



Recipe for Success Part 1: Key Ingredients for Meaningful Goal Development

WAVE conference

Wyoming July 2019



WHO AM
I?

who are
YOU?



Agenda

- Overview of the afternoon/setting the stage
- Review 3 key ingredients of developing goals:
 - The “what”, the “how” & the “why”
- Practice observing a routine
- Review the criteria for high-quality goals
- Goal assessment activity
- Share resources



Outcome

- To increase understanding the components of developing functional goals
- To understand the importance of observing routines
- To increase skills in developing routines-based goals



Think, Pair, Share

- How are goals developed currently in your setting; who is involved, what information is used, how are they written?
- What's working well? What are challenges?
- Talk to your neighbor and share ideas & thoughts.

Setting the stage



IDEA



“Disability is a natural part of the human experience and in no way diminishes the right of an individual to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

Successful Outcomes for Children

Effective & meaningful service delivery & environments

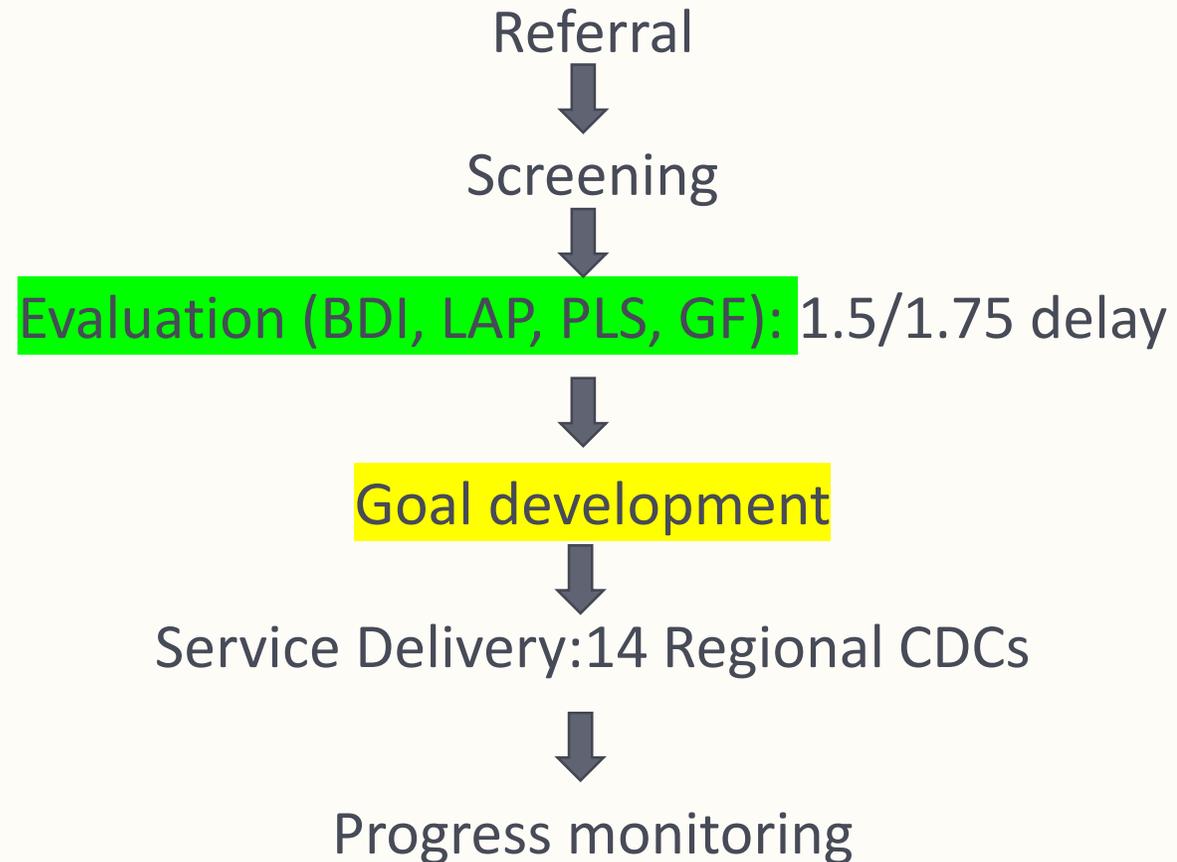
Relevant and functional goals

Comprehensive evaluations/Progress monitoring



Wyoming's Process

2,440-2,500 children served





What do we know about how young children learn?

They learn:

- from their peers
- within the context of their environments
- when they are participating and involved
- when activities & material are of high interest
- best through self directed play (with adult guidance)

Belonging



Participating

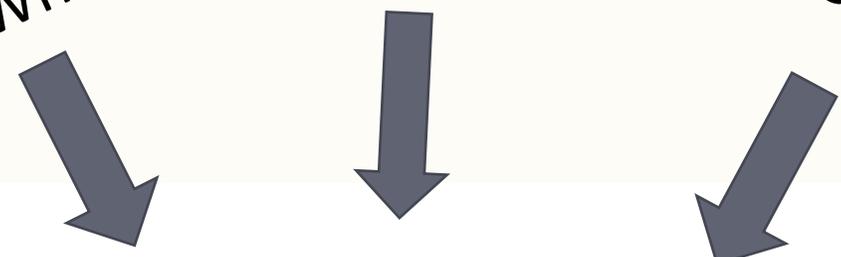


Learning



Recipe for Meaningful Goal Development

The "What" The "How" The "Why"



Goal
Development





Ingredient # 1: The “What”: Relevant Information

- Routines-based
- Comprehensive
- Child outcome data
- Describe how the disability affects the child’s participation in appropriate activities



Ingredient # 1: The “What”: Relevant Information

- Child’s strengths, needs, preferences, & interests
- Concerns of the parent
- Results from initial/most recent evaluation/assessments
- Academic, developmental & functional needs



Ingredient # 2:

The “How”: Gathering Information

- Using a variety of assessment tools & strategies
- Not use any single measure or assessment as sole criteria
- Nondiscriminatory
- Observe routines
- Play-based
- Team process
- Include the family
- Authentic



Draco

[DracoAndFriendsPlayingWithLegos.mp4](#)

[DracosTransitionToGroupTime.mp4](#)





Ingredient # 3:

The “Why”: Using the Information

- To identify:
- Measurable meaningful annual goals (academic & functional)
- Special education and related services
- Explanation of the extent, if any, to which the child will not participate with nondisabled children
- Dates, frequency, location, & duration of services & modifications
- Individual accommodations/modifications*
- TO IMPROVE OUTCOMES



DEC RP: Assessment

“Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. In early intervention and early childhood special education, assessment is conducted for the purposes of screening, determining eligibility for services, individualized planning, monitoring child progress, and measuring child outcomes...”



DEC RP: Assessment

A2. Practitioners work as a team with the family & other professionals to gather assessment information.

A4. Practitioners conduct assessments that include all areas of development & behavior to learn about the child's strengths, needs, preferences, & interests.

A6. Practitioners use a variety of methods, including observations & interviews, to gather assessment information from multiple sources, including the child's family & other significant individuals in the child's life.



Early Care & Education Environment Indicators of High Quality Inclusion

Indicator 8: Assessment

Personnel use ongoing observation and authentic assessment practices that span all areas of development and are culturally responsive, non-biased, and in children's primary language to understand children's learning and development. Data about individual children's learning are monitored and inform the use of adaptations or additional supports for children.



Criteria for High Quality, Participation-Based Goals

- Written in plain English & jargon-free
- Emphasize the positive
- Describe the child's involvement in age-appropriate activities to address academic & functional areas
- Measurable & observable
- Describe what the child will demonstrate they know/can do
- Describe the situations in which the child will demonstrate the goal

The Focus of Goals



Skill Based Goals vs. Routines-Based Goals

Skill-Based

Michela will use words to communicate her needs/wants to adults & peers.

Jonathan will use a pincer grasp correctly 8 out of 10 times.

Routines-Based

During arrival and dismissal each day Michela will say hello/goodbye and initiate talking to at least one adult or peer.

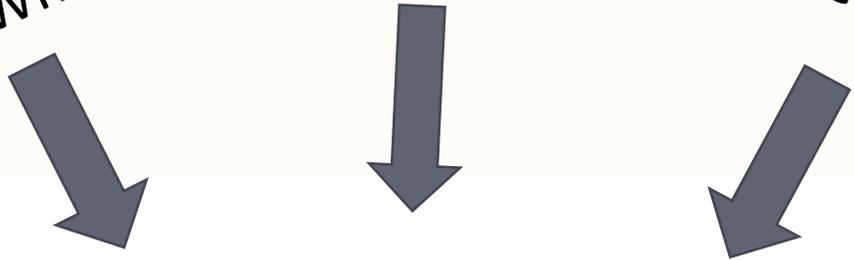
During snack each day Jonathan will use fork/spoon correctly, pick up small bits of food (such as cheerios), and open small food packages by himself.



Goal Assessment Activity

Recipe for Meaningful Goal Development

The "What" The "How" The "Why"



Goal
Development



Successful Outcomes for Children

Effective & meaningful service delivery & environments

Relative and functional goals

Comprehensive evaluations/Progress monitoring





Table Discussion

- Was there something in this presentation that sparked your interest?
- Is there a change you will make in your practice after you leave?

Most Challenges Can be Overcome

https://www.youtube.com/watch?v=VrSUe_m19FY





Resources in Your Electronic Folder

- DEC Recommended Practices
- Federal Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs
- Flyer on the High-Quality Indicators; State, Local, & EC Environments
- Preschool Inclusion Fact Sheet
- OSEP LRE Dear Colleague Letter



Online Resources

- Early Childhood Technical Assistance Center:
<http://ectacenter.org>
- Enhancing Recognition of High Quality, Functional Goals:
<http://ectacenter.org/~pdfs/pubs/rating-iep.pdf>
- DEC RPs:
<http://ectacenter.org/decrp/type-checklists.asp>
- Results Matter video library:
<http://www.cde.state.co.us/resultsmatter/rmvideoserries>



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