



Ministry of Education

Circular and Guidelines on Special Education Assessment

Non-formal and Special Education Branch
Ministry of Education
“Isurupaya”
Battaramulla.



අධ්‍යාපන අමාත්‍යාංශය
கல்வி அமைச்சு
Ministry of Education

'ඉසුරුපාය', බත්තරමුල්ල, ශ්‍රී ලංකාව.
'இசுரூபாய்', பத்தரமுல்ல, இலங்கை.
'Isurupaya', Battaramulla, Sri Lanka.
☎ +94112785141-50 ☎ +94112785818
✉ info@moe.gov.lk 🌐 www.moe.gov.lk

මගේ යොමුව
எனது இல.
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දිනය
திகதி
Date

2022.09. 08

වක්‍රලේඛ අංක:- 33/2022

සියලු ම පළාත් අධ්‍යාපන ලේකම්වරුන්,
සියලු ම පළාත් අධ්‍යාපන අධ්‍යක්ෂවරුන්,
සියලු ම කලාප අධ්‍යාපන අධ්‍යක්ෂවරුන්,
සියලු ම පළාත්/කලාප විශේෂ අධ්‍යාපන නියෝජ්‍ය/සහකාර අධ්‍යාපන අධ්‍යක්ෂවරුන්,
සියලු ම පළාත්/කලාප ප්‍රාථමික අධ්‍යාපන නියෝජ්‍ය/සහකාර අධ්‍යාපන අධ්‍යක්ෂවරුන්,
සියලු ම කොට්ඨාස භාර නියෝජ්‍ය/සහකාර අධ්‍යාපන අධ්‍යක්ෂවරුන්,
සියලු ම විද්‍යාපීඨ පීඨාධිපතිවරුන්/ගුරු විදුහල්වල විදුහල්පතිවරුන්,
සියලු ම රජයේ විදුහල්වල විදුහල්පතිවරුන්, විශේෂ/ප්‍රාථමික අධ්‍යාපන ගුරු උපදේශකවරුන්,
සියලු ම රජයේ අනුමත පෞද්ගලික විදුහල්වල හා උපකෘත විශේෂ විදුහල්වල විදුහල්පතිවරුන් වෙත,

විශේෂ අධ්‍යාපන තක්සේරුකරණය පිළිබඳ වක්‍රලේඛය සහ උපදෙස් සංග්‍රහය

ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික සමාජවාදී ජනරජයේ ආණ්ඩුක්‍රම ව්‍යවස්ථාව මඟින් සියලු තැනැත්තන්ට අධ්‍යාපනයේ සෑම අවස්ථාවක දී ම සර්ව සාධාරණ මෙන් ම සමාන ඉඩ ප්‍රස්තා ලබා ගැනීමට ඇති අයිතිය සහතික කර ඇත.

මානව සුභසිද්ධිය, සෞභාග්‍ය, පරිසරය හා සමස්ත ලෝකයේ සම්පත් අනාගත පරම්පරාවට ද ප්‍රයෝජනයට ගත හැකි පරිදි සුරක්ෂිත කරන ආකාරයේ වැඩපිළිවෙළක් හා සාමයෙන් හා සාධාරණත්වයෙන් පිරුණු ලෝකයක් බිහිකරලීම සඳහා ලබා කරගත යුතු තිරසර සංවර්ධන අරමුණු 17ක් එක්සත් ජාතීන්ගේ සංවිධානය විසින් ප්‍රකාශයට පත්කර ඇත. තිරසර සංවර්ධන හතරවන සහග්‍ර ඉලක්කයේ උප අරමුණක් වන්නේ විශේෂ අධ්‍යාපන අවශ්‍යතා ඇති ළමුන් සඳහා අන්තර්කරණය සහිත ගුණාත්මක අධ්‍යාපනයක් ලබාදීම ය.

විශේෂ අවශ්‍යතා සහිත ළමයින් සඳහා 1969 දී ඒකීයකරණ අධ්‍යාපනය හඳුන්වා දීම සමඟ 70 දශකයේ මුල් භාගයේ දී ප්‍රාදේශීය අධ්‍යාපන කාර්යාල මට්ටමින් අධ්‍යාපන තක්සේරු කමිටු පිහිටුවන ලදී. 13වන ආණ්ඩුක්‍රම ව්‍යවස්ථාව සංශෝධනයත් සමඟ මධ්‍යම ආණ්ඩුවේ බලතල පළාත් සභාවලට බෙදා හැර ඇති අතර ළමයින්ට වඩාත් සමීප කලාප අධ්‍යාපන කාර්යාල මට්ටමින් විශේෂ අධ්‍යාපන තක්සේරු කමිටු පිහිටුවීම කර ඇත. එමඟින් විශේෂ අවශ්‍යතා සහිත ළමයින් හඳුනා ගැනීමත්, ඔවුන් තක්සේරුකරණයටත්, ආසන්න පාසල්වලට ඇතුළු කිරීමටත් අවශ්‍ය පහසුකම් සැලසීමත් සිදු කරනු ඇත. ඒ සඳහා අධ්‍යාපන අමාත්‍යාංශයේ නොවිධිමත් හා විශේෂ අධ්‍යාපන ශාඛාව වෙතින් විශේෂ අධ්‍යාපන වෘත්තිකයින්ගේ සහභාගිත්වයෙන් මෙම “විශේෂ අධ්‍යාපන තක්සේරුකරණය පිළිබඳ උපදෙස් සංග්‍රහය” සකස් කර ඇත.

මෙම තක්සේරුකරණය පිළිබඳ උපදෙස් සංග්‍රහය භාවිත කර විශේෂ අධ්‍යාපන අවශ්‍යතා සහිත ළමයින් තක්සේරුකරණය කිරීමත් මගේ 2020.12.03 දිනැති හා අංක 37/2020 සහිත විශේෂ අවශ්‍යතා සහිත ළමයින්ට අධ්‍යාපන පහසුකම් සැලසීම පිළිබඳ වක්‍රලේඛය හා උපදෙස් සංග්‍රහය අනුව ඔවුන්ට අධ්‍යාපන අවස්ථා සැලසීමටත් ළමයින්ට උපරිම ලෙස සංවර්ධනය කර සාමාන්‍ය පාසල්වල සාමාන්‍ය පන්තිකාමරවල සමවයස් ළමයින් සමඟ අන්තර්කරණ අධ්‍යාපනයක් ලබාදීම සඳහා සුදුසු කටයුතු කරන ලෙසටත් මෙම උපදෙස් සංග්‍රහයෙන් දැනුම් දෙමි.

එම්.එන්.රණසිංහ
ලේකම්
අධ්‍යාපන අමාත්‍යාංශය

පිටපත් :-

1. සියලු ම අතිරේක ලේකම්වරුන්, අධ්‍යාපන අමාත්‍යාංශය
2. අධ්‍යක්ෂ ජනරාල්, ජාතික අධ්‍යාපන ආයතනය
3. විභාග කොමසාරිස් ජනරාල්, ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව
4. අධ්‍යාපන ප්‍රකාශන කොමසාරිස් ජනරාල්, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව
5. ප්‍රධාන කොමසාරිස් (ගුරු අධ්‍යාපන), අධ්‍යාපන අමාත්‍යාංශය
6. සියලු ම විෂය අධ්‍යක්ෂවරුන්, අධ්‍යාපන අමාත්‍යාංශය



මගේ යොමුව
எனது இல.
My Ref.

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ඔබේ යොමුව
உமது இல.
Your Ref.

දිනය
திகதி
Date } 08.09.2022

Circular No: 33/2022

All Secretaries to the Provincial Ministries of Education,
All Provincial Directors of Education,
All Zonal Directors of Education,
All Deputy / Assistant Directors of Special Education in Provinces / Zones,
All Deputy / Assistant Directors of Primary Education in Provinces / Zones,
All Deputy / Assistant Zonal Directors of Education,
All Presidents of National Colleges of Education / Principals of Teachers' Colleges,
All Principals of Government Schools, Teacher Advisors for Special/ Primary Education,
All Principals of Government Approved Private Schools and Assisted Schools for Special Education.

Circular and Guidance Manual on Special Education Assessment

The right of every person to equitable and equal education at every time has been assured by the constitution of the Democratic Socialist Republic of Sri Lanka.

The United Nations has announced 17 sustainable development goals that must be achieved in order to create a program that secures human well-being, prosperity and the environment so that the resources of the entire world can be used by future generations and a world full of peace and justice. A sub-goal of the fourth millennium goal of sustainable development is to give quality education with inclusion for the children having special educational needs.

With the introduction of integrated education in 1969 for the children with special needs, the Education Assessment Committees were established at Regional Education Office level in the early 70s. With 13th amendment of the Constitution, the powers of the central government have been delegated to the Provincial Councils and the Special Education Assessment Committees have been established at the level of Zonal Education Offices which are closer to the children. The required facilities have thereby provided to identify the children with special needs, execute assessment on them and enrol them in nearby schools. In order to materialize the said purpose, this "Guidance Manual on Special Education Assessment" has been formulated by the Non-formal and Special Education Branch of the Ministry of Education with the participation of professionals on special education.

You are informed through this guidance manual to undertake assessment on the children with special educational needs using this guidance manual on special education, and to provide educational opportunities to the children with special needs as per my Circular No. 37/2020 dated 03.12.2020 on provision of educational facilities for the children with special needs as well as to take suitable measures to develop the children to provide them an inclusive education in normal classrooms being mixed with the children of the same age.

M.N. Ranasinghe
Secretary
Ministry of Education

Copies:

1. All Additional Secretaries, Ministry of Education
2. Director General, National Institute of Education
3. Commissioner General of Examinations, Department of Examinations, Sri Lanka
4. Commissioner General of Educational Publications, Educational Publications Department
5. Chief Commissioner (Teacher Education), Ministry of Education
6. All Subject Directors, Ministry of Education

ගරු අමාත්‍යතුමා } ☎ +94112784832
கௌரவ அமைச்சர் } ☎ +94112784825
Hon. Minister } ✉ minister.education@moe.gov.lk

ලේකම් } ☎ +94112784811
செயலாளர் } ☎ +94112785162
Secretary } ✉ secretary.education@moe.gov.lk

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Guidelines on Educational Assessment of Children with Special Education Needs (Disabilities)

1.0 Introduction

Ensuring inclusive and equitable quality education for all and promoting lifelong learning opportunities is the fourth goal of the Action Plan for the Implementation of Sustainable Development Goals. This has also been confirmed by the Incheon Declaration issued by the UNESCO Conference held in Incheon, South Korea (Year 2015).

Although various measures have been taken to ensure the educational opportunities of the Sri Lankan children, it is observed that there are children who have not attended school even for a day. It has been recognized that the majority among such unschooling children are children with disabilities and children living in diverse disadvantaged environments. According to the "Child Activity Survey (2016)" of the Department of Census and Statics, the number of children not enrolled in schools due to disability as of June 30, 2016 has been 19,213.

Through Salamanca Declaration and action plan released at the UNESCO conference held in Salamanca, Spain from 7 - 10 June, 1994, it has been proposed to implement inclusive education with children of the same age in the general education process irrespective of race, religion, caste, color, language, disability, etc. to which the Sri Lankan government too has concurred.

Furthermore, as per Compulsory Education Orders stated in the Gazette Extraordinary No. 1963/30 dated 20.04.2016, it is mandatory to provide educational opportunities to all from the age of 05 years to 16 years.

On recommendations of the Kenmore report, integrated education was commenced from year 1969 with conducting of a two-year special education course for 28 graduates at the Vidyodaya University and with the establishment of special education units in government schools and deploying those trained graduates to teach in them. On recommendations of Prof. D. Arampatta's report on special education, the Special Education Branch of the Ministry of Education was established in year 1971. Subsequently, in the 70s, assessment committees have been established at the regional education office level to carry out educational assessment of children with special education needs.

As per Circular and Guidelines of the Ministry of Education No. 37/2020 dated 03.12.2020, it is mandatory for every child to undergo educational assessment to determine the educational opportunities of children with special educational needs. Accordingly, measures have been made to establish Special Education Assessment Committees at the level of Zonal Education Offices to promote the educational opportunities of children with disabilities as well as children with high intelligence (Gifted).

This Circular No. 33/2022 dated 09.08.2022 and the Guidelines is issued in order to introduce special education assessment methods to identify children under a formal education assessment system and to enroll them in schools and take necessary steps for their development with Individualized Education Plans (IEP). Accordingly, measures

should be taken to ensure educational opportunities of children with special educational needs by conducting the assessment process accurately hereinafter as per instructions in the Guideline.

2.0 Registration and Classification of Pre-childhood Children with Disabilities.

2.1 For whom does Special Education Assessment?

These special education assessment strategies should be used for all children with disabilities who have completed 03 years of age on 31 January of each year and have identified and referred by parents, teachers, principals and non-formal education project officers.

2.2 Registration of Pre-childhood Children with Disabilities in Zonal Education Offices.

In terms of the Circular and the Guidelines of the Ministry of Education, No. 37/2020 dated 2020.12.03, information of all children with disabilities, who have completed 03 years of age and coming under the jurisdiction of the relevant Zonal Special Education Assessment Committee should be obtained from the Medical Officer of Health (The Medical Office for Public Health) is registered at the Zonal Education Office as at 31st January each year by relevant special education officer. (Schedule No 02 & 14) Then the Zonal Education Office should organize awareness seminars for the concerned parents, assess the child before the age of 04 years, and use that information to provide relevant educational opportunities to the recommended children when they reach the age of 04 years.

2.2.1 Making aware of Parents/ Guardians on Registration of Pre-childhood Children with Disabilities through Print and Electronic Media

Whether or not the information is received from the Public Health Medical Offices, As per Section 25.1 of the Circular and Guidelines of the Ministry of Education, No. 37/2020 dated 2020.12.03 the Ministry should publicize through media to register children with disabilities aged 03 years and above. It requires the parents/guardians of children with special educational needs to register their children with the Deputy/Assistant Director of Special Education at the Zonal Education Office in the area they reside.

2.3 Classification of Children with Disabilities

Health sector acts in accordance with the letter No. FHB/CDU/GEN/01/2021 dated 28.10.2021 of the Director General of Health Services the offices of the Public Health Medical Officer in providing information of children with special needs to the Zonal Education Offices. According to the classification, there are 19 types of children with disabilities. (Schedule No. 02 and 15) Some countries provide education for children with

disabilities based on the classification developed by the Individuals with Disabilities Education Act of 2004, as re-enacted by the United States Congress.

In consideration of the common factors in providing education, the Ministry of Education has classified the children with disabilities into 14 categories.

1. Autism Spectrum Disorder (ASD)
2. Global Development Delay
3. Intellectual Disability
4. Brain Injury
5. Deafness or Hearing Impairment
6. Blindness or Visual impairment
7. Multiple Disabilities
8. Down Syndrome and other syndromes recommended by Pediatricians.
9. Orthopedic Impairment
10. Specific Learning Disability (SLD)
11. Emotional Disturbance
12. Deaf-Blindness
13. Speech or Language Disorder
14. Other Health Impairment

Eg:- Attention Deficit Hyperactivity Disorder (ADHD)

Schedule No. 03 of this Guideline can be used to merge the classification of the health sector into this classification. This intervention should also be done for other syndromes and other conditions diagnosed and presented by doctors.

3.0 Education Assessment for Children with Disabilities

The committee comprised of following professionals is called the "Zonal Assessment Committee for Special Education" established to carry out an educational assessment for the provision of the most appropriate learning opportunities for the children with disabilities by correctly identifying their special education needs. It is necessary for the committee to provide continuous and individualized support according to the unique needs of the individuals and the institutions mentioned in the Sections 3.1 and 3.2 will be operational for the purpose.

3.1 Institutions conducting Assessment

Special education assessment will be carried out by the following 06 institutions for development activities of children. Special education assessment should be done by the said assessment committees in terms of this Circular 33/2022 and the Guidelines.

1. Zonal Education Assessment Centers.
2. Inclusive Education Department of the National Institute of Education.
3. "Shishyoda" National Institute on Special and Inclusive Education, Weniwelkola
4. Autism Child Development Centre, Maharagama.
5. Assessment Centers established by the Provincial Departments of Education.
6. Provincial Education Resource Centres.

3.2 Zonal Assessment Committee for the Special Education (ZACSE)

Special Education Assessment Committees should be set up in each educational zone and in any educational zone to be established in future in enabling more accessible for assessment of children with disabilities. The assessment committee reports carried out by the above institutions should be given to the relevant Zonal Special Education Assessment Committee. The committee should consist of the following professionals.

3.3 Members of the Zonal Assessment Committee for the Special Education

- Deputy / Assistant Director of Education – Special Education
- Deputy / Assistant Director of Education – Primary Education
- Teacher Advisor in Special Education / Senior Teacher in Special Education
- Teacher Advisor in Primary Education
- Senior Teacher in Special Education

The committee of other assessment institutions stated in 3.1 above should be comprised of at least three members, two of whom must be trained experts in the field of special education.

When assessing a child with disabilities, minimum of three committee members along with two experienced professionals in the field of special education should be present. Further instructions are included in the "Circular No. 37/2020 dated 2020.12.03 and Guidelines on providing inclusive education for all children including providing educational facilities for students with special educational needs and special needs" of the Ministry of Education.

Professionals, who do not belong to above categories and not involved in special education assessment process so far, and non-formal education project officers in education zones which fail to get the participation of special education experts/senior teachers to participate may also receive training as mentioned in this circular and serve as members of the Special Education Assessment Committee of the respective zone.

Moreover, for the convenience of students, all primary Teacher Advisors and all special education teachers can be trained in special education assessment and participate in assessment activities as required.

3.4 Awarding Licenses for trained members of Assessment Committees for Special Education

Assessment committee members, who have undergone special education assessment training will be issued a certificate by the Ministry of Education authorizing them to conduct assessment and related processes for a period of 03 years. (Schedule No. 01) Ministry of Education has the power to revoke this license upon avoiding to perform the task or violating this Circular No. 33/2022 and the Guidelines.

4.0 Awareness Seminars for Parents / Guardians of Children with Disabilities

Deputy/Assistant Director of Education for Special Education of the Zonal Education Office shall organize 03 awareness seminars at Zonal Education Office level for the parents/guardians of all registered children with disabilities and get the participation of all relevant parties. The organization and the convening of the seminar shall be done by the Special Education Deputy/Assistant Director of Education in the Zonal Education Office. These 03 conferences and the educational assessment and its related actions should be completed before October 31st of the year of registration.

4.1 First Awareness Seminar

The first awareness seminar for parents/guardians of children with disability should be conducted with the participation of the local Public Health Medical Officer, Community and Paediatrician, Physical and Orthopedic Doctor, Ophthalmologist, Otorhinolaryngologist, Psychiatrists, Psychiatrists or Psychiatrists, Speech Therapists, Occupational Therapists and Physiotherapists etc. and in a place easily accessible for health officers and the parents / guardians including the children with disability.

All parties facilitating the child concerned and the parents/guardians of the family should attend this seminar.

Within the next five years, the Ministry of Health is expected to build centers with a multidisciplinary committee, which is a basic process of screening children with special needs, in every district of Sri Lanka.

Eg:- The 'Ayathi' center affiliated to the North Colombo Medical Faculty screens children with disabilities by a team of doctors with expertise in the health sectors mentioned in the above paragraph. Future difficulties that should be brought to the attention of education professionals and parents/guardians regarding children with disabilities in Gampaha district will be prepared to be forwarded to the education sector with the screening of the multidisciplinary committee.

In case of problems in getting treatments, all parties should be informed of the treatment methods, therapeutic methods or other health facilities provided to the child from government hospitals or treatment centers and the measures that can be taken in cooperation with the health departments.

Furthermore, it is very important for all parties to be aware of the role of respective parties for the development of the student.

During this seminar, the officials in the field of education should instruct/ make aware the parents / guardians that all children with disabilities should be trained in life skills such as eating, dressing, cleaning and using sanitary facilities by themselves, as well as the strategies of performing those tasks.

4.2 Second Awareness Seminar

The second awareness conference should be organized with the participation of personnel from the education sector. If there are problems in obtaining treatment, therapeutic

methods or any other health or therapeutic facilities and treatment given to the child from government hospitals or treatment centers, strategies should be made and guidance should be given to solve them.

Here, the officials in the field of education should further instruct/ make aware the parents / guardians and emphasize the requirement of all children with disabilities to be trained in life skills such as eating, dressing, cleaning and using sanitary facilities by themselves.

Likewise, under the importance of providing education for the socialization of all children with disabilities, what is special education? what is inclusive education? the importance of inclusive education? importance of sending the child to a suitable institution to get education? how a student studying in special education units or studying in a special school can be improved to be suitable for studying in a regular school? as well as the role of parents on such situations should be made aware.

Remedies for their weakness can be sought to a certain extent by providing necessary treatment at the early stages of identifying the deficiency/disability, meeting the special needs identified, and providing appropriate educational opportunities and training. The parents should be made aware of these facts and with their support, most appropriate educational opportunities should be provided to the child.

Guidance should be given to direct the child for learning through appropriate realistic methods by identifying the disability of the child, living conditions of parents, work, leisure, social environment, economic stability, educational and cultural background as well as the child's developmental stages.

Actions should be taken to educate every child with disabilities to live cooperatively with others,(living together)to learn cooperatively with others(lerning together), to lead an independent life without deception in future and thereby to empower and socialize the students aiming at working together with others in the world of work. It should be further emphasize that otherwise the parents/guardians will not be able to live with free mentality and thus their child may become a social dependent.

4.3 Third Awareness Seminar

In the third awareness seminar, references should be made to the treatment methods, therapeutic methods or other health or therapeutic facilities provided to the child in government hospitals or treatment centers and the problems/obstacles/omissions in getting the treatment, if any and for the means of obtaining assistance from the health departments as informed in the first and second seminars.

In this seminar, the child should be referred to educational assessment based on the understanding of the child, the socio-economic environment of the child, the education of the parents and the history of family diseases, if any.

After the third awareness seminar, the Special Education Assessment Committee should build up a rapport with the child, which is useful for the subsequent educational assessment.

The Zonal Special Education Assessment Committee shall allocate separate days for each child's parents to assess the child. Steps should be taken to conduct the assessment before November of the year in which the child is registered. At the same time of the conference, the assessment committee should work amicably with the child and prepare the background for the educational assessment.

4.4 Directing Children with Disabilities for Special Education Assessment

In addition to the children who have completed 03 years of age and registered by January 31st after obtaining information from the Office of the Public Health Medical Officer, children with disabilities can also be referred to the Special Education Assessment Committee as follows.

1. Children attended medical treatments and referred with medical recommendations.
2. Children identified and referred by parents/ guardians.
3. Children identified and referred by the Non-formal Education Division.
4. Disabled children referred from child detention homes and probationary institutes.
5. Children referred by teacher through the principal.

The Zonal Special Education Assessment Committee should conduct the assessment related to these children and provide the recommendation of the committee.

5.0 Matters to be followed in a Special Education Assessment

5.1 Date and Time to conduct the Special Education Assessment

❖ At least one day in every week should be set aside for assessment of children and the public should be informed about that day/days.

Eg:- Awaring and display of posters in schools, government institutions, banks and public places.

❖ It is preferable to use duty period for special education assessment. Steps can be taken to avoid delays and inconvenience by informing the parents in advance about the time to come.

5.2 Suitable Venue and Matters to be followed in Special Education Assessment

❖ It is essential to reserve a suitable place and create a suitable environment for special education assessment within the zonal education jurisdiction. It is essential to make the assessment area a pleasant and free environment. Arrangements should be made to arrange formal procedures to procure and maintain the necessary equipment, learning aids, toys etc.

▪ Arrangements should be made to provide adequate facilities to children as well as parents/guardians coming for special education assessment.

▪ If any parent/guardian comes with the disabled child for the special education assessment, the assessment should be conducted on the same day and the report should be provided. If one day is not sufficient to carry out the special education assessment for a child, the assessment should be conducted within the minimum number of days.

- If the parents/guardians come without the child , they should be given a convenient and near date upon discussion.
- Documents to be brought on arrival for special education assessment, special equipment or materials used by the child, food and medicines to be used should be informed. It would be convenient to prepare and print an instruction sheet beforehand.
- A friendly and respectful welcome should be given to the child and the visiting party.
- As soon as children arrive for special education assessment, the assessment should begin after confirming whether the child is in a suitable physical and mental condition to be referred to the assesment.
- Before the assessment, it should be checked whether the child is receiving medical treatments or medication, if so; has been taken correctly. However, in case a hyperactive child comes in, the assessment should be done before getting the medication and observation notes of the child's behavior should be taken again after taking the medication. Further, special attention should be paid to the child's health status and only if it is at an appropriate level, the child should be referred for assessment.
- Should create a free environment for the child to behave.
- Arrangements should be made so that the child feels as a familiar place.
- Have a friendly conversation with the child and the visiting group. Only one member of the committee should contact the child. The other members should carefully monitor the child's behavior without noticing or disturbing the child's attention. But the child should not be allowed to feel that.
- Necessary information of the child should be obtained so that the child or others do not suffer or disturbed.
- Some of the information mentioned in the special education assessment sheet can be achieved through a friendly conversation with the parent and the child. The assessor should be anxious to lead the discussions.
- Furthermore, the data to be completed in the assessment sheet about the children's performance should be obtained through friendly discussion and observation of the child itself.
- Once the child has adapted to the environment and people, it is appropriate to refer to the assessment and steps should be taken to be friendly with the child so that the child does not feel difference.
- It is not necessary to complete the assessment sheet in order. When performing one activity, if other characteristics or activities are shown, those characteristics should be recorded and there should be no need to do the activity again.

Eg:- 1. Soft Motor Skills may be observed within a Gross Motor activity.

2. Behaviours or skills may be measured within the general behavior of the child.

- Likewise, there is no need to sequence the proposed activities. It is advisable to start other activities that can be connected to the occasion by adapting to the child's existing behavior pattern and activity. The assessor should always be careful to work at eye level with the child. From rolling over to observation of different postures of the child and when performing other activities, the child should be in similar postures and eye-to-eye coordination should be used in the assessment.

Eg:- The child should be adapted and assessed in the same position when rolling on the floor and in the same position if sitting on a mat.

- According to the medical reports, the medical history, growth rate, medical treatments of the child should be considered. Since Functional Behavioral Assessments (FBA) are important to organize related activities in the preparation of Individualized Education Plans (IEP), it should be conducted meticulously and properly. A Behavioral Intervention Plan (BIP) is also required for children who requires it.
- There are two types of Assessment Sheets.
 1. General Assessment Sheet (Schedule No 04)
 2. Special Assessment Sheets (Schedule No 05,06,07,08,09)

- It is essential to complete a General Assessment Sheet for each child and preferably completed first.
- Completion of other special forms should also be done according to medical recommendations, parental identification, exceptional circumstances identified by a health professional or the Zonal Special Education Assessment Committee.

Eg:- Assessment Report for Autistic Children (Schedule No 05) should be used for Autistic children.

Assessment Report for Children with Vision Deficiencies (Schedule No 07) should be used for Children with Visual Impairments.

- Certain information should be obtained from parents. In such cases, parents should be guided to get the correct information. The harm caused to the child by providing false or incorrect information should be pointed out. Efforts should be made to confirm this information from the child whenever possible.

Eg:- Information on the use of toilets.

Information on having meals.

- First, an activity, which can done independently by the child may be started and check the relevant criteria. If the child can do it alone then there is no need to check if the child can do it again with support or help. However, maximum marks should be given to the criteria in the assessment paper that measure the activity done with the aid or assistance.

- If all criteria of the General Assessment Sheet are fulfilled, the total number of marks obtained is 368. It should be taken as a percentage and given the relevant recommendations in 6.1 of these guidelines. However, if there are criteria that are not assessed when completing the general assessment sheet in the assessment of a child below 05 years, then 04 points should be deducted for each of the criteria that are removed and the total number of points should be calculated. Then the marks should be converted into a percentage and the recommendation in 6.1 should be given according to the percentage of marks.
- In order to assess a disabled child with severe disabilities, lack of mobility, multiple disabilities, neurological disabilities, the assessment committee should go to the place where the child lives or to a place where he can visit and conduct the assessment.
- A minimum of three committee members along with two experienced professionals in the field of special education shall be present at the time of assessing a child with disabilities. At the end of the general assessment report, it is essential to put recommendations notes and the record signed by the three members of the assessment committee or all the participants.
- It is necessary to note the special facilities and support services to be provided during the student performance evaluation process. For that, a comprehensive understanding of the services provided by the Department of Examination should be obtained and recommendations should be made accordingly. The child should be prepared for the national exams by giving the concessions in school examinations.

6.0 Main Responsibility of the Special Education Assessment Committee

Main responsibility of the Special Education Assessment Committee is to make recommendations and direct necessary actions to ensure that every child referred to the Assessment Committee is provided with appropriate educational opportunities. Eg:- A wheelchair should be given to a child without two legs and access facilities should be provided. In addition, there should be access facilities for you to come and go by wheelchair. (According to the Gazette Extraordinary No. 1467/15 dated 17.10.2006 and its amendments from time to time) The obstacles caused by their disability can be remedied by providing reasonable accommodation.

It is the main responsibility of the Zonal Special Education Assessment Committee to identify and assess children with disabilities early and provide them with the support and education they need in terms of health, physical, mental, emotional and intellectual.

The committee should work in cooperation and coordination with health, social services, childcare, probation, women and child affairs, Divisional Secretariats and local government bodies.

This committee will also be responsible for providing coordination and referrals among Community and Paediatrician, Physical and Orthopedic Specialist, Ophthalmologist, Otolaryngologist, Psychiatrist or Psychotherapist, Physio Therapist, Occupational Therapist, Speech and Language Therapist, Principal, Head of Special Education and

Inclusive Education Section, Special Education Teacher Advisor (In Service Advisor-ISA) and Special Education Teachers.

It is essential to provide reasonable accommodation to students with special educational needs when receiving special education, partial inclusive opportunities or full inclusive education opportunities. Access facilities, learning aids, use of developmental alternative communication methods, provision of digital or non-digital equipment and facilities, provision of mobility and direction equipment are prominent under reasonable facilities for students.

Since the special educational needs unique to each child are addressed in the educational circulars and documents, after providing the special needs, children with disabilities are known as children with special education needs (Children with Special Education Needs-Children with SEN).

The ZACSE Committee and the Individual Education Plan (IEP) Committee may take necessary steps with the consent and permission of the parents/guardians of the children being assessed. However, it is strictly forbidden to publish photos, details and matters affecting their future, expose them to outside parties outside the committees or advertise them in media.

Preparing individualized learning plans for children with Special Education Needs (Children with SEN), giving recommendations to principals to integrate them, providing inclusive education, identifying student problems early and providing them with the necessary support in terms of health, physical, mental, emotional, social and intellectual. Developing them by providing guidance to the Individualized Learning Committee are other responsibilities of the Zonal Special Education Assessment Committee.

Recommending measures to provide Reasonable accommodation, planning strategies, taking actions and directing relevant sections to take actions too come under the functions of the assessment committee.

All parties involved in the needs of the child should work together at the school level in order to develop children with Special Education Needs (Children with SEN) to their maximum potential in the education sector. The committee is known as Individual Education Plan/Program Committee-IEP Committee and the assessment committee shall also advise and guide the said committee as well.

This set of assessment tools have been prepared for assessment of formal education so that an educational assessment which could not be carried out or any area that has not been recorded in assessment reports should be recorded under the 'note' of the assessment sheet and recommendations should be made according to the assessment record of the child.

6.1 Recommendations of the Special Education Assessment Committee

Chapter 4.3 of the Circular and Guidelines of the Ministry of Education, No. 37/2020 dated 03.12.2020.

4.3 In terms of the report of the Zonal Special Educational Assessment Committee,

- (a) That a child with special needs such as acute disabilities, mobility impairments, multiple disabilities, neurological disabilities, etc. should receive education from home under the guidance of a Mobile/Field teacher;
- (b) That students with severe disabilities, who can develop mobility through support or training, should be educated in an Assisted Special School;
- (c) After being educated and developed under the guidance of a special education teacher in a special education unit, they can be integrated and educated in a regular class in a regular school; or
- (d) One of the recommendations should be that a child with special needs should receive inclusive education with peers (in a regular school).

The general assessment and special assessment should be done and the above recommendations should be given according to the percentage of marks obtained by the child.

- 6.1.1 Students scoring between 0 - 25 points should be given recommendation 4.3 (a) of Circular 37/2020 and the Guidelines. Those children should be enrolled in the admission register of a public school and taught at home through a Mobile/Field Teacher to bring them to proficiency levels in "Towards Inclusive Education...Special Education Teachers' Guide I".

In recommending that these children be educated from home, as mentioned in Circular and Guideline of the MOE, 37/2020 dated 2020.12.03, 4.3 (a), the Assessment Committee should arrange for the registration of those children in the nearest school and to employ a Mobile/Field teacher as they complete the age of 04 years on January 31 each year and inform the Zonal Director of Education. One teacher should be assigned to visit and teach three students.

If a Mobile/Field teacher is employed for one or two pupils, the teacher shall spend the remaining time assisting in the special education unit or inclusive education in the school where he/ she is appointed.

After reaching the proficiency levels, he should be included in the special education unit; if there is had Special Education unit in the school where he is registered, and taught "Towards Inclusive Education... Special Education Teachers' Guide II" bringing him to the proficiency level. Admission to the first grade should be done after mastery of those skills. If there is no special education unit in the school, the student should be admitted to a nearby special education unit and given the relevant facilities. After reaching the level of proficiency, he should be integrated to the first grade. Integration Education is providing combined education with regular students.

- 6.1.2 However, if the student's intelligence level is high, recommendation 4.3 (b) can be given even if the student is severely disabled. Those children who score between 0 - 25 and who are determined as able to be educated in a Assisted Special School or a Government Special School are admitted to those schools even at this level and the skill levels and skills mentioned in "Towards Inclusive Education... Special Education Teachers' Guide I" should be tested and developed. After that, the recommendation should be given to teach "Towards Inclusive Education...Special Education Teachers' Guide II" and brought to proficiency level. After reaching the level of proficiency, one should be consolidated to the Grade one.
- 6.1.3 4.3 (b) or 4.3 (c) recommendations should be given to students who score between 26 - 50 points. For that purpose, these children should be enrolled in the admission register of the school at the time of completing 04 years of age on 31st January of each year to provide education in a assisted special school / Government special school or a special education unit of a school with a special education unit. The students should be taught "Towards Inclusive Education... Special Education Teachers' Guide II" and brought to the respective proficiency level. After that, integrated in to Grade one.
- 6.1.4 Recommendation 4.3 (c) should be given to students who score between 51 - 75 marks. As the children have already mastered some of the competencies in "Towards Inclusive Education...Special Education Teachers' Guide II", the remaining competency levels and competencies will be acquired by the time the children complete 04 years of age on 31st January each year. Efforts should be made to bring them up to proficiency levels in a short period of time. The child should be integrated to the Grade one by bringing the level of proficiency as necessary using the Teachers' Guide of the primary first stage and the relevant adaptive methods.
- 6.1.5 Recommendation 4.3 (d) should be given to students who score between 76 - 100 marks. Arrangements should be made for those children to be admitted to Grade one as stated in the Circular and Guidelines of the Ministry of Education, No. 37/2020 dated 03.12.2020. For that purpose, the sectional head of the Special and inclusive Education of every school should provide necessary support to those students who are studying in primary and secondary classes. When applications for admission of children to Grade one of schools are called, these lists should be sent to respective schools with primary classes with the approval of the Zonal Director of Education in the case of Provincial schools, and with the approval of the Director of National Schools in case of national schools.

According to the Gazette Extraordinary No. 1963/30 dated 20.04.2016 issued in accordance with Section 37 of the Education Ordinance No. 08 of 1939, the children, who are eligible for Grade one in any category residing in the school's catchment area should be admitted to Grade one based on the disability of the respective category.

The recommendation given by the Special Education Assessment Committee determines the child's right to education and their future, so making the right recommendation is extremely important.

❖ **Special Notes :-** Recommendations should not always be based on scores alone. Gross motor, soft motor skills etc. may/may not be indicated depending on the deficiency of a particular child. Then the child's overall score may decrease. But if the child's intellectual ability is at a normal level, recommendations should be given to that child to receive general education opportunities and what facilities are needed to minimize the weakness. The facts based on those recommendations should be written under note.

❖ After entering the note, Reference and the Recommendation, the Assessment Records should be submitted to respective sections signed by the committee members as follows.

Committee Member 1 (Deputy /Assistant Director of Education – Special Education)

Committee Member 2 (Deputy /Assistant Director of Education – Primary Education)

Committee Member 3 (Teacher Advisor (In Service Adviser) - Special Education)

Committee Member 4 (Teacher Advisor (In Service Adviser) - Primary Education)

Committee Member 5 (Senior Special Education Teacher)

7.0 Observation of whether the Students have reached Competencies and Competency Levels

7.1 Observation of whether the students with severe disabilities recommended with 6.1.1 and 6.1.2 of the Guideline have reached the competencies and competency levels

The Mobile/Field Teacher should identify the student's entry level prior to teaching each student assigned. Schedule No. 10 should be used for this. Competency levels and competencies already acquired by the student should be identified in the approach to competency levels and competencies mentioned therein. If students have reached the proficiency levels and competencies specified in the Student Assessment Information Sheet in “Towards Inclusive Education...Special Education Teachers’ Guide I”; The date and blue color '√' mark should be applied in the relevant box. The initial of the teacher and the date should also be placed in the respective boxes. Not all are required to be tested because most students have not acquired these skill levels and competencies. The teacher advisor (ISA) should check and confirm the skills the student has acquired. For teaching the remaining skills, the IEP should be planed and the student should be taught appropriately in ensuring the achievement of proficiency.

7.2 Observation of whether the students recommended with 6.1.3 and 6.1.4 of the Guideline have reached the competencies and competency levels.

A child referred for education to a Assisted Special School/Government Special School/Special Education Unit should be admitted as a school student. After that, if a student assigned to the special education teacher needs to be taught “Towards Inclusive Education... Special Education Teacher Guide I” it should be proceeded according to 7.1 above. Otherwise, if the child has reached the competency levels and competencies as per the assessment information sheet of the child mentioned in “Towards Inclusive Education... Special Education Teachers’ Guide II”, blue colour '√' should be marked in the blank box under the relevant competency levels and competencies in the copy reserved for the child in Schedule No. 11 and the initial of the teacher should be entered in the box below it while the note should be entered by the teacher in the next box along with the month and date.

8.0 Augmantative Student Record Book – (ASRB)

Parents/guardians should maintain a special record book (Augmantative Student Record Book - ASRB) of the student's growth.

If the student has reached the competencies and competency levels as per Assessment Sheet 01 in “Towards Inclusive Education... Special Education Teachers’ Guide I” upon entering the school; the relevant competency levels and competencies should be noted using the relevant symbols in the blank box under the skills in the copy reserved for the child in Schedule No. 10. If further help is required according to the scale of assessment, the symbol 1 should be marked in pencil. If difficulty is indicated, mark 2 in pencil. For competency levels and competencies marked as 1 and 2, the remaining boxes should not be completed. If the student is successful, put a '√' mark with a blue carbon pen and put the initial of the teacher in the box below and write the relevant notes along with the month and date in the box below. If the child has conducted successfully, it means competence/proficiency has been achieved.

Parents/guardians, in consultation with the special education teacher, should record the student's progress using dates in the Student Developmental Record Book (ASRB). It is the responsibility of the parent/guardian to maintain the ASRB record book as directed by the teacher. The notebook should be brought to the IEP Committee for progress review.

After checking the record book, if the child has acquired the skill levels and skills mentioned in Schedule No. 10 or 11 and has achieved proficiency, the teacher advisor (ISAs) special education should put a red '√' mark in the boxes under the relevant '√' mark, signature and date of the teacher and confirmed with the date. The signature of the parents/guardians must be obtained under the said competency (acquired proficiency). The teacher should also record and confirm the student's acquired skills in the Augmantative Student Report Book (ASRB). Each party shall preserve and maintain up-to-date Augmantative Student Report Book (ASRB) as well as the Child Health Development Card.

Likewise, the Assessment Sheet 02 mentioned in Schedule No. 11 should be completed and kept up to date mentioning whether competency levels and competencies of "Towards Inclusive Education... Special Education Teachers’ Guide II" have been reached. (Proceed as per 7.1 above)

9.0 Individual Education Plan/Program – (IEP)

The long-term educational goal of the home-schooled student by a Mobile/Field Teacher should be to prepare for admission to a Special Education Unit in a school. First of all, the concerned child should be selected a school and the child should be included in the enrollment register as per the recommendation of the ZACSE committee. One mobile/Field Teacher should be appointed for three such children. The teacher should visit each student's home and assess/evaluate them.

As stated in the Assessment Information Sheet in “Towards Inclusive Education... Special Education Teachers’ Guide I”, the competency levels and competencies the student has

acquired should be marked in pencil as 1, 2 along with a ✓ in blue carbon pen. Except for the competencies marked as ✓ with blue carbon pen, the teacher should prepare Individual Education Plans (IEP) for the competencies related to main competencies / sub-competencies expected to be developed in the student in the year.

Henceforth, this plan is referred to as Individual Education Plan/Program (IEP) in short. The model Individualized Education Plan (IEP) containing all points of the circular is presented in Schedule No. 12 and the Model Lesson Plan (LP) to be maintained separately for each integrated subject is presented in Schedule 13.

9.1 Early Intervention and the Individual Family Service Plan (IFSP)

After a child with a severe disability is identified by the Zonal Special Education Assessment Committee, all parties should come together and the teacher should periodically visit and rehearse to confirm what is being taught.

Here, the Individual Family Service Plan (IFSP) should be prepared and plans should be made accordingly on how to deal with the child. It should be recorded on the first page of the Augmentative Student Record Book (ASRB) maintained by the parents. An IEP can be implemented for each child and an Individualized Family Service Plan (IFSP) can be developed if needed. Whenever an IEP is made, the IFSP should be prepared accordingly. A sample IFSP is attached under Schedule No. 14.

It can be adapted and implemented from region to region, province to province. But basically it should include the following points.

1. Details of the child and the family.
2. Following sectors in the statement on the current development of the student.
Cognitive, speaking and language, communication skill
3. Physical development of the child including the Gross Motor Skills, Soft Motor Skills, vision and hearing.
4. Social empathy.
5. Ability for adjustment behavior, ability for self-development with assistance.
6. Family conflicts, problems, needs, priorities, and resources currently available at home for the student.
7. Unique products.
8. Specific services to be provided based on the unique needs of the child (rarely, consistently, and methods of providing them to the child)
9. Natural environment in which the services are provided.
10. Dates of commencement of mediation services, dates of provision and due dates of deliverables.
11. Name of the service provider (write name of mother, father, brother etc.) and name of the service coordinator.
12. Transformation expected through the behavioral changes to be made in the child with Special Educational Needs.

9.2 Individual Education Plan/Program - IEP for students learning from a Mobile/Field Teacher

"Towards Inclusive Education...Teacher's Guidebook I" states that Competency levels and competencies should be determined with the guidance of a physical and orthopedic

specialist or physical therapist in developing IEPs for home-schooled children with severe disabilities.

Eg:- If the student has a disability in leg it is not possible to perform the Competency level of lifting legs while lying on the back in developing the Competency of lifting the arms and legs.

In preparing an Individualized Education Plan, a Behavioral Intervention Plan (Behavioral Intervention Plan (BIP), Positive Behavioral Interventions Supports & Negative Behavioral Prohibition Plan) - (PBIS & NBPP) as needed in that plan The student should be empowered through individualized methods. In the IEP plan, the roles of the school parties/parental parties/Zonal Education Office and the parties providing treatments should be explained separately for the development of the condition/level expected to be developed in the student. Furthermore, it should be specifically and measurably stated in the plan that when there is a behavioral change in the student's current level, the competency has reached mastery.

The long-term goal of an IEP for home-schooled students with severe disabilities is to prepare them to enter a school's special education unit. If that is not possible, the long-term goal of home-schooled students should be to provide them with the competencies needed to live an independent life.

When “Toward Inclusive Education ...Teachers’ Guide I” is used for teaching, you should approach to teach with a focus on managing emotions in the students you meet, implanting good habits, building self-confidence, allowing for the development of new learning opportunities, providing opportunities to work with family members, and developing competencies with which they can face new challenges in life.

Practicing the customs and rituals required for daily life, taking actions to use good words and discourage the use of bad words, using as many games and activities as possible to give attention, developing the listening ability of the child, leading to repeat the activities that have been done, providing opportunities for the emotional needs of the child, The teaching process should be implemented according to the relevant competencies stipulated in “Toward Inclusive Education ...Teachers’ Guide I” in a friendly environment understanding the eating, sleeping, lethargy and courage.

The student must be taught in accordance with the approved individualized lesson plan. The special education teacher should put '√' mark in blue in the relevant competency sheet for the students who have acquired the proficiency levels and become proficient in the relevant competency levels. On a monthly basis, a teacher advisor (ISA) should review with the parent/guardian and with the teacher in order to confirm that the student has achieved proficiency in those competencies .

For the confirmed competencies , red '√' mark should be put in the same box where the blue '√' has been put. If the child has reached the competencies levels and competencies as per Assessment Sheet 01 of the Special Education Teachers’ Guide I, the relevant symbols and notes should be placed in the blank box under the competencies level and the competencies in the copy reserved for the child in Schedule No. 11.

If further help is needed according to the scale of assessment, the mark “1” should be put using pencil. If difficulty is indicated, mark “2” should be put using pencil. For competencies and competency levels marked with “1” and “2”, the remaining boxes should not be completed. If successful, put a '√' mark with a blue carbon pen and initials of the teacher in the box below it and write the relevant notes using the month and date in the box below. If it is done successfully, it means that the competence/proficiency has been reached.

Whether the parent/guardian is able to participate or not, they should make a note in the student competency development column of the Augmentative Student Record Book (ASRB) which is in their custody. (To check notes from both teacher and parent and take decisions)

The IEP committee should meet after preparing and approving the individualized Education plan and implementing it for 03 months. The student's IEP plan should discuss the difficulties identified after teaching within a period of 03 months, the student's pace of learning, competency levels and competencies that are difficult to achieve at minimum potential depending on the diversity of the student should be discussed.

If the student is learning faster than planned, that matter should also be discussed. The IEP plan can be developed or modified with the agreement of all parties. Accordingly, the goals in the plan are further increased or the student's awareness is increased as well as the target level can be brought down depending on the pace of learning. Depending on the student's diversity, the minimum level of education can be adjusted or the achievement levels of competencies can be amended or the developmental alternatives can be used to make changes required for assessment and verification.

If the students have reached the relevant proficiencies at the end of the year after the term-by-term assessments/evaluations have been conducted since the date of preparing plans, the attainment of proficiency and competency levels using dates should be marked in the student's assessment information sheets No. 01 and 02 (Schedule 10 and 11) referred to in “Toward Inclusive Education ...Teachers’ Guide I”. The individual Education plans should be prepared for the next year. The levels of competencies and competencies that have not been reached prior to proficiency; if any, should also be included in the succeeding IEP plan. Consequently, the separate IEP plans should be prepared for the three students assigned to him.

The lesson numbers; related to the competencies identified according to the diversity of students, planned to be implemented for the relevant year from the competencies stated in Teacher Guide Codes I,II are short-term special objective of the IEP plan for the students studying under Mobile/Field Teacher. In addition, adaptation methods should be learned. Further details on that are given in Chapter 15.

In addition, the mobile teacher should be proficient in teaching basic braille and sign language. Accordingly Mobile/Field, the services of these mobile teachers should be provided to the homes having totally blind and totally deaf students who need training to use sign and braille system according to the relevant diversity.

9.3 Individual Education Plan/Program - IEP for the students learning from the teachers of Assisted School for Special Education / Government Schools for Special Education / Special Education Units

First, as per the recommendation of the ZACSE committee, the eligible children (who have completed 04 years of age by 31st January of the relevant year) should be registered in the admission register of the respective school. Five such children should be assigned to one teacher. During the first month, the concerned teacher should identify the current level of the student using the Schedule No.11.

As per the assessment information sheet that has been prepared under 08 sections mentioned in “Towards Inclusive Education... Special Education Teachers’ Guide II”, the teacher advisor (ISA) should confirm the competencies and competency levels the student has grasped. The teacher who teaches the student should identify the range of the subjects expected to be developed among the students within the year related to the remaining competency levels and the main competencies and prepare Individual Education Plans (IEP). Herein, lesson numbers should be written in the IEP as short-term goals.

The IEP committee should meet after preparing and approving the Individualized Education Plan and applying it to the teaching - learning process for 03 months. After the implementation of the IEP plan, the student's identified problems, learning speed, competency levels and competencies that are difficult to achieve according to the student's minimum potential should be discussed. It should also be discussed if the student is learning faster than planned.

Having taken those particulars into consideration, the IEP plan can be developed or modified with the agreement of all parties. Accordingly, the goals in the plan can be further raised or brought to lower goals. Depending on the diversity of the student, certain learning levels or skill levels can be amended or progressive alternative communication methods may be essential to make changes to the assessment and evaluation. From the date of preparing the plan, assessments/ formative and summative assessments should be conducted from term to term, and if the students have reached the relevant proficiency at the end of the year, the attainment of the proficiency and competency levels should be marked; using dates, in the child's assessment information sheet No. 02 (Schedule No. 11) given in the “Towards an Inclusive Education... Special Education Teachers’ Guide II”. Accordingly, the individualized lesson plans/multiple teaching lesson plans from lesson-to-lesson and unit-to-unit should be prepared and taught for a year. If there are areas where pre-proficiency has not been reached, these should also be included in the subsequent IEP plan. In this way, separate IEP for the five students assigned to him or about the relevant students should be prepared.

Individualized Education Plans (IEPs) should be prepared for the students who have difficulty in achieving competencies. The information on what may be included in the preparation of the IEP has been given in the section 10.3 of chapter 10. If those are required to be used, the school reform and adaptation methods in Chapter 18 to achieve the competency levels and competencies in the above teachers’ guides, and the adaptation methods that can be used in the learning teaching and evaluation process for the student should be used for these students.

If the child has reached the competency levels and competencies mentioned in the assessment information sheet of "Towards Inclusive Education ... Special Education Teacher's Guide I and II", the teacher should mark it as applicable in schedule no. 10 and 11. In marking so, mark '√' in blue color or the relevant symbol should be put in the first

box. The date should be entered in the second box. The initials of the teacher should be placed in the third box.

In this way, at the time of access to education, the competency levels and competencies of the student should be observed within a period of one month and accordingly the student's current place in terms of education should be identified and placed. At the end of every month, the correctness of the paper observed by the concerned teacher should be verified putting the dates by the teacher advisor (ISA) on special education by observing the student's behavior, skills and activities. At this point, the notes in the Augmentative Student Record Book (ASRB) maintained by the parents/guardians should also be inspected by the teacher advisor. (ISA)

In respect of a child who scores between 0-25 after completing the special education assessment, An IEP should be prepared incorporating the relevant competency levels and competencies related to the “Towards Inclusive Education ... Special Education Teacher's Guide I” in addition to the “Towards an Inclusive Education ... Special Education Teacher's Guide II”.

10.0 IEP Committee Meeting

Individualized Education plan system has been implemented to enhance the competencies of the children with special educational needs. Accordingly, this committee should be established to check the student's progress and build the strategies required for the development of the student in a more effective manner and to get the contribution of all relevant stakeholders. The committee consists of the following stakeholders.

1. Class Teacher (The teachers who is to teach after admission to primary class)
2. Special Education Teachers (The teacher who is currently teaching)
3. Assisting Therapists (It is important to participate; if possible)
4. Sectional Head in Special and Inclusive Education
5. Parents/Guardian of the student
6. Special Education Resource Person/Teacher Advisor (ISA)
7. Deputy Principal or the Deputy Principal (Educational Development) in case there are several Deputy Principals.

10.1 The occasions the IEP Committee should meet

The student's competency levels and competencies should be observed within a period of one month. Accordingly, the student's current academic position should be identified and placed and a meeting should be called for preparation and approval of an IEP plan for the first time. After implementing the IEP plan for 03 months, the IEP committee should meet for a second time to revise, provide feedback or develop a plan according to the learning pace of the student. At the end of that meeting, a revised IEP plan for the year should be prepared. The IEP Committee should meet once in 03 months from now on to review the progress and confirm the competencies the student has achieved. The minutes of the meeting should be maintained up-to-date at the Special Education Unit/Special Education Resource Centers. Before writing the new meeting report in the report book, the name and posts of the committee members who participated should be written and the signatures should also be placed therein.

10.2 Developing the IEP Plan

The IEP plan should be developed with the participation and the consent of the committee. It is important to have a participation of a teacher advisor (ISA) whenever possible. As the student learns various subjects, the support or participation of a teacher advisor (ISA) related to the subjects being studied is also required.

In the IEP plan prepared to teach in the relevant year, the areas that should be developed within the student, the role of the teacher, the role of the teacher advisor (ISA), the role of therapists if involved and the future follow-up of the parent/guardian regarding the student's competency in the learning outcome should be discussed and understood. In the Augmentative Student Report Book (ASRB) where parents keep records about the student's progress at home, the Head of Special and Inclusive Education should write a specific note that gave advice to the parents on this matter.

If a student becomes proficient in a certain skill after teaching following a customized Individualized Education Plan (IEP), it becomes a habit of his/her life. Therefore, the child should be allowed to experience the said skill, and the parents/guardians should be advised not to interfere in respect of the said competency in the future.

It is the responsibility of the committee to explain to the parents/guardians that the full support of the parents/guardians is essential if the student is to develop his/her personality while being socialized. In the Augmentative Student Report Book (ASRB) where parents keep records about the student's progress at home, the Head of Special and Inclusive Education should write a specific note that gave advice to the parents on this matter.

Eg: If the student has become skilled at putting on a shirt by himself, the parents/guardians should ensure not to interfere with that task throughout his life. However, the parents/guardians should support the student in case of landslides, tsunamis, floods, illness, etc. if the student cannot work independently.

A concept taught at school by the mobile / field teacher or special education teacher of the Assisted School on Special Education /Government School of Special Education /Special Education Unit should be taught to the child repeatedly at home by the parents as directed by the IEP Committee. The recurrent practice is essential for your child's competency levels and competency development until what is learned in school is verified. In order to measure the child's progress with the instructions of the special education teacher, the respective developmental stages should be recorded using the dates in the Augmentative Student Report Book (ASRB). The role of the committee is also to review the ASRB record book and provide required advice and guidance during the progress review of the IEP committee.

10.3 Matters to be included in an IEP plan

The IEP plan should be prepared for a period of one year as suitable for each of the cases stated in the above chapters. As required, the IEP should be designed to meet the long-term goal laid down in 13.1 depending on the performance level of the child.

- Student's name, address, date of birth, parents' names, phone number, e-mail, WhatsApp, name and phone number of those to be informed in an emergency, place of residence.
- Current achievement level of the student.
- Long term goals.
- Short term objectives.
- Specific and measurable educational goals.
- Essential services and facilities required for the development of the child.
- Way of procuring those services and facilities.
- Physical and human resource requirements of the student.
- Profile of student's strengths/weaknesses/opportunities/threats
- Likes and dislikes of the student.
- Skills of managing behaviors that needs to be developed.
- Competencies expected to be developed in the child
 - Competencies expected to be developed during the year (Only the competency numbers should be noted from “Toward Inclusive Education... the Special Education Teachers’ Guides. Otherwise, the measurable competencies in terms of behavior expected to be developed in the student should be written)
 - Involvement and role of teacher advisor (ISA) / special education teacher / parents / guardian / respective parties.
 - Role of the support service providers; if any (Eg - non-academic staff, prefect, assistant therapists etc.)
 - Feedback notes as per the decisions of the IEP committee that meets every three months (such as increasing and decreasing competency goals)
- Names and signatures of IEP committee members
- Approved by the Principal

Based on the recommendations of the Special Education Assessment Committee, the head of the Special and Inclusive Education Section should provide the necessary training required for the development of student to the general teachers in preparing the student profiles for all students who are learning in normal classrooms, whether or not they have been developed through Special Education. Also, those Special and Inclusive Education sectional head should have been trained in curriculum adaptation as well as the formative and summative assessment methods at school level.

10.4 Long-term goals of the IEP plan

1. Developing students who are having education at home severe disabilities so that they can have school education.
2. Completing the competencies of “Towards Inclusive Education...Special Education Teachers’ Guide II” by the students studying in an Assisted School on Special Education /Government School on Special Education /Special Education Unit and integrating into the Grade One and receiving primary education.
3. Completion of junior, secondary education with Inclusive Education from Grade 06 onwards
4. Making the students; who have completed junior, secondary education, pass the G.C.E (Ordinary Level) while having the Inclusive Education.

5. Admission to G.C.E (Advanced Level) classes after passing G.C.E (Ordinary Level) Examination.
6. Providing 13-year education to those who pass / not pass the G.C.E (Ordinary Level).
7. Providing higher education subsequent to passing G.C.E (Advanced Level).
8. Preparing to enroll for a vocational training / providing tertiary education.
9. Providing skills to spend an independent life.
10. Other special cases (The relevant particulars should be mentioned)

10.5 Behavioral Intervention Plan (BIP)

In special education assessment, the Individual Learning Plan (ILP) should be prepared to remove the unsuitable behaviors in children and to confirm and develop good behaviors according to the Behavioral Intervention Plan (BIP). This behavioral intervention plan (BIP) should be a strong focus in IEP planning to direct the student towards inclusive education. A Behavioral Intervention Plan (BIP) is also known as a Behavioral Management Plan (BMP).

11.0 Implementation of the first, second and third stages of primary education based on the agreement of the IEP committee, respecting and addressing the diversity of the student.

The special attention should be paid to the following points in maintaining the learning and teaching process regarding the children enrolled in primary grades under inclusive education or integrated education. Their potentials should be developed to the maximum level using Augmentative and Alternative Communication (AAC), Assistive Technology (AT) and Alternative Assistive Technology (AAT) while respecting the diversity of the student who receives a complete inclusive education with peers.

At the time when complete inclusive education is not implemented; i.e. in primary first, second and third stages, up to 05 children with special needs are placed in charge of a special education teacher when they are not educated with children of the same age. Those five children may be studying in one class or several classes. The equal guardianship of all the children should be borne by both the respective normal class teacher and the special education teacher. That is, the students who have been integrated into the Grade One from the Special Education Unit can continue the education in the primary grades with the support of a special education trained/graduate teacher.

The students; who are being integrated, learn in the primary normal classroom on daily basis and they should be brought to the special education unit by the Special Education Teacher from time to time for a period or two in order to develop essential learning Competencies that cannot be completed in the normal classroom.

The primary curriculum was developed using adaptive methods, using Augmentative and alternative communication (AAC), using Assistive Technology (AT) and Alternative Assistive Technology (AAT) and using special learning aids should develop their potential to the maximum level. The special education teacher must prepare and teach IEP plans for these five students.

The long-term objective of the IEP for the children receiving primary education in the special education unit and primary classes under the guidance of a special education teacher should be the provision of opportunities for complete inclusive educational opportunities in Grade 06 or earlier with the support of peers who are learning in their class from the general teachers.

In this context. Mother Language and Mathematics should be taught for two periods a day in the Special Education Unit. For that purpose, the Mother Language Sinhala/Tamil books and Mathematics books issued for the use of non-formal education literacy instructors and the textbooks, workbooks and teachers' guides for the respective grades should be used. In addition, the learning-teaching process should be implemented to suit diverse students with the necessary adaptation methods according to the curriculum adaptation guidelines issued by the National Institute of Education. In other cases, the learning and teaching process should be implemented in such a way so as to generate inclusive educational opportunities by using the activity-based co-teaching method under the guidance of the primary teacher and the support of the special education teacher.

The Special Education Teachers and Primary General Teachers should bear the equal responsibility of these five students with special educational needs (with disabilities). Considering the physical age and the intellectual level of the children, an IEP plan can be prepared and the essential learning competencies of Grades 3, 4, 5 can be taught in a short period and the arrangements can be made to enroll them in Grade 6 with the peers.

As the students with special learning disabilities are identified while learning in the normal classroom, the teachers who support inclusive education in Grades 1 to 5 should give support to the students identified as such through specific learning strategies.

11.1 Essential Learning competencies / desired competencies

In the stages I, II and III of the primary section, a normal child should acquire the essential learning skills prescribed for each stage. It is not possible to be promoted to the next stage without mastering and/or acquiring those essential competencies. A more skilled child can also gain competencies through the discretionary skills. However, if the children with disabilities undergo special education evaluations, receive any recommendations, and follow an individualized education plan, the student who learns through alternative communication methods, assistive technology, and curricular adaptations may not be able to acquire the same learning competencies as acquired by a normal child. He should acquire the competencies through the school-level formative and summative assessments. The monthly and term tests should be conducted considering the medical recommendations and the recommendations of the Individual Education Plan Committee and the examination facilitation recommendations of the Zonal Assessment Committee.

12.0 Inclusive Education

12.1 Full Inclusive Education in Grade 6

The curriculum for the future life should be selected and developed in the scheduled time to provide a full inclusive education to the student from the Grade 6 with the child's biological age and intellectual age in order to be able to learn with the children of same

age in the Grade 6. As in the chapter 9 above, it is essential to make an IEP plan with the full agreement of the parents in the IEP committee.

The development of the child should be done by using Augmentative Alternative Communication (AAC) and Augmentative Assistive Technology (AAT) with the support of the head of special and inclusive education in every school and by providing the necessary facilities.

12.2 From Grade 6 up to G.C.E (Ordinary Level)

If an IEP is required from **Grade 6** to the last Grade of Junior Secondary Education, the teachers implementing the general curriculum with the support of the special education teacher should prepare the IEP plan together with the sectional Head of the Special and Inclusive Education in schools that do not have a special education unit. The long-term objective of the IEP plan should be to complete the junior, secondary education from Grade 6 with full inclusive education. The arrangements should be made to complete the modules that normal children have to complete with the help of a teacher, to take the child to their maximum potential, and to determine the required number of modules according to the diversity of children and achieve the learning outcomes. In this case, the support of the resource person of the Zonal Assessment Committee can be taken.

If an IEP is required from the Senior Secondary to G.C.E (Ordinary Level), the IEP plan should be prepared by the teachers who implement the general curriculum jointly with the support of the Special Education teacher, or together with the sectional Head of Special and Inclusive Education in schools where there is no Special Education Unit. The students; who have completed the junior and secondary education, receive full inclusive education and pass the G.C.E (Ordinary Level).

12.3 G.C.E (Advanced Level) / Tertiary Education / Higher Education

Completing NVQ 1 should be the long-term objective of the students with intellectual disabilities who pass the Grade 9. Also, the actions should be taken to complete the NVQ 2 for the students with intellectual disabilities who have completed the Grade 11 and NVQ 3 for the students with intellectual disabilities who completed Advanced Level. In order to complete the said NVQ, the arrangements are made and implemented by the Shishodya National Institute for Special and Inclusive Education.

The long-term objective of a student who fails the G.C.E (Ordinary Level) and having the 13-year education should be to enter a profession by completing NVQ 4 and passing G.C.E (Advanced Level). The long-term objective of the educational program of a student following G.C.E (Advanced Level) after passing G.C.E (Ordinary Level) should be to prepare for higher education after passing G.C.E (Advanced Level). The life approaches required to work together with others and provide opportunities for suitable vocational education should be given to the student through career guidance. In this context, in case of the schools that have a special education unit, the activities should be done with the help of the teacher of the special education unit.

Even in the G.C.E (Advanced Level) classes as above, the long-term objective of the IEP should be to pass the G.C.E (Advanced Level) and enter the university. Those students who are unable to enroll should be empowered to acquire and complete a tertiary education vocational course or higher education opportunities, or study a non-formal education or other course to pursue a career or work as an entrepreneur.

13.0 Individual Lesson Plan (ILP) and Multi - Level Lesson Plan (MLLP)

The Mobile/Field Teacher should work with the IEP Committee to prepare and teach the Individualized Lesson Plan (ILP) of each child based on the IEP. Special Education Units/ Government Schools of Special Education/ Assisted Schools of Special Education have multiple students in one class. Therefore, their IEPs should all be taught according to the Multi-Level Lesson Plan (MLLP).

13.1 Individual Lesson Plan – (ILP)

The Mobile/Field Teacher should work with the IEP Committee to develop a separate Individualized Lesson Plan (ILP) plan for the IEP of each child, bringing competency levels and proficiency to the student's IEP goals. For this purpose, the development of the child should be planned towards the unachieved competency levels and competencies mentioned in the child's assessment information sheet in "Towards Inclusive Education... Special Education Teacher's Guide I". As such, the IEP short-term goals should be written in "Towards Inclusive Education... Special Education Teacher's Guide I" of the competency numbers to be grasped during the relevant year. (Achieved proficiency levels and competencies must be confirmed by teacher advisor (ISA))

13.2 Multi - Level Lesson Plan (MLLP)

The teacher who teaches the student should identify the range of subjects expected to be developed in the student from those 08 sections in the relevant year including the remaining competency levels except the competency levels mentioned in the child's assessment information sheet stated in "Towards Inclusive Education... Special Education Teacher's Guide II". In this way, all the students who accept the responsibility of the teacher should be identified. Learning levels are different according to the learning ability of each student. Those 05 learning levels should be combined and one lesson plan (Lesson Plan - LP) should be prepared. This lesson plan (LP) is a multi-level lesson plan (MLLP). Consequently, the lesson plans should make the student proficient in the skills in "Toward inclusive Education... Special Education Teacher's Guidebook II". As such, the IEP should write the number of lessons expected to be taught during the relevant year in "Towards Inclusive Education... Special Education Teacher's Guide II" as short-term goals {Proficiency levels and competencies reached should have been confirmed by the teacher advisor (ISA)}

If there are 05 students in the classroom of the special education unit or Assisted special School competency levels and if they have 05 levels, the appropriate methods should be planned to test, evaluate, assess each child according to their learning level/ standard during and at the end of the course in the continuous evaluations. The plan should be presented to the IEP committee. In that committee, the role of the teacher in each child's development area, the role of the teacher advisor (ISA), the role of assistant therapists if

they are involved and the future actions to be taken by the parents/guardian in relation to the mastery of the students who become proficient should be discussed and made understandable to them. The students should be referred to the primary education as follows.

14.0 Adaptation methods that can be used in the learning teaching process and formative and summative assessment process for the student with special educational needs.

In developing Individualized Lesson Plans (ILP) and Multilevel Lesson Plans (MLLP) that are prepared to achieve the long-term goals of the IEP plan, the following adaptive methods should be used when the lesson-specific objectives are written.

01. The students with intellectual disabilities have difficulty learning more than one concept at a time. Consequently, in the use of pictures, limit the picture to one or two concepts and create attraction by using luminous colors
02. Use of a tab computer for the students whose community pediatrician recommends that they have difficulty reading through magnified text books.
03. Giving opportunities to learn through audio books so as not to make it tired for a student who has recognized basic letters and simple words from the tab computer.
04. Training the students having the conditions such as Autism, Down's Syndrome by showing step by step photos or pictures for daily activities like brushing teeth, washing face etc.
05. Reduce / simplify the quantity of activities the student is expected to complete.
06. Reducing or changing the timeframes set to complete or evaluate tasks.
07. Providing additional advice or increasing support.
08. Providing enlarged books, providing learning aids or making changes in learning methods.
09. Adapting or providing additional instructions or equipment according to the difficulty of the task.
10. Teaching and doing assessment orally or using alternative means of communication such as sign, Braille, Bliss ... etc.
11. Training children who cannot attend continuously to increase the time of their attention using the Dot to Dot Method.
12. Creating differences in desired learning outcomes according to the student diversity even in the same lesson.
13. Self-help skill training and development of hand-eye coordination

14. Extension of time of assignments
15. Conducting Assessments without limitation of time and extending the duration of formative or summative assessments to create behavioral change in the student and focus on growth and achievement.
16. Referring to the suitable fields according to the ability and skill of the student.
17. Identifying and prioritizing the achievable goals according to his diversity.
18. Use of non-electronic alternative learning aids.
19. Use of Augmentative and Alternative Communication (AAC), Assistive Technology (AT) and Alternative Assistive Technology (AAT).
20. Providing alternative books with interesting subject matters.
21. Providing reading materials/equipment of highly desirable type.
22. Giving both printed and oral instructions.
23. Method of Evaluation using double-choice method instead of multiple-choice method (Eg:- Yes/No, True/False)
24. Taking small parts of a lesson without asking questions about the whole and giving short answer type questions (eg- Yes/No, True/False)
25. Reducing number of questions subjected to evaluation /simplifying for easy understanding

15.0 Classroom adaptations

Facilities	Modernization
1. Placing the chairs of students, learning support board (blackboard) near the teacher	The teacher gives the copies of the notes on the blackboard to the student.
2. Increasing the time of giving answers	Provide additional supports to answer by the question with the short notes.
3. Repeated feedback	Reducing the quantity of assessment, giving alternative assignments and repetitive feedback.
4. Change the way you think the child should respond and give oral tests/oral short answers	Change the way the child is expected to respond and give small assignments that strengthen the understanding of the subject area and take oral tests/oral short answers or other alternative forms of communication.

Facilities	Modernization
5. Giving physical or extra simple instructions by a teacher or other person	Modified simple test, and using the communication book for some children
6. Formative/summative assessments	Using easy, simple alternative assessment forms
7. Use of alternative assistive technology	Modified grading by variety
8. Moving toward expected target by sitting with a supporter with his help.	Updated expectations
9. Allow time for timed tests till the evaluation is completed.	Appropriate modified test/evaluation methods
10. Giving activities in accordance with the identified learning method of each child	Addressing diversity by providing audio-recorded lessons, using audio-visual aids and providing books of enlarged letters.
11. Allowing a student; who is difficult to participate in the activity from start to end, to participate in any occasion.	Providing the opportunity to engage in activities using computers using software

The above is only a rough guidance on the modernization of facilities to be included in the classroom learning-teaching process. Further, training in this regard will be provided to teachers. In addition, the classroom modernization, teaching suggestions, instructions, handwriting, mathematics, behavior, identification of students' difficulties, addressing identification difficulties according to their categories, adaptation of grading, introduction of adaptive methods to do assignments at home, giving general assignments and assigning activities in the classroom, checking and gradings required for grading assignments, and providing alternative assessment methods will be done in the future.

16.0 Admission to the Grade One of a normal school and providing Inclusive Education facilities on the recommendation of the special education assessment committee at the zone level, on the basis of the weakness

According to the Circular and the guidance manual of the Ministry of Education, No.37/2020 dated 03.12.2020, the children who score between 75 - 100 in the educational assessment should be admitted to the Grade One. 02 documents containing the names of these children should be prepared as recommended by the Zonal Special Education Assessment Committee.

16.1 Admission of 3% on the basis of the disability in Grade One of National Schools

The list of children who wish to be admitted to national schools should be sent in 03 copies before 31st March of every year to the Non-formal and Special Education Branch of the Ministry of Education with the recommendation of the Zonal Director of Education and the Provincial Director of Education. An approved list will be sent to the Zonal

Education Office after being approved by the National School Branch on the recommendation of the Non-Formal and Special Education Branch. The Zonal Director of Education should provide a copy to all national schools in the education zone. According to Extra-Ordinary Gazette No. 1963/30 dated 20.04.2016 on Compulsory Education, all the children mentioned in the list residing in the feeder area of schools having primary sections, should be admitted to the relevant national school in any category based on their disability if they qualify under any category.

16.2 Admission of 3% on the basis of disability in Grade One of Provincial Schools

After the recommendation and approval of the Zonal Director of Education, a copy of the list of the children who wish to be admitted to the provincial schools should be given to all the primary schools in the province and the children should be admitted to the Grade One in any category of admission to each school on the basis on their disability.

16.3 Admission of Children to Grade One on the basis of Disability

In respect of a national school, the name of the relevant child must be included in the list 14.1 above to avail this privilege. To make this privilege available in respect of a provincial school, the name of the child concerned must be included in list 14.2 above. In addition, in order to enroll the children in schools, the applications must be submitted on the basis of disability under any of the categories of the circular issued by the Ministry of Education regarding the admission of children to the Garde One. The interview panel and appeal panel of the school should include 3% of the applicants whose names appear in the lists 14.1 and 14.2 above in preparing the final lists.

16.4 Student limits in classes in the intergration of students in Special Education Unit

Upon the recommendation of the special education assessment committee at the Zonal level, the names of the students studying in a special education unit should be removed from the list of the special education unit and included in the list of the relevant class when integrating the students studying in a special education unit to the Garde One or another Grade. The students who have been integrated in this way cannot be re-admitted to the special education unit. When the students are integrated into classes, the student limits of the classes mentioned in the circulars for normal children of the respective class should be taken into consideration since they are students of the school itself.

17.0 Providing facilities for school level and national level examinations / Conduiting formative and summative assessments.

The school-level formative and summative assessments, monthly tests and term tests should be done considering the medical recommendations and recommendations of the Individualized Learning Plan Committee and the Examination Facilitation Recommendations of the Zonal Assessment Committee. The students with special educational needs/ children with disability should be divided into 02 sections. In this regard, the Zonal Special Education Assessment Committee should periodically identify and update the lists of students belonging to the following 02 categories.

1. The students with disabilities but not requiring special facilities for formative or summative assessments/ examinations.
2. The students with disabilities or requiring special facilities for formative or summative assessments/ examinations.

These recommendations should be noted in the Augmentative Student Record Book (ASRB) and in the student's personal file in the special education unit or school. (In order to check both the notes of the teacher and the parents and make decisions) Accordingly, the students belonging to the following 05 categories should be provided with the facilities separately in providing the facilities for school level and national level examinations for the students who fall under 14 categories of the Ministry about the students with special needs in respect of the learning-teaching and evaluation process.

1. The first section is with 02 parts.
 - i. Totally Blind (Educated in Braille method) - Blindness
 - ii. Visual Impairment (not educated through Braille method) - Visual Impairment

2. The second section has 02 parts .
 - i. Full Deaf (Educated in sign language) - Deafness
 - ii. hearing Impairment (not educated in sign language) - Hearing Impairment

3. The third section
 - i. The students with physical weaknesses.

4. The fourth division
 - i. Autism Spectrum Disorder
 - ii. Intellectual Disability
 - iii. Global Development Delay
 - iv. Autism Spectrum Disorder
 - v. Down's syndrome
 - vi. Ratty Syndrome
 - vii. Fragile X Syndrome
 - viii. Any Other Syndrome as Recommended by pediatrician having a disability
 - ix. Cerebral Palsy
 - x. Cortico - visual impairment
 - xi. Speech and Language Disorder
 - xii. Acquired Brain Injury
 - xiii. Attention Deficit Hyperactivity Disorder
 - xiv. Emotional Disturbance
 - xv. Development Regression
 - xvi. Praja Nana or Speech Development delay with cognitive or speech involvement
 - xvii. Meningo - myelocoel repaired
 - xviii. Seizure disorder/Epileptic Syndrome
 - xix. Other Structure Brain Disorders Eg : - Hydrocephalus
 - xx. Children with myopathy
 - xxi. Multiple Disabilities

For the fourth type of students, the learning and teaching evaluation process should be executed according to each type and the mild, moderate and severe level within that type.

5. Fifth Division (Specific Learning Disability)

- i. Reading Disabilities - Dyslexia
- ii. Writing disabilities - Dysgraphia
- iii. Mathematical Disabilities - Dyscalculia
- iv. Movement and coordination problems - Dyspraxia
- v. Impairment of recalling - Dysnomia
- vi. Weaknesses in hearing process - Auditory Processing disorder
- vii. Weaknesses in the process of understanding language - Language Processing disorder
- viii. Nonverbal Learning disabilities
- ix. Visual Perceptual disabilities (Visual Motor deficit) and Dyspraxia

In order to get the facilities given for the public examinations, the overall evaluation and assessment activities including monthly tests, term tests should be done at the school level. (As the student diversity is addressed). As stated in Chapters 14, 16 and 24 of Circular No. 37/2020, it is necessary to provide facilities including access facilities according to the school universal plan. The modernization and adaptations should also be made within the school to provide the background for that.

18.0 School Modernization and Adaptation

The environment of the school should be modified accordingly when the educational program of the students are required to be adapted. Then, the students can study successfully. For this purpose, the students should be consulted and the opinions should be obtained from them about the important points to be made in accordance with the modernization. They should help/support the education of the students. These modifications and adaptations must accommodate the diverse learning styles of each child. This situation can be understood from the chapters about Inclusive Education and UDL in the Circular No.37/2020.

According to the universal design, every educational institute should make arrangements to construct access facilities, to access the necessary buildings without the help of anyone else. For that purpose, the proposals should be submitted to the school's annual implementation plan, five-year rolling plan, and zonal and provincial plans. The efforts should be made to confirm the access facilities in accordance with the Extra-ordinary Gazette No. 1467/15 dated 17.10.2006 regarding the provision of access facilities at any level. Most of the places where access facilities have been provided so far are difficult to use. Auditing access facilities is an essential part of this. An audit should on access facilities should be conducted and access facilities should be developed accordingly.

19.0 General Instructions

This circular and guidance manual are implemented in conjunction with the International Literacy Day on 08 September 2022 as approved by the United Nations General Assembly. Therefore, the assessment of students with special educational needs throughout the island should be done according to the instructions in this circular and the guidance manual.

The proceedings should not be made in contrast to the provisions of this circular and the decisions should be taken using the Ministry of Education Circular No. 37/2020 dated 2020.12.03 and the Guidance Manual and "Towards Inclusive Education... Special Education Teachers' Guide I, II" where necessary.

In the interim period of the Ministry of Education Circular No.37/2020 dated 13.12.2020 and the Guidance Manual, the Special Education Assessment cases have been prepared according to this circular and the Guidance Manual and the learning-teaching evaluation process according to the relevant teachers' guide will be implemented in the year 2023. From the year 2024, the learning, teaching and evaluation process should be carried out according to this guidance throughout the island.

In case of any further complications regarding this Circular and the Guidance Manual, it is advisable to seek advice from the Non-formal and Special Education Branch of the Ministry of Education. (Director of Education, Non-Formal and Special Education Branch, Ministry of Education, "Isurupaya", Battaramulla - Tel: 011-2784847)



Certificate of Authorization

Providing Educational Facilities for Children with Special Education Needs

Mr. / Mrs. / Ms.

Deputy / Assistant Director of Education / Project Officer (NFE) / Teacher

Advisor (Special / Primary Education) / Special Education Teacher

Employed in Education Zone of Province

Is authorized;

Upon the receipt of the training on Special Education Assessment,

To act as a

Member of the Zonal Committee on Special Education Assessment

From 01st January 20..... to 31st December 20..... .

.....
Secretary
Ministry of Education
Sri Lanka

.....
Director of Education
(Non formal & Special Education)
Ministry of Education
Sri Lanka

Sinhala Translaton of the Letter No. FHB/CDU/GEN/0102021 dated 28.01.2021 from the Director Genetal of Health Services

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අධ්‍යාපන අමාත්‍යාංශය මගින් නිකුත් කරන ලද වක්‍රලේඛය අනුව (2020.12.03 දිනැති අංක 37/2020), අදාළ කලාප අධ්‍යාපන කාර්යාලයට අයත් පාසල් ප්‍රජාව තුළ සිටින දුබලතා සහිත සියලු ම ළමයින් ඔවුන්ගේ වයස අවුරුදු තුන සම්පූර්ණ කරන අවධියේ දී ලියාපදිංචි කිරීමට අපේක්ෂා කෙරේ. එකී ලියාපදිංචි කිරීමෙන් අනතුරු ව, කලාප අධ්‍යාපන කාර්යාලය විසින් අදාළ දෙමව්පියන් සඳහා දැනුවත් කිරීමේ වැඩසටහන් සංවිධානය කිරීම, අධ්‍යාපන කුසලතා මැන බැලීම සඳහා ඇගයීම් පැවැත්වීම සහ අදාළ පාසල් ලබා දීම මෙන් ම මෙම දුබලතා සහිත දරුවන් සඳහා බහු ආංශික රැකවරණ ලබා දීම ආදී කටයුතු සිදු කරනු ලබයි.

අධ්‍යාපන අමාත්‍යාංශය විසින් මෙම වැඩසටහනේ සාර්ථකත්වය උදෙසා සෞඛ්‍ය අමාත්‍යාංශයේ සහයෝගය ඉල්ලා සිටී. ඒ අනුව, මෙම වැඩසටහනට සහයෝගය ලබාදීම සඳහා පහත උපදෙස් පළාතේ මහජන සෞඛ්‍ය වෛද්‍ය කණ්ඩායමට ලබා දෙන මෙන් ඉල්ලා සිටීම්.

1. පවුල් සෞඛ්‍ය නිලධාරීන්ගේ සහය ඇතිව 2022 ජනවාරි 31 දිනට අවුරුදු 03 සම්පූර්ණ කරන දුබලතා සහිත දැනටමත් පහත තත්ත්වයන් පවතින බවට තහවුරු කරගෙන ඇති ළමුන් හඳුනා ගන්න (2018 පෙබරවාරි 01 සිට 2019 ජනවාරි 31 වකවානුව තුළ උපන් දරුවන්)
 - i. මස්තිෂ්ක ආසානය - Cerebral Palsy
 - ii. ඔටිසම් ප්‍රෙක්ෂාවලි අක්‍රමවත් බව - Autism Spectrum Disorder
 - iii. මූලික සංවර්ධන අවධි වර්ධන ප්‍රමාදය - Global Development Delay
 - iv. බුද්ධිමය දුබලතාව - Intellectual Disability
 - v. රෙට් සහලක්ෂණය/රෙට් සින්ඩ්‍රෝමය - Ratty Syndrome
 - vi. ෆ්‍රැගයල් X සහලක්ෂණය/සින්ඩ්‍රෝමය - Fragile X Syndrome
 - vii. ඩවුන්ගේ සහලක්ෂණය/ඩවුන්ස් සින්ඩ්‍රෝමය - Down syndrome
 - viii. ළමාරෝග විශේෂඥ වෛද්‍යවරයෙකු විසින් නිර්දේශ වූ වෙනත් සහ ලක්ෂණයන්/සින්ඩ්‍රෝමයන් - Any Other Syndrome as Recommended by pediatrician having a disability
 - ix. මොළයට සිදු වූ සහජ නොවූ හානි - Acquired Brain Injury
 - x. වර්ධන ප්‍රතිග්‍රමනය - Development Regression
 - xi. ප්‍රජනන හෝ කථන අපහසුතා සහිත වර්ධන ප්‍රමාද - Development delay with cognitive or speech involvement
 - xii. බිහිරි බව - Deafness
 - xiii. අන්ධ බව - Blindness
 - xiv. කථන හා භාෂණ උනන්දුව - Speech and Language Impairment
 - xv. දෙබුන් කශේරුව නිසා ඇතිවන ස්නායු නෙරීම නැවත යථා තත්ත්වයට පත් කිරීම - Meningo - myelocoel repaired
 - xvi. අපස්මාර සින්ඩ්‍රෝමය/අපස්මාර සහ ලක්ෂණය - Seizure disorder/epileptic syndrome
 - xvii. මස්තිෂ්ක දෘෂ්ටි උනන්දුව - Cortico - visual impairment

xviii. අනෙකුත් ව්‍යුහාත්මක මොළයේ ආබාධ උදා:- හයිඩ්‍රොසෙෆලස් - Other structure brain disorders Eg:- Hydrocephalus

xix. මයෝපති/ස්නායු ආබාධ සහිත ළමයින් - Children with myopathy

රෝග විනිශ්චය කාඩ් පත හෝ සායන මගින් නිකුත් කරන ලද වෙනත් ලියවිලි අදාළ ළමුන් තෝරාගැනීමේ දී ප්‍රයෝජනවත් වේ.

2. ලියාපදිංචි වීමේ ක්‍රමවේදය පිළිබඳ හා අධ්‍යාපන අමාත්‍යාංශයෙන් ලබා දීමට අපේක්ෂිත සේවාවන් පිළිබඳ දෙමව්පියන් දැනුවත් කරන්න.
3. අධ්‍යාපන අමාත්‍යාංශයට තොරතුරු සැපයීම පිළිබඳ දෙමව්පියන්/භාරකරුවන්ගේ දැනුවත් වූ කැමැත්ත ලබා ගන්න.
4. දෙමව්පියන්/භාරකරුවන් විසින් ඒ සඳහා ඔවුන්ගේ කැමැත්ත ලබා දෙන්නේ නම්, දරුවාගේ නම, දෙමව්පියන්ගේ/භාරකරුවන්ගේ නම, දුරකතන අංකය සහ ලිපිනය සහිතව ලේඛනයක් සකස් කර අදාළ සෞඛ්‍ය වෛද්‍ය බලප්‍රදේශය සඳහා එම තොරතුරු ඇතුළත් ලැයිස්තුවක් ලබා දෙන්න.
5. 2022 ජනවාරි පළමුවැනි දිනට ප්‍රථම මෙම ලැයිස්තුව කලාප අධ්‍යාපන කාර්යාලයට බාර දෙන්න. මෙය සෑම වසරක ම අඛණ්ඩ ව ක්‍රියාත්මක වේ.
6. ප්‍රාදේශීය සෞඛ්‍ය සේවා අධ්‍යක්ෂක / පලාත් සෞඛ්‍ය සේවා අධ්‍යක්ෂක මගින් පවුල් සෞඛ්‍ය කාර්යාංශයට මෙම ලැයිස්තුවේ පිටපතක් යවන්න.
7. කලාප අධ්‍යාපන කාර්යාලය මගින් සංවිධානය කරනු ලබන දෙමව්පියන් දැනුවත් කිරීමේ රැස්වීමට අවශ්‍ය පරිදි මහජන සෞඛ්‍ය වෛද්‍ය කණ්ඩායමේ දායකත්වය ලබා දෙන්න.
8. ඇතැම් අවස්ථාවලදී, අධ්‍යාපන නිලධාරීන් විසින් ළමයාගේ සෞඛ්‍ය තත්ත්වය පිළිබඳ නිර්දේශ ප්‍රජා සෞඛ්‍ය කණ්ඩායම් වෙතින් ඉල්ලා සිටීමට හැකි ය. එවැනි අවස්ථාවලදී, සායන සටහන් පරීක්ෂා කිරීමෙන් හෝ ළමයා රැකබලා ගන්නා සායන කණ්ඩායම් වෙතින් කරුණු විමසා ලබා දීම වැදගත් වේ.

සියලු ප්‍රාදේශීය සෞඛ්‍ය සේවා අධ්‍යක්ෂකවරුන්, ලංකා වෛද්‍ය විද්‍යාලය, මාතෘ හා ළමා සෞඛ්‍ය වෛද්‍ය නිලධාරීන්, සෞඛ්‍ය වෛද්‍ය නිලධාරීන් හා මහජන සෞඛ්‍ය කණ්ඩායම් මේ පිළිබඳ දැනුම්වත් කිරීමට වගබලා ගන්න.

අධ්‍යාපන අමාත්‍යාංශයේ 2020.12.03 දිනැති අංක 37/2020 දරණ චක්‍රලේඛයේ අදාළ වගන්ති ඔබගේ දැන ගැනීම උදෙසා මේ සමග අමුණා ඇත.

අ/කලේ - අසේල ගුණවර්ධන
සෞඛ්‍ය සේවා අධ්‍යක්ෂ ජනරාල්

Classification of the Children with Special Education Needs

Classification of the Ministry of Education on Children with Special Education Needs for the Teaching Learning and Evaluation Process	Classification of information on Students with Disabilities provided by the Health Sector to the Ministry of Education as per Letter No. FHB/CDU/GEN/01/2021 dated 28.10.2021 of the Director General of Health Services
1. Autism Spectrum Disorder (ASD)	1. Autism Spectrum Disorder (ASD)
2. Global Development Delay	2. Global Development Delay
3. Intellectual Disability	3. Intellectual disability / Development + Regression)
4. Brain Injury	4. Brain Injury / Traumatic brain injury / Other structure brain disorders (e.g.: Hydrocephalus)
5. Deafness / Hearing impairment	5. Deafness / Hearing impairment
6. Blindness / Visual impairment	6. Blindness
7. Multiple disabilities	7. Multiple Disabilities / Cerebral Palsy (Antenatal and post-partum within 03 years of birth due to coma) / repair of herniated disc due to herniated disc / Meningo - myelcoel repaired / Cortico - Visual Impairment, Children with myopathy
8. Down Syndrome and other syndromes recommended by a Pediatrician	8. Down Syndrome / Rett Syndrome / Fragile X Syndrome / (Any Other Syndrome as Recommended by a pediatrician having a disability), Seizure disorder/Epileptic syndrome
9. Orthopedic impairment	9. Orthopedic impairment
10. Specific Learning Disability (SLD) Dyslexia Dysgraphia Dyscalculia Dyspraxia Dysnomia Auditory Processing disorder Language Processing disorder Nonverbal Learning disabilities Visual Perceptual disabilities (Visual Motor deficit) and Dyspraxia	10. Specific Learning Disability (SLD)

<p>Classification of the Ministry of Education on Children with Special Education Needs for the Teaching Learning and Evaluation Process</p>	<p>Classification of information on Students with Disabilities provided by the Health Sector to the Ministry of Education as per Letter No. FHB/CDU/GEN/01/2021 dated 28.10.2021 of the Director General of Health Services</p>
<p>11. Emotional Disturbance (Aggressive Behavior, Catastrophic Behavior, Verbal Behavior, Behavior that violates the rules)</p>	<p>11. Emotional disturbance</p>
<p>12. Deaf-blindness</p>	<p>12. Deaf-blindness</p>
<p>13. Speech or language disorder</p>	
<p>14. Other Health Impairment Eg:-Attention Deficit Hyperactivity Disorder (ADHD)</p>	

Common Assessment Report for Children with Special Education Needs

Province:-

Educational Zones :-

1.0 General Information				
1.1 Name of the Student				
1.2 Male / Female		Female <input type="checkbox"/> Male <input type="checkbox"/>		
1.3 School				
1.4 Grade				
1.5 Date of Birth		1.6 Age (Years) (As at 31 st January)		
1.7 Medium of the student				
1.8 Deficiency / Disability according to recommendation of the Medical Officer				
1.9 Name of the source of information				
Details of Parents / Guardians				
1.10 Name of Mother / Father / Guardian				
1.11 Date of Birth				
1.12 Occupation				
1.13 Telephone No				
1.14 Address				
Details of other children in the family				
Child	Male / Female	Date of Birth	Age (Years)	Nature of the Disability if any
1				
2				
3				
4				
5				

Allocation of Marks for Criteria			
Perfectly does	- 4	Weak	- 2
Does to a certain extent	- 3	Does not Do	- 1

2.0 Motor Skills

2.1 Gross Motor Skills

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Stands in balance.				
2	Stands with the assistance of a person / thing.				
3	Turns left.				
4	Turns right.				
5	Turns head left.				
6	Turns head right.				
7	Lifts head up.				
8	Turns head down.				
9	Raise hands.				
10	Sits down independently.				
11	Sits down with an assistance.				
12	Sits down and stands up independently.				
13	Sits down and stands up with the assistance of a person / thing.				
14	Sits down in a chair independently.				
15	Sits down in a chair with an assistance.				
16	Sits down in a chair and stands up independently.				
17	Sits down in a chair and stands up with assistance.				
18	Walks independently.				
19	Walks with an assistance.				
	Total				
	Grand Total	/76			

Note

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4.0 Communication Skills

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Speaks single words.				
2	Speaks combining two words suitably.				
3	Speaks combining three words.				
4	Speaks a sentence suitably.				
5	Verbally / Non-verbally requests what he / she wants				
6	Reacts verbally / non-verbally to one's name.				
7	Obeys verbal / non-verbal simple commands				
8	Verbally / Non-verbally communicates leisurely.				
9	Delivers a simple message.				
	Total				
	Grand Total	/36			

Note

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5.0 Attention

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Engages in given task until it is completed.				
2	Stays in the topic when speaking.				
3	Listens to a question and answer.				
4	Answers a question accordingly.				
5	Speaks only when his / her turn comes.				
	Total				
	Grand Total	/20			

Note

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6.0 Literary Skills

6.1 Pre Reading/Reading

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Reads single pictures.				
2	Reads out a thing in a simple picture.				
3	Reads from left to right.				
4	Matches similar pictures.				
5	Matches similar letters.				
6	Matches similar words.				
7	Reads single letters.				
8	Reads two letter words without vowel symbols.				
	Total				
	Grand Total	/32			

Note

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6.2 Pre Writing/Writing

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Holds the pencil/ pen/ colour chalk.				
2	Scribbles freely using a pencil / colour chalk.				
3	Colours within the limit.				
4	Draws a straight line on a dotted line.				
5	Draws curve lines on dotted line.				
6	Independently draws a straight line. .				
7	Freely draws a circle.				
8	Writes letters on dotted lines.				
9	Writes by looking at single letters.				
10	Writes single letters heard.				

Serial No	Skill	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
11	Writes by looking at two letter words without vowel symbols.				
12	Writes heard two letter words without vowel symbols .				
	Total				
	Grand Total	/48			

Note

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6.3 Pre Mathematics/Mathematics

Serial No	Skills	Perfectly does	Does to a certain extent	Weak	Does not Do
		4	3	2	1
1	Select goods according to the type.				
2	Selects goods according to the colour.				
3	Selects goods according to the shape.				
4	Selects goods according to the size.				
5	Compares goods in two sizes. (big/small)				
6	Recognizes long and short by comparing two different goods.				
7	Recognizes tall and short by comparing two different goods.				
8	Matches two sets of goods.				
9	Tells the numerals from 1 to 3.				
10	Forms the numbers from 1 to 3 using goods.				
11	Recognizes and tells the numerals from 1 to 3.				
	Total				
	Grand Total	/44			

Note

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Assessment of Special Educational Needs	Marks
2.1 Gross Motor Skills	
2.2 Soft Motor Skills	
3.0 Self-help Skills	
4.0 Communication Skills	
5.0 Attention	
6.1 Pre Reading / Reading	
6.2 Pre Writing / Writing	
6.3 Pre Mathematics / Mathematics	
Total	/368
Percentage %	

References

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Recommendations

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Committee 1 (D. D. E./ A. D. E. – Special Education)

Committee 2 (D. D. E./ A. D. E. – Primary Education)

Committee 3 {In Service Advisor (ISA) – Special Education}

Committee 4 {In Service Advisor (ISA) – Primary Education}

Committee 5 (Senior Special Education Teacher)

Assessment Committee Member	Name	Designation	Signature
1			
2			
3			
4			
5			
Date			

Assessment Report for Children with Autism

Province :-

Educational Zone :-

Allocation of Marks for Criteria			
Student Behaviour		Social Inter-personal Relations and Communication Skills	
Frequently does	- 1	Good	- 3
Rarely does	- 2	Fair	- 2
Does not do	- 3	Weak	- 1

1. Monotonous Behaviours of the Child

Serial No	Behaviour	Frequently does	Rarely does	Does not do	Remark
		1	2	3	
1	Sways the body or a part of the body.				
2	Walks from toes.				
3	Unusually moves the fingers in the hand.				
4	Keeps the same good or picture with him / her.				
5	Shows unreasonable fear for something unique. (Thing, sound, colour, animal etc.)				
6	Shows high or less sensitivity towards a certain sound.				
7	Walks aimlessly.				
8	Reckless behaviour in a new environment.				
9	Uses scent, flavor and touch to recognize some material.				
10	Uses unusual behaviours to express one's feelings. Eg:- Knocking the head, beating oneself, crying				
11	Engages in dangerous activities without considering one's safety.				
12	Laughs or cries without a reason.				
13	Keeps goods in a straight line.				
14	Rotates anything comes to the hand.				
	Total				
	Grand Total	/42			

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Assessment Report for Children with Hearing Deficiencies

Province :-

Educational Zone :-

1.0 Details of the Hearing Test Report

1.1 Type of Hearing Deficiency

Type of Hearing Deficiency	Left Ear	Right Ear
Conductive hearing loss		
Sensorineural hearing loss		
Mixed hearing loss		

1.2 Classification according to Hearing Level

- Normal Hearing
- Mild
- Moderate
- Moderately Severe
- Severe
- Profound

1.3 Wearing Hearing Aids

Left Ear

Right Ear

2.0 Assessment of Students with Hearing Deficiencies for Educational Performance.

Allocation of Marks for Criteria	
Yes - 2	No - 1

2.1 Appearance of Ears

Serial No	Skill	Yes	No	Remark
		1	2	
1	Abnormality in the left ear			
2	Abnormality in the right ear			
3	Left ear filled with ear wax.			
4	Right ear filled with ear wax.			
5	Substances discharging from the left ear.			
6	Substances discharging from the right ear.			
	Total			
	Grand Total	/ 12		

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2.2 Behavioural Traits

Serial No	Behaviour	Yes	No	Remark
		1	2	
1	Complains of ear pain.			
2	Turns ear towards the sound.			
3	Repeats what the teacher says.			
4	Stares at when a person speaks.			
5	Does not respond when his / her name is called from a distance of 3-4 feet unseen.			
6	Falsly pronounce.			
7	Talk in high volume.			
8	Talk very slowly.			
9	Does not accurately write what hears.			
	Total			
	Grand Total	/ 18		

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Assessment of Hearing Deficiencies	Marks
2.1 Appearance of ears	
2.2 Behavioural traits	
Total	/ 30
Percentage %	

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Recommendations

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Assessment Report for Children with Vision Deficiencies

Province:-

Educational Zone :-

1.0 Visual Acuity according to the Snellen Chart.(Put a \surd where necessary)

Visual Acuity	6/6	12/6	18/6	24/6	36/6	60/6
Left Eye						
Right Eye						

2.0 Assessment of Children with Vision Deficiencies for Educational Performance**Allocation of Marks for Criteria**

Yes - 1

No - 2

2.1 Appearance of Eyes

Serial No	Appearance	Yes	No	Remark
		1	2	
1	Eyes have turned inward or outward.			
2	Tears run down from eyes. (Eyes are often teary)			
3	Eyes are red.			
4	Swivel vision in eyes.			
5	Pupil of the eye is white.			
6	Has an unnatural pupil.			
7	Winks frequently.			
8	Has hanging eye lashes.			
9	Frequently closes eyes.			
	Total			
	Grand Total	/18		

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2.2 Behavioural Traits

Serial No	Features	Yes	No	Remark
		1	2	
1	Crushes / wipes eyes with hands frequently.			
2	Complains of pain in eyes.			
3	Complains of frequent headaches.			
4	Difficult to look at brighter light.			
5	Squeezes or open eyes wide when looking at something.			
6	Looks at something while slanting the head.			
7	Slants head forward or backward when looking at far away objects.			
8	Winks frequently.			
	Total			
	Grand Total	/16		

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2.3 Features observed in Reading and Writing

Serial No	Features	Yes	No	Remark
		1	2	
1	Squeezes / open eyes wide when reading and writing.			
2	Brings the head closer to the book / table while reading or writing.			
3	Brings the book closer to the eyes or keep away the book while reading.			
4	Lazy to read.			
5	Omits letters while reading.			
6	Omits words while reading.			
7	Uses one's finger as an assistance to identify lines while reading.			
8	Misreads similar shaped letters / numbers.			

Assessment Report for Children with Attention Deficit Hyperactive Disorder

Province:-

Educational Zone:-

Allocation of Marks for Criteria			
Communication Skills		Behavioural Traits	
Does	- 2	Frequently does	- 1
Does not do	- 1	Rarely does	- 2
		Does not do	- 3

1. Communication Skills

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Acts according to simple instructions.			
2	Listens and responds to a question.			
3	Speaks in one's turn.			
4	Stays in the topic while talking.			
5	Expresses one's feelings with control.			
	Total			
	Grand Total	/ 10		

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2. Behavioural Traits

Serial No	Features	Frequently observed	Rarely observed	Not observed	Remark
		1	2	3	
1	Wiggles on the chair while being seated.				
2	Walks here and there standing up from the chair.				
3	Fights with others.				
4	Quickly impatient by stimulators.				
5	Disturbs others without waiting till his / her turn.				

Serial No	Features	Frequently observed	Rarely observed	Not observed	Remark
		1	2	3	
6	Leaps out of the topic while talking.				
7	Quickly switches from one activity to another.				
8	Disturbs the works of others.				
9	Acts impulsively.				
10	Constantly speaks without understanding.				
11	Carelessly engages in activities.				
12	Acts violating rules and regulations, rituals and traditions.				
13	Forgets daily activities.				
14	Often loses one's day to day equipment.				
15	Engages in dangerous activities.				
	Total				
	Grand Total	/ 45			

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Assessment of Attention Deficit Hyperactive Disorder	Marks
1. Communication Skills	
2. Behavioural Traits	
Total	/ 55
Percentage %	

References

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Recommendations

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Assessment Record for Children with Specific Learning Disabilities

Province:-

Educational Zone:-

Allocation of Marks for Criteria	
Does - 2	Does not Do - 1

(When assessing a child not attended schools or pre-schools, please refrain from allocating marks for educational criteria under academic skills in No 05. Accordingly prepare total marks by reducing marks)

1. Communication Skills

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Tells one's name.			
2	Tells the names of one's mother / father.			
3	Answers a simple question.			
4	Talks freely with peers.			
5	Talks freely with elders.			
6	Follows a single instruction.			
7	Follows two or more instructions given at the same time.			
8	Accurately delivers a simple message.			
9	Accurately delivers two or more messages given at the same time.			
10	Engages in an activity while focusing.			
	Total			
	Grand Total	/ 20		

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4. Soft Motor Skills

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Picks something on the floor from finger tips.			
2	Fixes big flowers to a stick.			
3	Fixes large-holed beads to a string.			
4	Cuts along a straight line.			
5	Cuts along a curvy line.			
6	Cuts along a certain shape. (Square / Circle / Triangle)			
7	Cuts around a simple picture.			
8	Puts wooden blocks one on one.			
9	Fills gaps by matching shapes.			
10	Puts a circular band to a direct support.			
	Total			
	Grand Total	/ 20		

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5.0 Academic Skills

5.1 Pre-reading / Reading

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Reads out single pictures.			
2	Reads out things from a simple pictures.			
3	Reads from left to right.			
4	Reads pictures from top to bottom.			
5	Reads pictures matching letter with the picture.			
6	Matches similar pictures.			
7	Matches similar letters.			
8	Matches similar words.			
9	Selects the unmatching picture.			
10	Selects the unmatching letter.			
11	Selects the unmatchig word.			
12	Reads single letters.			
13	Reads two letter words without vowel signs.			
14	Reads three letter words without vowel signs.			
15	Reads letters from left to right.			
16	Reads words from left to right.			
17	Reads letters from top to bottom. (A list of letters)			
18	Reads words from top to bottom. (A list of words)			
19	Reads a word without missing letters.			
20	Reads a sentence without missing words.			
21	Reads a paragraph without missing lines.			
22	Accurately reads a word from left to right.			
23	Reads without missing vowel sounds.			
24	Accurately pronounces similar shaped letters. (Eg:- න, ඛ, ක)			
25	Reads with understanding of punctuations.			
	Total			
	Grand Total		/ 50	

Note

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5.2 Pre-writing/Writing

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Colours within the line. (Circle/Square)			
2	Colours simple pictures.			
3	Draws horizontal lines on dotted lines.			
4	Draws verticle lines on dotted lines.			
5	Draws circular lines on dotted lines.			
6	Draws shapes on dotted lines.			
7	Writes letters on dotted lines.			
8	Independently draws verticle lines.			
9	Independently draws horizontal lines			
10	Copies shapes.			
11	Freely draws a circle.			
12	Sees and writes single letters.			
13	Hears and writes single letters.			
14	Sees and writes two letter words without vowel signs.			
15	Hears and writes two letter words without vowel signs.			
16	Sees and writes three letter words without vowel signs.			
17	Hears and writes three letter words without vowel signs.			
18	Writes letters in the correct direction.			
19	Writes letters in the correct shape.			
20	Writes words keeping accurate space between letters.			
21	Writes sentences keeping accurate space between words.			
22	Writes the letters of a word in correct sizes.			
23	Writes the letters of a sentences in correct sizes.			
24	Writes letters on the line.			
25	Writes letters within the space between lines.			
26	Writes words accurately.			
27	Writes a sentence accurately.			
28	Uses punctuations accurately.			
29	Writes identifying where to start writing, the direction of writing and where to end writing.			
30	Independently and understandingly writes on a given topic.			
	Total			
	Grand Total	/ 60		

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5.3 Pre-Mathematics/Mathematics

Serial No	Skill	Does	Does not Do	Remark
		2	1	
1	Selects objects according to the type.			
2	Selects objects according to the colour.			
3	Selects objects according to the shape.			
4	Selects objects according to the size.			
5	Compares two different objects. (Big, Small)			
6	Compares two different pictures. (Big, Small)			
7	Identifies long, short by comparing two objects.			
8	Identifies long, short by comparing two pictures.			
9	Identifies tall, short by comparing two objects.			
10	Identifies tall, short by comparing two pictures.			
11	Matches two sets of objects together.			
12	Matches two sets of pictures together.			
13	Identifies the comparative position of three objects. (front, middle, back)			
14	Identifies the comparative position of three pictures. (front, middle, back)			
15	Tells numerics from 1 to 10.			
16	Correctly counts 10 objects of the same type.			
17	Correctly counts 10 pictures of the same type.			
18	Presents the number of objects relating to numbers from 1 to 10.			
19	Selects the pictures relating to numbers from 1 to 10.			
20	Identifies numerics from 1 to 10.			
21	Writes numbers in the correct direction.			
22	Correctly writes the numerics from 1 to 10.			
23	Identifies basic symbols relating to Mathematical formulas. (+, -, ×, ÷)			
24	Addition of two numbers without carrying forward.			
25	Addition of two numbers with carrying forward.			
26	Subtraction of numbers without brought-in.			
27	Subtraction of numbers with brought-in.			
28	Divides a number less than 10 by a lesser			

Serial No	Skill	Does	Does not Do	Remark
		2	1	
	number without a balance.			
29	Multiply two simple numbers.			
30	Add numbers in memory.			
31	Substract numbers in memory.			
32	Solves simple mathematical problems.			
33	Accurately tells the time using the clock.			
34	Tells multiplication tables by heart.			
35	Identifies the numbers before and after a particular number.			
	Total			
	Grand Total	/ 70		

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Assessment of Specific Learning Disabilities	Marks
1. Communication Skills	
2. Vision / Auditory Cognitive Skills	
3. Gross Motor Skills	
4. Soft Motor Skills	
5.1 Pre-reading / Reading	
5.2 Pre-writing/ Writing	
5.3 Pre-Mathematics / Mathematics	
Total	/ 250
Percentage %	

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Recommendations

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Assessment – Information Sheet - 01 (Page No.01)

A severely disabled student, who has been admitted to school should be assessed/observed against these skills and competency levels within the first month before home schooling, and after confirmation from parents and In Service Advisors (ISA), the Individual Education Plan should be developed.

Initial of the In Service Advisor and the Date	Confirmation of the In Service Advisor – Red '√'	Date put by the Teacher	Initial of the Teacher	Confirmation of the Teacher – Blue '√'	Confirmation on Achievement of Competency	Assessment Scales Achieves the competency / competency level. (Put a √ with a blue pen) Shows difficulties (No 2) Needs further assistance (No 1) (No 1 and 2 should be put with a pencil) (For confirmation put a '√' with a red pen)	Subject
					Experience raising the hands and legs and moving them.	Gross Motor Skills	
					Raises hands while lying upward.		
					Raises legs while lying upward.		
					Experience the control of the head.		
					Keeps the head straight.		
					Raises the head upward.		
					Bows the head down.		
					Turns the head right.		
					Turns the head left.		
					Demonstrate the ability to roll on to various directions.		
					Lies upward.		
					Turns the whole body left while lying upward and turns lying upward again.		
					Turns the whole body right while lying upward and turns lying upward again.		
					Achieves the ability to fold and unfold hands.		
					Folds and unfolds one hand from the elbow.		
					Folds and unfolds both hands from the elbow.		

Assessment – Information Sheet - 01 (Page No.02)

Initial of the In Service Advisor and the Date	Confirmation of the In Service Advisor – Red '√'	Date put by the Teacher	Initial of the Teacher	Confirmation of the Teacher – Blue '√'	Confirmation on Achievement of Competency	<p>Assessment Scales Achieves the competency / competency level. (Put a √ with a blue pen) Shows difficulties (No 2) Needs further assistance (No 1) (No 1 and 2 should be put with a pencil) (For confirmation put a '√' with a red pen)</p>	Subject
							Gross Motor Skills
						Displays the ability to move forward crawling and kneeling.	
						Moves hands and legs while lying upward.	
						Raises head while lying upward.	
						Moves hands and legs while lying downward.	
						Move forward while crawling.	
						Move forward while kneeling.	
						Displays the ability to sit independently.	
						Slants the upper body with a support while lying down.	
						Straightens the upper body with a support or assistance while lying down.	
						Independently straightens the upper body while lying down.	
						Displays the skills of independently sitting down.	
						Sits down on the bed by resting the feet down with assistance while lying down.	
						Independently sits down on the bed by resting the feet down.	
						Independently sits down on a chair.	
						Displays the skills of independently sitting down on the floor.	
						Lifts the head by turning to the familiar side and weighing on to the familiar hand.	
						Straightens the upper body by weighing on to the familiar hand.	
						Sits on the floor supporting on to the hands brought forward.	
						Sits on the floor supporting on to the hands kept on either side.	
						Independently sits on the floor. .	

Assessment – Information Sheet - 01 (Page No.03)

Initial of the In Service Advisor and the Date	Confirmation of the In Service Advisor – Red '√'	Date put by the Teacher	Initial of the Teacher	Confirmation of the Teacher – Blue '√'	Confirmation on Achievement of Competence	Assessment Scales Achieves the competency / competency level. (Put a √ with a blue pen) Shows difficulties (No 2) Needs further assistance (No 1) (No 1 and 2 should be put with a pencil) (For confirmation put a '√' with a red pen)	Subject
						Displays the ability to independently stand on feet while keeping the balance.	Gross Motor Skills
						Stands with an assistance.	
						Stands with the help of a support.	
						Stands without the help of a support.	
						Independently stands on feet while keeping the balance.	
						Independently stands on feet and engage in an activity.	
						Experience to walk with a support.	
						Walks without the help of a person.	
						Walks with the use of a support.	
						Displays the ability to independently walk.	
						Walks on the same place while switching feet.	
						Walks a few steps forward.	
						Walks freely and independently.	
						Experiences the climbing up and down a staircase.	
						Climbs up a staircase with an assistance.	
						Climbs down a staircase with an assistance.	
						Independently climbs up a staircase.	
						Independently climbs down a staircase.	

Assessment - Information Reporting Sheet - 01 (Page No. 04)

Initials and date of In Service advisor	verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	verification in blue '√' mark	Verifying the attainment of competency	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
							Gross Motive Skills
						Learn to catch and throw.	
						Grasp something using both hands	
						Holds something using one hand	
						Throws something using his hands.	
						Throws something using one hand.	
						Learn to wash hands properly.	Self help skills
						Wet hands with water.	
						Soap is applied to the palms and fingers.	
						Hands and fingers are rubbed and washed with water until the soap is gone.	
						They are able to express their needs through hints, gestures and signs.	
						He expresses his needs through hints.	
						He expresses his needs through gestures .	
						He expresses his needs through signs .	
						Expresses their needs through words.	
						Learn to hold the cup and spoon.	
						The cup is held in the hands so that it is suitable to use for drinking.	
						The cup is held with one hand so that it is suitable to use for drinking .	
						Holds the spoon appropriately to be used for eating.	
						Learn to hold the cup and spoon .	
						The cup is held in the hands so that it is suitable to use for drinking .	
						Learns to drink independently .	
						Drinks from a cup with assistance .	
						Drinks independently from a cup .	
						Learns to drink independently.	
						Drinks from a drinking straw with assistance.	
						Drinks independently from a drinking straw.	

Assessment - Information Reporting Sheet - 01 (Page No. 05)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
					Demonstrates ability to eat with assistance.	Self help skills	
					Eats with personal assistance.		
					Eats with the help of a spoon.		
					Familiarize to eat independently .		
					Eats independently using a spoon .		
					Eats independently using finger tips .		
					Get used to sleeping and waking up . self		
					He expresses when he feels the need to sleep .		
					When the need to sleep is felt, he identifies the place to sleep and declares that he should go to that place.		
					Sleep and wake up at the right time by following the right sleeping position.		
					Learns to get assistance in undressing.		
					Obtain necessary assistance in undressing.		
					Learn to get assistance in dressing.		
					Obtain necessary assistance in dressing.		
					Learn to brush teeth independently.		
					Put toothpaste on the toothbrush.		
					Brush teeth and tongue.		
					Clean the mouth with water.		
					Get used to cleaning the body.		
					Wash and clean the face		
					Wash and clean the body		
					Take a bath.		

Assessment - Information Reporting Sheet - 01 (Page No. 06)

Initials and date of t In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Learns to comb hair independently.
						Holds the comb properly to comb the head.	
						Combs the head with support.	
						Combs the head independently.	
							Learns to dress and undress independently.
						Undresses independently.	
						Dress independently.	
							Do the excretory functions and learn to clean independently.
						Informs that he / she needs to go to the toilet.	
						Goes to the designated place to use the toilet and comes to the relevant position.	
						After the excretory function is done, the body is washed and cleaned.	
						Hands are washed with soap.	
							Learn to move the eye.
						Focuses on a specific target.	
						Move the eye from left side to right side	
						Move the eye from right side to left side	
						Move the eye up and down	
							With eye-hand combination, get used to hold something by hand and take it to them.
						Focus the eye towards a specific substance.	
						Stretch the hand looking at the substance.	
						A substance is held by a familiar hand and brought to him .	
						Holds a substance with both hands and takes it to him.	

Assessment - Information Reporting Sheet - 01 (Page No. 07)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Verifying the attainment of competency </div>	<div style="border: 1px solid black; padding: 5px;"> Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen) </div>	Subject
							Coordination Skills
					Demonstrates the ability to work with eye - hand coordination.		
					Eye- grasp something with the coordination of hand.		
					The object grasped with a hand is transferred to the hand.		
					Eye - engage in activities with hand coordination.		
							Communication Skills
					Learn to respond by movements, cues and gestures.		
					Sows his desire by movements, gestures and postures.		
					Sows his displeasure by movements, gestures and postures.		
							Language Development Skills
					Learn to pronounce words.		
					Make different linguistic sounds .		
					Imitate various voices.		
					Pronounce words.		
					Demonstrates the ability to listen and respond to simple instructions with understanding indicating		
					Listens and responds to simple instructions.		
					Learns to work with attention.		
					Focus on an object / person and gives his response.		
					Give attention to a thing shown by a person and respond.		
					Change the attention to an object / person.		
					Maintains attention in situations		
					Learns to listen attentively and respond.		
					Listen carefully to poems / songs and tune puts _		
					Listens and responds attentively to simple stories.		

Assessment - Information Reporting Sheet - 01 (Page No. 08)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	<div style="border: 1px solid black; padding: 5px;"> Verifying the attainment of competency </div>	<div style="border: 1px solid black; padding: 5px;"> Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen) </div>	Subject
						He learns to recognize and respond to the sounds of his surroundings.	Language Development Skills
						Turns his head to the direction of the sound.	
						Responds to the voices of people close to him.	
						Recognize the family members and respond.	Social Skills
						He recognizes his mother and responds.	
						Recognizes his father and responds .	
						Recognizes the other family members and responds.	
						Get used to maintain interpersonal relationships.	
						Look at the person speaking.	
						Maintain proper posturs and greet occasionally.	
						Speak with others friendly.	
						Maintain interpersonal relationships.	
						Learns to identify and respond to the materials used for their daily needs.	Environment related activities
						Recognizes the materials close to them and express.	
						Recognizes the situations where substances close to him are used and responds accordingly.	
						Select the materials related to the need from among the materials close to him.	
						Demonstrate tangible perceptive competencies.	
						Detect the cold substances by touch and respond.	
						Responds to cold.	
						Responds to heat.	

Assessment - Information Reporting Sheet - 01 (Page No. 09)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Verifying the attainment of competency </div> Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
					Learns to respond to changes in the environment.	Environment related activities
					Talk about the nature of the environment when the sunshine is present.	
					Describes the changes in the environment before and during rains.	
					Express how the body feels the changes in the environment.	

List the soft motor skills as below

					Get used to move the fingers of the hands	
					Keep the thumb stretched, and fold the other fingers	
					Keep the thumb stretched, and unfold the folded fingers	
					Fold the fingers	
					Extends the folded fingers of the hands	
					Learn to pick up objects	Soft Motor Skills
					Pick up a substance using fingers	
					Pick up a substance using fingertips	
					Learn to open and close something	
					Open the lid of a container.	
					Close the lid of a container.	
					Open the cap of a bottle.	
					Close the cap of a bottle.	

Assessment - Information Reporting Sheet - 02 (Page No. 01)

A student admitted to a Special Education Unit/ a unit of an Assisted School on Special Education should be assessed/observed against these competencies and competency levels during the first month, and the Individual Integrated Learning Plan should be prepared after getting confirmation from the parents and teacher advisor.

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
				Verifying the attainment of competency		Gross Motor Skills
					Get familiarized to do sedentary activities	
					Remain seated with the support of a person .	
					Play fun games while being seated with the support of a person.	
					Sit independently with correct posture.	
					Engage independently in sedentary activities.	
					Walk showing correct posture.	
					Stand at one place and swing the hands alternately.	
					Walks in one place without moving the hands.	
					Walks in one place by switching hands and feet.	
					Walk independently showing correct posture.	
					Demonstrates running and jumping competencies.	
					Run short distances easily.	
					Jump a short distance forward.	
					Get the ability to throw and catch the ball	
					Throw a ball with hands.	
					Throw a ball with one hand.	
					Catches the ball coming towards him with his hands.	
					Get the ability to go up and down the stairs.	
					Climb up a stair case.	
					Climb down a stair case.	
					Get the ability to walk with balance.	
					Walk along a straight line with balance.	
					Walk on a stick with balance.	

Assessment - Information Reporting Sheet - 02 (Page No. 02)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
							Self help skills
						Learn to wash hands.	
						Washes hands following proper hand washing steps.	
						Wash hands properly before and after eating.	
						Wash hands properly after using the toilet.	
						Get the ability to grab items used for daily eating.	
						Hold a cup having two handles.	
						Hold a cup having one handle.	
						Hold a cup without a handle.	
						Hold the spoon.	
						Holds the cup and the spoon at the same time.	
						Get the ability to drink	
						Drink using a pipe	
						Drink from a cup	
						Drinks with a spoon	
						Get the ability to drink	
						Pour liquid from a bottle into a cup and drink	
						Drinks from a bottle	
						Able to eat alone.	
						Wash the hands.	
						Take the food alone.	
						Grind food using fingertips.	
						Eat meals using fingertips.	
						Eat meals using proper posture.	
						Wipes hands using handkerchief.	

Assessment - Information Reporting Sheet - 02 (Page No. 03)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Self help skills
						Able to brush teeth.	
						Recognize the toothbrush and express.	
						Brush teeth using toothbrush.	
						Tend to brush teeth twice a day.	
						Demonstrate self-help skills	
						Unstick the glued velco - stick.	
						Removes eyelets - puts th correctly.	
						Zipper _ Open - closes correctly.	
						Removes the blouse hook - puts it on correctly.	
						Demonstrate self-help skills	
						Detach the opened buttons.	
						Place the buttons correctly.	
						Demonstrate self-help skills	
						Remove the shirt.	
						Remove T-shirt/ Blouse	
						Undress the skirt.	
						Removes skirt/trousers.	
						Demonstrate self-help skills	
						Wear the shirt.	
						Dress the T - Shirt / Blouse)	
						Wears a skirt/gown.	
						Wear the shorts.	
						Demonstrate self-help skills	
						Choose the shoe that fits the foot.	
						fit shoes correctly.	
						Remove the shoes.	

Assessment - Information Reporting Sheet - 02 (Page No. 04)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
							Self help skills
						Demonstrate self-help skills	
						Wear the replaced socks correctly.	
						Remove replaced the socks correctly.	
						Demonstrate self-help skills	
						Wear the socks correctly.	
						Remove the socks correctly.	
						Demonstrate self-help skills	
						Hang the book bag correctly on his shoulder.	
						Remove the book bag hanging on his shoulder alone.	
						Walk in the right posture having the book bag hanging over his shoulder.	
						Demonstrate self-help skills	
						Express the feeling of need to go to the toilet.	
						Find the location of the toilet and respond.	
						Recognize and respond to the words and symbols used to identify the toilet .	
						Clean his body after using the toilet.	
						Demonstrates hearing division skills	Language Skills
						Identify the absence of sound and start responding.	
						Distinguish between sounds and start responding.	
						Demonstrates hearing division skills	
						Detect the device that emitted the sound and respond.	
						Detects the sounds emitted by devices and respond.	
						Distinguish between sounds and start responding.	

Assessment - Information Reporting Sheet - 02 (Page No. 05)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Language Skills
						Listens with understanding respond.	
						Listens and responds to simple instructions.	
						Demonstrates pre-reading competencies.	
						Recognize and read single pictures.	
						Recognize and read simple pictures.	
						Demonstrates Visual division competencies	
						Identify similar materials and start responding.	
						Identify similar images and start responding.	
						Demonstrates Visual division competencies	
						Identify similar material and start responding.	
						Identify similar image and start responding.	
						Demonstrates Visual division competencies	
						Identify the object with a lack and declare.	
						Identify the image with a lack and declare.	
						Listens with understanding to respond.	
						Listens to picture stories and respond.	
						Listens to simple stories and respond..	
						Creates stories from pictures.	
						Demonstrates ability to speak to develop speaking competencies	
						Talk by looking at pictures.	
						Respond to inquiries made regarding pictures .	
						Tend to free conversations.	

Assessment - Information Reporting Sheet - 02 (Page No. 06)

Initials and date of t In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Language Skills
						Get accustomed to behave following simple oral instructions and orders.	
						Follows simple instructions	
						Act obediently to commands.	
						Learn to use books correctly	
						Holds the book correctly .	
						Turns the pages of the book correctly .	
						Keeps the book with correct spaces for reading .	
						Use books cleanly and carefully .	
						Learn to read books correctly.	
						Move the eye from left to right.	
						Read books correctly.	
						Demonstrates pre-writing competencies	
						Scribble freely.	
						Draw freely .	
						Draw along the dotted lines.	
						Demonstrates pre-writing competencies	
						Color freely .	
						Identify the limit and start responding.	
						Color within limits having eye-hand combination.	
						Demonstrates pre-writing competencies	
						Color freely .	
						Draw horizontal lines along the dotted lines.	
						Draw curve lines along the dotted lines.	

Assessment - Information Reporting Sheet - 02 (Page No. 07)

Initials and date of In Service Advisor	T In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Mathematics
						Separates into lots by material/image type.	
						Recognize the materials in a material set and and express.	
						Recognize the images in a set of images and express.	
						Separate into lots according to the type of the material in a material set.	
						Sort the images in an image set into lots based on their type.	
						Sorts materials/images into lots by size.	
						Identify the materials in a material set and express.	
						Identify the images in a set of images and express.	
						Separate the materials in a material set into lots by size.	
						Sorts the images in an image set into lots based on their size.	
						Recognize and use spatial relationships.	
						Recognize the concept "up" relative to something and respond.	
						Recognize the concept "down" relative to something and respond.	
						Recognize the concept "Up" and "Down" in day to day affairs and behave accordingly.	
						Recognize and use spatial relationships.	
						Recognize the inside of something and respond.	
						Recognize the outside of something and respond.	
						Recognize and use spatial relationships.	
						Recognize the concept "nearness" relative to something and respond.	
						Recognize the concept "distance" relative to something and respond.	
						Recognize the concept "nearness" and "distance" in day to day affairs and behave accordingly.	

Assessment - Information Reporting Sheet - 02 (Page No. 08)

Initials and date of t In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)	Subject
							Mathematics
						Learn to sort the materials in a material set by shape.	
						Identify the objects with circular shapes and pronounce.	
						Recognizes that the drawn object is “round” in shape and pronounce.	
						Sort the circular shaped items within a set of items.	
						Learn to sort the materials in a material set by shape.	
						Identify the objects with square- shaped and pronounce.	
						Recognizes that the drawn object is “square” in shape and pronounce.	
						Sort the square- shaped items within a set of items.	
						Recognize and use colors	
						Recognize the red color and respond.	
						Select red color among several colors.	
						Familiarize to use colors.	
						Recognize and use number names from 1 to 3	
						Say the number names from 1 to 3 in order	
						Count from 1 to 3 using objects	
						Counting from 1 to 3 using images	
						Learn to compare the weights of two objects of disimilar weight.	
						Compare two objects and identify the object with more weighs, and respond.	
						Compare two objects and identify the object with less weighs, and respond.	
						Demonstrates tangible perceptive skills	
						Compare two objects and identify the object with more smoothness, and respond.	
						Compare two objects and identify the object with more coarseness, and respond.	

Assessment - Information Reporting Sheet - 02 (Page No. 09)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Mathematics
						Demonstrates competencies in recognizing numbers and using with understanding.	
						Say number names from 1 to 5.	
						Counts from 1 to 5 using objects.	
						Counts from 1 to 5 using images.	
						Demonstrates competencies in recognizing numbers and using with understanding.	
						Identify the number name of 1 and respond.	
						Identify the digit of 1 and respond.	
						Identify the number 1 and respond.	
						Demonstrates competencies in recognizing numbers and using with understanding.	
						Identify the number name of 2 and respond.	
						Identify the digit of 2 and respond.	
						Identify the number 2 and respond.	
						Demonstrates competencies in recognizing numbers and using with understanding.	
						Identify the number name of 3 and respond.	
						Identify the digit of 3 and respond.	
						Identify the number 3 and respond.	
						Presents basic details about himself.	Environment Related Activities
						Tell his name, village and age.	
						Select his own photo from among several photos.	
						Presents basic details about his family.	
						Say the names of his mother and father.	
						Say the names of his brothers and sisters.	
						Present the details about the members of his family.	
						Name family members from the photos of their family members.	

Assessment - Information Reporting Sheet - 02 (Page No. 10)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Environment Related Activities
						Demonstrate tangible perceptive competencies.	
						Expresses about the cold substance by touch.	
						Demonstrate tangible perceptive competencies.	
						Expresses about the hot substance by touch.	
						Demonstrate tangible perceptive competencies.	
						Recognize sweetness and respond.	
						Recognize bitter tastes and respond.	
						Demonstrate tangible perceptive competencies.	
						Recognize sour taste and respond.	
						Demonstrate tangible perceptive competencies.	
						Recognize salty tastes and respond.	
						Recognize and speak about the changes and events in the environment during the morning , afternoon and night.	
						Identify the changes in the environment in the morning and responds.	
						Identify the morning events and and expresse.	
						Recognize and speak about the changes and events in the environment during the morning , afternoon and night.	
						Identify the changes in the environment in the night time and responds.	
						Identify the night time events and and expresse.	
						Recognize and speak about the changes and events in the environment during the morning , afternoon and night.	
						Identify the changes in the environment in the day time and responds.	
						Identify the day time events and and expresse.	

Assessment - Information Reporting Sheet - 02 (Page No. 11)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Verifying the attainment of competency </div>	<div style="border: 1px solid black; padding: 5px;"> Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen) </div>	Subject
							Environment Related Activities
					Learn to behave by protecting himself from accidents.		
					Identify the hazardous materials & equipment, and respond.		
					Detect potential hazards from the equipment and respond.		
					Use materials and equipment carefully avoiding accidents .		
					Learn to behave by protecting himself from accidents.		
					Identify the hazardous locations and speak about.		
					Identify the possible accidents in dangerous places and respond.		
					Identify the ways to protect from hazards and respond.		
					Behave politely in the classroom.		
					Stand up and greet when a teacher comes to class.		
					Greet the teacher when leaving school.		
					Get permission to leave and enter the classroom.		
					Use hands when giving something to an elderly person.		
					Use hands when taking something from an older person.		
					Say thanks when he gets something.		
					Apologize when he makes a mistake.		
					Engage in religious activities exhibiting correct behaviors.		
					Follow the correct posture and engage in religious rites.		
					Follow the correct practices and engage in religious rites.		
					Speak to fulfill daily needs.		
					Speak about the thirst felt.		
					Express hunger .		
					Say he needs to go to the toilet.		

Assessment - Information Reporting Sheet - 02 (Page No. 12)

Initials and date of In Service advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Social Skills
						Demonstrate the ability to take and give his turn as per the occasion	
						Wait with patience until he receives his turn.	
						Offer his turn to others as per the occasion.	
						Come forward to take his turn as per the occasion.	
						Learn to work as a team.	
						Help others willingly.	
						Exchange the opportunities and materials.	
						Act in cooperation.	
						Say thanks to those who help him.	
						Beg apology for his mistakes.	
						Demonstrate the ability to use the space.	
						Become aware of the limits while playing.	
						Maintains proper spaces and boundaries during group activities.	
							Soft Motor Skills
						Demonstrate Soft Motor Skills	
						Mix the ingredients by suffling.	
						Create designs using mixed materials.	
						Demonstrates Soft Motor Skills	
						Scratch using fingers.	
						Squeeze using fingers.	
						Paste using fingertips.	
						Demonstrate the ability of hand-eye coordination	
						Moves the finger in the space.	
						Color within the limit.	

Assessment - Information Reporting Sheet - 02 (Page No. 13)

Initials and date of t In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Verifying the attainment of competency </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen) </div>	Subject
					Demonstrate Soft Motor Skills	Soft Motor Skills
					Hold the scissors and paper correctly for cutting.	
					Cut the paper using scissors.	
					Demonstrates hand-eye coordination	
					Fasten materias having a hole	
					Insert a thread through a hole	
					Learn to cut with scissors	
					Cut freely	
					Cut along a straight line	
					Cut around the square shape	
					Learn to cut with scissors	
					Cut along curved lines	
					Cut into circles	
					Get the ability to draw.	Aesthetics Skills
					Make designs using palms.	
					Creates using fingers.	
					Learn to dance to the tune of musical instruments.	
					Step to the beat at one place according to the sound of the instruments.	
					Move his feet to the rhythm of the musical instruments.	
					Dance freely according to the rhythm of the instruments.	
					Engage in movements while enjoying children's poems	
					Enjoy and listen to children's poems.	
					Enjoy and sing children's poems.	
					Try to sing setting the rhythm to children's poems.	
					Engaging in movements enjoying children's poems.	

Assessment - Information Reporting Sheet - 02 (Page No. 14)

Initials and date of In Service Advisor	In Service Advisor's verification in red '√' mark	Putting date by the Teacher	Initials of the teacher	Teacher's verification in blue '√' mark	Verifying the attainment of competency	<p>Assessment Scales Acquiring competency/ competency level (put √ mark with blue carbon pen) Shows difficulties (No. 2) Need more help (No. 1) (Numbers 1 and 2 should be put in pencil) Please put the confirmation mark '√' with red pen)</p>	Subject
							Aesthetics Skills
						Learn to make creations using different media.	
						Make creations blowing from mouth and using dyes.	
						Make designs by blowing into the paint with a tube.	
						Make designs placing marks using dyes.	
						Enjoy children's songs and engage in movements.	
						Enjoy listening to children's songs .	
						Enjoy and sing children's songs .	
						Try to sing by putting the rhythm to children's songs.	
						Enjoy children's songs and engage in movements.	
						Learn to practice rhythmic movements according to a beat	
						Listen to children's songs and keep rhythm.	
						Perform rhythmic movements while listening to children's songs.	
						Act freely while listening to children's songs.	
						Learn to make creations using different media.	
						Engage in coloring keeping Pastel sticks at one direction.	
						Engage in coloring keeping Pastel sticks at different directions.	
						Make designs using pastel sticks.	
						Learn to dance rhythmically using materials.	
						Perform movements to a beat using materials.	
						Dance freely using materials.	
						Get accustomed to play alternative instruments while having fun.	
						Recognize the alternative instruments and respond.	
						Play alternative e instruments.	

(Individual Education Plan/Program)

This should be completed by the respective IEP committee of the student.

Student profile

1.0 Basic information of the student		1.1 Date of the receipt of Assessment Report :-
1.2 Name of the student :-		
1.3 School :-		
1.4 Date of admission to school :-		
1.5 Admission Number :-		
1.6 Male / Female :-		
1.7 Birthday :-		
1.8 Age – Years :-		
1.9 Height : - 1.10 Weight : - 1.11 Body Mass Index : -		
2.0 Pre-natal and natal information		
2.1 Nature of birth (natural , cesarean , using tools) :-		
2.2 Complications at Birth :-		
2.3 Weight at birth :-		
2.4 Details about genetic diseases of close family relatives :-		
2.5 If there are persons with disabilities among the above relatives, give details about those disabilities :-		
2.6 Remarks :-		
3.0 Student Disability/Diagnosis and Support Services		4.0 Parent / Guardian Details
3.1 Medical prescription of deficiency (to be written here by the teacher)	3.2 Hospital/Office of Public Medical Officer of Health / Child Development Intervention Center (CDIC) that gave the medical recommendation	4.1 Name of Mother / Father / Guardian:-
		4.2 Address :-
		4.3 Telephone Number :-
		4.4 Educational Status :-
		4.5 Email : -
		4.6 WhatsApp: -

3.3 Assistive Technology Equipment being used currently (Assistive Technology)				
3.4.1 Details of support services currently referred as per medical recommendation :-		3.4.2 Place of Attendance :-		
		Support services	Relevant location	period
5.0 Student details identified by the Assessment (Schedule No. 4 – General Assessments for the children with Special Educational Needs (Complete this section by the notes under each heading of the report.)				
5.1 Gross Motor Skills				
5.2 Soft Motor Skills				
5.3 Self-Help Skills				
5.4 Communication Skills				
5.5 Attention				
5.6 Academic Skills		5.6.1 Pre-reading/Reading		
		5.6.2 Pre-writing/Writing		
		5.6.3 Pre-Mathematics/ Mathematics		
6.0 Student details identified after monthly monitoring (Complete with Schedule No. 10 and 11 after confirmation by Teacher Advisor)				
6.1 Interests / Likes	Strengths	Dislikes	Allergies	

6.2 Student's status before initiating IEP Briefly note the grasped competencies identified through observation during the first month of schooling)	6.2.1 Gross Motor Skills	
	6.2.2 Soft Motor Skills	
	6.2.3 Self Help Skills	
	6.2.4 Environment Related Activities	
	6.2.5 Social Skills	
	6.2.6 Language Development	
	6.2.7 Mathematical concepts	
	6.2.8 Aesthetic Skills	
7.0 Student Expectations	7.1 Parent's expectations	
	7.2 Teachers' expectations	
	7.3 Therapeutic Expectations	

8.0 Individual Education Plan (IEP)

8.1 Long Term Objective / Objectives : -

8.2 Duration : -

(This Individual Learning Plan should be prepared for one academic year.)

SN	Short-Term objectives	Subject area	Competence	competency levels	expected time	expected date of acquisition of competency	Date of the acquisition of competencies	Confirmation of the IEP Committee	Other

SN	Short-Term objectives	Subject area	Competence	competency levels	expected time	expected date of acquisition of competency	Date of the acquisition of competencies	Confirmation of the IEP Committee	Other

Let's present.

IEP Committee Members

Name	Post	Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Approved

.....
Principal's signature and date

The revised Individual Education Plan (IEP) based on the child's learning pace at the end of the first school term.

SN	Short term Objective	Competence	Competency levels	Expected time	Expected date of competency acquisition	Date of competency Acquisition	Other	Confirmation of the IEP Committee

Special Education Teacher , Consent of Parents

Head of Special and Inclusive Division ,

Signature :-

Signature :-

Signature :-

.....

.....

.....

Name :-

Name :-

Name :-

Date :-

Date :-

Date :-

I approve the revised plan

.....

Principal's signature and date

(Individual Family Service Plan - IFSP)

This should be completed by the respective IEP committee of the student.

Student profile

1.0 Basic information about the student		1.1 Date of the receipt of Assessment Report :-
1.2 Student Name :-		
1.3 School :-		
1.4 Date of admission to school :-		
1.5 Admission Number :-		
1.6 Male/ Female :-		
1.7 Birthday :-		
1.8 Age – Years :-		
1.9 Height :- 1.10 Weight :- 1.11 Body Mass Index :-		
2.0 Pre-natal and natal detail		
2.1 Nature of birth (natural, cesarean, using tools) :-		
2.2 Complications at Birth :-		
2.3 Weight at birth :-		
2.4 Details about genetic diseases of close family relatives :-		
2.5 If there are persons with disabilities among the above relatives, give details about those disabilities :-		
2.6 Remarks :-		
3.0 Other Information Related to the Student		
3.1 Good Habits and Safety :-		
3.2 Behavior (individual / group / in a new environment) :-		
3.3 Did the child's mother/father have a relative with the deficiency in previous generations ? If so, please describe		
3.4 Specific services to be given to address the child's unique needs	3.4.1 To be done occasionally	
	3.4.2 To be done continuously	
	3.4.3 Methodology provided to the child	

3.5 Social Empathy																											
3.6 Capability of adaptive behavior / Capability of self-development with assistance																											
3.7 Family Disputes / Problems / Needs / Priorities																											
3.8 The natural environment in which the Services are provided	Home/yard/area covered targeting the attention for Autism children /resource centers/special education unit/regular classroom/other																										
4.0 Diagnosis and Support Student Disability/ Services		5.0 Parent/ Guardian Details																									
4.1 Medical recommendation of deficiency (to be written here by the teacher)	Child Development Intervention Center (CDIC) that issued the medical recommendation		5.1 Name of Mother / Father / Guardian:-																								
Assistive Technology currently being used			5.2 Address :-																								
			5.3 Telephone Number :-																								
4.4.1 Details of support services currently referred as per medical prescription :-	4.4.2 Place of Attendance :-		5.4 Educational Status :-																								
	<table border="1"> <thead> <tr> <th>Support services</th> <th>Relevant location</th> <th>Period</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Support services	Relevant location	Period																						5.5 Email :-
Support services	Relevant location	Period																									
			5.6 WhatsApp:-																								
6.0 Complete the sections 6.1 and 6.2 by identifying the student's starting level from Schedules 10 and 11 based on the details identified from the assessment and one month of observation of the Special Education Teacher.																											
6.1 Interests/Likes	Strengths	Dislikes	Allergies																								

6.2 Student's Status before initiating IEP (Briefly note the mastered competencies identified through observation during the first month of schooling)	6.2.1 Gross Motor Skills	
	6.2.2 Soft Motor Skills	
	6.2.3 Self-Help Skills	
	6.2.4 Environmental Activities	
	6.2.5 Social Skills	
	6.2.6 Language Development	
	6.2.7 Mathematical Concepts	
	6.2.8 Aesthetic Skills	
7.0 Student Expectations	7.1 Parents' Expectations	
	7.2 Teachers' Expectations	
	7.3 Therapeutic Expectations	

8.0 Individual Family Service Plan (IFSP)

8.1 Long Term Objective : -

8.2 Duration : -

8.3 Short Term Objectives :-

8.4 Name of Service Provider (Mother/Father/Guardian/Sibling) :-

8.5 Name of Service Co-ordinator (Parent's Name) :-

Note:-

This IFSP should be prepared on the same day the IEP committee meets. The lower part of this section should be used by the Special Education Teacher and the Service Provider for homework assignments to reach the respective competency level. The lessons should be segmented and the activities should be assigned for the student to do at home using learning aids to reach the proficiency level, and each child should have an A4 size CR book to use as a Augmantative Student Record Book. The schedule no. 10 or 11 should be affixed at the beginning of it and the IFSP notes up to this point should be attached in that book. According to the instructions of the Special Education Teacher from time to time, the things required for the IFSP to be done at that time should be recorded. Accordingly, the notes should be made on the practical measures required to coordinate family services. This book should also be used to confirm the IEP of Teacher Advisor (ISA) and to determine the facilities in school level and national level examinations.

Letter No. FHB/CDU/GEN/0102021 dated 28.10.2021 from Director General of Health Services

දුරකථන) 011 2669192 , 011 2675011
 தொலைபேசி) 011 2698507 , 011 2694033
 Telephone) 011 2675449 , 011 2675280

තැපෑල) 011 2693866
 பெக்ஸ்) 011 2693869
 Fax) 011 2692913

විද්‍යුත් තැපෑල) postmaster@health.gov.lk
 மின்னஞ்சல் முகவரி)
 e-mail)

වෙබ් අඩවිය) www.health.gov.lk
 இணையத்தளம்)
 website)



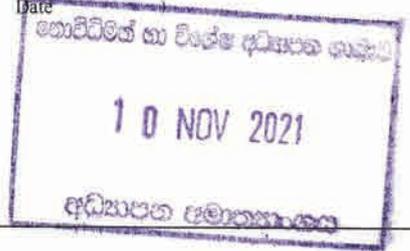
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 சுகாதார அமைச்சு
 Ministry of Health

මගේ අංකය) FHB/CDU/GEN/01/2021
 எனது இல)
 My No.)

ඔබේ අංකය)
 உமது இல)
 Your No.)

දිනය) 28/10/2021
 திகதி)
 Date)



To All Provincial Directors of Health Services,
 To All Regional Directors of Health Services,

Provision of education facilities and inclusive education for children with special needs

As per the circular issued by the Ministry of Education (37/2020 dated 2020.12.03), it is expected to register all children with disabilities in the school committee of the respective Zonal Education Office by the time these children are completing three years of age. Upon registration the Zonal education office will be arranging awareness programs for the families of these children, conduct assessments for educational abilities and assigning appropriate schools, and provision of multi-sectoral care for these children with disabilities.

The Ministry of Education requests the support of the Ministry of Health for the success of this program. Accordingly, give the following instructions for the MOH teams of the province to incorporate with this program.

1. Identify the children with disabilities under the care of the Public Health Midwife who are completing 3 years of age by 31st of January 2022 (children born from 1st February 2018 to 31st January 2019) and who already have a **confirmed diagnosis of a disability** such as;
 - a. Cerebral Palsy
 - b. Autism Spectrum Disorders
 - c. Global Development Delay
 - d. Intellectual Disability
 - e. Rett Syndrome
 - f. Fragile X Syndrome
 - g. Down Syndrome
 - h. Any other syndromes as recommended by a pediatrician as having a disability
 - i. Acquired Brain Injury
 - j. Development regression
 - k. Development delay with cognitive or speech involvement
 - l. Deafness
 - m. Blindness
 - n. Speech impairment
 - o. Meningo-myelocoel repaired
 - p. Seizure disorder/ epileptic syndromes
 - q. Cortico-visual impairment

r. Other structural brain disorders eg: hydrocephalus

s. Children with myopathy/ neuropathy

The diagnosis cards and other documentation from clinic records may be useful in the selection process.

2. Inform the parents about the process of registering and the expected services to be provided by the Ministry of Education
3. **Obtain informed consent of the parents/guardian** to provide the details to the Ministry of Education officials.
4. **If the informed consent is given by the parent/guardian**, document the name of the child, name and contact number of the parent/guardian and the address and make a list for the MOH area with the above details.
5. Send this list to the Zonal Education office by the 31st of January 2022. This will happen routinely every year.
6. Send a copy of this list through RDHS/PDHS to the Family Health Bureau.
7. Provide expertise of the MOH team for the first parental awareness meeting organized by the Zonal Education Office as necessary.
8. The educational teams may request recommendations from the community health teams about the medical condition of the child in certain instances. In such an event, it is important to provide these by going through the clinic notes or by contacting the clinical teams looking after these children.

Please ensure that all the RDHS, CCPs, MOMCHs, MOHs and the Public Health teams are aware and follow the above instructions.

The relevant sections of the Education Ministry Circular 37/2020 dated 2020.12.03 is attached herewith for your perusal.

Dr. ASELA GUNAWARDENA
Director General of Health Services
Ministry of Health

"Suwasiripaya"

385, Rev. Baddegama Wimalawansa Thero Mawatha,
Colombo 10.

Dr Asela Gunawardena
Director General of Health Services

CC:

1. Secretary of Health, Ministry of Health - FYI
2. Secretary of Education, Ministry of Education - FYI
3. Director Special Education, Ministry of Education - FYI
4. DDG/PHS II, Ministry of Health, FYI
5. Director/MCH, Family Health Bureau, FYI and necessary action