

# **Guidelines for Individual Education Planning (IEP)**

## **Background**

The development of Guidelines for Individual Education Planning (IEPs) resulted from recommendations of the *Review of the Policy on Inclusion of Students with Disabilities in Regular Schools* (2000) and has been informed by issues in the education of students with special and / or additional needs identified during recent curriculum reform processes.

Recommendations 16 and 17 of the Inclusion Review focused specifically on IEPs. They recommended that guidelines identifying essential components of IEPs be established for the development of IEPs for students with disabilities. Further, they recommended that student learning outcomes detailed in IEPs use existing curriculum documents and that there be statewide consistency in the development of IEPs according to the guidelines.

The Guidelines were developed through a comprehensive statewide consultation that involved trialing of the model through support services prior to becoming available in draft form in May 2005. Broad trialing took place in the remainder of 2005, leading to their finalisation after the 2005 school year. Comments about the Guidelines' workability informed the final document.

While issues in educating students with a disability were an impetus for development of individual education planning guidelines, the framework has broader applicability. The Guidelines provide a tool to support educational provision for any student who may have identified personalised learning needs. In this light, the Guidelines can be used to inform teaching and learning for a broad range of students.

Since appearing in draft, the Guidelines have been further adapted with illustrative examples based upon students with disabilities and also students whose particular learning needs arise from high ability. Through these examples, it can be seen that the IEP model provides a powerful framework to support teachers in personalising learning programs for any student.

## Introduction

### Guiding principles for Individual Education Planning

- Access to an appropriate curriculum is the right of all students.
- The Department of Education's Values and Purposes Statement and the Learning, Teaching and Assessment Principles underpin the *Tasmanian Curriculum Framework* for all children and young people in Tasmania. Responsibility for the learning needs of **all** students is central to the current curriculum reform process.
- For some students, in order to appropriately access the curriculum, an individualised education plan (IEP) is necessary.
- The IEP process aims to maximise the student's access to and successful participation and achievement in school and community life.
- Within a Supportive School Community, the IEP process values and respects the diversity of students and their families and ensures a curriculum inclusive of all students.
- The IEP process is part of good teaching and learning practice. It acknowledges areas of individual need and the capacity of all children to learn. It encompasses assessment, goal-setting, teaching, review and reporting as a cyclic process, which values lifelong learning from before school through to post school life.
- The IEP process is consultative and brings together the contribution of families, school personnel, the student and other relevant people. The collaboration of stakeholders forms a partnership of individuals with shared responsibility.
- The IEP process acknowledges the right of families to participate and make decisions about the nature of their involvement. It enables all participants to focus on the content and context of student goals.
- School leaders are responsible for the management and support of the IEP process.

### Purpose

From statewide consultation, there has been agreement that the primary purpose for developing Individual Education Plans is to provide a framework and guide for the student's learning program that is focused on the individual child and is clearly linked to the general classroom program.

### Definition

The term Individual Education Plan refers to both the ongoing process and the associated documentation that informs the education of a student with special and / or additional needs through describing, documenting, monitoring, reviewing and evaluating the student's education program, support needs and learning outcomes.

The key elements of the IEP process and the core components of the IEP

document (the product) are fundamental to the effectiveness of individual education planning. Statewide consistency is required.

### **Individual Education Planning: the process**

The process allows consideration of how planning ensures students' access to the curriculum and maximises their participation.

Individual education planning describes an ongoing process occurring across the educational life of students with special and / or additional needs. It extends from:

- participation in early childhood intervention services as described in an Individual Family Service Plan, through to transition to post school life as is described in a Transition Plan; and / or
- participation in early entry to school or acceleration programs through to post school life.

### **Individual Education Planning: the product**

The IEP is the basis for educational planning for students with special and / or additional needs. It assists planning by making explicit the components of the teaching and learning process for that student.

The documentation is positive, dynamic and constructive in tone, and is user-friendly for all stakeholders.

### **The core components of the (comprehensive) IEP are:**

- current skills, strengths and interests (and where appropriate, knowledge and understanding)
- additional supports required, and responsibilities
- prioritised goals
- measurable short term and long term goals
- strategies
- indicators of progress against goals
- timelines and review dates.

## **Who should have an IEP?**

Prior to 2005, Individual Education Plans were required for students with disabilities in receipt of individual funding. This included students on the old Category A Register or those for whom individual support packages were provided by district funding.

Under the new Guidelines IEPs are required for:

### **1. Students who are on the Register of Students with Severe Disabilities.**

- Students on the Register on the basis of intellectual disability or autism are those for whom significant curriculum modification is needed. These students require the most comprehensive IEP, which describes supports and accommodations, plus curriculum modifications.
- Other students on the Register, for example those with a physical disability or sensory impairment, may require an IEP which describes provision (through supports and accommodations needed in order to access the curriculum. These students may not need curriculum modification; therefore their IEPs will be less comprehensive.

2. Students with an intellectual disability who are not on the Register and for whom it has been agreed that the assessment continuum will not be used in reporting. Rather, the IEP will provide a major basis for reporting about learning. This agreement will be the result of discussion between the principal, appropriate teaching staff and parents /carers.

IEPs may also be used for:

- Students who do not meet the eligibility criteria for the Register of Students with Severe Disabilities but are identified at the school level as having personalised learning needs. The use of relevant features of the comprehensive IEP model will provide a framework for addressing specified outcomes.
- Students who have been identified as highly able / gifted and have associated particular learning needs. The IEP model will provide a structure for enhancing full engagement with the curriculum and addressing specified high-level outcomes.

## **Who shares responsibility for IEPs?**

The IEP process is consultative, including the contributions of families, school personnel, the student and other relevant people, such as Special Education Advisors, support teachers and other support team members, staff from the Centre for Extended Learning Opportunities (CELO), Learning Services Physical Impairment Co-ordinators and Autism Consultants, and therapists.

**Principals and the school leadership team** are responsible for management and support of the IEP process.

**Class teachers and support teachers** are collaboratively responsible for implementing the IEP process and developing the IEP document.

**Class teachers** are responsible for the translation of IEP goals into practice including the supervision of teacher aides who may be responsible for implementing some parts of the IEP. Teachers have responsibility for reviewing and documenting progress.

Each year, schools should designate a teaching staff member responsible for coordinating the IEP process. This should be communicated to families early in Term 1.

**Parents** are key participants, with schools, in determining their child's learning priorities as documented in IEPs. School personnel should consult with families from the initial stages of IEP development so that families can be actively involved in identifying priorities and in updating and reviewing the IEP. Parents may choose different levels of participation and involvement depending upon individual circumstances. Families may choose to include another person as a support for them in their participation in IEP meetings.

## **Model for Individual Education Planning**

Schools will select relevant features for inclusion in the Individual Education Plan in order to construct a plan which most appropriately meets the current educational needs of the student. Teachers need to consider how, within the Guidelines, they can most effectively personalise the Individual Education Plans for the students with whom they are working to cater for diverse learning needs and varying contexts. Individual Education Plans are most effective when regarded as 'works in progress'.

For students with physical disabilities only, once supports and accommodations have been clearly identified and implemented, there may be no need for special curricular provision.

The most comprehensive individual educational planning will be undertaken for students with the most severe disabilities and those who have been identified as exceptionally gifted. For these students, curricular outcomes plus supports and accommodations, will be needed. The process outlined below is that which would be required for these groups of students.

The comprehensive Individual Education Plan is the application of all core components and describes supports and accommodations and learning outcomes. This will translate into documentation centralising all relevant information about the student.

This documentation is outlined below and contains examples for a student with a disability and a student who has been identified as highly able, via the attached links. In the case of the example cited for a highly able student, the student described is a gifted underachiever. Additional examples of selected supports and accommodations are provided to further illustrate possible documentation coverage.

### **A. Cover page**

- factual information about class, teacher(s), support / planning team etc.
- student photo and identifying information
- strengths and interests
- key outcomes
- review information

## B. Supports and accommodations

This section describes key information about the student. It documents what needs to be provided to or for the student to allow access and / or participation in the educational program. It includes:

1. \*Important information about .....
  - a brief description of the current key information which will facilitate the day-to-day student support.

For some students this may be the only section completed. It is often useful to publish this section on a separate page which, when backed with the cover page, provides instant, vital information to help teachers, especially relief teachers have a successful day.

2. \*Personal needs (e.g. food, toileting, medication)
3. \*Physical needs (e.g. repositioning, standing frame)
4. \*Sensory needs (accommodations to meet sensory impairment)
5. Social and emotional needs
6. Intellectual needs
7. \*Providing access and opportunities (environmental modifications, instructional and general classroom approaches which will enhance participation).
8. \***Other services** involved in student's care within DoE and outside agencies
9. \*ICT– identification of support and special considerations
10. \*Transition arrangements for change of class and school

**For students with disabilities, it is necessary for the IEP to contain the components with an asterisk.**

Supports and accommodations describing social and emotional needs and intellectual needs have been included because of their particular relevance to highly able and gifted students.

In tailoring IEPs to individual student needs, some supports and accommodations may not be included; teachers may, therefore, wish to re-number items accordingly.

### C. Key outcomes

At the heart of educational planning for a student with significant special and / or additional needs is the establishment of priorities called key outcomes. Teaching and learning around the key outcomes enables meaningful achievement for the student for whom individual educational planning occurs. These key outcomes will be the main focus for their learning and are crucial to successful participation in home / school life. These priorities may continue for one or two years, for example, or be relevant for a shorter period of time only, depending upon the needs of the student. Each of these key outcomes is aligned with the curriculum.

The key outcomes model for individual education planning employs an approach which references the IEP to relevant elements of the *Tasmanian Curriculum Framework*, rather than basing the IEP upon the curriculum as a whole.

#### **In curriculum-based IEPs:**

- development of the shape of the IEP starts with the curriculum
- student priorities may be overlooked with focus on the curriculum being uppermost
- large and unwieldy documents can result, as has been seen in IEPs in the past which have been developed across learning areas or capabilities.

#### **In contrast, in curriculum-referenced IEPs (as in this new model):**

- development of the IEP starts with the student through establishing individual priorities, then links to the curriculum
- planning starts with individual needs of the student
- establishment of a realistic number of priorities is workable in the classroom and the size of documentation is manageable
- broad over-arching priorities, or outcomes, make it easier to develop meaningful / authentic links to the curriculum.

Thus, the model is a backward planning process, after Wiggins and McTighe (1998), where the desired results (key outcomes) are identified first, acceptable evidence of their attainment determined (objectives) and relevant learning experiences and instruction planned and implemented (learning opportunities). Ongoing assessment is used as the means of measuring progress and, if necessary, redefining outcomes.

*'To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.'* Habit 2 Stephen R Covey, *The 7 Habits of Highly Effective People*

#### D. Supplementary features

- Documentation such as Behaviour Support Plan, Medical Action Plan, Meal Management Plan
- Additional learning outcomes: These may have been identified through the planning process and, while not of such priority as the key outcomes, are still considered necessary by the team (parents / carers and / or school and support personnel). Additional learning outcomes may also include something that won't fit neatly into the priorities for the student but may be very important to the family (for example, the independence that comes with pouring a drink). These additional learning outcomes need to be recorded within the documentation. However, it is not necessary to detail the steps envisaged to achieve the outcome.

*Examples of additional learning outcomes for students with a disability:*

- computer use – use for prepared programs, increase attention to task e.g. looking at screen, decrease clicking and increase click and wait behaviours when using a computer mouse
- use of the canteen – select canteen item from photo with labels, buy item by exchanging money and photo for canteen item
- pouring drinks – co-actively pour with consistent accuracy, e.g. from bottle to cup or bowl (focus on looking and stopping when fluid reaches the marker – try a line or sticker).

*Examples of additional learning outcomes for highly able / gifted students:*

- computer use – designing a website, developing multimedia materials
- leadership roles
- fostering of specific talent
- enterprise activities.

- Program grids / learning opportunities.

For students with disabilities, these are recording systems which reference the short term objectives and learning opportunities across the day or timetable (particularly useful in the secondary setting). This is a valuable tool to promote generalisation of learning in naturally occurring situations.

- Guidelines such as Curriculum Differentiation Plan.

## **Planning process for Individual Education Planning**

### **1. Start with the student**

Individual education planning begins with discussions with key stakeholders. These may include the parents, school personnel, the student (if appropriate) and any other relevant people. The collaboration of stakeholders forms a partnership of individuals with shared responsibility and is co-ordinated by a designated school senior staff member.

In situations where a student is changing teachers (and especially schools) for the new year, planning needs to begin well before the end of the preceding year and involve current and future school staff.

The purpose of the discussion/s is to gain a picture of the student:

- strengths and interests
- challenges
- supports (resources and strategies which enable access and participation) and
- accommodations (changes made in how the student accesses the curriculum and which don't affect the content) needed for his learning
- modifications (content, pace, complexity, pedagogical approach of the curriculum).

Much of this information will eventually be documented in the supports and accommodations section of the plan (see above)

For some students, this section constitutes the documented IEP. It is assumed that once supports and accommodations are in place, the student is then able to participate in similar ways to others.

For students who require curricular modifications in order to participate and achieve within the curriculum, the main focus of the team's discussion will be on what is most important for this student to be learning next. It will be particularly important to establish what the priorities are for the family.

## 2. Establish key outcomes

*relevance, reasonableness, time*

The ultimate goal of these discussions will be to establish 3 priorities, called key outcomes which are big picture goals for the student's learning. These key outcomes will be the focus for learning and, after review, may continue. In the case of students with disabilities, comprehensive review of key outcomes on an annual basis is a minimum requirement.

As a part of the planning process, a number of priorities may be identified by the team. From these the most important will be identified and established as key outcomes by considering:

- the student's strengths and interests
- the immediacy of the need
- the likely frequency of the use of the learning
- its chronological age / developmental appropriateness
- its practicality / value to the student
- its future use
- the potential impact on valued life outcomes

Key outcomes represent broad priorities which can also be regarded as personal throughlines for the student. Through discussions with families and with staff, a range of priorities will be identified. It is important to consider these within the context of the student's life experiences, both currently and in terms of possible future pathways. If priorities identified are narrow or specific it will be important for the teacher to broaden these into appropriate key outcomes. For example, a skill such as writing one's name could be considered from the broader perspective of 'functional literacy' as the focus of the key outcome. Using a toilet independently is better considered within the context of 'independence in self-care'.

A useful question to consider when identifying key outcomes will always be:

*Why is this important?*

**Example of 3 key outcomes for a student with a disability:**

**Key outcome 1:** To express her needs and wants

**Key outcome 2:** To respond to and use class routines with increasing independence

**Key outcome 3:** To improve interactions with peers in the classroom and playground

**Example of 3 key outcomes for a highly able / gifted student:**

**Key outcome 1:** To undertake and complete a self-directed learning experience

**Key outcome 2:** To provide samples of work capable of assessment at a given standard

**Key outcome 3:** To accept and fulfil designated roles in collaborative group work

### 3. Align with the *Tasmanian Curriculum Framework*

The established key outcomes are then aligned with the curriculum areas of the *Tasmanian Curriculum Framework*. During the transition to the new curriculum, broad links to curriculum areas will be made. The curriculum links will develop greater specificity as experience with the new framework increases.

The purpose for this alignment is to:

- make explicit the connection between individual education planning and the classroom program
- avoid the situation where students with special and/or additional needs experience a segregated program
- help identify (deconstruct) the understandings that will lead to the achievement of the key outcomes.

**Example of a key outcome linked to the *Tasmanian Curriculum Framework* for a student with a disability:**

**Key outcome:** To improve interactions with peers in the classroom and playground

**Link to the *Tasmanian Curriculum Framework*:** Health and wellbeing

**Example of a key outcome linked to the *Tasmanian Curriculum Framework* for a highly able /gifted student:**

**Key outcome:** To undertake and complete a self-directed learning experience

**Link to the *Tasmanian Curriculum Framework*:** Health and wellbeing

### 4. Establish understandings

*important, generalisable*

The next stage is to unpack the key outcomes to ascertain the understandings which are critical to the student's progress towards attainment within each outcome. In reality some understandings may have been identified in the initial discussions and the big picture key outcome built upwards from them. These understandings represent learnings critical to the achievement of the outcome for the particular student.

Factors to consider in determining learnings which are critical to the child include:

- Have these been identified by family and the educational planning team as the most important for the student?
- Will they contribute to increasing understanding and competence across life experiences, as compared to occurring as isolated skills that will not add value to ongoing learning?

In developing understandings from key outcomes, teachers may find it helpful to consider a parallel with classroom learning sequence planning. The individual student's key outcome is similar to a personal throughline. The understandings contained in the IEP are similar to learning sequence understanding goals. Their identification rests on an analysis of current knowledge and skills related to the outcome and a determination of what the student needs to know and understand next in progressing towards the key outcome.

By establishing the **current skills, knowledge and behaviours**, it is easier to identify the next levels of learning which will be appropriate and critical for ongoing learning.

Similarly, highly gifted students need to be provided with a curriculum that meets their learning needs. Research (Gross, 1993; Maker, 1982; Passow, 1982; VanTassel-Baska, 1993) indicates that this differentiated curriculum must be academically rigorous and provide intellectual challenge. Further, the curriculum must provide concepts at higher levels of abstraction or greater complexity, and emphasise the development of higher-order thinking skills.

An essential question in considering understandings is:

***What is it important for the student to know, understand or do in progressing towards a key outcome?***

<p><b>Example with understandings added for a student with a disability:</b>  <b>Key outcome:</b> To improve interactions with peers in the classroom and playground  <b>Link to the <i>Tasmanian Curriculum Framework</i>:</b> Health and wellbeing</p>	
Understandings	Current skills
<ul style="list-style-type: none"> <li>• I can get other people's attention</li> <li>• I can co-operate with others</li> <li>• I understand that everyone has their own special things and their own special space</li> <li>• I can go to a safe place when I</li> </ul>	<ul style="list-style-type: none"> <li>• will speak appropriately to others</li> <li>• sometimes initiates conversation</li> <li>• sometimes shares equipment</li> <li>• often takes what she wants without asking</li> <li>• often disrupts the games, activities</li> </ul>

am upset • I can learn new games to play at recess and lunch.	of peers – in class and in playground • often expresses stress by taking things from others • often alone.
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<b>Example with understandings added for a highly able / gifted student:</b> <b>Key outcome:</b> To undertake and complete a self-directed learning experience <b>Link to the <i>Tasmanian Curriculum Framework</i>:</b> Health and wellbeing	
Understandings	Current skills
• I can have input to my own learning. • I can manage my time more effectively. • I can produce work of which I am proud.	he can act on simple instructions • he can identify the requirements of a given task • he can recognise the minimum output needed to fulfil the requirements

The examples of understandings are written in student voice to provide an immediate link with the student and his or her learning. Some teachers are more comfortable in writing understandings in IEPs in the teacher voice, similar to Understanding goals developed in learning sequences. For example, the Understanding written above for a student with a disability: 'I can go to a safe place when I am upset' would be written as 'She will understand that there are appropriate strategies she can use when she is upset.'

## 5. Develop short term objectives

***observable, measurable, realistic***

**Short term objectives** translate the understandings central to the key outcome into practical, workable targets. It is crucial that these objectives are described in observable, measurable terms which indicate that progress towards the understanding, and therefore the outcome, is occurring.

This quantitative evidence provides the basis for meeting accountability requirements in relation to the educational outcomes of students with special and / or additional needs.

Short term objectives, therefore, must be:

- **specific** – relate to a particular skill or behaviour
- **measurable** – achievement of the skill or behaviour is quantifiable and

observable

- **achievable** – there is a reasonable chance of the skill or behaviour being achieved
- **realistic** – for the student's circumstances and capabilities
- **timely** – should be achievable in a reasonable time frame and the time of learning is appropriate for the student's age and stage of life
- congruent with the framework for establishing priorities.

In framing short term objectives it is important to use terms which are as quantitative as possible. It is necessary to be precise about what you want the student to be able to do. Preferably this should be an observable behaviour which can be seen or heard. Consider whether you want total mastery (100%) or will 80% achievement be sufficient (80% is a commonly used benchmark). Under what circumstances will the objective be met, e.g. will supports, prompts or modifications be given?

In assessing (**reviewing**) short term objectives, consider:

- **functionality**

*Has the short term objective led to increased participation in daily activities or interaction with others?*

- **generality**

*Is there evidence of understanding observed across at least 3 different settings with three different types of material or with three different people?*

*Is there evidence of transference of concepts, skill, knowledge and understanding?*

- **instructional context**

*How closely does the teaching / learning environment reflect that of the real-life context in which the understanding will be used?*

- **measurability**

*Has there been evidence of this understanding twice a day for 2 weeks?*

*Have at least 2 different people made the same observation?*

- **learning / behaviour**

*Can this be observed / measured across a range of contexts?*

An essential question in developing relevant and meaningful short term objectives is:

***How, specifically, will the student demonstrate progress towards the key outcome?***

<p><b>Example with short term objectives added for a student with a disability</b>  <b>Key outcome:</b> To improve interactions with peers in the classroom and playground  <b>Link to the <i>Tasmanian Curriculum Framework</i>:</b> Health and wellbeing</p>	
Current skills	Short term objectives
<ul style="list-style-type: none"> <li>• will speak appropriately to others, sometimes initiates conversation</li> <li>• sometimes shares equipment</li> <li>• often takes what she wants without asking</li> <li>• often disrupts the games, activities of peers – in class and in playground</li> <li>• often alone</li> <li>• often expresses stress by taking things from others.</li> </ul>	<ul style="list-style-type: none"> <li>• to greet others using eye contact and to use names in greetings across 3 contexts</li> <li>• to wait for conversation pause before speaking</li> <li>• to share equipment on a daily basis</li> <li>• to participate in small group cooperative activities everyday (with support, then independently)</li> <li>• to learn a different game each term from the lunchtime activities program and participate in this program at least once a week</li> <li>• to move to a 'safe place' at times of stress, either with staff prompts or independently.</li> </ul>

<p><b>Example with short term objectives added for a highly able / gifted student</b>  <b>Key outcome:</b> To undertake and complete a self-directed learning experience  <b>Link to the <i>Tasmanian Curriculum Framework</i>:</b> Health and wellbeing</p>	
Current skills	Short term objectives
<ul style="list-style-type: none"> <li>• he can act on simple instructions</li> <li>• he can identify the requirements of a given task</li> <li>• he can recognise the minimum output needed to fulfil the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• he will initiate discussion related to a project of interest</li> <li>• he will present an outline of the project by an agreed date.</li> <li>• the outline will be presented at a high standard</li> <li>• he will identify aspects of the project for which he will need assistance.</li> </ul>

*Handy hint:* aim to use one A4 page for each outcome, reduce all three slightly and copy onto one A3 page. All outcomes and relevant detail is then available for ease of use, as a working document, on one transportable piece of paper.

## **Intentional inclusion of the IEP in classroom planning**

For students with disabilities, an IEP based on key outcomes and understandings is likely to be more age appropriate and connected to outcomes which are relevant to the learning of all students. Such an IEP also seeks to avoid isolated instruction and repeated out-of-context practice.

It is the alignment with the curriculum area outcomes that supports the integration of the IEP into learning sequences planned for the class. Considering the IEP when planning learning sequences from the outset can facilitate the identification of authentic learning opportunities for the student within the classroom program and may increase their understanding of the 'big idea' being explored. It also allows the opportunity for organising relevant support materials to be prepared ahead of time.

For highly gifted students, the key understandings will be related to intellectual / affective level (rather than age / grade appropriate). It is important to remember that the IEP does not include every aspect of a student's learning.

The individual education planning process attends to the specificity of the student's learning needs in a prioritised way. In addition, there will be much further learning which occurs through the explicit general classroom curriculum. The IEP does not describe all the educational experiences of the student.

Further practical considerations and tips for teachers in managing the IEP process have been described to provide support in working with IEPs.

### Some applications of the IEP model

- George: a child with a disability in an early childhood class
- Frank: a student with a disability in a middle primary class
- Calvin: a highly able / gifted student in a middle primary class

For students with disabilities, refer also to stories published in the Inclusive Curriculum Project for other illustrations of IEPs in action.  
(Note: The *Essential Learnings Curriculum Framework* provided the context for the work of teachers participating in the Inclusive Curriculum Project 2005 in exploring curriculum access and participation for students with disabilities. While the IEP examples given are referenced to this curriculum, the IEP approach is equally applicable to other curriculum frameworks.)

Amongst the Phase 1 work, take note of stories describing work by

- Kirsten: examples of planning sheets, IEP, learning opportunities grid and reports, plus video about the IEP process
- Rebecca: an example of an IEP and an approach to documenting evidence of learning
- Anna: examples of supports and accommodations and the learning opportunities grid
- Bron: an example of an IEP in a special school setting
- Pam: an IEP example with communication as a priority.
- Craig: examples from an IEP and involving parents in the IEP process
- Sarah: an example from an IEP with priorities in social interaction and self regulation

Amongst the Phase 2 work, take note of stories from

- Meander Valley cluster: describing a team approach to supporting teachers through the IEP process
- a high school (Case Study 1) which described steps in the IEP process
- a high school (Case Study 3) which described development of a Student Action Profile – incorporating components from the IEP format as a stream-lined communication tool between staff

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