

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Goal Planner for Children Aged 4–6 Years

Aligned with Indian Foundational Stage Curriculum (NEP 2020 / NCF-FS)

Prepared by: Sarita Rai, Special Educator

Website: www.specialeducation24.com | Contact: +91-9899878180

Important: This IEP Goal Planner is to be used only after a comprehensive assessment has been completed by a qualified specialist (Special Educator / Clinical Psychologist / Developmental Paediatrician). Goals must be individualised on the basis of the child's actual present levels. The examples below illustrate a developmentally appropriate pathway for many 4–6 year olds who need foundational support.

1. Child Information (to be filled after assessment)

Child's Name	_____	Date of Birth / Age	_____
Gender	_____	Date of Assessment	_____
Class / Placement	_____	IEP Period	From ____ to ____
Primary Language	Hindi / English / Both / Other: _____	Diagnosis / Concerns	_____
Parent / Guardian	_____	Contact	_____

2. Present Levels of Academic Achievement & Functional Performance (PLAAFP)

This section summarises what the child can already do and what support is still needed. It is written only after formal and informal assessment by the specialist. Below is a suggested framework for 4–6 year olds.

Domain	Current Strengths (examples)	Needs / Areas to Support
Sitting & Attention	Can sit for short periods with adult support; shows interest in favourite toys.	Needs structured practice to build independent sitting of 5–10 minutes for learning tasks.
Pre-Literacy (English)	Recognises a few familiar letters or pictures; enjoys looking at books with an adult.	Needs systematic introduction of letter shapes and sounds, one letter at a time with picture cards.
Pre-Literacy (Hindi – Swar & Vyanjan)	Responds to some Hindi words or songs; may recognise a few common symbols.	Needs gradual introduction of स्वर (a, आ, इ, ई...) and व्यंजन with picture association, one at a time.
Early Numeracy	Can hold objects; may rote-count a few numbers with help.	Needs concrete 1-to-1 correspondence (1 bead = 1 object) using large beads mala before abstract counting.

Social-Emotional & Communication	Makes eye contact at times; follows simple one-step directions in familiar settings.	May need visual supports, clear routines and positive reinforcement for group participation.
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Note: Replace the example statements with actual assessment findings for the individual child.

3. Foundational Prerequisite – Sitting Tolerance (5-10 minutes)

Before any formal letter or number learning can take root, the child must be able to sit with reasonable attention for at least 5-10 minutes. This is the doorway to all academic readiness. Without it, picture cards and counting activities will not stick.



Illustration: Building comfortable sitting for learning

Annual Goal – Sitting & Attention

By the end of the IEP period (approximately 6-12 months), when given a preferred or structured activity and clear visual/verbal cues, the child will sit in a designated place and remain engaged for at least 8-10 minutes with no more than 1-2 gentle prompts, in 4 out of 5 observed opportunities across three consecutive sessions.

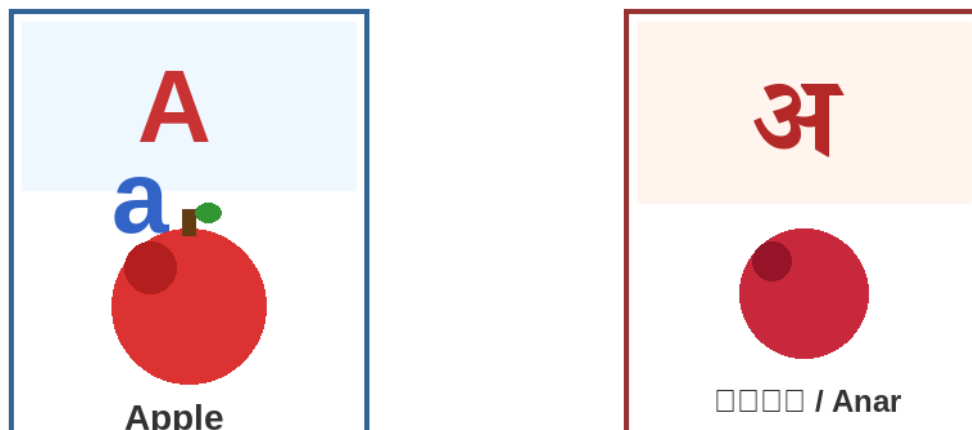
Short-term Objectives (Benchmarks)

- Within 4-6 weeks: Sit for 2-3 minutes with adult co-sitting and preferred toy/object, 80% of trials.
- Within 8-10 weeks: Sit for 4-5 minutes with minimal physical prompt, looking at picture cards or beads, 4/5 trials.
- Within 3-4 months: Sit independently for 6-8 minutes during a short structured activity (one letter + one swar or counting 1-3), with only verbal/visual reminder.
- By end of period: Consistent 8-10 minute sitting for learning tasks as stated in the annual goal.

Teaching tips: Use a consistent 'learning mat' or small chair. Start with highly preferred materials. Gradually fade physical prompts. Celebrate every successful minute with specific praise ("You sat so nicely and looked at the card!").

4. Pre-Literacy Goals – English Letters & Hindi Swar / Vyanjan

For children aged 4–6 who are still at the very beginning, we introduce one English letter and one Hindi स्वर (or later व्यंजन) per day using clear picture cards. This prevents overload and allows deep association between shape, sound and meaning.



Sample Picture Cards: English letter 'A' (Apple) and Hindi स्वर 'अ' (अनार)

Annual Goal – Letter & Swar Recognition

By the end of the IEP period, when shown a set of previously taught picture cards (one letter / one स्वर at a time), the child will correctly point to or name the target letter/स्वर and its associated picture with 80% accuracy across 3 consecutive probe sessions for at least 8–10 English letters and 8–10 Hindi स्वर.

Short-term Objectives

- Week 1–2: Match identical picture cards of 2–3 letters/स्वर with physical help fading to independent matching.
- Week 3–6: Point to the correct letter/स्वर when named (receptive) for 4–5 targets, 4 out of 5 trials.
- Month 2–3: Name or approximate the sound of 5–6 letters and corresponding स्वर when shown the card.
- Ongoing: Maintain previously learned letters while adding only one new letter + one new स्वर each teaching day; review daily.

Daily Teaching Structure (suggested)

Step	Activity	Duration
1	Settle on learning mat / chair; greet and set expectation for sitting.	1–2 min
2	Show today's English letter picture card; name it, show picture, let child touch/trace.	3–4 min
3	Show today's Hindi स्वर card; same process – shape, sound, picture.	3–4 min
4	Quick review of 1–2 previously learned cards (keep success high).	2 min
5	Praise, movement break or preferred activity.	1–2 min

Total focused learning time stays within the child's current sitting capacity and slowly expands with it.

5. Early Numeracy – Counting with Valuation using Beads Mala

Many young children can recite numbers ('1, 2, 3...') without understanding that each number stands for a real quantity. We therefore begin with a large, colourful beads mala (or counting beads on a

string) and teach that 1 bead = 1 object / 1 ball, 2 beads = two objects, and so on. This concrete 'valuation' is the foundation of true number sense.

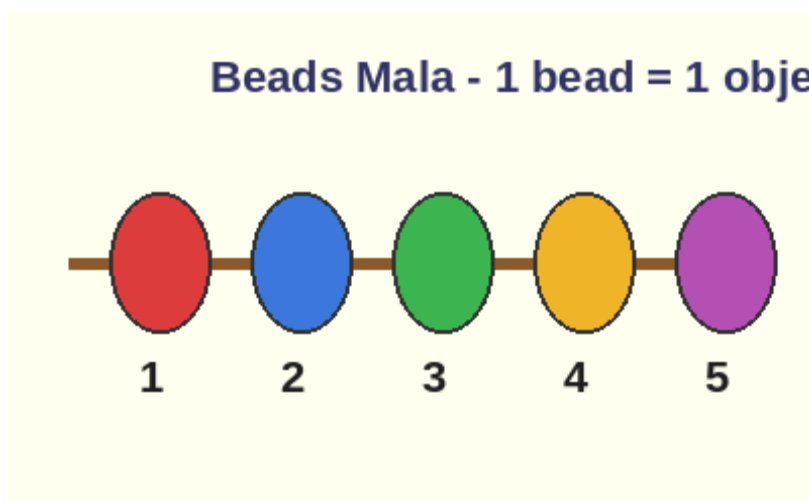


Illustration: Beads Mala – each bead represents one real object

Annual Goal – Number Sense & 1-to-1 Correspondence

By the end of the IEP period, when given a set of up to 5–10 large beads (or objects) and asked to 'give me ___' or 'count how many', the child will correctly demonstrate 1-to-1 correspondence and state the total quantity with 80% accuracy across 3 consecutive sessions for quantities 1 through 5 (and progressively up to 10 as mastery allows).

Short-term Objectives

- Phase 1: Match one bead to one real object (ball, block, spoon) with adult modelling; then independent matching for '1'.
- Phase 2: Give '1' and '2' beads/objects on request; count aloud while touching each bead (1-to-1).
- Phase 3: Extend to 3, 4 and 5 with the same concrete method; introduce the written numeral only after solid quantity understanding.
- Ongoing: Always pair the spoken number with the actual set of beads/objects before moving to abstract worksheets.

Materials: Large wooden or plastic beads on a sturdy string (or individual beads in a bowl), real objects of the same type (balls, blocks, fruits), number cards introduced later. Keep sessions short and success-oriented.

6. Special Education Services, Accommodations & Supports

These are examples; the actual frequency and intensity must be decided by the IEP team after assessment.

Service / Support	Suggested Frequency	Provider / Setting
Special Educator sessions (direct instruction on sitting, letters, numbers)	3–5 sessions per week, 20–30 minutes each (or as tolerated)	Special Educator – resource room / inclusive classroom / home-based
Occupational Therapy (if fine-motor or sensory needs identified)	As recommended in assessment report	Qualified OT
Speech–Language support (if communication needs identified)	As recommended	Speech Therapist
Parent / Caregiver training & home programme	Fortnightly guidance + daily short practice at home	Special Educator + Family

Classroom / Learning Accommodations

- Preferential seating near the teacher / low-distraction area.
- Use of visual schedule and ‘first–then’ boards.
- Picture cards and concrete objects instead of only verbal or worksheet tasks.
- Break tasks into very small steps; allow movement breaks after successful sitting periods.
- Extra processing time; reduced length of tasks while maintaining quality of understanding.
- Positive behaviour support – specific praise, token or sticker for sitting and trying.

7. Progress Monitoring & Review

Progress is measured through simple data collection so that the team knows whether the child is moving toward the annual goals.

What is measured	How	How often
Sitting duration & prompts needed	Timer + tally of prompts on a simple data sheet	Every teaching session; summarise weekly
Letter / Swar recognition accuracy	Probe with known cards (point or name); record % correct	Twice a week formal probe; daily informal
1-to-1 correspondence & counting	Ask child to give / count beads or objects; record accuracy	Twice a week formal; daily practice notes

- Progress reports to parents: at least once every term (or monthly if intensive support).
- Full IEP review: at least once a year, or earlier if the child masters goals or needs significant change.
- Data should guide decisions – if progress is slow, adjust materials, intensity or supports rather than simply repeating the same plan.

8. IEP Team & Signatures

An IEP is a collaborative document. The following members typically participate:

- Parent(s) / Guardian(s)

- Special Educator (Sarita Rai or assigned educator)
- Class Teacher / Inclusive Classroom Teacher (if applicable)
- Related service providers (OT, Speech, etc.) as relevant
- School representative / Coordinator

Role	Name	Signature	Date
Parent / Guardian			
Special Educator	Sarita Rai		
Class Teacher			
Other (specify)			

A gentle reminder from the author

Every child learns at their own pace. The goals in this planner are starting points, not rigid targets. When we honour the child's present level, protect their sitting capacity, introduce only one new letter and one new स्वर a day, and build number sense with real beads and real objects, we give the child the dignity of true understanding. Celebrate small steps. Keep sessions warm, short and successful. The rest will follow.

— Sarita Rai, Special Educator
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