

The DIR® IEP Goal Bank



Celebrate the Children

School for Children with Alternative Learning Styles (SCALS)

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Celebrate the Children

State Approved
and Funded
Public and
Private School
Programs for
Children Ages
3-21 Years





Celebrate the Children

- Public School Program in North New Jersey
DIR® Preschool Program
Support Services to Children K-8th grades
- State-Approved Receiving School for Children 3-21 years
 - Training and Therapy Center
 - Training and Consultations to School Districts
 - Home Programs and Family Support and Training
- Four Week Integrated DIR® Summer Camp for Children
Ages 3-21/One Week Camp in Wales
- Consultations to Schools and Home Programs in Wales

How did we develop the DIR® goal bank?

- For 15+ years we read the books, went to conferences, received direct coaching from Drs. Greenspan and Wieder (and other DIR® faculty).
- We developed our school program based on their guidance, our own experience and ideas.
- As our DIR® program became stronger, we wanted to better document the progress of our students.
- Also, as we got bigger, we recognized that classroom staff needed specific goals to keep them focused and to ensure accountability.

How did we develop the DIR® goal bank?

- We also recognized that in monitoring a large number of faculty and students, goals and data would allow us to support timely advancement of each student's program.
- Goals were developed by case, not globally by level. We assessed each student within the framework of the levels and wrote goals based on their individual need
- After 10 years we began to compile all the goals into 'level specific' banks. These are organized in a developmental scope and sequence.

How did we develop the DIR® goal bank?

- This goal bank is meant to be used as a guide to support the writing of DIR® goals for individual students. It IS NOT a checklist or “step-by-step program.”
- Eventually, we would like to organize the goals by NDD groups.
- This goal bank is a continued work in progress and more specific motor planning and visual-spatial goals are needed.

CURRICULUM AREAS

that meet the State Core Curriculum Content Standards

Developmental

Sensory

Motor

Visual-Spatial

Social

Independence/Sense of Self

Cognitive

Speech and Language

Social Skills

Self help

Behavioral

Academic

Visual and Performing Arts

Comprehensive Health and Physical Education

Language Arts Literacy

Mathematics

Science

Social Studies

World Languages (if appropriate)

Assessment

- Before a student enters the program all records are reviewed by the interdisciplinary team. The family is interviewed and observed interacting with the child.
- When a child enters the program, the interdisciplinary team evaluates the student based on the FEAS (this is video taped for documentation), sensory and motor questionnaires and batteries, academic assessments, specialized programs (e.g., Lindamood Bell programs, Thinking Goes to School, etc.)
- The student is also observed in the classroom to evaluate their ability to participate, interact, communicate and think.

Celebrate the Children

School for Children with Alternative Learning Styles

(SCALS)

INDIVIDUAL IEP GOALS AND EVALUATIONS

From sending school district



CTC INTERDISCIPLINARY ASSESSMENT



CONSIDER INDIVIDUAL LEARNING STYLES



CHOOSE CURRICULUM MATERIALS/PROGRAMS TO TARGET INDIVIDUAL GOALS



CREATE INDIVIDUAL PROGRAM/DATA BOOKS TO SUPPORT STAFF AND ENSURE ACCOUNTABILITY

Books include sections for each of the curriculum areas as appropriate for each student



30 Day Review: DIR® goals added/Other goals revised



INDIVIDUAL MONTHLY GOALS

reflecting IEP goals and daily challenges to be targeted all day
and more intensively during individual instruction time transferred to daily data sheets



DATA SHEETS ANALYZED AND FILED

Classroom staff and related service personnel rate goals on a daily basis
(never in the presence of the student)



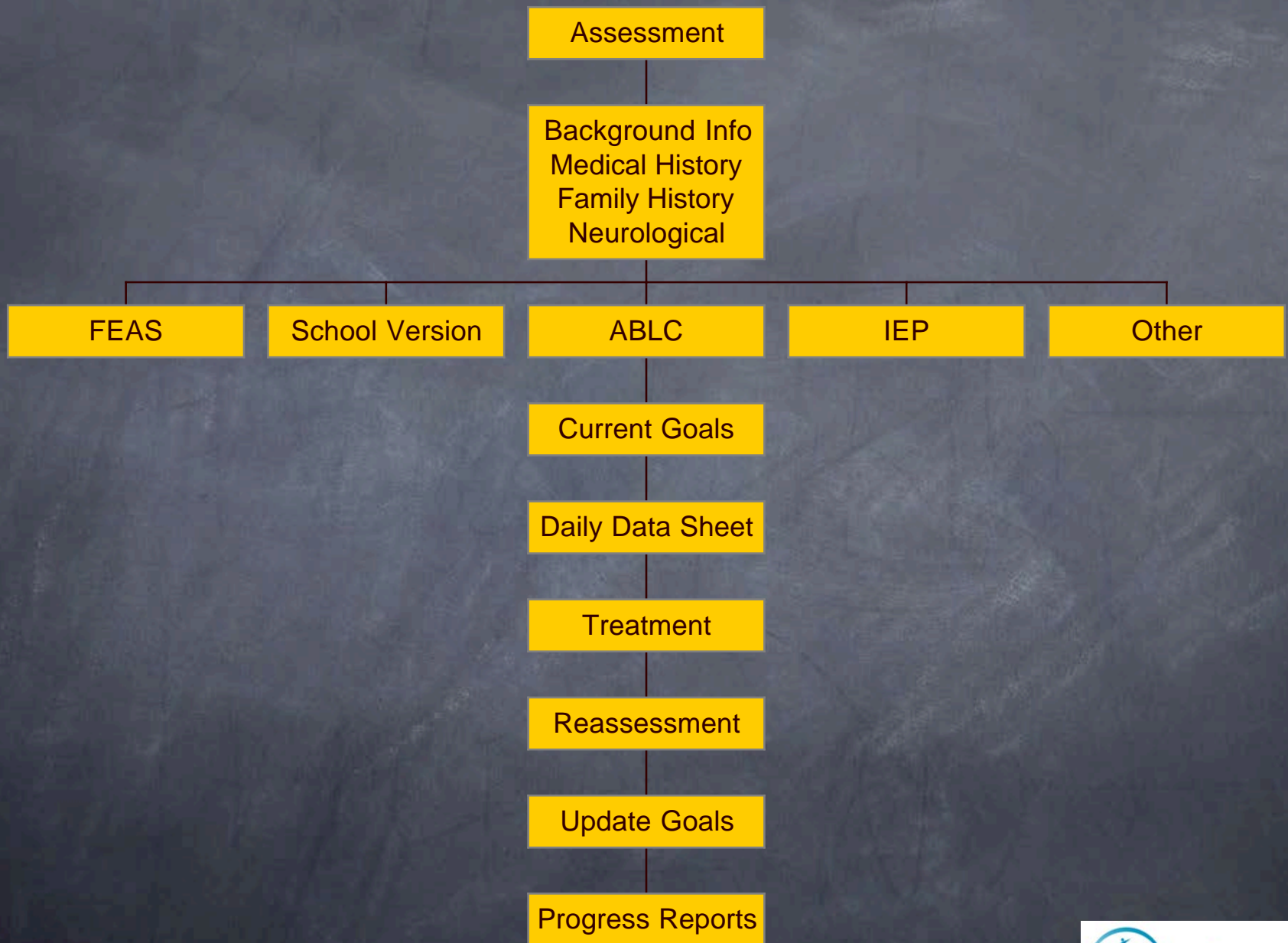
GOALS UPDATED AS NEEDED



PROGRESS REPORTS/PORFOLIOS



STATE STANDARDIZED TESTING/ALTERNATE PROFICIENCY ASSESMENT



The Levels

- There is a very wide range of ability within each level. Dr. Greenspan stressed that we stretch each level to its potential rather than working up before capacities are solid and consistent.
- There are subcategories at each level.
- There are bottom-up and top-down goals at each level.
- Goals at different levels support and overlap (and at times seem redundant) each other to support specific areas of weakness.

Criteria Definitions

Example Skill: Child will sustain a role during symbolic or pretend play for 10+ minutes

N-Not started

Not yet working on this skill

1-In progress, with full support, prompting, set-up and/or modelling

While playing the child needs constant support to stay in his/her role. The child is able to sustain a role in play less than 60% of the time independently

2-In progress, with moderate support, prompting, set-up and/or modelling

While playing the child is able to stay in his/her role with moderate support. The child is able to sustain a role in play independently 60-75% of the time

3-In progress, with minimal support, prompting, set-up and/or modelling

While playing the child is able to stay in his/her role with minimal support. The child is able to sustain a role in play independently 75-90% of the time

4-Demonstrating skill without support

While playing the child is able to stay in his/her role 90-100% of the time independently.

M-Mastered-Demonstrating consistency in all setting

The child has generalized the skill and is demonstrating it spontaneously in all settings. While playing in any setting the child can spontaneously take on, and maintain role play.

Sample Level 1 Goals

- Child will increase ability to maintain self-regulation (calm and organized state) and attention in non-demanding, non-overstimulating activity for at least ____+ minutes ____ times per day independently.
- Child will improve ability to maintain regulation and attention when required to process a range of visual perceptual information with minimal support. (e.g., a child stays calm and organized while participating in a classroom or gym activity that requires them to judge the distance between themselves and others, requires them to walk down stairs or transition between different surface levels, put an object in a specific place, etc.) for at least ____+ minutes ____ times per day independently. Describe child's specific visual perceptual challenges:
- Child will improve ability to remain calm, organized and attentive when experiencing a range of auditory input with minimal support. (e.g., child will increase the ability to stay calm and focused when hearing different sounds in their environment such as people talking, water running, bells or timers going off in school, music in the next room, etc.) for at least ____+ minutes ____ times per day independently. Describe child's specific auditory integration challenges:

Sample Level 1 Goals

- Child will increase ability to maintain self-regulation (calm and organized state) and attention when challenged/during challenging activities for at least ____+ minutes ____ times per FT® session with moderate support
- Child will improve his ability to maintain regulation when excited or under stress with for at least ____ + minutes ____ times per FT® session with moderate support
- Child will improve his ability to regulate thoughts and ideas to increase state of shared attention ____ out of 5 opportunities with minimal support

Sample Level 2 Goals

- Child will use eye gaze as a means of engaging with an adult in motivating activity at least ____ times per FT® session independently
- CHILD will sustain the “gleam in the eye” and enjoyment from interacting and engaging with adults for at least ____ minutes ____ times per FT® session independently
- CHILD will improve timing and rhythm in social interactions through intensive developmental interventions -CHILD is able to enter into a rhythmic back and forth interaction (reciprocal emotional exchange) with a peer for at least ____+ minutes ____ times per FT® session with minimal support

Sample Level 2 Goals

- CHILD will sustain physical circles of interaction with a familiar peer in a non-demanding interaction/activity for ___+ minutes ___ times per day with minimal support
- CHILD will improve ability to maintain engagement for ___+ minutes when challenged with cognitive task ___ times per FT® session with moderate support
- CHILD will improve ability to maintain engagement for ___+ minutes ___ times per day when challenged in play with moderate support
- Child will expand friendships and deepen the quality of his relationships with specific peers (evidenced by initiations and sustained interactions with specific peers ___+ times per day independently)

Sample Level 3 Goals

- CHILD will improve his ability to lead an adult by the hand to initiate a social/play activity ____ times per day with minimal support
- CHILD will increase range of affect during intentional interactions (CHILD will increase overall intentionality through use of appropriate tone and range of affect to express different emotions in play and work) ____ out of ____ opportunities with minimal support
- CHILD will improve ability to independently use a range of purposeful gestures (Pointing, waving over, protest, etc.) to be intentional as demonstrated ____ times per day

Sample Level 3 Goals

- CHILD will improve ability to initiate with an adult in order to obtain a desired object ____ times per day with minimal support
- CHILD will improve ability to initiate with a peer in order to initiate/to keep play interaction going ____ times per FT® session with minimal support
- CHILD will maintain ability to be intentional (open and close circles, engage in two-way communication using gestures, initiate interaction) while filtering out disorganizing stimuli in environment with moderate support for at least ____ % of the day
- CHILD will engage in positive interactions to get attention from adults ____ out of ____ opportunities with minimal support

Sample Level 4 Goals

- CHILD will improve his motor planning abilities related to executing an idea physically with minimal support ___ out of ___ opportunities
- CHILD will increase ability to physically execute a sequence of ___ motor actions independently ___ times per day
- CHILD will follow ___ step verbal directions *not* related to routine classroom activities ___ out of ___ opportunities with minimal support
- CHILD will improve ability to sustain communicative intent through gestures and words to get what he wants with ___ times per day minimal support

Sample Level 4 Goals

- CHILD will improve ability to string together ____+ well regulated circles of interaction in a problem solving way, while maintaining high level of engagement and intentionality with minimal support ____ times per day
- CHILD will increase ability to physically adapt plan in order to problem solve ____ out of ____ opportunities with minimal support
- CHILD will develop appropriate coping strategies (uses functional coping strategies when distressed with minimal support ____ out of ____ opportunities)
- CHILD will improve flexibility (CHILD will accept changes, disappointments, being told “No” or “Finished” with moderate support ____ out of ____ opportunities)

Sample Level 4 Goals

- CHILD will improve ability to transition independently to routine classroom activities ___% of the time with minimal support
- CHILD will improve his ability to use his motor planning in novel situations/increase flexibility (Child will try a new physical action independently ___ times per day)
- CHILD will improve his confidence and ability to start new or unfamiliar activities (that challenge their motor planning) independently and successfully ___ out of ___ opportunities
- CHILD will approach activities independently with confidence as demonstrated by increased participation in both new and familiar activities, paired with positive affect and positive affirmations about self, (I did it!) ___+ per day.

Sample Level 5 Goals

- CHILD will increase ability to express his ideas (e.g., I want to go outside) ___ times per day with minimal support
- CHILD will expand on his ideas when prompted (e.g., I want to go outside on the big slide) ___ out of ___ opportunities with minimal support
- CHILD will improve his ability to describe mental images when prompted using ___ descriptors ___% of the time with moderate support
- CHILD will increase ability to build off of and elaborate on *other's* ideas in play ___ times per FT® session with minimal support

Sample Level 5 Goals

- CHILD will improve ability to initiate novel ideas in play and work with minimal support (as evidenced by ____ new ideas used per day).
- CHILD will maintain conversations for ____+ minutes while elaborating on ideas and closing circles of communication ____ times per day with moderate support
- CHILD will sequence ____ symbolic play ideas independently ____ times per FT® session
- CHILD will express two ideas in play (e.g., Boy is sad. He got hurt) with minimal support ____ times per FT® session
- CHILD will explore a *range* of emotional themes in play, (aggression, happiness, courage, etc.) with moderate support ____ time per week

Sample Level 5 Goals

- CHILD will sustain a role in play, being a character and staying in character during the play for at least ____ minutes ____ times per FT® session with minimal support
- CHILD will express basic and complex emotions using visual prompts ____ out of ____ opportunities with minimal support.
- CHILD demonstrates increased confidence in sharing original ideas with others as demonstrated by child's ability to share novel ideas in a group setting/ in play scenario ____ per day with minimal support
- CHILD will improve ability to sustain symbolic play with a peer with minimal support for ____+ minutes ____ times per day

Sample Level 6 Goals

- CHILD will bridge emotional meaning to ideas by answering simple “Why” questions ____% of the time independently.
- CHILD will improve ability to answer “Wh” questions logically in spontaneous conversation ____% of the time with minimal support.
- CHILD will improve ability to think abstractly and reason when prompted (give reasons behind ideas and answer why questions with moderate support ____ out of ____ opportunities).
- CHILD will use reasoning to accept change, disappointment, etc. and increase flexibility during interactions ____ out of ____ opportunities with minimal support
- CHILD will increase ability to describe ideas from their imagination in play with minimal support ____ times per week
- CHILD will expand on his pretend play abilities (use fantasy in play independently) ____ times per week
- Through better regulation, CHILD will improve his ability to use reasoning before acting ____% of the time with minimal support
- CHILD will use reasoning to bring down anxiety/anger and support increased regulation _____ out of 5 opportunities with minimal support
- CHILD will connect 2-3 ideas logically in play and work independently ____ times per FT® session

Sample Level 7 Goals

Multicausal /Triangular thinking

- Can demonstrate triangular thinking in a social situation (in order to be friends with John who is Sam's friend I can first make friends with Sam to reach my goal)
- Can make comparisons between two things (I like Peter better than Paul, crunchy peanut butter is better than smooth)
- Can support their comparison with reasoning (I like Peter better because he shares with me)
- Can rank people or objects on a scale stating preference (on a scale from 1 – 5 – 1 is my favorite song- 5 I like a little)
- Can demonstrate triangular thinking in academic concepts (In order to win the revolutionary war the US had to ally with France because France was the enemy of England which is the US enemy)
- Can demonstrate the ability to think of 3 or more possible solutions to the same problem

Sample Level 8 Goals

Gray Area Thinking

- Can demonstrate comparative thinking (why apples are better than lemons)
- Can express their emotions in degrees (How happy or sad they are: forgetting my lunch makes me a little angry, being yelled at makes me very angry, being touched when I don't want to be touched makes me furious)
- Can determine the degrees that two things are similar or different (I am the same as Billy in that we both enjoy video games and dislike sports, but we are different in that he learns well by listening and I don't)
- Can make comparison in concepts and academic situations (In Lord of the Flies, Joe would make a better leader than Piggy because Joe is well spoken and Piggy is not well liked)
- Can make comparison between things in degrees in academic situations (the most significant causes of wars in order are #1 land #2 resources # religion)
- Can understand their relative standing in various social hierarchies (I'm the best of the group at soccer but I'm one of the ones that has the most trouble with math problems)

Sample Level 9 Goals

Growing Sense of Self and Reflection on an Internal Standard

- Can consider the past as a factor in the present (I didn't accept the extra help I really needed in writing last year and now it is causing me to feel behind my classmates)
- Can consider the present as a factor in the future (I better start to save my money now if I would like to buy a car in two years)
- Have an ability to reflect on their own future (I would like to have a career that allows me to spend time with my family as well as earn a good living)
- Can establish and their own personal opinions on issues (I feel that the war in Iraq is just and necessary)
- Can objectively evaluate their performance and work using a rubric
- Can use the rubric to objectively summarize their work (I feel that while I had lots of details and backed up my opinion, my overall presentation lacked three of the required components)
- Can reflect upon their personal strengths and weaknesses (It is really hard for me to spell and listen to directions but I'm great at helping the younger children and writing creative stories)

Sample of Specific Motor Planning and Visual-Spatial Goals from TGTS (Wachs/Wieder)

- Goal: To Improve General Movement Thinking Skills Involving Body Mapping
- Objectives:
 - While in a wheelbarrow position can perform the following variations
 - »Forward
 - »Backward
 - »Sideways
 - »Navigate a maze of objects
 - Can lie prone on the floor and raise and lower specific body parts off the ground according to the sequence (5) they were touched in by staff member
 - While laying prone on the floor can “swim” moving arms and legs on the same side of the body following a metronome rhythm
- Goal: To Improve General Movement Thinking Skills involving Coordinated Action
- Objective:
 - Can jump over a long jump rope as it is dragged across the floor with increasing pace
 - Can jump over a long jump rope as spun by two people 5 times at a slow pace

Celebrate the Children

DATA COLLECTION PROTOCOL

Monica G. Osgood/CTC/2002

A notebook containing the following documents will be used to monitor each student's progress:

- Goal data sheets for:
 - Follow-the-child's lead, semi-structured and Peer Floortime®
 - Academics
 - Motor Planning/Visual-spatial
 - Self-help/Life Skills
 - Morning and Afternoon group goals
 - Language Goals
- Schedule/Sensory Diet
- Behavior Plan if applicable
- Philosophy
- Program Outline/DIR® information
- Assessments/Reports
- Notes to staff
- IEP with individual goals
- Goal sheet listing all IEP goals with areas to log monthly progress, dates started and dates mastered
- Language log

Sample IEP Page

Year- Long Goals

CELEBRATE THE CHILDREN (SCALS)				
Student: <u>Alice</u>		Location: <u>Celebrate the Children SCALS</u>		
DOB: <u> </u> / <u> </u> / <u> </u>		Date of IEP: <u> </u> / <u> </u> / <u> </u> School Year: 2006-2007		
<p>The following DIR goals and objectives <u>supplement</u> this child's overall IEP goals and objectives and are not meant to replace developmental, academic, social or behavioral state standards. The following goals and objectives support NJ State Core Curriculum Content Standards:</p> <p>STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE</p> <p>STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY</p>				
How Progress will be measured:				
Daily data collection/Teacher Observations/Teacher Assessments/Video Tape				
Rating Scale		4- Demonstrating skill without support		
1-in progress, needing full support		M-Mastered-Demonstrating consistency in all settings (100% ind.)		
2-in progress, needing moderate support		N-Skill not yet started		
3-in progress, needing minimal support				
Qualifiers: <u>independently, independently with set-up, with supervision, with minimal assistance, with moderate assistance</u>				
Category: Level One-Regulation				
Student: <u>ALICE</u>		Location: <u>School</u> 2006-2007		
Goal	BL	1	2	3
ALICE will increase ability to maintain self-regulation (calm and organized state) and attention in non-demanding, non-overstimulating activity for at least 15 minutes with minimal support				
ALICE will communicate, using language and/or visual supports, when needing a break to support sensory system with minimal support				
ALICE will continue to improve ability to attend to the classroom teacher, given moderate in-class sensory support as needed				
ALICE will improve her ability to sustain regulation and attention while waiting her turn with minimal support.				
ALICE will increase ability to process sensory information while maintaining shared attention in work and play with moderate support				
ALICE will maintain active attention in groups for 20+ minutes with moderate support				
ALICE will continue to improve ability to maintain regulation in environments outside the classroom with support (Sustain interactions and participate in activities consistently with moderate support).				
ALICE will begin to verbalize causal factors that are biologically-based or in her environment that are causing disorganization or pain, (ex: too loud!) with moderate support				

Celebrate the Children Goal Data Sheet

Student: Joe Location(s): SCALS Date: _____

Date					
L#	Staff				
Floortime® Goals: Following the child's lead and Semi-Structured-Problem Solving/Social Skills Goals					
1.10	Maintain regulation thru unpredictable interactions and play with an adult for 10+ minutes 2 times per Floortime session with minimal support <i>Ex: With minimal support Joe is able to stay calm and organized in unstructured interactions such as chase, puppet play, dress up, etc.</i>				
4.6	Use problem solving in play 3 times per FT session with moderate support <i>Ex: With moderate support (e.g., gestural cuing, multiple choice, etc.) Joe is able to get a toy out from under a blanket to keep the play going, is able to get a bandaid for a hurt puppet, decide a new place to go for the car if the bridge is out, etc</i>				
5.7	Initiate original/novel ideas in play 2 times per FT session with moderate support <i>Ex: With moderate support (e.g., "what's next," multiple choice, etc.) Joe is able to initiate a new direction for the car to go, a new activity for a puppet to start, a new place for a doll to hide, etc.</i>				
5.8	Sequence 3+ symbolic ideas in play 1 time per FT session with moderate support <i>Ex: With moderate support (e.g., provided with multiple choice, modelling, etc.) Joe is able to initiate that a puppet takes a nap, then wakes up, eats, etc.</i>				
5.9	Is able to connect emotional ideas to play/I.D. simple emotions in play 1 time per day with minimal support <i>Ex: With minimal support, Joe is able to identify how he or others are feeling in a play or real-life scenario</i>				
Peer Floortime® Goals					
5.6	Initiate verbally with a peer to keep an activity going 2 times per day with minimal support <i>Ex: Joe is able to ask a peer to do something again, for an item to keep the play going, etc.</i>				
4.12	Sustain positive play with a peer for 10+ minutes 2 times per day with moderate support <i>Ex: Joe is able to play any activity with a peer without getting rough or aggressive without direct adult intervention, etc.</i>				
Sensory-Motor/Visual-Spatial/Motor Planning/Gross Motor (OT/PT/PE)					
S25	Transition from one activity to another maintaining regulation and staying with the group 70% of the time with minimal support				
S12	Starts activities independently 60% of the time				
S37	Can wheelbarrow forward and backward 5+ steps with moderate assistance				
S42	Can move eyes in the following directions given verbal directive and model prompt- left, right, up, down- without moving their head				
Rating Scale: TEACHERS MUST RATE EVERY GOAL ONCE PER WEEK					
+ Targeted goal was demonstrated -Opportunity was there, but targeted goal was not demonstrated					
Qualifiers: 1. with full support, set-up and/or modelling, 2. with moderate support, set-up and/or modelling, 3. with minimal support, set-up and/or modelling 4. independently (no support needed)					

Sample Daily Data Sheet

Short-term Objectives



Details to Include in Your IEP

Developing an IEP

- Get to Know your State's Educational Requirements and Laws
 - What are they looking for?
 - Incorporate the language they want to hear

<http://www.state.nj.us/education>



new jersey
department of education

DOE

Developing an IEP

- Develop the IEP with the Team
- This team includes PARENTS



Developing an IEP

- Clearly Define DIR® Goals as They Relate to Each Developmental Level

Level 3: Child will be intentional using gestures (pointing, waving over, etc.) in interactions with minimal support

Developing an IEP

- Include Specific Strategies and Principles for Facilitating DIR® Goals

Staff will use high-affect to support the child in sustaining interactions and make learning meaningful

Developing an IEP

- Clearly Define the Child's Schedule and Amount of Time Devoted to Specific Areas of the Program

1/2 Day Self Contained Classroom

9:00–9:15 Group Brain Gym/Thinking Goes to School/Free Play

9:15–10:15 Follow the Child's Lead FT® Targeting Developmental IEP Goals

10:15–10:30 Snack/Self Help/Peer Interactions

10:30–11:00 Group Sensory Motor/Motor Planning Activities

11:00–12:00 Semi-Structured Floor Time Targeting Developmental IEP Goals, Academics/General Knowledge, Social Skills and Mainstream Support)

The Child may also Participate in Ongoing Classroom Activities that Support Their Developmental Goals (e.g., Engagement, Increasing Independence, Sense of Self, Etc.)

Related Services as Scheduled

12:00–1:00 Lunch and Recess with Lunch Bunch Peers and Facilitator in Quiet

Location

1/2 Day Inclusion Setting

1:00–1:45 Classroom Activities (Child Participates When Appropriate/One on One Floor Time, Small Group Instruction and Sensory Breaks as Needed)

1:45–2:00 Sensory Break

2:00–3:00 Classroom Activities (Child Participates When Appropriate/One on One Floor Time®, Small Group Instruction and Sensory Breaks as Needed)

3:00 Go Home

Developing an IEP

- Define Sensory Processing Support Systems

(include sensory breaks, in-class sensory support, multi-sensory teaching strategies, the use of visuals and gestures to support language, allowances for individual working styles such as standing at the desk instead of sitting etc.)



Developing an IEP

- Include all Locations Needed to Implement the Program

(e.g., FT® area, sensory support location, lunch bunch location, etc.)



Developing an IEP

- Clearly Identify the Involvement and Responsibility of Each Staff Member
- (including related services and specials teachers, Lunch Bunch staff, etc.)



Developing an IEP

- Clearly Define all Modifications and Supports to be used with the Child
- (e.g., breaking down tasks, visual supports, FM trainers, etc.)



Developing an IEP

- Clearly define all Materials Needed to Implement the Program (e.g., FT® toys, sensory support equipment, etc.)



Developing an IEP

- Define Details regarding the Child's Facilitated Peer Interactions (include Lunch Bunch, Recess, etc.)
- With who, where, how often, staff support, types of interactions/activities



Developing an IEP

- Identify the Structure and Frequency of Team Meetings and Communication Requirements



Developing an IEP

- Clearly Identify Training and Consultation Agreements (Including Frequency and Duration)

Background on the child

Methodology Overview

Program Specifics

Ongoing Consultation/Supervision



For our suggested reading list
and more
practical tools, visit
celebratethechildren.org
[profectum.org/educator's corner](http://profectum.org/educator's%20corner)



Key Points to Remember

- The Goal is to Create a Program that Allows the Child to Make Significant Developmental Progress, to Learn, Experience Success, Independence, Make Friends and Feel Good About Themselves
- When you Maximize Independence and Self Esteem (Sense of Self), You Reduce Anxiety which Allows for Better Processing and Increases Academic and Social Success