

Student Strengths:

(Child) has many supports in his life including his dad, grandparents, child care providers and school staff. He wants to please others. His father (name) shared that (child) is learning to be independent at home, which has been assisted by (father) having moved items in the pantry and refrigerator to lower levels that are easier for (child) and siblings to reach. (Father) also shared that (child) is working on increasing independence with getting dressed and that he is completely independent with undressing. (Father) also shared that (child) has improved with regulating his own behavior and is learning how to ask for things when he is upset or wants something different. (Child's) preschool teacher shared that he is now transitioning throughout the entire classroom rather than just 1-2 favored centers and enjoys playing with legos. She reported that he is reaching out to adults and other children in the classroom and following school rules.

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

According to the Routines Based Interview with (father), parent concerns included: providing stability and structure for his children, providing a consistent routine, chores and meal planning, eating as a family, and a consistent bedtime routine. (Father) indicated that he is receiving counseling and would like to seek out supports for his children, especially his daughter.

Measureable Annual Goal:

(child) will meet the following Social Emotional objectives (from district preschool curriculum) by the end of the year:

- 1) (child) will interact with peers in positive ways. We will know he can do this when he can do the following for 2 consecutive weeks:
 - a. Initiate conversations verbally with 4 children on a daily basis.
 - b. Share toys/materials with peers daily.
 - c. Request toys from peers daily.
 - d. Play cooperatively with at least 4 peers individually or together daily.
- 2) (Child) will learn to self sooth. We will know he can do this when he no longer cries for Dad in the mornings and in the afternoons and doesn't need 1:1 adult support.
- 3) (Child) will accept directions from other adults he comes into contact with while at daycare each day. We will know he can do this when he follows at least 2 directions given by at least 2 different adults including staff transitions between shifts for 2 consecutive weeks.

Persons responsible: Parent, classroom teacher, SPED teacher, daycare provider.

Measureable Annual Goal:

(Child) will meet the following objectives related to his Independence by the end of the year.

- 1) (Child) will independently dress in the mornings. We will know he can do this when he pulls on his own pants, puts on his own pull over shirt, puts on his socks, and slips on his shoes for 2 consecutive weeks.
- 2) (Child) will become more independent during breakfast time and snack time at home. We will know he can do this when he pulls out his own cup and bowl, gets the silverware he needs, and pours his own cereal or snack for 2 consecutive weeks.
- 3) (Child) will become more independent at bedtime. We will know he can do this when he stays in bed following a book reading and after being tucked in by his Dad, for 2 consecutive weeks.

Persons responsible: Parent, SPED teacher

Measureable Annual Goal:

The following family goals will be met by the end of the year:

- 1) (Father) will manage his time more effectively by creating a “to-do” list by April 2014.
- 2) (Father) will improve his patience with his three children by April 2014.
- 3) (Father) will set time aside to teach older brother to tie his shoes by March 2014.
- 4) (Father) will establish a bedtime routine for his children by reading a story and tucking them into bed by February of 2014.
- 5) (Father) will establish routine chores by May of 2014.
- 6) (Father) will have the children help with the grocery list and shopping by April 2014.

Persons responsible: Parent