

Documented Plans

Supporting Education for All

**Guidelines for Implementing
Documented Plans in Public Schools**

<p style="text-align: center;">GUIDELINES FOR IMPLEMENTING DOCUMENTED PLANS IN PUBLIC SCHOOLS</p>
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INFORMATION FOR TEACHERS

1. WHAT IS A DOCUMENTED PLAN?

A Documented Plan is a support document for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for students.

Schools currently develop a range of planning documents that describe differentiated or personalised educational planning. A variety of different titles are used, including:

- Individual or Group Education Plan (IEP or GEP);
- Individual Behaviour Management Plan (IBMP);
- Personal Learning Plan (PLP);
- Individual Transition Plan (ITP);
- Individual Attendance Plan (IAP);
- Risk Management Plan (RMP); and
- Social Competency Plan (SCP).

A Health Care Authorisation that addresses health care needs is not a Documented Plan.

A Documented Plan may have a number of different elements depending upon student characteristics. Individual students or a small group of students will have only one Documented Plan at any one time.

The process of developing a Documented Plan is as important as the product. A quality process involving collaboration, consultation, negotiation, agreement and commitment leads to a quality product supporting student learning.

A Documented Plan:

- is student centred and focused on students' educational, physical, behavioural, social and/or emotional strengths as well as needs;
- addresses relevant learning outcomes, targets, teaching and learning adjustments;
- is developed by teachers in collaboration with student/s, parents/carers and other relevant staff or service providers;
- records the agreed response of the school to identified educational needs for an individual student or a small group of students;
- needs to be realistic, practical and readily understood by all those involved;
- is a working document for the teacher/s and other staff (eg support staff, education assistants, visiting or specialist teachers) who work with the student/s;
- identifies the implementation and monitoring responsibilities of those working with the student/s;
- records regular assessment and evaluation of student progress and achievement of identified outcomes and targets during a specified period of time; and
- is provided to parents/carers and other service providers as required.

Documented Plans enable schools to demonstrate their obligation to:

- be accountable for providing an appropriate educational program for all students as required by the *School Education Act 1999*; and
- plan for and provide teaching and learning adjustments for students with disabilities as required by the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

2. WHO MUST HAVE A DOCUMENTED PLAN?

The following DET policies and programs state that particular students require a Documented Plan:

- The *Attendance* policy for those students whose attendance requires an individualised approach.
- The *Behaviour Management in Schools* policy for those students with significant behavioural needs who require an individualised management program or who are subject to an exclusion order.
- *Schools Plus Resourcing Informed Practice* for those students with disabilities who are eligible for or are receiving supplementary resource provision.

Documented Plans for Aboriginal students in Years 1 to 10 will be a requirement as part of the Commonwealth planning to close the gap in the outcomes of Aboriginal people. This requirement will be phased in over time in Western Australia.

Students in the care of the Chief Executive Officer of the Department of Child Protection are often vulnerable and at educational risk. It is expected that each of these students will have a Documented Plan that is developed in collaboration with staff from the Department of Child Protection. The Documented Plan will form part of the overall Care Plan for the student.

Students with health care needs require a Health Care Authorisation; this is not considered to be a Documented Plan. Students with chronic, long term or significant health care needs will often require a Documented Plan to address their academic and social needs in addition to a Health Care Authorisation. The *Student Health Care* policy provides further detail about management of students with health care needs.

3. WHAT GOES INTO A DOCUMENTED PLAN?

The format of a Documented Plan should be agreed to by school staff and communicated to the school community. It is appropriate for a school to use a number of different formats in response to the identified strengths and needs of students and/or staff.

An effective Plan provides a practical, explicit and succinct focus for all those working with the student/s concerned. Most students will not require a long or detailed Plan.

While the format for Documented Plans is not prescribed by the Department there are sample formats and plans that address a range of needs available from:

- district teams;
- the Inclusive Education Standards Directorate website;
- the *Schools Plus* Resourcing Informed Practice website;
- the School Information System Curriculum Manager Planning module;
- Statewide Specialist Services staff; or
- the Education Support Package on the Department's website.
(See Section 11 of these Guidelines for relevant web links)

A single Documented Plan for a small group of students with similar educational needs can be developed. When it becomes part of an individual student's record file it must not include the identifying details of any other student.

Specific information

As a minimum, a Documented Plan needs to include:

- the student's name, date of birth, year level, gender;
- the name and role of those responsible for implementing the Plan; and
- any specific factors to be taken into account, for example, using an interpreter to communicate with the parents/carers.

A Documented Plan may also include:

- long term goals or vision for the future;
- links to specific outcomes for the individual student or the small group in the *Outcomes & Standards Framework*;
- short term specific, achievable and measurable targets;
- teaching and learning adjustments:
 - key implementation strategies;
 - specific resources or equipment; and
 - assessment tasks and monitoring criteria;
- staff responsibilities; and
- negotiated contributions to be made at home or by other service providers.

When a Documented Plan is reviewed and evaluated it will be necessary to reflect student progress, achievement and ongoing need.

Dates

The commencement date and proposed dates for monitoring and review of the Documented Plan need to be included. If the Plan forms part of the school's reporting to parents this can also be indicated.

Names and signatures

In most circumstances a Documented Plan will be developed by the teacher/s responsible for a student in collaboration with parents/carers and, if necessary, other staff or service providers. Whenever possible, agreement with the Plan should be documented, usually with the signatures of those who were involved in the collaboration.

Student learning profile

A student learning profile summarises essential information about current performance in:

- relevant learning areas;
- social and/or emotional domains;
- patterns of behaviour with peers and/or adults and self regulatory behaviour;
- participation in learning experiences;
- engagement with schooling;
- attendance; and
- any other relevant information.

A profile may be either part of a Documented Plan or stand alone information that contributes to the Plan. The profile need include only those aspects that are relevant for the student/s concerned at the time a Plan is being developed or reviewed.

Risk management

Risk management issues for an individual student, other students and/or staff should be identified and considered during the Documented Planning process. If it is necessary to establish a Documented Plan which includes risk management issues, then this must be communicated to staff and the parents/carers of the student.

The *Risk Management* policy can assist with the determination of risk and inform the development of a Documented Plan. The Plan should identify risks, minimisation of those risks, targets for change and agreed management strategies. All staff who have a duty of care or manage the student need to be informed about agreed risk management strategies to be adopted.

Occupational health and safety

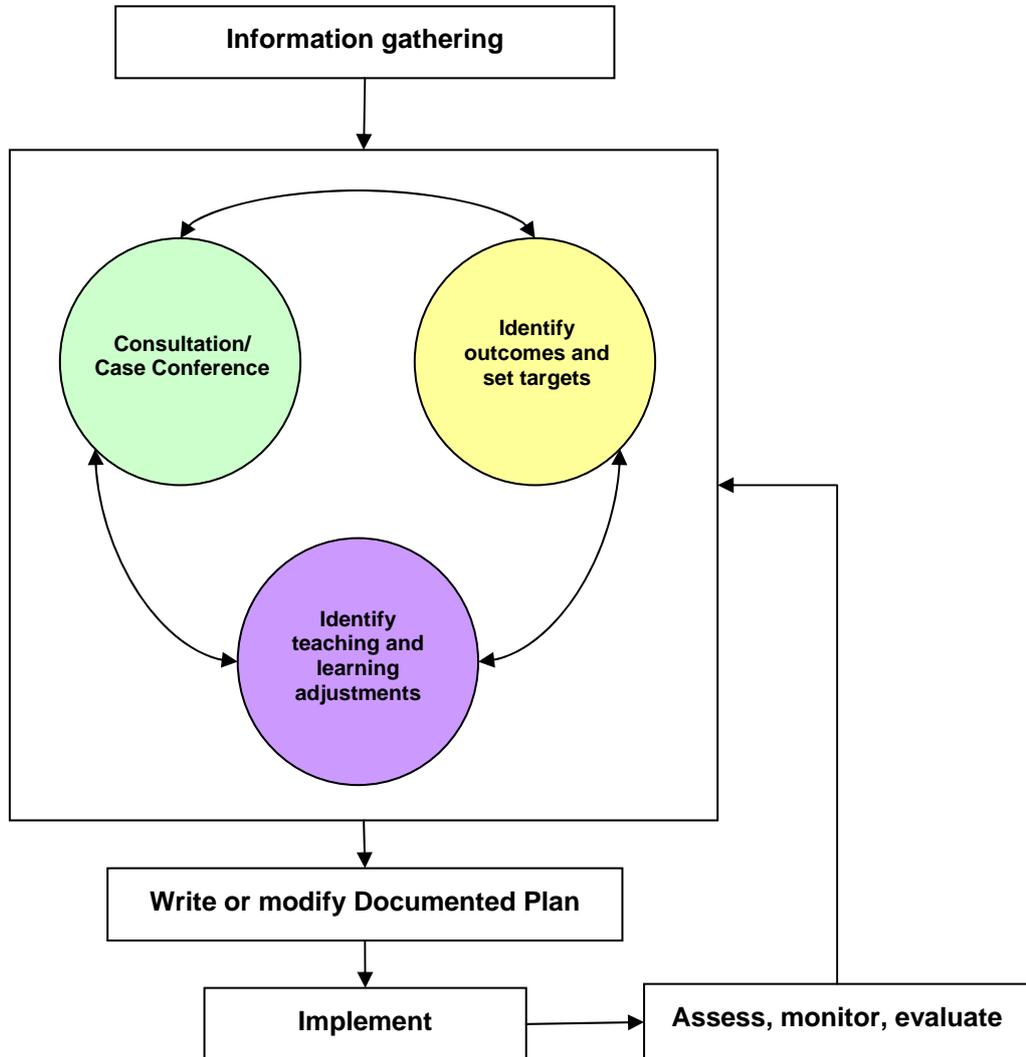
On a needs basis occupational safety and health issues should be included in a student's Documented Plan. Occupational safety and health issues may include, but are not limited to, transfers or lifting, providing personal care requirements or responding to challenging behaviours. The implications for staff who provide this assistance to a student need to be carefully considered and documented.

The training required to provide appropriate care for a student, and agreements to supply and participate in training, need to be documented. The student's Plan should document:

- the names of staff who will provide the assistance required by the student and have received necessary training;
- strategies and/or dates to provide further or ongoing training; and
- monitoring of factors that may indicate a need to review or change strategies, for example, student weight for safe transfers or lifting.

It is essential that there also be individual discussions with staff to identify any occupational safety and health factors that may apply to them personally. If necessary, a personal staff occupational safety and health management plan should be developed in addition to the student's Documented Plan.

4. DEVELOPING AND USING A DOCUMENTED PLAN



Information gathering

The outcomes, targets, teaching and learning adjustments and/or assessments in a Documented Plan must link to information used to plan, monitor or review a teaching and learning program.

A Plan needs to be based on relevant, accurate and focused information such as:

- current participation and achievement in educational, physical, behavioural, social and/or emotional domains;
- performance in class activities and assessment tasks;
- comparison of performance at the start and end of an agreed period of time, eg a term, a month, a semester;
- systemic assessment performances, for example, MSE, Literacy or Numeracy Net, WALNA, or moderated work samples; and
- standardised assessment performances, for example, psychological or therapy reports.

Information should be gathered from a variety of sources, including in collaboration with students and parents. For many students the information gathered by the teacher in day to day classroom practice will be sufficient to develop or review their plan.

If a student has significant identified needs, then there may be a need to obtain additional information from other staff or other agencies, such as a learning support coordinator, education assistant, school psychologist, visiting or specialist teacher or therapist.

Outcomes and targets

Effective plans:

- use simple, positive language;
- identify conditions under which the learning takes place and is assessed; and
- criteria or standards for judging performance, progress and/or achievement.

Critical questions include:

- What can the student/s already do independently?
- What can the student/s do with additional prompts, structure or adjustments?
- What are we working towards as priorities, focus areas or prerequisites for longer term outcomes or goals?
- What is needed either to move on, or to lay the foundation for new learning?
- What is manageable in the class, school or home at this time?
- What might have an impact on implementing this Plan?

There should be clear links in the Documented Plan between outcomes and targets. Even students with a significantly differentiated or personalised plan will be working towards agreed Learning Area Outcomes or the Overarching Learning Outcomes in the *Curriculum Framework*.

Targets in a Plan need to be **SMART**:

Specific: what is expected to be learnt is clear to everyone;
Measurable: observable criteria for achievement and/or progress;
Achievable: not too far ahead of current skill level or understanding;
Relevant: linked to current outcomes and perhaps longer term goals; and
Time limited: regular monitoring with preset review dates. student.

Teaching and learning adjustments

Teaching and learning adjustments are changes to teaching and assessment strategies, resources, equipment or expectations in response to identified needs of an individual student or a small group of students.

A teaching and learning adjustment is provided in order to promote learning, participation or curriculum access and may include:

- differences in the level of complexity of instructional materials or tasks;
- alternative means of presentation or response to activities or assessments;
- adapted content or expectations in class activities;
- additional skill development to prepare for participation in class activities;
- personalised management strategies or supports;
- provision of specialist resources or equipment; and
- deployment of staff.

Monitoring progress

Monitoring and assessment of the targets in a Documented Plan must be practical, efficient and, to the extent possible, link to existing classroom practices. The nature and quantity of information gathered should provide sufficient evidence to make judgements about whether or not adequate progress is being made. For most students adequate progress means:

- the previous rate of progress is maintained or exceeded;
- increased curriculum access is achieved;
- the attainment gap closes between the student and their peers; or
- the attainment gap does not grow wider.

It is appropriate for class planning, student records or work samples to include explicit reference to a Plan. Evidence and information about the effectiveness of teaching and learning adjustments, student progress and achievements will inform the review of a Plan.

A Documented Plan may be discontinued if a student no longer requires a differentiated or personalised program. When a Plan is discontinued the student needs to be carefully monitored, for an agreed period of time, to ensure that adequate progress is maintained. Some students will have a plan at different stages in their schooling. The decision to discontinue a plan does not mean that it cannot be re-established if required. Parents/carers and students may contribute to the decision to discontinue a Plan.

Using the School Information System (SIS)

The SIS Curriculum Planning module has existing capacity to generate Documented Plans that address Learning Area Outcomes for an individual student or a small group of students. The module allows ongoing inclusion of outcomes, targets, strategies, and reflections on progress and achievement.

The SIS Reporting module links students with an existing Documented Plan to the Documented Planning module to facilitate planning and reporting. It may be necessary to indicate on the standard Department report form that a student has a Documented Plan.

Reporting

If the standard Department report form does not provide relevant information to parents/carers of a student with high support needs, schools can use a report format agreed upon by the school community, or with the parents/carers of an individual student. In these circumstances the use of A - E grades can be replaced by alternative reporting formats. This form of reporting may be linked to or based upon a Documented Plan.

INFORMATION FOR ADMINISTRATORS AND SUPPORT STAFF

5. SUPPORTING TEACHER'S PLANNING

Consultation

Consultation as part of a collaborative documented planning process will be determined by student and teacher needs, as well as agreed school processes. Consultation will:

- clarify the focus or content of a plan for teacher/s or other staff;
- support subsequent implementation of a plan;
- determine the effectiveness of teaching and learning adjustments; and/or
- make valid judgements about student progress or achievement.

In a secondary school, consultation enables a representative teacher to participate in collaborative planning and liaise with a student or parent/carer on behalf of other teachers.

Consultation may include the:

- school leadership team;
- Learning Support Coordinator;
- Learning Support Team;
- *Getting it Right* specialist teacher;
- Aboriginal Islander Education Officer;
- Students at Educational Risk Coordinator;
- Education Assistant;
- English as a Second Language specialist teacher;
- local education support staff;
- district office teams;
- Statewide Specialist Services;
- service providers from other Government or non-Government agencies; and
- any other person identified as being of assistance to the teacher.

A teacher may also access specific professional learning.

Collaborative meeting

A collaborative meeting, sometimes called a case conference, is frequently used to finalise the development, focus and content of a Documented Plan and to obtain agreement for its implementation. The number of meeting participants should be kept to a minimum to encourage meaningful contributions and clear decision making that supports the successful implementation of the plan.

6. SCHOOL LEVEL DECISION MAKING

The characteristics of students, staff and the school community will influence school decisions and processes adopted for Documented Plans. The following questions may assist when reviewing or developing school practices:

Planning

- How many Documented Plans for individual students will be manageable at any one time - for an individual teacher; a team of teachers; or across the school as a whole?
- Who can initiate a Documented Plan in this school? What is the process?
- How are Documented Plans explicitly linked to class or school planning?
- What is a manageable cycle for Documented Plans? For example, a Plan may need to be reviewed after a few weeks or once a term or each semester depending upon the targets set and the academic or social needs of the student/s concerned. This variation is acceptable and should be reflected in school documentation.
- How will Documented Plans contribute to reporting student outcomes?
- What is the process for deciding a Documented Plan is no longer required?
- Does professional learning for staff link to Documented Plans?

Involving students and parents/carers

- When and how will students and parents/carers contribute?
- How will parents/carers be supported to contribute to a Documented Plan?
- How will students and parents/carers right to privacy be protected?
- How will the school respond if parents/carers choose not become involved?
- What is the procedure for parents/carers to seek further assistance or advice, either within the school or from outside the school?
- How will parent/carer complaints be managed?

Supporting staff

- What support is available for a teacher in developing or implementing a Documented Plan, either within the school or from outside the school?
- How will time for collaboration and documentation be made available?
- How will the need to access specialist expertise be identified and responded to?
- How might a Documented Plan support the development of teacher competencies?

Records management

- How will school processes regarding Documented Plans be communicated to the school community?
- What format will be used for Documented Plans?
- How will Documented Plans be stored and shared so that quality information is built up, shared from year to year and transferred with a student?
- Which staff have responsibility for:
 - managing the class and school Documented Planning cycles;
 - communicating with students, parent/carers and any relevant support services about specific Documented Plans; and
 - overseeing the formal records management of Documented Plans at the whole school level?

7. INVOLVING STUDENTS AND PARENTS/CARERS

Students

All students should become actively involved in their educational program. Many can participate in more structured planning and/or meetings given sufficient information and support.

Benefits for students, particularly those with ongoing needs, include:

- self advocacy to have personal needs met;
- personal independence and life skills;
- self confidence and self esteem;
- active participation in purposeful learning experiences; and
- achievement of improved learning outcomes.

Parents/carers

Parents/carers know their child well and have essential information not only about the child at home and in the community, but also about their education. They often provide continuity if their child changes schools or teachers and where possible, will need to:

- know that a Documented Plan is being considered or developed;
- have their knowledge about their child respected and valued;
- be invited to contribute to each stage of the planning cycle;
- contribute goals, aspirations, outcomes, targets and strategies;
- be included in collaborative decision making;
- agree to the content of a plan and be a co-signatory; and
- be provided with a copy of a plan.

Where parents/carers choose not to become directly involved in the Documented Planning process, they still need to be informed about their child's plan, provided with a copy and invited to participate in any subsequent review of the plan.

A lack of involvement by parents/carers does not reduce the school's obligation to develop a Documented Plan. Adapted communication strategies or meetings may be necessary due to the personal needs or circumstances of parents/carers, for example, encouraging attendance of a support person, using an interpreter, reducing the number of staff attending or using telephone calls rather than letters to communicate.

8. STORING DOCUMENTED PLANS

A Documented Plan is a formal student record and must be managed as described in the *Records Management Manual for School, College and Campus Records Act 2000*.

It is the responsibility of the principal to ensure that sufficient information and evidence is included in the student's school file to demonstrate:

- student progress and achievement; and
- accountability for providing an appropriate educational program.

In addition to the general records information for all students, the school file for a student with a Documented Plan generally needs to include:

- the current Documented Plan clearly differentiated within the file;
- selected evidence that demonstrates progress and achievement;
- previous Documented Plans if applicable; and
- related referral or report information, for example, school psychologist, therapy or visiting or specialist teacher reports.

Whenever possible a Documented Plan should be signed by the teacher, parent/carer and, if appropriate, the student, principal or other participants in its development. A copy of the plan needs to be provided to the parent/carer, school staff working with the student and, with parent/carer permission, to other service providers.

Plans need to be managed as a confidential document. Plans should not be maintained as part of the teacher's personal record system unless they are in current use.

Documented Plans and the student's school file will accompany the student to other schools or programs as required.

9. FURTHER INFORMATION

Web links

Centre for Inclusive Schooling - <http://www.cis.perthwa.net/>

Curriculum Directorate - <http://www.det.wa.edu.au/education/curriculum/CIP2/>

Education Support Package -

http://www.det.wa.edu.au/education/curriculum/CIP2/Esp/esp_intro.asp

Greenhouse: Learning Difficulties - <http://www.greenhouse.wa.edu.au/>

Hospital School Services - <http://www.hospitalschoolservices.wa.edu.au/>

Inclusive Education Standards Directorate - <http://ies.det.wa.edu.au>

Vision Education Service - <http://ies.det.wa.edu.au/content/themes/providing-statewide-specialist-services/students-with-visual-impairments>

Western Australian Institute for Deaf Education - <http://www.waide.wa.edu.au/>

Terminology guide

In the literature and in other education systems, Documented Plans and/or the process of planning are referred to as:

- Differentiated Instruction
- Individual Student Education Plans
- Learning Assistance Program
- Negotiated Education Plans
- Person Centred Planning
- Personalised Education Plans
- Student Centred Planning.

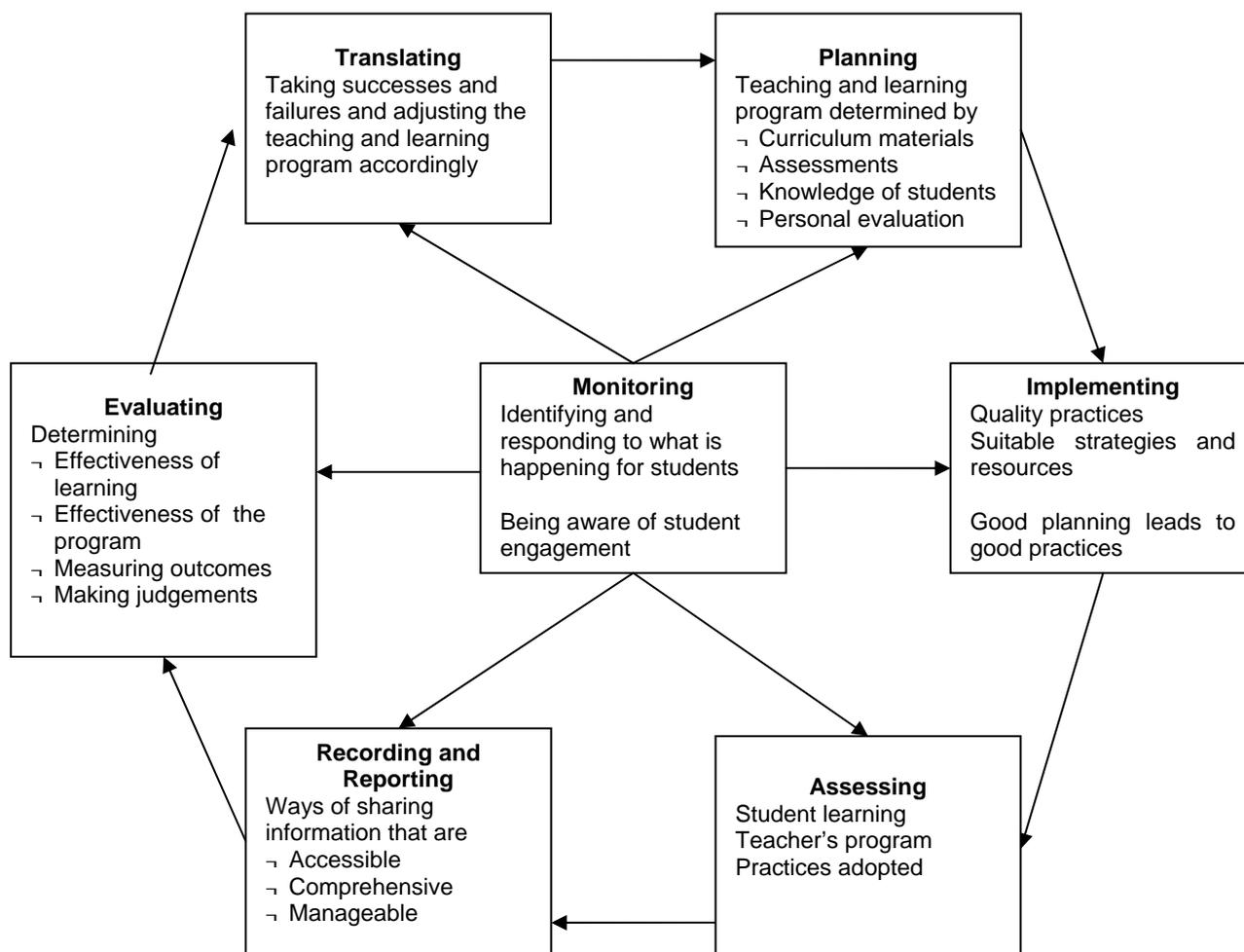
Alternative descriptions used for *disabilities* in the literature and in other education systems include:

- special educational needs
- learning disabilities
- learning difficulties.

APPENDIX A

HOW DO DOCUMENTED PLANS LINK TO PLANNING?

Successful implementation of a Plan requires ongoing translation of the Plan in day to day classroom practice and informal and formal monitoring of the student/s concerned. This cycle provides a process for integrating Documented Plans by applying the same teacher decision making processes during a planning cycle to all students.



Adapted from Sandstom, R. and Tonkin, L., 1994, Programming for Literacy Learning, Australian Reading Association, p7
As cited in Briggs, F. and Potter, G., 1999, *The Early Years of School: Teaching and Learning*, NSW Longman, p338

This planning cycle assists the teacher to determine:

- whether or not the existing class program is inclusive and responsive to all students;
- the nature and extent of differentiation or curriculum access to be provided;
- the teaching and learning adjustments required;
- whether or not adequate progress is being made; and
- the need to maintain or discontinue a Documented Planning cycle.

The majority of students with Documented Plans participate in most class activities or programs with few adjustments. A small number of students may require more significant

teaching and learning adjustments, in one or more learning areas, to access an appropriate educational program, for example, a student with disabilities and high support needs, an exceptionally gifted student or a student with challenging behaviour.

Links with class teaching and learning programs

Effective planning relies on the teacher's consideration of individual and small group needs when planning for the class as a whole. A teacher will determine which parts of their whole class provision will facilitate teaching and learning for an individual or a small group with identified educational needs before planning and implementing a differentiated approach in targeted curriculum areas.

When planning, a teacher can use a Documented Plan to:

- select and include appropriate learning experiences, strategies and resources for particular students in the class program;
- promote curriculum access and participation for all students;
- assess or monitor the effectiveness of teaching and learning adjustments;
- recommend student participation in supplementary or alternative programs in response to identified needs; and/or
- assign work tasks or deploy available staff, such as education assistants.

On a day to day basis, a teacher may involve other staff who work with students who have a Documented Plan, usually education assistants or other teachers, in the decision making regarding implementation of a Plan.

APPENDIX B

POLICY LINKS

Reference to documentation of differentiated provision (Documented Plans) or case management procedures for an individual student or small group of students is included in the following Department of Education and Training policies and procedures:

- *Attendance;*
- *Behaviour Management In Schools;*
- *Curriculum Assessment and Reporting: K-10 Policy and Guidelines;*
- *Gifted and Talented and Gifted and Talented Guidelines;*
- *Records Management Manual for School, College and Campus Records;*
- *Schools Plus Resourcing Informed Practice;*
- *Students At Educational Risk;* and
- *Student Health Care.*

Full information is available at:

<http://policies.det.wa.edu.au/>

<http://www.schoolsplus.det.wa.edu.au/splus>

APPENDIX C

SAMPLE PLANS

Individual Behaviour Management Plan

Student: _____

Year: _____ Commencement Date: _____

Positive Reinforcement Plan:

Target Behaviour

- Follow teacher's instructions quickly and quietly
- Attempt all given tasks
- Effectively communicated with others

Strategies

- Visual timetable, use compic
- Use 'First this, then that' language
- Modified activities
- Non-verbal hand cues
- Timer: task 10 minutes, 10 minutes break
- Positioning aid when sitting on a mat
- Reduced stimuli when in work area
- Proximity to role models and imitation of peer's positive behaviour
- Specific Social Skills Picture Stories
- Calming activities
- Peer-mediated intervention
- Behaviour specific praise

Acknowledgements

- Frequent verbal praise and specific feedback
- Race track chart. Receive stickers to progress towards reward (see separate Positive Reinforcement Plan)
- Gold Cards, following whole school system

Appropriate behaviour?
Safe and manageable?

Yes

No

Correction Plan:

Level one (calling out, walking away from request or activity, fidgeting)

- Non-verbal cues (hand signs, picture cues)
- Verbal reminders, redirection and take up time
- Formal verbal warning
- Positive removal, 'take a break' calming activities or 'calm down spot'

Level two (choosing not to follow instructions, disturbing other students)

- Remove to 'calm down spot' or calming activity
- Explain choices and behaviours
- If misbehaviour continues follow school's BMI policy regarding severe misbehaviour, including time out schedule

Cooperative?

Yes

No

Crisis Plan: Any attempts to hurt others, peers or teachers

- Do not attempt to approach; remove self and/or students and ensure their safety
- Send to time out area. Approach when student has calmed.
- If misbehaviour continues, follow school's BMI policy regarding severe misbehaviour, including time out schedule or red card to office for assistance

Resitution Plan:

- Apology to adult/student
- Complete missed work
- Recovery worksheet

Positive Reinforcement Plan	Student:			
Teacher:	Date:	Review Date:		
WHY:	This positive reinforcement plan is intended to strengthen desired behaviours by...			
WHAT:	..offering immediate rewards such as verbal praise and 'tokens' to accumulate towards a favourite activity or tangible reward. The whole school 'gold card' scheme may be used for when _____ has initiated a desired behaviour him/herself or transferred the skill/behaviour from direct teaching to a general situation.			
WHEN:	Praise or a 'token' is given as immediately as possible after the desired behaviour is exhibited without inhibiting the behaviour.			
FREQUENCY:	When first attempting to elicit a desired behaviour reinforcement will be frequent, after each behaviour is observed and then less frequently as the behaviour is ingrained and then infrequently when on maintenance.			
<p>This is a living document and will need to be altered based on successes, altering what _____ no longer responds to as well as this changing 'currency' of reinforcers. The following strategies align and include the school's Behaviour Management Policy. They are directly in response to what is highly motivational for _____ and the reward may be substituted with current interests.</p>				
Names and signatures:				
_____	_____	_____	_____	_____
Teacher	Parent	Education assistant	Principal	Date

<u>What</u>	<u>Reward</u>	<u>By Whom</u>
Non-Verbal Praise	<ul style="list-style-type: none"> ▪ Thumbs up signal ▪ Big smile with raised eyebrows ▪ 'High five' hand slap 	Teacher, EA Volunteers, Peers
Verbal Praise	Praise to contain specific feedback about the behaviour or skill sought, such as "you should be proud of how polite you were when you asked for help, keeping your voice down".	Teacher, EA
Yellow race track Car shaped card with squares on a race track, leading from Start to Finish line. Along the track there are 'pit stops': <ul style="list-style-type: none"> ▪ after each set of 6 squares there's a pit stop reward; and ▪ after 24 squares it crosses the finish line for a larger reward. 	<ul style="list-style-type: none"> ▪ Pit stop rewards = _____ invites another child of his/her choice to have free play with dinky cars brought in from home for up to 15 minutes ▪ Finish line reward = _____ selects a new toy dinky car, provided by mum, and free play with car for up to 15 mins in a location of his/her choice, such as carpet car mat or sand tray. S/he may choose a peer to play cars with him/her if s/he wishes. 	Teacher Specialists EA
Gold cards A part of school behave. man. plan. They are slips of paper given in recognition of a specific effort.	<ul style="list-style-type: none"> ▪ When 5 gold cards have been collected _____ takes them to the principal for verbal praise, certificate, gold pencil and novelty rubber. 	Teacher Specialists EA
Recovery worksheet What happened? What did I do? What can I do differently?	<ul style="list-style-type: none"> ▪ _____ completes work sheet when calm and settled, as part of the recovery process 	
School-Home communication	<ul style="list-style-type: none"> ▪ Informal daily communication with mother as she is a regular class helper in the room, as well as dropping off and picking up _____. ▪ Teacher will collaborate with mother with regards to the priority of desired behaviours. ▪ Teacher and EA to write a brief message in _____'s 'Chat Book' regarding specific evidence of improvement towards one of the target skills and behaviours in _____'s IEP. 	Teacher EA

Documented plan addressing high support needs

Name:	Scott
Phase of development:	Early Childhood, Year 2
Student description:	Scott has a diagnosed intellectual disability and Down Syndrome. He attends his local mainstream school. Scott has had ongoing difficulty interacting appropriately with his peers and previously used hitting as a means to engage others. Scott also has teaching and learning needs in the areas of literacy and numeracy.
School decisions:	Scott receives supplementary funding through Schools Plus. The Visiting Teacher Inclusive Education provides support and advice to the school on request.
Documented planning process:	Scott's mother was involved with the Documented Planning process. She requested input from Scott's speech therapist, who was unable to attend meetings in person but contributed via email and telephone. Informal contact is made between school and parent as necessary, additional to formal review dates.

Documented Plan – Scott

Scott's mother and classroom teacher

Date:

Contributors:

Review date:

Long term goal	Short term goal	Learning strategies	Resources	Monitoring/Review
<p>Improve social skills</p>	<p>Use appropriate language and skills when asking to play</p>	<ul style="list-style-type: none"> • Social stories for playground to be read to Scott approx. 5 minutes before break times. <ul style="list-style-type: none"> ⇒ “When I want to play with someone, I...” • Role play with EA and peers on how to join in games. • Visual checklist (for EA to use in playground). <ul style="list-style-type: none"> ⇒ Walk up, make eye contact, “Can I play with you?” <p>Provide positive reinforcement every time this is done in the early stages of implementation.</p>	<p>EA to make social story book and read at beginning of day and break times.</p>	<p>Who and how</p>
<p>Hierarchy of reinforcement that works for Scott required eg. 1. verbal praise, 2. sticker</p>	<p>Use equipment appropriately and share equipment with others</p>	<ul style="list-style-type: none"> • Social stories for using and sharing equipment to be read to student before free time <ul style="list-style-type: none"> ⇒ “The equipment belongs to all of us, we need to share.” ⇒ When you want a...., you ask, “Can I please have...?” ⇒ When ... wants want you are using, you say “...” • Role play with EA and peers on taking turns 	<p>EA to make social story book and read at beginning of day and break times.</p>	<p>Scott responds well to these</p>

All short term goals need to be more specific eg. Ask to play with peers using calm tone of voice; say 'please' when requesting to play and use equipment.

<p>Goals need to be more specific</p>	<p>Complete arrival routines</p>	<ul style="list-style-type: none"> • Social story for arriving at school <ul style="list-style-type: none"> ⇒ “When I get to school, I say goodbye to Mum/Dad etc...” • Visual checklist for morning routine with photos of student doing tasks <ul style="list-style-type: none"> ⇒ Get out lunch box, drink bottle, reading folder ⇒ Hangs bag ⇒ Put lunchbox on window ledge ⇒ Put reading folder into red box ⇒ Get a chair and put under desk ⇒ Go and play in wet area <p>Provide positive reinforcement</p>	<p>EA to make visual checklist and go through at beginning of day.</p>	
<p>Type of reinforcement required eg. verbal praise</p>	<p>Complete End of day routines</p>	<ul style="list-style-type: none"> • Social story for end of school <ul style="list-style-type: none"> ⇒ “When I pack my bag, I...” • Visual checklist for end of day routine with photos of student doing tasks <ul style="list-style-type: none"> ⇒ Put lunchbox and drink bottle in bag ⇒ Put reading folder in bag ⇒ Sit on bench and wait for Mum/Dad <p>Provide positive reinforcement every time this is done in the early stages of implementation</p>	<p>EA to make social story book and read</p> <p>EA to make visual checklist</p>	

Social stories work well for Scott

<p>Increase independence from Teacher and EA</p>	<p>Increase independent work time</p>	<ul style="list-style-type: none"> • Develop and use 2 things in a start work routine (i.e. take out appropriate book, take out writing pencil) most of the time • Visual task organiser checklist <ul style="list-style-type: none"> ⇒ Take out writing pencil ⇒ Take out book ⇒ Write date on top of work <p>Provide positive reinforcement</p> <ul style="list-style-type: none"> ⇒ Take correct equipment to specialist subjects ⇒ Visual task organiser checklists for Art, Music Phys Ed and Indonesian 	<p>EA to make visual task organiser</p>	
<p>Improve math skills</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Could refer to focus on one specific strand and work on others later</p> </div>	<p>Develop one to one correspondence</p> <p>Match number 1-5 with correct number of objects, with 90% accuracy</p>	<p>Number matching</p> <ul style="list-style-type: none"> ⇒ Direct instruction techniques ⇒ Washing line matching of cars and numbers ⇒ Numbers games with peers to enable review and consolidation of concepts, as well as transference of turn taking skills learnt ⇒ Concrete activities matching numbers to number of objects <ul style="list-style-type: none"> • Mini learning centres set up during numeracy block (twice a week) to enable groups to rotate, to allow time for Teachers and EA to work with student in a small group. 	<p>Teacher made and commercially available games</p> <p>EA to take small group with student</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The more specific the better</p> </div>

Develop phonemic awareness	Recognise and say sounds and names for letters s,a,t,p,i,n with 90% accuracy	<ul style="list-style-type: none"> • Identify initial and final sounds in simple words. <ul style="list-style-type: none"> ⇒ Direct instruction, using sandpaper letters, foam shapes, making sound/letter books ⇒ Small group with like peers ⇒ Initial sound awareness ⇒ Pre writing skill (Peggy Lego program) 	Teacher made and commercially available letters and games	
Write own name unassisted	Write first 3 letters of name, with appropriate capital and lower case letters 80% of the time.	<ul style="list-style-type: none"> • Name book to trace • Trace name in sand • Trace name in shaving foam • Make name with playdough • Make name with magnetic letters 		
Stay within designated areas	Stay within Junior Playground area during outside activities, recess and lunch times.	<ul style="list-style-type: none"> • Explicit boundary training to ensure student does not wander into one of the two carparks. 	Teacher to complete initial training with EA, then EA to remind during outside times.	

Some further details on this would be better

Individual Education Plan

(The student has a vision impairment)

Student's Name: Joshua **DOB:** xx.xx.xx **Year:** 8 **School:** xxxxxx High School **Date:**
Principal: **Learning Support Coordinator:** **Year Coordinator:** **Form Teacher:**
Parent/Guardian: **Other Agencies:**

SUBJECT	ASSESSMENTS & LONG TERM GOALS, RESOURCES	SHORT TERM GOALS & STRATEGIES, TEACHING & LEARNING ADJUSTMENTS	IMPLEMENTATION WHO? FREQUENCY?	REVIEW : ANALYSIS AND AND FURTHER PLANNING
<p><i>English Literacy:</i> Reading and Spelling</p>	<p>WALNA data XX.XX.XX: _____</p> <p>Waddington Diagnostic Reading Test, Term 4, XXXX: <u>RA = 8.0</u></p> <p>Schonell Oral Reading Assessment, Term 4, XX.XX.XX: <u>RA = 8.8</u></p> <p>Developmental Phonics Assesment, Term 4, XX.XX.XX:</p> <p>'06 continue Digraph stage (Refer to Phonics Developmental Chart).</p> <p>Joshua to: *further develop, implement and generalize word attack skills *increase reading speed and fluency *read effectively for meaning *further develop spelling strategies and accuracy</p>	<p>Joshua to work on exercises and reading passages which introduce the following digraphs: sh, ch, th, wh, ee, qu, ph, ing, ar, ai, oa, all, ow, ea, oo, ir, oo, or, and i-e, a-e, o-e, u-e ou, oy, ur, ow, er, ie, aw, ew, oe, oi (Refer to Phonics Developmental Chart).</p> <p>Joshua to spell words using these sounds (in writing and verbally).</p> <p>Joshua to be involved in reading and language programs which introduce and incorporate: *the Dolche list and/or *Salisbury first 100 or *Fry Prime Frequency words into exercises and reading passages, (Refer to list).</p> <p>Joshua to spell these words (written and verbally).</p>	<p>Provide large print exercises and reading passages with picture clues and 'memory jogger' notations (refer to printed developmental file). Incorporate spelling practice and patterns. Provide the same, via laptop programs – no visual clues. Extend at later date into 'Intellitools'</p> <p>*VIS VT, every third week, 2 hrs. *EA reinforces, 1x week, 40-60 mins. *English Group,('Dragon'?) *Reading Group, LSC, 1x week, Also provide low level–high-interest book selection.</p> <p>Home-reading and home-work via: **'Neurological input' strategy *Listening for meaning (ERICA) *Touch-typing</p>	<p>MEETING DATES: _____ _____ _____ _____ _____</p> <p>Checklist, all contacted ?</p> <p>REVIEW DATE/S: _____ _____</p> <p>Follow-up Assessments:</p>

English Subject	WALNA data 2005:	<p>Teachers to:</p> <ul style="list-style-type: none"> * be cognisant of Joshua's literacy skills and needs * be aware of Joshua's Distance and Near Vision * implement recommended VIS teaching and learning adjustments (attached) * be discreet in discussions with Joshua re strategies and provision of teaching and learning adjustments. <p>All subjects:</p> <p>Joshua to have access to the curriculum through assistance with:-</p> <ul style="list-style-type: none"> *reading of instructions (EA) *provision of a scribe (EA) *peer 'buddy' strategies *listening for meaning strategies (eg ERICA) *keyboarding skills, speed and accuracy (IT, VT, G.Mo) <p>Allowance of extra time for assessments, tests and assignments.</p>	Tchr:	
Mathematics	WALNA data 2005:		Tchr:	
Science	All Subjects: *access to the curriculum. *participation in all aspects of school life.		Tchr: Safety as per class.	
Society & Environment	*fair and valid assessment. *implementation of Vision Impairment Service recommendations, attached.		Tchr:	
Information Technology	Provide Joshua with a laptop and literacy (reading and spelling) computer programs .		Tchr: Also, discuss preferred font size. Keyboarding skills.	
Visual Arts	Provide laptop access for recording (keyboarding skills).		Tchr: Safety as per class. Distance Vision adaptations.	
Design & Technology	Encourage Joshua to wear his bifocals (particularly for Distance Vision, refer to charts attached).		Tchr: Safety as per class.	
Textiles & Food	Contrast painting of quadrangle edge, large drain edges, top of entrance steps (according to building regulations).		Tchr: Safety as per class. Also, magnification needs? Equipment via VIS VT.	
Physical Education			Tchr: Also, discuss introduction of skill with Joshua. Contact Paul VIS VT re adaptations.	
Drama			Tchr: Joshua confident and involved.	

Individual Education Plan addressing high support needs

Name:	Jason
Phase of development:	Early Childhood, Year 1
Student description:	Jason experiences significant difficulty interacting with peers and needs explicit prompts to initiate or respond to others. He has a diagnosed Autism Spectrum Disorder. In the classroom he does not disrupt the learning of others but needs considerable structure to engage with tasks. The current focus is on developing approaches to learning tasks, e.g. how to start a task . It is not yet clear what level of skills have been acquired because there is minimal response in teaching and learning programs.
School decisions:	Jason receives supplementary resourcing through Schools Plus. This is used to facilitate monthly planning (through additional DOTT for the teacher and as part of duties of the EA), provide in class support and additional monitoring in the playground by 2 EAs. Dependency on the EA and teacher is of concern and the school is consciously introducing other adults into his learning environment. These adults are provided with information about how to prompt Jason and adopt consistent language reinforcers and visual checklists. Peers are being supported to respond appropriately and consistently to Jason and to prompt him in routines or engage with him in the playground. Peers receive explicit recognition for engaging with Jason at this stage, including faction points. Jason also receives faction points in addition to personal reinforcement although he is unresponsive to the points.
Documented planning process:	Jason's parents, the teacher, and the EA meet on a monthly basis to discuss progress and review strategies. His parents and the EA discuss social story development in addition to these meetings if necessary. The VT (Inclusive Education) provides assistance to the teacher on request and attends planning meetings twice a year. At the planning meetings Jason's parents provide information about his ongoing therapy program.

Individual Education Plan

Clear titles are required including student details, date, end date, who involved etc

Social skills and engagement with tasks are of greater priority than Learning Area outcomes at this stage.

Goals	Short term goal	Learning strategies	Resources	Monitoring/Review
<p>Long term Improve social skills</p> <p>Short Term Use appropriate language and skills when asking to play</p>	Use appropriate language and skills when asking to play	<ul style="list-style-type: none"> Social stories for playground to be read to student approx. 5 minutes before break times. <ul style="list-style-type: none"> ⇒ "When I want to play with someone, I...." Role play with EA and peers on how to join in games. Visual checklist (for EA to use in playground). <ul style="list-style-type: none"> ⇒ Walk up, make eye contact, "Can I play with you?" <p>Provide positive reinforcement every time this is done in the early stages of implementation.</p>	<p>EA to make social story book and read at beginning of day and break times.</p> <p>EA to make social story book and read at beginning of day and break times.</p>	
	Use equipment appropriately and share equipment with others	<ul style="list-style-type: none"> Social stories for using and sharing equipment to be read to student before free time Role play with EA and peers on taking turns 		
	Manage arrival routines	<ul style="list-style-type: none"> Social story for arriving at school Visual checklist for morning routine with photos of student doing tasks <ul style="list-style-type: none"> ⇒ Get out lunch box, drink bottle, reading folder ⇒ Hangs bag ⇒ Put lunchbox on window ledge 	EA to make visual checklist and go through at beginning of day.	

Notes will be added on monthly basis with information drawn from daily records

This column also describes HOW and by WHOM

Examples of what might be used may be needed for a student with very selective responses.

Schedule/choice of P.R. has been established including

- "Good job"
- standing up to work

Medium term goal is for EA to monitor in the playground from a distance. Currently EA engages with a small group including Jason to role play and prompt behaviour. EA withdraws when Jason is engaged.

Same visual task organisers and checklists used by all children who experience difficulties with organisation or routine. 3 children in the class have personal photos

		<ul style="list-style-type: none"> ⇒ Put reading folder into red box ⇒ Get a chair and put under desk ⇒ Go and play in wet area Provide positive reinforcement		
	Manage End of day routines	<ul style="list-style-type: none"> • Social story for end of school • Visual checklist for end of day routine with photos of student doing tasks 	EA to make social story book and read EA to make visual checklist	
Increase independence from Teacher and EA	Increase independent work time	<ul style="list-style-type: none"> • Develop and use 2 things in a start work routine (i.e. take out appropriate book, take out writing pencil) most of the time • Visual task organiser checklist Provide positive reinforcement	EA to make visual task organiser	
Improve math skills	Develop one to one correspondence	<ul style="list-style-type: none"> • Match number 1-5 with correct number of objects, with 100% accuracy • Mini learning centres set up during numeracy block (twice a week) to enable groups to rotate, to allow time for Teachers and EA to work with student in a small group. 	Teacher made and commercially available games EA to take small group with student	
Develop phonemic awareness	Recognise and say sounds and names for letters s,a,t,p,i,n with	<ul style="list-style-type: none"> • Identify initial and final sounds in simple words. <ul style="list-style-type: none"> ⇒ Initial sound 	Teacher made and commercially available letters and games	

	100% accuracy	<p>awareness</p> <p>⇒ Pre writing skill (Peggy Lego program)</p>		
Write own name unassisted	Write first 3 letters of name, with appropriate capital and lower case letters 100% of the time.	<ul style="list-style-type: none"> • Name book to trace • Trace name in sand • Trace name in shaving foam • Make name with playdough • Make name with magnetic letters 		
Stay within designated areas	Stay within Junior Playground area during outside activities, recess and lunch times.	<ul style="list-style-type: none"> • Explicit boundary training to ensure student does not wander into one of the two carparks bordering the play area. 	Teacher to complete initial training with EA, then EA and peers to remind during outside times.	

Group plan with a focus functional literacy

Name:	Andrew, Bradley, Callum, Evan
Phase of development:	Early Adolescent (Year 9)
Student description:	These students have common needs and are working as part of a class group. They have had many changes of school and periods of poor attendance. They do not have disabilities but have been identified as at risk and are performing below the benchmark.
School decisions:	Collaborative planning teams are working with identified groups of students and take responsibility for communication with students and parents. These teams are aware of all Learning Area priorities for students and establish transfer of strategies across Learning Areas wherever possible. For the Year 9 SAER the English Learning Area has an explicit focus on transition, preparation for work/community participation and application of skills in other Learning Areas. When a student's learning needs can be addressed through small group documented plans, this will be the preferred model. Students are active participants in all planning and take responsibility for describing their learning. Group Documented Plans are addressed in the mentoring and reporting meetings that are held for all students with their parents. It is the responsibility of the Learning Area teachers to develop, monitor and evaluate a Plan and share it during collaborative team meetings if necessary.
Documented planning process:	The English teacher has met individually with each student to discuss their personal learning needs, identify interests and set goals. The group has been established as working team and parents have been invited to a shared meeting to be introduced to the class program. Students and parents have been offered the opportunity to establish a more personalised plan to address learning needs. At this stage there has been no request and the group approach will be maintained.

Documented Plan

Year 9

Form 9.4

**Educational profile: LITERACY AND COMMUNICATION SKILLS
Students: Andrew, Bradley, Callum, Evan**

Check Curriculum Website:
 ▪ Outcomes
 ▪ Standards
 ▪ Framework

Teacher will work with the class for the whole year to ensure continuity and ease of evaluation

Students have major responsibility for making regular comment on their copy of the plan

Learning Area: English

Aspect	OSF	Targets	Mid Year Review	End of Year	Comments
Speaking and Listening	SL 2.1	<ul style="list-style-type: none"> Explains familiar procedures & describes events in logical sequence to others. Delivers messages accurately & appropriately at school. Listens actively to a speaker & asks relevant questions. 	Work samples	Evaluation	
	SL 2.4		Rubric Values checklist	Evaluation strategies added later in semester	
Viewing	V 2.1	<ul style="list-style-type: none"> Interprets information from illustrations in books & newspapers & tells what is happening. 	Teacher observations		
Reading	R 2.1	<ul style="list-style-type: none"> Follows simple instructions. Uses the library to locate information & suitable reading matter. Has a bank of know sight words that are recognised automatically. Uses picture cues to predict content of text. 	Text organisational features survey	(First Steps reading p.183)	
	R 2.2		Generalisation to other text for me		
	R 2.3				
	R 2.4				
Writing	W.21	<ul style="list-style-type: none"> Develops directions/instructions for a known procedure. Completes simple community forms. Uses full stops & capital letters. Spells a range of common words correctly. 	Self assessment using rubric Work samples		

Cross connection with science topics as the content for Term 1

Information also provided by T&E and S&E teachers.

INDIVIDUAL EDUCATION PLAN

Student: _____ DOB: _____ Year: _____ Term: _____ Teacher: _____

Outcomes: Socialisation and Communication

English, Health and Society and Environment

Speaking and Listening: Listens to and talks with students, teachers and other adults in routine classroom activities.

Society and Environment: Investigates the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

Interpersonal Skills: Uses basic communication and cooperation skills when interacting with familiar people.

Learning Student Area	Outcomes	Strategies	Resources	Person/Agency Responsible	Evaluation
Speaking and Listening	The student will listen to and talk with others in routine classroom activities.	<p>The student will be encouraged to:</p> <ul style="list-style-type: none"> ▪ Acknowledge others by looking at them. ▪ Respond to non-verbal cues from others. ▪ Introduce self appropriately. ▪ Greet and farewell peers. ▪ Greet and farewell teachers and other adults. ▪ Respond to greetings from peers. ▪ Respond to greetings from adults. ▪ Use appropriate voice volume and tone. ▪ Indicate preference/non-preference through gesture. ▪ Use facial expressions to show emotions. ▪ Indicate preference/non-preference verbally. ▪ Participate appropriately in group discussion. 			Student will be working towards Level 1.
Society and Environment - ICP	The student will investigate the ways people interact with each other and their environment.	<p>The student will be encouraged to:</p> <ul style="list-style-type: none"> ▪ Show an interest in other people in the environment. ▪ Show an interest in the activities of others. ▪ Seek out the company of particular peers. ▪ Seek out significant others for company, help and attention. ▪ Have an awareness of appropriate interaction with peers. 			Student will be working towards Level 1.

<p>The student will recognise overt, observable behaviours.</p>	<p>Define the skill: present the student with an exact definition of the social skill to be taught.</p> <p><i>Greetings</i> <i>Engaging in conversation with peers.</i> <i>Asking questions.</i> <i>How to use body cues.</i></p> <p>Describe the skill by listening to the steps involved in performing the skill:</p> <p>a) Verbal steps - What the student says. b) Non-verbal steps - What the student does. c) Cognitive steps - What the student thinks.</p> <p>Identify Body Basics: behaviours that occur throughout the skill</p> <p>a) <i>Facing the person.</i> b) <i>Maintaining eye contact.</i> c) <i>Using an appropriate tone of voice and speaking without repetitive behaviours.</i></p> <p>Describe situations in which the skill will be used: this will assist students to generalise skills taught.</p> <p>a) <i>Playing.</i> b) <i>Eating.</i> c) <i>Group activities.</i></p> <p>Teach the skill using role play situations:</p> <p>a) <i>Model the skill</i> - model cognitive decisions by talking out loud; when showing each step. b) <i>Guide</i> - the student through the skill; provide specific information and informative feedback. c) <i>Allow for independent practice.</i> d) <i>Social stories.</i> e) <i>Circle of friends.</i> f) <i>Draw/study cartoons.</i> g) <i>Drawings.</i></p>	<p>Student will be working towards Level 1.</p>
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SIGNATURES: SSC _____ Parent _____ Teacher _____ Date _____

APPENDIX D

SAMPLE TEMPLATES

DOCUMENTED PLAN

Student: _____ **DOB:** _____ **Year:** 8 **School:** xxxxxx High School **Date:** _____
 (name & signature)

Principal: _____ **Learning Support Coordinator:** _____ **Year Coordinator:** _____
 (name & signature) (name & signature) (name & signature)

Form Teacher: _____ **Parent/Guardian:** _____ **Other Agencies:** _____
 (name & signature) (name & signature) (name & signature)

SUBJECT	ASSESSMENTS & LONG TERM GOALS, RESOURCES	SHORT TERM GOALS & STRATEGIES, TEACHING & LEARNING ADJUSTMENTS	IMPLEMENTATION WHO? FREQUENCY?	REVIEW : ANALYSIS AND FURTHER PLANNING
				<p align="center">MEETING DATES:</p> <hr/> <hr/> <hr/> <p align="center">REVIEW DATE/S:</p> <hr/> <hr/>

Student's Name: DOB: _____ **documented plan**

Class Teacher: _____

Date: _____

Date Reviewed: _____

Objectives	Strategies	Materials	Performance Indicators	Monitoring/Evaluation	People Involved	Time Line
•	•		•			

Teacher's signature: _____ date: _____

Parent's signature: _____ date: _____

DOCUMENTED PLAN

NAME: _____ Year: ____ Teacher: _____ Room ____

DATE: _____

Review: _____

LONG TERM GOAL:

CURRENT PERFORMANCE	SHORT TERM OBJECTIVES	STRATEGIES TO ACHIEVE OBJECTIVES	EVALUATION	BY WHOM

Signed (Teacher).....(Parent).....Date:.....

BEHAVIOUR MANAGEMENT PLAN

LONG TERM GOAL:

Behaviour (include frequency and duration)	Triggers	Replacement behaviours/objectives	Strategies	Consequences	Personnel Involved/evaluation

Signed (Teacher).....(Parent).....Date:.....