All part B requirements hold true for early childhood, a few distinctions that are worth pointing out.

Questions they might have about Early Childhood – what makes it hard?

See next slide for areas where differences will be noted
Early Childhood IEP Issues

- Transitions from Part C Infant-Toddler Programs
- General Education Teacher at IEP meeting
- PLAAFP – appropriate activities, early childhood outcomes
- Linking Standards

Highlight the areas that will be covered in this module
### Transitions from Part C Infant-Toddler Programs

- Is a monitoring Priority for both Part B and Part C
  - Indicator 8 – IDEA Part C
  - Indicator 12 – IDEA Part B

---

Part C is the infant toddler (0-3) component of IDEA. Part C services are provided by one of 37 networks across Kansas. Because the writers of IDEA understood that transition is a stressful time for families and we need to ensure a continuation of services.

Both have indicators focused on transition between C&B For B, Indicator **12 is a compliance** indicator and the **target is 100%** - which means that if a child who was receiving services under IDEA Part C is eligible for Part B ECSE services the evaluation must be completed, the IEP must be written and services must have begun by the child’s 3rd birthday.

In order for this to happen, **Part C programs and Part B program must work together** to make sure that all the requirements of both programs are met. As you can see both Part B and Part C have indicators that are monitored.
---Requirements from the Part C Manual:
1. At least nine months before the child’s third birthday, the Infant-Toddler Services/tiny-k network must notify the LEA for the area in which the child resides that the child on his or her third birthday will reach the age of eligibility for preschool services under Part B. This is not a referral at this point, it is just notification. The Infant-Toddler Services/tiny-k network must disclose to the LEA where the child resides the following limited information:
   - the child’s name
   - the child’s date of birth
   - parent contact information (including parents’ names, addresses, and telephone numbers)

- If a child is determined to be eligible for Part C early intervention services within the nine-month period before the child’s third birthday, the Infant-Toddler Services/tiny-k network will notify the LEA as soon as possible that the child on his or her third birthday will reach the age of eligibility for preschool services under Part B.

2. If the child may be eligible for Part B preschool special education services, the Infant-Toddler Services/tiny-k network, with the approval of the family, will convene a transition meeting at least 90 calendar days before the child’s third birthday to develop a transition plan as part of the IFSP and discuss any services the child may receive under Part B. At the discretion of all of the parties, the transition meeting may be convened up to nine months before the child’s third birthday.

For children receiving Part C Infant Toddler services identified as potentially for Part B special education services, the Part C Infant-Toddler Program must make a referral to the LEA at least 90 calendar days prior to the child’s third birthday. This is considered to be an initial referral to Part B. Therefore, Part B is required to complete the following actions (Part B regulations 300.504(a)(1)) 1) send or provide procedural safeguards to the child’s parents, 2) with parent approval, attend the transition conference which is initiated by Part C. note; approval is an affirmative response that may be given orally)

Part C must invite the LEA representative to the transition conference if child is potentially eligible for Part B and the parent approves

The LEA is required to participate in the transition conference

3. 300.321 (f) (IDEA Regulations)
   
   In the case of a child who was previously served under Part C of the Act, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.
The Part B indicator read (see slide) This is a “compliance” indicator with a 100% target. The measurement is (see points of slide). Again now that KDHE and KSDE are comparing databases there will be very few exceptions.

For children receiving Part C Infant Toddler services identified as potentially for Part B special education services, the Part C Infant-Toddler Program must make a referral to the LEA at least 90 calendar days prior to the child’s third birthday. This is considered to be an initial referral to Part B. Therefore, Part B is required to complete the following actions (Part B regulations 300.504(a)(1)) 1) send or provide procedural safeguards to the child’s parents, 2) with parent approval, attend the transition conference which is initiated by Part C. note; approval is an affirmative response that may be given orally)

For a child who is transitioning into the Part B early childhood special education services from the Part C early intervention services, the LEA is required to ensure that:

- eligibility under Part B requirements is determined;
- an IEP (or IFSP meeting Part B requirements) is in effect by the child’s 3rd birthday;
- If a child’s 3rd birthday occurs during the summer, the child’s IEP team must determine the date when services will begin, but not later than the beginning of the school year following the 3rd birthday; and
- A representative of the district will participate in transition planning conferences arranged by the Part C program. (K.A.R. 91-40-2(b))
Note to presenter: Reference handout Comparison IFSP-IEP and Consent Form on page 2 of Resources section for this module.

The IEP team must consider the use of an IFSP in place of an IEP. (In some cases, the continuation of the IFSP or the development of a new IFSP can become the IEP for a child age 3 through 5 (Sec. 614(d)(2)(B)). An IFSP for a 3 to 5 year old, must include all of the IEP procedures. If the LEA proposes to use an IFSP, the parent must be provided a detailed description of the difference between an IFSP and an IEP, and provide written informed consent. (Refer to Comparison IFSP-IEP and Consent document).

If the school and the parents agree to use an IFSP, the school must provide the child's parents a detailed explanation of the differences between an IFSP and an IEP, and obtain written informed consent from the parents. (K.A.R. 91-40-16(c)(2)). (See Figure 4-2 for examples of comparison chart and consent form).

If the school uses the IFSP, as stated above, the IFSP must include the natural environments statement required under Part C (34 C.F.R. 303.18; 34 C.F.R. 303.344(d)(1)(ii)). The IFSP must also contain an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills (34 C.F.R. 300.323(b)). If the child has participated in the Part C Infant-Toddler Program prior to being determined eligible for early childhood special education services, and already has an IFSP that is in effect, the IEP team may review the content of the child’s current IFSP to see if it meets the needs of the child for one year, as identified through the Part B evaluation process. If it does, the IEP team may use the existing IFSP, but must ensure that all of the requirements for the development of an IEP are met, including timelines for development and implementation, and designation of a new current implementation date for the IFSP. If the current IFSP does not meet the needs of the child for one year, the IEP team, including the parent, will develop a new IFSP, or IEP, for the child.
Preplanning – in order to ensure that the IEP in implemented by a child’s third birthday, teams are going to make appropriate plans to ensure that the process is completed within the time frame and in a manner that will best support the child/family.

Quality Procedures for All Types of Transitions
1. The family is involved in all phases of the transition.
2. There is an understanding that transition is a process, not an isolated event.
3. Information is freely exchanged and shared with everyone involved, and interagency cooperation ensures exchange of records (with parental consent).
4. There is sufficient preparatory time for the transition to be implemented smoothly. Transition processes and local community transition procedures need to build in appropriate agency response times to requests for services. For example, most systems cannot accommodate a multidisciplinary evaluation request on short notice.
5. There is recognition that families have the right and responsibility to make informed decisions about their choices and options. This may include having the opportunity to visit programs and agencies before decisions are made, having discussions with providers or with other families using given services, reviewing videotapes or written materials, and being fully informed about service delivery options, including inclusion of the child in a typical preschool program within the community.
6. Communities must develop and design their own transition procedures based upon the needs of families in the community and local resources.
7. Families must be prepared for possible differences in service models. Supporting families in becoming more informed about community transition options will strengthen their level of comfort with the change. Service providers must be careful to present facts only and not personal bias or prejudice.
8. Practices are implemented that reduce or eliminate duplication in paper work and other services.
When is a Regular Education Preschool Teacher required at an IEP meeting?

<table>
<thead>
<tr>
<th>If Child is enrolled in:</th>
<th>Designee Needed?</th>
<th>Who fills that role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA operated regular education preschool.</td>
<td>Yes</td>
<td>The child's regular education preschool teacher.</td>
</tr>
<tr>
<td>Reverse Mainstream operated by LEA. Child is not participating in a regular preschool during the term of IEP.</td>
<td>No</td>
<td>The school may invite a regular ed. teacher; if dually certified or holds an EC unified license (EC and ECSE) the child's special education teacher can act as both (provided there is not a regular ed. teacher).</td>
</tr>
<tr>
<td>Reverse Mainstream operated by LEA – Child is not in regular education preschool, but is transitioning into kindergarten</td>
<td>Yes</td>
<td>The child's anticipated kindergarten teacher or kindergarten teacher from child's home school</td>
</tr>
</tbody>
</table>

Note to presenter: Refer to the Reg Ed Preschool Teacher chart in the Resource section for this Module pg. 7

We know that a required team member of the IEP is a regular education teacher and this does apply to our preschool age children. However it isn’t always clear who the regular education teacher is, so KSDE developed some guidance documents to help us figure this out. You have 2 documents that spell out the requirement.

Talk through chart

Extent of Participation of the Regular Education Teacher - The federal Office of Special Education Programs (OSEP) indicates that, the regular education teacher of a child with a disability, as a member of the IEP/IFSP team, must, to the extend appropriate, participate in the development, review and revision of the child’s IEP/IFSP, including assisting in, (1) the determination of appropriate positive behavioral interventions and supports and other strategies for the child; and (2) the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided to assist the child. While a regular education teacher must be a member of the IEP/IFSP team if the child is, or may be, participating in the regular education environment, the teacher need not (depending upon the child’s needs and the purpose of the specific IEP/IFSP team meeting) be required to participate in all decisions made as part of the IEP/IFSP meeting or to be present throughout the entire IEP/IFSP. Depending upon the specific circumstances, however, it may not be necessary for the regular education teacher to participate in discussions and decisions regarding, for example, the physical therapy needs of the child, if the teacher is not responsible for implementing that portion of the child’s IEP/IFSP. The extent to which it would be appropriate for the regular education teacher member of the IEP/IFSP team to participate in IEP/IFSP meetings must be decided on a case-by-case basis. The following information provides guidance for determining the regular education teacher for specific environments where a child with a disability may be receiving special education.
services, and how the state regulations address the issue of dual representation, “If qualified to do so, an agency member of the IEP/IFSP team may serve in the role of two or more required members of a child’s IEP/IFSP team.” (KAR 91-40-17(i)).

**School-Based Regular Education Preschool Setting** If the public school operates an early childhood program, in which the child with a disability is enrolled, the teacher of the program would be the regular early childhood teacher at the IEP/IFSP meeting. For a child attending kindergarten, the kindergarten teacher is the regular education teacher of the child.

**Reverse Mainstreaming Setting Only** If a child with a disability is served in a reverse-mainstream early childhood special education setting and it is anticipated that the child will continue in that setting, a regular education teacher is not required to attend the IEP/IFSP meeting. If a school determines that a regular education teacher should attend an IEP/IFSP meeting, and the ECSE teacher of a child is also certified/licensed in early childhood education, the teacher may serve in the role of both the special education teacher and the regular education teacher at the IEP/IFSP meeting, so long as there is not another regular education teacher of the child. If it is anticipated that the child will be transitioning to kindergarten during the year the IEP/IFSP is in effect, the kindergarten teacher should be the regular education teacher at the IEP/IFSP meeting.

**Early Childhood Special Education Setting Only** If a child with a disability is not in a regular education preschool environment and is not anticipated to be participating in a regular education preschool environment or Kindergarten during the term of the IEP/IFSP, then a regular education teacher is not required to attend the IEP/IFSP meeting. However, if a school determines that a regular education teacher should attend an IEP/IFSP meeting, and the early childhood special education (ECSE) teacher of a child is also licensed in early childhood education, the teacher may serve in the role of both the special education teacher and the regular education teacher at the IEP/IFSP meeting. If it is anticipated that the child will be transitioning to kindergarten during the year the IEP/IFSP is in effect, the kindergarten teacher should be the regular education teacher at the IEP/IFSP meeting.
When is a Regular Education Preschool Teacher required at an IEP meeting?

<table>
<thead>
<tr>
<th>If Child is enrolled in:</th>
<th>Designee Needed?</th>
<th>Who fills that role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Special Education Setting Only and will continue in that setting during the term of the IEP.</td>
<td>No</td>
<td>The school may invite a regular ed. teacher; if the child's special education teacher is dual certified or holds an EC unified license (EC and ECSE) can sign as both (provided there is not a regular end teacher).</td>
</tr>
<tr>
<td>Community-Based Preschool Setting.</td>
<td>Yes</td>
<td>The teacher of the child who meets the community-based program requirements shall be invited. If the teacher does not attend the school shall designate attendance by a teacher qualified to teach children without disabilities of the same age.</td>
</tr>
<tr>
<td>Home Setting</td>
<td>No</td>
<td>There is no regular education teacher</td>
</tr>
</tbody>
</table>

**Community-Based Preschool Setting** For preschool children with disabilities who are enrolled in a community-based early childhood education program, the state has determined that a preschool teacher who meets the administering agency’s requirements is qualified to be the regular education teacher of the child. Therefore, a Head Start teacher, or the teacher of any other public or private early childhood education program who meets the qualifications of the administering agency, is to serve as the regular education teacher at the IEP/IFSP meeting. The preschool teacher must be the lead teacher of the child’s classroom.

If a Head Start teacher, or a regular education teacher in another preschool program who meets the required state standards, is also a certified/licensed ECSE teacher and is providing regular education services and special education services to the child with a disability under an IEP/IFSP (under the supervision of a USD/Cooperative/Interlocal), this teacher may serve as both the regular education teacher and the special education teacher of the child. When a child with a disability receives special education services in a regular education preschool program that is not operated by the LEA, the LEA is required to invite the regular education teacher of the child. If the regular education teacher of the child is not at the IEP/IFSP meeting the LEA shall designate attendance by an appropriate person who, under state standards, is qualified to serve children without disabilities of the same age as the child with a disability.

**Home Setting Only** When a child with a disability receives special education services in the home, or the home of a child care provider, the parent or child care provider is not considered to be a regular education teacher of the child. In this situation, there is no regular education teacher of the child. The parent must be invited to participate in all IEP/IFSP meetings. Also, the parent should consider inviting the child care provider to attend IEP/IFSP meetings in order to share information about the child and to learn of the type of support they might be able to provide in the child care environment.
When is a Regular Education Preschool Teacher required at an IEP meeting?

<table>
<thead>
<tr>
<th>If Child is enrolled in:</th>
<th>Designee Needed?</th>
<th>Who fills that role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Center (no preschool)</td>
<td>No</td>
<td>There is no regular education teacher (OK for parent to invite the child care provider)</td>
</tr>
<tr>
<td>Initial Eligibility for Part B Services (includes Transition from Part C)</td>
<td>Yes</td>
<td>If in a regular education preschool or anticipated to be in one or kindergarten, it would be the current or anticipated preschool or kindergarten teacher, or a teacher qualified to teach children without disabilities of the same age designated by the school.</td>
</tr>
<tr>
<td>Initial Eligibility for Part B Services (includes Transition from Part C)</td>
<td>No</td>
<td>If not in a regular education preschool and/or not anticipated to be in a regular education preschool or kindergarten during the IEP term.</td>
</tr>
</tbody>
</table>

**Initial Eligibility for Part B Services**, including Transition from Part C For an initial IEP/IFSP meeting, if the child with a disability is, or is anticipated to be, participating in a regular education preschool program, the current regular education preschool teacher or anticipated regular education teacher would serve in the role of the regular education teacher. If the child is not in a regular education preschool environment and is not anticipated to be participating in a regular education preschool environment or Kindergarten during the term of the IEP/IFSP, as determined by the IEP/IFSP team, then a regular education teacher is not required to attend the IEP/IFSP meeting.
The purpose is the same as for K-12 with the exception of general curriculum. For preschool the general curriculum is defined more broadly as "appropriate activities." Points to be made:

1) the purpose of PLAAFPs is to identify and prioritize the specific needs of a child
2) establish baseline level performance in relation to the general curriculum in order to develop an individualized and meaningful plan
3) and identify the degree of match between skills of the child and the instructional environment for the purpose of guiding planning and decision-making.

Sufficient information on what the child is doing with regard to age appropriate activities.
- strengths identified as they relate to possible interventions or strategies
- needs stated are clear priorities
- parent concerns have been addressed
- behaviors/skills can be seen, heard, or counted (measurable)
- behaviors/skills are useful across environments (functional)
- special considerations were considered (i.e. specialized equipment)
Appropriate activities include 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 staying home with the 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 disability affects the child’s 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.

Early childhood professionals may find it difficult to describe a child’s performance in appropriate activities because 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 6, 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 should be answered through other methods.

To assess how a delay affects a child’s ability to participate in appropriate activities, the team must use methods that assess the child within those 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 establish PLAAFP baseline data will later be used to measure the overall accomplishment of the goal.
Refer to activity page link in participant activities – pg. 2

What do you think about this PLAAFP?

Chris is able to build simple block structures. He can cut on a line when assisted with hand placement on scissors and copy a line (vertical and horizontal) though he switches the writing utensil in his hands frequently, during all activities.

1. Does it tell us what Chris can do now, not what he did in the past?
Yes. We know Chris is able to build simple block structures, cut on lines when assisted with hand placement on the scissors, and copy lines (vertical and horizontal) though he switches his hands frequently.

2. Is it stated in terms that are specific, measurable, objective? Can you see it, hear it, or count it?
Yes. The description in this PLAAFP provides us with information that we can see and count. Specifically, we know that Chris switches hands when holding onto a writing utensil. He does this frequently and across all situations. We also know that Chris can cut on a line when someone helps him put his fingers around the scissors correctly, but he is unable to do this on his own.

3. Does it describe the effect of the disability on Chris’s progress in appropriate activities?
No. There is no statement regarding what this is keeping Chris from being able to do within age appropriate activities. An easy way to correct this portion of the PLAAFP would be to include a statement regarding what children his age are able to do. This sets the stage to illustrate exactly what Chris isn’t getting to do and how it is affecting his ability to participate and progress in appropriate activities. The following example could be inserted to help correct this portion of the PLAAFP:

“Children of the same age are able to copy a circle, cross, and square in their drawings. A delay in this area prevents Chris from being able to engage in prewriting activities.”

4. Does it identify and prioritize specific needs that will be written as goals?
Yes. Information is provided in a straightforward manner, making it easy to identify needs as well as indicate what skills are priorities for this child.

5. Does it identify strengths as they relate to possible interventions?
Yes. Chris is able to build simple block structures, cut on lines with assistance, and draw lines to some degree. While this PLAAFP doesn’t list these skills specifically as strengths, they are things that Chris is able to do. It isn’t mandatory to write strengths in the PLAAFP section, however, information
regarding a child’s specific or relative strengths can be valuable in helping the team determine what skills are a priority. Information regarding strengths may also prove useful when identifying specific interventions.

6. Does it provide baseline data for the need?
Yes. A baseline has been established, but it could have been written with more information that would make the next step of writing goals easier. In this example we are still missing information regarding the conditions in which the behaviors were observed (i.e., during paper and pencil, art, or direct instruction activities) or the specific method in which the data was collected (i.e., when asked to draw a line on a piece of paper after watching a model). By including the conditions and methods of data collection in the PLAAFP, goal writing will be easier since it is necessary to include that information in the goal.

Measurable Annual Goal 1
In 36 weeks, Chris will improve his fine motor skills within the daily classroom routine to a more age appropriate level by meeting the listed benchmarks.

1. Is this goal measurable? Does it contain all the required information?
Timeframe: in 36 weeks yes
Conditions: within the daily classroom routine yes
Student: Chris yes
Behavior: will improve his fine motor skills no
to a more age appropriate level
Criterion: by meeting the listed benchmarks no
This example is not a measurable goal. In this goal, the behavior and criterion are not specific, observable or measurable. The behavior, “improve fine motor skills to a more age appropriate level” does not provide a clear picture of what this child will be doing in 12 months as a result of intervention. It is not specific enough to be measurable. Another problem is the statement “as measured by the listed benchmarks”. All the necessary information must be included in the goal. In this example the necessary information is listed in the benchmarks. Thus the goal does not pass the “stranger test”. Without seeing the benchmarks the reader would have no idea what to expect of this child in a year.

2
In this example the only intervention needed for Chris to improve his skills in this area is to participate in the daily curriculum of the preschool program (perhaps with adaptive equipment). The team may feel this does not illustrate a high priority need and could elect to address it in another portion of the IEP. For example, they might indicate that adaptive equipment will be provided throughout the preschool day to address his fine motor needs, and record this information in the special considerations section of the IEP, rather than including it as a goal. Here is an example of what might be written in the special considerations section:

As a part of the daily classroom routine, Chris will be exposed to and participate in writing activities that will address his fine motor needs. Adaptive equipment will be available during all such activities.

Remember, needs identified in the PLAAFP must be addressed somewhere in the IEP. In most cases they will be addressed as goals, in some cases they can be addressed somewhere else on the IEP.

Benchmarks 1
Copy a circle using tripod or adapted tripod grasp & writing utensil
Copy a cross, using tripod or adapted tripod grasp & writing utensil
Copy a square, using tripod or adapted tripod grasp & writing utensil

1. Do the benchmarks contain all the required information
No. The benchmarks listed do not include the time. They do however include all other elements (e.g., behavior, conditions)
Example EC PLAAFP

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 2 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.

Have Participants help you highlight the three parts of the PLEP – strengths and needs, how disability impacts and baseline data – ask participants to write a goal from this PLAAFP

Activity – Participant Guide pg. 3

Strengths and Needs: 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.

How Disability Impacts: Typically, children Emily’s age use 4-5 word sentences to communicate wants and needs. Emily’s parents report that they have a difficult time understanding what Emily wants or needs.

Baseline Data: During a 20 minute play period with peers, Emily used 18 single word utterances (5 utterances also included a sign) and 2-word combination (my shoe). When 2 word combinations were modeled for Emily, she initiated only the last word of the phrase.
Sally enjoys listening to stories individually, with an adult, and is able to maintain her attention from beginning to 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.

Have participants help you Highlight the three parts of the PLEP – strengths and needs, how disability impacts and baseline data – ask participants to write a goal from this PLAAFP

Strengths and Needs: Sally enjoys listening to stories individually, with an adult, and is able to maintain her attention from beginning to end of a story.

How Disability Impacts: 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.

Baseline Data: 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.
Example Goals

- In 12 months, Timmy will follow 2-step directions, 1 time per observation period, across 5 consecutive group times.
- By November 1, 20XX, when given a verbal direction by an adult, Robin will begin to comply with the direction within 10 seconds.
- In 36 weeks, Vera will use scissors to cut out simple shapes with curved lines when presented with scissors, and paper with printed shapes (at least 3 inches in diameter). She will cut out the shapes within 1/4 inch of the line, 4 out of 5 trials.

Have participants determine whether the above goals contain all 4 required elements and how they might fix them where something is missing

Note page in participant guide- pg. 4

Time frame: 12 months
Condition: MISSING – could say during large group activities (i.e. groups of 6 or more children)
Behavior: follow 2 step directions
Measurement: 1 time per observation period, across 5 consecutive group times

Time frame: By Nov. 1, 20XX
Condition: when given a verbal direction by an adult
Behavior: comply with the direction within 10 seconds
Measurement: MISSING - could say 3 out of 4 opportunities

Time frame: In 26 weeks
Condition: when presented with scissors and paper with printed shapes (at least 3 inches in diameter)
Behavior: use scissors to cut out simple shape with curved lines within ¼ inch of the line
Measurement: 4 our of 5 trials.
Refer Participants to the Handout in the Resource Section – pg. 10
Review the R-Gori handout as a tool that trainers can use or give to EC staff to evaluate IEP goals. This is a best practice tool and not a have too.
• Encourage teams to use the discussion of assessment information as it relates to the three outcomes. Use the outcomes to write and describe the child’s present levels,
• IF teams are thinking about the outcomes will Guide collection of data – will need the CBM for the COSF anyway
• Help teams organize assessment information to share with parents
• Summarize all assessment information by describing how the child demonstrates skills across situations and settings, in the 3 global outcome
• For each of the 3 outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected the child’s age
• Use the outcome information to prioritize goals
This is a best practice and not a have to. The three outcomes reflect the overarching goal of preschool services, not sure we have looked at them in that way. The measurement came first and so don’t think we have really reflected on the outcomes as goals of our programs.

Since 2006 Early Childhood Special Education teams have been required to rate children on 3 global outcomes when the child enters special education and when the child permanently exits early childhood special education services. While the rating of children on these outcomes is not formally part of developing the IEP, the activity corresponds to the initial evaluation process and the timeline for developing the IEP. Information used to rate the three outcomes is also very similar to information used to write out the PLAAFP. Therefore it is beneficial for early childhood special education staff to understand the 3 outcomes and the relationship to the PLAAFP.

These three early childhood outcomes reflect the overarching goal of preschool services.

Each outcome is a snapshot of:

- The whole child
- Status of the child’s current functioning
- Functioning across settings and situations

Rather than

- Isolated skills
- Split by domains
- Test scores

*By summarizing assessment information and describing how the child demonstrates skills, across situations and settings, in the 3 global outcomes: relating to others, using knowledge and skills, and taking actions to get his or her needs met, teams will find it easier to identify and prioritize functional IEP goals.*

Present levels” must state how the disability affects the child’s participation in appropriate activities.
Outcome 1: A caring, warm relationship between a parent and the child is the foundation for all subsequent development. From this foundation, the young child begins to develop a positive sense of self and can begin to build more relationships with other family members and those outside of the family such as peers. Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers. They also learn that different rules and norms apply to different everyday settings and that they need to behave accordingly. All children need support from adults in learning how to be successful participants in their social world but some children who face challenges in this area need additional or specialized support. Children who achieve this outcome show a variety of behaviors related to making and maintaining positive social relationships in age-appropriate ways. For example, they:

- Demonstrate attachment with the significant caregivers in their lives.
- Initiate and maintain social interactions.
- Behave in a way that allows them to participate in a variety of settings and situations, for example, on the playground, at dinner, at the grocery store, in child care, etc.
Over the early childhood period, children display tremendous changes in what they know and what they can do. Everyday life can present children with a wide variety of natural learning opportunities that serve to help children acquire progressively more advanced skills. Parents and other adults support children’s acquisition of knowledge and skills by providing children with safe, nurturing and stimulating environments in which learning can flourish. Children with special needs can face a variety of challenges related to acquiring knowledge and skills and may need additional supports to realize their potential. The knowledge and skills acquired in the early childhood years, especially those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. Children who achieve this outcome show a variety of behaviors related to acquiring and using knowledge and skills across a variety of everyday routines and activities. For example, they:

• Display curiosity and an eagerness for learning.
• Explore their environment.
• Explore and play with people and objects including toys, books and other materials.
• Engage in daily learning opportunities through manipulating toys and other objects in an appropriate manner.
• Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form.
• Learn new skills and use these skills in play, for example, by completing a puzzle or building a fort.
• Acquire and use the precursor skills that will allow them to begin to learn reading and mathematics in kindergarten.
• Show imagination and creativity in play.
Outcome 3: Children Take Appropriate Action to Meet Their Needs

- **Involves:**
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (e.g. fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety

- **Includes:**
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants

As children develop, they become increasingly more capable of acting on their world. Babies cry to communicate hunger whereas an older child can ask for something to eat. Children have a variety of needs – to eat, sleep, play, move, explore, and communicate to name but a few. With the help of supportive adults, young children become able to address their needs in more sophisticated ways and with increasing. Early Childhood Outcomes Process Guide

Children with disabilities may use specialized technology or may need assistance from adults to allow them to meet their needs. Children who take appropriate action to meet their needs show a variety of behaviors related to this outcome. For example, they:

- Use gestures, sounds, words, signs or other means to communicate wants and needs
- Meet their self-care needs (feeding, dressing, toileting, etc.). Their ability to meet self-care needs allows them to participate in everyday routines and activities.
- Use objects (for example, forks, sticks, pencils, crayons, clay, scissors, switches, other devices, etc.) as tools in appropriate ways.
- Move from place to place to participate in everyday activities, play, and routines.
- Seek help when necessary to move from place to place.
- Seek help when necessary to assist with basic care or other needs.
- Follow rules related to health and safety.
### Steps to Integrating EC Outcomes (ECO) with the IEP

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the review of existing data, look for information related to the ECO.</td>
</tr>
<tr>
<td>2.</td>
<td>IF the child is transitioning from a Part C Infant Toddler Program, organize the discussion of the child at the 90 day transition meeting in relation to the ECO.</td>
</tr>
<tr>
<td>3.</td>
<td>During the evaluation, probe for information on caregiver concerns related to the ECO.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td>4.</td>
<td>Compare the child’s functional skills and behaviors with those expected for other children his age.</td>
</tr>
</tbody>
</table>

Suggest the following steps are ways that teams can include the ECO into the IEP process.
Encourage teams to use the discussion of assessment information as it relates to the three outcomes. Use the outcomes to write and describe the child’s present levels,

IF teams are thinking about the outcomes will Guide collection of data – will need the CBM for the COSF anyway

Help teams organize assessment information to share with parents

Summarize all assessment information by describing how the child demonstrates skills across situations and settings, in the 3 global outcome

For each of the 3 outcomes, discuss the extent to which the child demonstrates skills and behaviors that are expected the child’s age

Use the outcome information to prioritize goals
**Early Childhood Outcome and IEP Review Summary Form**

**Child’s Name__________________________ IEP Review Date_______________**

**Outcome 1:** To what extent does the child show age appropriate functioning, across a variety of settings and situations, in the area of social interaction?

- Involves:
  - Relating with adults
  - Relating with other children
  - For older children, following rules related to groups or interacting with others

- Includes areas like:
  - Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play

**Strengths**

**Areas for growth**

**Outcome 2:** To what extent does the child show age appropriate functioning, across a variety of settings and situations, related to the acquisition and use of knowledge and skills?

- Involves:
  - Thinking
  - Reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds

- Includes:
  - Early concepts – symbols, pictures, numbers, classification, spatial relationships
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy

**Strengths**

**Areas for growth**

**Outcome 3:** To what extent does the child take action to meet his/her own needs as appropriate to his/her age across a variety of settings and situations?

- Involves:
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (e.g. fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety

- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants

**Strengths**

**Areas for growth**

---

Refer Participants into the handout in the resource section, pg. 11. This is one way to help teams format information for PLEP around the three outcomes.
**Example Outcome 2:**

**Acquire and Use of Knowledge and Skills**

<table>
<thead>
<tr>
<th>Involves:</th>
<th>Strengths</th>
<th>Areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Thinking</td>
<td>• When given 2 or 3 step directions, will follow 1 of the steps before requiring adult support.</td>
</tr>
<tr>
<td></td>
<td>• Reasoning</td>
<td>• Needs visual cues to choose from when making a prediction about a story or event.</td>
</tr>
<tr>
<td></td>
<td>• Remembering</td>
<td>• Not able to answer questions (how, why)</td>
</tr>
<tr>
<td></td>
<td>• Problem solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using symbols and language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding physical and social worlds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involves: Early concepts – symbols, pictures, numbers, classification, spatial relationships imitation object permanence expressive language and communication early literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to group by classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When faced with a problem will usually ask for adult assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows understanding of some age appropriate concepts (colors, big/little, in/on)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copies simple shapes and 3 letters of first name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning representational drawing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counts 2 objects correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to use two hands to manipulate objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answers simple factual questions</td>
<td></td>
</tr>
</tbody>
</table>
**Example Outcome 2:**
**Acquire and Use of Knowledge and Skills**

**Outcome 2: Acquiring and using knowledge and skills.**
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.

Example PLAAFP for Outcome 2
Example Outcome 2: Acquire and Use of Knowledge and Skills

**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.

---

**Example for Outcome 2 – also in activity guide on page 5**

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**Linking Kansas Early Learning Standards with Goals**

**Goal:** By Nov. 5, 20xx, during center time and art activities, Katie will hold adapted writing utensils between her thumb and fingers (tripod grip) to copy complex shapes with angular contours (e.g. rectangle, square, triangle) 4 out of 5 opportunities as measured during structured observations and work sample analysis.

---

**Presenter Highlights:** this is an example of how can they can link standards and goals, want to help EC folks understand the standards, how they are organized and what they mean,
While there is no requirement that IEP goals are linked to standards for children receiving early childhood special education. One of the cornerstones of providing services for children who have disabilities is the actual provision of those services in the least restrictive environment. In order to achieve this, special education professionals must have a sound reference point from which to work: the general early childhood education curriculum and the standards (Kansas Early Learning Standards) on which the curriculum is based. The individualized education plan (IEP) spells out the specialized instruction and related services that will occur to help the child access and progress in the general curriculum. This process is not new to educators working in the K-12 system. State standards and local curriculum tied to those standards have been around for several years. However, for professionals working with younger children, little information has been provided on how to link the IEP with standards and curriculum. It is important for those serving young children with disabilities is to make a link between each child’s IEP, the Kansas Early Learning Standards, and the curriculum” For school age children, general curriculum means the full range of learning opportunities, activities, lessons, courses and materials routinely used by the general population in local public school. For preschool age children, IDEA identifies the general curriculum as “appropriate activities” which would include early learning standards aligned with developmentally appropriate curriculum [34 CFR §300.347(1)(2)(ii)]. In Kansas there is no requirement for reporting the link between standards and annual goals on the IEP, nor is there a requirement to use the language of the state standard or benchmark in the goal. The state contends that there are many places where links to standards can be made in the IEP goals, and so does not restrict this activity to annual goals.
The concept of linking standards to the IEP is to ensure that children with disabilities have access to the general curriculum in which they can participate and progress. While the child’s present levels of academic achievement and functional performance (PLAAFP) is the formal starting point for the linking process, in reality the evaluation is where the general curriculum should first be addressed. Curriculum-based assessments and other tools used to collect curricular and functional information help establish the present levels. When the curriculum has been aligned with the standards, linking IEP goals to the curriculum becomes an easy process, especially when a curriculum-based assessment has already been aligned. Link is to the curriculum-based assessments aligned with the Kansas Early Learning Standards. Each developmental content area is further organized into standards, benchmarks, and indicators. In some cases, an indicator for children younger than 3 years may not be listed under a benchmark. Very young children have a smaller repertoire of skills and therefore indicators are not always appropriate and/or do not apply to this age range. A logo “<” will be used to indicate where there is not an age appropriate indicator. Every attempt was made to limit the number of standards, benchmarks, and indicators in order to keep the document useful and manageable. Therefore, standards, benchmarks, and indicators are only listed in one developmental content area although in some instances certain behaviors and skills apply to many developmental content areas.

Kansas Early Learning Standards can help teams prioritize goals:

- What skills can the child reasonably achieve in a year, with specially designed instruction and related services?
- What specially designed instruction, related services or other supports are necessary for the child to be involved and make progress in the general curriculum?

The Early Learning Standards include the following areas: see listed

---

### Linking Kansas Early Learning Standards with Goals

<table>
<thead>
<tr>
<th>Early Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical Health and Development</td>
</tr>
<tr>
<td>2. Social-Emotional Development</td>
</tr>
<tr>
<td>3. Communication and Literacy Development</td>
</tr>
<tr>
<td>4. Approaches to Learning</td>
</tr>
<tr>
<td>5. Science</td>
</tr>
<tr>
<td>6. Mathematical Knowledge</td>
</tr>
<tr>
<td>7. Social Studies</td>
</tr>
<tr>
<td>8. Fine Arts</td>
</tr>
</tbody>
</table>

---

FG- Early Childhood 2010-2011 Edition
In the example, Katie’s present skill levels (PLAAFP) provide information regarding where Katie’s skills fell within the general curriculum. This information (PLAAFP) was then compared to or cross-walked with the Kansas Early Learning Standards helped staff understand how Katie’s disability was impacting her ability to participate. This comparison with the early learning standards, benchmarks and indicators provided two kinds of information to help develop goals: first, a reference point showing where Katie’s skills fall when compared with other children her same age; and second, suggestions leading to future skill requirements. In order for Katie to fully access the classroom curriculum, Katie must be able to gain control of her wrists and fingers. Specially designed instruction, related services, and the use of adapted equipment will help Katie be involved in and make progress in the general curriculum (as stated in the annual goal). This is clearly a direct link between the Kansas Early Learning Standards and the IEP goal. For each area there are

**Standards:** A general statement within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

**Benchmarks:** A subcomponent of a standard and therefore a more specific statement of what the child should know and be able to do. Benchmarks are used to measure a child’s progress toward meeting the standard. There can be many benchmarks under a standard.

**Indicator:** Example behaviors of knowledge or skills children might demonstrate at different levels of development in order to meet the benchmark. (See Section II, for listing of age levels). Unlike k-12 standards the indicators are not written as an exhaustive list. There is one indicator per age level that is meant to demonstrate what the indicator may look like through the early childhood years.

- Young Infants (by 8 months of age)
- Mobile Infants (by 18 months of age)
- Toddlers (by 36 months of age)
- Preschooler (the 3’s)
- Preschooler (the 4’s)
EC IEP Support

Kansas Inservice Training System
- Creating Meaningful and Measurable Early Childhood IEP Goals and Objectives
- For Questions or Technical Assistance contact the Kansas Inservice Training System - KITS
  - KITS website – [http://kskits.org](http://kskits.org)
  - TASN website - [http://ksdetasn.org](http://ksdetasn.org)
  - KITS phone – 316-440-6634

For questions and support
Refer to Participant Activity Guide p.6

1. False – the child has already had assessments that indicate there is a need for further evaluation
2. True – when a formal referral is made, parents must be provided with their procedural safeguards
3. False – an IFSP must be considered
4. False – the indicator target is 100% children referred from Part C to Part will have an IEP in place and service initiated by the child’s third birthday
5. True – should be a kindergarten teacher –
6. B –
7. False –
   Time line – by June 20XX
   Condition – While working in the speech room (not a very functional condition)
   Behavior – increase vocabulary – not specific enough
   Criteria – 80% is not an appropriate criteria for this goal as it doesn’t tell us 80% of what as measured by the SLP – unnecessary information
Better _ By June 20XX, when presented with 5 vocabulary terms from the weekly story, Lisa will provide a definition with 80% accuracy (4/5 words) over 3 consecutive weeks.
8. True
9. False – however is best practices
10. True – this would be a functional way to ensure that the outcomes are the focus of specialized instruction.
Early Childhood: Writing IEPs for Young Children

Activities with Answers
**ACTIVITY**

**DIRECTIONS:** Review the PLAAFP, Goal and Benchmarks on the slide and answer the following questions to determine whether the PLAAFP, Goal and Benchmarks meet basic criteria.

**PLAAFP**

1. Describe current performance? **YES**

2. Describe the effect of Chris’s disability on his ability to participate in appropriate activities? **NO**

3. Provide baseline data? **the baseline data is not specific enough to be used for the goal.**

**Goal**

1. Does the Goal include a timeframe? **YES – IN 36 weeks**

2. Does the Goal include a condition? **YES – within daily classroom activities**

3. Does the Goal describe a behavior? **NO – improve fine motor skills is not objective or specific enough to meet the criteria**

4. Does the Goal include a measurement? **YES – meeting the listed benchmarks would be measurable**

**Benchmarks**

1. Do the Benchmarks include the required components?
**ACTIVITY**

**DIRECTIONS:** Using the following PLEPS, write a Measurable Annual Goal for Emily and Sally

**Emily**
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 2-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.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May 20XX</td>
<td>While playing with her peers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily will use 15 two-word combinations</td>
<td>During a 20 minute play period (15)</td>
</tr>
</tbody>
</table>
Sally
Sally enjoys listening to stories individually, with an adult, and is able to maintain her attention from beginning to 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.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May 20XX</td>
<td>During group activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally will attend to the speaker of the group with limited support from staff</td>
<td>For 10 minutes, in 4 of 5 consecutive observational periods</td>
</tr>
</tbody>
</table>

**ACTIVITY**

**DIRECTIONS:** Evaluate the following goals. Do they contain all 4 aspects of a measurable goal? If not, what is missing?

**Goal:** In 12 months, Timmy will follow 2-step directions, 1 time per observation period, across 5 consecutive group times

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 12 months</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timmy will follow 2-step directions</td>
<td>1 time per observation period, across 5 consecutive group times</td>
</tr>
</tbody>
</table>
**Goal:** By November 1, 20XX, when given a verbal direction by an adult, Robin will begin to comply with the direction within 10 seconds.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1, 20XX</td>
<td>when given a verbal direction by an adult</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin will begin to comply with the direction within 10 seconds</td>
<td>X</td>
</tr>
</tbody>
</table>

**Goal:** In 36 weeks, Vera will use scissors to cut out simple shapes with curved lines when presented with scissors, and paper with printed shapes (at least 3 inches in diameter). She will cut out the shapes within 1/4 inch of the line, 4 out of 5 trial

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 36 weeks</td>
<td>when presented with scissors, and paper with printed shapes (at least 3 inches in diameter)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vera will use scissors to cut out simple shapes with curved lines</td>
<td>cut out the shapes within 1/4 inch of the line, 4 out of 5 trial</td>
</tr>
</tbody>
</table>
**Check-in ACTIVITY**

**Check In:** To access your understanding of the information presented in this module, take a moment and answer the following questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When a child is referred from Part C, the first step in the process is for the Part B preschool program to screen the child.</td>
<td>False</td>
</tr>
<tr>
<td>2. When the Part C makes a referral to part B, the LEA is required to provide the parents of the child referred with procedural safeguards.</td>
<td>True</td>
</tr>
<tr>
<td>3. For a child between the ages of three and five an IFSP may not be used in place of an IEP</td>
<td>False</td>
</tr>
<tr>
<td>4. Since the LEA has 60 school days to complete the evaluation, if a child transitioning from Part C’s third birthday comes before the 60 school day timeline the LEA is not obligated to complete the IEP and have services in place by the child’s third birthday.</td>
<td>False</td>
</tr>
<tr>
<td>5. For a child who is 4 and will be transitioning to kindergarten, a regular education teacher is required at the IEP meeting</td>
<td>True</td>
</tr>
<tr>
<td>6. Early childhood PLAAFP must contain what three elements:</td>
<td></td>
</tr>
<tr>
<td>a. Current functioning, link to standards and baseline data</td>
<td></td>
</tr>
<tr>
<td>b. Current functioning, how the child’s disability affects participation in appropriate activities and baseline data</td>
<td></td>
</tr>
<tr>
<td>c. Strengths and Needs, where the child is in the general curriculum and baseline data</td>
<td></td>
</tr>
<tr>
<td>7. The following goal would meet the criteria as a measurable goal: By June 20XX, while working in the speech room, Lisa will increase her vocabulary with 80% accuracy as measured by the SLP.</td>
<td>False</td>
</tr>
<tr>
<td>8. IDEA 2004 defines the general curriculum for preschool age children as appropriate activities</td>
<td>True</td>
</tr>
<tr>
<td>9. All EC IEP goals must be linked to the Early Learning Standards</td>
<td>False</td>
</tr>
<tr>
<td>10. Early Childhood Programs are encouraged to use the three early childhood outcomes as the bases for discussions of Present Levels and to help prioritize goal selection.</td>
<td>True</td>
</tr>
</tbody>
</table>