Personalised Learning Support Plans Used in Education

A GUIDE FOR FAMILIES

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◯ Foreword

A Personalised Learning Support Plan in schools can be the culmination of a series of possible plans designed to address the specific needs of children where some form of adjustment to the educational program is necessary or where a special focus is required to modify the school environment.

Any child may need a Personalised Learning Support Plan at some time during their school life as they cover issues such as behaviour supports, attendance, social and emotional development, including an Individual Education Plan (IEP). This resource has been designed to assist parents positively discuss with schools the particular adjustments that may be necessary to be made by the school in order to maximize the child's life options.

The process of collaboratively developing a plan enables the school, parents and where possible the child to get together to formulate their goals and clearly state what they expect of their time in school, both short and long term. In doing so it also clarifies the roles and responsibilities of all parties, including parents, in a positive supportive way.

For parents of a child with a disability, a Personalised Learning Support Plan allows them to positively focus on developmental issues other than focusing on the disability.

This resource has been designed to encourage parents of a child with a disability to get the most and best out of the process of developing a Personalised Learning Support Plan.

Taryn Harvey | Chief Executive Officer
Developmental Disability WA
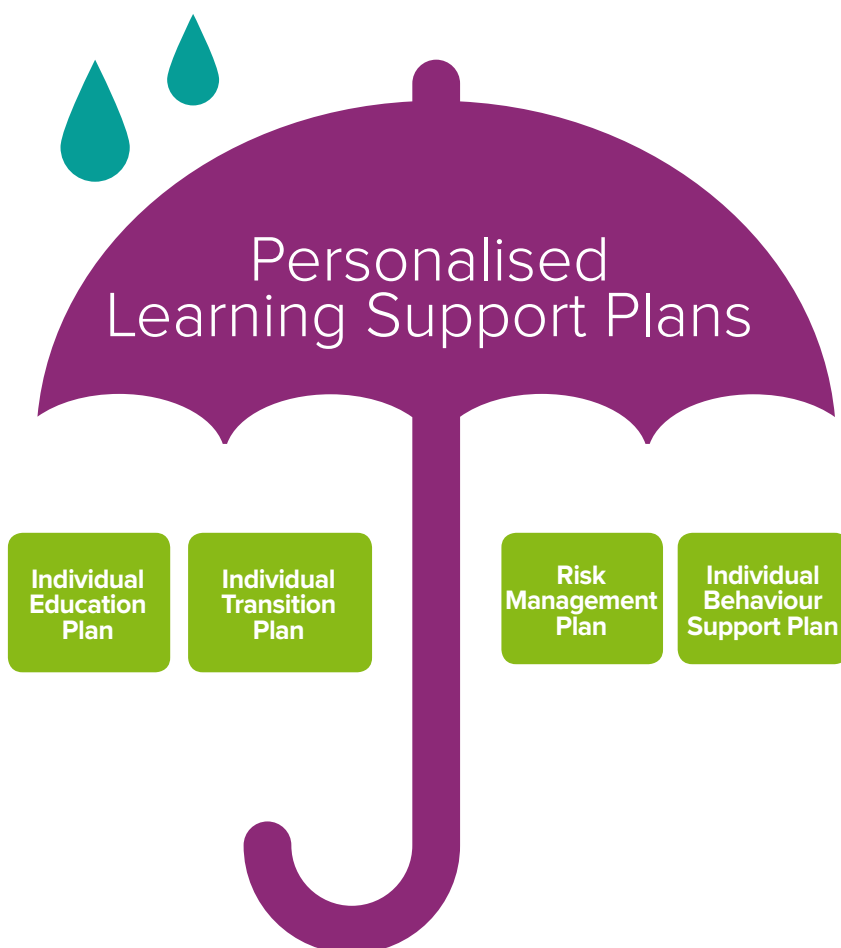
Why have we developed this guide?

All families can and should contribute to their child's education. You are the one constant in your child's educational development journey, while teachers and even schools can change from year to year. You have an intimate knowledge of your child's strengths, needs, interests and development. It is vital that you share this knowledge and work together in partnership with your child's school, to develop a Personalised Learning Support Plan that supports your child's learning needs.

A Personalised Learning Support Plan that is developed through positive partnerships has a number of benefits that supports a holistic approach of your child's development and learning outcomes.

The 'Personalised Learning Support Plans Used in Education' provides you with an overview of this partnership process. With this understanding you will be able to participate in the development process with your child's school as an empowered partner. Information on your rights and responsibilities, your child's rights, and the school's responsibilities to meet the needs of your child are also discussed.

What is a Personalised Learning Support Plan?

A Personalised Learning Support Plan focuses on your child's developmental needs, the supports and services required to address those needs. It also includes the assessment that will be used to track your child's progress. It is an umbrella term for a range of plans that can be used by schools to address the personal development of a child or a small group of children who have similar needs. A child or a small group of children who have similar needs will have only one or two of the following Personalised Learning Support Plans at any one time.

Personalised
Learning Support Plans

Individual Education Plan

Individual Transition Plan

Risk Management Plan

Individual Behaviour Support Plan

! **PLEASE NOTE:**

Children with health care needs such as severe Asthma, Type 1 Diabetes, Epilepsy, Anaphylaxis and other complex medical conditions require a Health Care Authorisation. A Health Care Authorisation is not a Documented Plan instead it is an agreed health management plan developed by parents, the school principal and relevant staff for the child. The plan contains relevant medical information, describes the assistance or health care procedures that may be required whilst a child is at school, on excursions and in other variations in school routines such as sport. The plan must also detail procedures to be followed if an emergency arises.

When Should A Personalised Learning Support Plan Be Developed?

An Individual Disability Allocation (a sum of funding) will be provided to a school, for eligible students, to help the school address the learning needs of students with a diagnosed disability.

The alloction takes into account the cost to the school of four determining factors:

- The student's disability
- Their degree of disability
- The teaching and learning adjustments they require
- The school type.

There are eight categories of eligibility for an Individual Disability Allocation and each category has its own criteria. Some categories may require specific assessment or diagnosis by relevant specialists. Eligibility requires verification by Disability Resourcing to ensure the diagnosis complies with the Department of Education's criteria and standards. A periodical review is required for some eligibility categories. This is usually for conditions or disorders that are variable in presentation or may require further clarification. If updated documents demonstrating eligibility are not received by the designated review date, funding will cease until such time as eligibility documents are received.

Resources are reviewed when a student moves into a new phase of schooling. These review points are at the end of: Kindergarten; Year 3; and Year 8. For students who are eligible due to mental health issues and medical conditions more frequent reviews are required.

Some eligibility categories are resourced for limited time periods only.

- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Global Developmental Delay
- Intellectual Disability
- Physical Disability
- Severe Medical Health Condition
- Severe Mental Health Issues
- Vision Impairment
- Children in the care of the Chief Executive Officer of the Department of Child Protection and Family Support who have unique educational needs, and meeting those needs requires planning and support.

What are the Different Types of Learning Support Plans?

Below is a brief description of the various types of Personalised Learning Support Plans. As stated previously a child or a small group of children who have similar needs will have only one or two of the listed Personalised Learning Support Plans at any one time.

Type	Definition
Individual Education Plan (IEP)	An IEP is a school-based document that gives information about how a child is currently doing, what programs and/or services that will be used to address their educational needs (DETWA, 2009).
Individual Transition Plan (ITP)	An ITP is a is a school-based document that gives information about what programs and services are needed to plan and prepare the child for life after school (SSEND, 2014).
Individual Behaviour Support Plan (IBSP)	An IBSP is a school-based document that aims to address behaviours of concern by understanding the behaviour's purpose so that the child can replace it with new, positive behaviours that achieve the same purpose (Carr et al, 1994; DETWA, 2008; Horner & Diemer, 1992). The IBSP outlines the various approaches to address behaviours of concern e.g. changing interactions, altering environments, teaching skills, coping abilities and appreciating behaviour.
Risk Management Plan (RMP)	A RMP is a school-based document that summarises the child's behaviours that are considered to present a physical risk to the safety of staff or other children. A RMP contains information about the agreed strategies to prevent or manage an incident effectively as well as strategies to assist returning to routine activities .

The AIM of a Personalised Learning Support Plan is to support your child reach their potential.

Who is Involved in the Development of an Individual Education Plan?

Individual Education Plans are developed through bringing a group of people together who can share their special expertise about the child's developmental needs. The gathered information helps develop a comprehensive picture of a child's personal and educational needs and which then in-turn informs the development of the Individual Education Plan.

Key people to involve may include some or all of the following depending on each child's needs:

- Parent or carer,

- Student,

- Your NDIS Coordinator,

- Advocate chosen by the parent or carer,

- Allied health professionals (e.g. speech pathologist, occupational therapist, physiotherapist, psychologist),

- Your child's teaching staff (e.g. Class teacher/s, Education assistant/s, English as a Second Language specialist teacher),

- School psychologist,

- Aboriginal Islander Education officer,

- Students at Educational Risk coordinator,

- School administration staff (e.g. principal, deputy principal),

- State-wide specialist services, and

- Interpreter if the parent/s have a hearing impairment or limited English.

In addition to the people listed above, you and the school can invite other people to the meeting. By working in partnership with the school you can jointly determine who should be involved in the Personalised Learning and Support planning process.

How often do you have an Individual Education Plan Meeting?

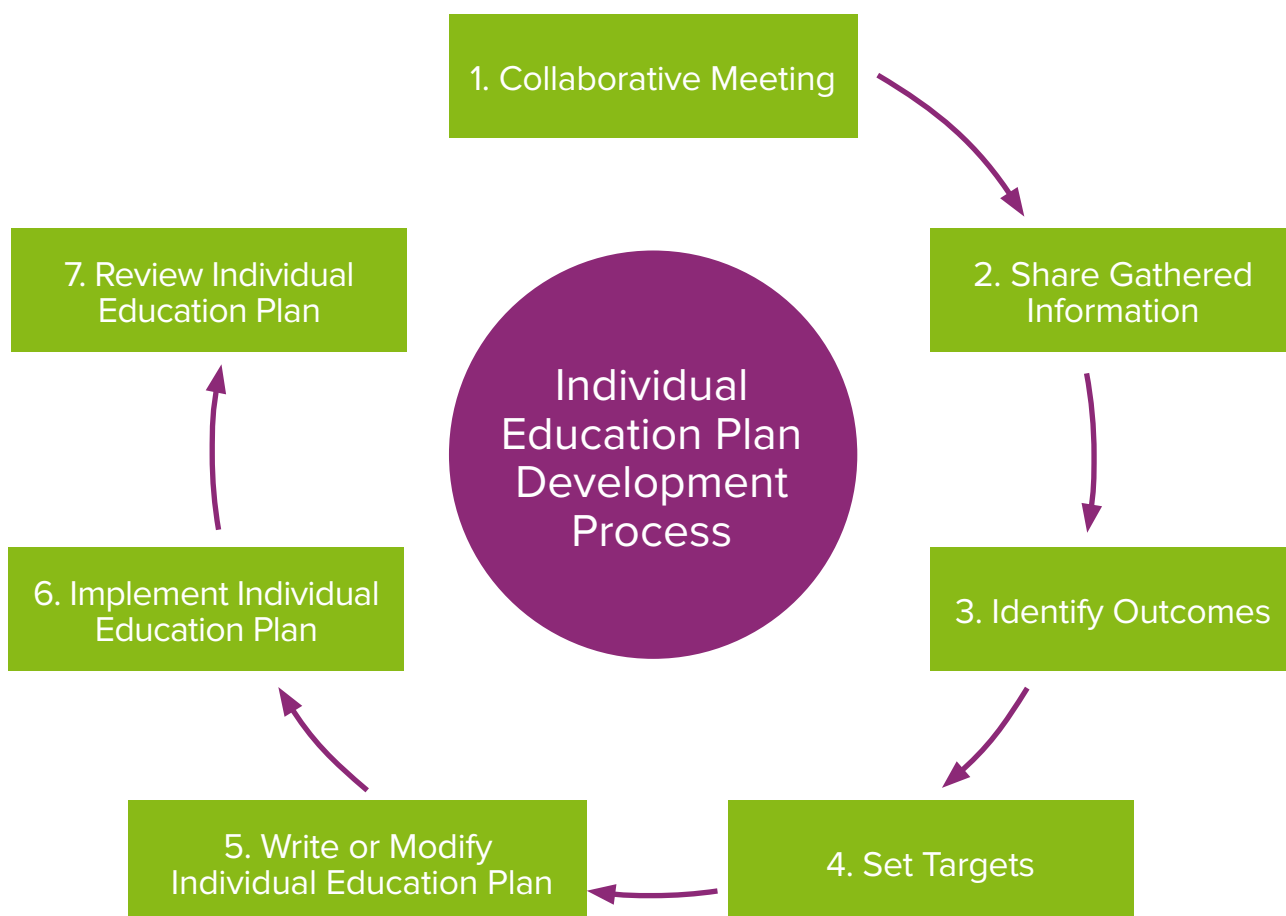Individual Education Plans enable schools to demonstrate their obligation to:

- 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).

The school may initiate and conduct a meeting to develop and/or review the student's Individual Education Plan. This determines whether the current program is effective and if not, then it provides the opportunity to make appropriate adjustments.
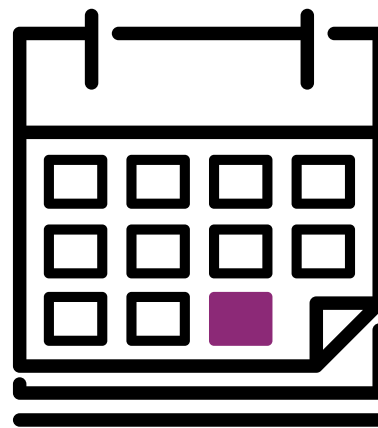
What are the Phases Involved in the Development of an Individual Education Plan?

The development and effectiveness of an Individual Education Plan is a team effort. As a parent you are an important member of this team as you know your child better than anyone else. Your input throughout the Individual Education Plan development process is invaluable. To help you understand the Indivdiual Education Plan development process please refer to the illustration below.

1. Collaborative Meeting

7. Review Individual Education Plan

Individual Education Plan Development Process

2. Share Gathered Information

6. Implement Individual Education Plan

3. Identify Outcomes

5. Write or Modify Individual Education Plan

4. Set Targets

Information on how you can contribute to each phase in the Individual Education Plan development process are provided on the following pages.

Phase 1 – Collaborative Meeting

A collaborative meeting provides an opportunity for key stakeholders to determine where the student is currently.

Collaboration will occur between school staff, parents/carers and other relevant stakeholders regarding the agreed time and setting for the collaborative meeting to occur.

Parents and carers contribution is highly-valued and provides you with an opportunity to communicate desired outcomes.

To help you get ready for the collaboartive meeting use the checklist on the following page. Please note not all the items will be relevant to you.

Getting Ready for the Collaborative Meeting	Yes	No
Discuss with your child about how they think school is going, what they would like to change and what they need to be successful at school. Record their feelings, concerns and ideas.		
Discuss with other significant people in your child's life such as family members, siblings and other carers about their views on your child's strengths and areas of need. Record their feelings, concerns and ideas.		
Reflect and record your child's strengths, areas of need – academically, socially and physically		
Reflect and record how your child interacts with others outside of school		
Reflect and record strategies that do and do not work work well		
Reflect and record any questions you would like to ask, goals and ideas you would like to propose for the individual education plan		
Results of your child's most recent assessments conducted by professionals that maybe assisting your child (e.g. paediatric neurologist, psychiatrist, speech pathologist, occupational therapist, physiotherapist and psychologist)		
Reports, programs and recommendations by professionals assisting your child, that could be implemented at school (e.g. paediatric neurologist, psychiatrist, speech pathologist, occupational therapist, physiotherapist and psychologist)		
Assistive technology or apps you would like to demonstrate at the case conference		
Other		

Phase 2 – Share Gathered Information

Before the collaborative meeting your child's teacher would also have gathered information on your child's current level and performance to share at the meeting. Your child's teacher may have referred to previous assessments, reviewed previous reports, conducted further educational assessments and observed your child's current performance in the learning program.

If your child has a NDIS Plan please share it along with any other gathered information with your team. By sharing this information it will enable the key stakeholders to have a

comprehensive picture of what your child is doing at present, their strengths, areas of need and how these areas of need are affecting their progress.

Below are examples, of areas of need/s:

Area of Need
Communication skills
Social skills
Academic skills
Independent skills
Physical skills
Emotional and behavioural regulation skills
Work skills
Health and wellbeing

As a team prioritise the areas of need in order, where your child is experiencing difficulties or the area that is of the greatest need at this current point in time.

Phase 3 – Identify Outcomes

Now that you have identified the priority areas of need/s in the previous phase the next step as a team is to identify outcome/s within each area. Outcomes are typically broad general statements of what you want your child to achieve. Outcomes help establish the overall direction for and focus for the selected Individual Education Plan.

To identify the outcome the following questions are addressed by the team:

- What is your child's current level of performance in the particular area of need/s?

- How has your child in the past performed in this particular area?

- Is the outcome achievable for your child?

- Is this outcome manageable in the class, school or home at this time?

- What might impact on achieving the outcome?

Area of Need	Example of skills within area of need	Example of an outcome
Communication skills	• Listening to the speaker • Following directions • Expressing needs and wants • Answering questions	Lucy will develop the skills to use her communication book to make requests.
Social skills	• Taking turns • Having a conversation • Making friends • Understanding non-verbal language	Gary will appropriately greet his peers.
Academic skills	• Reading • Writing • Maths • Spelling	Jenny will develop her ability to count.
Independent skills	• Using money • Using technology • Using transport • Looking after belongings	Minnie will use technology to access leisure activities
Physical skills	• Improving fine motor skills • Improving gross motor skills • Engaging in physical activity • Physically accessing the environment	Jacob will walk using his walker.
Emotional and behavioural regulation skills	• Identifying emotions • Expressing emotions • Managing emotions • Control impulses	Benito will recognise when she is becoming angry and use appropriate strategies to manage her anger.
Work skills	• Initiative • Team work • Self-management • Planning and organising	Nina will complete a work task independently.
Health and wellbeing	• Physical health • Mental health • Self esteem • Relationships	Jodie will participate in physical education activities regularly.

Phase 4 – Set Targets

Targets or goals are the building blocks or steps towards achieving an outcome. A target or goal spells out the criteria or standards that can be used to measure if your child is indeed making progress towards achieving the outcome. A useful way of setting goals that are powerful is to use the SMART acronym.

The figure below is an overview of SMART goal setting:

Creating Smart Goals

STEP 1

Specific Goal
Be clear about what exactly you want

STEP 2

Measurable Goal
Think of how you will know if you have reached your goal or not

STEP 3

Achievable Goal
Think is your goal do-able

STEP 4

Relevant Goal
Think is your goal going to help you reach your dream?

STEP 5

Timely Goal
Make a timeline so you know how much time you have to achieve your goal. Decide on a start and finish date.

The table below provides a detailed description of each letter in the **SMARTER** acronym:

Specific	Specific - To set a specific goal, answer the following questions: • Who? Identify the team of people who will be involved in the goal process. • What? Identify what needs to be accomplished. • Where? Identify the location/s where the goal will be accomplished. • When? Identify a timeframe for the goal accomplishment. • Why? Identify the reasons, purpose of benefits of accomplishing the goal.
Measurable	To set a measurable goal, answer the following questions: • How much? Identify actions, products or effort that can be used to track and measure your child's progress. • How many? Identify actions, products or effort that can be used to track and measure your child's progress. • How will your child know that they are making progress? Identify ways that you can let your child realise their progress so that they can stay motivated and on track.
Attainable	To set an attainable goal, answer the following questions: • What are the attitudes, abilities and skills needed to achieve your goal? Identify your child's capacity to do what is being asked of them. • What are the steps that need to be undertaken to achieve the goal? Identify a step by step plan to achieve the goal.
Realistic	To set a realistic goal, answer the following questions: • What is the reason, purpose, or benefit of accomplishing the goal? Identify the relevance and importance of the goal to your child. • What effect will achieving your goal have on your child's life or on others? Identify the relevance and importance of the goal to the various members of the team.
Timely	To set a timely goal, answer the following questions: • How long will it take to accomplish this goal? Identify a timeframe for the goal. • When is the completion of this goal due? Identify a target date for the achievement of the goal.
Evaluate	To set a goal that can be evaluated, answer the following questions: • How often will you check on the progress of the goal?
Re - Write	To set a goal that can re-written, answer the following questions: • Who will adjust the goal to meet the new need? • Who will implement the changes?

Below are examples of what a target or goal could look like.

Area of Need	Example of an outcome	Examples of a goal or target
Communication skills	Lucy will develop the skills to use her communication book to make requests.	During morning tea and lunch time Lucy will request a particular food item by locating the corresponding picture symbol from an array of 5 picture symbols on her communication book by pulling off the picture symbol and giving it to her teacher, without prompts, 90% of the time.
Social skills	Gary will greet his peers.	Gary will look at his peer and sign 'hello' when given 3 out of 4 opportunities during morning circle with gestural prompting by a staff member.
Academic skills	Jenny will improve her ability to count.	Given direct instruction and visual supports Jenny will be able to count by ones the numbers 1 - 10 with 90% accuracy during a Maths activity.
Independent skills	Minnie will use technology to access leisure activities	Minnie will use a single switch mounted on a switch-mounting arm positioned to the right side of her head to access the foot spa 8 out of 10 times.
Physical skills	Jacob will walk using his walker.	Jacob will initiate 3 steps with his walker to touch the Smart board when given 3 out of 5 opportunities in a day.
Emotional and Behavioural regulation skills	Benito will recognise and use appropriate strategies to manage her anger.	Given a class situation when Benito is evidencing anger, she will ask for a break by pointing to the 'I want a break' cue card with verbal prompting by a staff member 90% of the time.
Work skills	Lucy will complete a work task independently	When given a paper filing task at the school office Nina will remain on task for a minimum of 5 minutes independently with no verbal prompting.
Health and Wellbeing	Jodie will participate in physical education activities regularly.	Jodie will participate for ten minutes with her peers in at least one fitness session every day.

The benefit of setting targets or goals is that it will help determine if your child is making progress or not.

Phase 5 – Write or Modify Individual Education Plan

Your child's teacher is usually the person who will write or modify the Indivdiual Education Plan. As a minimum the Individual Education Plan will include:

- Your child's name, date of birth, school, year level, and gender,

- Date of the Individual Education Plan meeting,

- The names and signatures of all the people who attending the Individual Education Plan meeting,

- For each of the agreed goals an outline of the teaching instructions, strategies and resources that will be provided to your child to help them achieve the goal,

- Name and role of the various team members who will be responsible for implementing various aspects of the Individual Education Plan, and

- The commencement date and proposed dates for monitoring, reporting and reviewing the Individual Education Plan.

You may get the final Individual Education Plan at end of the meeting or it may be sent home to you once it has been written up by your teacher. You can ask the school administrator for time to read the document carefully, decide whether you agree or disagree with each aspect of the plan and then finally sign it.   If you agree with the Individual Education Plan please sign it and return it to your child's teacher.

Dealing with disagreements at the school level

In a situation where you disagree with some or most aspects of the Individual Education Plan you can state your concerns on the Individual Education Plan. If you would like to raise an issue or make a complaint the school should always be your first point of contact. Schools need to know if you have any concerns about your child's education. You can arrange a meeting to speak to your child's teacher.

If you still have a concern after talking to your child's teacher/s you may want to speak to the Assistant Principal or Principal.

Dealing with disagreements at the regional level

If the matter is not resolved by speaking to the Assistant Principal or Principal at your school, you can contact the Coordinator of Regional Operations at your Regional Education Office for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation. The Coordinator of Regional Operations can be contacted through your Regional Education Office. Numbers are listed in the telephone directory under the Department of Education.

Dealing with disagreements at the central level

In exceptional circumstances where a complaint relates to the alleged improper conduct of a department employee, the formal complaint should be forwarded to:
PRIVATE AND CONFIDENTIAL
Executive Director
Professional Standards and Conduct
Department of Education
151 Royal Street
EAST PERTH WA 6004

Phase 6 – Implement Individual Education Plan

As agreed the team members who were recorded as being responsible for implementing various aspects of the Individual Education Plan will commence implementing the Individual Education Plan over defined periods of time.

Phase 7 – Review Individual Education Plan

The team members will constantly monitor your child's progress and make necessary adjustments to the Individual Education Plan. For example, if learning is proceeding at a faster rate or at a slower rate than had been anticipated in the plan then the goals, teaching strategies, instructions and resources may need to be altered. You should be informed and consulted with of any major adjustments made to the Individual Education Plan.

Dream

Inspire

Courage

Harmony

Conclusion

Always remember to dream for your child. Your vision for the future is how you will develop the path to achieving those dreams. Bring your dreams to all meetings and be prepared to share them with the team. Success is achieved when everyone is reaching for the same goal! (Parents Reaching Out, 2013).

Sample Personalised Learning Support Plans

Please note: every school has the flexibility to design their own Documented Plans, hence, the plans may look different from school to school or state to state. However, all Personal Learning Support Plans no matter what they look like need to outline a plan to meet your child's individual needs as well as specifying the resources and strategies required to meet those needs.

Sample 1 - Addressing the child's academic needs

WA Local Secondary School

Student: James Smith   **Class:** Yr 7A
D.O.B: 03.12.2004   **Meeting Date:** 25.02.2016
Review Date: Term 2 2016   **Teacher:** Mrs. Diane Jones

Parent/Guardian: David Smith (Dad)   **Others present:** Mrs. Lucy Hope (Deputy Principal)
                    Marie Smith (Mum)   Ms. Evelyn Heacox (Speech Therapist) from
                                            Speech Therapy Services

Teacher's Signature: _D. Jones_   **Parent's Signature:** _D.Smith   M. Smith_

Date: __28.02.16__   **Date:** __29.02.16__

Student: James Smith   **Teacher:** Mrs Diane Jones   **Learning Area:** English

WA Curriculum Learning Outcome	Entry skills	Goal/objective	Strategies & resources to meet goal/objective	Strategies to monitor progress
Literacy ➜ Interpreting, analysing, evaluating ACELY1723 **Content Description** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.	James has a Mild Intellectual Disability. James can currently read a two paragraph story written at the third grade level. Based on Bloom's Taxonomy of Cognitive Skills Assessment James is able to recall facts (Level 1) about the story and respond to the following Level 1 questions with 90% accuracy: What is …? How is …? Where is …? When did….. happen? How did…. happen? Who were the main …? Who was …?.	Given a two paragraph story written at the third grade level James will identify at least three differences (Bloom's Taxonomy of Cognitive Skills Level 2) between the two main characters each day for five consecutive days independently by end of Term 1, 2016 with 90% accuracy.	**Resources** 1. Compare and contrast template with two questions: What are the similarities? What are the differences? 2. Scaffolding checklist (e.g. gender, age, interests) **Strategies** 1. Education Assistant (EA) will ask James to read the story silently. 2. EA will give James the template and the checklist. 3. EA will initially use verbal prompting to help James learn how to use the template and checklist. 4. EA will gradually fade out prompting i.e. verbal prompting ➜ visual prompt ➜ gestural prompt ➜ no prompting.	During the session the EA will collect data on the type and level of prompting that was offered to James to complete the task. At the end of the session the Education Assistant will share this information with the class teacher. Based on his progress the level of challenge of Bloom's Taxonomy of Cognitive Skills Level 2 comprehension questions will be adjusted.

Sample 2 - Addressing the child's emotional needs

WA Local Primary School

Student: Lucy Tate
D.O.B: 07.07.2010
Review Date: Term 2 2016

Class: Yr 1
Meeting Date: 25.02.2016
Teacher: Mrs. Lauren Venn

Parent/Guardian: Peter Tate (Dad)

Others present: Mr Ian Moon (Principal)
Mrs. Jenny Tate (Grandmother)
Ms. Tonya Card (Speech Therapist) from Speech Therapy Services
Mr. Ken Bravo (Occupational Therapist) from Occupational Therapy

Teacher's Signature: *Laren V*

Parent's Signature: *PTate*

Date: 29.02.16

Date: 28.02.16

Student: Lucy Tate   **Teacher:** Ms Lauren Venn   **Learning Area:** English

WA Curriculum Learning Outcome	Entry skills	Goal/ objective	Strategies & resources to meet goal/ objective	Strategies to monitor progress
Literacy ➜ Interpreting, analysing, evaluating ACELY1787 **Content Description** Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Lucy has Autism and a sensory processing disorder which currently presents itself as her being hypersensitive to auditory and visual information. Within a 50 minute classroom session she experiences a sensory overload makes her feel overwhelmed. At present she communicates her emotions by closing her eyes, placing her hands on her ears and screaming.	Lucy will request a break when feeling overwhelmed by picking up her break card and giving it to the Education Assistant (EA) for 5 consecutive days when physically prompted by the Education Assistant by the end of Term 1, 2016 with 90% accuracy.	**Resources** 1. Reducing the amount of visual stimulation in the classroom. 2. Reducing the amount of visual information presented at a time. 3. Offering Lucy noise cancelling headphones whilst she is working. 4. A completed escalation profile with input from Lucy's family, therapists and school staff supporting Lucy with information on non-verbal and verbal signs that signal Lucy's distress. 5. Break card with a picture of a relaxed Elsa from Frozen™ with the text 'I need a break'. 6. A calm down area outside the classroom that is labelled with a picture of Olaf from Frozen™ with the text 'Chill out area'. 7. Timer for the chill out area. **Strategies** 1. EA will monitor Lucy for any distress signs. 2. When Lucy begins to display distress signals, EA will physically prompt Lucy to give her the break card. 3. The EA and Lucy will leave the classroom quietly and go to the chill out area. 4. Lucy will sit there for five minutes. 5. When the timer rings Lucy and the EA will return to class quietly.	During the session the EA will collect data on the type and level of prompting that was offered to Lucy to give the break card to the EA. At the end of the session the EA will share this information with the class teacher. Based on her progress she will be introduced to other skills such as recognising that she needs a break and giving the break card without prompting from the EA.

Sample 3 - Addressing the child's social needs

WA Regional Education Support Centre (ESC)

Student: Ben Sampson **Class:** Yr 9
D.O.B: 01.01.2001 **Meeting Date:** 25.02.2016
Review Date: Term 2 2016 **Teacher:** Mrs. Jacob Leong

Parent/Guardian: Ruth Jennings (Foster carer) **Others present:** Mr Ian Moon (Principal)
John Jennings (Foster carer Mr. Lucas So (ESC Physiotherapist)

Teacher's Signature: *JLeong* **Parent's Signature:** *RJennings JJennings*

Date: 29.02.16 **Date:** 28.02.16

Student: Ben Sampson   **Teacher:** Mrs Jacob Leong   **Learning Area:** Physical Education & Health

WA Curriculum Learning Outcome	Entry skills	Goal/objective	Strategies & resources to meet goal/objective	Strategies to monitor progress
Skills for Physical Activity **Content Description** Students demonstrate the movement skills and strategies for confident participation in physical activity.	Ben has spastic cerebral palsy and a Moderate Intellectual disability. One of the difficulties he experiences is a limited range of motion with his upper limbs. Ben loves basketball but currently can't access it at school as there are no adaptations to meet his needs. He also has difficulties with taking turns with his peers.	During a 5 minute structured basketball play with a peer, Ben will take at least three turns at throwing the basket in the hoop at least one time a day over three consecutive days.	**Resources** • Light weight and small sized basket balls • Bucket to place basket balls • Sturdy chair that can be placed next to the wheel chair • Adjustable hoop **Strategies** • Place a bucket of the lighter weight and small sized basket balls on a chair next to Ben's wheel chair so he can easily access them. • Lower the height of the hoop • Guide Ben to take turns with another peer in a wheel chair of throwing the basketball in the hoop. By taking turns it will enable Ben to have a rest between shots.	During the session the EA will collect data on the type and level of prompting that was offered to Ben to complete the task. At the end of the session the Education Assistant will share this information with the physical education teacher. Based on his progress the level of challenge will be adjusted.

Sample 4 - Addressing the child's toileting needs

WA Local primary school

Student: Jack Jenkins

D.O.B: 09.10.2011

Review Date: Term 2 2016

Class: Pre Primary

Meeting Date: 16.03.2016

Teacher: Ms Mary Stephens

Parent/Guardian: Sophie Jenkins (Mum)

Others present: Mr Ken Pond (principal)
Cheryl Lang (OT)

Teacher's Signature: *K.Pond*

Date: 29.06.16

Parent's Signature: *S Jenkins*

Date: 28.06.16

Student: Jack Jenkins   **Teacher:** Ms Mary Stephens
Learning Area: Health & Wellbeing and Independent Skills

WA Curriculum Learning Outcome	Entry skills	Goal/ objective	Strategies & resources to meet goal/ objective	Strategies to monitor progress
Independent skills **Content Description** Student to express need to use the toilet and demonstrate the necessary skills in toileting	Jack has autism and a sensory processing disorder. He is hypersensitive to all sensory input. He shows no awareness when he needs a bowel action. Jack is verbal but requires a visual aid as his speech is an issue. He has difficulty expressing his needs. Long history of constipation and Incontinence at school and is dependant for bowel toileting. This impact's on Jack's overall self-confidence.	Jack will perform the steps of toileting independently 75% of the time within the next semester	**Resources** • Toilet break card • Toileting Sequence showing 3 skills • Bowel diary • Toileting equipment - foot stool, wipes, change of clothes • Individual reward for activity attention **Strategies** Home: • To monitor bowel regime School Strategy: • EA will monitor Jack for signs of withholding. • Jack will sit on the toilet for 3-5 minutes, 3 times a day based on the bowel diary • EA will prompt Jack with the toilet sequence. • EA will reward Jack for a bowel motion in the toilet. • Jack will assist in cleaning himself, if he has an accident.	During toileting, the EA will collect data on level of prompting, and compliance in the toilet. E.g. If Jack was successful in having a bowel action and his response to the reward (motivator). Based on his progress, other toileting skills will be introduced such as toileting without the prompt from the EA

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