Education
Adjustment Plan
Information Package
Education Adjustment Plans (EAP)

The purpose of the EAP is to enable educators, families and learners to jointly develop appropriate adjustments to the curriculum by taking into consideration the needs of the learner based on the NT Curriculum Framework (NTCF), The Early Years Learning Framework for Australia (EYLF), Year 10 Curriculum, Northern Territory Certificate of Education (SACE), Northern Territory Certificate of Education and Training and the Australian Curriculum. This includes behaviours needed to learn and access the curriculum.

The EAP is part of the obligations for:

**Schools**

“All students with disabilities have the right to appropriate curriculum and assessment through the development of an individualised education adjustment plan”. (DET Students with Disabilities Policy 2011).

**Principals**

“Ensure that the school develops implements, evaluates and reviews the Education Adjustment Plan for the student” (DET Students with Disabilities Policy 2011). Education Adjustment Plans support the access and participation (Disability Standards for Education 2005) of students with disabilities and it should be reflected in school planning how the school caters for students with disabilities.

**Teachers**

“develop, implement, evaluate and review every 6 months the Education Adjustment Plan for the student with disabilities this may involve working collaboratively with Special Education Teacher or appropriate person” (DET Students with Disabilities Policy 2011).

An EAP is mandatory for any student with a diagnosed disability to assist educators meet the individual educational needs resulting from a disability; it is a pre-requisite for supplementary resources being made available through the Special Education Support Program (SESP).

Planning for educational adjustments is a collaborative and ongoing process between, Parents/Carers, professionals and the student (where appropriate) to consider the student's current level of performance (Baseline) and to determine needs and learning priorities (Goal Setting) for the next six-twelve months.

Classroom Teachers have a responsibility to deliver quality educational programs that respond to the needs and abilities of all students, including students with disabilities. They are also expected to develop, implement, evaluate and review the Education Adjustment Plan for the student with disabilities. This may involve working collaboratively with the Special Education Teacher or appropriate person in their school. To assist in the development of the EAP process this package is available along with the templates and examples. The Special Needs Profiling Instrument (SNPI) is another tool used to determine level of support required for students. It provides an explicit statement of individual need in the four educational domains and guides development of goals and adjustments for learning. An EAP is not a plan of total instruction for students with disabilities. It is however important that goals are specific to the
det student services 2012

Diagnosed disability and the area/s of the disability which may have the biggest impact on the student's access to learning e.g. goals for students with a diagnosis of Intellectual Impairment should include both academic and adaptive behaviour areas. Other curriculum areas are covered in the classroom teachers' general programming and records are kept by the classroom teacher.

**Stages of EAP development:**
The development of Education Adjustment Plans is a collaborative and ongoing process consisting of five stages (see diagram below) and EAP planning framework (pg 13).

**Stage 1: Information gathering**

**Establish and brief the Student Support Team**
All persons who regularly work with the student should contribute to, or be part of, the Student Support Team. Core team members must include the class teacher, parents/carers or associates (FACS as legal guardians), special education teacher, special education support officer (SESO), special education support assistant (SESA), assistant teacher, member of school leadership team (principal, assistant principal, ST1, school counsellor), and, the student (when appropriate). Other stakeholders could include Student Services Division, Education Advisors (Special Education, Hearing, Vision, Early Childhood,
Autism, Positive behaviour Support or school psychologists), allied agencies/professionals/health, PLC, AEP, CDT, CDS, private therapists and Tamarind.

Gather baseline information about the student

Before EAP planning can commence, student support team members need to gather pertinent information about the student.

Information gathered could include:

- Information from families
- Level of competence across the learning areas- NTCF/SACE/Australian Curriculum
- Data from past EAP's
- NAPLAN data
- Assessment Reports
- Student work samples
- Preferred learning style
- Talents, interests and aspirations
- The need for specialized equipment and/or resources.
- School based assessments: e.g. Torch, Neale Analysis of reading ability, ESL assessments, T-9 Net; ASC, etc.
- Sensory Profiles etc
- Special Needs Profile data
- Learning Profiles (see page 10)
- Behaviour checklists

Information about the student can be gathered by both formal and informal means across school, home, and community environments. It provides a baseline information/data about the student's skills. A portfolio of the student's work samples and test results may be useful to provide evidence of what the student knows. This information should be framed in a positive manner e.g. ‘student can add single digits to the sum of 20.’

Reflective Questions:
How does the students work match other students work?
What are the gaps?

Stage 2: EAP meeting

Throughout the EAP process it is likely that there will be a number of consultations with the Student Support Team. The most critical of these, is when family members and educational personnel meet as equal participants to jointly decide learning priorities, this consultation is referred to as the EAP meeting.
Prepare the team
In order to ensure the EAP meeting is productive, careful preparation is needed by both the family and the staff. Families need to be provided with a copy of review documentation, unless it is the first or initial EAP. Before attending the meeting the family needs to review the information previously gathered and consider learning priorities. The family may wish to invite an advocate, friend or relative to accompany them to the EAP meeting. When appropriate, active participation by the student in the EAP meeting should be encouraged. Adequate preparation for this to occur is essential.

In preparation, educational personnel should also consider learning priorities for the student and appoint representatives who will attend the EAP meeting.

It is important for the family and school staff to exchange information and rationale about what they see as the current educational priorities.

Ensure a successful EAP meeting by:

- having an agenda to follow
- ensuring all participants have the opportunity to contribute
- keeping the meeting short
- keeping paperwork to a minimum
- documenting information in an easily understood format which is available to all involved
- review/moderation of Special Needs Profile (SNP) by SSD Officer and signed off by the officer.

Notes of the meeting should be written by a member of the Student Support Team and distributed to all. When family members are unable to attend the EAP meeting, consultation, preferably by teleconference, will be necessary.

Outcomes of the EAP meeting should include agreed:

- clarification of family expectations and future aspirations
- prioritised learning for a specified time period within the reporting cycle or when goals are achieved
- identification of environments where the learning will occur
- identification of teaching and learning strategies
- identification of individual team member responsibilities
- date of review and additional tasks (e.g. transition preparation).

Stage 3: Designing the learning journey

Writing the EAP
The EAP is to be connected as an integral part of the class teachers program and the curriculum.

The EAP should:

- be holistic
- reflect high achievable expectations for the student
- support high achievement by the student
- detail educational provision that is different or additional from other students
- be a working document
- be accessible, achievable, manageable and understandable to all involved in the process.
An EAP should identify:
- the student's strengths, interests motivations, hopes and dreams
- current concerns, needs and barriers to learning
- measurable goals
- what adjustments/accommodations need to be made, so the student can access and participate in the curriculum
- what teaching strategies will be used
- what assessments are appropriate
- parent input, student input and relevant information about social, emotional and behavioural issues
- any agreed actions and who will be responsible for them
- data collection methods, photos etc.

The educational needs arising from the meeting are the focus of EAP goals and adjustments. These statements describe what the student is expected to achieve by the end of the specified time period and need to be derived from baseline data.

To ensure goals are measurable they need to describe observable behaviour. Terms describing physical actions allow goal achievement to be more precisely measured (e.g. to point to, to write, to demonstrate). Goals containing words such as 'appreciate ' and 'improve ' are difficult to measure.

The number of goals on an EAP can vary according to the needs of the individual student. Current recommended practice is: 2 to 4 goals. If the SNPI has a number of 3 or above there must be a goal for that area. Areas can be combined to form 1 goal e.g. behaviour/social.

**Writing goals**

Goal = Targeted learning outcome + Condition + Criterion

Goals need to:
- identify the student 's targeted learning outcome skill, activity, or piece of knowledge (clear description of the end point)
- outline the condition/s (when/with what) where the student will demonstrate the learning outcome e.g. using a visual timetable, with verbal prompting or which specialised equipment will be used, during maths, or the environment
- set criterion (how will achievement be assessed/how will you tell if it has been achieved) standard which will demonstrate that the learning outcome has been achieved e.g. the number correct, the level of accuracy, the period of time, e.g. on 3 out of 5 occasions, over a 4 week period, independently

In some instances, goals will specify only the targeted learning outcome and criterion level, as there will be no specific conditions (e.g. equipment, environment, support) required.

In other instances, goals for students with sensory or physical impairment will specify only the targeted learning outcome and the condition, as the criterion may mirror that of their non-disabled peers.

**Sample goals:**

**Goal:** Using picture recipe cards to independently prepare three different snacks in home economics class.
**Targeted learning outcome:** to prepare three different snacks
**Condition:** using picture recipe cards in home economics class
**Criterion:** independently.
Examples for Communication:
xxx to greet peers verbally or using gestures on arrival into classroom once daily
xxx will participate in community circle and articulate 2 sentences 3 times per week
xxx to articulate a sentence using visual cues during sessions in planning, preparation and participation of a meal once per week

Examples for Social:
xxx to participate in structured activities with peers using visual cues 80% of the time.
xxx participate in structured activities during break times twice per week
xxx will participate in a turn taking activity with peers modelling, and visuals during gross motor time twice per session

Examples for behaviour:
xxx recognise & indicate feeling of anger/upset using visuals/time out card on 2 out of 5 occasions
xxx to calmly transition between activities, using verbal, visual cues and gestures once a day.
xxx to recognise when frustrated and use the ‘calm’ card to remove herself from the situation, with verbal prompting from an adult on 2 out of 5 occasions.

Examples for curriculum
xxx will follow a one step instruction with visual prompts once per lesson
xxx will speak using a whole sentence with up to 6 words in a familiar context once per day

The Learning journey
Resources need to be linked to the strategies and adjustments identified in the EAP. This may include determining if staff/team working with the learner have sufficient skills and providing relevant professional learning through courses, experts in the field e.g. therapists or through a certificate 2 course. Professional learning could be train the trainer e.g. Model a strategy – what it looks like to SESO/SESA

In planning the learning journey consider the frequency of implementation, plan for reducing the level of support while increasing independence, and plan for data collection.

Consider the types of teaching and learning adjustments that can be made and incorporated into class teacher programs:
Presentation of teaching, learning and assessments
Response: the way learners can respond
Setting: small group, separate venue
Classroom Accommodations: - sit close to teacher, use of time out cards, use learning centres
Organisational Strategies- daily schedule, calendar for assignments
Timing: extra time to complete tasks, less task, breaks

**keep in mind quality teaching practices: Valuing Diversity, Intellectual Quality, Engaging, safe and supportive learning environment and Thinking and Learning habits, and using Universal Design Learning (UDL)**
Consider the following:
- adjustments/ adaptations to the physical environment
- adjustments / adaptations to the content and delivery of the lesson
- modifications to the resources
- use of assistive technology
- provision of support personnel

Reflective Questions:
What resources do we have?
How does this best fit within the class program?
What teaching and learning adjustments/strategies will be used?
What does the student need to know?
How do we build on what the student already knows?
How do I modify my program to cater for all learners in the cohort?

Stage 4: Implementation

All goals should be implemented as agreed to by team in the EAP meeting.

Data collection
Data collected should be the minimum necessary to provide regular, effective monitoring, it needs to be accurate and sufficient to determine effectiveness and highlight changes that may be necessary e.g. use alternate technology i.e. photos.

Monitor progress
Collecting the data provides the means for assessing student progress and effectiveness. Comparison of data with the baseline data will indicate student progress. Careful interpretation of the data collected will establish when changes to the program are necessary. Data should be reviewed by classroom teacher, special education teacher and SESO/SESA, regularly (e.g. every 6 weeks) to determine if changes need to be made to the EAP.

Reflection Questions:
What data are we going to collect, and how?
How will we know when the student has met the expected goals?
Who does what? i.e. Classroom Teacher, SET, SESA, Parent
Where is it reflected / indicated in Classroom Teachers program/daybook?

Stage 5: Evaluation

The evaluation stage:
- contributes valuable information for future planning
- serves as the basis for reporting to team members, including parents
- enables new priorities to be considered as part of the continuing EAP process.

1 Adapted from International Experience in the Provision of Individual Education Plans for Children with Disabilities-Summary report National Disability Authority Dublin 2005 www.nda.ie

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It is important for information about the student’s ongoing progress to be shared across the team. The student’s progress on EAP goals as well as other learning outcomes from the curriculum needs to be reported to the parents and other team members.

When evaluating the EAP it is important to review the strategies used as this information may be on-going for the next EAP. A comparison of the baseline data and the data at the end of the six month EAP period allows student progress to be assessed and reported.

EAP effectiveness needs to be evaluated in terms of:
- student performance
- student progress
- implementation issues (e.g., time or staffing available)
- team coordination issues
- additional outcomes:
  - positives (e.g., enhanced social skills)
  - negatives (e.g., time required to complete task).

**Reflection Questions**
*What trends emerged from the data?*
*How will we report what the student has achieved?*
*What is the evidence of learning? E.g. specific tasks, portfolio, checklists, work samples, photos, video etc*
*What has student learnt? What can they now do?*
*How do we ensure evidence gathered informs future planning?*
*How do we set higher and realistic expectations?*
Flowchart EAP

**New EAP**
- Establish team
- Gather baseline data
  - SET in consultation with school leadership team organise meeting (may include pre-meeting with professionals e.g. Middle years/Senior Years key learning area teachers to make EAP meeting more manageable)
- Facilitate meeting
- Classroom teacher to design EAP with support of SET /appropriate person
- Implementation of EAP
  - Monitor program of student regularly (Fortnightly, Monthly, Termly)
- Evaluate after 6 months

**EAP Review**
- Gather evidence and share with stakeholders
- SET in consultation with school leadership team facilitate meeting
- Classroom teacher to design EAP with support of SET /appropriate person
- Implementation of EAP
  - Monitor program of student regularly (Fortnightly, Monthly, Termly)
- Evaluate after 6 months
# Learner Profile
(to be used for student as an overview/quick snapshot for other staff)

**Students Name:**
**Date of Birth:**
**Date Profile Updated:**

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<th>Abilities:</th>
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## Intervention/Recovery Individual Learning Plan
(This can be used for non-funded students)

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<th>Key Learning Area</th>
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<td>EYLF or NTCF Outcome Now Date:</td>
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<td>EYLF or NTCF Target Outcome at Date:</td>
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<td>What will be achieved? (Indicators)</td>
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<td>How will it be done? (Strategies/Learning Tasks)</td>
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<td>How will we know it’s achieved? (Assessment)</td>
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<td>What will we need? (Resources)</td>
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<td>Who will do the work?</td>
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*Adapted from Katherine South Primary School*
1. Collect Baseline Data
   What do learners already know?
   - Collect baseline data on past EAP goals
   - Gather information from parents/guardian, past staff, school reports, student work samples.
   - Focus areas of the Student Needs Profile
   - Check for Health Care and Individual Behaviour Plans and update if necessary.
   - Include future aspirations.

2. Goal Setting
   What do learners need or want to learn?
   - Collaborate with stakeholders concerning the learner’s educational planning and other relevant education decisions.
   - Agree upon goals.
   - Goals need to be clear, measurable and achievable.

3. Strategies
   How best do learners learn?
   - Identify barriers in curriculum accessibility, the physical, social and emotional environment.
   - Identify teaching practices and adaptations that provide multi-modal, flexible means of representation, expression and engagement.

4. Roles and Responsibilities
   Who will do what?
   - Collaborate with stakeholders concerning roles and responsibilities regarding the learner’s education.
   - Identify who is responsible for implementing, monitoring, evaluating and reviewing.
   - How will this plan be communicated to staff who were not involved in developing it?
   - Set a review date.

5. Resources
   What resources are needed?
   - Resources should be linked to the agreed strategies in response to strategies e.g. software, low tech and high tech adaptations, therapy equipment, and human resources.

6. Learning Journey
   What will constitute the learning journey? What are the contexts for learning?
   - Identify the type of program/activities/units of work that will best provide for skill development and generalisation.
   - Identify and agree upon frequency of programs and activities related to goals.
   - Consider knowledge and procedure development as outlined under Intellectual Quality in the Quality Teaching Practices.

7. Monitor Progress
   How will we check to see achievement and progress that has been made against agreed goals?
   - How will evidence (data) of learning be collected throughout the learning journey?
   - Data/evidence collection should occur with same frequency as implementation.
   - How will data inform changes that need to be made to program and goals based learner’s progress?
   - How will these changes be reported to the team?

8. Review and Report
   How will learners and others be informed of the learner’s achievement and progress?
   - In an ongoing way?
   - In a formal way?
   - How will this report inform the next Educational Adjustment Plan cycle?