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An analysis of individual education program goals and objectives for preschool handicapped children and their relationship to curriculum

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AN ANALYSIS OF INDIVIDUAL EDUCATION PROGRAM GOALS AND

OBJECTIVES FOR PRESCHOOL HANDICAPPED CHILDREN AND

THEIR RELATIONSHIP TO CURRICULUM

by
JoAnn M. McCormick

A THESIS

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ABSTRACT

JoAnn M. McCormick

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Thesis Advisor: Dr. Stanley Urban
Learning Disabilities Graduate Program

The purpose of this study was to formulate a system
whereby Individual Education Plan goals and objectives can be
written, and curriculum adapted, to meet the unique needs of
the preschool handicapped child.

Research of current literature on preschool IEP's and
curriculum was conducted before surveying preschool
handicapped programs in the Gloucester County New Jersey area.
Thirty-two survey instruments were mailed to twenty-one school
districts. The surveys included questions in two areas;
first, respondents were asked to report on teacher and program
information such as teacher certification, experience, number
of children in the program, and hours spent in the program;
second, information was gathered on teachers' methods and
views on the relationship of the IEP goals and objectives to
the preschool curriculum used in their program.

A fifty percent rate of return was obtained. Six of the
ten respondents stated that IEP's have appropriate goals and
objectives and are attainable. Also, sixty percent of
respondents answered that they did not use the IEP to write
lesson plans. Respondents claimed they write lesson plans

based on curricular themes, and that teaching strategies, materials, and schedules are changed based on the teacher's experience. However, when asked if the IEP was used as a tool for teaching, sixty percent of the respondents claimed to do so. Therefore, conclusions on the relationship between IEP an curriculum vary depending on the setting and the child's needs. It is apparent that respondents to this survey used themes and past experiences to write lesson plans, but said they use the IEP as a tool for teaching. This information is conflicting, but when analyzing the respondent's comments, sixty percent reported using the goals and objectives from the IEP once or twice a year as a guideline when planning lessons to be sure the objectives are being met.

Sixty percent of respondents included samples of goals and objectives which can be found in Appendix B. No bank of goals and objectives is consistently used across the county as reported in this survey. There is no consistency in the evaluation process of students' mastery of goals and objectives throughout the districts surveyed.

Each district surveyed has developed a system whereby IEP goals and objectives are written, but curriculum is determined by the individual classroom teacher, who in most cases, reported adapting this curriculum according to their experience. The majority of classes focus on the High Scope Curriculum or some adapted version of the same.

MINI-ABSTRACT

JoAnn M. McCormick

An Analysis of Individual Education Program Goals and
Objectives for Preschool Handicapped Children and
Their Relationship to Curriculum
1998

Thesis Advisor: Dr. Stanley Urban
Learning Disabilities Graduate Program

This study was designed to analyze how IEP goals and
objectives for preschool handicapped children were related to
classroom curriculum.   The subjects of the study included
public school teachers employed in Gloucester County New
Jersey teaching a self-contained class. A total of 32 surveys
were mailed with a 50 percent response.

Results indicate that sixty percent of respondents
reported IEP goals and objectives to be appropriate. Sixty
percent of respondents also report writing lesson plans based
on curricular themes, not the IEP goals and objectives.

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CHAPTER 1

INTRODUCTION

Public Law 94-142, the Education for All Handicapped
Children Act (EAHCA), considered the Individual Education Plan
(IEP) to be a necessary document from which to monitor and
enforce the law (Smith, 1990). Therefore, in developing
educational plans for preschool handicapped children, it is
important the IEP be appropriate, functional, and easily
implemented.

Statement of the Problem

The classroom teacher must be able to develop curriculum
that will ensure all goals are met, and all objectives are
clearly mastered. The Individual Education Plan should be a
workable document that is able to be used in evaluating the
progress of the preschool handicapped child.

Need for the Study

In working with preschool handicapped children, the
author has found Individual Education Plans for this age group
to be inappropriate, unrealistic, and non-functional. There
is a great need to develop Individual Plans that can be used
by the classroom teacher to adapt curriculum so that goals and

objectives can be met. It is also important that the objectives be clearly defined to ensure mastery of skills.

Value of the Study

The value of this study is to have an available appropriate set of developmental goals and objectives from which to choose, that can be easily taught and measured by any teacher of preschool handicapped children. The goals and objectives will be appropriately written in order to be individualized for preschoolers with disabilities. The objectives will be written in such a way that they can easily be implemented through an adapted preschool curriculum, measured by the classroom teacher, and mastered by the child.

Purpose of the Study

The purpose of this study is to formulate a system whereby Individual Education Plan goals and objectives can be written, and curriculum adapted, to meet the unique needs of the preschool handicapped child.

Research Questions

To accomplish the general purpose of this study, the data obtained is used to answer the following research questions:

1. How can Individual Education Plan goals and objectives be appropriately written to meet the individual needs of the preschool handicapped

child?

2. How can classroom curriculum be adapted to ensure that Individual Education Plan goals and objectives be met?

Definition of Terms

Appropriate education as used in P.L. 94-142, "education sufficient to confer benefit upon the handicapped child" (Haring & McCormick, 1990)

IEP is defined as an Individual Education Program mandated by federal legislation in P.L. 94-142; designed and signed by parents, teacher(s), and any additional professionals needed to implement the program. Reflects short and long-term goals for the child for a year. Ensures confidentiality, placement in the least restrictive environment, and appropriate, individualized education (Haring & McCormick, 1990). Also defined in Chapter 28 (6.28-1.3) N.J.A.C. as setting forth goals and measurable objectives and describes an integrated, sequential program of individually designed education activities and/or services necessary to achieve the stated goals and objectives.

Preschool Handicapped means those children age three through five who have an identified disabling condition and/or a measurable developmental impairment who require and would benefit from special education and related services (N.J.A.C. 6.28-3.5).

Preschool Handicapped Program a special education program

consistent with the special education plan submitted by the district board of education and approved by the Department of Education. Appropriate curricula shall be developed, and appropriate materials shall be provided. The program shall be in operation five days per week, one day of which may be used for parent training and at least four days of which shall provide a minimum total of 10 hours of pupil instruction, consisting of eight pupils (Classroom aide required); (N.J.A.C. 6.28-4.1 through 4.4).

Limitations of the Study

There are certain limitations which must be taken into account when generalizing the results of this study. The procedures for formulating IEP's is purposely defined only in the broadest parameters in PL 94-142 and its subsequent amendments. It serves three primary functions: (1) a management function to insure students receive appropriate services, (2) a communication function for both parents and the multidisciplinary team and (3) an accountability function. Thus, limitations include differing approaches to educating young children, differing philosophies on implementing the I.E.P, and accountability for goals and objectives being met.

Overview

Throughout this project, the following steps will be taken. A thorough review of research of current literature on preschool IEP's and curriculum will be conducted to attain a background on how IEP goals and objectives have been developed

in the past. The population discussed will be defined as well as the method for collecting data. A survey of preschool handicapped programs in the local area and their use of the IEP will be conducted where a sample of goals and objectives will be taken. After analyzing this information, a bank of appropriate goals and objectives that both meet the needs of the individual preschool handicapped child, and can be taught and measured by the teacher who will be able to adapt the classroom curriculum according to those goals and objectives will be developed.

An Analysis of Individual Education Program Goals and
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CHAPTER 2

Smith (1990) states that IEP's were designed as a
necessary component from which to monitor and enforce PL 94-
142, the Education for All Handicapped Children Act. He notes
that the IEP as both the process and the document, "was
designed to carry into implementation the laws intent of an
appropriate education." With this in mind, it is important to
look at how IEP goals and objectives are chosen and written,
and how instruction is designed from those goals and
objectives.

Sugai (1985) suggests using a format consisting of five
components: the Individualized Education Program, an
Objectives List, a Task Analysis and Instructional Sequence
Worksheet, a Daily Monitoring Sheet, and an IEP Performance
Chart. The IEP should contain long term goals, short term
objectives, specific service assignment of persons
responsible, beginning and ending dates, and review dates.
The Objectives List contains short term objectives obtained
from the IEP, and is kept in the teacher's record book so they
can easily be evaluated and marked for mastery. The Task
Analysis and Instructional Worksheet is used as a formal
structure for analyzing student behaviors. The Daily

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Monitoring Sheet describes the activities the student will engage in for any given day and serves as the lesson plan. The IEP Performance Chart includes baseline performance, instructional criteria, and an evaluation of whether the criteria was met for a given day. The IEP can be an effective product and process if written and implemented in a functional form (Sugai, 1985).

The Individuals with Disabilities Act of 1990 (IDEA, PL 101-476), retained the IEP mandate as mentioned previously and expanded the requirements to include transition plans for students graduating or leaving the school environment. In an article written by Smith (1995), she discusses how the value of IEP development must be considered. The value of goals and objectives to the individuals and students involved in the process of developing the IEP depends on the amount of belief in the appropriateness of the goals. Regular class expectations must be considered when developing objectives for students with special needs. Goal determination should be based on those skills needed to function in the regular classroom.

Therefore, the value of the goals and objectives chosen for the IEP is based on the value each participant places on those goals and objectives. When goals and objectives are conceivable, achievable, controllable, measurable, and desirable to each party involved in the determination process, more value is placed in the development and implementation of

the IEP (Smith, 1995). A statement of objectives which describes specific measurable steps between the current educational status and the annual goals should be included (Technical Assistance Document, 1986).

Many areas need to be considered when choosing goals and objectives during the IEP development for students with special needs. The student's current level of functioning is very important to consider because objectives chosen must be attainable. The student's strengths need to be acknowledged as well as their weaknesses. The relevance of each goal and objective to the student's life is important. When only school related goals and objectives are developed, consideration for the student's future goals are questionable (Smith, 1995). The goals and objectives must be desirable and based on the student's interests and ambitions. Dattilo & Rusch (1985), found that student performance was enhanced when their interests were included in their educational program. Preschoolers goals and objectives can also be written to include the student's interests. For example, if a student is interested in trains, the instructional guide can include special materials such as a train alphabet, train books, train cars for counting, and conductor clothing in the dramatic play area.

Goals should be growth-oriented and constantly evaluated to determine when mastery is achieved and when new goals are to be established. They should reflect what the child is

expected to achieve in one year and stated in a positive manner. The objectives state what the child will do, how and when it will be done, where, and under what conditions (Technical Assistance Document, 1986).

When IEP goals and objectives are developed, the special education teacher must develop curriculum to meet the needs of the child. In the preschool handicapped classroom, curriculum must be developmentally appropriate. Implementing the IEP in the preschool handicapped setting involves understanding the "why" of educating young children. Sava, (1989) questions whether young children are educated to have a head start on the 3 R's introduced in first grade, or are young children educated in order to explore their interests and to develop skills through trying and repeating failure until success is achieved? Thurman and Widerstrom (1985) quote Evans (1975) and ponder the same question as Sava when presenting "two viewpoints about goals for early childhood education: (1) child development and (2) preparation for scholastic success." According to Sava (1989), play is learning for children, and play helps preschoolers "coordinate their eyes and muscles, investigate causes and effects, and satisfy the innate human curiosity that underlies all high intellectual achievement." Letters and numbers are abstract symbols which are difficult for the preschooler to grasp. Thurman and Widerstrom (1985) agree, and state that the preschool environment is the child's curriculum. They also review Piaget's concept of development

(1963, 1973) described as a "process of adaptation whereby children grow through their active engagement with people and objects, observing, operating, inventing, and effecting changes on both the persons and places around them." Therefore, a developmentally appropriate curriculum is best chosen for preschoolers with disabilities (Sava, 1989).

Good curriculum must be planned with specific objectives in mind. The objectives from the IEP need to be written in such a manner that curriculum can be designed accordingly. Curriculum must be comprehensive, stable and regular yet flexible at times, and must include variety. Children need many different experiences related to one objective. Materials should be changed from time to time. For example, in the block area different blocks should be used after the children have had an ample amount of experience with them. Changes in the pace of activities is also beneficial in order to avoid monotony, fatigue, and to maintain a balance of experience for the children (Hendrick, 1980). All areas of development should be addressed each day. Cognitive, communication, motor, social, emotional, and adaptive skill areas are all integral parts of a comprehensive curriculum. Children should have the opportunity to experience new, and practice old skills each day.

To implement a comprehensive curriculum, a well trained preschool staff must be employed. Katz (1992) discusses many ways to assess preschool programs. Perspectives on

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programming are taken from many theories. The top-down perspective looks at licensing guidelines and regulatory strategies which are directly observable and in place. From the bottom-up perspective, the child's eye view is considered. The child's subjective experiences are inferred by observing his or her reactions to the program. Does the child feel welcome, safe, and a part of the group most of the time? And is the child usually glad to be in school? The outside-inside perspective deals with parent-teacher relationships. Does the parent feel respected, accepted, and have frequent contacts with the teacher? Does the teacher feel respected, accepted, and have frequent contacts with the parents? The inside perspective on the quality of the program addresses how the staff perceives the working conditions, parent relations, and agency relations. Katz (1992) looks at the implications of multiple perspectives in assessing the quality of an early childhood program. She emphasizes the bottom-up theory as most important because even if space and equipment may be lacking (top-down theory), the child can be afforded ample opportunities to have experiences that are both exciting and stimulating from a staff who is well trained in providing a comprehensive program.

Several intervention models are present in early childhood programs for students with disabilities. The most successful models have three characteristics in common according to Gray (1983). Clear specific goals, careful

consideration of timing, and highly specific training for intervention staff are a natural outcome of the model development process. The term "models" refers to the approaches to early childhood education. Several approaches have been defined in the past, behavioral, cognitive, child-centered, and maturational are just a few. Recently, it has been discovered that when a combination of the best theories and approaches is used, a good developmental foundation is established (Gray, 1983).

Summary

The research presented here emphasizes the importance of correlating classroom curriculum with IEP's during the implementation of the child's program. It is also imperative that goals and objectives be appropriately written in a measurable form to ensure accountability for implementation of the program, comprehensive coverage of skills, and to have documentation of baseline and mastery levels of the student's functioning.

An Analysis of Individual Education Program Goals and

Objectives for Preschool Handicapped Children and Their

Relationship to Curriculum

CHAPTER 3

The purpose of this project is to determine how Individual Education Program goals and objectives can be effectively written and how they are related to classroom curricula. The target population consists of children classified as preschool handicapped being serviced in self-contained classes in the public schools. Surveys will be sent to the following districts listed in alphabetical order in Gloucester County New Jersey:

Clayton
Deptford Township
East Greenwich Township
Elk Township
Franklin Township
Glassboro
Greenwich Township
Logan Township
Mantua Township
Monroe Township
National Park
Paulsboro
Pitman
South Harrison Township
Swedesboro-Woolwich
Washington Township
Wenonah
West Deptford Township
Westville
Woodbury City
Woodbury Heights

The survey will elicit teachers opinions on the effectiveness of the Individual Education Programs for

preschool handicapped students in their class. Respondents are asked to answer in short essay form.

The Survey

Selection of Subjects. The survey population is composed of teachers of preschool handicapped students in Gloucester County New Jersey Public Schools. The survey will be conducted through a mailed survey instrument. A Questionnaire including a self-addressed stamped envelope for returning responses will be sent to each school district.

Data Gathering Instrument. The main task was to compose the list of questions for the survey instrument. The questionnaire which is contained in Appendix A has three main sections: The first section includes teacher demographic information, present position, present certification(s), experience in early childhood, and number of years in present position; the second section of information requested regards program components including the number of hours children spend in class each day, how many days a week the children attend, how much preparation time the teacher receives, classroom schedule, whether the students receive art, physical education, or music by a special area teacher, services provided to the students (speech, occupational therapy, physical therapy), and the amount of hours for each, numbers of students in each class, number of classroom aides and their experience; and the third section investigates the teachers'

opinions of their students' Individual Education Programs and curriculum, including the appropriateness of goals and objectives, whether or not they are easily measured, what evaluation method is used, who writes the goals and objectives, is there a bank of goals and objectives from which to choose, curriculum used in the program, how teaching strategies are determined, whether the IEP is used as a tool for teaching or a reference, and how lesson plans are determined.

Included in the package with the initial letter of request (Appendix B) to fill out the survey, is a self-addressed stamped envelope for the respondent's use in returning the completed questionnaire. A 90% return is expected.

After obtaining survey responses, a sample of goals and objectives for each area of development (Cognitive, Communication, Social and Emotional, Motor, Self-help and Physical) will be prepared. Responses to the survey will be analyzed where comparisons of IEP development and imple-mentation of goals and objectives and their relationship to curriculum throughout Gloucester County New Jersey School districts will be made.

An Analysis of Individual Education Program Goals and Objectives for Preschool Handicapped Children and Their Relationship to Curriculum

CHAPTER 4

INTRODUCTION

The purpose of this study was to survey teachers of Preschool Handicapped classes in public schools in Gloucester County New Jersey: Clayton, Deptford, East Greenwich, Harrison, Logan, Mantua, Monroe, National Park, Paulsboro, Pitman, South Harrison, Swedesboro-Woolwich, Washington Township, Wenonah, West Deptford, Westville, Woodbury City, and Woodbury Heights.

Analysis of Interpretation of Data

The survey elicited teacher's perceptions on how well IEP goals and objectives were related to classroom curriculum. Thirty-two surveys were mailed on January 27, 1998 to the districts listed above. Sixteen surveys were returned which resulted in a fifty percent response. Of the sixteen returned surveys, five were blank with notes stating that the district currently did not house a Preschool Handicapped class, and one was not a Preschool Handicapped Teacher. Surveys were answered anonymously therefore no analysis of distribution and receipt is completed.

Survey responses were recorded and an analysis is

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presented using the format of the survey. The first page of the survey contains teacher information presented in paragraph format. The remainder of the survey responses will also be presented in paragraph format using percentages to report the data.

Teacher Information

1. Present Position

Ten respondents held the position of Preschool Handicapped Teacher, one respondent held the position of Multiply Handicapped Kindergarten Teacher, two respondents held the position of Learning Disabilities Teacher Consultant, and three respondents did not answer any of the questions.

2. Years in Position

The range of time in the current position was from 6 months to 24 years with 6 months, 2 years, 2 years, 3 years, 5 years, 5 years, 7 years, 8 years, 10 years, 13 years, 15 years and 24 years being the exact responses. Four respondents did not answer this question.

3. Certifications

All of the respondents held dual certifications. Six respondents were certified Early Childhood Teachers, eleven respondents held Teacher of the Handicapped certifications, eight respondents held Elementary School Teacher

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certifications, two respondents were certified Learning Disabilities Teacher Consultants, two respondents held Associate degrees in Child Development, and at least one respondent reported having one of the following certifications: School Social Worker, New Jersey School Principal, Reading Specialist, and Supervisor of Special Education.

4.   Experience in Preschool

Various experiences were reported by the respondents including working with older special needs students, adult special needs populations, regular preschool teacher, kindergarten teacher, preschool consultant, teacher of at-risk students, and as a teacher aide.

Program Components

1.   Number of Hours Children Spend in Class Daily

Nine respondents reported the children attend class for 2-1/2 hours per day and one respondent reported the children spend 2-3/4 hours per day in class.

2.   Number of Days Children Attend Per Week

Four respondents reported that the children attend class four days per week, while six reported five days per week.

3. Preparation Time

    Preparation time will be reported in minutes per day, and
    per week. Two respondents reported having Friday as
    preparation time in addition to 15-20 minutes per day
    during the week. (Friday is also used for home visits,
    workshops, and parent training sessions.) The reported
    range was from 22 minutes per day/120 minutes per week to
    180 minutes per day/900 minutes per week. The following
    times were reported and are listed as minutes per
    day/minutes per week: 22/120, 40/200, 48/240, 50/250,
    60/300, 60/300, 60/300, 60/300, and 180/190 and one
    respondent reported having no scheduled prep time during
    school hours. Many respondents also expressed having 10-
    15 minutes contracted time before and after school, but
    said they were used up by meetings, duty, and parent
    calls. Several respondents reported spending one to two
    hours preparing for the class at home on a daily basis.

4. Daily Schedule

    Schedules included time for arrival/dismissal
    preparation, toileting, circle, snack, group or readiness
    time, gross motor and fine motor time, story time, and
    time for socialization during "choice play" in areas
    around the room. Some schedules included time for group
    speech lessons as well as group occupational therapy
    sessions.

5.   Specials

Respondents reported special area teachers teaching the following subjects to their class: Art, 3 respondents; Music, 4; Physical Education, 4; and Library, 5. Three respondents reported these areas as being part of their "regular program" where it is taught through daily preschool activities.

6.   Services

Eight respondents reported having Speech, Occupational Therapy, and Physical Therapy services. Two reported having only Speech and Occupational Therapy.

7.   Service Delivery Models

One respondent reported having individual or pull-out therapy services while nine said they had both individual and integrated services.

8.   Number of Students

The following number of students were reported for morning and afternoon sessions: 6, 6, 6, 6, 7, 7, 8, 10 and 11, in the morning sessions, and 5, 6, 8, 8, 8, 9, 9, 11 and 11, in the afternoon sessions. The mean number of students in a session is 7.8 students. Two respondents taught regular preschool for one session and was not included in this data.

9. Teacher Aides

Five respondents reported having one aide in the morning session, while five reported having two aides. In the afternoon session, six respondents said they had one aide, and four had two aides. The ratio of class size to teacher aides is listed below.

Ratio of Class Size to Teacher Aides

Teacher	A.M. Aide	Students	Teacher	P.M. Aide	Students
1	1	7	1	1	5
1	1	(Reg)	1	1	8
1	1	6	1	1	8
1	1	6	1	1	8
1	2	6	1	1	6
1	2	6	1	1	(Reg)
1	1	7	1	2	9
1	2	10	1	2	9
1	2	11	1	2	11
1	2	8	1	2	11

The certifications of teacher aides ranged from high school diplomas to a Bachelor's degree in various areas, and most aides have been employed for a number of years with experiences in other special education classes.

IEP Related Questions

1. Do you feel your IEP goals and objectives are appropriately written for the individual children in your

class? Please add any clarification or give examples you feel are important.

Sixty percent of respondents felt that the IEP goals and objectives were appropriately written while twenty percent did not. Twenty percent felt that some of the objectives were appropriate, while others were not.

2. Are the objectives of the IEP easily measured? What method is used?

Fifty percent of the respondents felt that the objectives were easily measured while forty percent said they were not. Ten percent of respondents felt that some objectives were easy to measure while others were not. Teacher observation, checklists, exit evaluations along with the LAP, HELP, and Brigance were all forms of evaluation used by the teachers and Child Study Team members to measure objectives.

3. Who writes the goals and objectives for new students, returning students, and what process is used to determine which objectives to include?

Child Study Teams or the Case manager writes IEP's in one hundred percent of the respondents programs for new students. Sixty percent of respondents said the teachers write IEP's for returning students, twenty percent said the teacher and the Speech Therapist write the IEP, and

ten percent replied that the LDT/C writes the IEP for returning students. One teacher is in his/her first year of the program and has not yet had this experience.

Goals and objectives are written based on teacher observation of mastery of skills, according to results of the LAP, or Brigance, and curricular requirements.

4. Does your district supply you with a bank of goals and objectives from which to choose? If so, where did the bank of objectives come from?

Seventy percent of respondents said that their district supplied them with a bank of goals and objectives. Thirty percent said they did not have a list of goals and objectives from which to choose. Most goals and objectives came from Brigance, LAP-D, High Scope Key Experiences, Battel, C.A.M.S., and Project IEP.

5. What curriculum do you use in your program?
The district provides a curriculum that it has developed in twenty percent of the respondents' programs. The teacher developed their own curriculums in twenty percent of the responses, and sixty percent said they used the High/Scope or a modified version of this curriculum.

6. Is your curriculum prepared in written form?
Seventy percent said "Yes", while thirty percent said "No".

7. Do you change teaching strategies, scheduling, or materials according to the IEP's, or do you determine these items based on your experience in working with preschool handicapped children?

Forty percent equally responded as saying they modified their program by the experience they had or both by the experience and according to the IEP. Ten percent said they used the IEP only.

8. Do you feel the IEP is used as a tool for teaching, or do you look at it once or twice a year as a reference for review and evaluation purposes?

As a teaching tool, ten percent of respondents said they used the IEP. Most respondents, fifty percent, said they used the IEP both as a teaching tool and as a reference and evaluation tool. Forty percent said they used it as a reference and teaching tool.

9. Do you write lesson plans using the IEP, or do you write plans based on curricular themes? Please explain.

Twenty percent of respondents used the IEP to write lesson plans, while sixty percent used curricular themes. Twenty percent also said they use both.

10. Do you feel the goals and objectives are achievable?

Seventy percent of the respondents felt the goals and

objectives written in the IEP's were achievable, and thirty percent felt they were not.

11. Do you feel there is an appropriate number of goals and objectives written for each child? Please explain.

Seventy percent felt there were appropriate numbers of objectives, while thirty percent felt there were not.

12. What would you like to see included in IEP's?

Respondents included the following items in their list of responses: Parent requirements, therapist schedules, functional objectives, unique objectives not "general" preschool objectives, more wide-based goals, and an area for narratives.

13. Do the Child Study Team members visit the class often? Do they "really" know the children?

Sixty percent of respondents felt that the Child Study Teams visited the class often and really knew the children. Forty percent said the team members did not visit often, or really know the children.

14. What do you or your Child Study Teams do to ensure that a parent component is included in your program?

The following are responses given to this question: One respondent holds monthly meetings with the parents, four

engage in home visits, four use daily communication books, two use daily activity sheets, one respondent takes the families on field trips, four invite the parents in to visit the classroom, and two send home newsletters. (Most respondents engaged in one or more of these activities therefore, the numbers are reported according to activity, not percent of respondents.)

An Analysis of Individual Education Program Goals and
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CHAPTER 5

The purpose of this study was to formulate a system whereby Individual Education Plan goals and objectives can be written, and curriculum adapted, to meet the unique needs of the preschool handicapped child.

Research of current literature on preschool IEP's and curriculum was conducted before surveying preschool handicapped programs in the Gloucester County New Jersey area. Thirty-two survey instruments were mailed to twenty-one school districts. The surveys included questions in two areas; first, respondents were asked to report on teacher and program information such as teacher certification, experience, number of children in the program, and hours spent in the program; second, information was gathered on teachers' methods and views on the relationship of the IEP goals and objectives to the preschool curriculum used in their program.

A fifty percent rate of return was obtained. Six of the ten respondents stated that IEP's have appropriate goals and objectives and are attainable. Also, sixty percent of respondents answered that they did not use the IEP to write lesson plans. Respondents claimed they write lesson plans based on curricular themes, and that teaching strategies,

materials, and schedules are changed based on the teacher's experience. However, when asked if the IEP was used as a tool for teaching, sixty percent of the respondents claimed to do so. Therefore, conclusions on the relationship between IEP and curriculum vary depending on the setting and the child's needs. It is apparent that respondents to this survey used themes and past experiences to write lesson plans, but said they use the IEP as a tool for teaching. This information is conflicting, but when analyzing the respondent's comments, sixty percent reported using the goals and objectives from the IEP once or twice a year as a guideline when planning lessons to be sure the objectives are being met.

Sixty percent of respondents included samples of goals and objectives which can be found in Appendix C. No bank of goals and objectives is consistently used across the county as reported in this survey. There is no consistency in the evaluation process of students' mastery of goals and objectives throughout the districts surveyed.

Findings

Each district surveyed has developed a system whereby IEP goals and objectives are written, but curriculum is determined by the individual classroom teacher, who in most cases, reported adapting this curriculum according to their experience. The majority of classes focus on the High Scope Curriculum or some adapted version of the same.

Discussion

Future studies on this topic may include comparing early intervention models, goals and objectives to preschool handicapped models, goals and objectives. Also, the feasibility of creating a county-wide IEP with goals and objectives and evaluation procedures can be explored.

The survey in this study could have focused on the IEP, goals and objectives, and the curriculum more closely. This author does not feel enough information was gathered in order to develop a system whereby IEP's can be written and curriculum adapted in an efficient and timely manner. It is apparent that many programs use computer generated objectives with no criteria for mastery. Additional questions in the area of curriculum are suggested as well as standardized criteria for mastery of objectives.

There is also a need for consistency in the process of determining eligibility for the preschool handicapped programs. Some districts determine eligibility based on findings from tests that have poor reliability or validity, and are criterion referenced but have no normalized data. It is possible that if normed referenced tests are used, districts will find children eligible for program services that would not have been eligible if criterion referenced tests had been used.

Differences in the process for determination of eligibility and characteristics of each program cause a

problem when comparing teacher perceptions on the appropriateness of EIP's and their relationship to curriculum. Some preschool handicapped programs serving three and four year olds that keep class size to six with two aides have a student/adult ratio of 2:1. The curriculum used in this setting would be adapted differently than curriculum used in a setting of eight three and four year olds with one teacher and an aide which doubles the student\adult ratio. Other differences include facilities, services, and resources available to the children and their families in the varying districts.

In conclusion, it is determined that preschool handicapped IEP's need to be mutually developed by the Child Study Team, Teacher, and parents in order to meet the unique needs of each individual child. When adapting curriculum, considerations taken to ensure that goals and objectives are achieved are most important.

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Appendix A

Letter of Transmittal for Initial Mailing

January 17, 1998

Dear Professional Educator of Preschool Handicapped Children,

I am working on a project to meet the requirements to obtain a Master's Degree in Learning Disablilities Track III (Preschool Handicapped) at Rowan University. I would deeply appreciate your cooperation in completing a survey dealing with IEPs and your classroom curriculum. You do not need to include your name or school district. I have enclosed a self-addressed stamped envelope for your use in returning the survey to me.

The title of my project is:

An Analysis of Individual Education Plan Goals and
Objectives and their Relationship to Classroom Curriculum

I have done research in the area, and found few studies dealing with the connection betwen IEPs and implementaiton as related to classroom curriculum.

Thank you in advance for your help with this project. If you would like a copy of the project after completion, send me your name and address and I will send it to you late spring of 1998.

I am also requesting that you enclose a description of how your IEPs are written. If your IEPs are formulated using a computerized list of possible goals and objectives, please state this in your description.   If possible, enclose a brief sample.

Again, I appreciate your help and hopefully this study will make a positive contribution to the education of Preschool Handicapped Children.

Sincerely,

JoAnn M. McCormick
Graduate Student
Rowan University

Appendix B

Teacher Survey: Teachers of Preschool Handicapped Classes
in Gloucester County New Jersey Public Schools

Survey
Teacher Information

1. Your Present Position _____

2. Number of Years in this Position _____

3. Present Certification(s)_____

_____

_____

_____

_____

4. Experience in Preschool-Please describe on the back.

Program Components

1. Number of hours children spend in class daily _____

2. Number of days per week children attend _____

3. Amount of teacher preparation time daily/weekly _____

_____

_____

4. Please include a copy of your daily classroom schedule.

5. Do Students receive the following by special area teachers:

Yes/No   Amount of time daily/weekly

Art _____   _____

Music _____   _____

Phys. Ed. _____ _____

Computers _____ _____

Other _____   _____

6. What services are provided to your students:

Yes/No   Amount of time daily/weekly

Speech _____   _____

O.T. _____   _____

P.T. _____   _____

Other _____   _____

7. Are any of the services in question six provided as an
integrated service, or is individual therapy implemented?

Speech _____ O.T. _____ P.T. _____ Other _____

8. Number of students in your class:

1/2 day programs   Full day programs

A.M. _____   _____

P.M. _____

9. Number of Classroom Teacher Aides: _____

One on One Aides: _____

10. Aide certification or experience: _____

_____

Teacher Survey

Please answer the following questions as honestly and accurately as possible.

1. Do you feel your IEP goals and objectives are appropriately written for the individual children in your class? Please add any clarification or give examples you feel are important.

_____

_____

_____

_____

2. Are the objectives in the IEP easily measured? What method is used?

_____

_____

_____

_____

3. Who writes the goals and objectives for new students, returning students, and what process is used to determine which objectives to include?

_____

_____

_____

_____

4. Does your district supply you with a bank of goals and objectives from which to choose? If so, where did the bank of objectives come from?

_____

_____

_____

_____

10. Do you feel the goals and objectives are achievable?

_____

_____

_____

_____

11. Do you feel there is an appropriate number of goals and objectives written for each child? Please explain.

_____

_____

_____

_____

12. What would you like to see included in IEPs?

_____

_____

_____

_____

13. Do the child study team members visit the class often? Do they "really" know the children?

_____

_____

_____

_____

14. What do you or your Child Study Teams do to ensure that a Parent component is included in your program?

_____

_____

_____

_____

10. Do you feel the goals and objectives are achievable?

_____

_____

_____

_____

11. Do you feel there is an appropriate number of goals and
objectives written for each child? Please explain.

_____

_____

_____

_____

12. What would you like to see included in IEPs?

_____

_____

_____

_____

13. Do the child study team members visit the class often?
Do they "really" know the children?

_____

_____

_____

_____

14. What do you or your Child Study Teams do to ensure that
     a Parent component is included in your program?

_____

_____

_____

_____

Appendix C

IEP Related Questions and Responses

IEP Related Questions and Responses

1. Do you feel your IEP Goals and objectives are appropriately written for the individual children in your class? Please add any clarification or give examples you feel are important.

    <u>Answers:</u>

    -   Our goals and objectives are not specific enough. They do not follow the same design as our evaluation tools.
    -   Yes, I do feel the IEP goals and objectives are written appropriately. The goals were developed by using the Learning Accomplishment Profile (LAP-D). All the students in the class are pre and post tested with the LAP-D.
    -   Yes. I compiled a comprehensive checklist of goals and objectives that is also designed to meet the individual needs of children. As each IEP is written, the objectives are modified to meet the individual needs of the child. (Necessary specifications are noted.)
    -   Yes, although there are sometimes very unique needs that are not included on our computerized forms-these can be added but the process is cumbersome.
    -   Yes, I feel the IEP goals and objectives are appropriately written for the individual children.
    -   No, objectives are often unrealistic. For example, a child who does not speak, or does not have a one minute attention span will have to count to 20 as an objective.
    -   Our goals and objectives are hand written and individualized for each student.
    -   At times I feel they are appropriate according to a child, but then there are other children who are more involved that should have more specific goals.
    -   Yes
    -   Some are too general-when IEP is a new one written by CST. Better goals are written by classroom teacher for returning children.

2. Are the objectives in the IEP easily measured? What method is used?

Answers:

- Observation by staff, performance of task presented- but no standard is used other than end of year checklists, frequent IEP review, and exit evaluation by CST.
- I periodically check to see which have been achieved by students and which goals have not. We include many of the goals in our lesson plans throughout the year. We test using cognitive/dial for many areas that are found in IEP cognitive speech/language areas.
- Yes, the criteria is simple and the goals and objectives are easily measured.
- Our methods for measuring IEP objectives vary according to the type of objective (ex. fine motor vs. social skills). Please see enclosed sample of our objective page.
- No, the objectives in the IEP are not easily measured. There is no criterion set. Methods used are teacher observation and exit evaluation at age five by the CST.
- Some of the objectives are easily measured; others are not. I review the IEP's about once a month, and check off goals as they are met.
- Most can be measured by ongoing classroom assessment checklists and anecdotal records.
- Objectives are measured through teacher observation and written documentation of children's progress. I keep running notes and consult regularly with therapists. Activities and materials are designed to address IEP goals and objectives.
- The IEP goals are easily measured through results of the LAP-D test and teacher observation and recording.
- We use the HELP to evaluate the children and adapt the results to fit the objectives in the IEP.

3. Who writes the goals and objectives for new students, returning students, and what process is used to determine which objectives to include?

   <u>Answers</u>:

   - New students-LDT/C, Returning Students-PSH Teacher. We include objectives for fine and gross motor, readiness, self-help socialization and speech/language.
   - The goals and objectives for new students are determined by the CST and/or preschool case manager. Returning students goals and objectives are written by the teacher. Goals and objectives are written by using results of the LAP-D test.
   - The LD writes them. Within 30 days of placement- a "review" conference is held with the PST, Parent, and case manager to revise, etc.
   - The Goals and objectives of new students are written by the CST. Returning students' IEP's are written by the PSH teachers. Objectives included are determined according to the general goals of the curriculum, and the individual needs of the children.
   - New, CST and parents, returning-PSH teacher and parent. Objectives are determined from the experience of working with the child.
   - The CST writes the goals and objectives for the new students with teacher input. The teacher and speech therapist write them for returning students.
   - New students-CST, Returning-done by the teacher.
   - New-Case manager. Returning-never experienced.
   - New-LD-review of evaluation. Returning-Teacher observation of progress from last eval; observation of classroom performance; IEP goal review; checklist of pre-academic skills.

4. Does your district supply you with a bank of goals and objectives from which to choose? If so, where did the bank of objectives come from?

Answers:

- Yes, ? where they come from?
- Yes, (computerized list of goals and objectives) Project IEP program
- No, Goals and objectives came from a combination of the Battel and LAP
- No, they plan to use computerized goals soon & encourage us to choose from the goal bank. Now, we as a staff, (4 teachers, and 2 speech therapists) prefer to develop our own goals based on our knowledge of the child.
- Yes
- Yes, we have just begun writing computerized IEP goals this year. Those goals and objectives are taken from the Brigance Test. Previously, I chose goals and objectives from many sources including: High Scope Key Experiences, and C.A.M.S.
- Yes, originally from a general commercial program. Although they were not credited to any specific program, I discovered that they were taken from the High Scope Program's Key Experiences. These were very broad and sometimes unmeasurable, so we modified many of them.
- No, goals and objectives were developed by the teacher
- Yes, goals and objectives were compiled from a list of all measured skills from the LAP-D test (Learning Accomplishment Profile)
- Yes, the objectives and goals were borrowed from a sending district's IEP's.

5. What curriculum do you use in your program?

Answers:

- District made curriculum guide with teacher made teaching components.
- Combined "High Scope" with a structured approach
- District made loosely modeled from "High Scope" planned around themes with much emphasis upon language, motor and social/emotional development. Play and active learning are important components.
- "High Scope"
- Modified "High Scope"
- District made
- Teacher made, when the E.C.C. was established we developed a curriculum which we update periodically. We incorporate the student's IEP Goals with our curriculum.
- Incorporate many, do not focus on one
- "High Scope"
- Teacher made, this is the first year of the program and we are in the process of developing the curriculum. We are combining components of a "High-Scope" curriculum with a more structured approach. We also incorporate thematic units into our curriculum.

6. Is your curriculum prepared in written form?

   Answers:

   - Yes, but it is currently being updated
   - Yes, High Scope Key Experience
   - Yes, our school provides us with one and we have written a guideline (skills) to follow for each month
   - No
   - Yes, the guide is prepared in written form.
   - No
   - Yes, contained in a textbook, Goals and objectives from the curriculum are listed in the High Scope Preschool Key Experiences
   - Yes
   - No, this is the first year of the program and we are in the process of developing a curriculum.
   - Yes

7. Do you change teaching strategies, scheduling, or materials according to the IEP's, or do you determine these items based on your experience in working with preschool handicapped children?

Answers:

- Combination of both
- Materials, activities and teaching strategies are geared towards the IEP's. Individual scheduling is determined by the IEP.
- I determine this on my experience
- I do a combination of both depending on the ability of the children.
- Yes, according to children's needs, when new students enter, based on my experience. The IEP may be helpful.
- (No answer)
- I do both. I feel comfortable enough now to change my plans and strategies if the children are not interested or just not "getting it". I don't at all feel compelled to stick to the lesson plans.
- Mostly from experience, the IEP objectives reflect a developmental progression that I am very familiar with from so many years of experience.
- Most of the strategies, scheduling, and materials meet the needs of all of our children, but I do add and subtract what is needed based on my experience.
- I change teaching strategies, scheduling and materials based on both the IEP and experience in working with preschool children.

8. Do you feel the IEP is used as a tool for teaching, or do you look at it once or twice a year as a reference for review and evaluation purposes?

Answers:

-   Look at it three or four times a year, not a tool for teaching.
-   I feel the IEP is used as a reference tool more than a teaching tool.
-   It is a combination of both. The IEP has helped me to build my curriculum and design activities. it has also been useful for evaluation purposes.
-   It was much more valuable to me in my earlier years of teaching. I tend to establish shorter term objectives now for my children after I get to know them well. Both.
-   I use the IEP generally to make sure that "I am on the right track" with regard to my lesson plans. In the spring I use the current year's IEP's to help me write the following year's IEP's. Both
-   Since our IEP is very general, I only use it as a reference and for evaluation purposes.
-   Not used for teaching, it is used as a reference two to three times a year
-   I use it as a tool for teaching and evaluation purposes. Both
-   Our IEP's are based on developmental milestones so I have to say I use it as a tool and a reference for the individual child.
-   I use it as a tool for teaching, I incorporate the goals into my lesson plans.

9. Do you write lesson plans using the IEP, or do you write plans based on curricular themes? Please explain.

Answers:

- Plans are written on a curricular theme basis, as well as incorporating fine and gross motor IEP goals.
- I do both. I write my theme based on plans and with that I do lessons using the themes and goals.
- Curricular themes and developmental areas (ex) colors, shapes, directionality, positions, speech, language, fine motor, gross motor etc.
- According to IEP objectives, but coordinated around themes.
- I write plans based on a weekly theme and the lessons are always meeting someone's IEP goals.
- I write plans based on curricular themes. Activities include Key Experiences. I address each child's needs on an individual basis when activities are carried out.
- I write lesson plans using the IEP, and based on the Key experiences. High/Scope is not an advocate of curricular themes, and I generally don't follow a theme. My lesson plans are based on the children's interests, and on what's going on around them (season/holiday activities). I jot down notes throughout the week regarding potential plans (ideas) for the following week.
- Plans are based on curricular themes with individual adaptations made for each activity throughout the day.
- I write general lesson plans based on curricular themes and individually address a child's need through the lessons.
- Both. I utilize curricular themes during circle times, story times, and art activities. However, I also incorporate "small groups" into my daily schedule. The lesson plans I implement during these times specifically address IEP objectives.

10. Do you feel the goals and objectives are achievable?

    <u>Answers</u>:

    - Yes, in most cases
    - Yes, for the most part
    - Depends on the individual child
    - Yes, if they are well written
    - Yes, I feel the goals and objectives are achievable
    - Some are, some are not
    - Yes
    - Usually, although some are emerging over a longer period of time and need to be worked on over a two year period.
    - Yes, as long as they are modified appropriately to meet the child's individual needs
    - Yes, I do believe the goals and objectives are achievable

11. Do you feel there is an appropriate number of goals and objectives written for each child? Please explain.

Answers:

- Yes, our IEP contains a vast selection of goals which cover six major areas of development
- Yes, when student is new, basic goals are in IEP, then I rewrite for following year which usually includes more goals and objectives.
- Yes, we try to be realistic, focusing upon the child's areas of greatest need without "overdoing" the number of objectives in each domain.
- I try to keep goals and objectives specific to the child but do not get "bogged down" in writing numerous goals and objectives. I have seen IEP's from other districts that would take a month to read!
- Too many, (three pages of objectives!)
- No, I feel we should have a few in each area, but my district tends to pick two major problem areas and focus on them.
- Yes, the goals and objectives are written to enhance all areas of growth and development. The goals are broad, encompassing the different areas of development, while the objectives are more specific. The number of objectives depends upon the individual child's needs and capabilities.
- Yes, we write goals and objectives from the following domains: cognition/Pre-academics, gross and fine motor, social/emotional, self-help, and language. In writing goals, we try to be concise yet inclusive.
- Yes, there are many to choose from and if we feel needed, we can write in more specific goals.
- No, there needs to be more wide-based objectives for each child.

12. What would you like to see included in IEP's?

Answers:

- I am pretty pleased with our IEP's. I do wish we could include that parents must attend parent groups in order for their child to be in the program.
- Nothing comes to mind.
- The schedule of therapists (specific days and times), examples of activities and materials that could be used to address goals and objectives.
- Nothing
- More functional objectives that are measurable in order to document mastery.
- I like to see items that are unique needs for the child, not skills that are generally addressed like counting by rote, naming colors, etc. (only if those are particularly difficult for the child).
- More flexibility to include unusual needs or behaviors that may not be included on our IEP form (although we do focus a lot of attention on these needs regardless of whether or not they actually appear on the IEP.)
- No response
- Overall, cognitive, speech/language, communication, fine motor, gross motor, social/emotional.
- I would like to see more wide based goals divided into each developmental area and more areas in IEP for narratives.

13. Do the child study team members visit the class often? Do they "really" know the children?

   Answers:

   - No, they never visit unless there is a problem and no, they do not know the children beyond their names.
   - Not all members do at least one is very familiar with the students (Speech Therapist).
   - Child study team members occasionally visit the class. I do believe the assigned case manager gets to know the children fairly well.
   - No, although they do spend a fair amount of time observing and consulting with me at the time of the children's re-evaluations.
   - Yes, they do visit, but they will usually say that they defer to me since I know.
   - Yes, our case manager, LDT/C, and Speech Therapist really get involved with the children. The rest of the team does not do either.
   - Yes, our team members make it a point to stop in often even if it is only to say "Hi".
   - The child study team members visit the class periodically and daily. They do "really" know the children. The Director of Special Services is also the children's case manager, and the Speech Therapist, who is also a CST member spends 6-1/2 hours per week with the children in my class.
   - The case manager of my classroom is the LDTC. She makes every attempt to visit my classroom when she can. I feel that she does know the children well.
   - They visit the classroom at times. Could be once every couple of months. No, I don't feel they really know the children.

14. What do you or your Child Study Teams do to ensure that a parent component is included in your programs?

   Answers:

   - I incorporate Parent Groups monthly for the Parents. They are on topics that apply to the children with various speakers-Speech Therapist, O.T., Teacher, P.E. Teacher, Behavior Specialist etc.
   - We conduct home visits throughout the year. We meet with the parents at school as they request. We meet in spring for the IEP review staffing. We send home a daily Talk Time paper to give a synopsis of the day's events.
   - We believe in keeping the lines of communication "open". In addition to IEP meetings, we correspond with parents regularly through communication notebooks, speech folders, phone calls and progress reports. We also meet with parents at their request and encourage them to observe the classroom and join us for special activities.
   - We have home visits one day a week. We average 3-4 visits with the parents a year.
   - We offer workshops (with parent attendance), send home fliers with information on community events, have a classroom open door policy, daily communication book, frequent phone calls, annual parent conferences, IEP meetings, monthly PTA and student recognition assemblies, and room mothers to help out on special occasions. I also send home a monthly calendar that describes the activities, themes, and skills to be learned and the Speech Pathologist sends home follow up activities to be worked on at home.
   - Not much! The teacher schedules home visits once per year for each child, also the team and teacher encourage parents to visit the classroom, write notes, make phone calls etc. The case manager does call parents several times per year. We used to do a transition meeting in January for exiting Preschoolers, but other demands on time have caused it to fall by the wayside. Also, parents do not attend because of work.
   - We have a very active parent involvement program on Fridays which includes home visits, family field trips each month and parent/child activities at school. We have a very high percentage of families who participate on a regular basis.
   - I keep a daily parent/teacher journal. Two yearly conferences in addition to staffing and IEP conferences are held annually. Newsletter and informational sheets are utilized.
   - We encourage them to be involved in the child's education as much as possible. Ex. class visitations, projects to do together etc. I make myself available

all the time at school and at home for questions, comments, and concerns.

- CST usually do not interact with parents unless a change is needed in a child's IEP. We correspond with our parents daily/weekly in a home journal. Daily sheets go home with each day's activities, etc. Parents are invited into the classroom for visitation and special events. Activities are sent home for parents to use to reinforce skills. Parents are a very important component in our program.

Appendix D

Samples of Respondents IEP Goals and Objectives

GOAL:
READINESS: To improve readiness skills to the _____ level.

OBJECTIVES:

_____ 1. Recognizes and names body parts.
_____ 2. States full name.
_____ 3. States correct age and sex.
_____ 4. States address and telephone number.
_____ 5. Recognizes and names colors.
_____ 6. Demonstrates understanding of quantitative concepts (little/big, some/none).
_____ 7. Demonstrates understanding of directional and positional concepts (up/down, right/left).
_____ 8. Draws a person with _____ body parts.
_____ 9. Stands on one foot for five seconds.
_____ 10. Walks a straight line heel-to-toe for _____ feet.
_____ 11. Walks forward along balance beam.
_____ 12. Walks backward along balance beam.
_____ 13. Walks sideways along balance beam.
_____ 14. Gallops ten or more feet.
_____ 15. Skips ten or more feet.
_____ 16. Runs fifteen or more feet.
_____ 17. Walks up and down stairs holding rail.
_____ 18. Walks up and down stairs alternating feet.
_____ 19. Catches playground ball with both hands.
_____ 20. Throws ball accurately five or more feet.
_____ 21. Takes two coordinated steps and picks playground ball.
_____ 22. Hops on one foot six or more feet.
_____ 23. Jumps rope five consecutive jumps.
_____ 24. Puts on clothing.
_____ 25. Buttons and zips clothing.
_____ 26. Cares for toileting needs, including flushing and washing.
_____ 27. Ties own shoes.
_____ 28. Copies circle, cross, square, and triangle.
_____ 29. Snips with scissors.
_____ 30. Cuts a straight line with scissors.
_____ 31. Cuts a curved line with scissors.
_____ 32. Cuts out simple shapes to complete an art project.
_____ 33. Visually discriminates which of four geometric shapes is different.
_____ 34. Visually discriminates which of four capital or lower-case letters is different.
_____ 35. Visually discriminates which of four, three or four letter words is different.
_____ 36. Recites the alphabet.
_____ 37. Recognizes and names lower-case letters.
_____ 38. Recognizes and names upper-case letters.
_____ 39. Prints upper and lower case letters from dictation.
_____ 40. Prints name correctly.
_____ 41. Counts by rote to _____.
_____ 42. Counts objects to _____.
_____ 43. Recognizes and names numerals to _____.
_____ 44. Matches quantities to correct numerals.
_____ 45. Writes numbers in sequence to _____.

The following will be used to determine readiness skills achievement:

EVALUATION PROCEDURES	CRITERION	EVALUATION SCHEDULE
____ Teacher made tests	____ Achieve ____ % Mastery	____ Weekly
____ Chapter/unit tests	____ % Participation	____ Monthly
____ Criterion tests	____ % Classwork	____ End of chapter/unit
____ Daily assignments	____ % Homework	____ Each marking period
____ Homework assignments		____ Annual review

To improve readiness skills to the _____

GOAL: STUDY HABITS
To improve study habits to a level appropriate for grade level placement.

OBJECTIVES:

_____ 182. Attends school regularly.
_____ 183. Comes to class prepared and on time.
_____ 184. Attends to group or classroom activities.
_____ 185. Manages time effectively.
_____ 186. Completes assignments in acceptable time limits.
_____ 187. Increases time spent on independent work.
_____ 188. Increases amount of time in seat.
_____ 189. Increases ability to ignore distractions.
_____ 190. Completes homework regularly.
_____ 191. Decreases careless and hurried classwork.
_____ 192. Checks work and corrects errors.
_____ 193. Thinks through assignments and plans ahead.
_____ 194. Takes responsibility for school materials.
_____ 195. Uses adequate study skills to prepare for tests.

The following will be used to determine improvement in study habits:

EVALUATION PROCEDURES	CRITERION	EVALUATION SCHEDULE
____ Teacher observation		_____ Weekly
____ Daily assignments		_____ Monthly
____ Quality of written work		_____ End of chapter/unit
____ Improvement in test scores		_____ Each marking period
		_____ Annual review

High/Scope Preschool Key Experiences

Creative Representation
- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role-playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy
- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: Listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs, symbols, one's own writing
- Dictating stories

Initiative and Social Relations
- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict

Movement
- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music
- Moving to music
- Exploring and identifying sounds
- Exploring one's singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification
- Exploring and describing similarities, differences and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup, small saucer/medium cup, medium saucer/big cup, big saucer)

Number
- Comparing the numbers of things in two sets to determine "more," "fewer," "same amount"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing, people, things, and places from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering and describing sequences of events

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GOAL: (LINK TO PRESENT LEVELS OF PERFORMANCE & EXPECTED OUTCOMES)

To improve functional communication skills, including phonology, receptive language and expressive language.

SHORT TERM INSTRUCTIONAL OBJECTIVES:	METHODS FOR MEETING OBJECTIVES
PHONOLOGY The student will use age appropriate phonological processes, including: final consonant retention and sibilancy. ORAL MOTOR SKILLS The student will participate in a program of functional oral motor facilitation for strengthening, dynamic range movement and flexibility. RECEPTIVE LANGUAGE VOCABULARY The student will increase his ability to identify age appropriate receptive vocabulary. FOLLOWING DIRECTIONS The student will follow directions of increasingly complex length, duration and difficulty. PARENT PARTICIPATION The parent will participate in training, specific to the identified needs of the student to facilitate goal accomplishment. EXPRESSIVE LANGUAGE The student will improve expressive language skills in the areas of: concepts, to demonstrate appropriate language use, incorporation of the syntactical structures, present progressive and copula; to demonstrate appropriate language form, and utilize appropriate word endings to extend meaning.	Utilize a discovery technique Reinforce newly learned patterns through repetition and practice Provide opportunity for success Offer verbal praise and positive comments Small Group Instruction Large Group Instruction Concrete/Manipulative Objects Pictures Multisensory Approach Oral Facilitation Clinician-made &/or Commercially produced materials Observation and charting of student performance

PERSONS RESPONSIBLE TO CARRY OUT THESE OBJECTIVES: _Sill_ _____

INSTRUCTIONAL PLACEMENT: _(_____)_

ANNUAL GOAL: (LINK TO PRESENT LEVELS OF PERFORMANCE & EXPECTED OUTCOMES)

██████ will independently perform ace - appropriate tasks.

SHORT TERM INSTRUCTIONAL OBJECTIVES:	METHODS FOR MEETING OBJECTIVES
① ████ will attempt to perform a given task before asking for teacher assistance on 3 out of 5 trials. ② ████ will independently complete 3 out of 5 tasks per school day.	ⓐ Reinforce ████ for performing tasks independently. ⓑ Provide Tangible and intangible rewards for completing tasks. ⓒ Offer ████ assistances throughout The day. ⓓ Identify a peer to act as a model for Mark to imitate communication of needs to others.

PERSONS RESPONSIBLE TO CARRY OUT THESE OBJECTIVES:

INSTRUCTIONAL PLACEMENT:

Goal/Objective Database 2/96

900000 CURRICULAR AREA: PRE SCHOOL
      9A0000 IMPROVE PRE-READINESS COGNITIVE SKILLS
           9A0010 Recognize objects by sound, touch, taste and smell
           9A0030 Imitate actions and sounds
           9A0050 Role-play, pretend, participate in dramatic play
           9A0060 Relate pictures, photographs, and models to real places
           9A0070 Demonstrate Classification Skills
           9A0080 Investigate and label the attributes of things
           9A0090 Recognize and describe an object or picture in several
                   different ways
           9A0120 Sort objects by color, size and shape
           9A0130 Match objects by color, size and shape
           9A0140 Describe something in several different ways
           9A0150 Distinguish between "some" and "all"
           9A0160 Identify the seven basic colors.
           9A0170 Improve knowledge of spatial relations
           9A0180 Demonstrate body awareness/body concept
           9A0190 Identify body parts
           9A0200 Identify the letters of the alphabet
           9A0210 Improve listening skills.
           9A0220 Improve ability to follow directions.
           9A0230 Observe things and places from different spatial viewpoints
           9A0240 Describe relative positions, direction, and distance
           9A0250 Distinguish and describe shapes
           9A0260 Improve Number Concepts
           9A0270 Compare number amount: more/less, more/fewer, same amount
           9A0280 Compare the number of items in two sets
           9A0290 Arrange two sets of objects in one-to one
           9A0300 Count objects to _____
           9A0310 Rote count to _____
           9A0320 Improve Time Concepts
           9A0330 Demonstrates understanding of daily routine
           9A0350 Sequence events in the order in which they occurred
           9A0360 Anticipate future events and make appropriate preparations
           9A0370 Demonstrate the ability to compare time periods (short,
                   long, new old)
           9A0380 Use conventional time units, and state that clocks and
                   calendars mark the passage of time
           9A0390 Compare objects along a single dimension: long/short,
                   rough/smooth, big/little, heavy/light
           9A0400 Arrange several things in order along same dimension and
                   describe the relationship: longest, shortest, etc.
           9A0410 Compare one ordered set of objects to another
      9B0000 DEMONSTRATE IMPROVED RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS.
           9B0010 Listen to sounds, voices and words
           9B0020 Imitate sounds, voices and words
           9B0030 Recognize sounds, voices and words
           9B0040 Describe objects, events and relationships
           9B0050 Express feelings through gesture and other forms of nonverbal
                   communication
           9B0060 Express feelings in words
           9B0070 Talk with others about personally meaningful experiences
           9B0080 Have fun with language through rhyming, making up stories,

Goal/Objective Database 2/96

listening to poems and stories
9B0090 Use writing in various forms to express ideas - drawing,
scribbling, letter-like forms, invented spelling,
conventional forms
9C0000 DEMONSTRATE APPROPRIATE SOCIAL BEHAVIORS
9C0010 Make and express choices, plans and decisions
9C0020 Recognize and solve problems
9C0030 Express one's feelings
9C0040 Recognize and be sensitive of the feelings of others
9C0050 Take care of one's own needs
9C0060 Display an understanding of routines
9C0070 Build relationships with other children
9C0080 Build relationships with adults
9C0090 Create and experience collaborative play
9C0100 Learn to take turns sharing.
9D0000 DEMONSTRATE IMPROVED MOTORIC SKILLS
9D0010 Use large muscles for walking, climbing and
running
9D0020 Move with objects
9D0030 Follow movement directions
9D0040 express creativity in movement
9E0000 IMPROVE SELF HELP SKILLS
9E0010 Will appropriately sit in a chair at the table to eat
9E0020 Drink from cup without assistance
9E0060 Will attempt to clean up spills
9E0070 Remove simple garment without assistance
9E0080 Put on simple garment without assistance
9E0090 Put on shoes without assistance (without tying)
9E0100 Undo large fastenings (buttons, snaps)
9E0110 Button or snap large fastenings
9E0120 Pull up zipper
9E0130 Improve Toileting Skills
9E0140 Improve eating skills.

GOALS AND OBJECTIVES

LANGUAGE

Combines two different syllables in vocal play

Uses single word meaningfully to label object or person

Combines sounds to form syllables

Combines sounds to form two or more syllables

Asks for "more"

Says "all gone"

Says her own name or nickname upon request

Combines use of words and gestures to make wants known

Names 5 other family members, including pets

Asks for some common food items by name when shown (milk, cookie, cracker)

Names 3 body parts on a doll or other person

Answers yes/no question with affirmative or negative reply

Has an expressive vocabulary of at least ten words

Produces 2-3 word phrases

Combines noun or adjective and noun in two word phrase (ball, chair) (my ball)

Combines noun and verb in two word phrase (daddy go)

Uses word for bathroom need

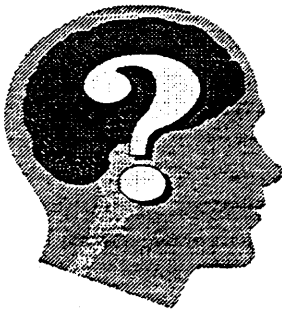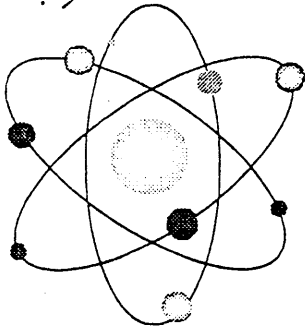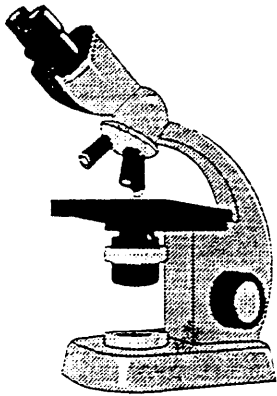Uses "no" or "not" in speech

Answers question (what's --- --- doing) for common activities

Answers "where" questions

Individualized Educational Program Planner
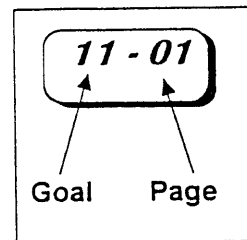
"imagine the possibilities"

Report Card

A+
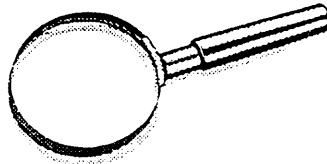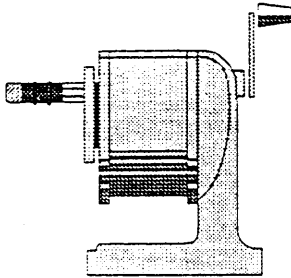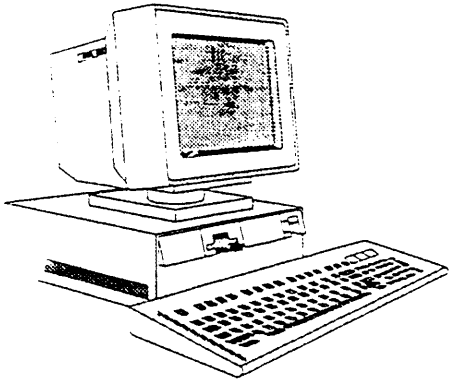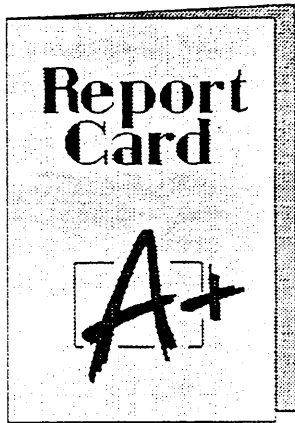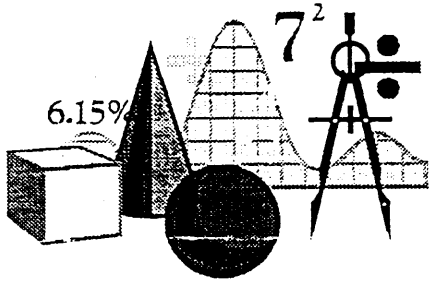
About The Indices

The third edition of The Individualized Educational Program Planner has three indices. The first index is the *PLANNER* index consisting of twenty six sections A through Z which appears on the facing page. Use this index when searching for a particular section of the Planner. The second index is the *GOALS* index which provides a comprehensive list of over one hundred goals, sections A through K. Use this index when searching for a particular section or specific goal. The third index is the *SECTION* index which appears at the beginning of each section and provides a comprehensive listing of goals with their corresponding objectives by category or skill area. Use this index when searching for a specific set of objectives in a particular category or particular skill area.

A further refinement has been the addition of *PAGE NUMBERS*. Page numbers are preceded by the corresponding goal number. Each section index provides a comprehensive listing of specific goals by section, specific sets of objectives in categories or skill areas with corresponding page numbers. It is hoped that these indices improvements will add to the efficient and more frequent use of the Planner. Careful planning for IEP development begins with a thorough familiarization of the *over one hundred goals and over five thousand corresponding objectives*. Also, the sections on teaching strategies, program modifications, testing modifications and instructional strategies have been expanded. A recent addition on **§** *Section 504 planning* and teaching strategies should enable student assistance committees to develop reasonable and functional accommodation plans for those students not eligible for services under IDEA.

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Goal   Page

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"imagine the possibilities"

Appendix E

Respondents Classroom Schedules

*P.S.H. Class is only in the PM

SWEDESBORO-WOOLWICH PUBLIC SCHOOLS

Teacher _____

Assignment _P.S.H._____   Date _1998_

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:20-12:30	← Arrival & Toileting →				
12:30-12:40	← Fine Motor →				
12:40-1:05	← Circle Time →				
1:05-1:45	← Play Time →				
1:45-2:00	← Gross Motor →			Occupational
2:00-2:20	Readiness	Group Speech	Readiness	Group Speech	Therapy
2:20-2:30	← Story Time →				(1:30-2:30)
2:30-2:45	← Snack →				
2:45-3:00	← Outside Play & Dismissal →				

Students are pulled for individual speech therapy throughout the week.

School Handicapped

Sheet1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			TEACHER DAILY SCHEDULE		
AM Class					
8:30-8:50	Circle Time →				
8:50-9:30	Work Time (Centers) →				
9:30-9:50	Group Time →				
9:50-10:20	Snack Time →				
10:20-10:45	Gross Motor →				
10:45-11:00	Rest Time / Dismissal →				
PM Class					
12:10-12:40	Lunch →				
12:40-1:00	Circle Time →				
1:00-1:45	Work Time (centers) →				
1:45-2:05	Group Time →				
2:05-2:25	Gross Motor →				
2:25-2:40	Rest Time / Dismissal →				

Page 3

V. Daily Routine

Approximate Time	Activity	Curriculum Areas
20 min.	**Circle Time and Language Lesson** All children participate in songs, fingerplays, and movement activities. A language activity is presented which focuses upon concepts related to curriculum unit.	Social-Emotional Communication Cognitive Gross Motor
40 min.	**Free Play** Children choose areas of the classroom in which to play. Social skills and curriculum concepts are reinforced by teachers and aides.	Integration of all curriculum areas
20 min.	**Clean up, bathroom, and snack** Children assist with clean up and preparation of snack. Toilet training is reinforced by teachers and aides. Conversational skills are encouraged at snack time.	Self-help Communication Socialization
15 min.	**Story Time** Children choose books for "independent" or "lap" reading. The teacher may read a group story.	Communication Social-Emotional
20 min.	**Small Group Time** Children divide into groups for art activity and individual work on I.E.P. objectives.	Fine Motor Cognitive Communication
20 min.	**Outdoor Play or Indoor Gross Motor Activity** Children play outdoors or indoors with a variety of gross motor equipment and games.	Gross Motor Socialization Communication

*Speech therapy, physical therapy, and occupational therapy are scheduled throughout the day for individual children.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 / 1:00	Arrival – practice self-help skills				
9:30 / 1:10	Circletime – Language, singing, movement, calendar				
9:50 / 1:30	Teacher-Directed Job: large group or				
10:10 / 1:50	Small groups focusing on I.E.P. goals.				
	Plan/Do/Review: Children will choose to play in House, Computer area, Action area, Block Area, Art area, etc. Montreal play.				Planning and Parenting, Screenings, etc.
11:00 / 2:40	Snack: Specialization, self help and motor				
11:15 / 2:55	Books/Puzzles on carpet area				
11:25 / 3:05	Large Group	Motor	Art	Story	Language
45 / 25 3:30					
11:50 / 3:30	Prepare for dismissal: outerwear/dressing				

Lesson Plans

Week of :   **PSH Class**

WeeklyFocus:
Special Notes:OT Tues:9:40-10:00; Thurs.2:00-2:20; Library: Mon:10:55-11:15;Tues2:35-2:55

9:20/1:00 Arrival: *Children practice independent skills by removing outerwear and putting belongings in appropriate place.*

9:30/1:10 Circle Time:*Children use language, sing songs, recite fingerplays, complete calendar activities.   See Circle Time notes for this week.*

9:50/1:30 Job Time: *Individual and small group instruction-Children work on specific cognitive /adaptive I.E.P. goals. See Job time notes for this week.*

10:00/1:40 Planning Time: *Children choose a specific area of play and use language and thinking skills to describe their plans. Adults assist as needed.*

10:10/1:50 Play time: *Children "work" in the areas that they have selected with the guidance of adults.*

10:50/2:30 Clean-up Time: *Children clean-up and put toys away in the appropriate place with adult assistance & direction. Categorization and organization are stressed.*

11:00/2:40 Recall: *Children recall play experiences and dictate to adults. Adults assist with pictures and questions as needed.*

11:15/2:55 Snack: *Children demonstrate independence with snack, asking for help as needed.Social skills, OralMotor &Language skills are promoted.*

11:30/3:10   Gross Motor   Art/Music   Cooking   Story/Listening

---

Circle Time Notes:
Job Time Notes:
Mon.:
Tues.:
Wed.:
Thurs.:
Activities:
Mon.:
Tues.:
Wed.:
Thurs.

Friday : Parenting and Planning

Preschool Handicapped

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:00	Self-help/Circle	Self-help/Circle	Self-help/Circle	Self-help/Circle	Self-help/Circle
9:00 - 9:40	Worktime	Worktime Phys Ed. 9:20-9:50	Worktime	Worktime Music 9:20-9:50	Worktime
9:40 - 9:45	Clean-up	Clean-up	Clean-up	Clean-up	Clean-up
9:45 - 10:00	Story	Story	Story	Story	Library 10:00
10:00 - 10:20	Snack	Snack	Snack	Snack	Snack
10:20 - 10:30	Reading				
10:30-10:45	Circle	Circle	Circle	Circle	Circle
10:45 - 11:00	Group Time				
11:00 - 11:20	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
11:20 - 11:30	Self-help	Self-help	Self-help	Self-help	Self-help
11:30 - 11:45	Prep				
11:45-12:30	Lunch				
12:30-12:50	Self-help/Circle	Self-help/Circle	Self-help/Circle	Self-help/Circle	Self-help/Circle
12:50-1:30	Worktime	Worktime	Worktime	Worktime	Worktime
1:30-1:35	Phys Ed 1:25-1:55	Clean-up	Clean-up	Clean-up	Clean-up
1:35-1:40	Story	Story	Story	Story	Music 1:25-1:55
1:40-2:00	Snack	Snack	Snack	Snack	Snack
2:00-2:15	Circle	Circle	Circle	Circle	Circle
2:15-2:35	Group	Group	Group	Group	Group
2:35-3:10	Gross Motor	Gross Motor	Goss Motor	Gross Motor	Library 2:30
3:10-3:15	Self-Help	Self-Help	Self-Help	Self-Help	Self-Help