

<b>Name:</b> IEP Sample – Malcolm	<b>Year Level:</b> Diploma in IT	<b>Class teacher:</b> .....	<b>Learning Support Teacher:</b> .....
<b>IEP Start Date:</b> ...../...../.....	<b>D.O.B:</b> ...../...../..... <b>Age:</b> Y: M:	<b>Signed:</b>	<b>Signed:</b>
<b>Review Date:</b> ...../...../.....			

<b>Strengths:</b> Good at maths and enjoys computers. Relates better to adults than peers. Good comprehension.	<b>Areas to be developed:</b> (Each area should have a corresponding target.) Managing triggers, improve understanding, social awareness, establish routines.
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Targets	Strategies	Provision	Success Criteria	Achieved
1. Improve Understanding	<ul style="list-style-type: none"> <li>Teacher/lecturer to give name first, then instruction.</li> <li>Think KISS - Keep It Short and Simple.</li> <li>Allow 'think time' when asked a question.</li> <li>Inform students of schedules ahead of time.</li> <li>Scaffolds to help get tasks started and support step-by-step.</li> <li>Check understanding</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware of strategies in group meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback weekly with learning support.</li> <li>Feedback from teachers.</li> </ul>	
2. Social awareness	<ul style="list-style-type: none"> <li>If I'm interfering, say 'Malcolm stop' and then afterwards explained why.</li> <li>Friends understand strategies.</li> </ul>	<ul style="list-style-type: none"> <li>List of tips to support.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback in weekly session with well-being/learning support.</li> </ul>	
3. Coping with stressful situations	<ul style="list-style-type: none"> <li>Positive language.</li> <li>Accumulate praise for weekly feedback.</li> <li>Quietly leave the room/ conversation when I feel overwhelmed.</li> <li>Go to 'quiet place' and put headphones on.</li> <li>Keep a picture of a happy memory/favorite item in pocket to touch when feeling overwhelmed.</li> </ul>	<ul style="list-style-type: none"> <li>Library desk with screen around</li> <li>Bench in the grounds to listen to music.</li> <li>Computer time in library.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback in weekly session with learning support including the counsellor.</li> </ul>	

<p><b>Parent/Carer Involvement:</b> Weekly Skype meeting with parent and Learning Support representative.</p>	<p><b>Student's View:</b> Enjoys school and wants to understand and manage her triggers better. Is looking forward to having a plan and getting feedback from other students.</p>	<p><b>Additional Information:</b> On the Spectrum – ASD – Asperges. Hyper sensitive to noise. Highly anxious.</p> <p>Out of Class PASS CARD - <b>Although I have Asperger's, I understand this is not a passport to always do things my way, but I will need help/ reminders at times to achieve this as I might not have understood why or have forgotten why my actions are wrong.</b></p> <p>The learning support team are working hard to help me with my understanding of school and to increase my independence.</p> <p>If you have any concerns, no matter how trivial they may seem please call Mrs X at Learning Support.</p>
<p><b>Evaluation and future action:</b></p> <p>Parent's Signature ..... Student's Signature .....</p>		

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