



Individual Education Plan (IEP): Process

This resource provides information for teachers writing an Individual Education Plan (IEP) to support inclusion of children with disability in their kindergarten.

Allow approximately 30 minutes to view and reflect on the information provided.

This resource has relevance to elements of the Australian Professional Standards for Teachers (APST) — Standards 1, 3 and 7.

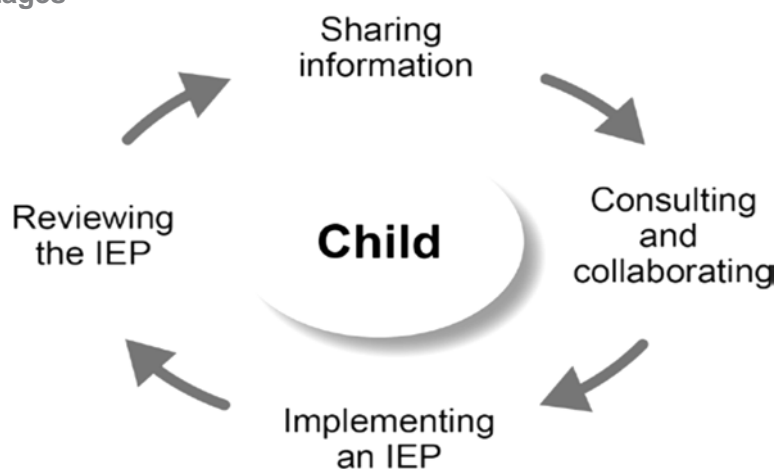
IEP Process

An IEP is required for children with disability to document adjustments and strategies that enable them to participate in learning on the same basis as their peers.

Disability Standards for Education (DEEWR, 2005, p. 9, available at: <http://education.gov.au/disability-standards-education>)

The process of writing an IEP involves collaborative planning by teachers, parents/carers, Early Childhood Development Program (ECDP) staff and health professionals. Each stakeholder contributes information and documentation about the child to develop an IEP that considers social, cultural, emotional and cognitive development.

IEP: Four key stages



Sharing information

The kindergarten teacher arranges an IEP meeting (face-to-face, by phone or electronically) for all stakeholders. This includes parents/carers, kindergarten staff, ECDP teachers and support staff (if child is in dual placement), as well as health professionals.

During the IEP meeting, stakeholders share information including:

- the child's diagnosis, health needs and reports from involved health professionals
- family knowledge about their child's strengths and needs
- family expectations about their child's kindergarten experience
- observations of the child's learning in the kindergarten setting.

Consulting and collaborating

In collaboration with stakeholders, the kindergarten teacher:

- identifies and documents goals that are focused, specific and achievable
- discusses strategies and adjustments to implement goals
- negotiates ways stakeholders will work together to support the child to achieve these goals
- ensures the completed IEP is signed by all stakeholders.

Implementing an IEP

Teachers implement IEP goals and strategies within the kindergarten program by:

- organising the physical, social and temporal elements of the program to purposefully create an inclusive learning environment
- aligning goals to the relevant Queensland kindergarten learning guideline (QKLG) learning and development areas
- sourcing appropriate resources
- ensuring all staff members are aware of the identified goals and strategies.

Reviewing the IEP

Teachers review the success of the current IEP regularly and frequently by:

- documenting evidence that reflects the child's learning and development using a variety of techniques, e.g. observations, collections of work, video and annotated photographs
- making judgments about the range and balance of intentional teaching strategies and adjusting as necessary
- responding to conversations and feedback from families, documenting as necessary
- reflecting with kindergarten staff
- reviewing the IEP to determine when new goals need to be set, based on the child's current achievements and progress
- conducting further IEP meetings as required, e.g. six-monthly.

More information

Additional information and resources to support inclusion and diversity are available at www.qcaa.qld.edu.au/12974.html.

The Australian Professional Standards for Teachers (APST) are available at www.teacherstandards.aitsl.edu.au/Standards/Standards/AllStandards.