

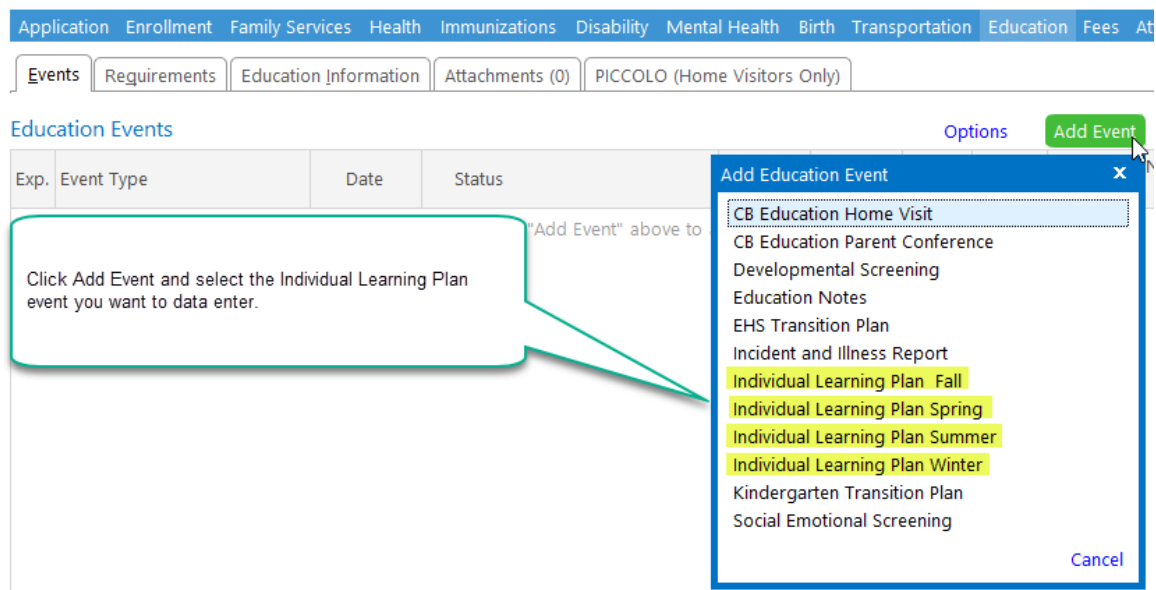
Individual Learning Plan (ILP) - ChildPlus Instructions

General Information

- Part Year Programs complete three Individual Learning Plans per year (each assessment period).
 1. Individual Learning Plan Fall
 2. Individual Learning Plan Winter
 3. Individual Learning Plan Spring
- Full Year Programs complete four Individual Learning Plans per year (each assessment period, including Summer).
 1. Individual Learning Plan Fall
 2. Individual Learning Plan Winter
 3. Individual Learning Plan Spring
 4. Individual Learning Plan Summer
- Base ILP goals on assessment data.
- Individualize lesson plans based on ILP goal.

Data Entry for Individual Learning Plan Event

Go to Education Tab, Events Tab. Click Add Event.



The screenshot displays the 'Education Events' section of the ChildPlus system. At the top, there is a navigation bar with tabs for 'Application', 'Enrollment', 'Family Services', 'Health', 'Immunizations', 'Disability', 'Mental Health', 'Birth', 'Transportation', 'Education', 'Fees', and 'At'. Below this, there are sub-tabs for 'Events', 'Requirements', 'Education Information', 'Attachments (0)', and 'PICCOLO (Home Visitors Only)'. The 'Education Events' section is active, showing a table with columns for 'Exp.', 'Event Type', 'Date', and 'Status'. A green 'Add Event' button is located in the top right corner. A dropdown menu is open, listing various event types: 'CB Education Home Visit', 'CB Education Parent Conference', 'Developmental Screening', 'Education Notes', 'EHS Transition Plan', 'Incident and Illness Report', 'Individual Learning Plan Fall', 'Individual Learning Plan Spring', 'Individual Learning Plan Summer', 'Individual Learning Plan Winter', 'Kindergarten Transition Plan', and 'Social Emotional Screening'. The 'Individual Learning Plan' options are highlighted in yellow. A callout box with a green border points to the 'Add Event' button and contains the text: 'Click Add Event and select the Individual Learning Plan event you want to data enter.'

Create event by entering:

- Event Date: date ILP completed.
- Agency Worker: enter your name if not auto-filled.
- Closed Date: When you create the ILP event for the next assessment period, make sure to enter a closed date for previous ILP event (or date ILP goal met if prior to end of assessment period).

Note: If a goal is achieved quickly (within 2 weeks), Add Action to document, close the ILP and open a new one for the same assessment period. Under Family Check In, document why there is an “extra” ILP for that assessment period.

Scroll down to data enter the ILP form:

- Family Check In – Update: Document in Notes what the family shares about the prior goal and any follow up.
- IFSP or IEP?: Select Yes or No. Do not leave blank.
- Summary of IFSP/IEP goal, parent feedback on progress: If child has an IFSP or IEP, summarize goal and progress.
- Child Development Domains: Check one or more ELOF domains that relate to the ILP goal.
- Individual Learning Plan Goal and Activities: Document in the text boxes. Do not leave blank.
 - Goal.
 - Skills child will need to accomplish the goal.
 - Experiences and activities to support the goal in the classroom or Play & Learn Group.
 - Experiences and activities to support the goal in the home.
- When you share literacy resources with the family, check the box.

Add Actions to document follow up and progress:

- A minimum of three (3) actions are required to document follow up and progress for each ILP. Document as Communication. See samples below.

Individual Learning Plan Fall

The screenshot shows a form titled "Individual Learning Plan Fall" with several input fields. Callouts point to specific fields with instructions:

- Date ILP Completed:** Points to the "Event Date PIR" field, which contains the date "9/10/21".
- Always select Completed:** Points to the "Status" dropdown menu, which is currently set to "Completed".
- Enter your name if does not auto-fill:** Points to the "Agency Worker" dropdown menu, which contains the name "Sandeno, Karen".

Other visible fields include "Closed Date" at the bottom, which is currently empty.

Family Check In - Update

Document what family shares about success and progress with prior goal. Is any follow up needed to meet that goal?

Notes

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter Family Check In-Update in this Notes area.

IFSP or IEP?

Dropdown menu with a downward arrow.

Select Yes or No. Do not leave blank.

Summary of IFSP/IEP goal, parent feedback on progress

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter summary of IFSP/IEP goal and parent feedback on progress.

Child Development Domains

- Approaches to Learning Social Emotional Language and Literacy Cognition
 Perceptual, Motor and Physical Development

Click box for one or more ELOF domains relevant to the goal.

Individual Learning Plan Goal and Activities

Goal

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter goal. Be specific. Can be the same as last ILP.

Reminder: ILP goals are based on assessment data. Individualizing on lesson plans is based on ILP goals.

Skills the child will need to accomplish the goal

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter specific skill or sequence of skills child will need to achieve the goal.

Experiences and activities to support the goal in the Classroom or Play and Learn Groups

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter classroom or play and learn experiences and activities that support the goal.

Experiences and activities to support the goal at home

Rich text editor with icons for undo, redo, bold, italic, link, unlink, and list.

Enter experiences and activities parents/guardians can do at home to support the goal.

[Program Goal: Read to your child at least 20 minutes a day. Remember to fill out the reading log.](#)

When shared, click the box.

- Literacy resources and activities shared with family such as library information, reading log, Motherread/Fatheread, etc.

Actions

Add Action

| Action | Action Date | Description | Status | Agency Worker |
|--|-------------|-------------|--------|---------------|
| This event has no actions associated with it. Click "Add Action" to add one. | | | | |

Minimum of 3 follow up actions required. See samples below.


Save and Add Another

Save


Cancel Add

Sample of Early Head Start ILP


Event Date ^{PIR}

6/25/21 

Status

Completed 

Agency Worker







Healy, Maggie 


Closed Date





Family Check In - Update

Document what family shares about success and progress with prior goal. Is any follow up needed?      


Sam is taking more steps without assistance. He is cruising around the house and is standing up by himself and walking about 10 steps. 

IFSP or IEP?

Yes 

Summary of IFSP/IEP goal, parent feedback on progress

Child is working with HRC and receiving services for OT one time per month in person, PT weekly in person and Speech via zoom. Speech is going really well and family is seeing child say more words. 

Child Development Domains

Approaches to Learning Social Emotional Language/Literacy Cognition

Perceptual/Motor/Physical Development

Individual Learning Plan Goal and Activities

Goal



For Sam to be able to continue to explore in his environment and become more confident in his ability to find his toys and feeding self with fork, spoons, and cups.

Reminder: ILP goals are based on assessment data. Individualizing on lesson plans is based on ILP goals.

Skills the child will need to accomplish the goal:



Holding utensils, scooping food from plate to mouth, ability to kneel and move body to grasp toys without dropping.

Experiences and activities to support the goal in the Classroom or Play and Learn Groups



Offer variety of toys and materials, low shelves, encourage exploration, utensils and time at table, water play, scooping and transfer

Experiences and activities to support the goal at Home



Parent meals together using utensils, Encourage parent to sit on the floor and play with the child, play time in the bathtub

[Program Goal: Read to your child at least 20 minutes a day. Remember to fill out the reading log.](#)

Literacy resources and activities shared with family such as library information, reading log, Motherread/Fatheread, etc.

Actions

Add Action

| Action | Action Date | Description | Status | Agency Worker |
|------------|-------------|-----------------|------------------|---------------|
| Communi... | 8/18/21 | check in text | Action Completed | Healy, Maggie |
| Communi... | 8/05/21 | practice at HV | Action Completed | Healy, Maggie |
| Communi... | 7/12/21 | progress update | Action Completed | Healy, Maggie |

Action Notes



7/12/2021 4:33 PM Maggie Healy At home visit this morning, we talked about progress on child's ability to grasp and hold. He really enjoyed the water table at last week's socialization so I encouraged mom to try bathtub play.

Action Notes



8/5/2021 10:16 AM Maggie Healy At today's home visit, I encouraged mom to sit on the floor with us and we all played games to help grasping skills with smaller items so mom can start practicing with utensils at meal times.

Action Notes



8/18/2021 10:19 AM Maggie Healy Texted mom today to check on how things are going. She replied that home activities are going well. She does not need any new activity ideas at this time.

Sample of Preschool ILP







Event Date ^{PIR}

Status

Agency Worker


Closed Date

Family Check In - Update

Document what family shares about success and progress with prior goal. Is any follow up needed?      

Spring goal was strengthening pincer grasp. Over the summer, child used sidewalk chalk to write, dry erase markers and white board. Family shared child has met this goal. No follow up needed.

IFSP or IEP?

Summary of IFSP/IEP goal, parent feedback on progress      

IEP for speech. Working on beginning letter sounds and articulation. Child meets with SLP 1x per week in preschool classroom for 30 minutes. We are supporting this goal in the classroom through modeled speech, repeating sounds, singing songs, and playing rhyming games. Teacher meets with SLP to share ideas and games to work on with child in the classroom.

Child Development Domains

Approaches to Learning Social Emotional Language/Literacy Cognition

Perceptual/Motor/Physical Development

Individual Learning Plan Goal and Activities

Goal



Family would like child to write their name, teacher suggests child focus on the first letter in their name to start. 19a, 7b.

Reminder: ILP goals are based on assessment data. Individualizing on lesson plans is based on ILP goals.

Skills the child will need to accomplish the goal:



Practice writing straight and curved lines. Practice identifying and naming (saying sound) letter J (first letter in name).

Experiences and activities to support the goal in the Classroom or Play and Learn Groups



Use a variety of writing tools and materials in the classroom, provide outdoor and indoor writing experiences, use sand and other sensory materials to enhance. Blank books sent home to be completed with families.

Experiences and activities to support the goal at Home



Support writing at home by setting up writing station (Items checked out from classroom: paper, pencils, markers, white board). Point out letters in child's environment, Letter Hunt and practice writing Ready Rosie modeled moment videos.

Program Goal: Read to your child at least 20 minutes a day. Remember to fill out the reading log.

Literacy resources and activities shared with family such as library information, reading log, Motherread/Fatheread, etc.

Actions

Add Action

| Action | Action Date | Description | Status | Agency Worker |
|------------|-------------|----------------------|------------------|--------------------|
| Communi... | 8/05/21 | Check in call | Action Completed | Segerman, Jennifer |
| Communi... | 7/16/21 | Share RR video | Action Completed | Segerman, Jennifer |
| Communi... | 7/13/21 | After class check in | Action Completed | Segerman, Jennifer |

Action Notes



7/13/2021 10:30 AM Jennifer Segerman Met with family today after class to check in about goal progress. Family needed more writing ideas and materials sent home to support. Provided crayons and paper. Will look for Ready Rosie resources and literacy videos to share.

Action Notes



7/16/2021 4:22 PM Jennifer Segerman Emailed mom Ready Rosie literacy video link.

Action Notes



8/5/2021 4:24 PM Jennifer Segerman Phone call with mom to find out how things have been going with the writing station. Mom said child has really been enjoying have a special place for that. Mom asked for a few more supplies. I will have them available for her to pick up when she brings child to class tomorrow.