Home-based CSP Goal Page Instructions

Choose the Developmental Area:
(Fine Motor/Sensory, Gross Motor, Language, Social-Emotional/Behavioral)
Measurable Annual Goal:
(Use Goal Bank to fill in - **Bold Type**)

Present Level of Performance:
(1-2 sentences, only list what the child CAN do in relation to the goal - i.e. sit at circle time, brush teeth, serve self)

Method for measuring the child's progress toward annual goal: (check all that apply)

	Screenings		Checklist		Work Samples
	Observations		Running Records		Ongoing Assessments
	Anecdotal Records		Portfolios		

Measurable Objectives:
(use Goal Bank to fill in, normal type under **bold goal**, choose three to work on)

People Implementing CSP: List the Home Visitor and Designated Adults who will be implementing the CSP on a daily basis. Designated Adults do not have to be the parent/guardian. It should be the people who spend the most time with the child during the day.

Action Steps: List the steps you plan to take to help the child reach that goal. Include what activity you will do or strategies you will use, and how you will follow through. Consider how you will handle any difficulties that may occur - be proactive, think ahead. Discuss ideas with fellow team members.

Use a different Goal Page for each goal you will be working on. Some CSPs will have several Goal Pages.

When CSP is complete, make sure all of the people involved read and sign. When signed, submit CSP forms to the Disabilities Services Coordinator for approval or revision suggestions. Once the CSP has been approved by the DSC, you may begin implementing it. This plan will be revisited every 60 days to determine progress and possible revisions.

Fine Motor / Sensory Goal Bank

- _____ **will demonstrate sufficient fine motor skills to successfully complete classroom fine motor activities ___ out of ___ trials.**
    1. will demonstrate improved bilateral coordination by cutting out simple shapes without deviation ___ out of ___ trials.
    2. will grasp a writing utensil with a functional tripod grasp and color a picture completely with less than ½ inch deviation from the boundary lines ___ out of ___ trials.
    3. will demonstrate improved bilateral coordination by zipping, buttoning, and snapping clothing fasteners independently within an expected time frame ___ out of ___ trials.

- _____ **will attend to a table top task or adult directed sensory task for 5 minutes with moderate redirection from classroom staff ___ out of ___ trials.**
    1. Will imitate a cross, circle, and square from a model ___ out of ___ trials.
    2. Will color ___% of a designated area with less than one inch deviation outside the lines ___ out of ___ trials.
    3. Will use a functional grasp when writing or coloring without a verbal reminder ___ out of ___ trials.
    4. Will hook and zip a separated zipper with minimal assistance ___ out of ___ trials.

- _____ **will demonstrate improved fine motor skills by completing prewriting, cutting or object manipulation task ___ out of ___ trials.**
    1. Will button and unbutton large one inch buttons with minimal assistance with shirt/practice strip on the table in front of him/her ___ out of ___ trials.

- _____ **will successfully participate in structured, fine motor preschool play with his/her peers ___ out of ___ trials.**
    1. Given sensory accommodations and input as needed, _____ will transition to structured sit down task and participate for ___ minutes with no more than ___ verbal prompts ___ out of ___ trials.
    2. Will demonstrate sufficient motor planning to copy a 4-6 item pattern ___ out of ___ trials.

3. Will show sufficient strength and stability to grasp a marker in a tripod grasp / scissors in a thumb up grasp and maintain it to form 5 shapes / 5 cut strokes ____ out of ____ trials.
4. Will demonstrate sufficient visual motor integration and focus to draw a circle and cross ____ out of ____ trials.

- **_____ will demonstrate improved fine motor integration to reproduce simple shapes and to manipulate scissors to cut around a corner using visual strategies and verbal prompting ____ out of ____ trials.**
    1. Will connect dots to reproduce a cross, square, rectangle, and triangle from a model ____ out of ____ trials with verbal and visual prompts.
    2. Will trace letters of his/her name using a starting dot and verbal and visual prompts for proper letter formation ____ out of ____ trials.
    3. Will draw a person with at least ____ body parts without a model, with verbal prompts ____ out of ____ trials.
    4. Will properly cut out simple shapes containing angles with verbal and visual cues ____ out of ____ trials.

- **_____ will demonstrate sufficient motor skills, grasp and spatial awareness to complete fine motor tasks successfully with his/her peers ____ out of ____ trials.**
    1. Will replicate a 12 block design with a model, given no more than 1 verbal cue in ____ out of ____ trials.
    2. Will catch a bean bag with one hand (tossed from at least 5 feet away) in ____ out of ____ trials.

Gross Motor Goal Bank

- **Given stand by assistance, _____ will demonstrate the ability to stand on either foot for ___ seconds without swaying in ___ out of ___ trials.**
    1. In order to assist him/her in integrating his/her reflexes and improving his/her balance, _____ will demonstrate the ability to perform 3 cycles of the starfish sequence(4 steps in each sequence) with verbal cues ___ out of ___ trials.
    2. Given stand by assistance, _____ will be able to lie on his/her stomach with his/her arms over head and hold the superman position for ___ seconds in ___ out of ___ trials.
    3. Given stand by assistance, _____ will be able to lie on his/her back and hold a curl for ___ seconds in ___ out of ___ trials.
    4. Given stand by assistance, _____ will be able to stand on his/her tiptoes for ___ seconds without moving in ___ out of ___ trials.
- **Given stand by assistance, _____ will be able to walk down ___ steps alternating his/her feet without arm support in ___ out of ___ trials.**
    1. Given stand by assistance, _____ will be able to jump over an item ___ inches off the floor using a two footed take off and landing ___ times in a row in ___ out of ___ trials.
    2. Given stand by assistance, _____ will be able to stand on either foot for ___ seconds with his/her hands on his/her hips in ___ out of ___ trials.
    3. Given stand by assistance, _____ will be able to hop ___ times in a row on either foot in ___ out of ___ trials.
    4. Given stand by assistance, _____ will be able to gallop leading with his/her right leg in ___ out of ___ trials.
    5. Given stand by assistance, _____ will be able to perform ___ cycles of cross crawls (touch elbow to opposite knee, repeating sides) in ___ out of ___ trials.
- **Given stand by assistance, _____ will be able to walk down ___ steps alternating feet without arm support in ___ out of ___ trials.**
    1. Given stand by assistance, _____ will be able to tall kneel with his/her trunk erect for 10 seconds while playing with a toy in ___ out of ___ trials.

2. Given stand by assistance, _____ will be able to jump forward ___ inches using a two footed take off and landing in ___ out of ___ trials.

3. Given stand by assistance, _____ will be able to jump over an object ___ inches off the floor in ___ out of ___ trials.

4. Given stand by assistance, _____ will be able to stand on either foot for ___ seconds in ___ out of ___ trials.

- **Given verbal cueing and modeling, _____ will exhibit normal weight shift and signal leg/core stability while performing gross motor skills with proper speed and fluidity for 5 minutes.**

    1. With verbal cueing and modeling, _____ will balance on one leg for 5 seconds with good form in ___ out of ___ trials.

    2. With verbal cueing and modeling, _____ will ascend and descend 5 steps with the use of a rail alternating his/her feet in ___ out of ___ trials.

    3. With verbal cueing and modeling, _____ will demonstrate the ability to get off the floor in a ½ kneel position using hands on knee in ___ out of ___ trials.

    4. With verbal cueing and modeling, _____ will demonstrate the ability to jump 3 inches with two footed take off and landing in ___ out of ___ trials.

- **With one verbal request and model, _____ will perform advanced gross motor skills that require coordination of arms and legs for ___ repetitions, with normal speed and form in ___ out of ___ trials.**

    1. With one verbal request and model, _____ will hop on one leg 5 times with good control and power ___ out of ___ trials.

    2. With one verbal request and model, _____ will perform ___ jumping jacks with correct form and speed ___ out of ___ trials.

    3. With one verbal request and model, _____ will use opposite arm leg step through to kick a rolling ball 10 feet with good power, speed and direction ___ out of ___ trials.

- **_____ will move during play or skill activities with ___% accuracy, maintaining balance and stability, completing ___ repetitions or ___ second hold, with correct force, speed, and direction in ___ out of ___ trials.**

    1. _____ will stand on one foot for 5 seconds ___ out of ___ trials.

    2. _____ will walk a balance beam or balance course for 5 feet with no support with no more than one step off or loss of balance in ___ out of ___ trials.

3. _____ will gallop either foot leading for 5 feet with good speed and control.

- _____ **will move forward in several ways a distance of 10-20 feet, using a smooth and continuous pattern, ___ out of ___ trials.**
    1. _____ will gallop 10-20 feet, using smooth and continuous pattern, ___ out of ___ trials.
    2. _____ will single leg hop at least 5 times bilaterally with faded assistance, ___ out of ___ trials on each foot.
    3. _____ will ascend and descend 3-5 stairs with an alternating pattern in each direction, good safety awareness, and intermittent use of the railing to descend only, ___ out of ___ trials.

- _____ **will broad jump forward a distance of at least ___ inches with a two footed take off and landing, ___ out of ___ trials.**
    1. _____ will complete half kneeling for at least 2 minutes bilaterally, while completing a dynamic upper extremity activity and reaching outside his/her base of support, ___ out of ___ trials.
    2. _____ will rebound a playground ball off the wall successfully with proper force, control and reaction time side to side in ___ out of ___ trials.

Language Goal Bank

NON-VERBAL CHILD

- _____ **will demonstrate the communication skills needed to express his/her wants and needs and label common objects during classroom activities when provided modeling and verbal/visual cues in ___ out of ___ trials.**
    1. _____ will use pictures, signs, or word approximations to communicate his/her wants and needs during classroom activities when provided modeling and verbal/visual cues in ___ out of ___ trials.
    2. _____ will model simple speech sounds such as animal sounds, motor sounds, and individual articulation sounds during classroom activities when provided verbal/visual cues in ___ out of ___ trials.
    3. _____ will label common vocabulary words using pictures, signs or word approximations when provided with modeling and verbal/visual cues in ___ out of ___ trials.
- _____ **will use functional communication to interact in his/her environment (point, bring or show picture) 100% of the time each day.**
    1. _____ will use functional communication to request a turn using either a picture or raising his/her hand 100% of the time without using gutteral noises (whining, grunting,screaming).
    2. _____ will request desired objects (including food/milk) using either a picture or sign language to indicate his/her desire for food/drink 100% of the time.

_____

VERBAL CHILD

- _____ **will improve his/her expressive language skills by using complete and correct simple sentences to describe pictures given verbal and visual support in ___ out of ___ trials.**
    1. _____ will use simple sentences to describe pictures of actions (i.e. The boy is walking) given verbal and visual support in ___ out of ___ opportunities.

2. _____ will use simple sentences to answer "what" and "where" questions when shown a picture given verbal and visual support ___ out of ___ opportunities.

- **_____ will produce ___ to ___ word combinations for a variety of communicative functions (i.e. request, respond, label, comment) in ___ out of ___ trials, given verbal and visual cues.**

    1. During structured language activities, _____ will attend and answer "wh" questions (when, why, who) following a story or activity, ___ out of ___ trials, given verbal/visual cues.

    2. _____ will use verbal language to communicate thoughts and feelings during peer interactions ___ out of ___ trials with verbal and visual cues. (i.e. Can I play with the green car?)

- **_____ will construct a complete sentence to communicate wants and needs ___ out of ___ trials with verbal/visual cues.**

    1. During structured language activities, _____ will use the correct past tense verb in an obligatory context to describe a past event with ____% accuracy. (i.e. "I played with the dollhouse." "I won the game."

    2. During structured language activities, _____ will use the correct verb in an obligatory context to describe a picture or event with ___ % accuracy given verbal/visual cues. ("I am four." "This is the wrong book.")

- **During interactions with peers/adults in classroom activities, _____ will demonstrate pragmatic language including attending, gaining attention, responding and turn taking in a socially acceptable manner, in ___% of occurrences given verbal/visual cues.**

    1. _____ will produce socially appropriate behaviors and words to gain attention or respond to questions from adults during classroom activities when given no more than one prompt in ___ out of ___ opportunities.

    2. _____ will engage in appropriate turn taking skills by attending to peer's turn and waiting for his/her own turn during classroom activities in ___ out of ___ opportunities.

    3. _____ will apologize or thank peers and adults using socially appropriate words (i.e. sorry, thank you) during classroom activities in ___ out of ___ opportunities when given no more than one prompt.

- **Given visual and verbal cues, _____ will use age-appropriate utterance length and grammar (pronouns, verb forms, and descriptive words) for a variety of communication functions (request, comment, protest, ask and answer questions) in ___ out of ___ opportunities.**
    1. Given a model or verbal cues, _____ will use curriculum vocabulary (nouns, verbs, pronouns, articles, location and descriptive words) to create novel sentences about classroom activities or events in ___ out of ___ opportunities.
    2. Given a model or verbal cues, _____ will respond to "who", "what", "where", and "when" questions in ___ out of ___ trials.
    3. Given a model or verbal cues, _____ will use a variety of verbs in complete sentences in ___ out of ___ opportunities.
- **Given picture cards/objects, _____ will demonstrate age appropriate language skills and understanding of curriculum vocabulary in ___ out of ___ opportunities.**
    1. Given picture cards/objects, _____ will identify which item does not belong from a field of 3 in ___ out of ___ opportunities.
    2. Given picture cards/objects, _____ will produce grammatically correct sentences using appropriate pronouns (he, she, they, him, her, etc) correctly in ___ out of ___ opportunities.
- **_____ will follow multi-step directions with ___% accuracy given no more than one verbal prompt.**
    1. _____ will follow a two-step verbal command containing a spatial concept (e.g. put the hat above the boy's head) with in ___ out of ___ opportunities given verbal/gestural cues during play activities.
    2. _____ will follow a two-step verbal command containing a temporal concept (e.g. pick up the red blocks first, then the blue blocks) in ___ out of ___ opportunities given verbal/gestural cues during play activities.
- **_____ will demonstrate joint attention by taking turns, identifying items, or following commands during play activities in ___ out of ___ opportunities.**
    1. _____ will follow a one-step verbal command (i.e. kick the ball) given one gesture cue during play activities in ___ out of ___ opportunities.
    2. _____ will independently identify common body parts and clothing items during structured activities in ___ out of ___ opportunities.

- **When given picture cues and a verbal prompt, _____ will complete directions to show understanding of spatial concepts (i.e. under, above, around), quantity concepts (some, many, none) and time concepts (first, next, last) in ___ out of ___ trials.**
    1. When given direction, _____ will follow the direction and place an object in the correct location (under, above, behind) with respect to another object in ___ out of ___ trials.
    2. When given direction, _____ will correctly demonstrate a quantity using objects in ___ out of ___ trials.
    3. Using sequence of 3-4 pictures, _____ will correctly place the pictures in the right order and tell what happened using the words "first, next, last" in ___ out of ___ trials.
    4. Using pictures or objects, _____ will correctly identify the objects which are NOT included to reflect understanding of the concept of negativity in ___ out of ___trials.
- **_____ will demonstrate the language skills needed to answer comprehension questions, complete commands involving a variety of concepts and retell information sequentially when provided no more than one visual or verbal cue.**
    1. _____ will answer comprehension concerning information read to him/her when provided no more than one visual or verbal cue.
    2. _____ will complete commands involving a variety of concepts when provided no more than one visual or verbal cue.
    3. _____ will retell information sequentially from passages read to him/her when provided no more than one visual or verbal cue.
- **_____ will follow 2-3 step directions with basic concepts (spatial, quantitative, qualitative) with no more than one verbal/visual cue in ___ out of ___ trials.**
    1. _____ will follow 1-2 step directions with spatial concepts (above, below, next to) with no more than one verbal/visual cue in ___ out of ___ trials.
    2. _____ will follow 1-2 step directions with quantitative concepts (more, less, all, none) with no more than one verbal/visual cue in ___ out of ___ trials.

3. _____ will follow 1-2 step directions with qualitative concepts (same, different, small, large) with no more than one verbal/visual cue in ____ out of ____ trials.

Social / Emotional Goal Bank

- _____ will comply with a positive, age appropriate response given one verbal prompt ___ out of ___ opportunities.
    1. When given a teacher directive, _____ will comply during a transition to a non-preferred activity with a positive, age appropriate response given one verbal prompt ___ out of ___ opportunities.
    2. When given a teacher directive, _____ will comply during a transition to a preferred activity with a positive, age appropriate response given one verbal prompt ___ out of ___ opportunities.
- **When time to transition, with teacher directive, _____ will follow directives in an age appropriate way with one verbal prompt ___ out of ___ opportunities.**
    1. When time to transition, with teacher directive, _____ will transition to a non-preferred activity in an age appropriate way with one verbal prompt ___ out of ___ opportunities.
    2. When time to transition, with teacher directive, _____ will transition to a preferred activity in an age appropriate way with one verbal prompt ___ out of ___ opportunities.
- **Given verbal cues, _____ will follow the classroom routine with peers in ___ out of ___ attempts with visual/verbal cues.**
    1. _____ will make a request for an object without physical action toward the object or peer in ___ out of ___ trials in a small group setting with verbal prompts.
    2. _____ will transition to classroom activities in less than ___ minutes with visual/verbal cues in ___ out of ___ trials.
- **While engaged in classroom activity (large group, small group, 1 on 1) _____ will comment or ask questions, appropriate to the activity when acknowledged by a peer or adults ___ out of ___ trials.**
    1. _____will engage in appropriate turn taking skills by attending to peer's turn and waiting for own turn ___ out of ___ opportunities.
    2. _____ will raise his/her hand and wait to be called on before talking aloud in group settings ___ out of ___ opportunities.

3. _____ will refrain from interrupting others by exhibiting appropriate social interaction skills ____ out of ____ opportunities.

- **_____ will complete tasks to demonstrate the use of the age appropriate social language skills of initiating an interaction with a peer and use of appropriate statements of appreciation, praise or apology when provided no more than two visual/verbal prompts in ____ out of ____ trials.**

    1. _____ will invite a peer to join him/her in a preferred activity during play time when provided no more than two visual/verbal prompts in ____ out of ____ trials.

    2. _____ will use appropriate statements of appreciation, praise or apology (e.g. thank you, excuse me, I'm sorry) when provided no more than two visual/verbal prompts in ____ out of ____ trials.

- **_____ will identify and manage feelings (i.e. anger, frustration, anxiety, stress) on a daily basis ____ out of ____ trials.**

    1. _____ will correctly identify emotions (happy, sad, angry) from a set of pictures ____ out of ____ trials.

    2. _____ will use a voice tone and volume appropriate for the classroom setting when told "no" in ____ out of ____ trials.

- **Given an initial verbal directive in any environment, _____ will follow directions with no more than 2 verbal and/or visual prompts in ____ out of ____ trials.**

    1. When verbally prompted by an adult for an upcoming transition, _____ will follow through with the transition without yelling with no more than 2 verbal prompts or adult modeling ____ out of ____ trials.

    2. When given a non-preferred task, _____ will complete the task without yelling with no more than 2 verbal and/or visual prompts from an adult ____ out of ____ trials.

- **When participating in the classroom environment, _____ will engage in appropriate behaviors when he/she is communicating/interacting with others (peers and adults), is given directives from an adult and when he/she is participating in classroom transitions ____ out of ____ trials.**

    1. _____ will follow social and classroom rules when interacting with peers/adults during group activities by sharing materials/toys, waiting his/her turn

to participate in activity or to speak and respecting the personal space of others, ___ out of ___ trials.

2. _____ will transition from one activity to another in a structured environment, by responding to a request from an adult to finish/clean up and activity in order to move on the the next, as part of the classroom routine, ___ out of ___ trials.

3. When a directive is given by an adult, _____ will look at an object, person or event that is the focus of the directive and respond in an appropriate fashion by following a 2 to 3 step instruction, ___ out of ___ trials.

- **During classroom activities, _____ will interact appropriately with staff and peers given one visual or verbal cue in ___ out of ___ trials.**

  1. During classroom activities, _____ will wait his/her turn with no more than 2 visual/verbal prompts in ___ out of ___ trials.

  2. When playing with peers, _____ will share a toy when given no more than 2 visual/verbal prompts in ___ out of ___ trials.

  3. When given positive reinforcement and a social script/story, _____ will take part in a play exchange with a peer for a minimum of 5 minutes with no more than 2 visual/verbal prompts in ___ out of ___ trials.

  4. Given a choice with calming activity pictures, _____ will make a calming activity choice and carry out the activity when he/she is mad or frustrated with one verbal/visual cue, ___ out of ___ trials.

- **During center time, _____ will cooperate with authority requests during the school day, without tantrum/argument/ingoring and complete a teacher directed activity/task through completion before moving onto another activity/task, with 2 verbal/visual prompts ___ out of ___ trials.**

  1. _____ will cooperate with authority requests during the school day, without tantrum/argument/ignoring with 2 verbal/visual prompts ___ out of ___ trials.

  2. _____ will complete a teacher directed activity/task with 2 verbal/visual prompts ___ out of ___ trials.

- **_____ will maintain participation with minimal assistance across environments (large group, small group, play areas) for up to ___ minutes ___ out of ___ trials.**

1. In a set up situation, _____ will choose a play center and explore that center for at least 5 minutes ___ out of _____ trials.
2. _____ will join his/her peers for small or whole group activities with no more than 2 prompts ___ out of ___ trials.
3. _____ will initiate (verbal or nonverbal) a conversation with a peer using a play activity ___ out of ___ trials.