


Example Individual Education Plan

Individual Education Plan

	School name 2017 INDIVIDUAL EDUCATION PLAN	Student: XXXX Date of Birth: XXXX Year at school: Year One
	Teacher:	Education Assistants:
Disability Condition/Type: Autism Spectrum Disorder		
Medical/Health Care Considerations: - Gluten free		

Environmental Adjustments	Instructional Adjustments
1. Whole class visual timetable 2. Break/sensory zone to facilitate self-regulation 3. Reduce visual distractions by keeping artwork and displays to a minimum	1. Reduce instructions to small manageable steps – one instruction at a time 2. Support verbal instructions with a visual support if possible 3. Implement task analysis strategies during teaching

Curriculum Adjustments	Behavioural/Social Adjustments
X is working below the expected level in both Literacy and Numeracy. Individualised assessments have been conducted to identify an achievable starting point for X. - X to work on similar outcomes but simpler concepts - Teach individualised skills in units of work e.g. letter sounds and CVC words - Plan activities to target X needs e.g. reduce task outcome - Relate outcomes to X's functional skills - X to access Learning Support Program	1. Extra support during recess, lunch and free play time 2. Social story 'Playing with Friends' 3. Token reward system to support positive behaviour 4. Breaks implemented throughout the day to encourage X to request breaks independently 5. Small group and paired work to strengthen social skills in an achievable environment.

Long Term Goals
- Build on X social skills with an emphasis on communication and turn taking - Increase verbal/expressive communication - Facilitate inclusion with X and her peers - Build on independence skills within the school environment - Consolidate the use of visual supports to increase independence and develop an understanding of time, daily routines and transition to new events/activities - Literacy and Numeracy development that allows X to function independently within society

Assessment provisions
- Assessments to be modified to ensure X's knowledge is displayed. - Hands on, visual and talking assessments to be implements where applicable

Class Teacher.....Date.....

Parent/Guardian.....Date.....

Short Term Goal	Strategies	Who?	Resources required	Achieved – Y/N Future planning Comments
<p>Literacy</p> <p>Phonological Awareness Independently write her name using correct letter formation, as well as the letters s, a, t, p, i, and n</p> <p>Comprehension Promote and monitor comprehension skills using Blank Level Questioning</p>	<ul style="list-style-type: none"> Trace her name Use tracking sheets Use correct starting positions Introduce other letters in the following order: down strokes; anti clockwise; clockwise. Read independently to X and use comprehension questions Use oral language prompts 	<ul style="list-style-type: none"> AR NS/DD to implement comprehension program set by AR Parents to practise at home Learning support team 	<ul style="list-style-type: none"> Name writing template (trace) Whiteboard (to support FM difficulties) Multisensory strategies such as sand tray, shaving foam, playdough etc. Diana Rigg comprehension program 	
<p>Numeracy</p> <p>Number Develop mathematical knowledge of numbers and sequencing.</p> <ul style="list-style-type: none"> Recognise numbers to 10 Count numbers to 10 Understand one to one correspondence for numbers 1 – 10 <p>Money Recognise and use coins appropriately</p>	<ul style="list-style-type: none"> Practise with games such as Bingo, noticing numbers in the environment. Give X number cards as she transitions to recess/lunch Repetition Concrete materials Physical activities Technology to support concepts being taught Set up class shop Opportunities to sort and classify coins 	<ul style="list-style-type: none"> AR NS/DD Parents Learning support team 	<ul style="list-style-type: none"> Bingo Number lines Number jumping squares Fly sway number game Counters IPad Large magnetic coins Real life coins Class shop with items to purchase with real coins 	

<p>Communication</p> <p>Speak with her peers using sentences</p>	<ul style="list-style-type: none"> • Give X opportunities to repeat information • Get X to give messages to class members and staff • Model grammatically correct sentences, use natural extension to assist X to extend her sentences using greater detail • Picture talks 	<ul style="list-style-type: none"> • All staff to model incidentally • NS/DD to implement picture talk program during language time 	<ul style="list-style-type: none"> • Picture talk cue cards 	
<p>Social</p> <p>Encourage and develop appropriate turn taking skills amongst X's peer group</p> <p>Encourage and foster positive and appropriate social skills and interactions with her peers</p>	<ul style="list-style-type: none"> • Facilitate opportunities for small group work within the class to scaffold and teach turn taking skills • Monitor play and assist/redirect as required • Encourage peer and staff communication through greetings • Promote opportunities for play such as small group Lego at lunch time • Actively support X to be involved in school based activities with her peers • Crunch and sip to take place in class so that X has more play time during recess and lunch 	<ul style="list-style-type: none"> • All staff to model during unstructured play time. • Duty staff have been made aware of X's IEP Social goals • Peer modelling and teaching 	<ul style="list-style-type: none"> • Social story • Small group activity materials and ideas 	

<p>Independence</p> <p>Begin tasks independently and stay on task with increasing independence</p>	<ul style="list-style-type: none"> • Visual supports • Task analysis • Independent work system 	<ul style="list-style-type: none"> • AR • NS/DD 	<ul style="list-style-type: none"> • Independent work system set up with appropriate achievable materials • Visual supports on X's desk to provide her with strategies to stay on task • Task analysis activities set by AR 	
<p>Transitions</p> <p>Support the development of independence within the daily school routines</p>	<ul style="list-style-type: none"> • Whole class visual schedule • Own schedule attached to desk • Schedule breaks in teach X to regulate self • Use of rewards system to promote successful transitions 	<ul style="list-style-type: none"> • AR • NS/DD 	<ul style="list-style-type: none"> • Visual timetable • Break cards • Reward chart 	