

IEP Pre-K

Measurable Annual Goal

Annual Goal #1

Child will maintain her ability to engage and manipulate her environment by activating a variety of switches and sustaining the effect for 3 cycles in one setting during three separate data days.

Example: Child will be able to manipulate her switch for various activities with hands, eye gaze or leaning towards the button. Consideration that the child has limited hand use will be taken into account and assistance given when the intent to activate is observed.

Annual Goal #2

Child will maintain her visual-motor performance by sustaining visual pursuit of an item after it is from removed from directly in front of her.

Example: Child will follow the item up, down, left, right. Item will not be hidden then expected to be found by student

Annual Goal #3

Child will maintain her ability to request her basic wants and needs via total communication by demonstrating an overt change in her overall physical state (i.e. eye gaze, body movement, head movement, vocalizations, use of augmentative communication, etc.) during 3 opportunities on 3 data days.

Example: Child is utilizing an augmentative communication (Grooved Platform Communicator) device to communicate her basic wants and needs during snack time. Arm braces need to be utilized when child's oral fixation is limiting her ability to focus. Child will be given assistance when she looks at or leans toward a button and the eye gaze or lean will be considered an answer.

Annual Goal#4

Child will show Anticipation and awareness upon the announcement of a familiar routine by showing a change in her overall physical state.(i.e. eye gaze, body movement, head movement,vocalizations,use of augmentative communication device,etc.) during 3 opportunities on 3 data days.

Example: Child shows awareness with eye gaze, pressing of her button or device, leaning toward or looking towards activity, laughter, clapping, hand waving or raising if the arms above her head.

Annual Goal #5

Child will maintain her functional transfer skills by attempting to transfer 90/90 chair or bench sitting to/from standing with assistance of one hand held as observed on 2 trials on 2 data days.

Example: Child will work on her on being able to sit and stand from chair or bench with minimal assistance.

Annual Goal #6

Child will maintain her functional gait skills by walking at least 30 feet with stand by supervision, as observed on 2 of 3 trials, on 2 data days.

Annual Goal #7

Child will be able to recognize and identify numbers 1-10. Use of eye gaze, augmentative communication devices such as grooved platform communicator or YES/NO switch, body leaning or batting towards correct answers.

Annual Goal #8

Child will be able to recognize and identify basic colors. Use of eye gaze, augmentative communication devices such as grooved platform communicator or YES/NO switch, body leaning or batting towards correct answers.

Annual Goal #9

Child will be able to recognize and identify basic shapes such as: circle, oval, square, triangle, and rectangle. Use of eye gaze, augmentative communication devices such as grooved platform communicator or YES/NO switch, body leaning or batting towards correct answers.

Annual Goal #10

Child will be able to recognize and identify capital alphabet letters. Use of eye gaze, augmentative communication devices such as grooved platform communicator or YES/NO switch, body leaning or batting towards correct answers.

Services Summary

Special Education Service

Specially designed instruction:

School Health Services: 20 minutes daily for feeding, toileting and tube care

Occupational Therapy: 60 minutes at 30 minutes x 2 per week in therapy setting

Physical Therapy: 60 minutes at 30 minutes x 2 per week in therapy setting. Child also kept on the go by not being in wheelchair unless absolutely necessary for transport (for mobile girls)

Speech/Language: 60 minutes in individual and group settings

Education Instruction: 585 minutes per week