INDIVIDUAL LEARNING PLAN (ILP)

Date Devised: 14/05/2014  
Review Date: End of Term

Student: Penny Peterson  
Year Level: 4  
D.O.B. 16/05/2004  
Age: 10 years 0 months

Program Support Group Members consulted in devising this plan:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role in IEP</th>
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<tbody>
<tr>
<td>Penny Peterson</td>
<td>Student</td>
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<tr>
<td>Morgan Sommers</td>
<td>Parent</td>
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<tr>
<td>Klaire Ladgrobe</td>
<td>Teacher</td>
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<tr>
<td>Charles Fin</td>
<td>Learning Support Assistant</td>
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<tr>
<td>James Smith</td>
<td>Educational Psychologist</td>
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<td>Hannah Tabone</td>
<td>Learning Support Teacher</td>
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### Additional Reports: (If applicable)

Penny Peterson was diagnosed with Autism in 2009, when she was five years of age.

Following an IQ test, Penny was allocated with an IQ of 72, which is slightly below average.

Following her visit from an educational psychologist, the following statement was extracted:

> “After my interaction with Penny, I can note that she is exhibiting clear symptoms of the developmental condition known as Autism Spectrum Disorder. She displays lack of knowledge about social norms and has difficulty picking up on other people’s emotional cues. Penny has been diagnosed with an IQ of 72, this is just slightly below average. This does justify that she is low-functioning Autism and is entitled to an assistive aid in the classroom. Through my interactions with Penny and my observations of her as a learner, I can suggest that she would benefit from one-on-one teaching in order to minimise her levels of hyperactivity and despondency. It is important to reward her positive classroom behaviour and as such Penny will grow in confidence and will feel a sense of achievement within her academic work. Following discussions with Penny, I would advise teachers to assist the student to develop further friendships with other members of the classroom, as her good friend Susan is soon to move towns. Further, I would advise to directly relate learning to an area of Penny’s life that she connects to joy and safety.”

- James Smith (Educational Psychologist)

### Academic, social and emotional development:

- **Entry Skills (What the student has achieved)** Penny has recently entered grade four. Penny has a strong grasp of mathematics and enjoys producing art work. She consistently participates during science activities and engages in classroom discussion during these domains. Penny’s English level has recently increased from a level one to level two according to AUSVELS. Penny is working towards a deeper understanding of her hundred most common words

- **Challenges (Areas for Improvement)** Penny sometimes struggles with her ability to connect with other students. Penny will be working to improve her understanding of other’s emotions to ultimately achieve bonds with others on social and emotional levels. It is evident that Penny is making efforts to attempt each activity that is worked on the classroom, yet sometimes gets upset when she does not understand.

- **Learning Priorities (Future Learning)** The top priorities for Penny is to increase her understanding of others that surround her on an everyday basis. It is also hoped that Penny will be given the opportunity to develop her language skills by developing an understanding of parts of speech, in particular common nouns. By honing in on her love for science and especially nature, it is hoped that Penny will find a common interest with other students and form bonds. Finally it is hoped that Penny will be able to develop her understanding of other people’s emotions and differentiate between different feelings and indicators of these in her peers.
Child’s characteristics:

Penny, although a quiet member of the classroom, is a very polite student. There are periods of relative calm and adjustment in the classroom, but Penny does display some resistance to change in the classroom routine. Penny has had an ongoing attachment for Susan in the classroom, but given Susan’s recent move to Melbourne, Penny will need to develop social skills as outlined in this ILP. Susan was an appropriate friend for Penny, as she was a very happy and easy-going student. The focus is now towards assisting Penny to make social judgements around her peers. As mentioned previously, Penny is rather non-verbal in the classroom and we will endeavour to have her make more of a contribution to class discussion this term. During the mornings before classes commence, Penny is a delight in letting her teacher know what we have planned for the day, and even if she has yard duty. We are encouraging this energetic approach to learning by allowing Penny to stick up “Today’s Daily Events” on the SmartBoard. Hyperactivity and a poor attention span (resulting in tantrums) are sometimes observed and this has to do with her not understanding the teacher. We are combatting this through direct one-on-one and small group approaches to teaching. Penny sometimes displays a lack of motivation in the classroom, through tuning into her love of nature and rewarding positive learning experiences with time on the iPad, we will attempt to keep her on track.

Impact on Learning

Penny often can struggle in the classroom when she experiences any change in our normal program. This can lead to her feeling very distrusted in the classroom and as a result she struggles to concentrate. Penny’s inability to express her emotions in the classroom often lead to a negative outcome when it comes to group work. When Penny feels frustrated in the classroom, this often leads to her either internalising her feelings and being withdrawn or can result in a tantrum. These reactions can have significant impacts on not only Penny’s learning but also her general wellbeing at school.

Implications for Teaching

We are assisting Penny to be involved and connected to the learning taking place in the classroom through tapping into her interests, such as science – in particular science and technology. Short term rewards are being utilised and Penny is positively rewarded with either a choice of something from the reward tub or extra time on the iPad. Additionally, the teaching team is assisting Penny to develop her social goals by pairing her with an appropriate partner who can work alongside her, assisting her with her learning, yet still will not be held back by Penny’s approach to learning.
## INDIVIDUAL LEARNING PLAN

**STUDENT/AVATAR NAME:** Penny Peterson  
**Devised:** 14/05/2014

<table>
<thead>
<tr>
<th>Semester Goals (Long Term)</th>
<th>Short Term Goals (WHAT)</th>
<th>Curriculum Areas</th>
<th>Strategies/Methods (HOW)</th>
<th>Mode of Delivery (WHO / WHEN)</th>
<th>Mode of Assessment</th>
<th>Evaluation dd/mm/yy</th>
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<tbody>
<tr>
<td><strong>1. Social:</strong> Student will be able to develop a strong bond or friendship with at least one other student.</td>
<td>1. The student will initiate communication with another child, such as asking a question, starting a game, or sharing a detail about his or her life.</td>
<td>Science: (Level 3) Science as a Human Endeavour – Nature and development of science. (AUSVELS)</td>
<td>Teacher to introduce a topic of interest for the student (nature) to the class so that she can find common interests with others.</td>
<td>Whole class environment, where the teacher may initiate conversation about the given topic or teacher may assist Penny through questioning techniques to engage in conversation, giving some detail about their own life.</td>
<td>Observations will be made by the teacher of Penny’s interactions with other students in the classroom and in the playground environment.</td>
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<td>2. Student will be able to maintain an ongoing conversation and communicate in a back and forth fashion.</td>
<td>The Humanities (History): (Level 3) Past and Present. (AUSVELS)</td>
<td>Student to work in a pair environment with other student discussing their family history.</td>
<td>The student can work in a pair environment on the computer to develop a family tree. This will help her to feel comfortable and will assist communication.</td>
<td>Teacher will oversee the pair whilst they are working through their project together and the quality of conversation</td>
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<td>2. <strong>Emotional:</strong></td>
<td>1. Link the names of common feelings to emotion based pictures for example linking the feeling sadness to a sad face (Autism Victoria, 2009)</td>
<td><strong>English:</strong> (Level 2) <strong>Language:</strong> Speaking and listening. (AUSVELS)</td>
<td>Teacher directed with the aid of family assistance at home as they rely on learning the words through repetition (National Institute on Deafness and Other Communication Disorders, 2012)</td>
<td>The student will be able to recognise another person’s feelings and will be able to make comment on this through the aid of their journal. There will be a checklist of feelings words that the student will be able to define. (Autism Victoria, 2009)</td>
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<tr>
<td>Academic</td>
<td>To understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be</td>
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| 3. **Academic:** | 1. Explore the names of people and places and how to write them using capital letters | English (Level 2): Language: Expressing and Developing Ideas. (AUSVELS) | Draw a picture of your family. Write their names ensuring they each have a capital letter. | The picture can be completed in a relaxed environment, possibly in groups. This might be an introduction to the teaching and uses of nouns. | The evident use of capital letters in the drawing once completed. |

| 2. **Link emotion based pictures and the corresponding names to their own feelings for example “What are you feeling today?” The child points to the happy face and says happy (National Institute on Deafness and Other Communication Disorders, 2012). | English: (Level 2) Reading and Viewing: Language. (AUSVELS) | Ask the student to come in every morning and place an emotion cards on a chart of feelings. Ask the student why they chose this feeling to establish an understanding, guidance may be required. Continue this every day for a month in league with the other short term goal. (This feeling chart can be altered throughout the day to monitor changing feelings, good for assessment) | Teacher directed (one-on-one) or conducted by a teacher aid. | Journal needs to be filled in for out of school hours depending on the parents’ commitment. Journal should record displays of emotions and instances where the child recognises the emotions they have displayed (Autism Victoria, 2009). |

| 1. Explore the names of people and places and how to write them using capital letters | English (Level 2): Language: Expressing and Developing Ideas. (AUSVELS) | Draw a picture of your family. Write their names ensuring they each have a capital letter. | The picture can be completed in a relaxed environment, possibly in groups. This might be an introduction to the teaching and uses of nouns. | The evident use of capital letters in the drawing once completed. |
expanded using articles and adjectives.

2. Explore texts and identifying nouns that refer to characters, elements of the setting, and ideas

**English: (Level 2)**
Language: Identifying patterns and frequently used words. (AUSVELS)

Cut and glue worksheet, cut the nouns and paste them in the correct column - people, places and things.

Penny would benefit from one-on-one activities, limiting any distractions she might find whilst working within a group. This will be teacher driven and engaging for the student.

**Assessment** will be through the worksheet.

**EVALUATION KEY:**
1 = Little or No Progress  
2 = Satisfactory Progress  
3 = Excellent Progress/Goal Achieved
**Strategies:**

Well-being and resilience:

A resilient person has the ability to bounce back or recover quickly from a difficult or tough situation. For children with autism, this may be a difficult skill to develop. By providing a balance between being successful in tasks or activities, with sometimes being unsuccessful, we can deliver opportunities for the student to build resilience in the classroom and everyday life. Penny is sometimes prone to throwing tantrums and getting very upset, very quickly. By developing her resilience and tolerance to hardship or tough situations, these negative reactions may occur less and less. An example of this balance may be seen through a game involving the whole class such as Duck, Duck, Goose or Buzz. These games may be set up to ensure that every student is exposed to both failure and success. There is an emphasis on the balance of failure and success, as it is crucial to ensure that the student’s well-being and happiness is upheld.

Protective factors:

We can allow some protective factors for students with autism through many different ways. We can ensure we create scaffolded assessments and tasks with explicit instructions providing a model or framework for learning. Through explicitly taught tasks, we can assist students with working their way through problems which, in turn, will aid the teacher with assessment. We can also aim to take away risk-factors from a child with autism, in particular the risk factor of bullying. We may be able to achieve this removal through creating a full-inclusion classroom and through the helpful manipulation of classroom games to make new friends.

Catering for Additional Needs:

We can cater for a student with autism by assessing each students’ individual needs. Penny has a love for nature so we may have her sitting in a chair by the window. This may create a distraction for Penny, however talking about nature and what she sees outside the window may be a great conversation starter, encouraging discussion with other students which may lead to making new friends.
References:


Developing and evaluating educational programs for students with autism spectrum disorders [1-4419-6302-2; 9786612970863] Magyar, Caroline I. yr:2011

