

Grade K

Child Description: Age 5, non-ambulatory, seizure-free, no hand mouthing

**Goal Title: Speech/Language Goals – Alternative Communication**

Annual Goal Statement: Student will access alternative communication methods to increase communication.

Method for Measuring Progress: Data Collection, staff observation

Standards Aligned to Goal:

Uses eye gaze to indicate choice

Uses Communication boards to demonstrate preferences

Uses various means of communication to interact with peers

**Goal Title: Math Goal**

Annual Goal Statement: Student will increase her math skills from approximate Pre-K level to a Kindergarten level.

Method for Measuring Progress: Teacher and aide observation and classroom data

Objectives:

1. Child will demonstrate 1:1 correlation with numbers 1-20 with 100% accuracy
2. Child will match/identify shapes 3/5 times
3. Child will indentify concepts lists 1-3(+) with 90% accuracy
4. Child will match/identify colors 3/5 times

Standards Aligned with Goal:

Match sets of objects one to one

Identify common geometric objects: circle, triangle, square, rectangle, etc

**Goal Title: Physical Therapy**

Annual Goal Statement: Student will improve gross motor skills as evidenced by progress toward objectives listed below.

Method for Measuring Progress: Teacher report and observation, therapist report and observation, student performance.

Standards Aligned with Goal:

Child will pull to stand holding on to someone or something.

- Child will pull self to standing using a person or other stable object and no more that 25% assistance 3/5 trials

Child will take steps using assistive device or full assistance of adult

- Child will walk with full assistance for 50 feet 3/5 trials

Child will stand supported by equipment or adult

- Child will utilize stander up to 50 minutes per day

Transition from supine to sit

- Child will independently transition to sitting in 3/5 trials

**Goal Title: Upper Extremity Range of Motion/Mobility**

Annual Goal Statement: Participate in daily range of motion program for upper extremities to increase independence in school setting.

Method for Measuring Progress: Data collected through documentation of exercises being completed, student participation, OT/Parent/Teacher/Parent, Physical demonstration

**Goal Title: Language Arts Goal**

Annual Goal Statement: Student will increase her Language Arts skills from a pre-K level to a Kindergarten level.

Method for Measuring Progress: Teacher Observation, classroom data

**Objectives:**

1. Child will respond to Y/N questions about functional sight words list with 100% accuracy
2. Child will match Upper and Lower case letters of her name (+) with 75% accuracy
3. After hearing a text read, child will respond to who, what, where questions 3/5 times

**Standards Aligned with Goal:**

Identify common signs and symbols

Recognize and name all Capital and lowercase letters of the alphabet

Understand what is seen and heard by responding to questions

**Goal Title: Occupational Therapy**

Annual Goal Statement: Increase fine motor skills as evidenced by progress towards objectives listed below.

Method for Measuring Progress: Staff/Teacher/Parent/Therapist reports, Physical demonstration

**Standards Aligned to Goal:**

Uses both upper extremities to reach out in a gross motor pattern to grasp object held in front of student

- Reaches with both arms 4/5 times

Utilize adaptive equipment and assistive technology to facilitate ability to increase independence in the school setting

- Uses acc with little or no prompting from teacher/aide

Using eye gaze or ACC device when appropriate student will make cause and effect choice with facilitation implemented when needed

- Makes proper choice 4/5 times

Using eye gaze or ACC device when appropriate student will communicate basic needs with facilitation implemented when needed

- Makes request, communicates basic need 4/5 times

Accommodations:

Child will be accompanied by an adult to ALL areas throughout the school day due to physical and communication limitations. Adaptive communication will be needed. Special seating and standing equipment will be required to meet Child's individual needs.

Extended School Year:

It was determined that extended school year services are necessary in order to provide a free and appropriate education due to: The student is at a critical point of skill acquisition or readiness that would be lost or greatly reduced as a result of interruption of services.

Technical Assistance:

Support is necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's IEP. Training by the AT team for ALL staff working with child.

General Considerations:

- \*Testing and Present levels indicate the need for child to attend general education kindergarten with support from special needs class.
- \*Progress reports will be sent home every nine weeks with daily reports sent home from special needs staff regarding IEP work.
- \*Student will be able to participate in all educational and non-educational programs and activities that are made available to non-disabled students.
- \*Child is able to participate in either the general physical education program or use this time to complete Physical Therapy program.
- \*The length of the instructional day will be the same as the instructional day for nondisabled peers.