

**STARNET Region II, A Division of The Center: Resources for Teaching and Learning
Student Learning Objective**

General Information

Academic Year	2017-2018
Educator Name	Example Teacher
Course/Subject	Social Emotional
Grade Level	Early Childhood Special Education
Interval of Instruction	9/30/17- 1/11/18
Initial Approval Date	9/15/17
**Midcourse Check-in Date	11/16/17

**Revised growth targets can be completed after the first trimester (once more data is available) based on student progress monitoring and attendance so as consistent with District PERA agreement.

Element 1: Learning Goal

Learning Goal	Given visual supports, 80% of students will individually increase interactions with peers in both the frequency of interactions (across the school day) and the behavior each student utilizes to initiate, join in and sustain interactions with peers as measured by authentic assessment observations per the attached rubric for individual children.
Content standards associated with the learning goal.	31. A.ECe. Develop positive relationship with peers 31. B.ECa. Interacts verbally and non-verbally with other children 31. B.ECb. Engages in cooperative group play
Student Population Communication and skills	The student population includes 9 special education students; ages 3 & 4 years old in mixed age class. Data was collected within the first 5 weeks of school start in the fall of 2017. --R uses behavioral means (cry, reach for, grab) to communicate immediate needs for highly familiar objects. No communicative exchanges. --D and J are 3 years old, just started school, have limited communicative verbalizations (learning communication exchange system). --A, B and C started school mid-year 2016, attended ESY and communicate using 2-3 word phrases when given visual supports. --E, F and G are returning students and will be going to Kindergarten in fall of 2018. Communicate using 3-5 word phrases and G uses approximately 5 single word signs when frustrated.
Summarize the instructional strategies used to teach the learning goal. <i>Curriculum is The Creative Curriculum</i>	All staff will utilize: --Item, photo or icon communication exchange system to support interaction --Use of visual supports across school environments to support interaction --Use sign language with all students to facilitate communication & interaction --Use of student photos in an alternating pattern for a turn taking activity

	<p>--Instruction on basic emotions and facial &/or bodily movements commonly associated with common emotions</p> <p>--Role play on appropriate ways to get peers attention</p> <p>--Role play and problem solving how to appropriately get peers attention</p> <p>--Adults will interpret and acknowledge interaction displayed by an individual student to assist other students in understanding contact</p> <p>--Adults will assist students with responding appropriately to interaction expressed by other students</p> <p>--Adults will increase the frequency of positive reinforcement to students (interactions and responding to interactions by peers)</p> <p>--Teach students how to use of problem solving cards for getting peers attention appropriately</p> <p>--Use student photo/name on name cards (initiation of greetings, identifying by name etc.)</p> <p>--Group sizes individualized for students: (2, 3, 4, and 5) per rubric</p>
--	---

Element 2: Assessment

Describe the assessment and evaluation procedures that measure students' understanding of the learning goal	<p>Utilize Authentic Assessment to document interactions and means of initiating, joining in and sustaining interaction with peers across school environments per portfolio requirements and record in Teaching Strategies Gold assessment system.</p> <p>--At least 2 portfolio entries each trimester for each student</p> <p>--Teaching Strategies Gold assessment system entries each trimester</p>
Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population	<p>Across all school environments:</p> <p>--Staff will be respectful to communication abilities of individual students to support interaction efforts with peers</p> <p>--Staff will utilize visual supports to encourage and support interaction efforts with peers</p> <p>--Staff will and remain positive and assume best possible interpretation of student's interaction behaviors in their attempts to interact with peers</p>

GOLD Objective 2 Establishes and sustains positive relationships

c. Interacts with peers RUBRIC

1	Plays near other Children; Uses similar materials or actions	3	Uses successful strategies for entering groups	5	Initiates, joins in, and sustains positive interactions with a small group of two to three children	7	Interacts cooperatively in groups of four or five children	9
	Possible Examples		Possible Examples		Possible Examples		Possible Examples	
	<ul style="list-style-type: none"> Sits next to child and uses similar materials while watching other child 		<p>Strategies for entering groups:</p> <ul style="list-style-type: none"> Stands close & joins Gestures to interact 		<ul style="list-style-type: none"> Joins children and gestures/ AC device /verbalizes to a child in group to initiate or joins group 		<ul style="list-style-type: none"> Works on activity toward a common goal Interacts for an extended period of time 	

	<ul style="list-style-type: none"> Imitates another child when in close physical proximity to another child 		<ul style="list-style-type: none"> Brings an object Offers an item Verbalizes to join in Makes off topic comment or gesture to get attention to interact 		<ul style="list-style-type: none"> Extends or continues on topic or play with group to sustain interaction May offer or comment on associative topics to sustain interaction 		<ul style="list-style-type: none"> Extends or continues on topic or play with group to sustain interaction May offer or comment on associative topics to sustain interaction 	
--	--	--	--	--	--	--	--	--

Element 3: Growth Targets

STUDENT'S BASELINE DATA: red = CURRENT; blue = Growth Target

GOLD Objective 2 Establishes and sustains positive relationships

c. Interacts with peers RUBRIC

1	Plays near other children; Uses similar materials or actions	3	Uses successful strategies for entering groups	5	Initiates, joins in, and sustains positive interactions with a small group of two to three children	7	Interacts cooperatively in groups of four or five children	9
	Possible Examples		Possible Examples		Possible Examples		Possible Examples	
	<ul style="list-style-type: none"> Sits next to child and uses similar materials while watching other child Imitates another child when in close physical proximity to another child Parallel Play 		Strategies for entering groups: <ul style="list-style-type: none"> Stands close & joins Gestures to interact Brings an object Offers an item Verbalizes to join in Makes off topic comment or gesture to get attention to interact 		<ul style="list-style-type: none"> Joins children and gestures/ AC device /verbalizes to a child in group to initiate or joins group Extends or continues on topic or play with group to sustain interaction at May offer or comment on associative topics to sustain interaction 		<ul style="list-style-type: none"> Works on activity toward a common goal Interacts for an extended period of time Extends or continues on topic or play with group to sustain interaction May offer or comment on associative topics to sustain interaction 	
R	D, J	A,B,C,	G	E, F				
	R	D, J	A,B,C	G	E, F			
BASELINE established within the first 5 weeks of school start for 2017.								
R	Initiates interaction typically by touching or 'slapping at' a peer to get their attention; not intending to hurt child, just wanting their attention. Will touch a peer on the playground and run away in attempts to get them to chase him. Frequency of interaction with peers averaged 4 attempts in a 20 minute period (during center time) in one week (event sampling).							

D, J	Typically will watch peers and smile but not interact. Will also go stand physically close to another child and smile at them to interact. May show an object but does not release item to peer. Frequency of interaction with peers averaged 6 interactions or clear attempts in a 20 minute period (during center time) in one week (event sampling).
A, B, C	Initiates interaction using a variety of strategies inconsistently: Shows an item or toy to peer, stands close and smiles, runs sway and looks over shoulder to see if peer is following, and will gesture or use 1-2 word utterances to get attention for interaction. Frequency of interaction with peers averaged 10 interactions in a 20 minute period (during center time) in one week (event sampling).
G	Consistently will gesture or verbalize short phrases to initiate contact with another child. Frequently will bring an item or toy, make an off topic statement to get peers attention or will stand next to peer and start to play/exchange with similar items. Interaction is typically brief (1 minute) and focused on immediate events. Frequency of interaction with peers averaged 8 interactions in a 20 minute period (during center time) in one week (event sampling).
E, F	Inconsistently joins in with peers by physically participating with common toys, offers a new toy or classroom item to extent interaction/play, or solve immediate issue (needs glue). Makes comments on and off topic to get peers attention. Frequency of interaction with peers averaged 11 interactions in a 20 minute period (during center time) in one week (event sampling).
TARGET GROWTH CHART	
R	Appropriately touch child to get their attention or offer them a toy. Will gesture to get peer to chase him on the playground. Starting to hand peer a photo of highly familiar and favorite toys to communicate play/interaction with a peer with highly preferred items only. Frequency of interaction with peers averaged 6 attempts in a 20 minute period (during center time) in one week (event sampling).
D,J	Initiates interaction using a several strategies. Examples are students will stand close to peer and show an item/toy to peer, comment using words, gestures or hand photo/icon to peer. Will give toys and classroom items to peers to initiate interaction or in response to a request. Frequency of interaction with peers averaged 9 interactions or clear attempts in a 20 minute period (during center time) in one week (event sampling).
A, B, C	Initiates interaction using a variety of strategies consistently: Shows an item or toy to peer, stands close and smiles, runs sway and looks over shoulder to see if peer is following, and will gesture or use 1-2 word utterances to get attention for interaction. Frequency of interaction with peers averaged 12 interactions in a 20 minute period (during center time) in one week (event sampling).
G	Inconsistently joins in with peers by physically participating with common toys, offers a new toy or classroom item to extent interaction/play, or solve immediate issue (needs glue). Inconsistently makes comments on and off topic to get peers attention across school environments on preferred and non-preferred topics. Frequency of interaction with peers averaged 9 interactions in a 20 minute period (during center time) in one week (event sampling).
E, F	Consistently joins in with peers by joining and exchanging toys or classrooms items (at least 4-5 exchanges). Initiates or makes statements to maintain to extend interaction with classroom activities, center time or play outside. Frequency of interaction with peers averaged 12 interactions in a 20 minute period (during center time) in one week (event sampling).

Element 4: Outcome

Document the number of students who achieved their identified growth targets:

10-20%	30-40%	50-60%	70-80%	90-100%
1-2	3-4	5-6	7-8	8-9

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 30% of students met the indicated growth target	30-50% of students met the indicated growth target	50-70% of students met the indicated growth target	80 – 100% of students met the indicated growth target

Date: _____

Evaluator Signature: _____

Date: _____

Teacher Signature: _____