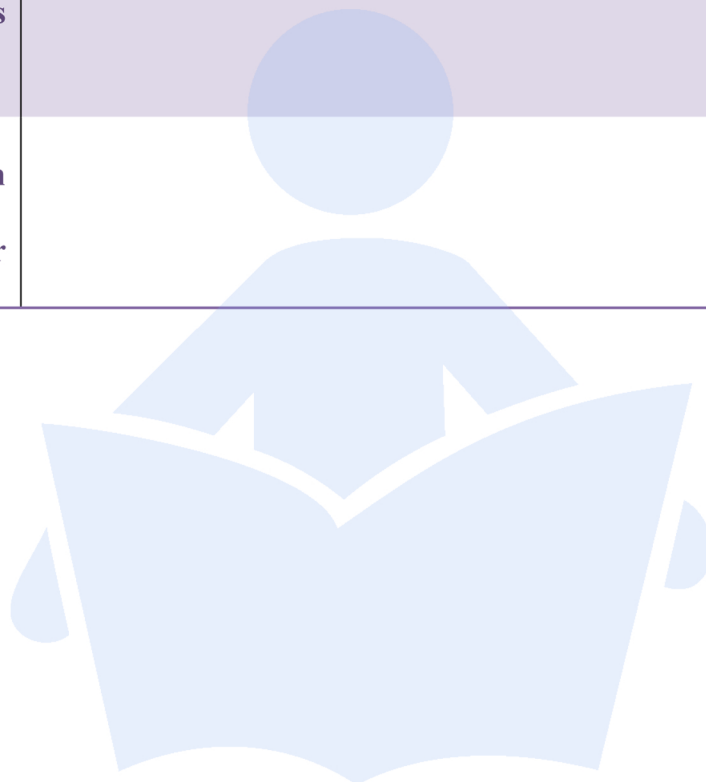


### **SAMPLE IEP ( Individualised Educational plan)**

<b>Name of the child</b>	
<b>Date of birth</b>	
<b>Age</b>	
<b>Gender</b>	
<b>Type of disability</b>	
<b>Parents name</b>	Father's name- Mother's name
<b>Contact Address</b>	
<b>Contact phone</b>	
<b>Number of siblings</b>	Age :
<b>Any specific assessment done, if so date and by whom ( in detail)</b>	
<b>Any exceptional or specific behaviour</b>	
<b>General strengths of the child</b>	
<b>Specific requirements in the environment (like wheelchair aids, position etc)</b>	





## Relevant Assessment data

<b>Physician's report</b>	<b>General conditions of the person, Any specific deficiencies, food allergies or any other specific medications to be given on a daily basis</b>
<b>Behavioural Assessment</b>	Problems identified in the areas of aggression, attention and any other undesirable behaviour
<b>Psychological Assessment</b>	Level of cognitive functioning, understanding instructions, reading and writing capacity
	Maths abilities, understanding of math concepts
<b>Vision ( any specific issues)</b>	If they require any special visual aids for learning
<b>Hearing ( any specific issues)</b>	
<b>Learning style of the person</b>	Like visual learner, auditory learner or tactile ( learn through feeling and touch )
<b>Any special interest in any field</b>	Likes sports and specifically cricket or loves to play a particular game in the computer etc.

## Students strengths ( + ) and weakness ( - )

Strengths	Areas of difficulty
Visual learner	Low attention span
Expressive language, good communication skills	Hyperactive
Leadership skills	Specific tantrums
Independent and follows instructions	

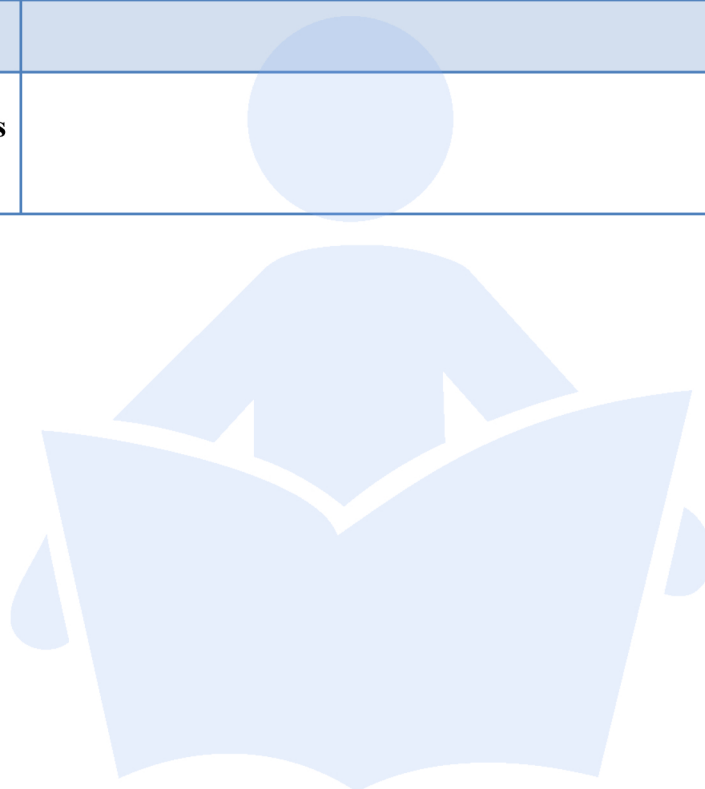


Write in detail about the following areas of the child's functioning:

<b>Gross motor skills</b> ( like walking and other hands and leg movements)	
<b>Fine motor skills</b>	
<b>Self help skills ( whether they are dependent or independent</b>	
<b>Communication skills</b>	

### IEP Part- B

<b>Skill activity</b>	
<b>Present level/ baseline</b>	
<b>Objectives ( short term)</b>	
<b>Materials needed</b>	
<b>Procedure</b>	
<b>Evaluation</b>	
<b>Remarks/ problems faced during training</b>	





### Guidelines for filling up the above form:

✓ **Skill activity:**

Mention here the skill on which the child needs to be trained.

For example, brushing, feeding, dressing, writing and so on. If it is a particular behaviour that has to be modified, then mention the undesirable behaviour like head banging, spitting, and so on.

✓ **Present level/ baseline:**

Write in behavioural terms what the child is able to perform for a given skill or task. For example if it is writing, the child is able to hold the pencil between 2 fingers, but unable to write by putting pressure on the fingers. If it is related to training in some behaviour, then it has to be clearly stated as to what provokes the behaviour, and how the individual behaves and for how long.

✓ **Objectives:**

Mention in behavioural terms what are the objectives like condition, behaviour, level of performance

✓ **Procedure:**

Give step by step procedure for training the objective. Give clear directions. The steps must be specific and clear and mention the rewards to be used and when.

✓ **Materials required:**

Write the materials needed for developing the particular skill or improving the particular behaviour.

✓ **Evaluation:**

This column can be filled up after the training period is complete with the person. It has to be filled with observations notice during the training sessions and this can be used as a baseline or present level for the next IEP.

✓ **Problems:**

The problems faced during the training session, which is specific to the child or to the task.

