

Individual education program

Malibu School

Malibu School commenced trialing Student Outcome Statements in 1994. A great deal of professional development was provided for all staff members on outcomes-focused education during staff meetings and professional development days. This professional development was inclusive of Student Outcome Statements and Foundation Outcome Statements.

Parent information nights were provided to raise awareness and understanding of outcomes-focused

education. Annual general meetings and parent interviews at report times were also utilised to discuss outcomes-focused education and the implications for students.

It is the policy of Malibu School that an individual education plan (IEP) be developed for each student. This is a highly-collaborative process that involves teachers, therapists and parents.

In 1999, Malibu has continued to implement an outcomes-focused approach which is centred on the

philosophy of the *Curriculum Framework* and supported by the *Outcomes and Standards Framework*.

All members of the trans-disciplinary team have the opportunity to meet and actively collaborate on setting priorities for individual students.

Clear and open communication is maintained, with all stakeholders being continually updated and consulted on student progress.

This collaborative process begins with team meetings, which take place between teachers and therapists toward the end of each semester.

The aim of the meetings is to review, revise and plan educational and therapy outcomes for the following semester. In this way, the meeting at the end of first semester prioritises outcomes to be achieved during Terms 3 and 4.

The next team meeting, toward the end of second semester, prioritises outcomes for the following year's Terms 1 and 2.

The outcome of the team meetings is a holistic outline with priorities identified and recorded by each participant. These outlines provide the basis from which the students' educational and therapy needs are programmed.

Team meetings are closely followed by teacher-parent interviews.

During these meetings, teachers and parents discuss the students' progress report during the last semester and collaborate to set new priorities for the forthcoming semester. The outcome of this collaboration is recorded on the IEP pro forma.

Individual Education Plan					
Student Name		Planning Date			
Learning Area		Review Date			
Strand/ Substrand	Outcome	Focus Skill	Priority	Analysis	Action

Figure 45: Malibu School individual education plan pro forma

Each student's individual education program includes:

- ◆ Student Outcome Statements to be worked toward in each learning area;
- ◆ a list of achievable focus skills that a student will work on to contribute to developing the outcomes identified; and
- ◆ accurate data collection methods to be used.

Data may be collected on the student's progress using a variety of methods:

- ◆ task analysis – this breaks down each focus skill into very small measurable steps;
- ◆ anecdotal notes;
- ◆ observation;
- ◆ teacher-made tests;
- ◆ standardised tests;
- ◆ audiotaping;
- ◆ videotaping; and
- ◆ photographs.

The collection of data enables the teacher to identify:

- ◆ how a student has progressed;
- ◆ if the student is ready to move on to new skills;
- ◆ if existing skills have been maintained;
- ◆ if new skills have been generalised from one setting to another;
- ◆ the achievement of priority skills;
- ◆ successful teaching strategies; and
- ◆ student progress in relation to the Student Outcome Statements.

This IEP detailed by the teacher through consultation with parents then provides the basis of the student's report for that semester.

Specialist Teacher Reports		
Outcome Statements	Focus Skills	Comment
Music & Movement		
Physical Education		
Swimming		
Language & Communication Extension		

General Comments:

Class Teacher:

Principal:

Malibu School Report	
Student	Date
Teacher	
The following key has been used to monitor your child's progress:	
NPG	No Progress Gained. The skill was programmed for but has not been addressed due to time, current ability or other considerations. The skill will be considered for the next program.
EM	Emerging. The student demonstrates basic awareness that a skill or response is required of them. They approach the task with some anticipation of their role even though they are heavily reliant on all forms of prompts and cues to participate in the task or skill.
C	Consolidating. The student participates more actively in the task/skill. Their understanding of the response required is more developed although they are still reliant on prompts and cues to partially complete the task/skill. The skill requires practice in order for cooperation/progress to develop.
EST	Establishing. The student requires minimal non-intrusive prompts or cues to complete the task in a specific setting or routine (e.g. people, places, materials).
G/A	Generalised/Achieved. The student completes the skill across a minimum of three different settings and routines (e.g. school, home, community, different classrooms, various people, etc.) with minimal non-intrusive prompts.

Figure 46: Malibu School sample report pro formas

CASE STUDY 13 Individual education program

EDUCATIONAL REPORT FOR					
SEMESTER ONE					
AREA	MATHEMATICS	PERFORMANCE INDICATOR	To develop numeracy skills.		
STRAND	SOS	KEY ELEMENT	FOCUS SKILL	ANALYSIS	ACTION/REVIEW
Space sub strand: shape	F.9 & 10	Recognise shapes in the environment.	<ul style="list-style-type: none"> recognises and names the shapes :- circle, square, triangle and rectangle 	<p>___ can recognise and name circles, squares, triangles and rectangles accurately. He can also correctly select shapes given 3 attributes (size, colour, shape).</p>	P/C
Measurement sub strand: time	FS.14	Recognise that we regulate behaviour by time.	<ul style="list-style-type: none"> names days of the week in correct order recognises compics for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday names months of the year in correct order 	<p>___ still needs verbal prompting to say the days of the week in correct order. Lee needs verbal prompting to recognise compics for the days of the week.</p> <p>___ requires some verbal prompting to name the months of the year in correct order.</p>	C C C
Number sub strand: count and order	F.21 & 22	Counts and makes collections.	<ul style="list-style-type: none"> rote counts to 20 counts collections of up to 10 using one-to-one correspondence gives specified number of objects (1 - 5) matches objects to numerals (1-5) 	<p>___ can rote count to 10 accurately but needs verbal prompting to count from 10 to 20 correctly.</p> <p>___ needs verbal prompting ('more') to count with one-to-one correspondence.</p> <p>___ needs prompting to stop once specified number is reached.</p> <p>___ needs verbal prompting to match objects to numerals.</p>	C C C C
sub strand: apply numbers	FS.24	Recognises numerals used in daily life.	<ul style="list-style-type: none"> Identify numbers 1 to 5 Name numbers 1 to 5 	<p>Although these skills are still inconsistent, has shown some improvement.</p>	C C

EDUCATIONAL REPORT FOR					
SEMESTER ONE					
AREA	STUDIES OF SOCIETY AND ENVIRONMENT	PERFORMANCE INDICATOR	To develop effective communication skills.		
STRAND	SOS	KEY ELEMENT	FOCUS SKILL	ANALYSIS	ACTION/REVIEW
Investigation, Communication & Participation sub strand: communication	FS.2	Communicates relevant personal information.	<ul style="list-style-type: none"> first name full name address telephone number 	<p>___ responds correctly to the question "What is your name?" by answering with his first name and, if prompted for more information, his full name. ___ can also provide his address correctly and can almost read his telephone number accurately. ___ needs constant prompting to talk in a loud voice so that he can be understood by others.</p>	P/C P/C P/C C
sub strand: participation	FS.3	Demonstrates basic understanding of socially acceptable behaviour.	<ul style="list-style-type: none"> comply with instructions understand consequences of behaviour 	<p>___ is slow to comply with instructions on most occasions, waiting to be given repeated prompts. We have continued to work on giving Lee one prompt only and then, if need be, to prompt him with "___, what are you doing?" Before certain activities (those that ___ finds most rewarding e.g., lunch, sensory room etc.) ___ is given one prompt only, the consequence of not complying (i.e. miss out) is explained and then ___ is left. Initially ___ was upset by this but now seems to be responding well.</p>	C C
Time Continuity and Change sub strand: time and change	FS.5	Sequence daily events	<ul style="list-style-type: none"> using photos, sequence an activity into first, next and last 	<p>We have concentrated on three activities that ___ is familiar with; pouring a drink, making a sandwich and peeling a banana. ___ can describe the activities in the photos but needs a lot of verbal prompting to sequence these activities correctly.</p>	C

Figure 47: Malibu School sample reports