
Individualized Educational Plan^M

(For illustrative purpose only, not based on actual student data)

기관명	Baekseok ABA Center	이름	Mock Example
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Date	Position Name	Parent	Researcher	Supervisor	Research Committee Member	Director
	Name					
	Name					

Name		Gender		Date of Birth	
Date of Birth	2024.07.24	Prepared by	Hanjung Lee	Date of Preparation	

Developmental Areas	Current Levels	Learning Objectives (6months)	Achievement Criteria			
			A	F		G
Receptive Language	- The child can discriminate familiar objects, animals, and shapes. - The child can point to the larger/smaller, longer/shorter, more/less of two objects. - The child can give one of two requested objects to the teacher.	When a preferred item is present, the child can follow the instruction "hands together" and wait with folded hands for 5 seconds.				
		When instructed, "Go get (two objects) from (location)," the child can bring two specified items from the room.				
		When asked "Where is (adverb/adjective)?", the child can point to the correct picture out of two options. (Examples: clean/dirty, morning/afternoon/evening, most/least, longest/shortest).				
		When asked "Give me (number)," the child provides the correct quantity.				
		When asked to place an item "up, down, in front, behind," the child follows correctly.				
Individualized Educational Plan						
Expressive Language	- In play activities (Pororo dollhouse, cooking, dentist play), the child can use a variety of nouns and at least 5 verbs appropriately during independent play. - The child can name familiar objects, animals, and shapes. - When wanting to play alone and another person attempts to join, the child can say "No," "Go away," or use sound effects to express refusal.	When encountering difficulty, the child can say, "Teacher, please help me (with task)."				
		When making a request, the child stays in place and says, "I want to (activity)," instead of leaving the area. (Examples: "I want to play alone," "I want to drink water," "I want to play (toy) together").				
		When asked "Whose is this?", the child can identify ownership correctly (mine, teacher's).				
		When shown an item and asked, "Is this the teacher's?", the child responds, "No, it's mine."				

Daily Living Skills	When prompted by a caregiver, "Say hello," the child can greet without eye contact.	Upon arriving at the center, the child spontaneously bow and says, "Hello."				
		Upon leaving the center, the child spontaneously bows, makes eye contact, and says, "Goodbye."				
Social and Play Skills	- After activities, the child can clean up materials with verbal prompts. - The child can follow a modeled three-step activity. - When a timer signals a transition, the child independently stops the activity.	When playing with preferred toys, the child hands them over upon hearing, "Now it's the teacher's turn."				
		In the individual learning room, when told "Look here," the child looks at the presented item.				
		During one-on-one learning, when called by name, the child looks at the teacher within 5 seconds.				
		During teacher-directed tasks, the child remains seated and engaged at the table for 3 minutes without leaving the area.				

* 성취 기준

A : Acquisition (습득)

F : Fluency (유창성)

M : Maintain (유지)

G : Generalization (일반화)