UNIT 6 INDIVIDUALIZED EDUCATIONAL PROGRAMME PLANNING – PART 2

Structure

6.1 INTRODUCTION

In Unit 5, you have understood the meaning of Individualized Education Plan and the steps involved in planning it. There are six steps in the planning process and you read about four of these steps in the Unit 5. In this Unit, you will read about Step 5 and 6. You will also read about how to evaluate the child's learning which will tell you whether or not your training programme was effective.

Objectives

After studying this Unit, you will be able to:

- formulate behavioural objectives as a part of developing the IEP;
- formulate the teaching plan;
- explain what is evaluation and be able to conduct formative and summative evaluation;
- state the importance of teaching the child various skills in the appropriate context; and
- explain the overall process of Individualized Programme Planning/ Individualized Education Plan.

6.2 STEPS IN DEVELOPING AN IEP

As you have understood from reading Unit 5, there are six steps in the planning process of an Individualized Education Plan and you read about four of these steps in the Unit 5. Here we will briefly recapitulate the firsts four steps and then explain Steps 5 and 6 in detail.

6.2.1 Step 1- Collecting General Background Information

This is the first step in developing an IEP. This includes the following information: family background; socio-economic status; rural/urban; number of siblings; educational level of parents; joint or nuclear family; whether one or both the parents are working; age of the child; any complications or illness during pregnancy (prenatal history); birth history; illness of the child after birth (postnatal history), achievement of developmental milestones by the child; the child's favourite food or toy; persons she is friendly with; and things or people or activities she does not like at all. For details read Unit 5.

6.2.2 Step 2 - Carrying Out Functional Assessment

The next step in developing an IEP is to carry out functional assessment of the child in order to know what the child can do with respect to various activities (in other words, what is her current level of performance). Functional assessment is the basis on which the goals for training are selected. Your observations will also tell you what interests the child has, what are her likes and dislikes, what she enjoys doing and what motivates her. You can use these as reinforcement for training. For details read Unit 5.

6.2.3 Step 3 - Identifying the Annual Goals

The third step in developing an IEP is to decide upon the goals you want the child to achieve with respect to various areas of development in one year. Annual goals are broad statements, stating in general terms, what we want the child to be able to accomplish in one year. The goals may be related to any area of development — learning a social skill, acquiring a motor skill, fulfilling a physical need, understanding a concept or any other.

6.2.4 Step 4 - Setting Short Term Goals

Since each Annual Goal is too big in itself, there is a need to break down the annual goals into small goals to teach on a short term basis**.** 'Short term goals' here means goals that can be achieved by the child in a shorter period or duration of time, such as three to four months. For details read Unit 5.

6.2.5 Step 5 - Formulating Behaviouiral Objectives

For each task/activity you have selected for teaching for the short term duration (in other words, for each short term goal), we need to write a specific behavioural objective. It is only when you write the specific behavioural objective will you know what exactly you want to teach the child

A specific behavioural **objective states five things**

1) **who** is the person to be trained
2) **what** the person will learn at the end of training and how she will demonstrate her learning (in other words, what the child will be able to do at the end of the particular time duration of training)
3) **under what circumstance** the person will show the performance/behaviour (condition)
4) **how well** the person should be able to do what she has been taught (in other words, 'expected level of performance' after training; also referred to as 'criterion' or 'degree of success').
5) **after what period of teaching** the person will achieve the objective (duration).

Thus, the specific behavioural objective is a statement of what the person will be able to do after training. Let us now understand how to write each of these components of the specific objective.

How to Write Behavioural Objectives

1) Who will be trained?

The specific objective must name the person who will be trained.

2) What will she learn at the end of training and how this learning be shown?

The specific objective should describe the behaviour or skill that you intend to develop, strengthen, modify or eliminate in the person and this should be stated in measurable and observable terms — i.e., in ways that can be seen or heard (observable) and counted (measurable). The following examples will make this clear.

Example 1

Supposing you are teaching the child how to count and you write the objective as: "Rajni will understand counting up to 5." Now the word 'understand' cannot be seen or measured —'understanding' is in the person's mind. On the other hand, if the person has 'understood', she will do something that shows her understanding. So she might be able to recognize a group of 5 objects, out of groups of 2, 3, and 5 objects; she might pick up 5 objects from a pile; she might count correctly up to 5.

These are behaviours and performance that can be seen or heard or counted. They give you proof that the child has understood the concept.

The word 'understanding' cannot be counted or seen or heard and also it might mean different things to different people. Thus, the above objective should be stated as: "Rajni will pick up and give objects up to five when asked not sequentially (4, 3, 1, 5, 2,) or "Rajni will identify the group of objects (2, 4, 1, 5, 3) when asked not sequentially."

Example 2

Let us take another example. Do you think that the following objective has been stated appropriately?

"I want Radha to become more self-sufficient."

The objective is inappropriate for two reasons. Firstly, it states what someone else wants and not the behaviour that would be taught to Radha. Secondly, the word 'self-sufficient' may itself mean different things to different people. It could mean that Radha will be able to:

- eat by herself
- carry out toileting and bathing on her own
- decide what to wear and wear it
- travel to and back from school on her own
- keep herself occupied by playing on her own
- do her homework by herself.

Thus, instead of using the global word 'self-sufficient', we should say exactly what we are going to teach. This is important for two reasons: Firstly, it tells you the exact teaching activity that you must plan because you know the exact behaviour that you want the person to learn. Secondly, many people are involved in teaching the person with visual impairment — family members, parents, teachers, community workers. If everyone knows exactly what is being taught, the training will be better and more can be accomplished.

AVOID	USE
• Knows (for example, the alphabet)	- reads the alphabet - points to the specific letters when asked - names the letters when pointed to writes the letters
• Knows (the shapes, for example)	- tells the name of a certain shape - sorts out the name of a certain shape - identifies a particular shape - matches similar shapes among the given various shapes
• Listens (If the child had listened, he would be able to)	- repeat what he had heard - answer the question carry out the instruction - retell a part of the story from memory
• Understands (big and small) - recognize the 'big' and 'small' object	- picks up the 'big' object when the big and small objects are placed together. - names the big 'object'. - counts the number of objects pick up the pile containing a certain number of objects.
• Learns (say clearly what the child will learn)	- match - name - put into different piles - repeat aloud - follows directions

- Recognizes
- select through hearing and touch
- point to
- pick up

Appreciates

- Be curious
- Realizes fully
- Feels

3) Under what condition the behaviour will be shown? When you are deciding upon an objective, you have to also decide under what conditions will the child show that behaviour. Will she show that behaviour every day, during the daily routine or will she do it when specifically asked to do so?

Examples of the way to state the condition are the following:

- When hungry, Lalita will ask for food…..
- When shown the models of ten fruits and asked to identify and name, Kishore will identify and give the name……
- Mallika will do single addition sums when given a worksheet with 10 sums.
- Kamal will eat with spoon when asked to do so.

4) How much proficiency the child should achieve?

This part of the objective states the level of performance expected of the child after the training period is over. This is also referred to as criterion or degree of success. Thus this part of the objective will state

- for how long,
- or how many times, or
- how often, or
- how well a particular behaviour will occur.

Some examples of how to state the criteria in the objective are the following:

- When the sound ball is thrown to her, Gauri will catch it 8 times out of 10.
- Without being reminded, Maya will brush her teeth 5 days out of 7 in a week.
- When asked to stand, Susan will be able to balance herself in the standing position for one minute.

It is important to remember one thing here. Avoid writing a 100% level of performance. Keep that only for very important situations where there is a danger if the performance is not total. An example of such a situation would be:

- When pouring water from the electric kettle himself, Raghuvir will first switch it off every time.

However, if for other activities you put the condition as "daily" or "each time", or 10/1 0 times, then even if the child fails to do so once you would have to say that the child has failed in reaching the objective. This would be discouraging for you as well as the child. Therefore, set the condition which is practical as we have done in the examples stated above.

5) After how long the objective will be achieved (duration)?

The objective has to indicate the time period of the training after which the person will acquire the skill. This may be stated in the form of a certain date by which the child will achieve the objective, or in terms of the number of sessions or the number of months of training.

Examples of stating the duration of training are the following:

- When asked to write the names of five shapes, Kiran will write the names of five shapes after three months of training.
- After the school is over, Rakesh will be able to come back by himself by 30 June, 2024.
- Rajani will be able to write her name by himself after 15 sessions of training.

Having read in detail about the various components of a specific objective, can you now write a specific objective with respect to teaching Rajani to move into her home surroundings? Compare your version with ours provided below:

You can use any of the following formats to write the objective:

- Rajani will be able to move at every place of her house without any assistance (content and behaviour), 8 out of 10 times when required (condition), by herself (criteria), after 15 sessions of teaching (duration).
- When required (condition), Rajani will be able to move independently in her house (content and behaviour), 8 out of 10 times (criteria), after 3 months of training (duration).
- After 3 months of training (duration), Rajani will be able to move in her house (content and behaviour), by herself (criteria), 8 out of 10 times when required (condition).

Remember, that it is you as the teacher or the parent who will decide upon the condition, criteria and duration, based on the child's age and degree of visual impairment and the amount of time being devoted to training.

Some examples of specific behavioural objectives

Some examples of specific behavioural objectives are given below. Reading them will help you to set the behavioural objectives in your own case.

- When asked to answer questions after reading a story, Savita will answer three out of four questions based on the story read out to her, each time, after 2 months of training.
- When asked to wash a garment, Rajiv will wash it to look clean without any visible stain or dirt, after 10 training sessions.
- When shown objects of different sizes, Radha will identify the small object 9 times out of 10 by the end of one month of training.
- When other children ask for the play material, Rohit will share his play material, 5 times out of ten times, after 3 months of training.
- On being asked, Rajat arranges all numerals from 1 to 10, when not written sequentially on a taylor frame, 8 times out of 10, after three months of training.
- When required, Madhu makes 4 sandwiches in 20 minutes for breakfast, after 20 sessions of training.
    - Maya will brush her teeth 5 days out of seven in a week, without being reminded.
    - When asked to stand, Susan will be able to balance herself in the standing position for one minute.
    - When feeling toilet, Raghuvir will go to toilet by himself from his bedroom to the toilet place.
    - When asked to write Braille, Abha will punch simple shapes like ‘a’, ‘b’ and ‘c’ after three months of training.
    - Alka will be able to move from her house to the shop by herself after 15 sessions of training.
    - After 3 months of training, Rajni will be able to feed by herself each time when hungry.’
    - When asked to answer questions after reading a story, Savita will answer three out of four, questions based on the story read out to her, each time, after 2 months of training.
    - When asked to wash a garment, Rajiv will wash it so that it becomes clean without any dirty smell, after 10 training sessions.
    - When other children ask for the play material, Rohit will share his play material 5 out of 10 times, after 1 month of training.
    - When walking, Ayisha maintains proper gait after 3 months of training.
    - When talking, Meena sees the opponent face 8 out of 10 times, after 1 month training

6.2.6 Step 6 - Formulating the Teaching Plan

After deciding upon the specific behavioural objective, the teaching plan must be prepared. This means identifying the specific procedure, method and strategies that will be employed to teach that objective to the child and writing these out in the form of a plan. While we shall be discussing the specific teaching strategies in Unit 8 and 9, here we shall describe how to prepare the teaching plan.

A Teaching Plan includes:

- the task/activity which has to be taught to the child;
- the child's current level of performance with respect to that task;
- the material required for teaching;
- the procedure for teaching; and
- the procedure for evaluation.

You have read about the first two aspects in the discussion in the Unit till now. Let us describe the remaining aspects now.

Material: This refers to the material required for teaching the required objective.

Procedure: This means writing in detail how the task is going to be taught to the child using the selected material. It also includes stating what type of assistance (physical or verbal; also referred to as prompt), will be provided to the child to do the task; the reinforcement that will be used and the settings (classroom, playground, home, etc.) in which the training will take place. You will read about prompts and reinforces in Unit 9.

Evaluation: This mentions when and how the evaluation will be done to know whether the child has learnt what one has been teaching. In fact, this aspect has already been incorporated in the objective itself. For example, when we say that: "Rajat will be able to climb five steps on the stairs independently, 5 out of 6 times after 2 months of training", then '5 steps', 'independently' '5 out of 6 times' are the criteria for evaluation and this evaluation will be done after 2 months of training. We shall discuss evaluation in greater detail the next sub-section.

The following are two examples of teaching plans. The task stated in each of the two examples is actually the Annual Goal which has to be broken down into many short term goals and then each short term goal has to be converted into a specific behavioural objective. In these teaching plans, we are describing the procedure for teaching one of the specific behavioural objectives. . With respect to a particular child, an IEP would need to be prepared for each specific behavioural objective you want her to learn.

Teaching Plan Example 1

Task/activity(which is the Annual Goal) : *Brushes teeth independently.*

Current Level of Performance*: The child identifies brush and paste, can hold the brush and toothpaste; cannot apply toothpaste on the brush and cannot brush teeth independently; can rinse the mouth after brushing and clean the brush.*

Specific Behavioural Objective*: On waking up and before going to bed, Reena will brush her teeth independently , after the training period of three months, six days out of seven.*

Materials needed*: Tooth brush and toothpaste.*

Procedure: *The trainer (who would most likely be the parent) would take the child to the washbasin. The trainer will make the child hold the brush in one hand and the paste in the other hand, and then hold the hands of the child from behind using hand-under-hand technique. The trainer will apply pressure on the child's hand slightly so that paste comes out of the tube. The trainer would remove the pressure on the child's hand after the application of paste. Using hand under hand technique the trainer will provide help to the child to brush her teeth. Since the child can rinse her mouth the trainer will not support the child in doing so.*

Gradually the trainer will shift from hand-under-hand technique To hand-over-hand technique of providing physical support.

Slowly, as the child learns to apply paste and brush her teeth, the physical help (also referred to as physical prompt) provided by the trainer in applying the paste would be reduced. The trainer will then use verbal reminders (also referred to as verbal prompt) to tell the child to apply the paste and brush the teeth. Gradually, even the verbal prompts would be reduced. The child would be reinforced after every successful completion of the task by praising her.

Evaluation: *After three months of training period, the child is able to e brush independently, 5 days out of 7.*

Teaching Plan Example 2

Task/activity(which is the Annual Goal)*: Can read and write alphabets 'a' to m' in Braille.*

Current Level of Performance: Recognizes different shapes made by six Braille dots. He can recognize various things by touch (means his tactile sense is well trained). He follows the straight and curved line m Braille. He can also count the squares made by Braille dots.

Specific *Behavioural* Objective: The child will be able to identify and read letters 'a', 'b' and 'c' when asked in any situation, 4 out of 5 times, after two months.

Materials needed: Flash cards with letters 'a' and 'b' and 'c' written; on them in Braille; Braille blocks on which these letters are written.

Procedure: The trainer (can be the parent or the teacher) after revising different shapes made by 6 Braille dots with the help of worksheets or flash cards, will introduce the flash card with 'a' written on it. He will touch it, say the dot number and then name it and task the child to repeat the letter. The trainer will help the child to move his index finger on letter 'a' and after doing so, point to it saying 'a'. Once the child learns to recognize 'a' on the flash card, the trainer will show the same alphabet on a plain paper or on a worksheet, on a hard-paper, on his Braile slate, on the signboard, one by one, and ask the child to recognize it. Once the child begins to recognize the alphabet 'a', the trainer will introduce the letter 'b' along with revising shape position of the Braille dots and the letter 'a'. After the child learns'a' and 'b' the trainer will introduce alphabet 'c ' with the same process as he did earlier with 'a ' and 'b'.

Evaluation: After 2 months of training, the child is able to identify and read letters 'a', 'b' and 'c', 4 out of 5 times correctly.

Check Your Progress Exercise 1

1) Explain the importance of setting short-term goals in the development of an Individualized Education Plan (IEP).

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2) Compare and contrast the concepts of "understanding" and "observable behaviour" in the context of writing specific behavioural objectives.

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3) Describe the role of the teaching plan in the implementation of an IEP, using specific examples.

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6.3 TEACHING AND LEARNING IN APPROPRIATE CONTEXT

At this point it is very important to clarify one aspect and that is as follows:

Teaching any activity to the child should be done in the proper context and situation. For example, if the child is taught to wear and remove her shirt in the school/centre and this is done repeatedly during the day, often 'in the presence of other children and adults, the child will think that it is appropriate to remove the shirt when others are present, and that he/she can do so anytime and anywhere. Thus, the child may remove the shirt in the drawing room in their house — when guests are present. When the child does so, we say that the child behaves inappropriately. But if we look at it carefully, who has created the problem — we, as trainers, or the child? Besides, do we ever wear or remove our clothes at any other time except when bathing in the morning or when getting ready to sleep in the night? Then why should we teach the child this activity at any other time of the day? When we do so, the activity does not become meaningful for the child.

The point that we are making is that the child should be trained to do a particular activity in the right situation. In this way, the activity becomes meaningful, and there is no fear of inappropriate generalization or fear of whether the child will be able to transfer the training given in one situation to another. This is particularly true when teaching the child self-help skills.

When you have the appropriate setting for training, your specific objective will by itself be stated appropriately. Thus, with respect to the activity of removing the shirt, your specific objective would be : "Before bathing, Naman will remove his shirt each day after three months of training". Contrast this specific objective with the one below which you would formulate if you were teaching Naman to remove his shirt in the afternoon in the school: "When asked, Naman will remove his shirt 8 times out of 10, after three months of training".

It is quite clear that the first objective makes more sense than the second one. Besides, the way you are assessing the child's learning in the second objective is also unnatural. You are asking him to wear the shirt ten times in one sitting and then seeing how many times he does it correctly. But do we wear our clothes like that in everyday life? No! On the contrary, in the first objective, you are automatically observing and evaluating the child's performance every day and assessing him in the right context.

Of course, certain activities would have to be taught to the child in the structured setting of the classroom — such as learning to read, write, concept of number and so on. But the attempt should be to relate whatever has been learnt in the classroom to real life and the appropriate context.

6.4 EVALUATION

As you would have understood by now, after the training period is over, the parent or the teacher sees whether or not the child has learnt what was being taught and whether she could do it in the time frame as stated in the objective. If she did not achieve the objective, i.e. if she could not learn the new activity as a result of training, what was the reason for it? **Thus, evaluation in context of IEP, refers to assessing the child being trained as well as taking a critical look at the training programme itself.**

For example, the teacher had set the following objective to be achieved by two children –

"Matches cut-outs of three different shapes correctly, after 15 sessions of training".

After 15 training sessions, the teacher tested the children. The result was the following:

- The first child could match the cut-outs of all three shapes without mistakes; in other words, he achieved the criteria.
- The second child could match only one shape correctly; in other words, he did not achieve the criteria, because he is yet to learn to match two more shapes. The discrepancy (difference) here is two shapes.

Thus, evaluation involves a comparison of the way things are to the way they should be.

Standard _____ **Behaviour**

(The way things should be) (The way things are)

Discrepancy

As the above example brings out, the second child still requires training in the activity even after the training period is over. Thus, you need to check the reason for this. Where could you have gone wrong? Is it that you were too ambitious in framing your objective and the child needed more time to learn? Were the training strategy and the material used for training not appropriate? Or were there some child's health related or family related problems that could have affected his learning?

6.4.1 Difference between Assessment and Evaluation

It is important to remember that evaluation is different from assessment of the child. Assessment is done before beginning training in order to find out the abilities and skills the child already has, that is, what is her current level of functioning. This will help you to select the activities in which the child needs training i.e., it will help you to identify 'the goals of training.'

Evaluation is done during or after the training period to know how much the child has learnt through your teaching. It helps you to decide whether to take up the next activity for teaching or does the child still require training in the current activity. When evaluation is done during the training period, it is called formative evaluation. For example, you have set the objective of teaching the child to eat food independently in a period of three months. You evaluate the performance of the child formally at regular intervals (after every session/every three sessions/every week) to see how the child is progressing towards the goal (eating food by himself). The evaluation of the child's performance helps you to know the positive or negative aspects of your teaching. It helps you to decide whether to continue the training as planned or whether to bring changes.

6.4.2 Types of Evaluation

Quantitative Evaluation

This means noting down the number of times the child did a certain activity correctly. For example, if you were evaluating the child's ability to recognize fruits, then the number of times the child identified and named a fruit correctly is noted; if you are evaluating the child's ability to brush her teeth, then evaluation will include the number of times the child remembered to brush her teeth on her own. You will have to decide upon a minimum response that is acceptable and then see how the child's performance compares to it. We are all familiar with this type of evaluation as this is the procedure which is used in most schools where we ourselves have studied.

Qualitative Evaluation

Noting the number of times the child performed a certain item is a quantitative way of depicting the performance. Apart from this, the

evaluation must also include a qualitative appraisal of the child's abilities. This means that you note down aspects such as: did the child seem to enjoy learning the task, could she concentrate, did she understand what you were saying, was she alert, did she take initiative, did she remember what was taught in the previous session. Being sensitive to these aspects of the child's personality will help you to make your IEP more appropriate. However, be careful to be objective about your observation regarding the child — these should not be influenced by your likes and dislikes of the child.

Remember, the evaluation should not be seen as a final judgment about the child. Rather, it should be seen as a process which leads to further planning regarding how to train the child. Evaluation is more an indication of how you planned your teaching than it is about the abilities of the child.

6.5 THE OVERALL PROCESS OF INDIVIDUALIZED EDUCATION PROGRAMME PLANNING

Thus, the three steps on which depends the education and training of children with visual impairment are the following:

Step 1: Functional Assessment

Step 2: Developing Individualized Education Programme

Includes

a) Setting Annual Goals
b) Formulating Short Term Goals
c) Formulating Behavioural Objectives
d) Preparing the Teaching Plan

Step 3: Evaluation

6.6 MAINTENANCE OF RECORDS

Report writing and record keeping are integral parts of each of the three phases of individualized programme planning. There are different types of formats for recording information, performance and progress in each of these three phases. The specific assessment tools used would have their own formats for recording the results of the assessment. Systematic documentation of information regarding the performance of a child is essential. As the educational needs of each child are different from the others and the teaching plan is individualized, documenting and maintaining individual records is important to report the child's progress.

While writing the reports, be careful to describe the performance of the child objectively so that any other individual reading it can understand clearly what the child was able to do before training and what the child has learned as a result of training. Generally, avoid using the words such as 'knows', 'good', 'nicely', 'well done', as they do not exactly tell you what the child can or cannot do. Thus, instead of saying: "The child knows shapes", state clearly what the child is able to do with regard to shapes. Similarly, instead of

saying: "The child speaks well" state what does 'well' means. It may mean that the child speaks in sentences or answers simple questions relating to herself and the family or narrates incidents which involve 4-5 sentences, with prompts.

Check Your Progress Exercise 2

1) Differentiate between: Evaluation and Assessment.

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2) List the steps being followed in training and educating the children with visual impairment.

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3) Explain the types of Evaluation, with examples.

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6.7 SUMMING UP

- The steps involved in developing an IEP are:

  Collecting general background information

  - Carrying our functional assessment
  - Identifying the annual goals
  - Setting short term goals
  - Formulating behavioural objectives
  - Formulating the teaching plan

- **Behavioural Objectives**

  i) Specific: Objectives should be clear and precise, detailing exactly what the student is expected to achieve. Avoid vague terms like "improve" or "increase"; instead, specify measurable behaviours.

ii) Measurable: Define how progress will be measured. Use quantitative criteria (e.g., number of times a behaviour occurs, percentage of correct responses) to make it easy to assess if the objective has been met.

iii) Achievable: Set realistic goals that are within the student's capacity to achieve, considering their current skill level and potential for growth.

iv) Relevant: Ensure objectives are meaningful and directly related to the student's educational needs and overall development. They should address areas where the student requires support or improvement.

v) Time-bound: Establish a timeframe for when the objective should be accomplished. This could be within a specific period, such as a semester or school year, to track progress and make adjustments as necessary.

vi) Functional: Objectives should focus on skills that will help the student in real-life scenarios, enhancing their ability to function independently and participate fully in their educational setting.

- **Teaching Plan**

i) Assessment of Current Abilities: Begin by assessing the student's current strengths and weaknesses. This provides a baseline for setting appropriate objectives and choosing suitable teaching strategies.

ii) Differentiated Instruction: Adapt teaching methods and materials to accommodate the student's learning style, pace, and any specific needs. This might include using visual aids, hands-on activities, or providing extra time for tasks.

iii) Evidence-Based Strategies: Employ teaching techniques supported by research and proven to be effective for the student's specific needs. This could involve specialized instruction in areas like reading, math, or social skills.

iv) Individualized Support: Tailor support to address specific challenges the student faces. This might involve one-on-one instruction, use of assistive technology, or specialized programs.

v) Regular Monitoring and Feedback: Continuously assess the student's progress towards the behavioural objectives. Provide regular feedback and adjust the teaching plan as needed based on the student's performance and evolving needs.

vi) Collaboration: Work with other professionals, such as speech therapists, occupational therapists, or counselors, to provide comprehensive support. Also, engage with the student's family to ensure consistency between school and home environments.

vii) Accommodations and Modifications: Implement necessary accommodations (e.g., extended test time, quiet work space) and modifications (e.g., altered assignments, different teaching methods) to support the student's learning.

viii) Skill Generalization: Ensure that skills taught in a controlled setting can be applied in various contexts. Practice skills in different environments to help the student transfer learning to real-life situations.

ix) Positive Reinforcement: Use strategies to motivate and encourage the student. Reinforce positive behaviours and achievements to build confidence and promote continued progress.

x) Review and Revise: Regularly review the teaching plan and behavioural objectives to ensure they remain relevant and effective. Make necessary revisions based on ongoing assessment and feedback.

- Teaching and training of the child should be done in the appropriate context. This means that we should train the child to do a particular activity in the situation in which he needs to show it.
- Evaluation helps to know whether the child is learning what we are teaching and also helps us to take a critical look at the training programme itself. Evaluation should be quantitative as well as qualitative.
- Proper records need to be maintained at each stage of the IEP process.

6.8 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

1) Setting short-term goals is crucial in an IEP because these break down larger annual goals into manageable short term targets. These short-term goals help track progress more effectively over shorter periods, typically three to four months. By achieving these smaller goals, educators can ensure continuous progress towards the broader educational objectives outlined in the IEP. Moreover, short-term goals allow for adjustments in teaching strategies and interventions based on ongoing assessments of the child's development.

2) In writing specific behavioural objectives, it is important to focus on observable behaviours rather than subjective terms like "understanding." Observable behaviours are actions or skills that can be seen, heard, or counted. For instance, instead of stating "the child will understand counting up to 5", a specific objective would be "the child will correctly count and point to sets of 5 objects out of a group." This shift ensures clarity and measurability in determining whether the objective has been achieved, thus guiding effective teaching and assessment practices.

3) A teaching plan plays a critical role in translating specific behavioural objectives into actionable steps for teaching and assessment. For example, if the objective is for a child to independently brush their teeth, the teaching plan would outline the materials needed (toothbrush, toothpaste), the procedure (initial physical support, gradual fading of support), and the evaluation criteria (number of days per week the task is

completed independently). This structured approach ensures consistency in teaching methods, facilitates monitoring of progress, and provides a framework for evaluating the child's achievements against the objectives set in the IEP.

Check Your Progress Exercise 2

1) **"Evaluation" and "assessment" of children with visual impairment are two different process.**

   Assessment is done before beginning training in order to find out the abilities and skills the child to know about the current level of functioning of the child. Evaluation is done during or after the training period to know how much the child has learnt through the training/teaching.

   Assessment helps us to identify the goals of training, Evaluation helps us to decide whether to take up the next activity for teaching or does the child still require training in the current activity.

2) The education and training of children with visual impairment involves three steps. These are:

   Step 1: Assessment, which is done is done before beginning the training, so that the current level of functioning of the child is known regarding her abilities which will enable us to identify the goals of training.

   Step 2: Individualized Education Programme. This includes Setting Annual Goals, Formulating Short Term Goals, Formulating behavioural s Objectives and Preparing the Teaching Plan.

   Step 3: Evaluation - to know/ analyze how much the child has learnt through the training/teaching.

3) When evaluation is done during the training period, it is called formative evaluation.

   When evaluation is done at the end of the training period, it is called summative evaluation.

   Example:

   Formative Evaluation: If we have set the objective of teaching the child to eat food independently in a period of three months, we evaluate the performance of the child formally at regular intervals to see how the child is progressing towards the goal. The evaluation of the child's performance helps us to know the positive or negative aspects of our teaching and helps us to decide whether to continue the training as planned or whether to bring changes.

   Summative Evaluation: The evaluation which will be conducted at the end of three months is referred to as summative evaluation.