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Individualised Education Plan

IEP Booklet

You are your child's Manager

SPECIAL EDUCATION GLOSSARY

Advisor/adviser

A specialist working alongside parents or caregivers and teachers to help a student with a particular disability.

Advocate

A person who will provide support and/or represent the interests of another person.

Assessment

An evaluation of a child or young person in their learning environment that outlines their skills and needs and the level of support required.

Assistive Technology/ Assistive Equipment

Described as “anything that can help with disabilities do something they cannot do, or help them do it better than they can without it” – a wide range of tools for students with special education needs that help them access the learning curriculum.

Cluster

A group of schools, typically in the same area, that work together and usually share funds, teachers and special education specialists to support their students.

Communication

This is the area of special education work that addresses difficulties a student may have with speech, language and interaction with others.

Curriculum

A school programme of teaching and learning. The national curriculum for New Zealand schools is set out in the National Curriculum Statements.

Decile

The rating given to a school related to economic and social factors of the local area. The Special Education Grant (SEG) for each school is worked out on this rating.

Education Review Office (ERO)

The Education Review Office is the government department which reports on the quality of education in all New Zealand schools and early childhood centres.

Education Support Worker (ESW)

These paraprofessionals work in the early childhood sector and are employed by the Ministry of Education, Special Education. This term is sometimes used by schools to describe teacher aides.

Fundholder

The organisation holding the funds provided by the Government on behalf of individual students on the Ongoing Resourcing Scheme.

Goals

These are the targets set by the teacher, family, student and service providers that a student can achieve within a set timeframe.

IDP or IP

The Individual Development Plan or Individual Plan is an early intervention programme developed for children with special education needs.

IEP

The Individual Education Programme (also known as Individual Education Plan) is a programme developed for school students with special education needs.

Inclusion

Inclusion in education is about valuing all students and staff. It involves supporting all children and young people to participate in the cultures, curricular and communities of their local school.

Learning Outcomes

The knowledge, skills, attitudes and values a student has achieved as a result of an education programme – learning, teaching, and other forms of intervention.

Paraprofessionals

Teacher aides and educators, behaviour and communication support workers. Paraprofessionals, employed by the Ministry of Education, Special Education, to work within schools and early childhood centres to help the teacher support students with special education needs. They include kaiawhina, education, behaviour and communication support workers.



Supporting families and whanau of people with disabilities and health impairments through support and information

*This booklet is presented as part of an
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WHAT IS AN IEP?

AN INDIVIDUAL EDUCATION PLAN (IEP) IS...

A process by which the people who know and care about a student with special education needs, work together to ensure that their needs are identified and that actions are taken to support them. Usually leading to the production of a living document that provides guidance for a student's programme for a defined period. It is usually reviewed every term, but this may vary depending on the needs of the student and changes in circumstances.

The IEP is a means of ensuring that students with special education needs receive quality education and succeed within the New Zealand Curriculum.

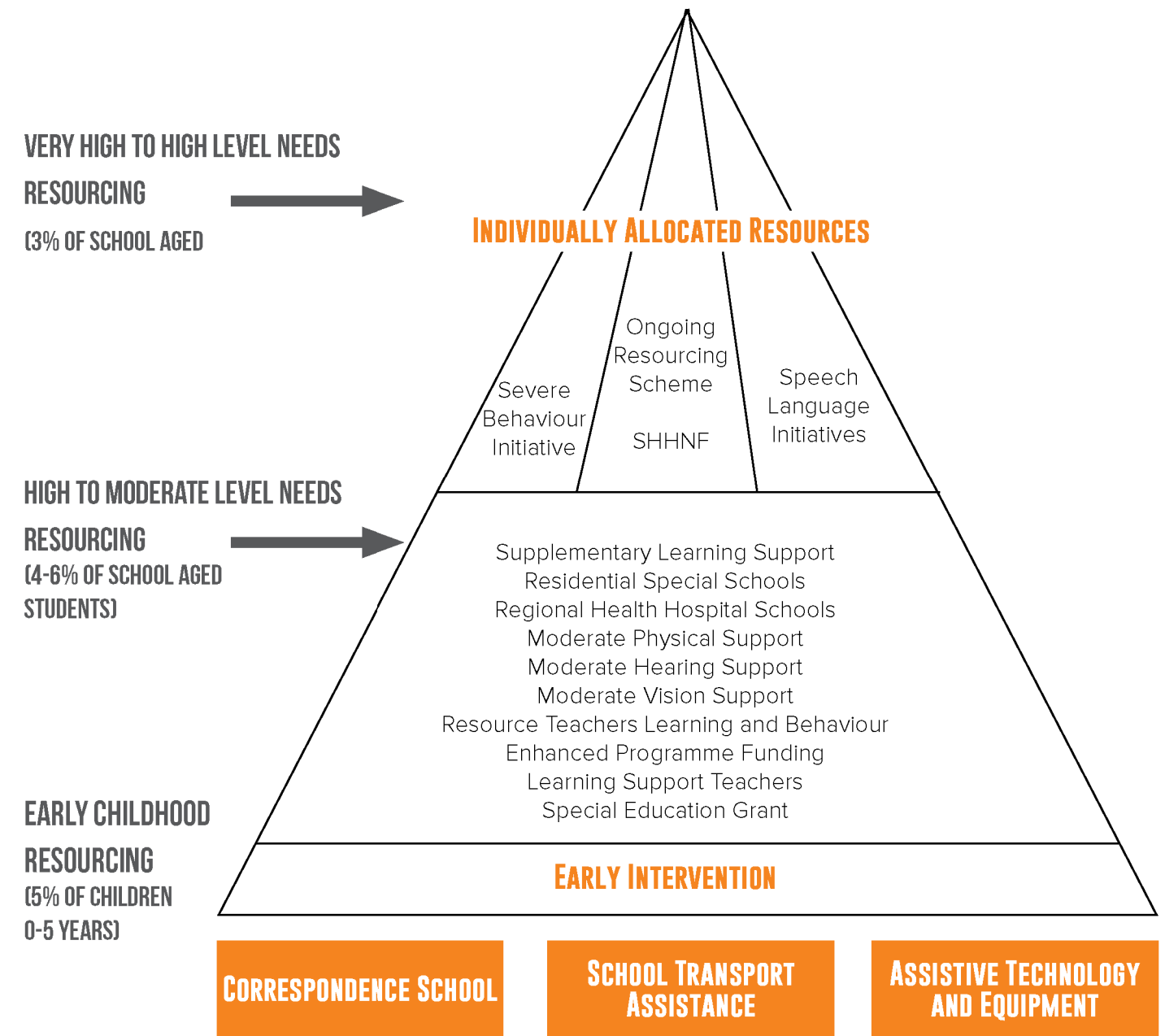
An IEP is an individual programme for a student who has special education needs:

- It shows how a school programme will be adapted to fit the student
- It is a plan that brings together knowledge and contributions, from the student and those who know them, about the student's learning needs, aspirations, personality and cultural background
- It assists teachers and parents to prioritise student's needs
- It is an individualised supplement to the full class programme
- It shares the responsibility for the achievement of goals
- It is a forward looking plan that records achievements, where they want to go, what supports are needed and what success might look like
- It is a living document that team members regularly update to reflect the student's changing development
- It gives feedback through regular reviews
- IEP's give students a good chance of success, as goals are achievable and appropriate

In short, an IEP encompasses the following steps:

1. Assessing the child's achievements and educational needs
2. Setting long term goals for the child to reach
3. Identifying short term results that can be seen and measured
4. Specifying ways to help the child achieve the objectives
5. Stating who is responsible for each part of the programme
6. Specifying the resources (teaching materials, etc) required
7. Monitoring the impact of the programme on the child's progress
8. Evaluating the effectiveness of the programme at least every 6 months
9. Continuing the programme, with modifications according to the child's progress and future needs

SPECIAL EDUCATION RESOURCING FRAMEWORK



- 1. Ongoing Reviewable Resourcing Scheme**
For Children with high & very high needs that are expected to continue through out their school years.
- 2. Speech-Language**
Speech- Language therapists provide help to students with communication difficulties.
- 3. Severe Behaviour**
This provides funding to help children whose behaviour endangers themselves or others, causes significant property damage or stops them fitting in with others and learning.
- 4. Moderate Learning and Behaviour**
Special Education Grant (SEG) and special education teachers for children with moderate learning & behaviour needs.
- 5. Early Childhood**
Provides early intervention services in the setting of the parents' choice. Includes advice, speech-language therapy & education support workers.

THE ONGOING RESOURCING SCHEME (ORS)

The Ongoing Resourcing Scheme (ORS) provides direct support to individual students with the highest needs to enable them to be present, participate and learn. ORS provides support through additional teacher time, specialists, teacher's aide support and a Consumables Grant.

HOW ORS WORKS

ORS is in four parts.

- 1. ADDITIONAL TEACHER SUPPORT**
- 2. FUNDING FOR A TEACHER'S AIDE**
- 3. CONSUMABLES GRANT**
- 4. SPECIALIST SERVICES**

If you believe your child might qualify for support from ORS, talk with your school's SENCO if you have one, your Resource Teacher: Learning and Behaviour (RTL) or with someone in your local Special Education office.

Many schools have a SENCO who oversees all the special education programmes in the school.

PROPERTY MODIFICATIONS

Your school is responsible for carrying out any recommended property modifications to ensure your school is accessible for students. This needs to begin well before students start. A child does not have to be funded through ORS for property changes to be recommended.

You can find more detail in the *Property Management Handbook for State Schools*, section 3, page 13.

OTHER SUPPORT AVAILABLE

Your child might be able to get support with transport to school through Special Education School Transport Assistance (SESTA) and with equipment, such as special keyboards and software, through Assistive Technology Support. You can find more information on these on the Ministry website (www.minedu.govt.nz).

ORS SCHOOL ATTENDANCE

Your child cannot be sent home early or be told they cannot attend on a particular day, such as when a teacher's aide is not available. This might be breaching the Education ACT 1989. Students with special education needs, including those on ORS, have the same right to attend school as others. No student can be asked to stay home because of resource issues.

Your family/whānau, school and any specialists must all agree to your child attending school for fewer hours each week and this should be reviewed frequently. There must be a plan in place to work towards your student attending full time.

If your child changes schools, the teacher time and teacher's aide funding provided through ORS moves with your student to their new school.

WHO MIGHT HAVE AN IEP?

Students with a disability, learning or behavioural difficulty require an IEP when:

- Assessment indicates that optimal teaching and learning require differentiations within the New Zealand Curriculum or Te Marautanga o Aotearoa
- Barriers to learning requiring adaptations to regular teaching strategies or to the school or classroom environment
- Times of transition require extra attention to planning, teaching and learning

The special education needs of many students can be met by class and school wide strategies. IEP's are used when additional teaching strategies are needed to address a student's particular learning goals.

POSSIBLE TEAM MEMBERS

The team is made up of the student (or their representative), the family / whānau, teaching professionals and others who have a significant involvement with and know the student well.

TEAM MEMBERS MIGHT INCLUDE:

- **The Student**
- **The Parents/caregivers**
- **Classroom Teacher**
- **Teacher Aide**
- **Specialist Teacher**
- **Family, whānau support**
- **Therapist**
- **Social Service Provider**
- **Therapist**
- **Specialist Service Provider**
- **Other School personnel**

ROLE OF THE PARENT

As a parent/caregiver you should absolutely be given the opportunity to take part in any IEP meetings and in the IEP process in general.

- Parents are the originators of the long-term goals, based on their experience, observation and interaction with their children.
- To become more involved at the level you are feeling comfortable, having the opportunity to decline involvement if you chose.
- To become more involved in discussion and developing, implementing, monitoring and evaluating programmes.
- To share your considerable knowledge of your child.
- Collaborate in equal partnership with the professionals.
- Value your own observations and instincts and share them.

ROLE OF THE EDUCATORS/TEACHERS

Teachers represent the largest and most knowledgeable resource in programming for the needs of students. The quality of their relationship with parents/carers and community agencies plays a large part in the overall outcomes for students. Mitchell et al. (2010: 36)

- Skilled professional who can create short-term objectives to assist in the achievement of long-term goals.
- Ensure the child participates in classroom and school wide activities within the New Zealand Curriculum.
- The developer of the strategies, adaptations and appropriate programmes.
- Listens to and takes parents views seriously.
- Allows for individual differences.
- Is accessible.
- Works collaboratively with the family/whanau
- Implements and monitors the programme.

ROLE OF A TEACHER AIDE

The role of the teacher aide is to assist the teacher.

The method of funding for specified teacher aide hours has led to a model where the teacher aide often works 1-1 with the student. The teacher aide is perceived as 'belonging' to the student and is sometimes responsible for the delivery of much of the day-to-day instruction for that student. While a number of students require this level of intensive help, there are alternative ways of using teacher aide time to maximise the benefit gained from having an extra resource person in the classroom.

For example:

- To help the teacher with a range of organisational, non-teaching tasks
- To supervise groups of students
- Assist in the preparation of materials and resources such as simplified texts or tapes

To give physical support for students and to help with personal care

IT IS IMPORTANT THAT THE TEACHER IS ABLE TO PROVIDE THE HIGHLY SKILLED TEACHING THAT STUDENTS WITH SPECIAL TEACHING NEEDS OFTEN REQUIRE.

KEY RELATIONSHIP

Funding is provided to schools because it is believed that schools and parents are best able to make resourcing decisions about their students. It is vital that schools and parents/caregivers work together to decide how the special education needs of individual students should be met.

PARTNERSHIP

Families and schools working together to develop the best possible programme for an individual child.

Parents know their child in all settings and situations; their valuable contribution is essential information required for planning.

School staff bring expert skills of teaching and programming which is essential contribution to the planning and in implementing the plan.

The teacher is the leader of learning within the classroom and has full responsibility for all the students in their class, including students with special education needs.

The IEP's primary purpose is a teaching and learning plan.

IEP's are a way of adapting the school programme to fit the student rather than expecting the student to fit the school programme.

Goals from the IEP must be embedded in everyday classroom practice so the IEP becomes a living, working document which is updated to reflect changing needs for that student within the classroom, school or community.

Plans may have different names eg. Team Action Plan, Individual Education Plan, (student's name), Collaborative Action Plan, Individual Plan, Learning and Teaching Plan,, Individual Learning Plan etc

Above all, the plan needs to be accessible to all team members, particularly for your child.

SPECIAL EDUCATION GRANT

This is paid to all schools as part of their operational grant and the amount each school received is based on the number of students at the school.

It is to assist students whose needs will not be resourced through other SE2000 initiatives.

Work with your school on how the programmes developed using this funding will benefit your child.

THE SEVERE BEHAVIOUR SERVICE

The Severe Behaviour Service has a team of specialists who schools can call in to help.

If your child is in Years 11 to 10 and behaves in a way that significantly affects their learning or their ability to relate positively with other people, they can be considered for the Severe Behaviour Service. The service's focus is on children whose main difficulty is behaviour.

Over time, a team will gather information about your child's behaviour including information about their classroom and home situations. Together, you and the team will work out the details of a plan to support the people who have the most to do with your child and their learning. If your child is being supported by the Ongoing Resourcing Scheme (ORS) and has severe behaviour issues, these will be addressed as part of their ORS services.

Depending on your child's needs, the following people might work with your child, their school and you.

Psychologists or special education advisors can help work out what might be contributing to your child's difficulty and what support they'll need. They can help you and your child's teachers develop strategies to improve your child's social and other skills.

Behaviour support workers support your child's teacher and your child in the classroom to help meet goals that are agreed for your child.

Kaitakawaenga or Māori cultural advisors work with your child's team and your whānau if your child identifies as Māori.

HOW TO PREPARE YOUR CHILD'S IEP

These are only suggestions. They are not things you must do. They are to serve as ideas for you to consider when preparing your child's IEP meeting.

1. Talk to your Child. Find out how your child feels about school. Find out his likes and dislikes. Ask if there is something he/she would like to do better.
2. Visit your Child's Classroom. Make an appointment to observe your child in the classroom.
3. Review your Child's Records. Make an appointment with school prior to your I.E.P. meeting to review what is contained in your child's records.
4. Before the I.E.P. meeting be sure you understand the nature and the basis of your child's needs. Do you have enough information?
5. Prepare to share what you know about your child. Jot down some notes about your child to bring to the meeting, such as interests, hobbies, relationships with family and friends, behaviour at home, things the child does well, and the things your child has difficulty with.
6. Prepare your own Questions. Look at components of the basic plan section of the I.E.P. and write a list of questions you would like to discuss at the meeting. Bring this list with you.
7. Find out who will be attending the meeting. Call the school and check who will be participating at the meeting. Is there anyone not present from school or outside whom you would like to invite? Talk about this with your child's key worker.
8. Be prepared to discuss your expectations for your child. Jot down what you think your child needs and the extent of progress you would like to see during the year. You should consider your child's vocational and prevocational needs. This applies to children of all ages.
9. Bring any recent evaluations or reports done outside the school. Which you think will be of value.
10. Bring samples of your child's work from activities done in or out of school which you feel says something about your child. These could be out of school work as well as school work.
11. Talk to other parents. Talk to others you know who have attended I.E.P. meetings to learn from their experience. If you do not know other parents, call your local Parent to Parent group and ask for information.
12. Ask your child if he/she would like to attend the meeting. Talk it over with them.
13. Keep a file of your communications with the school. Record the dates. You might include letters you send, or receive, telephone calls, reports, and samples of your child's work. It is never too late to start!

THE IEP PROCESS

PARENT CHECKLIST

- Do I believe I am equal partner with professionals?
- Do I accept my share of responsibility for solving problems and making plans on behalf of my child?
- Do I clearly express my own needs and the needs of my family to professionals in an assertive manner?
- Do I treat each professional as an individual and avoid letting past negative experiences or negative attitudes get in the way of establishing a good working relationship?
- Do I communicate quickly with professionals working with my child when significant changes or notable changes occur?
- When I make a commitment to a professional for a plan of action, do I follow it through and complete that commitment?
- Do I maintain realistic expectations of professionals, my child, and myself?

Dr Emma Goodall has collected together anecdotal evidence over 20 years and has the following to report.

- Even the most caring of teachers are unlikely to implement IEP over 2 pages.
- If your child has ORS funding they should have a minimum of 2 IEP's a year. 4 shorter IEPs held each term was more effective for the child and their teacher. Short IEP's (1-2) pages A4 max of 3 goals) seem to be the IEP's that are the most widely used, often staying in the teacher's planning folder to be checked weekly.
- Teacher aides rarely attend the IEP meeting even though they are tasked with carrying out most of the IEP activities tasks. This is because IEP's are usually held outside of the school hours and teacher aides are not available (or paid) to attend.
- Some children can become overwhelmed if involved in the meeting. Video submissions or part attendance at the meeting helps. One of the ways to combat this is to insist on a piece of your child's work that is representative of success to be present in the room and to direct focus to that at the start and end of the meeting.
- Having SMART goals that are reviewed termly is more important to your child than attending a meeting twice a year where there is endless discussion and goal setting that makes little difference to the curriculum content or delivery for them. Insist that not only the goal is written down on the IEP but also what the goal will look like once it has been achieved.

PARENT'S ASSESSMENT OF THEIR CHILD

The parent assessment is to assist you in your preparation for the IEP meeting

CHILD'S...	
STRENGTHS	NEEDS
1. Smiles 2. Good attitude 3. Good posture 4. Loving 5. Enjoys friends	1. More friends 2. Improved reading 3. To be able to ride a bike 4. Stay on task 5. Make his bed

GOALS

1. Academic skills
2. Self responsibility skills
3. Social relationships/social skills
4. Physical activity
5. Language skills
6. Recreational skills

NEGOTIATION IDEAS	
MUST KEEP	CAN GIVE UP
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

THE IEP MEETING

It is vital team members leave the meetings feeling that they and their contributions have been valued and included.

MEETING AGENDA

- Introduce and welcome people to meeting
- Share relevant information about your child
- Arrange someone to take notes
- Co-operatively set time limit and check if there are any other issues to discuss
- Review previous IEP
- Evaluate current strengths and areas of need
- Discuss information gathered
- Set long term goals and learning outcomes
- Set date for review meeting

SUGGESTIONS FOR PARTICIPATION AT THE IEP MEETING

- **If at any time you do not understand something**, ask that it be restated. Do not hesitate to ask for clarification of any detail
- **If you do not understand the meaning of an education term**, ask for an example or demonstration of what it means
- **Share relevant information about your child** by contributing what you know about the child's skills, interests, weaknesses and strengths
- **Refer to your list of questions** and any notes you have brought to see that all issues you have felt important have been discussed. Ask for further discussion whenever necessary
- **Take notes of what regular activities are included in the programme for your child.** Don't forget non academic areas such as lunch and breaks and other areas such as art, music and sport
- **Be sure all services that are necessary to implement your child's education programme** will be written into the IEP
- **Ask yourself** if the plan corresponds to your knowledge of your child right now

USING A SUPPORT PERSON EFFECTIVELY

- Select a person you feel comfortable with. You will need confidence in this person
- You and the advocate should meet beforehand to plan what you want to accomplish at the meeting. What are your objectives? How can you best get your points across?
- The advocate is there to advise you, make suggestions, not to tell you what to do
- The advocate is there to support and clarify
- The advocate should promote problem solving. Accusations and finger pointing are seldom productive
- The advocate should help keep track of how the meeting is developing. Make sure your objectives are stated and understood
- The advocate should be available after the meeting to discuss what happened
- The advocate should be able to help you find legal advice if you need this
- What do you need
- Who do you need

HOW TO HAVE PRODUCTIVE IEP MEETINGS

Parent participation as a member of the IEP team and involvement in the IEP process is vital to a child's success in school.

To help make your child's IEP appropriate, you should review all the information you have about your child including evaluations, progress reports, report cards, medical information, etc. This will help you identify your child's strengths and needs.

Next, review your child's draft IEP. Below are some questions to guide you. You can also discuss these questions with the other members of the IEP team if you need more information or have concerns.

QUESTIONS FOR DEVELOPING THE MOST APPROPRIATE IEP

Present Levels of Academic Achievement and Functional Performance

- Does it include a statement of how your child's disability affects involvement and progress in the general curriculum?
- Are all academic and functional skills identified?
- Are social, emotional and behavioural needs identified?

Annual Goals/Objectives

- Are the goals measurable, reasonable and attainable?
- Are all academic and behavioural needs addressed?
- Is each goal reflective of my child's needs?

IEP Services

- What types of specialised instructions, or services, including behavioural interventions, does my child need?
- Where will services be provided and who will provide them (individually, in a group, in the classroom, direct service or by consultation)?
- When will services begin and end?
- Does the IEP include a positive behavioral intervention plan if my child's behaviour interferes with learning?
- Does my child need assistive technology to help him/her with class work or homework?

Accommodations/Modifications

- Does my child need preferential seating or extended time for tests, etc.?
- Does my child need modifications for class work, homework, or behaviour?
- Will my child need any accommodations or modifications to participate in NCEA or national assessments?

Monitoring Progress

- How will my child's progress on each goal be measured?
- How and when will I be informed of progress?
- How will I know if the progress is enough so that he/she will achieve their goals by the end of the year?