

Wednesday, June 14, 2017

Dear _____,

Thank you for your support of not just my child, but all the children you support in your field. I appreciate all that you do. To help prepare you for the time you'll spend together, I want to share my thoughts on how my child is doing. I'd also like to suggest some goals and accommodations that may benefit them.

I hope this document helps us collaborate to deliver the best possible education and care for my child. I value your judgement and look forward to talking soon.

Developmental Goals

Communication Goals

1. My child will greet a teacher with words or with a gesture (like waving) in 4 out of 5 consecutive opportunities to do so. **(High Priority)**
2. My child will use words or gestures appropriately to express dislike for an activity in 4 out of 5 consecutive opportunities to do so.
3. My child will ask three appropriate questions during a communicative interaction with an adult in 4 out of 5 consecutive opportunities to do so. **(High Priority)**

Social Goals

1. My child will allow a teacher to insert herself in the child's play in 4 out of 5 consecutive opportunities to do so.
2. My child will show respect for another child's personal space through appropriate behaviors in 4 out of 5 consecutive opportunities to do so. **(High Priority)**
3. My child will join and engage in appropriate social play interactions initiated by others in 4 out of 5 consecutive opportunities to do so. **(High Priority)**
4. My child will state the effect of various situations that impact personal safety in 4 out of 5 consecutive opportunities to do so.

Behavioral Goals

1. My child will participate in classroom activities in 4 out of 5 consecutive opportunities to do so. **(High Priority)**
2. My child will accept a change in the normal daily routine without resistance in 4 out of 5 consecutive opportunities to do so.

Accommodations

Sensory Awareness

1. Ear plugs or noise-cancelling headphones during instruction or work time. **Parent Note: We tried this last summer at camp - it was a big help.**
2. Specialized lunch setting that reduces sensory stressors. **Parent Note: Is there a place where he could eat without being isolated?**

Peer Interaction

1. Direct education for peers to help them understand your child's differences.

Self Regulation

1. Individualized visual daily schedules. **Parent Note: This is a very appealing strategy. We use a personal schedule at home.**
2. Time warnings before transitions along with increased transition time.

Parent Involvement

1. Monthly, weekly or bi-weekly checkins (phone or in person) with parents.
2. Active use of a home/school communication book.

Social Learning

1. Facilitated socialization at recess, lunch, breaks.

Accessing Materials and Learning

1. Testing in the morning or afternoon only depending on child's daily rhythm. **Parent Note: He gets low key for about 45 minutes after lunch.**
2. Advance copies of teacher's notes, or power point presentations (via paper, online, email, etc).