



**ELK GROVE UNIFIED
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 4/1/2025

Strengths/Preferences/Interests

Kaleb is a happy, hilarious, and enthusiastic student. He loves his fidget toys and enjoys spending time outside during recess, particularly riding bikes and scooters. His excitement for PE with the adaptive PE teacher is clear, as he often eagerly inquires about her arrival on her scheduled days. On Fun Fridays, Kaleb also enjoys playing with the Little People and trains.

Parents report Kaleb enjoys cause and effect toys at home. He always wants to hold a grape, will not eat it, but at times will put in his mouth. He also loves climbing on the bed.

Parent input and concerns relevant to educational progress

The safety of Kaleb at home is a significant concern, particularly with behaviors such as spinning and putting items in his mouth. Parents are always looking for toys or activities that can keep him engaged. They also worry about his imitation of peers, fearing it could be seen as making fun of them. Additionally, they are concerned about his understanding of personal boundaries with others.

Continued, relevant concerns:

Parents are also concerned about whether he is performing on grade level. His medical diagnosis of Autism was also mentioned, and Parents wanted his new Team to be aware that Kaleb has a medical diagnosis of Autism in addition to his visual impairment.

Parents express concern that he has received additional medical diagnoses of Autism, Language Disorder, and Global Developmental Delay, and how these will be considered in the development of this IEP. Parents shared that Kaleb has always demonstrated behaviors that are consistent with his formal Autism diagnosis, as well as his Language Disorder and developmental delays. They shared that his overall functioning levels are impacted due to these diagnoses and delays across all developmental areas. Parents also shared that Kaleb is totally blind, and this disability in addition to his newly diagnosed medical needs add to the level of challenge he experiences on a daily basis. While the District is focused on helping Kaleb to meet his goals, Parents are also concerned about gaps in learning between Kaleb and his typically developing peers.

Parents shared that they wish for Kaleb's Team to be familiar with his medical diagnoses so that they can factor these needs not working with Kaleb. They want to ensure that everyone who works directly with him is providing appropriate activities that will address all of his areas of need. Parents expressed concern that without recognizing his medical needs in addition to his education all needs, the District will not have a comprehensive picture of Kaleb and his abilities may not be accurately documented.

Parents also expressed concern regarding the Speech/Language Pathologist's explanation of Kaleb presenting with some characteristics of being a Gestalt Language Processor. Parents are concerned that Kaleb will repeat words that he hears, but has not been able to use these words correctly in novel situations. For example, he will use the term "walking, walking" to protest having to leave a preferred activity. Parents stated that they continue to see significant delays in his language development, as he continues to require support and training to communicate appropriately. In addition, Parent expressed concern that Kaleb's needs are not easily met by an unfamiliar listener.

Smarter Balanced Assessment Consortium (SBAC)

English/Language Arts

Not Applicable

English/Language Arts Overall

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met

Reading/Listening Above Standard Near Standard Below Standard

Writing/Research Above Standard Near Standard Below Standard

Math Not Applicable**Math Overall**

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
 Concepts and Procedures Above Standard Near Standard Below Standard
 Mathematical Practices Above Standard Near Standard Below Standard

California Alternate Assessments (CAA) Not Applicable

English Language Arts Understanding Foundational Understanding Limited Understanding
 Math Understanding Foundational Understanding Limited Understanding
 Science Understanding Foundational Understanding Limited Understanding

English Language Development Test (English Learners Only) Not Applicable**English Language Proficiency Assessments of California (ELPAC)**

Initial ELPAC
 Summative ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:
 Written Language Score/Level:

Scores by domain

Listening: **Speaking:** **Reading:** **Writing:**

Performance by domain

Listening: **Speaking:** **Reading:** **Writing:**

Alternate English Language Proficiency Assessments for California (Alternate ELPAC):

Initial Alternate ELPAC
 Summative Alternate ELPAC

Overall Score: Overall Performance Level:

Physical Education Testing (grades 5, 7 & 9):**Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)**

Hearing Date: 4/17/2023 Pass Fail Other Unable to test due to student refusal. Parents report Kaleb passed the newborn hearing screening in both ears and parents have no hearing concerns.

Near Vision Date: 4/17/2023 Pass Fail Other Kaleb is considered to be legally blind with no light perception and has a history of PHPV and bilateral retinal detachment with no light perception in either eye. He is followed by an eye doctor.

Distance Vision Date: 4/17/2023 Pass Fail Other Kaleb is considered to have total blindness. He has a history persistent hyperplastic primary vitreous (PHPV) and bilateral retinal detachment with no light perception in either eye.

Preacademic/Academic/Functional Skills

Kaleb shows a strong understanding of print concepts. He can easily distinguish between the front and back covers and navigates through the pages effortlessly. He has a particular fondness for books that feature various textures. Additionally, he is beginning to recognize Braille and is starting to grasp the relationship between Braille and the textures found on the pages. He identifies five letters in Braille. When given a letter and asked about its sound, he accurately labels the sounds for five letters.

Kaleb counts to 15 using one-to-one correspondence. He sorts objects by size and shape within a group of four. He successfully identified all six shapes presented to him. Kaleb uses a variety of prepositions, including in, out, up, down, next to, behind, in front of, top, bottom, and side. He is learning to recognize numbers, although he can recognize the amount within a ten-frame. Kaleb recognizes four simple patterns and can continue the sequence.

Kaleb identifies the days of the week and understands the concepts of yesterday, today, and tomorrow.

Kaleb knows the steps for operating the braillewriter including loading the paper and setting the cursor to the left side. He also can return the cursor to the left side and advance to a new line. When his fingers are properly positioned on the keys he can braille rows of the first three letters of the alphabet.

Kaleb is able to track a line of braille left to right and identify the letters "a" and "b" in braille. He can also identify the circle, square, triangle and rectangle in tactile form on a page.

Kaleb is able to identify if two shapes are the same or different from each other (e.g.- two circles vs. a circle from a square), but is unable to consistently find a shape that is different from others in a group of shapes.

Communication Development

Articulation:

Kaleb demonstrates age-appropriate use of sounds in his phonemic inventory. There is no evidence of abnormal phonological processes at this time. He demonstrates inconsistencies with voiceless /th/, however this sound is typically mastered around age 7. Staff and peers do not typically have difficulties understanding him when he verbally speaks.

Expressive Language:

Kaleb utilizes total communication (e.g., verbally speaking, vocalizations, approximations, gesturing, hand-leading, etc.) to communicate his wants, needs and preferences. Based on observations and interactions, Kaleb is believed to be a gestalt language learner, meaning he learns language in "chunks" or "gestalts." Gestalt language learning occurs in stages; Stage 1 (echolalia/whole gestalts), Stage 2 (mitigation/partial gestalts), Stage 3 (single-word and 2-word combinations), and Stage 4+ (beginning grammar and original sentences). Recent language sampling from March 2025 placed him primarily in stage 3. The average of the four samples revealed that Kaleb is 27% in Stage 1, 13% in Stage 2, 58% in Stage 3, and 2% in Stage 4+. These percentages will vary based on Kaleb's familiarity with the topic, conversational partner, environment and preference. Across the samples Kaleb averaged 5 advocacy phrases/requests, 6 questions, 1 statements describing himself/feelings, 4 comments/narratives, 1 pleasantries/greetings, 0.75 statements to gain attention, and 0.25 statements introducing topics/activities. He most frequently requested and asked questions about various fidgets or highly preferred items.

Kaleb uses 3+ word phrases to communicate a variety of purposes with use of common vocabulary (pronouns/nouns/concepts/actions) in 4 out of 5 trials across 2 adults/peers. He most commonly generates utterances to request preferred items, greet familiar staff, and narrate his actions.

When presented with a real-life novel item/object Kaleb describes the item with 42% accuracy. He most consistently described texture.

Receptive Language:

Kaleb consistently responds to his name and greetings across communication partners. He recognizes familiar staff and peer's voices. Kaleb follows single step routine directions (e.g., sit down, put in, take out, high five, give me, go to centers, get your cane, etc.) and two step routine directions (e.g., stand up and push in your chair, give that to me and line up, color side to side then give me the crayon, etc.). Staff report he can follow 1 and 2 step routines that require him to leave his immediate area with assistance to locate the correct areas. He benefits from prompts and examples to increase his understanding of novel directions/concepts and promote generalization.

Kaleb follows 1-step directions featuring body parts with 100% accuracy. He can follow routine directions featuring prepositions (out, inside, pull, push, top, before, after, behind, in, under, front, fast, slow, left, right, side, back and forth, between, on, off). He experiences some difficulties with "next to."

During structured small group instruction, Kaleb follows at least 12 single step directions featuring early language concepts (e.g., prepositions, shapes, qualitative/quantitative concepts) without additional support in 4/5 opportunities. He is most successful with spatial concepts (top, side, in, out, on, off) and qualitative concepts (hard, same, different, fast, slow, bumpy, big, little).

When presented with a list of 3 attributes describing an item Kaleb correctly identified the target item with 54% accuracy.

Social/Pragmatics:

Kaleb participates in small group structured activities with intermittent encouragement and prompting to sustain attention. He follows familiar routines and rules within his classroom. He will address familiar staff by name and is beginning to address peers with intermittent

prompting.

*During unstructured times (i.e., recess, Fun Friday, etc.) he will typically engage in parallel play rather than interactive. He enjoys interacting with a toy cookie jar, pretend doctor tools, and fidgets. He will share materials with peers given prompting/describing his environment (e.g., “*classmate* is in front of you, she wants to play too. Do you think she wants a cookie?”). He is beginning to advocate and narrate turns (“It’s your turn”, “It’s my turn!”) however this skill is still emerging and requires moderate prompting (2-3 prompts).*

During structured times staff report Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he follows the rules 4 out of 10 opportunities.

He enjoys discussing fidgets, interacting with materials that generate sounds, and feeling different textures. During recess he enjoys walking and climbing on the play structure and feeling the different levels and textures of the play structure.

Voice/Fluency:

Kaleb has a normal vocal quality, volume control/use, and no hoarseness has been observed. He speaks fluently, and no disfluencies have been noted at this time.

Gross/Fine Motor Development

Postural Control: Kaleb can sit upright without difficulty to attend to his table top tasks. Due to his visual impairment, he requires assistance in navigating his educational environment. He demonstrates fair upper body strength as he able to get into a quadrupod position, crawl, and sustain prone over a peanut exercise ball for approximately 2 minutes while shifting weight between hands.

Fine Motor Skills: Kaleb appears to be more right hand dominant, as he uses his right hand consistently for fine motor tasks. He is improving his functional hand strength, as he is able to open and attach clothespins to a bowl, squeeze spray bottle, peel stickers from the table, string beads, remove Squigz from a vertical surface, twist on nuts/bolts toys, snip paper with spring-loaded safety scissors, and rip paper with palmar grasps. When given a writing utensil, Kaleb will use a variety of grasps, including a palmar and pronated digital grasp. Kaleb requires consistent reminders to utilize both hands for bilateral coordination activities. He is able to isolate individual fingers to press into play doh on both hands. In regard to tactile discrimination, Kaleb is able to differentiate between wet/dry and hard/soft textures, as well as identify smooth rocks within a bean bin.

Sensory Processing Skills: Kaleb is able to tolerate general classroom noise. He does plug his ears when presented with a non-preferred sound or song. He demonstrates some sensory seeking behaviors, such as bringing things to his ear and tapping on them to listen to the various sounds. This behavior is also his way of exploring objects due to his blindness. He will occasionally brush objects across his lips as an exploration method. Per teacher and classroom staff report, Kaleb is not observed to put items in his mouth. It was reported that Kaleb is occasionally touching inside the back of his pants and the front of his pants. He is easily redirected. This behavior is thought to be due to discomfort (diaper and/or eczema), rather than a sensory seeking behavior. As far as tactile processing, Kaleb will tolerate all dry textures (beans, rice), rough textures (bumpy hard plastic), and water play. He will briefly tolerate some sticky textures, but will say, “no sticky” and want to clean his hands. He can tolerate stickers on his fingertips. Overall, Kaleb demonstrates good participation in classroom routines. He knows his schedule well and accepts changes in his schedule when they occur.

Kaleb is a sweet 5 year old boy. He enjoys sharing his likes and showing adults the toys and fidgets that he likes to interact with. He is seen twice per week for direct O&M instruction. Kaleb greatly enjoys singing songs during his O&M lessons together with the instructor and having music playing as a sound source to locate during these lessons. Kaleb is making great progress traveling for increasingly longer distances using music or the instructor singing as a sound source, and asks for music during lessons. Kaleb's use of the long cane has shown equal periods of both progression and regression over the last IEP reporting period. He will frequently swing the cane behind him or bring the cane to waist height and bang it on the ground repeatedly and has demonstrated limited progress with processing the input that is being received from his cane and arcing the cane. Kaleb will identify "grass" and gets excited when he steps onto the grass, but he does not identify the change in surface until his feet touch the grass. Kaleb has difficulty responding to and processing the information that is received through his cane.

Kaleb has shown improvements in the areas of catching a ball and bouncing it back, kicking with a little more strength, and balancing activities.

Social Emotional/Behavioral

Kaleb is a kind and sweet 5-year-old boy. He does not engage in behavior excesses at school. He sits during large group instruction for up to

30 minutes, actively participating in the activity. During small group instruction, Kaleb sits and attends for the 20-minute group provided positive encouragement. Kaleb often tries to feel for his 1:1 paraeducator when he does not feel her close. He will often call for her if he believes she is away from him. Kaleb recognizes different people and calls them by name when questioning if they are near.

The VI and Special Education teacher had the opportunity to observe Kaleb in his home. His behavior there is markedly different from what is seen at school. During the observation, he was noted to spin around repeatedly, colliding with various items, furniture, and even people. His parents had to stay very close to him to ensure his safety. Kaleb frequently climbed into the toy bin, tossing toys into the air behind him, occasionally hitting those nearby. His level of attention and engagement at home starkly contrasts with his behavior in school, which is thought to stem from the structured routine and constant demands present in the school setting.

Vocational

Kaleb comes to school each day ready for the day. He brings all of his necessary items.

Adaptive/Daily Living Skills

Kaleb is in pull-ups. He will sit on the toilet; however, will not urinate. He will assist in dressing by taking his pants off and pulling them back up. Kaleb eats finger-food items and not ones that require utensils. He can drink from an open cup.

Health

Parents report that Kaleb is generally in good health.

Due to persistent hyperplastic primary vitreous, Kaleb is blind, having no light perception in either of his eyes. He also has keratopathy (i.e., corneal degeneration). He received a medical diagnosis of Autism, Language Disorder, and Global Developmental Delay in December 2023. See IEP dated 5/9/2023 for additional Information about Kaleb's initial Health and Developmental assessment.

Does this student have an Individual Health Plan? Yes No

For student to receive educational benefit, goals will be written to address the following areas of need:

Academic (Reading Pre-Braille), Academics (letter sounds), Academics (sequence), Communication Development (Pragmatic Language), Communication Development (Receptive Language), Communication Development (Expressive Language), Communication Development (Expressive Language), Fine Motor Development (cutting), Fine Motor Development (handwriting), Fine Motor Development (Grasp), Academics (Braille reading readiness), Academics (Pre-Braille Writing), Academics (Pre-Braille Reading), Gross Motor Development (Orientation & Mobility AMD - cane skills), Gross Motor Development (Orientation & Mobility: Independent Travel), Gross Motor Development (Object Control)