



**ELK GROVE UNIFIED**  
**Offer of FAPE - SERVICE**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

**The service options that were considered by the IEP team (List all):** Team discussed individual and small group instruction in a specialized preschool program, access to braille, tactile graphics, a braille writer, Occupational Therapy supports, Speech/Language supports, supports from the teacher of the visually impaired (vision services and orientation and mobility services), specialized equipment, additional adult support, access to typical peers, direct instruction on social skills, Extended School Year services, and transportation services.

**In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:** Team agrees that Kaleb requires a specialized preschool placement to address his unique needs. District recommends the Level 2 Preschool. IEP Team reviewed/considered the potential harmful effects of the recommended LRE and determined that the student would have reduced interactions with typical peers and may not be attending their school of residence. However, benefits of this placement (taught by a credentialed special education teacher, low staff to student ratio, specialized curriculum, individualized goals, and pacing) far outweigh any potential harmful effects.

**SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT**

The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Braille	5/9/2023	5/9/2024	School Site
Tactile graphics	5/9/2023	5/9/2024	School site
Braille Writer	5/9/2023	5/9/2024	School site

The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
Shorten assignments to focus on mastery of key concepts	5/9/2023	5/9/2024	Daily	20 minutes	Classroom

The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Special equipment or teaching materials Braille writer, tactile manipulatives and braille books, materials. Access to a white cane for mobility purposes.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Daily	180 minutes	School site
One on one classroom support from a school district staff who is knowledgeable in working with students who are legally blind.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Daily	180 minutes	Classroom/School Campus

Consultation between Teacher of the Visually Impaired and Classroom Teacher to gather materials to be adapted and transcribed into braille and share best practices for teaching blind students.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/9/2023	5/9/2024	Once weekly	15 minutes	Classroom
Integrated Speech/Language services to include consultation, collaboration, coaching, and direct instruction with the student for coaching purposes to address deficits in speech and language skills.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/9/2023	5/9/2024	30 sessions	45 minutes	Classroom/School Site
Kaleb will have access to typical peers during reverse mainstreaming activities for a total of 12 hours per week, in which typical peers will join the self-contained classroom during structured indoor and/or outdoor play activities across 4 days per week when class is in session.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Weekly	12 hours	School site
Social Skills Training: Kaleb will have access to small group social skills training to address the areas of social communication and social interaction. This will take place in the classroom a total of 45 minutes per day while he attends the specialized preschool program.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Daily	45 minutes	School site
<b>OT Whole Class Collaborative/Integrated Services:</b> to include consultation, collaboration, and coaching/modeling with classroom personnel on the implementation of occupational therapy strategies and supports to be used by staff during the school day. This support will be provided on a consistent based spread over the course of the IEP year following the track to which the class is assigned and in session.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/5/2023	5/9/2023	20 sessions	30 minutes	School Site

### SPECIAL EDUCATION and RELATED SERVICES

<b>Service:</b> <i>Specialized vision services</i>	<b>Start Date:</b> <u>5/9/2023</u>	<b>End Date:</b> <u>5/9/2024</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 4</u> Totaling: <u>120 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Teacher of the visually impaired (or VI staff) will provide diagnostic services through consultation, observation, and direct intervention.</u>		
<b>Service:</b> <i>Orientation and mobility</i>	<b>Start Date:</b> <u>5/9/2023</u>	<b>End Date:</b> <u>5/9/2024</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>20 min x 2</u> Totaling: <u>40 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Public preschool</u>	
<b>Comments:</b>		
<b>Service:</b> <i>Individual and small group instruction</i>	<b>Start Date:</b> <u>5/9/2023</u>	<b>End Date:</b> <u>5/9/2024</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	

**Duration/Freq:** 180 min x 4 Totaling: 720 min served Weekly

**Location:** Separate classroom in public integrated facility

**Comments:** Services provided across academic calendar.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**Special Education Transportation**  Yes  No Kaleb requires transportation services due to age and level of need .

**EXTENDED SCHOOL YEAR (ESY)**

Yes  No

**Rationale:** Team discussed Extended School Year and agreed that student is eligible for ESY services during the summer of 2023. Based on his need, Kaleb is at a critical point of skill acquisition or readiness, and his ability to acquire skills may be lost or greatly reduced as a result of an interruption of services.

**Service:** Individual and small group instruction

**Start Date:** 6/19/2023 **End Date:** 7/21/2023

**Provider:** SELPA

Ind  Grp  Sec Transition

**Duration/Freq:** 120 min x 20 Totaling: 2400 min served Monthly

**Location:** Separate classroom in public integrated facility

**Comments:** District offers 20 days of instruction in the Level 2 classroom as ESY services. Services to be provided during the summer of 2023. Specific location and times of services will be provided to Parents prior to the end of the 2022/2023 school year.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Fine Motor Development (Sensory Motor)</p>	<p><b>Measurable Annual Goal #:</b> <u>13 Added 10/23</u></p>
<p><b>Baseline:</b> Kaleb does not tolerate touching select textures due to possible tactile defensiveness.</p>	<p><b>Goal:</b> By 5/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 5 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher/Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 1 minute or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

**Short-Term Objective:** By 3/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 3 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Fine Motor Development (Bilateral Coordination)</p>	<p><b>Measurable Annual Goal #:</b> <u>14 added 10/23</u></p> <p><b>Goal:</b> By 5/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 beads (2" or smaller blocks, circle, and/or cylinder style beads) onto a flexible string in 4 out of 5 trials as documented by classroom teacher/staff charted data.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher/Staff</p>
<p><b>Baseline:</b> Kaleb requires maximal physical assistance to string large beads onto a wooden dowel.</p>	

**Short-Term Objective:** By 11/2023, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a wooden dowel in 4 out of 5 trials as documented by classroom teacher/staff charted data.

**Short-Term Objective:** By 3/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a pipe cleaner in 4 out of 5 trials as documented by classroom teacher/staff charted data.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**  
**Comment:**

**Progress Report 2:**

**Summary of Progress:**  
**Comment:**

**Progress Report 3:**

**Summary of Progress:**  
**Comment:**

**Annual Review Date:**

Goal met  Yes  No  
**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Concepts of Braille</p>	<p><b>Measurable Annual Goal #:</b> <u>1</u></p>
<p><b>Baseline:</b> Kaleb currently explores Braille &amp; tactile books.</p>	<p><b>Goal:</b> By 5/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 5 of 5 trials as noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 2 of 5 trials as noted in VI log.

**Short-Term Objective:** By 3/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 4 of 5 trials as noted in VI log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Tracking left to right</p>	<p><b>Measurable Annual Goal #:</b> <u>2</u></p> <p><b>Goal:</b> By 5/2024, Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page/calendar/label, in 8/10 opportunities as measured by observation and noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>
<p><b>Baseline:</b> Kaleb currently explores Braille books and has no experience with Braille labels.</p>	

**Short-Term Objective:** By 11/2023 Kaleb will use a light touch to track braille from left to right in 4/10 opportunities as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will use a light touch to track braille from left to right in 6/10 opportunities as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/9/2023

<b>Area of Need:</b> Name parts of the braille writer	<b>Measurable Annual Goal #:</b> <u>3</u>
<b>Baseline:</b> Kaleb has limited experience with braille writers.	<p><b>Goal:</b> By 5/2024, Kaleb will name at least 12/20 of the parts of the Braille Writer in 4 of 5 trials as measured by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visually Impairment Program Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will name 4/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will name 8/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Braille "scribbling"</p>	<p><b>Measurable Annual Goal #:</b> <u>4</u></p>
<p><b>Baseline:</b> Kaleb has limited experience with the braille writer.</p>	<p><b>Goal:</b> By 5/2024, Kaleb will "scribble" on the Braille Writer, using the alphabet keys, space bar, back space and line advance keys, in 8/10 trials as measured by observation and noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will use any keys to scribble on the Braille Writer (pressing hard enough to emboss paper) in 8/10 trials as noted in teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will use the alphabet keys to scribble on the Braille Writer using the line advance key after the bell rings in 8/10 trials as noted in teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/9/2023

<p><b>Area of Need:</b> Identify different tactile shapes</p>	<p><b>Measurable Annual Goal #:</b> <u>5</u></p> <p><b>Goal:</b> By 5/2024, Kaleb will be able to find one raised line or tactile shape that is different given a page with up to 5 shapes with 95% accuracy as measured by TVI test and noted in VI log.</p>
<p><b>Baseline:</b> Kaleb currently names a few familiar shapes.</p>	<p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will find the shape that is different given a page with 3 raised line/tactile shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will find the shape that is different given a page with 4 raised line/tactile shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Indoor Orientation &amp; Mobility</p>	<p><b>Measurable Annual Goal #:</b> <u>6</u></p>
<p><b>Baseline:</b> Kaleb will benefit from learning various indoor travel skills including human guide, trailing and protective techniques when traveling in indoor environments.</p>	<p><b>Goal:</b> By 5/2024, Kaleb will successfully navigate major areas of his classroom using human guide, trailing and protective techniques in 4 of 5 trials as measured by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> O&amp;M Specialist/Classroom Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will demonstrate the use of trailing techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will demonstrate the use of a modified human guide with adults when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 5/2024, Kaleb will demonstrate the use of protective techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Progress Report 1:**

**Summary of Progress:**  
**Comment:**

**Progress Report 2:**

**Summary of Progress:**  
**Comment:**

**Progress Report 3:**

**Summary of Progress:**  
**Comment:**

**Annual Review Date:**

**Goal met**  Yes  No  
**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Cane Care &amp; Use</p>	<p><b>Measurable Annual Goal #:</b> <u>Z</u></p>
<p><b>Baseline:</b> Kaleb will benefit from becoming familiar with basic care and use of the cane when in familiar environments.</p>	<p><b>Goal:</b> By 5/2024 Kaleb will demonstrate the basic care and use of his cane in 8 of 10 trials as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>

**Short-Term Objective:** By 10/2023 Kaleb will be able to independently hang up or place his cane in an appropriate place when coming in from the classroom and retrieve his cane from that place when leaving the classroom in 8 of 10 trials as noted by teacher log.

**Short-Term Objective:** By 1/2024 Kaleb will demonstrate the proper grip and position when using the cane outdoors in 4 of 5 trials as noted by teacher log.

**Short-Term Objective:** By 5/2024 Kaleb will be able to use the proper arc and trailing technique with occasional hand over hand modeling when using a cane in 4 out of 5 trials as noted by teacher log.

**Progress Report 1:**

**Summary of Progress:**  
**Comment:**

**Progress Report 2:**

**Summary of Progress:**  
**Comment:**

**Progress Report 3:**

**Summary of Progress:**  
**Comment:**

**Annual Review Date:**

**Goal met**  Yes  No  
**Comments:**



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/9/2023

<b>Area of Need:</b> Stair Navigation	<b>Measurable Annual Goal #:</b> <u>8</u>
<b>Baseline:</b> Kaleb crawls when going up and down stairs.	<p><b>Goal:</b> By 05/2024 Kaleb will demonstrate the ability to go up and down 4 stairs independently with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> O&amp;M Specialist and Classroom Staff</p>

**Short-Term Objective:** By 11/2023 Kaleb will demonstrate the ability to go up and down 4 stairs using tactile and verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 3/2024 student will demonstrate the ability to go up and down 4 stairs using verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



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ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Communication Development/Pragmatic Language</p>	<p><b>Measurable Annual Goal #:</b> <u>9</u></p>
<p><b>Baseline:</b> Kaleb is not yet seeking others out for fun/enjoyment, taking conversational or social turns, responding to his name or bids for his attention consistently, or showing or sharing things he finds interesting. Overall, his engagement with others is reduced for what would be expected at his age. He will benefit from increasing awareness of those around him and learning to take conversational turns.</p>	<p><b>Goal:</b> By May 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given minimal support (1-2 prompts/cues), in 4/5 communication exchanges, as measured by data and observations.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom staff/SLP</p>

**Short-Term Objective:** By November 2023, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given maximum support (4+ prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

**Short-Term Objective:** By March 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given moderate support (3-4 prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

**Short-Term Objective:**

**Progress Report 1:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 2:**  
**Summary of Progress:**  
**Comment:**

**Progress Report 3:**  
**Summary of Progress:**  
**Comment:**

**Annual Review Date:**  
**Goal met**  Yes  No  
**Comments:**



**ELK GROVE UNIFIED  
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**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Communication Development/Receptive Language</p> <p><b>Baseline:</b> Kaleb primarily plays with cause and effect toys and those that make noises or have buttons. He's not yet engaging in functional, symbolic, or pretend play. Play skills are a critical part in development of language, social interactions, and concepts.</p>	<p><b>Measurable Annual Goal #:</b> <u>10</u></p> <p><b>Goal:</b> By May 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given minimal support (1-2 prompts/cues), in 4/5 trials, as measured by data and observation.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom staff/SLP</p>
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**Short-Term Objective:** By November 2023, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given maximum support (4+ prompts/cues), in 4/5 trials, as measured by data and observation.

**Short-Term Objective:** By March 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given moderate support (3-4 prompts/cues), in 4/5 trials, as measured by data and observation.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/9/2023

<p><b>Area of Need:</b> Communication Development/Receptive Language</p>	<p><b>Measurable Annual Goal #:</b> <u>11</u></p> <p><b>Goal:</b> By May 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, independently, in 4 out of 5 opportunities, as measured by data and observation.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom staff/SLP</p>
<p><b>Baseline:</b> Kaleb is not yet demonstrating understanding of preschool level concepts, such as same/different, prepositions, or descriptive word [size, texture, shape, etc.].</p>	

**Short-Term Objective:** By November 2023, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given moderate support (3-4 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

**Short-Term Objective:** By March 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given minimal support (1-2 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/9/2023

<p><b>Area of Need:</b> Communication Development - Expressive Language</p>	<p><b>Measurable Annual Goal #:</b> <u>12</u></p> <p><b>Goal:</b> By May 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, independently, for 4 of 5 trials as measured by SLP charting and observation.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom staff/SLP</p>
<p><b>Baseline:</b> Kaleb currently communicates using body language, gestures, and verbal language to communicate for some, but not all, pragmatic purposes.</p>	

**Short-Term Objective:** By November 2023, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, moderate support (3-4 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

**Short-Term Objective:** By March 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given minimal support (1-2 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**