# **Activity A | What makes a successful IEP? (1:00 mins)**

Elisabeth Rix – Service Manager, Regional Operations, Northern – asks participants to suggest examples of adaptations and differentiations.

Participants group together to discuss what a successful IEP might look like for their learners.

|  |  |
| --- | --- |
| **Audio** | **Visual** |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for Success Presentation ExampleActivity AWhat makes a successful IEP? participants group together to discuss what a successful IEP might look like for their learners (1:00 min) |
| **Elisabeth:** *Collaboration for Success* – and if we say that the success of an IEP is the way that the team thinks and works together more than actually what’s written on the document, we think about that success in our head.  I want you to think for you what a successful IEP would look like.  What would be some of the features of a successful IEP?  Talk with people beside you for a couple of minutes and decide what you think a successful IEP would be like. | “The success of an IEP is as much about the way a student’s team **thinks** and **works** together as it is about what’s written in the IEP document.” |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success* [scrolls up from the bottom of the screen]  A successful IEP would:   * have goals that are realistic and achievable * be measurable and with relevant time frames * be summarised on one page * show what the learning would look like * Include the student and family/whānau “voice” * be developed by a “team”. |