



# Ventura County Office of Education Preschool Referral Handbook



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# Special Education Preschool Referrals when considering VCOE

**2 yrs. 9 mos.**

Referral for Assessment is received by District

**Within 15 days**

District sends to Parent:

- Notice of Special Education Referral
- Assessment Plan

Parent Consent Received

**Within 60 days of signed or within time lines before child's 3<sup>rd</sup> birthday**

- District Assesses Student
- Consults with VCOE Team as needed
- Visitation of VCOE program scheduled as needed

## Consultation Examples:

### *Pre-Referral:*

- Visitation of potential county program options to parents and/or district staff.
- Assisting district staff with assessment in special circumstances
- Answering parent questions about county programs.

### *Post Referral:*

- Assisting district staff with potential goal & benchmark development (benchmark dates, etc.).
- Assisting district staff with Health Plan development
- Assisting district staff with IEP preparation

**2 yrs. 11 mos.**

District Team makes Referral to VCOE (either before or during IEP) including:

- Cover Letter
- Draft of District Assessment report
- IFSP documents
- TCRC documents
- Medical Documents
- VCOE Psych is given SIRAS Access

VCOE Staff may consult in draft goal & benchmark development

**Within 60 days of signed Assessment plan or by 3 yrs. old (whichever comes first)**

**IEP meeting held\***  
Invite VCOE Staff

## VCOE Benchmark Dates:

- October 31
- January 31
- March 31
- June (*last day of school*)

to be coordinated with annual goal date

**Student starts school on their 3<sup>rd</sup> birthday**

## REFERRAL PROCESS TO VCOE PRESCHOOL PROGRAMS

### Appropriate Referrals:

- Student meets eligibility criteria as a special education student and is approaching 3 years old.

### A Complete Referral Packet Requires the Following (typically sent when student is approaching 2 years. 11 months):

- Cover letter requesting consideration for VCOE programs, outlining students' needs
- DRAFT of Psychoeducational Assessment Report
- IFSP documents
- TCRC documents
- Medical documents if available
- DRAFT Copy IEP if available
- Immunization records

Incomplete referrals will not be processed until complete and may cause delays.

There are 6 Preschool Programs throughout Ventura County. Please refer to VCOE Preschool Referral Chart for designated programs.

All referral packets may be emailed to Emily Mostovoy-Luna, Executive Director at [emostovoy@vcoe.org](mailto:emostovoy@vcoe.org). Please include designated Special Education Department, Administrative Assistant II.

Packets may be mailed to:

VCOE: Special Education Department  
Attn: Emily Mostovoy-Luna  
5189 Verdugo Way  
Camarillo, CA 93012

### Once a complete referral packet is received and reviewed and prior to IEP Meeting:

- VCOE school psychologist/site principal will contact the district to discuss available program options and determine who will contact parent to schedule tour of program(s) if requested. School psychologist/principal will only tour site(s) available and approved through the IntraSELPA Program charts.

### IEP Meeting:

- District of Residence is to schedule placement IEP meeting and invite VCOE team members and will be responsible for all elements of this IEP.
- At IEP meeting, if all in agreement, parent will complete the additional VCOE forms:
  - IntraSELPA Referral Form
  - VCOE Consent for Parent Release of Information Form
  - Enrollment paperwork
  - Transportation arranged by VCOE, unless determined otherwise.



**CONSENT FOR RELEASE AND EXCHANGE OF INFORMATION**

Concerning: \_\_\_\_\_  
Name Birthdate

I, the undersigned, hereby consent to, request, and authorize the agencies listed below to release any or all medical, social, psychological, and educational information regarding the above named person to the *Ventura County Office Of Education* for inclusion in their records which are to be used for planning an effective school program for this person.

I also consent to, request, and authorize said *Ventura County Office of Education* to release the said information upon request to agencies or professionals listed below.

A photocopy of this is as valid as the original. The records of my child may be obtained from:

**EDUCATIONAL**

\_\_\_\_\_  
Name Address City State

\_\_\_\_\_  
Name Address City State

**AGENCY**

\_\_\_\_\_  
Name Address City State

\_\_\_\_\_  
Name Address City State

**MEDICAL**

\_\_\_\_\_  
Name Address City State

\_\_\_\_\_  
Name Address City State

Signature of Parent or Guardian: \_\_\_\_\_

Relationship to Above-Named Person: \_\_\_\_\_

Parent/Guardian

Date: \_\_\_\_\_

WITNESS: \_\_\_\_\_ (Signature)

\_\_\_\_\_ (Address)

## Autism Spectrum Disorder Goals

<b>Cognitive Age in Months</b>	<b>Goal Bank #</b>	<b>GOAL STEM</b>	<b>Category</b>	<b>Preschool Foundation</b>
12	GOB_01102000	Respond when own name is called	Social Emotional: Self Awareness	SSA 1.1
12	GOB_01102400	Orient to speaker when name is called	Social Emotional: Self Awareness	SSA 1.1
12	GOB_01111600	Engage in an activity	Social Emotional: Initiative in Learning	SIL 5.1
12	GOB_01122800	Interact with peers with prompts	Social Interaction: Group Participation	SIG 3.1
12	GOB_01123100	Allow hand-over-hand prompting to participate	Social Interaction: Group Participation	SIG 3.1
12	GOB_01146700	Look at teacher when name is called	Listening and Speaking: Use & Conversation	LSU 1.3
12	GOB_01155200	Put coat in cubby upon request	Listening and Speaking: Vocabulary	LSV 2.3
12	GOB_01155300	Put trash in trash can	Listening and Speaking: Vocabulary	LSV 2.3
12	GOB_01161700	Point to picture in "big book" during circle time	Reading: Concepts about Print	RCP 1.1
12	GOB_01163600	Imitate movements described in a story, such as "The Wheels on the Bus", during circle time	Reading: Concepts about Print	RCP 1.2
12	GOB_01169500	Attend to story during circle time	Reading: Alphabetic & Word/Print	RAW 3.2
12	GOB_01174400	Match real to picture when shown pictures in a book	Reading: Comprehension & Analysis	RCA 4.2

## Autism Spectrum Disorder Goals

36	GOB_01101100	Identify body parts on self	Social Emotional: Self Awareness	SSA 1.1
36	GOB_01101200	Match picture cards of faces with emotion	Social Emotional: Self Awareness	SSA 1.1
36	GOB_01101400	Identify self from a set of 3 photos	Social Emotional: Self Awareness	SSA 1.1
36	GOB_01103700	Follow rules within classroom activities when given adult direction	Social Emotional: Self Regulation	SSR 2.1
36	GOB_01103800	Follow one step direction	Social Emotional: Self Regulation	SSR 2.1
36	GOB_01104000	Transition to non-preferred activities with minimal protest	Social Emotional: Self Regulation	SSR 2.1
36	GOB_01104200	Put away personal belongings	Social Emotional: Self Regulation	SSR 2.1
36	GOB_01106200	Identify pictures of mad, happy or sad	Social Emotional: Understanding	SEU 3.1
36	GOB_01106300	State other child's emotion (i.e., Jimmy's sad)	Social Emotional: Understanding	SEU 3.1
36	GOB_01110700	Participate in classroom activities	Social Emotional: Initiative in Learning	SIL 5.1
36	GOB_01115200	Participate in a turn taking activity with a peer	Social Interaction: Peers	SIP 2.1
36	GOB_01117400	Engage in reciprocal play (turn taking)	Social Interaction: Peers	SIP 2.2
36	GOB_01121900	Wait for turn	Social Interaction: Group participation	SIG 3.1
36	GOB_01131500	Check schedule upon arrival at school	Relationships: Attachments to Parents	SAP 3.1
36	GOB_01143400	Answer simple questions during circle time	Listening and Speaking: Use & Conventions	LSU 1.2
36	GOB_01152200	Sort objects into three categories of objects,	Listening and Speaking:	LSV 2.2

## Autism Spectrum Disorder Goals

		when shown specific items	Vocabulary	
36	GOB_01152300	Sort toy animals, play food, and toy cars	Listening and Speaking: Vocabulary	LSV 2.2
36	GOB_01152400	Sort shapes	Listening and Speaking: Vocabulary	LSV 2.2
36	GOB_01152500	Sort cars, trains, and airplanes	Listening and Speaking: Vocabulary	LSV 2.2
36	GOB_01154300	Verbalize prepositions in, on, and under	Listening and Speaking: Vocabulary	LSV 2.3
36	GOB_01166500	Recognize their name out of a field of three	Reading: Alphabetic & Word/Print Recognition	RAW 3.1
36	GOB_01179700	Begin to hold a variety of writing tools with thumb and fingers when positioned by an adult	Writing Strategies	WS 1.1
36	GOB_01185300	Count to 5 before going down the slide	Math; Number Sense: Numbers & Quantities	MNS 1.1
36	GOB_01185400	Sing counting finger play songs to 5 (i.e., Five Little Monkeys)	Math; Number Sense: Numbers & Quantities	MNS 1.1
36	GOB_01187200	Identify two written numerals	Mathematics: Number Sense	MNS 1.2
36	GOB_01187300	Independently say the name of 2 numbers when looking at a number book	Mathematics: Number Sense	MNS 1.2
36	GOB_01187400	Identify or name a number in the environment (i.e., on cubby, door or table)	Mathematics: Number Sense	MNS 1.2
36	GOB_01187500	Name a numeral on a calendar	Mathematics: Number Sense	MNS 1.2
36	GOB_01189400	Answer correctly when given 1 to 3 objects when asked, "How many?"	Mathematics: Number Sense	MNS 1.3

## Autism Spectrum Disorder Goals

36	GOB_01189500	Name how many (i.e., student says three) without counting	Mathematics: Number Sense	MNS 1.3
36	GOB_01189600	Name how many dogs in a picture (1 to 2) on request	Mathematics: Number Sense	MNS 1.3
36	GOB_01189700	Spontaneously says “2 cookies” when looking at a plate with 2 cookies on it	Mathematics: Number Sense	MNS 1.3
48	GOB_01100800	Show or demonstrate work products to elicit acknowledgement	Social Emotional: Self Awareness	SSA 1.1
48	GOB_01100900	Communicate “mine” when claiming a preferred toy or item	Social Emotional: Self Awareness	SSA 1.1
48	GOB_01103200	Follow simple rules and routines	Social Emotional: Self Regulation	SSR 2.1
48	GOB_01103400	Manage routine classroom transitions	Social Emotional: Self Regulation	SSR 2.1
48	GOB_01103600	Put away coat, backpack, lunch, etc. after arriving at classroom	Social Emotional: Self Regulation	SSR 2.1
48	GOB_01106000	Know classroom rules and consequences	Social Emotional: Understanding	SEU 3.1
48	GOB_01108100	Show concern when a child or adult is distressed	Social Emotional: Empathy & Caring	SEC 4.1
48	GOB_01112800	Participates in pretend play or storytelling with a familiar adult	Social Interaction: Familiar	SFA 1.1
48	GOB_01114900	Play group games with other children independently	Social Interaction: Peers	SIP 2.1
48	GOB_01115100	Share and participate in turn taking	Social Interaction: Peers	SIP 2.2
48	GOB_01116800	Participate in simple sequences of pretend play	Social Interaction: Peers	SIP 2.2
48	GOB_01117000	Pretend “flying” and invites other children to	Social Interaction: Peers	SIP 2.2

## Autism Spectrum Disorder Goals

join in and do the same

48	GOB_01123800	Try to follow adult instructions	Social Interaction: Cooperation & Responsibility	SCR 4.1
48	GOB_01124000	Participates in classroom routines, such as cleanup	Social Interaction: Cooperation & Responsibility	SCR 4.1
48	GOB_01126500	Ask for comfort or help from familiar adult	Relationships: Attachments to Parents	SAP 1.1
48	GOB_01121400	Play simple games such as "Duck, Duck, Goose" or "Follow the Leader", with adult help	Social Interaction: Group participation	SIG 3.1
48	GOB_01121500	Respond appropriately when a teacher announces circle time or cleanup	Social Interaction: Group Participation	SIG 3.1
48	GOB_01137700	Identify a friend by name	Relationships: Friendships	SRF 3.1
48	GOB_01137800	Offer a toy to a friend/sharing	Relationships: Friendships	SRF 3.1
48	GOB_01133300	Seek out teacher for help	Relationships: Teachers & Caregivers	STC 2.1
48	GOB_01135500	Greet teacher when arrives at school	Relationships: Teachers & Caregivers	STC 2.2
48	GOB_01135600	Imitate the teacher behavior	Relationships: Teachers & Caregivers	STC 2.2
48	GOB_01140600	Greet known adult/peers	Listening and Speaking: Use & Conventions	LSU1.1
48	GOB_01152000	Sort familiar objects by category	Listening and Speaking: Vocabulary	LSV 2.2
48	GOB_01154100	Follow prepositional directions (e.g., put in, put on, put under)	Listening and Speaking: Vocabulary	LSV 2.3

## Autism Spectrum Disorder Goals

48	GOB_01156400	Use prepositions location of object (in, on, under)	Listening and Speaking: Grammar	LSG 3.1
48	GOB_01158300	Correctly answer who, what, when questions about familiar items	Listening and Speaking: Grammar	LSG 3.2
48	GOB_01158400	Add the “s” sound to indicate plurals	Listening and Speaking: Grammar	LSG 3.2
48	GOB_01160400	Hold a book appropriately for reading	Reading: Concepts about Print	RCP 1.1
48	GOB_01162300	Point to letters in a book that are in the child’s own first name	Reading: Concepts about Print	RCP 1.2
48	GOB_01166100	Recognize the first letter of own name	Reading: Alphabetics & Word/Print	RAW 2.2
48	GOB_01166300	Identify first letter of name	Reading: Alphabetics & Word/Print	RAW 3.1
48	GOB_01168100	Match some letter names to their printed form	Reading: Alphabetics & Word/Print	RAW 3.2
48	GOB_01177300	Listen to a story	Reading: Literacy Interest & Response	RLI 5.2
48	GOB_01181400	Scribble lines and circles	Writing Strategies	WS 1.2
48	GOB_01182900	Make a series of circles and lines to represent own name	Writing Strategies	WS 1.3
48	GOB_01184800	Recite one to ten with errors	Math; Number Sense: Numbers & Quantities	MNS 1.1
48	GOB_01186900	Identify numbers 1-5	Mathematics: Number Sense	MNS 1.2
48	GOB_01187000	Identify the numbers one to five (in order) in text	Mathematics: Number Sense	MNS 1.2
48	GOB_01187100	Identify the numbers one to five (out of order) in text	Mathematics: Number Sense	MNS 1.2

## Autism Spectrum Disorder Goals

48	GOB_01188900	Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize)	Mathematics: Number Sense	MNS 1.3
48	GOB_01195000	Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or	Number Sense: Relationships & Operations	MRO 2.1
48	GOB_01195100	Examine a group of 2 bears with a group of 6 bears and identify the one that has "more"	Number Sense: Relationships & Operations	MRO 2.1
48	GOB_01205000	Begin to identify or recognize a simple repeating pattern	Algebra & Functions: Repeating Patterns	MRP 2.1
48	GOB_01205100	Recognize an AB pattern	Algebra & Functions: Repeating Patterns	MRP 2.1
48	GOB_01205200	Repeat clap patterns during songs	Algebra & Functions: Repeating Patterns	MRP 2.1
48	GOB_01207100	Attempt to create simple repeating pattern or participate in making one	Algebra & Functions: Repeating Patterns	MRP 2.2
48	GOB_01207400	Create line up objects to make a pattern during snack time (e.g., celery and carrot sticks)	Algebra & Functions: Repeating Patterns	MRP 2.2
48	GOB_01202900	Sort and classify objects by one attribute in two or more groups, with increasing accuracy	Algebra & Functions: Sorting & Classifying	MSC 1.1
48	GOB_01203100	Sort blocks by size	Algebra & Functions: Sorting & Classifying	MSC 1.1
48	GOB_01203200	Sort shapes	Algebra & Functions: Sorting & Classifying	MSC 1.1

## Autism Spectrum Disorder Goals

48	GOB_01203300	Sort colors	Algebra & Functions: Sorting & Classifying	MSC 1.1
48	GOB_01209300	Communicate size using “big” and “little”	Measurement: Compare & Order Objects	MCO 1.1
48	GOB_01214500	Identify verbally a circle and a square	Geometry: Identify and Use Common Shapes	MCS 1.1
48	GOB_01214600	Point to a circle and a square	Geometry: Identify and Use Common Shapes	MCS 1.1

## Multiple Disability Goals

<b>Cognitive Age in Months</b>	<b>Goal Bank #</b>	<b>GOAL STEM</b>	<b>Category</b>	<b>Preschool Foundation</b>
12	GOB_01111600	Engage in an activity	Social Emotional: Initiative in Learning	SIL 5.1
12	GOB_01111900	Use switch to move a toy	Social Emotional: Initiative in Learning	SIL 5.1
12	GOB_01102400	Orient to speaker when name is called	Social Emotional: Self Awareness	SSA 1.1
12	GOB_01142000	Gesture toward desired item	Listening and Speaking: Use & Conventions	LSU 1.1
12	GOB_01153300	Sign “want” or “more” when hungry or thirsty	Listening and Speaking: Vocabulary	LSV 2.2
12	GOB_01157300	Use a one word utterance to request or comment	Listening and Speaking: Grammar	LSG 3.1
12	GOB_01157500	State “bye-bye” when going home	Listening and Speaking: Grammar	LSG 3.1
12	GOB_01161400	Touch pictures in a book	Reading: Concepts about Print	RCP 1.1
12	GOB_01161500	Identify pictures in a book during story time upon request	Reading: Concepts about Print	RCP 1.1
12	GOB_01163400	Respond with a verbal or motor response while being read to	Reading: Concepts about Print	RCP 1.2
12	GOB_01163700	Imitate movement during a finger play	Reading: Concepts about Print	RCP 1.2
12	GOB_01172600	Point to characters, during structured play	Reading: Comprehension & Analysis	RCA 4.2
12	GOB_01174700	Match reality in story bags to book, during story time	Reading: Comprehension & Analysis	RCA 4.2
12	GOB_01190200	Choose one object, when shown a group of three objects and instructed to “give me	Mathematics: Number Sense	MNS 1.3

## Multiple Disability Goals

		one”		
12	GOB_01192600	Tolerate hand-over-hand contact while an adult counts using one-to-one correspondence	Mathematics: Number Sense	MNS 1.4
12	GOB_01194200	Match one identical object to each corresponding object when given 3 different identical sets of objects	Mathematics: Number Sense	MNS 1.5
12	GOB_01196300	Sign or say “more” to continue, when the adult stops during a preferred activity	Number Sense: Relationships & Operations	MRO 2.1
12	GOB_01196500	Communicate “more” when requesting a preferred food, toy, etc.	Number Sense: Relationships & Operations	MRO 2.1
12	GOB_01206500	Push a button to get an anticipated response from a toy	Algebra and Functions: Repeating Patterns	MRP 2.1
12	GOB_01215600	Complete the puzzle when given a shape puzzle with all but the circle completed	Geometry: Identify and Use Common Shapes	MCS 1.1
12	GOB_01215700	Place 2 or more shapes in a shape sorter	Geometry: Identify and Use Common Shapes	MCS 1.1
12	GOB_01215800	Put one shape in a foam shape board	Geometry: Identify and Use Common Shapes	MCS 1.1
12	GOB_01215900	Remove shapes out of a shape puzzle	Geometry: Identify and Use Common Shapes	MCS 1.1
12	GOB_01216000	Insert shape (i.e., square peg) in appropriate shape hole (i.e., square hole)	Geometry: Identify and Use Common Shapes	MCS 1.1

## Intellectual Disability Goals

<b>Cognitive Age in Months</b>	<b>Goal Bank #</b>	<b>GOAL STEM</b>	<b>Category</b>	<b>Preschool Foundation</b>
24	GOB_01101800	Look at other children nearby when engaged in parallel play	Social Emotional: Self Awareness	SSA 1.1
24	GOB_01101900	Give toy to another upon request or spontaneously	Social Emotional: Self Awareness	SSA 1.1
24	GOB_01104500	Turn away instead of hitting another child	Social Emotional: Self Regulation	SSR 2.1
24	GOB_01104600	Use "inside voice" in the classroom at circle time	Social Emotional: Self Regulation	SSR 2.1
24	GOB_01111200	Follow familiar one step direction (ex. concrete 3 out of 5 opportunities)	Social Emotional: Initiative in Learning	SIL 5.1
24	GOB_011113400	Request a desired activity from a familiar adult using preferred mode of communication	Social Interaction: Familiar Adults	SFA 1.1
24	GOB_011113600	Imitate adult actions (concrete to specific routing, 3 out of 3)	Social Interaction: Familiar Adults	SFA 1.1
24	GOB_011113700	Participate in a game requiring joint attention with an adult (i.e., rolling a ball)	Social Interaction: Familiar Adults	SFA 1.1
24	GOB_011115600	Engage in parallel play next to peers	Social Interaction: Peers	SIP 2.1
24	GOB_011115700	Engage in activities in close proximity of others	Social Interaction: Peers	SIP 2.1
24	GOB_01120200	Ask for or give a toy to a peer	Social Interaction: Peers	SIP 2.3
24	GOB_01122600	Remain with group ("x" amount of time/build time)	Social Interaction: Group Participation	SIG 3.1
24	GOB_01122700	Imitate finger play during songs	Social Interaction: Group Participation	SIG 3.1

## Intellectual Disability Goals

24	GOB_01125100	Help put toys away during clean-up	Social Interaction: Cooperation & Responsibility	SCR 4.1
24	GOB_01131800	Say "Goodbye", wave, or gestural "high-five" to caregiver	Relationships: Attachments to Parents	SAP 1.3
24	GOB_01136300	Request a desired object (i.e., toy, food) from school staff	Relationships: Teachers & Caregivers	STC 2.2
24	GOB_01138900	Engage in cooperative activity, at specific times with assistance	Relationships: Friends	SRF 3.1
24	GOB_01141500	Use two-word utterances for a variety of communication purposes including naming objects, protest, and questions	Listening and Speaking: Use & Convention	LSU 1.1
24	GOB_01143700	Use appropriate sounds when labeling items (needs to be concrete)	Listening and Speaking: Use & Convention	LSU 1.2
24	GOB_01143900	Use target sounds when requesting items at circle time	Listening and Speaking: Use & Conventions	LSU 1.2
24	GOB_01146000	Use "please/thank you" or sign/voice output communication with a prompt	Listening and Speaking: Use & Conventions	LSU 1.3
24	GOB_01150600	name 6 pictures or objects and/or 3 actions (must be related to ability)	Listening and Speaking: Vocabulary	LSV 2.1
24	GOB_01152600	Group like objects together when given two categories of play objects	Listening and Speaking: Vocabulary	LSV 2.2
24	GOB_01154700	Follow one step direction using the prepositions "on, in and under"	Listening and Speaking: Vocabulary	LSV 2.3
24	GOB_01154800	Put book on shelf/container (phase out prompts)	Listening and Speaking: Vocabulary	LSV 2.3
24	GOB_01161000	Independently turn pages in a book	Reading: Concepts about Print	RCP 1.1

## Intellectual Disability Goals

24	GOB_01166900	Match first letter of name	Reading: Alphabetics & Word/Print Recognition	RAW 3.1
24	GOB_01171900	Name a favorite character (i.e., Dora, Blues Clues, Mickey Mouse) using preferred mode of communication when shown pictures	Reading: Comprehension & Analysis	RCA 4.1
24	GOB_01182000	Imitate drawing a vertical and horizontal line, using a variety of instruments	Writing Strategies	WS 1.2
24	GOB_01185600	Count to 5 after adult modeling	Math; Number Sense: Numbers & Quantities	MNS 1.1
24	GOB_01187800	Complete a 5 piece "number puzzle" (i.e., simple inset puzzle)	Mathematics: Number Sense	MNS 1.2
24	GOB_01187900	Match number flash cards to corresponding numbers	Mathematics: Number Sense	MNS 1.2
24	GOB_01189800	Get two objects when given a group of objects and asked to "get two"	Mathematics: Number Sense	MNS 1.3
24	GOB_01191800	Demonstrate one-to-one correspondence while passing out three objects (one to each of 3 people)	Mathematics: Number Sense	MNS 1.4
24	GOB_01195800	Indicate "more" upon request	Number Sense: Relationships & Operations	MRO 2.1
24	GOB_01203900	Put red blocks on a shelf with other red blocks and put green balls in the basket full of green balls	Algebra and Functions: Sorting & Classifying	MSC 1.1
24	GOB_01204000	Match identical toys when asked to "get one like this"	Algebra and Functions: Sorting & Classifying	MSC 1.1
24	GOB_01217600	Stack blocks to make a tower	Geometry: Identify and Use Common Shapes	MSC 1.2

## VCOE ANNUAL GOAL STRUCTURE

By \_\_\_\_\_, in a classroom setting \_\_\_\_\_ (**insert conditions or levels of prompting**),  
Child will (**insert goal stem**) in 4 out of 5 opportunities for \_\_\_\_ (no less than 10) trial days.

Benchmarks are to be set for : 10/31, 1/31, 3/31 & 6/10  
(eliminating the one closest to Annual Goal Date)

### Examples of CONDITIONS OR LEVELS of PROMPTING

given verbal or gestural prompts as needed

when asked 3 who, what, where questions pertaining to a book just read or a picture just shown  
independently

using a communication board

given no more than 4 physical, visual, or verbal cues

### Examples of VCOE Staff Written ANNUAL GOALS

#### Listening and Speaking: Communication

use a communication board to express wants/needs

#### Listening Comprehension: Self-Care/Independent Living

follow a 2 step novel unrelated direction within the context of classroom routine

#### Reading: Communication

answer or comment

#### Writing Strategies: Motor Skills/Mobility

Makes marks on paper

write first and last name (letters in proper sequence) on primary paper

#### Math: Number Sense: Problem Solving

indicate knowledge of the quantity of "5" by counting 5 objects (toys, students, etc.)

#### Algebra & Functions: Sorting & Classifying

classify 9-12 objects into 5 categories (i.e., food, animals, transportation, toys, clothes)

#### Social Emotional: Initiative in Learning

complete 4 tasks at a work station

#### Social Interaction: Peers

initiate and maintain play activities for 3 minutes with peers

#### Communication

respond to name by visually or auditory attending to speaker