

INDIVIDUAL LEARNING PLAN

I.L.P. Number: 2/2 (No. of ILPs in current year / Total number ILPs)		Review Date: 29/05/08	
Date Devised: 03/04/08			
Student: Mary Smith	Year Level: Prep	D.O.B. 19/03/02	Age: 6 yrs 0 months
<p>Program Support Group Members consulted in devising this plan:</p> <p>Class Teacher: Marcia Citizen Parents: Nancy and Doug Smith Principal Rep: Sarah O'Connor (Special Needs Coordinator, PSG Chairperson)</p> <p>Consultants to the PSG : Speech Pathologist Martin Moore, School Adviser Sandra O'Toole</p> <p>Additional Reports: Paediatric report (2005)</p>			
<p>Entry Skills (What the student has achieved)</p> <p>Mary is able to:</p> <ul style="list-style-type: none"> Identify and correctly name primary colours. Look at the letters m, a and produce the associated sound (on most occasions 9/10). Identify the word I, when presented individually on a word card or selected from a set of 4 word cards. 'Read' a simple, repetitive text when the first 3 or 4 pages are modelled for her and the text is supported by drawings i.e. I can.... Identify the numerals 1 and 2 when presented as part of the number sequence to 10. <p>Challenges (Areas for Improvement)</p> <ul style="list-style-type: none"> Fine motor skills <p>Learning Priorities (Future Learning)</p> <p>Recognising own name Counting - one-to-one correspondence & counting collections Recognising numerals and associating the numeral with collections Concepts - before/after, up/down, first/ last. Independence skills – entering the class in the morning, unpacking her bag, placing lunch order in basket, placing home/school diary in teachers tub.</p>			

INDIVIDUAL LEARNING PLAN

STUDENT NAME: Mary Smith

Devised 03/04/06

Long Term Goals (Semester Goals)	Short Term Goals (WHAT)	Strategies/Methods (HOW)	Mode of Delivery (WHO / WHEN)	Evaluation 27/05/06
English To recognise her name "Mary" and the words I, can, this is. To reinforce sound symbol associations in order to decode/write simple 3 letter words Once letters are recognised, begin to construct 3 letter words e.g. m-a-t = mat To reinforce concepts in order to understand questions/directions.	To recognise her own name To read two repetitive texts beginning with the phrases, "I can..." and "This is a ..."	Locating her name from a list of names/ on a task board, book box, peg ... utilising the initial letter and final letter cues. Use 'match' card to check for accuracy initially. Repetitive texts co-constructed with an aide e.g. I can jump, I can hop	Teacher aide 2 x per week, 10 mins, Parent helper 2x per week, 10 mins Incidentally throughout each day when task boards are used. Teacher aide 2 x per week, 20 mins, Teacher 2 x p/w 10 mins	1 2 3
	To demonstrate sound symbol associations for letters s, a, t, l, p, n. Priority letter m.	Games incorporated into literacy block e.g. jumping frogs, sound bingo, locating named letter from group of 4 letters (using sound) Can you find the letter that makes the sound "m"? Use of co-active method of teaching writing to write the letter 'm', associate with sound. Letters a, t, l, p, n, to follow.	Teacher aide 2 x per week, 15 mins Parent helper 2x per week, 15 mins Teacher aide 2 x per week, 15 mins Teacher 2 x teacher focus sessions (group) p/week	1 2 3 1 2 3
	To reproduce (mimic) before/after, first/last (after we use the toilet, we wash our hands), We raise our hand before we answer a question etc.	Use CEOM Speech Pathology program "Learning Basic Concepts," activities have been outlined/modelled by the Speech Pathologist for the parents and teacher aide.	Teacher aide 2 x per week, 10 mins Parents 3 x per week, 10 mins (more often when possible)	1 2 3
Mathematics – Number Counting To use one-to-one correspondence to count collections up to 6. To recognise numerals to 6 and associate with collections.	To demonstrate and create one-to-one correspondence in counting sequences to 6.	Play games e.g. snakes and ladders, using a single dice. Model of representation - use five frames to support the learning. Throw dice, adult/child supports Mary to name number (5), Mary moves counter (one-to-one correspondence) and counts.	Maths games in class with peers. Teacher aide 2 x per week, 10 mins Reference: Growth Point Activity Booklet (SINE CD P4)	1 2 3
	To match numbers to 6.	Matching activities – matching set of objects/counters with numeral. "Here are 2 cats." 2 🐱 🐱	Maths games in class with peers. Teacher focus group 2 sessions p/week	1 2 3

Daily Living Skills To independently manage class routines.	To enter class independently and unpack school bag.	Nancy will bring Mary to the door of the class and say goodbye. Mary will enter the class independently and locate her "Morning Card". This is a task analysis card formed using Board maker to prompt for steps involved in unpacking bag.	Mary to follow sequence on her card independently, monitored by the class teacher. Reminder offered if required.	1 2 3
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KEY: 1 = Minimal/No progress

2 = Satisfactory Progress

3 = Excellent Progress/ Goal Achieved

Below is a list of learning priorities that may be included in the Individual Learning Plan:

Daily Living Skills Motor Skills	Social Skills Communication	Behaviour Literacy	Numeracy
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Evaluation (Comments pertaining to the students' performance/ learning against the set goals).

Mary's achievements as of 27/05/08

Mary was very successful in using the "Morning Card" to unpack her school bag. This process became independent within 2 weeks of initial trial. Task analysis cards were expanded to other class routines e.g. packing away scissors and glue. This became Mary's task on the 'class monitor board'. This also assisted with recognition of her name.

Mary is able to recognise her name when it appears in a familiar location e.g. the monitors board, literacy task board (she continues to utilise locational cues and the colour of the card to assist) and when her name is presented within a set of 4 names not beginning with M. When her name is presented within a set of names beginning with M e.g. Margaret, Mary, Maureen, Monica she utilises the initial and final letter to successfully identify "Mary." She continues to experience difficulties recognising Mary when written in text without cues to look for her name. She is no longer using the "Model" (Card with her name on it) to check and is now using initial and final letters independently..

Mary has enjoyed making the I can.... Books e.g. I can run, I can hide... and has completed 2 books. Pictures for her to colour in were used rather than her own drawings which proved too difficult to identify one or two days later. Mary selected the pictures to be used and cut them out (improving fine motor /cutting skills). Mary is able to independently 'read' the 'I can' books using her finger to track (one-to-one correspondence). This process has been expanded to include concepts about print e.g. locating the front of the book, back of the book, top of the page, bottom of the page. (Reinforcing locational language).

Number

Mary enjoys playing the games but is still reliant on those with her to name the dot patterns on the dice. She is able to use one-to-one correspondence to move the dice (e.g. 5 places) but may need to be reminded to begin again, or to check again especially when counting 5 or 6. She is able to recognise one on the dice and on the 5 frame consistently.

Number of Days Absent: 3