

Preschool Essential Individualized Education Program

Part 2: Specially Designed Instruction

Revised August 2024



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GOVERNOR OF OHIO



ELEMENTS OF A MEASURABLE GOAL

IEP Individualized Education Program CHILD'S NAME: _____

6 MEASURABLE ANNUAL GOALS

NUMBER: **1** AREA: _____

PRESENT LEVEL **1** **Clearly Defined Behavior**

MEASURABLE ANNUAL GOAL **2** **Condition under which the behavior will occur**

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS **3** **Criteria used to evaluate performance**

<input type="checkbox"/> A. Curriculum Based Assessment	<input type="checkbox"/> E. Short-Cycle Assessments	<input type="checkbox"/> I. Work Samples
<input type="checkbox"/> B. Portfolios	<input type="checkbox"/> F. Performance Assessments	<input type="checkbox"/> J. Inventories
<input type="checkbox"/> C. Observation	<input type="checkbox"/> G. Checklists	<input type="checkbox"/> K. Rubrics
<input type="checkbox"/> D. Anecdotal Records	<input type="checkbox"/> H. Running Records	

CLEARLY DEFINED BEHAVIOR



The specific action the child will be expected to perform

Based on one specific skill

Do not blend skills, such as listening and responding in one goal

AVOID broad terms

CONDITION UNDER WHICH THE BEHAVIOR WILL OCCUR



Situation

Setting or

Given material

CRITERIA USED TO EVALUATE PERFORMANCE



IEP Individualized Education Program CHILD'S NAME: _____

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Currently when provided with a verbal prompt, Donna is able to walk two steps independently in 2 out of 5 trials.

MEASURABLE ANNUAL GOAL

When provided with a verbal prompt, Donna will walk ten steps independently in 4 out of 5 trials.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

<input type="checkbox"/> A. Curriculum Based Assessment	<input type="checkbox"/> E. Short-Cycle Assessments	<input type="checkbox"/> I. Work Samples
<input type="checkbox"/> B. Portfolios	<input type="checkbox"/> F. Performance Assessments	<input type="checkbox"/> J. Inventories
<input type="checkbox"/> C. Observation	<input type="checkbox"/> G. Checklists	<input type="checkbox"/> K. Rubrics
<input type="checkbox"/> D. Anecdotal Records	<input type="checkbox"/> H. Running Records	

Must be a written record to support this method of data collection.

- The level the child must demonstrate for mastery:
Accuracy, frequency, latency, intensity, duration
- The number of times that skill or behavior must be demonstrated
- The same unit of measurement and criteria should be used in the PLOP and in the Progress Reports

PROGRESS MONITORING

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform/demonstrate a task or skill rather than select an answer from a ready-made list. You need to structure the way of scoring the assessment beforehand (i.e., a rubric might be used in conjunction with a performance assessment)

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

A. Curriculum-Based Assessment E. Short-Cycle Assessments I. Work Samples
 B. Portfolios F. Performance Assessments J. Inventories
 C. Observation G. Checklists K. Rubrics
 D. Anecdotal Records H. Running Records

Select Display Mode:

MEASURABLE OBJECTIVES Add Objective

NUM	OBJECTIVE

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

Reported every weeks

Remove this Goal Add Another Goal Page

REPORTING
each grading period

MONITORING
throughout the grading period

PROGRESS REPORT: OPTIONAL FORM 6A

OP-6A PROGRESS REPORT School Year: _____ District Name: _____

Student Name: _____ Student ID: _____ Grade: _____

Date: _____ Reporting Period: _____ IEP Date: _____

Goal #: _____ Goal: **When given a verbal prompt, Donna will walk 10 steps independently in 4 out of 5 trials.**

Objective #: _____ Objective: _____

Summarize the measurable data utilized to assess progress **Donna currently walks 6 steps independently. She is progressing towards mastering her goal of walking 10 steps independently.**

Quantitative Data used to Demonstrate Progress			
Data Source	Data Points	On Track?	Goal Met?
Observation	Walked 6 steps out of 5 trials	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Add Next Goal Add New Reporting Period

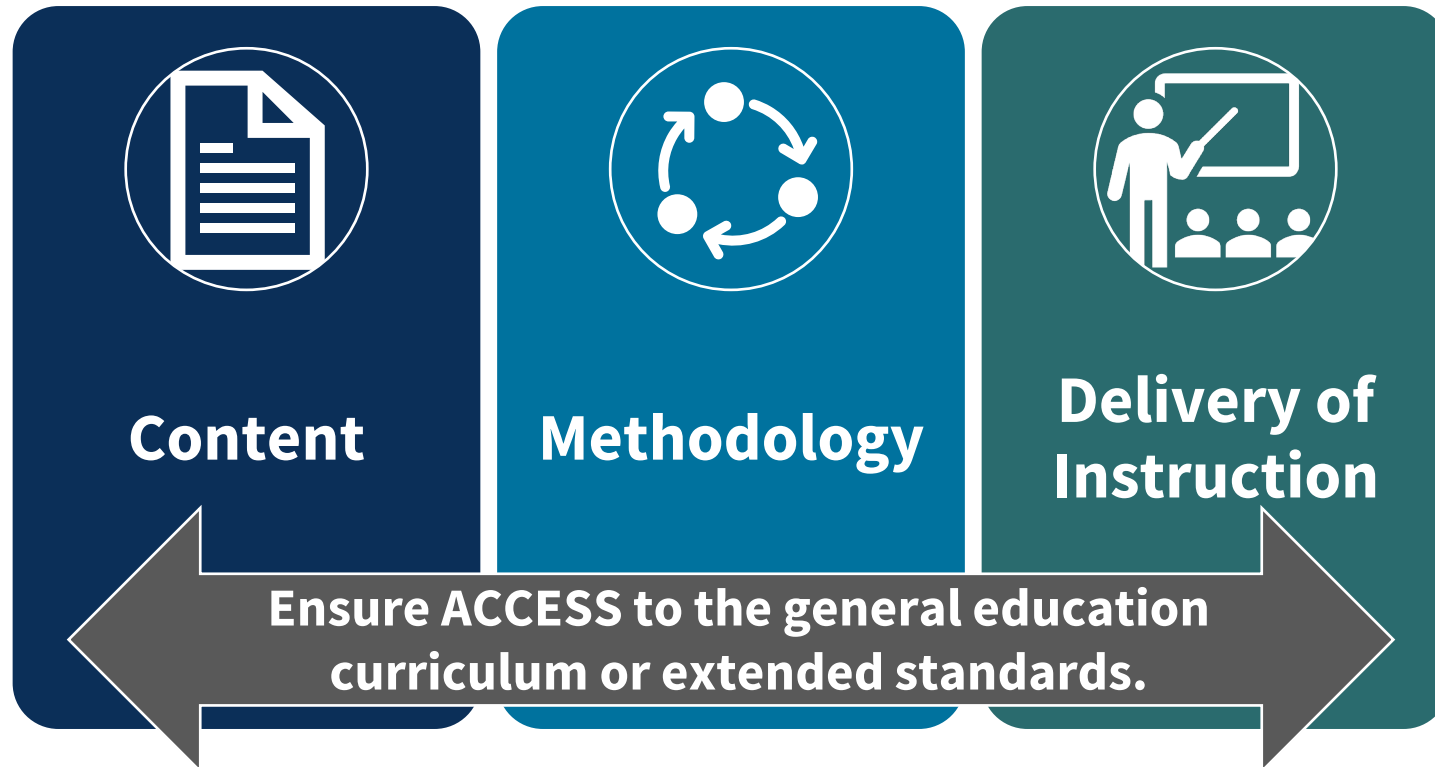
Refers to the method being used for measuring the child's progress towards their annual goal.

Refers to the number of times a child is presently performing mastery the child is presently performing

Report the child's current performance on the GOAL compared to the goal mastery criteria from the IEP.

SPECIALLY DESIGNED INSTRUCTION (SDI)

Adapting to the **NEEDS** of the child



SPECIALLY DESIGNED INSTRUCTION (SDI)

HOW the delivery of instruction aligns to the needs of the child

Must be a clear connection to the **SPECIFIC** goal referenced and the location of the service

Amount of **TIME/FREQUENCY** must reflect the need of the individual student, **include the number of minutes per week**, and be clear to parents

Should have only **ONE** provider and location

SPECIALLY DESIGNED INSTRUCTION (SDI)

- ❑ Instructional methods and strategies specifically designed for each individual student and goal
- ❑ Designed to assist the child in progressing towards achievement in their goals
- ❑ Consider the implications for instruction in part two of the Evaluation Team Report
- ❑ Can be provided by intervention specialist and related service providers



SPECIALLY DESIGNED INSTRUCTION (SDI)

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION:				+
		#1	Intervention Specialist	<input checked="" type="checkbox"/> Preschool Classroom
BEGIN:		END:	AMOUNT OF TIME: <input checked="" type="checkbox"/> 25	FREQUENCY: Weekly

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION:				+
		#1	Intervention Specialist	<input checked="" type="checkbox"/> 1:1 Table in PS Classroom
BEGIN:		END:	AMOUNT OF TIME: <input checked="" type="checkbox"/> 15	FREQUENCY: Weekly

RELATED SERVICES

HOW the delivery of instruction aligns to the needs of the child

Must be a clear connection to the **SPECIFIC** goal referenced and the location of the service

Amount of **TIME/FREQUENCY** must reflect the need of the individual student, **include the number of minutes per week**, and be clear to parents

Should have only **ONE** provider and location

ASSISTIVE TECHNOLOGY

Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized

- Used to increase, maintain, or improve the functional abilities of a student with a disability
- Proprietary names should not be used
- A surgically implanted device is NOT assistive technology

Assistive Technology Service

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

ACCOMMODATIONS

Accommodations provide access to course content but do not alter the scope.

Accommodations do not reduce the learning or performance expectations of what is being taught or tested.

EXAMPLES

Visual Highlighters

Extended Time

Cuing

Fidgets

Reduction of Visual Distractions

Manipulatives

Large Text Print

Frequent Breaks

The condition for and extent of the accommodations **MUST be explained.**

<http://education.ohio.gov/Topics/Testing/Accommodations-on-State-Assessments>

MODIFICATIONS

Changes to the amount and/or complexity of the instructional material being taught.

Modifications of the curriculum result in the child being taught the same information as the same-age, grade-level peers, but with less complexity.

SUPPORT FOR SCHOOL PERSONNEL

Documents the needed support from adult to adult

EXAMPLES	
Itinerant teacher supports general education teacher	Speech and Language Pathologist providing training and guidance to classroom teacher

For preschool, must provide time and frequency.



One-to-one direct aid services



Aide to Child:
Accommodations Section

Teacher to Aide:
Support for School Personnel Section

PSE RULE AND SUPPORT FOR SCHOOL PERSONNEL

OAC 3301-51-11(J)(5)

- (b)(iii) For all preschool children receiving special education services "support for school personnel services" **must be considered during each IEP meeting.**
- (c) A child with a visual and/or hearing impairment who receives services in a non-categorical classroom shall have a **minimum of support for school personnel services provided by an intervention specialist licensed in the area for the child's sensory impairment(s)** (e.g, PK-12 "Intervention Specialist for Hearing Impaired").
- Please be aware that if a child has a visual and/or hearing impairment, regardless of disability category, support for school personnel services must be provided.

ADDITIONAL RESOURCES AND INFORMATION

education.ohio.gov

Search keywords: *Preschool Special Education*

Search keywords: *Federal and State Requirements*

Contact your State Support Team

education.ohio.gov

Search keywords: *State Support Teams*



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