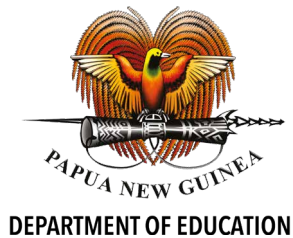




DEPARTMENT OF EDUCATION

INDIVIDUAL EDUCATION PLAN (IEP) TEACHER'S GUIDE





Department of Education

Individual Education Plan (IEP) – Teacher’s Guide

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INTRODUCTION



INTRODUCTION

Inclusive education supports all students, including students with disabilities and additional learning needs, to access quality education and to reach their full potential. An important tool in this process is the **Individual Education Plan (IEP)**. IEPs are used to support students who need a lot of help to participate in lessons and assessments, and are developed by teachers and/or teacher aides alongside students, their parents and other key people, including specialists. IEPs take a holistic view of the student and of learning, and guide adaptation of the curriculum so that all children can benefit.

The **IEP Teacher's Guide** is a tool designed to help educators in both Inclusive Education Resource Centres (IERCs) and mainstream schools develop IEPs for their students. While teachers in both IERCs and mainstream schools play important roles in implementing the IEP, those in IERCs carry an additional responsibility of providing leadership and close supervision when developing IEPs for learners in mainstream schools.

There are also **Additional Guidelines and Resources** to accompany this Teacher's Guide (separate document).

WHAT IS AN IEP?

An Individual Education Plan (IEP) is a written plan which determines student strengths as well as their learning goals, strategies and assessment plans. A student's IEP describes the adjustments, goals and strategies to meet their individual needs so they can reach their full potential. It helps teachers to plan and monitor a student's unique learning needs.

The IEP process involves the learner, family, specialists, IERC staff, mainstream teachers and Community Based Inclusive Development (CBID) officers. It is a collaborative process where everyone works together to identify what the learner needs in order to learn and what supports are required. The IEP should drive the child's education, guiding all partners of their roles for this individual learner.

An IEP:

- Outlines clear educational goals for the student.
- Focuses on a student's strengths and their potential to achieve positive educational outcomes.
- Includes short-term goals that will lead to the achievement of long-term goals.
- Is developed in consultation with the student (where appropriate) and their parent/carer/guardian.
- Communicates individual and shared responsibilities.
- Includes a record of important decisions, actions and student progress.
- Is reviewed regularly.
- Is age appropriate and holistic in its approach.
- Is flexible and focussed on the student's future.
- Recognises and celebrates the achievement of student progress.

WHICH STUDENTS REQUIRE AN IEP?

IEPs are used to support students who need a lot of help to participate in lessons and assessment according to the curriculum. This includes students with disabilities and additional learning needs.

WHAT ARE DISABILITIES AND ADDITIONAL LEARNING NEEDS?

A **disability** refers to a long-term physical, sensory, cognitive or social/emotional impairments that affect the functioning of a person.

- Physical impairment – affects how a person's body works.
- Sensory impairment – affects how a person sees or hears.
- Cognitive impairment – affects how a person thinks.
- Social/Emotional impairment – affects how a person makes friends or handles their emotions.

Disability is not just about a person's health condition. It's also about how society treats them. When someone with an impairment faces environmental or attitudinal barriers, these barriers make it hard for them to fully take part in society like everyone else.

For example, a person who uses a wheelchair might find it hard to move around because the footpaths are bumpy or not there, there are no ramps for them, and the buses are not made for them. This makes it really hard for them to go places, get important things done, or find a job. So, their disability becomes worse because of the places they can't easily go to, and they can't fully join in with the community.

Access to education can be a big challenge in some places. For someone with a sensory impairment, like a person who is blind or deaf, they might not have the right resources and support they need for a good education. Many schools don't have teachers who can use sign language or materials that are easy for students with sensory impairments to understand. This can lead to difficulties in learning, falling behind in school, and not getting a good education. Not having inclusive education can be like having a bigger obstacle to overcome because they can't access the right tools and support to learn effectively.

These examples illustrate how environmental and social barriers can create or exacerbate disabilities for people with physical or sensory impairments. Addressing these barriers through improved infrastructure, policies, and awareness can help reduce the impact of disability and promote inclusion.

In addition, there are people with **additional learning needs**. They may or may not have a disability, but they require additional support in areas including:

- Doing their schoolwork (reading, writing, maths).
- Expressing themselves or understanding what other people are saying, making friends or relating to adults.
- Knowing how to behave appropriately at school.

Additional learning needs include:

- dyslexia,
- Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD),
- gifted students (students who give evidence of high-performance capability),
- behavioural and emotional difficulties, and
- speech and language difficulties.

People with additional learning needs may also have medical, physical or sensory needs (long or short term).

Some of these needs might not last a long time. However, no matter how long these needs last, all learners who have a disability, additional learning needs, or need help with their emotions should have an IEP designed to meet their unique needs.

That's why it's very important for teachers to really get to know each student and understand how their disability or learning needs affect them. This way, teachers can plan their lessons and activities in a way that helps each student succeed. Disabilities can happen for many reasons, like being born with them, accidents, or being sick for a long time. Some disabilities we know about, but for others the cause may be unknown. And, importantly, some disabilities can be prevented.

See the [“Additional Guidelines and Resources”](#) for more detailed definitions and fact sheets about different types of disabilities and additional learning needs.

WHY IS AN IEP IMPORTANT?

An Individual Education Plan (IEP) is important because:

1. It helps teachers create a special learning plan for each student. This plan sets small, specific goals that students can achieve, which eventually helps them reach their bigger goals.
2. It lets the school, students, families, and other people involved with the student share important information.
3. It helps schools understand what they need to help students reach their learning goals.
4. It makes students feel more confident and interested in learning because they're part of the planning process.

Additionally, an IEP makes sure that teachers and schools are doing what they're supposed to for students with disabilities and additional learning needs in line with the Inclusive Education Policy and Minimum Standards.

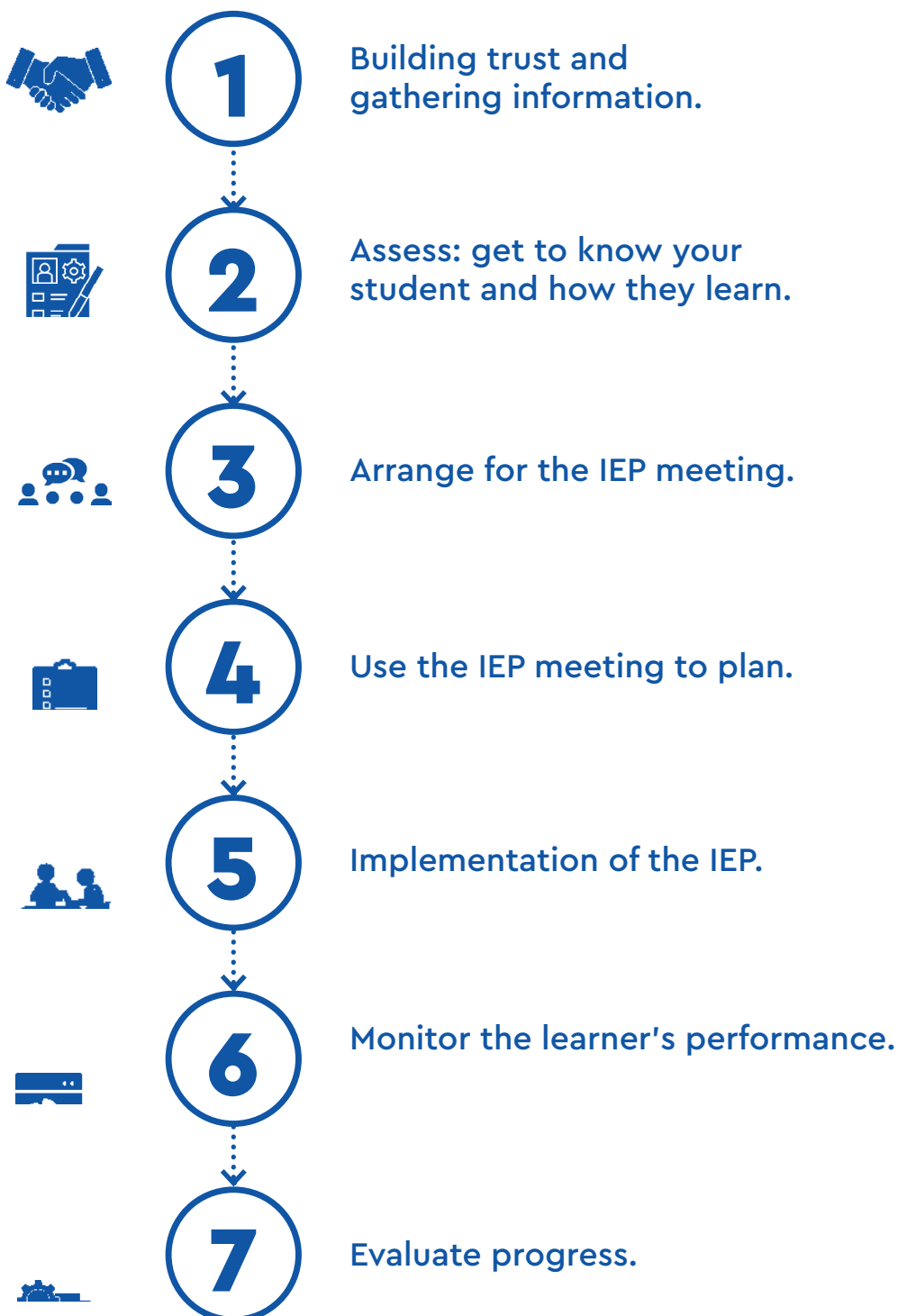
HOW IS AN IEP DEVELOPED?

WHO IS INVOLVED?

Developing an IEP involves collaboration – many people working together to understand what the learner needs to learn and what help they need. An IEP is developed with the learner/student, their family, specialists, IERC staff, regular teachers, and CBID officers. The IEP is like a map for the learner's education. It shows everyone what they should do to help the learner.

KEY STEPS

IEP development involves 7 stages in a cycle:



1. Building trust and gathering information

It is important to build trust with learners and their families, especially if they have not had an IEP before. Parents who are learning for the first time that their child needs extra help through something called an "IEP" might find it unfamiliar. When the school team tells parents they want to make an IEP to help their child, it can lead to different feelings.

2. Assess: get to know your student and how they learn

In this step, teachers and specialists look at the student's abilities and challenges. They work out what the student can and can't do. It's like making a map to understand where the student is in their learning.

3. Arrange for the IEP meeting

The IERC Outreach Officer/Teacher decides who needs to be in the IEP team. This team may include the learner herself/himself, learner's family, IERC teacher, the learner's class teacher from the mainstream school and CBID officer (optional as appropriate). You might also include extended family, peers, family friends, church representatives, community leader and interpreter as required. The selection of IEP team members is determined by the educational and functional needs of the learner obtained from the assessments.

4. Use the IEP meeting to plan

After assessing, a plan is made. It involves setting goals for the student. The plan includes what the student will learn, how they'll learn it, and what help they need. It's like planning a journey, deciding where to go and how to get there.

5. Implementation of the IEP

This step is where the teaching happens. Teachers and support staff work with the student based on the plan. They use special methods or materials if needed to help the student learn. It's like guiding the student on their journey, teaching them what they need to know.

6. Monitor the learner's performance

While teaching, the progress is watched closely. It's like keeping an eye on the map during a trip to make sure you're on the right path. If the student needs more help, the plan can be adjusted.

7. Evaluate progress

This is like looking back at the journey after it's done. The team checks if the student met their goals. They see what worked and what didn't. If needed, they make changes to the plan for the next stage in learning.

GUIDANCE AND TEMPLATES

PART A: THE IEP PLAN CYCLE - NEW STUDENTS



STUDENTS WHO HAVE NOT HAD AN IEP BEFORE AND DO NOT HAVE AN EXISTING DIAGNOSIS OF A DISABILITY OR ADDITIONAL LEARNING NEED.

Use this section to help you move through the 7 stages of the IEP cycle for students who you have identified as needing some additional learning support. If the student has a diagnosis or will need significant support from the IERC, go to Part B for guidance.

Stage 1: Building trust and gathering information

For students who have not had an IEP before, building a strong bond of trust with the individual learner and their parents or family is very important because it helps create a positive and meaningful plan for the learner's education. It is important to think about how you will talk to the family about your concerns and about how the IEP process works.

How do I do this?

First visit:

Start by having a casual conversation. Some parents will understand that their child has a disability or additional learning needs. They might feel relieved and supported when the school suggests making an IEP. But for other parents, facing their child's difficulties can make them feel disappointed, annoyed, or like they've failed.

Telling a parent that their child has a disability or additional learning needs is a sensitive conversation. Here's how you can explain it:

Remember, it's essential to be patient and understanding during this conversation. Parents may have a range of emotions, and your empathy and support can make a big difference in helping them understand and accept their child's needs.

- a. **Start with Care:** Begin by showing that you care about the parent and their child. Use a warm and friendly tone.
- b. **Be Clear and Honest:** Use simple words to explain the situation. You can say something like, "We've been working with your child, and we've noticed that they might need some extra help with learning."
- c. **Use Examples:** Share specific examples of what you've observed. For instance, "We've noticed that your child has trouble with reading and math, and they struggle to keep up with their classmates."
- d. **Emphasise Positives:** Mention the child's strengths and talents to reassure the parent that their child has unique abilities. Say something like, "We also see that your child is very creative and has a great sense of humour."
- e. **Explain the Process:** Describe the process of getting more information and support. Talk about the Whole Child Checklist and what you have observed. Mention assessments, evaluations, and specialists who can help determine the child's needs.
- f. **Offer Support:** Let the parent know that you're there to support them and their child every step of the way. Say something like, "We're here to work together as a team to help your child succeed."
- g. **Answer Questions:** Be prepared to answer any questions the parent might have. Take your time to address their concerns.
- h. **Provide Resources:** Offer information about support services, programs, and resources available for children with similar needs. This can include information about Individualized Education Plans (IEPs) and other educational support.
- i. **Follow Up:** Give parents time to think about your conversation and any questions they might have. Let them know you'll visit again to discuss the IEP. Decide on a date for a visit to explain the IEP process and gather necessary information about the learner.

Second visit:

Start by explaining the IEP. You can say something like this:

An Individual Education Program, or IEP, is a special plan that helps children who have trouble learning in regular school. It's made just for your child, and it's meant to make sure they get the support they need to do their best in school. Here's how it works:

- a. Teamwork:** A team of people, including you, your child's teacher, and experts if needed, get together to create the IEP. This team works together to understand your child's needs and how to help them learn.
- b. Goals:** The IEP sets clear goals for what your child should learn and achieve in school. These goals are personalized to your child's needs and abilities.
- c. Support:** The plan includes the support and services your child will get. This might include things like extra help in reading or math, speech therapy, or counselling.
- d. Changes:** The IEP can change over time as your child grows and learns. It can be adjusted to make sure it's working for your child.
- e. Regular Meetings:** You'll have meetings with the school team to talk about how your child is doing and if any changes are needed to the plan.
- f. Rights:** Your child has rights to get the help they need. PNG has signed the UN Convention on the Rights of Persons with Disabilities and UN Convention on the Rights of the Child. There is an overarching National Policy on Disability and a National Inclusive Education Policy which applies to all schools. The IEP helps make sure those rights are met.

Overall, an IEP is like a road map to help your child succeed in school. It's tailored to your child's unique needs and helps them get the support they require to learn and grow.

No matter how parents feel, it's important to invite them to join in making the IEP. This is a great chance to show parents how well the school team knows their child. For example, they can share stories about happy times between a staff member and the child.

Sending a personal invitation directly to parents helps understand their feelings and adjust actions accordingly. Also, taking time to explain what an IEP is and listening to parents' worries reduces any anxiety about the official process. It encourages parents to be active in the whole process.

This is also the right time for the school team to ask parents for information they need. This way, parents feel valued, heard, and know their input matters.

Talking to parents before the IEP meeting can:

- 1.** Show parents that the school team cares about the student and their learning. It tells parents that everyone involved in the IEP process values their child's education.
- 2.** Help educators understand how the family feels about their child's disability or learning difficulties.
- 3.** Reduce worries or nervousness about the IEP process.
- 4.** Give parents a chance to share information and contribute to the discussion.

Stage 2: Assess – get to know your student and how they learn

To understand a student and their learning differences, use a positive approach. Focus on their strengths and what they are good at. This information will help create a learning profile.

In this step, you should:

- a. Find out what the student is good at and what they like, and identify any challenges or things that make learning difficult like if they have a disability or additional learning needs.
- b. Include information about the student that will help with their education, such as test results in reading, math, or how they feel emotionally. You can also use recommendations from experts in health and data from the classroom.
- c. Think about what the student already knows and can do.
- d. Ask the student, parent/guardian and teacher what helps them learn. It's important to hear their thoughts. This lets them be part of their own learning, and it helps them feel confident and learn leadership skills.

How do I do this?

Step 1: Screen students early

Some children will already have a diagnosis of a disability or additional learning need. If they do, go to Section B for guidance about how to work with the IERC.

If you have a child or children in your classroom who do not have a diagnosis of a disability and/or additional learning needs, it is important to screen them as soon as possible. Some students will need simple support (for example, reading glasses). Some students might need an Individual Education Plan (IEP).

Use the **Whole Child Checklist (Template 1)** for any students you are worried about. The IERC Outreach Office/Teacher may also come to your school to help you screen the students.

If you have identified that a referral to the IERC is required, complete the IERC Referral Form. This is located in the **Additional Guidelines and Resources**.

When a referral to the IERC is not needed, keep following the steps below.

Step 2: Start using strategies to help them learn

If a child needs extra support, use the quick Individual Education Plan to start strategies to help. Sometimes you can make a simple change to your teaching or to your classroom to remove the barrier for the child. For example, you can move the child closer to the chalkboard. Do this immediately.

Sometimes the child needs more support at home and school to overcome the challenges they face. They will need an Individual Education Plan. **Template 2** gives you a quick, easy IEP you can use.

If a child has severe difficulties, the IERC will help you complete a more detailed IEP after a referral and assessment. Sometimes the child needs specialist support, an assistive device, assessment or teaching from the IERC. For example, if the child needs sign language, physiotherapy or a hearing aid, you should contact your IERC and make a referral. If a child is registered with the IERC, the IERC will help you write a more detailed IEP. See **Part B** for more information.

Stage 3: Arrange for the IEP Meeting

Step 1:

Decide who needs to be in the IEP team. This team may include the learner herself/himself, learner's family, the learner's class teacher, and CBID officer (optional as appropriate). You might also include extended family, family friends, church representatives, community leader and interpreter as required.

Inviting parents/family to the IEP meeting

It's important that parents/family are invited to be a part of the IEP team. If you have already spoken to the parents/family about an IEP (Stage 1), they may already be happy to be involved. If they are not sure what the IEP meeting involves, you can say something like:

An Individual Education Program (IEP) meeting is a special meeting where you and a team of people talk about your child's education. (You, your child's teacher, and some experts (if needed) come together. It's like a team meeting).

1. The meeting is all about helping your child do their best in school. Your child's needs are the focus.
2. The team sets specific goals for your child. These are like targets for what your child should learn and achieve.
3. We talk about the support your child needs. This could include extra help in subjects like reading or math, or other services like speech therapy or counselling.
4. Together, we make a plan (the IEP) that outlines what everyone will do to help your child reach their goals. It's like a roadmap for your child's education.
5. The plan can change as your child grows and learns. If something isn't working in the plan, we can change it.
6. You learn about your child's rights in school and how the IEP helps protect those rights.
7. Everyone works together to make sure your child gets the best education possible.
8. We'll have regular meetings (usually once a term) to talk about how your child is doing and make any needed changes to the plan.

Overall, the IEP meeting is about making sure your child gets the right support to learn and succeed in school. It's a way for you, the teachers, and other resource personnel to work together for your child's benefit.

In the meeting, we can have anyone who is involved in your child's life and education:

- This can include the learner (optional), the immediate family, any other family members, your pastor/priest or church representative, or a friend.
- It will include your child's teacher.
- It can include a health officer or other professional who has worked with your child.

In the meeting, this will happen:

- I will lead the meeting and invite everyone to take their turn to talk.
- You and your child, and any family or friends that you choose can be there.
- We will talk about the things that your child is very good at and their needs.
- We will set some goals for what your child will learn this year.
- Together, we will decide what we can do to help your child.
- In the meeting, we will have open discussions. We want to hear everyone's opinions.

Step 2:

If needed, get advice from resource personnel like health care and physiotherapists. These people can also be a part of the IEP team.

Step 3:

Decide on when and where the IEP meeting will occur and invite all the people you would like to come.

Stage 4: Use the IEP meeting to plan

Step 1:

Everyone in the team comes together to talk about what the student wants to achieve in the short term (soon) and long term (later). They also decide what they can do to reach those goals, like special activities and teaching methods.

If the student only requires a quick IEP plan, then use the document from Template 2 to document long and short term goals for the student.

Long-term goals

These like big targets. They are clear statements that say what we expect a student to be able to achieve by the end of the school year. These goals help us understand what we want the student to achieve over a longer time.

Short-term goals

These are smaller targets that lead to the long-term goals. They are more specific and show what the student needs to achieve in a shorter time, like a month or a term. These goals help us track progress and make sure we're moving in the right direction. We set and review these goals in termly IEP meetings.

Actions

These are the things we need to do to help the student reach their goals. At the next IEP meeting, we evaluate what we did and discuss and plan next steps. Each action has a person responsible, like a staff member, the student, parents, or other people like interpreters, inclusive education specialists, nurses, occupational therapists, or teachers.

In simple terms, it's about setting long term goals, breaking them down into short term goals for the student, and making sure everyone knows what they need to do to help the student succeed. We check on the progress regularly and assign tasks to the right people.

See Additional Guidelines and Resources for more information on how to write long and short term goals.

Step 4:

Complete the IEP using Template 2 – Quick IEP

Step 5:

Look at the environment and see if any changes need to be made. See the Additional Guidelines and Resources for a simple checklist that you can use. If you identify changes to be made, the school inspectors (mainstream and IERC) and school administration are responsible.

Stage 5: Implementation of the IEP

This step is where the teaching happens. Teachers and support staff work with the student based on the plan. The Quick IEP Guide (Template 2) includes simple strategies to help you do this for individual students.

Create a classroom learning environment that promotes inclusive teaching and learning. You can use Universal Design for Learning (UDL) guidelines to help all your students learn better and reach their goals. For more guidance on Universal Design for Learning, see the Additional Guidelines and Resources.

Stage 6. Monitor the Learner's Performance

To do this:

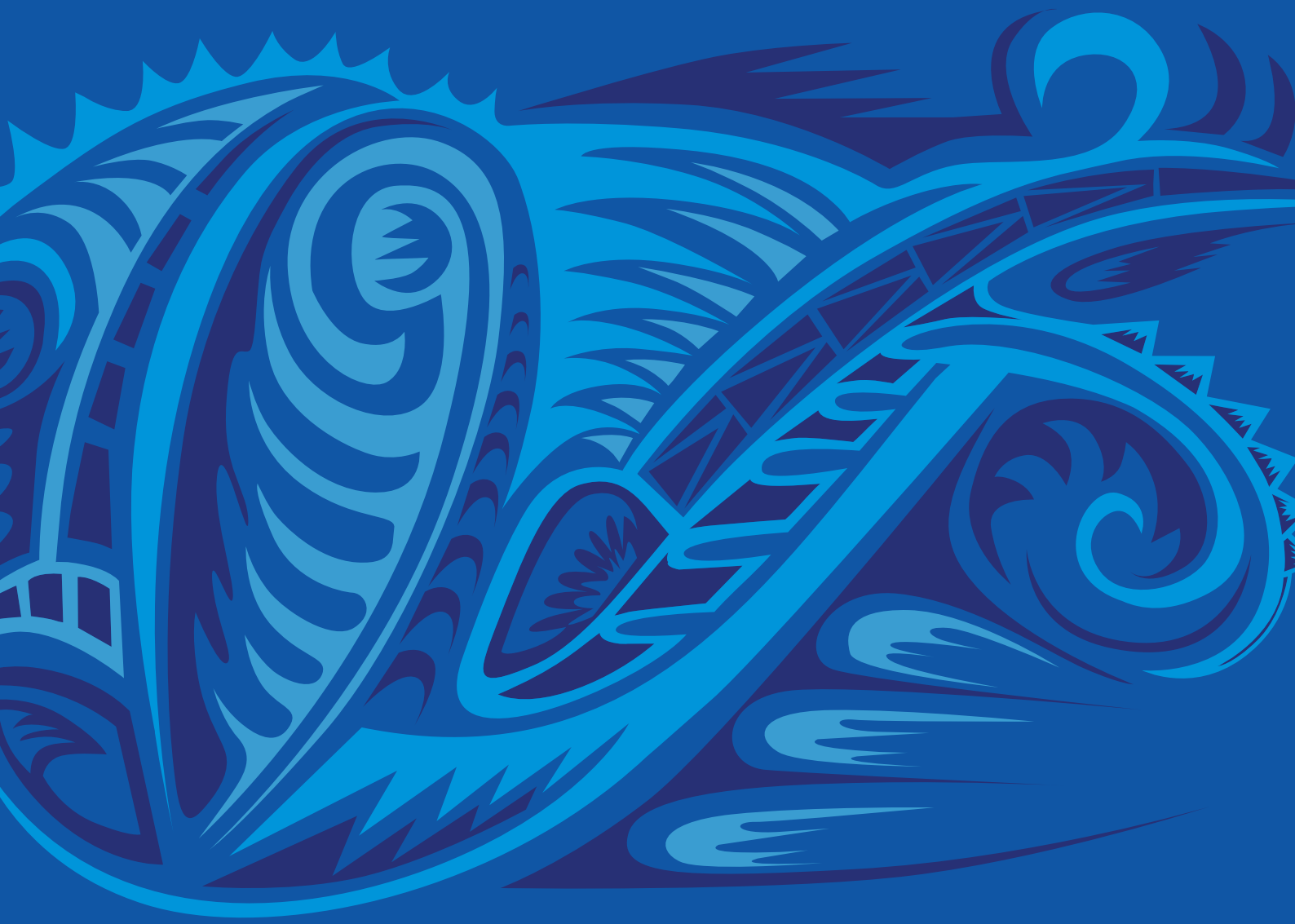
- Look at the teaching pedagogies, lesson activities and assessments and check if they worked. See if the student reached their goals.
- Use this information to make choices about what to do next. You might need to adjust your teaching pedagogies, lesson activities and assessment types.
- Think about what's working and what's not working. This helps you improve on your teaching pedagogies, lesson activities and assessment types, and keeps the IEP up to date.

Stage 7: Evaluate Progress

- At the end of each school term, the IEP team meet again to review the IEP to make sure the plan keeps working well for the student.
- The IEP team plans for the next school term.
- The team reports on the implementation and monitoring of the IEP in the previous school term and adjusts the short term goals. The team also revisits their assigned activities and adjusts those if needed.

GUIDANCE AND TEMPLATES

PART B: THE IEP PLAN CYCLE EXISTING STUDENTS



LEARNERS WHO NEED ADDITIONAL SPECIALIST SUPPORT FROM AN INCLUSIVE EDUCATION RESOURCE CENTRE (IERC).

The quick IEP has good simple strategies and, as teachers, you can think of more. However, sometimes you and the child need more specialist help and a more detailed IEP. If you have used the [Whole School Checklist \(Template 1\)](#) and you have identified a child needs additional support then you can make a referral to the IERC. The IERC Referral Form can be found in the [Additional Guidelines and Resources](#).

The IERC have specialist staff and resources and can help you with specialist services if a child has severe difficulties. These services include:

- Screening, assessing and registering children.
- Assistive devices (e.g. hearing aids, walking frame, wheelchair).
- Accessible materials (e.g. audio books, Braille books).
- Providing specialist teaching (e.g. sign language).
- Providing advice and in-service to schools.
- Community-based rehabilitation/inclusive development (CBR/CBID)
- Helping children with disabilities or additional learning needs to attend school for the first time (Road To School).

Remember, referral does not mean sending the child away. Your school is still responsible for educating the child, and implementing the NDoE Inclusive Education Policy and Minimum Standards (IEPS).

An IERC Outreach Officer/Teacher will visit your school to support you with screening, specialist assessments, referrals, reasonable adjustments, assistive devices and will guide you through the more detailed IEP process.

Stage 1: Building trust and gathering information

You may have identified a child at school who requires specialist support, or you may be aware of a child with a disability or additional learning need who is not coming to school. In this situation, talk to the IERC Outreach Officer/Teacher. All IERCs use the Road to School, developed by Callan Services, to help these children enrol and attend school for the first time (refer to your resources within Callan network for more information). This involves interviewing the parents and child, assessing the child and preparing the school, family and child for transition to school, including a full IEP and any assistive devices and materials needed.

Road to School documents are included in the [Additional Guidelines and Resources](#).

Stage 2: Assess – get to know your student and how they learn

If the child is attending school but requires specialist support, An IERC Outreach Officer/Teacher will visit your school to support you with screening, specialist assessments, and referrals. They will use diagnostic tools such as the checklists in the [Additional Guidelines and Resources](#) to assess the current functional abilities of the learner in their physical, cognitive, social, and emotional development. A learner with a disability might experience developmental delays in areas listed above due to the severity of their disability.

Stage 3: Arrange for the IEP Meeting

The IERC Outreach Officer/Teacher decides who needs to be in the IEP team. This team may include the learner herself/himself, learner's family, IERC teacher, the learner's class teacher from the mainstream school and CBID officer (optional as appropriate). You might also include extended family, family friends, church representatives, community leader and interpreter as required.

Stage 4: Use the IEP meeting to plan

Students with disabilities and additional learning needs will require a more detailed IEP that outlines supports such as **reasonable adjustments** and the use of assistive devices. The IERC Outreach Officer/Teacher will help develop an IEP using the IEP Document (Part C).

Stage 5: Implementation of the IEP

The key people in this stage are the IERC and mainstream school teachers. They implement the activities to achieve the learning outcomes. The parents and others are also responsible for the achievement of the goals.

Stage 6: Monitor the learner's performance

The child's achievements of long and short term goals have to be continuously monitored and recorded using **Template 4: IEP Review Checklist**. The progressive outcomes of the goals will be shared in the IEP review meeting.

Stage 7: Evaluate progress

All members meet to review the progress of the learner's performance and evaluate the progressive achievements of the set goals. In this stage the members assess and re-plan to continue the cycle. The goals that have been successfully achieved can be stopped whilst other goals either partly or not achieved can be re-planned for implementation with appropriate strategies.

GUIDANCE AND TEMPLATES

PART C: THE IEP DOCUMENT



The IEP Document provides a detailed plan for all students with disabilities and additional learning needs who need an IEP.

STEP 1: LEARNER'S INFORMATION

- Complete the background information about the student, as well as their school placement information.
- If this is the first IEP for this student, attach any screening or checklists that you have completed. All forms and checklists are available in the [Additional Guidelines and Resources](#) package.
- If they are a continuing student, include a review of previous IEP goals, along with any assessments or work samples. This makes planning for next IEP easier.
- It is also good to have a Statement of Aspirations written by either the student and/or the parent/s. What are the student's goals? What would they like to achieve?
- Finally, fill in some information about the transition plan for the student – what will they be doing after this current year? This helps to plan the IEP so the student's goals are relevant to them.

STEP 2: FOLLOW THE STAGES OF THE IEP CYCLE.

Assess – get to know your student and how they learn (Stage 2 of the IEP Cycle)

- Find out about the student's strengths and interests.
- Attach any information that has been gathered from assessments.
- Write down the student's current learning challenges.
- When appropriate, ask the student what helps them to learn. If the student is unable to be involved, include parent/s or guardian/s or someone who knows the child well.

Plan (Stage 4 of the IEP Cycle)

- List the priorities for the IEP according to the educational needs of the student.
- Identify whether the student is participating in the National Curriculum and examinations, and what adjustments they may need in order to do so.
- Identify the long and short term goals (see the [Additional Guidelines and Resources](#) for more information on how to do this).

Teaching Strategies, Supports and Adjustments (Stage 5 of the IEP Cycle)

- In this section, the IEP team writes down the teaching strategies, adjustments and supports that address the student's learning needs and help them to achieve their short-term SMART goals.
- Think about how the student's strengths and interests can be used to support their learning. Identify the person responsible – it may be the classroom teacher, or it may be a support person.

Monitor and Evaluate (Stages 6 & 7 of the IEP Cycle)

- IEP Goals and teaching strategies should be reviewed once a term to make sure they are working. The team should report and feedback on whether the teaching strategies and adjustments have been useful.
- Tools for reviewing and collecting data are included in the Additional Guidelines and Resources.

STEP 3: PLAN FOR THE NEXT MEETING

- Make sure the IEP is signed, and a date for the next meeting has been written down.

GUIDANCE AND TEMPLATES

PART D: TEMPLATES



TEMPLATE 1: WHOLE CHILD CHECKLIST

Use this simple checklist to quickly screen children you are concerned about. Fill in as much information as you can. Don't worry if there are sections you are not sure about – you can contact your IERC if you need further assistance.

Name of child	School
Teacher	Grade
Age	Date of assessment
Has the child repeated a grade?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the student often absent?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Parents consulted?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Medical history (if relevant)	
Social or family history (if relevant)	
Hearing difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Vision difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO
Movement difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Learning difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO
Speech & language difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Behaviour difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO

Area	Difficulty	✓
Hearing	Says words incorrectly	
	Does not respond when spoken to	
	Has difficulty hearing & often asks you to repeat instructions	
	Complains of sore ears or runny ears	
	Unable to follow more than one instruction	
	Other:	
Vision	Has difficulty seeing things on the chalkboard	
	Has difficulty seeing things close up (like words in a book)	
	Squints or strains to see	
	Red or runny eyes	
	Cannot see different colors	
	Other:	
Movement		
Gross motor	Difficulty walking & running	
	Difficulty balancing & walking in straight line	
	Difficulty jumping & climbing	
	Clumsy & lack of coordination	
	Missing limb	
	Other:	
Fine motor	Difficulty using hands to dress, eat, drink	
	Difficulty holding a pen to write or scissors to cut	
	Difficulty stringing beads or putting small stones in a jar	
	Difficulty coloring between lines or drawing straight lines	
	Other:	
Learning		
Reading	Reading level is lower than age group	
	Unable to identify or sound letters	
	Difficulty reading from left to right	
	Unable to explain a story	
	Difficulty answering questions about a story they have read	
	Other:	

Writing	Difficulty tracing letters, shapes and lines	
	Difficulty copying letters, shapes and lines	
	Writes letters backwards	
	Poor handwriting for age group	
	Poor spelling for age group	
	Other:	
Maths	Difficulty counting to 10	
	Reverses numerals (6/9)	
	Difficulty naming & matching common shapes	
	Difficulty understanding time & measurement	
	Struggles with problem solving	
	Other:	
Speech & language	May know the name of the object but is unable to say it	
	Limited vocabulary and uses simple sentence structure	
	Has difficulty following spoken instructions	
	Says common words incorrectly	
	Hard to understand what they are saying	
	Stutter	
	Lacks confidence to speak	
	Other:	
Behavior	Difficulty making friends	
	Gets frustrated easily	
	Low self-confidence & gives up easily	
	Verbally or physically aggressive (yells)	
	Disruptive (calls out, distracts others)	
	Cannot sit still	
	Messy and untidy	
	Tired and listless	
	Other:	

Additional comments:

Does the child need a quick IEP?	<input type="checkbox"/> YES
	<input type="checkbox"/> NO

If a child has three or more areas ticked in any section, they may need further assessment or support from an IERC.

Referral to IERC:	<input type="checkbox"/> YES
	<input type="checkbox"/> NO

Parental consent:	<input type="checkbox"/> YES
	<input type="checkbox"/> NO

TEMPLATE 2: QUICK INDIVIDUAL EDUCATION PLAN

Use this quick IEP for children who need extra support after you have screened them with the Whole Child Checklist.

Quick IEP			
Student Name:		Parents/Caregiver Names:	
Age:		Parent/Guardian Phone Number:	
Grade:			
Teacher:		Date of screening:	
Referral to IERC?		Date IEP starts:	
What challenges are causing the child to struggle in school?			
External Factors <ul style="list-style-type: none"> <input type="checkbox"/> Does not attend school regularly <input type="checkbox"/> Parents not supportive of education <input type="checkbox"/> Facing difficult situation at home <input type="checkbox"/> Child is often sick or unhealthy <input type="checkbox"/> Other: _____ 		Individual Challenges <ul style="list-style-type: none"> <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Movement <input type="checkbox"/> Speech and language <input type="checkbox"/> Learning <input type="checkbox"/> Behaviour <input type="checkbox"/> Other: _____ 	
What are the child's strengths?			
<ul style="list-style-type: none"> <input type="checkbox"/> Interested in learning <input type="checkbox"/> Completes homework <input type="checkbox"/> Good at listening <input type="checkbox"/> Helps others <input type="checkbox"/> Active in extra-curricular activities 		<ul style="list-style-type: none"> <input type="checkbox"/> Interested in art/music <input type="checkbox"/> Takes responsibility <input type="checkbox"/> Reads for fun <input type="checkbox"/> Makes friends easily <input type="checkbox"/> Other: _____ 	

What strategies are you using to help the child?

Strategies for vision difficulties:

- Refer child for vision screening and glasses at the health clinic or IERC
- Encourage child to wear his/her glasses (if applicable)
- Ensure that the classroom has good lighting
- Seat the child where they can see best
- Try to provide materials in large, bold, and/or raised print
- Orient the child to the classroom environment, and give clear directions when movement is necessary
- Assign the child a learning buddy
- Write in large print on the chalkboard
- Other: _____

Strategies for hearing difficulties:

- Refer child for hearing screening at the health clinic or IERC
- Contact the IERC if hearing aids or sign language are needed
- Encourage child to use hearing aid (if applicable)
- Speak loudly and clearly
- Eliminate unnecessary background noise
- Ensure student can see teacher's face while speaking (for easy lip reading)
- Seat the child where they can see clearly and hear
- Use hand gestures when speaking
- Write or draw key points on the board and use visual aids
- Check that the student understands what is said
- Assign the child a learning buddy to assist
- Other: _____

Strategies for movement difficulties:

- Make adaptations (e.g. move furniture) to ensure the child is able to access the classroom and latrines
- Adapt PE activities so the child can participate
- Encourage child to ask for help if needed
- Encourage collective efforts from other students to help the child
- If child has weak hands/fingers, encourage fine motor skill practice or use of pencil holders
- Refer to IERC CBID team for assistive equipment
- Speak to the parents to make sure the student can travel to school
- Other: _____

Strategies for speech and language difficulties:

- Use the child's home language
- Give extra time to practice diction
- Give extra time for oral activities
- Use visual aids and pictures
- Use and teach simple sign language
- Allow the child to write or point to pictures as well as oral responses
- Give time for the student to answer
- Assign a buddy who speaks the language of instruction to support the learner
- Add extra vocabulary and phonics instruction into your lessons
- Other: _____

Strategies for learning difficulties:

- Present information visually and verbally
- Use simple language and vocabulary
- Explain key words
- Allow extra time
- Break down directions and show what you want the learners to do
- Ask the child to repeat back instructions
- Ask children to re-explain instructions to each other
- Use other children as peer support/learning buddies
- Teach maths concepts using manipulatives such as sticks, stones and beads
- Other: _____

Strategies for behaviour difficulties:

- Always use the child's name when speaking to him/her
- Allow the child to fidget with a small tool to squeeze during class
- Stand closer to the child during lessons
- Seat the child near the teacher
- Work with class to establish and enforce class behaviour rules
- Reinforce and reward positive behavior
- Ask the child to assist with classroom tasks (e.g. pass out papers)
- Identify triggers of bad behaviour and try to avoid them
- Speak to the child's parents and agree on same responses to bad behavior
- Other: _____

<p>How will the parents/carers support?</p>	
<p>How will the IERC support?</p>	
<p>What is the long term goal for the student?</p>	<p>By _____(end of the year/term), this student will</p>
<p>What are the short term goals for the student?</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Update 1 Date_____</p>	
<p>Update 2 Date_____</p>	
<p>Update 3 Date_____</p>	

TEMPLATE 3: INDIVIDUAL EDUCATION PLAN (IEP) DOCUMENT

Section 1: Student's Information

Student Information		
Student Name:	Date of Plan:	Date of Plan Review:
Gender:	DOB:	Age:
Place of Residence:		Church Affiliation:
Disability/learning needs (if known):		
Health Professional Details (specify):		
Specialist Support Details:		
Language of communication:		
Mother:	Phone:	
Father:	Phone:	
Other Guardian:	Phone:	
School/Placement Information		
<p>Where will the learner receive most of his or her education? Place a tick in the appropriate box.</p> <p> <input type="checkbox"/> Mainstream class <input type="checkbox"/> Unit (mainstream school) <input type="checkbox"/> IERC <input type="checkbox"/> Home </p> <p>If home, why will the learner not attend school at this time?</p> <p>_____</p> <p>_____</p> <p>When will the learner enrol in the IERC or mainstream school?</p> <p>_____</p> <p>_____</p>		
IERC:		Registration No:
School (mainstream if applicable):		School Reg. No:
Grade:		
School/IERC contact:		Phone:

- YES
- NO

<input type="checkbox"/> New student		<input type="checkbox"/> Continuing student	
Assessments conducted:			
Parent Interview Form attached	<input type="checkbox"/> YES <input type="checkbox"/> NO	Review of previous IEP goals attached	<input type="checkbox"/> YES <input type="checkbox"/> NO
Whole Child Checklist attached	<input type="checkbox"/> YES <input type="checkbox"/> NO	All assessments and reports attached	<input type="checkbox"/> YES <input type="checkbox"/> NO
Work samples attached	<input type="checkbox"/> YES <input type="checkbox"/> NO	Recent work samples attached	<input type="checkbox"/> YES <input type="checkbox"/> NO
Teacher checklists attached	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Note: All forms and checklists are available in the Additional Guidelines and Resources .			
Reason for accessing special support services:		Goals met:	
		Goals not met & why?	

Critical Information

Medical diagnosis(if any):

Medications (Home/school):

Behaviours (if any):

Statement of Aspirations

(by Student/Parent):

Transition Plan:

What will the student do after the current level of schooling?

- Primary
- Secondary
- Tertiary
- Vocational
- Family Business
- Self-Employment
- Employment
- Other (explain) _____

Assess – get to know your student and how they learn (Stage 2 of the IEP Cycle)

What are the student's strengths and interests? Use these to help build engagement with the learning process.

Student's strengths:

Student's interests/hobbies:

What information has been gathered from assessments?

Assessments	No problem	There is problem	Report attached? Y/N	Date of assessment	Comments
<input type="checkbox"/> Hearing checked					
<input type="checkbox"/> Vision checked					
<input type="checkbox"/> Social participation					
<input type="checkbox"/> Learning difficulties checked					
<input type="checkbox"/> Intellectual disability checked					
<input type="checkbox"/> Physical impairment checked					
<input type="checkbox"/> Severe or multiple disability checked					
<input type="checkbox"/> Speech and communication checked					

What are the student's current learning challenges?

--

Ask the student what helps them to learn and record the answers below.

Where appropriate, a student should be involved in the IEP process.

If the student is unable to be involved, include parent/s or guardian/s or someone who knows the child well.

<ul style="list-style-type: none">• What do you love to do?	
<ul style="list-style-type: none">• How do you learn best?	
<ul style="list-style-type: none">• What helps your learning?	
<ul style="list-style-type: none">• What helps you to attend school regularly?	
<ul style="list-style-type: none">• What have you achieved? (NB. This is an ongoing learning and reflective activity.)	
<ul style="list-style-type: none">• Something you feel proud of in the month/term?	
<ul style="list-style-type: none">• Why are the goals in your IEP (below) important to you? (NB. This is a reflective activity as the IEP is developed.)	

Plan (Stage 4 of the IEP Cycle)

The information for this section will be taken from strengths, needs and the assessment. You may have listed more under strengths and needs; however, in here the list is prioritised according to the educational needs of the student.

No	Priority Areas
1.	
2.	
3.	
4.	

Participation in the National Curriculum and Examinations

Place a tick in the appropriate box.

The student:

- will or
- will not

learn and participate in the national curriculum with other students.

The following sets of instructions focus on the National Examinations. Please tick the appropriate box that suits the adjustments.

The student will:

- Sit for the examinations
- Sit for the examinations with reasonable adjustments (See Section 3 for a description of adjustments required)
- Will not sit for the examinations

Why the student will not sit for the examinations? _____

Long and Short Term Goals

Identify the long term goals

Long Term (Goal 1)

[Example: By the end of the year [the student] will be able to read their 3rd grade book with fluency. The goals should contain knowledge, skills, values and attitudes]

By the end of the year, _____ will be able to _____

Write down the SMART short term goals that will help the student achieve the long term goal

Short Term Goals (Goal 1)

[Example: By the end of Term 1, [the student] will sound out 26 letters of the alphabet with the teacher prompting on 8 out of 10 occasions. The goals should contain knowledge, skills, values and attitudes.]

1.1 By the end of Term 1, _____ will _____

1.2 By the end of Term 1, _____ will _____

1.3 By the end of Term 1, _____ will _____

1.4 By the end of Term 1, _____ will _____

Long Term (Goal 2)

The goals should contain knowledge, skills, values and attitudes.

By the end of the year, _____ will be able to _____

Short Term Goals (Goal 2)

The goals should contain knowledge, skills, values and attitudes.

2.1 By the end of Term 1, _____ will _____

2.2 By the end of Term 1, _____ will _____

2.3 By the end of Term 1, _____ will _____

2.4 By the end of Term 1, _____ will _____

Long Term (Goal 3)

The goals should contain knowledge, skills, values and attitudes.

By the end of the year, _____ will be able to _____

Short Term Goals (Goal 3)

The goals should contain knowledge, skills, values and attitudes.

3.1 By the end of Term 1, _____ will _____

3.2 By the end of Term 1, _____ will _____

3.3 By the end of Term 1, _____ will _____

3.4 By the end of Term 1, _____ will _____

Teaching Strategies, Supports and Adjustments (Stage 5 of the IEP Cycle)

Write down the teaching strategies, adjustments and supports that address the student's learning needs and help them to achieve their short-term SMART goals. Think about how the student's strengths and interests can be used to support their learning.

Goal Number	Teaching Strategies, Supports and Adjustments	Person/s Responsible

Add extra rows as required.

Class Assessment

Identify any adjustments the student needs when completing class assessments.

Example: For class assessments, _____ should receive the following adjustments:

Additional 15 minutes for every hour of assessments (time allocation will vary depending upon assessment task).

1.	_____

2.	_____

3.	_____




4.	_____

Monitor and Evaluate (Stages 6 & 7 of the IEP Cycle)

Review goals and teaching strategies once a term. The team should report and feedback on whether the teaching strategies and adjustments have been useful. Tools for reviewing and collecting data are included in the

Additional Guidelines and Resources.

Key:

-  Goal achieved – new goal, teaching strategies and support required.
-  Still working on goal – review teaching strategies and support required.
-  Goal no longer relevant – new goal, teaching strategies and support required.

Goal Number ____	Date			
Student progress/comments:				

Goal Number ____	Date			
Student progress/comments:				

Goal Number ____	Date			
Student progress/comments:				

Add additional rows as required.

Additional Comments:

Do short term goals need to be changed? What is working well? Should the teaching strategies, supports and adjustments be continued or do they need to be changed?

Signed by:

IERC/School Representative:	Date:
Classroom Teacher:	Date:
Parent/Guardian consulted (circle appropriate answer):	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not applicable
Student consulted (circle appropriate answer):	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not applicable
Date of next meeting:	

TEMPLATE 4: RECORD OF ACHIEVEMENT OF IEP GOALS

4 Weeks Prior to Review and IEP Meeting

Student: _____ Teacher: _____ Term: _____ Date: _____

IEP Goal	Week 1				Week 2				Week 3				Week 4				Comment	Notes prior to review of IEP
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			

KEY

- 1. No success
- 2. Limited success
- 3. Some success, require a little extra work
- 4. Very successful / Independent



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