

“Top 10” Outcomes for Emily’s Fourth Grade Year by Emily’s Mom & Dad

1 ~ **Weekly collaboration and planning team meetings** ~ to prepare for the upcoming week. Also, let us know what will be happening in 4th grade curriculum the following week so we can assist. See IEP section 13 on Service Delivery, page 17.

2 ~ Support and modeling of **“Total Communication”**, such as modeling language with talker/SGD (i.e. speech generating device). See IEP section 6 on Needs, page 6 and IEP section 10 Accommodations, page 14. Also staff training on SGD (to enable modeling for Connor) per IEP section 13 Service Delivery AT specialist, page 17 and through SGD manufacturer **Prentke Romich Company** including online training.

3 ~ **School work accommodations** ~ Cindy (mom) is happy to volunteer to help prepare for upcoming 4th grade lessons. I can scan or download reading materials for text-to-speech AT access (see IEP section 10 Accommodations, page 14), help scan and create electronically accessible worksheets instead of paper worksheets, create SGD icon sequence examples for upcoming curriculum language needs...just let me know how I can help.

4 ~ Access to **creating her own written work product** with modeling using assistive technology ~ that is, SGD input into laptop talking word processor (not a paraprofessional scribe) whenever possible. See IEP section 10 Accommodations, page 14.

5 ~ Use of manipulatives and assistive technology via calculator (usually SGD) for **4th grade math**. See IEP section 9 Goals, page 12 and IEP section 10 Modifications, page 15 (math facts to be computed, not memorized).

6 ~ **Sensory diet**, such as sensory snacks about every 2 hours, 2-3 minutes long. Emily seems to benefit most from heavy work and movement such as picking up stacks of books, reaching, pushing, etc... Also consider providing her a fidget bucket for desk work. See IEP section 10 Accommodations, page 14. Also refer to private OT sensory diet documents submitted in May 2013. Is a current sensory diet document attached to end of IEP?

7 ~ Access to **beanbag** to rest when tired and for **breaks** at times when she is frustrated. The beanbag should be a safe, positive place to de-escalate. Praise and reward Emily for asking for a break. A beanbag chair also acts as a sensory snack, which is why it works so well to calm her down. We are happy to provide a beanbag (or foldable papasan chair if preferred instead). See IEP section 10 Accommodations, page 15.

8 ~ Ongoing use of **“Cue Reduction Plan”** including in quarterly written Progress Reports. See IEP section 6 on Needs, page 7 and the Cue Reduction Plan attached to back of IEP document.

9 ~ Current health issues ~ she is transitioning onto a new **seizure medication** as she has lost weight as a side effect of the previous medication. She has lost interest in food, so eating and weight gain are important this year. Also, **seizures** over the summer have been shorter in duration (less than 5 minutes) and intensity (maintained sitting position without convulsions). Check her eyes every 5 minutes to ensure that they aren’t “stuck” to one side and to make sure she is responsive. See Health Care Plan.

10 ~ Wondering about our **long-term vision** for Emily? Check out IEP section 6 Concerns of Parents, page 6. Also, **just allow Emily to just be a typical 4th grader as much as possible**. Emily loves her peers, so use them as models and helpers. Emily wants friends her own age, she loves being silly, telling knock knock jokes with her talker, playing outside, etc... She just wants to be herself: a 10 year old girl with a girl’s odd (maybe even questionable) sense of humor.

Thank you! We are so excited to work together to make Emily’s 4th grade year awesome for all of us!