

Preschool IEP

Goal #1

C. will improve language comprehension by achieving the following objectives.

Will choose a picture that depicts the location of an object with eye gaze (in, on, under, behind, in front, next to).

Will choose a picture that describes an object with eye gaze (wet, dry, hot, cold).

Will choose picture that describes the time of a story (day, night).

Will listen to a short story and comprehend literal “wh” questions.

Will begin to respond to the why question by making simple inferences.

Will understand sequence of 3 events by choosing them in a sequence (first,next,last).

Will select appropriate picture in response to a statement with a subject pronoun (he,she,they,we).

Goal #2

C. will improve functional language by achieving the following objectives.

Will make a request or choice using a 2 switch device during a structured lesson.

Will use a single switch device to initiate social exchange with a peer.

Will direct an action of a peer by using a single switch device.

Goal #3

C. will produce learned speech sounds in a functional manner.

C. will verbalize recurrence using the “m” phoneme or complete word.

C. will verbalize for “on” consistently in a variety of situations.

C. will produce a variety of pure vowels in a meaningful manner (e for eat, o for open).

Goal #4

C. will improve expressive discourse by achieving the following objectives.

Will share an event by making 3 picture choices following a structural format.

Will describe an item by completing a web (object, descriptor, function).

Will share a procedure by sequencing steps.

Goal #5

C. will use appropriate oral motor movements for feeding.

Will attain lip closure during drinking with physical prompt

Will purse lips when drinking from a straw.

Will lateralize tongue with food bolus and chew soft solids.

Goal #6

C. will improve phonological awareness skills by achieving the following objectives.

Will recognize a rhyme by choosing picture that completes it.

Will begin to discriminate simple consonant sounds when named by selecting a picture that begins with the sound.

Goal #7

C. will improve AAC skills by achieving the following objectives.

Will scan a field of 4 items/pictures in an organized manner.

Will make two sequential choices going from categorical choice to more specific choice

Goal #8

C. will improve using her upper extremities during fine motor and computer tasks.

Will reach and touch a computer screen when positioned correctly in a chair.

Will point w/index finger to picture using a splint for modification.

Will point to letters on an intellikey board when requested, using an adapted splint.

Goal #9

C. will improve readiness skills by achieving the following objectives.

Will correctly predict what comes next in a 2 to 3 sequence pattern.

Will correctly sequence the letters in her first name.

Will recognize capital letters A-Z.

Will correctly identify her first name from a field of four.

Will correctly identify her last name from a field of four.

Will categorize objects into four basic groups: food, clothing, toys, shapes.

Goal #10

C. will improve mathematical concepts comprehension by achieving the following objectives.

Will count five objects using one to one correspondence, and identifying each number.

Will identify the numerals one to twenty using flashcards.

Will correctly sequence the numbers one through twenty in sequential order.

Goal #11

C. will walk throughout the preschool setting with decreasing assistance by demonstrating the following.

Walk from classroom to bathroom or PT room with facilitation at shoulders, without stopping being necessary to correct upright position. 1x/school day

Walk from P.T. room to classroom with peers (assistance as necessary) at speed necessary to keep up with class. 1x/wk
Will initiate 3 steps independently to reach desired reinforcer.

Goal #12

C. will demonstrate dynamic and static balance skills by the following.

Will stand and visually scan her environment for requested object or person without loss of balance 1x/school day.

Will initiate a movement (weight shift) while standing without loss of balance 2x/school day.

When standing up with a small amount of facilitation to maintain balance C. will press switch given verbal cues.

Goal #13

C. will transition into a variety of positions with facilitation each school day 5x/day.

When transitioned from stand to floor C. will reach forward with arms and initiate hip and knee flexion (assistance to go to floor as needed) 1x/school day.

Once assisted into high kneel and weight shifted C. will bring both legs up to stand, 50% of trials, verbal cues but no help to bring up 1 foot.

Transition into criss-cross sit with verbal cues and prompts starting in supine or another sitting position on floor.

Goal #14

C. will actively participate in going up and down stairs by the following.

With full assistance to help with balance and weight shift C. will actively initiate bringing first and second foot up on step. 2/4 steps

Down stairs – C. will actively reach forward with 1 foot toward step below while initiating hip and knee flexion of opposite leg 2/4 steps. Full assistance to support body weight, balance and weight shift.

Goal #15

During a musical setting C. will increase defined gross motor skills, eye contact, communication, auditory discrimination and academic skills.

When utilizing musical/verbal prompt C. will push her communication aid with one verbal prompt to answer “what’s your name”, 90% of the time.

When played a greeting and goodbye song C. will obtain and maintain eye contact with therapist for 3 seconds with verbal prompt 90% of the time.

When provided with 2 instruments C. will eye gaze at the instrument she hears as it sounds behind her when asked “Look at what you hear” 75% of the time.

When presented with colors, shapes or objects, using musical/verbal prompts C. will purposefully eye gaze for 3 seconds when prompted “Look at the triangle” 90% of the time.

When sung a prompt/song of “What comes next” C. will gaze/touch the next object in a 3 sequence pattern of colors/objects/numbers/shapes 75% of the time.

When musically prompted C. will point with her index finger to the picture/song card to correctly identify the song being sung, physical assistance fade to independence 50% of the time.

Using established counting songs, C. will using musical/verbal prompt, identify numerals 1-20 using flash cards, eye gazing for 3 seconds, 90% of the time.

Using a field of four when provided with musical prompt C. will identify her name by pointing with index finger 80% of time.

During group music setting C. will turn and look at peers when musically prompted “Where is _____, look at _____” 75% of time, physical guidance fade to verbal.