

Name: Sample IEP – Taya		Year Level: 10 D.O.B:/...../..... Age: Y: M:		Class teacher:		Learning Support Teacher:			
IEP Start Date:/...../.....		Review Date:/...../.....		Signed:		Signed:			
Strengths: Good at maths and enjoys computers. Relates well to adults. Good comprehension.				Areas to be developed: (Each area should have a corresponding target.) Managing OCD triggers to leave the class, improve understanding of what is expected, social awareness, establish routines.					
Targets		Strategies		Provision		Success Criteria		Achieved	
1. Use an 'Out of Class' pass.		<ul style="list-style-type: none"> Only used for the reasons stated on the card. Remind student to go to the toilet at the right times e.g. break and lunchtime. Discuss alternatives to leaving class when student's anxiety levels are high. 		<ul style="list-style-type: none"> 5 'Out of Class' passes issued per week. Weekly meetings with learning support to assess progress. Teacher reminders. Provide a set of headphones with soothing music. 		<ul style="list-style-type: none"> Ongoing self-management feedback. Feedback positive from teachers. Student stays in class 50% more. Student self-reports they are feeling less anxious and are coping better with staying in class. 			
2. Improve Understanding		<ul style="list-style-type: none"> Teacher to give name first, then instruction. Think KISS - Keep It Short and Simple. Allow 'think time' when student is asked a question. Inform students of what is expected and scheduled ahead of time. Help student to set out work to get tasks started. Check understanding. 		<ul style="list-style-type: none"> All staff aware of strategies in group meeting. Provide a visual cue for remembering what has been covered in class. Allow student to take photos of white board with key points, learning instructions on it. Provide alternative instruction method for a teaching point if primary method is unsuccessful. 		<ul style="list-style-type: none"> Feedback weekly with learning support Feedback from teachers 30% increase in class work output. 20% increase in test results at the end of Term 2. 			
3. Aware of being bossy		<ul style="list-style-type: none"> If I'm interfering, say 'Taya stop!' and then afterwards explained why. 		<ul style="list-style-type: none"> Friends understand strategies 		<ul style="list-style-type: none"> Feedback in weekly session with learning support. Classmates to provide feedback. 			

<p>4. Coping with stressful situations</p>	<ul style="list-style-type: none"> • Use my 'Out of Class' pass when I suspect I am starting to feel overwhelmed. • Go to my 'quiet place' when upset. • Visual reminder of coping strategies on a card in student's pocket. 	<ul style="list-style-type: none"> • Teachers to allow independent movement through the school. • Library desk with screen around. • Quiet place in Learning support room with Relax App, headphones/music. • Computer time in library. 	<ul style="list-style-type: none"> • Feedback in weekly session with learning support including the counselor. 	
<p>Parent/Carer Involvement: Weekly Skype meeting with parent and Learning Support representative.</p>	<p>Student's View: 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>Additional Information: On the Spectrum – ASD – Asperges. Hyper sensitive to noise. Highly anxious.</p> <p>Out of Class PASS CARD - 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.</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>Evaluation and future action:</p> <p>Parent's Signature Student's Signature</p>				