

Name: IEP Sample – Bethany	Year Level: 1 st Year Student Multimedia Degree	Class teacher:	Learning Support Teacher:
IEP Start Date:/...../.....	D.O.B:/...../..... Age: Y: M:	Signed:	Signed:
Review Date:/...../.....			

Strengths: <ul style="list-style-type: none"> • Kinesthetic learner (move to learn) • Expressive spoken language (95th %ile above average) • Strong visual learning skills • Enjoys reading • Loves animals 	Areas to be developed: (Each area should have a corresponding target.) <ul style="list-style-type: none"> • Slow auditory processing speed • Writing speed (5th %ile well below average)
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Targets	Strategies	Provision	Success Criteria	Achieved
1. To keep up with the speed of verbal and auditory information in classes.	<ul style="list-style-type: none"> • Multi-sensory methods i.e. You Tube clips, videos, demonstrations, subject card games and role play. • Give one instruction at a time. • No copying notes from the board. (Print off and use this time to listen to the information digitally.) • Think time • Encourage student to take responsibility when she isn't understanding i.e. develop a personalized code with the tutor. • Record sessions and listen again on bus/train/car. 	<ul style="list-style-type: none"> • Well-being/Learning Support to work with subject teachers in developing an array of multi-sensory methods and visual learning methods. • Weekly one on one sessions with well-being centre/Learning Support. • Explore apps that will assist. • Smartphone with headphones. 	<ul style="list-style-type: none"> • Weekly student feedback on what works and the best method to assist with understanding. • Work towards independence using methods. 	
2. Learn new concepts	<ul style="list-style-type: none"> • Create visual concept maps to show the relationship between concepts within a topic area. • Making flash cards will enable the student to remember key terms and match to definitions with cards/Apps/websites. • Physically attach labels to diagrams before labelling on worksheets. 	<ul style="list-style-type: none"> • Flashcards available. • Colored pens and A3 paper. 	<ul style="list-style-type: none"> • Weekly feedback indicates independence. 	

	<ul style="list-style-type: none"> • Ask 'memory buddy' to prompt. • Use kinesthetic skills i.e. create own colorful mind maps to allow for deeper processing/move i.e. walk the route of proof to published media article. 			
<p>3. To use technology for extended writing</p>	<ul style="list-style-type: none"> • Voice to text for writing and Text to voice for proof reading. • Book Creator for assignments. • Peer support. 	<ul style="list-style-type: none"> • Own devices – laptop and smart phone. 	<ul style="list-style-type: none"> • Weekly feedback indicates independence. 	
<p>Parent/Carer Involvement: Proof reading support. Remind her of regular breaks.</p>	<p>Student's View:</p> <ul style="list-style-type: none"> • Enjoys study period • Enjoys reading 		<p>Additional Information: Has an up to date; Dysgraphia and Auditory processing weakness diagnosis. Scribe (Writing speed 10wpm).</p>	
<p>Evaluation and future action:</p> <p>Parent's Signature Student's Signature</p>				

SAMPLE