PRESENTER NOTES
TURNING GOALS INTO TEACHING OPPORTUNITIES

This guide walks you through presenting ***Break it Down: Turning Goals into Everyday Teaching Opportunities.*** These are suggestions, so please use the materials as you see fit. This in-service suite includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter's PowerPoint slides (18)
- Optional slides (11)
- Projector and audio equipment
- Butcher or poster paper
- Learning Activity: *Put the Pieces Together* Facilitator Guide
- Learning Activity: *Break it Down*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources

BEFORE YOU BEGIN:

- The purpose of this presentation is to describe methods for breaking down children's learning goals into smaller, more manageable parts for daily teaching.
- This is one in a series of in-service suites about planning and providing individualized teaching for children who need extra learning support.
- Four methods of breaking down goals are discussed: smaller amounts, providing help, step by step, and logical order.
- Learning activities offer participants opportunities to practice breaking down goals for everyday teaching.
- Optional slides provide additional examples of ways to break down goals into smaller steps. They are described in detail at the end of this document after the closing slide.
- Refer to other in-service suites in the *Embedded Learning Opportunities* series as well as to the *Ongoing Child Assessment: Children with Disabilities* suite for additional information related to assessment and teaching of Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) goals and objectives.

SLIDE 1:
BREAK IT DOWN: TURNING GOALS INTO EVERYDAY TEACHING OPPORTUNITIES

Introduce the topic.

Begin the training with introductions between the facilitator and participants.

DISCUSSION

Ask the participants to think of a big goal or task they currently have for themselves. For example, getting a degree in early childhood education, or cleaning out the garage.

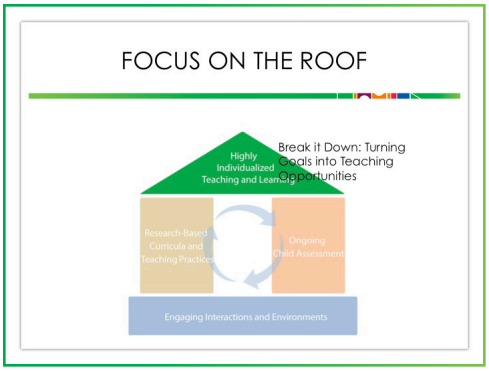
Ask, "How would you get started on this?" "Do you jump right in and make a plan, or think through the parts in order to accomplish this task?"

The key purpose of this discussion is to acknowledge that people make a plan or think through the parts or steps.

Today we will talk about breaking down learning goals into smaller, easier parts, as a way to support children who require specialized teaching.

NOTE

Some participants may believe that children will learn mostly through exposure to activities and practice time. Some children learn this way—but, for most children, exposure and practice alone are not sufficient. Children learn best when adults intentionally plan instruction to support children's progress toward learning goals. To help children accomplish their learning goals, it is often useful to break learning goals into a sequence of learning steps and begin by teaching the easier parts. A key message for teachers of this in-service suite is to support children as they progress through small learning steps toward a larger goal.



SLIDE 2:
FOCUS ON THE ROOF

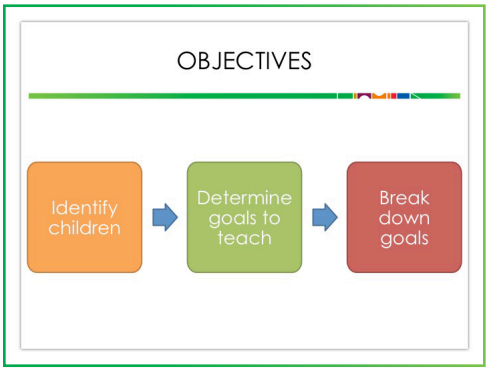
Review NCQTL framework for effective practice:

- The House supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula, teaching practices, and ongoing child assessment.
- The roof represents *highly individualized teaching and learning.*
- All components interact with each other and are essential for effective everyday practice for all children.

Today our in-service suite brings us to the roof of the House framework, *highly individualized teaching and learning.*

- Sometimes, in addition to a teacher's best efforts to create engaging interactions and environments, and to use research-based curricula and teaching practices, some children require specialized attention in order for teaching and learning to be successful.
- Some children who have an identified special learning need require ongoing individualized instruction, while others may require specialized teaching practices for only a short period or a specific behavior.

This in-service suite focuses on ways to break down annual learning goals into smaller, easier steps that can effectively be taught throughout the day.



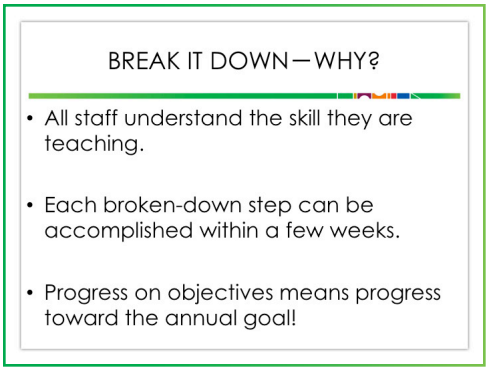
SLIDE 3:
OBJECTIVES

We will discuss how to:

- Identify those children who may require more specialized or individualized teaching.
- Determine the goal or goals the child is not making progress toward.
- Break goals into smaller, easier parts for everyday teaching.

OPTIONAL SLIDES PPT

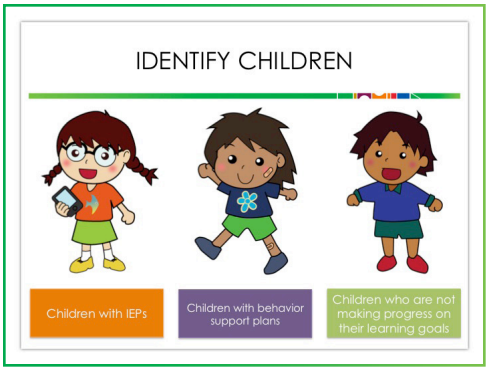
Optional Slides 1 and 2 provide definitions and information about goals and objectives. Place here if the participants require more specific information on goals and objectives.



SLIDE 4:
BREAK IT DOWN—WHY?

Breaking down goals into smaller, easier parts, or objectives, can increase the likelihood that a child will successfully master and build on the easier parts, and continue to progress until the goal is reached. Some of the benefits of breaking down goals into smaller parts include:

- All staff understand the skill they are teaching.
  - » By breaking down a goal into easier, more specific parts, all staff members know exactly what a behavior looks like. This allows for all classroom staff and specialists to teach the same skill consistently and frequently.
  - » REMEMBER: If you have a child with an IEP in your class, you will also be working with various specialists such as a Disability Coordinator, an itinerant Special Education teacher, a Speech Language Pathologist (SLP), an Occupational Therapist (OT) or a Physical Therapist (PT).
- Each broken-down part can be accomplished within a few weeks.
  - » Breaking down a goal into easier objectives makes it possible for a child to master each step in just a few weeks.
- Progress on objectives means progress toward the annual goal.
  - » As a child masters a part, or objective, teaching on the next objective can begin, thus moving the child closer to accomplishing the annual goal.



EMPHASIZE

Identify children who are struggling to learn.

SLIDE 5: IDENTIFY CHILDREN

Let's discuss how a teacher can determine which children may need more specialized attention:

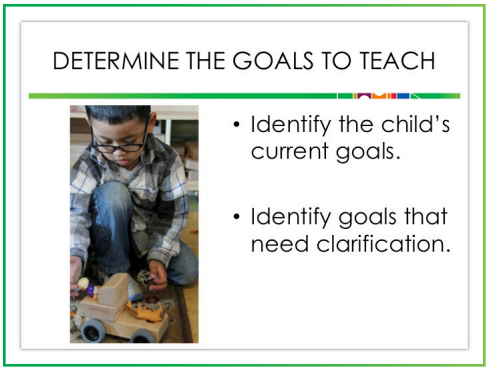
All children in the class have learning goals, but some children will need more specialized teaching in order to make progress toward their goals. Breaking down large goals into easier objectives is one way to specialize, or individualize, teaching. This method can be used for:

- Children with Individualized Education Programs, or IEPs.
- For a child with an IEP, sometimes progress toward a goal can be slow.
  - » Teaching easier parts of a goal can be more effective and more rewarding for the teacher and family as they see a child make steady progress toward the goal.
  - » REMEMBER: In some states, children in preschool have Individual Family Service Plans (IFSPs) instead of IEPs.
- Children with behavior support plans:
  - » For children with behavior support plans, sometimes it is helpful to break down a goal into more specific parts that provide a clear description of the behavior expected from the child.
- Children who are not making progress:
  - » Despite high-quality environments and research-based curricula and teaching, some children may not make progress on their learning goals.
  - » These children may need specialized support only for a short period of time, or for just one goal.

Identifying the children who are struggling to learn is the first step in individualizing learning goals and objectives for everyday teaching.

HANDOUT

Consider distributing and reviewing the *Tips for Teachers* handout, which provides information on the Head Start teacher's role in the IEP process.



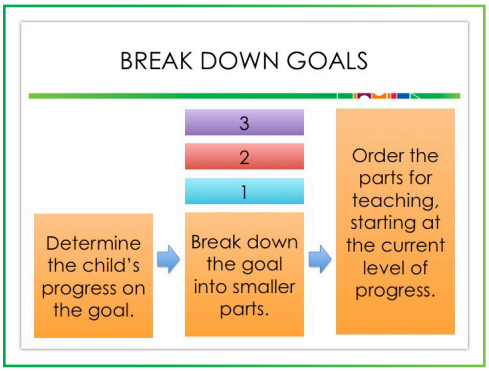
EMPHASIZE *

Identify which goals to focus teaching on.

SLIDE 6:
DETERMINE THE GOALS TO TEACH

The goals to focus teaching on are the goals that a child is struggling to make progress toward.

- Examine the child's current learning goals and identify which goals need clarification.
  - » Are there goals on the IEP that seem too broad or large?
  - » Are there goals that cannot easily be observed, or taught effectively in daily classroom activities?
- For these goals, develop smaller, clearly defined steps a child needs to master to reach the broader goal.



EMPHASIZE *

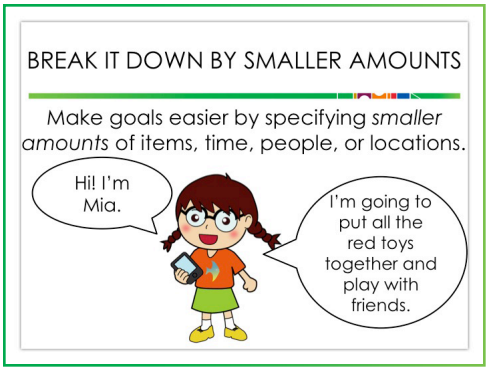
Break down goals into smaller, easier steps.

SLIDE 7:
BREAK DOWN GOALS

Let's discuss how to create an everyday learning objective by breaking goals down into smaller parts.

- First, identify the child's current level on the goal.
  - » What is the child currently able to do related to the goal?
- Then identify steps the child needs to take in order to achieve the goal. Break the goal into smaller parts.
  - » For example, if you were going to put a shelf on the wall in your classroom, what steps would you take to put the shelf up?
  - » Provide participants with a few minutes to brainstorm and write down the parts of the goal.
- Finally, put the pieces together in order from easiest to hardest, or first to last. This sequence will guide the order in which teaching toward the child's goal will occur.

Following are examples of four different ways or methods to break down goals: smaller amounts, providing help, step by step, and logical order.

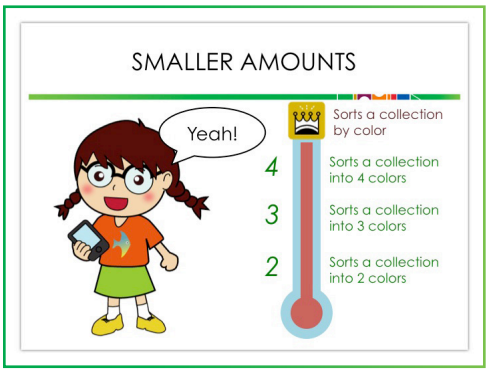


SLIDE 8:
BREAK IT DOWN BY SMALLER AMOUNTS

One way to break down a goal is to specify a *smaller* amount, or quantity, of *items, time, people*, or *locations.*

When breaking down a goal by smaller amounts, the skill stays the same, but the quantity or amount of the task asked of the child is modified.

- This is four-year-old Mia.
  - » She enjoys books and art activities.
  - » She mostly plays alone.
  - » She avoids work when teachers ask her to do something.
  - » She has an IEP.



SLIDE 9:
SMALLER AMOUNTS

Mia is working on sorting items by color (colored blocks, crayons, counting bears, etc.).

Mia's teacher notices that when she asks Mia to sort toys she is playing with by color, Mia often walks away. Mia has not made progress toward this goal, despite having had a few months to practice the goal. Perhaps Mia is overwhelmed by sorting such a large collection.

Mia's teachers decide to make the goal easier by breaking the goal down into *smaller amounts.*

- When they ask Mia to sort only two colors, for example to make a red and a yellow pile, Mia stays with the task.
- As Mia shows consistently that she can sort two colors, her teachers ask her to sort three, then four colors and so on.

For this method, a child needs to master the easier skill involving the smaller amounts before moving to the next, larger, amount.

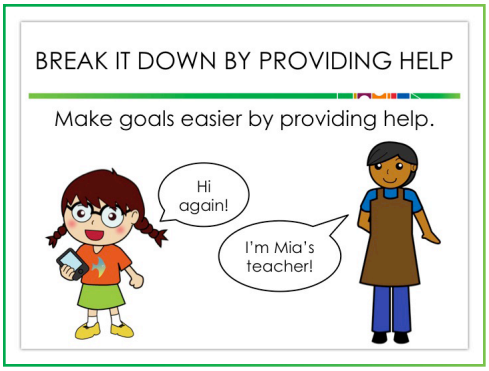
Working on smaller amounts, or quantities, can help both the teacher and child feel more successful in their teaching and learning.

DISCUSSION

Ask the participants to share a time in their life when they broke down a goal into smaller amounts. For example, when reading a chapter for school, did they push to read two pages, then three, then four, and so on? Or when trying to exercise, agree to exercise for 10 minutes a day, then 15, and so on? What success did they experience when breaking the large goal into easier parts?

OPTIONAL SLIDES PPT

Optional Slides 3–5 provide additional examples of breaking down goals by smaller amounts of time, persons, and locations.



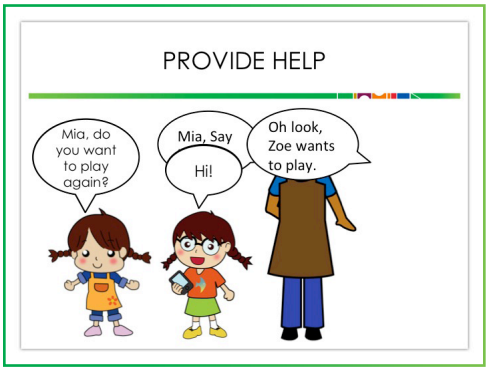
SLIDE 10:
BREAK IT DOWN BY PROVIDING HELP

Sometimes the goal as it is written has a clearly defined behavior, and is an appropriate step for a child to be working on. The child simply requires temporary help.

The teacher can make the goal easier for this child by being planful about the types and amount of help that she will provide.

The teacher is also thoughtful about how she will fade, or take away the help so that the child becomes more independent in completing the task.

In this method, the goal is broken down by providing different levels of help until the child is able to independently perform the goal.



EMPHASIZE

It is important to fade, or take away, the help so that ultimately the child can do the skill independently.

SLIDE 11:
PROVIDE HELP

Mia is working on responding to her peers when they initiate an interaction with her.

The teachers have made the goal easier to reach by breaking down how they provide help in the following way:

- When another child initiates an interaction, the teacher provides help by telling Mia what to do (say hello).
  - » Once Mia is able to complete this part with help, the teacher will start to fade her support.
- In the next step, the teacher provides verbal help by drawing Mia's attention to the peer ("Oh, look, Zoe wants to play"), and waits to see if Mia responds to this lesser level of help.
- Mia's teacher will continue to fade her help by waiting to see if Mia will respond on her own.
  - » If Mia does not respond to her peer, the teacher provides Mia with help, and does so again for the next few times a child approaches Mia.
  - » Mia's teachers will continue to work on fading their help, until she is able to respond to her peers independently.

DISCUSSION

Ask the participants to share a time in their life when they required help to learn a task. This could be as a child or adult. How was the help faded?

OPTIONAL SLIDES

PPT

Optional Slides 6–7 provide additional examples of breaking down goals by providing decreasing amounts of help.

EMPHASIZE

Often goals that relate to daily routines, like washing hands, putting on a coat, brushing teeth, getting dressed, etc., are well suited for being broken down using a step-by-step method.

SLIDE 12:
BREAK IT DOWN STEP BY STEP

Other types of goals are complex tasks that have multiple steps.

Sometimes a multi-step sequence may need to be taught by breaking down the task into individual steps. Each step needs to be clearly defined and taught.

- This is three-year-old Addie.
  - » She enjoys being outside and near her peers.
  - » She has difficulty initiating play with peers.
  - » She has a behavior support plan.

SLIDE 13:
STEP BY STEP

Addie is working on appropriately inviting her peers to play. She often runs to a peer and aggressively pulls them toward what she is doing. Addie's peers, in return, do not want to play.

Inviting peers to play is a complex behavior comprised of multiple steps. Addie's teachers decide to make the goal easier by breaking down the behavior into smaller steps. Here is how they plan to teach Addie, step by step, how to invite a friend to play.

- First, Addie will identify a toy or game to play.
- Second, she will look for a peer to play with.
- Third, she will approach a peer.
- Fourth, she will appropriately get her peer's attention by saying the peer's name or tapping the peer's arm.
- And finally, Addie will invite her peer to play with her!

For this method, the first step of the sequence is taught and then each subsequent step is added on to the sequence until the child is able to complete the whole sequence in the correct order.

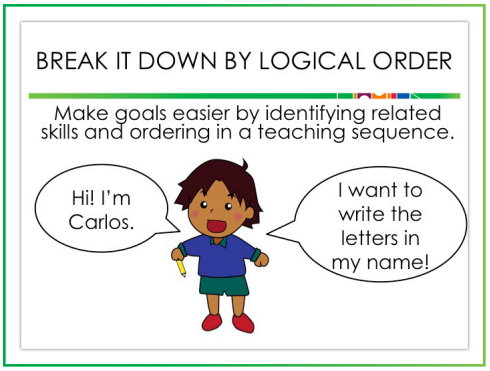
In this example, the goal is made easier by breaking the complex task into five steps. For Addie, five steps are just right. However, the number of steps depends on the individual child's needs. Some children will have fewer steps, others more.

DISCUSSION

Ask the participants to identify one part of their morning routine and break it down, step by step. For example, what are all of the steps involved in taking a shower? Or making a cup of coffee? How can identifying these steps be helpful in their own routines?

OPTIONAL SLIDES PPT

Optional Slides 8–9 provide additional examples of breaking down goals step by step.



EMPHASIZE

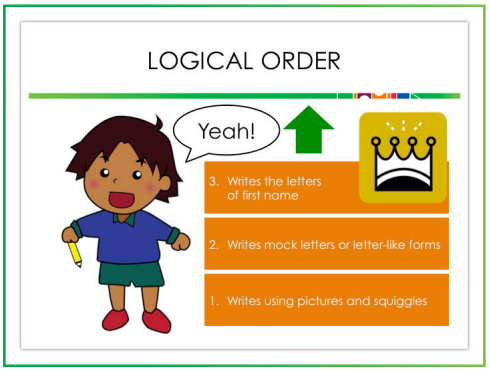
With logical order, teachers call on their knowledge of child development and teaching experience. When breaking down a goal, they identify skills then place them in an order that makes logical teaching sense.

SLIDE 14:
BREAK IT DOWN BY LOGICAL ORDER

Sometimes goals are clear and understandable, but a child may need to consolidate skills which come prior to the stated goal.

The teachers make the goal easier by identifying related skills that lead up to the goal and ordering them in a logical teaching sequence.

- Meet Carlos.
  - He will enter Kindergarten in the fall.
  - He is talkative and friendly.
  - He avoids activities which require holding writing or drawing tools.



SLIDE 15:
LOGICAL ORDER

Carlos's goal is to write the letters of his first name.

His teachers notice that he avoids activities that require a writing tool such as a crayon or marker, but that he enjoys art activities painting pictures.

Carlos's teachers want to make writing activities more successful for Carlos, so they decide to build on Carlo's interest in creating pictures. Here is how they planned to support Carlos' emergent writing skills:

- First, Carlos will write using pictures and squiggles.
- Next, Carlos will write using mock letters or letter-like forms.
- Finally, Carlos will write the letters of his name.

By breaking the skill down into a sequence of easier parts, Carlos's teachers are able to ensure that he will experience success and gradually make steady progress in mastering this skill before he enters Kindergarten.

DISCUSSION

1. Ask participants to think of a concept that would likely be on an IEP or other learning plan (e.g., math concepts such as categorizing or sequencing).
2. Ask 2–3 participants to share one of the skills they thought of.
3. Write down the concept and work together as a large group to break down the skill by logical order.

OPTIONAL SLIDES PPT

Presenters can use optional Slides 10–11 to provide additional examples of breaking goals down by logical order.

SLIDE 16:
BREAK-IT-DOWN EXAMPLE

This child is learning to ride a tricycle. Currently he is able to get on, but not yet move the bike forward.

DISCUSSION

How can the goal be broken down so the child can accomplish the goal?

Ask participants to volunteer examples of steps and write them down on butcher or poster paper.

- For an added challenge, break down the same goal twice, using different methods.

Show the example on the PowerPoint slide after participants break down the goal.

NOTE

There is no right answer. Remind participants that there are many ways to break down goals into easier parts.

Next, the participants will work in small groups to practice putting the pieces of a broken-down goal back together.

LEARNING ACTIVITY:
PUT THE PIECES TOGETHER

Activity Overview: This activity provides the participants with an opportunity to work collectively on putting the pieces of goals together.

Participants receive a slip of paper that is a broken-down part of one of the goals hung in the classroom. They will find the goal that matches their skill, and hang it next to the goal on the wall. Next, the participants will work with others who have matched a part to the same goal to put the broken-down goal in order.

Preparation: Review the *Put the Pieces Together* Facilitator Guide.

LEARNING ACTIVITY:
BREAK IT DOWN

Activity overview: This activity provides the participants with individual opportunities to break down goals into easier parts.

Participants complete this activity, then share information with a partner.

HANDOUT

Distribute and review the *Break it Down* handout.

SLIDE 17:
REVIEW – STEPS TO SUCCESS!

In this presentation, we discussed four main ways to break down learning goals: by smaller amounts, providing help, step by step, and logical teaching order.

By breaking down learning goals into easier, observable parts, both children and teachers will feel success in attaining the children's goals more efficiently. Here is a review of the steps to take in breaking down a goal.

- Identify children who require individualized teaching:
  - » This can be a child with an IEP, behavior support plan or who is not making progress on their learning goals.
- Next, determine which goal or goals to focus teaching on by identifying goals the child is not making progress toward.
- Finally, make the goal easier by breaking it down into smaller parts for everyday teaching opportunities.

HANDOUT

Distribute handouts if not distributed during the presentation.

Based on participant roles:

Distribute and review *Tips for Teachers*.

Distribute and review *Tools for Supervisors*.

Distribute and review *Helpful Resources*.

SLIDE 18: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.

FOLLOW-UP ACTIVITIES

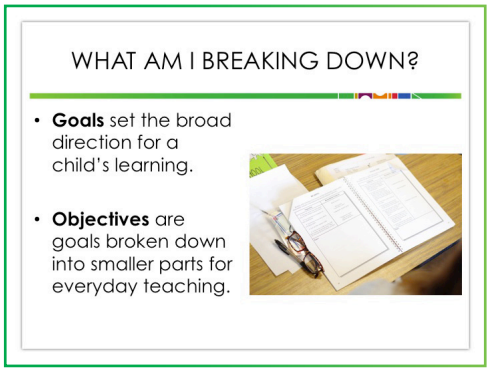
The following 3-2-1 activity offers an opportunity for participants to develop a brief plan for how they will apply what they learned in their own classrooms.

3-2-1

- Name **3** ideas I will use.
- **2** points to ponder.
- **1** immediate action I will take.

OPTIONAL SLIDES 1 AND 2: GOALS AND OBJECTIVES

These slides provide additional information on defining goals and objectives. *Suggested placement after slide 3.*



OPTIONAL SLIDE 1: WHAT AM I BREAKING DOWN?

Let's begin by discussing the difference between a goal and an objective.

- Goals set the broad direction for a child's learning:
  - » IEP and individual learning goals are developed annually, based on assessment information and areas of importance for the child and family.
  - » Sometimes the yearly goal describes a behavior that is general or broad. When goals are too general, it is difficult for teachers to identify helpful teaching practices and to monitor progress toward a child's goal.
- Objectives are goals broken down into easier and clearly defined parts for everyday teaching.
  - » Objectives describe behaviors that the child will perform. Behaviors should be observable and measurable.
  - » One way to check if an objective is observable is to ask yourself the following questions: "Can I see it or hear it?" To determine if it is measurable, ask "How would I document that the behavior happened?"

OPTIONAL SLIDE 2:
GOALS AND OBJECTIVES

Following are two examples to highlight the differences between goals and objectives.

This goal is an example that might be used as a school readiness goal.

- Goal: Child cooperates with peers:
  - » Objective: Engages in an activity with a peer for five minutes.

    In this example, the teachers translated the goal into a clearly defined behavior that is observable and measurable.

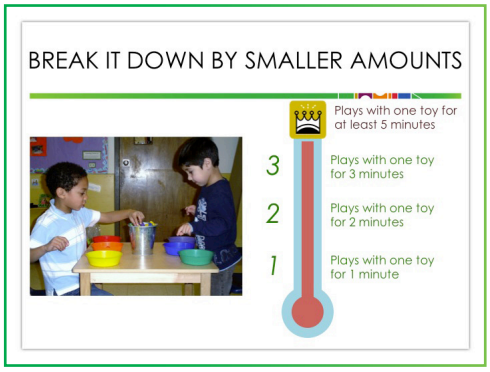
Here is an example of a goal about literacy knowledge and skills:

- Goal: Child engages in storytelling:
  - » Objective: Retells two events from a story in a correct logical and temporal order.

    By translating this goal into a clearly defined behavior, the teachers have a behavior they can reliably observe and measure.

OPTIONAL SLIDES 3–5: *SMALLER AMOUNTS*

These slides provide additional examples of breaking down goals by smaller amounts of time, persons, and locations. *Suggested placement after Slide 9.*



OPTIONAL SLIDE 3:
BREAK IT DOWN BY SMALLER AMOUNTS

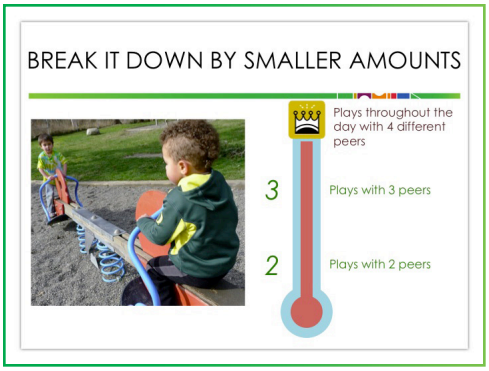
Another way to break down a goal is by *smaller amounts of time or duration*.

In this example, the child doesn't stay with an activity for an extended amount of time. His teachers want him to play with a toy for at least five minutes.

When the goal is broken down into smaller amounts by time, it looks like this:

- When playing with toys, the child will stay with one toy for one minute. When he is able to do this independently, he stays for
- Two minutes, then
- Three minutes, and finally,
- When playing with toys, the child will stay with one toy for at least five minutes!

Don't forget: For this method, the child needs to master the smaller amounts of time before moving to the next, larger, amount of time.



OPTIONAL SLIDE 4:
BREAK IT DOWN BY SMALLER AMOUNTS

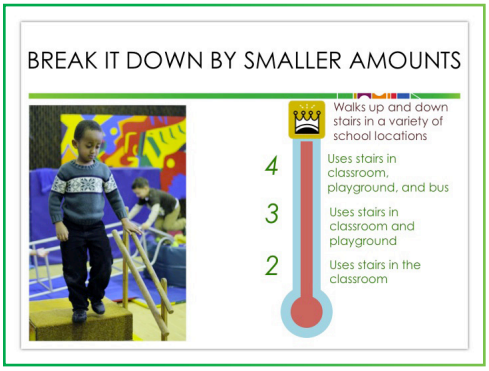
Sometimes children require support learning to use a behavior, or skill, *with more than one person*.

This child's goal is to play with at least four different peers throughout the day.

Currently the child plays successfully with one child. The teachers break down the goal by a smaller number of *people* using the following steps:

- The child plays with two different peers in one day.
- The child plays with three different peers in one day.
- The child plays throughout the day with at least four different peers!

Here the teachers start at a place where the child is successful, identify an easy next step, and gradually introduce more challenge by increasing the number of children to play with.



OPTIONAL SLIDE 5:
BREAK IT DOWN BY SMALLER AMOUNTS

For this child with motor impairments, the teachers wanted to increase the child's ability to move independently *in multiple locations* around the school.

The goal on this child's IEP is that he will independently go up and down stairs in at least three different locations in one school day.

Currently he will attempt to move up and down the stairs in the classroom, but not anywhere else in the school.

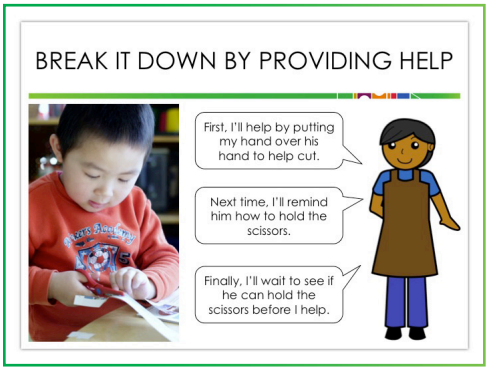
The teachers decide to make the goal easier by breaking down *multiple locations* into more specific locations.

- They start where the child is currently having some success, in the classroom. As he becomes independent in the classroom, the teachers add the following locations:
- Stairs in the classroom and on the playground
- Stairs in the classroom, on the playground, and getting on and off the school bus.

By achieving the last step, using stairs in the classroom, on the playground and getting on and off the school bus, the child has met his goal!

OPTIONAL SLIDES 6 AND 7: *PROVIDE HELP*

These slides provide additional examples of breaking down goals by providing decreasing amounts of help. *Suggested placement after Slide 11.*

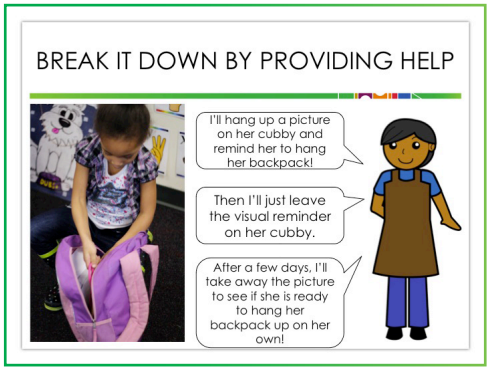


OPTIONAL SLIDE 6:
BREAK IT DOWN BY PROVIDING HELP

It is December, and this four-year-old child has been struggling to hold scissors correctly since September. The teachers decide to provide help so that he is more successful using scissors in the classroom.

- When he picks up scissors, the teacher physically helps the child place his fingers correctly on the scissors and proceeds to help him cut with the scissors.
- After a few times of providing this help, the teacher stops physically supporting the child, and only provides a verbal reminder such as, "Remember to put your thumb on the top hole and other fingers on the bottom hole." If he is successful, the teacher fades the physical help and only uses verbal reminders.
- After a few times of using verbal reminders only, the teacher gradually fades her help until the child is able to correctly hold the scissors independently.

In this example, the teacher helps the child reach his goal by gradually decreasing the amount of help she provides.



OPTIONAL SLIDE 7:
BREAK IT DOWN BY PROVIDING HELP

Sometimes a child doesn't have a specific goal, but a teacher may notice that the child is having difficulty with certain tasks throughout the day.

This child is about to enter kindergarten, but she still struggles to manage her materials and belongings. The teachers decide to help the child accomplish this task. They develop and implement the following plan:

- First the child puts away her backpack with a visual reminder placed on her cubby. The teachers also verbally remind her as she walks in the door to hang her backpack.
- After a few days of providing visual and verbal help, the teachers fade away the verbal reminder and only provide the visual reminder on the cubby.
- If the child is successful with only a visual reminder over a few days, the teacher removes the visual reminder to see if the child can hang her backpack on her own.

In this example, the child required support for only a short period of time. The teachers saw a need for support and focused specifically on a single task.

OPTIONAL SLIDES 8 AND 9: *STEP BY STEP*

These slides provide additional examples of breaking down goals step by step. *Suggested placement after Slide 13.*

NOTE

If the optional examples are used, one way of engaging the participants is to ask them to perform each of the goals on the optional slides. Would they add more steps or take some away? What are the individual differences found among the participants in terms of whether or not the broken-down goal worked?

OPTIONAL SLIDE 8:
BREAK IT DOWN STEP BY STEP

This child has been having difficulty completing the routine of washing her hands.

In an effort to make the goal easier to reach, the teachers break down the goal by identifying all of the steps in the hand-washing routine:

- Turn on water
- Get soap
- Rub soap into hands
- Rinse hands
- Turn off water
- Get paper towel
- Dry hands
- Put paper towel in garbage can

First, the teachers work with the child to turn on the water. Once she successfully masters the first step, they add the second step—getting soap—to the first and expect the child to do both steps.

Step by step, as the child masters each task, the teachers continue to add each part of the goal until she is able to perform all of the steps of this complex task.

OPTIONAL SLIDE 9:
BREAK IT DOWN STEP BY STEP

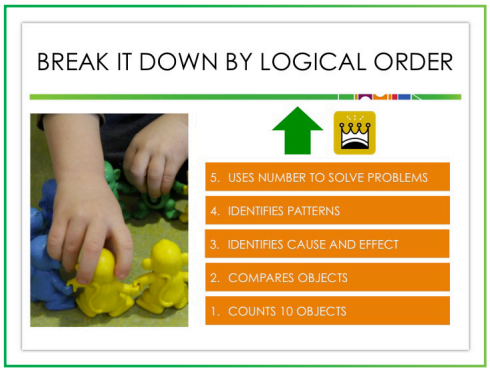
Another example of a complex task is putting on a coat. This task may seem simple, but some children need clear, step-by-step instruction in order to be successful.

Here is an example of the steps to putting on a coat (in this example teachers determined that the child would learn to put on their coat using the "over rover" method):

- Get coat.
- Put it on the floor, facing up, with the tags at feet.
- Bend down and put both arms into the arm holes.
- Lift the coat forward and over the head.
- Slide arms through holes.
- Slide coat down back.

As the child masters each step, the teachers add more parts until the child is able to perform all of the steps of this complex task.

These slides provide additional examples of breaking down goals by logical teaching order. *Suggested placement after Slide 15.*



OPTIONAL SLIDE 10:
BREAK IT DOWN BY LOGICAL ORDER

In this example, a child has the following goal on their learning plan: Uses math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.

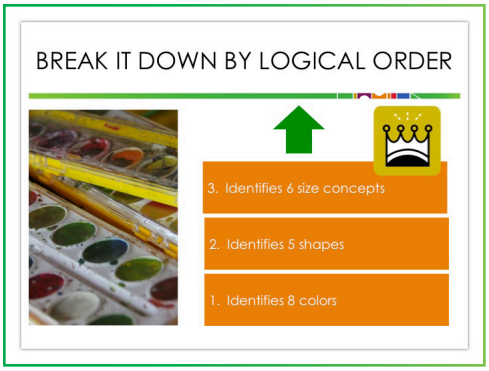
The goal is very broad and might not be understandable to all classroom staff.

By breaking down the goal into a sequence of more specific skills, the teacher makes it easier for the child to experience more immediate success.

This is how the teacher breaks down this goal using her knowledge of early mathematics development and skills:

- Counts 10 objects using 1:1 correspondence.
- Compares objects and quantities in relation to size, weight, volume, temperature, while using relevant terms (e.g., bigger, heavier, hotter, etc.).
- Identifies cause and effect in actions.
- Identifies patterns and repeats in various forms.
- Uses number or quantity to solve problems (e.g., we need more water in this cup to make these two the same).

While developmentally some of these skills occur simultaneously, it makes logical teaching sense to start with a skill that is concrete and familiar to the child, such as counting, so the child is more likely to be successful in learning the first step.



OPTIONAL SLIDE 11:
BREAK IT DOWN BY LOGICAL ORDER

This child's goal is to demonstrate an understanding of color, shape and size concepts.

The teachers note that the child is not making steady progress toward the goal and that staff members seem to be working on different aspects of the goal with the child.

In order to help the child progress, and to create consistency among the teachers, the teacher breaks down the goal into the following parts:

- Identifies eight different colors
- Identifies five different shapes
- Identifies six different size concepts

For this example, while children often learn colors, shapes, and size concurrently, the teachers decide to make learning easier for the child by organizing concepts in a logical order and teaching skills one at a time.

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

NOVEMBER 2012