

# Individual Education Plan (IEP): Annotated sample

**Template** Designed for electronic use

## Individual Education Plan (IEP)

Include the child's full details.

### Child's information

Family name	Given name	Date of birth	Days attending kindergarten	Kindergarten start date
Smith	John	3/1/2010	Mon, Tues and alt Wed	31/01/2013

Specify service details, including the name of the teacher or person preparing this IEP.

### Service information

<b>Name of service</b>	Browns Road Kindergarten			
<b>Address</b>	34 Browns Road, Brisbane			
<b>Phone</b>	07 3842 0978			
<b>Email address</b>	admin@brownsroadkindy.com			
<b>IEP prepared by</b>	Mary Harrison			
<b>Director/Teacher signature</b>		<b>Date</b>	5/03/2013	

Gather information including:

- diagnosis and any relevant medical notes
- other support, including health professionals and educational agencies.

### Medical and support information for child

<b>Diagnosis or disability</b>	Down syndrome Intellectual impairment		
<b>Medical notes</b>	John is unsteady when walking John has medication daily for epilepsy		
<b>Support staff/agencies</b>	Occupational Therapist — Lana Jones, Disability Services Queensland, Inclusion Support		
<b>Attendance at Early Childhood Development Program (ECDP)</b>	<b>Days and times</b>	Fridays 9:00–2:30pm	
	<b>ECDP contact details</b>	Sarah Green — Wynnum ECDP	

Gather information from:

- parents/carers
- all involved professionals.

### Contributors to IEP

Name	Agency/Relation to child	Contact number	Signature
Kay Smith	Mother		
Brad Smith	Father		
Lana Jones	Occupational Therapist		
Mary Harrison	Kindergarten teacher		
Michelle Black	Kindergarten assistant		
Sarah Green	ECDP teacher		

ECDP staff can assist kindergarten teachers to write the IEP.

Ask parents/carers about their expectations for their child's learning in kindergarten. This provides the basis for relationship-building and information-sharing.

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**Child's profile**

<b>Parents/carers expectations</b>
For John to: <ul style="list-style-type: none"> <li>• communicate effectively, using spoken language and assistive technology</li> <li>• make friends and be happy at kindergarten.</li> </ul>
<b>Health and safety information — including a copy of a health plan if applicable</b>
<ul style="list-style-type: none"> <li>• Epilepsy health plan is available for reference at kindergarten on the kitchen wall and in his personal file.</li> <li>• Medication is not required at kindergarten.</li> <li>• John's last seizure was over 12 months ago but monitoring is required.</li> </ul>
<b>Skills, strengths and interests for learning</b>
John: <ul style="list-style-type: none"> <li>• enjoys active play, books, trucks, and exploring the environment. He is fascinated by bubbles</li> <li>• enjoys peer interactions and peer modelling</li> <li>• participates in most activities with adult support and enjoys adult attention</li> <li>• responds to routine instructions, e.g. "Pack-up time"</li> <li>• is developing communication skills, and beginning to use visual cues to assist his communications.</li> </ul>

Document health issues, including any medications, and safety issues for the child or others at kindergarten.

Include information from observations at kindergarten.

Include information that supports the child's inclusion in the kindergarten program.  
Focus on their specific skills, interests and strengths.

**Education adjustments and inclusive strategies**

Adjustments	Strategies for John
<b>Timing</b>	<ul style="list-style-type: none"> <li>• additional time to allow him to process information</li> <li>• short, simple directions with visual cues</li> <li>• repetition, additional prompts and redirection</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>• structure and predictable routines with adult support throughout the day</li> <li>• consistent expectations</li> <li>• repetition of directions and modelling to reinforce new skills</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>• quiet spaces within the learning environment if fatigued</li> <li>• flexibility of outdoor environments, e.g. climbing equipment, to allow access</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• visual cues and assistive technology to support communication and information exchange</li> <li>• modelling, repetition and adult facilitation to assist skill development</li> <li>• support for interactions with peers and adults, including during group learning experiences</li> </ul>
<b>Response</b>	<ul style="list-style-type: none"> <li>• simple instructions and/or questions</li> <li>• visual cues to assist him to communicate his thoughts and ideas</li> </ul>

List the adjustments required for the child to successfully access all areas of learning at kindergarten.

John Smith's Individual Education Plan

See also the QCAA resource Planning adjustments available at <http://www.qcaa.qld.edu.au/12974.html> under Inclusion and diversity Children with disability.

Set two or three goals that are specific, measurable, achievable and realistic for the child and teacher.

See also pages 32–33 of the Queensland kindergarten learning guideline (QKLG).

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**Planning learning goals**

QKLG learning and development areas	Key focus for John
<b>Identity</b>	<ul style="list-style-type: none"> <li>a sense of being safe, accepted and supported</li> <li>organising self and belongings, and managing routines</li> </ul>
<b>Connectedness</b>	<ul style="list-style-type: none"> <li>skills for connecting with and relating to others</li> </ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>interest in others and desire to interact with others</li> <li>ways to manage personal hygiene and self-care</li> </ul>
<b>Active learning</b>	<ul style="list-style-type: none"> <li>ways to contribute to learning conversations</li> <li>using tools and technologies in play and active learning</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>exploring and expanding ways to use language</li> </ul>

Consider the strategies you plan to use to achieve each goal, and how you will include these strategies in the kindergarten program.

Specific learning goals <i>(highlight QKLG learning and development areas as applicable)</i>	Strategies and intentional teaching practices	Evaluation and review notes (dated)
John to use visual cues to communicate his needs during routines and transitions at kindergarten.  Identity   <b>Connectedness</b>   Wellbeing   Active learning   <b>Communicating</b>	Develop and use: <ul style="list-style-type: none"> <li>a book of visual cues that assist John to communicate his needs. (Use photos of the kindergarten room and some of the card symbols he uses at home)</li> <li>a communication book to share information about John's learning and successes with parents.</li> </ul>	1/5/13 John: <ul style="list-style-type: none"> <li>waits his turn when playing in a small group</li> <li>signs "my turn next", demonstrating an understanding of waiting.</li> </ul>
John to participate in group learning.  Identity   <b>Connectedness</b>   Wellbeing   Active learning   <b>Communicating</b>	Staff to: <ul style="list-style-type: none"> <li>encourage participation through modelling/signing and encouraging responses</li> <li>use songs familiar to John to include him in group time.</li> </ul> 1/5/13 update: <ul style="list-style-type: none"> <li>allow John to communicate song choices.</li> </ul>	1/5/13 <ul style="list-style-type: none"> <li>John requires explicit support to participate in group learning.</li> </ul>
John to respond independently to questions by adults and other children throughout the kindergarten day.  1/5/13 John to respond independently and verbally to questions  Identity   <b>Connectedness</b>   Wellbeing   Active learning   <b>Communicating</b>	Staff to: <ul style="list-style-type: none"> <li>model appropriate responses</li> <li>use signing/visual cues to support verbal responses.</li> </ul>	1/5/13 John: <ul style="list-style-type: none"> <li>responds (without support) to questions using hand cues</li> <li>attempts to use language 70% of the time.</li> </ul>

Document your reflections on:

- learning that has occurred
- changes/adjustments you have made
- progress towards achieving the goals.

Indicate how often the goal is achieved and in what circumstances. Remember to date your observations.

Identify additional strategies to provide further support if needed.

Update goals as appropriate to support progress.

Highlight which learning and development area each goal will draw from.

Provide complete information. This will be needed for:

- reviewing the IEP with other team members
- continuing with chosen goals or setting new ones.

John Smith's Individual Education Plan