

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

Parents wants [redacted] to increase the number of words he is using per sentence.

child

11/10/11

Parent

[redacted] identified the following needs during the Routines Based Interview (RBI) held on October 13, 2011.

1). ^{Parent} [redacted] would like information on how to help ^{child} [redacted] understand the use of contractions. For example: ^{child} [redacted] will say, "me not know" rather than "I don't know".

- 11/10/11- SLP explained that contractions are a harder skill and as ^{child} [redacted] becomes more consistent with "I" statements, the "I don't" may come along as this is what he will be hearing others say and it's more natural than saying, "I not know". The first step in this process to learning and using contractions would be for ^{child} [redacted] to use "I" statements rather than "me" when appropriate. The use of "I" statements will be in the goals section of this IEP.

2). The family will be given information on how to help ^{child} [redacted] with spontaneous responses and reducing or eliminating the lip smacking/ or tongue clicking when he is thinking of a word he wants to use.

-11/10/11 - We discussed that the behavior is only being seen at home, and this is good. ^{Parent} [redacted] did not know if it was something to be corrected or not. The discussion we had was that this is/ can be appropriate/ typical behavior when his language is taking off and he is working on word retrieval. The behavior is not troublesome at this time as the behavior can diminish and eventually be eliminated all together as time goes on and not to draw attention to the behavior. Parents do not see it as a behavior to replace with another behavior at this time and agree to monitor it. If the behavior continues or worsens, parents are encouraged to contact us for further discussion.

3). ^{Parent} [redacted] would like more information on how to help ^{child} [redacted] with his overall language development so she would worry less about his school readiness.

11/10/11 - SLP will gather information on developmentally appropriate language skills for a child ^{his/her} [redacted] age and will provide this information to the parents in the next two weeks.

Measurable Annual Goal:

Child [REDACTED] will meet the following FAMILY GOAL by the end of the IEP.

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.)

Child 1). [REDACTED] will participate in prayer time at home by memorizing and repeating a short prayer or song. We will know he can do this when he repeats a prayer with 15-20 syllables, once per day for two weeks.

PROGRESS REPORT:

Schedule: B - 9 Weeks

* **Evaluation Procedures/Instruments:** Oral Performance; Parent Report;

* **Person(s) Responsible:** Parent; Other; (Person Responsible Other: Student)

Review Dates: 12/23/2011; 03/09/2012; 05/23/2012; 10/20/2012;

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

Parents will share progress with teachers upon request and through conversations. His progress will be reported through quarterly progress reports.