



**Gogebic-Ontonagon Intermediate School District  
Special Education  
Center-Based Program Placement Guidelines**

**Approved by the GOISD Board of Education on December 18, 2013**

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## Available GOISD Center-Based Programming

The GOISD operates Early Childhood Special Education Classroom Programs, Early Childhood Special Education Non-Classroom Programs, and Moderately Cognitive Impaired Classroom Programs to GOISD students as placed by their Individualized Education Plan (IEP) teams.

The following guidelines were developed in order to assure that placement decisions are in compliance with Least Restrictive Environment (LRE) obligations and that all appropriate options in regard to providing students with a Free and Appropriate Public Education (FAPE) have been considered prior to the placement of students into center-based programs.

### Assumptions:

1. Academic instruction in the four core curriculum areas (English Language Arts, Mathematics, Science, and Social Studies) that leads to a high school diploma can best be accomplished in the general education curriculum in the resident district.
2. Placement in special classrooms, separate schooling, or other removal of students from the regular education environment is considered on an individual student basis through the IEP process.

The purpose of the GOISD center-based programs is to offer students who require a greater level of educational service an opportunity to learn and practice essential skills.

### Levels of Cognitive Impairment Guidelines

The GOISD center-based programs were created for students with moderate to severe cognitive impairments.

IQ Score	Standard Deviation	Level of Impairment	Description (School Age: 6-21 years)
32.5-60	3-4.5	Moderate Cognitive Impairment*	Can learn functional academic skills to approximately 4 <sup>th</sup> grade level by late teens if given special education.
Below 32.5	4.5+	Severe Cognitive Impairment*	Can talk or learn to communicate; can be trained in elemental health habits; cannot learn functional academic skills; profits from systematic habit training.

\*Eligible for placement in the GOISD MoCI center-based program.

Students in the MoCI programs have opportunities to learn and practice pre-academic skills, basic life skills, work on fine and gross motor activities as well as speech and language needs. When students reach middle school/high school level, they begin to engage in prevocational tasks and working on becoming more independent in the basic skills area. IEP teams should be aware that the MoCI program is designed so that students receive a certificate of completion from the GOISD upon completion of their education or at age 26 years.

## Moderately Cognitively Impaired Classroom Descriptions

### Primary Goals:

- Continue developing visual communication systems/communication skills
- Promote independence (self-care, mobility, work)
- Academic progress
- Appropriate behavior/social skills

MI-ACCESS Supported Independence Level	Follows personal care routines with limited to no adult support	Participates in work systems to develop independent skills
Limited to strong communication	Participate in the extended general ed. and ULS curriculum	Frequent problem behaviors, often dangerous to self or other, with positive behavior support plan in place
Need for constant adult supervision due to behavior	Functioning as if they have a moderate cognitive impairment	Require numerous sensory breaks throughout the day
Can follow routines or simple directions without help	Ability to engage in small or large group instruction/activity with supervision, visual supports and/or prompting	

## Regular Entry into Center-Based Programs

The items listed below must have been implemented and documented prior to students being considered for placement in one of the center-based programs. It is essential that the parent and local district administration have been informed of the consideration of center-based placement and are aware of the scheduled staffing with the center-based staff. This should be documented in the informed consent process (e.g. review of existing evaluation data, student assistance team documents, response to intervention process).

### Instruction Implemented and Documented by Local Districts

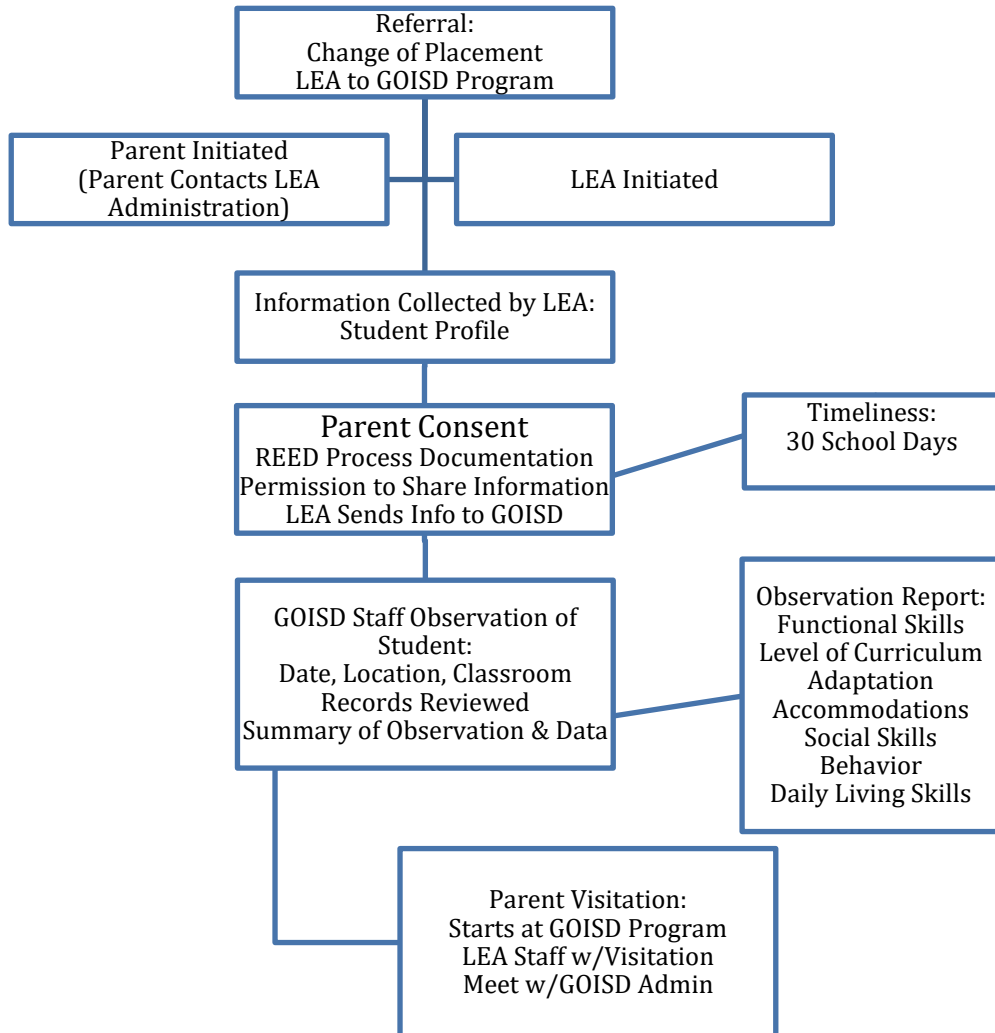
1. Student is placed in the local school program and is receiving special education support for **75% or more** of their day. Reason: When moving to the substantially restrictive setting of the center, the local district must first provide the student with the maximum support available for special education within the LEA (local district). Examples of such support may include: 1:1 aide, co-taught classes and resource room services.
2. If behavioral issues are the primary concern, specific behaviors and incidents have been documented through the FBA/BIP process over an extended time (90 day minimum as per Michigan Monitoring Standards).

#### And

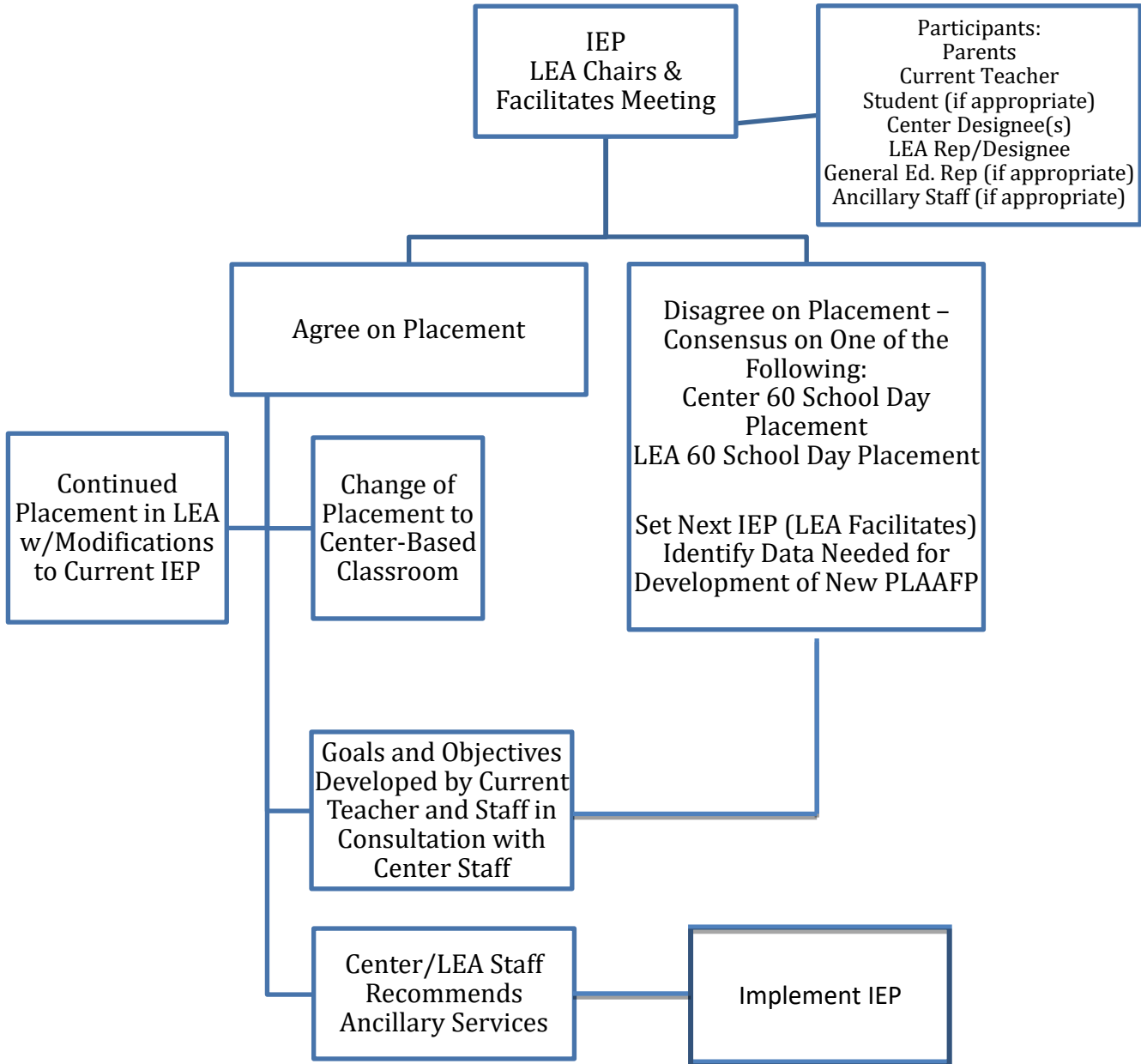
Tier I, II, and III behavioral instructional strategies have been implemented and the lack of response to the interventions is well established.

Use the GOISD Center-Based Entry Request Form (see Appendix A) to document the guidelines listed above. This form must be completed and submitted to the GOISD Administration one week prior to staffing for any student that is being considered for placement in a GOISD center-based program. GOISD special education staff and the director will review the documentation within a one-week time period in order to recommend additional alternatives (if appropriate). Exceptional circumstances and emergency placements will be considered on a case by case basis in joint consultation with the GOISD Special Education Director. The local district and GOISD staff will make recommendation for placement at a formal child study meeting. The final determination for placement will be made at the IEPT meeting with parental involvement. Please see the following flow chart for specific steps on student placement.

Process-LEA (local district) to Center Program  
Step 1- Information Collection



Process-LEA (local district) to Center Program  
Step 2 – Individualized Educational Program (IEP)



## Expedited Entry into GOISD Center Programs

### Procedure:

1. Student arrives at the local district and there is evidence that the student's most recent placement was long-term in:
  - a. Another center-based program
  - b. Residential treatment program
  - c. Other alternative restrictive placement
2. Local district staff follows up with the previous placement staff and at a minimum ask the contact questions contained in Appendix A.
3. Local district staff completes a request for records form, obtain parent signature and have form sent to previous placement.
4. Local district superintendent or principal contacts the GOISD to request an expedited staffing.  
\*If parents initiate the first contact, they will be referred back to their local district.
5. Upon recommendation of GOISD center-based team, the GOISD Special Education Director may approve a 30 day placement.



**Appendix A**  
**GOISD Center-Based Entry Request Form**  
**Consideration for Change in Placement Request to Center-Based Program**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Eligibility: \_\_\_\_\_

District: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Most Recent IEP Date: \_\_\_\_\_ Most Recent MET Date: \_\_\_\_\_

Special Education Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reason for Request (check all that apply):**

- Academic Progress       Improved Behavior       Improved Social Skills       Improved Medical Status  
 Lack of Academic Progress       Decline in Behavior       Decline in Social Skills       Declining Health

**Student Profile**

<b>1. Strengths</b>	
<b>2. Needs</b>	
<b>3. Sensory Sensitive's</b>	<b>Sensitive's:</b> <b>Sensory Tools:</b>
<b>4. Reinforcers (include specific phrases)</b>	
<b>5. Triggers (include specific phrases)</b>	
<b>6. Safety/Supervision Needs</b>	
<b>7. Communication Method</b>	
<b>8. Medical/Health Concerns</b>	
<b>9. Current Medications</b>	
<b>10. Behavior of Concern</b>	
<b>11. Current Student Eligibility Category</b>	
<b>12. Outside Agency Involvement</b>	

**Family Information**

<b>Parents Name</b>	
<b>Address &amp; Phone</b>	
<b>Parent Communication (preferred method)</b>	

**Current Placement Information**

<b>General Education</b>	<b>Subjects:</b>	<b>Time:</b>
<b>Special Education</b>	<b>Subjects:</b>	<b>Time:</b>
<b>Paraprofessional Support</b>	<b>Subjects:</b>	<b>Time:</b>
<b>Special Ed. Services (speech, OT, PT)</b>	<b>Type:</b> <b>Type:</b> <b>Type:</b>	<b>Frequency:</b> <b>Frequency:</b> <b>Frequency:</b>
<b>Other Classes and Activities (e.g. music therapy, adapted PE, swimming, community based instruction, school job)</b>	<b>Type:</b> <b>Type:</b> <b>Type:</b> <b>Type:</b>	<b>Frequency:</b> <b>Frequency:</b> <b>Frequency:</b> <b>Frequency:</b>

**Curriculum**

<b>Subject</b>	<b>Program/Instructional Method/Level of Progress</b>	<b>Grade Level of Functioning Level</b>
<b>Reading</b>		
<b>Math</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<b>Life Skills/Functional</b>		
<b>Social Skills</b>		

**Modifications/Accommodations**

- Effectiveness Scale**    1 = Absolutely Necessary – Do Not Remove  
                                   2 = Necessary  
                                   3 = In Place, Not Needed Every Day, But Shouldn't Be Removed  
                                   4 = In Place, Effectiveness Determined

<b>Modification</b>	<b>Describe How It Is Used &amp; When</b>	<b>Effectiveness</b>
<b>Accommodations</b>	<b>Describe</b>	<b>Effectiveness</b>

**Prompting Level Needed for Common Activities**

<b>Activity</b>	<b>Prompting Type Needed (circle one)</b>				<b>State Frequency Range (e.g. 3-5 prompts)</b>
<b>1 Step Directions</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Navigating the School Building</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Sitting During Instruction</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Taking Care of Personal Needs</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Navigating the Classroom</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Bus to Classroom</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	
<b>Completing a Task</b>	<b>Verbal</b>	<b>Visual</b>	<b>Partial Physical</b>	<b>Full Physical</b>	

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## Supports

Effectiveness Scale    1 = Absolutely Necessary – Do Not Remove  
                                   2 = Necessary  
                                   3 = In Place, Not Needed Every Day, But Shouldn't Be Removed  
                                   4 = In Place, Effectiveness Determined

Support	Describe How It Is Used and When	Effectiveness
<input type="checkbox"/> Interactive Visual Schedule		
<input type="checkbox"/> Work System		
<input type="checkbox"/> First/Then Visual		
<input type="checkbox"/> PECS		
<input type="checkbox"/> Augmentative Comm. Device		
<input type="checkbox"/> Other		
<input type="checkbox"/> Sensory Tools		
<input type="checkbox"/> Scheduled Breaks		
<input type="checkbox"/> Sensory Diet		
<input type="checkbox"/> Other		
<input type="checkbox"/> Social Skills Stories		
<input type="checkbox"/> Social Stories		
<input type="checkbox"/> Peer Pairing/Modeling		
<input type="checkbox"/> Para Facilitator		
<input type="checkbox"/> Other		
<input type="checkbox"/> Visual Rules		
<input type="checkbox"/> Environmental Structure		
<input type="checkbox"/> Token Economy		
<input type="checkbox"/> Behavior Support Plan		
<input type="checkbox"/> Other		
<input type="checkbox"/> Toileting		
<input type="checkbox"/> Feeding		
<input type="checkbox"/> Positioning		
<input type="checkbox"/> Other		

**Bathroom Independence**

- Toilet Trained
- Wears Pull-Ups
- Wears Diapers, Needing an Adult to Change Diaper

For each bathroom step, please circle the level of support most typically needed for this student:

Initiates	Door Closed	Pants Down	Sit / Stand	Urinate / BM	Wipes	Pull-Up: Off	Pull-Up On	Pants Off	Pants On	Pants Up	Flush	Come Out
I	I	I	I	I	I	I	I	I	I	I	I	I
G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V	G/V
PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP	PP
FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP	FP
R	R	R	R	R	R	R	R	R	R	R	R	R

\*Shaded areas are for pull-up wearers only.

I = Independent                      G/V = Gestural/Verbal Prompt                      PP = Partial Physical Prompt  
 FP = Full Physical Prompt                      R = Resistance/Refusal

**Transportation**

Does the student need special transportation? \_\_\_\_\_

Seating Placement Needs \_\_\_\_\_

Special Equipment \_\_\_\_\_

Medical Needs \_\_\_\_\_

Other Needs \_\_\_\_\_

How will we know the student is ready to return to a less restrictive placement (local)?

Please list up to three measurable goals, including criteria and how long it should be maintained before we consider the goals met and call a team meeting to discuss possible change in placement. The GOISD staff will focus on improving these areas in order to help the student be able to return to a less restrictive setting.

Goal	Criteria	How Long?
1.		
2.		
3.		

**Transition Information**

**Supports**

**Effectiveness Scale**    **1 = Absolutely Necessary – Do Not Remove**  
                                  **2 = Necessary**  
                                  **3 = In Place, Not Needed Every Day, But Shouldn't Be Removed**  
                                  **4 = In Place, Effectiveness Determined**

<b>Support</b>	<b>Describe How It Is Used and When</b>	<b>Effectiveness</b>

**Description of Work Experience**

<b>Location</b>	<b>Job Duties</b>	<b>How Long?</b>	<b>Level of Support*</b>	<b>Preferred?</b>

**\*Level of Support**

**1 = Independence**                      **2 = Passive Supervision Needed**  
**3 = Frequent Direction**              **4 = Full Support for All Work**

**APPENDIX B**  
**Documents Included**

**ALL Referrals:**

- Last 2 IEPs
- Current MET
- Academic Assessments/Progress Graphs Attached
- Current Report Card
- Other: \_\_\_\_\_
- Transition Plan (16+)
- ESTR Assessment (16+)
- Work Experience Assessments (16+)

**Behavior Referrals (additional information needed):**

- Last 2 FBAs
- Last 2 BIPs
- Graphed Data Showing Intervention Change Lines
- Target Behavior Clearly Defined
- Copy of Check Sheet/Token Economy/Behavior Supports Used
- Other: \_\_\_\_\_

Signature of Staff Member Submitting Request: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

**GOISD OFFICE USE ONLY**

Date Received: \_\_\_\_\_ Local Admin Contacted: \_\_\_\_\_

Administrator Contact Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

- Approved to Proceed to Team Meeting

Questions for the Team:

Paperwork Sent To: \_\_\_\_\_

Change in Placement Team Decision:

Placement (per IEP): \_\_\_\_\_ Start Date: \_\_\_\_\_

**Action Plan for Smooth Change in Placement (Completed by sending teacher with team)**

Who	Does What	By When

**Follow Up (To be completed after follow-up conversation/phone call)**

**Sending Teacher Follow-Up Date:** \_\_\_\_\_

- Observation**
- Phone Call**

**Comments:**

**Sending Teacher Signature:** \_\_\_\_\_

**Date Turned Into Administrator:** \_\_\_\_\_



**APPENDIX C**  
**45 Minute Change in Placement Meeting (Staffing)**  
**Meeting Mechanics Process Summary**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Attendance:**

**Strengths & Dreams (5 minutes):**

**Possible Placement Options (2 minutes):**

- GOISD ECSE Classroom     GOISD MOCI Classroom     LEA Resource Room

**Placement Benefits and Challenges (20 minutes):**

**Option 1:** \_\_\_\_\_

<b>Social</b>	+	
	-	

<b>Academic</b>	+	
	-	

<b>Behavior</b>	+	
	-	

<b>Functional</b>	+
	-

<b>Health</b>	+
	-

<b>Sensory</b>	+
	-

<b>Level of Support</b>	+
	-

Option 2: \_\_\_\_\_

<b>Social</b>	+
	-

<b>Academic</b>	+
	-

<b>Behavior</b>	+
	-

<b>Functional</b>	+
	-

<b>Health</b>	+
	-

<b>Sensory</b>	+
	-

<b>Level of Support</b>	+
	-

<b>Brainstorm (8 minutes)</b>	<b>Cluster/Prioritize (10 minutes)</b>
<b>Barriers (6 minutes)</b>	<b>Resources</b>

**Placement Recommendation to the IEP Team:**

- GOISD ECSE Classroom     GOISD MOCI Classroom     LEA Resource Room

**Assign Responsibilities (5 minutes):**

Refer to the appropriate Change in Placement Flowchart

Who	Will do What	By When	Status: Follow-up Liaison

**Follow-up Meeting:** \_\_\_\_\_

## **APPENDIX D**

### **Ancillary Supports**

The GOISD has additional staff members that provide essential support to the teachers and student access to the curriculum:

**Speech Therapist:** Addresses the communication needs of students as part of a multidisciplinary team. Speech therapists may work directly with some students, but is more likely to do group instruction as part of the larger teaching teams and/or to provide consultative support to teachers and the educational team supporting each student. Speech therapists assist with identifying alternative communication techniques and tools to facilitate student communication and participate in instructional activities.

**Occupational Therapist:** Addresses the fine motor and sensory needs of students as part of a multidisciplinary team. Occupational therapists may work directly with some students, but is more likely to do group instruction as part of the larger teaching team and/or consult with the teacher to facilitate instruction of fine motor and/or sensory activities within the classroom.

**Physical Therapist:** Addresses the gross motor and mobility needs of students as part of a multidisciplinary team. Physical therapists may work directly with some students, but is more likely to provide consultative support to teachers and the educational team supporting each student.

Occupational and physical therapists also work on appropriate seating and positioning for students who use wheelchairs and/or who require alternative seating/positioning in order to access classroom activities/curriculum.

**School Psychologist, School Social Worker, Teacher Consultant, Behavioral Consultant:** Are available as needed for evaluations, behavior consultations, staff/parent support, presentations of various special education topics.

**APPENDIX E  
Inclusion Rubrics**

Student: \_\_\_\_\_

GOISD Placement: \_\_\_\_\_ Grade: \_\_\_\_\_

**Inclusion Rubric (Data for use by IEPTs)**

**Purpose of Inclusion: The Philosophy of the GOISD center-based programs is to support students who have the ability to increase their social and academic skills to achieve as much functional independence as possible.**

**Inclusion Rubric for social skills inclusion in group situations such as gym, art and/or music.**

<b>3</b>	<b>Independently conducts self in ways that are safe and appropriate to group situations (Consider LEA placement).</b>
<b>2.5</b>	<b>Often independently conducts self in ways that are safe and appropriate to group situations (Consider LEA placement with supports).</b>
<b>2</b>	<b>With occasional adult assistance conducts self in ways that are safe and appropriate to group situations (Consider inclusion).</b>
<b>1.5</b>	<b>Needs significant adult assistance to conduct self in ways that are safe and appropriate to group situations (Consider inclusion with supports).</b>
<b>1</b>	<b>Needs 1-1 adult assistance to conduct self in ways that are safe and appropriate to group situations (Consider center classroom instruction).</b>
<b>.5</b>	<b>With 1-1 assistance occasionally conducts self in ways that are safe and appropriate to group situations (Consider center classroom instruction).</b>
<b>0</b>	<b>With 1-1 assistance seldom conducts self in ways that are safe and appropriate to group situations (Consider center classroom instruction).</b>

**Data and Comment Section:**

**Recommendations for Social Skills Instruction:**

Provided in Center Classroom

Provided in (Circle: Gym, Art, Music, Other)

**Decision Making Rubric for GOISD students when looking at inclusion in the general education academic setting (ELA Inclusion).**

**When provided classroom instruction:**

<b>3</b>	<b>Student independently demonstrates grade level content expectations for his/her grade level including reading, writing, speaking and listening and viewing (Consider LEA placement).</b>
<b>2.5</b>	<b>Often independently demonstrates grade level content expectations for his/her grade level including reading, writing, speaking and listening and viewing (Consider LEA placement).</b>
<b>2</b>	<b>With occasional adult assistance, demonstrates grade level content expectations for his/her grade level including reading, writing, speaking and listening and viewing (Consider inclusion).</b>
<b>1.5</b>	<b>Needs significant adult assistance to demonstrate grade level content expectations for his/her grade level including reading, writing, speaking and listening and viewing (Consider inclusion with supports).</b>
<b>1</b>	<b>Needs 1-1 adult assistance to demonstrate content expectations two or more grade levels below same age peers including reading, writing, speaking and listening and viewing (Consider center classroom instruction).</b>
<b>.5</b>	<b>With 1-1 adult assistance, rarely demonstrates content expectations three or more grade levels below same age peers including reading, writing, speaking and listening and viewing (Consider center classroom instruction).</b>
<b>0</b>	<b>With 1-1 adult assistance, seldom or never demonstrates grade level content expectations including reading, writing, speaking and listening and viewing (Consider center classroom instruction).</b>

**Data and Comment Section:**

**Recommendations for Academic Instruction (ELA):**

- Provided in Center Classroom   
  Provided in Resource Room   
  Provided in Gen Ed Setting

**Decision Making Rubric for GOISD students when looking at inclusion in the general education academic setting (Math Inclusion).**

**When provided classroom instruction:**

<b>3</b>	<b>Student independently demonstrates grade level content expectations for his/her grade level including, number and operations, algebra, measurement, geometry, Data and Probability (Consider LEA placement).</b>
<b>2.5</b>	<b>Student often independently demonstrates grade level content expectations for his/her grade level including, number and operations, algebra, measurement, geometry, Data and Probability (Consider LEA placement).</b>
<b>2</b>	<b>With occasional adult assistance, demonstrates grade level content expectations for his/her grade level including, number and operations, algebra, measurement, geometry, Data and Probability (Consider inclusion).</b>
<b>1.5</b>	<b>Needs significant adult assistance to demonstrate grade level content expectations for his/her grade level including, number and operations, algebra, measurement, geometry, data and probability (consider inclusion with supports).</b>
<b>1</b>	<b>Needs 1-1 adult assistance to demonstrate grade level content expectations two or more grade levels below same age peers (consider center classroom instruction).</b>
<b>.5</b>	<b>With 1-1 adult assistance, rarely demonstrates content expectations three or more grade levels below same age peers (consider center classroom instruction).</b>
<b>0</b>	<b>With 1-1 adult assistance, seldom or never demonstrates grade level content expectations for his/her grade level (consider center classroom instruction).</b>

**Data and Comment Section:**

**Recommendations for Academic Instruction (Math):**

Provided in Center Classroom    
  Provided in Resource Room    
  provided in Gen Ed Setting



## Early Childhood Special Education (ECSE) Programming

### Entry guidelines for students transitioning from Early On to ECSE:

1. The Early On Coordinator will schedule interagency meetings 1 time per year specifically for the discussion of transitioning children (along with additional transition discussions at regularly scheduled interagency meetings).
2. The Early On Coordinator will notify ECSE providers of transition planning meetings. Local Superintendents will receive notification of transition planning conferences for all Part B eligible children. The district Superintendent will be notified and encouraged to attend or assign a designee to participate in the transition conference.
3. Transition plans must be in place 90 days prior to a child turning 3 years old and will include a classroom visit to ECSE.
4. An electronic file transfer will occur at the point of transition from part C to B.
5. All Part B eligible children transitioning from Part C will have an initial IEP in EdPlan prior to age 3.

### Entry guidelines for all students (Early On and local preschool) transitioning into ECSE:

For all children being referred to ECSE, the referring program must provide:

- Facilitation of a visit to the ECSE classroom for the parents
- A copy of the latest MET and IEP/IFSP

\*Michigan law also requires that a birth certificate and shot record be on file with the GOISD prior to entrance in an ECSE program.

### Exit from ECSE:

Before a student exits the ECSE program, an IEP will be held in coordination with the receiving program which describes the nature and severity of the students' disability including factors related to behavior, health and safety. The IEP will also detail:

- Supplementary aids and services needed in general education
- Evidence of degree of progress towards goals in previous placement
- Explanation of rationale for IEP placement decision
- Description of parent/student preferences related to placement and other issues

It is the receiving district's responsibility to provide notice for the delivery of special education programs and services offered.

### Early Childhood Special Education Classroom Descriptions

Primary Goals:

- Continue developing levels of visual communication systems/communication skills
- Ability to learn in small groups (3-4 children) or whole groups (7-10 children)
- Develop play skills

- Potty training/personal care skills

Needs adult support	Beginning awareness of peers	Redirected from self-stimulation or receptive to sensory tools
Ability to initiate communication	Interacts with peers and adults	Developing pre-K emotional maturity
Parallel play is emerging and established	Redirected from physical aggression to desired behavior or a behavior plan is in place	Lack of or some previous school experience
Appropriate play with toys, interactive play is emerging	Engages in small or large group instruction with adult support	Beginning to develop the ability to follow personal care routines with supports