Standards Based IEP’s for Preschool Children

Special Education Services
Alabama State Department of Education
Adobe Presenter Recordings

Standards-Based IEPs

- Recorded Presentation
- Accompanying PowerPoint
- Q&A, Standards-Based IEPs

Online Trainings

Accommodations

This is an online training module for instructional and assessment accommodations. To access this site you must first set up a login and password. Topics covered include: (1) Thinking About Student Characteristics, (2) Linking Student Needs to Accommodations Decisions, (3) Instructional Accommodations, (4) Assessment Accommodations, and (5) Monitoring and Evaluation.

- Step 1: Login & Password Setup for "First Time User"
- Step 2: Accommodations Online Training

http://alex.state.al.us/specialed/presentations.html
NCLB...
When NCLB was signed into law in 2002, it ushered in some of the most sweeping changes the American educational system has seen in decades. New requirements introduced in NCLB were intended to increase the quality and effectiveness not only of the Title I program, but of the entire elementary and secondary education system — raising the achievement of all students, particularly those with the lowest achievement levels.

IDEA...
In updating IDEA in 2004, Congress found that the education of students with disabilities has been impeded by "low expectations and an insufficient focus on applying replicable research on proven methods of teaching and learning...." Significant changes to IDEA as well as a close alignment to NCLB are designed to provide students with disabilities access to high expectations and to the general education curriculum in the regular classroom, to the maximum extent possible, in order to "meet developmental goals and, to the extent possible, the challenging expectations that have been established for all children...." (NCEO, August 2006)
Writing Preschool IEP’s to Standards

**Materials List**
- Alabama Developmental Standards for Preschool Children
- Collection of Data

**Action**
- Analyze data for common strands of strengths and needs
Alabama Developmental Standards for Preschool Children

- Access the standards at the www.alsde.edu website:

OR

- Access the standards at the ELPP website
- https://fp.auburn.edu/institute/elpp/
## Language and Literacy

### Goal 1: Children will develop listening comprehension skills (receptive language).

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>- LL.P.1.1 Understand and follow spoken directions.</td>
</tr>
<tr>
<td>- LL.P.1.1.M Child has mastered standard.</td>
</tr>
<tr>
<td>- LL.P.1.1.1 Follow multi-step directions.</td>
</tr>
<tr>
<td>- LL.P.1.1.2 Follow a one-step direction.</td>
</tr>
<tr>
<td>- LL.P.1.1.3 Point to/choose a picture of object when directed.</td>
</tr>
<tr>
<td>- LL.P.1.1.4 Turn head toward adult when directed.</td>
</tr>
<tr>
<td>- LL.P.1.1.5 Sustain eye contact when directed “look at me.”</td>
</tr>
<tr>
<td>- LL.P.1.1.6 Child does not respond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>- LL.P.1.2 Listen attentively to stories or class discussions.</td>
</tr>
<tr>
<td>- LL.P.1.2.M Child has mastered standard.</td>
</tr>
<tr>
<td>- LL.P.1.2.1 Listen to book being read or class discussions and answer related questions correctly.</td>
</tr>
<tr>
<td>- LL.P.1.2.2 Listen to and look at entire book being read or class discussion.</td>
</tr>
<tr>
<td>- LL.P.1.2.3 Demonstrate interest in stories or class discussions by making appropriate facial expressions.</td>
</tr>
<tr>
<td>- LL.P.1.2.4 Look attentively at face of speaker or book during story time.</td>
</tr>
<tr>
<td>- LL.P.1.2.5 Turn head toward person who is speaking.</td>
</tr>
<tr>
<td>- LL.P.1.2.6 Child does not respond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>- LL.P.1.3 Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experiences.</td>
</tr>
<tr>
<td>- NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>- LL.P.1.4 Begin to use pre-reading skills and strategies (ex: prior knowledge to text, making predictions about text and using picture clues).</td>
</tr>
<tr>
<td>- NA</td>
</tr>
</tbody>
</table>

### Examples

**The child will:**
- Follow simple spoken directions or symbols such as: “Hang up your coat and come to the group area.”
- Repeat or gesture an instruction to a friend.
- Respond to questions in conversations and questions from familiar adults and children.
- Say, “The big billy goat tricked the troll” after listening to *The Three Billy Goats Gruff*.
- Retell a story during center time by sequencing pictures, arranging characters on a felt board, or using puppets.
- Draw a picture depicting some element of a story, song, poem, etc.
- Identify characters, settings, and ideas of stories.
- Identify author and title of book.
- Tell whether a story is real or make believe.
- Predict what happens next in a picture walk using picture clues or title of a book.
- Tell what comes next in a picture schedule.
- Remain with group during story telling or discussions.
- Interact with group by using hand motions to repeat or represent common phrases.
- Predict what comes next by using verbal/visual cues.
- Use prompts provided by teacher to respond.

### Supportive Practices

**The teacher will:**
- Provide opportunities to listen for a variety of purposes (to learn what happens in a story, for instructions, to talk with another person, etc.).
- Provide opportunities to listen and respond.
- Play “Simon Says” or “Mother May I”.
- Start hand-clapping patterns.
- Prompt complex responses with who, what, where, when, and why questions.
- Read to children several times a day in small or large groups or to individual children.
- Use props to retell stories (ex.: puppets, flannel board figures).
- Write or perform plays based on stories.
- Play listening games with children like “Red light, green light”.
- Identify a “magic word” in a story or poem (ex.: children clap when hear word “bear” in *Three Bears*).
- Provide multiple modes for students to respond (ex.: picture cards, felt board, sign language, gestures, assistive technology).
- Provide opportunities to participate in story time by activating a switch.
- Provide opportunities to use a variety of devices from small switches to computers with assistive adaptations for children with motor challenges.
- Read a short passage, then stop and ask a wh-question about what she has just read.
Collect and Analyze Data:

• Data Sources

Initial IEP:
Current assessment data; Family Focus Interview, Natural Environment Survey, parent interview, teacher interview, checklists, observations, related service providers, Early Intervention, private evaluations, medical reports, other

Annual IEPs:
Annual update of ELPP data (optional, but encouraged), curriculum evaluations, progress monitoring, parent input, teacher reports, related service providers, progress reports, previous year’s IEP, other
TJ - age 3.6

- Brigance III - Communication and Social development delays. Avg. cognition, physical and adaptive development.
- Preschool Language Scale V - Higher expressive skills than receptive skills
- Uses words to communicate wants and needs
- Imitates 7-8 word phrases heard on T.V.
- Responds to some yes/no questions and “wh” questions related to visual information, familiar events and simple stories with pictures
- Normal hearing and vision
- Does not verbally initiate conversation or engage in reciprocal play with peers
- Requires prompting to answer questions
- Poor ability to engage in reciprocal conversation
- Unable to answer most questions asked by his teachers and peers without prompting
- Good health
- No meds
- Benefits when oral information is simplified, repetitively presented, and paired with visual cues
Develop Student Profile

- Strengths
- Parental concerns for enhancing the education of the child
- Student preferences and/or Interests-
- Results of most recent evaluations: Eligibility, teacher observation, progress monitoring, related service data, etc.
- Academic, developmental and functional needs-How the disability adversely affects participation and progress in age appropriate activities
- Other- Information pertinent to the development of the IEP that is not included anywhere else on the profile page. Ex. Medical, progress on previous IEP, etc.
- Transitioning from EI to Preschool-justify if IEP will not be implemented on the child’s 3rd birthday
Present Level of Academic Achievement and Functional Performance

- Strengths
- Needs
- How the disability affects the child’s participation and progress in age appropriate activities

Tell what the child can do in relation to what the child should be able to do in the area of instruction.
Strengths: According to parent report, preschool teacher, and the recent results of the Brigance Diagnostic Inventory of Early Development III, TJ uses word combinations to communicate his wants and needs. (LL.P.4.1.1, LL.P.4.4.2) He imitates 7-8 word phrases from familiar television shows and movies. (LL.P.4.5.3) TJ names objects/pictures in a variety of categories by pointing or naming. (LL.P.3.1.2, LL.P.3.1.1) He responds to some simple yes/no and “what” questions related to visual information, familiar events, and simple stories. (LL.P.4.2.3, LL.P.4.2.2) TJ benefits when oral information is simplified, presented repetitively, and paired with visual cues.

Needs: He continues to have difficulty answering most questions presented by his teachers and peers. (LL.P.1.2.1)

Statement of Adverse Affect: His difficulty answering questions restricts his participation in oral classroom activities and his ability to engage in and sustain reciprocal conversation within his preschool environment.
Measureable Annual Goal

- Who
- Behavior
- Condition
- Criterion
- Time frame

Copying and pasting standards into the goal is not acceptable!
Goals should be individualized for each student!
Avoid including too many target goals in the annual goal!
Measurable Annual Goal

- By the end of the IEP period, TJ will use 3-4 word phrases to answer "wh" questions related to oral information presented throughout the school day with 80% accuracy in four of five trials. (LL.P.1.2.1)
- **Who:** TJ
- **Behavior:** will use 3-4 word phrases
- **Condition:** related to oral information presented throughout the school day
- **Criteria:** 80% accuracy in 4 out of five trials
- **Timeframe:** By the end of the IEP period
Measurable Annual Goal

• What NOT to do:

• X will increase cognitive skills by learning all 26 letters of the alphabet (LL.P.7.1), and the sounds made by at least 10 letters (LL.P.7.2), answering comprehension questions about the stories read in class (LL.P.1.2.1) such as identifying character, setting and plot as well as retelling and summarizing (LL.P.1.3) the stories and books read aloud in class 4 out of 5 times in 5 consecutive trials as measured by teacher observation and data collection by the end of the 2013-2014 school year.

• Too many targets.
Measurable Annual Goal

• **What should be done:**

• **AREA: Cognition**

• By the end of the 2013-2014 school year, X will name all 26 letters of the alphabet (LL.P.7.1) when presented by the teacher with 80% accuracy in five consecutive trials.

• By the end of the 2013-2014 school year, when presented letters by the teacher, X will name the sounds made by at least 10 letters (LL.P.7.2.1) with 80% accuracy in five consecutive trials.

• X will answer comprehension questions about the stories read in class (LL.P.1.2.1) such as identifying character, setting and plot as well as retelling and summarizing (LL.P.1.3) the stories and books read aloud in class 4 out of 5 times in 5 consecutive trials as measured by teacher observation and data collection by the end of the 2013-2014 school year.
null
4 Components of Service Details

During structured play activities within the preschool environment, the special education teacher will use prompting (visual, verbal and physical), modeling, and verbal imitation in one-on-one and/or small group instruction to teach reciprocal play skills and ways to initiate peer interaction.

- **Provider (Who):** special education teacher
- **Content (Subject area):** reciprocal play skills and ways to initiate peer interaction.
- **Methodology (Type of instruction):** prompting, modeling, and verbal imitation
- **Delivery of Instruction (How, When):** (one-on-one and small group instruction, During structured play activities)

- Use these 4 components for special education and related services details.
Supplementary Aides and Services

Consists of aids, services and other supports that are provided in regular education classes or other education-related settings to enable a student with a disability to be educated with nondisabled students to the maximum extent appropriate in accordance with their least restrictive environment.

• Adult modeling
• Verbal prompts
• Visual prompts
• Physical prompts
• Picture cards
• Peer models
• Positive praise
• Potty schedule
• Paraprofessional
Assistive Technology

• An FM system will be utilized for oral instruction in the inclusive classroom.

• A touch selection device will be utilized to show preferences in choices.
Support for Personnel

- The special education teacher will train the early childhood teacher and paraprofessional on sensory related behavior issues and behavior control techniques.

- The speech pathologist will train preschool teachers and staff on use of visual prompting and picture schedules.

- The special education teacher will train preschool staff on strategies for teaching and reinforcing language development and social-emotional development within the inclusive preschool environment.

- The special education teacher will train the early childhood teachers and paraprofessionals on the use of Mary’s augmentative communication device.
LRE Justification

Does this student receive all special education services with nondisabled peers?  **NO**

If NO, explain:

**Acceptable**
- Needs an environment with less distraction
- Needs minimal visual and auditory distraction
- Benefits from an environment where lighting, sound and movement can be controlled for a portion of the day

**Non-acceptable**
- Needs small group
- Needs one-on-one instruction
- Needs modified instruction
...but I don’t know what you’re saying

http://www.youtube.com/watch?v=nof2FYyleVg
Continuing ........

in

“the swirling vortex of terror” ........

😊
Grade Levels for Preschool

Change grade levels as child ages.

- 97 – 2 year olds
- 98 – 3 year olds
- 99 – 4 & 5 year olds
OSEP requires measurement of three areas for preschool:

- LRE - Indicator 6
- Outcomes - Indicator 7
- Transition - Indicator 12
Indicator 6

- Percent of preschool children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

   LRE 20, 22
   - Alabama’s target = 52.50% and higher
   - Alabama’s actual data = 49.83%
   - LEAs meeting state target = 62/134

B. Separate special education class, separate school or residential facility.

   LRE 16, 17, 18
   - Alabama’s target = 6.59% and below
   - Alabama’s actual data = 5.68%
   - LEAs meeting state target = 106/134
Indicator 6

- February 29, 2012 letter from OSEP sent to coordinators:
  - “The purpose of this letter is to reiterate that the least restrictive environment (LRE) requirements ... apply to the placement of preschool children with disabilities.”
  - The statute regarding LRE applies equally to preschool and school age children with disabilities.
Indicator 7

- Indicator 7: Percent of preschool children age 3 through 5 with IEPs who demonstrate improved:
  
  A. Positive social-emotional skills (including social relationships)
  
  B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
  
  C. Use of appropriate behaviors to meet their needs
## Indicator 7 – LEA Performance Profile Alabama/National/LEA

<table>
<thead>
<tr>
<th>SPP Indicator 7 – Percent of preschool children aged 3 through 5 with IEPs that demonstrate improved.</th>
<th>Alabama</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Target for 2009-2010</strong></td>
<td><strong>Percentage for 2009-2010</strong></td>
<td><strong>Met State Target?</strong></td>
</tr>
<tr>
<td><strong>A. Positive social-emotional skills (including social relationships):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.</td>
<td>84.7%</td>
<td>87.0%</td>
</tr>
<tr>
<td>2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.</td>
<td>59.3%</td>
<td>61.5%</td>
</tr>
<tr>
<td><strong>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.</td>
<td>79.7%</td>
<td>80.9%</td>
</tr>
<tr>
<td>2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.</td>
<td>29.0%</td>
<td>31.8%</td>
</tr>
<tr>
<td><strong>C. Use of appropriate behaviors to meet their needs:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.</td>
<td>84.7%</td>
<td>86.8%</td>
</tr>
<tr>
<td>2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.</td>
<td>71.8%</td>
<td>74.7%</td>
</tr>
</tbody>
</table>
ELPP Entry Data

• Entry data should be entered for all preschool students, except those whose initial IEP meeting date is less than 45 days prior to the end of the school year and will enter kindergarten in the Fall.

• Data should be gathered in a collaborative process from multiple sources, entered on the paper copy, then submitted.

• ELPP entry should be collected and submitted within 45 days of the initiation of special education services. (Changed from 30 to 45 days).

• “Initiation of special education services” means when the LEA actually begins special education services.

• “Services” does not mean eligibility date, third birthday, etc.

• The 45 days is automatically calculated from the “date of initial IEP meeting” field in the student folder. That date is the same as the initial IEP signature date.
ELPP Exit Data

For children exiting preschool in Spring before going to kindergarten in the Fall:

• **Collect** Exit data between April 15-30. Do not collect data prior to April 15.

• Submit ELPP Exit data May 1-15.

• **No ELPP documents should be uploaded before May 1, unless the child moves out of state or exits special education.**

• If the student’s name appears on the exit overdue list after the April 30th date, the ELPP should be entered at that time. (May 1st through the end of the school year).
Do not submit Exit ELPP:

- For children receiving less than six months of services and exiting preschool.

- For children that the parent revoked consent for services after receiving more than six months of service.

- For children attending preschool for another year rather than transitioning to kindergarten. The exit ELPP will be completed at the end of that year in preschool before the child goes to kindergarten.
Do not submit Exit ELPP: cont…

• For children that move out of Alabama without withdrawing from the LEA (after receiving more than six months of services).

• For children that are no longer eligible to receive services.

• For children that are deceased.
ELPP Documentation

• Teachers and SLPs are expected to maintain a **paper copy** of the entry and exit ELPP in the child’s special education file.

• Paper copies will be viewed during monitoring.

• Paper copies should remain in the child’s special education files.
ELPP DOCUMENTATION

• Required to keep data for documentation to support each standard for the ELPP at Entry and Exit.

• Collection of ELPP data should be a collaborative process from multiple sources.
  – Parent
  – Early childhood teacher
  – Early childhood special education teacher
  – EI service coordinator
  – Related service providers - SLP, O & M, PT., OT, Nurse, AT specialist, LEA representative
  – Reports - Eligibility, physicians/medical, checklists, observations, private evaluations, Family Focus Interview, Natural Environment Observation, assessments, curriculum evaluations
  – Other agency documentation
Early Learning Progress Profile (ELPP) Progress Monitoring Documentation Form

Instructions: This form may be used to document ELPP ENTRY and EXIT data. It may be used more frequently for progress monitoring at ANNUAL IEP REVIEWS/REVISIONS. Mark the date and the entry source code next to the developmentally appropriate answer/ELPP objective at each date of completion. The following codes are to be used to document sources: FFI-Family Focus Interview, NEO-Natural Environment Observation, PR-Parent Report, TR-Teacher Report, CKL-Checklist, O-Observation, RS-Related Service, A-Assessment, EI-Early Intervention, PE-Private Evaluation, MDR-Medical Reports, CE-Curriculum Evaluations.

Student Name: ____________________________ Date of Birth: ____________________________

Entry Evaluator/Position: ____________________________ | _________________ Update Evaluator/Position: ____________________________

Update Evaluator/Position: ____________________________ Exit Evaluator/Position: ____________________________

<table>
<thead>
<tr>
<th>Questions/Developmental Standards</th>
<th>Answers/ELPP Objectives</th>
<th>Date</th>
<th>Entry</th>
<th>Source Code(s)</th>
<th>Date</th>
<th>Progress</th>
<th>Source Code(s)</th>
<th>Date</th>
<th>Program</th>
<th>Source Code(s)</th>
<th>Date</th>
<th>Exit</th>
<th>Source Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEP 1.1 Display a healthy self-image.</td>
<td>SEP 1.1.1.M Child has mastered standard.</td>
<td>Entry</td>
<td>Entry</td>
<td>Code(s)</td>
<td>Progress</td>
<td>Date</td>
<td>Code(s)</td>
<td>Update</td>
<td>Date</td>
<td>Program</td>
<td>Code(s)</td>
<td>Exit</td>
<td>Code(s)</td>
</tr>
</tbody>
</table>
| SEP 1.1.1 Refer to self by name. | SEP 1.1.2 Respond physically (smile, raise hand, stand up) when name is called. | SEP 1.1.3 Show pleasure through facial expressions and/or verbal utterances when approached to interact. | SEP 1.1.4 Smile, vocalizes, or show body movement to obtain attention. | SEP 1.1.5 Exhibit facial expressions to show pleasure when seeing self in mirror. | SEP 1.1.6 Child does not respond. | SEP 1.2 M Child has mastered standard.
ELPP Electronic Tracking System (EETS) Spreadsheet

- ELPP spreadsheets will be submitted through the ELPP SharePoint site.

- Collect Exit data between April 15-30.

- Submit the ELPP Spreadsheet by uploading the document between May 1-15.

- No ELPP EETS documents should be uploaded before May 1, unless the child moves out of state or exits special education.
Operating instructions for uploading the documents into Share Point will be sent to special education coordinators.

Only persons appointed by the LEA superintendent and registered in ED Dir will be permitted to upload the spreadsheet. Typically, this person is the special education coordinator.

Persons uploading to SharePoint must use their Ed Dir User ID and Password. Locate this information before time to submit.
Indicator 12

- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- OSEP Target – 100%
- Alabama did not achieve 100% for 2012-13 or 2013-14.
- 2013-14: Four LEAs had one child past the third birthday.
- ALABAMA MUST IMPROVE!
Indicator 12
EI to Preschool Tracking Log
**TRANSITION REMINDERS**

- **Children transitioning from Early Intervention (EI) may not be screened.**

- **EI referrals must proceed to the Special Education referral process. This applies to children transitioning from EI in both SLI and DD disability areas.**
Avoid Frequent Tracking Log Errors

- All children referred from EI not on the Log.
- Omitted data in the EI to Preschool Tab.
- “Transitioned from EI” box not checked in the EI to Preschool Tab.
- Incorrect configuration of “Referred to EI (not to LEA) 90 days or less” Y or N.
- Failure to monitor the log under state reports. Be sure to review Log under “preview” in state reports.
- Failure to monitor the 60 day timeline and dates for the child’s 3rd birthday.
- Lost letters of notification from EI.
- Considering children referred to EI 45-89 days before the third birthday as a parent referral.
LEAs will receive an email listing the children that have been referred to the LEA by EI.

Routinely compare this list to the Early Intervention Notification to Local Education Agency letters received.

Consult with your EI service coordinator if there are children on the list for whom you have not received the Early Intervention Notification to Local Education Agency.

Doing this will produce 100% accurate EI to Preschool Tracking Logs!
Thanks!

• Cynthia Mayo
• SDE Education Specialist
• Special Education Services
• Shared slide design and videos
Contact Information

- Kay Spivey
- kspivey@alsde.edu
- 334-242-8114

- Jan Enstrom
- jane@alsde.edu
- 334-242-8114
Just Keep Swimming

http://www.youtube.com/watch?v=AsemW1ZUk4k