

Preschool Standards and Standards Based IEPs

**for Utah Preschool Teachers and Providers –
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Topics included

- **Preschool Standards**
- **Standards based IEPs**
 - PLAAFPs
 - Goals
- **Progress Monitoring**

Two Basic Requirements for school aged students:

- IDEA'04 requires that all students be included in all state and district assessment programs, with appropriate accommodations or alternate assessment when necessary [34 CFR§300.320(6)(i)(ii)(A)(B)]
- NCLB-2001 required that all students be assessed at grade level on grade level standards
 - All subgroups included in accountability model in order to achieve AYP

The bottom line with NCLB:

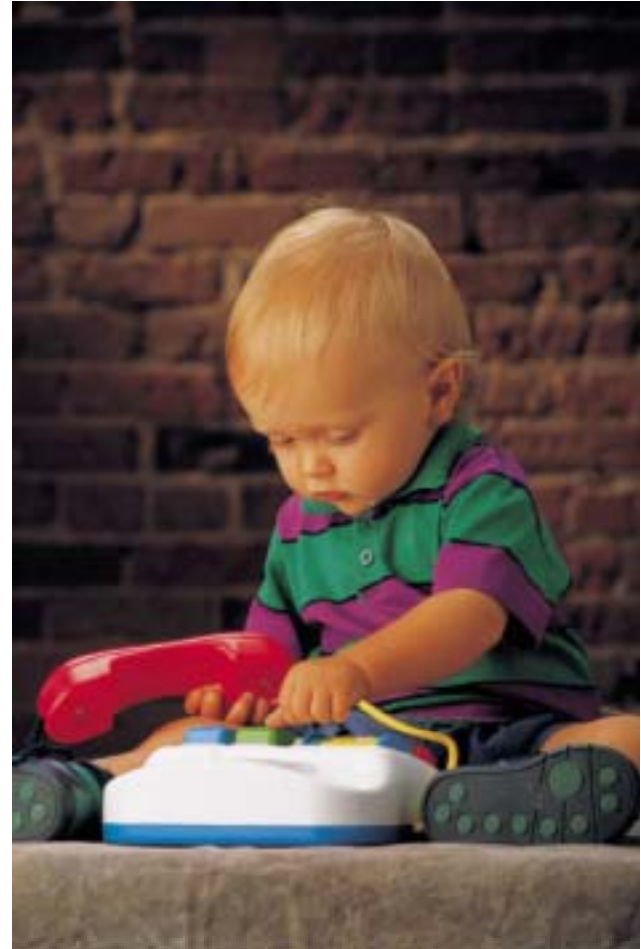
When schools fail to make AYP and slated for program improvement it often comes down to the special education subgroup either not participating or not making sufficient achievement.

OSEP's Child Outcome Reporting Requirements (Outcomes)

- Percent of infants and toddlers with IFSPs/preschool children with IEPs who demonstrate improved:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet their needs

We must measure and report:

- What we want children to--
 - Feel (attitudes, emotions, relationships)
 - Know (knowledge of facts, principles, processes)
 - Do (physical and self-help skills)



How Do Standards Benefit Preschoolers and their families

- Equitable access and **progress** in a general preschool curriculum
- Standards-based accountability
 - Goals and benchmarks linked to standards
 - Statewide or School-wide assessments based on standards
- Educational Benefit rather than just Compliance

Who needs an Early Childhood Education Outcomes System?



- National (OSEP): Monitor state IDEA implementation
- State (USOE): Provide data to legislature on program effectiveness
- District/School: Use outcome data to improve services
- Educator/Caregiver: Use outcome data to monitor and alter an intervention
- Family/Child: Identify outcomes that need further development

Teach what you Assess

- Because we are required to assess children and report their progress, we must ensure that we teach them what is being assessed.
- We must create a structure for linking the IFSP/IEP to the age appropriate standards that are assessed.
- We must have consistency of instruction and instructional planning

Creating Outcomes – We started with Domains

Cognitive

Adaptive/Self-Help

Communication

Physical

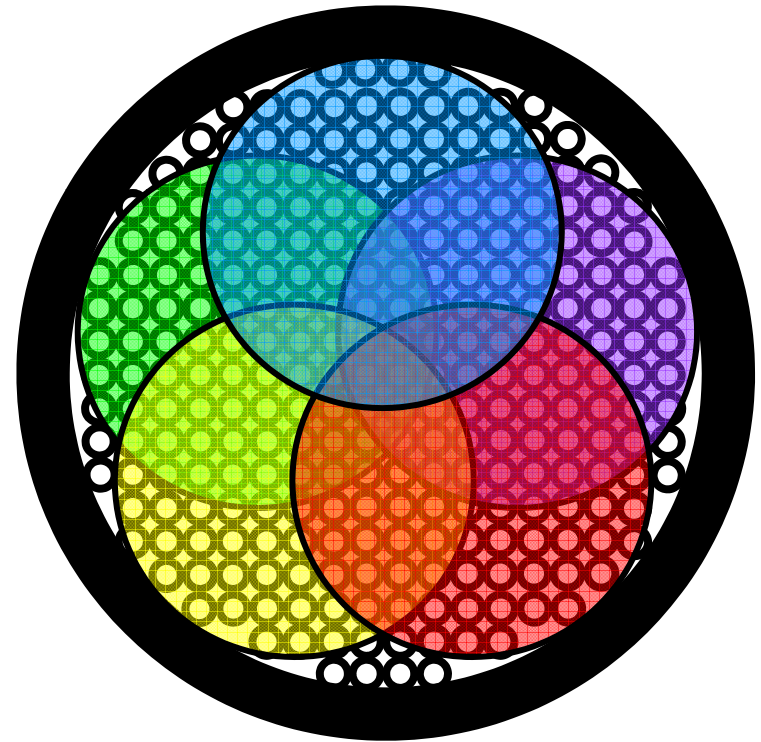
Social/Emotional

Within each domain we developed:

- sub-domains,
- guidelines,
- objectives,
- indicators,
- examples, and
- teaching strategies

We coded the domain objectives into the 3 OSEP functional Outcome areas

- Adaptive/Self-Help
- Cognitive
- Communication
- Physical
- Social/Emotional



Steps to a Standards-Based IEP

1. Select an area of weakness determined by multiple assessment measures
2. Identify the content area and the age standard
3. Write PLAAFP
4. Write Goals

1. Select areas of Need

- Based on multiple measures
 - **Sample data sources:** Baby Dibels, Observations, Play-based assessment, Battelle, ELAP, Psycho-Educational assessments
- Prioritize needs for which goals will be written
 - Consider course of study (transition-aged)
 - Consider the **discrepancy** between a student's current performance and performance of peers/standards

2. Identify the content area and the age level standard

- PLAAFP only needs to include content area(s) that will be addressed in goals.
- See PLAAFP worksheet
- Preschool Standards
- Must be Meaningful and Measurable

3. Write the PLAAFP – A synthesis

- May include:
 - Performance in preschool classroom
 - Performance on assessment
 - Progress monitoring data
 - Cognitive functioning
 - Communication status
 - Motor ability
 - Sensory status
 - Health/physical status
 - Behavioral skills
 - Functional skills, community participation
 - Emotional and social development

3. Write the PLAAFP – A synthesis

- Strengths, *preferences, *interests, age, ability, grade, cultural and educational background
- Parent Concerns
- Effects of Disability on:
 - Involvement in preschool curriculum
 - Progress in preschool curriculum
 - Functional performance—the “so what”

Involvement/Progress in General Curriculum

- Involvement for preschool—means appropriate developmental activities
- Progress focuses on changes in the discrepancy comparison over time, rate of performance,
- Use the federal language so reviewers can easily see that you have addressed requirements.

Involvement/Progress

- BASELINE evaluation information must contain a number that describes the discrepancy i.e., age level, performance compared to goal (benchmarks-templates)

Mary can name 2 colors of the 8 primary colors in one minute as compared to our preschool goal of naming 8 or more colors in one minute during the first three months of school.

Functional Performance

- The “So What” or impact of involvement and progress information. This is what families and children are most interested in.
- Not just for children with severe disabilities
- How the student applies skills in areas of concern—school and “quality of life in an individual community” beyond school.

Preschool Example

Joe's disability affects his acquisition of effective communication skills at the same rate as his peers at his age level. **This impacts his progress in developing relationships with other children and learning and using new information.**

Elementary example

- How is the student applying his/her skills and what is the impact:

John's disability affects his acquisition of reading skills at the same rate as his peers at his grade level. **This impacts his progress in his content area classes where reading is required to learn.**

Avoid

- Technical terms,
- Professional jargon,
- Acronyms, and
- In-depth detail

4. Write the Goals

- Directly correlated to PLAAFP
- Reasonably accomplish in 12 months
- Specific to the child—Not *Mary will pass the preschool requirements*--Individualize criteria—
- Designed to close the discrepancy gap
- Designed to help the child to be more independent
- Use student strengths especially with behavior goals

4. Write the Goals -Components

- Setting or Conditions—Given----
- Behavior or skill—
 - Demonstrate copy and paste from Standards
- Desired ending level of achievement (Criteria)
- Intent or purpose for accomplishment—functional impact of the goal
- Evaluation and Schedule

4. Write the Goals -Components

- First write a goal addressing **an age level standard**
- **Then** if necessary address prerequisite skills, **start at the student's ability level** and focus on skills needed to get to age level
 - Students should be given access to age level standards
 - Tweak the “given” so that the student can access the age level standards

Goal Example –

Cognitive 25-60 mo. OSEP Outcome #2

- Megan will identify and sort objects according to common characteristics from determining if two objects are the same or different to identifying objects that do not belong to a particular group.. This will allow her to be ready for more complex mathematical concepts. Megan's preschool teacher will evaluate progress through daily assignments.

Goal Example –

Adaptive 37-48 mo. OSEP Outcome #3

- In order to develop skills to eat independently, Michael will get a drink independently. He will do this on a daily basis, within 5 seconds of being prompted, without physical assistance over 10 consecutive days. This activity will be evaluated through daily recorded observations by Michael's preschool teacher. (Adaptive/Self Help Obj. A.1.1.1.)

Goal Example –

Cognitive 7-24 mo. OSEP Outcome #2

- Susan will imitate adults when prompted on 4 out of 5 trials for 5 consecutive days by watching a caregiver use a variety of materials, follow directions and imitating caregiver's movements. She will do this to develop her senses for the purpose of interaction. Progress will be evaluated weekly by the preschool provider and documented through observation charts.

Goal Example –

Adaptive 37-48 mo. OSEP Outcome #3

- Given a task analysis for bagging groceries, while at the community job site, Steven will practice the task semi-weekly and complete it (a) without breaking items, (b) without ripping bags on 90% of occasions by April 2, 2008. This activity will be monitored and evaluated by the job coach working with Steven.

Progress Monitoring

- Its about monitoring the discrepancy gap
- Its about monitoring independence and functional performance
- Its about using data to make decisions about changes in services and changing the course when needed

Progress Monitoring Example

- 1= This goal has been met.
- 2=Progress has been made toward the goal. It appears that the goal will be met by the annual review date.
- 3=Progress has been made toward the goal but the goal may not be met by the time the annual review date.
- 4=Progress is not sufficient to meet this goal by the annual review date. An IEP amendment is required.
- 5=Your child did not work on this goal during this report period. (Provide an explanation to the parents)

Progress Monitoring Example

- End of the IEP Cycle Comparison to general education peers or standard

3--Less discrepancy from peers or standard

2--Same discrepancy from peers or standard

1--More discrepancy from peers or standard

NR--Insufficient data

- End of the IEP Cycle Independence Rating

Demonstration and Lab Experience

Using the Online Preschool Standards

Go to www.utahecomes.org

Click on [Link to Standards](#)

Click on [Request an Account on this system](#)

Need Help or Have a Suggestion?—

Click on [\[Feedback\]](#)