

INDIVIDUALIZED EDUCATION PLAN (IEP)

A confidential document developed for each child who is eligible for special education.



IEP



The IEP is a process of identifying where the child is, where the child is going, how the child will get there, and how to tell if the journey is successful.

Who attends IEP meetings?

- Special Education Teacher
- General Education Teacher (If applicable)
- Principal/Leading Teacher
- Parent



What goes into the IEP?



- ✓ **Present Levels**
- ✓ **Annual Goals**
- ✓ **Accommodation and modifications**
- ✓ **Assessment methods**
- ✓ **Signature page**

Personal Information



NAME?

CLASS?

AGE?

INDEX?

Information conti....



Medical Alerts & History

Medical Alerts :

For example : **He takes medication for hyperactivity**

He gets frequent fits

History :

For example : **He has completed key stage 1**

He is living with his grand parents

His maternal Aunt has Intellectual Impairment

Information Conti....



Special Needs/ Disability (As per the IE policy)

	SUSPECTED	DIAGNOSED
Learning Disabilities (LD)		
Attention Deficit Hyperactivity Disorder (ADHD)	✓	
Physical Impairment (PI)		
Hearing Impairment (HI)		
Visual Impairment (VI)		
Autism Spectrum Disorders (ASD)	✓	
Intellectual Impairment (II)		

Information Conti....



Developmental Delays

Cognitive Development : - He is unable to recall information,
- Forget things easily
- Unable to arrange objects into categories

Language Development : - He has limited speech,
- unable to understand complex instructions

Physical Development : - He finds difficult to string large beads
- Unable to jump in a place with both feet

Social/Emotional Development: - He does not have many friends in the class,
S,

Information Conti.....



Learning Delays

Reading skills - Unable to read three letter words

Writing Skills - Unable to copy his own name

- Difficulty in taking dictation of simple words

Speaking skills - He has limited speech,

- Unable to ask for 'more'

- Unable to tell full name when requested

- Unable to use 'yesterday' and 'tomorrow' meaningfully

Current level of knowledge and development in subjects, key competencies and skill areas



Strengths

- **Academic (subjects & Key Competencies):** - Counts up to 100
 - Can read his name
 - Can associate time with daily activities
- **Skills:** Can offer help to others
 - Can understand others feelings
 - Can interact others in group activities
- **Adaptive Behavior :** - Can sit for more than 15 minutes
 - Understands most of the classrooms rules
 - Able to concentrate on small tasks
- **Others :** Can take care of personal hygiene
 - Very good in 3D Art

Management Needs



Environmental modifications:

Example; He often gets distracted by sounds. So he should not be seated near doors and windows.

Resources:

1. Human: *Example; Needs individual help in writing tasks*
2. Learning materials: *Example; Every worksheet should be adapted according to his level. He needs grippers when writing with pencil*

Measurable Annual goals



Annual goals need to be chosen based on the 4 domains (in priority order) which are given below

Band A (special education goal)

- Social development (refer to relevant key competencies)
- Adaptive behavior (refer to relevant key competencies)
- Physical development (refer to relevant key competency)

Band B (Academic goals)

- Key learning areas

Annual Goal:

Example; By the end of second term, Ahmed will be able to sit atleast 15 minutes in the play corner with other Students.

Evaluation Criteria:

Example: He will sit and play for 15 minutes for 3 consecutive trials

Procedures to evaluate goal:

Example:

Work sample;

- Introduce his favorite toy in the play area with the teacher,
- start with less time and gradually increase time with other students
- Reinforce him for sitting

Evaluation Schedule:

Example: During play time once in a week

Special Education program/ Services



	Frequency	Duration	Location	Initiation date
One-on-One sessions	Daily	2 hours	Dream	Term 1
Speech therapy	weekly	1 hour	Clinic	July

Assessment Accommodations

(Applicable to Key stage 3 and above)



Accommodations	Conditions	Specifications
<i>Example:</i> Provide more time	<i>Example:</i> He will do the exam with other students	<i>Example:</i> Give extra 1 hour For reading comprehension
<i>Example:</i> Provide help in writing	<i>Example:</i> Needs a teacher to sit with him	<i>Example:</i> Provide a laptop to write answers

Reporting Progress to parents



- ✓ **Daily progress will be shared with parents in regular intervals**
- ✓ **Performance Report will be given by the end of the term based on the progress of IEP goals.**

IEP Journey



IEP + Daily Records = **Performance Report**

Individualized
Education Plan
(IEP)

Daily Records

PERFORMANCE
REPORT

Example of a Daily Record Sheet



Annual Goal: By the end of first term Aisha will be able to answer 5 questions about 'herself' with verbal prompt

#	Short term Objectives	Fully Achieved	Mostly Achieved	Achieving
1	She will answer to.. ' What's your name?'	✓		
2	She will answer to.. ' how old are you?'			
3	She will answer to.. ' ?'			

Comments: Started with 'her story book. Second trial was with her favorite doll. She was listening in both trials. But answered in the third trial by saying 'Aisha'



Thank you