

to bedtime, a time of day that requires him to calm himself and fall asleep.

Indications of Progress

Box 2 describes Henry's IEP. By following this plan, Henry achieved all of his goals during the school year, although he still needs adult mediation to manage problem solving with peers when strong emotions of disappointment or jealousy are present. He is sometimes so immersed in his fantasy world of symbolic play that he often needs an adult reminder to shift attention to a mundane task at hand. For example, he may go to his room to dress for school and be found by his mother enacting a scenario in which his sock is a sword. But this time, he is wondering whether to be the good guy or the bad guy. Henry also enjoys conversations with adults and peers. He is curious and is asking more

questions to better understand his environment and how others feel. He is helpful and kind toward peers, which makes him well liked even if he is occasionally slow to follow a friend's idea or process the communication to shift attention to another topic. Henry is generally organized in his body and able to modulate excitement.

Case 2: Denny

Denny has just turned age 3 and is beginning to attend a preschool special-day class in the public school setting. Denny's parents suspected developmental issues for some time before his pediatrician referred the family for a comprehensive assessment. When Denny was about 2½ years old, he was formally assessed at a Child Development Center and was diagnosed with an ASD. He

Box 2. Henry's Individual Education Plan

All goals listed below include a foundation of engagement, continuous two-way communication, and affect-based cued interactions to achieve the specific goals that follow.

INSTRUCTIONAL AREA: Communication

- *Annual Goal* (a goal that can reasonably be expected to be accomplished within one school year, 9/99-6/2000): Henry will expand his functional use of language.
 1. Given a structured group setting, Henry will initiate social greetings and phrases to adults and peers four times a day over a one-week period as measured by a teacher observation log:
 - a. with mediated verbal prompts
 - b. with nonverbal gestural prompts
 - c. independently without prompts
 2. Given an unstructured play setting in a group, Henry will express wants and needs verbally with peers two times a day over a one-week period as measured by an observation log completed by the teacher and the speech/language therapist:
 - a. with mediated verbal prompts
 - b. with mediated nonverbal prompts
 - c. independently without prompts
 3. In an unstructured play activity of Henry's preference, Henry will sustain an interaction using verbal/nonverbal communication with a peer for 15 minutes, demonstrating comprehension of his play partners' informational needs:
 - a. with adult mediation
 - b. independently

Continued

Box 2. Continued

4. Given an unstructured play activity, Henry will verbalize ideas for actions/activities three times a day during a one-week period, as measured by a teacher observation log:
 - a. given adult choices and prompts
 - b. independently
5. During daily classroom activities, Henry will request help/assistance from appropriate staff when needed.
 - a. with adult mediation
 - b. independently

INSTRUCTIONAL AREA: Sensory Processing and Self-Regulation

- *Annual Goal:* Henry will improve sensory processing and regulation needed for learning and social interaction.
 1. Henry will transition from active to more quiet classroom activities appropriately (without excessive vocalizations or physical activity) two times a day over a one-week time period as measured by teacher/observation log:
 - a. with adult-mediated prompts (verbal, pictures, modeling)
 - b. independently
 2. Given appropriate activities/equipment, Henry will elicit staff aid to control/modulate level of emotional arousal (under stressful and/or exciting situations) as needed two times in a one-week period as measured by teacher/occupational therapist observation log:
 - a. with adult prompts
 - b. independently
 3. Given novel movement and sensory activities outside of daily routine, Henry will choose to participate in such activities with adult support for a 15-minute time period.

INSTRUCTIONAL AREA: Motor Planning/Visual Motor Coordination

- *Annual Goal:* Henry will improve motor planning skills required for learning and play activities at his age level.
 1. Given novel 3- to 5-step movement activities (games, obstacle course, dress-up, set table) within peer activities, Henry will successfully complete the activities three out of five trials as measured by the occupational therapist and teachers:
 - a. with adult assistance
 - b. independently
 2. Henry will successfully and independently complete the following daily-living classroom activities:
 - a. hanging coat and backpack on pegs
 - b. put away three out of five toys in proper location
 - c. lay out lunch supplies
 - d. serve other children snack/drinks
 - e. sit with the group in circle and outside
 - f. wait in line to enter/exit the classroom
 3. Henry will enact ideas in play that contain a beginning, a middle, and an ending once a day for a one-week period:
 - a. with adult mediation
 - b. independently, *with peer interaction*

Continued

Box 2. *Continued*

4. Henry will use at least one of the following tools at school daily for 5 minutes: markers, paintbrush, fork, pencil, crayon, toothbrush:
 - a. with adult mediation
 - b. independently
 - c. by voluntary choice

INSTRUCTIONAL AREA: Cognition

- *Annual Goal:* Henry will improve abstract thinking skills within play and dialogue.
 1. Henry will talk about feelings three times within a one-week period within a dialogue with adult giving mediation in situations involving the following emotions:
 - a. disappointment
 - b. jealousy
 - c. fear
 - d. joy/surprise
 - e. aggression
 2. Henry will answer simple “why” questions within high-affect situations in three out of five trials, as measured by staff in a one-week period:
 - a. given adult mediation, pictures, gestures as needed
 - b. independently
 3. Given a problem involving an emotion of disappointment, jealousy, or fear within a preferred pretend play activity, Henry will find an alternative outcome to resolve the problem in three out of five trials over a one-week period with adult assistance.
 4. Given a problem in the classroom with peers involving a high-affect level of disappointment, jealousy, or fear, Henry will attempt to resolve the problem using adult assistance in three out of five naturally occurring situations over a one-month period as noted in teacher/staff observation log.
 5. Henry will expand use of emotional themes within his preferred play activities (disappointment, fear, anger, sadness, joy, surprise, jealousy, aggression) to include use of each of the above emotions at least once during a month-long period. Criterion for expansion is use of at least five circles of communication around each emotional theme:
 - a. with adult facilitation or suggestion during play
 - b. independently during play
 6. Henry will anticipate the feelings and behavior of peers in pretend play, linking feelings to actions, using adult assistance, once a day in naturally occurring settings:
 - a. with adult suggestion/mediation
 - b. with nonverbal adult cue
 7. Henry will expand understanding of concepts of time in pretend play activities by demonstrating logical/appropriate sequence of events as well as delays in each of five teacher-determined play activities. Examples follow:
 - a. going to school, waiting for bus, time delay before reaching school, arrival
 - b. parents coming home from work
 - c. ordering, paying, and waiting for food at a fast-food restaurant
 - d. waiting to use the bathroom
 - e. going to a playground, waiting to use the swing or other play equipment