

Individualizing

Head Start Performance Standard

§ 1302.31 (b) (1) (iii)

§ 1302.33 (b) (2)

Policy

Staff will meet with parent(s)/guardian(s) for a conference after the first checkpoint cycle or as outlined in the **Timeline for Home Visits and Conferences for Later Enrolling Children** appropriate for the program model. At the first conference, staff will share their observations and assessment data with the family. Together, they will discuss the outcomes and identify two objectives as the individual education goals for their child.

Staff will use observations and ongoing assessment data to provide high quality individualized learning experiences designed promote each child's educational goals growth and development. As children achieve their individual education goals, staff will partner with the parent(s)/guardian(s) to review current assessment data and identify a new educational goal as needed.

Procedure

At one of home visits following the completion of the first checkpoints for a child (or as outlined in the **Timeline for Home Visits and Conferences for Later Enrolling Children** appropriate for the program model), staff will review the assessment results with the parent(s)/guardian(s). Together, they will identify 2 objectives from the assessment as the child's individual education goals. Typically, these are objectives about which the parent(s)/guardian(s) may have concerns, concerns identified on the most recent ASQ or ASQ-SE, or is simply the next step in an area of growth for the child (i.e. the child is on the verge of reaching a developmental milestone but is not there yet).

- We strongly recommend using the Individual Education Goals to address any concerns reflected on the recent ASQs, whether or not a referral for evaluation is made, however it is ultimately up to the parent(s)/guardian(s).
- If the child has an Individual Family Service Plan (IFSP), at least one goal **must** align with one or more of the goals on the IFSP.

If parent(s)/guardian(s) may want their child to achieve a skill which is developmentally inappropriate or too advanced, such as wanting a 2-year-old to count to 10 or a 3 year old to write their name, staff will engage in conversation with them to understand why they believe this is important for their child. In most cases, using the resources available such as the **Early Learning Outcomes Framework (ELOF)** book or ELOF@home app to share the developmental progressions will help parents understand the developmental first steps toward helping their child ultimately achieving the desired goal in a more realistic timeframe. The Program Area Supervisor (PAS), Education Specialist, or Education Services Supervisor can provide additional support if needed.

In the event the ASQs or assessments show developmental concerns, and the parent(s)/guardian(s) are not ready to set individual education goals to address those concerns, it is okay to select other developmentally appropriate goals. It can take time to build a trusting relationship with parent(s)/guardian(s) to the point where they are ready to act on any concerns. For additional support in working with families in this situation, contact the PAS, Behavior Specialist or Disabilities and Mental Health Supervisor.

**Community Action Head Start
Washington County, Oregon**

Home-Based and Coffee Creek

Home-Based and Coffee Creek staff will:

- Review observations and assessments in **ChildPlus Desired Results Developmental Progress (DRDP)® Parent Report** or alternative **Home Visitor or Teacher Parent Conference** form (for later enrolling children) with parent(s)/guardian(s) and partner with them to identify two educational goals.
- Write the goals on the bottom of the Parent Report.
- Use the specific objective language from DRDP.
 - Abbreviating the objective as PD 4 when handwriting the notes during the conference is acceptable. However, when entering the information on the Home Visit Record in ChildPlus, the specific language of the DRDP **objective must** be used: **PD-HLTH 4** “Grasps objects with entire hand”.
- **Do Not** use descriptions for assessment levels, such as “using an index finger and thumb to pick up pieces of cereal.”
- Document individual education goals on the Home Visit Record.
- **For Coffee Creek only:** Indicate individualized learning experiences intended to support one or both of the individual education goal on the **HB-CC Home Visit Plan** form. The subsequent Lesson Plans will reflect those selected learning experiences.

Center-Based Programs

Teachers will review observations and the **TSG Report Card** or alternative **Home Visitor or Teacher Parent Conference** form (for later enrolling children) with parent(s)/guardian(s) and partner with them to identify two educational goals. Teachers will:

- Write the goals on the bottom of the TSG Report Card or conference form.
- Use language from Teaching Strategies **Objectives for Development and Learning**, such as “Follows limits and expectations”.
 - Abbreviations of the objective as 1b when handwriting the notes during the conference is acceptable. However, when revising the comment section of the Report Card in TSG after the conference, the specific language of the TSG objective **must** be used: 1b “Follows limits and expectations”.
- **Do Not** use descriptions for assessment levels, such as “Initially refuses to go inside but complies when the teacher restates the request.”
- Work with the family to brainstorm activities to support the goals at home and at school. Write this information on the bottom of the Report Card. **Example:**
- *Plan at home*
 - *Start with one step at a time, such as “Please put your cars away.” When that is done, move to the next step. Build to two steps such as, “Please get your coat and wait for me by the door.”*
 - *Use First/Then language: “First we have to get dressed and then you can get out your cars. First clothes on, then cars.”*
 - *Filling and dumping water with different sized scoops or measuring cups in a large tub.*
- *Plan at school*
 - *Same as at home*
 - *Water table activities*
 - *Sensory table activities*
 - *Following directions games*

Forms Referenced:

[HB-CC Home Visit Plan Form, EHS Center Based Individual Plan Form, Prek Lesson Plan Templates, Individual Education Goal Summary, Parent-Teacher or Home Visitor Conference Form]

- Refer to the 2565 ChildPlus report for a list of individual education goals for each child as needed to ensure each child will have at least one learning experience to support one or both educational goals each week.
- Plan experiences to meet individual education goals will occur at least once a week for each child and each goal at least twice a month. For example, a child with goals to develop language skills and following expectations, will have opportunities for language development in weeks one and three, and one related to following expectations in weeks two and four.
- Connect children to activities or experiences selected to support their individual education goals in the Lesson Plan on TSG.
- Individual Education Goals will be entered in the Education Module of ChildPlus.
 1. The Event Type is “**New Education Goal**”.
 2. The Status will be set to “Continue to Monitor” until observations show the child has met the goal.
 3. The Description will be the goal, using the language from the **TSG Objectives for Teaching and Learning**.
 4. In the notes section, click on the clock to add your name, date, and time. Then copy and paste the notes you have from the report card into the notes section.
 5. Every quarter, following the conference, you will add action to the event, copy and paste the notes from the report card into the notes for the add action.
 6. If the goal is complete, change the status of the goal to complete.
 7. Add the New Education Goal set with the parents at the conference. Copy and paste the relevant section of the notes from the report card into the notes section as described in steps 1-4 above.

All Program Models

See **Conference and Program Transition Services Policy and Procedure** appropriate for the age group for additional conference guidance.

Staff may ask parent(s)/guardian(s) for their thoughts about the activities they’ve been doing at home to support their child’s growth and their observations of their child’s progress toward the individual goals during conferences, home visits, routine contacts, and any Coordinated Care Meetings (see **Coordinated Care Meeting Policy and Procedure**). In addition, staff will gather observations on those specific objectives identified as the individual education goals throughout the quarter to inform planning and assess progress toward the children’s goals.

At each subsequent quarterly conference:

- Parent(s)/guardian(s) are informed of their child’s progress toward achieving the individual education goals, along with their overall developmental growth when reviewing the current assessment data. See **Home-Based and Coffee Creek or Center Based Assessment of Children’s Progress Policy and Procedure** (as appropriate for the program model) for more information.
- Update the child’s progress regarding the educational goals with a clear indicator of the status of each goal. For example, the goal ‘continuing’, ‘progressing’ or ‘complete’ or the goal ‘needs more time’, ‘going well’ or ‘met’.
- If the child has completed a previously set goal, set a new educational goal, following the same guidelines as before.
- Progress updates and/or changes to individual education goals will be noted as appropriate for the program model as listed above.