CIRCULAR

All Heads of schools (Govt. & Govt. Aided) are hereby directed that the attached performa is to be used by Special Education Teachers for preparing Individualised Education Programme (IEP) for Children with Special Needs (CWSN) of the school. A set of instructions are also attached to prepare & implement the IEP for CWSN.

However, this performa may be suitably modified as per the nature and needs of the disability/Special Needs of these children while keeping in view the goal of overall development of CWSN in an inclusive setup. The Special Education Teachers (Regular / Guest) are hereby instructed to prepare IEP of each CWSN within 15 days from the date of issuance of this circular.

This issues with the prior approval of Competent Authority.

[Signature]

DEPUTY DIRECTOR OF EDUCATION (IEDSS)

Copy to :-

1. PS to Secretary (Education), GNCTD
2. PS to Director (Education), GNCTD
3. PA to Spl. Director (IEDSS), Directorate of Education
4. DDE (RMSA), Directorate of Education
5. DDE (Districts), Directorate of Education
6. OS (IT) for uplinking
7. Guard file

[Signature]

OS (IEDSS)
INSTRUCTIONS FOR PREPARING INDIVIDUALISED EDUCATION PLAN

1. This is the basic Performa for preparing Individualised Education Plan (IEP); modifications may be done in this, based on the special needs of the child and the objective selected.

2. While selecting goals, it is necessary to include plus curriculum (e.g. Braille, Taylor frame, sign language, total communication, orientation and mobility etc.); functional curriculum (e.g., Self help skills, social skills, occupational skills etc.); or any other as per the needs of the child.

3. Co-curricular activities also form an integral part of IEP.

4. This Performa has two parts, Part A and Part B. Part A of the Performa is to be filled only once in an academic year for a child. Part B of the Performa will be filled for each short term goals selected.

5. Terms used in IEP Performa are explained below:
   a. Annual goals: Annual goals are what the child with special needs is expected to achieve by the end of an academic year. It is to be planned by keeping the current functioning level / base line and learning pace of the child.
   b. Short term goals: Annual goals are to be broken down into short term goals and detail plan for achieving each short term goals to be written in Part B. This short term goals may be planned for a period of one week, one month or three months. This duration will depend on the Special Needs of the child and goal selected.
   c. Specific objective/Behavioural objective: It should be written using following five components a) Condition b) Person c) Behaviour d) Expected Level of Performance or criteria e) Duration or dead line.
      Example,
      Task: Single digit subtraction 
      Specific Objective: when a single digit subtraction problem is given Rahul will solve it 9 out of 10 times correctly within 15 days.
   d. Associated Conditions or problems: These are the conditions or problems child has in addition to the primary disability. For example, a child with Mental Retardation may have associated Speech problem, visual problem, epilepsy or behavioural problem.
   e. Referral to other services: if the child has any associated conditions or problems which require the services like Physio Therapy, Occupational Therapy, Speech Therapy, Behaviour Modification and/or any other, which should be mentioned.
   f. Teaching procedure: Procedure of instruction for short term objectives selected needs to be briefly described here.
   g. Evaluation: After evaluation, level of achievement is to be mentioned in this section.
INDIVIDUALIZED EDUCATION PLAN

PART A

Name of student with ID: Date of birth:
Father's Name: Sex:
Class & Section: Date of filling up of IEP:
Address:

1. Type of Special Need:

2. Associated Conditions, if any:

3. Mother tongue / Languages spoken by the student:

4. Any other significant Information about the student:

5. Referral to other services:

6. Annual Goals:

7. Short Term Goals:

Signature of the SET

Signature and stamp of the HOS
INDIVIDUALIZED EDUCATION PLAN

PART B

IEP No:

Date of Planning:

Date of Evaluation:

Name of SET:

1. Area / Domain/ Subject:

2. Task / Skill /Activity:

3. Present Functioning Level / Current Functioning Level / Baseline:

4. Specific Objective / Behavioral Objective:

5. Materials to be Used:

6. Teaching Strategies to be used:

7. Teaching Procedure:

8. Evaluation

Signature of the SET

Signature and stamp of the HOS