



5.4 Individualized Education Program (IEP) **Support Plan for Children with Disabilities** **Instruction Sheet**



PURPOSE STATEMENT:

The IEP Support Plan for Children with Disabilities form (IEP Support Plan) is used to ensure appropriate classroom individualization for each child with an Individualized Education Program (IEP) and is based on the child's documented goals.

TIMELINE:

The first IEP Support Plan is to be completed within the first 45 days of attendance or from the date that the child received the IEP.

The IEP Support Plan update occurs when the IEP is updated or at the end of the Desired Results Development Profile (DRDP) period 2, whichever comes first. Updates are based on changes to the IEP, the child's accomplishment of the goals on the IEP, and/or parent/guardian's concerns. Goals may remain the same throughout the program year based on the child's challenges or achievements. A new form is to be used when the plan needs to be updated.

STAFF RESPONSIBLE:

Teacher, Site Supervisor/Assistant Site Supervisor

INSTRUCTIONS:

- Complete the top of the form writing the child's name, DOB, and use the child's code number from the Lesson Plan.
- Circle one: Initial Plan or Update
- With input from the parent/guardian and service provider, select two goals from the IEP that will be focused on in the Head Start classroom.
- Summarize the goal and write it under the heading "IEP Goal(s).
- Record the DRDP Measure numbers and NHA School Readiness Goals that correspond to the IEP Goal selected.
- Select the appropriate activity/routine times that the goal can be worked on.



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- For example, if a child has a goal related to sharing, the teacher may identify mealtime, large group, small group, choice time, and outdoor play as times that the goal can be worked on. In this example, each of those five areas would be marked.
- Circle the Individualization Strategies that you will use to meet the child's IEP goal through Curriculum Modification (CM), Embedded Learning Opportunity (ELO) and Child Focused Instruction (CFI).
 - **CM**- Make changes to the environment and/or activity
 - **ELO**- Planned activities within the natural environment to teach a skill
 - **CFI**- Planned, consistent, systematic instruction to teach specific skills, behaviors, or concepts
- Write a description on what the individualization strategies will look like in your classroom.
 - For example, if the goal is sharing, and the teacher will be providing embedded learning opportunities during mealtime, the description may say, *"Teacher will have child seated close and have her start with passing the food. Discussion about sharing will occur on a weekly basis."*
- Obtain all participants' signatures and date.
- If the service provider is unavailable, the teacher may have a phone conference. Indicate the date the phone conference occurred.
- File the completed form in the Child File, Section 5: Disabilities, and in the Teacher Resource Binder to support lesson planning.
- Enter a service and select detail service "IEP Support Plan." See PROMIS Recording Keeping Standard Operating Policy and Procedure – Disabilities.
- A sample form is available for review under "Other Content Related Forms" on the NHA Intranet.