



Preschool Network

NETWORK NEWS

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WRITING ANNUAL PRESCHOOL IEP GOALS AND OBJECTIVES

By Kathleen Trumbull

An annual goal statement is what we want to see happen as a result of special education supports and services. The goal statement is considered complete when written in conjunction with the criteria for measuring progress. Goal attainment is measured by observable actions or behaviors of the child. The measure should be readily observable during a typical day or routine.

Goals should:

- Reflect IEP team priorities (remember, the team includes the parents/guardians);
- Be functional and sustainable;
- Be developed around the child's typical routines, activities and environments;
- Support and enhance social interactions;
- Have child's interest a high priority;
- Be developmentally appropriate;
- State a direction of change (increase, decrease, maintain);
- Express a desired level of achievement; an expected level of growth;
- Link to the "Performance Standards and Benchmarks for Three and Four Year Olds";
- Keep in mind a vision for the child's future.

Goals should keep in mind a vision for the child's future.

Goals are not:

- Statements of needed services (i.e., weekly PT to help with joint compression);
- Generic statements of developmental progress (i.e., progress in three months in fine motor skills);
- Specific only to one setting (i.e., will sit quietly during circle time);
- Written in jargon specific to professional disciplines (i.e., increase MLU to 4 words to improve postural stability).

You can use a chart like this to check the required components of a well-written goal:

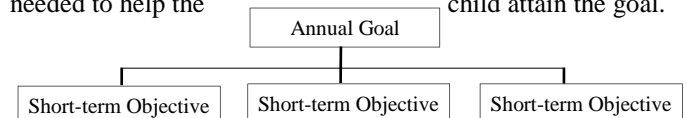
Direction	Skill	Present Level	Ending Level	Time Frame
Noah will increase	the communicative complexity of social interactions with adults and peers	from using simple gestures and single words	to using a variety of verbal and nonverbal communications to satisfy needs, participate in social interchange, express personal opinions or feelings, and obtain and provide information.	by May 2006

GOAL: Noah will increase the communicative complexity of social interactions with adults and peers from using simple gestures and single words to using a variety of verbal and nonverbal communications to satisfy needs, participate in social interchange, express personal opinions or feelings, and obtain and provide information by May, 2006.

Writing effective goals depends on:

- Knowledge of present levels of educational performance (PLEP)
- A baseline level of current functioning related to the desired direction of change
- Prioritized student needs

The **objectives and/or** benchmarks are a logical breakdown of the goal into smaller, often progressive steps—each of which may be a prerequisite of the next. They specify skills or performance levels the child must accomplish between his/her starting point (PLEP) and final goal. Objectives and/or benchmarks guide the IEP team in the development of strategies and modifications as needed to help the child attain the goal.



Sample objectives for Noah's annual goal:

- Objective 1: By October 1, when greeted at arrival, using two or more words, Noah will respond verbally and appropriately to the greetings of his peers or teachers as observed and documented by classroom teachers.
- Objective 2: By November 1, Noah will verbally and/or with gestures, show the classroom teachers what he needs and wants during typical school day activities (i.e., more food/beverage, use of the toilet, a toy or piece of equipment, etc.) as observed and documented by classroom teachers.
- Objective 3: By December 1, when asked what he plans to do during free play time, Noah will name one or more learning centers and activities he wants to play in as observed and documented by classroom teachers.
- Objective 4: By February 1, using three or more words, Noah will verbally respond to questions about his likes and dislikes from teachers and/or peers as observed documented by classroom teachers.
- Objective 5: By March 1, Noah will invite a friend to play with him using either verbal and/or non-verbal, non-aggressive communication as observed and documented by classroom teachers.
- Objective 6: By May 1, without prompting from teachers or peers, using three or more words, Noah will verbally share information about himself or the world around him with others. (i.e., "I goed to Grandma's," or "Doggie says bow-wow", etc.) as observed and documented by classroom teachers.

You can use a chart like this to check the required components of a well-written objective:

Time Frame	Condition	Behavior	Criteria	Evaluation
By October 1	when greeted at arrival	Noah will respond verbally and appropriately to the greetings of his peers or teachers	using two or more words	as observed and documented by classroom teachers.

More information about writing goals and objectives can be found in the *New Mexico State Department of Education Technical Assistance Manual on Developing Quality IEPs*, which can be found on the PED, Special Education Office website at: <http://www.ped.state.nm.us/seo/iep/index.htm>.

Center for Development & Disability
 University of New Mexico
 Division of Early Childhood and
 Specialized Personnel Development
 2300 Menaul NE
 Albuquerque, NM 87107
 Phone: 505-272-9924
 Fax: 272-0384



Mette Pedersen
 Division Director
 Early Childhood and
 Specialized Personnel Development
 505-272-1040
mpedersen@salud.unm.edu

Kathleen Trumbull
 PSN Training & Dev. Consultant
 505-525-9673
 Fax: 505-527-0806
katrum@zianet.com

THE PSN TEAM

Alison Noble
 Division Coordinator
 Early Childhood and
 Specialized Personnel Development
 505-272-2756
anoble@salud.unm.edu

Sophie Bertrand
 PSN Training & Dev. Consultant
 505-272-1506
sbertrand@salud.unm.edu

Jeanie McNabb
 PSN Training & Dev. Consultant
 505-272-8192
jmcnabb@salud.unm.edu

Melanie Barnhart
 PSN Administrative Assistant III
 505-272-9924
mbarnhart@salud.unm.edu

Curriculum and Assessment of Preschool Children—Part II

By Jeanie McNabb

Frequently Asked Questions about Curriculum

1. What are curriculum goals?

The curriculum goals state the essential desired outcomes for children. When adopting a curriculum, analyze its goals to ensure consistency with other goals of the early childhood program or with state and other early learning standards.

2. What is the connection between curriculum and activities for children?

Curriculum is more than a collection of activities. The curriculum goals and framework should suggest activities as well as teaching practices linked to standards or expectations. Together, activities and practices should help children develop and learn developmentally appropriate content. Appropriate curriculum promotes a balance between planned experiences and experiences that emerge from children's interests or unexpected happenings.

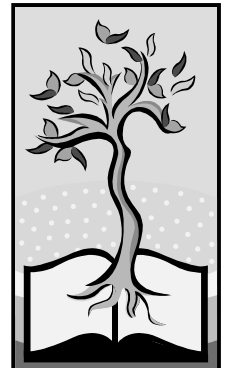
3. What are the most important things to consider in making a decision about adopting or developing a curriculum?

It is important to consider whether the curriculum fits well with: (a) broader goals, standards, and program values (assuming that those have been thoughtfully developed); (b) what research suggests are the significant predictors of positive development and

learning; (c) the socio-cultural, linguistic, and individual characteristics of the children for whom the curriculum is intended; and (d) the values and wishes of the families and communities served by the program. While it seems that a program's decision to develop its own curriculum would ensure the right fit, caution is needed regarding a program's ability to align its curriculum with the features of a high-quality curriculum. Considerable expertise is needed to develop an effective curriculum. It should incorporate important outcomes and significant content as well as conform with research on early development and learning.

4. What should be the connection between curriculum for younger children and curriculum they will encounter as they get older?

Early childhood curriculum is much more than a scaled back version of curriculum of older children. Earlier versions of a skill may look very different from later versions. For example, gaining spatial and geographic concepts is a more important predictor to knowing all 50 states in fourth grade than being able to name two U.S. states at age four in preschool.



NAEYC's position statement recommendations regarding Early Childhood Assessment:

Ethical, appropriate, valid and reliable assessment is a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities and supported by professional development. Assessment should be connected to: (1) making sound decisions about teaching and learning; (2) identifying significant concerns that may require focused intervention for individual children; and (3) helping programs to improve their education and developmental interventions.

Use Guidance to Build an Encouraging Classroom

The Encouraging Classroom is a caring community within the physical boundaries of the class. It is a place where children feel at home when they are out of the home. Adults provide ongoing guidance in order to maintain equilibrium between the needs of each individual child and the needs of the classroom community. Guidance, which is the approach teachers use to build the encouraging classroom, proactively and purposefully teaches children to express and meet their own and others needs acceptably and appropriately. Unlike teachers who may use traditional discipline, in a guidance approach, teachers never threaten the child's membership in the community to "motivate" better behavior. The child's place in the classroom community is not up for discussion. (Dan Gartrell. *The Power of Guidance: Teaching social-Emotional Skills in Early Childhood Classrooms*. NAEYC. 2004)



Check out our newly redesigned website!

<http://cdd.unm.edu/ec/PSN>

(Please note that the website address has slightly changed)

