Web application | Mobile application

CBR Worker / Special Educator

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Working with deafblind people

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Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 1 of 8 · Student & team

Student and IEP team

Student name

Registration ID

Date of birth

dd/mm/yyyy

Age

Gender

Select

Date of developing IEP

dd/mm/yyyy

Academic year start

dd/mm/yyyy

Academic year end

dd/mm/yyyy

Persons responsible for implementation

Language used with student

IEP team members — name and role

Student profile highlighting strengths (10–15 sentences)

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

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Working with deafblind people

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Online
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2. Family & preferences
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7. Quarterly reviews
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Beneficiaries / IEP / New draft

Individualised Education Plan

Step 2 of 8 · Family & preferences

Family, preferences and aspirations

Family background — parent education and occupation, siblings

Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

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Working with deafblind people

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Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
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Beneficiaries / IEP / New draft

Individualised Education Plan

Step 3 of 8 · Diagnosis & support

Diagnosis and support needs

Vision — diagnosis and condition

Hearing — diagnosis and condition

Associated conditions — recorded clinical diagnoses

Other services required

Medication history, current medicines and associated conditions

Back | Save draft | Continue

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Web application | Mobile application

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Working with deafblind people

Sparsh Centre · Sanand

Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 4 of 8 · Strengths & needs

Strengths and priorities

Student-specific strengths

Important needs to address at present

Opportunities

Present and future concerns

IEP team names and signatures

Choose File No file chosen

Team signing date

dd/mm/yyyy

Back | Save draft | Continue

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Online
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1. Student & team
2. Family & preferences
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5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 5 of 8 · Functional assessment

Functional assessment report

Record current performance across the intervention areas before selecting goals.

- ▶ Personal care
- ▶ Motor skills
- ▶ Orientation and mobility
- ▶ Communication
- ▶ Social interactions
- ▶ Sensory abilities
- ▶ Leisure and recreation
- ▶ Cognition
- ▶ Sex education
- ▶ Pre-literacy
- ▶ Literacy
- ▶ Pre-vocational / job skills (14+)
- ▶ Behavioural
- ▶ Independent living (18+)
- ▶ Mental health

Back | Save draft | Continue

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Web application | Mobile application

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Working with deafblind people

Sparsh Centre · Sanand

Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 6 of 8 · Annual goals

Annual goals and quarterly objectives

Annual goal

Goal 1

Add another annual goal

Goal 1 · Area

Select

Goal 1 · Sub-area

Select

Goal 1 · Current level of performance

Goal 1 · SMART annual goal

Quarter 1

Goal 1 · Q1 objective

Goal 1 · Q1 from

dd/mm/yyyy

Goal 1 · Q1 to

dd/mm/yyyy

Quarter 2

Goal 1 · Q2 objective

Goal 1 · Q2 from

dd/mm/yyyy

Goal 1 · Q2 to

dd/mm/yyyy

Quarter 3

Goal 1 · Q3 objective

Goal 1 · Q3 from

dd/mm/yyyy

Goal 1 · Q3 to

dd/mm/yyyy

Quarter 4

Goal 1 · Q4 objective

Goal 1 · Q4 from

dd/mm/yyyy

Goal 1 · Q4 to

dd/mm/yyyy

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

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Working with deafblind people

Sparsh Centre · Sanand

Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
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5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 7 of 8 · Quarterly reviews

Quarterly implementation and evaluation

Annual goal

Goal 1

Add another annual goal

Quarter

Q1

Q1 objective: Not yet entered

Goal 1 · Q1 current performance

Goal 1 · Q1 key communication words / phrases / sentences

Goal 1 · Q1 strategies — activities, reinforcement, teaching methods and materials

Goal 1 · Q1 evaluation

Evaluation includes current performance, newly recognised strengths and difficulties encountered by the educator.

Goal 1 · Q1 educator signature

Choose File No file chosen

Goal 1 · Q1 coordinator signature

Choose File No file chosen

Back | Save draft | Continue

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Web application | Mobile application

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Online
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
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4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 8 of 8 · Review & submit

Review and submit IEP

Complete the preceding sections to review the enrolment details.

Prototype only. Signatures and live approval routing require final configuration.

Back | Save draft | Submit IEP

Prototype · sample information only

Individualised Education Plan

Web | Partner Coordinator - role view

Web application | Mobile application

Partner Coordinator

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Partner Coordinator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

IEP review

Step 2 of 8 · Family & preferences

IEP review · proposed workflow
Own organisation · submitted records

Family, preferences and aspirations

Family background — parent education and occupation, siblings

Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Review comment

Return for correction

Back

Continue

Prototype · sample information only

Individualised Education Plan

Web | Partner Administrator - role view

Web application | Mobile application

Partner Administrator

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Working with deafblind people

Sparsh Centre · Sanand

Online
Partner Administrator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

IEP record

Step 2 of 8 · Family & preferences

Read-only survey view
Own organisation · staff and caseload oversight

Family, preferences and aspirations

Family background — parent education and occupation, siblings

Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Back

Continue

Prototype · sample information only

Web application | Mobile application

Sense India CB Team

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Sparsh Centre · Sanand

Online
Sense India CB Team

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

IEP record

Step 2 of 8 · Family & preferences

Read-only survey view
Technical quality guidance across partners

Family, preferences and aspirations

Family background — parent education and occupation, siblings

Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Technical guidance

Save guidance

Back

Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator

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Draft preview

CBR Worker / Special Educator

1. Student & team | 2. Family & preferences | 3. Diagnosis & support | 4. Strengths & needs | 5. Functional assessment | 6. Annual goals | 7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 1 of 8 · Student & team

Student and IEP team

Student name

Registration ID

Date of birth

dd/mm/yyyy

Age

Gender

Select

Date of developing IEP

dd/mm/yyyy

Academic year start

dd/mm/yyyy

Academic year end

dd/mm/yyyy

Persons responsible for implementation

Language used with student

IEP team members — name and role

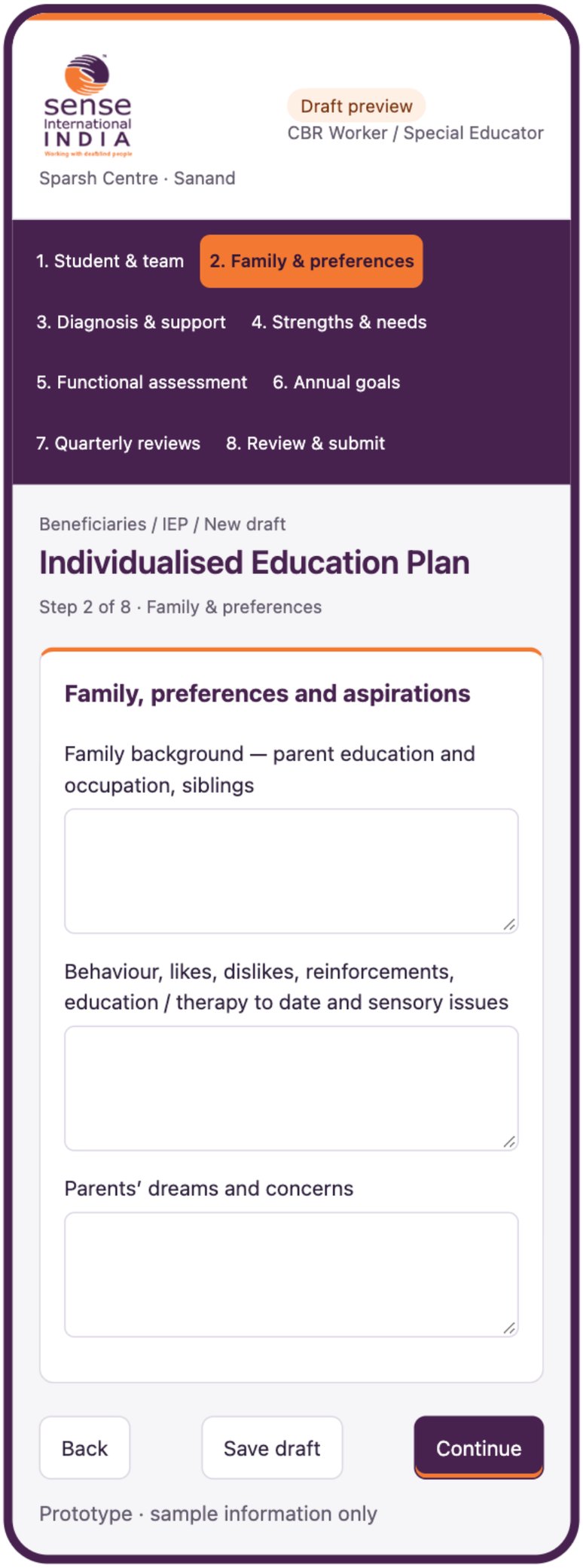
Student profile highlighting strengths (10–15 sentences)

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator



Web application | Mobile application

CBR Worker / Special Educator

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Working with deafblind people

Sparsh Centre · Sanand

Draft preview

CBR Worker / Special Educator

1. Student & team
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8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 3 of 8 · Diagnosis & support

Diagnosis and support needs

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Hearing — diagnosis and condition

Associated conditions — recorded clinical diagnoses

Other services required

Medication history, current medicines and associated conditions

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator

sense International INDIA
Working with deafblind people

Sparsh Centre · Sanand

Draft preview
CBR Worker / Special Educator

1. Student & team
2. Family & preferences
3. Diagnosis & support
4. Strengths & needs
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7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 4 of 8 · Strengths & needs

Strengths and priorities

Student-specific strengths

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Present and future concerns

IEP team names and signatures

Choose File | No file chosen

Team signing date

dd/mm/yyyy

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator

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Working with deafblind people

Sparsh Centre · Sanand

Draft preview
CBR Worker / Special Educator

1. Student & team
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3. Diagnosis & support
4. Strengths & needs
5. Functional assessment
6. Annual goals
7. Quarterly reviews
8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 5 of 8 · Functional assessment

Functional assessment report

Record current performance across the intervention areas before selecting goals.

- ▶ Personal care
- ▶ Motor skills
- ▶ Orientation and mobility
- ▶ Communication
- ▶ Social interactions
- ▶ Sensory abilities
- ▶ Leisure and recreation
- ▶ Cognition
- ▶ Sex education
- ▶ Pre-literacy
- ▶ Literacy
- ▶ Pre-vocational / job skills (14+)
- ▶ Behavioural
- ▶ Independent living (18+)
- ▶ Mental health

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator

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Draft preview

CBR Worker / Special Educator

1. Student & team | 2. Family & preferences

3. Diagnosis & support | 4. Strengths & needs

5. Functional assessment | 6. Annual goals

7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 6 of 8 · Annual goals

Annual goals and quarterly objectives

Annual goal

Goal 1

Add another annual goal

Goal 1 · Area

Select

Goal 1 · Sub-area

Select

Goal 1 · Current level of performance

Goal 1 · SMART annual goal

Quarter 1

Goal 1 · Q1 objective

Goal 1 · Q1 from

dd/mm/yyyy

Goal 1 · Q1 to

dd/mm/yyyy

Quarter 2

Goal 1 · Q2 objective

Goal 1 · Q2 from

dd/mm/yyyy

Goal 1 · Q2 to

dd/mm/yyyy

Quarter 3

Goal 1 · Q3 objective

Goal 1 · Q3 from

dd/mm/yyyy

Goal 1 · Q3 to

dd/mm/yyyy

Quarter 4

Goal 1 · Q4 objective

Goal 1 · Q4 from

dd/mm/yyyy

Goal 1 · Q4 to

dd/mm/yyyy

Back | Save draft | Continue

Prototype · sample information only

Web application | Mobile application

CBR Worker / Special Educator

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Sparsh Centre · Sanand

Draft preview

CBR Worker / Special Educator

1. Student & team | 2. Family & preferences

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5. Functional assessment | 6. Annual goals

7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

Individualised Education Plan

Step 7 of 8 · Quarterly reviews

Quarterly implementation and evaluation

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Goal 1 · Q1 educator signature

Choose File No file chosen

Goal 1 · Q1 coordinator signature

Choose File No file chosen

Back | Save draft | Continue

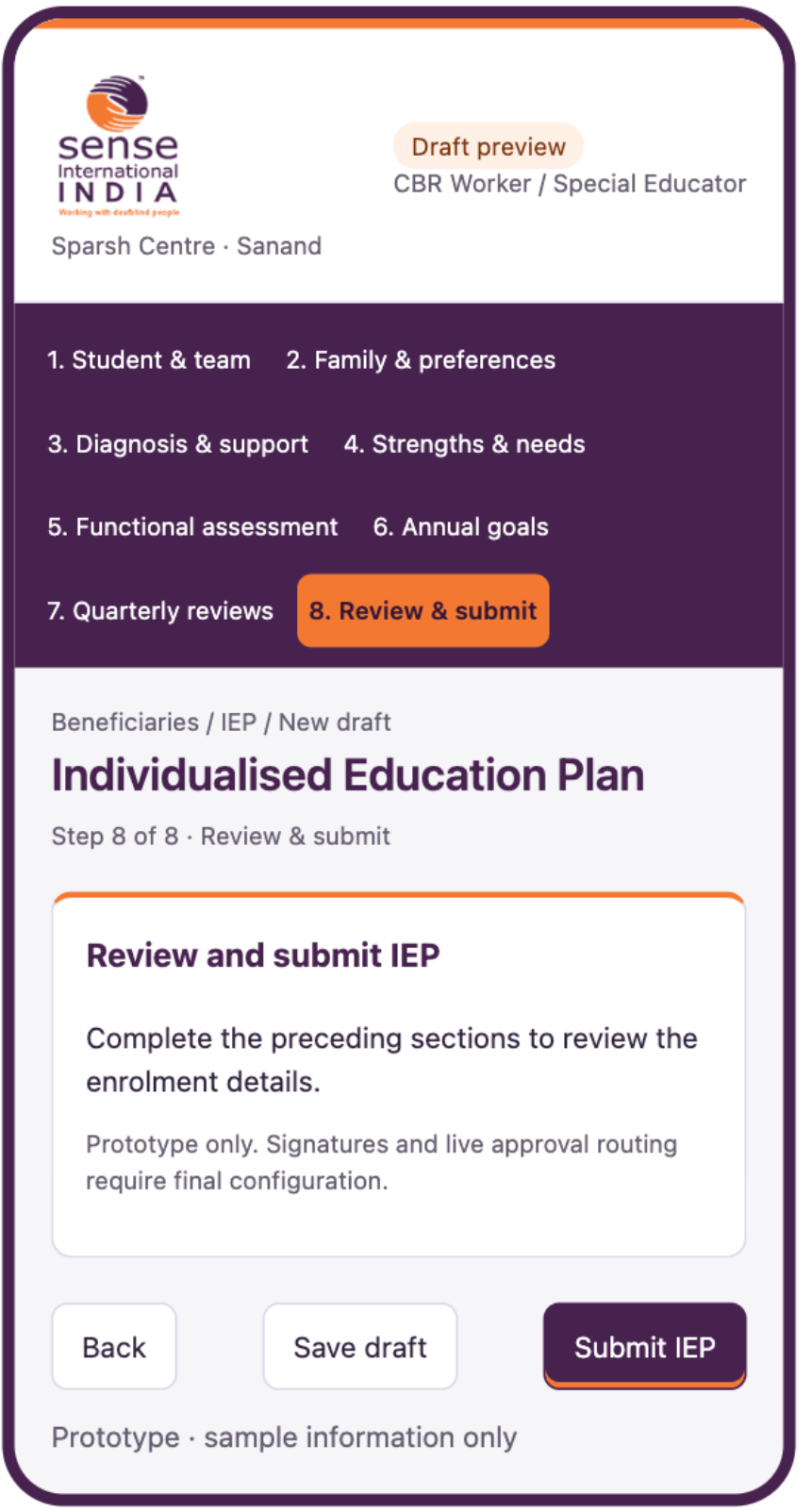
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Individualised Education Plan

Mobile | Step 8 of 8 - Review & submit

Web application | Mobile application

CBR Worker / Special Educator



Web application | Mobile application

Partner Coordinator

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Draft preview

Partner Coordinator

1. Student & team | 2. Family & preferences

3. Diagnosis & support | 4. Strengths & needs

5. Functional assessment | 6. Annual goals

7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

IEP review

Step 2 of 8 · Family & preferences

IEP review · proposed workflow

Own organisation · submitted records

Family, preferences and aspirations

Family background — parent education and occupation, siblings

Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Review comment

Return for correction

Back

Continue

Prototype · sample information only

Individualised Education Plan

Mobile | Partner Administrator - role view

Web application | Mobile application

Partner Administrator

sense International INDIA
Working with deafblind people

Sparsh Centre · Sanand

Draft preview
Partner Administrator

1. Student & team | 2. Family & preferences
3. Diagnosis & support | 4. Strengths & needs
5. Functional assessment | 6. Annual goals
7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

IEP record

Step 2 of 8 · Family & preferences

Read-only survey view
Own organisation · staff and caseload oversight

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Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Back | Continue

Prototype · sample information only

Web application | Mobile application

Sense India CB Team

sense International INDIA
Working with deafblind people

Sparsh Centre · Sanand

Draft preview
Sense India CB Team

1. Student & team | 2. Family & preferences
3. Diagnosis & support | 4. Strengths & needs
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7. Quarterly reviews | 8. Review & submit

Beneficiaries / IEP / New draft

IEP record

Step 2 of 8 · Family & preferences

Read-only survey view
Technical quality guidance across partners

Family, preferences and aspirations

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Behaviour, likes, dislikes, reinforcements, education / therapy to date and sensory issues

Parents' dreams and concerns

Technical guidance

Save guidance

Back | Continue

Prototype · sample information only