

Supporting Your Preschool Child's IEP at Home

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8/25/21

Today We Will....

- look at IEP goals and find ways to support those skills in your home
- learn how to embed IEP goals into your daily routines and activities
- explore fun, engaging learning strategies to support your child's development

Your Child's IEP: What Is In It?

What is the purpose of an IEP?

What key points are in an IEP

- present level

- annual goals

- special education services

Digging into IEP Goals

- What is a goal?
- What are skills or behaviors?
- How do I support skills and behaviors in my home?



Examples of Skills and Behaviors

Domains of Development

Cognition

Physical (gross and fine motor)

Communication

Social Emotional

Adaptive / Self Help

Goals: Cognition



Your Child's IEP Goals

III. MEASURABLE ANNUAL GOALS

Each goal must address at least one disability-related need.

Develop / revise one or more measurable annual academic or functional goal to:

- Address any lack of expected progress toward the annual goals, if appropriate;
- Address the unique needs of the student that result from the student's disability (*see section I.F. above*);
- enable the student to progress toward age/grade-level reading standards, or for preschoolers, early learning standards for language development, communication and early literacy;
- Enable the student to be involved in the general education curriculum i.e., the same curriculum as for nondisabled students;
- Enable the student to progress toward meeting age/grade-level academic standards; and
- Enable the student to be educated and participate with nondisabled students.

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need.

A. **Before developing annual goals**, review the previous IEP goals and progress (*document review and student's progress on the I-5, Annual Review of IEP Goals*)

Previous IEP goals reviewed: ☐ Yes ☐ No ☐ Not Applicable

B. **Goal # _____** (*The Goal # changes as goals are added. Complete 1 through 5 below for each goal.*)

1. Goal Statement:

a. Baseline (Student's current level of performance from which progress toward this goal will be measured):

b. Level of Attainment (Must relate to the baseline measurement and reflect progress):

2. Benchmarks or Short-Term Objectives (*Required for students with the most significant cognitive disability expected to participate in an assessment aligned with alternate academic achievement standards.*):

☐ Not Applicable

Goals: Physical



Goals: Communication



Goals: Social Emotional



Goals: Adaptive



Working Hand in Hand

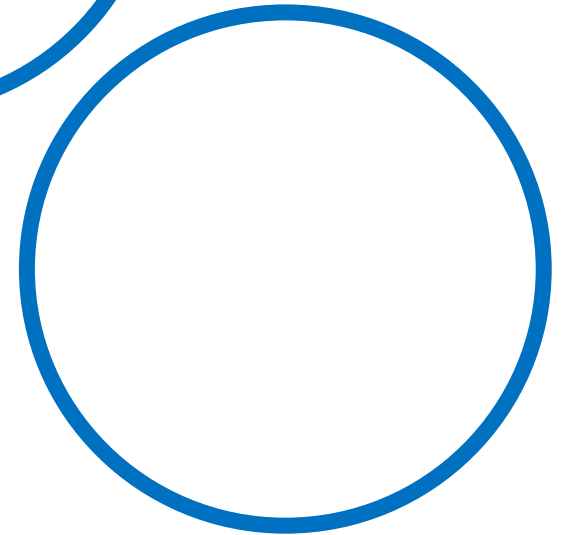
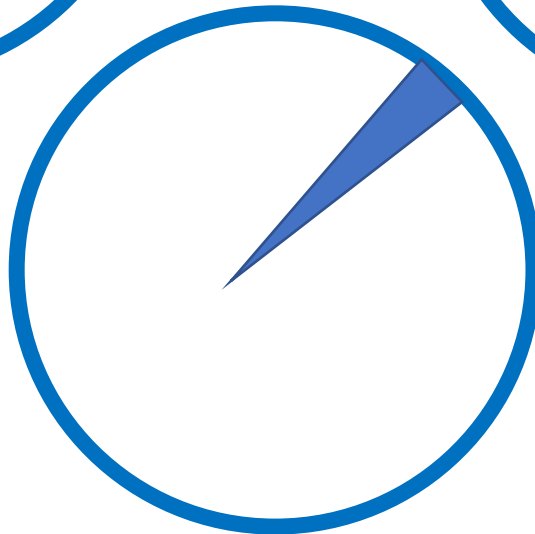
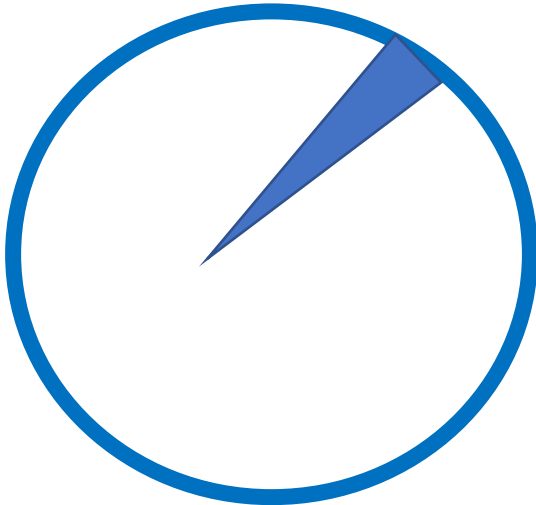
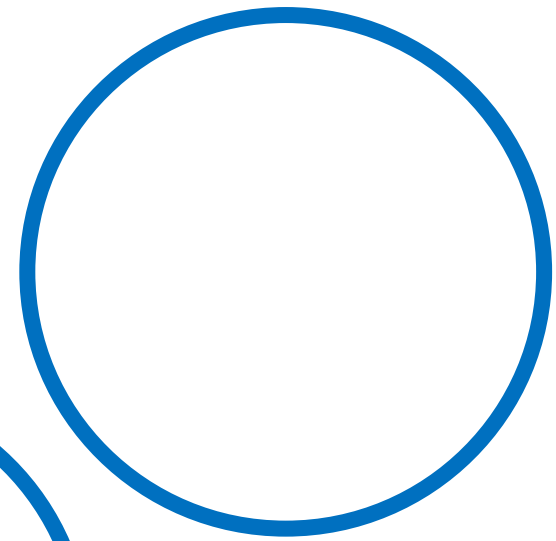
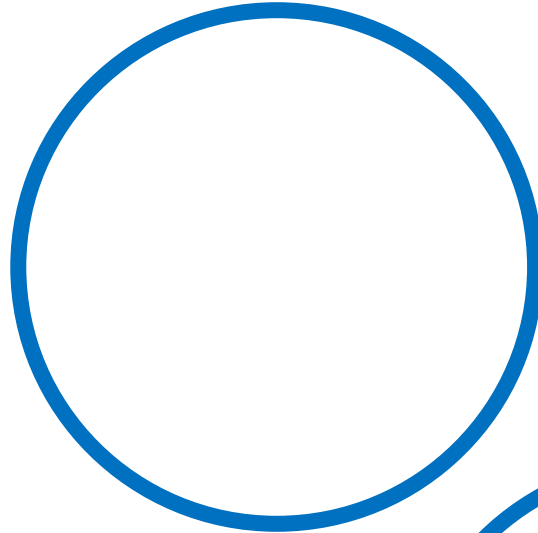
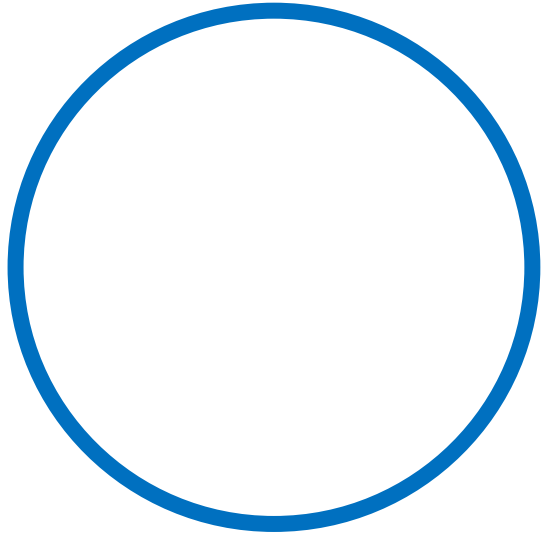


Stages of Learning

- Show and Tell
- Practice Makes Perfect
- You Got It



Practice Makes Perfect



Learning Happens in Daily Routines



What are daily routines.....

“...they are naturally occurring activities happening with some regularity...”

Learning in the Home



Learning in the Community



Activity Matrix

	Dressing	Meals	Outside	Play	Before dinner	Bath	Bedtime
Persist	X	X		X			
Follow 2-step directions				X	X		X
Mother resume education							
Use 3 different pieces of playground equipment			X				
Use fork with little spilling		X					
Parents info about Fragile X syndrome							
Wait for others' turns				X			
Put on shirt and pants	X					X	
Parents time for themselves							
Count to four when upset		X		X			X
Express opinion without whining or crying				X	X		X
Visit transition programs							
Stay in bed without protesting							X

Early Literacy in Daily Routines



Center for Early Literacy Learning



[HOME](#)

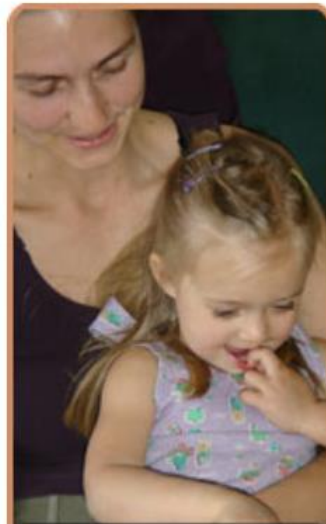
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Parents



Practitioners



Trainers
and
Coaches



Librarians



Researchers

The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and

Resources of Explore

Let your preschooler's everyday activities

POP

with literacy-learning POWER!

BATH TIME

Together with your child, name and point to body parts.

Look at waterproof bath time books together.

Sing songs and do fingerplays about bath time or your child's interests. "Rub-a-dub-dub, three men in a tub...."

Point to and read the words "hot" and "cold" on the water taps.

Fill and pour water from empty shampoo bottles. Point to the words and letters on the empty bottles.

Everyday literacy learning opportunities from  the Center for Early Literacy Learning (www.earlyliteracylearning.org)
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Daily Routines & Literacy

Pathways to Literacy - Illustrates how literacy learning opportunities can be found in everyday places, in everyday activities. *For use with Parents and by Teachers.*



[Watch on Youtube](#)
(Length - 4:02)

Weaving Wonderful Tales - Describes shared reading, an interactive style of adult-child reading for 2-3 year olds. *For use with Parents and by Teachers.*



[Watch on Youtube](#)
(Length - 9:11)

Milestone Moments

Learn the Signs. Act Early.



Milestones Matter!

Look inside for milestones to watch for in your child and tips for how you can help your child learn and grow.

THANK YOU



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