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A comparison of teachers' perceptions of the utility of individual education plans obtained from informal and standardized assessment procedures.

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A COMPARISON OF TEACHERS' PERCEPTIONS
OF THE UTILITY OF INDIVIDUAL EDUCATION PLANS
OBTAINED FROM INFORMAL AND
STANDARDIZED ASSESSMENT PROCEDURES

A Dissertation Presented

by

Valerie J. Coggia

Submitted to the Graduate School of the University of
Massachusetts in partial fulfillment of the requirements for
the degree of

DOCTOR OF EDUCATION

September   1985

Education

Valerie J. Coggia

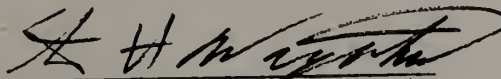A COMPARISON OF TEACHERS' PERCEPTIONS
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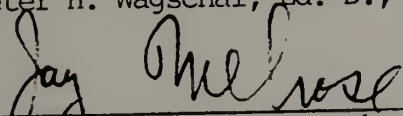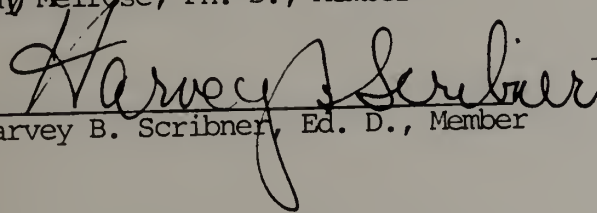A Dissertation Presented

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Thank you Lou!

<div align="center">V.J.C.</div>

ABSTRACT

A COMPARISON OF TEACHERS' PERCEPTIONS OF THE UTILITY

OF INDIVIDUALIZED EDUCATION PLANS OBTAINED FROM

INFORMAL AND STANDARDIZED ASSESSMENT PROCEDURES

(September, 1985)

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Public schools in New Jersey are now responsible under law, Chapter 28 - 1.1 through 10.3, to provide services for handicapped preschoolers, ages three through five. The responsibility for determining eligibility placement and the creation of an Individualized Education Plan (I.E.P.) is shared by the members of the preschool child study team. Team members across the state are finding a need to learn new skills in terms of assessing and planning for this new population. Two assessment approaches, standardized and informal, are reviewed.

Research has indicated that no conclusive data exists which highlights the assessment approach that is most effective for educational planning; more specifically, the development of I.E.P.'s that teachers perceive as useful. Research studies show that a need exists to investigate the relationship of different assessment

procedures on the utility of resulting I.E.P.'s.

The purpose of the study was to determine if there is a difference in the utility of I.E.P.'s obtained from two different assessment procedures, informal and standardized. The first phase of the study involved a rating of the ten I.E.P.'s in terms of components and quality of writing, An I.E.P. questionnaire was developed and critiqued for clarity and validity of questionnaire items.

The second phase of the study involved rating the I.E.P.'s in terms of their usefulness. Twenty-five teachers of preschool self contained handicapped classes read and compared I.E.P.'s which were developed from informal and standardized types of assessment procedures. The teachers compared the I.E.P.'s in terms of how they perceived their usefulness and reacted via a questionnaire. Subjects also completed a biodemographical questionnaire.

An analysis of the subjects' responses to I.E.P. type and relationship of biodemographical data is presented in the results. The results indicate that teachers perceived the I.E.P.'s that were designed from informal assessment procedures as more useful documents in terms of understanding and planning for preschool handicapped children. The results also suggest no significance between the subjects' biodemographical information and their attitudes toward I.E.P. type.

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THE PROBLEM

Introduction

As of September, 1983, it has become mandatory for public schools in New Jersey to provide services for handicapped preschoolers, specifically three through five years of age. This represents a positive change in general attitudes and is the result of many years of lobbying and strenuous efforts on the part of teachers, child study team members, parents, school administrators and legislature. Child advocates who recognized the importance of a more systematized and guaranteed approach to the education of preschool handicapped children worked diligently to evolve the concept into law. The rights of handicapped children and their parents are now written into law under the New Jersey Administrative Code - Title 6, Chapter 28 - 1.1 through 10.3, in association with the Division of Curriculum and Special Education Instruction. The law states:

> "Each district board of education shall adopt written
> procedures for screening and identifying thoses pupils
> between the ages of three and twenty-one who reside

within the local school district who may be educationally
handicapped and who are not receiving special education and
or related services as required by this chapter."

The code becomes more specific as related to children three to five:

"When a parent identifies a child age three to five as
potentially preschool handicapped, the district board of
education shall use a screening procedure to determine if
the child should be referred to the child study team for
comprehensive evaluation. When a child who has been
enrolled in an early intervention program becomes age three
as defined in N.J.A.C. 6:28 - 1.3, the district board of
education shall accept the child identified and proceed with
referral. (N.J.A.C. 6:28 1.1-10.3, 1984)

The process begins with a screening procedure to determine
eligibility. When eligibility criteria are met a comprehensive
assessment and individualized education plan (I.E.P.) is to be
completed and implemented within 90 calendar days of initial written
parental consent. The child is classified "Preschool Handicapped."

The responsibility for determining a child's eligibility
placement and creation of an individualized plan is shared by the
members of the pre-school child study team. The law makes a

distinction between a basic child study team and a pre-school child study team by including a speech pathologist as another necessary member of the team. A pre-school child study team is "an interdisciplinary group of appropriately certified persons who are trained in assessment procedures and program planning for pre-school children" according to N.J.A.C. 6:28. Assessing, determining eligibility and developing useful individual educational plans for the three to five year old handicapped child is a new concept in the state of New Jersey. Some educators have been involved in working with the 3 - 5 population previous to the new law, but on a limited basis. A few innovative and energetic school districts were fortunate to receive state funds through pre-school incentive grants to service young handicapped children. However, there were no systematized guidelines or formulated assessment procedures and follow- through. The concept of a pre-school child study team had not yet evolved. With the advent of the new law many child study team members are finding the necessity of creating a new mind set. Their responsibilities have been changed and expanded. Team members across the state are finding a need to learn new skills in terms of assessing and planning for a new population, specifically, pre-school handicapped children, ages 3 through 5.

Minifie (1978) feels that child development specialists are faced with the difficult decisions of when and where to intervene with a child exhibiting a communicative or cognitive delay. He

relates this difficulty with the lack of information about how to assess delays and how to chart progress in the preschool handicapped child's development. He supports the need for further research in the area of assessing the communicative and cognitive development of preschool handicapped children.

Dubose (1981) also relates the problem of accurate assessment of handicapped preschool children to the shortage of documented developmental information. She further discusses the lack of relevant re-training of educational diagnosticians to meet the needs of the most current preschool handicapped population.

Keogh and Kopp (1982) present the common problems and priority topics for future research at the conclusion of their Project Reach (Research on the Early Abilities of Children with Handicaps) final report. Results substantiate the need for further research involving assessment procedures for preschool handicapped children. Throughout the study diagnosticians experienced measurement problems in the developmental assessment of individual handicapped children or the documentation of intervention components. Assessment techniques were limited because of psychometric adequacy, appropriateness and interpretive validity of many of the commonly used developmental tests.

Woodrum and Shuck (1984) discuss the results of a West Virginia needs assessment survey. The survey instrument addressed the areas of screening, assessment, placement and individual education plan

(I.E.P.) information and implementation. Sixty support service personnel including diagnosticians and teachers of preschool handicapped children participated in the survey. The respondents identified six areas for inservice training. The prioritized areas included: one, assessment; two, I.E.P. formation; three, screening. Other studies also suggest the existence of similar assessment related training needs in other populations of child study personnel (Slavia & Ysseldyke, 1978; Wallace & Larsen, 1978; Bennett, 1980).

There exists a need on a state wide basis for further research and training in the areas of assessment and educational planning. A guide entitled An Implementation Guideline for Pre-School Handicapped Programs has been written. It offers guidelines in terms of assessment i.e. the evaluation by each preschool child study team member shall consist of but not be limited to use of at least two of the following procedures:

1. Observational assessment

2. Standardized testing

3. Developmental scale

4. Adaptive behavior measure

5. Skill inventory.

The guide admits that "evaluating pre-school children successfully requires very special expertise and experience" and suggests using a "variety of techniques, settings, activities and perhaps even times of day." (N.J.D.E., 1983)

When new programs start out and change occurs it is natural to have some confusion. Pre-school child study team members are concerned about the type of assessment procedures to use with this new population. Many are comfortable with standardized forms of testing and they are trying to use this method with the pre-school population. Others do not see this approach as viable and prefer to use a less formalized method.

It is interesting to note that on a 1984 membership survey of the New Jersey Association of Learning Consultants (N.J.A.L.C.), 80% of the respondents showed an interest in workshops related to preschool assessment techniques and I.E.P. development. In June of 1984, I was the recipient of the James Jan-Tausch Research Award. The N.J.A.L.C. decided to help support the research of this study because the topic is very relevant at this particular time in New Jersey. Upon the completion of this research, an article will be written about the results and disseminated to the association membership through publication in its journal.

Two schools of thought concerning the assessment of preschool handicapped children are emerging: standardized and informal. At this point there are no conclusive data that indicate which approach is the most effective for the educational planning of the child. There are advantages and limitations associated with each type of assessment procedure. Each is related to the quality of information obtained and its relevance for facilitating instructional planning

through I.E.P. development.

There are various opinions concerning types of assessment however there is common agreement in terms of the purposes of assessment. Child study team members agree that the purpose of assessment is to gain information which will help plan for the development of an individualized educational plan. Assessment should have a direct effect on the creation of the I.E.P. and the plan should be useful and practical to the child's teacher, thus linking assessment with curriculum (Bagnato & Neisworth, 1981). The I.E.P. should be a means to an end. It should be the vehicle to help the child's teacher with planning, instructional strategies and monitoring the child's program and progress.

The literature presents some negative teacher attitudes toward the I.E.P. process. Although the concept behind the I.E.P. process is reported as philosophically and educational sound, it has been criticized as a time consuming task with no real utility (Marver, 1978; Geradi, 1979; Pappas, 1982; Piji, 1983; Morgan & Rhode, 1983). Recently school professionals have emphasized the importance of practical I.E.P. development and implementation procedures that can effect attainment of I.E.P. goals (Safer & Hobbs, 1980).

Morgan (1981) presents several questions related to the I.E.P. process. How much more do children learn as a result of having I.E.P.'s developed for them? What are the crucial determinants of an effective I.E.P.? What role can computers have in the I.E.P.

process? What kind of detail is required to produce optimal learning? What are the characteristics of teachers who are effective I.E.P. developers and implementors? His questions support the need for further research dealing with practical aspects of I.E.P.'s.

To summarize, a situation exists in the State of New Jersey in terms of attitudes and procedures:

1. A new law exists which mandates assessment and educational planning for a new population, specifically 3 - 5 year old pre-school handicapped children for which the public schools are responsible for delivering services.

2. Child study team members hold various opinions in terms of assessment procedures. Two schools of thought are emerging - standardized and informal assessment.

3. There is common agreement on the purpose of assessment - gaining information which will help to develop a useful individualized education plan - to be used by the child's teacher.

4. No conclusive data exists which indicates which assessment approach is the most effective for educational planning - specifically the development of I.E.P.'s that teachers perceive as useful.

5. Evaluation forms serving as a needs assessment from a very well attended N.J.A.L.C. workshop indicate a need to know more about assessment techniques in relation to I.E.P. development.

6. Teachers do not always view I.E.P.'s as useful instruments.

7. A need exists to investigate the relationship of different assessment procedures on the utility of I.E.P.'s.

Statement of the Problem

More specifically: the <u>problem</u> to be investigated is the <u>effect of different assessment procedures</u> on the <u>perceived utility</u> of the <u>Individualized Education Plan</u> for pre-school handicapped children.

Purpose of the Study

The purpose of the study is to determine if there is a difference in the utility of I.E.P.'s obtained from two different assessment procedures, informal and standardized. The purpose of the study will be accomplished by having teachers of preschool self contained handicapped classes read and compare individual educational plans which have been developed from informal and standardized types of assessment procedures. The teachers will compare the I.E.P.'s in terms of how they perceive their usefulness. They will react to the various parts of the I.E.P.'s on a questionnaire set up as a rating scale. A visual representation of the study problem is shown in Figure 1. It presents the various components and processes involved in the study.

This study attemps to seek an answer to the following question. Will different assessment procedures, standardized and informal have

FIGURE 1

VISUAL REPRESENTATION OF THE STUDY PROBLEM
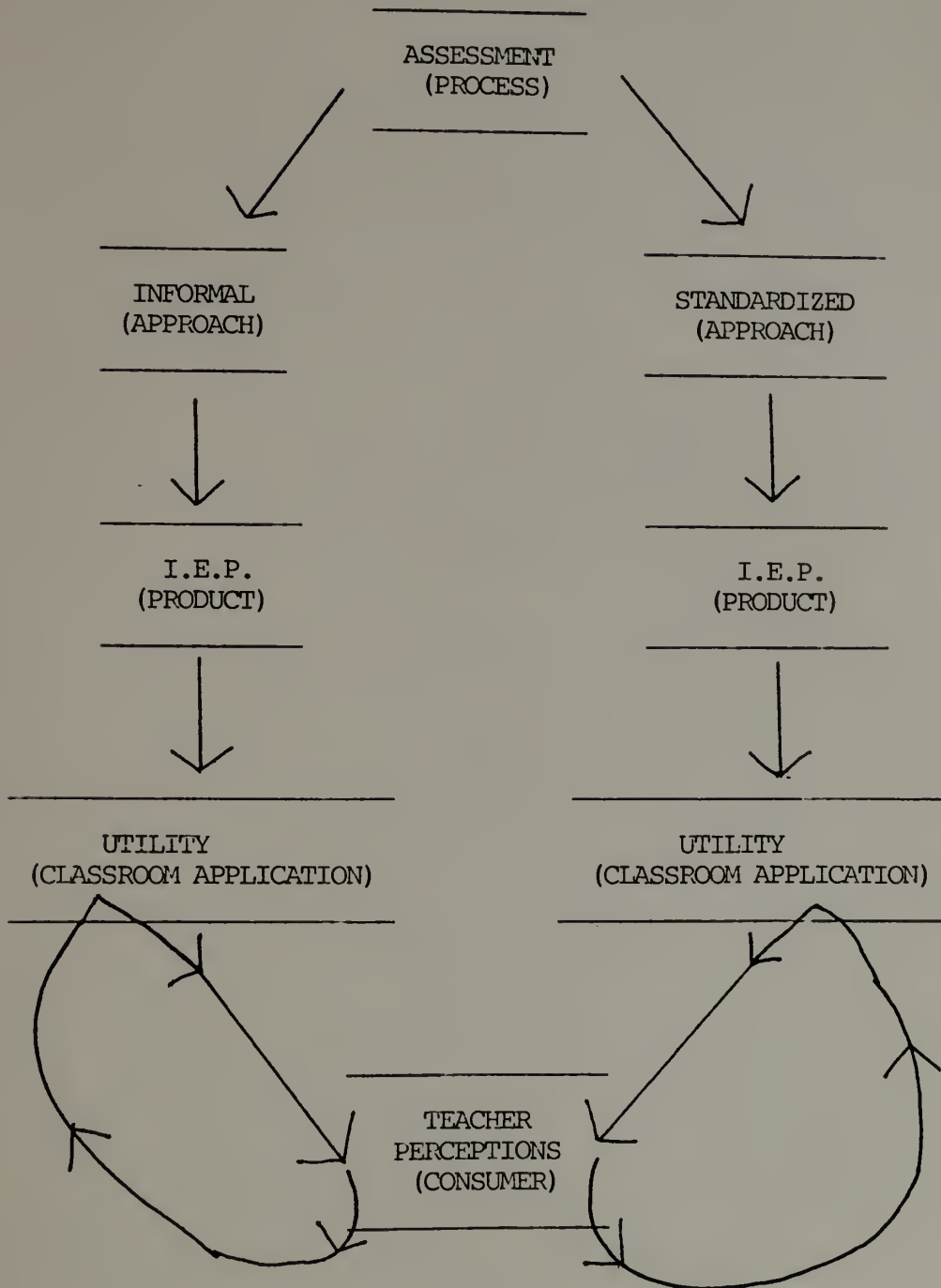
an effect on the resulting I.E.P. as rated by teachers in terms of its utility?

Statement of Null Hypothesis: There is no significant relationship between the effect of different assessment procedures on teacher attitudes regarding the utility of the resulting I.E.P.'s.

Rationale and Significance of the Study

The information that will be obtained through this study will contribute to the field of education in the following ways:

First, it will help refine the relationship between different types of assessment and the effect on planning for pre-school handicapped children.

Second, the process of reacting to various individual education plans and rating them in terms of usefulness will give teachers of pre-school handicapped children a chance to offer their ideas in terms of specifics that relate to the usefulness of I.E.P.'s. Since the teacher is the person who works directly with the child it is crucial that their ideas be highlighted.

Third, this information can help pre-school child study team members gain a better understanding of assessment approaches.

It can help to clear up some of the confusion that now exists regarding the issue.

Fourth, teachers will gain information on how to better plan for the handicapped children in their class based on the results of the study.

Definition of Terms

The following terms are defined for the purposes of the study:

Individual Education Plan - (I.E.P.): A program written for a specific child originating from assessment procedures, detailing the present level of educational functioning, annual goals and objectives, services to provided and evaluation procedures.

The children for which the I.E.P's were developed were in self-contained pre-school special needs classes at the time of assessment. They ranged in age from 3-5 during the time when assessment and I.E.P development took place. Their handicapping conditions were such that they warranted a self-contained placement. All children exhibited developmental delays in at least two of the following areas of development: cognitive, language, motor and social-emotional. Some of the children are more impaired than others and exhibit more severe neurological disfunctioning.

Preschool Handicapped: A child between the ages of 3 and 5
exhibiting a condition which seriously impairs his/her functioning
and which has a high predictability of seriously impairing normal
educational development.

Standardized Assessment: A method which exposes a child to a
particular set of verbal and/or non verbal items to obtain a score.
The content of the test has been selected and checked empirically,
norms have been established, uniform methods of administering have
been developed. The test may be scored with a relatively high degree
of objectivity. The assessment procedure is examiner directed in a
one to one situation. There is a structured response format wherein
the child is expected to respond appropriately to the examiner's
presentation of tasks.

Informal Assessment: A method which centers on the child's natural
interactions with the environment. The interactive style between the
examiner and child is a child oriented process that allows the child
to be an active initiator or a more passive participant or bystander.
The child is free to explore and investigate a play environment in a
classroom setting which includes toys and materials. The child
perceives the examiner as a peer and may make requests, question,
create, pretend, argue, dialogue, laugh etc. Informal assessment
encourages the child to demonstrate the level of developmental
functioning that has been attained without the constraint of age
normal tasks, The examiner facilitates rather than controls the

child's responses. During the assessment situation the examiner may sit on the floor, kneel, knock things down, climb over toys, pretend and assume many other child-like qualities. All the while the examiner is using the child's interactions with materials and/or peers in the classroom setting to formulate an assumption and/or hypothesis about the child's strengths and weaknesses. Knowledge and awareness about the child is continually changed, modified or restructured depending upon the nuances of the child's touch, expression, movement or interaction within a given moment. The examiner must be knowledgeable of the child's developmental stage and gear the interactions to the child's level of development rather than to a prescribed expectancy based on chronological age. The basic notion that created the informal style and climate of interaction is a belief that observational information is the essence of diagnosis and demands a heightened responsiveness and awareness by the examiner.

<u>Usefulness/Utility as related to I.E.P.'s:</u> Information generated from assessment procedures should help to create an I.E.P. that contains information that is practical and applicable to the classroom situation. For an I.E.P. to be considered useful the teacher should be given pertinent information regarding the description of the child in terms of performance levels. Also, ideas regarding program planning and adaptation consistent with the child's level of development and handicapping condition. Furthermore, the

information should be useful, helping the teacher understand the child's handicapping condition so he/she can plan and make adaptations when programming for the child. The I.E.P. is useful when it provides for classroom carry over helping the teacher design specific daily activities and materials based on the child's performance level. It is useful when the teacher perceives it as a means to an end. The end being the ability to provide the teacher information that can carry over to the classroom situation, giving him/her a better sense of what the child is all about.

Assumptions

This study was based on the following assumptions:

1. The subjects or teachers would follow the procedures thus reading each of their four randomly assigned I.E.P.s thoroughly and react honestly to each in relationship to items on the questionnaire.

2. The six judges involved in the I.E.P. component and quality of writing check followed procedures accurately and honestly.

3. The participants in the "clarity" and "validity" check of the I.E.P. questionnaire followed procedures accurately and honestly.

4. The developers of the ten I.E.P.'s reported accurately and honestly their assessment techniques and procedures.

Limitations of the Study

This study involves Essex County preschool teachers of handicapped children and cannot be generalized to regular classroom teachers or special education teachers of different levels. Controls in terms of teacher experience, education level and attitudes will be representative of that group. Therefore, results of this study will be specific to the study population. Essex County is comprised of both urban and suburban school districts. The study results may not be generalized to other counties of New Jersey.

C H A P T E R II

REVIEW OF THE LITERATURE

Introduction

The effect of different assessment procedures, informal and standardized, and their impact on teachers perceptions of the utility of resulting Individual Education Plans is the problem under investigation. This review of the literature places the problem in a contextual frame work, thus highlighting its various components. The literature that is reviewed reflects the two areas that are directly related to the problem. Research and literature related to informal and standardized assessment will be presented in relationship to the quality of information obtained about preschool handicapped children in terms of relevance for instructional planning via I.E.P. development. Assessment areas reviewed in the literature will focus on language, cognition, fine and gross motor skills, social, emotional and adaptive behavior of the preschool handicapped child. Also, literature will be reviewed that addresses components and qual-ities of I.E.P.'s that teachers view as having a positive or negative influence on I.E.P. design and content considered useful for instruc-tional planning. A series of questions are proposed to further outline the review of the literature in terms of the problem:

What is assessment?

What are the differences between standardized and informal assessment procedures in relationship to preschool handicapped children?

What is the quality of assessment information resulting from informal procedures in relation to instructional planning via I.E.P. development?

What is the quality of assessment information resulting from standardized procedures in relation to instructional planning via I.E.P. development?

What are the purposes of an Individual Education Plan?

What components result in an I.E.P. considered effective and useful?

What are teacher attitudes toward the I.E.P. process?

Assessment Process

Assessment is the process of collecting information about students and interpreting the likely meaning of that information for educational decision-making (Zigmond, Villercarsa & Silverman, 1983). The process of assessment is multi purposeful within educational and medical settings. Accurate assessments of infants and young children can lead to early identification of serious physical and cognitive disorders and to the early initiation of treatment programs.

Assessment resulting in the classification of students as preschool handicapped can permit more appropriate educational program placements. Assessment for evaluation of pupil progress can provide information on the effectiveness of specific educational programming. Assessment relating to instructional planning can help the teacher to decide what and how to teach. Assessment is an even more comprehensive process when related to preschool handicapped children. It is a process that involves collecting data that can be used for planning educational programs, identifying educational goals, selecting instructional strategies and materials, implementing educational plans, and monitoring students' progress toward goal attainment (Guerin & Maier, 1983). Assessment should not be equated with administering tests. Testing may be part of the larger assessment process. Testing and assessment are not synonymous. Assessment in educational settings should be thought of as a multi-faceted process that involves far more than the administration of a test (Salvia & Ysseldyke, 1974).

Assessment should be the complete, in-depth pinpointing of childrens' assets and deficits in specific areas of need such as medical, psychosocial, or language/learning (Bangs, 1979). For assessment to be useful in preschool special education, its results should help us make decisions that promote appropriate and effective services for the children. Helton (1979) presents two critical

questions that need to be answered accurately if we consider our assessment procedures to be productive: 1) who should be serviced for classification decisions?, 2) how should eligible students be serviced for programming decisions? Assessment can also be discussed in terms of factors that need to be integrated within the process. The process must include goals, legal requirements, ethical responsibilities and available assessment techniques (Helton, Workman & Matuszek, 1982). Influences relating to trends in assessment are discussed by Woodrum and Shuck (1984). They especially highlight the effects that Public Law (PL) 94-142 has had on the process as well as teaching methods, efforts to mainstream, back to basics movements and accountability factors.

The assessment process is complex but indispensable in terms of planning positive instructional programming for preschool handicapped children. Throughout the literature, there is common agreement that effective assessment of children is critical for programming that will facilitate genuine growth (Bagnato & Naisworth, 1981; Garwood, 1979; Ysseldyke & Algozzine, 1982). However, there are differences of opinion when investigating the methodology of assessment as related to preschool handicapped children. Different viewpoints are expressed regarding specific instruments, procedures or combinations of both and their impact on the quality and accuracy of assessment results, thus impacting I.E.P. development. There are a multitude of assessment instruments available for use with preschool handicapped

children. The array presents standardized measures in terms of norm and criterion referenced. There are developmental diagnostic scales that are tied into curriculum formats that allow the user to go from assessment to a series of curriculum training procedures that help the child to acquire a defined skill. Informal assessment procedures rely heavily on organized observation conducted by employing several observation techniques including anecdotal records, behavioral measurements, inventories and rating scales. There are a variety of assessment procedures for the professional diagnostician/examiner to choose from but research has proven that all tests or procedures are not comparable in terms of purpose, validity and reliability. Goodwin and Driscoll (1980) agree that tests available and used in screening and diagnosis are extensive but this quantity, (for the most part), is not backed up by evidence of quality, especially in regard to validity. Publishers, not surprisingly, have earmarked numerous instruments in their catalogs that they believe meet the requirements of PL 94-142. However, many such instruments lack strong validation data to support their purported uses. Salvia and Ysseldyke (1978) discuss the fact that assessment instruments should be differentiated in terms of decisions to be made. Their concept, although very accurate and generalizable to all age ranges in special education assessment, does not particularly focus or highlight the problems faced by the preschool diagnostician. The process of selecting assessment instruments and or procedures is more complex as

related to the preschool special needs population. The younger a
child is when tested, the less reliable or predictive are the results
(Bayley, 1970). There are no ideal or completely appropriate
instruments available for use with a population of handicapped
infants and preschoolers. In recognition of this, interventionists
must make compromises in selecting instruments used (Bricker, 1980).

It is evident that there is agreement on the importance of the
assessment process in terms of instructional planning for preschool
handicapped children. Professionals agree on the multi-faceted
aspect and complexity of assessment. The disagreement becomes
evident when reviewing the literature in terms of specific
instruments and procedures used in the assessment of preschool
handicapped children. For purposes of this review, assessment
procedures are discussed in terms of an informal or standardized
orientation. There is a distinct difference between the two as
illustrated by a review of pertinent literature.

Differences Between Standardized and Informal Assessment

Differences between standardized and informal assessment center
on six basic testing dimensions: setting, activities, dialogue,
statistics, data and format (Guerin & Maier, 1983). A visual
representation illustrating the polar differences between the two
types of assessment orientation follows.

Dimensions	Standardized		Informal
Setting	Structured	-------	Naturalistic
Activities	Ordered	-------	Flexible
Dialogue	Prescribed	-------	Open
Statistics	Standardized	-------	Idiosyncratic
Data	Codified	-------	Enumerated
Format	Numerical	-------	Descriptive

Standardized instruments employ tightly organized test materials, structured test situations and group based comparisons. These tests often have a highly prescribed test format and are designed to reveal data that can be compared to that obtained on children who were tested during the instrument's construction. The test situation is to be relatively free from distractions, the interaction is adult dominated, and the student,s performance is taken in isolation, separate from group process or group productions (Guerin & Maier, 1983).

Informal assessment does not require a formal or defined reference group and often includes information that is idiosyncratic. The information is obtained in a setting that is natural to the child's daily experience and often involves ordinary classroom interactions. Informal assessment is often directed at answering specific, practical and immediate questions. It encompasses information that is ongoing and cumulative rather than information

that is drawn from a fixed point in time and is static.

Sullivan (1982) offers another comparison of standardized and informal assessment in terms of seven points. The different assessment procedures are compared and contrasted according to purpose, rationale, administration, norms, reliability and validity, and comments. Ideas presented on the differences between the assessment procedures are consistent with those of Guerin and Maier (1983). Sullivan sees standardized assessment more related to achievement and informal as being more functional.

There are distinct differences between standardized and informal assessment procedures. Because of these differences we would suspect that each type of instrument will yield its own type of information about the preschool handicapped child. Which type of information relates to better programming in terms of helping to design an I.E.P. considered useful by the child's teacher?

Informal Assessment - Advantages and Limitations

What is the quality of assessment information resulting from informal procedures in terms of instructional planning via I.E.P. development? This process is based on observation of children within naturalistic settings, helping to alleviate the artificial nature of assessment that could occur in clinics or test centers. The procedure assesses the child's natural interactions with the environment. The interactive style between the examiner and child is

a child oriented process that allows the child to be an active
initiator or a more passive bystander. Informal assessment
encourages the child to demonstrate the level of developmental
functioning that has been attained without the constraints of age
normal tasks. The basic notion that created the informal process is
a belief that observational information is the essence of diagnosis
and demands a heightened responsiveness and awareness by the
examiner. The diagnostician planning to use standardized tests to
assess the development of a young handicapped child is often
confronted with the necessity of modifying procedures to fit the
situation and the child. The examiner sometimes will change test
tasks so that the norms of the test cannot be used. Such
observations may be more relevant to understanding the child than
administering the standardized test. Observations made outside of
the standardized testing can provide information about a child's
strengths and about important environmental adaptive behavior (Ulrey
& Schnell, 1982). Supporters of informal assessment procedures base
their judgements on the interrelationship of behavioral
characteristics of preschool handicapped children and the assessment
process (Bowyer, Harris, Taenzer, 1977; Guerin & Maier, 1983;
Ungerer, 1979).

There is a difference between assessing a school age and a
preschool child. The behavioral characteristics of the preschool
handicapped child present challenges to the diagnostician. The

differences and behavioral characteristics have implications for assessment procedures. The issue of separating from a parent or primary care giver challenges the diagnostician to appreciate the effect the child's primary attachment has on his/her development (Elkind, 1970). Elkind feels that the emotional attachment of the child to the significant adult is one of the most powerful motivations for the elaboration and utilization of mental abilities. The phenomenon of attachment has been widely studied but its significance for the child's learning of the school curriculum has been widely overlooked particularly in special education. The child's reactions to new and different situations may cause difficulty in a standardized testing situation. Resistance and responses to the testing procedure may cause the examiner to obtain invalid results (Pansella & Volkmar, 1977).

Developmental differences in language, motivation and thinking skills, as well as differences in opportunities for previous learning make it difficult to obtain a reliable test performance to predict later developmental disabilities or school problems. Because of the handicapping condition the child may not have the correct response mode (Ulrey & Rogers, 1982). Assessment of young severely handicapped children with disturbances of communication skills, motor skills or emotional functioning often lead the examiner to conclude that the child is untestable (Alpern, 1976).

The young child's response to the examiner is critical. The preschool child who often has not "learned the rules" of the test behavior, will have little regard for the "correct" answer and for obtaining feedback from adults which indicate the answer was understood. (Gelman, 1978) The examiner must be aware of special procedures needed to engage the young child to obtain a reliable test performance. Supporters of informal assessment do not feel that "test performance" will give valid information in terms of educational planning for the preschool handicapped child. They disagree with the psychometric assumptions upon which standardized assessment behavior are based. Supporters agree that one of the advantages of the informal process is that a diagnostic assessment can be accomplished in the child's naturalistic environment.

The Schaumburg method of naturalistic assessment has been used with more than 1,000 children who have been identified as being language or learning disabled, behaviorally disordered, emotionally disturbed or mentally retarded (Taenzer, Cermak, Hanlon, 1981). This assessment procedure grew out of concerns focusing on the inappropriateness of assessment instruments currently being used with young children. Also, the concerns regarding the processes for gathering and analyzing data as being isolated and not linking into the child's classroom experience influence the development of informal assessment procedures. Criteria were established on which the Schaumburg assessment model was developed. They include a

developmental approach, an interdisciplinary focus, a
nondiscriminatory repertoire, a natural setting and the inclusion of
parents and teachers in the assessment process.

Bloom and Lahey (1978) also agree that the naturalistic setting
is the most valid place to assess the language of the impaired child.
They propose using the technique of language sampling and analyzing
the results in terms of form, content and use. Language sampling
involves low structured observations using a tape recorder within the
naturalistic setting of the child's home or classroom.

An interesting bit of research highlights differences in the
adaptive behavior of children involved in two different assessment
procedures. Two forms of assessment, standardized and informal, were
used to determine the motivation or adaptive behavior of
developmentally delayed four year olds to a task. Eighty children's
behavior was observed on a puzzle and hidden picture task. The task
related behaviors assessed included: task difficulty choice,
persistence on a difficult task, effort (attention), independence and
approval seeking. The task was administered in a standardized
manner. A teacher rating scale was developed for teachers to rate
these same eighty children's task behavior in the natural preschool
setting. The teacher rating scale was comprised of ten statements.
The ten statements were illustrative of the task related behaviors
assessed in the standardized method. Results indicated that there was
very little relationship between children's behavior in the

standardized task situation and their behavior (rated by their teachers) in their natural preschool environment. A year passed, half of the children were retested in the standardized mode. There was no consistency in their behavior as evaluated by the standardized task situation over the one year period. However, teacher ratings for the two years were strongly correlated (Keogh and Kopp, 1982).

Evaluation in a naturalistic setting facilitates the integration of assessment results with program planning through I.E.P. development. It is important to consider the implications of diagnosis in the classroom context. It is here that the child is expected to function and therefore the best place to understand the full impact of his/her needs. (Willey, 1983) Assessment can be linked to instruction, since behaviors observed are related to curriculum oriented activities. Team members should observe the child and assess the child's performance within the learning environment. The team members should wait until the child can be evaluated in the learning situation before developing the I.E.P. (Orlando, 1981). Informal assessment within the child's naturalistic environment helps to generate meaningful objectives in terms of the I.E.P. process. Dubose (1981) discusses the relationship of informal tasks for testing and teaching in reference to severely impaired young children. She highlights the fact that translating assessment data into educational programming is critical and is facilitated through informal assessment. Tanaka (1970), an advocate for informal

assessment, also argues that the process fosters a positive effect in terms of instructional planning. She has designed a teacher's guide for directed observation of preschool children. Her concern was to create a measure which would give teachers information which could be used for instructional purposes.

Another advantage of informal assessment procedures is that the process highlights play as a cognitive assessment tool. Developmental research suggests that the age-related changes occurring in play derive from and reflect basic transitions in cognitive functioning (Piaget, 1962; Sinclair, 1970). Therefore, play should be a useful index of a child's general intellectual status. Play is an easily implemented assessment procedure which is appropriate for a broad range of children, including those with behavior problems, cognitive and language delays, deficiencies in attention or moderate impairments in motor functions. It is applicable to many children whose impairments may negate the validity of conventional assessment procedures (Ungerer, 1979). Further support for the relation between play and cognitive functioning comes from research with atypical children. Hulme and Lunzer (1966) compared mentally retarded children with mental age matched controls and found that the functional and symbolic sophistication of play in both groups was correlated with mental age as assessed by the Terman-Merrill scale. Through the careful observation of a child's play a diagnostician will be able to assess cognitive, language,

motor, social, emotional and adaptive behavior levels. Many play scales have been developed to assess the developmental progression of play (Nicolich, 1977; Belsky & Most, 1981). The assessment results would facilitate an assessment curriculum linkage through the development of instructionally based I.E.P.'s.

Informal assessment procedures have limitations. The quality of the observations depend on having a good understanding of what one is looking for and therefore depends on a framework of concepts about children's development and learning in its various aspects. (Gulliford, 1983). Informal assessment requires that an examiner know what concepts are to be tested, how these concepts develop, the many ways in which children demonstrate they understand the concepts, and how to structure activities to reflect levels of concept development. The effectiveness of informal assessment depends largely on the knowledge, skill, clinical judgement and creativity of the examiner, whereas the administration of standardized tests requires only the ability to follow the written manual of instructions (Danwitz, 1981).

Another limitation of informal assessment procedures is the adequacy of any category system developed for use in recording or analyzing observational data. This again relates to the expertise of the diagnostician and could result in non-meaningful observations (Goodwin & Driscoll, 1980).

To summarize, informal assessment has advantages and limitations. Each is related to the quality of information obtained and its relevance for instructional planning through I.E.P. development. Assessment in the naturalistic environment is a process that relates positively to the behavioral characteristics of preschool handicapped children. It is possible that the response mode of formal testing may interfere with gaining a true picture of the child's developmental levels. The child's play can be analyzed in the assessment procedure. Since the information gained is more classroom activity based, it should facilitate instructional planning through the I.E.P. process.

Standardized Assessment - Advantages and Limitations

What is the quality of assessment information resulting from standardized procedures in terms of instructional planning via I.E.P. development? Almost all types of measures used in education are designed to provide a systematic procedure for describing behaviors, whether in terms of numbers or categories. Standardized tests extend this effort to include fixed administration and scoring procedures, empirical testing of items, standard apparatus or format and tables of norms. (Cronbach, 1970; Stanley & Hopkins, 1972) The diagnostician uses established materials and procedures and uniform tasks for all children assessed thus permitting interpretations of their performance relative to the norms established. Norms permit

comparative evaluation of scores. The tables of norms provided in the manual of a standardized test make it possible to convert an individual's raw score into a percentile rank, age equivalent score or grade equivalent score (Goodwin & Driscoll, 1980). Standardized tests can be norm referenced or criterion referenced. The criterion referenced test is designed to assist diagnosticians in determining students' skill levels (Howell, Kaplan & O'Connell, 1979). The model has a great deal of utility because evaluation is directly related to intervention generating goals and objectives through I.E.P. development. The criterion referenced test has all items at the same or nearly the same level of difficulty. It is designed to discriminate between mastery and non mastery of specific behavioral objectives. This type of test does not yield a score, but a profile of skills the child has mastered and those that remain to be acquired. The items that are part of the assessment instrument reflect the standing of the child with respect to the curriculum. Children are not compared to other children, but their performance is gauged to instructional needs (Fallen & McGovern, 1978).

Another type of standardized assessment procedure is the developmental- diagnostic scale. They are instruments which work in concert with the development assessment approach. Developmental diagnosis is a process of detailing and analyzing a child's capabilities and deficits as they affect functioning across many

interrelated areas of behavior (Bagnato & Neisworth, 1981). A
typical scale might assess the child's behavior in the areas of
language, cognition, fine/gross motor and social/emotional
development. There are both norm and criterion referenced scales. A
number of newly developed preschool scales have been constructed.
They are appropriate for pinpointing comprehensively deficient
developmental skills and for planning detailed instructional goals
that can be translated into I.E.P. goals and objectives. Some scales
have been constructed for use with specific curricula. This is known
as the "assessment curriculum linkage model" (Neisworth,
Willoughby-Herb, Bagnato, Cartwright, Laub, 1980). Most
developmental-diagnostic scales can be considered as employing a
standardized mode of assessment because they were patterned after an
instrument with normal scores and are specific activities for the
child to accomplish.

All norm referenced and criterion referenced test scales are
objective. Objective tests have predetermined answers and standards
for scoring a response. They are objective in the sense that
attitudes, opinions and idiosyncracies of the examiners do not affect
scoring: any two examiners would score a response in the same way
(Salvia & Ysseldyke, 1984). Many of the most recently constructed
developmental scales are modifications of traditional standardized
developmental scales such as the Gesell Developmental Schedules and
the Bayley Scales of Infant Development (Maier, 1976).

The quality of assessment information resulting from the standardized process is related to the advantages and limitations of the procedure. One of the advantages is the diagnosticians ability to gain objective information in a systematized way. Plummer and Edwards (1982) discuss the rationale behind using a standardized method of assessment in regards to the handicapped preschool children in their program. Pre and post data is collected using standardized developmental instruments for each child in the program. The use of age standardized scores controls for gains due to maturation and allows statistical tests on participant change thus eliminating change related to the maturational process. The children's post test scores can also be statistically compared to expected scores or published norms to assess the extent to which these groups of handicapped children reach a normative level of functioning. Individual I.E.P. goals and objectives can be altered according to the results. The program at the Cantalician Center for Learning (1981) also highlights the advantages of using standardized Bayley scale change data. Pre and post data on the Bayley provide a summative comparison as it relates to child changes on developmental milestones determined from non-handicapped norms.

Philips (1979) uses the Learning Accomplishment Profile (L.A.P.) to assess child progress. One of the objectives of the service program for handicapped children is that specific intervention presented through I.E.P. goals and objectives will cause a 10% mean

gain in the number of skills mastered.

Standardized tests offer objective results that can be used for planning (Andrew, 1979). At the end of preschool programming, developmentally delayed six year olds are given a standardized readiness test, (Metropolitan), to specifically gain objective information on their readiness levels for future program planning.

Another benefit of standardized assessment is in program evaluation in terms of early childhood special education. Program evaluation is usually contingent upon the results of child related data measured in terms of program objectives in relationship to research design. The widespread use of standardized tests in early childhood special education has its roots in the desire (prevalent during the 1960's and 1970's) to increase the intellectual performance of children during infancy and early childhood. The assumption was that increased intellectual performance during the preschool years would lead to greater success in school. Consequently, there was a focus on the assessment of intellectual performance by using standardized tests (Ramey, Campbell, Wasik, 1982). Presuming that adequate research or evaluation designs have been implemented, the next step is to choose appropriate psychoeducational instruments to assess child growth and to evaluate program effectiveness (Campbell & Stanley, 1968). Given that the specific standardized instrument is not in itself inadequate or biased there are two conditions in which they can be used positively

in evaluating early childhood special education programs. First, standardized tests can identify a measure for assessing a particular construct that has previously established reliability and validity. Standardized tests make use of contributions already made by others skilled in psychoeducational assessment. Second, standardized tests can be used when a comparison to a known population is helpful for program evaluation. This comparison is particularly advantageous for programs that cannot set up experimental designs that would allow comparisons between experimental and control groups (Ramey, Campbell & Wasik, 1982). For programs to be considered effective, individual child programming must be effective thus promoting growth. Assessment of cognitive or developmental levels for participant children is often the key element in program evaluation. There are a multitude of programs which are evaluated positively. Standardized assessment procedures were used to evaluate each child to develop an I.E.P. and to evaluate the total program.

Tobias (1983) discusses the use of standardized assessment instruments in the evaluation report of the Early Childhood Language Centered Intervention Program. The program evaluation consisted of pupil achievement objectives. It focused on using IEP objectives with pre and post testing on the L.A.P. (Learning Accomplishment Profile). Evaluation results were positive. Reuter (1982) reports on the status of handicapped young children. The evaluation component links the mother's and educational caregiver's observations via the

M.C.D.I. (Minnesota Child Development Inventory) to results on the Stanford Binet Age measure. Correlations were positive, as was child growth. Project Tap (Tapping Achievement Potential) cross referenced results of pre and post testing on the C.D.P. (Carolina Developmental Profile Scores) with results on the McCarthy Scales. The C.D.P. was used for instructional planning. It was found the the children were able to generalize skills emphasized in the instructional planning and score higher in those areas on the McCarthy Scales (McCloud, 1983).

Bricker (1980) presents the evaluation plan and documentation of child progress in the Final Report of the Handicapped Children's Early Education Program. Along with curricular assessment via I.E.P. goal evaluation, she highlights the role of pre and post administration of standardized norm and criterion referenced tests as critical elements in documenting consistent, positive child progress.

Another advantage of standardized assessment, provided that appropriate instruments are selected, is their predictability factor. The research of LeBay, Anderson (1976) presents the results of an effort to determine the predictive power of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Denver Developmental Screening Test, the Leiter International Performance Scale, the HEW Scale for social adaptability and the A.B.C. Inventory when used to diagnose mentally handicapped children in the areas of cognition, language, social/emotional and physical/motor development. The

specific objective of the research was to determine if mentally handicapped preschool children really needed to be tested in all four areas of development in order to accurately predict which children would require individual help prior to public school kindergarten placement. Would two tests predict as well as five? Results indicated that the five instruments measured two factors - a generalized measure of intelligence and a social measure of classroom adaptability. These two factors could be measured with a high degree of precision using the WPPSI, Leiter and the Hew.

Naron (1977) discusses the identification of kindergarten children with potential learning problems. A short screening device was designed using selected items from standardized tests. Would the items have the ability to identify the high risk population? The screening device and parent questionnaire were administered to a large randomly selected sample. Then the instruments were validated against intensive diagnostic testing on a smaller sample to highlight children with high and low potential for school learning problems. Results of child progress was kept. The screening device was able to identify, thus predict, the learning disabled children as defined by progress and diagnostic testing with over 90% accuracy. Teacher and parent ratings were not as reliable or predictable as were the results of testing.

Depending upon the diagnostician's orientation and purposes, information resulting from standardized assessment can be considered

advantageous or limited in terms of instructional planning through I.E.P. development. Traditional practices in assessment which emphasize the exclusive use of global, norm referenced, intellectual measures for the purpose of describing a child's range of general abilities are clearly inappropriate when applied to the handicapped preschool population. Beyond their inappropriateness and lack of precision in an evaluative sense, such methods are ineffective in terms of creating a link between developmental diagnosis and intervention (Haeussermann, 1958, Chase, 1975; Maier, 1976; Vallett, 1972).

There are various purposes for conducting assessment: identification, program placement, instructional planning, child and program evaluation. Functional developmental assessment seeks to merge these purposes whereas traditional assessment practices operate as if these were separate operations. If preschool assessment is based on the developmental task model, it is a continuous general to specific process of defining functional capabilities and establishing treatment goals. What is the relationship of standardized assessment procedures in this process? When instructional planning is the explicit purpose of assessment, even traditional development assessment devices can be administered and analyzed to design practical programs (Bagnato & Neisworth, 1981). How the diagnostician analyzes and uses the assessment results is critical. Most standardized psychological test results can be analyzed from a

developmental task point of view (Vallett, 1972). Philosophy,
purpose and practice merge to link developmental diagnosis and
curriculum planning thus having an impact upon I.E.P. development.

Adams (1979) presents the Sonoma Developmental Curriculum as
appropriate for developmentally delayed children from birth to six
years old. The program represents the assessment curriculum linkage
concept in terms of the relationship between assessment,
instructional programming and I.E.P. development. The assessment
instrument used in the program was developed by identifying behaviors
from a variety of standardized preschool developmental scales and
tests. It was designed for use in planning, recording and reporting
student progress in school and the residential environment.
Assessment is an integral part of the instructional process and
serves the dual purpose of evaluating student progress and assisting
teachers in further program planning. The Sonoma Developmental
Curriculum is based upon an assessment technique designed from
standardized procedures capable of facilitating student progress.

The TRIIC curriculum model involves frequent child assessment
using the results to plan the scope and sequence of instruction
through the development of an I.E.P. for each child. As children
enter the intervention program, the Learning Accomplishment Profile
is administered and repeated at three month intervals. Developmental
levels for base lines and ceilings are identified and a functioning
range is established using a standardized instrument (Jamieson,
1984).

Sande and Nassor (1980) present a Non Categorical Early Childhood Program for Handicapped Children. The preschool class-based and home resource program uses an assessment/curriculum model in terms of a process in programming for the children. The assessment instrument, Alpern-Boll Developmental Profile, is intended to provide the teachers and/or parents with the information which determines the most appropriate goals and objectives for each child. This information is used to develop the child's I.E.P. The Alpern - Boll Developmental Profile has been reviewed and meets criteria to be considered a standardized measure (Hunt, 1979). This standardized measure is able to facilitate the process of relating assessment information to I.E.P. development.

The relationship of information resulting from standardized assessment instruments and I.E.P. development is addressed in the final report of Project "UPSTART". Diagnosticians involved stated the present level of child performance incorporating the information on the I.E.P. document. The information was based on standardized assessment procedures (Szuch, 1981).

The P.L.D. Inventory is the assessment instrument which serves as the basis for the Preschool Learning Development Project. The program emphasizes an assessment curriculum approach in the development of I.E.P.'s and services. The P.L.D. Inventory was proven a psychometrically sound measure for what it was intended in terms of validity, predictive validity, construct validity,

concurrent validity, content validity and reliability. Thus, a psychometric device yields child level information credible for I.E.P. design and program planning (Hobbie, 1984).

Standardized assessment procedures have limitations involving the issues of validity and reliability. Perhaps the most frequent complaints are registered against the use of norm-referenced tests with handicapped children because they compare the child's performance to that of non-handicapped children who are of the same chronological age (Bechman, Burke, 1984). The use of norm-referenced assessments rests upon the assumption that a handicapped child's development proceeds in the same way as the development of non-handicapped children. The use of diagnostic developmental scales are still seen as a limitation because the majority of developmental measures have been designed from or are normed on a non handicapped population (Forcade, Matey, Barnett, 1979).

Because most instruments currently being used have not been standardized on the correct group, the results of evaluation have been only approximations of the subject's learning and performance capacities. The resulting treatment plan has often been inappropriate and restrictive (Rhode, 1983). Standardized tests have been under criticism in terms of use with minority children for whom charges of test bias and discrimination have been concerns. This is because the reference groups upon which the tests were standardized did not have the background experience and opportunities similar to

those of minority children (Ysseldyke, 1977). Thus the expressed relationship between standardized procedures and resulting child information presents a negative effect on I.E.P. development.

Another limitation has to do with the reliability of standardized measures when used with handicapped preschoolers. One important reason for the unreliability of these tests is related to the behavioral characteristics of preschool children. Restless and distractable behavior, emotional response to the examiner, ability to respond in the response mode of the test are considerations. Some handicapped children may lack one or more of the response modalities needed to perform norm referenced tests (Beers & Beers, 1980).

There are limitations dealing with programming in terms of the intervention process. After intervention has started, it is important to measure a child's behavior over time so that the child's progress under a given intervention program can be monitored and changes made as necessary. Typical standardized instruments do not lend themselves readily to frequent repeated measures, These instruments do not provide enough insight into the nature of the child's difficulty to show where progress is being made (Brooks-Gunn & Lewis, 1981; Fewell, 1983). Because of the global nature of some of these instruments they do not provide enough information on the outcome of certain intervention efforts, i.e. increased attention behavior of a child (Ramey, Campbell, Wasik, 1982).

To summarize, standardized assessment instruments have advantages and limitations. Each is related to the quality of information obtained and its relevance for instructional planning through I.E.P. development. Standardized assessment provides a systematized method of obtaining objective information. It is a positive approach in terms of program evaluation and predictive ability. Using the developmental task model, standardized assessment instruments can be employed to create an assessment/curriculum linkage through I.E.P. development. Limitations relate to the issues of validity and reliability. Criticisms have been expressed regarding the relationship of test-normed populations and handicapped preschool children. The intervention process in terms of progress evaluation is limited through standardized testing. The literature concerning informal and standardized assessment presents both positive and negative ways that results are related to I.E.P. development. The question to be answered involves the effect of different assessment procedures and their impact on teachers' perceptions of the utility of resulting I.E.P.'s. Research has not addressed this problem comprehensively. The next step is to review the literature relating to teachers' attitudes toward I.E.P.'s in terms of components related to usefulness.

Objectives of the Individual Education Plan

What are the purposes of the Individualized Education Plan

(I.E.P.)? The I.E.P. has been described as the "centerpiece" of P.L.

94-142 (Zettel & Ballard, 1979), and the statement which defines and

manages the resources, goals and educational efforts of handicapped

children (Hayes & Higgins, 1978). Providing a systematized plan of

identification, assessment, and programming (Hatch, Murphy, &

Bagnato, 1979), the I.E.P. is a legally mandated requirement for

school districts. This statement, by design, qualifies the

handicapped child for a special education and related service program

based on specific goals and needs. I.E.P.'s maybe viewed as serving

two purposes: an administrative function, as an administrative

document satisfying various local, state and federal legislative or

regulatory mandates, and an instructive function via the assessment

and instructional planning and evaluation process. (Morgan, 1980)

The instructional function of the I.E.P. is discussed by Bricker and

Littman (1982). The I.E.P. is highlighted as the "heart of the

intervention program". Development of I.E.P. goals epitomizes the

inseparable mix of assessment and intervention. The assessment

curriculum linkage is highlighted in the discussion of the

relationship of quality assessment and quality I.E.P. goals.

Cooper (1981) presents common factors that make programs for

early childhood handicapped children work. She emphasizes the

importance of the I.E.P. process which, if done correctly,
facilitates positive parent-staff communication thus having a
positive effect upon child programming.

The I.E.P. is analyzed as a "decision-making process"
(Gillespie-Silver, Schacter, Warren, 1980). The parents, child and
multidisciplinary team are involved in identifying a problem and
collecting data thereby defining the problem in terms of a student
profile and current level of performance. The process continues with
proposing tentative solutions in a service delivery plan composed of
goals, specific objectives and teaching strategies. Decisions are
made concerning monitoring solutions and evaluation techniques.

Components of Effective Individual Education Plans

What components are involved in a quality I.E.P.? Three factors
determine the quality of an I.E.P.:

1) assessment instruments and procedures used to establish

a students' current level of educational performance;

2) the specificity of the short term instructional

objectives;

3) the extent to which the I.E.P. is used by the teacher

in planning a students day to day instructional program.

The ultimate criterion is related to "use" (Morgan, 1980).

There have been numerous workshops and handbooks have been
written describing the process of developing I.E.P.'s as a document.

The development process is important and continues to be needed. Equivalent emphasis needs to be placed on the implementation of the I.E.P. or how the I.E.P. should and could be used as a guide for directing and monitoring the students instructional program (Gillespie-Silver, Schacter, Warren, 1980). Teachers may be left with the impression that the I.E.P. is only an administrative form to be filed away once it is completed.

What components make an I.E.P. effective and useful? The I.E.P. must be developed and implemented as an integrated component of the instructional process (Morgan, 1981). The I.E.P. must be written and implemented in a functional form (Lovitt, 1980) and it must be data based (Deno, Mirkin, & Wesson, 1984).

Sugai (1985) presents a case study which describes a method for using the I.E.P. as the basis for developing and monitoring daily instructional activities. He presents the data based method of evaluating and monitoring short term objectives.

The relationship of I.E.P. form to content is addressed by Yurchank and Matthews (1980). In a final report, they discuss the impact of changing an I.E.P. form to the content and attitudes of involved school personnel. Goals, short term objectives, and teaching approaches are linked directly to the child's performance level on the new forms. Previously, performance level and teaching approaches were separate categories in an addendum to the I.E.P. and seemed almost as an afterthought. People involved in the study felt

that the I.E.P. form could facilitate a thinking process which could be directly involved with considerations for a useful I.E.P. process in terms of instructional planning and delivery. Yurchank and Matthews (1980) discuss the content of preschool I.E.P.'s as compared to other grade levels. I.E.P.'s designed for preschool handicapped children are more likely to specify materials and equipment that are routinely used in the preschool classroom. Recommendations concerning parent-child instruction are also included in I.E.P.'s created for this group of children.

Maher (1983) discusses the development and implementation of effective I.E.P.'s through the comparison of two team approaches. The "Compass" approach, an explicit five step problem-solving procedure was evaluated relative to the districts traditional approach. Results indicated that the "Compass" approach allowed for a greater degree of pupil goal attainment and I.E.P. completeness than the traditional approach. The approach was also judged as a socially valid team approach by classroom teachers and by team members from other school districts. What then is the "Compass" approach? The full name is Complimentary Program and Service System. The approach consists of five steps: problem assessment, program development, program implementation, program evaluation, program revision. Each step differs from a traditional approach because there are a series of questions at each step to provide an organized focus for all team members. This focus creates a communicative

environment for all involved in the I.E.P. process.

Teacher-Attitudes Toward the I.E.P. Process

Is the principle behind the I.E.P. too optimistic? This question was addressed by Piji (1983). A presentation of the problems involved in special education was followed by a discussion of specific problems of the I.E.P. process in terms of development and use. Disadvantages mentioned were teacher training, instructional time lost because of paper work and problems involved in cooperation. Gerardi (1979) discussed the underlying concepts of the I.E.P. process as philosophically and educationally good. His criticism is that in practice I.E.P.'s are inefficient in terms of time. He suggests that I.E.P.'s might be actually detrimental to appropriate programming because of the teachers' professional involvement in paperwork. He is concerned that the I.E.P. process might be creating a situation wherein handicapped children have "more right but less education".

Marver (1978) conducted research on teachers' use of I.E.P.'s. He reports that after the I.E.P. was written, half of the teachers in the study did not refer to the document during the remainder of the year. Pappas (1982) presents the results of a study relating to the match between "Intent and Practice" as related to I.E.P.s. Recommendations of the study are related to responses that are pragmatic in nature. Respondents agreed on eliminating many of the

regulated components and procedures to make the process
administratively more efficient. Teachers expressed concern about
the administrative aspect of the I.E.P. rather than the use of the
I.E.P. as an instructional guide.

Morgan and Rhode (1983) present some interesting information
regarding teachers' attitudes toward the I.E.P. process. The initial
purpose of their study was to assess the attitudes of special
education teachers toward I.E.P.'s and the I.E.P. requirements. The
data was initially obtained during the spring of 1978; however two
years later the questionnaire was administered to a second random
sample of special education teachers to determine if any perceptible
change in teacher attitude had occurred. The response to the I.E.P.
attitude questionnaires from both years suggest a moderately negative
attitude toward I.E.P.'s. The major complaints were that I.E.P.'s are
too time consuming and that there is insufficient support from other
school personnel in terms of the process. Teachers indicated that
they could teach just as effectively and children would learn at
least as much without the use of I.E.P.'s. In other words, teachers
do not perceive a clear relationship between the I.E.P. as a written
document and the I.E.P. as a determinant of what happens on a daily
basis in the classroom. There were some positive comments. Teachers
felt that the I.E.P. process has done more good than harm, that
I.E.P.'s help teachers organize their time and that the development
and implementation of I.E.P.'s could result in greater job

satisfaction for special education teachers.

There is a definite problem in terms of teachers' perceptions of the utility of I.E.P.'s and it is affecting the instructive function of the document. There have been reactions to the problem. Freasier (1983) has developed a teacher self-help I.E.P. rating scale in an effort to identify procedures for improving I.E.P. management. The scale is a self assessment procedure wherein teachers can quickly evaluate their own program in terms of the I.E.P. process. The ten question scale helps teachers evaluate their programs in relation to student and parent input, credibility of short term instructional objectives for motivational and evaluation processes, relationship of planned instruction and skill acquisition via the I.E.P. process.

Summary

This section of the literature review presented ideas concerning the Individual Education Plan as a document and a process. The purposes of Individual Education Plans were discussed. I.E.P. components were presented in terms of factors that determine their quality and effectiveness. Teacher's attitudes the I.E.P. process were reviewed.

The problem under investigation is the effect of different assessment procedures, informal and standardized, and their impact on teachers' perceptions of the utility of resulting I.E.P.'s. There are many references throughout the literature regarding advantages

and limitations of both informal and standardized assessment
procedures in terms of I.E.P. development. There is literature
discussing teachers attitudes towards the I.E.P. process. However,
there is no real discussion of the various assessment procedures
influence on the utility of I.E.P.'s in terms of teachers'
perceptions. This study will address that problem.

METHODOLOGY

Within this chapter the methodology employed to answer the research question will be presented and discussed. The chapter is divided into four main sections: subjects, measurement instruments, procedures and data analysis methodology.

Subjects

All the teachers of preschool handicapped self-contained classes in Essex County, New Jersey were asked to participate in the study. Twenty-five out of thirty-one teachers (82%) responded. Two teachers responded via letters explaining that they could not participate at this time because of personal reasons. Another teacher, after being personally called, elected not to participate because of the amount of work involved in responding to the questionnaire. Two other teachers called, after a follow up letter, asking for duplicate packets but neglected to send back the necessary information.

Essex County teachers were chosen because they all teach self-contained preschool classes and interact with children similar to the children who were assessed and had programs developed via the

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I.E.P.'s. The teachers are cognizant of handicapping conditions, performance levels, program planning and adaptation in relationship to Individual Educational Plans. They work directly with children to implement educational goals and objectives.

Essex County was chosen because of its diversity in terms of school settings and populations including both urban and suburban environments. The teachers varied with regard to age, years of service and educational experience.

A biodemographical questionnaire (See Appendix A) was designed and used to collect basic descriptive data about the subjects. Sex, age, length and types of teaching experiences, educational level and population estimate of the geographical area where the respondent currently teaches comprised the item set. Table 1 shows the results of the biodemographical questionnaire.

It is shown in Table 1 that all but one of the 25 subjects were female. In terms of age, the subjects represented a variety of age groupings. However, 64% are 35 years or younger. Reported teaching experience of the subjects in the field of special education shows that only 20% of the respondents had been in the field for 3 years or less. In terms of preschool special education, nearly half of the respondents reported 3 years or less experience. Fifty-two percent of the respondents had four or more years of this kind of experience. The data suggest that in general these teachers obtained their special education background with children in older age groups before

TABLE 1

Summary of Biodemographic Characteristics of
Study Sample (N = 25)

Characteristic	Number	Percentage	Cummulative %
1. Sex			
(1)　Male	1	4	4
(2)　Female	24	96	100
2. Age			
(1)　21-24	2	8	8
(2)　25-30	8	32	40
(3)　31-35	6	24	64
(4)　36-40	2	8	72
(5)　41-45	2	8	80
(6)　46-50	3	12	92
(7)　51-55	2	8	100
3. Years in Special Education			
(1)　3 or less	5	20	20
(2)　4-9	10	40	60
(3)　10-15	7	28	88
(4)　16-20	3	12	100
4. Yrs. Preschool Special Education			
(1)　3 or less	12	48	48
(2)　4-9	11	44	92
(3)　10-15	1	4	96
(4)　16-20	1	4	100
5. Educational Level			
(1)　BA/BS	8	32	32
(2)　MA/MS	7	28	60
(3)　MA/MS+	10	40	100
(4)　Doctorate	0	0	100
6. Other Certifications			
(1)　Speech Pathologist	6	24	
(2)　Learning Consultant	5	20	
(3)　Psychologist	0	0	
(4)　Early Child/Nursery	19	76	
(5)　Other	14	56	
7. Population of Geographic Area			
(1)　5000 or less	1	4	4
(2)　5001-15000	0	0	4
(3)　15001-40000	12	48	52
(4)　40001+	8	32	84
(5)　Not specified	4	16	100

teaching preschool handicapped children.

Several educational levels were reported. Sixty-eight percent of the subjects hold advanced degrees. The respondents also hold a variety of certifications. In addition to being certified as teachers of handicapped children, a requirement for all special education teachers, 19 of the subjects (76%) are also certified as teachers of non-handicapped preschool children. Ten of the respondents hold additional certifications as either speech pathologists or learning consultants. One subject holds both certifications. Therefore, 44% of the respondents hold certifications representing highly specialized fields of knowledge directly related to assessment and I.E.P. development and implementation. In addition 15 of the 25 (60%) reported having other certifications not specifically listed on the questionnaires. These included regular elementary education, reading specialist, deaf education, visually handicapped, student personnel services, guidance and principal. Ten of the subjects reported having no certifications other than teacher of handicapped children.

An open ended question requesting that respondents give teaching experience other than special education was on the biodemographical questionnaire. The majority of the respondents (19 of 25 or 76%) reported having other teaching experiences in addition to special education. These other experiences can be generally grouped into two categories: educationally related and community related teaching

experiences. The majority of educationally related experiences included regular nursery school and day care, elementary and physical education. Community related teaching included experiences such as girl scout leader, Sunday school and community recreation program teacher.

<div align="center">Measurement Instruments</div>

Two devices were created to generate data for this study. Ten I.E.P.'s were constructed to be used by the subjects (See Appendix B). The I.E.P. questionnaire was designed to provide respondents with a systematic rating scale to assess the I.E.P.'s.

Five of the I.E.P.'s were generated from informal assessment procedures, five were generated from a standardized mode of assessment. The children for which the I.E.P.'s were developed were in self-contained preschool special needs classes at the time of assessment. They ranged in age from three to five during the time of assessment and I.E.P. development. Their handicapping conditions were such that they warranted the self-contained placement. All the children exhibited delays in at least two of the following areas of development: cognition. language, motor and social-emotional.

Both types of I.E.P.'s, standardized and informal, contained information relating to the child's current level of functioning, long term goals, short term objectives, instructional strategies and

materials and evaluation techniques.

An instrument to measure the components and quality of writing of the ten I.E.P.'s was designed in a questionnaire form (See Appendix C). The purpose of the I.E.P. Component and Quality of Writing Questionnaire was to make sure that the I.E.P.'s were of generally good quality and shared some basic commonalities. The questionnaire was used by six judges, each having had experiences writing I.E.P.'s. The six judges were not told about the assessment origins of the I.E.P.'s or the objectives of the study to prevent biasing their opinions. Each of the six judges was asked to rate the overall quality of five I.E.P.'s in terms of components and quality of writing. Therefore each of the ten I.E.P.'s was evaluated by three different judges. The component score was a yes/no answer situation. The quality of writing scale was built around four themes taken from the semantic category of the DEWS Diagnostic Evaluation of Writing Skills. (Weiner, 1980) Each theme was rated on a five point ranking scale from strongly agree to strongly disagree. The following themes were used: flexibility of vocabulary, coherence, logical sequence and transitions. (See Appendix C for the complete questionnaire with definitions.)

Table 2 shows the results of the summary of rating scale points for the Writing Quality of the I.E.P. documents. Values of the four writing characteristic themes of both the five standardized and five informal I.E.P.'s are shown. The rating totals of each theme

TABLE 2

Summary of Racing Points for Writing

Quality for Standardized and Informal I.E.P. Documents

Writing Characteristics

Standardized I.E.P. #	Flexibility			Coherence			Logical Sequence			Transition			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
1	4	4	5	4	4	5	4	5	5	5	5	5	55
2	4	4	4	4	4	4	4	5	4	4	4	5	50
3	4	4	4	4	5	4	4	5	4	5	5	4	52
4	5	4	4	4	4	4	5	4	5	4	4	5	52
5	5	4	4	5	4	4	5	5	4	5	5	5	55

Sum 264

Mean 17.6

Informal I.E.P. #	Flexibility			Coherence			Logical Sequence			Transition			Total
	A	B	C	A	B	C	A	B	C	A	B	C	
1	5	4	4	4	5	4	4	5	4	5	5	4	53
2	4	4	4	4	4	4	4	5	4	5	4	4	50
3	4	4	4	4	4	4	5	4	4	5	4	5	51
4	4	5	4	5	5	5	5	5	5	5	5	5	58
5	4	4	4	5	5	4	5	4	5	5	4	5	54

Sum 261

Mean 17.4

category are presented along with the mean score. An inspection of Table 2 indicates that all ratings for both standardized and informal I.E.P.'s were either 5's or 4's in all four writing theme categories. In addition, the mean scores for the overall rating of both the standardized and informal I.E.P.'s were virtually equal (17.6 vs. 17.5).

Table 3 shows contingency tables and the results of Chi-square analyses for the quality of writing for both types of I.E.P. documents. The total ratings of the four writing theme categories are presented for both standardized and informal I.E.P.'s/ Ratings for each writing theme are also presented separately. Both the total rating and individual theme ratings were analyzed statistically. Chi-square values and phi-coefficients are shown for contingency tables.

Results of Table 3 indicate that the x^2 index values were "not significant" for the total scores and individual scores of flexibility, coherence, logical thinking and transition. The x^2 index is a measure of relationship. In this study the x^2 addresses the issue of whether any relationship exists between standardized and informal I.E.P. documents and the assigning of four and five values in terms of writing quality. Since all the x^2 values are "not significant", there is no relationship between rating values and the type of I.E.P. evaluated. The Phi coefficient expresses the degree of relationship between contingency table dimensions. Phi

TABLE 3

Contingency Tables and Chi-Square Analyses

for Quality of Writing for Standardized and Informal

I.E.P. Documents

A. Total Scores

	Rating		Total		
	5	4			
Standardized	24	36	60	x^2 =	.1371
				df =	1
				p. =	N.S.
Informal	26	34	60	O =	.0338
	50	70	120		

B. Flexibility

	Rating		Total		
	5	4			
Standardized	3	12	15	x^2 =	.240
				df =	1
				p. =	N.S.
Informal	2	13	15	O =	.089
	5	25	30		

C. Coherence

	Rating		Total		
	5	4			
Standardized	3	12	15	x^2 =	1.429
				df =	1
				p. =	N.S.
Informal	6	9	15	O =	.218
	9	21	30		

TABLE 3 (continued)

D. **Logical Sequence**

	Rating		Total
	5	4	
Standardized	8	7	15
Informal	8	7	15
	16	14	30

x^2 = 0
df = 1
p. = N.S.
0 = 0

E. **Transition**

	Rating		Total
	5	4	
Standardized	10	5	15
Informal	10	5	15
	20	10	30

x^2 = 0
df = 1
p. = N.S.
0 = 0

coefficients ranged from "0" to .218. No statistical significance can be attached to these values. When x^2 is not significant, the phi-coefficient is not significant. The results of Table 3 indicate that there were no relationships between the value rankings and the two types of I.E.P. documents. It is concluded that the ten I.E.P.'s generated from both standardized and informal assessment procedures were comparable in the overall quality of writing. Further analyses substantiates that the ten I.E.P.'s. regardless of their type are alike in the writing elements of flexibility, coherence, logical sequence and transition.

The ten I.E.P. documents were also evaluated in a yes or no manner for the following components:

       1. Current Level of Functioning

       2. Long Term Goals

       3. Short Term Objectives

       4. Instructional Strategies

       5. Suggested Material

       6. Evaluation Technique

It was reported by the six judges that all the components were contained within each of the ten I.E.P.'s. This presents another commonality between the standardized and informal I.E.P. documents.

I.E.P. Questionnaire

An I.E.P. questionnaire was developed to collect the data (See Appendix D). The instrument was used by teachers to react to certain elements of the I.E.P.'s as related to usefulness. The questionnaire was comprised of 18 items. The items were classified into four categories: description of the child, performance levels, program planning and program adaptation. The four categories were developed in response to a consensus of opinion found in the literature discussing the components of I.E.P.'s related to their usefulness. Each of the 18 items on the questionnaire was rated using a five point Likert scale ranging from a five (strongly agree) to a one (strongly disagree). See the appendix for the questionnaire.

Before distributing the questionnaire to the subjects, the questionnaire items were checked in terms of their "clarity" and "validity". Twenty-two professionals who have had experience with preschool handicapped children and the I.E.P. process were asked to critique the 18 questionnaire items in terms of "clarity" and "validity". These 22 did not include any of the 25 subjects who were part of the main study. The 22 people were from various graduate classes at Montclair State College. Eleven participants or 50% were currently working as preschool teachers of self-contained handicapped children. Two were working toward advanced certification in speech-language pathology and had previously taught preschool special

needs classes. Three were currently working as speech-language pathologists and involved with the preschool handicapped population. Two were students in a graduate learning disabilities certification program. One was a director of a special needs nursery school. The remaining three were working as resource room teachers in elementary schools. All 22 had experience in the I.E.P. process relating to developing and using I.E.P.'s to implement student programs. The procedures contained in this research study were explained to these individuals. They were then asked to read each questionnaire item carefully and critique it for clarity and validity on a five point rating scale. (See Appendix E for specific directions and Questionnaire Evaluation Form.) The clarity of an item referred to the understanding of language or terms and ideas expressed in the item. Validity referred to the importance of the item in relationship to the study's objectives. Specifically, would a preschool teacher of handicapped children think this item is related to a valid component in the child's I.E.P.?

Each respondent was asked to apply this question with respect to the "clarity" of the items: "I understand the language and ideas expressed in this item"? The response was based on the following Likert scale: (Tuckman, 1972)

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Application of the validity question; "I feel this item contains an important component(s) that I.E.P.'s need in order to be useful tools to preschool teachers of handicapped children." was rated on the same scale format. The results are presented in Table 4.

Discussion

Clarity - Overall, there was a consistently high rating in terms of clarity given to the questionnaire items by the 22 respondents who critiqued the questionnaire. Eighteen items were evaluated by the 22 subjects making a total of 396 individual ratings. Eighty-nine percent of all the questionnaire items were rated in the top two categories (strongly agree and agree) in terms of their "clarity".

Only on one individual item (Question 1) did less than 70% of the respondents rate the items in the top two categories. For that item it was 68%. For all the items, between 77% and 100% of the respondents rated the items in the top two clarity categories. One item, question 8, was rated by 100% of the respondents in the top two categories. Item 18 received the second lowest rating, 77%, and along with item 1 received the greatest percentage of responses in the bottom two categories of clarity (18%).

Validity - The results were very similar for the validity rating of the questionnaire items. For all items as a group, 91% of the responses were in the top two categories. Again, items 1 and 18 received the lowest percentages of ratings in the top two categories

TABLE 4

Summary of "clarity" and "validity" Ratings for I.E.P.
Questionnaire Evaluation form Shown as Percentages for Total
Ratings and for Each Item

		(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
All	(C)	.636	.253	.061	.045	.005
Items	(V)	.611	.303	.078	.008	.000
1.	(C)	.273	.409	.136	.136	.045
	(V)	.227	.590	.181	.000	.000
2.	(C)	.363	.545	.136	.136	.000
	(V)	.454	.500	.045	.000	.000
3.	(C)	.454	.500	.045	.000	.000
	(V)	.500	.500	.000	.000	.000
4.	(C)	.409	.545	.045	.000	.000
	(V)	.454	.500	.045	.000	.000
5.	(C)	.681	.227	.045	.045	.000
	(V)	.727	.227	.045	.000	.000
6.	(C)	.681	.091	.091	.136	.000
	(V)	.727	.136	.045	.091	.000
7.	(C)	.727	.227	.000	.045	.000
	(V)	.681	.272	.000	.045	.000
8.	(C)	.681	.318	.000	.000	.000
	(V)	.636	.363	.000	.000	.000
9.	(C)	.681	.227	.045	.045	.000
	(V)	.636	.318	.045	.000	.000
10.	(C)	.681	.227	.045	.045	.000
	(V)	.681	.272	.045	.000	.000
11.	(C)	.772	.182	.045	.000	.000
	(V)	.772	.182	.045	.000	.000

TABLE 4 (Continued)

12.	(C)	.772	.182	.045	.000	.000
	(V)	.727	.227	.045	.000	.000
13.	(C)	.772	.091	.091	.045	.000
	(V)	.727	.182	.091	.000	.000
14.	(C)	.772	.091	.091	.045	.000
	(V)	.636	.227	.136	.000	.000
15.	(C)	.727	.091	.091	.045	.045
	(V)	.636	.227	.136	.000	.000
16.	(C)	.681	.272	.045	.000	.000
	(V)	.636	.227	.136	.000	.000
17.	(C)	.727	.136	.091	.045	.000
	(V)	.636	.227	.136	.000	.000
18.	(C)	.590	.182	.045	.182	.000
	(V)	.500	.272	.227	.000	.000

(81% and 77% respectively) and the highest percentage of responses in the bottom three categories (18% and 23% respectively). In addition to the rankings, the comments of the respondents supported the fact that particularly item 1, and to a lesser degree item 18, needed to be restated. It should also be mentioned that positive comments supported the importance of understanding the interrelationship of various skill levels as related to understanding a child's handicapping condition (Item 11). There were also several positive comments supporting the items as relating to the practical application of classroom activities. For example:

 "good item - linked to practical aspect of day to day teaching".

 " all items on the I.E.P. questionnaire are relevant to the preschool handicapped child's educational programming. The classroom teacher must have a good understanding of all areas of development mentioned".

Items 1 and 18 were changed in accordance with the suggestions made during the pilot. The following reflects the changes:

Question 1:

Original Question - "I have an understanding of the child's personality."

Final Question   - "I have an understanding of the child's personality, that is: mannerisms, temperament and abilities."

Question 18:

Original Question - "I have some idea of how to manage the child
in terms of instructional programming and
delivery."

Final Question   - "I have an idea of how to manage the child
in terms of instructional programming and
delivery within the classroom setting."

Procedures

The Essex County preschool teachers of handicapped children are
organized as a group. The director was contacted and a meeting date
established for the distribution of the questionnaire and the
I.E.P.'s. On December 5th, 1984 the county meeting was held at
Edgemont School, Montclair. As part of the meeting I discussed the
teachers' role in the research. I did not discuss the research
problem or purpose of the study in specific terms because
highlighting different assessment approaches could bias their
opinions. The teachers were each given a packet containing a cover
letter to reiterate their role in the study (See Appendix F), four
randomly assigned I.E.P.'s - two originating from informal assessment
procedures and two from a standardized mode of assessment, a
biodemographical questionnaire, an I.E.P. questionnaire with response
forms, a written consent form and an addressed, stamped envelope.

The teachers were asked to read the I.E.P.'s and react to them via the rating scale on the questionnaire. They were asked to answer independently and not in association with colleagues. Time lines were established for the return of the questionnaires. Packets were also sent to those teachers who did not attend the meeting. Two follow-up letters were sent on January 3rd and January 16th (See Appendix G). Several telephone calls were made in an attempt to obtain the completed questionnaires from as many individuals as possible. I attended the February 5th preschool meeting to again remind people about the questionnaires. Five respondents were spoken to directly regarding their feelings about the I.E.P.'s.

Data Analysis

The data sources in this study are Likert rating scales. Respondents are providing categorical data) i.e., "Agree", "Strongly Disagree", etc.). Categorical responses are non-parametric data. For this reason non-parametric statistical techniques were employed.

The Wilcoxon Matched-Pair Signed-Rank Test is appropriate for testing the statistical significance of related non-parametric samples (Mattson, 1981). (The W M-P S-R test is comparable to the parametric "t" test for related samples). W M-P S-R test results will establish whether statistical significance can be attributed to respondents' rating of each type of I.E.P.. Consequently, the

hypothesis of the study can be tested.

A second non-parametric statistical test, Chi-square, will be used to analyze I.E.P. questionnaire items. Again, the data base is rating scaled responses which are categorical. The rating scale categories for two types of I.E.P.'s form contingency tables. Chi-square and its companion statistic, the Contingency Coefficient, are tests of non-parametric relationship.

For all analyses the confidence limit of 95% (p less than .05) will be used to judge statistical significance.

C H A P T E R IV

RESULTS

The results of this study will be reported around four
statistical content areas:

1) An analysis of the subjects responses to both
   types of I.E.P.'s.

2) Paired comparison of the four I.E.P.'s to
   assess differences in instrument ratings.

3) Item analysis of I.E.P.'s to determine which
   specific items contributed to overall differences.

4) The relationship between biodemographical data and
   the I.E.P. questionnaire response.

Analysis of Subjects Responses to Type of I.E.P.'s

To test the hypothesis of this study it was necessary to measure
teacher attitudes about the usefulness of I.E.P.'s that were
developed through two different systems of assessment - standardized
and informal. Would there be a difference in the way teachers viewed
the I.E.P.'s? The null hypothesis states: There is no significant
relationship between the effect of different assessment procedures on

teacher attitudes regarding the utility of the resulting I.E.P.'s.
To determine whether S_s viewed the I.E.P.'s differently, scores for
each respondent were calculated. Each respondent rated two
standardized I.E.P.'s and two informal I.E.P.'s. The 18 item I.E.P.
questionnaire contained a five point Likert rating scale for each
item, For a given I.E.P. a respondent score could range from 18 to
90. The higher the score the more that respondent agreed that the
I.E.P. was helpful as an educational tool. Scores recorded were the
sum of the total ratings for two standardized I.E.P.'s or two
informal I.E.P.'s. Each respondent produced a pair of total I.E.P.
scores - one score for each type of I.E.P. The pairs of scores were
subjected to the Wilcoxon Matched-Pair Signed-Rank   Test
(W-M-P-S-R). This test is appropriately used when the data base is
non-parametric in nature. The W-M-P-S-R was used with the total
score pairs and with each score pair for the I.E.P. questionnaire.

Table 5 provides an overview of responses to all I.E.P.
questionnaire items, subsections and total. The percentage of
responses in each rating category are presented along with the mean
ratings.

An inspection of the data indicates that the subjects rated
77.5% of all items on the informal I.E.P.'s as either a 5 ("strongly
agree") or a 4 ("agree") compared to 60% for these two ratings for
the standardized I.E.P. The mean of all the ratings was 4.00 and
3.48 for the informal and standardized I.E.P.'s respectively. There

TABLE 5

Summary of I.E.P. Questionnaire
Rating for all Subjects by Percentage (N=25)

Standardized

Item #	Likert Rating					Mean
	5	4	3	2	1	
1.	22	40	24	10	4	3.66
2.	24	38	16	18	4	3.60
3.	20	58	10	10	2	3.84
4.	12	54	12	16	6	3.50
5.	16	58	14	12	0	3.78
6.	10	52	26	10	2	3.58
7.	8	54	22	14	2	3.52
8.	6	56	20	16	2	3.48
9.	8	40	16	20	16	3.04
10.	8	36	24	18	14	3.06
11.	6	32	26	32	4	3.04
12.	10	32	20	34	4	3.10
13.	10	54	22	12	2	3.58
14.	4	42	30	20	4	3.22
15.	12	56	20	12	0	3.68
16.	12	62	14	12	0	3.74
17.	14	50	16	20	0	3.58
18.	12	52	18	18	0	3.58

Informal

Item #	Likert Rating					Mean
	5	4	3	2	1	
1.	48	42	4	6	0	4.32
2.	50	42	6	2	0	4.40
3.	50	46	2	6	6	4.08
4.	36	44	10	4	6	4.00
5.	60	30	4	4	2	4.42
6.	52	42	4	0	2	4.42
7.	42	42	8	8	0	4.18
8.	36	44	8	10	2	4.02
9.	16	34	12	32	6	3.22
10.	22	30	12	30	6	3.32
11.	22	38	12	20	8	3.46
12.	30	30	14	20	6	3.58
13.	40	40	14	6	0	4.14
14.	36	34	16	14	0	3.92
15.	48	32	10	8	2	4.16
16.	52	32	10	4	2	4.28
17.	38	40	12	6	4	4.02
18.	46	38	12	4	0	4.26

TABLE 5 (continued)

Summary of I.E.P. Questionnaire

Rating for all Subjects by Percentage (N=25)

Subsection	Standardized Likert Rating						Informal Likert Rating					
	5	4	3	2	1	Mean	5	4	3	2	1	Mean
Description of Child (Items 1-4)	19.5	47.5	15.5	13.5	4.0	3.64	43.5	43.5	5.5	4.5	3.0	4.18
Performance Level (Items 5-12)	9.0	45.0	21.0	19.5	5.5	3.32	35.0	36.5	9.5	15.5	4.0	3.82
Program Planning (Items 13-15)	8.7	50.7	24.0	14.7	2.0	3.49	41.3	35.3	13.5	9.3	6.6	4.07
Program Adaptation (Items 16-18)	12.7	54.7	16.0	16.7	0.0	3.63	45.3	36.7	11.3	4.7	2.0	4.18
Total (All items)	11.9	48.1	19.4	16.9	3.7	3.48	39.7	37.8	9.4	10.2	2.9	4.00

were twice as many "undecided", (3's), responses for the standardized I.E.P.'s (19.4% vs. 9.4%). Looking at the items grouped by subsection (Description of Child, Performance Level, etc.) reveals that for all four subsections, the percentage of 5 and 4 responses for the informal I.E.P.'s was higher than the standardized I.E.P.'s.

It is interesting to note that there was a lower percentage of 5 and 4 responses for the items of the "Performance Level" subsection. This is particularly true for items 9 through 12. These results were found for both types of I.E.P.'s. The mean for the performance level subsection for standardized I.E.P.'s is 3.33, while the means for the individual items 9, 10, 11 and 12 are below the mean (3.04, 3.06, 3.04, 3.10 respectively). The mean for the performance level subsection for informal I.E.P.'s is 3.81. Again the means for items 9 - 12 fall somewhat below the subsection mean (3.22, 3.32, 3.46, 3.58, respectively). Regardless of the I.E.P. type these items received a lower rating percentage by the S_s. The items involved relate to motor skill level and classroom performance, as well as the understanding of skill area interrelationships and classroom behavior.

Within the same performance level subsection, items 5, 6, 7, and 8 received somewhat higher averages as compared to the subsection mean for both standardized and informal I.E.P.'s (3.78, 3.58, 3.52, 3.48 and 4.42, 4.42, 4.18, 4.02, respectively). These items relate to language skill level and classroom performance as well as cognitive level and classroom performance. So within the subsection

on performance levels there are some of the highest and lowest
percentages of responses in the five and four categories. For no
questionnaire items were the percentage of responses in the two
"disagree" categories (2 and 1) higher than the two categories
indicating agreement. This is true for all items across both types
of I.E.P.'s.

Paired Comparison of the I.E.P.'s

The results of the Wilcoxon Matched-Pair Signed-Rank Test
analysis are presented in Table 6. The means and standard deviations
for all items for the total questionnaire and for all items by
subsection and the pertinent Wilcoxon values are shown. An
inspection of Table 6 indicates that the differences between the two
types of I.E.P.'s are statistically significant (p. = .0139) for the
overall questionnaire. The difference is also significant for three
of the four subsections - Description of the Child, Program Planning
and Program Adaptation. For the Performance Level subsection, the
difference is not significant (p. = .0574) based on the confidence
limit of 95% (p. less than .05) as being judged statistically
significant for the purposes of this study.

Based upon the results of Tables 5 and 6, S_s ratings indicate a
difference in their attitudes toward the utility of the standardized
and informal I.E.P.'s. Therefore, the original null hypothesis is

TABLE 6

Wilcoxon Matched-Pair Signed-Rank Test
Comparison for Standard and Informal I.E.P.'s
for Study Sample (N=25)

	Standard	Informal	Sum of Fewest Ranks	Expected T	Set	Z	P
Total Questionnaire (Items 1-18)	X= 125.28	144.04	71	162.50	37.17	2.46	.0139
	S = 21.96	23.42					
Item Mean	3.48	4.00					
Description of Child (Items 1-4)	X = 29.16	33.44	77.50	162.50	37.17	2.29	.0220
	S = 5.51	5.74					
Item Mean	3.64	4.18					
Performance Level (Items 5-12)	X = 53.28	61.04	83.50	150.00	35.00	1.90	.0574
	S = 10.55	11.06					
Item Mean	3.33	3.81					

TABLE 6 (Continued)

	Standard	Informal	Sum of Fewest Ranks	Expected T	Set	Z	P
Program Planning (Items 13-15)	X = 20.96	24.44	56.50	138.00	32.88	2.48	.0131
	S = 4.00	4.36					
Item Mean	3.49	4.07					
Program Adaptation (Items 16-18)	X = 21.80	25.12	68.00	150.00	35.00	2.34	.0193
	S = 4.59	4.46					
Item Mean	3.63	4.19					

rejected and an alternative hypothesis is suggested. The statement of the alternative hypothesis is: There will be a statistically significant relationship between the effects of different assessment procedures on teacher attitudes regarding the utility of the resulting I.E.P.'s.

Item Analysis of I.E.P.'s

In addition to assessing differences in respondents ratings, the I.E.P.'s were subjected to an item analysis. The purpose of this was to determine which specific items contributed to overall differences. To evaluate this, each item was analyzed using Chi-square techniques. I.E.P. subsections were analyzed in a similar manner.

Contingency tables (5 x 2) were established using the five rating categories and the two types of I.E.P.'s Cell frequencies were calculated by adding the number of ratings assigned by respondents in each category for each I.E.P. type.

Table 7 summarizes these Chi-square results. For the total of all items for the entire questionnaire, the differences are statistically significant (p. = .001). The same is true for the total of all the items for each subsection. Again they are statistically significant at the p. = .001 level. It is only at the individual item level that exceptions to the overall significance are noted. The Chi-square analyses for items 3, 9, 10, 11, and 12 each

TABLE 7

Chi-Square Summary for I.E.P. type
by Item, Subsection and Total

Item Number	X^2	P	C *
1.	14.494	.005	.355
2.	16.238	.005	.373
3.	8.190	N.S.	.275
4.	13.200	.025	.341
5.	22.966	.001	.432
6.	27.886	.001	.466
7.	17.394	.001	.384
8.	14.696	.01	.357
9.	5.514	N.S.	.228
10.	8.638	N.S.	.281
11.	9.454	N.S.	.293
12.	7.575	N.S.	.265
13	12.930	.01	.338
14.	17.878	.005	.389
15.	17.138	.005	.382
16.	20.618	.001	.413
17.	12.114	.005	.328
18.	16.106	.005	.372

* Contingency Coefficient (C) where $C = \dfrac{X^2}{X^2 + N}$ (Bruning & Kintz, 1977)

TABLE 7 (continued)

Chi-Square Summary for I.E.P. type
by Item, Subsection and Total

Subsection	X^2	P	C
Description of Child (Items 1-4)	37.436	.001	.292
Performance Level (Items 5-12)	86.252	.001	.311
Program Planning (Items 13-15)	43.458	.001	.355
Program Adaptation (Items 16-18)	47.234	.001	.368
Total	196.244	.001	.313

indicate that there is no significant difference between the responses provided for the standardized versus the informal I.E.P.'s. There is no relationship of I.E.P. type and the scores for these items. The rating patterns on these items are the same regardless of I.E.P. type.

The same pattern in terms of individual item scores on the performance level subsections is shown in Table 7 and in Table 5. Items 9, 10, 11, and 12 each have a p. = N.S., while items 5, 6, 7, and 8 indicate a high degree of significance.

Biodemographical Data Analysis in Relation
to I.E.P. Questionnaire Response

To assess the relationship between the participants biodemographical information and their I.E.P. questionnaire responses the data was subjected to Chi-Square analyses to determine a level of significance. The participants were divided into two groups based upon the difference between the sums in their ratings of the two types of I.E.P.'s, standardized and informal. The eight participants having the highest difference in favor of the standardized I.E.P.'s were matched with the eight participants who exhibited the highest difference in favor of the informal I.E.P.'s. Table 8 shows contingency tables and the results of the Chi-square analyses for the subjects biodemographical information as related to

TABLE 8

Contingency Tables and Chi-Square Analyses
for S_s Biodemographical Information and Ratings of I.E.P.'s

A. Educational Level

	Categories			Total
	3	2	1	
Standardized	2	2	1	8
Informal	5	2	1	8
	7	4	2	16

$X^2 = 3.086$
$df = 2$
$p. = N.S.$

B. Specialized Certifications

	Categories			Total
	3	2	1	
Standardized	0	3	5	8
Informal	2	4	2	8
	2	7	7	16

$X^2 = 3.428$
$df = 2$
$p. = N.S.$

C. Years in Special Education

	Categories				Total
	4	3	2	1	
Standardized	1	2	2	3	8
Informal	0	5	2	1	8
	1	7	4	4	16

$X^2 = 3.286$
$df = 3$
$p. = N.S.$

TABLE 8 (Continued)

D. Years in Preschool Special Education

	Categories				Total	
	4	3	2	1		
Standardized	1	1	1	5	8	$X^2 = 3.912$
						df = 3
Informal	0	0	4	4	8	p. = N.S.
	1	5	5	9	16	

E. Age of Participants

	Categories					Total	
	1	2	3	4	4+		
Standardized	1	3	2	0	2	8	$X^2 = 2.524$
							df = 4
Informal	1	2	2	2	1	8	p. = N.S.
	2	5	4	2	3	16	

their attitudes toward the standardized and informal I.E.P.'s The
selected categories of biodemographical information are:
educational level, advanced specialized certifications, years
involved in special education, years involved in preschool special
education and age of participants. The results of Chi-square
analysis indicate no significance between the participants
biodemographical information and I.E.P. preference.

Summary

The results of the study were reported around four statistical
content areas. First, the subjects' responses to I.E.P. types were
analyzed. Results show that teachers' attitudes about the usefulness
of the I.E.P.'s varied according to I.E.P. type. Teachers rated the
I.E.P.'s that were generated from the informal assessment procedures
as more useful when compared to the I.E.P.'s from standardized
assessment methods.

Second, after further data analysis employing the Wilcoxon
Matched-Pair Signed-Test, results showed that the difference between
the two types of I.E.P.'s was statistically significant for the
overall questionnaire. The difference was also significant for
three of the four subsections- Description of Child, Program Planning
and Program Adaptation. However, the difference was not significant
for the Performance Level subsection based on the confidence level of

95% (p. less than .05).

Third, the I.E.P.'s were subjected to an item analysis using Chi-square techniques to determine which specific items contributed to overall differences. The I.E.P. subsections were also analyzed in a similar manner. Results indicated that for the total of all items for the entire questionnaire, the differences between teacher attitudes towards the usefulness of informal and standardized I.E.P.'s was statistically significant. Results show that teachers rated the informal I.E.P.'s more useful. The same was true for the total of all items for each subsection. However, exceptions to the overall significance were noted at the individual item level.

Fourth, the subjects biodemographical data was analyzed in relationship to the I.E.P. questionnaire responses. The selected categories were age, educational level, specialized certifications, years in special education and specialized preschool education. Results of Chi-square analysis indicated no significance between the participants biodemographical information and I.E.P. preference.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a discussion of the results of the study in relation to teachers' perceptions of the utility of I.E.P.'s obtained from informal and standardized assessment procedures. Three sections are included. The first section reviews the findings related to teacher attitudes presented through overall I.E.P. ratings, subsection data and individual item analyses. The second section presents conclusions relating to the biodemographical correlations in relationship to teacher attitudes toward specific I.E.P. types. The third section discusses recommendations for further study.

Teacher Attitudes Regarding the Usefulness of I.E.P.'s That were Generated from Standardized Versus Informal Assessment Procedures

There was a statistically significant difference in the way teachers rated the informal and standardized I.E.P.'s. The findings presented in this study show that teachers perceived the informal I.E.P.'s as being more useful documents in understanding and planning for preschool handicapped children. Therefore the different

assessment procedures had an effect on the way the resultant I.E.P.'s
viewed. The conclusion is that informal assessment procedures
provide information that is more relevant for instructional planning
through I.E.P. development. Teachers feel that information relating
to the description of the child, program planning and program
adaptation is more useful when generated from an informal assessment
base. It is concluded that teachers were better able to understand
the child's personality in terms of mannerisms, temperament and
abilities. This understanding can be attributed to the process of
informal assessment. Not only were the teachers able to understand
the child's personality, but they were able to understand or get a
picture of how the child's personality could influence his/her
classroom behavior. This picture of the child was more clearly
presented by information generated through informal assessment
procedures. Even though both types of I.E.P.'s presented information
that teachers felt was useful in terms of understanding how a child's
handicapping condition could influence classroom behavior, the
informal I.E.P.'s presented a more specific picture. For example,
the informal I.E.P.'s were able to present the teacher with a sense
of how the child's handicapping condition could influence peer
interaction within the classroom situation.

Teachers agreed that I.E.P.'s generated form informal assessment
procedures were more useful in terms of program learning. The
information given in the informally based I.E.P.'s was perceived as

being more useful in establishing long term goals and short term
objectives relating to the classroom teaching situation. Teachers
feel more competent about planning appropriate daily classroom
activities and projecting the annual progress of the child using the
information obtained through informally assessment procedures.
Teachers agreed that linkage between program planning and program
monitoring and evaluation can be established using informally based
I.E.P.'s as guidelines. Informal assessment provides useful
information relating to program adaptation for preschool handicapped
children. Teaching strategies, materials and management techniques
relating to the child's performance level are viewed by teachers as
useful information because their presentation in the informal
I.E.P.'s was intertwined within classroom situations and activities.

The child information resulting from the informally based
I.E.P.'s was perceived as more useful by teachers because it was
related to the classroom situation. This is probably because
informal assessment techniques make use of the child's natural
environment during the assessment procedure. The diagnostician uses
classroom materials, activities and routines in the assessment
process. His/her observations are guided and related to the child's
performance within an active teaching - learning context. The
process relates positively to the behavioral characteristics of a
preschool handicapped child because the activities are flexible, the
dialogue is open and the formal is descriptive. Because the

diagnostician uses the child's play as a vehicle for assessment, the information is specifically related to a particular child's developmental level. The diagnostician observes and facilitates the interaction of the child in teaching - testing tasks and situations. Information generated form the informal assessment procedures is more useful because the process provides the diagnostician with ideas about the child's learning style. It also facilitates a task analysis approach in relationship to teaching activities and the child's developmental level. Assessment information generated from the informal process is more useful because it facilitates an assessment curriculum linkage. Teachers perceived the informally based I.E.P.'s as more useful because the information given could be generalized to the classroom situation more readily than the information on the standardized I.E.P.'s This is because of the dimensions and differences between standardized and informal assessment procedures. The communication level between the teacher and diagnostician could be influenced by the type of assessment procedure used. Informal assessment procedures might foster a more cooperative relationship thus influencing communication positively.

These conclusions imply the need for diagnosticians to become more aware of informal assessment procedures. To understand abnormal development, it is first necessary to possess a good knowledge of normal development within specific age ranges. For diagnosticians to be considered competent, they will need to expand their repertoire of

assessment procedures to include a range of standardized through informal techniques. Furthermore, diagnosticians need to develop the expertise to know which approaches are most appropriate. They need to become more sensitized to the relationship of assessment and useful educational planning through I.E.P. development.

Even though teachers rated the informal I.E.P.'s as more useful it is necessary to be more specific and ask questions regarding the subsection data. The results of the study show that teachers rated the informal I.E.P.'s as more useful in terms of the information they presented in describing the child, program planning and program adaptation. However, teacher ratings regarding the performance level subsection were not statistically significant. They rated the different types of I.E.P.'s as equal in terms of the information presented on the overall performance level. However, a more detailed look at the subsection was accomplished through an item analyses procedure. Within this section are four of the lowest and four of the highest ratings in terms of the information teachers perceive as useful. The items that were rated non significant related to understanding a child's motor skill level and how it would influence classroom performance. Also rated as non significant was understanding the interrelationship between languages, cognitive and motor skill areas and their influence on the child's classroom behavior. Within the same subsection of performance levels, there are four items that achieved significance and received higher

averages as compared to the subsection mean. This was true regardless of whether the I.E.P. was of the standardized or informal type. These four items relate to a child's language and cognitive skill levels and their influence on classroom behavior. From these results a possible conclusion is that, regardless of type, the I.E.P.'s used in the study did not comprehensively display motor skill levels as related to the children they were written about. Perhaps it is more difficult to present assessment results relating to the motor skills of preschool handicapped children through an I.E.P., regardless of type, as compared to the assessing of language and cognitive skills. It is possible that diagnosticians put more emphasis on, or have more expertise in, diagnosing language and cognitive skills.

It can be concluded from the results that understanding the interrelationship between skill levels is a process which can not be read about in an I.E.P. To truly understand the interrelationship, the teacher needs to directly interact with the child over a period of time. Each child's handicapping condition is unique and creates different skill levels and learning styles. Direct interaction is the most effective way to appreciate the interrelationship of skill areas.

Another noteworthy item was within the subsection related to the description of the child. It deals with understanding how the child's handicapping condition would influence his/her classroom

behavior. Teachers rated this item the same regardless of I.E.P.
type. Although this item did not show any difference, it did achieve
scores above the total mean. Results show that teachers did get an
understanding of the child's handicapping condition and its influence
on classroom behavior. Again, they were able to experience this
understanding regardless of I.E.P. type. It can be concluded that
this item expresses ideas that are central to the objectives of an
I.E.P.; that is, relating the child's handicapping condition to
classroom behavior. The components of I.E.P.'s all attempt to
address this issue. Preschool teachers of handicapped children will
look for this type of information in an I.E.P. because they consider
it of prime importance.

Biodemographical Correlations in Relationship to
Teacher Attitudes Toward Specific I.E.P. Types

The results of this study showed no statistical significance
between the age, years in special education teaching, educational
level or specialized certifications of the participants and the
attitudes toward either type of I.E.P. There appears to be a trend
showing that participants with more specialized certifications rated
the informal I.E.P.'s higher in terms of usefulness. This however is
a trend a not statistically significant within this study.

It can be concluded that regardless of a teacher's background,

the subjects were able to recognize differences between I.E.P.type.
Perhaps the nature of their training allows these teachers to obtain
a good appreciation of what is important in their job early on in
their careers. The ability to recognize the useful information in
terms of understanding and planning for preschool handicapped
children is a process. While general experience and educational
level may be a factor, it may not be as important as the training and
desire one has to pursue this career that gives one this ability.

Recommendations for Further Study

There is a need for further research involving the assessment of
both gross and fine motor skill levels of preschool handicapped
children. The focus of the research should be on determining why it
was more difficult for teachers to understand motor skill level as
compared to cognitive and language levels. A comprehensive look at
current motor assessment procedures need to be accomplished. The
methods of reporting the results in Individual Education Plans also
needs to be addressed.

Another need for further research deals with communication
levels. The research area deals with the relationship of
communication levels between the diagnostician or child study team
member and the classroom teacher in conjunction with the type of
assessment procedures used. Would the communication level between

teacher and diagnostician be more positive because of a specific type of assessment procedure used? Would the communication level have an impact on the progress of the child? For instance, if the diagnostician used informal assessment procedures and was involved with the child in the natural context of the classroom, he/she would probably have more direct involvement with the teacher. Would this help or hinder the communication process? What would the effect be on the child's progress?

Further research on informal assessment procedures needs to be conducted involving the diagnosticians. Its positive aspects and limitations need to be further highlighted through the involvement of the people responsible for the process.

Another area for further research is the relationship of biodemographical data and teacher attitudes regarding the usefulness of the different types of I.E.P.'s. This study used a relatively small sample of participants. It is possible that because of the size and characteristics of the sample, statistical significant differences did not exist between participant background and attitudes. Therefore, it is suggested that the study be extended using a larger and more varied sample. This would make the generalization of results a more practical issue.

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APPENDIX A

BIODEMOGRAPHICAL QUESTIONNAIRE

PARTICIPANT'S BIODEMOGRAPHICAL QUESTIONNAIRE

In the following categories, please circle the appropriate response.

(1) Sex:
    (1) M   (2) F

(2) Age:
    (1) 21-24 (2) 25-30 (3) 31-35 (4) 36-40 (5) 41-45 (6) 46-50 (7) 51-55 (8) 56 +

(3) Years Involved in Special Education:
    (1) 3 or less (2) 4-9 (3) 10-15 (4) 15-20 (5) 20 +

(4) Years Involved in Pre-School Special Education: _____

(5) Please list other teaching experience other than Special Education:

_____ _____ _____

_____

(6) Educational Level:

    (1) B.A./B.S. (2) M.A./M.S. (3) MA+/MS+ (4) Doctorate

(7) Other Certification:

    (1) Speech Pathologist   (2) Learning Consultant

    (3) Psychologist   (4) Nursery School/Early Childhood

    (5) Other

(8) Population estimate of the geographical area or district that you currently teach in:

    (1) 5,000 or Less (2) 5,001-15,000 (3) 15,001-40,000 (4) 40,001 +

APPENDIX B

INDIVIDUAL EDUCATION PLANS

MARY........INFORMAL
LOUIS.......INFORMAL
ALLAN.......INFORMAL
JOHN........INFORMAL
TOM.........INFORMAL
BARBARA.....STANDARDIZED
JASON.......STANDARDIZED
KATHY.......STANDARDIZED
BOB.........STANDARDIZED
RONALD......STANDARDIZED

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name: ___Mary_____   D.O.B.: ___2/5/80___

Age at time of IEP Development : ____4-4_____

Current Level of Functioning:

Mary has made significant progress in areas of development this year.
Mary demonstrates strong growth in both expressive and receptive
language skills. She is using language to initiate interactions with
both adults and children. She comments on her own actions and, less
frequently, on the actions of thoses around her. In addition, she can
relate information about objects and events that are not in the
immediate environment. She responds to questions appropriately and uses
language more frequently in her play. Although Mary continues to use
pivot phrases ("This is a _____") quite often she has greatly expanded
the content/form interactions she is using spontaneously. (See Language
Sample - 4/26/84 for examples). Mary has increased the length of her
sentences (MLU 4.5) as well as the complexity of their content. Mary
currently talks about existence (This is a clock): ACTION (I made the
house); location and change in location (up in the air); various forms
of negation (I can't find it); possession (This is Jane's tape
recorder); quantity (some butter, one, two); state (I want chocolate
milk); attribution (It's hot); and intention (I wanna take this off).
In addition, Mary is coding time (irregular past, present, progressive).
She uses the copula, including the contracted form (It's hot.) Mary has
begun to ask questions, both by using "wh" forms (what's this, Tom?) and
by using rising intonation (You want this Tom?). Mary is beginning to
use successive sentences on a given topic (This is yogurt pie/don't eat
it/it is hot)

As her language has developed, Mary's play has concurrently become much
more symbolic in nature. Mary is moving away from the sensory stage and
into the pre-operational stage of cognitive development (characteristic
of children, 2 - 7). Mary uses imagery, symbolic play and language to
learn more about the world. Mary uses objects to represent and
recreate things she has observed, for example, Mary put a square shape
and a triangle shape together and said "I made a house." She used the
same statement to identify a structure she made with four blocks. She
is using writing utensils, with an advanced grasp, and labels some of
her markings as "a circle," "a triangle' and "an airplane". Her
thinking has become abstract and logical and continues to develop in a
hierarchial manner. Mary continues to benefit from adult intervention
during her playtime to expand both her language and her play themes.

Current Level of Functioning (Continued)

Mary enjoys looking at pictures of children and objects, and naming them, She will also look through books and magazines and point out different animals, objects, etc. In the Fall, Mary was mainly interested in pictures of equipment such as tape recorders and record players and she showed little interest in story books. Mary's vocabulary for familiar objects and household items has increased significantly. Mary has developed many readiness skills such as: understanding concept of one-to-one correspondence - which is necessary for counting; quantifying one and two objects automatically; naming body parts; sorting on basis of one attribute; naming most primary colors; identifying circle and square accurately; listening and attending to short stories and Show and Tell filmstrips; identifying size relationships such as "big one", "little one". Receptively, Mary understands many positional concepts (such as on, off, up, down, in, out, under) but needs to use the words more in her spontaneous speech. Mary is showing understanding of more difficult concepts such as: over, through, next to, and in between.

Mary names children and adults in her school environment and can let them know both her wants and her needs as well as what she does not want. Mary is using her language as a tool for interaction with her peers. She will initiate language with peers and is very aware of what they are doing and saying around her. As mentioned earlier, Mary will comment on them throughout the course of a day, e.g. "John was crying", "This is Louis's red jacket". Mary has internalized the classroom routine and is developing her ability to make predictions, i.e. think ahead. At snack time Mary has said, "You have to count them", in reference to her crackers because she knows that before they are eaten, they are counted.

Mary's ability to participate in group activities has improved considerably. Mary will attend to and actively partake in Circle Time, Language Arts Time, Small Group Time and Recall Time. Although Mary's play is often still parallel, she continually shows interest and awareness of the other children. With the steady improvement of her language capabilities, it is felt that her socialization and interaction abilities will also mature. Mary is toilet trained and she will verbally request to use the bathroom when she needs to. Mary will only take things away from the other children on occasion. She has replaced her physical assertiveness with verbal assertiveness, "I want that." Mary seems to understand simple explanations of why she cannot have certain things. Sometimes a firm statement such as "No, you can not have that, Mary" is necessary when she becomes overly excited about wanting something.

Mary is much more tuned in to the work around her. The range of emotions she displays has increased as she shows overt signs of pleasure, frustration, fear and anger.

In terms of fine motor development Mary uses Easy Grip scissors, but has the tendency to internally rotate her hand instead of keeping a thumb up position. Mary cuts paper in a random fashion rather than on a straight line. Mary is able to produce circles and vertical lines with a writing

Current Level of Functioning (Continued)

utensil. Mary uses her right hand consistently. She pastes
independently and is beginning to construct with blocks such as making a
house. She has started using her hands to perform finger plays and uses
the musical instruments more purposefully. Mary enjoys using clay and
finger painting is an appropriate manner.

Mary has made gains in all of the major areas of development and
continues to do so at the present time.

Child's Name: _____Mary_____   Area _____Social-Emotional_____

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Mary will improve her social-emotional adjust-ment.	Mary will spontaneously play with her peers.	Limit the amount of time Mary is allowed to engage in solitary play.	Teacher and Child Study Team Observation
	Mary will engage in peer interactions during play for a sustained period of time	Praise her for the "nice way" she is playing when she is interacting with another child.	Classroom Log
		Encourage and praise instances of sharing.	
	Mary will verbally express a range of emotions.	Reflect back to Mary in words the emotions she is showing.	
		Talk about the way people are feeling in pictures and stories.	

Child's Name: ___Mary___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Mary will continue to expand her expressive language skills.	Mary will use a variety of prepositional phrases to talk about position, or change in position (on, under)	Hide objects in the room. Have Mary find the object. Ask – "Where did you find it, Mary?" Comment on positional changes during play experiences.	Analysis of language samples.
	Mary will describe agent-action (agent other than self) and object-action relationships more frequently in spontaneous speech.	Set up play situations demonstrating agent-action (Tom made a picture) and object action (the car's going) relationships. Encourage Mary to describe these relationships by stating, "What happened, Mary?" Use Polaroid pictures of classroom or home events. Have Mary describe what is happening. Model appropriate form.	Teacher Observation Child Study Team Observation
	Mary will relate a series of related utterances on a single topic with greater frequency.	Use play experiences to present a series of events. Example: stir the cake, put it in the oven, turn the oven on. Model a series of utterances for Mary and expand on utterances she imitates. As Mary begins to relate to picture more readily, use a series of pictures to depict a series of actual events. Have Mary describe the series of events.	
	Mary will join a series of two or more words, or clauses using "and". (E.g.: I want butter and a knife.; I wanna go in the gym and play with the ball.")	Use sentences Mary has just used, and combine where appropriate using conjunction "and". E.g.: Mary: "I want chocolate milk. I want butter." Adult: "Oh, you want chocolate milk <u>and</u> butter."	

Child's Name: ___ Mary ___   Area ___ Language ___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Mary will continue to expand her expressive language skills.	Mary will use successive utterances which imply a cause and effect relationship. (Ex. Don't eat it. It's hot.)	Set up situations which demonstrate cause and effect relationships. Use simple, successive statements to describe these relationships. E.g., "Put on your cost. It's cold outside." Encourage Mary to describe these relationships. E.g., "Why is Tom crying?' Mary: "Tom is sad." Adult: :Oh, Tom is crying because he is sad."	Analysis of language samples. Teacher Observation Child Study Team Observation

Child's Name: ___Mary___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Mary will continue to increase cogni- tive development	Mary will use conceptual words such as on, off, up down, in, out, under, over, next to, more often in her speech.	Model words for Mary attaching them to the correct positional relationship. use manipulative objects before using pictures. Set up situations "O.K. Mary, let's make the dog jump over the box" – "now next to the box, etc." You are sitting next to Tom – Use the children and adults in the class to illustrate. Begin asking questions after modeling concept term. "Mary, where is the dog?" If she cannot answer , offer cues in terms of choices; "Is it next to or in the box?" etc. Use conceptual terms and questioning techniques in different contexts. Read books to Mary which illustrate conceptual terms – i.e. Sesame Street Concept Books. Make the associations for her – E.g. "Ernie is sitting next to Bert – "You are sitting next to me." Remember you were sitting next to Alan at snack time."	Teacher Observation and Classroom Log Analysis of Language Samples
	Mary will quantify objects up to five.	Mary should continue counting objects, moving each object as she counts it. Add an additional object to be counted. Provide visual reinforcement by writing down the numeral on a piece of paper. After Mary is finished counting say: "You have 3 cookies today for snack – one, two, three." Make numeral houses – write a numeral on the box – Count and put in that many objects. Continue counting children, adults, etc. in the classroom situation. Ranger Game etc. as found in Work Jobs	

Child's Name: ___Mary___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
	Mary will identify triangle and rectangle shapes.	Whenever Mary is involved in manipulative games, art activities, blocks, etc., where she is using materials in a specific shape - Model the name for her: Ask a question; give cues in terms of choices for her to respond - i.e. "Mary are you pasting the triangle piece of paper" - "What are you pasting?" "Are you pasting the circle or triangle?" Introduce and encourage Mary to use tracing inset templates in the shapes of triangles and rectangles. Show Mary how to make snakes out of clay and match the snakes onto a shape card. 	Child Study Team and Teacher Observation Classroom Log Book Analysis of Language Samples
Mary will increase her ability to recall information.	Mary will answer simple memory questions about stories and filmstrips that have been read and/ or shown to her. Specifically Mary will answer who, what and where questions.	Flannel Board Stories Story Books Give Mary something specific to listen for before beginning the story, i.e. "Mary, the story is about a dog. Listen for the dog's name." Immediately after reading the dog's name ask the question. "Mary what's the dog's name?" Eventually let more time elapse between stating the information and asking the specific question.	

Child's Name: ___Mary___ Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Mary will increase her ability to relate to material of more abstract nature.	Mary will describe action occuring in pictures.	Show Mary pictures that have obvious action occuring in them. Model action words for her. Elaborate on her language – i.e. If she says girls, respond by – "The girl is running", etc. Highlight action words that describe what Mary is doing – i.e. "You are painting." etc. Use pictures that illustrate what she is familiar with.	Teacher Observation Classroom Log Book Analysis of Sample Language

LANGUAGE SAMPLE

April 26, 1984

Mary: "I can't find it"
        "This is a tape recorder"
        "This is the black tape recorder"
        "You can't touch it"

Mary: "It's hot."

Mary is playing but remains silent for several minutes.

Teacher: "Is that yogurt pie, Mary?"

Mary: "This is yogurt pie. Don't eat it. It's hot."

Teacher: "What should we drink?'

Mary: "I want chocolate milk. I want some butter.
        Put the toast in this."

Teacher: "Where did you put the butter?"

Mary starts putting things away.

Mary: "Put this away. This is the knife. Put away the knife."

Teacher: "What's this, Mary?"

Mary: "This is salt."
        "I wanna go in the gym."
        "I wanna go in the big gym."

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name: ___Louis___   D.O.B.: ___9/28/80___

Age at time of IEP Development : ___3-9___

Current Level of Functioning:

Louis started imitating adult language in the form of producing /m/
sound beginning consistently in March. Louis was stimulated for the /m/
sound for all food times including his milk. Louis responds to
questions, such as "What's this Louis", (as adult points to real or
pretend food item) with a /m/ sound. Louis has drastically reduced the
amount of blowing, spitting sounds he makes and now babbles more during
the school day. While engaged in play, Louis will babble continuously
and respond to questions frequently with consecutive babbles (up to five
have been noted). When he uses the plastic fruits in the kitchen area
he makes the /m/ sound and will sometimes make two syllable
vocalizations for "apple". Louis's babbling has increased as his play
has also expanded. Louis's play has become much more symbolic. For
example he pretends to cook and feed the dolls in the kitchen area; he
pretends to talk on the wooden telephone, making an "uh, oh, oh" sound;
tries on different hats looking at himself in the mirror; uses the
miniature people and cars with play houses in symbolic ways; uses
puppets and pretends they are kissing and talking.

Louis will babble through songs in an attempt to sing and he will
respond to requests such as "Call Alan, Louis" by making a loud vowel
sound. When Louis wants an adult's attention he will call out to them
by making the same type of sound.

Louis's cognitive skills are developing. He is very familiar with his
classroom and all that is in it. At morning Circle Time he enjoys
"counting" the children making sounds as he goes around to each one.
Louis has one-to-one correspondence and responds to "count the crackers,
Louis" by pointing to them one at a time, making an utterance for each
one. Louis enjoys using pop-out numbers and letters and will point to
numbers and words whenever he sees them such as in the hallway in
school, outside on street signs, etc. At Recall Time when the children
what they used that morning, and a picture story is written, Louis will
point to each one of the children one at a time, babbling in an effort
to name them. The teacher draws the items Louis used that morning and
Louis is now able to recognize the picture that is drawn with the real
objects. For example, Louis pointed to the picture of the water table,
then looked over to the water table and pointed to it. This shows that
Louis is now making associations and is thinking on a more abstract
level.

Current Level of Functioning (Continued)

In the fall, Louis basically did not respond to any form of questioning.
Instead, he would look at objects and books, and vocalize while pointing
to them. Louis now attempts to respond to all forms of questioning with
babbling.

Louis has one consistent word in his vocabulary, "up". Louis uses this
word when he wants to go up, when he makes something go up, etc. He has
been heard to say "bye-bye" and "no" on occasion but does not use these
words consistently. Louis nods his head yes or no appropriately and
gestures more often. Louis consistently produces the same vowel sound
for "lion". When he sees a picture of a cow or uses the plastic ones he
says "ooo" for "moo".

Louis can follow through on directions extremely well and processes
information that is exposed to him. For example, after having attended
to a story involving four sequence pictures, Louis assembled the pic-
tures in order and babbled as though telling the story. Several days
later he performed this task again accurately. His auditory and visual
memory skills are extremely competent. Louis's cognitive skills are
also competent. He can sort by one attribute and he can pick out an
item from a group of four that does not belong. As mentioned earlier,
he has one-to-one correspondence.

Louis will frequently attempt to interact with all of the children in
the classroom. At times he becomes over stimulated by the other chil-
dren or by himself and will then need to be physically calmed down by an
adult. He will be stubborn at times, and will willfully hold back from
producing an appropriate utterance at snack time. When Louis refuses to
vocalize at snack time, his snack is withheld from him. Louis refuses
to vocalize at snack time only on occasion.

Child's Name: ___Louis___   Area ___Social-Emotional___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Louis will increase and improve his interactions with others within the classroom.	Louis will interact with another child in a play setting for at least ten minutes in a meaningful way.	Teacher will structure the setting to facilitate socialization and sharing of materials in a given area.	Teacher and Child Study Team Observation
	Louis will be aware of another child in the same play area as himself and will interact via direct verbalizations from an adult.	Provide daily opportunities for interaction. Direct Louis's attention and give specific commands such as: "Louis give this ball to _____." "Louis look at what _____ made." "Louis, where is _____ putting the baby doll."	Classroom Log

Child's Name: ___Louis___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
Louis will develop expressive language skills.	Louis will imitate the vocalizations of an adult in a meaningful context.	Imitate sounds to represent objects that are used and actions that are performed on a daily basis. Begin with bilabial sounds: /m/ /b/ /p/	Teacher Observation
	Louis will imitate one word utterances modeled by an adult.	Model words to code a variety of semantic categories including: (go, eat, open) (more) (this) (no) (bye-bye, hi) (mama, dada) (me, my) (objects names - cup) (up, down, in, out) (want)	Child Study Team Observation
			Classroom Log
	Louis will begin initiating simple words.	Have Louis respond to questions with a single word. Model words coding actions in which Louis is actively involved. For example: up and down a slide.	Language Sample Analysis
	Louis will eliminate the use of meaningless, repetitive sounds.	Touch Louis's lips saying "No Louis" when this sound is heard.	
		Praise him when he stops the undesired sound.	
		Substitute more appropriate sound.	

Child's Name: ___Louis___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Louis will begin to develop basic concepts.	Louis will demonstrate an understanding of the quantitative concepts of big, little - tall, short.	While Louis is using manipulative objects during free activity situations model the appropriate conceptual words linking the words to attributes of objects; i.e. In blocks, "Louis has the big horse and Tom has the little horse." In housekeeping , "Louis has the big bowl and Jean has the little bowl." After he has been exposed to the words in many contexts, ask a specific question directly after the modeling situation - i.e. "You have the big dog and I have the little dog - Give me the big dog." Link the words to the directions.	Teacher and Child Study Team Observation
		"Louis get the little doll." "Sit in the big chair", etc. Keep the length of the question consistent with Louis's receptive language level. Relate the conceptual words tall and short to children and teachers in the class.	Classroom Log
		Teacher directed art activities involving cutting and/or pasting where shapes or pictures vary in the one dimension of size. i.e. - a big blue square, a little blue square. Constant modeling and touching appropriate picture for Louis to see, i.e. "This is the big tree. This is the little tree." "Louis touch the little tree."	
		Flexible materials that could illustrate concepts.	
		Finger paint - "I made a little circle."	
		Clay - Big balls - little balls - Long snake - short snake	

Child's Name: ___Louis___   Area ___Cognitive___

GOAL: _____

OBJECTIVES:	STRATEGIES:	EVALUATION
Louis will demonstrate an understanding of the positional concepts of on, in, under, over, next to.	Model conceptual words linking words to positions or manipulatives – Same strategy as above in terms of questioning. Encourage Louis to follow directions involving positions – "Louis put the car next to the block" Link positional words to Louis's gross motor actions, i.e. "Louis is in the boat. Tom is next to the boats." Materials: Hap Pamers – Basic Concept Records – Move – Grow – Learn	
Louis will match objects of different colors.	Have Louis match blocks or objects of two different colors: red and blue. Model – "red block, blue blocks" – ask Louis to "touch the red blocks". Eventually have Louis recognize the same colors in different contexts about the room and in different activities; "Get the blue truck"; "Use the red crayon". Add more color variety as mastery increases, Read stories such as: Harold and the Purple Crayon – Crockett; Little Blue and Little Yellow	
Louis will recognize the following shapes: circle, square, rectangle and triangle.	Start with circle and squares – sort manipulatives)blocks, sponge, puzzle pieces, felt pieces). Model and link concept word to object. Involve Louis in a game where he has to touch a specific shape. Use materials to illustrate concepts: Art projects using shapes; Pop-cycle sticks; Pipe cleaners; clay.	

Child's Name: ___Louis___   Area ___Cognitive/ Fine Motor___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Louis will begin to develop pre-readiness skills.	Louis will recognize his name.	Label coat hook, Cubby, etc. with printed name along with a picture of Louis.	
		Consistently label drawings and paintings with Louis's name.	
		Make a name puzzle from thick cardboard writing a letter on each piece - teach Louis to do the puzzle.	
		L〉o〈u〈I〈s	
Louis will continue to develop pre-readiness skills.	Louis will paste independently.	Have Louis sit next to a child who is able to paste independently. Adult gradually distances self and lets a longer interval of time go by before actually helping Louis. Use verbal cues - "Put your finger in the paste like John", etc. Use positive reinforcement - "Good Louis. You did it by yourself."	
	Louis will use Easy Grip scissors independently to cut ½" strips of paper.	Have paper prepared in ½" strips:	
		Draw obvious line where child has to cut. Mark a star or other cue where he should start. Do not throw cut pieces away - rather use in an art project for him or other class members.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:___Alan_____ D.O.B.:___8/10/79___

Age at time of IEP Development :____4-10___

Current Level of Functioning:

Alan has shown significant improvement in the use of language as a tool
for communication. Alan's intonation pattern is much less atypical with
there being a wider angle of pitch, mood and feeling both in his facial
expressions and in his language. However, he still frequently repeats
himself with flat expression. Alan uses spontaneous language much more
frequently with adults rather than children. Alan still needs prompting
with guidance to interact with other children in play activities and he
responds better with his peers in a structured play setting rather than
spontaneously. Alan's progress has been even and steady over the course
of the school year with new indicators of growth almost on a weekly
basis.

Alan responds much more readily to comments of others with related
utterances. In response to children's utterances, Alan does not always
consistently respond. Alan has no trouble communicating his needs and
wants. He uses correct forms of pronouns and his speech is much less
echolalic in general. He will frequently describe what he is doing and
will comment on what the other children are doing. Alan has become much
more aware of his school environment and sometimes will just look and
observe what is going on around him, however he rarely will initiate
play with a peer even if they are in the same play area.

Alan has become much more friendly to other school staff and school
children as they have become familiar to him. He consistently greets
and says goodbye to our music teacher, art teacher, speech therapist,
occupational therapist, etc. He also acknowledges other children who
are seen in the gym and will refer to them by name.

Alan is using his language to make conceptual associations and think
abstractly. For example:

    1.   Alan: "Worms...they were hungry. Did I eat a worm?
                            Birds eat worms."

    2.   Alan: "There's five children today. Tom's absent.
                            Tom would make six."

    3.   Alan: "Billy is not getting his snack today. Billy
                            just gets his milk. I'm not Billy. I'm not
                            Jean. I'm Alan."

Current Level of Functioning (continued)

Alan is much more of an active participant than he was several months
ago. At Recall Time he will now verbally describe what he did that
morning and will comment on the pictures that are drawn for the Recall
Story much more readily and sometimes without any prompting at all.

As mentioned earlier, Alan's facial expression and moods have expanded
and he can verbally identify emotions such as happy, sad, mad, etc.
There are still times when his affect is flat. Alan still becomes
overly upset at times when he has to share certain materials or when he
perceives a response to him as being negative. For example, Alan and a
classmate were holding hands outside on a walk. Alan's partner walked
away to look at something and Alan called out "Come here." Bob did not
respond and consequently Alan became quite upset and was not able to
continue walking for several minutes, as he became immobile until an
adult intervened. Alan will sometimes fall to the floor or close his
eyes as a way of dealing with stress, and duration of this type of
response may last as least several minutes. A goal for next year would
be assisting Alan to respond more appropriately to stressful situations.
Alan has begun to use verbal aggression with other children in appropri-
ate ways, telling them "No" or "Stop that." Alan will also tell adults
when he does not want something as well as when he does want something.

As with language, Alan is making slow but steady gains in the area of
social and emotional adjustment as more appropriate behaviors become
apparent.

Alan's cognitive skills are developing rapidly and are much more appar-
ent now that his language usage has increased. Alan seems to be at a
readiness level. He identifies many letters and numerals and enjoys
writing them on the board. He can sequence a story and retell it.
Visual and auditory memory skills seem to be age appropriate. Alan is
now making verbal associations on a consistent basis. Fine motor skills
are improving but he still needs repetitive exercises to further develop
his eye-hand coordination.

It must be noted that Alan's parents have been extremely supportive of
Alan's education and have participated fully be becoming actively
involved in all school functions as well as follow-up at home. Alan has
shown much progress and with ongoing intervention, it is felt that he
will continue to make gains in the areas of language, cognition, and
social/emotional development.

Child's Name: ___Alan___   Area ___Social Emotional___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
1. Alan will increase his relatedness to other children.	1. Alan will spontaneously engage in activities with one other child.	Assign another child to same work area as Alan. Facilitate interaction through modeling and questioning.	Teacher and child Study Team Observation
	2. Alan will voluntarily share favorite items with another child.	Have Alan use favorite objects for specific amount of time.	
	3. Alan will verbally respond to children who are attempting to communicate with him.	Call Alan's attention to children speaking to him.	
2. Alan will express his emotions more freely and appropriately.	1. Alan will reflect a wider range of affect in his verbal expression (both words and range of pitch).	Encourage Alan to use "feeling" words and model a range of pitch.	Classroom log
	2. Alan will respond to situations which he perceives as stressful in an appropriate way.	Provide Alan with ways to solve problems.	
	3. Alan will shorten the length of time he reacts to a stressful situation.	Praise Alan for efforts to respond appropriately.	

Child's Name: ___Alan___ Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Alan will improve his use of language to communicate with adults and children	1. Alan will respond to questions about objects and events outside the immediate environment.	Begin with recall activities about events that have occurred in the recent past. Use visual cues as needed.	Child Study Team and teacher evaluation
	2. Alan will eliminate the use of echolalic and monotonal repetitive phrases.	Draw Alan's attention to echolalic responses by stating "You're saying what I said" and modeling an appropriate response. When Alan uses repetitive phrases tell him. "Yes, you said it's time to go home. Would you like to tell us anything else?"	
	3. Alan will initiate language exchange with adults.	Facilitate language exchanges with adults and children by stating "Tell ___ what we had for snack today", or "Would you like to tell ___ what you did with the cars?" etc. Encourage Alan to respond to exchanges initiated by other children by modeling appropriate responses. For example, "Bob wants to know what you bought to school today. You can tell him about it." or "Jean is asking you a question, you can tell her..."	Analysis of language samples
	4. Alan will respond verbally to other children.		Classroom log
	5. Alan will initiate language exchanges with children.		

Child's Name: ___Alan___   Area ___Cognition___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Alan will develop the ability to partici- pate verbally in an instructional mode (question- answer)	Alan will name characteristics and functions of objects when asked a direct question. "What is this for?" "What is a car?" "What is a coat?"	While Alan is involved in activities model description of objects emphasizing the function of the object. "You are using the blocks - blocks are things to build with - After defining the same item by function within different contexts begin asking the question - "What is a block" while he is involved in using the object. Give cues to help him touch upon the function of the object.	Teacher and Child Study Team Observation
	Alan will describe the rela- tionship between objects that are associated by use. (Mit- tens and hands go together, we wear mittens on our hands.) (Crayons and paper go to- gether. We use crayons to draw on paper).	Using assorted objects play the game of "go togethers". Show Alan one of the objects, i.e. toothbrush, have him pick from several objects the thing that "goes with the toothbrush" model the reasoning behind the match. "The tooth- paste goes with the toothbrush because we use the toothbrush and toothpaste to brush our teeth - Ask "Alan why do these go together?"	Classroom Log
		Use three concise pictures of objects. Name the pictures for Alan and "ask which ones go together" If he is unable to describe the relationship the adult should give clues to help him understand the relationship - i.e. pictures of hammer, nails, dish. "We use the hammer to hit nails, dish. We hit nails with the hammer. So _____. the hammer and nails go together."	
		Use Matching Association Puzzels - While Alan is involved in the activity, encourage him to express the reason why things go together - model reasons for him.	

Child's Name: ___Alan___   Area ___Cognition___

GOAL: _____

OBJECTIVES:	STRATEGIES:	EVALUATION:
Alan will answer direct questions identifying differences between objects (How are these different?)	Help Alan to focus on the differences between objects that he is involved in using. He will need to focus on objects, compare them and then express the differences when asked a direct question i.e. "How are the giraffe and horse different?" While Alan is involved in activities such as blocks, housekeeping, art, cooking etc, help him focus on two objects and model for him "These blocks are different sizes, one's big and one is little." Ask, "Alan, how are the blocks different?" Give him cues to help him express the difference i.e. - "The blocks are different sizes. This one's big and this one is _____." Repeat "How are the blocks different." Point out our attributes of objects in association with the word different. "The car and truck are different colors. The car is blue and the truck is yellow."	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:_____John_____ D.O.B.: ___12/7/78___

Age at time of IEP Development : ____5-6____

Current Level of Functioning:

John's attention span for both individual and group activities has
increased and can be prolonged or maintained by redirecting his atten-
tion using verbal and/or physical gesturing. John's distraction level
varies, but he is able now to perform tasks within a group without
having to be removed from the group to minimize distractions. For
example, he can do table activities such as pasting or cutting with the
other children sitting around him an will still be able to stay on
track. However, an adult is needed at each activity to facilitate
optimal performance from John. John's cognitive skills continue to
emerge. He is developing one=to-one correspondence and can quantify
five objects correctly but cues, (such as "one at a time now John," or
having him move each object as he counts it) are necessary to help
maintain concentration and focusing. John recognizes his first name in
print and identifies numerals 1-10. Distractions need to be minimized
to enable John to maintain concentration on readiness skills. John's
spontaneous language is full of conceptual words such as "top",
"bottom", 2 horses, "in", "out", "big", "little", and "latter". John
labels primary colors red, yellow, orange, green, blue, yellow, purple.
He does not label brown and black. John labels the shapes circle,
square, rectangle and triangle quite consistently. John has improved
his ability to attend to short stories and film stripes and with optimal
performance can answer memory level questions. However, John needs many
more opportunities for sequencing very short stories which consist of
three or four picture cards. Sequencing activities in general would
reinforce this. John especially likes stories about animals. John's
recall of immediate past has also improved and he is able to recall some
of the activities he has engaged in at Work Time. A choice question
helps John remember, such as "Did you use the wolf puppet or the duck
puzzle?"

John's expressive language skills continue to expand along with his
ability to interact with both adults and children. He reponds to who,
what and where questions, uses personal pronouns in his speech; codes
possession using 's' as well as possessive pronouns and uses a variety
of descriptive words. John has expanded his use of language and uses it
to call attention to himself and others. He uses language to role play
and to comment about things and events. John is not, however, relating
information using a series of successive utterances. Optimal language
is noted when the teacher structures a play situation and expands on
John's play. He enjoys using all the different areas in the room to
play and verbalizes most frequently when using plastic animals, books,
kitchen area items and puppets. John is able to engage in a two-way

Current Level of Functioning (Continued)

conversation with an adult and can stay on topic. He also is able to follow a verbal direction which involves interacting with another child.

For example, "John tell Tom to shut the lights." John will give the command to Tom. John mimics animal voices and enjoys pretending to be scary animals. John knows how to respond to requests that he use a "big sentence". For instance "ask for your milk John." He says "my milk." "Can you give me a big sentence?" "I want my milk please." John should be continually encouraged to use complete sentences when appropriate. John participates in all language activities and will initiate language during the course of the day. He makes statements about the weather such as "It's cold out there."; asks questions, "Are we going to the park today?"; reminds adults about daily tasks, "Jean, get the tape recorder"; and is becoming more verbally assertive, "Give it back to me now." He also makes comparative statements and will sing songs and recite poems with the class frequently. It should be noted that John's voice quality continues to be quite constricted. Variations in pitch have been noted to lessen the degree of constriction, for example when John uses a higher pitch while playing with puppets.

John continues to make progress in all areas of development but needs continual and consistent monitoring to ensure that his days at school are productive ones. Unless John is stimulated verbally throughout the day, verbal output is minimal. A major focus for next year should be increasing the amount of language John uses on a daily basis.

John has greatly improved in the area of self-help skills. He shows no signs of anxiety when using a spoon in school and although he needs assistance putting the food on the spoon he brings the spoon to his mouth independently. John will even try foods he had refused to try earlier in the year such as fresh fruit. He is able to pour his container of milk into his snack cup while an adult lightly guides his hand (right). Although hand dominance is not completely established, John has been using the right hand more frequently than the left. John is much more active on the playground, in the gym, and on motor equipment in general. He now enjoys climbing and goes down the slide and attempts to climb the jungle gym. John will clap his hands and use his fingers for finger plays only when directed in general and not for any length of time. However, John has been using the musical instruments more enthusiastically and for longer periods of time. He willingly uses the paste without anxiety about dipping his fingers in it. He needs adult supervision with pasting and he can use the Easy Grip scissors with some assistance. Strips of paper ½" wide were used. John only needed to make one opening and closing movement with his hands in order to cut the strip of paper. John can use a thick paintbrush and paint at the easel or table in an appropriate fashion. Again, direction is needed to keep John actively engaged in the task. John will willingly scribble on the board with chalk or on paper with a writing utensil. He can make large circular and linear motions with his writing utensil but much practice and repetition is needed in this area to develop pre-writing and writing skills. John presently wears a diaper but shows no anxiety about sitting on a toilet. He frequently leaves school dry, having gone to the bathroom like a "big boy" but John does not ask to go to the

Current Level of Functioning (Continued)

bathroom spontaneously. He will put his outer pants down and up if they are undone for him.

It is recommended that John continue to receive occupational therapy next year and also physical therapy.

John is a happy child who calls each one of his peers by name and he hugs them without direction. John has shown vast improvement in decreasing his anxiety for new activities, and when given time and reassurance, John will attempt most if not all activities. John's self stimulating behaviors such as rocking or head shaking can be quickly extinguished by calling his attention to something else or simply giving him a verbal command such as "Quiet feet, John," if he continues to thump his feet on the floor while sitting. John enjoys his peers and interacts with all of them and will become a part of their play such as pretending to be dogs and crawling around the floor, or playing a game with another classmate where John pushes Tom off of a gym mat and each time he does this Tom rolls back on. John thoroughly enjoys these games and will become giggly and silly. In the playground he will run after some children as the "chase" each other. He will even attempt to romp with Tom in a playful way. However when the other children become excessively noisy or physically active, John shows signs of anxiety or fear. John relates to other children spontaneously, but needs adult modeling to expand his interactive play. He can play matching Lotto games, with a teacher and another child, which reinforces turn taking and following basic rules to games.

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Child's Name: John   Area   Social/Emotional

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will improve his social/ emotional behavior.	John will work more independently on school related tasks as outlined in his I.E.P.	Have other children rather than adults work as facilitators to engage John spontaneously in play for part of play period on a daily basis.	Child Study Team and Teacher Observation
	John will work on his own for several minutes at a time to be increased on a steady basis.	Reward system.	Classroom Log
		Persist and encourage John for performing independently with focus on process not product. Provide opportunities for free play.	
	John will spontaneously play with an adult modeling and structuring interactions when necessary	Adult expand play theme and structure interaction with other children.	
	John will attend to a table game with adult and one other child for 10 minutes.	Simple commercial or teacher made games such as Lotto. Matching games, etc.	
	John will play table game with other child while adult looks on for 5 minutes.	Match John to another child who can help John attend to game and remind him of what he must do.	
		Praise John for attempts at independence.	
	John will verbally express his desire for assistance with a stressful situation.	Have John call for adult when frightened or stressed. Adult will explain how to solve existing problem and will provide John with ways to problem solve.	
	John will problem solve with adult acting as liaison between John and other children, providing John with verbal cues of working out a stressful situation	Use stressful episode as learning opportunity.	
		Read stories about feelings and emotions.	
		Make John aware of conflicts between other children in the classroom and have him	

Child's Name: ____John____   Area ____Language____

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will increase the complexity of language used on a daily basis.	John will relate information using a series of successive utterances.	Provide John with visual cues to stimulate a series of phrases such as three sequenced story pictures, or pictures of an actual event, such as planting seeds, making a cake.	Teacher and Child Study Team Observation
	John will join clauses using the conjunction "and".	Encourage John to provide more information through the use of questions, or by providing choices of possible responses. As John adds a new piece of information, repeat his previous sentence, joining it to the new information by using "and". "Oh, the boy fell and he cut his knee."	Language Log
John will increase the complexity of language used in the classroom.	John will retell a simple story using picture clues.	Use manipulative story characters or simple story cards. Tell the story to John, and then allow him to manipulate the pictures to retell the story. The purpose of this activity is to encourage John to use a continuous flow of language. It is not essential that John include all the details of the story.	Analysis of taped language samples
John will increase the amount of language used on a daily basis.	John will initiate language more frequently in the classroom.	Positively reinforce any attempts to initiate language. Model language during play activities. Repeat and expand John's utterances to demonstrate an interest in what he has to say.	
		Program activities throughout the day in which John has the opportunity to initiate language, rather than simply respond to questions. For example, role playing activities and puppet play.	
		Encourage verbal interactions with other children by modeling 'messages' John can relate to children in the classroom.	

Child's Name: ___John___ Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
John will continue to increase attending behavior and decrease distractibility.	John will attend to an adult directed activity for an increasing length of time.	Use verbal cues when John's attention begins to stray – i.e. "John, let's keep pasting." Accentuate with physical gestures. Use positive comments when he is staying on task – "Good cutting John, cut some more paper."	Teacher and Child Study Team Observations Classroom Log Book
		Try to let John sit next to a child who stays on task and keeps the action going. This child can serve as a model for John.	
John will continue to develop concepts.	John will label quantitative concepts specifically short-long, tall-short	Model words for John attaching the words to the attributes of objects that he's directly involved with: i.e. During a cooking experience, "This spoon has a handle. This one is short. We can stir with the long handle spoon." Involve him in selection – "John, you get the long handle spoon." Direct his attention – "John, you have the spoon with the handle." Give verbal cues – long or short.	Teacher Observations Classroom log book
			Tape recordings of conversations during activity time.
		In blocks – "John we need a long block to make the road. This block is too short" etc.	
		Use rods and show John how to build staircases and order them from short to tall. Model words – involve John in responses.	
		Order nesting cups etc.	
		Attach the concept words tall-short to the children and adults who work in the room. Make a line in order of height. Use a camera and take a picture of children standing according to height – display at eye level. Relate to it.	

Child's Name: ___John___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will continue to develop color concepts.	John will label the colors brown and black.	Make collages using only brown or black paper and/or objects. Use specific color paints and model word. "You are using brown paint today."	Child Study Team and Classroom Observations
	John will continue developing 1 to 1 correspondence and quantify up to 10.	Make associations whenever possible – "John you are using the black crayon and you are wearing black shoes today. Look Billy is wearing black pants."	
		John should continue counting objects, moving each object as he counts it.	
		Add an additional object to be counted – Provide visual reinforcement by writing the numeral on a piece of paper often. John is finished counting "We have 7 teddy bears today."	
		Make numeral houses write a numeral on the box. Count and put in that many objects. Continue counting children, cookies, etc.	
John will develop classification skills	John will associate objects by use and verbally express the relationship when asked the question, "Why do these go together?"	Use common objects that John is familiar with – i.e. toothbrush, and toothpaste, crayon and paper, soap and wash cloth, cup and dish, etc. Play the "go together" game – Supply the reason why objects go together – "The crayon and paper go together because we use a crayon to draw on the paper." Physically put the two objects next to each other. "What goes with the toothbrush? Yes the toothpaste because we put toothpaste on the toothbrush." Gradually add more objects to the game. Give cues to help John express the reason behind the relationship. Use matching association nearly.	Analysis of Language Sample

Child's Name: ___John___   Area ___Cognition___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
John will develop classification skills	John will begin to class-ify objects on the basis of function and verbalize about the similarities of the objects.	Use objects - start with little animals, since John has a high interest in them, and a group of things you would wear - hat, socks, glove. Comment "These are the same. We wear them. They are clothes." Physically put them to-gether. "Now these are the animals. They go together." Have John form the group. Mix the things up and say, "O.K. lets puts the things in groups again" "Get me the things we can wear."- "Let's make a group of animals" = Gradually add more objects. Make category books in the shape of an object that represents the category i.e. a toy book in the shape of a snoopy dog. John finds pictures of other toys from magazines, cuts them out and pastes in the toy book.	Child Study Team and Teacher Observation
John will improve his recall abilities	John will answer memory level questions about short stories with less focusing. John will sequence stories which consists of 3 or 4 picture cards.	Flannel Board Stories Story books Give John something specific to listen for before beginning the story. "John, this story's about an animal. Listen for the name of the animal." Use picture sequence cards that illustrate a concrete experience. John was involved in i.e. making butter, making popcorn, planting seeds. Take pictures of classroom activities in terms of sequential order. Sequence them. Tell the story, scramble the pictures - help John to retell by giving cues.	Classroom Log Book

Child's Name: ___John___   Area ___Cognition___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will develop readiness skills.		Place pictures on piece of paper pre marked: 1 2 3 As you tell the story, use words illustrating temporality like first, then, after, etc.	Classroom Observations by Child Study Team and Classroom Teacher
	John will identify the beginning letter of his name in different contexts	Rubber letters, sand paper letters Label objects in the room. Point out the J's in the words - Have John touch and trace around the letter with his finger.	
	John will identify the letters in his first name.	Make a puzzle from cardboard. J O H N Help John with the puzzle by saying the letter names.	
	John will identify the letters of the alphabet in upper case form.	Letter matching games. Art projects involving letters Hap Palmer - Marching Around the Alphabet record. Rubber stamps in the shape of letters for John to print with.	

Child's Name: ___John___   Area ___Self Help – Motor/Gross – Fine___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will follow a consistent toilet training schedule daily.	John will request to use the toilet on a daily basis and will pull his pants up and down once unfastened.	Have John sit on toilet rather than stand. Have John use the bathroom after he watches some other children use the toilet like "big boys". Praise and reward of "flushing" toilet with each success. Use reward system. Ask John several times during the morning and afternoon if he needs to use the bathroom. If his response is always "no", have him sit anyway soon after arrival, during morning snack, after snack, etc. John has been successful going to the bathroom in school in spite of wearing daipers. John usually urinates two times in the morning.	Classroom Observation
John will clap his hands and use his hands and fingers for a complete song and finger play without verbal direction from an adult.	John will clap with just verbal reminders. John will perform this activity independently.	Upon verbal and/or physical guidance John will use his hands throughout a song or finger play.	
John will assume standing independently from a half level position.	John will get up from supine or prone position on the floor to half level. John will get up from half level to full standing.		

Child's Name: ___John___   Area ___ Self Help -Motor - Fine ___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will eat with a spoon independently.	Adult assists John getting food on spoon while John brings food to his mouth independently.	Provide snack or lunch experience requiring John to use a spoon.	Classroom Observation
		Have John use a spoon with a built up handle not a light weight plastic spoon.	
	John will attempt to pick up food with spoon on at least two trials per eating experience. Increase amount of trials gradually.	Give John small portions at first and gradually increase amount of food. Cut small pieces.	
		Use bowls rather than flat plates or plate guards.	
John will use paste without adult assistance.	John will paste with only verbal directions from adult.	Provide pasting experience several times a week.	
		Use large items for John to paste than can easily be picked up.	
	John will paste and complete a simple activity without assistance.	Put paste in a little paste cup and have John use pointer finger for pasting.	
John will cut in a random fashion independently using Easy Grip scissors (squeeze type)	John will cut strips of paper independently that are ½" wide.	Use paper strips that are ½" wide.	
		Use "Easy Grip" scissors or type that John squeezes rather than the type where fine finger control is needed.	
	John will cut wider paper in a random fashion.	Adult holds hand over John's right hand to reinforce open and close movement. John and hold slip of paper in left hand.	
John will make lines and circles with a writing utensil on request.	John will make lines from top to bottom fashion independently with adult supervision.	Use a variety of writing utensils such as thick crayons, pencils, markers, chalk. Use blackboard as well as big blank sheets of paper.	

Child's Name: ___John___   Area ___Motor - Gross___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
John will immediately begin to walk instead of jumping for forward movement.	John will respond to a verbal request to move by walking.	Put light pressure on his shoulders to remind him that he need not jump.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:___Tom_____ D.O.B.:___3/20/79___

Age at time of IEP Development :____5-3_____

Current Level of Functioning:

Tom continues to show progress in both his expressive and receptive
language skills although they are still below the chronological age
level. The length and complexity of Tom's spontaneous utterances has
increased considerably as he uses regular past tense; uses words to code
causality, e.g., "He's sad cause he eats his porridge."; uses
contractions consistently; asks questions appropriately. Tom still has
pronoun confusion with "he" and "she" but he correctly uses the pronouns
"I", "me". "you", "they", "your", and "it". Tom has eliminated his use
of echolalic speech, i.e. parroting someone else's utterance. He has
also minimized the use of jibberish for communication purposes.
However, at times, while speaking with adults or children, Tom will
include irrelevant information or sometimes bring up topics or sentences
that are completely unrelated to the conservation. Sometimes it seems
as though Tom will say anything even if it is unrelated, just for the
sake of speaking or as a means of focusing attention on himself. It is
important to remind Tom of when his language is appropriate and to
direct him back to the topic at hand. In spite of this, Tom is often
able to hold a conservation in an appropriate manner.

Tom has learned how to use language to express his emotions and will
rarely use physical aggression anymore. Tom enjoys playing with
language and he uses it frequently for role playing and for "make
believe" play. He responds to most questions appropriately, even the
more complex "Why" questions. This is a major gain in his receptive
abilities. Tom is still weak in the area of listening silently while
others are speaking. He is just now beginning to restrain his impulsive
desire to speak regardless of who else is speaking at the time.

Tom understands more positional concept words than he actually uses,
including: in, out, on, under, over, through, backwards etc. He does
not understand the concepts, "in front of" and "in back of" and is just
beginning to understand "in between". Tom can follow up to three-step
verbal directions, but for optimal performance he needs verbal reminders
before the directions are given such as :Tom, listen to the directions."
While giving directions, specific key words should be emphasized, e.g.,
"Run to the table and then go under the table, then run back." Tom
needs to develop the ability to adapt his language to the needs of the
listener. He often continues a variety of ideas into one statement,
reducing the information to the point that it becomes meaningless to the
listener.

For example: "I wanna hear this angry and sad make people." This ties
in with Tom's impulsive desire to verbalize about anything to keep
attention focused on himself.

Current Level of Functioning (Continued)

Cognitively, Tom has developed many readiness skills. He has increased attending behaviors and can work independently on tasks for several minutes. However, this is still a weak area. Tom shows interest in stories and can answer questions pertaining to the story. He can also sequence a simple four part story.

Tom identifies primary colors except purple. He identifies the shapes: circle, square and triangle but has not mastered rectangle. Tom identifies numerals 1 - 10 and quantifies five objects correctly. He sorts on a basis of one attribute and understands and uses words to code temporality including the days of the week; today; tomorrow; yesterday; now; later; etc. Tom identifies many letters of the alphabet and recognizes his own name and the names of everyone in his class including teachers. Tom recognizes many words from sight including; Toys-R-Us, McDonald's, Burger King, record, school, red, fish, candy, orange, me, you and raisins.

He is also using word attack skills such as sounding out letters in order to attempt reading a word. He will look at a word and sound out the initial consonant. He will also guess at a word and come close to being correct such as "soap" for "soup" and "pop" for "top". It is important to note that Tom loves music and watches a lot of television including the musical videos. He can name a musician for just about every letter in the alphabet, e.g., "B is for Pat Benetar"
                                        "J is for Billy Joel"
                                        "C is for Cindy Lauper"
                                        "M is for Michael Jackson"
Tom shows an interest in written language which should be fostered during the next school year.

Tom can make vertical and horizontal and circular movements with a writing tool, preferring his left hand for pre-writing activities. He is just beginning to cut independently with Easy Grip scissors in a random fashion. Tom can complete a 10 - 14 piece puzzle independently and can paste independently using only one finger for pasting rather that his entire hand. Tom is not able to copy designs such as circle or square using a writing utensil.

Tom has made significant improvement in his socialization skills. He participates in all group activities and is able to compete a task without becoming frustrated and upset. Tom handles transitions much more smoothly and physical outbursts have been rare this year as Tom's ability to express his anger verbally has increased. Tom is able to work on a task independently for ten minutes but still needs verbal reminders from an adult to stay on task. Although Tom spontaneously plays both alone and with the other children, he still frequently seeks out an adult to interact with or just to be near.

Tom was mainstreamed this year five days a week for one-half hour each day. This mainstreaming experience which took place in a 4 and 5 year old age grouping was successful for both Tom and the children. It is felt that Tom is ready for larger blocks of time in a regular class. However, to insure success, Tom should be placed in the four year old groupings rather than with his own age-level.

Child's Name: ___Tom___   Area   ___Social - Emotional___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Tom will improve his social/ emotional behavior and adjustment.	1. Tom will more readily accept directions, particularly as to his behavior, from an adult.	Praise Tom for appropriate behaviors, independent performance and accepting directions.	Teacher and Child Study Team Observation
	2. Tom will work independently on a task for 10 minutes without requiring verbal reminders from an adult.	Teacher will set up play situations which facilitate Tom's sharing of materials.	Classroom Log
	3. Tom will easily handle changes and transitions from one activity to another without requiring assistance from an adult.	Use time-out area as a calming down technique when Tom becomes over-stimulated or carried away.	
		Use behavior modification techniques to regard positive behavior.	
	4. Tom will react appropriately to playful physical inter-actions initiated by other children.		
	5. Once Tom has chosen play materials, he will willingly share some of them with the other children when appropriate.		

Child's Name: ___Tom___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Tom will improve his expressive language skills.	Tom will learn to shift roles from speaker to listener, in a conversation.	Remind Tom that certain times are listening times. Assure him he will get his turn to speak when the other person is finished. Follow through by saying; "Now you can tell us what you wanted to say and we'll be the listeners."	Analysis of taped language samples
	Tom will reduce the amount of extraneous information contained in his spontaneous language.	Point out to Tom when his language becomes difficult to understand. Repeat what he has said and provide an alternate way of saying it. "I don't know what you mean when you say _____." "Do you mean _____?" Encourage Tom to clarify his language for the listener.	
	Tom will use subjective pronouns he/she appropriately in spontaneous speech.	Model appropriate he/she forms. For example: Tom: "Her went outside" Adult: "Oh she went outside." Model he/she forms using male/female puppets performing a variety of actions.	
Tom will improve his receptive language skills.	Tom will continue to improve his ability to attend while others are speaking.	Use verbal cues; "This is listening time. We will give you a chance to speak later. Remove Tom from group briefly if necessary and encourage him to earn the chance to rejoin the group by being a good listener.	Observation of classroom performance
	Tom will respond to wh questions about a story without using pictures clues.	Allow Tom to manipulate story characters while story is being told. Then, remove the pictures from view and ask who, what when and where questions about the story. After Tom responds, allow him to see the the pictures again to check his own responses.	Teacher designed evaluation activities

Child's Name: ___Tom___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
Tom will continue to increase his attending behavior and decrease distractibility.	Tom will work on an adult directed activity for a 15 - 20 minute period.	Use verbal cues when Tom's attention span begins to stay, "Tom you have three more to cut, please keep up the good work." Use position comments when he is staying on task. Have Tom sit next to someone who is a good role model.	Teacher Observation Classroom Log Book
Tom will continue to develop concepts.	Tom will understand and use the following positional concepts in his spontaneous speech: In front of; in back of; in between.	Model words for Tom attaching them to the correct positional relationship. Use manipulative objects before using pictures. Set up situations, "O.K. let's put the truck in back of the car." "You are sitting in between John and Mary." Use the children and adults in the class to illustrate. Begin asking where questions - "Where is the sign?" If he cannot answer offer cues in terms of choices - "Is it in front of or next to the car?" Use words and questioning techniques in different contexts.	Tape Recordings of spontaneous conservation during activity time
	Tom will use more concept words in spontaneous language.	Model words - Ask direct questions. Have Tom look at books such as Sesame Street books which illustrate concepts. Make associations for him - "Bert is using the short crayon to color - Remember when you used the short crayon to color?" etc.	Analysis of language samples
	Tom will quantify up to 10 objects.	Tom should continue counting objects, moving each object as he counts it. Add an additional object to be counted. Provide visual reinforcement by writing down the numeral on a piece of paper. After Tom is finished counting: "We have 8 blocks today?"

Make numeral houses - write a numeral on the box. Count and put in that many objects. Continue counting children, snack cookies, etc. Hanger Games, etc. as found in Work Jobs | |

Child's Name: ___Tom___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Tom will begin to deal with more abstract language tasks in the class-room.	Tom will describe objects stating the function of the object.	Use actual objects in a surprise bag format. Have Tom manipulate the object while describing it. Use questions as cues if necessary - "What is it called? What do we do with it?"	Observation of class performance
	Tom will describe simi-larities that exist between objects.	Extend above activity by using objects with obvious similarities. Place these objects side by side and say - "You said you put on a hat and you put on a mitten. That's the <u>same</u> you put them on." If this is too abstract, begin with physical characteristics: same color, same shape.	Teacher designed evaluation activities
	Tom will make verbal predictions when asked, "What will happen in..."	Begin with obvious daily activities; "What will happen if I pull this block away (pointing to bottom block in the pile)." Let Tom test out his own predictions. Use other, less tangible example; "What will happen if we go outside to play in the rain."	

Child's Name: ___Tom___   Area ___Cognitive/Fine Motor___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
Tom will further develop classifica- tion skills.	Tom will begin to classify objects and pictures of objects on the basis of function and verbalize about the similarities of the objects.	Use objects and pictures of objects illustrating different categories such as food, clothing, animals and things to ride. Group the objects and later pictures of objects, i.e. things you would wear - comment: "These are the same, we wear them. They are all clothes." Physically put them together - Continue: "Now these are the animals; they go together." Have Tom form the group. Mix the things up and say. "OK, let's put the things in groups again." "Give me the things we can wear?" "Let's make a group of animals?" Gradually add more objects or pictures.	
		Make category books in the shape of an object that represents the category, i.e. a toy book in the shape of a car or truck. Tom finds pictures of other toys from magazines, cuts them out and pastes in the toy book. Ask: "How are these things the same?" Copy down his response for him to see.	
Tom will improve his fine motor skills.	Tom will begin to copy circles and squares	Use templates to trace shapes - after Tom is able to trace, draw a circle and have him try to copy it - Give verbal cues as he is trying, i.e. "the curved line goes around". Help him by guiding his hand.	Teacher Observation Keep samples of Tom's work, date them and
	Tom will begin to use scissors to cut on a straight line.	Have paper prepared in ½" stripes. Draw obvious line where child has to cut. Mark a star or other cue where he should start. Gradually lengthen the straight line he has to cut on. Do not throw cut pieces away - rather use in an art project for him with other class members.	periodically give the same task to check for progress.

Child's Name: ___Tom___   Area ___Fine Motor___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
	Tom will begin to show an interest in copying his name.	Let Tom sit next to someone who is able to write their name. Let him begin to connect dots to make a T . . . . . . OM . When he can do this, gradually add the rest of the letters for him to connect the dots. He should make the letters of his name using clay and then place the clay letters on top of a model TOM	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:___Barbara_____ D.O.B.: __12/2/78___

Age at time of IEP Development : ___4-11_____

Current Level of Functioning:

Barbara has become a very social school girl who enjoys the familiarity
of the school building and all its occupants. Her experience in the
preschool program has afforded her the opportunity to gain personal
confidence as well as measurable developmental gains. Barbara's
expressive, well articulated, syntactically correct utterances do not
immediately reflect a deficit. Her responsive language reveal the
difficulty she experiences receiving, organizing and retrieving
information for communicative dialogue. Barbara's language age as
measurable by these receptive and expressive instruments (Zimmerman,
PPVT, Vocabulary Comprehension Test) suggest a two year delay in
functional comprehension and usage. These scores constitute a
handicapping condition that requires a small class placement so she can
continue to enjoy optimal learning experiences.

Barbara's socialization skills have increased. She happily shares her
daily program with younger siblings and is now teaching them to perform
some of the activities. Her ability to interact and play with peers has
improved. Parallel play has lessened and she is more involved with
classmates. Barbara seeks appropriate assistance and will cooperate and
follow through with adult commands. At times, when she may refuse, she
is able to give a reasonable explanation. As Barbara's development has
grown she has exhibited more affection towards school personalities.
She displays lessened anxieties under new situations. Barbara's
specific cognitive weaknesses should be addressed in a small classroom
situation while concurrently attempting to work on the behavioral
manifestations which are inhibiting her skill acquisition. She is an
extremely shy looking youngster who is pleasant but does not readily
relate to others. At times, Barbara tends to stare and displays no
affect or a wary look when contact is made. She requires frequent
repetition of directions and refocusing to task. When responding to
questions under anxious situations she merely whispers. Her skills
appear to be at the readiness level. Barbara is able to listen to short
stories at times. She is able to discriminate colors, although unable
to name colors. Barbara can perceive likenesses and differences in
size. She frequently is able to recognize her name in print, but is
inconsistent. Although she is slow at following directions, she has
made good progress. Her ability to match pictures that are the same is
improving although inconsistent. She continues to require reinforcement
in discriminating environmental sounds. Barbara's positional vocabulary
according to the Brigance Inventory of Early Development is good and she
is ready to be introduced to higher cognitive positional words. Her
one-to-one correspondence is good. She can quantify "two" objects and

Current Level of Functioning (Continued)

is ready to go onto "three" objects. Barbara comprehends terminologies
of "more", "less", and requires reinforcement in this area. Barbara
scored three standard deviations below the mean on both the
perceptual-performance and motor scales of the McCarthy Scales of
Children's Abilities. She has difficulty with fine and gross motor
tasks. Barbara can cut and paste with teacher supervision but she
requires continued fine motor involvement geared to developing these
skills.

Child's Name: ___Barbara___   Area ___Behavioral___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Barbara will improve her ability to concentrate on task.	Barbara will minimize her distractability.	Use a low key positive approach when Barbara becomes distracted. Keep tone gentle but firm and re-focus rather than comment directly.	Teacher Observation
		Use choice questions to redirect attention e.g. "Was the story about a dog or a car?"	Written Teacher Evaluation

Child's Name: ___Barbara___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION:
Barbara will improve her language skills.	Barbara will follow double commission oral commands.	Minimal repetition of commands by speaker. Encourage Barbara to maintain eye contact with speaker – use gestural cues.	Teacher Observation and written evaluation
	Barbara will use the terms "big" and "little" in her speech.	Use choice questions while Barbara manipulates objects of the same category that vary in size. (e.g. big circle, little circle)	Daily record keeping of responses
	Barbara will use objects within the classroom and describe the functions of the objects.	Encourage Barbara to use objects within the classroom centers. Interact with her questioning her in terms of object function while she is using the objects.	

Child's Name: ___Barbara___   Area ___Academic/Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Barbara will improve her cognitive skills.	Barbara will verbally label two primary colors.	Focus on one color at a time. Include color in as many activities as possible. Continually review the color. Give Barbara choice questions, "Is this blue or red?"	Teacher Observation and written evaluation
	Barbara will label the shapes; circle square and rectangle.	Use flannel board cut outs, manipulative blocks and other objects illustrating shapes.	Daily record keeping to record responses
	Barbara will recognize name in different contexts.	Write Barbara's name on several items in the room i.e. helper chart, workboard, etc.	
	Barbara will understand concepts: beside (next to) through, forward/ backward, near/far, next to.	Use learning centers such as housekeeping area, block area, etc. in which concrete objects are used to demonstrate concepts.	
	Barbara will develop quantification skills beyond "2".	Make objects to be quantified meaningful to Barbara - use concrete objects such as wooden blocks.	
	Barbara will match pictures without assistance.	Use Lotto Games	
	Barbara will identify environmental sounds.	Use tape recorder	

Child's Name: ___Barbara___   Area ___Motor Skills___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Barbara will improve her fine and gross motor skills.	Barbara will use Easy Grip scissors independently.	Involve Barbara in activities using scissors.	Teacher Observation
	Barbara will improve her pasting skills.	Encourage Barbara to participate in pasting activities.	Written Teacher Evaluation
	Barbara will continue to develop the self help skill of pouring.	Create situations in natural setting where Barbara can pass out cups for milk, and be involved in the pouring process.	Daily record keeping to record responses
	Barbara will practice making lines and circles.	Dip Barbara's finger in water and make lines and circles on the black board. Use thick pieces of chalk, chubby crayons easy gripper for crayons.	
	Barbara will draw or create a face with eyes, nose and mouth.		
	Barbara will walk across a wide balance beam with no assistance.	Encourage Barbara to practice on balance beam during appropriate times.	
	Barbara will move her body in different ways to different tempos (fast/slow) and levels (high/low).	Create situations using musical instruments or records where Barbara moves a specific way to the music.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:____Jason_____ D.O.B.: __11/5/78___

Age at time of IEP Development : ____4-10_____

Current Level of Functioning:

Jason is the younger of two children in an intact and supportive family.
Because of slowness of development, poor coordination and tremors of the
limbs, there has been much concern. No clear diagnosis has as yet been
made. It has been recommended that he have special education that will
focus on all his needs. He is a personable and likeable child who
relates easily but not always appropriately. This seems to help people
to be patient with him. Jason is a beautiful, alert, curious, active
and friendly child who seems to have average intelligence and very
possibly higher potential. Neurological impairment is evident in poor
motor coordination. Visual perception, discrimination and memory are
very good. He has mastered the cognitive functions expected for his
age in Piaget's pre-conceptual stage of development.

He has a strong interest in people and responds well to affection. Self
help and grapho-motor skills are seriously impaired by poor motor
coordination. He needs physical and occupational therapy, and a
structured small-group environment with affectionate guidance and
instruction.

Jason's receptive language for isolated vocabulary and concepts is age
appropriate as measured in the Peabody Picture Vocabulary Test. The
quality of his expressive language for simple self-initiated utterances
is excellent; however, word order and focus becomes confused when
specific communicative dialogue is intended. Echolalia and
perseveration are also present in his free speech. His articulation is
flawless.

Jason's attention span can be sustained on a one-to-one with time out
and changes in activity. Fine and gross motor skills are
underdeveloped. He is at a scribbling stage. This is probably
influenced by tremors. He cannot yet hop or skip. He can be easily
distracted, is very active, and works but in a one-to-one situation.
According to the Brigance Inventory of Early Development, Jason was able
to recognize many upper case letters, count by rote to ten and recognize
numeral one. He listens to stories with attention and interest and
picks out details in pictures. He can match pictures and letters, and
follow a left to right progression. Jason's able to identify familiar
sounds and perceive likeness and difference in size and shape. His
vocabulary development is appropriate to skills. Jason can demonstrate
"same" using objects and pictures. He also demonstrates an
understanding of not the "same" or "different:. He responds
appropriately to a request for "some" and has one-to-one correspondence

Current Level of Functioning (Continued)

for less than three items. Jason can stack three objects of different
sizes and compares using more/less relations. He can make a circle
shape although is developmentally delayed according to the Beery Test of
Visual Motor Integration. Jason is able to count objects by direction.

Extensive evaluations indicate that Jason evidences delays in most areas
of functioning. He has problems in the area of coordination and motor
functioning which will interfere with future academic learning.

Child's Name: _____ Jason _____   Area _____ Behavioral _____

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Jason will respond appropriately to familiar verbal and non verbal stimuli.	Jason will focus attention on the primary speaker using eye contact.	Use positive reinforcement	Staff Observation
	Jason will attend and respond to simple class and individual directives on initial presentation (i.e.cleanup time).	When giving directions locate yourself within close physical proximity to Jason. Give directions to him establishing eye to eye contact.	Progress reports
	Jason will attend to a directed listening activity for 5 minutes.	Positive reinforcement	

Child's Name: ___Jason___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Jason will use speech for relevant communication.	Jason will describe action by starter statements: "He is ___"; "She is ___"; eating, jumping sleeping, etc.	Use pictures – Language "See and say card" as a stimulus.	Staff Observations and progress reports
	Jason will ask and answer relevant what, why and where questions.	Link questioning to classroom situations.	Standardized Testing
	Jason will omit perseverations from spontaneous speech.	Extinguish repetitive perseverative utterances by putting finger over his mouth and saying: "Jason, No talk."	

Child's Name: ___Jason___   Area ___Academic___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Jason will improve his language arts skills.	Jason will recognize his name in all contexts.	Write child's name in many classroom locations, i.e. closet hook, chair, job chart, etc.	Staff Observations and progress reports
	Jason will learn to write his name using a multi-sensory approach.	Encourage Jason to use thick pieces of chalk and chalk boards.	Standardized Testing
		Dipping finger in water and chalk boards.	
		Making letters out of clay.	
		Trace letters on Jason's back with finger.	
		Have Jason trace sandpaper letters.	
		Develop art projects with letters.	
Jason will improve his math readiness skills.	Jason will develop one-to-one correspondence.	Encourage Jason to count children in class, cookies at snacktime and other classroom manipulatives.	Staff Observations
	Jason will develop the ability to recognize quantities beyond 1 and 2; and the numerals.	Use manipulatives; repetition of concept to the automatic stage.	Progress reports
	Jason will be assisted to develop concepts of "more", "less", "behind", "next to" and "between."	Use "hands on" experiences when teaching concepts.	
		Relate lessons to Jason's personal interests.	
		Use brief tasks.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:____Kathy_____ D.O.B.: ___3/10/80___

Age at time of IEP Development : ____4-2_____

Current Level of Functioning:

Kathy exhibits delays in all areas of development. She is aware of the other children in the class but does not initiate interactions with them. Her play is basically parallel in nature. With adult facilitation, Kathy is able to sit in a circle and join a group activity. She is beginning to put toys away with supervision and listen more attentively to stories.

Both her receptive and expressive language are delayed in form and content as evidenced via the Test of Early Language Development. Her total language age is 3-0 with scattered errors. She has difficulty giving information that is based on specific constraints and drawing inferences. Kathy's language is delayed in terms of her role in the language interaction. Delay's are also apparent when she is asked to attend to information and questions that are presented orally. Kathy has difficulty extracting and making sense of spoken information. She exhibits deficits in the communication process in reference to her ability to listen. Kathy is able to name five pictures of common objects and give her name when asked. She is able to follow one step directions. She understands the prepositions "under" and "in" and can manipulate objects according to directions.

Kathy's play is becoming more representational in nature. She uses objects and toys in a purposeful manner. She is able to complete simple puzzles and builds block towers. Kathy will attempt to dress the dolls and use the utensils in the housekeeping area to cook.

Kathy's cognitive skills as measured by the McCarthy Scales of Children's Abilities indicate a general cognitive score that is two standard deviations below the mean. Her highest scores were obtained on tasks relating to fine and gross motor performances. Tasks involving verbal, perceptual, quantitative and memory performance were more difficult for Kathy. She is able to copy a circle and can adopt to a form board reversal. Kathy can add two parts to complete a person drawing.

Kathy can turn pages of a book correctly and point to small details in pictures. At this time she does not seem to be interested or understand the concepts of color, shapes or size relationships.

Kathy appears self relient regarding self-help skills. She is toilet trained and needs minimal assistance with dressing procedures. Kathy is able to pour from a pitcher and her eating techniques are appropriate. Her delays in development necessitate continued placement in the preschool special needs class.

Child's Name: ___Kathy___   Area ___Cognitive___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Kathy will accurately perceive visual materials.	Kathy will identify colors and shapes.	Involve Kathy in art activities involving colors and shapes. Read stories emphasizing colors and shapes.	Standardized Testing
	Kathy will match and sort colors and shapes.	Use DLM color and shape sorting box.	Staff Observation
Kathy will engage in symbolic play.	Kathy will use one object to represent another.	Help Kathy expand play themes by modeling while interacting with her. Show her how to use blocks to build roads, etc.	Progress Reports
	Kathy will plan a a sequence of pre-tend events.	Reinforce the same play themes. Eventually start to bring other play themes.	

Child's Name: Kathy   Area _____ Social _____

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Kathy will play cooperatively with peers.	Kathy will share objects with others.	Model sharing behavior while interacting with child. Use positive reinforcement when Kathy does share with others.	Staff Observations
	Kathy will initiate play with others.	Adults act as a facilitator, helping Kathy initiate play with others.	Progress Reports
		Try to pair Kathy with children who are willing to play with others during activity time.	

Child's Name: ___Kathy___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Kathy will improve her receptive language.	Kathy will follow 2 step directions.	Begin by giving Kathy the same directions on a daily basis. Physically assist Kathy if she does not follow the directions independently while describing what she is doing.	Standardized Tests Staff Observations
	Kathy's attention span for stories will increase.	Start with short stories. Give Kathy positive comments while she is attending throughout the day.	Progress Reports
	Kathy will understand "wh" questions; (who,what).	Ask "wh" questions while reading stories to Kathy. Do not wait until the end of the story to ask questions.	
Kathy will improve her expressive language.	Kathy will tell how common objects are used.	Start with hands on activities using objects in various classroom areas. Use a spoon to stir during a cooking activity.	Standardized Tests Staff Observations
	Kathy will tell about immediate experiences. Encourage Kathy to share experiences during recall time.	Model the language that tells how object is being used, i.e. "I'm using the spoon to stir." Then let Kathy stir. While she's stirring ask – "What do you do with a spoon?"	Progress Reports
	Kathy will use size words.	Give alternative choice questions. If she cannot answer model size relationship words while interacting with Kathy using manipulative materials.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:____Bob_____ D.O.B.:___2/12/79____

Age at time of IEP Development :_____5-2_____

Current Level of Functioning:

Bob has been in the pre-school handicapped class for the past year. He
exhibits a severe speech delay. At times, there is evidence of
grapho-motor difficulty and short attention span. He has been described
as a "cautious child" when it comes to climbing. He has no fears when
it comes to skis, swings etc. Bob's special interests are building Lego
houses, doing puzzles and creative play using trucks and people figures.

Bob's scores on the McCarthy Scales of Children Abilities range from 2
to 3 standard deviations below the mean. His lowest scores were in the
verbal and perceptual activities. He especially had difficulty with
word knowledge, verbal memory, verbal fluency and opposite analogy
activities. The perceptual tasks which gave him the most difficulty
were drawing designs and drawing a person. Bob's scores of 3-2 on the
Visual Motor Integration Test shows a developmental lag in this area.
Bob required frequent refocusing to the task and constant repeating of
directions. He appeared to have difficulty comprehending concepts but
this would be difficult to ascertain because of his impulsiveness
and distractibility. In a group situation Bob appropriately responded
to simple questions but was unable to sustain attention through the
entire lesson. Bob can follow simple oral single commission directions.
He can listen to a short story with attention and interest, answering
questions based on the story which requires only memory. Bob is
beginning to identify some primary colors and basic shapes. He can
match shapes and pictures. His auditory perception is appropriate. Bob
recognizes his name inconsistently. His knowledge of concepts is
improving. He can initiate simple body positions and name body parts.
Bob demonstrates knowledge of one-to-one correspondence, matching items
in 2 sets. He can quantify up to 5 objects. Bob can arrange objects in
order of size.

He cuts with training scissors independently in a random fashion. In a
one-to-one setting, Bob pastes independently. Bob will do simple finger
play with prompting. His gross motor development is better on a
one-to-one level than in a group. He has improved his ability to move
his body to music.

Bob exhibits a language delay in both receptive and expressive domains.
He has difficulties with both dimensions of form and content. His
language age according to the Test of Early Language Development is 3-7.
He could name 10 pictures of common objects. He was able to repeat 5 to
6 word sentences correctly and give the name of his favorite story. He
responded to how and where questions accurately. At times Bob's speech

Current Level of Functioning (Continued)

and language performance fluctuates, making it difficult to predict
whether he is going to say something complex or simple. There is a
possibility of a neurological basis for the inconsistency.

Bob learns best in a highly individualized, flexible environment which
is structured but informal, where meaningful parts of the environment
can be used to stimulate and elicit language.

Child's Name: ___Bob___   Area ___Social/Personal___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Bob will improve his ability to concentrate and socialize appropriately.	Bob will focus on tasks.	Maintain eye contact when appropriate with speaker. Use gestural cues. Use low key, supportive but firm management with Bob	Teacher Observation
	Bob will initiate more social contacts.	Avoid confrontational correction. Correct Bob by refocusing on the required task.	

Child's Name: ___Bob___   Area ___Language___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Bob will improve his receptive language.	Bob will understand directions relating to comparative concepts.	Use manipulatives in a game situation where Bob is listening to, then following a direction involving "the big or little block", "the short or long crayon."	Standardized Testing Teacher Observation
	Bob will listen to and answer questions involving longer stories.	Use flannel board story characters. Give Bob verbal cues to help him remember.	
Bob will improve his expressive language.	Bob will define words with more accuracy.	Start with familiar objects in a surprise bag.	
	Bob will become more fluent in expressing ideas.	Bob tells all he can about familiar objects. Gradually go to pictures and then just words. Use positive reinforcement.	

Child's Name: ___ Bob ___   Area ___ Academic ___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Bob will improve his math skills.	Bob will continue to develop one-to-one correspondence.	Provide experiences with one-to-one activities during regular routine, i.e. passing out cups to classmates, giving classmates containers of glue for art projects etc.	Standardized Testing Teacher Observations
	Bob will quantify 10 objects.	Use concrete objects.	
	Bob will recognize the numerals 0 - 10.	Use concrete objects within the classroom that are meaningful to Bob rather than pictures, so that interest is maintained.	
	Bob will develop comparison skills such as big/little, short/long, etc.	Learning Center Activities such as water table, kitchen area, block area, snack or cooking time, etc. Use concrete ideas and objects.	

PRE-SCHOOL SPECIAL NEEDS PROGRAM

INDIVIDUAL EDUCATION PLAN

Name:____Ronald_____   D.O.B.:___3/15/81___

Age at time of IEP Development :_____3-5_____

Current Level of Functioning:

Ronald was originally referred because of parental concern about his lack of speech development. He is a 3½ year old little boy who appears to be at a pre-linguistic stage of language. He was unable to relate to the items on the Test of Early Language Development, showing a disinterested attitude toward the pictures or other tasks. His language lags are in both receptive and expressive areas. Task items from the REEL were administered. His receptive performance was a bit higher than expressive, falling in the fourteen to sixteen month range. He demonstrate understanding by carrying out a verbal request to select and bring some familiar object from another part of the room. He recognizes and identifies many objects or pictures of objects when they are named. He recognizes names of various parts of the body. His expressive language level falls in the ten to eleven month level. He usually vocalizes in varied jargon patterns while playing alone and initiates speech gestures games like "pat-a-cake' or "peek-a-boo." Ronald occasionally tries to imitate new words. He will occasionally indicate some needs or wants by moving an adult's hand toward the desired object. At times he will groan and cry to indicate needs or when his needs are not being met. Ronald is beginning to initiate some actions such as hand clapping but he does not sustain the action. His responses are inconsistent.

Ronald displays a limited range of emotions but his expression of these emotions is not always appropriate. There are incidents in the classroom of Ronald welling up with tears when there is no discernible cause for this reaction. At other times he expresses what appears to be frustration or unhappiness by making loud whining noises. Ronald has on occasion had an inappropriate smile on his face when scratching an adult.

Ronald will tolerate physical contact, such as holding hands or a hug, but he does not initiate it. When left on his own, Ronald flits from one corner of the room to another without obvious purpose to his behavior.

Ronald shows different degrees of anxiety from one day to the next, and he will not approach some objects or pieces of play equipment. At times he will cry or physically pull away from certain things such as a gym mat or an inflated ball.

Ronald evidences delays in his cognitive ability. Various skills from the Learning Accomplishment Profile were assessed. Ronald is at the

Current Level of Functioning (Continued)

approximate 18 month level. He could adapt a round block in a form board and overcome simple objects. He was able to obtain a peg from a bottle and attain a toy with a stick. He can point to various body parts, builds a tower of 3-4 cubes and scribbles spontaneously.

Ronald's self help skills are the least delayed. He is toilet trained and can dress and undress with a minimal amount of help.

Ronald has delays in the development of language appropriate behavior and age level socializing and relating. He is therefore classified as pre-school handicapped.

Child's Name: ___Ronald___   Area ___Behavior___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Ronald will engage in symbolic play.	Ronald will imitate actions or others.	Model adult behavior by using musical instruments and toys to encourage imitative behavior.	Standardized Testing
	Ronald will pretend to do common activities (eating, sleeping).	Encourage Ronald to play in areas of the class that would lead to pretend play, i.e. housekeeping.	Teacher Observation
	Ronald will pretend to extend beyond self (feed doll).	Model short bits of pretend play behavior with him on a daily basis.	Progress Notes

Child's Name: ___Ronald___   Area ___Communication___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Ronald will develop receptive language skills.	Ronald will understand prepositional phrases.	Model words during activity times when Ronald is directly involved in using materials.	Standardized Testing
	Ronald will point to a common object described by its use.	Play guessing games. Start with 2 items, keep adding more as Ronald becomes more knowledgeable.	Teacher Observation
	Ronald will attend for five minutes while a short story is read.	Use positive reinforcement. When interest wanes refocus by calling Ronald's name.	
Ronald will develop expressive language skills.	Ronald will use single words to indicate existence.	Model words for Ronald while he is involved in using materials.	Standardized Testing
		Start with his favorite things.	Teacher Observation
	Ronald will use single words to indicate attribution, i.e. big/little.	Repeat modeling of specific words on a daily basis.	
		Communicate with parents, making sure they know which are the target words.	

Child's Name: ___Ronald___ Area ___Social/Emotional___

GOAL:	OBJECTIVES:	STRATEGIES:	EVALUATION
Ronald will increase his ability to relate to others.	Ronald will physically seek contact with others.	Use adult and peer role models.	Teacher Observation
		Talk to Ronald about other children and what they are doing.	
	Ronald will engage in parallel play with another child.	Present Ronald with the options for physical contact without pushing it on him.	

APPENDIX C

I.E.P. COMPONENT AND QUALITY OF WRITING

QUESTIONNAIRE (DIRECTIONS AND FORM)

Directions for <u>I.E.P. Components</u> and <u>Quality</u> of <u>Writing Questionnaire</u>

You have been asked to rate the overal <u>quality</u> of five Individual Educational Plans (I.E.P.'s in terms of <u>Component</u> and <u>Quality</u> of <u>Writing</u>.

Component can be defined as specific sections that are found within the I.E.P.'s. More specifically: read each I.E.P. and react to it in a yes/no response in terms of the following question:

"Does the I.E.P. incorporate the following:

- Current level of functioning
- Long term goals
- Short term objectives
- Instructional strategies
- Suggested teaching materials
- Evaluation techniques

Quality of writing can be defined as the communication property inherent within the writing style of each I.E.P. The "quality of writing" does not deal with the <u>content</u> of each I.E.P., rather <u>the</u> <u>method of communicating</u> the content in written form.

For purposes of the study, <u>quality of writing</u> will be include:

- Flexibility of vocabulary
- Coherence
- Logical sequence
- Transitions

Think of the following while you are reading and reacting to each I.E.P., using a 5 point scale to guide your reactions in terms of <u>quality of writing</u>.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Does the writing style show a <u>flexibility of vocabulary</u>. For example are various words and patterns used to express ideas or are the same words being over used. Think about the concept of a Thesauraus when answering the question.

Is the writing style <u>coherent</u> in terms of its focus and tense shift?
For example, are ideas presented in a focused manner with tenses
used accurately and consistently throughout the written document?
Or is the quality of writing such that the focus of ideas is broken
by shifting tenses creating incoherent thought patterns?

Is there a <u>logical sequence</u> of ideas presented with the written
document; i.e. does the writing style present ideas in a logical
sequence? Do ideas flow in an understandable logical style rather
than a loose, inconsistent manner?

Does the writing style provide smooth <u>transitions</u> of thought; i.e.
are transitions of thought presented in a way that bridges one idea
to the next in a connected style rather than in a choppy,
unconnected manner?

I.E.P. <u>Component</u> and <u>Quality</u> of <u>Writing</u> Questionnaire <u>Answer</u> <u>Form</u>

I.E.P. _____

<u>Components of I.E.P.'s</u>

PLease read and react to each I.E.P. according to the following component and scale:

Current Level of Functioning	Yes	No
Long Term Goals	Yes	No
Short Term Objectives	Yes	No
Instructional Strategies	Yes	No
Suggested Material	Yes	No
Evaluation Techniques	Yes	No

Comments:_____

_____

_____

<u>Quality of Writing</u>

Please read and react to each I.E.P. according to the following element of writing:

<u>Flexibility of Vocabulary</u> - various words are used to express ideas rather than the same word being overused creating a boring style.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Coherence - ideas are presented in a focused manner with tenses
used accurately and consistently throughout the
written document.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Logical Sequence - Ideas are present in a flowing and
understandable and logical manner.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Transitions - Transitions of thought are presented smoothly,
bridging one main idea to another.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

Comments: _____

_____

_____

APPENDIX D

I.E.P. QUESTIONNAIRE AND ANSWER FORM

I.E.P.Questionnaire

Description of Child

1. I have an understanding of the child's personality, that is mannerisms, temperament and abilities.

2. I have an understanding of how the child's personality would influence his/her classroom behavior.

3. I have an understanding of how the child's handicapping condition would influence classroom behavior.

4. I have an understanding of how the child's handicapping condition could influence peer interaction within a classroom situation.

Performance Levels

5. I have an understanding of the child's language skill performance level.

6. I have an understanding of how the child's language skill level would influence classroom performance.

7. I have an understanding of the child's cognitive skill performance level.

8. I have an understanding of how the child's cognitive skill level would influence classroom performance.

9. I have an understanding of the child's motor skill performance level.

10. I have an understanding of how the child's motor skill level would influence classroom performance.

11. I have an understanding of the interrelationship between the language, cognitive and motor skill areas regarding the child's handicapping condition.

12. I have an understanding of how the interrelationship between the language, cognitive and motor skill areas would influence the child's classroom behavior.

Program Planning

13. I have an understanding of how to plan appropriate daily classroom activities for the child.

14. I have an understanding of the progress the child could make and I would be able to develop long range goals for the child.

15. I would be able to monitor the child's progress within the context of classroom activities and situations.

Program Adaptation

16. I have ideas regarding techniques or strategies compatible with the child's performance levels that could be used in the classroom situation.

17. I have ideas regarding materials compatible with the child's performance levels that could be used in the classroom situation.

18. I have an idea of how to manage the child in terms of instructional programming and delivery within the classroom setting.

I.E.P. QUESTIONNAIRE ANSWER FORM

Child's Name:_____

Directions: React to the information expressed in the I.E.P. in relation to the item content in the questionnaire. (See cover letter for more specific information).

Comments: Your comments are welcome. If they are keyed in to a specific item please write item number, i.e. #4 and then comment. If your comments are of a general nature, write them in that manner.

CODE

Item #	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	5	4	3	2	1
7	5	4	3	2	1
8	5	4	3	2	1
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
18	5	4	3	2	1

Comments:_____

_____

I.E.P. QUESTIONNAIRE ANSWER FORM

Child's Name:_____

Directions: React to the information expressed in the I.E.P. in
relation to the item content in the questionnaire. (See cover letter for
more specific information).

Comments: Your comments are welcome. If they are keyed in to a
specific item please write item number, i.e. #4 and then comment. If
your comments are of a general nature, write them in that manner.

CODE

Item #	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	5	4	3	2	1
7	5	4	3	2	1
8	5	4	3	2	1
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
18	5	4	3	2	1

Comments:_____

_____

I.E.P. QUESTIONNAIRE ANSWER FORM

Child's Name:_____

Directions: React to the information expressed in the I.E.P. in
relation to the item content in the questionnaire. (See cover letter for
more specific information).

Comments: Your comments are welcome. If they are keyed in to a
specific item please write item number, i.e. #4 and then comment. If
your comments are of a general nature, write them in that manner.

CODE

Item #	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	5	4	3	2	1
7	5	4	3	2	1
8	5	4	3	2	1
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
18	5	4	3	2	1

Comments:_____

I.E.P. QUESTIONNAIRE ANSWER FORM

Child's Name:_____

Directions: React to the information expressed in the I.E.P. in relation to the item content in the questionnaire. (See cover letter for more specific information).

Comments: Your comments are welcome. If they are keyed in to a specific item please write item number, i.e. #4 and then comment. If your comments are of a general nature, write them in that manner.

CODE

Item #	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	5	4	3	2	1
7	5	4	3	2	1
8	5	4	3	2	1
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
18	5	4	3	2	1

Comments:_____

APPENDIX E

I.E.P. QUESTIONNAIRE (FIRST DRAFT) AND

QUESTIONNAIRE EVALUATION FORM

I.E.P.Questionnaire (First Draft)

(This questionnaire contains the items only. The rating scale format
has to be added.)

Description of Child

1. I have an understanding of the child's personality.

2. I have an understanding of how the child's personality would
   influence his/her classroom behavior.

3. I have an understanding of how the child's handicapping condition
   would influence classroom behavior.

4. I have an understanding of how the child's handicapping condition
   could influence peer interaction within a classroom situation.

Performance Levels

5. I have an understanding of the child's language skill performance
   level.

6. I have an understanding of how the child's language skill level would
   influence classroom performance.

7. I have an understanding of the child's cognitive skill performance
   level.

8. I have an understanding of how the child's cognitive skill level
   would influence classroom performance.

9. I have an understanding of the child's motor skill performance
   level.

10. I have an understanding of how the child's motor skill level would
    influence classroom performance.

11. I have an understanding of the interrelationship between the
    language, cognitive and motor skill areas in regards to the child's
    handicapping condition.

12. I have an understanding of how the interrelationship between the
    language, cognitive and motor skill areas would influence the
    child's classroom behavior.

Program Planning

13. I have an good understanding of how to plan appropriate daily classroom activities for the child.

14. I have a good understanding of the progress the child could make and I would be able to develop long range goals for the child.

15. I would be able to monitor the child's progress within the context of classroom activities and situations.

Program Adaptation

16. I have some ideas of techniques or strategies compatible with the child's performance levels that could be used in the classroom situation.

17. I have some ideas of materials compatible with the child's performance levels that could be used in the classroom situation.

18. I have some idea of how to manage the child in terms of instructional programming and delivery.

QUESTIONNAIRE EVALUATION FORM

<u>Purpose</u>   – The purpose of the survey is to gather opinions from professionals involved with pre-school handicapped children regarding the <u>clarity</u> and <u>validity</u> of items contained on the I.E.P. questionnaire.

All data from this survey which appear in reports will be presented anonymously. Your help in evaluating the I.E.P. questionnaire is greatly appreciated.

<u>Identification Data</u>

       Your Name _____

       Position _____

       Type of experience you have had with pre-school
       handicapped children and/or I.E.P.'s. _____

       _____

       _____

<u>Directions</u> – Please read each item carefully. Critique each item for <u>clarity</u> and <u>validity</u> on the appropriate scales. Also include comments related to items you feel are necessary for purposes of this study.

<u>Definitions</u>
    <u>Clarity</u> of items refers to understanding the language and ideas
    expressed in the items.

    <u>Validity</u> of items refers to the importance of the items in rela-
    tionship to this study's objectives. Is this a valid component to
    look for in an I.E.P. for a teacher of pre-school handicapped
    children?

Example: Item 7 taken from the I.E.P. questionnaire.

<u>7. I have an understanding of how the child's cognitive skill level</u>
<u>would influence classroom behavior.</u>

<u>Clarity</u> – Apply the question – "I understand the language and ideas
expressed in this item."

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

<u>Validity</u> – Apply the question – "I feel this item contains an important
component(s) that I.E.P.'s need in order to be useful tools to
pre-school teachers of handicapped children."

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

EVALUATION FORM

Item Number	Clarity	Validity	Comments
1.	5 4 3 2 1	5 4 3 2 1	
2.	5 4 3 2 1	5 4 3 2 1	
3.	5 4 3 2 1	5 4 3 2 1	
4.	5 4 3 2 1	5 4 3 2 1	
5.	5 4 3 2 1	5 4 3 2 1	
6.	5 4 3 2 1	5 4 3 2 1	
7.	5 4 3 2 1	5 4 3 2 1	
8.	5 4 3 2 1	5 4 3 2 1	
9.	5 4 3 2 1	5 4 3 2 1	
10.	5 4 3 2 1	5 4 3 2 1	
11.	5 4 3 2 1	5 4 3 2 1	
12.	5 4 3 2 1	5 4 3 2 1	
13.	5 4 3 2 1	5 4 3 2 1	
14.	5 4 3 2 1	5 4 3 2 1	
15.	5 4 3 2 1	5 4 3 2 1	
16.	5 4 3 2 1	5 4 3 2 1	
17.	5 4 3 2 1	5 4 3 2 1	
18.	5 4 3 2 1	5 4 3 2 1	

Add/Delete

APPENDIX F

COVER LETTER AND WRITTEN CONSENT FORM

December 5, 1984

Dear Pre-School Special Needs Educator,

You are probably wondering what all this is about? Because of the
nature of your professional work, you are being asked to participate in
a research study related to Individual Educational Plans (I.E.P.'s)
designed for pre-school special needs children. You are the person who
is DIRECTLY involved in working with the pre-school special needs child.
On a daily basis, you are responsible for carrying out I.E.P. goals and
objectives. You are the one who has to be concerned about the child's
performance levels in order to develop workable instructional strategies
and materials for program planning and adaptations. It's your reactions
that I need to meet the purposes of my doctoral study. Currently I'm a
doctoral candidate working as a learning consultant on a pre-school
special needs team involved in assessment and I.E.P. development.

Within the envelope you will find:

1. 4 I.E.P.'s
2. A biodemographical questionnaire
3. An I.E.P. questionnaire with 4 answer forms matching
   the I.E.P. names.
4. A written consent form

I would truly appreciate it if you would do the following:

First, fill in the biodemographical questionnaire.

Second, read the items on the I.E.P. questionnaire.

Third, read all 4 I.E.P.'s to get a sense of comparison. While
reading, think about each I.E.P. in terms of how much it tells you about
the description of the child and his/her performance levels. Look for
and think about ideas expressed for program planning and adaptations.
Please read and think comparatively about all 4 I.E.P.'s before reacting
to each one individually on the questionnaire answer sheet.

Fourth, after making a mental comparison of the 4 I.E.P.'s, read
each one again reacting to the ideas expressed in relationship to
specific items on the I.E.P. questionnaire.

For example: Item # 6 - I have an understanding of how the child's
language skill level would influence classroom performance.

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

After reading and thinking about the total I.E.P., circle the number on
the I.E.P. questionnaire form which you feel reflects the information
expressed in a particular I.E.P. in relation to the item content on the
questionnaire.

For example, after reading and reflecting about the ideas expressed in the whole I.E.P. you may "strongly agree" (5) or "disagree" (2) that the information given would help you, as the child's teacher, understand how the child's language level would influence his/her classroom performance. Read and react to each I.E.P. circling your responses on the corresponding answer form. Please make sure that the I.E.P. you are reacting to matches the name on the I.E.P. Questionnaire Answer Form.

Fifth, please read and sign the written consent form. It's the University's requirement.

Finally, let me say "thank you" for participating in the research. If you have any questions call me at 256-3603 (Home telephone).

To participate in the study, please make sure the following are in the return envelope and returned by January 11, 1985:

- the biodemographical questionnaire
- 4 I.E.P. questionnaire answer forms
- written consent form

Thanks again for participating.

Sincerely,

Valerie Coggia

Valerie Coggia

<u>Written</u> <u>Consent</u> Form

My name is Valerie Coggia, I am currently a doctoral candidate
attending the University of Massachusetts, Amherst and conducting
research for my doctoral dissertation. I would like you to participate
in the research because of the nature of your work. I'm asking teachers
of pre-school children to read 4 I.E.P.'s (Individual Education Plans)
and react to specific information on a questionnaire. The I.E.P.'s are
from school districts outside of Essex County. Through my research I'm
trying to find out information relating to the usefulness of I.E.P.'s.
Since you are a teacher and directly involved working with children and
implementing programs, your input is both necessary and crucial. It's
also important to fill out a short bio-demographical questionnaire to
obtain further information.

In order to insure your anonymity and to protect your rights and
welfare, you will not be required to sign the questionnaire forms or to
name your place of work. All individual comments will be kept
confidential. Results of the study will be reported in terms of trends
and patterns, not specific individual remarks.

I expect that the results of the study will highlight useful components
of I.E.P.'s thus helping to improve the quality of education for
pre-school special needs children. The findings of the study will be
reported in the dissertation and also in an article written in <u>The</u>
<u>Learning Consultant</u> which is the research journal of the Association of
<u>Learning Consultants</u>. I will be willing to answer further questions you
may have regarding the study within the limits of the research
objectives, If at any time you would like to discontinue participation
in the research you may without prejudice to you as a person.

                              Valerie Coggia
                              University of Massachusetts
                              Department of Future Studies
                              Amherst, Massachusetts 01003

I do consent to participate in the research.

                    _____
                    Participant's signature
                              .

APPENDIX G

FOLLOW - UP LETTERS

Valerie Coggia
104 Stephanie Drive
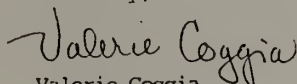N. Caldwell, New Jersey 07006

January 3, 1985

Dear Preschool Special Needs Educator,

We met on December 5th at a county-wide meeting of Pre-School Special Needs
Teachers at Edgemont School in Montclair. I spoke to you about your role in
I.E.P. research related to my doctoral project. At that time you received a
packet containing I.E.P.'s, and questionnaires.

I realize that your time is very valuable, however, I also believe that as a
professional educator you recognize the importance of your feedback to my study.
I would truly appreciate your help and ask that you take the time to respond as
soon as possible.

Thank you for your cooperation. If you have any questions or concerns, please
call me at my home: 256-3603.

Sincerely,

Valerie Coggia

Valerie Coggia

Valerie Coggia
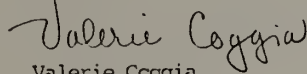104 Stephanie Drive
N. Caldwell, New Jersey 07006

January 3, 1985

Dear Preschool Special Needs Educator,

Recently, I sent you a packet containing I.E.P.'s and questionnaires. They are all part of research related to my doctoral project. As of yet, I have not received any response from you. I realize that your time is very valuable, however, I also believe that as a professional educator you recognize the importance of your feedback to my study. I would truly appreciate your help and ask that you take the time to respond as soon as possible.

Thank you for your cooperation. If you have any questions or concerns, or if you have not received the packet, please call me at my home: 256-3603.

Sincerely,

Valerie Coggia

Valerie Coggia

Valerie Coggia
104 Stephanie Drive
N. Caldwell, New Jersey 07006
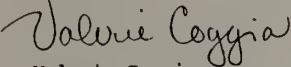
January 16, 1985

Dear

I am writing this letter to again ask you for your cooperation in participating
in my doctoral research. So far, I've received completed questionnaires from 18
of your colleagues. I'm still hoping to hear from you. Your reactions are very
important for the study. If you have misplaced the packet of information call
256-3603. I'll be happy to send another packet out or bring it to your school.

The next meeting of the Essex County Pre-School teachers will be Tuesday,
February 5. Therefore, you have a few extra weeks to respond.

Hoping to hear from you soon.

                              Sincerely,

                              Valerie Coggia

                              Valerie Coggia