

| Name: Sample IEP - BEN | | Year Level: 6 | | Class teacher: | | Learning Support Teacher: | | | |
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| IEP Start Date:/...../..... | | D.O.B:/...../..... Age: Y: M: | | | | | | | |
| | | Review Date:/...../..... | | Signed: | | Signed: | | | |
| Strengths: Enjoys reading and science. Very good at ICT. | | | | Areas to be developed: (Each area should have a corresponding target.) Completion of work. Taking part in class discussion (appropriately). Develop appropriate conversation skills. Finds difficulty working in a group. | | | | | |
| Targets | | Strategies | | Provision | | Success Criteria | | Achieved | |
| 1. To complete a given task without complaint in a given time. | | <ul style="list-style-type: none"> Choice of task (non-stressful initially). Time set for completion, e.g. 15 mins. All materials and equipment at hand. Remain at table until finished. Adult support available. Use of ICT when appropriate/ reward. | | <ul style="list-style-type: none"> Personal timetable. Sand timers/small clock. Quiet work area. Choice of task. Teacher support if requested. Computer/printer. | | <ul style="list-style-type: none"> To finish a task within the time set on two or more occasions during a school day without complaint. | | | |
| 2. To put up hand and answer questions during class discussion. | | <ul style="list-style-type: none"> Listen carefully to teacher questions. Check with adult if answer is appropriate. Put up hand and wait for teacher to ask. Answer question in appropriate voice. Keep check on how many 'tries' each day. | | <ul style="list-style-type: none"> Adult support (slowly withdrawn). Colored cards system to encourage answering. Note book to record number of tries. Positive feedback from teacher. Computer reward. | | <ul style="list-style-type: none"> To try to answer two questions in each classroom session. | | | |
| 3. To have conversations with others, thinking about their feelings and needs. | | <ul style="list-style-type: none"> Small social skills group. Role play, use of puppets, photographs. Worksheets to work on conversations. Listen to audio examples of conversations within a group. | | <ul style="list-style-type: none"> Teacher and teacher aide input. Pictures of role play situations/watching conversations on video. Resources such as 'Talkabout', 'Socially Speaking'. CD player/Podcasts/Audio Books. | | <ul style="list-style-type: none"> To engage in simple conversations with adults (1 per day), and other children (1 per day) in school, being aware of their needs. | | | |
| 4. To be an active member of a group. | | <ul style="list-style-type: none"> Care in selecting partners or group members. Give each one a clear role i.e. computer skills. Help given with sequence needed for successful completion. Discuss any problems encountered. | | <ul style="list-style-type: none"> Teacher support for the group. List of given roles. Prompt sheet. Start with one curriculum area, e.g. science. | | <ul style="list-style-type: none"> To successfully participate in one group activity per day as an active member. | | | |

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| <p>Parent/Carer Involvement: Parents to encourage him to invite friends around to 'hang out', and to take part in simple family discussions.</p> | <p>Child's View: "I understand my targets and would like to use my computer as my reward."</p> | <p>Additional Information: Likes to work to his own agenda.</p> |
| <p>Evaluation and future action:</p> <p>Parent's Signature Student's Signature</p> | | |

SAMPLE