

Lower Columbia College Head Start/ECEAP
School Readiness Individualized Learning Plan (3-5 year olds)

Child’s Name _____ Parent’s Name _____ LOC ID _____

Developmental Goals	Child Strengths	Areas of Growth (Goals) (Please note if this is an IEP Goal)	Objectives or Planned Activities
Social Emotional			• Create rituals when leaving children to ease separation anxiety. • Assist children in sharing and taking turns while they play with others. • Name feelings and begin to recognize how others are feeling. • Teach children how to breathe when upset and other techniques for calming from Conscious Discipline. • Create a “safe place” for children when they are upset.
<i>Join other children in play, share, take turns, delay gratification, and manage rules and/or expectations.</i>			
Physical & Health			• 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. • Take walks outdoors and give children opportunities to exercise. • Give children opportunities to use playdough, small building toys or materials such as Legos, squirt bottles, crayons, markers, paintbrushes, and scissors to exercise small muscles in children’s hands.
<i>Running, jumping, climbing, using fingers to string beads, connect blocks, hold writing tools properly, using to scribble or draw pictures.</i>			
Cognition			• 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. • Conduct simple science experiments with your child. • Play memory games. • Ask children to explain their thinking while drawing, building or creating. • Encourage children to persist at a task that they find difficult while making it fun and engaging.
<i>Staying on task, persist with a challenging task, names of colors and shapes, plan how to make something and use drawings, or movement to represent the ideas.</i>			

Language			• 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			• 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			• 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?” • Play games that involve counting and numbers. • Provide a variety of materials to help children develop an understanding of quantity. (Ex.-You have two red and one blue cars) • Model counting strategies. (Using one number name for each object and touching each one as you count) • Help your child apply numbers and counting to daily life. • Use words like “First” “Second” and “Last” etc. This will help your child learn about sequence of events.