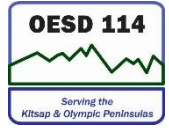




Individualized Learning Plan (ILP) Procedure



Head Start Performance Standards	ECEAP Performance Standards
1302.31 through 1302.34	CO-5 Individualization

Purpose

This document describes the steps to individualize for children in classrooms and how to use TSG or DRDP assessment systems. It also explains how education staff use knowledge about each child’s developmental levels, abilities, and skills so they can individualize goals and plans.

Procedure

Collaborate with the family to develop individual learning plans and support strategies for each assessment period. Use the Individual Learning Plan form to document these goals. Include the appropriate Early Learning Outcomes Framework (ELOF) domains and the strategies, activities, and materials that will be used in the classroom and at home to support the child in achieving the goal. If a child is on an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP), use the determined IFSP/IEP goals and objectives when creating goals. At least one goal must be related to the child’s IFSP/IEP.

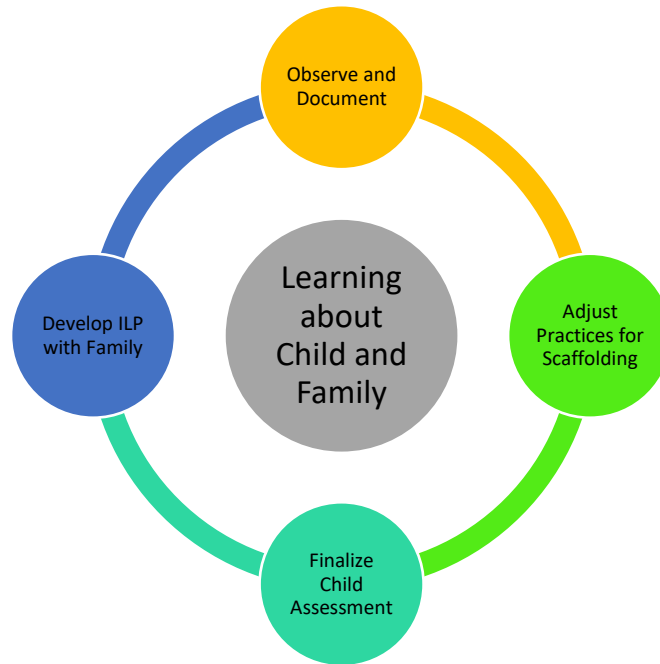
- Goal/s must be developed to build on the child’s strengths and interests. Strengths-based goal/s will support the child’s school readiness by further developing their individual talents.
- Goal/s must be developed to build on the child’s relative area of need. Goal/s will target an area where the child may need focused opportunity to meet the widely held expectations for their age group prior to entering preschool or kindergarten.
- Goal/s must be developed to support the child in meeting their next development level, or to support learning in one additional area that is part of our program’s School Readiness Goals.

What	How
Collect information on child using Child Plus application section.	Staff review the application documents to gain knowledge about the family and child.
Center Based First Home Visit	This occurs prior to a child’s first day in class and occurs in the home. This first visit is an opportunity to gain additional information directly from the family about culture, learning styles, concerns, child’s interests and this information is used to individualize the environment, instruction and lessons beginning on the child’s FDS.
Home Based First Home Visit	This is the first completed home visit and the first date of service. This first visit is an opportunity to gain additional information directly from the family about culture, learning styles, concerns, child’s interests and this information is used to individualize for future home visits and partnering with the family.
Children on IFSP/IEP	If a child is on an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP), use the determined goals and objectives to support planning.
ASQ/DECA	Consider final scores and needed strategies for planning.
Dual Language Learners (DLL)	If a child is a Dual Language Learner, consider language learning support when planning.
Ongoing Assessment Data Weekly Lesson Plans Home Visit Planning DRDP TSG	Staff will utilize the ongoing TSG and DRDP data to inform their weekly lesson plans, environment, home visits. Each child should have access to the planned activities and receive the any necessary scaffolding to be successful. Individualization could be for behavior, language, or learning support and may include modifications, accommodations, or enrichment.

Environmental accommodations and changes	Accommodations in the environment, in specific activities and materials are noted as strategies for individualization.
Center Based ILP	ILP's are developed at conferences with teacher and family. This is an opportunity for the family to share observations for their child. During conferences information is shared about child's development and learning for individual instruction. Staff will share TSG data and samples of work. Staff and family will develop a written goal that supports a child's individual area of focus for the next assessment period. After checkpoints are entered and finalized, staff will prepare for the conference with a printed Developmental and Learning Report.
Home Visit ILP	ILP's are developed with home visitor and family after each assessment period. This is an opportunity for the family to share observations for their child. Information is shared about child's development and learning. Staff will share DRDP data. Staff and family will develop a written goal that supports a child's individual area of focus for the next assessment period. After checkpoints are entered and finalized, staff will prepare for the conference with a printed Parent Report (5024).
Set goals with families quarterly	Staff should discuss needs and strategies for individualizing based on the identified goals. This is an opportunity to share information about the child's strengths and areas for growth, and accommodations/strategies for success. These goals will be made in partnership with families. Throughout each assessment period, staff must share at least three updates on progress and observations with the family and enter them into Child Plus.

Some additional strategies:

- **Start with the parent perspective.** Before sharing information about their child, consider why this information is important to YOU
- **Be positive and specific.** Positive comments about specific behaviors or characteristics—ones the parents are bound to see too—make these conversations real. “He’s so sweet,” may sound like something the teacher says about all the children. Instead, choose positive information to share about the child’s unique qualities: “She’s always the first one to go comfort a child who’s crying.” Parents are usually more open to program staff’s concerns about a child’s behavior or academic performance when they know that the child’s strengths are recognized and appreciated.
- **Be descriptive and share information.** Simple, clear descriptions of a child’s behavior—without interpretations or judgments—help identify common ground and differences. After listening to each other’s descriptions, assessment data, and observations, program staff can ask parents for their interpretations. Parents know their children best, and their observations and interpretations often provide critical information. Program staff can respond first by appreciating parents’ perspectives.



Using the ILP to Inform Ongoing Practices

Center Based: Staff will develop all lesson plans using every child's ILP goal. Staff use the ILP Goal form to document the goals for the entire classroom. This document is maintained behind the posted weekly curriculum. Objective numbers (no child names) are documented on the weekly lesson plan and align with the ILP Goal form. All activities or experiences must be documented and drawn from individual child goal/s taken from ILP developed in partnership with the child's family.

Home Based: Staff will use ILP to plan developmentally appropriate parent-child activities. They will document these in the weekly home visits. They will use the ILP to support parents in their child's growth and development.