

December 2011

Dear Colleague,

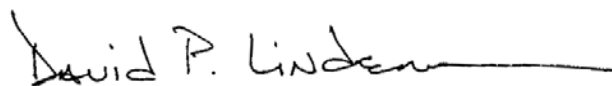
Writing a child's individualized education plan (IEP) is an important responsibility of early childhood special educators. The IEP is the primary documentation regarding the child's educational program, and requires teams to meet both procedural (regarding the process of IEP development) and substantive (contents of the IEP designed with the intent of educational benefit) requirements of IDEA. KSDE provides information on both the procedural and substantive IEP requirements through the Kansas Technical Assistance Network (TASN). IEP training modules, including a module specific to early childhood, can be found on the TASN website at <http://ksdetasn.org/cms/index.php/component/content/article/77>

The TASN modules address issues related to the development of compliant IEPs and address issues such as early childhood transition requirements and who can be considered a regular education teacher for a preschool age student. This packet is focused on the substantive requirements of writing IEPs for children receiving early childhood special education, including the integration of early childhood outcomes into the design of an IEP. Much of the content of this packet was adapted for early childhood special educators from the Kansas Special Education Process Handbook (2011) <http://www.ksde.org/Default.aspx?tabid=3152>.

We hope you will find this packet helpful. To better serve you and others in the field we ask that you complete the packet evaluation and return it to us at the address provided on the form or complete the evaluation online at: <https://www.surveymonkey.com/s/FWF98LT>

Thank you for your interest and your efforts in providing quality programs and services to young children and their families.

Sincerely,



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Creating Meaningful and Measurable Early Childhood IEP Goals

This packet has been developed as a resource to enable you to understand the issues related to writing goals that are both meaningful and measurable. The packet contents were chosen based on your requests and needs assessment results. We would like you to evaluate how helpful this packet has been for you. **Please respond to the following questions and return this form to us at the address below.**

Please check the parts of the packet that you found most helpful. In the space provided briefly tell us how or why each part was helpful to you.

- Article Introduction Power Point Essential Elements & Checklists
 Guided Practice FAQ's Resources/Bibliography

Please identify why each part you checked was helpful:

Please check the parts of the packet that you found were not helpful to you. Then in the space provided, briefly tell us how or why each part was of little use to you.

- Article Introduction Power Point Essential Elements & Checklists
 Guided Practice FAQ's Resources/Bibliography

Please identify what about this part(s) made it of little use:

Please tell us what was not available in the packet that would have been helpful to you.

Please describe how you plan to use the information in this packet.

Other comments or suggestions for future packets:

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Creating Meaningful and Measurable Early Childhood Individualized Education Plan (IEP) Goals



Introduction

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- Introduction
- Essential Elements, Checklists and Forms
- Guided Practice
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Learner Outcomes

- Understand the purpose of and be able to write present levels of academic achievement and functional performance (PLAAFP) that include required elements
- Understand the relationship between the PLAAFP and measurable annual goals
- Understand how to select and write IEP goals that are measurable and meet the requirements of the Individuals with Disabilities Education Act (IDEA) 2004
- Understand the elements that make a goal measurable, short term objectives (STO) and benchmarks
- Understand how to use early childhood outcomes as the basis for IEP goals

The hard copy version of this packet contains the article: Chambers, C.R. & Childre, A.L. (2005). Fostering Family-Professional Collaboration Through Person-Centered IEP Meetings: The “True Directions” Model, *Young Exceptional Children*, 8:20, 20 – 28.

Available online at <http://yec.sagepub.com/>

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Introduction

Early childhood professionals are required to write IEP goals using the same methods and criteria as primary and secondary school staff, based on the Individuals with Disabilities Education Act (IDEA)(2004). Little guidance has been provided to early childhood professionals as they address some of the inherent challenges in writing goals for young children. IDEA regulations focus on the general education curriculum, which often means reading, writing, and arithmetic.

For preschool-age children, the general education curriculum is defined as “appropriate activities.” Appropriate activities include activities children of the same chronological age would engage in as part of a regular preschool curriculum or other informal activities. Examples of such activities would include social interactions with peers and adults, pre-reading and math activities, sharing time, independent play, and listening skills. This document is an attempt to provide a framework by which early childhood professionals can more easily develop meaningful and measurable IEP goals.

Measurable annual goals set the direction for instruction in special education. They help families and teachers gauge a child’s progress in the educational plan and assure that a steady flow of communication takes place. This document will focus on a four-step process:

- Developing Present Levels of Academic Achievement and Functional Performance Statements
- Writing Measurable Annual Goals
- Writing Short Term Objectives/Benchmarks (IDEA 2004 recommended, but not required)
- Reporting Progress and Monitoring Strategies



Developing Present Levels of Academic Achievement and Functional Performance Statements



The statement of a child's Present Levels of Academic Achievement and Functional Performance (PLAAFP) is the cornerstone of the individual education plan (IEP). The PLAAFP not only drives the IEP; it links all of the IEP components together. The purpose of the PLAAFP is to identify the child's needs and establish a baseline of the child's performance in appropriate activities (Kansas State Department of Education, 2011). Identifying specific needs and establishing a baseline begins the process of developing meaningful and measurable goals.

The PLAAFP statement is a brief and understandable narrative accurately describing the child's performance in all areas of education and functional activities that are affected by the child's disability. It is an objective synthesis of all information relevant to the child's development and educational performance, and serves as a bridge between the evaluation process and the measurable annual goals. It is important to remember that the PLAAFP is not a full repeat of the evaluation team report. A PLAAFP statement must contain, at a minimum: information about the child's current functioning and information about the impact of the child's disability in relation to appropriate activities. In addition, the IEP must contain measurable baseline date, which may be reported in the PLAAFP or in another location on the IEP. By summarizing the data, and establishing a baseline, a solid framework is established from which measurable annual goals can be created.

The PLAAFP Should

- Be stated in terms that are specific, measurable, and objective;
- Describe current performance, not past performance;
- Describe the effect of the disability on the child's progress in appropriate activities;
- Prioritize and identify needs that will be written as goals;
- Identify strengths as they relate to possible interventions;
- Provide baseline data for each need; and
- Set the measurement method for each goal.

The PLAAFP must also include statements, as appropriate, regarding health, vision, hearing, social-emotional status, general intelligence, educational performance, communicative status, motor abilities, and developmental status (Kansas State Department of Education, 2011). Parental concerns may also be addressed in the PLAAFP at the discretion of the IEP team. There must be documentation that the concerns of the parents were considered when developing the IEP, but this information does not necessarily have to be written in the PLAAFP (K.S.A. 72-987(d)).

Appropriate Activities

“Appropriate activities” are defined as those activities that children of the same age would take part in if they were enrolled in preschool, child care, mother’s day out programs, or in their home with their family. Such activities may include emergent literacy and math, listening to stories, dramatic play, participating in small and/or large groups, playing with friends, interacting with adults, singing songs, constructing buildings with blocks, coloring and painting, etc.

Under current regulations, the IEP team must describe in the PLAAFP how the child’s disability affects their involvement and progress in appropriate activities. By identifying how a child’s delay affects his or her ability to progress in appropriate activities, the IEP team can easily identify and prioritize needs from which to create goals. For example, if Suzie’s delay in expressive language is keeping her from making friends (Suzie is unable to verbally initiate, respond to and, maintain social interactions.) this need could be identified as a priority since the ability to make and keep friends is a critical skill for young children.

The Relationship Between the PLAAFP and Measurable Annual Goals

There should be a direct relationship between the PLAAFP and the measurable annual goals. Each area of need identified in the PLAAFP must be addressed somewhere in the IEP. Most needs will be addressed as measurable annual goals, but needs may also be addressed in other ways.

Some needs identified in the PLAAFP may be addressed within routine classroom activities without additional intervention or support. In such cases, the team would include a statement in the “special considerations section” of the IEP, and thus, not need to write a goal. However, in most cases, needs identified on the PLAAFP are addressed by writing measurable annual goals and anyone reading the IEP should see a direct relationship between the goals that were selected and the needs outlined in the PLAAFP.

Describing Child Performance

Early childhood professionals will find it difficult to describe a child’s performance in appropriate activities if they have not collected enough information during the evaluation process. Many teams spend large amounts of time assessing children using published norm-referenced instruments. These instruments assess child performance within developmental domains (e.g., cognitive, social/emotional, self-help, motor, and communication) and describe that performance relative to peers of the same age.

Items from norm reference tests represent a wide range of content, and are not specific to a particular curriculum or activities. In addition, scores recorded on norm-referenced tests reflect a band of scores (standard error of measurement) not an exact score. For example, if the standard error of measurement is 5, and a child receives a standard

score of 65, that means 95 times out of 100 when given the same test, the child will receive a score somewhere between 60 and 70. For these reasons scores produced using norm referenced instruments are not specific or sensitive enough to be used for baseline data.

Norm referenced tests help answer the question, “Is there a delay in the child’s development?”. Although this is important information and may help establish eligibility, it is only one piece of the evaluation process. The second question to be answered is, “If a delay exists, how is that delay affecting the child’s ability to participate and progress in appropriate activities?”. This question will be answered through other methods of assessment.

To assess how a delay affects a child’s ability to participate in appropriate activities, the team must use evaluation measures that examine a child within authentic activities. The team can use a variety of formal and informal measures, such as published curriculum-based assessments or criterion-referenced tests, structured observations, rating scales, rubrics, portfolio assessments, work sample analysis, language samples, and checklists. Information collected using such methods will provide good baseline data to be used in the PLAAFP. In addition the tool or method used to establish PLAAFP baseline data will later be used to measure the overall accomplishment of the goal.

Establishing a Baseline in the PLAAFP

The PLAAFP helps to establish the baseline for measurable annual goals. A baseline is a starting point from which to measure progress. Without good baseline data, it is difficult for parents and staff to evaluate the effectiveness of the educational plan. Therefore, teams should choose their baseline data wisely. Baseline data should be stated in clear and concise terms. If test scores are used in the PLAAF to establish baseline, they should be written in understandable terms, free of jargon and relate to developmental outcomes. The same criteria used to report baseline must be used to measure progress toward the annual goals. The following are some examples of baseline data statements:

- During large group activities, Cindy is able to sit and attend to the speaker of the group for 3 minutes. Typically children of this age are able to sit and attend to the speaker, and participate for group activities lasting 15 minutes.
- Stacie uses physical gestures and one-word statements to make her wants and needs known (mine, want, drink) as reported in language samples and classroom observations.
- Max is able to sort objects from a group according to some physical attributes (color, shape, size) with full assistance from an adult or peer as measured on the AEPS (Assessment, Evaluation, and Programming System). When Max is given a prompt (adult/peer points where object should go), he is able to sort an object by color, 1 out of 3 trials.

Example PLAAFPs

1. Katie is an outgoing 4-year old girl who has motor delays. She is above average intellectually and is very verbal. Katie has many friends at home and at school, and is described by her teachers as very motivated to learn new things. Katie enjoys preschool and spends time in all of the learning centers. During classroom activities, Katie is able to hold crayons, markers and other writing utensils in her fist, and make scribbles on paper. She paints using downward strokes only with a paintbrush, as noted in structured observations and work sample analysis. Typically, children of the same age hold writing utensils between their thumb and forefingers and can copy lines, circles and simple figures. They are able to make up and down strokes as well as circular patterns with a paintbrush. Katie's fine motor abilities keep her from being able to create representational artwork like that of other children her same age.
2. Sally enjoys listening to stories individually, with an adult, and is able to maintain her attention from the beginning to the end of a story. Structured observations conducted during large-group activities (lasting 15 minutes or more) indicate that Sally is able to maintain her attention to the speaker of the group for 2 minutes without physical or verbal support from staff. After the 2-minute time frame, staff must physically redirect Sally back to circle time as Sally frequently tries to leave the group to play with other toys in the classroom. Typically, children of the same age will attend to a group activity for approximately 10 minutes with minimal verbal redirection. Sally's attention span interferes with her ability to gain new information from group activities such as story-time.
3. Joe has many friends, and enjoys participating in group activities. Joe is easy to work with, maintains good eye contact, and follows directions well. During playtime activities, Joe is unable to communicate his wants and needs easily. In a 100 word sample of spontaneous speech, Joe had a whole-word accuracy score of 23%. Joe has difficulty describing things and events to his peers and adults when those items or events are not immediately present. In these situations Joe is unable to use his strong non-verbal communication to help others understand him.
4. Emily uses single words, signs, and a few 2-3 word combinations to communicate her wants and needs at home and at school. She initiates social interactions with her peers and labels objects in her environment. Typically, children Emily's age use 4-5 word sentences to communicate wants and needs. During a 20-minute play period with peers, Emily used 18 single word utterances (5 utterances also included a sign) and two-word combination (my shoe). When 2 word combinations were modeled for Emily, she initiated only the last word of the phrase. Emily's parents report that they have a difficult time understanding what Emily wants or needs.



Writing Measurable Annual Goals



Measurable annual goals are statements that describe what a child with a disability can reasonably be expected to accomplish within a 12-month period in the child's education program. There should be a direct relationship between the measurable annual goal and the needs identified in the PLAAFP. Measurable annual goals must be related to meeting the child's needs that result from the child's disability, thus enabling the child to be involved in and progress in appropriate activities. Every need identified in the PLAAFP must be addressed somewhere in the IEP. Most often, these needs will be addressed as annual goals. Well-written goals are meaningful and measurable. Meaningful and measurable goals can be easily monitored, and therefore are useful to teachers in making educational decisions.

Writing Meaningful Goals

A goal is meaningful when it describes a behavior/skill that will have a real impact on the success of a child in current, as well as future environments. Therefore, the IEP team should select goals that are not likely to develop without intervention. Goals are meaningful when they enhance and address multiple areas in a child's life, when they match a child's developmental level, and are based on the progress a child can reasonably be expected to achieve within 12 months.

A good way to determine if a goal is meaningful is to apply the "so what" test. Ask yourself, "What will the ability to achieve this goal do for the child?" The following is an example of the "so what" test:

Goal

In 12 months, during personal sharing time at school, Kelly will appropriately respond to the topic and initiations of others (i.e., stay on topic, ask pertinent questions, make related statements) 80% of given opportunities, as measured on 5 consecutive, structured observations.

So What?

Kelly will be able to gain appropriate information, maintain positive relationships with peers and adults, and function appropriately in group activities.

In this example, there are many benefits to Kelly in accomplishing the goal. The answers to the "so what" test is useful for Kelly, and therefore the goal is meaningful. Had the team been unable to provide a good answer to the "so what" test, then the goal would not be functional and another goal should be selected.

A second test used by teams to identify the appropriateness of a goal is the "stranger test". Goals should be written so that anyone who is working with the child, including the parents, can use the information to develop appropriate intervention plans and assess the child's progress.

Finally, goals should be functional. That is, will the skill or behavior learned be useful for the child as he/she interacts in their environment with materials and other peers and adults.

Writing Measurable Goals

The word measurable implies that something can be observed and/or counted in some manner. Behaviors such as walking up the stairs unassisted, asking a friend to play, and pretending that a block is a phone are observable, and therefore measurable. Final products that are a result of attained goals are also measurable. To make a goal measurable, include the following components:

Timeframe: This is usually spelled out in the number of weeks or a certain date for completion of the goal.

In 36 instructional weeks...

By November 19, 20xx...

By the end of the 20xx-20xx school year...

Condition: This specifies the setting, accommodations, and description of the assessment method and/or the manner in which progress toward the goal is measured.

During group activities...

When given a directive...

When asked to complete a 4-piece puzzle

Behavior: This clearly identifies the performance being monitored, and usually reflects an action that can be directly observed and is measurable.

Sally will look at the speaker of the group.

Rex will follow a one step direction.

Emily will spontaneously use 15 or more two-word combinations to express her wants and needs.

Criterion: This identifies how much, how often, and to what standard the behavior must occur in order to demonstrate that the goal has been reached.

For 10 minutes, 4 out 5 consecutive observational periods...

Within one minute, 3 times a day, for 2 weeks...

5 times during a 20-minute time period...

In 6 out of 10 trials...

To write measurable goals, start with the baseline data provided in the PLAAFP. What do you know about what the child can do? In the first PLAAFP example, we know that Katie is able to hold crayons, markers and other writing utensils in her fist, and make scribbles on paper. She paints using down strokes only with a paintbrush. Given the baseline information we also know that a typically developing child of the same age holds the same types of utensils between the thumb and forefingers. These are all observable behaviors and can therefore be measured. We also know from the PLAAFP

that Katie's inability to hold the writing utensils between her thumb and forefingers is keeping her from being able to create representational artwork like that of other children her same age. We could hypothesize that without intervention, Katie will improve in her ability to draw because she doesn't avoid these types of activities in school, and has the cognitive skills necessary for this skill. However, we also know that Katie's peers will be improving at a much faster rate. Without intervention, the gap between Katie's skills and her peers will continue to get larger. Given this information we could write a measurable goal as follows:

In 12 months, when provided with writing utensils (crayons, markers, pencils), Katie will create representational artwork while holding writing utensils between her thumb and forefingers on 4 out of 5 consecutive opportunities.

It's worth repeating

- Annual goals must reflect observable behavior that can be measured objectively.
- Goals must contain objective conditions and criteria for success.
- Goals must be based on appropriate standards.
- Goals using participation as a criterion or focus on a one-time event are not appropriate.

Writing Short Term Objectives/Benchmarks



The purpose of both short-term objectives and benchmarks is to gauge, at intermediate times during the year, how well the child is progressing toward achievement of the annual goal. There is no rule governing when a short-term objective should be written instead of a benchmark. When IDEA was reauthorized in 2004, the requirement for including short-term objectives or benchmarks in the IEP was changed. Specifically, it is no longer required to include short-term objectives/benchmarks unless the child will be taking an alternative state assessment. At this time there are no formal state assessments given to preschool age children, so there is no longer a requirement to include short-term objectives/benchmarks for this population of children.



While not required, short-term objectives/benchmarks continue to be a useful component of an IEP by providing intermediate gauges of progress toward the overall goal. Young children can have significant gains in their development within the course of a year, and the use of short-term objectives or benchmarks are an appropriate vehicle for monitoring not only the progress of the child, but also the effectiveness of specific interventions. Without short-term objectives or benchmarks IEP teams may have inadequate information for adapting or modifying interventions in a timely manner, thus prohibiting the child's ability to make the necessary progress toward the annual goal.

Short-term Objectives

Short-term objectives are written in the same manner as measurable annual goals. They are measurable, intermediate steps between the child's baseline data established in the PLAAFP and the measurable annual goal. Short-term objectives break the goal into discrete components and are written in hierarchical order. They include the same components as the goal (timeframe, conditions, behavior, and criterion).

Examples of Short-term Objectives:

- In 9 instructional weeks, during group activities, Sally will attend to the speaker of the group for 4 minutes on 3 consecutive observations.
- In 18 instructional weeks, during group activities, Sally will attend to the speaker of the group for 6 minutes on 3 consecutive observations.
- In 36 instructional weeks, during group activities, Sally will attend to the speaker of the group for 8 minutes on 3 consecutive observations.

Benchmarks

Benchmarks are major milestones that describe content to be learned or skills to be performed in sequential order. These are commonly used when working with process skills, or a complex task made up of other smaller tasks or skills. Like short-term objectives, benchmarks include a timeframe, condition, and behavior. However, benchmarks do not include a criterion for mastery. The underlying thought is "Can the child do the skill or not". It is important not to confuse IEP benchmarks with district benchmarks.

Example of Benchmarks:

- In 9 instructional weeks, when asked to count, Sally will count to 3.
- In 18 instructional weeks, when asked to count, Sally will count to 5.
- In 36 instructional weeks, when asked to count, Sally will count to 8.

Reporting Progress and Monitoring Strategies



After goals and objectives are written, the team must also identify the methods they will use to measure and report the progress the child is making toward attaining the goal. By writing the goal, the first step in this process has already been completed. The goal has spelled out the skills to be achieved and the criterion under which accomplishment of the goal will be established. Now the team must establish a more specific strategy for monitoring progress throughout the year. They must decide:



- who will be responsible for data collection
- where data will be collected
- methods of data collection
- measurement conditions
- monitoring schedule for data collection
- strategies to determine when a child's performance warrants instructional change
- number of times per year parents will receive communication child progress (as often as non-disabled peers)
- methods for informing the parents of the progress

The manner in which this requirement is implemented is left to the discretion of each IEP team. It is dependent on how and when reporting is provided within the district. The reporting may be carried out in writing or through a meeting with the parents (including documentation of information shared at the meeting). Whatever methods are decided upon, the IEP team must provide sufficient information to enable parents to be informed of (1) their child's progress toward the annual goals, and (2) the extent to which that progress is sufficient to enable the child to achieve the IEP goals by the end of the year.

Example Measurable Annual Goal:

In 36 instructional weeks, during group activities, Sally will attend to the speaker of the group for 10 minutes with limited support from staff, for 4 out of 5 consecutive observational periods.

Monitoring Strategy

In the above example, the team will identify specific days and times in which observational data will be collected. The team will also identify who will collect the data. This could include the classroom teacher and/or other support staff who would be available to conduct a time sample observation for at least 10 minutes during specified group activities. The term "observational periods" implies a specified time when the child will be observed using predetermined criteria. The team may schedule these observational periods over a few days or a few weeks. In order for this goal to be met, Sally must be observed exhibiting the stated skill in the goal for at least 4 out of 5 of these observational periods.

Anyone who works with young children knows that scheduling can be a nightmare. Writing the goal using the terms "4 out of 5 observational periods" allows the team to be flexible should Sally not show up to school one day because of a cold or illness. In this case, the team would only need to schedule another time for an observation to take place.

Some might argue that the previous example is a lofty goal; however, it is important to remember that the team will gauge Sally's progress toward this goal using either benchmarks or objectives. Sally will accomplish the goal if she is able to accomplish the intermediate steps identified in the benchmarks or objectives. The team will send information regarding Sally's progress at the same time that grade cards and progress

reports are sent. If Sally is not making progress towards her objectives, and consequently her goal, the team will need to determine if other instructional methods or interventions need to be employed.

Incorporating Early Childhood Outcomes as the Basis for Meaningful IEPs



Early childhood outcomes (ECO) are the results we want as a consequence of children receiving early childhood special education services; and are, therefore, ideally suited to be the basis for the development of meaningful IEPs for young children. In 2005, the U.S. Department of Education, Office of Special Education Programs (OSEP) identified three early childhood outcomes as a means to examine the effectiveness of programs serving children with disabilities. Since 2006 Kansas ECSE teams have been required to rate children on the three outcomes when they first enter early childhood special education services and when they permanently exit early childhood special education services. Information on the ECO rating process can be found at <http://www.kskits.org/ta/ECOOutcomes/Index.shtml>.

The Three Early Childhood Outcomes are:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication, and literacy)
3. Use of appropriate behaviors to meet their needs

Each outcome is measured in terms of a child's functional use of skills across settings and situations, rather than isolated skills split by domains. There is no requirement in Kansas that teams consider the ECOs when developing an IEP, however by integrating the IEP and ECO process, teams will find it easier to not only identify and prioritize functional IEP goals, but also complete the requirements for the ECO rating process.

Strategies for Integrating ECOs With the IEP Process (NECTAC, 2011)

- In the review of existing data, look for information related to the ECOs.
- If the child is transitioning from a Part C Infant Toddler Program, organize the discussion of the child at the 90-day transition meeting around the ECOs.
- During the evaluation, probe for information on caregiver concerns related to the ECOs.
 - *Encourage families to describe their child's typical day in the context of ECO areas, such as how he interacts with others, how he learns and solves problems, and how he gets his own needs met.*

- *Compare the child's functional skills and behaviors with those expected for other children his age.*
- Include functional authentic assessment in the evaluation that will provide the team with information on all three ECO.
 - *Consider the child's functioning in the context of everyday activities and routines, in the three ECO areas.*
- Document supporting evidence for ECO rating throughout the assessment and evaluation process
- During the IEP meeting, consider organizing the discussion of the child in relation to the ECO;
 - *Discuss how the child is functioning in the ECO areas and how the child's skill's and behaviors in the ECO areas compare with other children the same age.*
- In the PLAAFP, organize the description of strengths and need as they relate to the three outcome areas.

Involves:	Strengths:	Areas for growth:
<ul style="list-style-type: none"> • Thinking • Reasoning • Remembering • Problem solving • Using symbols and language • Understanding physical and social worlds <p>Includes:</p> <ul style="list-style-type: none"> • Early concepts – symbols, pictures, numbers, classification, spatial relationships • Imitation • Object permanence • Expressive language and communication • Early literacy 	<ul style="list-style-type: none"> • <i>Able to group by classification</i> • <i>When faced with a problem will usually ask for adult assistance</i> • <i>Shows understanding of some age appropriate concepts (colors, big/little, in/on)</i> • <i>Copies simple shapes and 3 letters of first name</i> • <i>Beginning representational drawing.</i> • <i>Counts 2 objects correctly.</i> • <i>Able to use two hands to manipulate objects</i> • <i>Answers simple factual questions</i> 	<ul style="list-style-type: none"> • <i>When given 2 or 3 step directions, will follow 1 of the steps before requiring adult support.</i> • <i>Needs visual cues to choose from when making a prediction about a story or event.</i> • <i>Answers factual questions, but has difficulty with “how” and “why” questions.</i>

Example ECO Integration

ECO Summary for Outcome 2: Acquiring and Using Knowledge PLAAFP Statement

Johnny has acquired some beginning concept knowledge. He is able to classify objects by size and basic attribute, name colors, understand beginning concepts (colors, size, prepositions), name 5 letters of his name, and count up to two objects correctly. He is beginning to create representational drawings, cut out shapes with straight lines, and is able to write three letters of his first name. When listening to a story or talking about immediate events, he is able to answer simple factual questions. Johnny has more difficulty with tasks that are less concrete. When given 2 or 3 step directions, Johnny will follow the first step but requires adult support for the remainder of the steps. This makes it difficult for Johnny to function independently within a preschool classroom. He has difficulty asking questions and answering “how” and “why” questions. During a small group story time, Johnny answered 1 of 6 “how/why” questions asked about the story. This indicates Johnny has difficulty with story comprehension.

Goal:

By Oct. 20xx, while participating in preschool classroom activities, Johnny will independently follow routine directions of 3 related steps in 4 of 5 opportunities across 3 consecutive days.

Benchmarks:

- *By March, 20xx, while participating in preschool classroom activities, Johnny will independently follow routine 2 step directions.*
- *By May, 20xx, while participating in preschool classroom activities, Johnny will follow 3 step directions needing only 1 prompt.*

Goal:

By Oct. 20xx, when discussing a story, Johnny will answer 8 out of 10 “why” and “how” questions in a mixed question probe.

STO:

- *By March. 20xx, when discussing a story, Johnny will answer 4 out of 10 “why” and “how” questions in a mixed question probe.*
- *By May. 20xx, when discussing a story, Johnny will answer 6 out of 10 “why” and “how” questions in a mixed question probe*

