



Cap sur l'école inclusive
en Europe



Best Practice

Preparation and evaluation of the Individual Educational and Therapeutic Plans IETP

Inclusion of parents in decision -making Section of the training module / Evaluation

1/ Context

Design and evaluation of IETP is based on the following legal documents:

1. Regulation of the Minister of National Education of 24 July 2015 on the conditions referring to the organization of education and care provided to children and the handicapped youth, socially maladjusted children and those who are at risk of social maladjustment (Journal of Laws of 2015, item 1113).
 2. Regulation of the Minister of National Education of 12 May 2011 on the types of, and the detailed arrangements for, public institutions, the conditions to be provided for children and young people attending them, the level of fees and rules for charging fees from parents (Journal of Laws No. 109, item 631).
- An individual plan is drawn up for deaf, hard of hearing, blind and visually impaired students, as well as students with physical disability, including aphasia, also for students with intellectual disability, autism, including Asperger syndrome and students with conjugated disability or socially maladjusted students who are at risk of social maladjustment, who hold a valid decision on special educational needs, issued by a psychological and pedagogical support center.

2/ Objectives

Groups - addressees of the card:

- Teachers,
- Students with disabilities,
- Parents of students with disabilities.

Objectives:

- Identifying the strengths and weaknesses of a student,
- Identifying the student's needs and areas where support should be provided,
- Supporting the decision-making process and the implementation of psychological and pedagogical support,
- Identifying the parties of the organized psychological and pedagogical support,
- Acquiring by the student the desirable knowledge, and
- Creating the possibilities for student's comprehensive development.

3/ Course of "Good Practices"

Pursuant to the Polish law, IETP is created at the beginning of a given school year (by 30 September). It is a tool facilitating the realization of recommendations included in the decision on special educational needs, and organization of learning conditions appropriate to the individual developmental and educational needs and psychophysical capabilities of the students, as well as access to specialist equipment and teaching resources.

IETP components:

- Student's details (along with information from the decision on special educational needs)
- Recognition of the student's level of knowledge and capabilities based on the analysis of the decision on special educational needs and the Multidisciplinary Evaluation of Student's Functioning. This information identifies the strengths, educational and developmental challenges as well as needs in the following areas: physical fitness, senses, communicativeness and articulation, cognitive skills, emotional-motivational sphere, social skills, self-reliance, potential special capabilities, and health condition.
- Scope and manner of adjusting of the educational requirements.
- Type/form and scope of integrated activities of teachers and specialists.
- Forms, methods and period of providing psychological and pedagogical support to the student (detailed schedules of extracurricular and specialist activities, concerning the forms and methods of psychological support provided to the student constitute attachments to the IETP).
- Activities supporting the student's parents and, if necessary, the scope of cooperation with psychological and pedagogical support center, including specialist teacher development centers, non-governmental organizations or other institutions working for the benefit of the family, children and young people.
- Scope of cooperation between teachers and specialists with student's parents.
- Composition of the team developing the IETP.
- Additional comments.
- Evaluation of effectiveness (the IETP evaluation) along with information on possible modifications of the program.

The program is developed by the team consisting of teachers and specialists conducting classes, however one person is appointed as the coordinator responsible for the creation of the IETP. Team meetings are held as required.

Each program is approved by the school headmaster and is also accepted and signed by parents every time. Student's parents or adult student have the right to participate in team's meetings, as well as to develop and modify the program and to participate in the evaluation. Student's parents receive a copy of the IETP and of the evaluation.

The team develops the program after the Multidisciplinary Evaluation of Student's Functioning. The program may be developed in cooperation with a psychological and pedagogical support center, including a specialist support center, if required.

Multidisciplinary Evaluation of Student's Functioning is a tool of functional diagnosis, which is a base for the creation of the IETP. Functional diagnosis consists of:

- a set of skills that the child manifests in everyday life and which directly affect his or her independence, as well as improve the quality of life,
- an image of pace, rhythm and dynamics of the child's development,
- an analysis of the child's products,
- an observation of behaviour in various task and social situations,
- a conversation with the child, and
- an interview with the parents.

4/ Evaluation of best practice .

The evaluation of the IETP is an essential part of the educational process. It takes place at least once in a school year. If a significant regression or significant progression of the child is observed, the evaluation is performed more frequently. Modifications to the IETP are made based on the evaluation results. Similarly to program creation, the parents are also involved in the evaluation. They familiarize themselves with the suggested evaluation and can accept it or express their reservations concerning the evaluation.

The IETP evaluation involves monitoring, that is, the process of constant and systematic collection of data, which are analyzed to determine the child's progress and to make informed decisions about further education and support. Evaluation is a practical examination, which leads to a decision on the quality, value and validity of the activities that were carried out. It helps systematically collect, organize and evaluate data concerning the activities that were carried out regarding the psychological and pedagogical support provided to the child. In case of problems, it may lead to a change in learning conditions. It is also useful in determining the degree of compliance of the psychological and pedagogical support and activities results with the adopted assumptions.

Non-obligatory part (use, if necessary)

5/ Limitations

The limitations may include:

- Incompatibility of the decision on special educational needs with the IETP, for example, if the decision was issued a few years ago, the child's functioning observed by school personnel may differ from the one described in the diagnosis in the decision.
- Inability to carry out the decision's recommendations in the IETP (for example, the examination was performed in a different functioning period: better or worse). As a results, the IETP is modified, whereas the decision remains valid for subsequent years.
- Frequent absences of students.
- Frequent absences of specialists.
- Excessive expectations and demands of parents who do not accept their child's disability.
- Difficulties in cooperation of the team of specialists.
- Changes in personnel.

6/ Outlook

The program may be created for all students with disabilities, regardless of the type of disability. It can be introduced in all institutions. The tool itself is very useful and has passed the exam in our school. The programs are developed annually, whereas the evaluation takes place once or twice in a school year (10 months). For students who are already in school for several years, the program is a very good source of knowledge concerning their functioning, especially if it is developed consistently and pursuant to the same criteria and standards.