**IEP - Individual Educational Plan**

1. **General Information**

|  |  |
| --- | --- |
| Name | Class Grade |
| Date of birth | School |
| Address | Support team of IEP: |
| Parent/Tutor | Class teacher |
| Telephone | Date and Place |
| Summary of available information  |
| Additional Information/Concerns |
| Strengths/Interests |

1. **Performance Level**

|  |  |  |  |
| --- | --- | --- | --- |
| Reading |  | Elements from Diagnosis  | Elements from Class observation  |
| Speed/ Fluency |  |  |
| Expression |  |  |
| Comprehension |  |  |
| Correctness  |  |  |
| Writing |  | Elements from Diagnosis  | Elements from Class observation  |
| Graphia |  |  |
| Kind of mistakes |  |  |
| Production |  |  |
| Calculating |  | Elements from Diagnosis  | Elements from Class observation  |
| Mind |  |  |
| Written  |  |  |
| Quantitative Language |  |  |
| Other | Cognitive Skills: |
| Motor-praxic area disorders : |
| Other related disorders: |
| Bilingualism or L2 (2sd Language): |
| Authonomy Level |
| Emotional Adjustment: |

1. **Organization of the Intervention**
	1. **Subjects and Support**

|  |  |
| --- | --- |
| ***Subject*** | ***Number of sessions/hours per week*** |
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| --- | --- |
| ***Specialists providing support*** | ***Number of sessions/hours per week*** |
| SEN Teacher |  |
| Speech Therapist |  |
| Psychologist |  |
| Other….. |  |

* 1. **Kind of Support**

|  |  |
| --- | --- |
| The range of adjustments (external conditions, environment, work organization) |  |
| Forms of support of teachers and specialists and specific support |  |
| Methods and approaches  |  |
| Forms of cooperation with parents |  |
| Forms of parental support-how to help parents |  |
| Forms of cooperation with counselling centres, teachers training centres special schools |  |
| Forms of collaboration with other institutions  |  |

* 1. **Strategies**

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| --- | --- | --- | --- | --- |
| Subjects | Study Strategies | Dispensative measures | Compensative tools | Evaluation Measures |
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1. **Intervention Planning**

Name: Grade: Class: School year: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_

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| **Intervention area /Subject** | **Learning targets** | **Criteria for success** | **Personnel involved** | **Strategies** | **Materials/Resources** | **Target Dates** | **Evaluation** |
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| **Comments** | **Keys for evaluation** **1 –exceeded criteria** **2 – met criteria****3 – in progress****4- did not meet criteria****5 – not yet addressed** |

1. **Monitoring**

Name: Grade: Class: School year: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Evaluation**  | **Support team** | **Measures** | **Academic Student’s Progress and social relations** |
| FirstPeriod |  |  |  |
| SecondPeriod |  |  |  |
| ThirdPeriod |  |  |  |
| Conclusions and modifications of the plan for the next school year: |

1. **Follow-up**

Name: Grade: Class: School year: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_

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| --- |
| **IEP MEETING** |
| ***Meeting Date*** |  | ***Meeting Nº*** |  | **PARTICIPANTS TO IEP MEETING** |
| **AGENDA** | **Team** | **Name** | **Signature** |
| 1. | Student |  |  |
|  | Mother/Father |  |  |
|  | Class Counselor Teacher |  |  |
|  | Special Education Teacher |  |  |
|  | Psychological Counselor  |  |  |
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| **DECISIONS** |
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| ***Next meeting date*** |  / / .  |  |

1. **Appendix**

**7.1 –General strategies**

1. Using multisensorial methods, presenting concepts in various forms (diagrams, keywords, illustrations, voice playback devices, video recordings)

2. Using charts and conceptual maps to facilitate understanding

3. Valuing the student´s previous knowledge/experience

4. Dividing the objectives of the study subjects into "sub-targets"

5. Giving early graphic schemes related to the theme studied to help the student with SLD highlighting key information

6. Using titles, paragraphs, images to help the student with his/her studying process

7. Adapting flexibly to the learning style of the child with SLD

8. Helping children with SLD to manage an agenda to write down the correct homework and lessons

9. Choosing themes which have a practical-applicative side

10 Regarding a foreign language, giving greater importance to developing oral skills at the expense of writing. In case of serious disorder, student is exempt from grading the written tests

11. Using metacognitive processes in order to promote the student’s self control and self evaluation of his/her own learning methods

12. Promoting teaching in small groups and peer tutoring

13. Promoting collaborative learning

14. Valuing other types of languages other than writing –visual, oral devices

**7.2. Dispensative MeASURES**

 The student is exempt from …

1. Reading aloud
2. Reading autonomously, texts whose length and complexity are not compatible with his/her ability level
3. Writing under dictation
4. Taking notes
5. Copying from the board or book ( compensate with texts prepared in advance, printed or affixed on notebooks /or work directly on worksheets)
6. Doing too much homework
7. Studying/ memorizing poems, formulas, tables, definitions
8. Learning a foreign language in written or read form
9. Writing homework by hand (for severe cases of dysgraphia) - writing on computer or transcription by the parents is accepted
	1. **Countervailable measures / Tools**

Using…

1. computer / tablet with sofware

2. voice –synthesizer

3. recording device which allows the student to complete his notes during the lesson (voice tablet);

4. mind maps, conceptual schemes of a unit study

5. books and digital books (audio book);

6. tables with: the months, seasons, days of the week, alphabet, formulas, definitions, etc.

7. texts with pictures, summaries, diagrams

8. computer with video writing program, with spell checker, which can provide sufficiently accurate texts without extra effort of re-reading and correcting any mistakes

9. mind mapping software, conceptual schemes

10. digital dictionaries (as tablet or computer)

11. calculators

13. text with images

14. enlarged photocopies

12. highlighted words (bold highlighting; spacing words)

**7.4 EVALUATION MEASURES**

1. Announcing tests in advance, at least 24 hours before

2. Ensuring extra time (30-60 minutes) to execute the trials or ensuring less demanding checks/trials

3. Introducing computerized samples/trials/tests

4. Ensuring reading aloud by the teacher of the tasks to be performed during checks/trials

5. Ensuring the use of compensative instruments, both on written and oral tests/trials

6. Ensuring oral assessments as an alternative to written ones (especially in foreign languages) (the notation of oral tests will take into account the lexical and expressive capabilities of the student) / The student can also dictate the content of the paper to the teacher

7. Designing, where appropriate, evaluations to limit writing (eg: space filled exercise, checked exercises, merged, etc.)

8. Taking into account the content, not the form, in the grading / evaluation of written tests

9. Reading topics sequentially, in the order in which the work is developed

10. Ensuring the use of pocket computer / desk, Pythagorean tables or formula tables

11. Providing additional time from the initially allocated one, for development work