

# Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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# Setting SMART targets for students with learning difficulties

November 2023  
Julie Scali



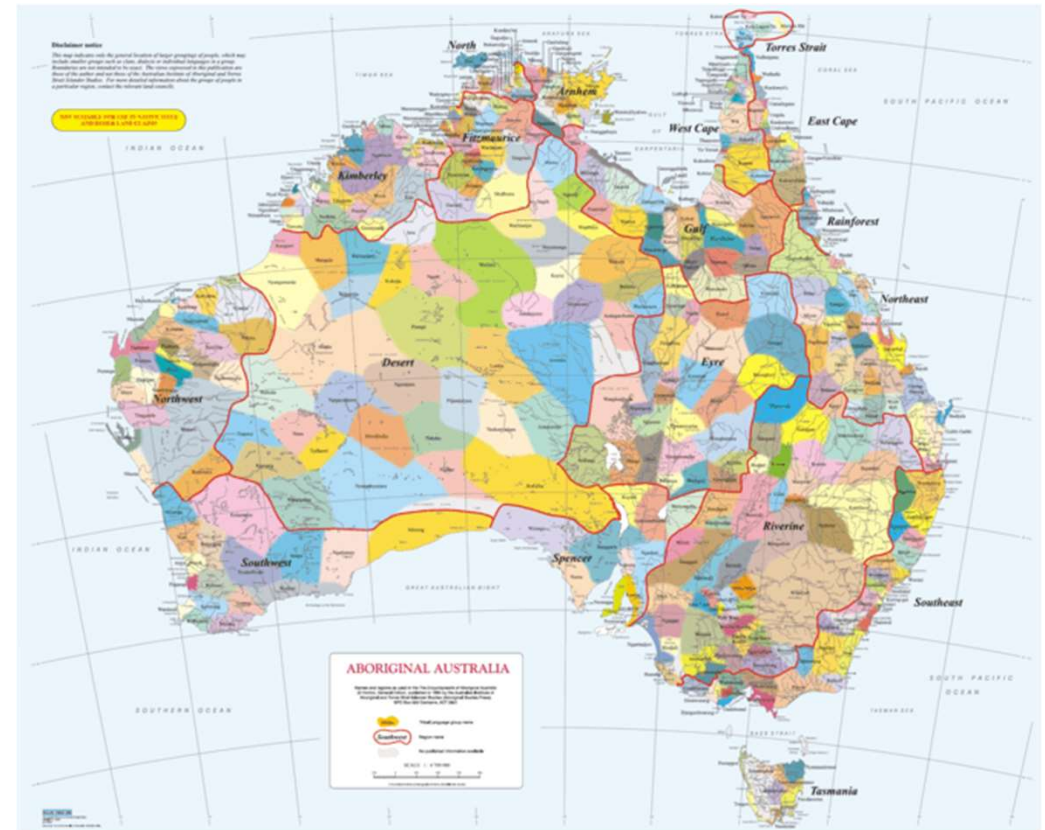
## Julie Scali

- Director of Literacy Impact, Perth WA
- Bachelor of Arts, Pmy, Grad Cert LD
- Primary teaching background- Perth; London and Belfast- 24 years in total
- Learning difficulties support Teacher- SSEND, DoE, WA
- Deputy Principal for 8 years- leading literacy improvement
- Started Literacy Impact in 2021- consulting in schools; online masterclasses, professional learning for schools, coaching
- Learning Difficulties Australia Bulletin- Editor
- Author of *High Impact Reading Instruction and intervention in the Primary Years*



# Acknowledgement of Country

I would like to acknowledge that this meeting is being held on the traditional lands of the Whadjuk-Noongar people. We acknowledge them as the traditional custodians of this land and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.



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# Session outline:

- What and why of documented plans
- Why behind setting SMART targets
- Essential considerations for setting targets for students with learning difficulties
- Assessment suggestions
- The components of SMART targets
- Example IEP goals
- Targeted Literacy Cycles for tracking student progress and schoolwide sprints
- Further resources



# What is a documented plan?

An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes.

May take a variety of forms, including:

Individual Education Plans (IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Risk Management Plans (RMP)




# Why documented plans?

- It is our obligation to make reasonable adjustments for students' students with disabilities and imputed disabilities and it is how we record them and share with stakeholders

Two guidelines educators must know:

- DDA – Disability Discrimination Act (1992)
- DSE- Disability Standards for Education, (2005, reviewed 2020)


 Disability Standards for Education 2005  
 2020 Review

**Summary of the 2020 Review of the *Disability Standards for Education 2005***

In 2020 the Australian Government reviewed the *Disability Standards for Education 2005* (the Standards). The Standards help to make sure students with disability can access and participate in education and training on the same basis as students without disability. This includes preschool, school, vocational education and training, and higher education. The Standards explain the responsibilities education providers have under the *Disability Discrimination Act 1992*.

During the 2020 Review of the Standards we heard from students with disability, as well as their parents and carers and disability advocacy groups. We also heard from educators and education providers. The Review had a focus on the experiences of Aboriginal and Torres Strait Islander students and their families.

We heard that some parts of the Standards need to be changed and that more people need to know about and understand the Standards. We also heard that we need to make sure the Standards are followed. Four areas where changes will be made are described below.

**Empowering and supporting students with disability and their families**

Students with disability and their parents and carers told us that there is a power imbalance between them and education providers. They felt it was up to them to understand the laws and education system so they can advocate for reasonable adjustments.

What will change	How we will do it
Information for students with disability and their families	<ul style="list-style-type: none"> <li>• Work with people with disability to develop information products on the Standards that explain the rights of students with disability.</li> <li>• Make sure that this information is provided to students and their families at relevant points in a student's life.</li> </ul>
Clearer rules on consulting with students with disability and their families and handling issues and complaints	<ul style="list-style-type: none"> <li>• Change the Standards to explain how education providers should:               <ul style="list-style-type: none"> <li>◦ consult with students with disability and their families about the supports and adjustments they need</li> <li>◦ handle issues and complaints relating to students with disability.</li> </ul> </li> </ul>
Sharing information when students change schools	<ul style="list-style-type: none"> <li>• Look at how to transfer relevant information about a student's needs when they move from school to school or move into training or higher education.</li> </ul>

**Strengthening the knowledge and capability of educators and providers**

People told us that many educators are unaware of their responsibilities under the Standards or do not have the information they need to implement them. Students with disability had better experiences when their educators and education providers had a good understanding of the Standards and knew how to follow the Standards.

What will change	How we will do it
Information for education providers	<ul style="list-style-type: none"> <li>• Develop information products on the Standards that explain the responsibilities of education providers.</li> <li>• Provide examples of good practice in supporting students with disability.</li> </ul>
Training on the Standards for school teachers and leaders	<ul style="list-style-type: none"> <li>• Ask state and territory governments to make sure that all school teachers and leaders receive appropriate training on the Standards and supporting students with disability, including before they start their jobs.</li> </ul>
Including the Standards in higher education policies and practices	<ul style="list-style-type: none"> <li>• Make sure the Standards are included in the policies and practices of higher education providers.</li> </ul>



# AITSL standards requirements- use of assessment data

## 5.4 Interpret student data

### Graduate

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

### Proficient

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

### Highly Accomplished

Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

### Lead

Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

<https://www.aitsl.edu.au/standards>

- AITSL standards- it is a requirement (5.4)
- Without data to inform our planning, how do we know the starting point and how to move students forward?
- Benchmarking of reading doesn't support this





# AITSL standards- students with disability

1.6 Strategies to support full participation of students with disability <span data-bbox="1688 558 1724 597">i</span>			
Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

AITSL standards: <https://www.aitsl.edu.au/standards>



A close-up photograph of a silver stethoscope with black tubing and white earpieces, resting on a dark, reflective surface. The stethoscope is positioned diagonally, with the chest piece in the foreground and the earpieces extending towards the upper right. The background is a light, neutral gradient.

A medical analogy to start

# What do we need to know/do before administering medication?

Can you ever imagine prescribing antibiotics to a child without a specific type, dosage or end date?



This Photo by Unknown Author is licensed under [CC BY](#)

# When giving a child a medication like antibiotics, what do we need to know/do?

- The type of antibiotics
- Is it addressing the right condition/illness?
- Is it at the right dosage to make a difference considering age/weight/severity of need?
- What time is going to make the greatest impact to take it?
- Who is administering it (ie the most senior/qualified person in the family- eg not a child who can make errors)?
- When should it be taken for? (eg end date)
- When to review progress on if another dosage is required (eg repeat script/ to continue the medicine)?



# This is where **SMART** target setting comes in...

**Specific**- what dosage is required based on age/need/weight?

**Measurable**- the dosage is carefully measured and pre and post data is observed on its impact

**Achievable**- the type of medicine has been proven to make a difference for the child's need/illness

**Realistic**-the type of medicine is suitable for the child ie a syrup instead of a tablet, the amount and time of day is realistic to administer

**Timebound**- the child's health is monitored over a week or two and the medicine ceases at a particular date or continued for another script dosage if it hasn't worked; review with doctor again if no improvement



# Let's apply this to Education/Learning Difficulties

**Specific**- what intervention is required based on end of year requirements, reading difficulty profile, writing difficulty, maths difficulty- what exactly is the issue?

**Measurable**- the intervention is carefully measured and pre and post data is observed on the impact of the intervention

**Achievable**- the type of intervention has been proven to make a difference for the child's need- it is evidence based

**Realistic**-the type of intervention is suitable for the child ie the type of intervention, the amount and time of day is realistic to administer

**Timebound**- the child's learning and progress is monitored over a week or two and the intervention has a review date or continued for another intervention dosage if it hasn't worked and then review the case and targets again if no improvement- what is the reason behind limited improvement



# What do we need to know about a child before setting targets in an IEP?

- What are the concerns?
- Is there a diagnosis?
- Overarching goal/s for the student
- What are the specific difficulties?
- What is the data telling you?
- What are the end of year expectations?
- What are the child's strengths?
- What are the child's interests and 'carrots'?



# Other Essential Considerations:

- What do you ultimately want the student to achieve by the end of the year?
- Backward map the steps to achieve this standard.
- Are there any recommendations from external reports? Previous teachers? Parents?
- What do you see as expected achievement each week towards the goal- is it realistic, yet challenging?
- High expectations for every child are essential!





# What data do you have to make informed decisions?

Must be evidence based assessments

Must inform what a child can and cannot do, eg not a level

If a universal screener determines there is risk, then further diagnostic screeners may be necessary

# Assessment Suggestions for Literacy

## Phonemic Awareness and Decoding

- CUBED DDM, Phonics Books UK Placement test

## Language and oral retell

- CUBED NLM

## Fluency

- Dibels 8<sup>th</sup>
- Acadience
- WARP/WARL



# Assessment Suggestions for Numeracy

## Basic number facts

- Westwood One Minute Basic number skills test

## General numeracy proficiency

- SENA 1 or 2
- Acadience Maths
- Key Maths 3- can contribute to a dyscalculia diagnosis



# Start with the end-of-year goal first

Using the **end of year expectations from the curriculum**, identify where you intend your student to get to.

**Work backwards** from there, alternately, identify how many weeks you have moving forward and map forward to where you will get your students to- with high expectations!

What is the **subskill/s** focus of the goal/s in terms of of literacy or numeracy?



# The components of SMART target setting



# Timebound- Literacy

State the exact date or week

When will the goal/ intervention be formally reviewed?

**\*Cannot leave this out!**

Example:

By the end of Week 8,  
Term 4, 2023...



# Timebound- Numeracy

State the exact date or week

When will the goal/ intervention be formally reviewed?

Cannot leave this out!

Example:

By the end of Week 8, Term 4, 2023...



# Measurable- Literacy

..with accuracy on  
4/5 occasions

Example:

..with 90%  
accuracy on 9/10  
occasions.





# Measurable- Numeracy

..with accuracy on  
4/5 occasions

Example:  
..with 90%  
accuracy on 9/10  
occasions.



# Achievable/Realistic/Achievable-Literacy

'Student' will be able to...identify/blend/read/write/spell (be specific about the complexity of the code/type of text)

Example: John will be able to segment and blend CVC words orally from Unit 2 of the Sounds-Write program

Read a Year 3 Progress Monitoring Dibels ORF passage



# Achievable/Realistic/Achievable-Numeracy

'Student' will be able to...calculate/ identify/ add/ subtract/ choose the appropriate operation..... etc

Counting Example: John will be able to

Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.



# Other 'number and algebra' examples

- Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.
- Demonstrate automaticity with all addition and subtraction facts through  $10 + 10$ ; use basic facts to compute fact extensions such as  $80 + 70$ .
- Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.

University of Chicago:

<https://adayinourshoes.com/math-iep-goals/#h-math-goals-for-an-iep>



From the goals to the  
how/strategies to achieve it



# From the goals to the how- Literacy

Example IEP with the strategies to do it. eg Year 1 student-Tim, with imputed dyslexia..

If this is the goal, these are the strategies to achieve it:

Tier 1	Tier 2	Tier 3
	<p>Small group structured synthetic phonics instruction 4 times per week for 30 minutes with ... in a group of 4 students</p> <p>Daily practice of the associated alphabetic code utilizing the Talisman decodable texts</p>	



# From the goals to the how- Numeracy

Example IEP with the strategies to do it.

If this is the goal, these are the strategies to achieve it:

Tier 1	Tier 2	Tier 3
	<p>Small group structured Maths Mastery instruction 4 times per week for 30 minutes with ... in a group of 4 students</p> <p>Daily practice of the associated maths skills utilizing the....</p>	





# When beginning the planning..

What is the underlying reading or maths difficulty profile?

What assessments have been done?

What else do you know about the student?

Are there other factors you need to know? eg problems at birth

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# Non-example of an effective IEP- Why?

Name **Individual Education & Behaviour Plan** Term 1 Date 6<sup>th</sup> March 2022

Learning Area: English, Maths, Behaviour, Year 2

Outcome	Strategies	Goal	Demonstrated				
To improve Student's phonological awareness and self concept	Stamp reward chart daily	<b>Behaviour:</b> Student will show consistently acceptable behaviour and demonstrate responsibility for her actions					
	Investigate stickers related to interest eg Dora the Explorer						
	Reinforce good listening skills etc						
	School: Volunteer program- look into mentor to match up with Student, focusing on art and craft	<b>Decoding:</b> Student will be able to blend and segment single sounds into CVC words of the <i>satpin</i> sounds consistently on 5 consecutive occasions					
Modified program on the mat 4 days per week for 2 weeks on <i>satpin</i> sounds and build on these, students making by segmenting, blending and reading CVC words							
Diana Rigg resources, Jolly Phonics cards	Kinaesthetic activities such as..	Esha will be able to make CVC words and write them using single sound cards					
Fortnightly assessments on the focus words	Read Dr Seuss books at home and have Dr Seuss books <b>read to her</b> so Student begins to hear and discriminate between rhyming and non rhyming words.	<b>Word level PA:</b> Student will be able to identify words that rhyme with a given word. <i>Ea cat fat bat</i>					



# Non-example of an effective IEP

Behaviour- what is the function of the behaviour? Has she been taught explicitly what 'acceptable behaviour' looks like?

It is not time bound- What is the end date for review? (no end date of antibiotics analogy).

A lack of rigour in Decoding goals and strategies. There is no clear link between structured synthetic phonics and how the 'modified program' looks. Is this goal ambitious enough?

Lack of impact in teaching rhyme in year 2.. we need to be focusing at the phoneme level.

The baseline and history of the child is not included

Name **Individual Education & Behaviour Plan** Term 1 Date 6<sup>th</sup> March 2022

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To improve Student's phonological awareness and self concept	Stamp reward chart daily	<b>Behaviour:</b> Student will show consistently acceptable behaviour and demonstrate responsibility for her actions					
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	<u>School</u> : Volunteer program- look into mentor to match up with Student, focusing on art and craft						
	Modified program on the mat 4 days per week for 2 weeks on <i>satpin</i> sounds and build on these, students making by segmenting, blending and reading CVC words	Esha will be able to make CVC words and write them using single sound cards					
	Diana Rigg resources, Jolly Phonics cards						
	Kinaesthetic activities such as..	<b>Word level PA:</b> Student will be able to identify words that rhyme with a given word. <i>Eo cat fat bat</i>					
Fortnightly assessments on the focus words							
	Read Dr Seuss books at home and have Dr Seuss books <b>read to her</b> so Student begins to hear and discriminate between rhyming and non rhyming words.						

# Effective Literacy IEP with SMART targets



## Individual Education Plan

<b>Student Name:</b>	
<b>Date of Birth:</b>	
<b>Class Teacher:</b>	
<b>Year level:</b>	1
<b>Date of Plan:</b>	12/10/22

<b>Background information:</b> <small>(may include change of schooling, diagnosis, when concerns were first identified)</small>	Moved to Experienced lockdown for several months in _also attending Speech therapy and Occupational Therapy. Awaiting DSF assessment
<b>Recent Assessments:</b>	Sounds-Write criterion referenced assessment Sounds-Write alphabet code knowledge test 25//50 PLD spelling placement test CUBED Listening Comprehension 22 <sup>nd</sup> percentile Phonics Books Placement test
<b>Student strengths:</b>	Personable and chatty, understanding of vocabulary, rugby, listening comprehension
<b>Areas of need:</b>	Low muscle tone, easily fatigued, fine motor, phonemic awareness, decoding, spelling, handwriting
<b>Adjustments:</b> <small>(whenever possible, these adjustments will be made)</small>	Regular brain breaks, fidget toys, large lines for writing, star jumps if he needs a gross motor break.

Goals	Strategies and resources	Monitoring/evaluation
<b>Decoding- word level:</b>  By Week 9, Term 4, 2022, ... will be able to accurately decode CCVCC words on 9/10 occasions.	<ul style="list-style-type: none"> <li>Explicit teaching of segmenting and blending phonemes</li> <li>Daily reading aloud of CCVC, CVCC and CCVCC word cards each day to a teacher or EA for 5 minutes.</li> <li>... will be reminded to sound out each word if needed and not guess.</li> <li>Daily practice of reading CCVCC words on Speed Read display folder and study cards</li> <li>Weekly intervention 1:1 for 60 minutes with Julie Scali using Sounds-Write word building, sound swapping and dictation</li> <li>Daily review of previously learnt code knowledge using the Speed-Read display folder.</li> </ul>	
<b>Decoding-text level:</b>  By Week 9, Term 4, 2022, ... will be able to accurately decode any decodable text up to CCVCC code knowledge decoding skill with accuracy on 9/10 occasions. <i>eg. twist, grunt, trust, twist, strap</i>	<ul style="list-style-type: none"> <li>Daily home practice of a decodable text one level behind the decoding skill he is learning in intervention.</li> <li>Nightly home reading of current reading book- for one week to build fluency and confidence.</li> <li>Additional Sounds-Write photocopiable activities from the 'Phonics games and activities for the initial code' based on current code being learnt</li> </ul>	
<b>Phonics/ Spelling:</b>	<ul style="list-style-type: none"> <li>Explicitly teach .... the three forms of every new word he is taught- the phonology</li> </ul>	Dictation monitoring of errors and progress each week

<p>By <b>Week 4</b>, Term 4, 2022, ... will be able to spell any CCVC or CVCC words with accuracy on 9/10 occasions.</p> <p>By <b>Week 9</b>, 2022, ... will be able to spell any CCVCC word with accuracy on 9/10 occasions.</p>	<p>(sounds), the orthography (the spelling) and the meaning.</p> <ul style="list-style-type: none"> <li>Phoneme-grapheme mapping for all spelling practice at school.</li> <li>Provide immediate feedback for adjacent consonant errors <i>eg. spelling slim for sim</i></li> <li>Remind ... to sound each phoneme out loud when spelling at school.</li> <li>Daily dictation of current week's spelling foci with decodable sentences. (3 sentences per day and increasing as his written stamina increases)</li> <li>Unit 10 Dictation example: <i>Cam got the strap on the bag in a twist. The bag split. The drinks spilt. Cam had to scrub the mats. Cam can't trust the bags from the shop.</i></li> </ul>	
<p><b>High frequency word knowledge:</b></p> <p>... will be able to identify the following HFW with accuracy on 9/10 occasions by Week 9, Term 4, 2022:                      Is, a, the, I, for, of, are, was, all, come, to, can't, he, me, she, we,</p>	<ul style="list-style-type: none"> <li>HFW practice are taught that every word can be decoded, although sometimes they have different spellings. They are not taught as a whole word memory activity.</li> <li>Daily repetition and practice of his ring cards with HFW and decodable words.</li> </ul>	
<p><b>Phonemic Awareness:</b></p> <p>By the end of Week 9, Term 4, 2022, .... will be able to manipulate phonemes in any CCVCC word with accuracy on 9/10 occasions.</p>	<ul style="list-style-type: none"> <li>Explicit teaching of phoneme manipulation</li> <li>Nonsense sound swapping activity 5 minutes per day with mini whiteboard at school, changing only one phoneme each time  <i>Eg. crin- cran- dra- dram- dria- dams- trims- troms- roms- croms- crams- rams- ams- am- fam- tim- trin- tims.</i></li> <li>Weekly intervention 1:1 for 45 minutes with Julie Scali using Sounds-Write word building, sound swapping and dictation</li> </ul>	
<p><b>Handwriting:</b></p> <p>By the end of Week 9, Term 4, 2022, ... will be able to correctly form and orientate the following letters: g b f j k p d y o</p>	<ul style="list-style-type: none"> <li>Explicit teaching of handwriting</li> <li>Hand over hand support</li> <li>Daily practice at school/home on the letters identified.</li> <li>Use of laminated charts to show the starting points of letters.</li> <li>As he practices each letter, remind ... to say the sound as he does to increase the memory-motor link.</li> <li>Raised tactile handwriting paper  <i>Eg</i>  <a href="https://nationalautismresources.com/raised-line-paper/">https://nationalautismresources.com/raised-line-paper/</a></li> </ul>	

<b>Teacher signature:</b>		<b>Date:</b>	
<b>Parent signature:</b>		<b>Date:</b>	
<b>Review date:</b>	Week 9, Term 4, 2022		



# Non-example of an effective Numeracy IEP- Why?

<p>External Advice used to formulate ILIP/BSP:</p> <p>Date of Advice:</p>	<p><b>Goal 2:</b> <b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>I will be able to recall number facts to 10 and use these to solve addition and subtraction problems.</li> </ul>	<ul style="list-style-type: none"> <li>Group work with other students of similar abilities/goals.</li> <li>Use resources such as number lines, hundreds charts and MAB blocks to <u>practice</u> bridging to 10.</li> <li>Continue to use mathseeds at school and home.</li> </ul>	<ul style="list-style-type: none"> <li>P will be able to <u>rapid</u> recall all number facts to 10.</li> <li>P will be able to use bridging to 10 to solve 2 and 3 digit problems.</li> </ul>	<ul style="list-style-type: none"> <li> </li> </ul>
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# Effective Maths IEP with SMART targets



# Year 2 student with Intellectual Disability

<p>9. <b>Numeracy</b>  <b>Priorities – Number Sense Skills</b>          Use number names in sequence to count in everyday situations, initially from one to 100,  <b>Measurement – Time</b>          Identify and sequence regular events that occur during the school day and comment on their duration (short/long)</p>	<p>Develop number sense skills, including 1:1 correspondence and subitising skills (whole – part – whole)</p> <p><b>SMART GOAL:</b></p> <p>By week 5 of Term 3, M will be able to confidently count to 20.</p>	<p><b>What the school/teachers will do:</b>          The school will assess M's numeracy skills using a range of resources to and ascertain his number sense <u>skills</u></p> <ul style="list-style-type: none"> <li>Targeted maths goals will be developed and incorporated into his modified <u>curriculum</u></li> <li>A maths visual schedule will be developed to support his maths goals.</li> </ul> <p><b>What Muhammad will do:</b>          M will participate in short numeracy sessions that are modified and relevant to his entry point. Short term SMART goals will be developed to support his progress.</p>	<ul style="list-style-type: none"> <li>M can count from 1 – 100 accurately, without the use of a visual aid.</li> <li>can add single digit numbers together using his fingers or modelled examples.</li> </ul>	<p><b>Semester 1 progress:</b></p> <p>M can confidently count from 1 - 10 and is building proficiency with counting from 11 - 50.</p> <p>He can add by 1s using <u>manipulatives</u></p> <p>M is able to recognise the value of some coins.</p>
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# Where educators often go wrong

- Lack of high expectations- “the child has dyslexia so..”
- Lack of understanding of the Simple View of Reading
- Lack of understanding of what an evidence-based assessment is, how to use it and how to interpret it to set targets
- IEPs not being used- there should be a *working document*, with annotations included. They should look messy!
- Under-utilising parents and not collaborating on the plan
- Lack of rigour in making a difference for students/lack of urgency in terms of the targets being set.
- Not knowing what strategies and approaches to put in place for students (which is reflected in the IEPs)





# IEP example templates and target setting trackers



### Individual Education Plan

<b>Student Name:</b>	
<b>Date of Birth:</b>	
<b>Class Teacher:</b>	
<b>Year level:</b>	
<b>Date of Plan:</b>	

<b>Background information:</b> <small>(may include change of schooling, diagnosis, when concerns were first identified)</small>	
<b>Recent Assessments:</b>	
<b>Student strengths:</b>	
<b>Areas of need:</b>	
<b>Adjustments:</b> <small>(whenever possible, these adjustments will be made)</small>	

+

Goals	Strategies and resources	Monitoring/evaluation

<b>Teacher signature:</b>	<b>Date:</b>
<b>Parent signature:</b>	<b>Date:</b>
<b>Review date:</b>	



# Setting SMART targets from the Dibels data

In terms of colour range and also groups of students and students needing Tier 3 support

## Targeted Literacy Cycles Tracking Dibels Target Setting

Room: Term: 3 Teacher:

<p>School target: Reading Fluency- All students to reach end of year expected standards for reading fluency through Dibels screening.</p>			
<p>Year level target: <b>Year 2</b> <i>By the end of Year 2, all students will be able to read Year 2 Dibels benchmark with 90 Words Correct Per Minute (WCPM)</i> By the end of week 8, Term 3, 2023, there will be less than 10% of student in Year 2 that are at significant risk in oral reading fluency (ORF) according to Year 2 progress monitoring tools for Yr 2 standard.</p>			
	Differentiated Targets		
	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 55 WCPM	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 75 WCPM	By Week 8, Term 3 these students will be able to read a year 3 level Dibels benchmark with an ORF of 80 WCPM
Students			
DW			
ZR			
EB			
RL			
WA			
<p>We will achieve this through the following evidence-based approaches:</p> <p><b>In terms of instruction:</b> <i>e.g. Daily whole class choral, echo reading, following the teacher's modelling, Mixed ability fluency pairs for 10 mins per day, Tier 2 intervention based on student point of need 3x 30 mins per day, audio book assisted reading for 10 mins per day, phrase cued reading intervention for improving prosody (highlight or add details)</i> Structured synthetic phonics for 30 minutes per day including two days of dictation with immediate feedback</p> <p><b>In terms of Progress Monitoring:</b> <i>e.g. Progress Monitoring every 2 or 4 weeks using ORF Dibels progress monitoring passages to ensure students are on track, sharing the progress monitoring progress with parents and students and recording the data on a line graph (highlight or add details)</i></p>			



# Further reading/listening/resources

## NCCD Podcast



Professional learning / Podcast

### Professional learning

Use the filters to refine your search for useful professional learning to help you with implementing and gaining confidence in the NCCD model

You have applied the following filter:

Podcast

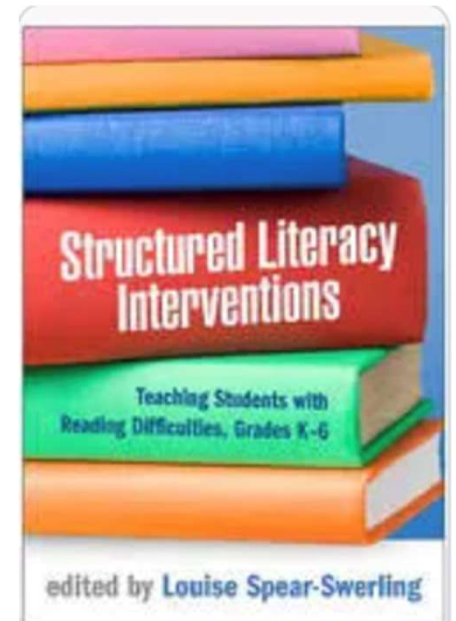
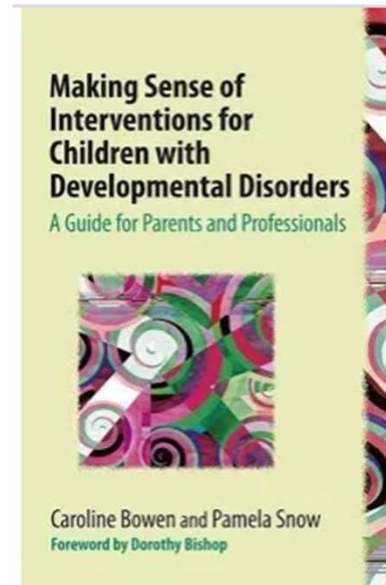
Clear filters



### 800+ Measurable IEP Goals and Objectives

For use in K - 12 and in Home School Settings

CHRIS DE FEYTER M.Ed., M.Sc.



# Q & A

*Does anyone have a student in mind to workshop some SMART targets?*



Where would you start in supporting this student?

## The Sad trol

28-5-21

Once a pon u time Ther was a dig trol he livd in a forest. Thay he is going to go to the ril wold SO when he got there evey one rund uhai from him. and Wen he got to the icecream truck the gril ran ouwt of the icecream truck. SO he whent to finde a poshene. Wen he got to the poshen Room he found the Rite poshen he qicly pord the dringc into his mouf and Wen he went bak to the wold etry one was happy thy End.

## Where would you start in supporting this student?

- Phonological- syllable and phoneme
- Orthographic- incorrect orthographic choice
- Morphology and spelling rules

28-5-21  
The Sad trol

Once a pon u time Ther was a dig trol he livd in a forest. Thay he is going to go to the ril wold SO when he got there evey One rund uhai from him. and Wen he got to the icecream truck the gril ran ouwt of the icecream truck. SO he whent to finde a poshene. Wen he got to the poshen Room he found the Rite poshen he qicly pord the dringc into his mouf and Wen he went bak to the wold etry One was happy thy End.

# Thank you

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[www.literacyimpact.com.au](http://www.literacyimpact.com.au)





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