

## Generating Goals

(links for viewing and download at end of transcript)

Cherie: So again, my name's Cherie, and I'm the occupational therapist that serves this school, so I'll be working with Nathaniel this school year, and I got a chance to look over the report, and I'm also reading some of the things that you -- the information you shared with the psychologist about what he's doing, so it looks from my records review and looking at the report that gross motor is really an area of strength for him, so how he uses his large muscle skills -- his running and jumping...

He looks like he's a very active boy and likes to do a lot. [laughter] Well, the active part can be good. It can be a little challenging in the classroom, but I think we'll have a lot of opportunities for him to use the skills in a very positive way. It did look from the report like they had concerns, and you had concerns, about his fine motor skills, so how he uses pencils and scissors and some of the things he does that involves more dexterity, more coordinated use of his fingers and hands, like buttoning and zipping.

So those are the things I'd like to focus on, and I'd like to get your ideas, but I was... you know, he's four, and this is his year before kindergarten, and so I want to really focus on those things that he's going to need to know how to do well for his kindergarten year. Okay, so one of the things that the occupational therapist that did the evaluation noticed, he's scribbling on paper, he likes to color, but he's not yet really accurately tracing over anything. Do you see that in the classroom as well?

Shauna: Right. Cherie: Okay. And when he colors, he kind of tends to color over the top of the outline, so that one area that we could focus on that would help him get ready for kindergarten next year is being able to trace over a model. Maybe learning how to write his name would be a good place to start. Carmella: Yeah.

Cherie: And then also working on his coloring skills, maybe just in some activities in the classroom. So, I'd like to put a goal around writing his name, starting with tracing his name. Does that sound good? Othniel: Yeah, that's good.

Lindsey: All right, so the next section we'll be talking about, and we'll be using the same form to kind of generate the goals are the sections that I work on in the classroom, and for Nathaniel that's the cognitive or thinking skills, and the social skills, so playing with other kids. I know we kind of talked about some of these things, and now we'll get them down on paper and come up with some real targets for the next year, the things that were real priorities for the classroom and for home.

Jeanette: So, when we were talking about Nathaniel earlier, and when you were describing him, I noted that... that often, when he asks for something, its... especially with other kids, he might grab instead of saying, "May I have the truck now?" So that might be an area that we want to focus on with him: learning how to use his words to ask his friends for things. Carmella: Yeah, and also when his friends ask him for things, he doesn't respond to them, and so, just helping him in that...

Jeanette: That was the next one with that, because you and I are.. I'm so glad that I was listening! [laughter] Shauna: You know, in the classroom we've been just trying to just redirect, but it'd be really good to have some concrete goals to support our.. how we can really get that going.

Jeanette: Okay. All right, we'll be doing that. And then the other, the third objective that I'd really like to work on would be the articulation, teaching him how to say all the speech sounds, so he can talk more clearly. Othniel: How do we know when he's achieved this articulation?

Jeanette: Well, hopefully you'll be hearing it at home, but in addition, we'll be sending quarterly reports, so every quarter we will update the objectives and let you know where he.. the progress that he's making. Jennifer: And you'll

be collecting data based on the criteria that you set when you do your goals in the IEP ... Jeanette: ...which we'd like you to do at least once a week.

Chris: But one of the things you can also do is keep the staff and everyone working with him updated on how things are going at home, 'cause that's really important information too, and as we monitor his progress -- not only at school, but knowing what's going on at home and what kind of progress he's making there.

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