

Part 3 D
Individual Educational Plans and Resources

Teacher Training for Students with Neurodiversity

Removing barriers to learning for every student

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What have we covered?

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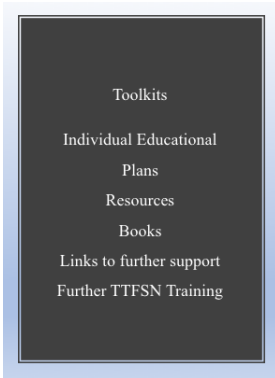
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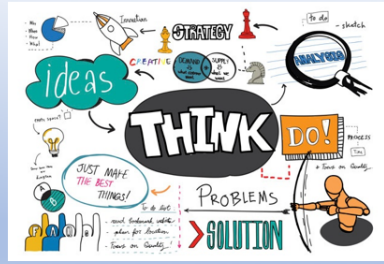
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- The IEP sets out simply what has been decided upon in terms of advocacy and support for the student.



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Hard basket

- Too long
- Too hard
- Too much



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Prioritise



With your students help (and maybe even parent for younger students) decide which will have the **most impact** and which are the most important.



Identify between 3-8 of the targets to the IEP. An IEP should never have any more than 3-8 targets on it.



The targets selected need to be the most urgent.

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Be Realistic

- Not based on how much you can teach the child, but on how much the student will realistically learn.
- Update regularly

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- Specific
- Measurable
- Attainable
- Relevant
- Timely

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Once you have drawn up your profile from your checklist, an IEP might be necessary. This should be drawn up with the Learning Support Teachers at your school. We have provided several examples of these.



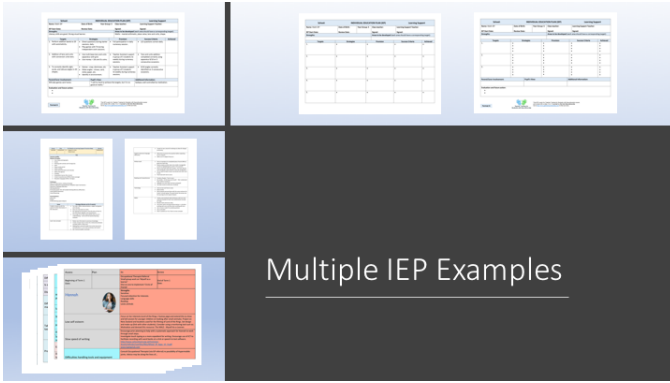
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Multiple IEP Examples

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Issue	Plan	Notes
Beginning of term 1 Data		Comparison of the student's current performance to the target performance. The student's current performance is significantly below the target performance. The student's current performance is significantly below the target performance.
Low self-esteem		The student's low self-esteem is a result of their academic struggles. The student's low self-esteem is a result of their academic struggles. The student's low self-esteem is a result of their academic struggles.
Slow speed of writing		The student's slow speed of writing is a result of their dysgraphia. The student's slow speed of writing is a result of their dysgraphia. The student's slow speed of writing is a result of their dysgraphia.
Difficulties handling tools and equipment		The student's difficulties handling tools and equipment is a result of their fine motor skills. The student's difficulties handling tools and equipment is a result of their fine motor skills. The student's difficulties handling tools and equipment is a result of their fine motor skills.
Handwriting difficulties (spaced and/or punctuation)		The student's handwriting difficulties (spaced and/or punctuation) is a result of their dysgraphia. The student's handwriting difficulties (spaced and/or punctuation) is a result of their dysgraphia. The student's handwriting difficulties (spaced and/or punctuation) is a result of their dysgraphia.
Lack of stamina		The student's lack of stamina is a result of their ADHD. The student's lack of stamina is a result of their ADHD. The student's lack of stamina is a result of their ADHD.
Struggles with team games		The student's struggles with team games is a result of their social skills. The student's struggles with team games is a result of their social skills. The student's struggles with team games is a result of their social skills.
Poor time management		The student's poor time management is a result of their executive functioning. The student's poor time management is a result of their executive functioning. The student's poor time management is a result of their executive functioning.
Difficulty forming relationships		The student's difficulty forming relationships is a result of their social skills. The student's difficulty forming relationships is a result of their social skills. The student's difficulty forming relationships is a result of their social skills.
Memory issues (e.g. problems with personal items, calendar, homework, etc.)		The student's memory issues (e.g. problems with personal items, calendar, homework, etc.) is a result of their executive functioning. The student's memory issues (e.g. problems with personal items, calendar, homework, etc.) is a result of their executive functioning. The student's memory issues (e.g. problems with personal items, calendar, homework, etc.) is a result of their executive functioning.
Easily distracted by irrelevant stimuli		The student's easily distracted by irrelevant stimuli is a result of their ADHD. The student's easily distracted by irrelevant stimuli is a result of their ADHD. The student's easily distracted by irrelevant stimuli is a result of their ADHD.
Difficulty recognizing or completing tasks		The student's difficulty recognizing or completing tasks is a result of their executive functioning. The student's difficulty recognizing or completing tasks is a result of their executive functioning. The student's difficulty recognizing or completing tasks is a result of their executive functioning.
Difficulty maintaining friendships		The student's difficulty maintaining friendships is a result of their social skills. The student's difficulty maintaining friendships is a result of their social skills. The student's difficulty maintaining friendships is a result of their social skills.
Is over-sensitive to certain textures or sounds		The student's over-sensitivity to certain textures or sounds is a result of their sensory processing. The student's over-sensitivity to certain textures or sounds is a result of their sensory processing. The student's over-sensitivity to certain textures or sounds is a result of their sensory processing.
Dishes/bowls social situations		The student's difficulties in social situations is a result of their social skills. The student's difficulties in social situations is a result of their social skills. The student's difficulties in social situations is a result of their social skills.

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Difficulty recognizing the appropriate mathematical strategy		The student's difficulty recognizing the appropriate mathematical strategy is a result of their mathematical skills. The student's difficulty recognizing the appropriate mathematical strategy is a result of their mathematical skills. The student's difficulty recognizing the appropriate mathematical strategy is a result of their mathematical skills.
Takes a long time to complete mathematical tasks		The student's taking a long time to complete mathematical tasks is a result of their mathematical skills. The student's taking a long time to complete mathematical tasks is a result of their mathematical skills. The student's taking a long time to complete mathematical tasks is a result of their mathematical skills.
Problems with estimating		The student's problems with estimating is a result of their mathematical skills. The student's problems with estimating is a result of their mathematical skills. The student's problems with estimating is a result of their mathematical skills.
Problems with the planning of maths activities		The student's problems with the planning of maths activities is a result of their executive functioning. The student's problems with the planning of maths activities is a result of their executive functioning. The student's problems with the planning of maths activities is a result of their executive functioning.
A poor understanding of place value and its use in calculations		The student's poor understanding of place value and its use in calculations is a result of their mathematical skills. The student's poor understanding of place value and its use in calculations is a result of their mathematical skills. The student's poor understanding of place value and its use in calculations is a result of their mathematical skills.
High levels of debilitating anxiety related to maths		The student's high levels of debilitating anxiety related to maths is a result of their anxiety. The student's high levels of debilitating anxiety related to maths is a result of their anxiety. The student's high levels of debilitating anxiety related to maths is a result of their anxiety.
Difficulties recalling basic maths facts/questions/number facts		The student's difficulties recalling basic maths facts/questions/number facts is a result of their mathematical skills. The student's difficulties recalling basic maths facts/questions/number facts is a result of their mathematical skills. The student's difficulties recalling basic maths facts/questions/number facts is a result of their mathematical skills.
Poor ability to carry out mental maths tasks		The student's poor ability to carry out mental maths tasks is a result of their mathematical skills. The student's poor ability to carry out mental maths tasks is a result of their mathematical skills. The student's poor ability to carry out mental maths tasks is a result of their mathematical skills.

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School:		INDIVIDUAL EDUCATION PLAN (IEP)		Learning Support	
Name: Math IEP	Date of Birth:	Year Group: 5	Class teacher:	Learning Support Teacher:	
IEP Start Date:	Review Date:	Signed:	Signed:		
Strengths:		Areas to be developed (each area should have a corresponding target):			
Literacy skills are good. Strong visual learner.		Maths - mental arithmetic, place value, tens and units, shape.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. Perform addition bands to 20 with automaticity.	<ul style="list-style-type: none"> Direct questions during starter sessions, daily. Play games with TA during independent work sessions. 	<ul style="list-style-type: none"> Full participation in daily numeracy session. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 		
2. Addition of tens and units with conversion units-tens.	<ul style="list-style-type: none"> Use multi-base tens and units apparatus with grid. Use money – 10c and 5c coins. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions. 		
3. To correctly identify right, acute, and obtuse angles in 2D shapes.	<ul style="list-style-type: none"> Games - snap, dominoes, etc. Make angles - straws, card, sticky paper, etc. Identify in environment. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> 3/3 angles correctly identified on 3 consecutive occasions. 		
Parents/Career Involvement:		Pupil's View:		Additional Information:	
Will play games sent home.		"I will try hard to achieve the targets, but I'm not good at maths."		Epilepsy well controlled by medication.	
Evaluation and future action:					
<ul style="list-style-type: none"> 					

Format A

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School:		INDIVIDUAL EDUCATION PLAN (IEP)		Learning Support	
Name:	Date of Birth:	Year Group: 5	Class teacher:	Learning Support Teacher:	
IEP Start Date:	Review Date:	Signed:	Signed:		
Strengths:		Areas to be developed (each area should have a corresponding target):			
Good at maths and enjoys playing chess. Reasonably good at spelling. Good comprehension.		Organisational skills - particularly remembering equipment in lessons. Copying handwriting in homework on time.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To focus attention and respond to the beginning of the lesson.	<ul style="list-style-type: none"> Get up at tables with specific instructions, when necessary, to get attention. Use visual aids for instructions. Use visual aids for beginning and end of lesson. 	<ul style="list-style-type: none"> Organisational skills - particularly remembering equipment in lessons. Copying handwriting in homework on time. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 		
2. To complete written tasks in the lesson.	<ul style="list-style-type: none"> Use egg timer/phone stop watch. Break tasks into small steps. Use visual aids for instructions. Use visual aids for beginning and end of lesson. Parent to support homework. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 		
3. To take notes for next lesson.	<ul style="list-style-type: none"> Use visual aids for instructions. Use visual aids for beginning and end of lesson. Parent to support homework. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 		
Parents/Career Involvement:		Pupil's View:		Additional Information:	
Will play games sent home.		"I will try hard to achieve the targets, but I'm not good at maths."		Epilepsy well controlled by medication.	
Evaluation and future action:					
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Format A

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Poster - Conversation starter



A circular infographic titled 'Indicators of Learning Difficulties' with a central hub and eight surrounding categories: Reading, Spelling, Writing, Listening, Memory, Intelligence, Visual Processing, and Speech. Each category lists specific indicators of difficulty.

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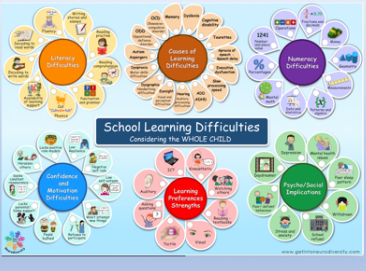
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Poster – areas of concern



A circular infographic titled 'School Learning Difficulties' with a central hub and six surrounding categories: Literacy Difficulties, Numeracy Difficulties, Psych/Social Expectation, Attention Difficulties, Confidence and Self-Esteem Difficulties, and Executive Function Difficulties. Each category lists specific areas of concern.

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Poster – strengths



A poster titled 'Neurodiversity Strengths' divided into six sections: Greater Strengths, Mental Strengths, Personality Strengths, Physical Strengths, Visual Strengths, and Auditory Strengths. Each section lists various strengths associated with neurodiversity.

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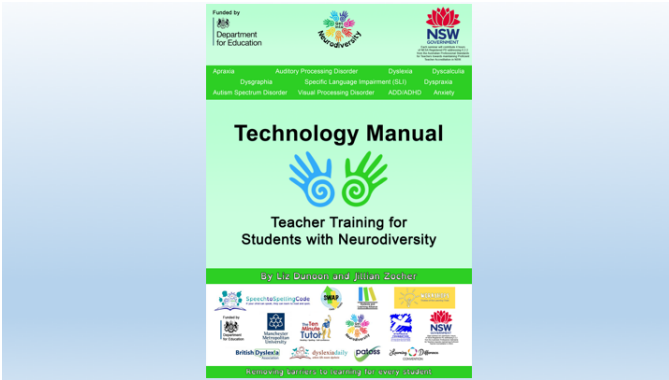
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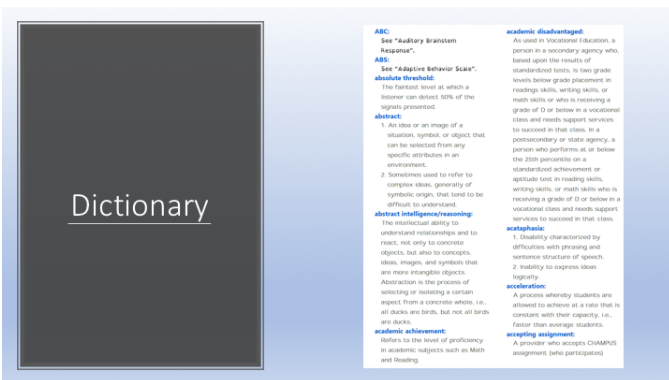
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Links to further resources

Australia

- <https://www.disability.org.au>
- <https://www.nsw.gov.au/learning-differences/affinity>
- <https://www.qld.gov.au/education/learning-differences/>
- <https://www.vic.gov.au>
- <https://www.wa.gov.au/government/department-of-education>
- <https://www.nt.gov.au/education/>
- <https://www.tas.gov.au>
- <https://www.act.gov.au/education>

The Department of Education and Training Victoria has resources about the Disability Standards for Education <https://www.education.vic.gov.au/learning-differences/standards-for-education/>

NCOO also has information about the Disability Act <https://www.ncoo.org.au/>

Program for Students with Disabilities: Review and the Government Response 2016. This will have huge implications for students with learning disabilities and accountability for schools in Vic. <https://www.education.vic.gov.au/learning-differences/program-for-students-with-disabilities/>

UK

- <https://www.gov.uk/government/organisations/department-for-education>
- <https://www.gov.uk/government/organisations/department-for-education>

USA

- National Center for Learning Disabilities www.nclld.org offers support at different levels for <https://www.nclld.org/> students and teachers
- U.S. Rights American National Center on Responsive to Intervention www.nrti.org/ has numerous resources to help schools implement RTI

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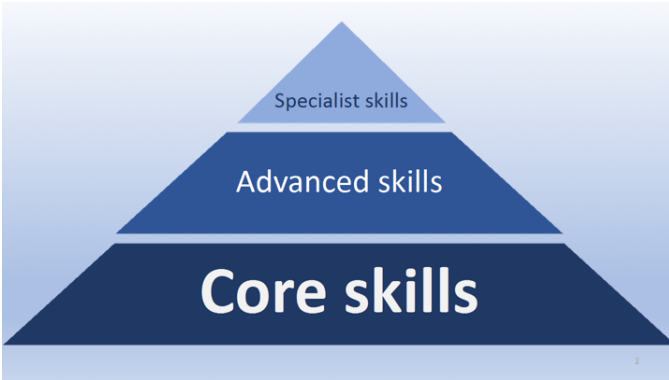
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Plan for Change

- Adopt a whole school approach to Neurodiversity and make this part of school policy
- Regularly recognise and celebrate neurodiversity throughout the school: That can include the school community as well as students
- Raise students' awareness of learning differences & strengths
- Include the voices of students and parents and your school community wherever possible
- Ensure that everyone has access to this training and information

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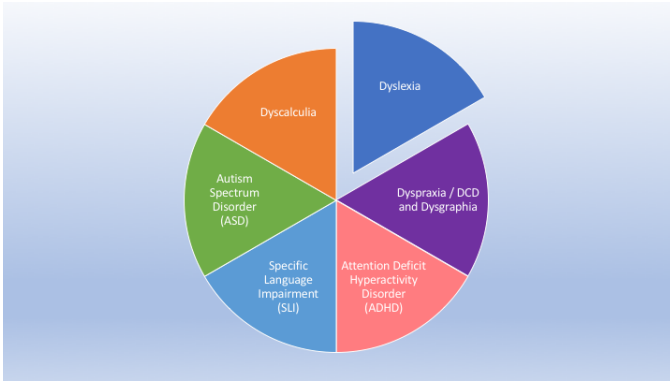
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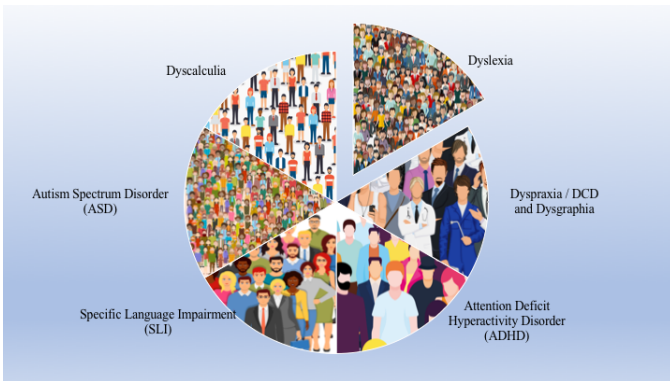
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Neurodiversity is everywhere.

- Ann Lewis and Brahm Norwich's work (2001; 2004) suggests that there is as much variation between individuals within so-called 'Specific Learning Difficulties' as there is between individuals across these so-called categories.



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Inclusive Practice

- You, as classroom practitioners are our key players in developing inclusive practice. You need to be empowered to understand that a lot of your day-to-day classroom practice may already be neurodiversity-friendly, even if you don't realise it.

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Feedback

- Very Poor Poor Average Good Excellent +

- Now
- In 3 months time

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- You, as classroom practitioners are our key players in developing inclusive practice. You need to be empowered to understand that a lot of your day-to-day classroom practice may already be neurodiversity-friendly, even if you don't realise it.

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“As a good teacher, you must be able to put yourself in the shoes of a student who finds learning hard. If you develop a good relationship with that student and provide them with what they need to learn, you will have the joy of watching them exceed their own expectations, gain confidence and shine.”



Liz Dunoon & Jillian Zocher

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End of Part 3 D
Up next: Your Guide to SpLD

Teacher Training for Students with Neurodiversity



Removing barriers to learning for every student

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