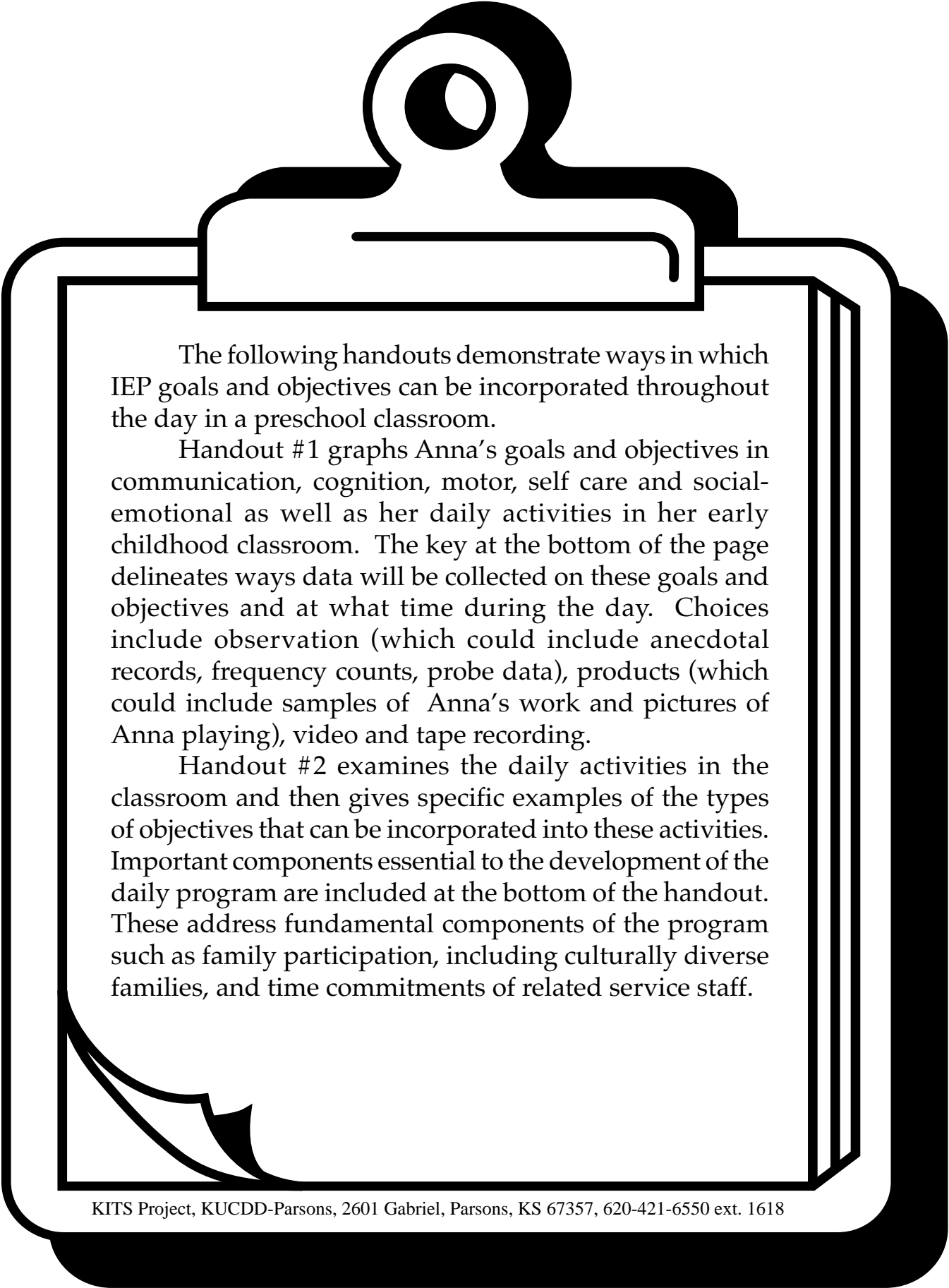




Enhancing Family Participation in the IFSP/IEP Process

Monitoring Progress with the Family

**Kansas Inservice Training System (1999)
Kansas University Center on Developmental Disabilities
2601 Gabriel, Parsons, KS 67357
620-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618
email: kskits@mail.ku.edu
web: kskits.org**



The following handouts demonstrate ways in which IEP goals and objectives can be incorporated throughout the day in a preschool classroom.

Handout #1 graphs Anna's goals and objectives in communication, cognition, motor, self care and social-emotional as well as her daily activities in her early childhood classroom. The key at the bottom of the page delineates ways data will be collected on these goals and objectives and at what time during the day. Choices include observation (which could include anecdotal records, frequency counts, probe data), products (which could include samples of Anna's work and pictures of Anna playing), video and tape recording.

Handout #2 examines the daily activities in the classroom and then gives specific examples of the types of objectives that can be incorporated into these activities. Important components essential to the development of the daily program are included at the bottom of the handout. These address fundamental components of the program such as family participation, including culturally diverse families, and time commitments of related service staff.

Format for Monitoring Goals and Objectives

Student's Name: Anna

Month: September

GOALS AND OBJECTIVES

	Communication		Cognitive		Gross Motor		Fine Motor		Self-Care		Social-Emotional	
	multi-step direction	4-5 word phrases	sort objects	name ident.	riding toys	ball skills	writing strokes	object into squares	fastening	toileting	transitioning	turn-taking
8:00-8:25 Arrival									O		O	
Bathroom	O									O		
8:25-8:40 Social Time		V		V								V
8:40-9:00 Breakfast		O		O								O
9:00-9:15 Circle	V	V		V								V
9:15-10:15 Centers		T	V	T			P	V				V
Art	P	P		P			P					
Manipulatives			O					O				
10:15-10:30 Clean Up	O		O					O				
10:30-10:40 Bathroom										O		
10:40-11:10 Movement					O	O						
11:10-11:30 Story		T		T								
11:30 Snack	O	O		O								O
11:45 Cleanup/ Bathroom	O									O		
12:00 Departure									O			

O = observation

P = products

V = video

T = tape recording

Davis, M.D., Kilgo, J.L., & Gamel-McCormick, M. (1998). Using individualized plans as a basis for designing developmentally appropriate learning experiences for young children with special needs. In *Young children with special needs: A developmentally appropriate approach* (pp. 122-123). Boston: Allyn and Bacon. Reproduced with permission. Further reproduction of this material is prohibited without permission from Allyn & Bacon.

Example of a Daily Plan: Infant Toddler Center

B. Ammons

Teachers

A. McKail / C. Rodriguez

Assistants

DATE: Sept. 20

D. Tison

Physical Therapist

M. Briggs

Speech Therapist

<i>Time</i>	<i>Daily Activities</i>	<i>Notes</i>
9:00	1. Arrival	1. Staff will greet bus and assist children and parents in coming to classroom.
9:25	2. Facilitated Play <ul style="list-style-type: none"> • Puzzles • Blocks • House Play • Mirror activity: old hats • Manipulative toys 	2. <ul style="list-style-type: none"> • Optional areas: floors, table, and room areas. • Assistance given to individual children or small groups—Encourage participation. • <u>Objectives</u>: language, socialization, fine and gross motor.
9:30	3. Transition	3. <ul style="list-style-type: none"> • Give signals/cues to end play. • Allow time to leave play areas. • Bring chairs to circle. • Assist in positioning children who need help.
9:45	4. Large-group circle <p>A. <u>Music</u> (with guitar) “Good Morning”/“Buenos Dias” “Where Oh Where” (Sing each child’s name) “Wheels on the Bus”</p> <p>B. <u>Activity</u> “What’s in the Box?” (Balloons hidden in decorated box.) Blow up balloon and pass around.</p>	4. <p>A. Parents may be encouraged to sit with the children.</p> <p>B. <u>Objectives</u>: language concepts, social interaction, attention, motor activity, problem solving.</p>
10:15	5. Outside Play yard: facilitated and self-directed play: <ul style="list-style-type: none"> • Sand box • Water play • Trikes, cars, wagons • Playground equipment (slides, ladders, swings, etc.) 	5. <ul style="list-style-type: none"> • <u>Objectives</u>: gross motor, social interaction (encourage children with disabilities and those without to interact with toys, games, equipment); exploration through movement and space. • Parents are encouraged to participate.
10:40	6. Small-group activity (4-5 children in each group). <ul style="list-style-type: none"> • Make pudding (choose flavor, open box, mix, taste) 	6. <u>Objectives</u> : language concepts, choice, taste, social interactions, fine motor.
11:00	7. Clean-up Toilet	7. This is the time for children to help clean up—wash pans and hands. As clean-up proceeds, 2-3 children go to “potty room”. This is an important time for teaching self-help skills, language, etc.
11:45	8. Lunch Clean-up	8. Good teaching opportunity: <ul style="list-style-type: none"> • Encourage self-help, language, socialization • Attention to positioning and feeding techniques (as needed).
12:00	9. Closing: Large-group (three classes) music/activities	9. Parents, children and staff join together in music, rhythms, rhymes, and relaxation. Bilingual songs and games.
12:00	10. Going home	10. Staff assists parents and children in going to bus.

Important Components Underlying Daily Program

1. Physical Therapists and Speech Therapists work in classrooms throughout the morning.
2. Parents participate in classroom or observe through one-way mirror or socialize with other parents in parent room.
3. Bilingual interactions throughout morning activities.
 - Spanish/English
 - Chinese/English
4. Each child has individual goals within daily activities.