

Lower Columbia College Early Head Start
School Readiness Individualized Learning Plan (Birth-3 Years)

Child's Name _____ Parent's Name _____ LOC ID _____

Developmental Goals	Child Strengths	Areas of Growth <i>(Please note if this is an IFSP Goal)</i>	Objectives or Planned Activities
Social Emotional <i>Forms attachment to adults, responds to others emotional cues, uses adult support to calm self, accepts redirection from adult, indicates needs and wants, plays near other children</i>			• Hold and talk with baby while feeding. • Help child play with others by talking about and showing how to share and take turns. • Name feelings and begin to recognize how others are feeling. • Be the “safe place” for your child when they are upset. • Show child how to be gentle and kind with others.
Physical & Health <i>Reaches for toys, moves to explore environment, rolls over, crawls, walks, uses pincher grasp</i>			• Support child's interest in toileting; teach toilet skills. • Guide child in use of fork, spoon, tooth brushing, hand washing. • Guide children in learning how to dress self, cleaning up after themselves or other daily tasks. • Make sure children get adequate sleep (ex. bedtime rituals). • Take walks outdoors and give children opportunities to exercise. • Bath-time activities.
Cognition <i>Pays attention to sights and sounds, sustains interest in a task, turns in direction to sound, explores and investigates, imitates others</i>			• Encourage children to use imagination through pretend play. • Provide extended time to play, away from television, computer, etc. • Give your child time to figure things out. Stand by with a look or a touch to give support.
Language <i>Shows interest in the speech of others, identifies familiar people and objects by pointing or following directions, babbles, names objects, increases vocabulary</i>			• Expand on children's language by repeating what they say and adding more words. (If child says “ball” then parent would respond with “red ball”). • Play games and finger-plays that involve turn taking.

			• Ask children questions that are not a yes and no answer. Wait long enough for them to answer. (Ex.-“What do you think will happen next?”) • Help your child take turns listening and talking in conversations. • Use mealtime as a regular time to talk. • Talk about daily events with your child. (Ex.-“What was your favorite thing you did today?” or “Tell me one thing that made you smile today.”) • Introduce new words and explain their meaning.
Literacy <i>Plays rhyming games or sings rhyming songs, shows interest in books, points to picture in book</i>			• Sing songs together include rhyming songs or finger-plays. • Read or tell stories to your children. • Point to pictures in the book and have child name it. • Ask questions about the story as you are reading and have your child retell stories. • Find letters in your environment and talk about the name of the letter and the sound it makes. • Write down what your child says to you and read it back. • Provide opportunities to have children create books and practice scribbling and drawing pictures.
Math <i>Counts, sorts, identifies some shapes</i>			• Use numerical concepts in everyday routines. “Do you want one or two slices of apple?” “Would you like more water?” • Chart and talk about changes in your child’s height and weight. • Explore the outdoors with your child and look for patterns, size, numbers, and shapes in nature and the community. • Play matching games. • Show your child different objects and pictures, and figure out “Which one is larger or smaller?” or “Which one is more?”

Dates Reviewed ** _____ ** _____ ** _____ ** _____ ** _____ ** _____