

## Individualized Goals

### **PURPOSE:**

Individualized goals are developed with the parent using information gathered from screening, assessments, and observations. These goals identify specific developmental tasks/skills the children have not yet mastered, to ensure that children progress in their skills across the eight developmental outcomes domains. These domains are: Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Perceptual, Motor, and Physical Development. The classroom staff refers to these goals when writing lesson plans and planning activities to ensure that opportunities are available for children to participate in appropriate learning activities through which the goals can be obtained.

### **PROCEDURE:**

1. Teachers and CFAs begin developing goals in September (or the first month the child enters the Head Start program) based on initial observations of the child, information gathered from the parent through the ASQ, ASQ-SE, DECA (where applicable,) and the IFSP (where applicable.)
2. Goals will be developed with input from the parent, ensuring that they are developmentally appropriate for the child's current skill/ability level.
3. To ensure that individualized goals cover all twelve domains, the Teacher/CFA should:
  - a) have 3 goals (minimum) written each month;
  - b) ensure that goals address at least 4 domains per month
  - c) ensure that all outcomes domains are addressed, at a minimum, at least once during a program year.
4. Children's goals will be documented using the Individualized Goal Tracking sheet.
5. Teachers and CFAs (with teacher assistants) will note child's progress as observed and with input from applicable center staff (e.g. Teacher Assistant, cook, bus driver,) with Teachers/CFAs updating TS Gold at least once per week, per goal.
6. Individualized goals are revised monthly as progress is made and objectives are met. This may include revising existing goals or writing new goals to reflect children's progress or developmental needs.
7. Children's progress is reviewed with parents during home visits and during parent-staff conferences and as necessary and included in each child's portfolio by including observations, samples of work, pictures, etc.