

**Preschool Guidance  
for  
Individual Education Program (IEP)  
Development**



**DRAFT**  
**September 2015**

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## Purpose of this Document

The Guidance Document for Individual Education Program (IEP) Development was developed by the Kentucky Department of Education with contributors from Special Education Cooperatives, Institutes of Higher Education, administrators, and teachers to assist Admission and Release Committee (ARC) members with the IEP process. While that document is applicable for the development of IEPs at all grade levels, preschool examples were not included. The “Preschool Guidance for Individual Education Program (IEP) Development” was therefore developed by Kentucky’s Regional Training Centers staff to supplement KDE’s Guidance Document to assist with implementation as it applies to the preschool population. The bolded sections in this document are covered in detailed in the Guidance Document for Individual Education Program (IEP) Development, July 2015 and will need to be referenced by preschool staff in addition to this document which provides additional preschool information.

## Introduction to Standards Based IEPs

(pg. 2)

The Kentucky Program of Studies for Practical Living and Vocational Studies continues to be a curriculum document for IEP construction related to functional skills (grades K-12). The Kentucky Early Childhood Standards 3s and 4s (KYECS) is the curriculum document to be utilized for preschool.

## Individual Education Program (pg.3)

The IEP supports learning for a preschool student by:

- Ensuring the student is able to participate in developmentally appropriate activities.
- Providing access to the general curriculum (KYECS);
- Ensuring the student will make progress in the general curriculum (educationally, academically, behaviorally, and functionally);
- Addressing the student’s other unique educational needs; and
- Preparing the student for further education, employment, **and** independent living.

## Using Student Performance Data for IEP Development

(pg.5)

Additional student performance data sources utilized for preschool may include:

- Progress Data from First Steps providers
- Reports from outside agencies including physicians
- Observations in areas of concern within the child’s natural environment
- Continuous Assessment results

## Present Levels of Academic Achievement and Functional Performance

(pg. 7)

The ARC uses information from resources described in the Student Performance Data and determines if the student is performing commensurate with similar age peers. For needs or concerns related to the student's disability, the ARC describes how the disability affects the student's involvement in and progress in the general curriculum/developmentally appropriate activities as provided in the Kentucky Early Childhood Standards (KYECS).

- Educational performance includes academic areas and non-academic areas. Educational performance in academic areas may include reading, math, communication; progress in meeting goals in the general curriculum (PreK refer to Kentucky Early Childhood Standards Alignment to KYCAS). Education performance in non-academic areas (i.e., functional performance) may include daily living activities, behavior, mobility, and mental health.  
(pg. 8)
- Present levels of academic achievement describe the student's most recent performance in readiness skills and strategies related to reading, math, and written language. The description includes the student's ability to generalize his/her learning.  
(pg. 9)

## Preparation for IEP Development

(pg.11)

## Steps for Writing the Present Levels

(pg.11)

For early childhood students receiving special education services, the present level of academic and functional performance must indicate how the disability affects the child's participation in appropriate activities. The present level reports baseline measurements and levels of functional skills. The present level of academic and functional performance provides a rationale for the other components of the IEP.

1. Using the KYECS, **identify** the age level standards that all students are expected to know and be able to do. Identify the student's expected performance level within the preschool standards/benchmarks or aligned district curriculum (ex. Creative Curriculum, High Scope) in relation to the disability.
2. **Identify** the student's current developmental performance using student performance and baseline data (see Student Performance Data section).
  - a. **Determine** the student's current developmental performance in KYECS. As needed, consider prior age level standards to identify prerequisite skills and content needed by the student.

- b. **Determine** the student's current functional performance. Reference additional curricular tools as appropriate.
3. **Check the box** "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of expected developmental performance of nondisabled age peers. Commensurate with similar age peers does NOT denote the child is performing **all** skills within the age range appropriately, but is reflecting the developmental abilities typical of children three to four years old. "Variability among all children, not just those with disabilities, is normal." (refer to KYECS document, 'Guiding Principles' on page 6) If the student's performance is commensurate with nondisabled grade and age peers, no additional information is required.

Leave the box unchecked if the student's performance is not commensurate (significantly and consistently below) with similar age peers as a result of the disability.

4. For each Present Level area where the student is not commensurate, **describe**
- relative strengths,
  - needs or concerns,
  - baseline performance for each need or concern. Citing the source is recommended but not required.
5. **Describe** how the student's disability *affects the student's participation and progress in appropriate activities*. Questions to consider:
- How needs or concerns in present level areas affect involvement and progress in appropriate activities:
    - readiness for academic areas (e.g., reading, math,)
    - functional areas (e.g., social competence, life skills, sensory and motor skills, communication skills)
  - How does the disability impact the student's performance in meeting early childhood standards?
  - What supports does the student need to acquire and attain necessary skills to participate in age appropriate learning activities as same age peers?
  - Is the student on track to enter Kindergarten and ready to engage in and benefit from early learning experiences?

The PLAAFP should be written in brief, clear, specific statements to describe the student's current skill level in measurable, objective terms. Vague phrases should be avoided.

Vague Phrase	Specific Phrase
John can't speak well.	John's speaks in one to two word utterances.
Mary is active and has a short attention span.	Mary attends for one to two minutes during large group activities independently.
Henry can't follow directions.	Henry requires a verbal and physical prompt when given a one step directive 100% of the time.

## Process for Completing Present Level Areas

(pg. 13)

### ***B. Present Level Area: Academic Performance***

Academic Performance describes the level of development or achievement and how the student applies his/her learning with readiness in language arts, writing and math skills. (refer to KYECS document for 'Approaches to Learning Introduction', page 4)

# Present Levels Areas and Guiding Questions

(pg. 15)

## Present Level Area: Communication Status

General Guiding Questions: (pg. 15)

### Preschool Communication Example 1: Speech Language Impairment - Speech Sound Production and Use

<p>Communication Status (Student is 4 years old)</p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>During conversational speech, Henry exhibits lateral distortions of the /s/ and /z/ phonemes which draws attention to his speech. During a 10 minute play observation on 10/14/14, Henry was asked by a peer to repeat himself 4 times out of 7 verbal exchanges with his peer. Henry's peer also stated twice during the observation that he sounded like a baby.</p> <p>Henry produces /s/ and /z/ correctly in syllables with 40% accuracy when provided a model with visual and placement cues. He is unable to produce a clear /s/ or /z/ in single syllable words even with prompts and cues. Speech sound production for all other phonemes is within normal limits. Voice, fluency and language development are all within normal limits.</p> <p>Henry's parents stated they are able to understand what he is saying when these same phonemes are part of a message he is verbalizing, with immediate family but have to repeat what Henry has said when they are with other family members and participating in community activities.</p> <p>Deficits in lateral distortions adversely affect Henry's ability to communicate with clarity and interferes with his participation in activities that involves conversing with peers. In addition, his inability to communicate with clarity affects his ability to effectively communicate with unfamiliar listeners in structured learning and unstructured settings such as the lunchroom and playground.</p>
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### Preschool Communication Example 2: Speech Language Impairment – Receptive and Expressive Language

<p>Communication Status (Student is 4 years old)</p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>John is non-verbal and communicates primarily through gestures, facial expressions, eye gaze and close proximity. Parent report reveals that John recognizes voices of his mom and dad at home (e.g. turns head toward person that is speaking) 100% of the time. According to John's classroom teacher, he continues to be easily distracted and needs to be redirected to maintain attention to a task/complete a task 80% of the time. Parents report that John is beginning to follow simple 1-step directions by initiating the action (i.e., moves hand in direction to "give this to Daddy"). At present, teacher reports inconsistent observation of this behavior at school (1 out of 5 opportunities in 3 consecutive days). John does not imitate oral postures or speech sound productions; however, parents report at least two instances of vowel production that sounded like word attempts ('all done'). Water play and simple computer software programs are motivating to John; he claps his hands and smiles when in these centers (4 out of 5 observations). John is beginning to communicate a "request" by reaching toward a preferred food item, but he is not yet able to consistently discriminate between two choices (1 of 5 opportunities over 3 consecutive days). John currently drinks thickened liquids (nectar consistency). John feeds himself with finger foods. Teacher reports that John fills his mouth too full of food; however, choking has not been a recent concern.</p> <p>John's lack of verbal communication and inconsistent use of signaling to express his thoughts</p>
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	adversely affects his ability to clearly demonstrate basic communication of wants. In addition, his deficits in attending to tasks affect his ability to participate in activities that require active listening which impedes his concept development.
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**Present Level Area: Academic Performance**

**General Guiding Questions (pg 16)**

**Additional Preschool Guiding Questions:**

**Reading/Language Arts: General Guiding Questions**

- How well does the student listen and observe to attend to adults who are speaking?
- How well does the student follow simple directions?
- How well does the student gain information through listening experiences?
- How well does the student listen to and respond to reading materials with interest?
- How well does the student show interest and understanding of the basic concepts and convention of print?
- How well does the student demonstrate knowledge of the alphabet?
- How well does the student demonstrate emergent phonemic/phonological awareness?
- How well does the student draw meaning from pictures, print and text?
- How well does the student tell and retell a story?

**Mathematics: General Guiding Questions**

- How well does the student demonstrate an understanding of numbers and counting?
- How well does the student recognize and describe shapes and spatial relationships?
- How well does the student use the attributes of objects for comparison and patterning?
- How well does the student use nonstandard and/or standard units to measure and describe?

**Written Expression: General Guiding Questions**

- How well does the student understand that the purpose of writing is for communication?
- How well does the student produce marks or pictures and symbols that represent print and ideas?
- How well does the student explore the physical aspects of writing?

**Preschool Academic Performance Example1: Developmental Delay-Cognitive**

<p><b>Academic Performance (Student is 4 years old)</b></p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p><u>Literacy:</u> Don is able to locate his name among 3 others with the same beginning letter 75% of the time. He can identify and state the first letter of his name with 80% accuracy, but has not been observed stating or identifying the remaining letters in his name.</p> <p>Based on direct and indirect observations, when asked to label his drawings, Don will verbally state what items are or produce simple texts with the picture that does not have letter-like formation using scribble writing 4 out of 5 times.</p>
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	<p>When presented a picture, Don is able to name common objects with 100% accuracy; such as animals, plant, food items, vehicles; he is unable to identify any (0) specific features (ex. buttons, eyes, collars, zippers, petal, tire, leaves).</p> <p>Based on Teaching Strategies On-the Spot observations during 4/5 occasions within a two week period, when presented with a known story book, Don is able to position a book correctly and look at the pages, turn the pages one at a time and go from front to back. In a small group setting, Don attends by listening to a favorite book being read for three minutes, and answer simple comprehension questions using pictures from the story; such as, naming primary features of picture (ex. story is about a bear) to attempt retelling the story with minimal prompting.</p> <p>When verbally presented with two rhyming words Don can match words that sound the same like bat, hat with 100% accuracy; however, he is not able to produce two words that sound the same.</p> <p>Don's deficits with general skills of the reading process affect his ability to involved in activities that require knowledge of the alphabet and/or phonemic awareness.</p> <p><u>Math:</u> Don is able to rote count to 3 with 75% accuracy, and meaningfully count 1-2 objects with 50% accuracy. He is able to match similar objects (colored pegs, die-cut shapes, shape puzzle) with 100% accuracy.</p> <p>When verbally prompted, Don is able to identify a general attribute of an object by pointing (4 of 8 basic colors - red, blue, green, and yellow), shapes (circle, square), size (big, little) with 75% accuracy, Don is unable to independently sort objects using one or more similar attributes.</p> <p>He is unable to rote or touch count to 10, recognize or name any numerals accuracy, or copy a simple repeating pattern.</p> <p>Deficits in math skills affect Don's ability to participate in activities that require use of spatial relationships and number sense.</p>
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**Preschool Academic Performance Example 2:**

<p><b>Academic Performance</b> (Katie is 4 years old)</p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>Based on teacher's anecdotal recordings, Katie consistently demonstrates understanding of print directionality by holding a book as observed by self-correcting when a book is upside down or flipping the book over to show front cover. Based on teacher's intentional observations, Katie mimics the act of reading by holding a book correctly, moves her head left to right, and turns the pages one at a time. Katie shows interests in books and will briefly look at a book (maximum of 30 seconds) with an adult before picking up another book or moving to a different activity. When prompted, Katie notices and responds to the pictures in the book, recognizes her self in a photo, but does not recognize her name on labeled possessions or other labeled items in the classroom. (0%). Katie's inability to recognize words in print affect her ability to participate in activities that require her to draw meaning from print and text.</p> <p>Katie imitates her teacher in writing and makes marks on the paper with a crayon (100% of opportunities). Her annotated work samples do not show Katie drawing a simple picture to communicate her thoughts; for example, drawing a circle and naming it a ball (0%).</p>
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	<p>Katie does not mimic the act of writing during independent play or during play with others (0%); this affects Katie's ability to communicate her ideas in written form at the same developmental level as her peers and limits her participation in activities within the classroom that involve print concepts.</p> <p>Katie does not match objects by color or point out any particular color (0%) nor is she able to sort items by big and little consistently (30% accuracy). The inability to use attributes of objects for patterning and comparison affects Katie's participation in activities that involve classifying and arranging objects within mathematical concepts.</p>
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**Present Level Area:** Health, Vision, Hearing, Motor Abilities

**General Guiding Questions** (pg. 19)

**Preschool Health/Motor Abilities Example 1:**

<p><b>Health, Vision, Hearing, Motor Abilities</b></p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>According to medical documentation from Jamie's physician, she has a severe form of epilepsy. Seizures have been observed to last within the range of two to ten seconds which cause fatigue and loss of balance.</p> <p>Based on physical therapy observation, progress data and teacher input, Jamie is wearing supra-malleolar orthotics for both feet. Jamie's overall stability with gait has improved. She is able to walk around classroom without loss of balance 80% of the time. Jamie is able to step onto a curb using a handrail with an adult standing next to her for support as needed for safety or per adult's request 100% of the time. She is able to walk up and down 4 stairs with minimal (holding adult's hand while walking side by side) to moderate (holding adult's hands while walking behind or in front of her) assistance from adult. Jamie is able to transition from floor to stand and back independently 80% of the time. She demonstrates balance while sitting in a standard classroom chair for two minutes. A modified seat with tray is used to provide support and boundaries during work sessions. With regard to ball play, she is able to catch a gently tossed ball from 3 feet with 30% accuracy and return to target by tossing 10% of the time. She will kick a stationary ball approx. 20% of the time. Significant modeling and some physical assistance is necessary with most motor activities. Jamie's performance in the areas of motor control, coordination, and balance affect her ability to independently perform preschool activities that require stability and bilateral activities without prompts.</p>
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## Motor Abilities Example 2:

Not an area of concern at this time.

### Fine Motor:

Based on direct measures and continuous assessment, Christy is able to use fingers and hands for many small manipulations; for example, holding a marker/crayon with thumb and two fingers making a closed circle 30% of the time. Using a model, she copies vertical and horizontal strokes with verbal prompting. Christy makes a closed circle with visual prompts; however, she is unable to copy shapes or letters in her name.

Based on work samples, she holds a regular pair of scissors, using the correct form to snip edges of paper during four out of five attempts. She is able to cut along a wide 2" line with regular scissors with verbal prompts for visual attending and hand positioning. She is unable to cut along a 4" line or cut out basic shapes with regular scissors.

### Gross Motor (large muscle) Skills:

Christy is able to use balance and coordination to move purposefully throughout the school environment (e.g. varied flat surfaces without falling). Christy walks with an open gait and is unable to walk along a wide stripe or low balance beam without physical assistance beyond one step. She can throw and release an object with 100% accuracy; however, she is unable to throw with direction or intent (e.g. toward a target).

Christy alternates her feet when ascending stairs while holding a handrail with 100% accuracy. When descending stairs, Christy seeks adult assistance, and places both feet on the step before moving to the next step rather than alternating her feet.

Weaknesses in fine and gross motor skills adversely affect Christy's ability to participate in preschool activities requiring her to write, cut with scissors, use advanced balance skills, and interact with recreational equipment.

## **Present Level Area:** Social & Emotional Status

### General Guiding Questions (pg.20)

#### Additional Preschool Guiding Questions:

##### Interpersonal Relationships

- How well does the student accept redirection from an adult?
- How well does the student enter groups?
- How well does the student respond to others' expression of emotions?
- How well does the student make friends (e.g. maintains a friendship with at least one other child).
- How does the student interact with age peers (e.g., play alongside, initiates or joins in positively with a small group, social conversation, group activities)?

##### Self-Regulation

- How well does the student sustain working on activities (e.g. avoids minimal distractions)?
- How well does the student identify feelings, likes and dislikes?
- How well does the student delay gratification?

- How well does the student manage separation?

**Social Problem-Solving**

- How well does the student participate in group situations (e.g. taking turns, sharing classroom materials)?
- How well does the student ask for help to resolve problems (e.g. go to teacher)?
- How well does the student imitate how others solve problems (e.g. observes then imitates what was observed)?
- How well does the student provide ideas for solving problems?

**Independent Behavior (Self Help)**

- How well does the student take care of his/her needs?
- How well does the student follow limits and expectations independently (e.g. classroom rules, routines, and transitions)?
- How well does the student follow directions?
- How well does the student participate in everyday classroom activities (independently; with adult prompt)?
- How well does the student seek to do things for self?

**Preschool Social and Emotional Status Example 1: Developmental Delay**

<p><b>Social and Emotional Status</b> Martha is 4</p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>Social</p> <p>Based on anecdotal documentation and rating scales, Martha shows affection to familiar peers in a group setting 100% the time. When prompted by her teacher, Martha adjusts to minor changes in the daily routine at least 80% of the time.</p> <p>Based on Duration measures, she is able to sustain play with a peer for a maximum of 2 minutes during one of five consecutive peer interactions. She becomes frustrated when a peer will not immediately comply or share what Martha is asking/demanding. During these situations, Martha will begin to cry, yell, curse, and stomp her feet until the peer complies. In order to de-escalate the situation, adult intervention is required 100% of the time which includes walking Martha to a quiet area, allowing her to calm and talk through the situation to determine a solution to the problem. Anecdotal recordings indicate that Martha escalates to tantrumming 80% of the time when the solution involves her having to wait her turn or when a peer finishes his/her part of the activity before Martha.</p> <p>Martha's tantrums affect her participation in preschool activities that involve peer interactions requiring social cooperation and independently solving problems within a group.</p>
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**Preschool Social and Emotional Status Example 2: Developmental Delay**

<p><b>Social and Emotional Status</b></p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>Based on direct observation during a one hour period of free play, Don consistently engages in 5 to 6 interactions consisting of cycles of communication with an adult. However, he typically only verbally interacts with his same age peers one to two times during a one hour period of free play. Don responds to verbal interactions with a peer during free play 5 times in a 30 minute observation. However, he does not initiate any interaction with peers (0%). Don's limited interactions with peers impact his ability to enter peer groups and make and</p>
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	<p>maintain friends.</p> <p>Don is able to consistently sustain attention in a small group for three minutes with minimal verbal prompting from the teacher, but in a large group setting Don does not attend to the activity for more than a minute at a time which impacts his ability to independently participate in general classroom activities.</p>
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**Preschool Social and Emotional Status Example 3: Developmental Delay**

<p><b>Social and Emotional Status</b></p>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p><u>Adaptive skills:</u>  Classroom data indicates Matthew has mastered at 100% using his feeding utensils instead of fingers during mealtime and has mastered at 100% verbalizing what he wants or needs during mealtime instead of pointing or grunting. Matthew is able to clean up activities that involves one item; such as, a completed puzzle, a pair of scissors, and a marker independently 100% of the time. When presented with cleanup activities that involve two or more items, with fewer than two verbal and physical prompts, Matthew walks away without putting items away; such as sorting blocks to outline on shelf; replacing housekeeping items to icon picture; or replacing play dough and tools onto a labeled shelf (80% of the time).</p> <p>Matthew’s inability to follow through with cleaning up when the task requires more than one item adversely impacts his performance in completing clean up routines within the preschool classroom.</p> <p><u>Social Skills:</u>  Based on continuous assessment and direct observation, Matthew is able to comfort himself by seeking out special object or person, accept redirection from adults, use trusted adult as a secure base from which to explore the world, demonstrate concern about the feelings of others, play near other children using similar materials or actions, seek a preferred playmate, and show pleasure when seeing a friend. Matthew plays with a peer during free choice centers 25% of the time. He is now able to engage in pretend play appropriately during free play. Examples of this pretend play include but not limited to playing with the train set and making noise, washing dishes and serving play food in dramatic play area, pretending to be a dog with a friend and selling pumpkins in a “pumpkin patch.” When engaging in interactive play Matthew has shown that he will interact with a peer for 5 minutes.</p> <p>Matthew is able to sustain attention in small groups for 3 minutes 80% of the time without redirection, but he is unable to attend for 6 minutes without more than 2 prompts from staff. When Matthew is given routine two-step directions; such as taking off his coat and hanging it up, picking up his lunch tray and carrying it to dishwashing counter; gathering necessary tools to complete a task, he needs at least two verbal prompts to be successful 80% of the time. Matthew’s inability to sustain attention to routine tasks, engage in play with peers, and follow 2 step directions independently will adversely impact his interpersonal relationships as well as his organizational skills within the preschool setting.</p>
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**Present Level Area:** General Intelligence

**General Guiding Questions** (pg. 21)

**Additional Preschool Guiding Questions:**

How does the student perform in Social Problem Solving:

- Persist in completing tasks

How does the student utilize Memory:

- Recognizes and recalls items from previous experience
- Remembers sequence of routines
- Return to task at hand after being distracted or interrupted

How does the student apply Perceptual Skills:

- Attend and engage in tasks

**Preschool General Intelligence Example 1:**

<b>General Intelligence</b>	<p><input type="checkbox"/> Not an area of concern at this time.</p> <p>Don is able to stay actively engaged in a small group activity for 3 minutes without any redirections 100% of the time. He is beginning to observe how other people solve problems, ask for a solution and using it with 50% accuracy. He is unable to attend to or engage with an activity for 10 minutes without redirections 90% of the time.</p> <p>Don follows one step directions 75% of the time, Don completes simple activities independently 50% of the time and identifies six body parts 50% of the time. Don has many emerging skills. Don is able to identify many objects by pointing to or naming them. Don is able to match colors and shapes (100%); however, he does not identify colors or shapes and he does not yet sort objects by one attribute (0%).</p> <p>Based on intentional observations, Don cannot identify use of familiar objects (0%).</p> <p>These deficits affect Don's ability to attend to and solve problems during preschool activities. Don's ability to participate in activities requiring him to demonstrate concepts of math such as use of attributes of objects is also affected.</p>
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**Present Level Area:** Functional Vision and Learning Media Assessment

**General Guiding Questions** (pg.24)

**Present Level Area:** Functional Hearing, Listening and Communication

**General Guiding Questions** (pg.26)

**Preschool Functional Hearing, Listening, and Communication Assessment Example 1:**

<p>Functional Hearing, Listening, and Communication Assessment (3 years old; bilateral hearing aids; Oral with sign support)</p>	<p>Based on the formal Functional Listening Evaluation conducted on 11-4-14, Logan scored 80% correct with and without the FM system in a quiet environment with the speaker 5 feet away. When the distance increases to 15 feet from Logan to the speaker, Logan misses 56% of the words without the FM system, and 10% of the words with the FM system. This indicates that Logan is missing a significant amount of information presented during classroom instruction when he does not have the assistance of the FM system.</p> <p>Logan is also working on learning about his FM system and why he needs to wear it daily. He is able to carry the FM system with two hands and give it directly to the adult he is working with (preschool teacher, assistant, DHH teacher, speech pathologist, etc.) without prompting when requested to do so by the adult approximately 40% of the time.</p> <p>Via formal observations conducted by the school facilitator, it is reported that Logan's teacher will turn off the lights as a visual cue for transition and giving oral directions and Logan responds correctly to those cues 100% of the time.</p> <p>When Logan interacts with peers he will verbalize in addition to using signs, however due to his hearing loss there are noted omissions of final or high frequency sounds. During a recent observation, Logan's peers asked him to repeat himself 3 times out of 5 interactions.</p> <p>Overall, when participating in large group activity, Logan will offer responses when called upon by the teacher 100% of the time though the answers are not always correct. He is observed to respond to questioning correctly approximately 40% of the time using appropriate content vocabulary.</p> <p>Logan's hearing deficits affect his ability to effectively gain information through listening experiences and impacts his ability to listen and apply meaning without assistance.</p>
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**Consideration of Special Factors for IEP Development**

(pg. 30)

# Measurable Annual Goals, Methods of Measurement, Benchmarks/Objectives

(pg. 33)

**Annual goals** are statements of anticipated results to be achieved in a calendar year or less as determined by the ARC. Annual goals are not written to restate the content standards, but should specify skills for the student to acquire or strategies that will promote accessing the general curriculum/appropriate activities and aid the student in meeting achievement standards. The IEP is not intended to reflect the student's entire curriculum. The IEP should promote learning of skills that students need to develop which will advance greater mastery and understanding of the general curriculum content and build student independence.

Annual goals are **directly related** to the student's disability and pertain to needs described in the **present levels**. Goals are focused on bridging the gap from where the student is (**baseline**) to where the student needs to be (**goal**) and address both academic (KECS) and functional skills. Copying and pasting a standard from the KYECS into a student's IEP without including the components of the goal will not suffice as a measurable annual goal. Language within the "goal statement" needs to be linked to the early childhood standards, but it is not intended for them to be direct quotes from the standards.

## Components of a Measurable Annual Goal

Write measurable annual goals to address the prioritized sub-skills. Include the following components in each goal:

- **Audience**- State the student's name.
- **Behavior**- What observable (see, hear, count) action will the student perform or do?
- **Circumstance**- Describe the instructional materials/circumstances used to teach the goal.
- **Degree/Criterion**- How well must the student perform the skill?
- **Evaluation/Method of Measurement**- How the implementer measures student progress? Determine what tool/resource/assessment will be used and to what frequency the skill will be assessed.

**Audience** –student name

**Behavior** - an explicit statement of what the student will do. Observable behavior can be measured, seen, heard, counted, or timed. Examples:

- Mary will (attend, initiate, answer)
- Jill will follow (#) multi-step directions
- Tom will (name, point, identify, attend, match, sort, rote count, copy, imitate, touch, etc.)
- Bob will purposely (touch, activate, gaze, stack, reach, place, grasp, etc.)
- Katie will verbally
- John will hold head

- Latina will pronounce
- Sandra will gaze

See [Appendix C](#)

**Circumstance** –a description of the *instructional materials* or *instructional circumstances* used to teach, and eventually assess/measure the stated behavior. Circumstance is what is used to stimulate the taught behavior (cue, prompt, direction, situation, etc.). Examples:

- During (free choice time, small/large group, gross motor activities, meals, etc.)
- While (prone, stander, seated independently, wheel chair, OR positioned appropriately, etc.)
- When presented with \_\_\_\_\_
- During self care activity (ex. toileting)
- During transitions (within the building, within the classroom)
- Given an object (ex. Given a puzzle of (#) pieces; pictures of common objects, one-step verbal direction)
- When given a choice between...
- When given a picture prompt
- When provided opportunities for peer interaction in a non-structured setting
- When engaged in a preferred activity OR non-preferred activity

**Degree/Criterion** – a description of the expected minimum level of success within 12 months, including the *frequency of data collection*. Examples:

- *100% accuracy during 3 consecutive monitoring sessions*
- *For five minutes during 3 of 4 \_\_\_\_\_ activities within a 3 week period*
- With one prompt in 4 out of 5 opportunities across three consecutive days
- 90% correct as measured by twice weekly probes
- 4/5 activities on 3 consecutive weekly frequency counts
- 100% of the key steps of a social skill on 5 occasions as measured by checklists

# Steps for Writing Annual Goals

(pg. 36)

The steps for writing standards-based goals are described in the steps below.

1. Using the KYECS, **identify** the age level standards that all students are expected to know and be able to do
2. Using the Present Levels, **identify** the student's current educational performance (baseline instructional level).
  - a. **Determine** the student's current academic performance (baseline instructional level) in KYECS. As needed, consider prior age level standards to identify prerequisite skills and content needed by the student.
  - b. **Determine** the student's current functional performance (baseline instructional level).
3. **Prioritize** the skill area(s) that will have the most powerful impact on accelerating student performance from his/her instructional level toward the identified age and grade level standards.
  - What skill area(s) does the student need to improve in order to access and progress in appropriate activities?
  - What skill area(s) warrant remediation in order to advance the student toward age level standards as well as promote access and progress in appropriate activities?
  - What other factors influence the prioritization of annual goals, such as the number of years left in school?
  - What behavior is most modifiable?
  - What are parent and student interests, such as toileting skills or leisure activities that have a positive impact on the family?
4. **Write** measurable annual goals to address the prioritized skill area(s). Include the following components in each goal:
  - **Audience**
  - **Behavior**
  - **Circumstance**
  - **Degree/Criterion**
  - **Evaluation/Method of Measurement** (can be in goal statement or following the prompt "Methods of Measurement")

Districts have a dual responsibility to address access to and progress in appropriate activities and remediate skills that are below age level.

**Preschool Communication Example 1: Speech Language Impairment - Speech Sound Production and Use**

- **Annual Measurable Goal:** During a five minute play, group, or snack activity, Henry will correctly produce the /s/ and /z/ phonemes without a model with 80% accuracy in all positions of words as measured by teacher or SLP charted observation (frequency count) for five consecutive observations.

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Henry	will produce /s/ and /z/ phonemes	during a five minute play, group or snack activity	without a model 80% accuracy five consecutive observations	measured by teacher or SLP charted observation (frequency count)

**Note: This annual goal aligns with the Language Arts Standard 1, benchmark 3.1 in KYECS which reads as follows:**

- Standard 1: Demonstrates general skills and strategies of the communication process.
  - Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

**Preschool Communication Example 2: Speech Language Impairment – Receptive and Expressive Language**

- **Annual Measurable Goal:** During small group or snack activity when presented with two objects and asked by an adult to “point to \_\_\_\_\_”, John will point to correct object without prompting for 3 out of 4 requests for five consecutive observations as measured by teacher or SLP charted observations (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
John	will point to correct object	during small group or snack activity when presented with 2 objects and asked by adult to “point to_____”	without prompting 3 out of 4 requests for five consecutive observations	measured by teacher or SLP charted observation (frequency count)

**Note: This annual goal aligns with the Language Arts Standard 2, benchmark 2.1 in KYECS which reads as follows:**

- Standard 2: Demonstrates general skills and strategies of the listening and observing process.
  - Benchmark 2.1: Engages in active listening in a variety of situations.

**Preschool Academic Example 1: Developmentally Delayed-Cognitive**

- **Annual Measurable Goal:** During small group or calendar activity and when requested by adult to “count to 10”, Don will rote count to 10 without prompting for 2 out of 3 requests for five consecutive observations as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Don	will rote count to 10	during small group or calendar activity and when requested by adult to “count to 10”	without prompting 2 out of 3 requests for five consecutive observations	observed by teacher (frequency count)

**Note: This annual goal aligns with the Mathematics Standard 1, benchmark 1.1 in KYECS which reads as follows:**

- Standard 1: Demonstrates general skills and uses concepts of mathematics.
  - Benchmark 1.1: Demonstrates an understanding of numbers and counting.

**Preschool Academic Example 2: Developmentally Delayed**

- **Annual Measurable Goal:** During small group time and when requested by an adult to “show me the \_\_\_\_\_ (object)”, Katie will point to the correct color object for the colors of red, blue, green, yellow, black, orange, purple and pink with 100% as measured by teacher charted observation (frequency count) for 5 consecutive observations.

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Katie	will point to correct color	During small group time and when requested by adult to “show me the _____ (object).”	100% accuracy for 5 consecutive observations	measured by teacher charted observation (frequency count)

**Note: This annual goal aligns with the Mathematics Standard 1, benchmark 1.3 in KYECS which reads as follows:**

- Math Standard 1: Demonstrates general skills and uses concepts of mathematics.
  - Benchmark 1.3: Uses the attributes of objects for comparison and patterning.

### **Preschool Health/Motor Abilities Example 1:**

- **Annual Measurable Goal:** During daily activities (e.g. small group, circle and snack/meal time), Jamie will maintain a sitting position without assistance or supports for at least 5 minutes twice daily for 4 consecutive days as measured by duration recording.

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Jamie	will maintain a sitting position	during daily activities	without assistance for 5 minutes twice daily for 4 consecutive days	duration recording

**Note: This annual goal aligns with the Physical Education Standard 1, benchmark 1.1 in KYECS which reads as follows:**

- Physical Education Standard 1: Demonstrates basic gross and fine motor development.
  - Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.

### **Preschool Health/Motor Abilities Example 2:**

- **Annual Measurable Goal:** When provided with a model, Christy will copy basic shapes (circle, square, triangle) once daily with 100% accuracy for 4 consecutive days as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Christy	will copy basic shapes	when provided with a model	once daily with 100% accuracy for 4 consecutive days	Measured by teacher charted observation (frequency count)

**Note: This annual goal aligns with the Physical Education Standard 1, benchmark 1.1 in KYECS which reads as follows:**

- Physical Education Standard 1: Demonstrates basic gross and fine motor development.
  - Benchmark 1.4: Performs fine motor tasks using eye hand coordination.

### **Preschool Social and Emotional Status Example 1: Developmental Delay**

- **Annual Measurable Goal:** During free choice activities, Katie will independently sustain positive interactions with peers for 10 minutes twice daily, for 4 consecutive school days as measured by duration recording.

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Martha	will independently sustain positive interactions with peers	During free choice activities	10 minutes twice daily for four consecutive school days	duration recording

**Note: This annual goal aligns with the Health/Mental Wellness Standard 1, benchmark 1.2 in KYECS which reads as follows:**

- Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
  - Benchmark 1.2: Shows social cooperation.

**Preschool Social and Emotional Status Example 2: Developmental Delay**

- **Annual Measurable Goal:** During free choice activities, Don will initiate social behavior towards peer (i.e. turns and makes eye contact, offers toy, greets, etc.) within 5 seconds without prompting twice daily for 4 consecutive days as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Don	will initiate social behavior	during free choice activities	without prompting twice daily for 4 consecutive days	measured by teacher observation (frequency count)

**Note: This annual goal aligns with the Health/Mental Wellness Standard 1, benchmark 1.2 in KYECS which reads as follows:**

- Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
  - Benchmark 1.2: Shows social cooperation.

**Preschool Social and Emotional Status Example 3: Developmental Delay**

- **Annual Measurable Goal:** During preschool clean up activities and when given a verbal prompt to complete clean up tasks involving two or more steps (e.g take blocks to shelf and match to pictures on shelf), Matthew will independently complete the tasks with 100% accuracy for 3 consecutive days as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Matthew	will complete clean up tasks involving two or more items	when given a verbal prompt during preschool clean up activities	100% accuracy for 3 consecutive days	teacher observation (frequency count)

**Note: This annual goal aligns with the Health/Mental Wellness Standard 1, benchmark 1.1 in KYECS which reads as follows:**

- Health/Mental Wellness Standard 1: Demonstrates health/metal wellness in individual and cooperative social environments.
  - Benchmark 1.1: Demonstrates independent behavior.

**Preschool General Intelligence Example:**

- **Annual Measurable Goal:** During small group time and when presented with objects or pictures of objects, Don will sort the objects/pictures according to two physical attributes (color, size) with 100% accuracy for 3 consecutive days as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Don	will sort objects/pictures according to two physical attributes	during small group time and when presented with objects or pictures of objects	100% accuracy for 3 consecutive days	measured by teacher charted observation (frequency count)

**Note: This annual goal aligns with the Mathematics Standard 1, benchmark 1.3 in KYECS which reads as follows:**

- Math Standard 1: Demonstrates general skills and uses concepts of mathematics.
  - Benchmark 1.3: Uses the attributes of objects for comparison and patterning.  
and

**Mathematics Standard 1, benchmark 1.4 which reads as follows:**

- Math Standard 1: Demonstrates general skills and uses concepts of mathematics.
  - Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe

**Preschool Functional Hearing, Listening and Communication Assessment Example:**

- **Annual Measurable Goal:** When prompted by the teacher, either orally or in sign, Logan will correctly answer a question including at least one content vocabulary word in his response for 4 out of 5 opportunities for 3 consecutive days as measured by teacher charted observation (frequency count).

<b>Audience</b>	<b>Behavior</b>	<b>Circumstances</b>	<b>Degree</b>	<b>Evaluation</b>
Logan	will correctly answer a question including at least one content vocabulary word in his response	When prompted by the teacher, either orally or in sign,	4 out of 5 opportunities for 3 consecutive days	as measured by teacher charted observation (frequency count).

**Note: This annual goal aligns with the Language Arts Standard 1, benchmark 3.1 in KYECS which reads as follows:.**

- Standard 1: Demonstrates general skills and strategies of the communication process.
  - Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

## Method(s) of Measurement

(pg. 38)

### Methods of Measurement for Progress Monitoring:

**Curriculum Based Measurement.** An example of Classroom Based Measures for preschool is:

- Continuous Assessment

### Direct Measures

### Indirect Measures

**Authentic Portfolio** – documentation of student performance through a collection of work samples demonstrating specific outcomes; and/or a compilation of progress checkpoints through continuous documented observations (ex. continuous assessment)

- Work samples - evidence of student performance through actual student work (e.g. writing entries, math computations, projects, audio and video recordings of peer conversations, student reading, responses to questions)

## Benchmarks/Short-Term Instructional Objectives

(pg. 41)

## Reporting Progress

(pg. 45)

## Specially Designed Instruction

(pg. 46)

Specially Designed Instruction should be provided by a teacher who is IECE certified or certified in special education and thus “highly qualified” under IDEA.

### **Specially Designed Instruction:**

Guided practice for making a request

Direct instruction in social skills instruction

Gradual release (I do, we do you do)

Graduated Guidance (verbal, pointing, partial physical, hand over hand assistance)

System of most to least prompts

System of least to most prompts

Explicit social skills instruction

Picture prompts

Video modeling

Scaffolding

Explicit instruction in word identification strategies

Explicit instruction in the use of a communication system

Strategy instruction for paragraph development

**Preschool Communication Example 1: Speech Language Impairment - Speech Sound Production and Use**

**Measurable Annual Goals and Benchmarks**

**Annual Measurable Goal (#1):** During a five minute play, group, or snack activity, Henry will correctly produce the /s/ and /z/ phonemes without a model with 80% accuracy in all positions of words as measured by teacher or SLP charted observation (frequency count) for five consecutive observations.

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Direct instruction using modeling

Visual, verbal and/or tactile cues

Guided practice

Prompt fading

**Benchmarks/Short Term Instructional Objectives**

1. When given a visual/verbal or tactile cue, Henry will correctly produce the /s/ and /z/ phonemes in nonsense syllables in 8 out of 10 trials for three consecutive observations as measured by teacher or SLP charted observation (frequency count).

2. When given a visual/verbal or tactile cue, Henry will correctly produce the /s/ and /z/ phonemes in words in 8 out of 10 trials for three consecutive observations as measured by teacher or SLP charted observation (frequency count).

## Preschool Communication Example 2: Speech Language Impairment – Receptive and Expressive Language

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During small group or snack activity when presented with two objects and asked by an adult to “point to \_\_\_\_\_”, John will point to correct object without prompting for 3 out of 4 requests for five consecutive observations as measured by teacher or SLP charted observation (frequency count).

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Direct instruction using modeling

Graduated guidance

Gradual release

Guided practice

Prompt fading

### Benchmarks/Short Term Instructional Objectives

1. When presented with two objects (one desired, one non-desired) and asked “where is the (desired object), John will gaze and look at the desired object with a minimum of one prompt for 3 out of 4 requests for four consecutive observations as measured by teacher or SLP charted observation (frequency count).

2. When presented with two objects and asked by an adult to “point to \_\_\_\_\_”, John will point to the correct object with a minimum of one prompt for 3 out of 4 requests for four consecutive observations as measured by teacher or SLP charted observation (frequency count).

## Preschool Academic Example 1: Developmentally Delayed-Cognitive

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During small group or calendar activity and when requested by adult to “count to 10”, Don will rote count to 10 without prompting for 2 out of 3 requests for five consecutive observations as measured by teacher charted observation.

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Direct instruction using modeling

Visual/tactile cues

Gradual release

Guided practice

Prompt fading

### Benchmarks/Short Term Instructional Objectives

1. When requested by an adult to “count to 5”, Don will rote count to 5 without prompting for 2 out of 3 requests for three consecutive observations as measured by teacher charted observation (frequency count).

2. When requested by adult to “count to 10”, Don will rote count to 10 with no more than one prompt for 2 out of 3 requests for three consecutive observations as measured by teacher charted observation (frequency count).

## Preschool Academic Example 2: Developmentally Delayed Cognitive

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During small group time and when requested by an adult to “show me the (color) (object)”, Katie will point to the correct color object for the colors of red, blue, green, yellow, black, orange, purple and pink with 100% accuracy as measured by teacher charted observation (frequency count) for 5 consecutive observations.

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Direct instruction using modeling

System of most to least prompts

Scaffolding

Guided practice

Prompt fading

### Benchmarks/Short Term Instructional Objectives

1. When presented with 4 different colored objects (red, blue, green, yellow) and requested to “show me the (color) (object), Katie will point to the correct color object with 100% accuracy as measured by teacher charted observation (frequency count) for 3 consecutive observations.

2. When presented with 6 different colored objects (red, blue, green, yellow, pink and purple) and requested to “show me the (color) (object), Katie will point to the correct color object with 100% accuracy as measured by teacher charted (frequency count) for 3 consecutive observations.

## Preschool Health/Motor Abilities Example 1:

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During daily activities (e.g. small group, circle and snack/meal time), Jamie will maintain a sitting position without assistance or supports for at least 5 minutes twice daily for 4 consecutive days as measured by duration recording.

**Method of Measurement:**

Direct Measure: duration recording

**Specially Designed Instruction:**

Corrective feedback

Direct instruction in mobility skills

Physical prompts and cues

Scaffolding

### Benchmarks/Short Term Instructional Objectives

1. During small group activities when seated in a child size classroom chair, Jamie will maintain a sitting position for 3 minutes twice daily without assistance or supports for 3 consecutive days as measured by duration recording.

2. During small group activities and when seated in a child size classroom chair, Jamie will maintain a sitting position for 4 minutes twice daily without assistance or supports for 3 consecutive days as measured by duration recording.

## Preschool Health/Motor Abilities Example 2:

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** When provided with a model, Christy will copy basic shapes (circle, square, triangle) once daily for 4 consecutive days as measured by teacher charted observation (frequency count).

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Modeling

Direct instruction

Gradual release

Graduated guidance

### Benchmarks/Short Term Instructional Objectives

1. When provided with a template of a basic shape, Christy will follow the lines of the template with minimal hand over hand assistance to create basic shapes (circle, square, triangle) as measured by teacher charted observation (frequency count) once daily for 3 consecutive days.

2. When provided with a basic shape pattern to trace, Christy will trace the outline of the shape with minimal assistance to create basic shapes (circle, square, triangle) once daily as observed by teacher charted observation (frequency count) for 3 consecutive days.

## Preschool Social and Emotional Status Example 1: Developmental Delay

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During free choice activities, Katie will independently sustain positive interactions with peers for 10 consecutive minutes twice daily, for 4 consecutive school days as measured by duration recording.

**Method of Measurement:**

Direct Measure: duration recording

**Specially Designed Instruction:**

Corrective feedback

Direct instruction in explicit social skills

Video Modeling

### Benchmarks/Short Term Instructional Objectives

1. During free choice activities, Katie will sustain positive interactions with peers with a minimum of two verbal prompts for 3 minutes once daily for 4 consecutive days as measured by duration recording.

2. During free choice activities, Katie will sustain positive interactions with peers with a minimum of one verbal prompt for 5 minutes once daily for 4 consecutive days as measured by duration recording.

## Preschool Social Emotional Status Example 2: Developmental Delay

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During free choice activities, Don will initiate social behavior towards peer (i.e. turns and makes eye contact, offers toy, greets, etc.) within 5 seconds without prompting twice daily for 4 consecutive days as measured by teacher charted observation (frequency count).

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Direct instruction in explicit social skills

Faded prompting

### Benchmarks/Short Term Instructional Objectives

1. During free choice activities, Don will initiate social behavior towards peer (i.e. turns and makes eye contact, offers toy, greets, etc.) with a minimum of two prompts within 10 seconds once daily for 4 consecutive days as measured by teacher charted observation (frequency count).

2. During free choice activities, Don will initiate social behavior towards peer (i.e. turns and makes eye contact, greets, etc.) with a minimum of one prompt within 5 seconds once daily for 4 consecutive days as measured by teacher charted observation (frequency count).

## Preschool Social and Emotional Status Example 3: Developmental Delay

### Measurable Annual Goals and Benchmarks

**Annual Measurable Goal (#1):** During preschool clean up activities and when given a verbal prompt to complete clean up tasks involving two or more steps (e.g take blocks to shelf and match to pictures on shelf), Matthew will independently complete the tasks with 100% accuracy as observed by teacher (frequency count).

**Method of Measurement:**

Direct Measure: frequency count

**Specially Designed Instruction:**

Verbal prompts

Video modeling

Corrective feedback with re-teaching

### Benchmarks/Short Term Instructional Objectives

1. When given a verbal prompt to complete a one step task, Matthew will complete the task with a minimum of one prompt for 3 out of 4 opportunities as measured by teacher charted observation (frequency count).

2. When given a verbal prompt to complete a two-step task, Matthew will complete the task with a minimum of one prompt for 3 out of 4 opportunities as measured by teacher charted observation (frequency count).

**Preschool General Intelligence Example:**

<b>Measurable Annual Goals and Benchmarks</b>
<p><b>Annual Measurable Goal (#1):</b> During small group time and when presented with objects or pictures of objects, Don will sort the objects/pictures according to two physical attributes (color, size) with 100% accuracy for 3 consecutive days as measured by teacher charted observation (frequency count).</p> <p><b>Method of Measurement:</b> Direct Measure: frequency count</p> <p><b>Specially Designed Instruction:</b> Direct instruction Modeling Guided practice Visual, verbal and/or tactile cues</p>
<p><b>Benchmarks/Short Term Instructional Objectives</b></p> <p>1. When presented with objects or pictures of objects, Don will sort the objects/pictures of objects according to one physical attribute (e.g. either color or size) with 100% accuracy for 3 consecutive days as measured by teacher charted observation (frequency count).</p> <p>2. When presented with objects or pictures of objects, Don will sort the objects/pictures of objects according to two physical attributes (color, size) with a minimum of two prompts for 2 out of 3 opportunities for 3 consecutive days as measured by teacher charted observation(frequency count).</p>

## Preschool Functional Hearing, Listening and Communication Assessment Example:

<b>Measurable Annual Goals and Benchmarks</b>
<p><b>Annual Measurable Goal (#1):</b> When prompted by the teacher, either orally or in sign, Logan will correctly answer 5 questions including at least one content vocabulary word in his response for 4 out of 5 opportunities for 3 consecutive days as measured by teacher charted observation (frequency count).</p>
<p><b>Method of Measurement:</b> Direct Measure: frequency count</p>
<p><b>Specially Designed Instruction:</b> Direct instruction Modeling Guided practice</p>
<b>Benchmarks/Short Term Instructional Objectives</b>
<p>1. When prompted by the teacher, either orally or in sign, Logan will correctly answer 3 questions with a minimum of one model including at least one content vocabulary word in his response for 3 out of 5 opportunities for 3 consecutive days as measured by teacher charted observation (frequency count).</p>
<p>2. When prompted by teacher, either orally or in sign, Logan will correctly answer 4 questions without a model including at least one content vocabulary word in his response for 4 out of 5 opportunities for 3 consecutive days as measured by teacher charted observation (frequency count).</p>

## Supplementary Aids and Services

(pg. 47)

**Statement of Supplementary Aids and Services**, to be provided to the child or on behalf of the child:

Specialized scissors  
Picture schedule  
Visual prompts  
Monitoring and explicit feedback  
Access to communication system  
Physical prompts

Resource: IEP and Lesson Plan Development Handbook February 2014

## Program Modifications and Supports for School Personnel

(pg. 50)

### Program Modifications/Supports for School Personnel that will be provided:

Not needed at this time.

Examples of Program Modifications or Supports for School Personnel:

- The Occupational Therapist will consult with preschool teachers for fine motor activities within preschool activities.
- Teachers and assistants will be trained on the use of the communication system prior to student entering school.
- School personnel will be oriented to a PECS (Picture Exchange System) before school begins.
- Consultation between the Speech/Language pathologist and preschool teacher regarding use of the communication system once per quarter.

## Least Restrictive Environment

(pg. 51)

### IEP LRE Section

This section of the IEP explains the extent, if any, to which the student will **not** participate in general education (outside the early childhood program).

### Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will **not** participate in general education (content area):

Preschool Examples:

- Katie will participate in all settings of an early childhood education program with the exception of speech services, four sessions per month. OR  
Special Education: Speech  
Regular Education: all Early Childhood Program activities
- If the ARC determines that the child will receive all educational services in regular education environment, an option to document this would be: *“Billy will participate in all settings of an early childhood education program for the entire school day.”*

## Special Education (pg. 53)

<b>Special Education</b>	<b>Anticipated Frequency and Duration Of Service</b>						<b>Service Provider (by Position)</b>	<b>Location (e.g., Regular Classroom, Resource Room, Separate Class)</b>
	<b>Service Minutes (Per Service Frequency)</b>		<b>Service Frequency (Number of times provided per Service Period)</b>		<b>Service Period (Daily, Weekly, Monthly, Annually)</b>	<b>Start Date</b>	<b>End Date</b>	IECE Teacher
	15	<i>Minutes</i>	1	<i>Times per</i>	Daily	9/16/14	9/15/15	Regular Classroom
	30	Minutes	2	Times Per	Weekly	9/16/12	9/15/13	

## Related Services

(pg. 55)

Related Services must be educationally relevant and necessary for the student to access and progress in Kentucky’s educational system. Resources to assist with determining the need for and implementation of related services include:

- Guidance for the Related Services of Occupational Therapy, Physical Therapy, and Speech/Language Therapy in Kentucky Public Schools
- Special Education Technical Assistance Transportation Manual

Type of Service	Anticipated Frequency and Duration Of Service						Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)	
	Service Minutes (per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date				
<b>Occupational Therapy</b>	15	Minutes	1	Times Per	Weekly	1/10/14	1/09/15	Occupational Therapist	Resource Room
<b>Occupational Therapy</b>	30	Minutes	1	Times Per	Monthly	01/3/14	01/2/15	Occupational Therapist	Regular Classroom
<b>Speech/Language Therapy</b>	30	Minutes	1	Times Per	Weekly	8/12/14	8/11/15	Speech/Language Therapist	Resource Room
<b>Speech/Language Therapy</b>	30	Minutes	1	Times Per	Weekly	8/12/14	8/11/15	Speech/Language Therapist	Regular Classroom

Note: Infinite Campus IEP requires month, day and year under Start Date and End Date.

## Extended School Year Services

(pg. 57)

If the child is transferring from Part C to Part B, the ARC reviews progress data from the IFSP. If the child meets ESY criteria, the ARC identifies the IEP goal(s) to be taught during ESY. If the child does NOT meet the ESY criteria, the ARC documents the decision.

## **Progress Monitoring**

(pg.63)

**Note:** On-going progress data may be kept in a separate location from the due process folder, as long as the evidence of final analysis (cumulative graphs, charts, checklists) and the written summary of the analysis are added to the student's due process record when the IEP is reviewed and the discussion documented in the Conference Summary notes. **(Record Review Document 2014-15)**

## **Data Collection System - Essential Elements**

(pg. 64)

### **Schedule for Progress Monitoring**

Local district policies and procedures may outline a schedule for collecting data regarding progress toward IEP goals. While collecting data is necessary to determine rate of progress toward meeting IEP annual goals and benchmarks, it's just as important to collect data to determine effectiveness of instruction utilized to target skill development.

## EXAMPLES

### Frequency Count/Event Recording

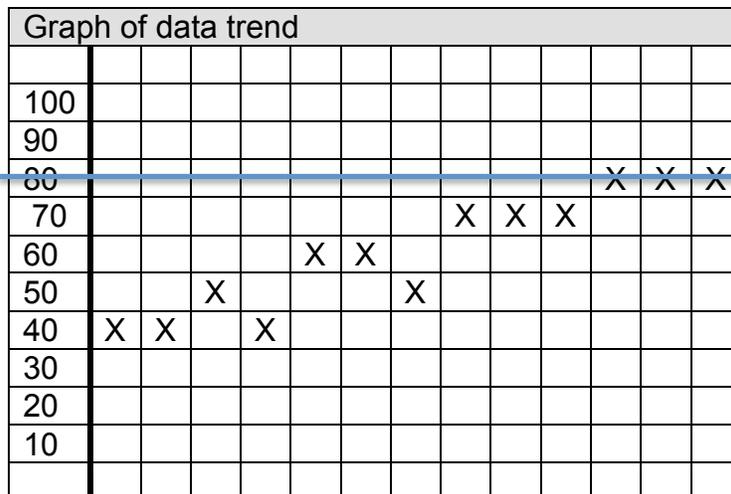
**Communication Example: Speech Language Impairment - Speech Sound Production and Use**  
 Short Term Objective/Benchmark: 1. When given a visual/verbal or tactile cue, Henry will correctly produce the /s/ and /z/ phonemes in nonsense syllables in 8 out of 10 trials for three consecutive observations as observed by teacher or SLP.

#### Directions

If student answers correctly, mark +, if student answers incorrectly, mark -.

#### DATA COLLECTION

Date:	Data										%
5/4/14	-	-	+	+	+	-	-	+	-	-	40
5/11/14	-	-	-	+	+	+	+	-	-	-	40
5/18/14	+	+	+	-	-	-	-	+	+	-	50
8/20/14	-	-	-	+	+	+	-	-	+	-	40
8/27/14	+	+	+	+	-	-	-	+	+	-	60
9/5/14	+	+	-	+	+	+	+	-	-	-	60
9/12/14	-	-	+	+	+	+	+	-	-	-	50
9/19/14	+	+	-	+	+	+	+	+	-	-	70
9/26/14	+	+	+	+	+	-	-	-	+	+	70
10/3/14	+	-	+	+	+	+	-	-	+	+	70
10/10/14	+	+	+	+	+	+	-	-	+	+	80
10/17/14	+	+	+	+	-	-	+	+	+	+	80
10/24/14	-	+	+	+	-	+	+	+	+	+	80



## Duration Recording

### Health/Motor Abilities Example:

Short Term Objective/Benchmark: 1. During small group activities when seated in a child size classroom chair, Jamie will maintain a sitting position for 3 minutes twice daily without assistance or supports for 3 consecutive days as measured by duration recording.

*Minimum Target: 180 seconds*

Date	Length of Time Behavior Lasted (seconds)	Place X in box if target time met	Indicate "YES" when target time met twice in one day
8/12/14	42		
8/12/14	45		
8/19/14	62		
8/19/14	59		
8/26/14	78		
8/26/14	80		
9/3/14	100		
9/3/14	102		
9/10/14	111		
9/10/14	108		
9/17/14	120		
9/17/14	125		
9/24/14	132		
9/24/14	135		
10/1/14	145		
10/1/14	150		
10/8/14	175		
10/8/14	180	X	
10/9/14	181	X	YES
10/9/14	181	X	
10/10/14	180	X	YES
10/10/14	185	X	
10/11/14	183	X	YES
10/11/14	184	X	

## Appendix B

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### Present Level Thinking Process - PreK

Present Levels Steps	Thought Process
<p><b>Present Level Step 1: Identify</b> the student's <u>expected performance level</u> within the preschool standard/benchmarks or aligned district curriculum (ex. Teaching Strategies Gold, COR) in relation to the disability.</p>	<p><b>Age of student:</b> Kentucky Early Childhood Standards (KYECS)</p> <p><b>Other Potential Reference Documents for Functional Performance:</b> Continuous Assessment</p>
<p><b>Present Level Step 2: Identify</b> the student's current educational performance using student performance and baseline data.</p> <ul style="list-style-type: none"> <li>Review and analyze the most recent student performance data (ex. Anecdotal notes, teacher observations, formative classroom assessments, Educational/Psychological evaluations, other evaluations conducted (speech language, occupational therapy, physical therapy evaluations, etc.) to determine where the student is <u>currently performing</u> within the preschool activities as compared to same age peers.</li> </ul>	<p><b>General Guiding Questions</b> (Consider additional guiding questions as appropriate.)</p> <p>(see Guiding Question section beginning on page 6)</p>
<p><b>Present Level Step 3: Check the box</b> "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the age range of expectations typical for three and four year olds.</p> <ul style="list-style-type: none"> <li>Commensurate with similar age peers does NOT denote the student is performing <b>all</b> skills within the age range appropriately, but is reflecting the developmental abilities typical for children three to four years old. "Variability among all children, not just those with disabilities, is normal."</li> </ul>	
<p><b>Present Level Step 4: Document</b> the student's <i>relative strengths</i>. <b>Document</b> the student's needs or concerns where the student is performing significantly and consistently below the expected performance of his/her same age peers or below the expected functional performance of his/her same age peers as a result of the disability.</p> <p>Describe <b>baseline</b> performance for each need or concern.</p> <p>Complete for each relevant Present Level area.</p>	
<p><b>Present Level Step 5:</b> Based on the identified needs in relation to the child's disability, <b>describe</b> how academic and/or functional performance <i>affects the child's participation and progress in appropriate activities</i>. Questions to consider:</p> <ul style="list-style-type: none"> <li>What are the student's challenges related to the disability?</li> <li>How will the challenges related to the disability affect day-to-day life?</li> <li>How does the disability impact the student's performance in meeting early childhood standards?</li> <li>What supports does the student need to acquire and attain necessary skills to participate in age appropriate activities as same age peers?</li> <li>Is the student on track to enter Kindergarten ready to engage in and benefit from early learning experiences?</li> <li>What are the student's barriers in preparing for college and career readiness?</li> </ul>	

## Appendix C

### Examples of Measurable Verbs

#### MOTOR

Move  
Turn  
Roll  
Maintain  
Hold  
Raise  
Sit  
Pivot  
Crawl  
Lift  
Scoot  
Pull  
Rotate  
Stand  
Bend  
Stoop  
Descend  
Step  
Run  
Jump  
Pedal  
Hop  
Wrap  
Walk

Track  
Localize  
Imitate  
Complete  
Copy  
Trace  
Grasp  
Reach  
Transfer  
Snip  
Cut  
Pick  
Unwrap  
Fold  
Hold  
String  
Build  
Lace  
Tie  
Touch  
Print  
Zip  
Underline

Ascend  
Gallop  
Skip  
Balance  
Push  
Throw  
Toss  
Kick  
Bounce  
Catch  
Flex  
Button  
Eat  
Open  
Close  
Complete  
Write  
Stack  
Screw  
Unscrew  
Sort  
Draw

#### SOCIAL EMOTIONAL

Initiate  
Separate  
Respond  
Sustain  
Follow  
Express  
Label  
Protest  
Ask

Play  
Maintain  
Turn-take  
Approach  
Negotiate  
Indicate  
Describe  
Seek out

Join  
Share  
Transition  
Comfort  
Calm  
Wait  
Exchange  
Remain

## COGNITIVE/LANGAUGE

Sort  
Order  
Classify  
Respond  
Use  
Label  
Count  
Retell  
Match  
Follow  
Sing

Tell  
Verbalize  
Point  
Place  
Arrange  
Ask  
Identify  
Name  
Describe  
Listen

Look  
Dictate  
Group  
Add  
Sequence  
Select  
State  
Repeat  
Recite  
Recount

## SELF HELP

Wash  
Dry  
Cover (mouth)  
Drink

Pull (pants)  
Zip  
Button  
Sip

Use (tissue)  
Feed  
Eat  
Push (foot in shoe, arm in coat)