

Individual Planning in Special Education: Collaborating with Students and Families



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FOREWORD

Special Education in Singapore has seen significant strides over the years. Thanks to the determined and dedicated efforts of our teachers and allied professionals, we are witnessing outcomes and possibilities that did not exist before. More students are placed in employment, many more are accessing community facilities, and a small group are going on to pursue higher education.

Some things remain timeless, such as our shared vision for every student to be ‘Active in the Community, Valued in society.’

Even as we must pursue our quest for curriculum excellence, we are reminded of the true focus of our energies, the ‘I’ in the IEP. Every student is a unique Individual, with his/her own interests and preferences, talents and gifts, capable of dreams, and making choices and decisions for their own lives.

We are also directed to the ‘P’ in the IEP. Individual Planning is a bedrock of special education and has been practiced largely through the IEP, a distinctive of Special Education. With the introduction of Transition Planning in 2017, individual planning has taken on a new dimension, that of *planning* for a post-school future, through the implementation of the ITP.

The two fundamental systems for the individualised education and transition planning of our students are thus closely interlinked and must be operationalised progressively and seamlessly. Above all, with a person-centred focus and approach.

I hope that this guide will spur all schools to build up strong structures, clear processes, and ground capability to develop person-centred IEPs and ITPs for all our students in partnership with their families.

Mrs Lucy Toh
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- Cerebral Palsy Alliance Singapore School
- Chaoyang School
- Delta Senior School
- Eden School
- Fernvale Gardens School
- Grace Orchard School
- Katong School
- Lee Kong Chian Gardens School
- Lighthouse School
- Metta School
- Pathlight School
- Rainbow Centre – Margaret Drive School
- Rainbow Centre – Yishun Park School
- St Andrew’s Autism School
- Tanglin School
- Towner Gardens School
- Woodlands Gardens School

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CHAPTER 1

INDIVIDUAL PLANNING IN SPECIAL EDUCATION IN SINGAPORE



1 INDIVIDUAL PLANNING IN SPECIAL EDUCATION IN SINGAPORE

The purpose of Special Education (SPED) is to provide an education for students with moderate to severe special educational needs (SEN) to become 'Active in the Community, Valued in Society'. To achieve this goal, every SPED school implements a customised curriculum tailored to their unique student profile(s). The curriculum specifies the knowledge, skills and attributes needed for the students to attain the desired Outcomes of SPED.

As every student is unique in his/her preferences, interests, strengths and needs, planning at the individual student level is essential and necessary to facilitate his/her access to the curriculum and find success in school, in the community and life.

In SPED, individual planning is done for every student. This individual planning takes the form of an Individual Education Plan (IEP) in the primary/junior and lower secondary/senior years, and an Individual Transition Plan (ITP) in the upper secondary/senior years. Together, the IEP and ITP help focus instructional planning and supports on the priority goals of the student, from the point of entry to school to the point of graduation, to ensure successful post school outcomes.

This guide provides a detailed overview of the purposes and processes of the IEP and ITP and how they are aligned, to support schools in planning and implementing school-wide person-centred IEPs and ITPs for all students. The guide is accompanied with practical resources and tools which schools can use in implementing and reviewing this individual planning process.

1.1 PRINCIPLES OF INDIVIDUAL PLANNING



PERSON-CENTRED

- The student is at the **centre of the planning process**. Goals are developed based on the **student's strengths, interests, preferences, needs, and aspirations**, as well as the family's views.



COLLABORATIVE

- Stakeholders¹ who know the student and are involved in the student's education **work in partnership** to develop the individual plan together.
- The **roles and responsibilities** by the various stakeholders are also **clearly stated**.



PROGRESSIVE

- The individual plan is **regularly and systematically updated** to ensure that it remains relevant for the student.
- The student's **progress is systematically monitored** to ensure that goal set are meaningful and impactful.

¹ Stakeholders refer to key persons to be involved in the planning, implementation and evaluation of the IEP/ITP for the student. They usually include school (e.g. teachers, Allied Professionals, etc), parents (or s)/main caregiver and the student. It may also include external professionals, representatives from relevant agencies, etc.

1.2 DESIRED STATES OF INDIVIDUAL PLANNING

- **Every SPED student has an IEP and when they are older, an ITP** that caters to his/her unique strengths and needs so that he/she may succeed in school and in life.
- **The family's aspirations, and the students' preferences, interests, strengths and needs are fully considered** when developing the IEP/ITP.
- **A manageable number of goals in the IEP/ITP** that are most impactful are prioritised for the student for the year.
- **Families are empowered to be valued contributors** in the development and implementation of the IEP/ITP. Families participate in strategies to support, teach, and monitor their child's progress at home and in the community, and provide feedback on the IEP/ITP.
- **All staff supporting the student's education** (including external agencies when necessary) work collaboratively towards a common purpose and ensuring IEP/ITP strategies and supports for the student are well-coordinated.
- Student's progress on his/her goals in the IEP/ITP are **systematically monitored and reviewed** to ensure that the individual plan remains relevant

CHAPTER 2

INDIVIDUAL EDUCATION PLAN (IEP)



2.1 PURPOSE OF INDIVIDUAL EDUCATION PLAN (IEP)

The IEP is a living² document for collaborative planning by the school, family, the student with SEN, and other stakeholders for the student to be successful in school and the community. It prioritises personalised goals for the student, and states the strategies and supports needed to attain the goals, including measures for monitoring the student's progress.

The IEP does not replace the school curriculum. The school curriculum ensures the breadth of learning needed to attain the holistic SPED desired outcomes. The IEP helps identify each individual student needs to access the school curriculum. The IEP is thus critical for ensuring instruction is customised for the success of every student.

2.2 COMPONENTS OF AN IEP

The IEP should minimally include the following components:

COMPONENTS	PURPOSE	DESCRIPTION
 STUDENT'S PROFILE	<ul style="list-style-type: none">• Ensures stakeholders involved have a common understanding of the student's profile	<ul style="list-style-type: none">• States relevant information about the student such as medical and educational history, family background, etc• Need not be captured in the IEP if school already has a separate document e.g. student's personal profile page
 ASPIRATIONS, PREFERENCES, INTERESTS, STRENGTHS AND NEEDS	<ul style="list-style-type: none">• Ensures stakeholders are aware of the strengths of the student, and utilise those strengths during the development of the IEP to assist in addressing the student's needs where possible• Maximises students' potential and set aspirational goals	<ul style="list-style-type: none">• States relevant information about student's aspirations, preferences, interests, strengths and needs• As these may change over time due to e.g. changing life circumstances, maturity, exposure to new experiences, etc, they should be updated at least once a year (or as necessary) in the IEP

² The term 'living' refers to a document that is continually updated.



COMPONENTS

PURPOSE

DESCRIPTION



FAMILY'S VIEWS

- Ensures family's views are recorded and taken into consideration when developing the plan

- States information that might not be captured in other parts of the plan e.g. family circumstances shared at the meeting, opinions about the priority areas, etc
- It could also include possible post-school transition plans discussed during the initiation phase of transition planning i.e. 13-14 years old.



PRIORITY AREA AND GOALS

- Ensures that the education plan best meets the strengths/needs of the student

- States the priority area
- States a manageable number of priority goals that have been identified to best meet the strengths/needs of the student
- Condition, behavior and criteria of goals are explicitly stated
- Lists the Short-Term Objectives for the student to progress towards attainment of priority goals (Optional)



PRESENT LEVEL OF PERFORMANCE (PLOP)

- Enables stakeholders to understand the students current strengths and needs so that appropriate goals can be set

- Describes concisely the student's current level of performance in each priority area, including baseline data.
- Describes what the student is able to do (with or without help) and key areas that the student needs to improve on.

COMPONENTS	PURPOSE	DESCRIPTION
 <p data-bbox="92 344 368 427">STRATEGIES AND SUPPORT</p>	<ul data-bbox="427 165 855 338" style="list-style-type: none"> • Ensures the strategies drafted support teaching and learning in order to achieve the goals 	<ul data-bbox="954 165 1513 696" style="list-style-type: none"> • States the teaching methods, therapy, environmental changes, personal support (e.g. teacher aide), accommodations & modifications, assistive technology, specialised equipment, etc. that will enable the student to achieve the goals • May also include supports for parents to carry out the strategies at home
 <p data-bbox="113 978 344 1061">MEASURES OF PROGRESS</p>	<ul data-bbox="427 792 863 920" style="list-style-type: none"> • Ensures stakeholders understand if student has achieved the goal(s) 	<ul data-bbox="954 792 1513 965" style="list-style-type: none"> • States how the goal will be measured (e.g. checklist, time sampling, parent rating, etc.) and how often data will be collected
 <p data-bbox="118 1339 339 1422">KEY PERSONS RESPONSIBLE</p>	<ul data-bbox="427 1160 863 1422" style="list-style-type: none"> • Encourages accountability of the people involved • Ensures that the expertise of the people involved is leveraged on 	<ul data-bbox="954 1160 1513 1332" style="list-style-type: none"> • States the person(s) responsible to oversee the IEP and/or carry out parts of the IEP and/or monitor the student's progress
 <p data-bbox="121 1742 336 1780">REVIEW DATE</p>	<ul data-bbox="427 1563 847 1825" style="list-style-type: none"> • Ensures time is set aside in advance to plan for the student • Encourages attendance at IEP meetings 	<ul data-bbox="954 1563 1513 1646" style="list-style-type: none"> • States when the stakeholders will meet to review the IEP

An example of an IEP with these components is in **Annex A**. Schools may develop their own IEPs to fit their school contexts, but should include the above components in the IEPs.

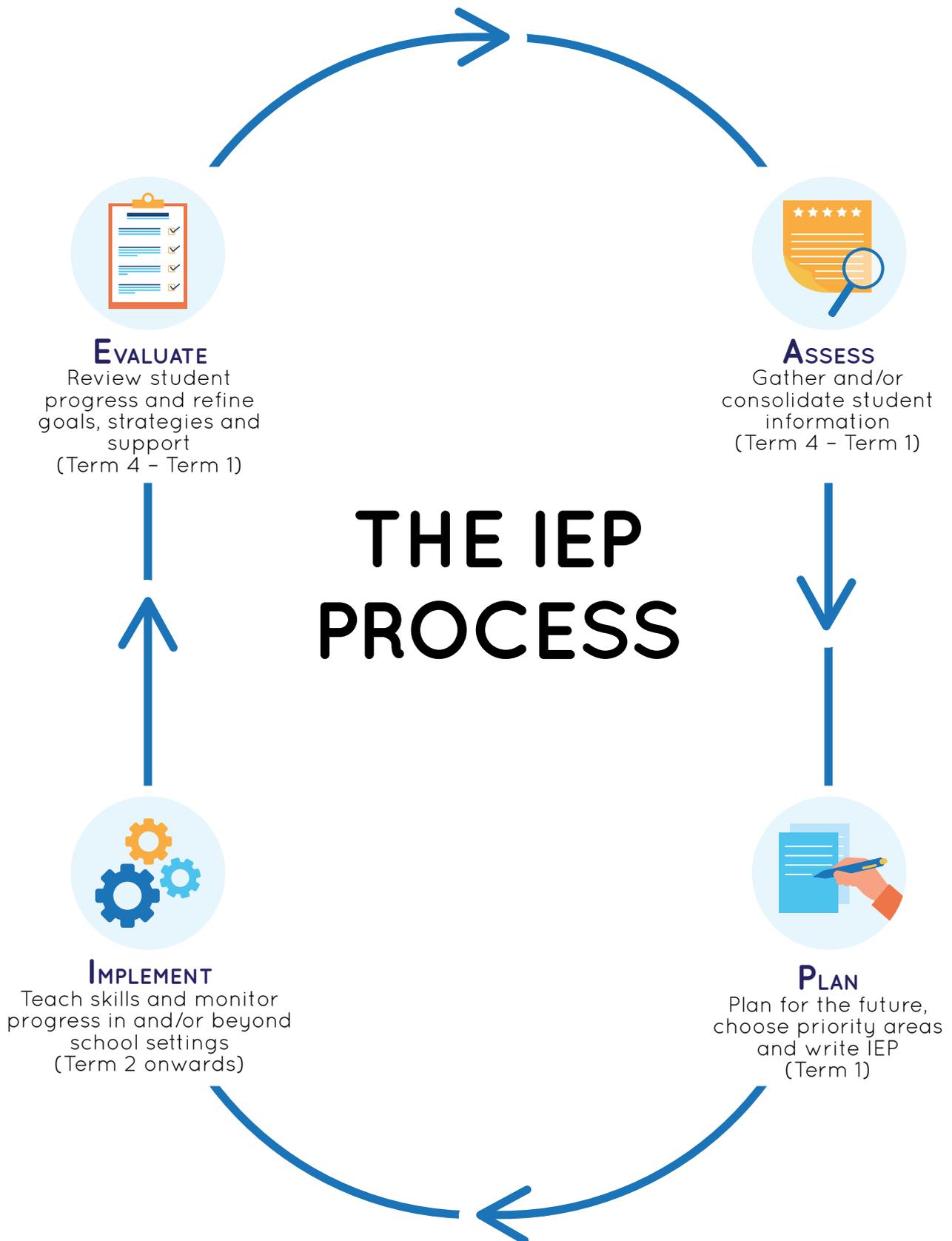
CHAPTER 3

THE IEP PROCESS



3 THE IEP PROCESS

All schools should have a clear IEP process that is well communicated to all staff. In general, the IEP process involves 4 main phases: Assess, Plan, Implement and Evaluate.



Note: Above are suggested timelines for illustration. Schools should decide on the timelines to suit the school's context. For example, some schools may choose to evaluate the IEP twice a year e.g. once every semester.



3.1 ASSESS

The first step in the IEP process is to gather and consolidate information about the student. **Knowing the student's preferences, interests, strengths and needs as well as home support is critical to developing a meaningful IEP for the student.** The information is also helpful in describing the student's present level of performance (PLOP).

Suggested information to be collected are in the table below:

AREAS	SUGGESTED INFORMATION TO BE COLLECTED
 PREFERENCES	<ul style="list-style-type: none">• What does the student like and dislike?• How does the student like to express him/herself
 INTERESTS	<ul style="list-style-type: none">• What are the particular areas the student enjoys or is keen in?
 STRENGTHS	<ul style="list-style-type: none">• What skills does the student have currently or have previously acquired?• What areas have the student shown an aptitude for?
 NEEDS	<ul style="list-style-type: none">• What skills does the student lack?• What needs does the student have that may impede his/her daily functioning/learning e.g. communication, behaviour, medical, sensory, etc?
 HOME SUPPORT	<ul style="list-style-type: none">• What is the family's views on the student's strengths and needs?• What is the family's aspirations for the student?• How involved is the family in the student's education and/or caregiving?

The above information can be obtained by teachers and/or allied professionals through a variety of sources and approaches such as:

RECORDS



E.g. psychological/medical reports, EI/PIC reports, therapy records, attendance sheet, school assessment data, previous teacher's recommendations. Should the school need to contact external agencies directly to obtain information about the student, it is important to obtain written consent from parents. Only relevant information should be gathered.

INTERVIEWS



E.g. Parents, current and past teachers, relevant professionals, and students themselves.

This could be done in person or through emails, surveys, phone calls, video conference etc.

OBSERVATIONS



E.g. Classroom environment, home environment (through home visits³, especially for students with complex behavioural needs), student's behaviour in multiple settings, student's work.

Various tools/approaches can be used to document and analyse student's behaviours such as ecological assessments, functional assessments of behaviours, checklist of student performance/behaviour, rubrics and rating scales, work samples, portfolios, video recordings, task analysis, preference assessments⁴, etc.

TESTS/SCREENERS



E.g. School-developed screeners, diagnostic tests, curriculum based assessments, skill probes, norm referenced and criterion referenced tests, etc. These may offer a quick and quantifiable way to monitor a student's performance over time, and provide valuable information on student's performance in relation to a pre-determined standard, etc.

It is recommended that the information be consolidated and made available in advance to those involved in planning the IEP for the student.

³ Home visits can be useful for schools to have a better understanding of the student's home environment, parents' support level and foster positive home-school relationships.

⁴ Examining student's preferences through structured presentation of items or interviewing the student, parents, or teachers. Knowing the student's highly preferred items or actions will be useful as reinforcers to keep motivation high.



As the students' preferences, interests, strengths and needs could be actively changing, it is important that schools continually assess the student. The initial 'assess' phase for a newly enrolled student might require more extensive information gathering as the student and family are new to the school. Subsequently, the focus of 'assess' phases would be on updating and consolidating each student's data and relevant information. Additional information should be collected if the data is no longer relevant or there is insufficient information to make a decision.

It is important to document the gathered information well and ensure the information is duly handed over in subsequent years.

If a student with an IEP from another SPED school enrolls in your school mid-way, it is good practice to review the student's IEP as soon as practicable after the student arrives.



TIP: Harnessing technology to facilitate information sharing

- Having an online secured sharing information platform can facilitate timely, accessible update from various school staff. The sharing platform could capture relevant IEP information and documents, such as notes of meetings, observation notes and student's progress on the IEP goals.
- The use of QR codes with links to an online form could be created so that staff can readily input the data on student's progress using their smartphones, and data can be viewed in real-time.

3.2 PLANNING

With a comprehensive understanding of the student, **stakeholders meet to plan the student's IEP.**

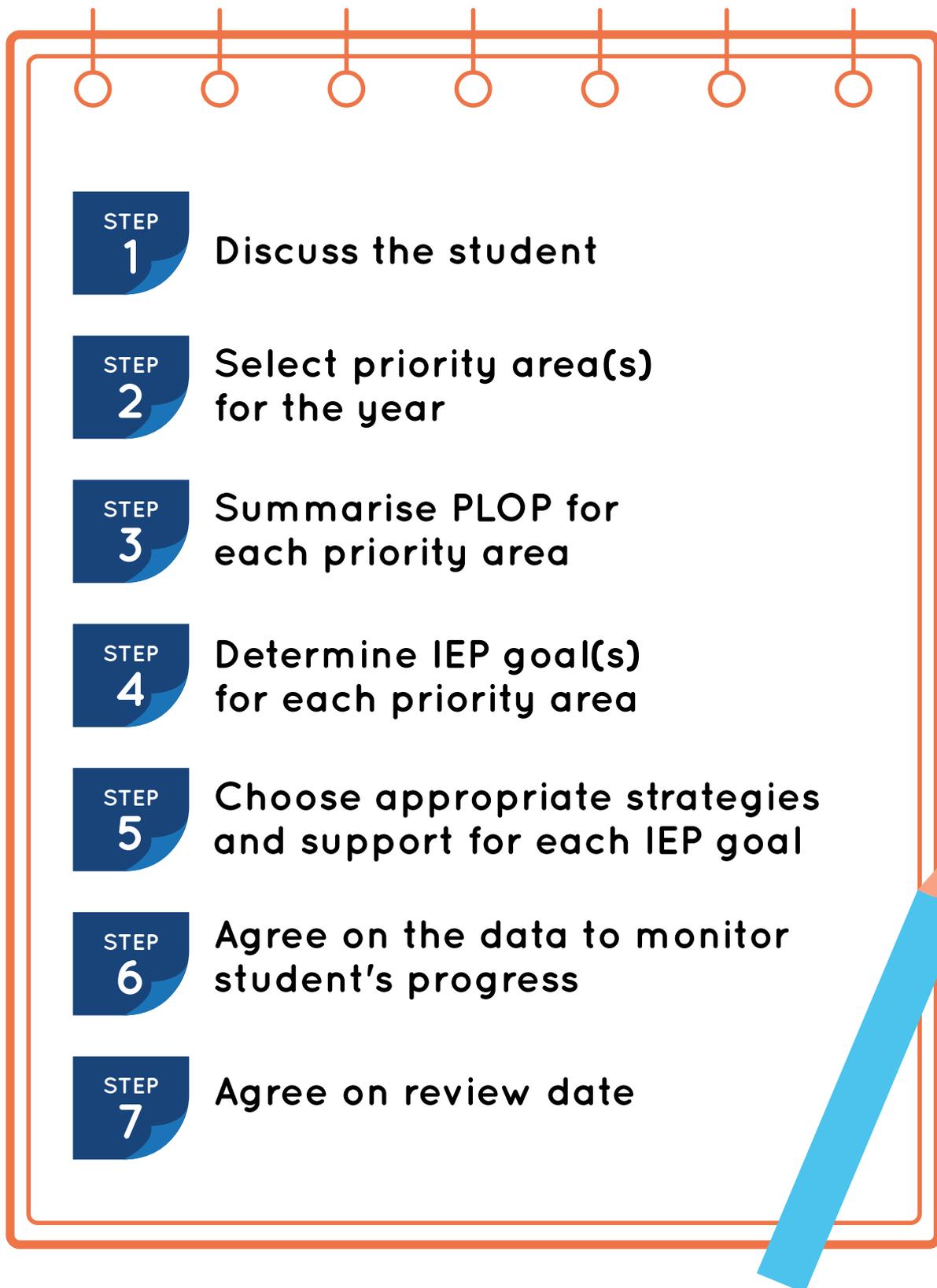
Schools should conduct at least 1 IEP planning meeting for each student yearly.

IEP planning meetings should be structured with a clear agenda communicated to all stakeholders. Schools can consider different platforms, including teleconferencing if families and/or other stakeholders are unable to physically attend the meeting.

Prepare families prior to the meeting by ensuring they know what an IEP is and how they can be involved (see **Annex B**).

Planning

The following 7-step process is recommended to develop an effective IEP:



STEP 1

DISCUSS THE STUDENT

The discussion should be centred on the student and focused on helping the student to be successful in and beyond the school setting. For families who need more facilitated guidance, sending them focused questions to think about before the meeting (e.g. what they hope for their child to be able to do in the near future e.g. 1 – 2 years, what they would like the school to work on and/or how they hope the IEP will benefit their child) can help them reflect and be prepared for the meeting (see **Annex C** for a sample template).

STEP 2

SELECT PRIORITY AREA(S) FOR THE YEAR

Next, **determine a manageable number of priority area(s) to focus on for the year** (e.g. 2 – 5 areas).

Areas to consider should be functional and holistic, not limited to curriculum objectives. Some possible areas to consider include:

Behaviour	Work Habits	Numeracy	Literacy
Transitions	Communication	Assistive Technology	Social Emotional Learning
Sensory	Physical/Motor	Talent/Interests	Daily Living

Selection of priority areas should be based on the family/student’s views (e.g. what they value as important), student’s preferences, interests, strengths and needs (e.g. what student is good or weak at, what student likes, etc) and curriculum expectations (e.g. what will be taught this year).

Determine a manageable number of priority area(s) to focus on for the year

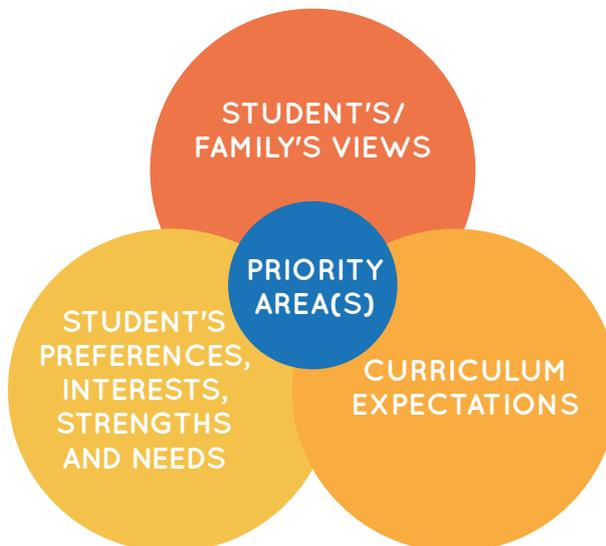


Figure 1: Consider the student’s/family’s views, the student’s preferences, interests, strengths and needs and the curriculum expectations when selecting priority area(s).

Careful consideration of these questions (non-exhaustive) can be helpful in determining which areas to prioritise:



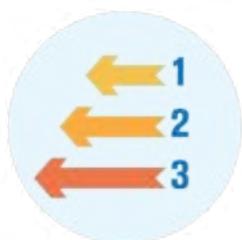
Does the student need to work on this area now?



Will this area help the student be more independent or self-determined?



Will this area create positive change for the student/family in many activities?



Is this an area that needs to be addressed before others?



Will this area build on the student's existing strengths?



Will this area help the student to do things he/she would like to do?



Will the learning opportunity for this area present itself frequently in school?



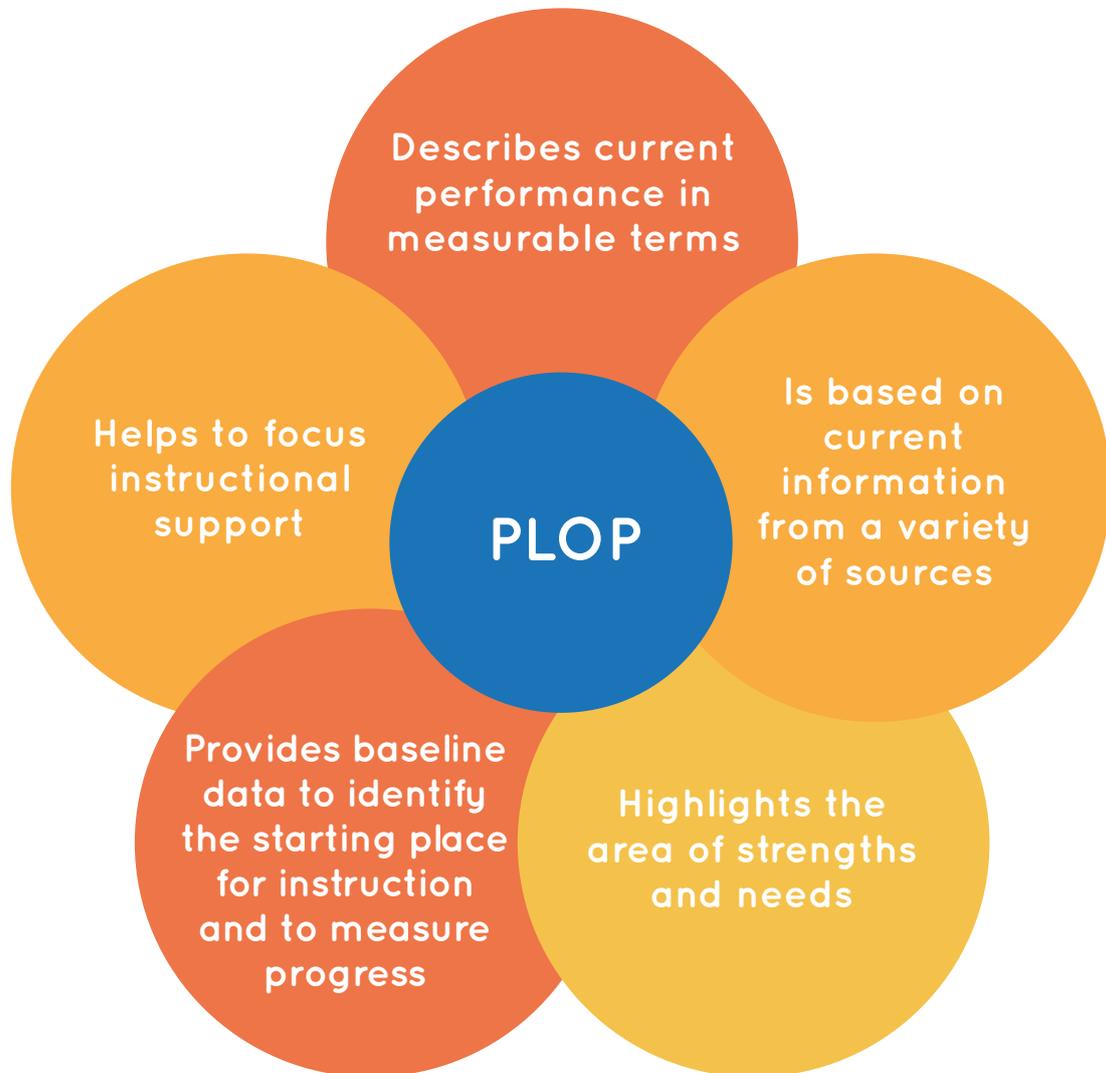
Will this area promote safety for the student?



Will this area make life easier for the student/family?



Describe the *Present Level of Performance (PLOP)* for each priority area – in other words, **how the student is currently performing in each area**. A targeted and clearly written PLOP is the foundation to a quality IEP because it allows for appropriate goals, strategies and supports to be developed for the student.



Format of a PLOP

A PLOP should include the student's current strengths and needs, state how the needs affect the student from attaining the student outcomes, any strategies that have been used, and include baseline data from assessment.



CURRENT STRENGTHS/ NEEDS

- Describe the student's current academic and/or functional strengths and needs in specific and measurable terms (e.g. 'able to take turns and join in class activities' instead of 'has good social skills')



IMPACT OF NEEDS

- State how the student's needs affects the student's involvement and/or progress in school and/or everyday settings
- May also briefly include past strategies/ supports that have been useful to help the student learn



BASELINE DATA FOR IDENTIFIED NEEDS

- State related baseline assessment data

Example of a PLOP

PRIORITY AREA: COMMUNICATION

CURRENT SITUATION

John usually makes his requests known by holding a person's hand and directing them. He is also able to say "Yes" and "No" to indicate his preferences when asked. He does not use other words to express his thoughts.

Current academic/ functional strengths and needs

IMPACT OF STUDENT'S NEEDS ON FUNCTIONING/ LEARNING

He gets frustrated easily (i.e. bites his hand) when he cannot communicate his needs accurately and is unable to have his needs met due to his limited spoken vocabulary/ poor communication competency.

How needs affect student's functioning/ learning

BASELINE DATA FOR IDENTIFIED NEEDS

An AAC device was introduced late last year but he does not use it often. Observations (8-11 Jan) showed that he only used the device once or twice a day, and mostly still drags the teachers' hand (average 5 times a day). He bites his hand in frustration about 3 times a day.

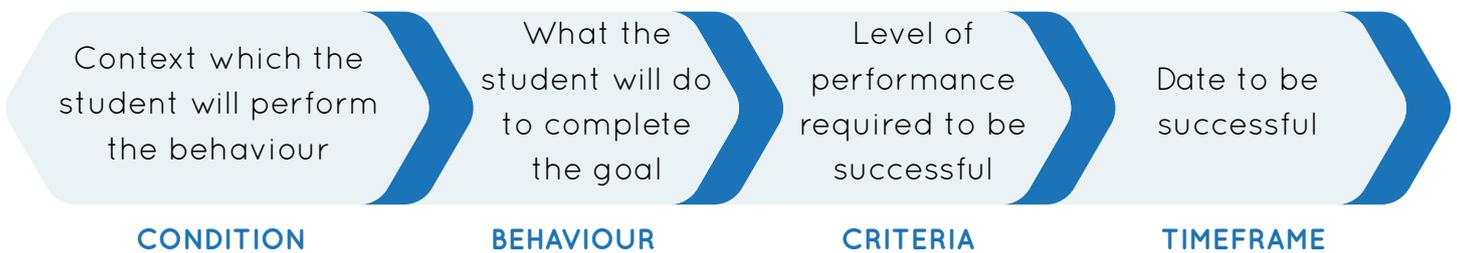
Past strategies (if any) and state related baseline assessment data



Next, write the *IEP goal(s)* for each priority area. **The IEP goal should be written in relation to the PLOP** i.e. addressing the strengths and needs in the PLOP.

Format of an IEP goal

An IEP goal should include the condition, behaviour and criteria. Timeframe could also be included, where needed. These should be written in a Specific, Measurable (see **Annex D** for more information), Relevant, Attainable and Time-bound manner. It should also be written in positive language (i.e. what the student will do) and not negatively (i.e. what the student will not do). This provides a clear focus for instruction and progress monitoring to all stakeholders working with the student.



Condition could be part of the natural environment or provided as part of the specific learning task. They could be:

- *Setting:* where the behaviour is performed
- *Instructions:* directions provided to the student
- *Materials:* materials the student will use to perform behaviour
- *Assistance:* assistance to be provided to the student

When determining the criteria, it is important to consider the learning stages⁵ e.g. acquisition, fluency, maintenance or generalisation.

Example of an IEP Goal



⁵ Visit The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques for more information <https://bit.ly/2lvx5IB>

Writing Short-Term Objectives (STOs)^{*optional}

STOs are smaller, concrete steps toward achievement of the IEP goal. It can be useful to write STOs. Well-written STOs can serve as a measurement gauge to monitor and determine if the student is making sufficient progress towards the IEP goal. STOs could be written for all or selected IEP goals.

The number of STOs per goal is based on the school's professional judgement and knowledge of student's ability. For example, school could consider:

- The average time it took to teach the targeted skills to previous students of similar profile
- The amount of scaffolding typically required for this student to learn other skills
- The available time and resources to teach the skill

The final STO should be the last step before the student achieves the IEP goal.

STEP 5 CHOOSE APPROPRIATE STRATEGIES AND SUPPORTS FOR EACH IEP GOAL

After writing IEP goals, the next step is to **select strategies and supports to help the student achieve his/her goals**, specifically:

- **What** strategies will be carried out? What supports will be provided?
- **Who** will carry out the strategies?
- **When** will the strategies/supports be provided, how often and for how long?
- **Where** will the strategies be carried out?

Strategies and supports may include teaching methods, resource materials, therapy, environmental changes, personal support (e.g. teacher aide), assistive technology, specialised equipment, etc. It is good practice to use evidence-based programmes or strategies to teach knowledge and skills.

It is possible for an IEP goal to have several identified strategies and/or supports. Do consider adapting strategies for the different contexts e.g. home, school and community, and persons working with the student e.g. Allied Professionals and families.

STEP 6 AGREE ON THE DATA TO MONITOR STUDENT'S PROGRESS

Once IEP goals and strategies have been identified, **agree on the data to be collected to monitor the student's progress**, specifically:

- **Type** of data to be collected, e.g. number of times John uses Picture Exchange Communication System (PECS) to make requests, length of time it takes for Siti to start work, number of words read correctly
- **Mode** of data collection, e.g. behaviour observation, parallel reading passages, data sheet with prompt levels





- **Frequency** of data collection, e.g. daily, weekly



- **Person** collecting the data, e.g. teacher aides, teachers, parents, and analysing it to monitor the student's progress

Monitoring of the student's progress is important to determine the effectiveness of the strategies being used. The method and measure used for monitoring progress should be similar to that used to determine baseline performance, where possible.

The chosen progress monitoring methods and tools should give consideration to these characteristics:

- Valid: Measures the target behaviour
- Sensitive: Able to track even small progress
- Simple: Easy to implement, quick to administer, easy to score



TIP: Have a clear progress monitoring plan

Stakeholders responsible for progress monitoring should have a clear plan for:

- How often progress data will be reviewed
- How the data will be used to make adjustments to instruction in response to student's progress
- How data will be used to decide if changes are needed that require an IEP meeting

How often progress data will be shared and/or discussed with staff working with the student and families

STEP

7

AGREE ON REVIEW DATE

Finally, **set a review date for everyone to meet and review the interventions implemented and student's progress.**

Stakeholders should meet to review the IEP at least once a year, typically at mid-year and towards the end of the school year. Meanwhile, schools should continually monitor the student's progress. If the student is not making sufficient progress or has made exceptionally good progress beyond expectations on most IEP goals, the review meeting should be brought forward to revise the IEP.



3.3 IMPLEMENT

The IEP is then carried out as planned. Teachers and allied professionals should work together to ensure that the student work towards his/her IEP goals by providing as many opportunities as possible for the student to practice the IEP goals during school days, e.g. co-planning opportunities for students to practise therapy-related goals in class, embedding IEP goals in daily school routines. They should also work closely with families to implement relevant IEP goals outside the school setting too.

Teachers should refer to the students' IEP in addition to the school's Schemes of Work (SOW) when planning lessons. Not all IEP goals may be addressed in the same lesson. Preferably, teachers should know the students' IEP goals very well. However, it may be challenging to juggle the IEP goals of different students in class as they may differ greatly. Here are some useful strategies:

- Grouping similar IEP goals first before planning lessons
- Display IEP goals in class to make them readily visible e.g. student's table-tops, board near teacher's desk
- Use an IEP goal matrix (**Annex E**) to plan and ensure ample opportunities for students to work on their IEP goals throughout the school day. The IEP goal matrix can be developed for each individual student or for the class.

Monitoring progress on IEP

Data should be collected as agreed in the IEP. The data is important to make data-based decisions about how the student responds to the strategies and supports provided. A strategy that has worked well for many students may not work for another student. The student could also make remarkable progress and exceed expectations. It is therefore important to regularly monitor and reflect on the student's progress so that timely decisions can be made to adjust the strategies to improve the student's learning progress.



TIP: Empower families/staff with strategies to support the student

- School could conduct in-school live teaching sessions or teleconferences to demonstrate to families how to conduct the strategies and/or help families to modify the practice in the home setting.
- Professional development training, resource materials and/or mentoring should be provided to staff who are unfamiliar with the chosen strategy.



Maintaining communication

For implementation to be successful, it is important to have quality communication among stakeholders. This includes providing up-to-date information as soon as possible, providing feedback on the strategies used, recording key decisions, etc. Where possible, schools should harness technology for efficient communication.

It is also good practice to keep parents regularly updated on the student's progress on the IEP goals. In addition to the scheduled IEP and/or parent-teacher meetings, schools can provide more frequent updates through emails, messaging groups, etc. Schools should inform parents early on the mode and frequency of communication.



TIP: Ensure the IEP is implemented with fidelity

Appointing a person-in-charge to update on the progress of the student and/or getting relevant stakeholders to keep a log on the effectiveness of strategies can help to ensure that the IEP continues to be implemented with fidelity for the student. It is useful to regularly check-in with families/staff to find out if they face challenges with implementing the IEP.

3.4 EVALUATE

Stakeholders meet on the agreed date to evaluate the student's progress and review the IEP. School could share evidence of student's progress and families could report on the progress seen at home. Information about the student's progress is further discussed to determine whether IEP goals have been achieved, if strategies and supports are effective, and to plan for next steps.

If the student did not make progress

- Determine whether the IEP was implemented as planned
- Identify what might have limited the student's progress
- Review the IEP goals to see if they were set appropriately
- Set a few short term objectives towards the same goal
- Determine if there are prerequisite skills that the student needs to learn first
- Consider using a different strategy/support (and record unsuccessful strategies to improve future IEP planning)

If the student made some progress

- Review if the level of attainment is sufficient
- Consider repeating the goal in the next IEP for a specified period
- Set a few short term objectives towards the same goal
- Revise the strategy/support if necessary

If the student made great progress

- Identify what contributed to the success
- Determine if the student needs to further develop that skill e.g. be fluent in, maintain or generalise the skill and set a new IEP goal in the next IEP
- Record successful strategies to improve future IEP planning

Remember to acknowledge and celebrate the student's success however small and affirm the efforts of people supporting the student.



CHAPTER 4

Overview of Individual Transition Plan (ITP)



4 OVERVIEW OF INDIVIDUAL TRANSITION PLAN (ITP)

As the student progresses into the senior/secondary school years, a process of Transition Planning begins, and individual planning takes on an important new dimension of *futures planning* to prepare him/her for the eventual transition to post-school. The school intensifies the partnership with the student and family to develop a shared vision of the student's future when they graduate from school, and prepare for a smooth transition to post-school pathways in Living, Learning and Working.

4.1 TRANSITION PLANNING

Transition Planning is a school-wide coordinated set of processes that begins when the student is 13 years old and continues up to his/her year of graduation. It is person-centred and collaborative, aimed at supporting the student and family to achieve holistic and aspirational post-school goals.

Transition Planning is implemented systematically over three broad phases during the senior/secondary school years.



For more details on the Transition Planning process, refer to the Guide, *Transition Planning for Living, Learning and Working – Making it Happen*.

**INITIATING**

(13-14 years old)

The school:

- Engages the family on the purpose and importance of Transition Planning through a range of school platforms, e.g. planned briefings, etc.
- Briefs the family on the school's processes, supports and expectations for Transition Planning (**Annex F**)
- Engages the student and family on their hopes, aspirations and concerns, and work with families to explore the student's strengths, interests and preferences¹

**PLANNING**

(15-16 years old)

The school:

- Works with the family to envision post-school goals
- Acquaints the family with post-school services and resources through a range of modes, e.g. talks, brochures, etc.
- Develops an ITP for every student
- Reviews and refines the ITP to ensure relevance to the student's post-school goals

**CONSOLIDATING**

(17-18 years old)

The school:

- Identifies relevant post-school services and resources, e.g. community programmes, to support the student's post-school goals
- Initiates link ups with point-of-contact from post-school services and resources for the family
- Facilitates referrals, applications, and handovers

¹ In Transition Planning, exploration of student's strengths, interests and preferences should be related to his/her post-school aspirations.

4.2 PURPOSE OF INDIVIDUAL TRANSITION PLAN (ITP)

Integral to the Transition Planning process is the development of an **ITP** for every student.

The ITP is a living² document for collaborative planning by the school, families, the student, and other stakeholders for the student to be successful when he/she graduates from school. It captures the student's personal aspirations for his/her future, and prioritises annual goals, as well as strategies and supports, needed to attain his/her post-school goals.

An ITP is developed for every student at the start of the Planning phase of Transition Planning, when the student is around 15 years old, and iterated annually up to the year of graduation. Until the ITP is introduced, the IEP should continue to be implemented.



Tip: During the Initiating phase of Transition Planning, the family's views about their child's future, including their concerns and aspirations, can be documented within the student's existing IEP. This information will be valuable in supporting the development of the ITP.

4.3 COMPONENTS OF AN ITP

The ITP builds on and extends the IEP to incorporate essential elements for futures planning. The ITP thus shares many components of the IEP, with some new components that facilitate personalised futures planning.

² The term 'living' refers to a document that is continually updated.



COMPONENTS	IEP	ITP
STUDENT'S PROFILE	Same (refer to Chapter 2)	
STRENGTHS, INTERESTS, PREFERENCES AND ASPIRATIONS	Similar, with more emphasis on post-school aspirations (refer to Chapter 2)	
POST-SCHOOL GOALS 		Concrete and personalised post-school goals
PRIORITY AREAS	Similar, with strong reference to the post-school goals (refer to Chapter 2)	
PRESENT LEVEL OF PERFORMANCE (PLOP)	Same (refer to Chapter 2)	
PRIORITY GOALS	Similar, except these are referred to as 'annual goals' and take reference to the post-school goals	
STRATEGIES AND SUPPORTS	Same (refer to Chapter 2)	
MEASURES OF PROGRESS	Same (refer to Chapter 2)	
KEY PERSONS RESPONSIBLE	Similar, and may include more community/external agency representation (refer to Chapter 2)	
REVIEW DATE	Same (refer to Chapter 2)	
TRANSITION ACTIVITIES 		Relevant activities needed to assist the student in attaining his/her post-school goals.

A sample template to illustrate these components is in **Annex G**. Schools may develop their own ITPs to fit their school contexts but should include the above components in the ITPs.



Tip: Forms and formats used for the ITP and IEP should be as closely aligned as possible to ensure continuity between the two.

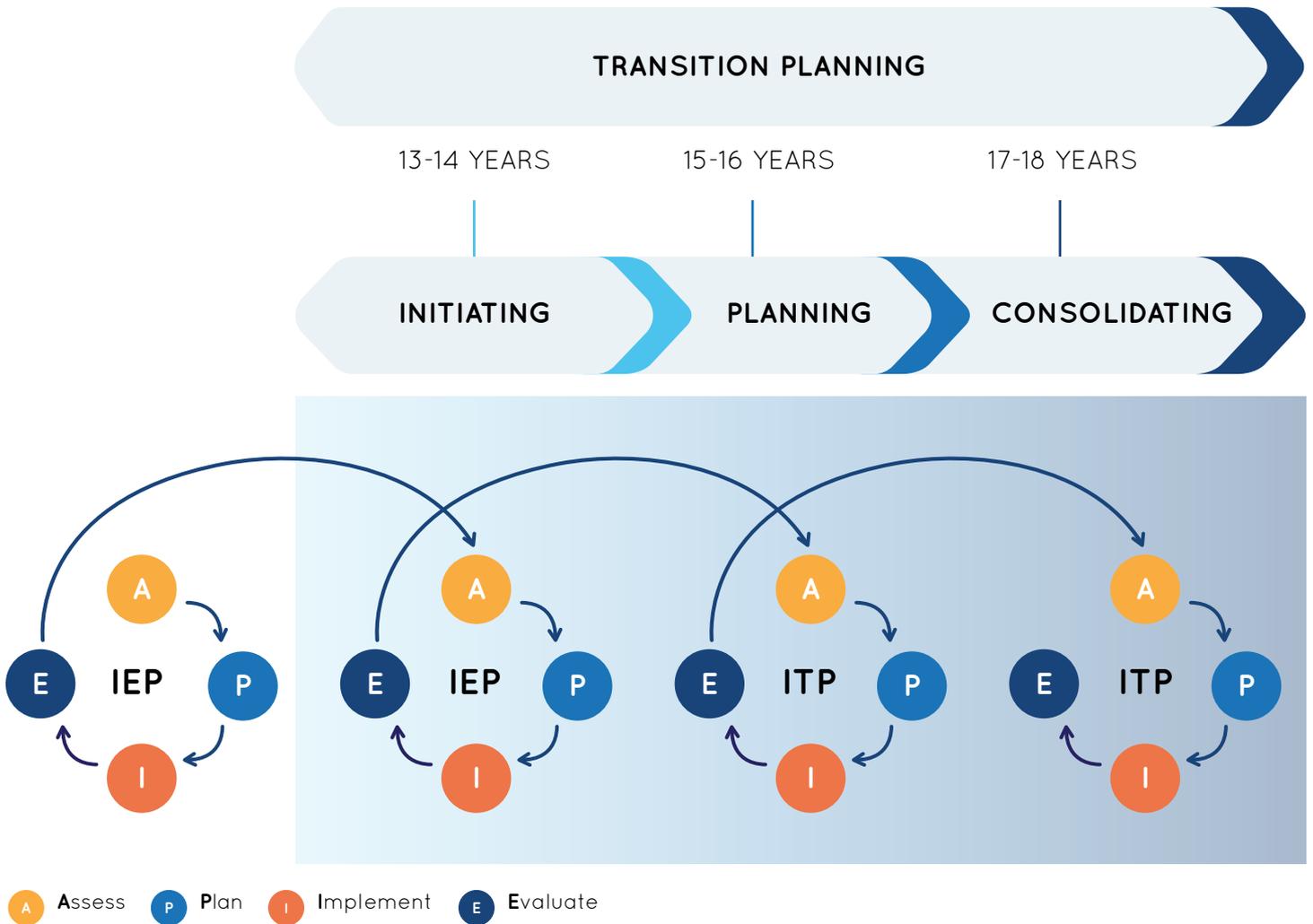
CHAPTER 5

THE ITP PROCESS



5.1 FROM IEP TO ITP

The ITP process should continue seamlessly from the IEP process through the APIE (Continual Assessment of the student, Planning of the ITP, Implementing the ITP, Evaluating the ITP) cycle. Recall from Chapter 5 that the ITP is developed in the Planning Phase of Transition Planning, and that until then the IEP continues to be implemented.



There are three distinct steps that characterise the ITP process:

- Developing and reviewing post-school goals
- Developing and reviewing annual goals, supports and strategies
- Specifying transition activities

5.2 DEVELOPING AND REVIEWING POST-SCHOOL GOALS

Developing the ITP begins with the **post-school goals**. Post-school goals articulate the student's future hopes and dreams in the form of concrete and clear statements of what or how he/she would like to live, learn, and work, one to two years after graduation, in order to be "Active in the Community, Valued in the Society"³.

LIVING	LEARNING	WORKING
<ul style="list-style-type: none">• How would I like to be independent in my home?• What would I like to be able to do in my neighbourhood or the wider community?• How will I be safe?• How will I stay healthy?• What will I like to do for leisure and recreation?• What would I like to do with my friends?	<ul style="list-style-type: none">• What would I like to find out more about?• Are there new skills I would like to acquire?• Are there courses I would like to take up?• Would I like to pursue further education?	<ul style="list-style-type: none">• Would I like to be working?• What type of work would I like to do?• Where would I be working?• Will I be working full-time or part-time?• What kind of supports would I need?

The above questions serve as a guide for eliciting post-school visions and goals, and schools may add more questions that are appropriate for their students' diverse profiles.

³ This is the SPED Vision as articulated in the SPED Curriculum Framework (2012).



Examples of post-school goals are shown below:

UPON GRADUATION,	LIVING	LEARNING	WORKING
Sally will sign up with the People's Association to participate in social activities of her choice.	✓		
Jia Fu will learn to utilise his iPad to communicate his needs and wants to family members and fellow members at a DAC.	✓	✓	
Siti will volunteer at a Home for the Elderly where she can do art activities with the residents.	✓		✓
Wei Liang will enrol in NITEC in Services - Pastry and Baking at ITE to prepare to be an assistant baker.		✓	✓
Rusydi will improve his social and self-care skills by attending training programme(s) organised by his DAC.	✓	✓	
Joe will participate in the School-to-Work (S2W) Transition Programme to improve his work readiness skills to secure a part-time job at the supermarket outlet in his neighbourhood.		✓	✓
Devi will be engaged in contract work in the print and production related projects at the Sheltered Workshop.			✓
Raj will be helping out at his father's office printing and sorting out invoices for clients.			✓

It should be noted that students should not be restricted to one post-school goal per LLW outcome. In addition, as can be seen in the table above, certain post-school goals may reflect more than one aspect of LLW.



Tip: Post-school goals are typically written in the form of:
“Upon graduation, [student] will ...”

5.2.1 PLANNING PERSON-CENTRED POST-SCHOOL GOALS

Developing person-centred post-school goals begins with *envisioning the future* and capturing this vision concretely. Two elements are recommended for planning person-centred post-school goals – (a) deep knowledge about the student, and (b) involving the family in envisioning a future for their child.



Tip: Person-centred planning involves:



- Planning *with* and not *for* the student and family
- Deep listening
- Discovering the student’s interests and gifts, and how he/she wants to live his/her life
- Respecting the student’s individuality and choice



A) KNOWING THE STUDENT

Post-school goals derive from the student’s strengths, interests, preferences and aspirations. Deep knowledge of the student is required based on deliberate gathering of information about the student’s strengths, interests and preferences over time. This can be done through multiple means such as observations and interviews, and from multiple sources including the student and family. Such insights should be systematically documented in the IEP/ITP and handed over to the new staff team as the student progresses across the levels.

In addition, there should be planned and structured opportunities for the student to be exposed to a wide range of experiences and activities, within and beyond the curriculum, to facilitate continual exploration and development of his/her strengths, interests and preferences.



B) FAMILY ENVISIONING

Family support is crucial for successful attainment of post-school goals. Families may however have fears and anxieties that prevent them from believing in and supporting such possibilities, or they have yet to discover their child’s capabilities, or know what is available in the post-school landscape.

Family envisioning is a powerful way for families to be positively involved in planning and supporting their child’s future. It does so by promoting an appreciation of the child’s strengths and talents, interests and preferences, hopes and aspirations; and consideration of new possibilities in their child’s



lives. The desired result is a family vision or a series of vision statements that build on the student's strengths, interests, preferences and aspirations. These can then be translated into concrete post-school goal statements for the student's first ITP.

As this person-centred process requires dedicated time and facilitation, it is recommended to conduct the session separately from the (first) ITP meeting. Family envisioning can take place early but preferably after the family has been engaged on the purposes and processes of Transition Planning by the school. Depending on the profile of the family, more than a single session may be required.

Effective preparation for family envisioning can greatly facilitate the process. Consider the following:

PRE-ENVISIONING PREPARATION



- **Appoint a strong facilitator**

- a good listener with good interpersonal skills
- willing to work creatively with students and families
- can be the class teacher, Transition Planning Coordinator (TPC) or Allied Professional, etc.



- **Engage and brief the family on the process**

- allow the family to bring other members to the envisioning session, e.g. important people in the student's life
- consider the family's dynamics, e.g. challenging home environment



- **Discuss relevant strategies and tools that increase family and student participation**

- consider Person-Centred Planning (PCP) tools⁴ (**Annex H**)
- consider communication strategies and aids for the student, e.g. relevant Augmentative and Alternative Communications (AACs)



- **Develop a personal profile of the student reflecting his/her strengths, interests, preferences and aspirations**

- e.g. One Page Profile or PowerPoint presentation

⁴ PCP Tools are a set of easy-to-use templates that are used to give structure to conversations, and are used in a variety of situations that help to plan, organise, understand and connect. The selection of the method which might work best depends on the individuals and families involved.

A clear structure or agenda greatly facilitates the envisioning session(s). During family envisioning, the focus should be fully on the student and his/her family. Schools may adapt from the following outline:

ENVISIONING MEETING(S) OUTLINE



- Present the student's personal profile, and seek additional comments and observations
 - can use a PowerPoint presentation, pictures, videos, One Page Profile, etc.
 - highlight the student's strengths, interests, preferences and aspirations



- Elicit possibilities and dreams for the future
 - use a range of strategies and tools (**Annex I**)
 - involve the student as much as possible
 - student's challenges should not be the focus or basis for developing the vision



- Craft a family vision that captures the family's hopes for what the student would achieve or do after graduation
 - can be in the form of a written paragraph, a number of vision statements, a visual representation, or actual post-school goals

5.2.2 CRAFTING POST-SCHOOL GOALS

The post-school goals can be crafted as part of the family envisioning process, or the ITP team can assist to craft them after the session, checking back with the families for verification and further input. Please see **Annex G** on how post-school goals can be reflected in the ITP. For some students, their strengths, interests and preferences will change over time due to life events and new experiences. It is therefore important for post-school goals to be revisited and updated as the students mature, and their interests and preferences change. In some cases, it may be necessary to revisit and recraft the family vision.



Tip: Define a process and timeline for reviewing post-school goals, taking into account changes in the student's strengths, interests, preferences and aspirations.

⁵ Depending on the goals of the student at various stages of the Transition Planning process, different individuals may become members of the ITP team, including teachers, Allied Professionals (APs), vocational staff, Social Workers, external service providers and Transition Planning Coordinator (TPC).



5.3 DEVELOPING AND REVIEWING ANNUAL GOALS, SUPPORTS AND STRATEGIES

While post-school goals answer the question of ‘Where do I want to go?’, annual goals address the question of “How do I get there?”.



Annual goals are short-term goals that are set and reviewed on a yearly basis to help the student progress toward his/her long-term post-school goals. Annual goals are SMART goals, akin to IEP goals.

The 7 steps for developing IEP goals, supports and strategies, described in Chapter 4, apply similarly to developing annual goals in the ITP, with exception that key reference and alignment must be made to the student’s post-school goals throughout the ITP process.

	IEP	ITP
Step 1: Discuss the student	Similar, with key reference to student's post-school goals (Refer to Chapter 3: The IEP Process, Pg 20)	
Step 2: Select priority area(s) for the year	Similar, with key reference and alignment to the student's post-school goals (Refer to Chapter 3: The IEP Process, Pg 20)	
Step 3: Summarise PLOP for each priority area	Same (Refer to Chapter 3: The IEP Process, Pg 22)	
Step 4: Determine IEP goal(s)/ Annual goal(s) for each priority area	Same (Refer to Chapter 3: The IEP Process, Pg 24)	
Step 5: Choose appropriate strategies and supports for each IEP/annual goal	Similar, with possible involvement of vocational staff, e.g. Job Coach (Refer to Chapter 3: The IEP Process, Pg 25)	
Step 6: Agree on the data to monitor student's progress	Same (Refer to Chapter 3: The IEP Process, Pg 25)	
Step 7: Agree on review date	Same (Refer to Chapter 3: The IEP Process, Pg 26)	

Please see **Annex G** for worked examples of annual goals, supports and strategies.

5.4 SPECIFYING TRANSITION ACTIVITIES

There may be activities that are needed to support the student toward his/her post-school goals that fall outside of the annual goals (e.g. researching on particular services, courses or programmes, arranging a visit or a work experience, linking families up or making applications, deputyship, etc). These can greatly facilitate successful transition outcomes and should be specified in the ITP for necessary action. (**Annex G**)



CHAPTER 6

COLLABORATION



6 A COLLABORATIVE APPROACH TO INDIVIDUAL PLANNING

When planning for the individual student, it is important to engage and collaborate with relevant stakeholders. **A successful collaboration has the potential to create positive change in the way teachers and families support the students and the way students learn.** Successful collaboration is a partnership that involves mutual respect, a commitment to the process of problem solving and decision-making focused on the student.

6.1 BUILDING T.R.U.S.T FOR A SUCCESSFUL COLLABORATION

These 5 guiding principles, T.R.U.S.T¹, are important to create and sustain purposeful collaborations within the school and with families.



TRUST ONE ANOTHER

Trust is the foundation in building a successful and effective collaboration between schools and families. This can be cultivated by having a shared understanding of various roles and the obligations that come with these roles. Trust can be built by being open and honest and doing what you say you will do.



UNDERSTAND EACH OTHER'S VIEWS

Be open to colleagues' and families' feedback. Acknowledge that everyone wants to do what they feel is best for the student/their child. Be self-aware of personal biases and beliefs. Be sensitive to colleagues'/families' situations, and focus on colleagues'/families' resources rather than deficits. Exercise judgment and sensitivity and be open to adapt to each situation differently.



REACH OUT AND COMMUNICATE WITH RESPECT

Be proactive and initiate contact with school staff and families. Treat each colleague/family as a valued member in the collaboration. This act of reaching out builds trust and goodwill for the collaboration.



SUSTAIN THE PARTNERSHIP

Building successful and effective partnerships take time and effort. Set-up structures to ensure regular communication with one another. Besides the IEP/ITP meetings, teachers should also find other opportunities to engage families.



TEAM UP

Both families and teachers have roles to play in the learning and development of a student. The student should be at the heart of all that we do.

¹ Adapted from MOE's Parent Engagement Guide – Enhancing engagement for school leaders and educators.



6.2 STAKEHOLDERS INVOLVED IN INDIVIDUAL PLANNING

The individual plan needs to be developed collaboratively, both by those who know the student best and by those who will be working directly with the student. Each stakeholder brings important information to the meeting. They will share information and add to the team’s understanding of the student, discuss and work collaboratively to make an informed decision on the IEP/ITP. While differing views and opinions could arise, these should be welcomed as insights and duly discussed.

The number of stakeholders involved in the individual planning meeting may depend on the complexity of the student’s and his/her family’s needs. In most meetings, the main stakeholders involved are the student’s teachers, Allied Professionals, other school staff and his/her family. In some complex cases, the school leaders and/or external agencies might be involved. Striking a right balance between the size of a team and obtaining comprehensive views is important. School staff involved in the meeting should know the student well and/or be able to make the plan work.

Consideration should be given to include the student in all or part of the meetings whenever possible, especially as he/she grows older. The nature and extent of the student’s involvement in the individual planning process may vary. The student may be invited to sit in and listen to the conversation and/or share his/her views. Adults should ensure the student understand the purpose of the individual plan and prepare the student to participate in the individual planning meetings. Participating in their individual planning gives the student a strong voice in his/her own education.

6.3 CLEAR ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

It is important that stakeholders are clear of their roles and responsibilities in the individual planning process. The roles and responsibilities of various stakeholders in the individual planning process are outlined below. The list may be adapted as responsibilities and tasks may not all be required in each situation.

SCHOOL LEADER

- Aligns the school’s individual planning process to the “Desired States of Individual Planning”
- Creates a collaborative IEP/ITP culture in the school
- Provides guidance in IEP/ITP meetings for more complex cases
- Ensures regular systemic review of the school’s IEP/ITP process

TEACHER

- Shares knowledge of the student's preferences, interests, strengths and needs.
 - Provides diagnostic assessment, as appropriate, to determine the student's learning strengths and needs
 - Shares professional knowledge on how the IEP/ITP can be developed to help the student attain the goals
 - Plans teaching lessons/learning experiences to help the student to achieve the goals in the IEP/ITP
 - Ensures the student's family is consulted in the development of the IEP/ITP
 - Maintains regular, open communication with the student's families on his/her progress on the IEP/ITP
 - Empowers the family and other staff to be able to carry out the IEP/ITP
 - Ensures a copy of the IEP/ITP is provided to the family
-

TEACHER AIDE

- Helps the student with learning activities under the direction and supervision of the teacher
 - Helps with collecting data to track the student's progress on goals in IEP/ITP
 - Provides regular updates to the teacher on the student's progress
-

ALLIED PROFESSIONAL

- Provides diagnostic assessment, as appropriate, to determine the student's learning strengths and needs and to shape the goals
- Shares professional knowledge on how the IEP/ITP can be developed to help the student attain the goals (e.g. share strategies to support student's sensory, communication, physical needs)
- Plans intervention strategies to help the student achieve the goals in IEP/ITP
- Provides regular updates to the teacher on the student's progress
- Empowers families and other staff to be able to carry out the IEP/ITP



FAMILY

(e.g. Parents, main caregivers and other relevant family member)

- Share knowledge of their child's preferences, interests, strengths and needs
- Share areas which should be prioritised for their child and suggestions on enhancing the education for their child
- Reinforce and extend the educational efforts of the teacher by providing opportunities for their child to practise and maintain skills in the home and community settings
- Monitor and provide feedback on the transfer of skills from school to the home and community settings
- Maintain regular, open communication with the school

STUDENT

- Be aware of and share one's own aspirations, preferences, interests, strengths and needs
- Supports the team in identifying priority areas
- Self-monitors progress on goals in IEP/ITP

OTHER SCHOOL STAFF

(e.g. Vocational staff)

- Helps to determine the student's learning strengths and needs
- Shares professional knowledge on how the IEP/ITP can be developed to help the student attain the goals
- Be a resource for and support to the student's family
- Tracks and reports the student's progress towards relevant goals

EXTERNAL AGENCY²

(e.g. Medical professionals, REACH³ Team, Family Service Centres, EIPIC⁴ Centres, private therapists and other relevant agencies)

- Provide information and advice on relevant services and supports
- Support the development and implementation of post-school pathways and options
- Facilitate referral of the student to post-school services
- Serve as a point of contact for receiving the student upon graduation

² External agency are professional(s) from an organisation outside the school.

³ REACH stands for Response, Early Intervention, and Assessment in Community mental Health.

⁴ EIPIC stands for Early Intervention Programme for Infants & Children.

⁵ There are currently Transition Planning Coordinators in all SPED schools serving secondary-aged students.

TRANSITION PLANNING COORDINATOR⁵

- Plans, schedules and facilitates Transition Planning meetings
- Coordinates the development and implementation of the student's Individual Transition Plan (ITP)
- Ensures that all stakeholders are given an opportunity to provide inputs
- Ensures that the student's and his/her family's needs and goals are articulated, and understood
- Ensures that all relevant parties receive a copy of the student's ITP at the end of the meeting
- Liaises with relevant service providers
- Ensures that all ITP team members are clear on their follow up actions and that appropriate follow-up actions are undertaken by various personnel in a timely manner

TRANSLATOR (IF NEEDED)

(Can be a staff from the school who speaks the language and can communicate in a professional manner)

As the IEP/ITP teams consist of members of different backgrounds, good and clear communication of information is vital to ensure that the learning and development of the student is well-planned and implemented. In cases where the family does not share a common language of communication with the team, a translator should be invited to translate the conversation.



TIP: Strategies to ensure successful collaboration in the IEP/ITP

- Assign a person-in-charge within each collaborative individual planning team to organise the team, facilitate the meetings and ensure that the plan is being carried out as planned. *The person-in-charge should preferably be competent in facilitating a meeting, managing conflicts, etc.*
- Structure regular protected time for teachers and allied professionals to meet and discuss/update on IEP/ITP
- Ensure school staff involved in IEP/ITP have the necessary knowledge and skills to contribute
- Ensure all views are heard; all stakeholders should value each other as area experts with good knowledge to share about the student
- Explain technical data in simple terms to ensure the information is understood by all members



6.4 COLLABORATING WITH FAMILIES

Families are teaching partners – they play a vital role in the development and education of their children. Greater family support contributes to better educational outcomes for the students. Families' attitudes towards school is likely to shape their commitment with school programmes, including the individual planning process. It is thus important to nurture a culture of communication and engagement with families as early as possible.

Here are some ways teachers could do so:

- Ensure that the initial contact with families is positive. This includes contacting families early in the school year to introduce yourself and invite families to participate.
- Establish credibility as educator of the families' child. This means conveying to families that you know and understand their child's disability, have positive attitudes towards and expectations of their child, and recognise the strengths (not just the weaknesses) of the child.
- Be respectful of families' decisions and view families as equal partners. This includes listening actively as families share their views, involving them in decision-making and incorporating their ideas.

Ways to Involve Families in the 7-Step Individual Planning Process

Involving families throughout the individual planning process promotes shared responsibility and commitment to carry out the individual plan as planned. The school should support families to be actively involved in every step of the 7-step Individual Planning Process.

See **Annex J** for tips on facilitating an effective individual planning meeting.

STEP

1

Discuss the student

Schools can guide families to reflect on their child's preferences, interests, strengths and needs, what they hope for the child to be able to do in the future and/or how the IEP/ITP will benefit their child.

STEP

2

Select priority area(s) for the year

Schools can ask families to rank their priority areas and explain why these areas were selected. When developing ITPs, schools can also ask families to consider the post-school goals.

STEP

3

Summarise PLOP for each priority area

Schools can understand from families how the child's special needs have affected his/her involvement and/or progress in everyday settings.

STEP

4

Determine IEP goal(s)/ annual goal(s) for each priority area

Schools can work with families to identify the behaviours that they would like to see so that they know the child has succeeded in achieving the goal(s).

STEP

5

Choose appropriate strategies and support for each IEP goal/ annual goal

Schools can work with families to adapt the identified strategies at home so that families can continue the strategies at home. Schools can send letters to share how families can continue the strategies at home (See **Annex K** for a sample letter).

STEP

6

Agree on the data to monitor student's progress

Schools can seek families' support in collecting data to monitor the student's progress. Data can be collected via data collection forms or ICT can be leveraged too.

STEP

7

Agree on review date

The IEP/ITP should be reviewed with families to review the interventions implemented and student's progress.



6.5 FURTHER STRATEGIES ON WORKING WITH FAMILIES

Families are diverse and may be at different levels of readiness to participate in the individual planning process. In instances of difficulty in engaging families, it is important for staff to work collaboratively and extend supports to families e.g. involving the social worker to understand and follow-up on the families' situation or the previous teacher who shared a good relationship with the family, etc.

1. GETTING FAMILIES WHO FREQUENTLY MISS MEETINGS TO TURN UP



***I am not able to attend the IEP Meeting.
Can you just email me the IEP?***

Help families understand the importance of their presence. Share specific ways on how their inputs can shape the education for their children.

Leverage on ICT (e.g. Virtual conferencing platforms) or make home visits to facilitate the IEP meeting.



MORE TIPS AND CONSIDERATIONS

- What are those times that these families have turned up? What factors had helped them to turn up?
- Seek to understand the needs of families. For example, you might say “It’s been hard for you to attend the IEP meetings, and I know you must have a lot going on. I’m wondering if you have some concerns that haven’t been addressed yet?”

2. SETTING ATTAINABLE GOALS WITH FAMILIES WHO MIGHT BE IN DENIAL



***I think my child can do much more than what you just said...
I want him to start vocational training.***

Avoid confronting the families and pressuring them to acknowledge the truth. Instead, give time and acknowledge their hopes for the child and ask the following questions to guide the discussion:

- What would be the next logical step to attain that goal?
- What are the skills needed?

Share with families how basic skills are also necessary to eventually attain the aspired goal.



MORE TIPS AND CONSIDERATIONS

- Genuinely inquire about the reasons behind families' views instead of dismissing them as unrealistic expectations or that they are in denial. You might need to correct mistaken ideas and/or provide data-based information.
- It might be helpful to have a family member restate the observed behaviours in his/her own words to the other member who is in denial.

3. EMPOWERING FAMILIES TO BETTER SUPPORT THE CHILD AT HOME



There is nothing I can do. I don't know how to carry out the suggested strategies at home.

Teachers can share the supports that the student receives at school that work, that families understand and feel capable of implementing, and that the student can use at home more-or-less independently.

Teachers can show how the strategies are used in class via video demonstrations or invite families to the classroom for an observation.

Encourage families to take small steps in implementing the strategies.



MORE TIPS AND CONSIDERATIONS

- Some families may not know how to begin to help their child, and they may feel overwhelmed.
- Families could be tired from a lack of home support or they could be afraid of the challenging behaviour of their child and hence not willing/not confident to carry out the strategies.
- Consider referring families who are struggling to suitable services for further support



4. WORKING WITH FAMILIES WHO ARE UNHAPPY WITH THE SCHOOL



The school and you are not doing enough for my child.

Take time to find out what the problem is. Get detailed information (e.g. families to provide examples) to identify specific problems and targeted solutions to address the underlying issues of the families.

Emphasise that you are working together for the interest of the child.



MORE TIPS AND CONSIDERATIONS

- Keep your emotions in check and try not to take families' complaints personally. This will enable you to think rationally on how to solve the problem.
- Get families to share what might be possible solutions for the problems e.g. "What do you suggest we could do?" If families do offer solutions, be respectful and consider them seriously.

CHAPTER 7

SYSTEMIC REVIEW OF SCHOOL IEP AND ITP PROCESS



7 SYSTEMIC REVIEW OF SCHOOL INDIVIDUAL PLANNING PROCESS

It is important to regularly monitor and systematically review the school's IEP and/or ITP processes to ensure that it remains robust and effective and aligned to the desired states of individual planning. Here are some pointers to consider:

Establish clear school individual planning guidelines

The school's individual planning guidelines states clearly the school's approach to how the IEP/ITP should be collaboratively planned (includes school-specific timelines, platforms, etc), communicated with the staff, families and students, and how it aligns with teaching and learning.

Forming the Review Team

Choosing the team members

Identify who will be leading the review and/or be part of the review team. Members in the team should have been involved in the IEP/ITP process. It will be helpful to include both educators and allied professionals in the review team.

Clear purpose for the review team

All members in the review team should know the purpose of the review e.g. having terms of reference for the team can be helpful. Schedule meeting dates in advance so that members can organise their time. Ensure every member is also clear of the desired states of individual planning.

Understand the school's current IEP/ITP processes and the ground's needs well

Everyone in the team has a good common understanding of the school's current IEP/ITP processes

The team should be clear of the school's current IEP/ITP system 'as is'. This includes the steps, communication processes, roles of staff, timelines, etc. A visual representation can be helpful for the team. Analyse data on performance indicators, if any. Find out why a particular step was taken and if there were any exceptions to the rule.

Gather feedback from stakeholders

It is important to gather feedback from staff, families and/or any relevant stakeholders in the IEP/ITP process to understand their experiences in the IEP/ITP process and/or seek ideas on how processes can be improved. This could be done in a series of meetings, surveys, etc.

Identify key areas to work on

Analyse and summarise monitoring data of the IEP/ITP system, if any. Check the school's current IEP/ITP system against the school's guidelines and the desired states of individual planning. Identify areas that the school has done well and those that could be improved. Agree on a few key areas to work on. Based on the key areas identified, set measurable objectives.



TIPS: Individual Planning - School Improvement Tool

This rating tool is designed for school to review and improve existing school processes and practices in relation to the desired states of individual planning. Schools could use the IEP/ITP Improvement Tool to reflect on current IEP/ITP practices to identify the gaps between the current and envisioned states, and think about how to close these gaps through an action plan.

Refer to **Annex L** for the Individual Planning - School Improvement Tool

Develop an action plan

Determine what structures and processes should be put in place to support the improvement. Plan how to engage staff to get their buy-in on the changes, and provide necessary support to staff to help them effect the change. For example:

FACTORS	EXAMPLE
 <p>STRUCTURE</p>	<p>What arrangements or systems are needed to support the improvement?</p> <ul style="list-style-type: none"> • Provide protected time for IEP/ITP discussions • Develop a common portal to share information efficiently
 <p>PROCESS</p>	<p>What steps should be introduced or improved?</p> <ul style="list-style-type: none"> • Involve families in the data collection using simple online data tracking forms • Develop a process to regularly monitor and review students' progress on the goals in IEP/ITP
 <p>PEOPLE</p>	<p>How can stakeholders be engaged and supported to implement the plan?</p> <ul style="list-style-type: none"> • Provide opportunities for staff to attend facilitation courses to build their capacity in conducting IEP/ITP meetings • Pair mentors with beginning teachers to provide feedback on IEP/ITP meetings and goals



Establish a monitoring system to track progress of improved IEP/ITP system

Identify performance indicators to measure the efficacy of the improved IEP/ITP system in achieving the desired states of individual planning. Decide what and how often data will be collected. Data can be qualitative and quantitative. Collect data on the indicators routinely. Below are examples of guiding questions and possible indicators (non-exhaustive).

DESIRED STATE OF IEP/ITP IMPLEMENTATION	SOME GUIDING QUESTIONS TO CONSIDER	EXAMPLES OF POSSIBLE INDICATORS
<p>Every SPED student has an IEP and when they are older, an ITP that caters to his/her unique strengths and needs so that he/she may succeed in school and in life.</p>	<ul style="list-style-type: none">• Does every student have an IEP/ITP?• Are the family's aspirations and student's preferences, interests, strengths, and needs fully considered when developing the IEP/ITP?• Are a manageable number of goals in the IEP/ITP that are most impactful prioritised for the student?	<ul style="list-style-type: none">• Number of students with IEP/ITP• Number of IEPs/ITPs with goals that address the PLOP• Number of IEPs/ITPs with strategies that cater to the students' preferences, interests, strengths and needs
<p>The family's aspirations, and the students' strengths, interests, preferences, needs are fully considered when developing the IEP/ITP.</p>	<ul style="list-style-type: none">• Do the chosen strategies reference the student's preferences, interests, strengths, and needs to support the student's attainment of the goals in the IEP/ITP?• (For ITP) Are there post-school goals developed for every senior level/secondary aged student?	<ul style="list-style-type: none">• Number of families who feel that the IEP/ITP meeting considered their views• Number of families attending envisioning meetings• Number of staff who have attended facilitation trainings

A manageable number of goals in the IEP/ITP that are most impactful are prioritised for the student for the year.

- Number of IEPs/ITPs with manageable number of goals

Families are empowered to be valued contributors in the development and implementation of the IEP/ITP. Families participate in strategies to support, teach, and monitor their child's progress at home and in the community, and provide feedback on the IEP/ITP.

- Are families involved in the IEP/ITP process?
- Does the school equip families with strategies to support, teach and monitor the child's progress?
- Is there regular communication with families with regard to the child's IEP/ITP?
- Number of families attending the IEP/ITP meetings
- Number of families who feel that the strategies shared by the school helped them to support their child

All staff supporting the student's education (including external agencies when necessary) **work collaboratively** towards a common purpose and ensuring IEP/ITP strategies and supports for the student are well-coordinated.

- Does your school have a clear IEP/ITP process that is clearly communicated to all staff and other stakeholders?
- Do staff and stakeholders collaborate effectively in the IEP/ITP process?
- Are the staff implementing the IEP/ITP as agreed?
- Number of staff who are clear of their roles in the IEP/ITP process
- Number of staff who feel supported in the implementation of IEP/ITP



Student's progress on his/her goals in the IEP/ITP are **systematically monitored and reviewed** to ensure that the individual plan remains relevant.

- Is it clear in the IEP/ITP how the goals will be monitored and reviewed?
- Does the school have an established IEP/ITP monitoring and review process to ensure effective data-based decision making?
- Number of IEPs/ITPs with clear measures of progress, key persons responsible and timelines stated
- Number of IEPs/ITPs reviewed annually
- Number of staff who are clear on how IEP/ITP will be monitored

Be committed to review the school's IEP and/or ITP processes

A review of the school's IEP/ITP processes should be conducted periodically e.g. once every few years. Following the review, the school's IEP/ITP guidelines should also be updated, as necessary.

FREQUENTLY ASKED QUESTIONS

1 Should the IEP/ITP be focused on the needs of the student?

Besides considering the needs of the students, schools should also draw on the family's and student's aspirations, strengths, interests, preferences, when developing and reviewing goals, strategies and support.

Goals in the IEP and ITP should be based as much on the student's preferences, interests, strengths, and, as well as his/her needs. A student's strengths may also be used to set goals to address a particular area of need.

2 How many goals should we develop for every student?

The number of goals to be developed depends on the students' strengths and needs. School should ultimately choose a manageable number of priority areas and goals that are set high but attainable within a year.

3 The IEP/ITP cycle can be described by 4 phases: Assess, Plan, Implement and Evaluate. Must the Assess phase begin in Term 1 of the school year?

No, the Assess phase does not need to begin in Term 1. In fact, assessment data should be collected throughout the year. Consolidation and analysis of the data can then be done at a suitable time, e.g. Term 4 or Term 1 of the following year.

4 My classes are banded according to student abilities, and our school curriculum is customised to suit them. Does this mean that I do not need to include academic goals in the IEP/ITP?

First, you need to consider what are the priority areas for the student. If an academic goal required to address the priority area for the student, include it!

You may also need to consider if there are any specific accommodations or modifications that the student needs. The school and family are committed to work together to ensure that the child attains the goal in that year.

5 Are learning objectives in the curriculum the same as IEP goals or annual goals in ITP?

No, they are not the same. Learning objectives in the curriculum are derived from learning domain syllabus to attain the Living, Learning and Working Outcomes of the SPED curriculum. They offer breadth and a holistic learning experience for the students in the school. While they are customised to suit the profile of students in the school, they do not cater to the individual student.

On the other hand, the IEP goals/annual goals in ITP identified for the particular student takes into account the student's preferences, interests, strengths and needs as well as families' views. The identified goals are priorities that stakeholders commit to teaching and monitoring intensively. The IEP/ITP does not describe every aspect of the student's programme. Education based on only goals in IEP/ITP would be unnecessarily narrow for the student.

6 Can a learning objective be an IEP goal/annual goal in ITP?

Yes, a learning objective can be reworded as an IEP goal (with condition, behaviour, and criteria) or annual goal in ITP if it is identified as a priority for the student. However, IEP goals or annual goals in ITP should not be limited to only learning objectives in the curriculum. It is important to discuss the student and identify priority areas and goals with families, as spelled out in the 7-step IEP/ITP planning process.

7 Do we have to involve families in all steps of the 7-step individual planning process?

Yes, it is critical to collaborate with families at all steps of the individual planning process given their understanding of the child. Involving families in the discussion early allows better tailoring of strategies and data tracking to suit students and families. This is also a platform to empower families to carry out strategies and progress monitoring for the IEP/ITP at home. There is no need to finalise the writing in one sitting; the team can write and tidy the goals, strategies etc after discussion with families.

8 During the Initiating Phase of Transition Planning, do we continue to implement the IEP?

Yes. Until the ITP is introduced, the IEP should continue to be implemented. During the Initiating Phase of Transition Planning, as teachers induct families into futures planning, their views, aspirations as well as concerns should be documented in the IEP. This information will be vital in supporting the development of post-school goals for the ITP.

9 What is the difference between the ITP and IEP?

The ITP is a continuation of the IEP with a focus on planning for post-school Living Learning and Working. As such, it shares many of the components of the IEP, with added components for post-school planning (e.g. post-school goals).

10 Does every student need to have post-school goals for Living, Learning and Working?

It is important to consider possibilities in Living, Learning and Working when developing the student's vision and post-school goals. While there should be goals corresponding to the LLW outcomes as far as possible, a student should not be restricted to just having 1 goal per LLW domain.

11 Does the 7-steps process in IEP apply to development of the ITP?

Yes, specifically for the annual goals, supports and strategies in the ITP. It should be reminded that key reference and alignment should be made to the student's post-school goals (determined through an envisioning process), when determining priority areas for the annual goals.



ANNEXES



ANNEX A SAMPLE INDIVIDUAL EDUCATION PLAN



NAME

John Sim Jun Le

DATE OF BIRTH

9 Aug 2012

AGE

8 years old

CLASS

Class 2 Resilience

MY ASPIRATIONS, PREFERENCES, INTERESTS, STRENGTHS

- Visual learner
- Enjoys drawing train tracks
- Can rote count to 20
- Funny
- Loves to be with people
- Loves listening to pop songs
- Say Yes and No to indicate preferences

FAMILY'S ASPIRATIONS

- We hope for John to be able to communicate his needs and thoughts effectively and be able to enjoy family outings in the next 1-2 years.

WHAT WORKS FOR ME

- Praise for my achievements
- Positive reinforcements
- Incorporating my favourite songs
- Schedules and routines
- Being given wait time to respond
- Encouragement to use my Augmentative and alternative communication (AAC) device

WHAT DOESN'T WORK

- Being rushed
- Sudden change in activity

WHAT I'M WORKING ON

- Using my AAC device to make requests and express my thoughts
- Using the toilet independently
- Being comfortable in new, unfamiliar places



IEP Team members (including family):

NAME	RELATION TO CHILD
Mr Ganesh Damodaran	Form teacher
Ms Lydia Low	Speech Language Therapist
Mr Sim	Father
Mrs Sim	Mother

Date(s) of IEP meetings: 2 Feb 2020

Next review date: 29 May 2020

Part 1:**Family's Views:**

(This section allows you to capture information from the family that may not otherwise be captured in the IEP document. Information may include family circumstances shared at the meeting, opinions about the priority areas, etc)

- Mrs Sim is a homemaker and stays home to care for John and his 2yo brother; Mr Sim works the nightshift on weekdays and had to sleep in the day.
- She is struggling to care for him at home because he is unable to communicate his needs, and she often had to guess why he was throwing a tantrum.
- Family tried to toilet train him last year, but shared that efforts were inconsistent because Mrs Sim had to attend to the younger sibling. They eventually stopped because they did not think that the strategy was working. Family acknowledged that he was getting older and should not continue to be on diapers and would like to seek school's advice on how to help him.

Child's Views (where applicable):

(This section allows you to capture information from the child that may not otherwise be captured in the IEP document. Info may include choice of priority areas, preferred outcomes, choice of strategies and support, preferred reinforcers, etc)

- Observations showed that John's preferred reinforcers are drawing trains and listening to pop songs on YouTube

Part 2:
Priority Area

Communication/Assistive Technology

Present Level of Performance (PLOP)

John usually makes his requests known by holding a person's hand and directing them. He is also able to say "Yes" and "No" to indicate his preferences when asked. He does not use other words to express his thoughts.

Because of his limited communication skills, he gets frustrated easily (i.e. bite his hand) when he cannot communicate his needs and if others are unable to guess his needs and ask the right questions. Proloquo2Go was introduced late last year. Observations (8-11 Jan) showed that he only used his AAC for 20% of his communication while still mostly drags the teachers' hands (60% of the time) to communicate.

IEP Goal	Strategies and Supports	Key Person Responsible	Measures of Progress
<p>John will use his Proloquo2Go to make requests when communicating with adults for 90% of opportunities over 5 consecutive days, by the end of Term 3.</p>	<p>For John</p> <ul style="list-style-type: none"> • Model the use of Proloquo2Go whenever they communicate to him, by pointing to the key words. • Intentionally create opportunities both in school and at home that will require John to use Proloquo2go to make requests. • Provide immediate reinforcement (praise + his request) whenever he uses Proloquo2go to make requests. 	<p>Mr Ganesh Teacher Aide Parents</p> <p>Mr Ganesh Parents</p> <p>Mr Ganesh Parents</p>	<p>Teacher and parents will record daily:</p> <ul style="list-style-type: none"> • Number of communication opportunities (A) • Number of times John uses his communication board (B) • Number of times John engages in hand-biting <p>Calculate frequency by dividing (B)/(A) x 100%</p>
	<p>For family</p> <ul style="list-style-type: none"> • A teleconference session to teach parents how to model communication using Proloquo2Go at home. 	<p>Ms Low</p>	<p>Mr Ganesh will evaluate the data at the end of each month.</p>

Please note that this is a sample of part of the IEP with only one of the priority goals written.



ANNEX B IEP PROCESS FOR FAMILIES (FOR SCHOOL'S USE)

Here is a sample letter to families that schools could adapt for use. The purpose of this letter is to explain to families how they can play a part in the IEP process. When families have an understanding of the IEP Process and are involved in every step of the IEP process, students are more likely to have the supports they need to work toward and achieve their goals.

This can be shared during the initial IEP meetings or during Parents' Orientation of newly enrolled students.

IEP 101 for Families

What is an Individual Education Plan (IEP) and why is it important for your child?

The IEP is a living document for collaborative planning by the school, families, the student with SEN, and other stakeholders, for your child to be successful in and beyond school.

It prioritises personalised goals for the child, and states the strategies and supports needed to attain the goals, including measures for monitoring your child's progress.

Who is in the IEP Team?

Your child's IEP team consists of stakeholders in your child's education. Besides families, teachers, teacher aides, allied professionals or other relevant school staff could be part of the team. Each stakeholder brings important information to the IEP. That includes you!

How can you be involved in the IEP?

- **Information about your child**

Share with the IEP team your aspirations for the child and the child's aspirations, preferences, interests, strengths and needs. You can provide samples/work samples/artifacts to support your observations or concerns.

- **Priority areas and IEP Goals**

Think about what the key areas you will like to prioritise are. It could be based on your observations of your child at home. For example, your child is still not able to do toileting on his/her own, you might want to state this as one of the priority areas.

When writing the IEP goal, you can provide your input to help define and refine the goals so that they are realistic but still ambitious.

- **Help the team assess your child's skills**

Sharing how your child behaves and performs at home is valuable to help the IEP team understand your child's Present Level of Performance (PLOP). The observations will also help the IEP team understand your child's progress.

You can help the team know how best to support your child.



FAMILIES MATTER DURING IEP PLANNING

- Your participation matters at every point in the IEP process.
- You have knowledge and understanding of your child that is valuable to the IEP team.

Here are some quick tips to prepare you for the IEP Meetings so that you can get ready early, actively participate and stay informed throughout the year!

Before the IEP meeting

Respond! Read and respond to IEP meeting invitations from the school as soon as possible.

Organise! If this is your first meeting, prepare and bring along relevant documents e.g. past IEPs and progress reports, etc. You can check in with the teacher if there are useful documents you could bring along. For subsequent meetings, if applicable, bring along any data collection sheets you used to collect data on your child's progress.

Reflect! To help identify goals for your child to work on in the IEP, start thinking about:

- In what ways have my child improved so far? What worked well for him/her?
- What needs more work? What are my concerns?
- What would my child like to work on? (ask your child for his/her views too!)
- What do I see as my child's strengths? How can I support and encourage my child?

At the IEP meeting

Participate! Share your ideas and opinions throughout the meeting. Be open to suggestions. If you have differing views, please share them with us. If there is something that is not clear, ask questions before moving forward. Ensure that you are clear about:

- How the priority goals can make an impact on your child's progress in school and the community
- What you can do at home to help your child progress and achieve his/her priority goals (e.g. What evidence-based strategy can I use at home?). If you are not confident/unsure about the strategy, ask the school to guide you.
- How your child's progress will be measured (e.g. What kind of data are we collecting? Who will be collecting the data?)
- The next meeting date to review your child's IEP
- Who you should contact for clarifications or feedback on your child's IEP

After the IEP meeting

Follow-up! Carry out the strategies and progress monitoring as planned. Monitor your child's progress to ensure that your child is making adequate progress. Communicate with the school regularly. Share successes and address any issues as they arise.



ANNEX C UNDERSTANDING THE STUDENT (FOR SCHOOL'S USE)

Using focused open-ended questions can help families reflect on the strengths and needs of their child, what they hope for the school to work on, what they hope the child will be able to achieve, and how they hope the IEP will benefit their child. The information will be useful for the IEP team to consider when identifying priority areas and developing a meaningful IEP for the student. A form such as this may be given to families to complete independently prior to the IEP discussion or be used as a recording tool to scribe the families' input during the discussion, structured interview, etc.

NAME OF STUDENT

DATE

NAME OF FAMILY MEMBER(S)

My child's strengths and interests are:

-
-
-

My child's needs are:

-
-
-

I hope for my child to be able to achieve these within the next few years (e.g. 1-2 years):

-
-
-

For this year's IEP, I hope the school will focus on/help my child to:

-
-
-

ANNEX D SPECIFIC AND MEASURABLE BEHAVIOURS

When teachers craft goals in IEP/ITP, the behaviour to be observed should be specific and measurable so that accurate data can be collected.

Some helpful tips to ensure behaviours are specific and measurable are:

- Determine if you can quantify the behaviour. This means you should be able to count the number of times the behaviour occurs in a stated period (e.g. 5 times in a 1-hour period), or count the number of minutes it takes for the student to perform the behaviour (e.g. Jay spent a total of 20 minutes on the trampoline today), etc.
- Determine if the written goal will pass “The Stranger Test”. The Stranger Test refers to goals which have been written with enough description so that a person unfamiliar with the student knows exactly what to measure with no misconception.

Here are a few examples and non-examples of specific and measurable action verbs.

ACTION VERBS	
EXAMPLE	NON-EXAMPLE
To cover with a card	To distinguish
To mark	To conclude
To remove	To develop
To draw	To concentrate
To lever press	To be aware
To put on	To be curious
To number	To feel
To place	To apply
To read orally	To wonder
To say	To analyse
To tell what	To solve
To label	To create
To point to	To learn
To walk	To discover
To fill in	To know
To twist	To like
To hold	To understand
To push	
To wipe	
To circle	



ANNEX E IEP/ITP GOALS MATRIX (FOR TEACHERS' USE)

This is an example of a goals matrix developed for a class. This can be used by the teacher to plan for the goals in IEP/ITP for the students in the class. This also helps to communicate to other staff supporting the students e.g. teacher aides, allied professionals, etc on the goals to work on during that particular period. There are many types of goal matrices available – for individual student or by class, according to timetable or contexts (e.g. classroom, school, home), etc. You may adapt/develop one that is best suited to your planning needs.

Example

STUDENT/ TIMETABLE	John	Mary	Siti	Raj	Jia Le	Leonard
ARRIVAL	Walk upstairs independently		Initiate greetings to peers	Respond to greeting	Put bag in his cubby hole	Clock time-in with punch card
CIRCLE TIME			Identify day of the week			
LITERACY/ MATH		Take 2 turns in a conversation	Follow 2-step direction	Count with 1:1 correspondence		
SNACK		Use spoon Take 2 turns in a conversation	Follow 2-step direction	Count with 1:1 correspondence Wash snack box	Request for a drink/snack Drink from cup	
PHYSICAL EDUCATION	Kick a ball		Follow 2-step direction			Change into right attire

ANNEX F ITP PROCESS FOR FAMILIES (FOR SCHOOL'S USE)

Here is a sample letter to families that schools could adapt for use. The purpose of this letter is to explain to families how they can play a part in the ITP process.

ITP 101 for Families

As your child progresses into the secondary school years, individualised planning takes on an important new dimension of *futures planning*. This critical process, called Transition Planning, involves schools working in close partnership with students and families to plan for the lives of students when they graduate from school, and allow a smoother transition to post-school Living, Learning and Working.

Integral to the Transition Planning process is the development of an **Individual Transition Plan (ITP)** for every student.

What is an Individual Transition Plan (ITP) and why is it important for your child?

An ITP is developed for every student when the student is around 15 years old. This 'living document' extends the Individualised Education Plan (IEP) to incorporate components of futures planning, namely the student's post-school goals, and the supports to meet his/her aspirations and dreams.

The ITP essentially serves as a personalised 'roadmap' to assist in the realising of your student's post-school aspirations and dreams. It states the strategies and supports needed to attain the goals and involves collaborative effort between the school, family, child and other stakeholders (e.g. post-school agencies).

Who is in the ITP Team?

The student's family should be very involved in the development of the ITP, hence you are definitely part of the ITP team. You may wish to also invite people who:

- know your child well and have a vested interest in him/her;
- are part of your family support network or close circle of friends;
- have a positive outlook and can see the gifts and strengths your child has to offer.

Depending on the goals of the student at various stages of the Transition Planning process, different individuals may become members of the ITP Team, including teachers, allied professionals (APs), vocational staff, social workers, external service providers and Transition Planning Coordinator (TPC).



How can you be involved in the ITP?

• Information about your child

Share with the ITP team your aspirations for your child and your child's strengths, interests, preferences and aspiration. You can provide work samples/artifacts to support your observations or concerns.

• Post-school goals

Work with the ITP team to develop concrete and person-centred post-school goals derived from your child's strengths, interests, preferences and aspirations.

• Priority areas and annual goals

Think about what the key areas you will like to prioritise are. It could be based on your observations of your child at home. For example, your child is still not able to do travel independently, you might want to state this as one of the priority areas.

When writing the annual goals, you can provide your input to help define and refine the goals so that they are realistic but still ambitious and can help in the attainment of the post-school goals.

• Help the team to support your child

Sharing how your child behaves and performs at home is valuable to help the ITP team understand your child's Present Level of Performance (PLOP). The observations will also help the ITP team understand your child's progress and discuss how best to support your child.



FAMILIES MATTER DURING ITP PLANNING

- Your participation matters at every point in the ITP process.
- You have knowledge and understanding of your child that is valuable to the ITP team.

ANNEX G SAMPLE INDIVIDUAL TRANSITION PLAN



NAME

Nur Alyssa Kosnan

DATE OF BIRTH

30 Dec 2005

AGE

15 years old

CLASS

Senior 2A

ADDRESS

Blk 32 #10-226 ABC Street 11
Singapore 445032

STUDENT'S VISION

I hope to be able to travel independently by public transport to get to/from home and the nearby shopping mall, and my best friend Siti's home.

FAMILY'S VISION

Alyssa will get around the community on her own by public transport. Alyssa will have good communication skills and maintain positive relationship with people around her, especially her best friend, Siti. She will feel happy in her life.

MY STRENGTHS

- Friendly
- Helpful
- Good with my hands (e.g. manicure, pedicure)
- Recognise bus numbers

MY INTERESTS

- Go shopping
- Do manicure and pedicure
- Be with my friends
- Listen to music
- Cooking

MY PREFERENCE

- That you show and guide me on how to do the work step by step so that I can learn faster
- To listen to music when working

HOW YOU CAN SUPPORT ME

- Speak to me at a slower pace
- Give me more time to process and learn things



ITP Team members (including family):

NAME	RELATION TO CHILD
Ms Amelia De Souza	Form teacher
Ms Esther Chua	Job Coach
Mr Kosnan	Father
Mrs Kosnan	Mother

Date(s) of ITP meetings: 10 Feb 2020

Next review date: 25 May 2020

Part 1:**Parents' Views:**

(This section allows you to capture information from parents that may not otherwise be captured in the Family's Vision in ITP document. Information may include family circumstances shared at the meeting, opinions about the priority areas, etc.)

- Mrs Kosnan has recently set up a home business providing manicure services and is able to spend more time with Alyssa when she returns home from school in the afternoon.
- The family has also recently moved to a new home and Alyssa does not need to share a room with her sister. The family sees this as an opportunity for Alyssa to learn personal management skills and plans to train her to clean her own room.
- Parents and helper found visual scheduling a good way to engage Alyssa in completing tasks at home.
- With Alyssa approaching adulthood, they would like to know more application for deputyship for her.

Child's Views (where applicable):

(This section allows you to capture information from the child that may not otherwise be captured in the ITP document. Info may include choice of priority areas, preferred outcomes, choice of strategies and support, preferred reinforcers, etc.)

- Observations showed that Alyssa's preferred reinforcers are listening to pop songs on YouTube and drawing nail art designs.

Part 2:

Post-school Goals

Following graduation,

1. Alyssa will stay at home to help her mother in her manicure business.
2. Alyssa will use a MyTransport App to access community resources (e.g. shopping malls).
3. Alyssa will maintain contact with one of her classmates and enjoy social activities with her.

Part 3:

Priority Area

Literacy/Technology

Present Level of Performance (PLOP)

Alyssa is able to verbally respond to questions and enjoys sharing with others about her day. During Literacy lessons in Term 4 last year, it was observed that Alyssa is not very familiar with the computer keyboard and struggles with putting her words into writing. However, she enjoys receiving emails.

Annual Goal	Strategies and Supports	Key Person Responsible	Measures of Progress
Alyssa will be able to type out and send an email of at least 4 sentences for 100% of opportunities over 3 consecutive weeks by the end of Term 4.	<p>In School</p> <ul style="list-style-type: none">• Provide access to a computer with WIFI access to type and send the emails.• Provide a graphic organiser with question prompts that she can use to organize her email. (May use hardcopy before transferring to the computer.)• Compile a list of helping words/ sentences that she can use to help her in crafting her email.• Teach her to use the spell-check function.	Ms Amelia Teacher Aide	<p>Teacher aide will record weekly:</p> <ul style="list-style-type: none">• Number of opportunities given (A)• Number of times Alyssa sends out an email of at least 4 sentences (B)• Calculate frequency by dividing $(B)/(A) \times 100\%$
	<p>At Home</p> <ul style="list-style-type: none">• Encourage Alyssa by responding to her emails and asking her questions.		



Priority Area

Daily Living Skills

Present Level of Performance (PLOP)

Alyssa is able to recognise bus numbers and knows the bus that brings her from home to school. During travel training in Term 4 last year, it was observed that Alyssa only flags down the bus about 20% of the time. She is unable to recognise the bus stop for home/school in a timely and accurate manner. Hence, she only successfully alighted about 20% of the time. Alyssa has not taken MRT independently on her own.

Annual Goal	Strategies and Supports	Key Person Responsible	Measures of Progress
Alyssa will travel independently by bus to get to/from home and school for 5 consecutive days by Term 4.	At school Provides guides and opportunities for Alyssa to: <ul style="list-style-type: none">• Flag down the bus that she wants to board• Identify the bus stops to alight for home/school	Ms Amelia Ms Esther	During independent travel practices, teachers and parents will chart the number of times she: a) flags down the bus that she wants to board b) identifies the bus stops to alight accurately.
	For Family <ul style="list-style-type: none">• Parents should also use the same guide when bringing Alyssa from home to school.• Parents can slowly wean off accompanying Alyssa to school (e.g. from everyday to 3 days a week to 1 day week)	Mr and Mrs Kosnan	
	For both parents and teachers <ul style="list-style-type: none">• Reinforcement (e.g. praise) should be given whenever Alyssa alights at the correct bus stop for home/school.	Mr and Mrs Kosnan Ms Amelia and Ms Esther	

Part 4

Transition Activities

1. Identify the available community resources (e.g. shopping mall) near Alyssa's residence
2. Provision of a mobile device (e.g. phone/lpad) for Alyssa, which will help her in accessing community resources and independent travel

Please note that this is a sample of part of the ITP

ANNEX H PERSON-CENTRED PLANNING TOOLS¹

H1: What's Working/What's Not Working

Summary of this person-centred thinking tool

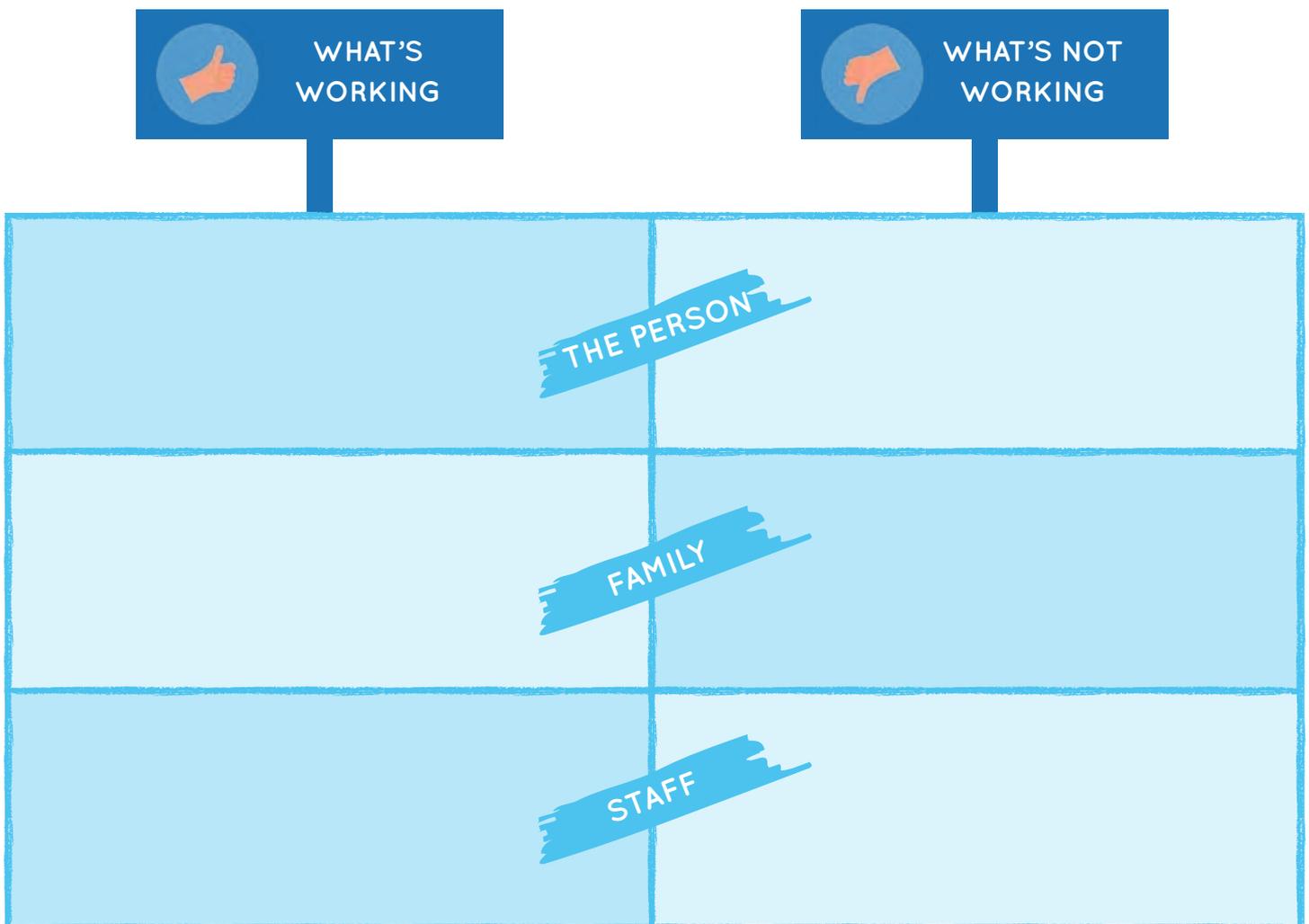
This can be used in different ways to identify where things are working well and where things need to be different (not working) by looking at an issue from different perspectives. It can include the views of a number of people while remembering that the student is at the centre.

It gives us:

- A snapshot of how things are now.
- An opportunity to acknowledge what is working well.
- A clear way of highlighting what needs to be different, to build into actions.

When to Use?

- A direct approach to gain different views about what is the best way forward for the student.
- Where those involved are just seeing an issue from one side and are missing the whole view.



¹ Adapted from: Sanderson, H., Goodwin, G. and Kinsella, E., et. al. (n.d.) *A Guide to using Personcentred Practices in Schools* [PDF].



H2: Decision-Making

Summary of this person-centred thinking tool

This tool creates a clear picture of how students make decisions, the range of decisions they make, and what information and support they need in decision-making. This person-centred thinking tool has two parts – the **decision-making profile**, which shares the student’s preferences in decision-making, and the **decision-making agreement**, which specifies the important decisions and how the student wants to be supported with them.

When to Use the Decision-Making tool?

- Decision-Making is a way to understand and record the best ways to support students to make decisions.
- It creates a clear description of the decisions that the student currently makes so that they are not over-supported or under-estimated.
- It provides a way to think about increasing decision-making and responsibility appropriate to the student’s age and circumstances.
- Where others are involved in making decisions with the student (e.g. parents and teachers), this tool creates clarity over their involvement and how the final decision is made.

DECISION-MAKING PROFILE				
How I like to get information	How to present choices to me	Ways you can help me understand	When is the best time for me to make decisions?	When is a bad time for me to make a decision?

DECISION-MAKING AGREEMENT

Important
decisions in
my life

How I must
be involved

Who makes
the final
decision?



What would it take for me to have more control in my life?

H3: Presence to Contribution

Summary of this person-centred thinking tool

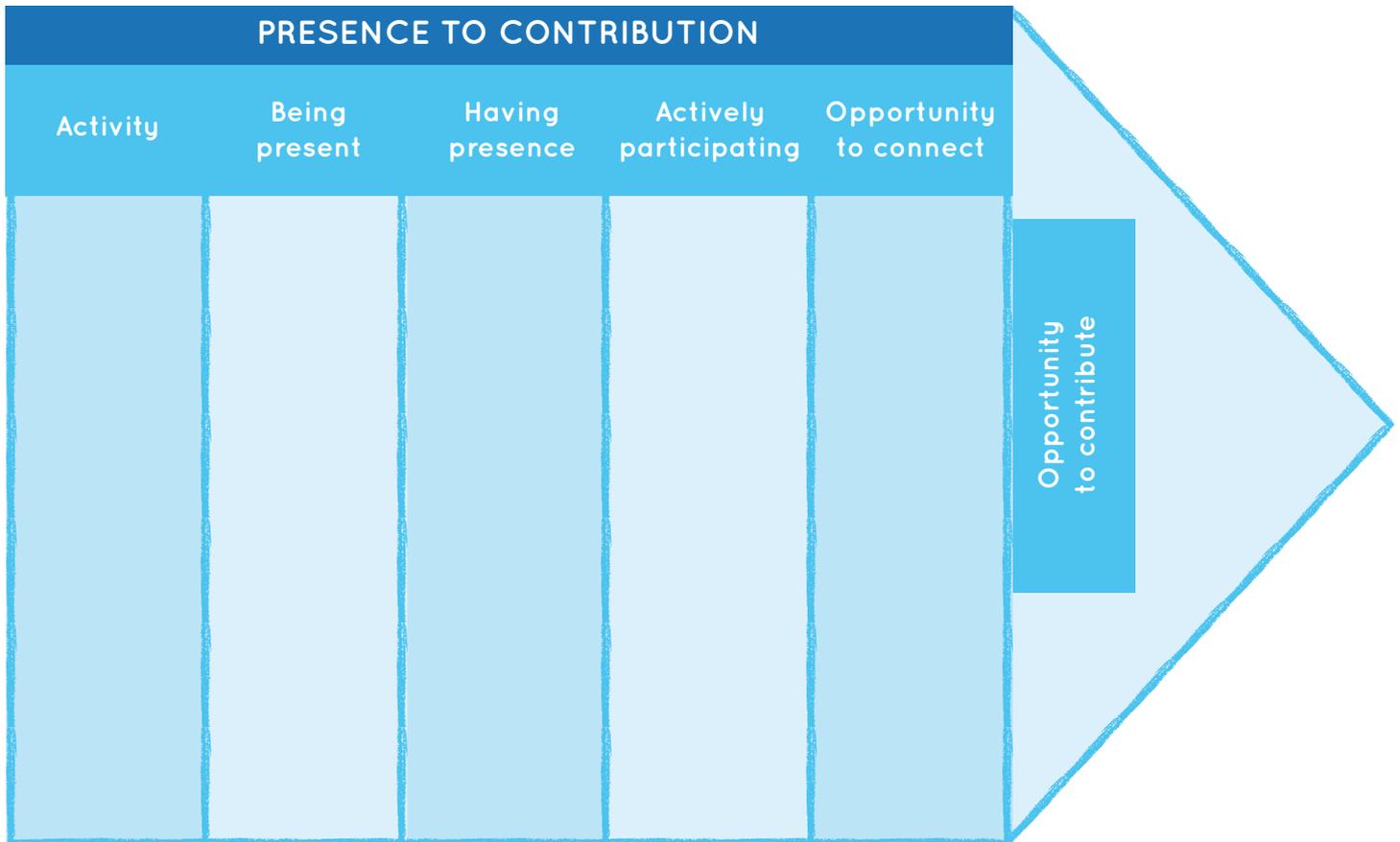
This tool is a way to map out how connected students are within their local community and the nature of their connection. This provides an opportunity to look at where the person spends their time (outside their home) and explore whether they are simply present, or participating, connecting and contributing.

When to Use Community Contributions?

- Community Contributions provides a way for students to think about and understand who they are within the wider context of the local and national community. It provides a way to think about what it would take to extend the places where the student goes; what is working and not working about where they go, and develop actions to change anything that is not working.



- It also provides a way to think about how the student could contribute to community life; and what opportunities could be created to connect and develop relationships.
- This could encourage staff and the school to map places where they can make a community contribution. It can identify where there may be opportunities to share resources or have mutually beneficial relationships.



ANNEX I STRATEGIES FOR SUPPORTING FAMILIES IN CREATING A POST-SCHOOL VISION FOR THEIR CHILD

Creating a vision involves the family gathering information about the child, their family and family situation. However, families may not be on the same level of readiness in providing valuable information about the child. Several approaches are suggested below for schools to support families in creating a vision for their child:

1. Families who are proactive in their child’s learning and growth can be asked to describe what they envision a typical week for their child to look like after graduation. They could even be invited to craft the post-school goals.
2. Where more facilitation is needed, guiding questions corresponding to distinct ‘goal planning areas’ can be used. Examples of guiding questions for goal planning areas are suggested below.

Living Arrangements	Health	Transportation	Finance	Social Life
<ul style="list-style-type: none"> • Where will they be living? • Will they be living at home or in a supported living arrangement? 	<ul style="list-style-type: none"> • What will their health and medical needs be? • How will they lead a healthy lifestyle? 	<ul style="list-style-type: none"> • What will their transportation needs look like? • Will they need adapted transit? 	<ul style="list-style-type: none"> • What will be their source of income? • Will they need assistance with banking? If so, who will help them? 	<ul style="list-style-type: none"> • What will their social life/ friendships look like?

Community Involvement	Recreation	Post-Secondary	Education/ Training	Employment
<ul style="list-style-type: none"> • What will they do in their spare time? • Will they volunteer? • What about cultural and spiritual activities? 	<ul style="list-style-type: none"> • What will they do for recreation? • Will they take a sports or arts class? 	<ul style="list-style-type: none"> • Will they go on to further their education? 	<ul style="list-style-type: none"> • Will they take a training course? • Will they go onto Tertiary Education? 	<ul style="list-style-type: none"> • What will they do after they graduate? • Will they have a job?



3. These two templates can be used to provide more structure when needed - 'Creating a vision for your child' and 'Creating a vision for your family'. These can be used with families during the envisioning session, or families could fill these to the best of their ability prior to the session, for further discussion at the session.

a) Creating a vision for your child

Families can use this form to develop a vision for the child. To the extent possible, have the child answer the questions or have another family member or friend help him/her with his/her answers.

This should be reviewed periodically as the child's preferences, interests, likes, dislikes and abilities are bound to change from one year to the next.

¹ Extracted from Roebuck, R. and Coultres-MacLeod, J. (2010), Connections – A guide to Transition Planning for parents of children with a developmental disability. Retrieved from <http://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/publications/CONNECTIONSGuideTransitionPlanning.pdf>

MY NAME IS:

--

MY AGE IS:

--

WHAT I LIKE TO DO OR LEARN TO DO:

At home:

At school:

In the community (e.g.
at work or volunteering):

For fun (hobbies
and interests):

WHAT I WOULD LIKE TO DO OR LEARN TO DO:

At home:

At school:

In the community (e.g.
at work or volunteering):

WHAT I DON'T LIKE TO DO:

At home, school or in
the community

SUMMARY

My strengths/gifts are...

My interests are...

Some things I need
support with are...

The kind of support that
works for me is...

In my vision for the
future, I would like to...



b) Creating a Family Vision

The following questions are things to consider in developing a family vision. Use this form to identify the services and supports the family will need as the child transits to adulthood.

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does your son or daughter currently use?	
What additional services and supports does your family need now?	
What services and supports does your family anticipate needing when your son or daughter leaves school?	
What activities can you provide that will help your son/daughter prepare for adult life?	
What financial resources do you have and what will be required to help support your child when they leave school?	
Additional considerations	

There are also several established person-centred approaches and tools that schools can consider using to support the process of eliciting a family vision (however, training may be required):

- PATH (Planning Alternative Tomorrows with Hope)²
- MAPS (Making Action Plans)³
- Circles of Support and Circle of Friends⁴
- Personal Futures Planning⁵

² P.A.T.H. (Planning Alternative Tomorrows of Hope) Adult Transition Planning Provincial Integration Support Program British Columbia <http://www.pisp.ca/strategies/strategies61.pdf>

³ Making Action Plans: Student Centered Action Transition Planning Paul V. Sherlock Center on Disabilities, Rhode Island College (2001) <http://www.ric.edu/sherlockcenter/publications/MAPS.pdf>

⁴ Common Sense Tools: MAPS and CIRCLES for Inclusive Education Marsha Forest & Jack Pearpoint <http://www.inclusion.com/artcommonsensetools.html>

⁵ Part 1: Personal Futures Planning: A Student Driven Process By Jonathan Drake, MSW University of New Hampshire Institute on Disability http://www.iod.unh.edu/pdf/TransitionSeries2_PersonalFuturesPlan_JDrake.pdf

ANNEX J TIPS ON FACILITATING AN EFFECTIVE INDIVIDUAL PLANNING MEETING

There are some best practices which schools can adopt when collaborating with families.

1. Create a welcoming climate so that families feel valued and connected to the school.

Pre-Planning

- Begin planning at least 3-4 weeks prior to the anticipated meeting time.

Send invitations

- Inform families of the meeting dates early so that they can make leave and/or childcare arrangements.
- Send families a reminder closer to the meeting date.
- All students should be encouraged to attend their IEP/ITP meeting. If the student does not attend, he/she should be consulted about his/her interests and preferences regarding his/her educational programme.

Prepare the families

- Provide the necessary information and explain the IEP/ITP process prior to meetings so that families know what to expect and are prepared to fully participate
 - who will be attending the meeting
 - purpose of the meeting
 - information about how they can contribute to the meeting

Create a welcoming environment

- Physical set-up of the room can contribute to a positive and effective IEP/ITP meeting. For a classroom setting, teachers can put up the student's work which can contribute to the location of the meeting

2. Use effective communication skills to facilitate constructive dialogue with families

SKILL	DESCRIPTION
Attending to nonverbal communication	<ul style="list-style-type: none">• Increase your awareness of body language, tone, etc. Maintain eye contact and use a warm and non-threatening tone and stance.
Listening to understand and reflect	<ul style="list-style-type: none">• Listen actively and avoid interrupting to give your personal experience or opinion.• Reflect back and paraphrase what the families said and the emotions conveyed.• Ask clarifying questions.
Modelling the collaborative role	<ul style="list-style-type: none">• Convey your respect for the families as equals and value their opinion.• Resist the role of expecting and telling the families what to do.• Ask for the families' views and ideas before giving your suggestions.• Avoid using educational jargon.



3. When facilitating an IEP/ITP meeting, teachers can consider the following discussion points.

BEGINNING THE MEETING	DISCUSSION POINTERS
<p>When conducting an IEP/ITP meeting, it is important to set the tone and purpose of the meeting. With that in mind, teachers can consider the following:</p> <ul style="list-style-type: none">✓ Welcome✓ Introduction✓ Explanation of the meeting’s purpose and the expected outcomes✓ The time parameters set aside for the meeting (include the time frame on the meeting invitation)✓ A reminder that if all agenda items are not addressed, another meeting will be held. This helps members to stay focused and to allow members to return to their schedules as planned.	<p><i>“The purpose of today’s meeting is to have a conversation about how XX is doing at home/ outside school, the things he’s interested in, the things that he is doing really well and the areas that you would like to see XX improve on. This meeting will take about 1.5 hours. By the end of this meeting, we would have a list of things to work on for the year.”</i></p>

7-STEP INDIVIDUAL PLANNING PROCESS

Discuss the student

- ✓ **Remain student-focused**
 - ✓ **Be an active listener**
 - ✓ **Share the progress that the student has made in school; provide examples**
 - ✓ **Seeks families’ input regarding the student; ask how the student is like during after-school hours**
 - ✓ **Acknowledge families’ efforts; express admiration for what families have done**
 - ✓ **Seek families’ input on what they would like the school to work on; some families might require more help identifying areas**
- *“Thanks for coming today to plan the education for XX”*
 - *“We are glad to see that XX has made progress in...”*
 - *“In general, XX is able to...”*
 - *“How is XX at home/outside school?”*
 - *“I like how you have put in place..... to help XX...”*
 - *“What would you like for us to work on with XX?”*
 - *“Share with us what works/doesn’t work for XX?”*
 - *“What would XX like to be able to do in the near future? E.g. 1 – 2 years?”*
 - *“At our last meeting, you mentioned that you would like XX to be... in the next few years, is this still the same?”*

Select priority areas(s) for the year

- ✓ **Keep in mind students' preferences, strengths, interests and needs, the SPED outcomes (and post-school goals for ITP).**
 - ✓ **Pay attention to priorities identified by families/student**
 - ✓ **If necessary, provide suggested areas to work on based on your professional knowledge**
- *"You've mentioned that you would like us to work on..."*
 - *"We agree and can certainly work on..., these will help XX to be able to..."*
 - *"... will be covered in our curriculum next year. This year, we can focus on... what you do you think?"*
 - *"Yes certainly. To be able to do that, XX will first need to learn to... so this year, we could focus on... would you agree?"*
 - *"XX is strong in... and it will be good to continue to strengthen it by..."*
 - *"There might be limited opportunities for the school to work on...; perhaps we could work on...? It is also an important area for XX because..."*
 - *"XX, to help you to do the things earlier, it will be good if you can improve on... what do you think?"*

Summarise PLOP for each priority area

- ✓ **Be objective; use assessment data to describe the student's strengths and needs**
- *"For the area..., currently XX is able to..."*
 - *"XX is good at..., for example, XX is able to..."*
 - *"Our assessment data showed that XX is able to..."*
 - *"XX face challenges in... which affects his performance in/ability to..."*
 - *"The data showed that XX needs to improve on..., for example..."*

Determine IEP goal(s)/annual goals in the ITP for each priority area

- ✓ **Ensure that goals address the PLOP in each priority area**
 - ✓ **Seek families' input on possible goals for each priority area; some families might require help to identify goals**
- *"Given XX's strengths and needs in this area, what might be a good goal for XX to be able to...?"*
 - *"What do we want to see XX be able to do?"*
 - *"How will we know that XX is successful?"*
 - *"To help XX be better at... XX will need to learn to..."*
 - *"I would suggest for XX to... by the end of this year. What do you think?"*
 - *"XX could learn to... by the end of this year"*



Choose appropriate strategies and supports for each IEP goal/annual goal in ITP

- ✓ **Seek families' input on ways to help the student achieve the goals**
 - ✓ **Be aware of what worked and not worked for the student in the past**
 - ✓ **If families are required to carry out strategies at home, check with families on its feasibility**
 - ✓ **Check what support families need to implement the selected strategies at home**
- *"What will help XX to achieve the goal?"*
 - *"What has worked/not worked for XX?"*
 - *"In school, we will provide... to support XX"*
 - *"Teacher will use... to teach XX"*
 - *"At home, you could use... to reinforce learning"*
 - *"Are there ways that we can support you (parents) to carry out the strategies at home?"*
 - *"Do you have other suggestions?"*
 - *"XX, here is how we are going to support you... In school, teacher will be... At home, your parents will... what do you think?"*

Agree on the data to monitor student's progress

- ✓ **Identify what information is needed to measure student's progress**
 - ✓ **Ensure the data collection method is feasible and sustainable**
 - ✓ **Check what support families need to collect monitoring data at home**
- *"To know if XX has made progress, we will need to monitor the progress. What kind of information can we collect?"*
 - *"To know if XX has applied the skills outside school, we will need to know if XX is able to.... One simple way would be to..."*
 - *"Would this be do-able for you?"*
 - *"Do you have other suggestions?"*

Agree on review date and close the meeting

- ✓ **Summarise the agreed priority areas and goals, strategies to achieve the goals and how data will be collected**
 - ✓ **Agree on a review date**
 - ✓ **Thank families and team members for coming in and taking the time to meet.**
 - ✓ **Encourage families to review the IEP/ ITP when received and call/email with any questions**
 - ✓ **Inform families who will be working closely with them and who to contact should they have further questions**
- *"Thanks for the rich discussion today. We identified.... as priority areas that XX will work on for the year. In particular, the goals are..... We will know that XX is able to... when he/she..... by*
 - *To help XX achieve the goals, we will... (summarise strategies and supports)*
 - *We will be tracking XX's progress by... (summarise data collection)*
 - *Let's set a date to meet again..."*
 - *"At the next meeting, we will be discussing..."*
 - *"XX is a great student, and we look forward to..."*
 - *"... will work with you on... Meanwhile, if you have questions, feel free to contact..."*

- ✓ **Provide updates to student's progress**
 - ✓ **Check in on how the student is performing at home on the goals; tie this in with data collection**
 - ✓ **Check with families if they have any questions**
 - ✓ **Remind families in advance on the IEP/ITP meeting dates**
- *"Hi XX's parents, since our last meeting in... we noticed that XX has made progress on..."*
 - *"At the meeting, we agreed that the school will... While you will do... How is that coming along? Is there anything that we can support you on?"*
 - *"Our agreed date to meet is on... Is the date still suitable for you?"*
 - *"If you have any questions after this call, please feel free to contact..."*

4. Dealing with Challenging Situations

If a meeting becomes challenging, teachers could use the following tips to maintain a productive meeting:

- Stay calm. Do not be defensive.
- Be aware of body language and tone of voice. Sandwich challenging issues with positive statements. Remember that disgruntled families walk away upset because of poor communication.
- Do not take complaints personally.
- Adjourn the meeting if it becomes non-productive, discuss issues with school leaders/ relevant school authority/personnel, and reconvene later.

ANNEX K SAMPLE LETTER TO FAMILIES (FOR SCHOOL'S USE)

The IEP/ITP team can work with families and caregivers to adapt the identified strategies at home so that families and caregivers can continue the strategies at home.

Here is a sample letter to families that schools could adapt and send to update families on their child's progress at school, remind families of strategies to follow-up at home, and affirm their efforts. This letter can be adapted to suit goals in the IEP/ITP.

Dear Tom's family,

Tom has started making some friends in Term 2, and it is so rewarding to see him playing so happily with his peers during outdoor games. We are also hoping that he will learn to participate just as cooperatively during indoor play (such as board and card games).

As you know, one of Tom's IEP goals/annual goals in ITP is that he improves his peer interaction skills (including taking turns and making positive comments) in structured or unstructured leisure time activities. Some ways that you could help Tom continue his progress in the area are as follows:

- Set aside a designated time (5 to 15 minutes at first) for Tim to play a variety of card and board games with his siblings e.g. Connect 4 or Uno. Try to introduce Tom to a new board or card game regularly especially if you noticed that he is starting to get bored;*
- Teach Tom to set up and keep the game as part of engaging in the activity; and*
- Praise him whenever he waits for his turn, even beyond the game context.*

I really appreciate all the work you have been doing with Tom. It certainly has paid off. Should you have any queries, pls feel free to contact me.

Yours Sincerely,

Ms Lim

ANNEX L SCHOOL INDIVIDUAL PLANNING IMPROVEMENT TOOL

INDIVIDUAL PLANNING - SCHOOL IMPROVEMENT TOOL

1. Purpose

This tool is designed to support Special Education (SPED) school leaders (SLs) and key personnel (KP) in the review of individual planning in the school. The tool aims to help facilitate review and discussion that examine your school's guidelines and practices in the implementation of individual planning.

This would also support your school in working towards the desired state of individual planning, to ensure education is continually tailored to each unique student for a better quality of life.

Desired State of Individual Planning

SPED schools should aspire towards reaching the desired state of individual planning:

DESIRED STATE OF INDIVIDUAL PLANNING

Every SPED student has an IEP and when they are older, an ITP that caters to his/her unique strengths and needs so that he/she may succeed in school and in life.

The family's aspirations, and the students' preferences, interests, strengths, and needs are fully considered when developing the IEP/ITP.

A manageable number of goals in the IEP/ITP that are most impactful are prioritised for the student for the year.

Families are empowered to be valued contributors in the development and implementation of the IEP/ITP. Families participate in strategies to support, teach, and monitor their child's progress at home and in the community, and provide feedback on the IEP/ITP.

All staff supporting the student's education (including external agencies when necessary) work collaboratively towards a common purpose and ensuring IEP/ITP strategies and supports for the student are well-coordinated.

Student's progress on his/her goals in the IEP/ITP are **systematically monitored and reviewed** to ensure that the individual plan remains relevant.

2. Using the Individual Planning - School Improvement Tool

a. When can the tool be used?

The tool can be used as part of regular review to check on your school's progress and/or to inform decisions on areas for growth moving forward. The data obtained through the tool helps to chart your school's progress towards the desired state of individual planning.



b. Who should administer the tool?

This tool is best administered by a facilitator (SL or KP) who has a clear understanding of the desired state of individual planning, and is familiar with the IEP/ITP processes and practices in your school. He/she should also be familiar with the content in the “Individual Planning in SPED Schools in Singapore” guide, e.g. the IEP/ITP processes (e.g. assess, plan, implement and evaluate) and 7-stages of individual planning.

c. How can the tool be used?

The tool could be administered in various ways such as (non-exhaustive):

- individually to all or a mixed group of staff in your school (e.g. only to the KP team, with responses taken to represent the views of each department) and aggregating the ratings;
- to a specific group of staff (e.g. individual planning review committee, Transition Planning Coordinators) where the items are jointly discussed and an agreed rating is given.

The *guiding questions* are meant for reflection and discussion for improvement. Ratings on the items can help your school to identify strengths and areas for growth in the implementation of individual planning in the school. Based on the item ratings, the facilitator should lead the team in identifying areas to address and discuss in greater depth. The discussion may be framed using the three broad questions, i.e. Where are we now? Where are we going? How do we get there? Subsequently, schools can formulate action plans to work towards the desired state of individual planning.

NB: Additional data may need to be collected should the school wish to customise Professional Development efforts (e.g. by department or by years of teaching experience).

3. Before administering the tool

The facilitator should explain the rating scale (i.e. Not started⁶; Starting⁷; Deepening⁸; Sustaining⁹) to the group, and communicate how the data will be used. It is important to assure staff that the responses will not be used as evaluation of individual or department performance. This ensures that the data is useful for formative purposes to help the school improve and to guide the planning and reviewing of the school’s individual planning structures and processes.

⁶ At the “Not Started” stage, school has not implemented the stated process/practice

⁷ At the “Starting” stage, school has just started to implement the stated process/practice in the past one year

⁸ At the “Deepening” stage, school has already implemented the stated process/practice for more than a year and is continuing to roll out/enhance it

⁹ At the “Sustaining” stage, the stated process/practice has been implemented to a point that it is already part of the culture of the school. Staff implement the stated process/practice even if the drivers are no longer in the school.

INDIVIDUAL PLANNING - SCHOOL IMPROVEMENT TOOL

Where are we now?

1: Not Started; 2: Starting; 3: Deepening 4: Sustaining

Every SPED student has an IEP and when they are older, an ITP that caters to his/her unique strengths and needs so that he/she may succeed in school and in life.

The family's aspirations, and the students' preferences, interests, strengths, and need are fully considered when developing the IEP/ITP.

A manageable number of goals in the IEP/ITP that are most impactful are prioritised for the student for the year.

Guiding Questions:

- Does every student have an IEP/ITP?
- Are the family's aspirations and students' preferences, interests, strengths, and need fully considered when developing the IEP/ITP?
- Are a manageable number of goals in the IEP/ITP that are most impactful prioritised for the student?
- Do the chosen strategies reference the student's preferences, interests, strengths, and needs to support the student's attainment of the goals in the IEP/ITP?
- (For ITP) Are there post-school goals developed for every senior/secondary level students?

	1	2	3	4
DO ALL YOUR STUDENTS HAVE AN IEP/ITP?	YES/NO			
1.1 The families' aspirations and the students' preferences, interests, strengths, and needs are fully considered when developing the IEP/ITP. <ul style="list-style-type: none"> • Students are given opportunities to share their preferences/interests 				
1.2 Information of the student is obtained systematically through a variety of sources and approaches.				
1.3 Information about the student is well-documented and handed over to the receiving staff/school.				
IS THERE A MANAGEABLE NUMBER OF GOALS IN THE IEP/ITP?	YES/NO			
1.4 It is clear why the goals in the IEP/ITP are chosen.				
1.5 The goals are discussed and prioritised with families.				



DO THE IEPs/ITPs INCLUDE STRATEGIES ON HOW TO SUPPORT THE STUDENT IN ATTAINING THE GOALS?	YES/NO			
1.6 Strategies are planned with reference to the students' preferences, interests, strengths, and needs.				
1.7 Strategies are planned with inputs from different stakeholders e.g teachers, allied professionals, families.				
1.8 Strategies are customised for different contexts e.g. school, home, etc, as necessary.				

(FOR ITP) ARE THERE POST-SCHOOL GOALS DEVELOPED FOR EVERY SENIOR LEVEL/SECONDARY AGED STUDENT?	YES/NO			
1.9 There is a structured approach for family envisioning and creating a vision for the student's future.				
1.10 The post-school goals are derived from the vision for the student and clearly stated in the ITP.				
1.11 The post-school goals are revisited and updated in response to changes in the student's interests and preferences as the student matures.				

WHERE DO WE WANT TO GO?

*e.g. What are the specific areas in this section where there are gaps?
Or opportunities for further growth?*

HOW DO WE GET THERE?

e.g. How do we plan to address the specific areas to realise our desired state of IEP/ ITP implementation?

Families are empowered to be valued contributors in the development and implementation of the IEP/ITP. Families participate in strategies to support, teach, and monitor their child’s progress at home and in the community, and provide feedback on the IEP/ITP.

Guiding Questions:

- Are families involved in the IEP/ITP process?
- Does the school equip families with strategies to support, teach and monitor the child’s progress?

	1	2	3	4
ARE FAMILIES INVOLVED IN THE IEP/ITP PROCESS?	YES/NO			
2.1 Families are informed of the purpose of IEP/ITP and understand their roles in the IEP/ITP process.				
2.2 Families are informed of structured regular IEP/ITP meetings ahead of time; and if necessary, arrangements are made so that families could attend the meeting.				
2.3 Families’ aspirations for their child are discussed with the school.				
2.4 Families’ views are sought and considered when developing the IEP/ITP, especially in the: <ul style="list-style-type: none"> - priority areas and goals for the student - types of strategies to be used - data to be collected by families outside school 				
2.5 The IEP/ITP is written and explained in simple, plain language so that it is understood by families.				
2.6 Families are regularly updated about their child’s progress on the IEP goals/annual goals in ITP.				
2.7 Families are involved in the data collection to monitor the child’s progress.				
2.8 Families’ feedback on child’s progress is sought regularly and at agreed time points.				
2.9 (For ITP) Families are guided through the envisioning process to share a vision for their child.				



DOES YOUR SCHOOL EQUIP FAMILIES WITH STRATEGIES TO SUPPORT, TEACH AND/OR MONITOR THE CHILD'S PROGRESS?	YES/NO			
2.10 Families are guided on how to implement strategies at home.				
2.11 Families are guided on how to collect data at home to monitor their child's progress.				
2.12 (For ITP) Families are guided to implement transition activities, where applicable.				

WHERE DO WE WANT TO GO?

e.g. What are the specific areas in this section where there are gaps? Or opportunities for further growth?

HOW DO WE GET THERE?

e.g. How do we plan to address the specific areas to realise our desired state of IEP/ITP implementation?

All staff supporting the student's education (including external agencies when necessary) work collaboratively towards a common purpose and ensuring IEP/ITP strategies and supports for the student are well-coordinated.

Guiding Questions:

- Does your school have a clear IEP/ITP process that is clearly communicated to all staff and other stakeholders?
- Do staff and stakeholders collaborate effectively in the IEP/ITP process?
- Are the staff implementing the IEP/ITP as agreed?

DESIRED STATE	1	2	3	4
DOES YOUR SCHOOL HAVE A CLEAR IEP/ITP PROCESS THAT IS CLEARLY COMMUNICATED TO ALL STAFF?	YES/NO			
3.1 School's processes for the Assess, Plan, Implement and Evaluate (APIE) phases in IEP/ITP process are clearly documented and communicated to all staff.				
3.2 Stakeholders are clear on their roles and responsibilities in the IEP/ITP process.				
DO STAFF AND OTHER STAKEHOLDERS COLLABORATE IN THE IEP/ITP PROCESS?	YES/NO			
3.3 School has structures to facilitate effective collaboration (e.g. protected meeting time, documentation platforms and clear communication channels). <ul style="list-style-type: none"> • Collaboration among staff (e.g. teachers, allied professionals, teacher aides, etc) • Collaboration between staff and other stakeholders 				
3.4 Staff and other stakeholders provide regular updates about the students.				
3.5 (For ITP) School has structures to identify, initiate and facilitate link up with post-school services and resources.				



ARE THE STAFF IMPLEMENTING THE IEP/ITP AS AGREED?	YES/NO			
3.6 Staff make reference to students' goals in IEP/ITP when planning lessons/therapy.				
3.7 Students are provided with as many opportunities as possible to practise IEP goals/annual goals in school.				
3.8 Staff implement strategies and supports as agreed in the IEP/ITP.				
3.9 There is planned support for staff to able to implement the IEP/ITP.				

WHERE DO WE WANT TO GO?

HOW DO WE GET THERE?

e.g. What are the specific areas in this section where there are gaps? Or opportunities for further growth?

e.g. How do we plan to address the specific areas to realise our desired state of IEP/ITP implementation?

Student's progress on his/her goals in the IEP/ITP are **systematically monitored and reviewed** to ensure that the individual plan remains relevant.

Guiding Questions:

- Is it clear in the IEP/ITP how the goals will be monitored and reviewed?
- Does the school have an established IEP/ITP monitoring and review process to ensure effective data-based decision making?

DESIRED STATE	1	2	3	4
IS IT CLEAR HOW THE IEP GOALS/ANNUAL GOALS IN ITP WILL BE MONITORED AND ANALYSED?	YES/NO			
4.1 The methods and measures used to monitor progress is similar to that used to determine baseline performance (where applicable).				
4.2 The chosen progress monitoring methods and tools incorporate these effective characteristics: - Valid: measures the target behaviour - Sensitive: able to track even small progress - Simple: easy to implement, quick to administer, easy to score				
4.3 There is a clear process of data collection and analysis.				
4.4 The IEPs/ITPs clearly state who will be responsible for collecting the data.				
4.5 The IEPs/ITPs clearly state who will be analysing the data to monitor the student's progress.				



DOES YOUR SCHOOL HAVE AN ESTABLISHED IEP/ITP MONITORING AND REVIEW PROCESS TO ENSURE EFFECTIVE DATA-BASED DECISION MAKING?	YES/NO			
<p>4.6 Staff responsible for progress monitoring have a clear plan for:</p> <ul style="list-style-type: none"> - How often progress data will be reviewed - How data will be used to adjust instruction in response to student's progress - How data will be used to decide if changes are needed and/or an IEP/ITP meeting is required - How progress data will be shared and/or discussed with staff working with the student and families 				
<p>4.7 In addition to a new IEP/ ITP cycle, the school considers revising IEPs/ITPs in instances such as:</p> <ul style="list-style-type: none"> - There is a continued lack of expected progress/ remarkable progress beyond expectation toward IEP goals/annual goals in ITP - New information about the student is provided to, or by, the families, indicating the need for a change of support e.g. change in medication condition, family circumstances, etc 				

WHERE DO WE WANT TO GO?

HOW DO WE GET THERE?

e.g. What are the specific areas in this section where there are gaps? Or opportunities for further growth?

e.g. How do we plan to address the specific areas to realise our desired state of IEP/ ITP implementation?



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