranging for formal assessments to be undertaken where appropriate and gathering recent testing, reports and data
- data about suspensions or behaviour plans
- considering skills required in current and future settings, eg: post school options such as work, recreation, accommodation and social needs.

Chapter 3
AT THE MEETING

The atmosphere of the meeting is very important. All members should feel comfortable, valued and free to express their ideas. The chair should encourage openness, constructive comments and questioning. The use of professional jargon should be avoided. An agenda is recommended to ensure that the meeting achieves its objectives.

What happens at the meeting?

Suggested format/agenda of the meeting

1. Introduce chairperson and recorder.
2. Introduce and briefly outline the role of the team members.
3. State purpose and timeframe for the meeting.
4. Briefly review student's background information:
   - student's progress to date including school, social and medical history as appropriate
   - involvement from other agencies and services
   - current service provisions and existing ILP
   - student's strengths and interests.
5. Discuss any new assessment data, reports and observations.
   (If this concerns a student in care, consult with Care and Protection Services about disclosure of information, as some information cannot legally be made available).
6. Discuss plans for the student's future options and goals.
7. Establish priority focus area linked to the curriculum.
8. Establish and prioritise short and/or long term learning outcomes.
9. Identify interventions, strategies, resources and personnel necessary to achieve the learning outcomes.
10. Identify monitoring processes during the ILPs implementation
11. Establish a review date and record the names of the participants.
12. A negotiated timeline will be established for the draft ILP to be made available to all participants.

Chapter 4

WRITING THE DOCUMENT

The ILP guides the implementation of adaptations or modifications that will remove barriers to learning and ensure the curriculum is accessible to the student.

Identified specific goals will be revisited during the evaluation and monitoring stage.

Access to documentation

Student reports, assessments etc are confidential and need to be securely stored. However working ILP documents must be readily accessible to all staff that have responsibility for delivering educational programs to the student. It is recommended that ILP documents are stored on the Individual Learning Plans folder in S drive at individual schools and a copy placed on the Official Student Record File.

➢ For 'students in care' a copy of the ILP must be sent to the appropriate Schools branch - Schools Southside, Schools Central, or Schools Northside. Information on students in care is subject to additional confidentiality provisions. Schools must ensure that these provisions are met.

➢ The ILP must be available to pass on when the student is transferring to another school.

The ILP Portfolio

The ILP Portfolio is a support document to the ILP and should contain the following information:

- student's name
- age
- date of birth
- year level
- Central Identification Number
- student strengths
- student's area of need
- current education support programs - if applicable
    - eg Student Support, Integration Support
- statement about the considered function of the behaviour - if applicable

- commencement and review date

- team members, their roles and contact details

- interagency agencies/services involvement

- critical information (eg medical, residential)

- brief relevant background.

Components of the ILP

There are four main components in an ILP:

1. Priority focus area linked to the curriculum

This is the specific learning area linked to the curriculum that is being targeted for adjustment or modification. For students in Special Education who have participated in the Appraisal of Needs process the ILP should reflect the recommendations. For children in early intervention programs the curriculum focus will be negotiated.

2. Statement of learning outcomes linked to the focus area

Outcome statements are the most critical elements of the ILP document. When writing learning outcomes the team should ensure that they are:

- ➢ *Achievable* – realistic, based on the student's present skill level and rate of progress.
- ➢ *Specific* – stating what the student will be able to do by the end of the plan. Outline those conditions where the student will demonstrate the learning outcome, e.g. with the use of specialised equipment or in a given environment or activity.
- ➢ *Measurable* – can be monitored and assessed during and at the review of the ILP. Learning outcomes need to describe observable behaviour. Goals with words like 'appreciate' and 'improve' are not measurable.

3. Intervention plan, curriculum adaptations, teaching strategies, resources and personnel

In some cases the modifications will be so significant that the student will be following a completely individualised program.

In developing the ILP the team may need to consider:

➢ the physical environment and adaptations which may improve learning

➢ the class program and adaptations to the content and delivery of the program

➢ modification of resources and material

➢ the use of assistive technology equipment

➢ support personnel within the school who may support the plan

➢ positive behaviour support plan and crisis management plan

➢ a transition plan

➢ an assessment plan.

- Ensure that student marks/grades directly reflect the modifications made to the unit outlines and subsequent individual assessment items required for each unit of study undertaken.

- Student ILPs must incorporate reference to the assessment criteria that will be used to determine whether the learning outcomes have been achieved.

- College teachers are required to ensure that modifications are put in place to enable students to achieve success in their chosen units of study at levels appropriate to their ability levels.

- A modified framework has been approved by the Board of Senior Secondary Studies to enable staff to modify existing registered units of study.

4. Statement of how progress will be monitored and evaluated

The ILP must identify methods for monitoring and evaluating the progress.

The team needs to consider and document:

➢ how the plan is going to be monitored during implementation

➢ what record keeping and assessment process is going to be used
   (eg academic progress assessments, weekly monitoring sheets, anecdotal records, portfolios)

➢ what measurable comparisons can be made at the beginning, during and at the end of the ILP to assess the success of the strategies used

➢ who is/are responsible for the monitoring and the evaluation process.

Chapter 5

REVIEWING AND REPORTING

Recommended review period

Implementation of the ILP involves putting into practice the interventions, strategies and supports agreed to by the team members.

The specified review period can be as short as 2 weeks or as long as one year depending on the needs of the student.

To ensure that the ILP is a working document the progress towards the learning outcomes should be monitored and reviewed at least once a term by the teacher and/or case coordinator.

Parents may request a review at appropriate intervals.

Review meetings

Reviews should be scheduled in line with regular reporting periods in your school or as needed.

- The coordinator should organise the meeting and ensure that there is direct feedback about specific interventions and strategies that have been put in place to date.
- Information relating to the monitoring and evaluation of the ILP needs to be gathered for the meeting.
- As a result of the meeting, the team will decide to carry on with the current plan or change the goals, interventions or adaptations.
- The coordinator must ensure that all recommended changes are reflected in an updated ILP and copies distributed
- An updated copy must be placed on the Official Student Record File.

Reports

Reports should describe progress in areas that have been adapted and/or modified. Comments and grades should reflect the assessment criteria and goals indicated on the ILP where there is course or program modification.

Appendix

SCHOOL

To assist schools in preparing for and participating in the ILP process

PARENT

To assist parents in preparing for and participating in the ILP process

TEACHER

To assist teachers in preparing for and participating in the ILP process

Team members

Name	Role	Contact

Please record details of meetings and documentation

Date	Details	Coordinator/ Case Manager

LEARNING SUPPORT PORTFOLIO

Australian Capital Territory
EDUCATION, and TRAINING

(Developed by key stakeholders)

Student information

Surname	Given Name	Year	Date of birth

School	School ID	Home Phone

Address

Parent/Carer Name	Parent/Carer Contact

☐ Disability   ☐ Indigenous   ☐ Student in care   ☐ CALD

Health Care Plan required: Yes☐   No ☐

Current support program
eg: LSC,LSU, Integration Support,
Student Management Consultant,

Coordinator / Case Manager

Contents of the Learning Support Portfolio:
- student information
- Individual Learning Plan (ILP) - Attached
- Health Care Plan (if applicable)
- team members.

*The Department of Education and Training collects information in order to identify key persons and information relevant to designing and implementing the student's educational program. This information may be made available to assist staff, parents and key stakeholders in the student's learning. The information will be stored, used and disclosed in accordance with the requirements of the **Privacy Act 1988 and the Freedom of Information Act 1989.***

Student information continues:
Provide details <u>where applicable</u>.

Critical information   (medical / behavioural / family)

Background information   (brief relevant history / schooling)

Academic Progress

Strengths, challenges and interests

Interagency involvement

Other significant information

INDIVIDUAL LEARNING PLAN

Name	Date commenced	Review date

Team participants

Focus area linked to curriculum	Specific learning outcome	Intervention plan, curriculum adaptations, teaching strategies, resources, personnel	Monitoring and evaluation strategies

INDIVIDUAL LEARNING PLAN (ILP)
Checklist for schools

☐	ILP information session held for school staff, parents and all ILP team members
☐	School ILP coordinator allocated
☐	Members of school ILP team confirmed and documented
☐	Room booked for ILP meeting to occur
☐	ILP guidelines distributed to parents/carers and other ILP team members in advance of the meeting
☐	Invitations to attend ILP meeting sent to parent/carer and team members
	Final schedule of ILP meeting dates/times distributed to
☐	Principal
☐	Executive staff /team leader
☐	Classroom teacher/Year coordinator
☐	Support teacher
☐	Parent/carer
☐	School Counsellor
☐	Student (Where appropriate)
☐	Outside agencies/services - Care and Protection worker / Out of Home Agency Representative
☐	Interpreter arranged (if necessary)
☐	Room prepared
☐	Relief staff arranged (if appropriate)
☐	Meeting chairperson nominated / note taker nominated

Miscellaneous ILP Notes

Notes taken by:…………………………………… **Date:** ……………………………………	*Action Required*
An extremely useful source of data and if necessary a back up for the team if any concerns or discrepancies should arise between team members at a later date. One member of the team is designated **"note taker"** for the duration of the meeting. The ISU member or admin officer is a good option as this frees up more "hands on" members of the team such as parents, teacher and STA to fully engage in conversation and to reach an agreement on goals. Word for word notes are not necessary, but this meeting will often produce items of discussion, which can be very useful information to all team members. Jot down items such as: - general background information - sensitive issues (respecting confidentiality and remembering the privacy act) - any areas of concern from **any** team member The "note taker" should also be responsible for ensuring that the agreed upon goals are filled in (see page 2) before the meeting concludes. A designated **chair person** is often very useful to ensure all parties have a fair hearing and that the meeting remains on track with regard to goal setting	Only fill in as necessary

Student name:………………………………….	Date:………………
School:………………………………………… Notes taken by:……………………………..	**Action Required**

Individual Learning Planning Meetings – Timetable
SAMPLE

Student	Class	Date	Time	Venue	Planning Team
A. Student (Preview Panel)					
B. Student (Review)					
C. Student (Review)					
D. Student (Review)					
E. Student (Review)					
F. Student (Review)					
G. Student (Review)					
H. Student (Review)					

School Logo

Sample letter to parent /Carer

(If the student is in Care please consult with Care and Protection to identify who is to attend the meeting)

Notification of Individual Learning Plan Meeting

Name of Student:

Date of meeting:

Time of meeting

Dear _____

An Individual Learning Plan is a working document, designed by teachers in collaboration with stakeholders, that informs the delivery of an educational program.

Individual Learning Plans are required for students in Special Education programs, students in care, students referred to Student Support Services and students accessing support through the Indigenous Literacy and Numeracy consultants including STA support.

Parents are an integral part of the team. Enclosed is a planning sheet to assist you in preparing for the meeting.

Please join us for this important meeting to assist in the collaborative planning for your child. If you are unable to attend the scheduled meeting please contact the school to arrange another suitable time or you may decide to forward comments to the school.

Thank you.

Individual Learning Plan Coordinator
Date.

Suggested methods of monitoring and assessing

The development and implementation of a good ILP depends on sound monitoring and assessment. This may include:

- observations
- checklists and scatter plot
- interviews
- health assessment
- identifying others currently working with child
- interview child – how to engage "you" in learning
- information about student's type of learning
- short and long term memory assessment
- classroom structure
- all academic, cognitive and psychological assessments
- Functional Behavioural Assessment –
  - structured interviews, direct observations, record reviews
- PIPS results
- care and protection information, assessment and orders
- First Steps continuum
- Learning journeys
- Student Portfolios
- database – thinking centre / timeout/ incident report
- Work samples
- self assessment
- 3 way interviews
- talk to students
- counsellor information
- school records and reports
- CAMHS assessment
- Therapy ACT
- case files
- interviews with staff from schools - past teachers
- support teachers – Student Management Consultants, Integration Support Teachers
- Youth Worker – interagency staff
- parents - formal and informal interview
- anecdotal information
- exploration/experimentation
- family history including medical
- interviews
- ACTAP
- assessment of environment, sociometry.

Suggested adaptations and modifications to the class program that could be identified in the ILP:

- project of interest for child
- multiple skill level (Blooms) analysis, facts etc
- peer group support (peer tutoring)
- learning style being addressed
- allow time for the student to complete task
- cooperative learning
- small steps
- frequent checking and giving positive feedback
- using the language of instruction
- present content/task in different ways
- more opportunity to practise
- negotiate work to be completed
- use contacts for learning/behaviour
- incentive program to reinforce appropriate learning/behaviour
- chunking eg: cut stencils in half
- appropriate use of equipment
- seating arrangement
- lighting
- one book for everything
- enlarging text
- positive role models' mentoring
- structure of the environment
- consistency of routine
- high interest / low level reading materials
- scaffold literacy
- flexible timetabling
- provision of appropriate training for STA's
- relationships with other students
- work with another group to maximise teacher time
- quiet single work station
- beanbags

Adaptations and modifications to the class program that could be identified in the ILP:

- visual reminders/reinforcers
- seating arrangements
- mobility of teacher in the classroom
- buddy in playground
- areas for particular things
- minimise equipment & furniture
- routines – plan
- warning of change
- resources, support & personnel
- Braille and enlarged print papers
- computer facilities with spell checks and calculators
- extra time for reading and completing examination papers
- signing interpreters
- scribes for exams and/or note takers in class
- specialised furniture such as ergonomic chairs and slope boards
- audio taped questions/instructions
- movement and/or sustenance breaks
- being able to take a test in a separate room, at hospital or at home
- alternative assignment formats eg oral reports, demonstrations, use of a tape recorder or word processor, photographic essay, PowerPoint presentations etc
- negotiated extensions of time for assignments
- negotiated reduced number and content of assignments
- use of an editor for assignments with adjustment of weightings for individual components of assessment in line with student strengths
- practical assessment requirements
- early feedback
- oral testing – school assessment tasks only
- implementation of social skills program
- implementation of playground behaviour plans
- implementation of critical incident management plan

ILP REVIEW MEETING

Student: _____ **School:** _____

Date: _____ **Next Meeting:** _____

Name Participants	Role

Improvements:

Concerns:

Recommendations / Further action:

WHAT HAPPENS AT THE ILP MEETING?

Participants include:

❑ classroom teacher and/or year coordinator

❑ principal or delegate

❑ parents/carers

❑ Special Needs/Welfare Team representative

❑ others, as required, may include: counsellor, support teachers, advocate, interpreter, therapist, other specialist agency representatives etc.

The purpose of the ILP meeting is to:

❑ briefly review background information

❑ review progress to date

❑ review existing ILP

❑ discuss new information

❑ discuss plans for future goals;

❑ establish and prioritise short and/or long term goals and learning outcomes

❑ identify interventions, strategies and resources

❑ record participants and set a review date.

WHAT HAPPENS NEXT?

Following the meeting, participants will receive a copy of the written ILP

The interventions, strategies and supports outlined in the ILP are put into place.

Progress towards identified goals is monitored and reviewed regularly. It is recommended that this occurs at least once a term.

A specified review period can be as short as two weeks or as long as one year depending on the needs of the student.

Parents may request a review by contacting the case coordinator

**Australian Capital Territory
EDUCATION AND TRAINING**

INDIVIDUAL LEARNING PLANS

A GUIDE FOR PARENTS AND CARERS

WHAT IS AN INDIVIDUAL LEARNING PLAN?

An Individual Learning Plan (ILP) is a working document designed by teachers in collaboration with stakeholders that informs the ongoing planning, delivery and evaluation of a student's educational program.

The ILP:

- identifies students individual needs and priorities for learning

- outlines short and long term educational goals for a student and the actions, strategies, modifications and adaptations that will be used

- is a flexible living document that is reviewed and modified over time

- assigns responsibility and accountability for implementing and evaluating the plan

- provides an ongoing record to ensure continuity of learning.

PARENTS ARE AN INTEGRAL PART OF THE ILP TEAM

WHO NEEDS AN ILP?

In the ACT ILPs are required for:

- students in special education programs

- students in care

- students referred to Student Support Services

- students accessing support through the indigenous literacy and numeracy consultants.

ILPs are highly recommended for:

- students who are not achieving to their potential

- students who are Indigenous.

WHEN ARE ILPs DEVELOPED?

As soon as possible after a student has been identified as having specific needs.

WHO IS RESPONSIBLE?

The school is responsible for ensuring that the ILP process is conducted for identified students. A case coordinator from the school will be identified and will contact you.

HOW CAN PARENTS PREPARE FOR THE ILP MEETING?

It is important for parents to contribute to the development of their child's ILP. In order to prepare for the meeting the school may provide you with a planning sheet.

Prior to the meeting you could consider:

- your child's strengths and challenges

- how your child learns best

- what your child enjoys doing

- your child's special talents

- your main hopes for your child this year

- your long term goals for your child

- other services supporting your child

- what is it about your child's disability or behaviour which interferes with their participation in the learning process

- what help has your child received in the past – what has worked well

- any other consideration

ILP Planning Sheet for Parents/Carers

Student name:………………………………………………………………..

Date:………………………………………………………………………

Parent/Carer name:………………………………………………………..

To develop the best possible program, we need your assistance and knowledge of your child. Below are some questions for you to think about in preparation for the ILP meeting. You may wish to write down your thoughts for future reference by the ILP team.

1. What do you feel are the strengths of your child?

2. What do you feel are your child's challenges (eg: areas that may be frustrating or that your child can improve)?

3. How do you think your child learns best (what kind of situation makes learning easier)?

4. Please describe educational skills that your child practises at home regularly (eg: reading, making crafts, using the computer etc).

5. Does your child have any behaviour/s that are of concern to you or other family members? If so, please describe the behaviour/s.

6. What are your child's favourite activities?

7. What are your child's special talents or hobbies?

8. Does your child have any particular fears? If yes, please describe.

9. How does your child usually react when upset? How do you deal with this behaviour?

10. Do you have any particular concerns about your child's school program this year?

11. What are your main hopes for your child this year?

12. Is there other information that would help us in our planning for your child?

13. Are there any concerns that you would like to discuss at the next ILP meeting?

Thank you for contributing valuable parental insights.

Sincerely

_____

(ILP Team Coordinator)

Parent/Carer Form   ## **My Child's Profile**

Child's Name _____   Date of Birth _____

School_____   Phone _____

Year Level_____   Date Completed ———————

Parent/Carer name_____

My child is interested in:

_____
_____
_____

Things my child is ready to learn:

_____
_____
_____

My child needs more help with:

_____
_____
_____

Help my child has received in the past:

_____
_____
_____

My child's current program could be improved by:

_____
_____
_____

Possible alternatives and/or additions to my child's current program:

_____
_____
_____

Services that my child needs:

_____

_____

_____

Special concerns I have about my child:

_____

_____

_____

_____

Suggestions I have about working with my child:

_____

_____

_____

Strengths my child has in the area of:

Academic_____

_____

_____

Behaviour_____

_____

_____

Social_____

_____

_____

Personal_____

_____

_____

For Parents/Carer: to assist when preparing for an ILP meeting

CONSIDERATIONS TO HELP YOU THINK ABOUT AND PRIORITISE ISSUES FOR THE ILP MEETING

Take time to consider the following points and, if possible, discuss them with your child or an understanding and perceptive adult.

Use these questions as a springboard to help you identify 3 or 4 issues that you want raised at the ILP meeting. In your planning, consider academic, behaviour, social and communication matters.

Take into account the behaviour and skills of children of similar age in the regular classroom.

- What specific thing/s do you want your child to be able to do?
  Why is this important at this stage?

- What specific thing/s do you want your child to know?
  Why is this important at this stage?

- What is preventing your child from doing/knowing it now?

- What series of steps will help your child to do/know that thing?

- How will you recognise when your child has reached that objective or goal?

- What is it about your child's disability / behaviour that interferes with his/her chances of achieving this skill or knowledge?

- In what ways will your child need support while we work on the objective or goal?

- What will we see your child doing when he/she reaches this objective of goal?

Teacher Form   **<u>Student Profile</u>**

Student name_____

Teacher name_____

Date completed_____

What is the student interested in?

_____

_____

_____

What things are the student is ready to learn?

_____

_____

_____

The student needs more help with:

_____

_____

_____

What has worked in the past?

_____

_____

_____

What is currently not working?

_____

_____

_____

Teacher Form   **Student Profile**

Possible alternatives and/or additions to the student's current program

_____

_____

_____

Services that the student needs

_____

_____

_____

Special concerns I have about the student

_____

_____

_____

Suggestions I have about working with the student

_____

_____

_____

Student strengths in the areas of:

Academic

_____

_____

Behaviour

_____

_____

Social

_____

_____

Personal

_____

Assessment for a Non Reader

BEHAVIOUR

☐ Can the student concentrate on a task and attend to the teacher?

☐ Is the student easily distracted, preoccupied, or hyperactive?

LANGUAGE:

☐ Has the student adequate language experience and sufficient vocabulary development to begin reading?

☐ Can the student follow simple directions?

PHONEMIC AWARENESS:

☐ Can the student recognise/match/produce rhyme?

☐ Has the student developed sufficient auditory discrimination to identify speech sounds within words?

☐ Can the student segment the sounds required to make a word?

METALINGUISTIC AWARENESS:

☐ Does the student understand the concept of a word?

☐ Does the student have a concept of a 'letter', and a 'sound'?

☐ Does the student understand that the concept of speech/written units has relationship?

CONCEPTS ABOUT PRINT

☐ Does the student understand what reading is about?

☐ Does the student have awareness of left – right progression?

☐ Can the student match and/or visually discriminate written symbols?

☐ Can the student recognise any words by sight? Environmental print?

☐ Does the student recognise any names or sounds presented in picture form?

For the student who is not a complete non-reader and who has at least some functional skills

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☐   Check all of the above

BASIC SIGHT VOCABULARY:

☐   Does the student instantly recognise any commonly used words?
Eg: Canberra Word List

MISUSES AND USE OF CONTEXT:

☐   When reading aloud what kind of errors does the student make?
Do the errors make sense or change the meaning?

☐   Does the student self correct to restore meaning?

☐   Does the student use picture clues to assist meaning making?

☐   Does the student attempt to read on when confronted with an unknown word?

DECODING SKILLS:

☐   Does the student attempt to decode unknown words while reading?

☐   Can the student name the single letters and corresponding sounds?

☐   Can the student blend sounds to make a word?

Basic Mathematical Skills – A Checklist

The following checklist may be used as a guide to assist you in determining your student's basic mathematical skills.

Before attempting to assess the mathematical knowledge of the student check for understanding of basic mathematical language associated with number relationships. (eg: bigger than, smaller than, the same as, less, share etc)

Y / N	
	Does the student understand the language of the question?
	Does the student have an understanding of the concept of the conservation of number?
	Can the student sort objects given one attribute (colour, size, shape etc)?
	Can the student sort objects with two or more attributes (shape/size, colour/size)?
	Can the student produce sets of objects in one-to-one matching?
	Can the student count correctly to ten? Twenty?
	Can the student recognise numerals to ten? Twenty?
	Can the student sequence number symbols to ten? Twenty?
	Can the student write numerals to ten when they are dictated?
	Does the student understand ordinal values (fifth, tenth, second)?
	Can the student perform simple addition with numbers below ten in written form (eg: 3 + 5 =)? With or without counters?
	Can the student perform simple subtraction with numbers below ten in a written form? With or without counters?
	Can the student count on / count back?
	Does the student have any concept of money? time? space?

NB: This is only a sample of the knowledge and skills that can be assessed but it may assist in giving structure and order to your observations.

PROSOCIAL SKILLS

(Adapted from Skillstreaming in Early Childhood)
Ellen McGinnis & Arnold P. Goldstein

To assist in determining the social development of your student rate the skill on a scale from   1- needs development

to

5 - developed

Skill	Rating	Skill	Rating
Beginning Social Skills		**School-Related Skills**	
1) listens to others		1) asks a question	
2) uses nice talk		2) follows directions	
3) uses brave talk		3) tries when it's hard	
4) says thank you		4) interrupts information	
5) asks for help		5) brings materials to class	
6) asks for a favour		6) follows instructions	
7) ignores others		7) completes assignments	
		8) contributes to discussions	
Friendship-Making Skills		9) offers help to an adult	
1. Greets others		10) asks questions	
2. reads body language cues		11) ignores distractions	
3. joins in		12) makes corrections	
4. waits for their turn		13) decides on something to do	
5. shares willingly		14) sets a goal	
6. offers to help other classmates			
7. asks someone to play			
8. plays games			
9. Introduces him/herself			
10. begins a conversation			
11. ends a conversation			
12. gives a compliment			
13. accepts a compliment			
14. suggests an activity			
15. apologises			

PROSOCIAL SKILLS

(Adapted from **SKILLSTREAMING IN EARLY CHILDHOOD**)
Ellen McGinnis & Arnold P. Goldstein

Skill	Rating	Skill	Rating
Dealing with Feelings		**Alternatives to Aggression**	
1) knows own feelings		1) deals with teasing using self-control	
2) expresses own feelings		2) responds to teasing appropriately	
3) asks to talk		3) asks permission	
4) deals with fear		4) avoids trouble	
5) shows affection		5) stays out of fights	
6) expressing affection		6) problem solves	
7) feels left out		7) accepts consequences	
8) recognises another's feelings		8) deals with accusation appropriately	
9) shows understanding of another's feelings		9) negotiates	
10) expressing concern for another		10) deals with feeling angry	
11) deals with your anger		11) decides if it's fair	
12) deals with another's anger			
13) dealing with fear			
Dealing with Stress		**Dealing with Stress**	
1. can relax		10. deals with wanting something that isn't theirs	
2. deals with boredom		11. can make a decision	
3. identifies what caused a problem		12. is honest	
4. can make a complaint appropriately		13. dealing with mistakes	
5. answers a complaint		14. copes with failure	
6. deals with losing		15. knows when to tell someone	
7. is a good sport		16. wants to be first	
8. deals with being left out		17. can say no	
9. deals with embarrassment		18. accepts no	
		19. can decide what to do	
		20. deals with group pressure	

Teacher: **Behavioural Issues**

To assist in identifying the behavioural and social issues for the student consider the following questions before the ILP meeting.

➢ What things can you do to promote the likelihood that the student engages in productive learning?

_____

_____

_____

➢ What things should you avoid that might interfere with the teaching and learning?

_____

_____

_____

➢ What are the student's strengths?

_____

_____

_____

➢ What are the student's challenges? – academic, social, behavioural

_____

_____

_____

➢ What are the primary ways the student communicates eg vocal/speech, signs/gestures, electronic devices

_____

_____

_____

➢ When challenging behaviour occurs can you identify:
  • what is happening before the behaviour escalates

_____

_____

_____

  • what is the student attempting to get, avoid or communicate?

_____

_____

_____

- what consequences and actions follow the behaviour?

_____

_____

_____

➤ When and how often does the behaviour occur?

_____

_____

_____

➤ What activities are most / least likely to produce the behaviour?

_____

_____

_____

➤ Where is the behaviour most / least likely to occur?

_____

_____

_____

➤ With whom are the behaviour most / least likely to happen?

_____

_____

_____

➤ What do you know about the history of the student's behaviour?

_____

_____

_____

➤ What has worked in the past?

_____

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_____

Completed by _____Date_____