

## Special Considerations

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### Student's strengths:

is very good at putting puzzles together and matching objects and pictures. enjoys exploring his environment. has mastered potty-training over the last summer. He is caring, loving, and in-tune to the people the around him.

is following the routine of preschool. He responds periodically when you say good morning. He often repeats familiar phrases used in the classroom. Beginning to participate in routine activities. Gestures for items he wants. definitely knows "All done". With verbal prompts will say "thank you" "Good Morning" and "Bye". is curious and investigates. He is very hands on. Matches shapes. He loves puzzles and is very good at putting them together. Gross motor skills are a strength. is generally happy and very energetic. He is busy most of the time. He is also learning to use tools in his environment. is beginning to use words/phrases in context. has a high pain tolerance and this makes it difficult to determine if he is really hurt or sick at times.

is using more and more vocabulary words and speaking in context more appropriately.

### Parental information, including concerns for enhancing their child's education:

A routines-based interview was conducted with mother and father as well as his childcare provider, and his preschool teacher, on Friday, September 20th. and identified the following objectives they would like to work on for the next year and prioritized them as following:

1. More talking
2. Cooperative play with others
3. Attending longer to activities
4. Compliance with directions
5. Labeling colors, writing his name, other pre-academic skills
6. Strategies to keep from darting into the street
7. Trying more foods
8. Waiting more appropriately

### Results of initial or recent evaluation(s) :

#### Summary of RBI - 9/20/2013

On Friday, September 20th, Andrea Nelson conducted a Routines Based Interview with's mother ( ),'s father ( ),'s daycare provider ( ), and's preschool teacher ( ).

's main concerns for are his language and social skills.

Throughout the interview, [redacted] and [redacted] were asked to rate each time of their day on a scale of 1-5 with 1 meaning that the time of day is not going well at all for their family and 5 meaning that the time of day goes very smoothly. [redacted]'s parents rated the following routines highly (4-5): wake-up, getting ready, departure from daycare, arrival at home, and bedtime. [redacted]'s parents rated the following routines lower (1-3): going to daycare, dinner, and bedtime. [redacted] noted that going to daycare is challenging because [redacted] has been running from her and darting into the street. Dinner is challenging because [redacted] is very picky with foods and does not like to stay seated while eating. She felt that bedtime/nighttime would be better if [redacted] would stay asleep through the whole night.

During the portions of the interview where [redacted] and [redacted] were answering the questions, Andrea, the interviewer, asked them to also rate each time of day from 1-5 based on how well [redacted] is functioning during that time of day. 1 meaning that [redacted] struggles during this time and is not doing what the other children are doing. 5 meaning that [redacted] is doing what the other children are doing and doing it very well. [redacted] and [redacted] rated the following routines highly (4-5): outside playtime at daycare, departure for preschool, teethbrushing, handwashing, outside, bathroom, small groups, centers, storytime, snack, departure, arrival back at daycare, and departure from daycare. [redacted] and [redacted] rated the following routines lower (1-3): snacktime at daycare, inside play at daycare, getting ready for lunch at daycare, arrival at preschool, lunch at preschool, large groups. Mealtimes are challenging for [redacted] at daycare and preschool which is similar to the home environment. Waiting was also a common factor in many of the routines that were rated lower. Large group is a time that is also very challenging for [redacted] to maintain his attention and participate consistently.

Activity	Rating	Notes
Wake up	4.5	
Getting ready	4.5	
Departure from daycare	4.5	
Arrival at home	4.5	
Bedtime	4.5	
Teethbrushing	4.5	
Handwashing	4.5	
Outside play	4.5	
Bathroom	4.5	
Small groups	4.5	
Centers	4.5	
Storytime	4.5	
Snack	4.5	
Departure	4.5	
Arrival back at daycare	4.5	
Inside play at daycare	1.5	
Snacktime at daycare	1.5	
Getting ready for lunch at daycare	1.5	
Arrival at preschool	1.5	
Lunch at preschool	1.5	
Large groups	1.5	

is using visual strategies to help in this area.

We currently are using a picture schedule and will continue the use of pictures in all area of his environment.

**For children who are deaf or hard of hearing consideration of the following 3 areas:**

**1. Child's language and communication needs:**

This was considered by the IEP team but was deemed unnecessary at this time.

**2. Opportunities for direct communication with peers and professionals in the child's language and communication mode:**

This was considered by the IEP team but was deemed unnecessary at this time.

**3. Academic level and opportunities for direct instruction in the child's language and communication mode:**

This was considered by the IEP team but was deemed unnecessary at this time.

**Consideration of the child's need for assistive technology service or device:**

This was considered by the IEP team but was deemed unnecessary at this time.

**Present Level of Academic Achievement and Functional Performance**

Includes how the child's disability affects the child's involvement and progress in the general education curriculum, or for preschool children, how their disability affects the child's participation in appropriate activities:

is a 5 year old little boy that has a verification of Autism. attends afternoon preschool at the School 4 afternoons per week. He also goes to daycare at the preschool about 3-4 days per week (with varying hours each day) while his mother works. is very good at matching items. He can put together 25 piece puzzles with minimal assistance. He enjoys the Ipad and will play it for 15-30 minutes at a time.

Due to's disability, he is unable to imitate or copy vertical/horizontal lines and circles with a pencil, crayon, or marker but he is able to draw them when he draws on his own without request or command. uses a thumb up and little finger down immature right-handed pencil grasp. He is able to grossly color a 3" object with 50% coverage. He is gaining in scissor skills and can snip and make multiple cuts after the scissors are applied to his right hand - he is unable to grasp the scissors on his own.

Currently demonstrates little social communication. He is able to say words verbally and, although he frequently imitates or uses echolalia, he is starting to use words in context more frequently. is not yet consistently using communication to make requests from adults and peers. is ready to be exposed to some additional communication tools like the PODD book so that he is able to communicate more easily. is beginning to want to participate in large group activities and will sit in a circle on the rug with his

classmates. This is a new skill. [redacted] is ready to become more involved with large group by being able to independently follow teacher directions. [redacted] is also demonstrating the increased ability to work one-on-one with a teacher to learn new academic skills. [redacted] is ready to work on receptive identification of basic concepts like colors, shapes, and the letters in his name. The team would like to see these skills transfer to the small group academic time for the whole class.

[redacted] is fully potty trained and even can determine independently that he needs to use the bathroom and makes that statement. [redacted] is saying more words in context. He is gaining some color words and will say them more regularly when asked. [redacted] is following routines and is excited to come to school. [redacted] is playing more with the toys as they are intended. He loves the iPad and will play the same familiar games over and over. We are not using the PODD book much as [redacted] is verbal communication skills seem to be increasing.

Extra Curricular Activities: [redacted] attends daycare at [redacted] in [redacted]. [redacted] is involved in summer CHAMPS and participates in activities within the community with the group. [redacted] socially plays with his cousins and other children in the community when his mother is visiting her family/friends.

[redacted] mother and father identified the following family level goal that they have set for themselves over the next year:  
The family will have strategies to keep [redacted] from running away and/or darting into the street.

09/23/2013

**Goals**

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**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in center time by talking. We will know he can do this when during a 15 minute observation he says 10 three word phrases related to his play on 4 consecutive days of preschool.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Oral Performance; Time Sample;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):**  
Quarterly progress notes will be sent home with report cards at the end of each nine weeks.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in playtime at daycare and preschool by cooperatively playing with other children. We will know he can do this when during a 15 minute observation, he takes three turns in play with a peer three times on 4 consecutive days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Time Sample;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents:** (i.e., progress reports, letters, phone calls, etc.):  
Quarterly progress reports will be sent home.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in small groups by maintaining attention to task. We will know he can do this when he remains working on the task at hand for 10 minutes or until completion on 4 consecutive preschool days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Time Sample;

**Person(s) Responsible:** Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents:** (i.e., progress reports, letters, phone calls, etc.):

Quarterly progress reports will be sent home.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in all activities at home, daycare, and preschool by complying with directions from adults. We will know he can do this when during a 10 minute observation in any setting, [redacted] complies with 4 of 5 verbal directions without additional prompts and he will do this in all 3 settings on 4 consecutive days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Parent Report; Time Sample;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational

Therapist; Other: (Person Responsible Other: Daycare Provider)

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):**

Quarterly progress reports will be sent home.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in small group and center times, by performing pre-academic skills. We will know he can do this when he is able to label 8 colors, label 6 shapes, and write his name on 4 consecutive days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Time Sample;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents:** (i.e., progress reports, letters, phone calls, etc.): Quarterly progress reports will be sent home.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in mealtimes by trying more foods. We will know he can do this when he tries three different foods at lunch on 4 consecutive days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Parent Report;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):**  
Quarterly progress reports will be sent home.

**Measurable Annual Goal:**

In 36 instructional weeks, [redacted] will participate in transitions at preschool by waiting in line. We will know he can do this when he is able to stand behind a peer in line for at least 4 minutes or until it is his turn or until it is time to walk somewhere without any additional prompts 3 times in one day for 4 consecutive days.

**Short-Term Objectives or Benchmarks**

(Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.)

**PROGRESS REPORT:**

**Schedule:** B - 9 Weeks

**Evaluation Procedures/Instruments:** Teacher Observation; Time Sample;

**Person(s) Responsible:** Parent; Classroom Teacher; Speech-Language Pathologist; Early Childhood Specialist; Occupational Therapist;

**Review Dates:** 10/21/2013; 12/20/2013; 03/14/2014; 05/16/2014;

**Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):**  
Quarterly progress reports will be sent home.