



GUIDELINES ON THE INDIVIDUAL EDUCATION PLAN PROCESS

by the National Council for Special Education

ncse 

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FOREWORD

The value of the preparation and implementation of Individual Education Plans (IEPs) for children with special educational needs is internationally accepted and is underpinned by law in many countries including the USA, Australia, Canada, New Zealand and the UK. While there is not as yet a legal requirement to provide IEPs for children in Ireland, many teachers of children with special education needs have been using IEPs in various forms and guises in their work with these children and many have developed considerable expertise in this area.

Following the establishment of the National Council for Special Education (NCSE), and the passing of the Education for Persons with Special Educational Needs Act, 2004 (EPSEN) which set out a future statutory framework for the preparation and implementation of such IEPs in this country, the Council had many requests from parents, teachers and schools to prepare and issue national guidelines on IEPs which would underpin a uniform national approach to work already in hand. Although the timetable for the implementation of the provisions of the EPSEN Act, 2004 is yet to be agreed, and the resource and training needs have yet to be identified and put in place, the Council considered that it should address the current needs for guidance on this issue. The issuing of IEP guidelines at this stage will also provide an opportunity for teachers, parents and schools to become familiar with the process well in advance of the terms of the Act coming into force. The timing of the commencement of the statutory IEP regime and the issue of resources needed for implementation will be addressed by the Council in the Implementation Plan for the EPSEN Act, 2004, which it will submit to the Minister for Education and Science in October 2006.

The Council is pleased to present this document as a guide to good practice in relation to the preparation, implementation and review of IEPs. The work has been undertaken on our behalf by a group of Irish experts in the area (for a list of those involved see Annex 1) and we are extremely grateful to them for their efforts. We are confident that the guidelines reflect the expertise that was brought to bear on the exercise by the Expert Group and also that the guidelines represent national and international best practice.

The guidelines in this document present the main features of the IEP process as outlined in the EPSEN Act, 2004. The reader is taken through the steps that are needed to plan, gather information and to write the IEP. The guidelines present a checklist of the essential elements required for an IEP and it is intended that these will form the basis for good practice in the future. The document also presents a series of worked exemplars, based on the real experiences of schools and students. In

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presenting these exemplars, the NCSE would like to emphasise the importance of the quality of thinking that goes into the process rather than simply looking at the written document.

In presenting this work, the NCSE emphasises that the IEP has an educational purpose; it provides evidence of the agreed special educational interventions and other supports to be provided for the child together with recording parent, student and teachers' professional views. An IEP also records the strategies that need to be used to enable a child to progress in the education system. These guidelines provide the tools necessary to ensure that a comprehensive approach can be guaranteed.

The level of detail in each of the exemplars varies so as to allow for greater flexibility on the part of the school and the teacher. It should be noted that different evaluation measures are also a feature of the exemplars, thereby ensuring that the progress made by the individual student can be captured in the manner that is most appropriate to that student.

It is important to note that the IEP only documents that which is additional to or different from the differentiated curriculum plan that is already happening in the classroom situation. IEPs are not, therefore, a substitute for the curriculum. In this regard, the Council recommends that IEPs are subject to ongoing review so as to ensure that the needs of the individual child/young person are fully taken into account.

The NCSE acknowledges that much of what is required at the level of the individual school to deliver on these guidelines has to be supported. Such support will include the training of teachers and others. It also appreciates that IEPs require investment of time outside the classroom. In this regard, the Council has commissioned research on the resource requirements needed to implement that part of the EPSEN Act, 2004 that provides for an IEP. It has also undertaken to consult with key stakeholders so as to obtain from them, their views about how this work can best be supported. The NCSE welcomes the views and comments of those consulted and will work to ensure that the question of resources is clearly set out in its Report on the Implementation of the EPSEN Act, 2004, noted earlier. In so doing, it recognises that the full implementation of the provisions of the EPSEN Act, 2004 in relation to IEPs will require a whole-school policy and approach.

The NCSE acknowledges the differences that exist between the Primary and Post-Primary sectors and accepts that the organisational approaches to the management of the IEP process will be different

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in both sectors. Its primary aim in this document is to set out, in a general and non-prescriptive way, good practice in relation to IEPs.

The NCSE has not recommended the use of particular information technology at present. There is no software available that is specifically tailored to the Irish educational context and the view of the Expert Group was that familiarity with, and an understanding of, the IEP process is the key requirement at this stage. However, the NCSE, in consultation with interested parties and in conjunction with relevant organisations like the National Centre for Technology in Education, will facilitate the development of technological aids in due course.

It is the Council's intention that these guidelines will provide a benchmark for best practice pending the implementation of the EPSEN Act, 2004. Once the relevant provisions in the Act have been commenced, it is envisaged that these guidelines will have statutory effect. The ultimate aim of the Council in this, and other, work is the delivery of inclusive approaches to the education of children with special education needs with a view to ensuring the optimal educational outcome for each individual in accordance with his/her potential. This is necessary so that he/she can participate productively in social and economic activities and, in so doing, live an independent and fulfilled life.

Tom Murray
Chairman

ACRONYMS

ADHD : Attention Deficit Hyperactivity Disorder

DES : Department of Education and Science

EPSEN: Education for Persons with Special Educational Needs Act, 2004

HSE : Health Service Executive

IEP : Individual Education Plan

LS/RT : Learning Support / Resource Teacher

NCSE : National Council for Special Education (also referred to as the Council)

OT : Occupational Therapy

SEN : Special Educational Needs

SENO : Special Educational Needs Organiser

SES : Special Education Settings

SNA : Special Needs Assistant

GLOSSARY

These definitions relate to terms used in the Guidelines. In the case of terms defined in the legislation, the definitions given here are simplified and the full legal definition can be found in the Education for Persons with Special Educational Needs Act, 2004 or the Education Act, 1998.

Accommodations/Adaptations: Accommodations/adaptations are strategies that support students in achieving the learning outcomes of the curriculum. Accommodations/adaptations may include adjustments to assessment, instruction, environment or resources.

Annual Review: The review of the IEP that must take place under the terms of the EPSEN Act, 2004 not less than once a year.

Assessment: Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a progressive process identifying the student's strengths and needs, and results in the design and implementation of selected educational strategies. Assessments can vary and include both formal and informal processes which involve observing the child in the classroom or school yard, assessing a child's reading, spelling or maths skills and finding out about the general level of ability.

Assistive Technology: Assistive technology refers to any device or system that helps to improve the functional capacity of people with disabilities e.g., specialist keyboard, switch or touch screen.

Children's Services Team: Health sector specialists who work as a multidisciplinary or transdisciplinary team and provide services to children and students with special developmental needs and their families. Currently operational in some HSE areas.

Collaboration: Collaboration is an interactive process where a number of people with particular expertise come together as equals to generate an appropriate programme or process or find solutions to problems.

Early Education Practitioners: Adults who work with children in early education settings.

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Early Education Settings: These include privately owned and operated pre-schools, Early Start pre-school programmes, Traveller pre-schools, play groups, nurseries and crèches, naíonraí and Montessori schools.

Early Intervention Team: Health sector specialists who work as a multidisciplinary or transdisciplinary team and provide services to children with special developmental needs from birth to 6 years and to their families.

Education Plan: The term 'education plan' is used in Sections 3, 8 and 9 in the Education for Persons with Special Educational Needs Act, 2004, but the emphasis is firmly on the individual aspect of the plan and it is for this reason that throughout the guidelines reference, in the main, is to the Individual Education Plan (IEP).

Goals (also referred to as targets): Describes what the student may reasonably be expected to do or achieve.

Inclusion: The value system which holds that all students are entitled to equal access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship and interaction.

Individual Education Plan Co-ordinator (IEP Co-ordinator): The named person with responsibility for the development, dissemination, implementation and review of an individual child's IEP.

Individual Education Plan: An Individual Education Plan (IEP) is a written document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

Interventions: Interventions use plans, strategies and support to facilitate the learning and address the special needs of students. They are those adaptations or modifications that are designed to enable a student to achieve a desired learning goal.

GLOSSARY

National Council for Special Education (NCSE): Set up under the Education for Persons with Special Educational Needs Act, 2004 to perform the functions conferred on it by or under the Act.

Occupational therapy: (OT) Occupational therapy helps a child attain maximum levels of functioning, thus gaining self-esteem and independence. Motor, sensory, perceptual, social, emotional and self-care skills are assessed. Working with the child, parents and teachers, occupational therapists use therapeutic techniques (advising on equipment and environment adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

Parent: Has the same meaning as in the Education Act, 1998 ("...includes a foster parent, a guardian appointed under the Guardianship of Children Acts, 1964 to 1997, or other person acting in *loco parentis* who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoptions Acts, 1952 to 1998, or where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter...").

Physiotherapy: Physiotherapy emphasises the use of physical approaches for the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Working with the child, parents and teachers, physiotherapists use techniques to improve a child's ability to access the physical and learning curriculum.

Present level of educational performance: The present level of educational performance describes the student's current performance levels as determined from recent informal and formal assessments.

Psychologist (clinical/educational): Helps in assessing the child's special educational needs. As well as giving advice to school staff, psychologists are often consulted about individual children if there are concerns about learning, behaviour or motivation. He/she may collect information on a child's skills and ability and plan a programme of support.

Special Educational Needs (SEN): Under Section 1 of the Education for Persons with Special Educational Needs Act, 2004, "special educational needs" means, in relation to a person, "a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health, or learning disability, or any other condition which results in a person learning differently from a person without that condition".

GLOSSARY

Special Educational Needs Organiser (SENO): The Special Educational Needs Organiser provides a local service for the National Council for Special Education, co-ordinating and facilitating delivery of educational services to children with special educational needs in the community.

Special Education Settings (SES): Settings that are developed for students with special educational needs such as special schools, special classes, special units and resource rooms.

Speech and language therapy: Speech and language therapy enables adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and to access the physical and learning curriculum.

Special Needs Assistant (SNA): The Special Needs Assistant helps with the care of students with disabilities in an educational context.

Transition Planning: Transition planning draws together information from a range of individuals and from a possible range of settings within and beyond the school, in order to plan coherently for the student's transition between settings and for the young person's transition into adult life.

INTRODUCTION

This document sets out guidelines for the preparation, implementation and review of the Education Plan as specified in the Education for Persons with Special Educational Needs (EPSEN) Act, 2004. One of the key provisions of this Act is to provide a legislative basis for the introduction of Individual Education Plans (IEP) for students assessed as having special educational needs.

The legislation is specific about what an IEP must include, who is to contribute to its formulation, and how it must be communicated to all the stakeholders. It is hoped that it becomes the centrepiece of excellence in special educational provision. The IEP is a system of identifying where the student is, where he/she is going, how he/she will get there, and how to tell if the journey is successful. Thus, these guidelines serve as both a road map and a practical guidebook for meeting the challenges posed by the development of a formalised IEP system in Irish schools. It sets out how teachers/educators prepare for, implement and review the various milestones on the journey and the signposts along the way. It emphasises that the IEP should be a practical working document, which incorporates the main areas of student need, as well as the key interventions planned to meet those needs. These guidelines show how a school might document, in a conscientious and systematic way, the steps taken in developing, implementing and reviewing an IEP. It is anticipated that the implementation of these guidelines will contribute to excellence in special educational provision, particularly in the areas of planning, evaluation and clear communication.

The IEP templates set out in Annex 2 to the document are varied to reflect the fact that students with special educational needs in Ireland have varied and complex needs. The process of consultation is central to the development of the IEP. While templates, standardised forms and computer software may support this process, the guidelines caution against relying solely on them.

The guidelines recognise the challenge ahead and acknowledge that the process is dependent on a whole-school commitment, understanding the diversity of learning needs and supporting the collaboration of teachers, parents, students, support staff, professionals and other relevant personnel or agencies in delivering effective interventions in appropriate settings.

The IEP provides teachers and parents with the opportunity to have a practical and realistic dialogue about the student's needs and to develop creative ways of meeting those needs.

The IEP directs the student with special educational needs on his/her school journey.

INTRODUCTION

Layout of the Guidelines

The various aspects of the Plan are set out in these guidelines as follows:

- Overview of the Act
- Planning to develop an IEP
- Writing, implementing and reviewing an IEP
- Transition requirements in the IEP
- Parental and Student Involvement
- Roles and Responsibilities of people involved.

Worked examples of IEPs are included in Annex 2 to the guidelines.

CHAPTER 1

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

Introduction

This chapter presents a brief outline of the provisions of the EPSEN Act, 2004. It outlines what the Act says about IEPs and provides the reader with a roadmap to those Sections of the Act that refer specifically to the IEP process.

Overview

The provision of education plans for individual students is mandated by the EPSEN Act, 2004. The purpose of this Act is to :

- provide that the education of people with special educational needs shall, wherever possible, take place in an inclusive environment with those who do not have such needs;
- provide that people with special needs shall have the same right to avail of and benefit from
- appropriate education as do their peers who do not have such needs;
- assist children with special needs to leave school with the skills necessary to participate to the level of their capacity in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives; and
- provide for the greater involvement of parents of children with special educational needs in the education of their children.

The strategy set out in the Act to achieve these objectives includes provision for the assessment of children who it is considered may have special needs and drawing up of an education plan for each student who is assessed as having such needs. These plans are referred to in these guidelines as Individual Education Plans (IEPs).

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

What is an Individual Education Plan?

An Individual Education Plan (IEP)

- is a written document prepared for a named student
- specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

An IEP may usefully be thought of as a product. However, there is also a process involved in developing the plan and it is the quality of this process that determines the quality and effectiveness of the Plan. **The Individual Education Plan is developed through a collaborative process involving the school, parents, the student (where appropriate) and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational programme and focuses on priority learning needs, although the student may also have other learning needs that will not require the same intensive degree of planning and monitoring. Not every aspect of the curriculum and school life needs to be modified for every student with special educational needs - only those areas of identified need arising from assessment should be covered. The amount of adaptation and support will vary according to the individual learning needs of each student. Some students with more complex needs may require significant educational modifications.**

Why have an IEP?

Planning for individual learning needs has been a feature of special educational provision for some time. However, this approach was often fragmented and, to date, was not standard practice in all schools. The requirement to develop formalised IEPs is an essential component of the EPSEN Act, 2004. An IEP

- Allows the student to progress at a level commensurate with ability
- Involves collaboration between all partners
- Focuses teaching strategies
- Ensures records are kept.

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

IEP Principles

The IEP is a working document and should be useful, available and comprehensible to all those dealing directly with the student. It needs to be considered in the context of home, school and classroom organisation.

Effective individual education plans have key characteristics. These are:

- Individualised and child-centred
- Inclusive
- Holistic
- Collaborative
- Accessible.

What the ESPEN Act says

A 'child' is defined in the ESPEN Act as a 'as person of not more than 18 years of age' (Section 1).

The definition of 'special educational needs' as set out in Section 1 of the Act, is as follows:

“‘special educational needs’ means, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without the condition, and cognate words shall be construed accordingly”. (Section 1) The sections of the Act which are of particular relevance to the preparation of Education Plans for students of school age are Sections 3, 8, 9, 11 and 15.

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

Section 3: Preparation of an Education Plan by the School

The procedures specified in this Section are as follows:

1: The parents notify the principal and the principal agrees (or independently forms an opinion) that a student is not benefiting from the regular education programme provided by the school.

2: The principal 'takes such measures as are practicable to meet the educational needs of the student concerned'. (Section 3.2) [These 'measures' are not specified in the Act, but provisionally might be interpreted with reference to the *Staged Approach to Assessment Identification and Program Planning* recommended in Department of Education and Science (DES) Circular SP ED 02/05.]

3: If these measures are unsuccessful and the principal forms a view that the student may have special educational needs, the principal, in consultation with the parents, will arrange for an assessment. This assessment must be commenced within one month of the principal forming this view and completed within three months.

4: Guidelines concerning the persons who are to conduct assessments and the form which these assessments are to take will be issued by the National Council for Special Education. [Relevant information on professional personnel currently designated by the DES as appropriate to conduct such assessments may be obtained from DES Circulars SP ED 01/05 and 02/05.]

5: Where an assessment confirming that a student has special educational needs is received by the principal, "the principal shall, ... within 1 month from the receipt by him or her of the assessment, cause a plan to be prepared for the appropriate education of the student (in this Act referred to as an "education plan") (Section 3.5).

6: The principal must ensure that the persons to be consulted in the preparation of an Education Plan include the parents, the responsible Special Educational Needs Organiser (SENO), 'and such other persons as the principal considers appropriate', and that the involvement of parents, in particular, is facilitated. (Section 3.9c)

7: Immediately after an Education Plan has been prepared, the principal must notify the parents and the SENO of this fact in writing, and must provide the parents and the SENO with a copy of the plan. (Section 3.10)

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

Note :

Section 3 of the Act also provides for the arrangement by the Council for an assessment of a student in cases where the procedure outlined above 'is not practicable', the preparation by the Council of an Education Plan in cases where the principal forms an opinion that a student's needs are not being met by an existing Education Plan, and the conditions under which the decisions taken by the Council concerning an Education Plan may be implemented or appealed.

Section 8: Preparation of an Education Plan at the Direction of the Council

In circumstances where the Council is informed by a Health Board or school principal that a student who has special educational needs is not the subject of an Education Plan under Section 3 of the Act, the following procedures are implemented:

- 1: The Council will direct the relevant SENO to cause an Education Plan to be prepared within two months of receiving such direction. (Section 8.1 & 8.2)
- 2: The SENO will convene an advisory 'team'; this team may include the following persons: parents (with their consent), the school principal (or nominee), the student (where appropriate), a psychologist, and any other professionals with qualifications relevant to special educational needs which are recognised for this purpose by the Council. (Section 8.3 & 8.4)
- 3: The Education Plan to be prepared under this Section "shall have regard to any needs, other than educational needs, of the child concerned which are specified in the assessments under Section 4, and shall ensure that the education plan is consistent with the provision for such needs". (Section 8.5)

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

Section 9: Content of an Education Plan and Transition Arrangements

1: Subject to Guidelines to be issued by the Council from time to time concerning the form and content of Education Plans, "the matters to be specified in plans prepared under Sections 3 or 8 shall include:

- (a) the nature and degree of the child's abilities, skills and talents;
- (b) the nature and degree of the child's special educational needs and how those needs affect his or her educational development;
- (c) the present level of educational performance of the child;
- (d) the special educational needs of the child;
- (e) the special education and related support services to be provided to the child to enable the child to benefit from education and to participate in the life of the school;
- (f) where appropriate, the special education and related services to be provided to the child to enable the child to effectively make the transition from pre-school education to primary school education;
- (g) where appropriate, the special education and related support services to be provided to the child to enable the child to effectively make the transition from primary school education to post-primary school education, and
- (h) the goals which the child is to achieve over a period not exceeding 12 months". (Section 9.2)

2: Specific guidelines may be provided by the Council on the kinds of provision to be made available for particular categories of special educational need, with particular reference to (e), (f), (g) and (h) above. (Section 9.3)

3: Where a child for whom an Education Plan has been prepared is transferring from one school to another, the principal of the first school must consult with the principal of the second before the transition takes place in order to inform the principal of the second school of the content of the Education Plan. (Section 9.8)

4: Such prior consultation between principals must also take place with a view to 'assisting the principal of the second-mentioned school in amending the plan, where such amendment is considered necessary by that principal having regard to the special educational needs of the child

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and the operation of that school (which amendment that principal is authorised by this sub-section to make)'. (Section 9.8)

5: In cases where such amendments are being proposed, the principal of the second school must inform the parents, who may request that the principal consult with the relevant SENO. (Section 9.9)

6: The SENO may then decide to reconvene the planning 'team' (Section 8.4) or members of that team to review the content and implementation of the plan, 'and may, as a consequence of that review, amend the plan'. (Section 9.10)

7: Financial resources and services in support of Education Plans are also mandated in this Section of the Act: 'The principal of the school concerned shall implement an education plan, and for the purpose of preparing and implementing that plan, that school shall be provided with the necessary moneys and support services in accordance with Section 13' (Section 9.7).

Section 11: Review of the Education Plan

1: The school principal must review, or cause to be reviewed, the operation of each Education Plan for children attending the school "at regular intervals, but in any case not less than once a year." (Section 11.1)

2: The purpose of these reviews is to establish whether or not the child has received the services and is achieving the goals specified in the Education Plan, and to make recommendations, where necessary, for the amendment of the plan to enable the student to achieve these goals.

3: The school principal must make a report on the outcomes of the Review to the parents and the relevant SENO. (Section 11.2)

4: Where the SENO is of the opinion that the goals of the Education Plan have not been achieved, he/she may reconvene the planning team, or members of that team, for the purpose of reviewing and amending the plan. (Section 11.3)

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT, 2004 AN OUTLINE

5: Where the parents are of the opinion that the goals of the Education Plan have not been achieved, and where a review of the plan has not occurred in the previous six months, parents may request the principal of the school to arrange for such a review. In cases where the principal accedes to such a request from parents, the review must be conducted as prescribed in this section. (Section 11.4)

6: In cases where a principal does not accede to such a request, parents must be given 'notice in writing of the decision and the reason therefore ...within 2 weeks from receiving the request'. (Section 11.5)

7: Parents may appeal to the Council's Appeals Board¹ a principal's decision not to provide a review within one month of their receiving formal notification to this effect. Such appeals must be heard and determined within one month of their being received by the Board. (Section 11.6 & 11.7)

Section 15: Planning For Future Education Needs

1: Upon the child's reaching an appropriate age, the principal or SENO, when preparing or reviewing an Education Plan, should 'have regard to the provision which will need to be made to assist the child to continue his or her education or training on becoming an adult'. (Section 15.1)

2: To accomplish this, the principal or SENO should 'take such steps as are necessary as will enable the child to progress as a young adult to the level of education or training that meets his or her wishes or those of his or her parents and that are appropriate to his or her ability'. (Section 15.2b)

3: The Council, in preparing or conducting a review of an Education Plan for a child with special educational needs who, within the following 12 months will reach the age of 18 years, will cause an assessment to be made of the success or failure of the goals of previous or existing plans in meeting such needs, and the effect of any such failure on the child's development. The revised Education Plan prepared by the Council, 'shall include measures to address any such effect'. (Section 15.3)

1. The Appeals Board was established in April 2006

CHAPTER 2

PLANNING TO DEVELOP AN IEP

In this chapter we move to the procedures involved in developing an IEP. The first section deals with the gathering of relevant information while the second and third deal, respectively, with mechanisms for ensuring consultation and convening and conducting IEP Planning Meetings.

Once a child has been identified as having special educational needs the first step towards the development of an IEP is to gather relevant information. In this chapter this aspect of the IEP is dealt with by first referring the reader to the type and range of information to be gathered, as specified in the EPSEN Act, 2004. Suggestions are then made regarding sources of information and the type of information to be gathered from these sources. The chapter then goes on to introduce the factors that need to be considered during the process of consultation, including the importance of parental involvement. This is followed by specific guidelines to be followed when convening and conducting IEP Planning Meetings.

The formal assessment/evaluation process does not form part of these IEP guidelines. It precedes the stages dealt with here. Issues specific to the referral process and formal assessment will be dealt with in separate guidelines to be issued by the National Council for Special Education. It is important to note that an IEP must be prepared within one month of an assessment which indicates that the child has special educational needs.

The text in this chapter relates, in the main, to the development of IEPs under Section 3 of the EPSEN Act, 2004. In some cases, Section 8 requires additional actions. Where additional actions are required, these are specified in the highlighted boxes.

**KEY TASK**

The Key task in developing an IEP is to gather relevant information about the child for whom the IEP is being prepared

2.1. GATHERING INFORMATION

The EPSEN Act, 2004 identifies specific information which must be included in the Education Plan.

EPSEN: Section 9.2

Subject to guidelines to be issued by the Council from time to time concerning the form and content of Education Plans, the matters to be specified in plans prepared under Section 3 or 8 shall include:

- (a) the nature and degree of the child's abilities, skills and talents;
- (b) the nature and degree of the child's special educational needs and how those needs affect his or her educational development;
- (c) the present level of educational performance of the child; and
- (d) the special educational needs of the child.

Information gathered provides the basis for the development of a comprehensive student profile. This profile is the foundation from which the IEP is developed. A key task, therefore, in developing an IEP is to gather relevant information about the child. It is recommended that this information be gathered and made available to those involved in developing the plan in advance of an IEP Planning Meeting. The effectiveness of such a meeting will be enhanced if participants have had time to study the information before they come together.

The information gathered should specifically identify the strengths and needs of the pupil. This information, drawing from a variety of sources, may be based on a mix of formal and informal measures, including teacher observation and portfolios.

It should be noted that the written consent of parents is necessary prior to the gathering or distribution of information about a child between school and external agencies and vice versa. Only relevant information should be gathered.

2.1. GATHERING INFORMATION

Sources of information

Home, school and community are important sources of information about the child with special educational needs. The child concerned is likely also to have contact with a number of professionals who will have assessed her/his strengths and needs formally and/or informally. Figure 1 illustrates possible sources of information pertinent to the IEP process.

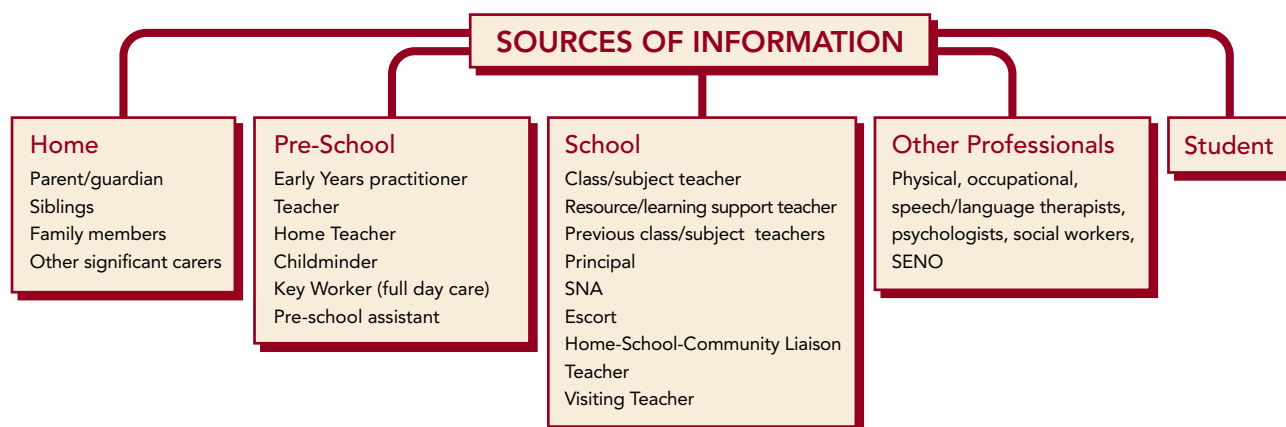


FIGURE 1 Sources of Information

Parents: provide a perspective on their children that is different from that of the professionals involved with the child. In the case of the pre-school child, parents are the source of vital information about the child's developmental history. Parents can often provide valuable information about the child's medical history/requirements, educational history, strengths and gifts and emotional and social needs (further suggestions about engaging parents in the IEP process is contained in Chapter 5).

Student: Students themselves, particularly if older, can be an important source of information about, for example, their learning style, interests, what they like to learn about, what interferes with learning for them and what helps them learn (see Chapter 5).

School: The child's class teacher and former teachers are a central source of information about the child's strengths/needs, interests, specific difficulties across curricular areas as well as the programmes and strategies that have been successfully implemented with the child. Teachers can provide details about educational interventions; they can also provide comparative information/data which demonstrate a child's performance relative to other children of the same age/class. School records are an additional source of information about a child's educational history/learning over a period of

2.1. GATHERING INFORMATION

time, which indicate whether a child's difficulties have developed recently or are of longer duration. Information from school records and school personnel may also provide a profile of a child's social and emotional development.

Other Professionals: The range of professionals consulted in relation to a child's educational programme may vary as appropriate. The information provided by such professionals may include: information about the child's medical needs, physical or sensory development, cognitive functioning, emotional and/or behavioural development, speech and language, communication, hearing and/or vision. Information gathered from these professionals can help determine the child's strengths and needs across a range of functioning.

Gathering Information Checklist

The following checklist provides examples of the information that may be gathered from the different sources. This checklist can be used to aid the systematic gathering of information. It may prove useful in providing an overview of the information. If desired, it may be made available in advance of an IEP Planning Meeting.

The checklist does not represent an exhaustive listing; equally, not all of the items may be relevant in any one case.

2.1. GATHERING INFORMATION

		COMMENT
GENERAL INFORMATION (PARENT / SCHOOL)	<ul style="list-style-type: none"> • name, address, date of birth • name of school, name of previous pre-school (if applicable) • assessments undertaken and dates of same • early educational interventions (if any) 	
INFORMATION FROM PARENTS	<ul style="list-style-type: none"> • home / family background information • health information such as illnesses, hospitalisations, energy levels • any medication child takes on an ongoing basis • developmental information • physical, sensory development (where applicable) • sight, hearing – information from assessments • interests and hobbies 	
INFORMATION FROM STUDENT	<ul style="list-style-type: none"> • subjects / areas of learning that interest her/him • what aids learning • what interferes with learning • learning style • priority learning needs (depending on age and nature of difficulty) • interests and hobbies 	
INFORMATION FROM PRE-SCHOOL OR SCHOOL	<ul style="list-style-type: none"> • developmental needs identified in early childhood • resources / personnel assisting inclusion at pre-school e.g, pre-school assistant • class level, name of mainstream teacher, Learning Support/Resource Teacher • child's educational history • the degree of additional learning support provided (where applicable) • attendance, punctuality, attitude to pre-school / school • levels of attention / concentration • the extent to which the child accesses the mainstream curriculum • the proportion of the school day spent in the mainstream classroom • progress based on systematic assessment • screening and/or assessment scores across class levels / across curricular areas • previous end-of-year reports, reports of behaviour across classes, from yard etc. • curriculum supports, range and types of interventions implemented, the student's response to interventions and progress made • instructional style of the classroom: whether whole-class teaching or group work is used • self management and organisation skills - the child's ability to manage school life, organise materials, and timetables • details of timetable used (applies particularly to second-level students) • specialist equipment/assistive technology required • interests / hobbies 	
OUTSIDE AGENCIES	<ul style="list-style-type: none"> • range of agencies and professionals involved with the child • nature and frequency of involvement • assessments undertaken and dates of same • dates of reports detailing strengths and needs • type and intensity of interventions (if any) • response to interventions, progress to date 	

SUGGESTED CHECKLIST FOR GATHERING INFORMATION

2.1. GATHERING INFORMATION

Type of Information gathered for the IEP

Gathering relevant and comprehensive information will greatly facilitate the writing of realistic and achievable IEP targets and strategies. A variety of procedures may be used to investigate the child's strengths and needs including aptitude and achievement tests, curriculum-based assessments criterion-referenced tests, checklists, systematic observation, portfolios and work samples. Results from formal assessments are frequently reported as percentiles or standard scores and consideration needs to be given to how this information will be shared sensitively and appropriately with parents.

Areas to consider

- Personal and social skills
- Cognitive ability
- Motor skills
- Language and communication
- Literacy/numeracy
- Attention to attitude and motivation
- Access to the curriculum

Drawing the Information Together

While the principal has overall responsibility for ensuring that an IEP is written for each child with special educational needs, this task may be delegated to another member of staff, referred to here as the IEP Co-ordinator.

2.1. GATHERING INFORMATION

It may be more efficient if information from some of the parties involved is forwarded to the IEP Co-ordinator as a brief written summary. On receipt of this information the IEP Co-ordinator must summarise the information provided. It is important that the IEP Co-ordinator considers whether the information presented is complete and up-to-date and makes efforts to follow up on any missing information. It is also helpful if the IEP Co-ordinator reviews school records and meets and talks with parents, the child and teachers (current and previous) in advance of a planning meeting. A function of the IEP Co-ordinator is to oversee the gathering and dissemination of relevant information in advance of the IEP meeting (see also Chapter 6). The checklist below identifies the relevant information required. Again, the list is not exhaustive and not all items may be relevant to every case.

	YES / NO	COMMENT
<ul style="list-style-type: none"> • Has relevant information been gathered from the key people involved with the student? • Have the parents been fully involved in the process? • Has information been gathered from the student ? • Have former teachers been consulted (where appropriate)? • Is the information that has been gathered complete? • Are reports current? • Is there evidence about the child's current levels of performance? • Where appropriate, has information from school records been gathered? • Is there information about the child's performance across the curriculum? • If the child is on medication, has this been recorded? • In the case of a child with a physical disability, has information relating to access been gathered? • In the case of the child who needs an assistive technology device, is there information about the child's ability to use such technology? • Where, relevant, is there information about everyday life skills? • Are there any special considerations? 		

SUGGESTED CHECKLIST FOR THE IEP CO-ORDINATOR

2.2. CONSULTING WITH OTHERS

As outlined in Chapter 1, the terms of the EPSEN Act, 2004, provide for the drawing up of an IEP for a student either by the school (under Section 3) or by the National Council for Special Education (under Section 8).

Section 3 provides that in the drawing up of the IEP the principal must ensure that the parents of the child, the relevant SENO and such other persons as the principal considers appropriate **“are consulted”** and that the **“involvement of parents in the preparation of the IEP is facilitated”**. It is recommended in these guidelines that the most appropriate mechanism for consultation under Section 3 is by way of a meeting involving the parents and those whom the principal considers should also be consulted.

Where Section 8 applies, i.e. in circumstances where the Council is informed by a Health Board or school principal that a student who has special educational needs is not the subject of an Education Plan under Section 3 of the Act, it is the SENO who is responsible for convening a group of persons, to provide advice to him/her in relation to the preparation of the plan. This group of people is known as a **‘team’**. The section of the Act goes on to specify that the team must consist of the principal, or a teacher nominated by the principal, and the parents (if they so wish). The child, if appropriate and other professionals may also be members of the team.

When the information has been gathered the next step is to engage in a process of dialogue with the parties who will contribute to the IEP. This may include a formal **IEP Planning Meeting**, or may involve a series of smaller consultations. The Act allows for a certain amount of flexibility in the arrangements for consulting with others. It is recommended here that parents are invited to at least one meeting to discuss their child’s IEP.

2.2. CONSULTING WITH OTHERS

Consultation and Collaboration

The development of the IEP should be based on dialogue and collaboration with parents, teachers, the student and other appropriate professionals. There are a number of possible approaches by which the process of consultation can be facilitated. In some cases, where large numbers of people are involved, it may prove difficult to convene a single meeting. In these cases it may be preferable for various parties to have smaller, informal consultations that feed into a more formal meeting, where a smaller number of people can get together and share information previously gathered. It is also important to consider which meeting format will best suit parents. Some parents like to be consulted prior to a meeting, some like to attend any meeting where their child's needs are discussed, while others may prefer to meet with one or two familiar members of staff to agree plans. This matter is discussed further in Chapter 5.

Three Different Approaches to Consultation

Three different approaches to consulting with others for the purposes of IEP planning are set out below. The important principle to bear in mind is that **any approach should maximize participation and increase dialogue.**

1. DEVELOPMENT OF AN IEP BY A FULL GROUP

This approach involves all members of the group being present together to discuss the child's strengths and difficulties and to write targets and strategies. The advantage of this structure is that all parties are able to share a dialogue and can contribute to the process. A disadvantage is that, where a lot of people are involved, these meetings may be more time-consuming and difficult to organise. Some participants may feel overwhelmed by a large group. Also, those who undertake to write targets and strategies, may feel under some pressure during the meeting.

2. ASPECTS OF IEP DRAFTED BEFORE AN IEP PLANNING MEETING

This approach may involve some people meeting informally to draft an IEP framework prior to a more formal IEP Planning Meeting. Individuals may undertake to document the child's abilities and needs, his/her present level of educational performance or to prepare proposed targets and strategies which can then be considered at the IEP Planning Meeting. The work that has been drafted for the

2.2. CONSULTING WITH OTHERS

meeting is then discussed and agreed during the meeting. This approach has the advantage of allowing for much thought and preparation to be done in advance. A disadvantage of this approach is that all parties will not have shared together the process of thinking and planning that directs targets and strategies. It is important that if this approach is used, parents have opportunities to share their priorities and concerns in advance of the meeting. If parents feel that other parties have prepared an IEP which they are then expected to 'rubber stamp', without enough dialogue and true collaboration, they are unlikely to be committed to it.

3. IEP WRITTEN AFTER A PLANNING MEETING

With this approach, participants may share concerns and interests and may agree some priority learning needs, but the detailed writing of targets and strategies is undertaken by one or two people, after a planning meeting. In these cases it is most important that the IEP, once written, is discussed and agreed with parents before it is finalised.

The advantage of this approach is that it allows time in the planning meeting for a wide-ranging discussion, without individuals feeling under pressure to commit targets to paper. A disadvantage is that some people will have to undertake the task of actually writing the targets without the benefit of the whole team being present.

In selecting one of the above approaches the school should consider which one best suits the particular setting or circumstance. Where the nature of the child's needs and abilities are well established and there has been good consensus at previous IEP planning meetings, the second approach (aspects of the IEP drafted before a planning meeting) may prove more suitable. In cases where the child's needs have only recently been identified, or there have been significant changes in the child's circumstances, the approach in the third example (IEP written after the planning meeting) may be more relevant. Where a number of different professionals are involved, but do not work together regularly nor have had an opportunity to consult, the first approach (development of an IEP by a full group) may be helpful.

2.2. CONSULTING WITH OTHERS

Whatever approach, or combination of approaches is used, the finished IEP document must include the content specified in the Act (see Chapter 3). Schools also need to give consideration to when and how students can be meaningfully engaged in the IEP planning process. Student participation is discussed in Chapter 5.

Where Section 8 applies, it is likely that the IEP will be developed by a group (the team) in a formal meeting.

2.3. CONVENING AND CONDUCTING IEP PLANNING MEETINGS

Who attends an IEP Planning Meeting?

As indicated earlier it is a matter for the principal (under Section 3 of the Act) to decide who should be consulted in addition to the parents and the SENO. (It should be noted that while the SENO may be advised/ consulted about an IEP Planning Meeting, this does not necessarily imply that the SENO will attend that meeting). Others who may attend this meeting include, as appropriate:

- the student,
- the person co-ordinating the information gathered (e.g. the IEP Co-ordinator),
- the person, other than the child's teacher, who has responsibility for the provision of special education within the school,
- the child's pre-school /class or subject teacher(s) including, as appropriate, prospective school personnel and any other key worker(s) involved with the child,
- any of a range of professionals including psychologist, occupational therapist, speech and language therapist, physiotherapist, social worker, as appropriate.

A member of the IEP group may fulfil more than one function at the meeting e.g. the person with responsibility for the provision of special education in the school may also act as the IEP Co-ordinator for the student in question.

Organising the Agenda for an IEP Planning Meeting

Advance planning for an IEP meeting helps ensure its smooth running. The agenda for the IEP meeting should be set by the principal or a person delegated by the principal such as the person who chairs the meeting or the IEP Co-ordinator.

The SENO may take responsibility for setting the agenda, if an IEP Meeting is conducted under the terms of Section 8.

2.3. CONVENING AND CONDUCTING IEP PLANNING MEETINGS

It is important that the agenda allows sufficient time to deal with all aspects of the meeting. Again, the time required will vary depending on the format of the meeting. Circulation of an agenda and any relevant documentation in advance of the meeting will ensure that participants are informed and able to come prepared to contribute.



GOOD PRACTICE

Having a specific time for IEP Planning Meetings, e.g. Monday afternoons, may facilitate attendance and simplify arrangements.

Notification of an IEP Planning Meeting

It is the duty of the principal or the person designated by the principal to ensure that those who will attend are given adequate notice about the date, time and venue for the meeting. The prospective participants should be contacted, ideally in writing, with details of the meeting. This notification may also serve as a reminder to professionals of information / data summaries required in advance of the meeting. The difficulty experienced in getting a large number of people to agree on a date / time and venue may influence decisions about the format of the meeting.

Parental attendance at the IEP planning meeting should be encouraged (unless they choose not to attend). Notification to parents must be provided sufficiently in advance to ensure their availability. This notification should inform them about the purpose of the meeting and include a list of those expected to attend. The letter should encourage parents to highlight, in advance, any concerns that they would like to have addressed at the meeting.

2.3. CONVENING AND CONDUCTING IEP PLANNING MEETINGS



GOOD PRACTICE

Although not specified in the Act, parents may benefit from having additional support from, for example, a member of their extended family, translator, supportive friend or advocate.

Conducting an IEP Planning Meeting

Meetings convened under Section 3 of the Act will normally be chaired by the principal or a person nominated by him / her. Often it is helpful to have some agreed procedures to ensure that an IEP Planning Meeting is conducted in an efficient and organised manner. The setting, greetings and introductions are important in making participants, particularly parents and students, feel at ease. It is important that people are sensitively introduced and that procedures and expected outcomes are clarified.

The suggestions set out below are aimed at facilitating the smooth running of the meeting:

In opening the meeting the chairperson should:

- state the purpose of the meeting;
- introduce the participants;
- clarify participants' roles;
- appoint a recording secretary;
- establish a timeframe;
- address issues of confidentiality, including who should access the documentation.

2.3. CONVENING AND CONDUCTING IEP PLANNING MEETINGS

During the meeting it is important to provide an opportunity for all participants to:

- obtain a clear picture of the child's current strengths, talents, interests and needs;
- identify key priority learning needs that provide direction for the child's education over an agreed period of time;
- engage in a discussion that takes place in an atmosphere of mutual respect involving collaboration and consensus;
- engage in a 'jargon-free' discussion where the language used is understandable by all concerned;
- express any particular concerns or aspirations.

At the close of the meeting the chairperson should:

- summarise all decisions taken and clarify who should do what, by when;
- establish a date for the review of the IEP;
- make arrangements for the finalised plan to be signed by the parents, the IEP Co-ordinator and the student (where appropriate);
- ensure copies of the plan are made available to all the relevant parties.

It is important to be aware that, whatever process of consultation is followed, when an IEP has been prepared, the principal of the school should notify both the parents/guardians and the SENO in writing and should give both parties a copy of the IEP.

CHAPTER 3

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

This chapter looks at the crucial task of writing the IEP, often the part of the process that may cause teachers most anxiety. The process will be introduced by first listing the elements an IEP should contain. These elements are specified in the EPSEN Act, 2004. The overall process will then be outlined step-by-step. The steps involved in writing an IEP are incorporated in the worked example at the end of this chapter and in the range of IEP templates provided in the Annex.

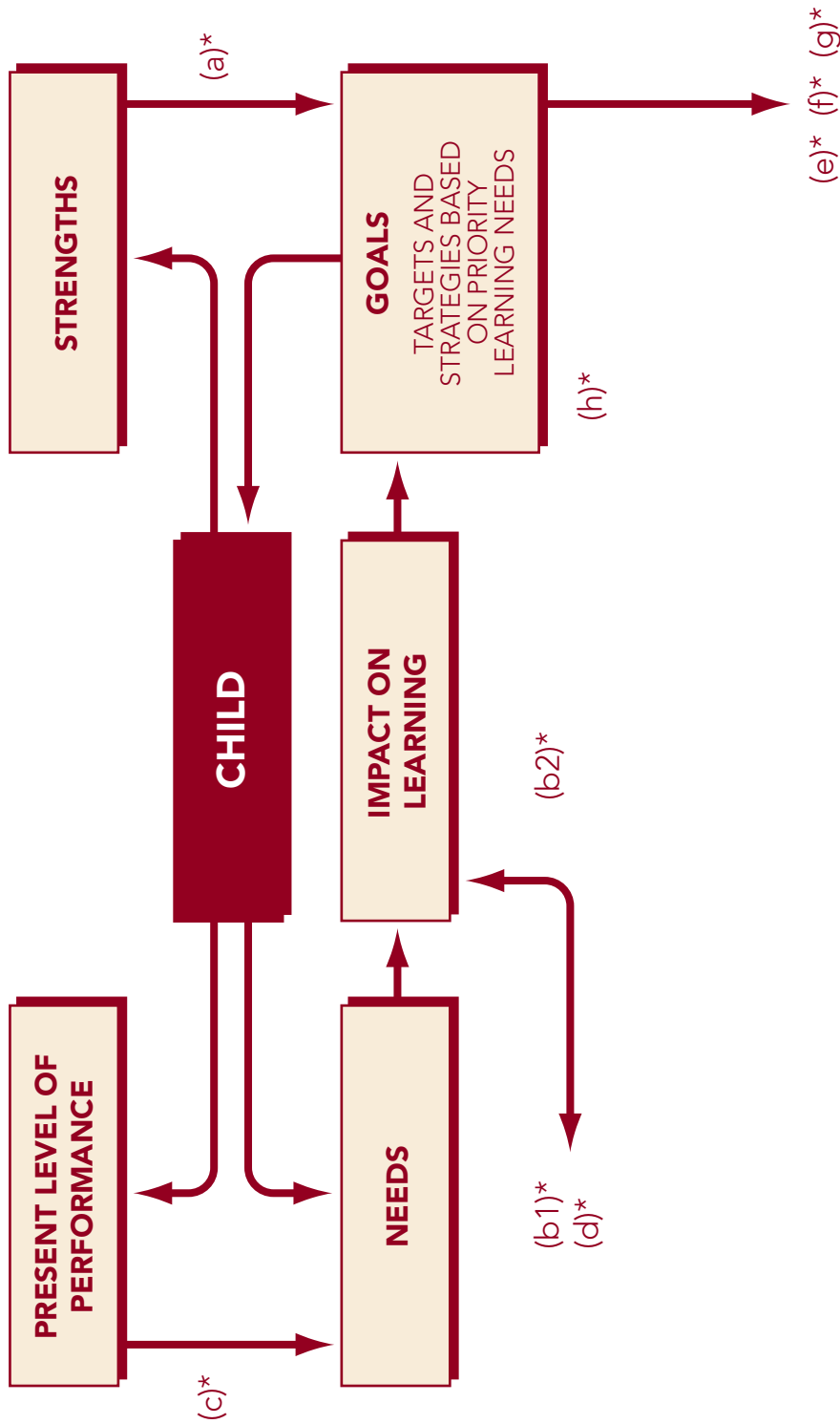
3.1. CONTENTS OF THE PLAN

As indicated in Chapter 1, Section 9 of the Act specifies the following elements that must be contained in the IEP:

- (a) the nature and degree of the child's abilities, skills and talents;
- (b) the nature and degree of the child's special educational needs and how those needs affect his or her educational development;
- (c) the present level of educational performance of the child;
- (d) the special educational needs of the child;
- (e) the special education and related support services to be provided to the child to enable the child to benefit from education and to participate in the life of the school;
- (f) where appropriate, the special education and related services to be provided to the child to enable the child to effectively make the transition from pre-school education to primary school education;
- (g) where appropriate, the special education and related support services to be provided to the child to enable the child to effectively make the transition from primary school education to post-primary school education, and
- (h) the goals which the child is to achieve over a period not exceeding 12 months". (Section 9.2)

Figure 2, the 'Essential Elements Template' presents a visual representation of the elements specified in the EPSEN Act, 2004 listed above.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN



*(a) – *(h) see next page

FIGURE 2 The Essential Elements Template

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

- *(a) The nature and degree of the child's abilities, skills and talents
- *(b1) the nature and degree of the child's special educational needs
- *(b2) how those needs affect his or her educational development
- *(c) the present level of performance
- *(d) the special educational needs of the child
- *(e) the special education and related support services to be provided to the child to enable the child to benefit from education and to participate in the life of the school
- *(f) where appropriate, the special education and related services to be provided to the child to enable the child to effectively make the transition from pre-school education to primary school education
- *(g) where appropriate, the special education and related services to be provided to the child to enable the child to effectively make the transition from primary school education to post-primary school education
- *(h) the goals which the child is to achieve over a period not exceeding 12 months

(Note: These eight elements (a-h) in Figure 1 are those identified in Section 9 (2) of the EPSEN Act)

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

An overview of the steps involved in the process of writing the IEP is set out in Figure 3. Each of these steps will, in turn, be discussed in this chapter. The NCSE is not recommending or suggesting one particular IEP template but rather has included, as part of these guidelines, a variety of templates. Irrespective of the template used, the process is the same and the important thing about the IEP form used by a school is that it is clear, and incorporates all of the specified steps. This flexibility should allow for the design of an IEP which best fits the particular context.

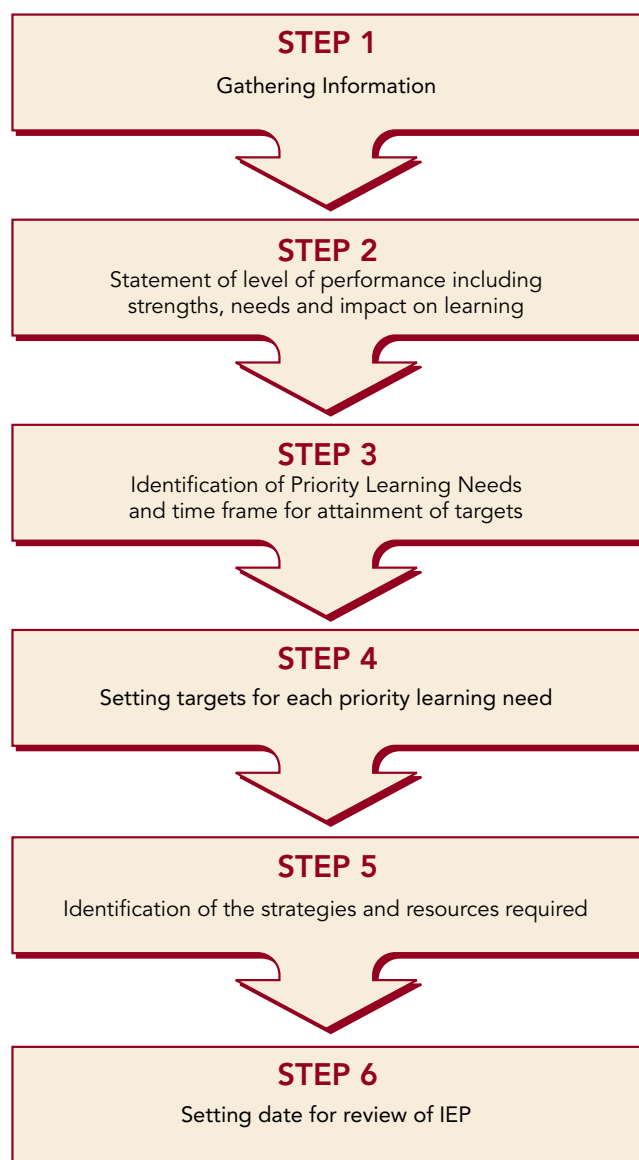


FIGURE 3 The steps involved in writing the IEP

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Step 1: Gathering Information

The process involved in gathering information was discussed in Chapter 2. Once the relevant information has been gathered and summarised it should be disseminated to those involved in developing the IEP. Providing this information in advance of a meeting allows decisions to be taken on whether adequate information has been gathered, whether the information gathered is relevant and the nature of any additional information that may be required. Adequate and accurate baseline information is essential if the targets that are developed are to be realistic and achievable.

Step 2: Establishing level of performance

Step 2 in the process involves taking the information that has been gathered and using it to establish the child's level of performance and to generate a profile of that child.

Level of Performance

A statement of current level of performance fulfils two important functions:

- (1) it provides the basis for the identification of priority learning needs and realistic, achievable targets;
- (2) it allows for the tracking and confirmation of progress.

Establishing the child's current level of performance involves synthesising assessment data which may have been derived from formal and/or informal measures and which may pertain to academic areas such as language, literacy or maths and/or non-academic areas such as mobility, social/emotional development or self-help skills.

It is most important that performance levels are recorded in precise terms. The greater the level of detail at this stage, the more likely that, when targets come to be written, they will be accurate and relevant. For example, it is more useful to describe a student as, 'able to take turns and join in team games in the yard' than as 'has good social skills'.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Strengths and Needs

Documenting present level of performance allows for the development of a clear profile of the child's current functioning and from that profile the child's strengths and needs can be identified.

Documentation of the child's strengths, abilities and talents provides insight into what the child can do in designated skill areas and what skills the teacher can capitalise on and incorporate into teaching strategies. Documentation of specific needs, including identification of the connection between these needs and learning, is the basis for the establishment of priority learning needs and targets.

Step 3: Identification of Priority Learning Needs and time frame for attainment of targets

Targets are best developed in the context of the child's needs, and, therefore, the term 'priority learning needs' is used. This term refers to prioritised areas for intervention. Effective strategies are also important in supporting the achievement of targets, and this term, 'strategies', is introduced here. Therefore, in considering the need to develop 'goals', we need to identify 'priority learning needs' which will feed into the learning 'targets' and these learning targets will, in turn, be supported by 'strategies'.



In the EPSEN Act, 2004 the term 'goals' is used. In these guidelines the concept of goals is developed and the more commonly used term 'targets' is employed to describe what tasks or activities the child may be expected to achieve.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Priority Learning Needs

Priority learning needs are those needs that have been prioritised for intervention from the range of needs derived from the child's current level of performance. Priority learning needs form the basis for the development of learning targets and represent the anticipated attainment for a child over a pre-determined period of not more than 12 months. **Priority learning needs are identified only for those areas where the child is experiencing difficulty.** The number of priority learning needs should relate to the particular child, the degree of need and the seriousness of those needs. **It is important to concentrate on a realistic number of the child's most serious needs.**

When determining priority learning needs for the child it is important that the different perspectives of those involved in the IEP process are taken into consideration.

In formulating priority learning needs the IEP team should consider –

- The child's current level of performance.
- The child's specific strengths and needs.
- The child's rate of progress.
- The urgency of the child's needs in specific areas of learning.
- The relevance of the learning needs prioritised.
- The child's motivation and interest.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Step 4: Setting Learning Targets for each Priority Learning Need Writing Learning Targets

The next step is to identify targets. The writing of targets is fundamental to the IEP process. A well-written IEP is easier to implement and evaluate. Targets should relate very directly to priority learning needs and should also build on the gifts and strengths identified. Targets should be **S**pecific, **M**easurable, **A**greed, **R**ealistic and **T**imebound (using the **SMART** acronym). It is essential that targets are written in such a way that they can be effectively evaluated. The strategies to be applied in achieving the targets and how they are to be evaluated should also be outlined. While it is extremely important to set realistic targets, care should be taken not to limit the child's opportunities. Several targets are usually written for each priority learning need.

Targets are written in terms of student outcome. They should usually start with the student's name and a positive statement, e.g. 'Sinéad will...'. A target that is specific e.g. 'Sinéad will be able to take turns and participate in a group activity' is much more useful than 'Sinéad will improve her social skills'. **The more clearly a target specifies the desired behaviour the more clearly it can be determined whether it has been achieved.**

The number and type of targets should relate directly to the nature and seriousness of the student's needs. **Targets arise when the student needs something additional or extra; they do not need to be written to cover areas where the student is able to access the curriculum ordinarily available.** For some children this will mean a concentration on literacy skills, with perhaps five or six targets, all specific to literacy. For another, the focus may be on the area of personal and social competence. Some children may need targets in a range of areas.

When writing targets the sequence in which skills occur is an important consideration. More complex skills are not targeted for intervention for the child ahead of less complex skills. Learning tasks need to be broken down into steps that are manageable for the particular child. The number of steps required will vary with the child.

Targets may include conditions of performance, as exemplified in the following:

"Given a turn-maker and a gestural prompt (nod from the teacher), Rebecca will take at least two turns during circle-time".

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Targets may also include a criterion for success, such as “*Orla will read Wellington Square, Level 3, with 97% accuracy*”.

For students with more complex needs, targets may have to include both the conditions for learning and the criteria for success. For example, “*During morning break and lunch times, given a verbal prompt by an adult, Patrick will indicate he wants a drink, by pointing at a picture in his communication book (for three out of four opportunities)*”.



WRITING TARGETS MEANS IDENTIFYING

- what the child will do
- conditions under which the child will perform a task
- the materials and supports required to achieve a target
- the time frame in which the target will be achieved

Targets should be reviewed regularly.

Appropriate terminology for use when writing targets

It is important that there is purposeful planning for a student; without this stage, target writing can become piecemeal and mechanical and lacking in vision. It is very useful for a teacher to ask “*What do I want this student to be able to do at the end of the year?*” The answer to such a question usually gives a focus to the whole IEP endeavour.

Well-written targets state in precise terms what the student is expected to do. Targets stated in unambiguous words help determine whether the targets set have been reached. In writing targets, it is recommended that the words used be specific, observable and measurable.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN



EXAMPLES OF APPROPRIATE WORDS TO USE WHEN WRITING TARGETS

- to name (orally or in writing)
- to write
- to match
- to differentiate (by selecting, marking, separating into groups)
- to recite / say
- to identify
- to find
- to list
- to classify
- to order
- to compare
- to describe
- to construct (draw, make, build)
- to demonstrate (perform procedure with or without verbal explanation)

Use of Technology

Technology is now commercially available to assist in the drafting of written IEPs. Software can be used to assist teachers in identifying curriculum areas and in generating targets arising from identified needs. It can also be useful in breaking tasks into smaller achievable steps. Appropriate software includes frameworks and templates for IEPs that can be used in flexible ways.

At the moment, software has not been tailored to the Irish educational context, and, therefore, certain modifications to the templates and targets will often be needed. Such software may have some value, particularly when teachers are becoming familiar with the task of writing targets. However, it is important that the use of such software does not take precedence over the process of dialogue, as it is this process of consultation between concerned parties that is central.

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

Group IEPs

These are common targets for several students within a class who have similar difficulties. The class plans can focus on learning targets that all the students can achieve but assessment of whether targets have been achieved needs to be on an individual basis.

Step 5: Identification of the strategies and resources required

Specifying Strategies

Strategies are all the techniques and approaches used by adults to support the targets set for the child. **While targets are about what the child will be able to do, strategies are about what the adults will do to help the child achieve his/her targets.**

Where relevant, teachers should state the strategies or methods to help the child reach the targets. Strategies may also include information about any materials, special conditions, adaptive equipment, or special organisational arrangements that are required. Reference may also be made to the place and time when teaching may take place. For example, a target to encourage a student to line up with others would be implemented both in the yard and in the classroom. It should be clear to all involved which person or persons are responsible for the implementation of each target. One target may have a number of strategies supporting it, with elements to be implemented at home and at school.

Some targets can be met within the framework of the curriculum and may be delivered across a range of situations. Therefore, consideration should be given to how targets and the supporting strategies will be shared with a range of staff and, perhaps, peers. For example, if it is agreed that certain attention-seeking behaviours are to be ignored, it will be helpful if there is a whole-school approach to this. When looking at behavioural issues, the strategies needed to support targets are crucially important. For example, which adults are involved in monitoring behaviour? What rewards will be offered and by whom?

Additional information may be included in the IEP relating to the personnel involved in implementing the IEP. These include the type of support services to be provided, the frequency or intensity of such

WRITING, IMPLEMENTING AND REVIEWING THE INDIVIDUAL EDUCATION PLAN

service(s), access to the general curriculum and accommodations in relation to in-house and State examinations.

Step 6: Setting the date for the Review of an IEP

Section 11 of the EPSEN Act, 2004 provides that the principal shall arrange for a review of an IEP at regular intervals but not less than once a year. The setting of a review date is an integral part of the IEP itself. The checklist below presents, in summary format, the range of tasks that need to be undertaken to draw up an IEP.



SUGGESTED SUMMARY CHECKLIST FOR WRITING THE IEP (SEE WORKED EXAMPLE AT THE END OF THIS CHAPTER)

Have you:

- listed the personnel involved in the development of the IEP?
- included personal details about the child such as name and address?
- included a comprehensive profile of the child based on the wide ranging information gathered?
- identified the child's strengths, abilities and talents?
- identified the range of learning needs?
- selected the child's priority learning needs
- selected targets consistent with the priority learning needs?
- identified appropriate teaching strategies to achieve the targets?
- identified suitable materials / resources to achieve the targets?
- included a date for review of the IEP?
- where appropriate, identified personnel who will work with the child to help him/her achieve targets?

3.2. IMPLEMENTING THE IEP

Once the IEP is written it is essential that the special education and related support services as identified in the IEP are provided.

Section 9 (7) of the Act states that "The principal of the school concerned shall implement an education plan and, for the purpose of preparing and implementing that plan, that school shall be provided with the necessary moneys and support services in accordance with Section 13."

Under the Act, the principal has responsibility for ensuring that the IEP is implemented and should liaise with the NCSE regarding the provision of the necessary identified supports.

While the principal has overall responsibility, the implementation of the IEP, like its drafting, is essentially a collaborative exercise involving a whole-school approach. Each staff member has a role to play and needs to know and understand his/her responsibilities in relation to the implementation of the IEP. How the IEP will be implemented in the different settings needs to be discussed with the relevant staff, so that they can plan appropriate ways of meeting the targets within these different settings (e.g. curricular areas, break and lunch time, travel to and from school). In addition to a whole-school approach, implementation will frequently involve collaboration with other agencies/ personnel as identified within the IEP.

It is important that one person (the IEP Co-ordinator for the named child), under the authority of the principal, has overall responsibility to ensure that the various elements of the IEP are implemented.

3.3. REVIEW AND REVISION OF THE IEP

The Act requires that the IEP is reviewed at regular intervals but not less than once a year.

Section 11 states " the principal of the relevant school shall review or cause to be reviewed at regular intervals, but in any case not less than once a year, the operation of each education plan"

Reflection on and continuous review of the IEP is necessary, so that the child's needs remain the central focus. It should be remembered that neither targets nor strategies are written in stone. Any education plan may require sensitive modification and adaptation. Sometimes a strategy that has worked well with many students will not work for a particular student and it is most important that schools do not persevere with an approach that is proving ineffective. At other times, a student's progress may outstrip expectations and again, changes will have to be made to the plan to accommodate this progress. In consultation with others, the IEP Co-ordinator should make modifications as needed. Parents should always be advised of substantive changes.

In addition to reviewing the plan on an on-going basis, it is essential to formally review the IEP at the time specified in the IEP. The Act provides that the IEP be reviewed not less than once a year. The purpose of this review is to evaluate the child's progress and allow for the amendment of the IEP as necessary taking account of the child's levels of performance and anticipated needs. It is a good idea to involve the child's parents in the review of the IEP. The following questions arise at the revision stage:

- Has the child reached the targets? Made progress towards the targets?
If the targets have not been met then the following questions may be relevant
 - Do the target(s) need to be divided into smaller steps?
 - Do the teaching strategies need to be altered?
 - Should the student continue with the same target(s) for another specified period?
 - Does the target need to be changed altogether?

If the targets have been achieved within the specified time, decisions are made about setting the next targets. The child's parents and the SENO should be informed of the outcome of the review. It is important to note that under Section 11.4 of the Act that "where parents have reason to believe that the goals specified in an Education Plan prepared in respect of their child are not being achieved

3.3. REVIEW AND REVISION OF THE IEP

and a review of the plan has not occurred in the previous six months, they may request the principal of the relevant school to arrange for such a review...”

The elements specified by the EPSEN Act, 2004 as essential to the IEP process have been identified and explained in this chapter. This information is now illustrated in the exemplar which follows (Figure 4). Further examples are presented in an Annex to the document.

3.3. REVIEW AND REVISION OF THE IEP

STRICTLY CONFIDENTIAL			
<p>NAME: Michael Murphy ADDRESS: 36 Temple Grove, Kildare SCHOOL: Scoil Mhuire Sen School, Main St, Kildare RESOURCE TEACHER: Mr Connolly</p>	<p>D.O.B: 20-04-1994 CLASS: 5th IEP CO-ORDINATOR: Mr Connolly</p>	<p>C.S. 11yr 1mth CLASS TEACHER: Mrs O'Sullivan SNA: Not applicable</p>	
TIMELINE FOR IEP / REVIEW			
IEP MEETING DATE: May 25th 2005	ADDITIONAL MEETING(S):	PROJECTED REVIEW DATE: May 24th 2005	
NAMES AND SIGNATURES OF THOSE IN ATTENDANCE AT IEP MEETING			
NAME	ROLE	SIGNATURE & DATE	SIGNATURE & REVIEW DATE
John Connolly	IEP Co-ordinator		
Mary and Eoin Murphy	Parents		
Rita O'Sullivan	Class Teacher		
John O'Reilly	SENO		
Laura Kavanagh	NEPS Psychologist		
Lisa Begley	Speech/Language Therapist		
Michael Murphy	Student		
INDIVIDUAL EDUCATION PLAN			

NOTE

IT IS IMPORTANT THAT THE FOLLOWING INFORMATION IS INCLUDED ON THE PLAN:

name, date of birth, start and review dates, team members, IEP Co-ordinator, signatures/role of team members.

3.3. REVIEW AND REVISION OF THE IEP

SOURCE OF INFORMATION	OBSERVATION/ASSESSMENT	COMMENT
Teacher	NRIT Level 3 Dolch Word List Schonell Spelling Tests, Level 2	Achieved a Quotient of 79 Read correctly 99/100 on first 100 words 70/100 on second 100 words 55/100 on third 100 words Spelling age: 7.05 (C.A. 10.09)
Ed. Psych	WISC IV	His verbal score is substantially below his performance score which is in the average range
Speech / Language Therapist	Diagnosis of verbal dyspraxia with an expressive language disorder CELF - R	Difficulty with tongue movement and with sequencing sounds in a repetition task. Accuracy and intelligibility for individual sounds / words. This decreases in connected speech. Receptive language is in the low average range while expressive difficulties relate to vocabulary and syntactic structures.
Resource Teacher	RAIN SRT Mira-T Level 2 Form A Neale Analysis Reading Ability British Picture Vocabulary Scale – 2nd Ed	Achieved at the 32th percentile for the end of second class. R.A. 7.05 (C.A. 10.09) Rate: N/A Accuracy: 7y 2m Comprehension: 8y 6m A.E. of 8.02 years. Standard Score of 84.

NOTE
THE TYPE OF INFORMATION RECORDED MIGHT INCLUDE GENERAL INFORMATION, BACKGROUND INFORMATION, RELEVANT MEDICAL INFORMATION, SUMMARY OF PERFORMANCE LEVELS, LEARNING STYLE, STRENGTHS INCLUDING INTERESTS, NEEDS, ANY SPECIAL MATERIALS / RESOURCES REQUIRED.

SUMMARY OF LEVEL OF PERFORMANCE

3.3. REVIEW AND REVISION OF THE IEP

Michael's speech is unintelligible except in structured situations or when speech is closely monitored. His social skills are well developed despite his speech difficulties. His limited vocabulary and his difficult acquiring grammatical structures such as word endings and plurals does not impede his ability to mix with peers. His sense of fun, along with his mature and gentle disposition, makes him popular with his classmates and he has a wide circle of friends and acquaintances. He is currently reading at a second-class level; numeracy is at a third-class level. He has begun to make progress with phonics and he now knows the sound associated with individual letters. He does not yet apply this skill without, however, either a reminder or a degree of support. He spells simple CVC words correctly now. Michael's writing is neat and legible and written work of the Question/Answer type is carried out with a high degree of accuracy; free writing is at a simple level.

EYE TEST	RESULTS	HEARING ASSESSMENT	RESULTS
DATE: 18/11/04	Normal Vision	DATE: 21/10/04	Hearing within normal limits

CRITICAL INFORMATION

Michael is prone to allergic reactions to certain soaps and household cleaners. Special soap containers kept at sink in class. Monitoring by Occupational Therapist discontinued – September 2002.

PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

Receiving four hours resource teaching support per week. Attendance for speech / language therapy in local Health Centre; implementation of speech/language work at home by parents. Provision of transport to/from school.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Outgoing • Seems brighter than IQ scores would suggest • Mature • Kind, gentle disposition • Good at art • Good visual memory • Generalises once something is learnt • Works hard • Interested in sports • Sense of humour • Mixes well with peers 	<ul style="list-style-type: none"> • Slow his rate of speech • Improve articulation of multi-syllabic words • Increase vocabulary • Develop languages structures • Improve listening skills • Develop awareness of sounds for word formation • Expand phonic skills • Improve work attack skills • Increase sight recognition of maths terms • Practice in rewriting written sums as number sums • Improve reading comprehension • Expand spelling ability • Develop computer skills • Improve written language skills • Improve ability to express himself in written form

3.3. REVIEW AND REVISION OF THE IEP

IEP FOR: Michael Murphy		DATE RECORDED: May 25th 2005		IEP REVIEW DATE: May 24th 2006	
PRESENT LEVEL OF PERFORMANCE	PRIORITY LEARNING NEEDS	TARGETS & STRATEGIES	DATE INITIATED	DATE ACHIEVED	OBSERVATION COMMENTS
<p>EXPRESSIVE LANGUAGE SPEECH: Speech is unintelligible in spontaneous conversation. Intelligibility improves in structured situations.</p>	<p>EXPRESSIVE LANGUAGE SPEECH: Increase intelligibility. Increase the regularity with which he uses slower speech Develop use of slower rate of speech in spontaneous conversation.</p>	<p>EXPRESSIVE LANGUAGE SPEECH: IN STRUCTURED SITUATIONS: When responding to teacher in class in one-to-one and group situations, Michael will consistently use slow speech. When communicating with peers in group context e.g. Circle Time, Michael will slow his rate of speech</p> <ul style="list-style-type: none"> • with verbal reminders • with nonverbal reminders • without reminders <p>IN UNSTRUCTURED SITUATIONS: When requesting items from peers at his table and when conversing with peers at lunch break, Michael will use slow rate of speech</p> <ul style="list-style-type: none"> • with verbal reminders • with nonverbal reminders • without reminders 			
<p>LANGUAGE: Language structures are simple. Vocabulary deficits mean that he has difficulty expressing himself. He rarely uses adjectives or adverbs when describing objects or events. His lack of word endings and plurals mean that it can be difficult to follow what he is saying.</p>	<p>LANGUAGE: Increase understanding and acquisition of vocabulary. Increase use of adjectives when describing objects. Develop present / past tense endings. Develop awareness of syllables in newly-acquired vocabulary.</p>	<p>LANGUAGE: Vocabulary</p> <ul style="list-style-type: none"> • Michael will correctly define selected words from his class texts • In relation to selected words from his class texts, given appropriate verbal clues, Michael will produce the correct word. <p>ADJECTIVES</p> <ul style="list-style-type: none"> • Given an adjective Michael will name five items to which the selected adjective could be applied • Michael will give orally a sentence using these adjectives appropriately <p>COMMON WORD ENDINGS: Michael will generate new words by adding the ending -s and -ed to the end of root words where no other change in pronunciation is required. Michael will correctly form and use the endings -s and -ed in structured situations</p> <ul style="list-style-type: none"> • with verbal reminders • with nonverbal reminders 			

3.3. REVIEW AND REVISION OF THE IEP

IEP FOR: Michael Murphy		DATE RECORDED: May 25th 2005		IEP REVIEW DATE: May 24th 2006	
PRESENT LEVEL OF PERFORMANCE	PRIORITY LEARNING NEEDS	TARGETS & STRATEGIES	DATE INITIATED	DATE ACHIEVED	OBSERVATION COMMENTS
<p>READING: Michael is reading orally at a second-class level. He relies on a look-and-say approach. He now has a sound grasp of letter-sound association but doesn't apply these skills without prompting. Syllabification presented difficulty at an earlier stage in reading. His speech / language difficulties impact on his acquisition of 'blends' and are now impacting on his understanding of what he reads.</p> <p>SPELLING: Michael spells simple CVC words. His expressive language impacts negatively on acquisition of spelling skills.</p> <p>WRITING: Michael's penmanship and letter formation are age-appropriate. Written work is neat and legible. He has difficulty keeping up with the volume of written work expected. He finds structured written work easier than free writing.</p>	<p>READING: Blends: To recognise and provide the associated sound for a range of blends. Common word endings: To analyse and decode words containing common endings –s and –ed. Syllabification: To identify the number of syllables in reading vocabulary. Comprehension: To increase understanding of what he has read.</p> <p>SPELLING: Ability to spell in both written and oral form</p> <p>WRITING: To improve written language skills. To improve ability to express himself in written form</p>	<p>READING: BLENDS:</p> <ul style="list-style-type: none"> Using selected blends, Michael will say the sound associated with the written blend Using selected blends(s), Michael will build word-lists associated with individual blends Using selected blends, Michael will name the blend for the picture presented <p>COMMON WORD ENDINGS: Using nouns and verbs from his reader which he is able to read and which do not undergo additional spelling changes, Michael will generate new words by adding the ending –s and –ed.</p> <p>SYLLABIFICATION: Michael will clap the number of syllables in selected words from reader</p> <p>COMPREHENSION: Based on story from reader, Michael will name the central character(s) and central theme. Based on story from reader, Michael will recall in sequence five significant facts about the story.</p> <p>SPELLING: Using his ability to spell CVC words, Michael will spell C words, using onset / rime incorporating selected initial blend Michael will compile a list of 20 words of interest / comm. By him and will spell five each week.</p> <p>WRITING: Using the computer Michael will write in sequence five simple facts about the story by using:</p> <ul style="list-style-type: none"> full sentences capitals at beginning of sentences; for people's names proper nouns full stop at end of sentence. <p>He will proofread and edit work from printed form</p>			
<p>NOTE IT IS IMPORTANT THAT THE FOLLOWING INFORMATION IS INCLUDED ON THE PLAN:</p> <p>The words used when writing targets should be specific, observable and measurable. Examples are listed below and in this sample from an IEP.</p> <p>To name (orally or in writing), to write, to match, to differentiate (by selecting, marking, separating into groups), to recite/say, to identify (point to/mark/circle), to find, to list, to classify, to order, to compare, to describe, to construct (draw, make, build), to demonstrate (perform procedure with or without verbal explanation)</p>					

CHAPTER 4

TRANSITION REQUIREMENTS IN THE IEP

In this chapter the key transitions that children make into, within and from the education system are discussed. All students with special educational needs require support and/or services at transition points. For some students, the transition issue may be complex and problematic. Schools and service providers should work towards maximising the independence of the young people and involve them, where appropriate, in all decisions affecting the quality of their lives.

Transitions occur from pre-school to primary, primary to second level and second level to further education/training/employment. Transitions also occur between schools offering similar provision and from mainstream to special education settings (special classes, special units and special schools) and *vice-versa*.

4.1. THE ACT AND PLANNING FOR TRANSITION

Planning for transitions is considered in two sections of the Act (Sections 9 and 15).

Section 9

This section outlines the content of the IEP and specifies that *where appropriate, the special education and related support services to be provided to enable the child to effectively make the transition from pre-school education to primary (Section 9.2f) and from primary to post-primary education (Section 9.2g), must be included in the IEP.*

In circumstances where a child for whom an IEP has been prepared is transferring from one school to another, the principal of the first school must consult with the principal of the second school in relation to the content of the IEP and assist in amending the IEP if this is deemed appropriate (Section 9.8b).

TRANSITION REQUIREMENTS IN THE IEP

Section 15

This section deals with planning for future education needs. It provides that, when preparing or reviewing the IEP, the principal or the SENO addresses the provision that needs to be made to assist the student *to continue his or her education or training on becoming an adult* (Section 15.1). They also take the necessary steps to enable the student to progress as a young adult to the level of education or training that meets the wishes of the student and his/her parents and that are appropriate to the student's ability (Section 15.2).

In circumstances where the National Council for Special Education is involved in preparing or conducting a review of an IEP for a student with special educational needs who, within the following 12 months will reach the age of 18 years, the Council will cause an assessment to be made of the success or failure of the goals of previous or existing plans in meeting such needs, and the effect of any such failure on the student's development. The revised education plan prepared by the Council 'shall include measures to address any such effect'. (Section 15.3).

4.2. PRINCIPLES GOVERNING TRANSITION

General principles governing transitions include the following:

- Long-term planning is essential and should be conducted well in advance of the point of transition.
- Parents and young people should be provided with the information to make an informed choice about future educational / lifelong learning settings. All options should be explored, including the continuum of special education provision.
- Collaboration between the transition settings is crucial to ensure that all relevant information is shared and the necessary resources are put in place to facilitate a successful transition.
- Support for transition can be provided by the SENO in collaboration with the relevant agencies/ personnel.

4.3. PARTICULAR STAGES OF TRANSITION

The next section covers some of the more usual transitions in the lives of pupils with special educational needs and proposes arrangements that will lead to planned, effective and supported transitions for these young people. Transition planning should be seen as a process, not solely an isolated or annual event.

Pre-School to Mainstream Primary or Special Educational Setting (SES)

Where a child has already been identified as having special developmental and/or educational needs it is important to note the following:

- Contact between Early Intervention Services, the Visiting Teacher Service, where relevant and mainstream primary school or special educational setting in which a child is enrolled should be made as early as possible.
- Current assessments and individual developmental plans which identify needs relevant to ensuring successful inclusion in mainstream primary school or special educational setting should be shared with the school principal or delegate. This should be done while the child is still in the pre-school environment.
- Issues in relation to preparing future resource support at school, such as applications for Special Needs Assistant or Resource Teacher support, accommodation modifications, or adapted equipment should be planned well in advance to ensure successful inclusion in the Junior Infants class or special education setting.
- A transition IEP is very useful after the child has attended school for a number of weeks to enable the class teacher to evaluate progress and contribute to a reassessment of the child's needs in the new educational environment.
- Planning is also likely to be underway for a transition of specialist services at this stage. For example, Early Intervention specialists will be passing information to school-based specialist teams, Children Services Teams or educational psychologists.

For those children not identified at pre-school level as having special educational needs or where the child is not benefiting from the regular Junior Infants class after initial enrolment, the procedures as outlined in Section 3 in the EPSEN Act, 2004, should be followed.

4.3. PARTICULAR STAGES OF TRANSITION

Primary School to Post-Primary/SES or Post-Primary to SES

- The school organising the departure should make contact with the SENO and the post-primary school.
- In anticipation of the transition, the final review of the student's IEP in the current school should include, if possible, someone from the receiving school.
- The receiving school should read all assessment reports well in advance so that applications can be made to the SENO for Special Needs Assistant support and resource teaching etc., to ensure successful transition into post-primary or SES. Updated assessments and recommendations should be forwarded with other reports by the principal of the new school to the local SENO as part of the general application for resources.
- Support services and health personnel should plan what equipment is needed and discuss mobility issues for those with physical and sensory disabilities.

Transition for School Leavers

School leaving represents the final transition envisaged by the Act. In this instance:

- The final steps of transition planning should take place one year in advance of the young person leaving school. It is important that the young person be involved in making these plans. The views of parents and/or an advocate should also be taken into consideration.
- Transitions can involve working in a multidisciplinary partnership.
- There is a variety of pathways that young people might follow upon leaving school and there are professionals with responsibility to assist them along these pathways which include:
 - Leaving school and entering the world of work.
 - Pursuing further education.
 - Vocational training.
 - Rehabilitative training.
 - Sheltered employment.
 - Supported employment.

4.3. PARTICULAR STAGES OF TRANSITION

- Many colleges employ Access Officers who identify the support needs of students with special educational needs and attempt to meet these needs so that the student may experience success at third level.
- FÁS has responsibility for vocational training and employment needs of people with disabilities.
- Representatives from any of the above agencies are not required to attend planning meetings for these students. However, a partnership approach led by the local SENO and supported by the school will assist in developing a framework for good practice in transition planning.



GOOD PRACTICE

Schools and educators should adopt a model transition planning that is person-centred, endorsing a view of provision that is tailored to individual need.

CHAPTER 5

PARENTAL AND STUDENT INVOLVEMENT

5.1 INVOLVING PARENTS

The Act is very clear on the importance of parental involvement in the education of their children.

The basic requirements under both Sections 3 and 8 are that parents must:

- Be consulted about an education plan.
- Be facilitated to be involved in the preparation of an education plan.
- Receive a copy of the education plan.
- Be advised of any significant changes to the education plan.
- Receive a report of any review of the education plan.

Parents have the right to appeal on a number of issues as outlined in the Act.

Supporting Parental Involvement

There is no one defined procedure that can be held up as best practice in relation to parental involvement. The key objective should be to maximise parental involvement and to make the experience for parents as positive and supportive as possible. Ideally, parents should be coming to the process of education planning having already been actively involved in the assessment process. However, this is not always the case and, therefore, the following practices should be adopted as the basic minimum to support parental involvement:

- Adequate advance notification – When parents are invited to a planning meeting, it is helpful if this invitation is extended at least one week in advance of the proposed date. Advance planning can be particularly important where parents are working or where they need to make child care arrangements.
- Information in writing – It may be helpful if parents are given written information about the IEP process so that they can understand their role, rights and responsibilities and know what to expect from the process.
- Encourage practical involvement of parents – Parents often ask *'What can I do to help my child?'* and teachers and professionals should give this question some prior consideration. Parents may volunteer to undertake a task, such as listening to their child read every evening. Parents may also be involved in monitoring behaviour, including supporting interventions by giving rewards.

PARENTAL AND STUDENT INVOLVEMENT

Where the planning meeting involves a large number of professionals some parents may be daunted by such a gathering and may either not attend or remain passive and silent. There are many ways to address this, for example:

- Encourage parents to bring a friend or advocate if they wish.
- Have a familiar person ready to greet the parents before they join the meeting.
- Introduce all the participants clearly.
- Encourage parents to express their views before the planning meeting (e.g. by questionnaire).



GOOD PRACTICE – PARENTAL INVOLVEMENT

In some situations it may be better if the parents' views are sought before the planning meeting, either by informal meeting, questionnaire or by telephone interview. These mechanisms need not be overly time-consuming and allow professionals to be aware of parental issues in advance of the meeting. This also allows parents to have had a structured framework to work through in advance of the meeting and may help them to clarify their own thoughts and have some sense of what to expect.

If parents do not wish to participate

In some cases, the parents may choose not to attend the planning meeting, but their views must be sought and recorded and should inform the decision-making process. It is important that the contents of an IEP are discussed with parents and their agreement sought. An education plan is only a draft plan until parents have been consulted. It is a good idea that parents should sign the education plan as this formalises the agreement between them and the school. They should always have a copy of their child's education plan.

5.2. STUDENT PARTICIPATION

Students should be supported and encouraged to participate fully in the IEP process including any meetings involved. In some cases a familiar and sympathetic adult should spend some time with the student enabling him/her to express his/her views. Involving the student as an active participant in the IEP process has the following advantages:

- Students may have valuable insight into their own learning needs and these insights can
- contribute to the development of the IEP.
- Active student involvement in the writing of his/her IEP and the identification of appropriate
- learning targets can significantly contribute to the ultimate achievement of these targets.

Difficulties in learning experienced by these students can lead to fear of failure and to overcome this problem students need constant encouragement and the reassurance that making mistakes is an integral part of the learning process.



GOOD PRACTICE – STUDENT INVOLVEMENT

Some schools have found it useful to ask the student to join the meeting at the end of the process. It is a good idea for the student, where appropriate, to sign the completed IEP.

CHAPTER 6

ROLES AND RESPONSIBILITIES

This chapter sets out the main roles and responsibilities of all those involved in the development of the IEP. The first section details the roles and responsibilities under the terms of the EPSEN Act, 2004 while the second section outlines suggested roles and responsibilities for other participants not specified under the terms of the Act but who may be involved in the IEP process on the basis of good practice.

6.1. ROLES AND RESPONSIBILITIES UNDER THE EPSEN ACT, 2004

The EPSEN Act, 2004 specifies the statutory roles and responsibilities integral to the development of the IEP. These roles and responsibilities, which are detailed in several different sections of the Act, are as follows:

The Board of Management

- Ensures that the child with special educational needs, where possible, is educated in an inclusive environment (Section 2).
- Ensures parents of a child with special educational needs are :
 - informed of their child's needs and how those needs are being met;
 - consulted in all significant decisions regarding their child's education (Section 14.1(b)).
- Co-operates with the Council (Section 14.1(c)).
- Ensures relevant teachers and employees of the school are aware of the special educational needs of the child and the importance of identifying special educational needs (Section 14.1(d & e)).
- Inculcates in the children of the school, an awareness of special educational needs and disabilities (Section 14.1(f)).
- May appeal the designation of the school in respect of a particular child or a recommendation of additional resources made by the Council (Section 10.3).

ROLES AND RESPONSIBILITIES

The Principal

- Takes such measures as are practicable to meet the educational needs of a child who is not benefiting from the regular education programme provided by the school (Section 3.2).
- If of the opinion that measures taken to meet the educational needs of the child concerned are unsuccessful, arranges for an assessment after consultation with the parents (Section 3.3).
- Causes an Individual Education Plan to be prepared for the student within one month of receipt of an assessment which establishes that the child concerned has special educational needs (Section 3.5).
- Ensures that the parents of the child, the SENO and other persons, as appropriate, are consulted in relation to the preparation of the IEP (Section 3.9a).
- Ensures that the guidelines relating to the content of the IEP are complied with (Section 3.9b).
- Provides written notice that the plan has been prepared, together with a copy of the plan, to the parents of the child concerned and to the SENO (Section 3.10).
- May request the Council to prepare an IEP, under Section 8 of the Act, if of the opinion:
 - that the special educational needs of the student as established by the assessment will not be met by the preparation of an IEP under Section 3.5 (Section 3.11(a));
 - following review or otherwise, that the IEP prepared under Section 3.5 is not meeting the child's needs and any steps by the SENO are unlikely to result in meeting the child's needs (Section 3.11.(b)).
- May be a member of the IEP team or may nominate a teacher to be a member of that team (Section 8.4).
- Ensures the implementation of the IEP (Section 9.7).
- Draws on Section 13 of the Act to ensure moneys and resources are made available for the purposes of the preparation and implementation of the IEP (Section 13).
- In circumstances where a child for whom an IEP has been prepared is transferring from one school to another, the principal of the first school consults with the principal of the second school before the transfer takes place to:
 - inform the principal of the second school of the content of the plan (Section 9.8(a));
 - assist the principal of the second school in amending the plan where such an amendment is deemed necessary by that principal "having regard to the special educational needs of the student and the operation of that school" (Section 9.8(b)).
- In cases where amendments are proposed, the principal of the second school informs the parents. Where the parents request the principal to consult with the SENO the principal shall comply with

ROLES AND RESPONSIBILITIES

this request (Section 9.9).

- Reviews or causes to be reviewed, the operation of each IEP at regular intervals, “but in any case not less than once a year” (Section 11.1).
- Makes a report on the outcomes of the review to the parents of the child concerned and to the SENO (Section 11.2).
- Where parents request a review of the IEP, the principal may accede to or refuse the request (Section 11.4). If such a request is refused, the principal gives notice in writing of the decision and associated reasons to the parents, within two weeks of receiving the request (Section 11.5).
- Complies with a request from the Appeals Board to review or cause to be reviewed the IEP (Section 11.8).
- Considers the necessary provision to assist the student to continue his or her education or training on becoming an adult, including consultation with the student and parents (Sections 15.1 and 15.2).
- May delegate the performance of any of the functions conferred on him or her by the Act to a teacher in the school (Section 18).

Teachers

- Shall perform functions delegated by the school principal as conferred on him or her by the Act (Section 18).

Psychologists

- May be involved in the assessment of the child and included in the preparation of Individual Education Plans (Section 8.4). Apart from providing general advice and support to school staff he/she is often consulted about individual children. He/she may gather information about children, their skills and abilities and may plan a programme of support.

ROLES AND RESPONSIBILITIES

The Special Educational Needs Organiser

- When directed by the Council, causes an IEP to be prepared, commencing not later than one month from the Council's direction and completed not later than two months from commencement (Sections 8.1 and 8.2).
- Convenes the IEP team (Section 8.3).
- May nominate any other person who is suitably qualified to be a member of the IEP team (Section 8.4(c)).
- Is involved in consultation with the principal of the second school, if the parents request this, regarding proposed amendments to an IEP in circumstances where a student is transferring from one school to another (Section 9.9).
- May reconvene some or all of the relevant IEP team to review and amend the IEP, in respect of transfer (Section 9.10).
- Based on the report of the review of the IEP, may reconvene some or all of the relevant IEP team to review and amend the IEP (Section 11.3).
- Consider the necessary provision to assist the student to continue his or her education or training on becoming an adult, including consultation with the student and parents (Sections 15.1 and 15.2).
- Advises and assists the principal and teachers in their performance of functions under the Act (Section 18.2).

Parents

- Notify the principal if they are of the opinion that their child has special educational needs and request her or him to take such measures as are practicable to meet the educational needs of their child (Sections 3.1(a) and 3.2).
- Are entitled to be consulted and if they so wish to participate in the preparation of the IEP (Section 3.9(a)).
- After the preparation of the IEP, parents are entitled to be informed and to receive a copy of the plan (Section 3.10).
- Nominate any other person who is suitably qualified to be a member of their child's IEP team (Section 8.4c).
- May choose to be a member of their child's IEP team (Section 8.6).
- Where a child is transferring from one school to another the parents may request the principal of the second school to consult with the SENO regarding proposed amendments to the IEP (Section 9.9).
- Are entitled to a report from the principal of the outcome of a review of their child's IEP

ROLES AND RESPONSIBILITIES

(Section 11.2).

- May request the principal to arrange for a review of the IEP if they are satisfied that their child's targets are not being achieved (Section 11.4).
- Where this request is refused, the parents may appeal the decision to the Appeals Board (Section 11.6).
- May appeal to the Appeals Board against the discharge by the Council, principal or the Health Board of their duties in respect of an education plan (Section 12.1(a) and (b))

The Health Service Executive

- Causes an assessment to be carried out for a child who is not a student that has or may have special educational needs (Section 4.1).
- Causes an assessment to be carried out when requested by the parents of a child that has or may have special educational needs (Section 4.3).
- Therapy staff assist with assessment when considered appropriate by the HSE or the Council (Section 5.1).
- Carry out assessments which conform to standards required by the Minister for Health and Children (Section 5.5).
- Makes available findings of assessment to persons engaged in the education of the child having regard to the right of parents to be informed (Section 5.8).
- Provides to a child who is not a student, the services identified in the assessment that are necessary to enable him/her to participate in and benefit from education (Section 7.1).
- Provides to a child who is a student, the services identified in the IEP to enable him/her to participate in and benefit from education (Section 7.3).
- Complies with the determination of the Appeals Board whether particular services identified as being required in respect of a child by an assessment or an education plan, should be provided by the Council or Health Service Executive (Section 7.5).
- Implements the policies relating to education generally and the education of children with special educational needs and to the provision of support services which are formulated, from time to time, by the Minister for Health and Children (Section 16).
- • Shall designate "liaison officers" to co-ordinate activities and deliver consistent policies with the Council (Section 17 (a) and (b)).

6.2. OTHER ROLES AND RESPONSIBILITIES

Some suggestions relating to additional roles and responsibilities for participants involved in the IEP process are set out below. The role of the IEP Co-ordinator as presented is not part of the statutory requirements, but is recommended as good practice.

The IEP Co-ordinator

As outlined above, it is the school principal who has responsibility for the development of IEPs, their dissemination, implementation and review. The principal may delegate these functions to a teacher in the school. While not stated in the Act, good practice suggests that for each child who requires an IEP under the terms of the Act, a named person should be designated as the IEP Co-ordinator. While it is not suggested that one person should become the IEP Co-ordinator for a school, it is important that a named person takes overall responsibility for the co-ordination of a particular child's IEP. This person should be someone who has direct contact with the child and who delivers at least part of the child's educational programme. In a primary school he/she could be the class teacher, special needs teacher or school principal. In a second-level school the designated person could be a teacher from the special education team, year head, guidance counsellor, form tutor or subject teacher. The choice of the appropriate individual should be informed by the context of the school and relate to the needs of the child.

The key tasks of the IEP Co-ordinator are to:

- Oversee the gathering of relevant information prior to the IEP planning meeting.
- Arrange time, date and location of IEP meeting and invite participants.
- Assist in the development of the IEP.
- Record information about the IEP and disseminate it.
- Oversee the implementation and monitoring of the IEP.
- Arrange for the review of the IEP.
- Take lead responsibility in liaising with parents and with external agencies.

6.2. OTHER ROLES AND RESPONSIBILITIES

Teachers Involved in the Education of the Student with Special Educational Needs

All teachers who are concerned with the education of the child should be involved in the IEP process. These teachers should be given the opportunity to:

- contribute to the gathering and sharing of information regarding the student by:
 - carrying out systematic classroom observations and assessment as appropriate;
 - completing diagnostic assessment to determine student's strengths and needs.
- contribute to the development of the IEP by assisting in the identification of the student's strengths, priority learning needs, targets and strategies.
- contribute to implementing the IEP by working on designated priority learning needs and specific learning targets;
- monitor and record progress towards achievement of learning targets;
- contribute to the review of the IEP.

The Student

The EPSEN Act, 2004 recognises the importance of including the child, where appropriate, in the development of his or her IEP. This is of particular significance in the case of students in post-primary settings and senior classes in special schools. Where involvement is appropriate, the student may:

- be involved in the IEP meeting;
- provide information about his/her own learning, talents, abilities, skills, interests, wishes and concerns;
- assist in the identification of priority learning needs, targets and strategies;
- give feedback which will contribute to the monitoring and recording of progress.

6.2. OTHER ROLES AND RESPONSIBILITIES

The Special Needs Assistant (SNA)

The SNA has a direct involvement in supporting the child with special educational needs and, therefore, will have valuable information relevant to the development of the IEP. It is important that the SNA is given the opportunity to:

- share information with the IEP Co-ordinator about the child's talents, strengths and needs;
- support the implementation of targets relating to the care and access needs of the child;
- provide feedback which will contribute to monitoring and reviewing the child's progress.

The Visiting Teacher

Visiting teachers work with children with visual impairment and with deaf and hard of hearing children. They give advice and guidance on the development of IEPs for these children.

ANNEX 1

MEMBERSHIP OF THE IEP EXPERT GROUP

Jack O'Brien	Chairman. Former Assistant Secretary, Department of Education and Science
Ruby Morrow	Church of Ireland College of Education
Ray Powell	Psychologist, Mid-Western Region, Health Service Executive (HSE)
Michael Shevlin	Education Department, Trinity College Dublin
Brendan Spelman (rest in peace)	Education Department, University College Dublin
Orla Ní Bhroin	St. Patrick's College, Drumcondra
Ursula Doherty	Mary Immaculate College, Limerick
Eugene Toolan*	Head of Education, St Angela's College, Sligo
Áine O'Sullivan	Principal, Ashbourne Community College, Co Meath
Maresa Duignan	Centre for Early Childhood Development and Education
Marie Raftery	Assistant National Co-ordinator, Special Education Support Service
Mary Grogan	Special Educational Needs Organiser, National Council for Special Education
Liam Lawlor	Principal, Catherine McAuley Special School, Limerick
Mary Nugent	Senior Psychologist, National Educational Psychological Service
Margaret O'Donnell	National Council for Curriculum and Assessment

*Bairbre Tiernan and Dolores McDonagh acted as alternates for Eugene Toolan.

ANNEX 2

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

This annex includes a selection of IEP templates. The examples reflect a wide range of possible styles and formats. However, each one meets the current requirements as set out in Section 9 of the ESPEN Act, 2004. Schools may adapt any of these examples to suit their particular context and the individual needs of the child. While the examples include students with a range of needs in a variety of settings, it has not been feasible to cover all special educational needs.

It should be noted that several examples include a detailed profile in the section covering Present Level of Educational Performance. Where schools choose to compile a profile in a separate document, this information should be summarised under Present Level of Educational Performance. The background information at the beginning of some examples is provided to help the reader understand the particular student and setting.

The examples are as follows:

1. Omar

Early childhood needs associated with autistic spectrum disorder.

2. Melanie

Primary, first class, needs associated with social, emotional and behavioural difficulties.

3. David

Primary, fourth class, needs associated with being hard of hearing.

4. Oisín

Primary, sixth class, needs associated with dyslexia and ADHD.

5. Hannah

Special school, needs associated with severe and profound general learning disability.

6. Luke

Post-primary, second year, needs associated with Asperger's Syndrome and dyslexia.

7. Jennifer

Post-primary special class, third year, needs associated with moderate general learning disability.

8. Aoife

Post-primary, fifth year, needs associated with physical disability.

9. Gregory

Post-primary, Leaving Certificate Applied Year 2, needs associated with mild general learning disability.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

INDIVIDUAL EDUCATION PLAN

NAME: Omar

- This Individual Education Plan has been developed to support your family's needs and your child's development. It is for use both at home and at your child's early childhood centre. Working together is important.
- It is a working document, open to change, and is here to help focus our services for your family and the extra help and support for your child over the next few months.
- The specific goals for your child that are identified here are only a small (though focussed) part of your child's overall development.

Name: Omar
D.O.B: 09/12/99
Family: Shazia and Imran
Address: 3 Coillte St.
Telephone: (063) 34567

This Education Plan is based on assessment reports dated: December 2004 and on a meeting held on: 26/01/05

Early Intervention Team:

Mary Occupational Therapist
Ray Psychologist
Marie Early Intervention Specialist/Teacher
Sonya Speech/Language Therapist

Present at Meeting:

Shazia and Imran (parents), Ray, Mary and Sonya (Early Intervention Team), Jane (class teacher), Siobhan (Principal)
 Apology from Marie

School: Baker St. National School

Review Date of next Reassessment: July 2005

**Nature and Degree of Omar's Abilities, Skills and Talents:
 (including his Special Educational Needs)**

Omar is a 5 year old boy who has recently transitioned from preschool to school. At his preschool he needed a preschool special needs assistant to assist his inclusion in the curriculum which was largely play based. He has been diagnosed as having behaviours in the moderate range of Autistic Spectrum Disorder. He is currently enrolled in the Autism Unit at school with periodic opportunities to be included in the Mainstream Junior Class for general school activities. He has the support of a special needs assistant when these opportunities occur. His current assessment has noted his main difficulties are in his social/communication and play skills with sensory needs and difficulties with self regulation. He has problems transitioning to new activities within the school day. His visual discrimination and matching skills are very good. He loves coming to school and is developing a good buddy relationship with Jamie who is also in the Autism Unit. His parents identify his ability to mix with other children in school as their main priority.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

SPECIFIC CHILD GOALS

Name: Omar

IEP Date: 26/01/05

Current Skills (What s/he can do already in this area)	Goal (What we want her/him to learn now)	How will we make progress towards the goal	Who will implement this goal
<p><u>Social/Communication</u> Has difficulty with articulation of some sounds.</p> <p>Is beginning to establish joint attention with Jane in table top activities that he chooses.</p> <p>Greets Jane with appropriate gestures but avoids greeting Pauline and Fiona.</p> <p>Beginning to take turns with Jamie with Jane present although will not sit with Ronan, Harry and May.</p> <p>Has difficulty with transitioning to new activities after Morning news time.</p>	<p>Improving articulation of 'c' 'yellow' and avoid running 'l,m,n' together.</p> <p>Continue to establish joint attention with activities that Jane chooses. Develop joint attention with SNA with activities he chooses.</p> <p>Continue his consistent greeting of others esp. 2 SNAs in room.</p> <p>Continue to develop his parallel play.</p> <p>More consistency with turn taking with other children in his group.</p> <p>Complying with transitioning in his daily timetable with all adults and settings</p>	<p>Specific exercises to be taught to staff and parents.</p> <p>Importance of instructions to be short and direct e.g., Omar....shoes. Jane to keep a record of Words that Omar is using at school. Buddies coached to include him especially in outdoor play. Works well in a structured environment but needs a lot of free play opportunities. He responds to contingent reinforcement e.g., you do the writing task and you can have the colours.</p> <p>Look at seating arrangements and prompt reciprocal interactions.</p> <p>PECS timetable and schedule board for school and home, showing 7 days of the week.</p>	<p>Sonya to advise parents and staff</p> <p>Jane</p>
<p><u>Adaptive</u> His awareness of his self regulation is poor.</p> <p>Since the summer he has reverted to using a beaker which he chews the top of. Loves crunchy foods but eats very little.</p> <p>Is not showing an awareness of using the toilet at school although is going at home. He is stressed by the close proximity of boy's urinals</p>	<p>Improve his self regulation needs.</p> <p>Drinking out of a range of cups and glasses rather than a beaker. Maintain his food intake.</p> <p>Uses the toilet in school setting</p>	<p>Programme to be drawn up by Shazia, Jane and Mary.</p> <p>Monitor/supervise at snack times.</p> <p>When new toilet block is built his awareness of using the toilets at school will be concentrated on. Some modifications e.g., wider access between urinals to be made.</p>	<p>Mary to advise Parents and staff including SNA.</p> <p>Ray and Mary to advise.</p>

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

SPECIFIC CHILD GOALS

Name: Omar

IEP Date: 26/01/05

Current Skills (What s/he can do already in this area)	Goal (What we want her/him to learn now)	How will we make progress towards the goal	Who will implement this goal
<p><u>Fine Motor/Sensory</u> Will imitate vertical and horizontal lines with maximum encouragement and shows some awareness of colouring inside lines. Traces over laminated sheets of numbers and letters. Can imitate complex block designs</p> <p>Has little tolerance with textures such as playdough and sand.</p>	<p>Continue to develop tripod grip.</p> <p>Develop his arm strength</p> <p>Increase his tolerance to different textures</p>	<p>Use a tripencil and painting activities Use big sheets of paper where he is extending his arms in drawing. Working on vertical services would assist this e.g. hang magnadoodle on the wall</p> <p>Through brushing and more regular (daily) experiences with textures e.g., foot spa, sand, water, drawing in finger paint, talcum powder, etc.</p>	<p>Mary to advise parents and staff</p> <p>Mary to advise on brushing programme</p>
<p><u>Cognitive</u> Has improved his attention to task and is motivated to undertake a bigger range of activities in his class programme. More settled and relaxed.</p> <p>Is visually discriminating and matching colours, sizes and shapes very well. Omar knows all his letters now, both capital and initial</p> <p>PECS is used less as he is being asked to verbalise his responses. Is not naming these spontaneously and teachers have to demonstrate for him. Can make a 20 piece jigsaw puzzle with minimal assistance. Loves playing with coloured letters and knows the letters in imitation. Can spell his first and second name.</p> <p>Is developing 1-1 correspondence with numbers up to 10 although is not naming numerals.</p>	<p>Naming colours, sizes and shapes. Continue establishing letters and letter sounds</p> <p>Continue establishing number concepts up to 10. Develop 1-1 correspondence</p>	<p>Use incidental teaching opportunities especially as part of the maths group where concrete materials are used. Letters might have to be isolated for the targeted task. Use his visual memory to develop concepts about print (Face the picture to the picture in his mind). Fade the coloured magnetic letters to neutral letters. Use neutral letters with picture to identify sounds of letters and letter concepts.</p> <p>Disc counters and teddies are useful to develop this. Use different visual cues such as picture books, photographs and social stories to decrease his interest in videos.</p>	<p>Ray to advise parents and staff</p>
<p><u>Gross Motor</u> Beginning to throw and roll his favourite ball Beginning to play with and participate in gross motor activities with other children. Can jump off a low wall.</p>	<p>Continue his play with balls Increase his participation with other children in the yard.</p>	<p>Encouraged to participate in '4 square game' in the yard at small lunchtime. Use buddy system on a roster basis.</p>	<p>Parents and Staff, Duty teacher, buddies.</p>

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Teacher/Special Needs Assistant Hours recommended:

Access to Special Needs Assistant for 2 hours a day to assist his inclusion in the Junior Class.

Other resources recommended:

New toilet block to be built by March 1. Principal and OT to liaise with builders.

Education Setting:

Autism Unit at Baker St. School with regular opportunities for inclusion in the Junior class

Signatures of those present at Individual Education Plan Meeting: (Address included)

Copies to: (address included)

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Notes about IEP for Melanie O'Donoghue

Melanie is a troubled seven year old girl in first class. Melanie joined the school in October of this academic year, when she came into care in a local children's home after the breakdown of a foster placement. Melanie is one of five children, all of whom are in care at the moment. Her two older sisters (14 and 16) live with relatives, while her brothers (3 and 6) are in a foster placement together. It seems likely that Melanie will need long term care arrangements and the HSE is exploring options for her. Melanie's father is dead and her mother has irregular, supervised access to Melanie. Melanie also sees her siblings on a monthly basis.

Information from Melanie's previous school is limited at this time. She attended school in Liverpool, although no records are currently available about her school experiences there. It appears that Melanie has been out of school since early June of last year. Melanie has not had a full intellectual assessment as there is no particular concern about her general level of ability. She appears to be intellectually able, but is considered to be underachieving due to emotional issues.

Melanie now attends a large, popular girls' school in a socially mixed area. As can be seen from her IEP, Melanie has difficulties with social interaction and with managing her emotions. On a one-to-one basis she relates well to adults and seems to crave individual attention. In the classroom she appears emotionally needy and demands considerable teacher time and attention.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

I.E.P. Planning/Review Sheet

Name of Student: **Melanie O'Donoghue** Class: **First Class** DOB: **06.01.97**

Summary of Special Educational Needs

(The special educational needs of the child)

Melanie experiences emotional and behavioural difficulties. She attends the Child Guidance Services. A report from the multi-disciplinary team is on file.

Progress to Date/ Strengths

(The nature and degree of the child's abilities, skills and talents)

Melanie has settled well into her new classroom and has begun to understand what is expected. She relates well to the class teacher and responds to praise and encouragement. Melanie loves music and singing. She also enjoys individual attention and will work well in a one-to-one setting. Melanie is socially interested in others.

She is improving her basic skills in reading and spelling and takes pride in completed work.

Areas for Improvement/Presenting Difficulties

(The nature and degree of the child's special educational needs and how those needs affect his/ her progress)

Melanie tends to dominate others and to want to be in control of situations. She is unwilling to share equipment with others at her table and will snatch equipment, hoard items and refuse to return them. Melanie is socially isolated at present. She is quick to highlight the weaknesses of others. On the yard Melanie is frequently involved in conflict (at least 3 incidents every week). She will quickly resort to physical aggression if she cannot have her own way (kicking, pushing or hitting others). In class, Melanie often does not complete her work, usually through lack of application. This is causing her to underachieve.

(The present level of educational performance of the child)

Melanie's recent Micra-T and Sigma-T results indicate that she is functioning at the 12th-16th percentile. Melanie is able to participate in the entire first class curriculum and when she is calm and settled she is capable of work of a good standard.

Special Educational Provision

(The special education and related support services to be provided to the child)

Melanie goes to Ms Mooney (resource teacher) for 4 sessions (45 minutes each) per week. Two sessions are individual and two are as part of a small group.

Further Information

Melanie came into care eight months ago. She is currently living in 55 The Beeches Care Home, but her situation is being reviewed with a view to a more long term placement in a family. There has been a query about Melanie's hearing and Melanie's carers will seek an urgent review with her GP. Melanie attends Dr Meade at the Child Guidance Clinic.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Individual Education Plan**Name of Student: Melanie O'Donoghue****Class: First Class****DOB: 06.01.97****Priorities/Long Term Goals**

For Melanie to develop new friendships.
For Melanie to complete assigned tasks in school.

Targets and Strategies

(the goals which the child is to achieve over a period not exceeding 12 months)

Target 1. For Melanie to play co-operatively in the yard**Strategies**

- Participation in weekly social skills group with resource teacher
- Participation in whole class Circle Time
- Melanie to be supported by her 6th class buddy
- Melanie to be part of the litter monitor team one day per week
- Care staff also to encourage friendships by allowing Melanie to invite a friend to join in activity, such as bowling

Target 2. For Melanie to share equipment at her table**Strategies**

- Whole class to be encouraged to share
- Care staff to provide Melanie with new pencil case and full set of equipment
- Class teacher to include this in daily behaviour monitoring chart

Target 3. For Melanie to speak kindly to other students**Strategies**

- Resource teacher to work with Melanie on appropriate ways of expressing disappointment or anger and to model how to make positive comments/ praising / acknowledging others and their work. The class teacher will also model this descriptive praise
- Class teacher to monitor as part of daily behaviour monitoring chart

Target 4. For Melanie to have tasks completed within given time**Strategies**

- Melanie to be told explicitly what is expected of her at beginning of session
- If work is finished ahead of time, Melanie can go to reading corner or help Mrs Duff in the office (Mon, Tues & Thur morning only)
- If work is not completed, Melanie will do it for homework (note in school journal to care staff)

Target 5. For Melanie to realise that her work can be of a very good standard**Strategies**

- Encourage Melanie to notice when she has done well objectively (spellings all right)
- All staff to comment positively when Melanie produces good work, to include telling her directly that she is clever, bright, talented etc.
- Melanie to be sent to show her good work to the principal when she has done particularly well.
- Care staff to display Melanie's good work on kitchen fridge.

Rewards for reward chart will be negotiated with school staff and Care staff and reviewed regularly. The day is divided into three sessions, morning, after break and afternoon. Melanie has three targets on her chart, (speak nicely, share equipment and do my work) For the moment, every time Melanie earns 15 ticks, she will get a star for table 2 and 10 minutes special computer time.

Signed Staff:**Date:****Parent:****Date:****Student:****Date:****Proposed Review Date:**

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Explanatory comments about the targets and strategies

In relation to target 5, it is noted that all staff will comment positively when Melanie has done good work, including telling her directly that she is clever, bright and talented. This approach is based on attribution theory and it is aimed at helping Melanie develop a more positive self-concept. Staff have discussed and agreed to this approach. It has also been noted that when praising Melanie staff should avoid adding any additional comments, such as, *'If only you did work like this all the time'* which would detract from the positive message.

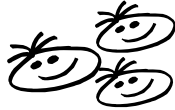
Melanie's reward card is both a way of monitoring her behaviour and of involving her in self-monitoring, which should develop her sense of responsibility for her own behaviour (internal locus of control). The idea is that Melanie and her teacher will discuss her behaviour very briefly at the end of each session and the teacher will decide if Melanie earns a smiley face, which is then drawn onto the card. This structured approach also helps both Melanie and the teacher to keep the targets in mind. The rewards to be offered are negotiated with the care home, rather than being rewards different or additional to the reward system already in place in the school. It is not anticipated that these reward cards will be needed over a long term, but perhaps for 4 to 6 weeks to address particular behaviours.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Melanie O'Donoghue's Target Card

Day:

Date:



I speak kindly to others
I share with the girls at my table



Morning (Before break)

Morning (After break)

Afternoon

I need to collect smiley faces to get a reward. The reward I want is....

Melanie O'Donoghue's Target Card

Day:

Date:



I speak kindly to others
I share with the girls at my table



Morning (Before break)

Morning (After break)

Afternoon

I need to collect smiley faces to get a reward. The reward I want is....

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

DAVID (PRIMARY): HARD OF HEARING

Name: David Hill

Date of Birth: 24-05-1995

Address: Newtown Cross, Ballybrack.

Class: 4th

Article I.

Class Teacher: Sandra Healy

Parent/s: Kathy & Gordon Hill

Visiting Teacher: Anne Marie Doyle

LS/RT: Jim Hughes

Speech and Language Therapist: Martha O'Shea

Audiologist : Brian Murphy

SENO: Fiona Kiely

Article II.

Date of IEP Planning Meeting: 19-09-2005

In Attendance:

Kathy and Gordon Hill; Sandra Healy; Jim Hughes & Anne-Marie Doyle.
David and Mary O'Reilly attended for second half.

Name of IEP Co-ordinator: Jim Hughes

Commencement: 03-10-05

Review: 30-01-06

Signed:

Date:

Nature & Degree of Special Educational Needs and how these affect Educational Development: David has a severe bilateral hearing loss which affects both the acquisition and development of language and the development of a communication system. He has been wearing hearing aids since the age of four. He finds all language-based learning in a whole-class setting very challenging.

Special Education and Related Support Services: David receives 4 hours of resource teaching weekly. This is delivered through team teaching in a mixed ability group of seven students for Maths & Geography He also receives one-to-one tuition in Language/Literacy for thirty minutes twice weekly. David is supported through two-weekly visits by Anne Marie Doyle, Visiting Teacher Service. His speech and language development is provided through a speech teaching programme by Martha O'Shea, SLT. David is exempt from Irish.

Accommodations: David's classroom is fitted with a special door and floor covering to reduce noise. He uses an FM radio aid in his classroom and the resource room. In addition, a Sound Field System is installed in his classroom. A hand-held radio microphone facilitates participation in group discussions while a lead connecting his laptop to his radio aid provides access to internet and email. Preferential seating in class and resource rooms ensures that he has the best possible view of his teachers and peers and that glare is avoided.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Present Level of Educational Performance: Student Profile

Formal Assessment			
Date	Name of Test	Administered by	Outcome
06-10-04	WISC IV	Noreen Hayes (NEPS)	Intelligence in high average range (Performance scale)
24-05-05	Drumcondra Primary Reading Test Level 4	Sandra Healy	PR 22
08-05-05	Drumcondra Primary Maths Test Level 4		PR 19
15-06-05	Neale Analysis of Reading Ability	Jim Hughes	R.A: 8.04 (Accuracy) 8.02 (Comprehension) 8.00 (Rate)

Summary of Information from parents, student, class teacher, resource teacher, visiting teacher and SLT

Self-management Skills	Approach to schoolwork is organised and meticulous.
Motivation	Very well motivated, independent and determined. Finds it difficult to sustain concentration in language-based lessons.
Social and Interpersonal Skills	Sensitive to needs and feeling of others. Gets on well with adults and peers in small group setting. Anxious to take part in games and activities in playground but unable to pick up rules incidentally – not inclined to ask his peers for help.
Self-esteem	Appears self-conscious about speech. Says he feels different to other students in class. Doesn't look for clarification when unable to understand what peers are saying.
Language and Communication	Very good non-verbal skills (eye contact, use of gesture etc.). Speech can be indistinct in free conversation. Making progress with sentence structure, tenses and word endings since more emphasis placed at home and in school on using reading and writing as means of promoting language skills. Vocabulary also increasing. Acquiring sign language skills and improved communications. Needs to continue to record synonyms and idioms in Tricky Words notebook and to review these at home and school.
Literacy Skills	Word recognition and spelling skills are improving steadily. Needs to develop reading comprehension strategies to access History and Geography texts. Finds it difficult to express and develop ideas in creative writing.
Mathematical Skills	Computation skills very well developed. Able to tell time and purchase items in village shop. Needs multi-sensory methods to master new maths concepts.
Motor Skills	Well co-ordinated. Enjoys P.E.
Access to Curriculum	Pre-and post-tutoring required to prepare for lessons and to check understanding of new vocabulary and concepts.
ICT	Learning to touch-type and to use word-processing software.
Learning Style	Learns best in small group or one-to-one settings where use of visual cues and concrete materials emphasised.
Attendance	Missed only 3 days in last school year.
Hobbies and Interests	Likes helping on family farm and riding his pony. Favourite subjects are Arts and Crafts and P.E.

Abilities, Skills and Talents	Learning Needs
<ul style="list-style-type: none"> ▪ Very well motivated and co-operative, eager to learn ▪ Able to work independently and as part of team ▪ Excellent visual perception ▪ Making steady progress in development of receptive and expressive language skills ▪ Word recognition skills well developed ▪ Has mastered all basic number operations ▪ Has acquired basic ICT skills 	<ul style="list-style-type: none"> ▪ Awareness of own strengths, talents and needs ▪ Ability to express feelings and needs to peers ▪ Opportunities to participate in playground activities ▪ Continued development of language skills ▪ Auditory training and development ▪ Speech training and development ▪ Speech reading and sign language as required ▪ Understanding of new and specialist vocabulary ▪ Access to 4th class History and Geography textbooks ▪ Reading comprehension ▪ Creative writing ▪ Mathematical concepts and skills ▪ Understanding of deaf culture
Priority Learning Needs	
<ul style="list-style-type: none"> ▪ Awareness of own strengths, talents and needs ▪ Ability to express feelings and needs to peers ▪ Opportunities to participate in playground activities with peer group ▪ Mathematical concepts and skills (4th class programme) ▪ Access to History and Geography texts (vocabulary and comprehension strategies – language and literacy) ▪ Speech training and development 	

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Targets	Personnel Involved (Curriculum Area)	Strategies and Resources	Start/Review Dates Progress
David will: Identify and record his strengths, talents and needs	Jim Hughes Anne Marie Doyle Kathy Hill (SPHE)	Make Electronic Book "All about Me", using Clicker 5; shared reading of books where main character has disability e.g., "I'm Deaf and it's OK"	
David will: Ask his peers for help when he doesn't understand what they are saying	Jim Hughes Sandra Healy Anne Marie Doyle (SPHE)	Disability Awareness programme for whole class facilitated by Anne-Marie Doyle; modelling; role-play; Circle Time.	
David will: Take part in playground games with his peers	Jim Hughes Sandra Healy (English Writing)	Class project "Games We Like to Play" – book with photos composed with class to illustrate rules; Buddy system.	
David will: Identify place value in whole numbers 0-9999 Read, write and order 4 digit numbers	Sandra Healy Jim Hughes (Mathematics)	Talk through operations while engaged in grouping and swapping activities, using concrete materials such as Dienes blocks, magnetised Dienes blocks and Cuisenaire rods.	
David will: Recognise fractions and equivalent forms of fractions with denominators 2, 4, 8, 3, 6, 9 Find a fraction of a set using concrete materials	Sandra Healy Jim Hughes (Mathematics)	Emphasise language of fractions during activities to include: paper folding; constructing and cutting out simple fractions of regular shapes; recording on diagrams & fraction wall; dividing sets / cakes / pizzas into equal parts.	
David will: Identify, describe and classify (a) vertical, horizontal and parallel lines (b) right, acute and obtuse angles	Jim Hughes, Sandra Healy (Mathematics P.E, Visual Arts)	Reinforce understanding by using terms while engaged in activities such as: identifying & labelling lines/angles around school environment; taking photographs of examples for wall display; taking part in position work in P.E.; representing different lines/angles in drawings and constructions.	
David will: Give verbally correct meaning of words recorded in History and Geography vocabulary grids	Sandra Healy, Jim Hughes (SESE)	Introduce new vocabulary using pictures and/or artefacts; record new words in illustrated dictionary & on Clicker grid; match words to pictures; make concept maps.	
David will: Recall (orally and in writing) at least 5 main ideas and supporting details from topics covered in History and Geography lessons	Sandra Healy, Jim Hughes (SESE)	Before reading - preview and predict; during reading -highlight key words and ideas; after reading - make mind-maps, reread text with partner & retell using mind-map as guide.	

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Individual Education Plan***IEP for October-April 2004-2005***

Name: Oisín O'Toole	Class: 6 th
Address: 3 Willow Grove, Ballybrack.	Class Teacher: Ms Carroll
	People involved in constructing this IEP: Anne Carroll (class teacher) Noel Jackson (resource teacher) Jacintha Power (S.N.A) Mick O'Toole (Parent) Susan Smith (Principal)
Date of Birth: 24-05-1995	Commencement date: October 2004
Telephone Mick: 086 626 6266	Review date: 08.04.05
Contact information: Carol Fitzgerald - Mother, 087 413 8252 Copies of all reports should be sent to Carol at: 14 O'Malley Crescent, Stradbally, Co Laois	
Additional Information / Concerns Oisín has recently moved to the above address to live with his father. His mother, Carol, has moved to Laois. Preparation for transfer to secondary school: Oisín will be joining his older brother Cormac in St Kieran's Community School in September 2005	
Summary of information available and present level of performance: <ul style="list-style-type: none"> ▪ Ed. Psych. Report May 03 W.I.S.C. high average general ability, literacy skills at the second percentile, with severe difficulties noted with phonological processing and auditory sequential memory. ▪ School based test results, September 2004: ▪ Neale Analysis: Reading Accuracy 7 years, 6 months; Rate 7 years, 4 months; Comprehension 8 years, 6 months ▪ Schonell Spelling age <6.1 ▪ Dolch 100 Word list 30/100 ▪ Oisín uses initial sounds and context to read unfamiliar words. He needs to master medial sounds, especially short vowels. ▪ Letter from psychiatrist (July 2004) reports diagnosis of ADHD. Oisín's needs are monitored bi-annually 	
Article III. Strengths <ul style="list-style-type: none"> ▪ Good general intelligence ▪ Likes computers ▪ Good at drawing ▪ Can comprehend information presented orally, when he attends ▪ Very good at sport; plays in local soccer club 	Needs <ul style="list-style-type: none"> ▪ To increase reading accuracy and fluency ▪ To improve written expression ▪ To recognise medial sounds in individual words ▪ To settle to tasks and complete seat work independently ▪ To think before he acts, especially in the yard
Article IV. Summary of Special Educational Needs	
Article V.	
Article VI. Oisín has learning difficulties associated with dyslexia and ADHD. His literacy skills are severely delayed.	
Article VII. Priority Learning Needs <ul style="list-style-type: none"> ▪ To improve his literacy skills and to be able to read stories and to communicate ideas in writing, so that he has the skills to cope in secondary school ▪ To be able to sit and listen to instruction and to manage his own behaviour (reduce impulsivity) 	

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Priority Learning Need

Learning Targets for the period	(a) Target date	(b) Date Achieved
<ul style="list-style-type: none"> ▪ Read 60 words from the first 100 word list ▪ To recognise, read and write words with medial short vowels ▪ To make personal spelling dictionary and use it for daily writing ▪ To develop reading fluency by reading and rereading levels 6 & 7 of the Oxford Reading Tree ▪ To be able to type his own sentences and short passages ▪ To be able to sit and listen to group instructions ▪ Oisín to successfully play/ co-operate with others during yard time 	April 05	
Teaching Strategies <ul style="list-style-type: none"> ▪ Precision teaching methods, sight words on flashcards and reinforcement at home ▪ Phonemic awareness training and phonological awareness training (Sounds Abound Program; Sound Linkage; P.A.T. Program) ▪ Introduction to Word processing skills; typing(using Textease) ▪ Reward chart to monitor in-task behaviour and playground ▪ Peers to use 'reminder of kindness' to help Oisín to look at teacher when teacher is speaking 		
Materials / Resources / Games <ul style="list-style-type: none"> ▪ Alpha to Omega (Hornsby) ▪ Phonological Awareness Training Program (Wilson) ▪ Sound Linkage (Hatcher) ▪ Sounds Abound ▪ Starspell ; Wordshark (IT) ▪ Oxford Reading Tree ▪ Games such as Phonic Bingo, Hangman 		
The special education and related support services to be provided to the child <ul style="list-style-type: none"> ▪ Class teacher- Mrs Carroll, Room 8 ▪ Resource teacher, 2x individual sessions (45 minutes) 2x small groups sessions (45 minutes) ▪ SNA- Jacintha Power, works with 6th class for 5 hours per week, and supervises the yard, she also gives some individual support to Oisín 		
Parents to support at home with the following activities <ul style="list-style-type: none"> ▪ Reinforce flashcards with first 100 words ▪ Books on tape; audio books on cassette ▪ Paired reading programme 7-10 mins per night 		
Transition planning <ul style="list-style-type: none"> ▪ Oisín and his father to visit St Kieran's in May ▪ Mr Jackson to liaise with Mrs Maloney in St Kieran's about Oisín sitting the entrance examinations ▪ Ms Smith to liaise with SENO and NEPS psychologist about possibility of Oisín using a lap-top in secondary school 		
Signed: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> Parent Child Teacher </div> Date: _____		

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Individual Education Plan

Name: Hannah Murray	D.O.B: 1-2-93	C.S. 12 years
School: Grove Residential Hospital School	Class: Room 2	Class Teacher: Ms Worthy
IEP Meeting Date:	IEO Review Date:	IEP Coordinator:
Team Members: Class teacher, physiotherapist, occupational therapist, speech & language therapist, play therapist, psychologist		

Summary of Special Educational Needs	Special Educational Provision	Progress to Date
<p>Hannah has a severe and profound general learning disability. She also has visual impairment and a physical disability. She has purposeful movement in her right hand and arm.</p> <p>Hannah has epilepsy and uses a gastronomy tube for feeding. She has full nursing / medical care.</p> <p>Hannah is susceptible to chest infections and pneumonia and has frequent stays in hospital.</p> <p>Hannah lives in residential care and visits home most weekends.</p>	<p>Hannah attends, on a full-time basis, a DES Special School for pupils with Multiple Disabilities.</p> <p>Hannah receives services from the Clinic Team:</p> <ol style="list-style-type: none"> 1. Physiotherapy on a daily basis for her chest 2. Occupational Therapy once a week 3. Speech and Language Therapy 4. Play Therapy 	<p>Language and Communication Hannah has learned to attend to person or object by decreasing vocalisations and moving her head in direction of adult voice to show listening and attending.</p> <p>Cognitive Skills Hannah can press a switch independently and without prompts up to 100 times in a 10 minute period.</p> <p>Physical Development Hannah can grasp and hold a preferred object, e.g., small light shaker in her right hand without physical prompts for short periods of time.</p> <p>Social Development Hannah responds to familiar voice/ sound with a smile.</p>

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Strengths / Current Level of Functioning

Language / Communication	Cognitive Skills	Physical Development	Social Development	Multi- Sensory Development
<ul style="list-style-type: none"> ▪ Shows awareness of familiar people - listens to voice, smiles. ▪ Shows awareness of objects placed in right hand - attempts to grasp or hit. ▪ Some awareness of light in dark room. ▪ Listens to own vocalisations repeated by adult or BigMack. ▪ Attends to use of objects of reference for activities. 	<ul style="list-style-type: none"> ▪ Attends to activities involving contingency awareness, with physical prompts. ▪ Can hold light object in right hand for a few seconds. ▪ Can hit a switch unprompted, to get a reward. 	<p>Gross</p> <ul style="list-style-type: none"> ▪ Moves right arm up and down to scratch ear / hit objects on lap. ▪ Moves legs and arms about while lying on mat. ▪ Moves head from side to side. ▪ Supports own head for brief periods. <p>Fine</p> <ul style="list-style-type: none"> ▪ Will grasp and hold light object in right hand for a few seconds. 	<ul style="list-style-type: none"> ▪ Listens and responds to voices of others in her environment. ▪ Will quieten own vocalisations to listen to interesting / familiar sound. ▪ Will sometimes respond to a familiar voice, sound or activity with a smile. 	<ul style="list-style-type: none"> ▪ Attends well to objects that vibrate and / or have peculiar sounds. ▪ Responds to feeling feet placed in water / sand / paint. ▪ Responds to feeling variety of textures on hands, e.g., paint/ oil / jelly. ▪ Increased vocalisations when listening to music / loud voices.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Priority Learning Needs / Goals

Language / Communication	Cognitive Skills	Physical Development	Social Development	Multi- Sensory Development
<ul style="list-style-type: none"> ▪ To increase purposeful responses in response to "more?" becoming a more intentional communicator. ▪ To visually focus on a variety of lights in a dark room. ▪ To respond to familiar objects of reference used daily to denote specific timetable activities. 	<ul style="list-style-type: none"> ▪ To learn contingency awareness, i.e., "I can do this to get a reward" <ol style="list-style-type: none"> 1. in structured session 2. in a responsive environment. 	<p>Gross</p> <ul style="list-style-type: none"> ▪ To move right arm up and down in order to hit an object hanging beside her <ol style="list-style-type: none"> 1. in seated position 2. lying on mat. <p>Fine</p> <ul style="list-style-type: none"> ▪ To grasp and hold noisy object in right hand for extended period. ▪ Move right arm up and down while holding object. 	<ul style="list-style-type: none"> ▪ To listen and respond to recordings of her own voice / family voices. ▪ To quieten vocalisations in order to listen to a voice / sound at a distance or whispered voice. ▪ To turn her head in direction of adult voice. 	<ul style="list-style-type: none"> ▪ Visual stimulation activities Listening skills. ▪ Hand function activities. ▪ Sensory exploration.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Curriculum Area: Language and Communication
Target: To increase purposeful responses in response to "more?"

Targets	Teaching Strategies	Materials / Resources	Target Dates	Personnel	O	N	D	J	F	M	A	M	J
Attend to person / object when offered "more?" by: 1. increasing vocalisation 2. increase in arm movement upwards and downwards	One to one session following structured approach - offer object / withdraw/ "want more?" Quiet, distraction free setting	Motivating objects, e.g., fan, brush, feathers, vibro cushion/ bubble/ tube, water, etc. Adult voice	Jan. 2005	CT OT S<									
Respond when offered "more?" by increase in vocalisation and arm movement upwards and downwards consistently	As above	As above	March 2005	CT OT									

Comments	Keys for Evaluation 1 - over achieved ¹ 2 - achieved target 3 - in progress 4 - has not achieved goal 5 - not yet addressed
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¹ This criterion means that the child performed a skill more frequently or for a longer period of time than was initially expected by whoever set the target. In this way, the criterion provides feedback on what the child has achieved as well as informing about future goal setting.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Curriculum Area: Cognitive Development
Target: To learn contingency awareness

Targets	Teaching Strategies	Materials / Resources	Target Dates	Personnel	O	N	D	J	F	M	A	M	J
Hannah will press the switch independently and without physical prompts for preferred reward. Through this activity, Hannah is learning cause and effect - how to have some control over her environment.	Computer controlled session using a switch attached to a preferred reward, e.g., Jitter Ball, DJ Duck, and located on her tray next to her right hand, set up for Hannah to <ul style="list-style-type: none"> ▪ press switch and wait for reward to end before pressing again ▪ decrease number of 'dead' presses. 	Switches, latches, preferred rewards. Computer software to record number and type of presses, providing data on Hannah's learning.	Jan. 2005	CT									

Comments	Keys for Evaluation 1 - over achieved 2 - achieved target 3 - in progress 4 - has not achieved goal 5 - not yet addressed
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EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Curriculum Area: Physical Development

Target: To move right arm up and down in order to hit an object hanging beside her

Targets	Teaching Strategies	Materials / Resources	Target Dates	Personnel	O	N	D	J	F	M	A	M	J
With some physical prompting, Hannah will raise her right hand off the tray to hit an object hanging beside her and lower hand down.	One to one session following structured approach - hand over hand to raise and hit preferred object hanging close to Hannah's hand 1. while in seated position 2. while lying on mat. Increase distance between object and Hannah's hand. Decrease physical prompts.	Hanging objects, e.g., bells, shaker, light sound producing objects, etc.	Jan. 2005	CT OT									

Comments	Keys for Evaluation 1 - over achieved 2 - achieved target 3 - in progress 4 - has not achieved goal 5 - not yet addressed
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EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Sensory Stimulation

Target: To attend to visual stimuli

Targets	Teaching Strategies	Materials / Resources	Target Dates	Personnel	O	N	D	J	F	M	A	M	J
Hannah will move her head or eyes in the direction of a bright light and visually focus for a short period (5-10 seconds)	Quiet darkened room, present light stimulus at certain points across field of vision; observe for head / eye movements.	Darkened room with bright lights, e.g., coloured torch lights, light reflected on mirror, fluorescent pictures highlighted with a UV light.	Jan. 2005	CT Play Therapist									

Comments	Keys for Evaluation 1 - over achieved 2 - achieved target 3 - in progress 4 - has not achieved goal 5 - not yet addressed
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With a focus on her priority learning goals, Hannah is to have access to a broad and balanced curriculum. She is to be encouraged to participate at her own level during group activities, e.g., music with instruments, music and movement, hand function / awareness, body awareness, drama (Galaxies), SESE (hot and cold), art, cookery, listening skills (The Train Ride), sensory massage, communication through the senses. More intensive work on priority learning goals can be achieved during individual sessions throughout the week.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

LUKE: POST-PRIMARY JUNIOR CYCLE **(ASPERGER'S SYNDROME & DYSLEXIA)** **THE IEP PROCESS**

Luke is 13 years old and has Asperger's Syndrome. He is a second-year student in the local community school, where his older brother is in sixth year. He attends school regularly even though he finds the social aspect and much of the academic work challenging. His favourite subjects are Metalwork and Art. Luke's parents keep in regular contact with the school. At weekends Luke goes fishing with his grandfather. He has won several prizes in local competitions. In order to draw up and implement an IEP for Luke, his resource teacher, Una Kavanagh undertook the following tasks:

- 1) Gathered information from several sources including:
 - School records and reports
 - Discussion with Luke
 - Discussion with Luke's parents
 - Year head, tutor and subject teachers
- 2) Collated the information (See 'Present Performance levels' section in example below)
- 3) Convened a meeting. In attendance were:
 - Luke (he joined at the end of the meeting)
 - Luke's parents
 - Class tutor
 - Resource teacher
- 4) Conducted the meeting. Discussed:
 - Hopes
 - Present performance levels
 - Strengths, talents, interests and needs
 - Priority learning needs
 - Targets
 - People involved in implementing the targets
 - Strategies and Resources
 - How and when to monitor progress and evaluate the plan
- 5) Prepared the written IEP (See example)
- 6) Met with Luke and his parents to:
 - Discuss
 - Agree
 - Sign the IEP
- 7) Distributed the IEP to:
 - Parents
 - Tutor
 - SENO
- 8) Met with the Year Head and subject teachers involved in implementing the IEP
 - To discuss identified priority learning needs
 - Give copies of relevant sections
 - Inform about accommodations required in classes
- 9) Drew up personal plan, based on the IEP, with Luke.
- 10) Following distribution of the plan, Una:
 - Implemented the IEP in collaboration with parents and teachers
 - Monitored and reviewed the IEP

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

INDIVIDUAL EDUCATION PLAN

Name of Student: Luke Ryan

Home Address: 10, Park View Tce.

Date of Birth: 01-09-1992 **C.A.** 14.0 **Class:** 2A

Name of Parent/s: Janet & David Ryan

Name of Principal: Mary White **Year Head:** Mark Kelly

Class Tutor: Fiona O'Connor **Name of Resource Teacher:** Una Kavanagh

Name of SNA: n/a **Name of Psychologist:** Michael Walsh

Name of SENO: Helen O'Leary

Support Services: Child and Adolescent Support Services, Ballymount Drive.

Date of IEP Planning Meeting: 22-09-2005

In Attendance: Luke, Janet & David Ryan ; Fiona O'Connor; Una Kavanagh

Persons Involved in Devising IEP: Luke, Janet & David Ryan ; Una Kavanagh ; Fiona O'Connor (Class Tutor & English /History /CSPE; Mary Daly (Maths); Anne Bates (H.EC.); Paul Kelly (P.E); John Collins (Materials Technology Metalwork)

Persons Involved in Implementing IEP: Luke, Janet & David Ryan ; Una Kavanagh; Fiona O'Connor; Mary Daly; Anne Bates ; Paul Kelly; John Collins

IEP Co-ordinator: Una Kavanagh

Commencement Date of Intervention: 3rd Oct.2005

Review Date: Feb. 2006

Duration of Programme: Oct. 2005- Feb. 2006 **Number of Weeks:** 15

Special Education Timetable					
Day:	Mon.	Tues.	Wed.	Thurs.	Fri.
Time/s:	09.35-10-15 2-45-3.20	11.00-11.40 11.45-12.25	2.05-2.45	11.45-12.35	09.35-10-15 11.45-12.25
Location:	Support Teaching Room	Support T Room CSPE	History Class	Support Teaching Room	Support Teaching Room
Model:	Individual Group	Group Co-teaching	Co-teaching	Group	Individual Group
Focus:	Literacy Social Communication Skills	Social Communication Skills	History Programme Keeping to class rules	Literacy	Literacy Self-management Skills

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Nature & Degree of Special Educational Needs & How Those Needs Affect Educational Development:

Asperger's Syndrome & Dyslexia. Difficulty in area of social communication affects Luke's ability to relate to other students. Problems with organisation of books and materials are reducing time spent on task in lessons. Luke finds all academic subjects very challenging because of his difficulties with word reading, writing and spelling.

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE: STUDENT PROFILE

Formal Assessment: Outside Agencies				
Date	C.A.	Name of Test	Administrator	Outcomes
02-04-2001	8.07		Dr. Mary O'Sullivan (Child Psychiatrist)	Met Diagnostic Criteria for Asperger's Syndrome
05-05-2005	12.08	WISC IV (U.K.)	Michael Walsh (NEPS)	Ability in average range.

Formal Assessment: School Based				
Date	C.A.	Name of Test	Administrator	Outcomes*
09-09-2005	14.00	Neale Analysis of Reading Ability	Una Kavanagh (Resource Teacher)	<u>Accuracy:</u> R.S. 36 R.A. 7.07 <u>Comprehension:</u> R.S. 16 R.A.8.01 <u>Rate</u> R.S. 57 R.A. 8.06.
12-09-2005	14.00	CHIPPS Dyslexia Screening Test	Una Kavanagh	Recognised: all CVC words; consonant digraphs; consonant clusters in initial & final position. Needs to learn vowel digraphs. Slow response speed on all areas of language noted.

Informal Assessment - Observations from: Luke, his parents and teachers
Social Communication Skills: Progress in understanding & use of body language noted at home and in school. Conversational skills (listening and turn-taking) with adults and peers need to be developed.
Self-management Skills: On time for most classes – uses visual timetable. Problems with organising books and equipment for school (mother packs schoolbag) and at beginning and end of classes.
Ability to Keep to Class Rules and Routines: Keeps to safety rules in Metalwork, Home Economics and Science (displayed in picture form). Reports others who break rules. Upset by changes to routines at home and in school. Becomes agitated in all classes when tasks challenging – tears paper and complains.
Literacy Skills: Making steady progress. Able to read selections from Level 2 high interest readers independently. Likes making Powerpoint presentations about topics of interest in Resource room. Enjoyed Buddy reading project last year. Excellent recall of factual information. Problems with sequencing ideas and events. Does not like reading aloud in classes or having to take down written work from board. Needs to develop inferential skills, scanning and use of contextual clues.
Mathematical Skills: Grade C (Ordinary Level) in end of year assessment May 2004. Buddy system for reading written instructions working well.
Access to Curriculum: Shows talent in drawing from observation, model building and photography in Art. Achieved Grade A in Metalwork and B in Tech. Graphics for final First Year projects . Very good ability to interpret diagrams. Needs to be encouraged to finish projects. Has a difficulty in academic subjects where emphasis on textbook learning and note taking. Dislikes writing, prefers to give responses verbally or in picture form. Finds Mind -mapping helpful in History. Able to take part in two-person activity in P.E.
Learning Style and Interests: Visual learner. Favourite subjects are Metalwork and History. Also likes Home Economics and Science. Shares interest in fishing with grandfather. Inclined to monopolise conversations at home and in school by talking about fishing.
Additional Information about Education & Care: Likes school but usually appears physically and mentally tired by four o'clock.
Attendance: Full attendance since beginning of new term.

***Careful consideration needs to be given before sharing information such as reading ages with students whose attainment on standardised reading tests are very depressed.**

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

ABILITIES, SKILLS AND TALENTS	LEARNING NEEDS
<p><i>Very honest and reliable</i> <i>Takes responsibility at home and in school when tasks clearly explained</i> <i>Excellent attendance and timekeeping</i> <i>Able to work with partner when selection made by teacher</i> <i>Keeps to safety rules in labs and workshops</i> <i>Well developed visual and spatial skills</i> <i>Talented in Art, Metalwork and Technical Graphics</i> <i>Excellent memory for factual information</i> <i>Dedicated to special interest –fishing</i></p>	<p><i>The following areas need to be addressed to facilitate Luke's development:</i> <i>Social communication skills –conversational skills with adults and peers</i> <i>Participation in group activities</i> <i>Ability to recognise signs of frustration & request help</i> <i>Organisation of books and materials at beginning and end of lessons</i> <i>Listening to and following instructions</i> <i>Planning and completing projects</i> <i>Sequencing skills</i> <i>Reading skills (word recognition)</i></p>
PRIORITY LEARNING NEEDS	
<p><i>Social Communication skills –listening skills & taking turns in conversations with adults and peers</i> <i>Keeping to class rules – putting up hand and requesting help</i> <i>Self-management/organisational skills – organising books and equipment for lessons</i> <i>Reading skills – accuracy and fluency, word identification skill, access to texts.</i></p>	
PARTICIPATION IN GENERAL EDUCATION	
<p><i>Luke takes all subjects timetabled for his class except Irish and French. He receives resource teaching during these periods.</i></p>	
ACCOMMODATIONS REQUIRED	
<p><i>Shorter instructions; where possible demonstrate or illustrate with pictures/diagrams. Audio-tape selections from texts, highlight key words, ideas. Reduce written work. Assess through oral responses, multiple choice and close exercises.</i></p>	
SPECIAL EDUCATION AND RELATED SUPPORT SERVICES	
<p><i>Receives 5 hours of resource teaching weekly. Attends Child and Adolescent Support Services fortnightly for work on social communication skills.</i></p>	
EXAMINATIONS / ASSESSMENTS	
<p>Name of Examination / Assessment: <i>Junior Certificate</i> Examining Body: <i>DES</i> Date: <i>June 2007</i></p>	
<p>Subjects and Levels: <i>English (F); Maths (O); History (O); Geography (O); Science (O); Materials Technology – Metalwork (H); Technical Graphics (H); Art (H); Home Economics (O); CSPE.</i></p> <p>Accommodations: <i>Reader and separate exam centre.</i></p>	
<p>Transition Plan: <i>N/A</i></p>	
ACTIONS TO BE TAKEN BEFORE IMPLEMENTATION OF IEP	
Action	Personnel
<p>Discuss IEP with Luke, help with drawing up personal plan. Discuss IEP with year head, and relevant subject teachers, give copy of section with targets, strategies and resources. Inform all relevant subject teachers about accommodations required in classes.</p>	<p>Una Kavanagh</p>

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Targets	Strategies, Materials & Resources	Personnel	Start Date Review Date	Progress / Outcomes Key: ⇨ = Emerging ✓ = Achieved ✗ = Not Achieved
Self-management skills Luke will: Organise books and equipment at beginning and end of English, History, and Maths lessons	Colour code books Make checklist Modelling Role Play Remind to use /tick checklist	David Ryan Una Kavanagh Mary Daly		
Pack his ingredients for H.Ec. and kit for P.E. and bring to lessons	Make visual timetable and checklist Supervise packing schoolbag Keep record Select and give reward	Una Kavanagh David Ryan Anne Bates & Paul Kelly		
Keeping to Class Rules Luke will: Put up his hand and ask for help, when he finds work difficult in History, Maths & Metalwork classes	Make and keep Feelings Diary to identify physical responses when frustrated Modelling Role Play Social Stories/Comic Strip Conversations Verbal reminder at beginning and during classes Praise /attention	Janet Ryan Una Kavanagh Mary Daly Fiona O'Connor Anne Bates John Collins		
Allow teachers to take responsibility for checking that students keep rules in Science, Home Economics & Metalwork	Role-play Social Stories Comic Strip Conversations	Una Kavanagh		
Social Communication Skills Luke will: Show good listening skills (sit up in chair, face speaker, nod/shake head) in CSPE lessons & in conversations with family at home	Modelling Role-play Sorting photographs (good/poor listening) Labelling cartoons (good/poor listening) Social stories Prompt Card with rules for good listening stated positively – designed by Luke Review rules at beginning of lessons Circle Time Record progress on checklist Verbal reminders Descriptive praise	Fiona O'Connor Una Kavanagh Janet & David Ryan		
Take turns during discussions in CSPE lessons and in conversations with family at home while staying on topic	Modelling Role-play Discussion of video-clips (Circle Time (CSPE) Record progress on checklist Verbal reminders Descriptive praise	Fiona O'Connor Una Kavanagh Janet & David Ryan		

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Targets	Strategies, Materials & Resources	Personnel	Start Date Review Date	Progress / Outcomes Key: ⇨ = Emerging ✓ = Achieved × = Not Achieved
Literacy Luke will: Read aloud selections from level 3 readers with 97% accuracy	Assisted reading Repeated reading Silent reading	Una Kavanagh		
Read 4 books selected from Level 3 "Quick Read" section in library with support from peer tutor in 12 thirty-minute sessions*	Peer tutoring-Book Buddies	Dean Power (Transition Year)		
Read 95% of words recorded in word bank when presented in isolation and in texts	Highlight new words in text Record in word bank Make Powerpoint slides	Una Kavanagh		
Recognise vowel digraphs with 90% accuracy when presented in lists and in texts	Tracking and tracing exercises Word searches Highlighting target sounds in words	Una Kavanagh		
Curricular Access History Luke will: Select and write at least 6 key terms related to each topic taught in his history class	Highlight terms in text Record terms and meanings in illustrated dictionary Complete multiple choice and cloze exercises	Una Kavanagh Fiona O'Connor		
Record (on a Mind map) at least 6 key ideas and supporting details related to the topics taught in his history class.	Construct Mind-maps during and after reading in collaboration with teachers and peers	Una Kavanagh Fiona O'Connor		
NOTE: Title of reading material being used should be given in targets or under materials/resources, but have not been included here as there are a variety of appropriate resources.				

Signed:

Date:

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Jennifer: Post-Primary Junior Cycle **(Moderate General Learning Disability)**

Background:

Jennifer is 15 years old and attends her local all girls' secondary school. She is in her third year in a special class for students with moderate general learning disabilities. There are seven students in this class. The curriculum is based on the NCCA Guidelines and addresses Communication and Language, Mathematic, Social, Political and Health Education (SPHE) and Social, Environmental and Scientific Education (SESE), Arts education (Visual Art, Drama, Music), PE, Life Skills, Home Economics and Woodwork . An Occupational Therapist undertakes work with the class on a fortnightly basis.

Jennifer is integrated with her peers in a mainstream class for P.E. and Cookery. Three students from Transition year assist in the special class during Woodwork as part of their own work for The President's Award. Jennifer likes school and her attendance is good. She interacts well with adults and peers. She enjoys sports, especially basketball.

Jennifer is the youngest of four children. Her older sister is married and has a little boy. Jennifer enjoys playing with her nephew. However, after a period, she tires of his exuberance.

Individual Education Plan

Name: Jennifer O'Connor

Date of birth: 7/4/'90 Chronological Age: 15 yrs. 5mts.

Name of Parent(s): Michael and Sandra O'Connor

Name of SNA: Margaret Maguire

Name of Psychologist: John Marren, NEPS

Date of IEP Planning Meeting: 12/9/2005

In Attendance: Principal – Peter Farrelly; Special Education Needs Co-ordinator- Kathleen McGrath; Special Class Core Teacher – Margaret McGinley; Parents – Michael and Sandra O'Connor; Psychologist – John Marren.

IEP Co-ordinator: Kathleen McGrath

Nature of Special educational need: Jennifer has a moderate general learning disability.

Impact of Special Educational Needs on Educational Development: Jennifer requires that the curriculum be adapted as her academic performance is considerably below that of her age group. She also requires support to develop social and life skills.

Special Educational Provision: Jennifer is in a special class for students with moderate general learning disabilities. There are 7 students in this class. Two Special Needs Assistants support the students in the class.

Review date: May 2006

Parents' hopes and expectations: It is expected that Jennifer will transfer to the National Learning Network when she finishes second level school. Her parents hope that when she leaves school, she will be able to:

- care for herself – look after her own clothes, cook, personal hygiene
- travel independently in her locality
- shop for essential items
- socialise with peers.

Signed:

Date:

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Present Performance Levels: Student Profile

Formal Assessment: Outside Agency			
Date	Name of test	Name of Psychologist	Outcome
3 rd May 2005 (C.A. 15yrs. 1 mt.)	British Ability Scale Vineland Adaptive Scale	John Marren (NEPS)	Indicated moderate general learning disability

School based assessment
Communication skills: Can formulate simple 4-word sentences and use appropriate tenses and grammatical structures. Able to engage in conversations and deliver messages when explained clearly. Can formulate Wh questions. Makes eye contact and uses appropriate social language.
Interpersonal skills: Calm and even-tempered. When work is well organised and tasks clear, works co-operatively with others. Interacts well with peers in special and mainstream classes. Can be assertive and ask for help. Fairness matters to her.
Social Skills: Behaves responsibly towards own and others' property. Can move comfortably around school. Knows to look before crossing road, but might not always remember to do so. Knows who to go to and ask for help if lost. Not yet able to use public transport by herself.
Literacy Skills: Recognises social symbols. As yet recognises few social sight words. Can read books at a reading age of 6-7 years. Uses initial letter and/ or context to decipher unknown words. Can retell this material in own words. Can write own name accurately and attempt address. Able to write simple sentences.
Numeracy: Recognises numerals 1-100. Can add numbers to ten using number-line and 2 digit numbers using a calculator. Able to tell time on the hour. Knows that 1 o'clock is lunch time and 4 o'clock is going home time. Does not relate time to other events. Able to identify and name all coins and €5, €10 and €20 notes. Has learned to place coins in order, using a money line as guide (number line with plastic coins). Needs to learn how to use money to pay for items in the local café and school shop.
Motor and Visual-motor skills: Good co-ordination and gross motor skills. Adapts to any new game in P.E. Can use scissors, tools in woodwork, gardening equipment and kitchen equipment well. Able to type sentences and use mouse on computer. Handwriting neat, letters well formed.
Learning Style: Works well in small group /one to one setting. Prefers practical / hands on learning situations. Learns best by doing and watching. Will concentrate for 2-3 minutes when teacher talking, 5-6 minutes on written work and 10-12 minutes on hands-on activity.

Formal Assessment: Outside Agency	
Abilities, Skills and Talents	Interests
Seeks fairness for self and others, good natured Very good motor and visual-motor skills Lively, sociable and friendly Caring, cheerful Confident with class mates and other students and adults	Swimming and basketball – many sports Music – pop and disco dance music Cookery Television

Learning Needs

The following areas need to be addressed to facilitate Jennifer's development:

- Social skills: personal safety, using public transport, shopping, eating out, going to the cinema
- Literacy skills: build on recognition of social symbols, social sight vocabulary, writing- personal details, postcard
- Numeracy: time – clock, calendar; money – paying for items.
- Communication and language: further extend ability to express feelings and emotions, to communicate needs, to listen to others, to talk about interests and to sequence events

Priority Learning Needs**Life Skills**

- Using coins to pay for one item in café and school shop
- Time – Read hour and ½ hour on clock. Relate time to daily schedule

Social skills

- Move confidently and safely around town
- Order and pay for food in cafe

Literacy Skills

- Develop further Jennifer's social sight vocabulary
- Develop sight vocabulary in relation to her interests
- Develop further ability to write personal details – name, address, phone number

Implementing the IEP

The curricular areas through which the targets below will be addressed are identified. On-going liaison with Jennifer's parents will be maintained to co-ordinate work between school and home.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Targets 1: Literacy Skills

a) Jennifer will read environmental print (e.g., push, pull, ladies, gents, open, closed)

Curricular Areas: Language and Communication, Life Skills

Strategies:

- Use labels/ flashcards
- Make personal word bank/ electronic book: Signs I see around me
- Play games e.g. word searches, crosswords, bingo
- Locate and read targeted signs during trips to town

b) Jennifer will write own name and address accurately

Curricular Areas: Language and Communication

Strategies:

- Use variety of contexts for Jennifer to write her name and address, starting with own name and street name and gradually adding to this.

c) With assistance, Jennifer will read targeted words in her cookery book (e.g., flour, eggs, milk, oven, pizza)

Curricular Areas: Home Economics, Language and Communication

Strategies:

- Match words and sentence strips to pictures (photographs of ingredients, utensils etc.)
- Sequence pictures in correct order
- Make personal cookery book and use in school and at home

d) With assistance, Jennifer will read Fanzines

Curricular Areas: Language and Communication, Arts Ed., Music, P.E.

Strategies:

- Talk about favourite pop groups while looking at posters
- Discuss CDs, (cover, sleeve and CD itself)
- Talk about pictures and illustrations in Fanzines
- Cut out pictures and key words and paste into scrapbook
- Match words and sentences to pictures
- Shared reading

Target 2: Time

a) Jennifer will be able to read the time on the hour and half hour

Curricular Areas: Maths. Learning reinforced by all staff.

Strategies:

- Read clock in classroom at selected times
- Move hands on clock to show targeted times
- Match pictures on visual timetable to times on clock faces
- Make visual schedule showing times of favourite tv programmes

Target 3: Finding way safely around town and locality

Jennifer will cross the road in a safe manner while walking from the supermarket to the café

Curricular Areas: SESE (Geography), Life Skills, SPHE

Strategies:

- Show Video illustrating safe cross code and discuss
- Engage in role play
- Make Electronic books with captions and photos
- Practise use of pedestrian signals/traffic lights/pedestrian crossing on trips to town with class and family

Target 4: Skills with money

a) Jennifer will pay for one item in the local café and school shop, using next highest coin strategy

Curricular Area: Maths, Life Skills

Strategies:

- Place coins in order of value (first with, then without money line as guide)
- Match pictures of items to appropriate coins (up to 2 euro)
- Practise buying one item a) in pretend shopping scenario b) real-life money handling situations
-

Target 5: Shopping

Jennifer will select and order food in the local shop and, with assistance, pay for it

Curricular Areas: Drama, Life Skills

Strategies:

- Role play – selecting and ordering food
- Talk through task, using set of photographs of Jennifer carrying out each step in sequence
- Practise task in real-life situations

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Aoife: Leaving Certificate (Physical Disability)

Aoife is sixteen and has severe congenital scoliosis. She is in fifth year in her local Secondary School. Aoife lives with her mother and younger sister. She enjoys reading and watching documentaries on television. She is very well informed about current affairs and has strong views about issues relating to equality and social justice. Following the IEP planning meeting, Aoife wrote the section dealing with targets and strategies with the assistance of Susan Kelly, Career Guidance Counsellor.

Article I. INDIVIDUAL EDUCATION PLAN	
Name of Student: Aoife O'Sullivan	Date of Birth: 21-10-1989 Class: 5U Year: 5th
Address: 16, Summerhill	Name of parent/s: Margaret O'Sullivan
Class Tutor: Mark McCarthy	Year Head: Anne Breen
Resource Teacher: Eileen Burke	Career Guidance Counsellor: Susan Kelly
SENO: Martin Purcell	Date of IEP Meeting: 06-12-05
In attendance: Aoife & Margaret O'Sullivan, Susan Kelly, Eileen Burke & Mark McCarthy	
IEP Co-ordinator: Susan Kelly	
Commencement Date: 16-01-2006	Review Date: 08-05-06
Signed:	Date:

Nature of SEN & Impact on Educational Development

Aoife has severe congenital scoliosis. Last year she had corrective surgery and was absent from school for several months. While this reduced the curve in her spine, postural stress continues to cause her to slump when seated. As a result, she finds it difficult to concentrate and perform fine motor tasks. She presents as a bright and intelligent young person. However, her attainments in all academic subjects fall well below her potential.

Present Performance Levels

On the verbal scale of the WISC IV (Nov. 2004), Aoife scored in the high average range. Her score was in the average range on the performance scale. During testing, slow speed of processing on all tasks was observed. Problems with persistence and staying on task were also noted.

Aoife's performance on the Differential Aptitude Tests (DATS) in Dec. placed her in the above average range for verbal and abstract reasoning and the average range for numerical and spatial reasoning.

Aoife's favourite subjects are French and English. In her mid-term tests (Nov. 2005), she passed these subjects. She got an E grade in Maths, History & Biology and F in Irish. Her teachers report that she lacks motivation and frequently fails to complete and hand in homework assignments.

Aoife is eager to communicate and engage with her peers. She needs to learn to participate as a team member and to listen to and take on board the points of view of others during class discussions.

She uses a laptop for class and homework and can type at a rate of 15 words a minute. To help to correct her poor posture, she uses a backrest and foot block when seated at her desk.

Aoife's dream is to graduate from college with a qualification in legal studies and work with a third world development agency.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Special Education and Related Support Services

Aoife receives three hours of support teaching weekly. She has been referred to *Enable Ireland* for assessment with a view to devising a suitable P.E. programme.

Examinations/Assessment

Aoife will take English, French and History at higher level and Maths, Irish and Biology at ordinary level in the Leaving Certificate examination in 2007.

Accommodations Required: Special centre, 30 mins. additional time, use of laptop (in-house and State exams).

Abilities, Skills and Talents	To help Aoife to work towards achieving her personal goals she needs to:
Cheerful with good sense of humour Intelligent Articulate Independent Determined Sense of justice and fairness Interest in social issues and current affairs	Improve her grades in all examination subjects Obtain points for non-standard entry to college Hand in completed homework assignments on time Acquire study skills Make a plan for transition Develop awareness of her strengths and difference through counselling Enhance her social communication skills
Priority Learning Needs: Study skills; Social Communication skills (teamwork and perspective taking); Transition plan; Self-Awareness through counselling.	

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Targets	Strategies	Who will help	Start/Review Dates <i>Progress</i>
<p>Study Skills I will: Make a time-management plan</p>	<p>Select subjects from homework diary; allocate time and record on planner, putting vocabulary and grammar (Irish & French) first & reviewing these at end.</p>	Ms. Kelly (CGC)	Start Jan. Week 2 Weekly review.
Attend supervised study four evenings a week	Consult planner; use SQ3R; read text; highlight key points; record on mind-map (using software); complete written assignments; review relevant exam questions	Mr. Tobin (Support Teacher School Completion Programme)	Start Jan. Week 2 Weekly review.
<p>Counselling: Self-Awareness I will: Identify the strengths and talents which will help me to live my life fully and independently</p>	Make inventory; explore ways of using both strengths and difference to reach my potential; identify and discuss role models; use visualisation & breathing techniques.	Ms. Kelly	Start Jan. Week 3 Review beginning of May.
<p>Transition Plan I will: Short-list possible third level courses and careers in law</p>	Carry out career investigation using <i>Careers Directions</i> , <i>Qualifax</i> and related websites; complete <i>Occupational Interests Inventory</i> .	Ms. Kelly	Start March Week 1 Review March Week 4
Meet Joan Fleming, Disability Officer, Institute of Technology	Prepare for visit by listing my needs in terms of non-standard entry requirements, financial and learning support available. Following visit, list entry requirements; identify subjects where possible to achieve points; discuss options, set targets to achieve grades in L Cert. subjects.	Ms. Kelly will help me to prepare. My mum will accompany me on the visit. Ms. Kelly.	Start first week after Easter holidays. Review beginning of May.
<p>Social Communication Skills I will: Plan, organise and undertake fund-raising for Trocaire as a member of a team from my Religion class</p>	Engage in team-building exercises; explore & identify: attributes necessary for teamwork; roles and responsibilities of team members.	Ms. Burke (Resource teacher) Ms. O'Brien (Religion teacher)	Start: Feb. Week 2 Review: March Week 4
Listen to and take on board the point of view of others during discussions relating to issues of Social Justice in Religion class	Assist with making posters; preparing Powerpoint presentation for first years; organising first year discussion groups and second year quiz. Role-play; discuss and list rules for contributing to discussions and turn-taking.	Ms. Burke Ms. O'Brien	Start: March Week 2 Review: May Week 2

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Gregory: Leaving Certificate Applied **(Mild General Learning Disability)**

Background

Gregory is in LCA 2 in his local community school. He sat the Junior Certificate examination in June 2004 and passed 6 subjects. He chose not to do Transition year and is now following the Leaving Certificate Applied course, where he is achieving success. There are 15 students in this class. Gregory was first assessed when he was in second class in primary school. He was referred for assessment because of concern about his progress in language, literacy and maths. The results of this assessment suggested that he had a mild general learning disability. Further assessments confirmed the results of the initial assessment. Gregory is a motivated learner. His concentration is good. Outside of school, he likes to meet his friends. He also spends time with his girlfriend. He has a part-time job at a petrol station. While he has selected Engineering and Hotel, Tourism and Catering for his Vocational Specialisms, he is still undecided about a future career.

With the assistance of Mary O'Connor, class tutor/co-ordinator LCA, Gregory wrote IEP targets for the intervention period Jan. – May 2006.

Individual Education Plan

Name of Student: Gregory McHugh

Date of Birth: 10-08-1988

C.A. 17 yrs. 4 mts.

Class: LCA 2

Date of last Psychological Assessment: 15th October 2003

Psychologist: Patricia Feely, NEPS

Date of IEP Planning Meeting (final IEP for Gregory): 12th December 2005

In attendance: Gregory; John McHugh (parent); Mary O'Connor (class tutor/LCA Co-ordinator); Kathleen Murray (Learning Support teacher).

IEP Co-ordinator: Mary O'Connor

Signed:

Date:

Nature of Special Educational Needs and Impact on Educational Development

Gregory has a mild general learning disability. His progress in all areas of formal learning is slower than that of his peers. He finds it difficult to manage his time when undertaking tasks. Gregory learns best from hands-on instruction that is well-structured and presented in small steps.

Special Education and Related Support Services

Gregory receives two and a half hours of additional teaching weekly. This is delivered through in-class support and one-to-one tuition.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

Present Level of Educational Performance

Assessment/Certification (LCA)

In LCA 1, Gregory completed all his key assignments satisfactorily. In addition, he received credit for tasks in Leisure and Recreation, English and Communication, Vocational Specialism (Engineering) and Personal Reflection (Part 1).

Language and Communication

Gregory communicates clearly. He speaks confidently and can ask questions and express his views during group discussions and task interviews. While his spoken vocabulary is more limited than that of his peers, this does not hinder his ability to communicate. He finds it hard to follow lengthy instructions and needs to talk through each step before undertaking a task.

Literacy

While Gregory's word recognition skills are well developed, he finds it difficult to identify main ideas in written material and to recall information and ideas sequentially. He has acquired several key skills in the area of functional writing. He can write letters, fill in application forms and complete his CV. Gregory needs to become more independent in report writing and in keeping his reflective diary.

Mathematical Applications

Gregory is able to read timetables and calculate household bills. He can use metric units for measurement. Gregory manages money well. He buys his own clothes with money he earns from his part-time job. When a new mathematical skill is taught, Gregory needs a lot of practice in order to retain it. He uses a calculator to work out mathematical operations.

Practical Abilities and ICT Skills

Gregory enjoys activity-based learning and is able to use a range of hand- and machine-tools in Vocational Specialism classes. He is dependent on teacher direction and needs each step of a task to be demonstrated clearly. Gregory has acquired several ICT skills. He can use word processing software and create spreadsheets and database files.

Interpersonal skills

Gregory is a pleasant, good- humoured boy, who gets on well with his peers. He works co-operatively as a member of a team and can take responsibility.

Abilities, Skills and Talents

Interpersonal skills
Can work as member of team

Able to take responsibility
Motivated learner
Good practical skills
Competent in areas of social maths
and functional literacy
ICT skills

Learning Needs

Reading comprehension
Writing reports and keeping a
reflective diary

Preparing for transition
Time management
Independent work habits

Priority Learning Needs

Preparation for transition to further education and training
Writing reports and keeping a reflective diary
Reading comprehension – identifying key words and ideas, sequencing events and information.

EXAMPLES OF INDIVIDUAL EDUCATION PLANS

<u>Targets</u>	<u>Strategies / Materials</u>	<u>Who will help</u>	<u>Start/Review Dates/ Progress</u>
<p>Transition to Further Education/Training <i>I will:</i> As part of my class group, attend the Open Day in the Senior College and the FÁS Opportunities Event in Dublin</p> <p>Following visit, read information & choose three courses to write about in my task</p> <p>Select a course</p> <p>Complete application form</p>	<p>Look at plan of venue; highlight & sequence stands to visit; make time plan for day; prepare questions; collect information.</p> <p>Using template, pick and write out advantages & disadvantages of each course under headings: location, cost, accommodation, friends & support.</p> <p>Identify & list my strengths, skills & preferences on template</p> <p>Make appointment with Ms. O'Doherty, Guidance Counsellor; discuss choice of course; investigate and write up key assignment & add this section into my work experience task.</p> <p>Photocopy & read form; practise filling in; fill in and post</p>	<p>Ms. O'Connor</p> <p>Ms. O'Connor</p> <p>Ms. O'Connor</p> <p>Ms. O'Doherty</p> <p>Ms. O'Connor</p>	<p>Start Jan. week 2</p>
<p>Planning My Key Assignment 1 in Communications & Enterprise <i>I will:</i> Write & present a report on our Trade Fair Visit to the 5th year LCA class with my task partner</p> <p>Continue to record useful new words in my Key Words notebook</p>	<p>Gather information by brainstorming; record on mind-map & order information by numbering; identify key words; write in points; make Powerpoint slides; write prompt cards; practice and time presentation.</p> <p>Record word; write a sentence to show meaning; illustrate with picture; use word in class discussion, writing task report and in-task interview.</p>	<p>Mr. O'Dowd (Enterprise teacher); Ms Murray (LS teacher)</p>	
<p>Reflective Diary <i>I will:</i> Write at least 3 comments after each new learning experience (visitor in, visit out, work experience)</p>	<p>Talk to my classmates; describe what happened, using feeling words; write comments into diary; tick off date on number of entry sheet.</p>	<p>Ms. Kenny (Personal Reflection Task Co-ordinator)</p>	<p>Start: Jan. week 2</p>
<p>Reading Comprehension <i>I will:</i> Identify key words and ideas in newspaper articles and the novel I am studying</p> <p>Retell events in the novel in the correct sequence</p> <p>Write a review of the novel, including my personal response</p>	<p>Listen to audio-recording of own voice reading aloud while reading text silently; highlight key words and ideas; fill in graphic organisers.</p> <p>Make pictorial story boards, electronic book.</p> <p>Complete summary frames with key story elements; write under headings in reader response journal.</p>	<p>Mr. Hurley (English and Communications teacher); Ms Murray</p>	<p>Start: Jan. week 2</p>

