

**DRAFT**

**SAN FRANCISCO UNIFIED SELPA  
INDIVIDUALIZED EDUCATION PROGRAM - NOTICE OF MEETING**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021
☒ Initial ☐ Annual ☐ Triennial ☐ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

Address: [REDACTED]

Dear: [REDACTED]

Today's date: 4/8/2021

An Individual Education Program (IEP) Meeting has been scheduled for the above student. Your participation is important in the development of an appropriate education. The student could benefit from participation in the IEP Meeting and is invited to attend. Secondary students age 15 or older should attend the IEP Team meeting as appropriate. You have the right to have other individuals present who have knowledge or special expertise relating to the above student. If this is the initial IEP meeting and the student was receiving services under Part C, through an IFSP you may request that the district invite the Part C Service Coordinator or other representative. You have the right to get a translated copy of the completed IEP after the meeting. You may sign the IEP but are not required to at the meeting. If you decide not to sign, services will not begin until the IEP is signed by the parent/guardian.

Date: 4/22/2021Time: 9:30amSchool/Location: Zoom link

Room:

We anticipate that the following members may also attend:

[REDACTED] Special Education ContentAdministrator/Designee Specialist/Especialista en contenido de educación especialOther Spanish Interpreter/Intérprete de español

Special Education Teacher

Other [REDACTED] Lead Community Organizer

General Education Teacher

Other

Student

Other

Psychologist

Other

[REDACTED] M.S., Speech-LanguageSpecialist Pathologist-CF /Patólogo del habla y lenguaje-CF

Other

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we will also audio tape the meeting.

**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**

Name: [REDACTED]

Title: Speech-Language Pathologist/Patólogo del habla y lenguaje-CFSchool/District: San Francisco Unified School District

Phone: [REDACTED]

Please complete and sign this form, and return to: [REDACTED]

**Check the following items, as appropriate**

- ☐ YES, I plan to attend the meeting.
- ☐ YES, I plan to attend the meeting and bring the following additional attendees:
- ☐ I do not plan to attend the meeting, but I am available by teleconference.
- ☐ I require assistance of an interpreter. (Language)
- ☐ I request a different time and/or place. Please call me at home work
- ☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student
☐ **NO**, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d).

I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

☐ **NO**, I cannot attend, but I will send \_\_\_\_\_ as my representative to speak for me.

I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

☐ Attached is a translated template of an IEP for your review prior to the meeting  
[Template provided to parents/guardians only in available languages.]

**SAN FRANCISCO UNIFIED SELPA  
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Name: [REDACTED] Date of Birth: [REDACTED] IEP Date: 4/22/2021  
 Original SpEd Entry Date: Next Annual IEP: 4/21/2022  
 Last Eval: 4/22/2021 Next Eval: 4/21/2024  
 MEETING TYPE: ☒ Initial ☐ Annual ☐ Triennial  
 Additional Purpose Of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

Age: 2 Gender: Male  
 Grade: 17 Preschool Migrant: ☐ Yes ☒ No Native Language: 01 Spanish  
 EL: ☐ Yes ☒ No Redesignated:  
☐ Standard Reclassification  
☐ Individualized Reclassification  
 Student ID: [REDACTED] SSN#: SSID#:

Residency: 140 Parent or Legal Guardian and/or Homeless

Parent/Guardian: [REDACTED]

Home Address: [REDACTED]

City: [REDACTED]

State/Zip: [REDACTED]

Home Phone:

Work Phone:

Cell Phone: [REDACTED]

Email: [REDACTED]

Parent/Guardian:

Home Address:

City:

State/Zip: ,

Home Phone:

Work Phone:

Cell Phone:

Email:

District of Residence: [REDACTED]

Residence School:

Ethnicity:

Race: 1. 2. 3.

**INDICATE DISABILITY/IES** Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility.

Primary: 240 Speech or Language Impairment (SLI)

Secondary: 200 None \* Low Incidence Disability

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

**Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)**

[REDACTED]'s expressive language, receptive language, pragmatics, and reduced intelligibility impact his ability to communicate effectively with peers and adults in the community. His behavior inhibits his learning and the learning of others.;

**FOR INITIAL IEP PLACEMENTS ONLY**

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?

☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 1/26/2021

Person Initiating the Referral for Special Education service: 10 Parent

Date District Received Parent Consent: 3/2/2021

Date of Initial Meeting to Determine Eligibility: 4/22/2021

**SAN FRANCISCO UNIFIED SELPA**  
**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021**Strengths/Preferences/Interests**

[REDACTED] is an energetic and friendly child. His early interventionist and classroom teacher described him as a sensitive student, who picks up on the energy and feelings of others. Per teacher report, he has a secure relationship/interaction with familiar adults/teachers and understands when to be active (like outside play) or calm (indoor play).

**Parent input and concerns relevant to educational progress**

Primary concerns as reported by his mother are [REDACTED]'s ability to communicate with teachers and classmates. [REDACTED]'s mother reported that he becomes frustrated when he cannot communicate, and she is concerned that his inability to communicate his needs will continue to increase his frustration as he is exposed to more children in classroom settings over time.

**Smarter Balanced Assessment Consortium (SBAC)**☒ Not Applicable**English/Language Arts Overall**

<input type="checkbox"/> Standard Exceeded	<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input type="checkbox"/> Standard Not Met
Reading	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Writing	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Speaking and Listening	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Research/Inquiry	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard

**Math**☒ Not Applicable**Math Overall**

<input type="checkbox"/> Standard Exceeded	<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input type="checkbox"/> Standard Not Met
Concepts and Procedures	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Problem Solving and Data Analysis	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Communication Reasoning	<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard

**California Alternate Assessments (CAA)**☒ Not Applicable

English Language Arts	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Math	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Science	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding

**English Language Development Test (English Learners Only)**☒ Not Applicable☐ ELPAC

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

Written Language Score/Level:

Listening:

Speaking:

Reading:

Writing:

☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

**Physical Education Testing (grades 5, 7 & 9):**

**Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)**

**Hearing Date:** ☒ Pass ☐ Fail ☒ Other Pass 04/2020 per IFSP. Parent reported last known hearing screening was [REDACTED]'s newborn screening.

**Vision Date:** ☒ Pass ☐ Fail ☒ Other Pass 04/2020 per IFSP. Parent reported last known vision screening was [REDACTED]'s newborn screening.

**Preacademic/Academic/Functional Skills**

Teacher report: [REDACTED] engages with familiar books like Pete the Cat. He has an understanding of self, familiar teachers, and classmates names. He is aware of farm animals like pigs and the sounds they make. Currently he may say two different answers for the same [object].

During an interview, [REDACTED]'s teacher [REDACTED] also reported challenges in answering wh- questions about books and understanding verbal language generally, but shared that he will respond to some basic questions (e.g., "What color is the bear?" in reference to Brown Bear, Brown Bear, What do you see?). She reported he counts out of order, and unreliably names colors. During the assessment, the SLP-CF observed [REDACTED] using the names of some familiar animals and colors.

**Communication Development**

[REDACTED], a bilingual 2 year, 10 month old happy and energetic boy, presents with reduced expressive language skills, receptive language skills, pragmatics, and intelligibility. His functional communication and pragmatic skills are affected by his limited inventory of spoken words in both English and Spanish, and his current inability to produce a variety of age-expected meaningful word combinations. Per reports and observation, [REDACTED] is bilingual and responsive to both English and Spanish. He typically typically responds verbally in English to both languages.

[REDACTED] presents with several age-appropriate phonological process, and one atypical process of palatalization. [REDACTED]'s mother rated his speech as 60-70% intelligible, and the speech-language pathologist rated his speech as 60% intelligible in known contexts to unfamiliar listeners. His reduced intelligibility and use of the atypical phonological process of palatalization affects his ability to effectively communicate with peers and adults, as he often needs to repeat himself multiple times to be understood.

Results of the iTALK, completed by [REDACTED]'s mother, indicate English is [REDACTED]'s dominant language. Parent, teacher, and specialist reports, as well as clinical observation, reveal that [REDACTED] uses and comprehends both Spanish and English to certain degrees. Results of the DAYC-2 Communication Domain, completed bilingually with [REDACTED]'s mother, reveals delayed receptive and expressive communication, with expressive communication abilities as a slightly more advanced than receptive. [REDACTED] demonstrates receptive language skills around the 20 month age range, and expressive language skills in the 26 month age range. He has scattered receptive language skills into the 36-47 month range. [REDACTED] demonstrates communication skills overall around the 24 month age range. Communication Sample analysis reveals challenges in responding to basic wh- questions, correctly identifying colors and animals, and following directions independently. Expressively, [REDACTED] uses words primarily to label objects and participate in social routines. [REDACTED] does not use verbs to describe his actions, the actions of others, or to describe and narrate his play/toys. He does not use verbal language to describe actions, and typically resorts to labeling or does not respond. He protests verbally in some instances, and in others he cries and demonstrates tantrum behaviors without identifying his needs. His utterances were typically one word, unless used in rote or common phrases (e.g., "hi teacher"). He was not observed directly communicating with peers except to protest, and he did not invite peers to play. Interaction with his classmates is scaffolded and initiated by adults.

[REDACTED] demonstrates inconsistent pragmatic challenges across multiple environments. In classroom and home environments, [REDACTED] demonstrates frustration and tantrum behaviors during transitions between activities or when asked to participate in new activities. In these situations, adults guide him to the next activity physically, or make guesses about his needs until they are met. [REDACTED] does not use language to mediate his frustration, and his mother reported she believes his expressive communication delay often leads to moments of frustration or tantrums.

[REDACTED]'s challenges with speech intelligibility, expressive language, receptive language, and pragmatics severely limit his ability to communicate with peers and adults in educational and home settings. His pragmatic challenges and tantrum behaviors inhibit his learning and the learning of others.

[REDACTED], MS SLP-CF

04/22/2021

*Additional teacher report regarding communication development: He at times calls teacher's name and friend/classmate names without a prompt. He currently expresses in just 1-4 word sentences. He understands/is responsive in Spanish, but mainly speaks/receptive in English.*

### **Gross/Fine Motor Development**

*Teacher report: He shows a good sense of grasping and spatial relations. He can compost food while keeping a spoon and bowl. He showcases using his right hand for writing, painting, and feeding.*

*In terms of gross motor development, the SLP-CF observed [REDACTED] running around in circles, squatting to play, kicking a tower of blocks while maintaining balance, and moving his body to music. In terms of fine motor development, [REDACTED] was observed building a tower with large blocks, holding a stamp and stamping with one hand, and using each hand independently during feeding.*

### **Social Emotional/Behavioral**

*Teacher report: He has a secure relationship/interaction with familiar adults/teachers. Can express and show "sad", "happy" (crying, laughter). He has understanding when to be active (like outside play) or calm (indoor play). He feels sensitive at times, but also very independent and calm when safe. He can maintain focus doing preferred activities. Engages in circle time when singing/reading familiar/preferred books.*

*During an interview, [REDACTED]'s early interventionist [REDACTED] reported that [REDACTED] is very sensitive to the emotions of others, and that he "picks up on the energy in the room". [REDACTED] reported that challenges included turn taking and transitions (e.g., he benefits from a lot of preparation around transitions).*

*The SLP-CF observed [REDACTED] becoming upset during a classroom transition, as well as during the assessment observation with the SLP-CF. [REDACTED]'s mother reported he becomes frustrated during transitions in the home and school environment, and that she believes this issue could be partially due to challenges with the COVID-19 pandemic and subsequent changes to [REDACTED]'s daily routines.*

### **Vocational**

*Not applicable, as [REDACTED] is preschool age.*

### **Adaptive/Daily Living Skills**

*Teacher report: He understands transitions but at times protests. He can take off his own jacket and put the jacket away to cubby. He can feed and eat by himself. He will hold hands with a familiar teacher when walking and stays safe. He at times needs prompt/reminder/help when washing hands or transitioning in class.*

*During the SLP-CF's classroom observation, [REDACTED] sat and ate independently without verbal or gestural support. [REDACTED] used a spoon to eat rice and beans, picked up an orange slice with one hand and used two hands to eat it, and drank milk from an open cup. He needed support and models to complete some expected routines (i.e., wash hands). [REDACTED] is not yet toilet trained, but his mother reported the family plans to begin the toilet training process in late March of 2021.*

### **Health**

*[REDACTED] has a history of eczema, but no known allergies. He has never had an ear infection. No other health concerns have been reported or discovered by doctors since birth.*

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

*Expressive language, receptive language, pragmatics, intelligibility, and behavior.*

**SAN FRANCISCO UNIFIED SELPA  
SPECIAL FACTORS**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021

Does the student require assistive technology devices and/or services? ☒ Yes ☐ No

**Rationale:** Student requires access to a variety of low-tech communication tools (i.e. paper core and/or fringe boards, picture icons, visual supports for comprehension, communication books) in order to express wants and needs, participate in the curriculum, meet his language goals, interact socially, and support transitions in the classroom.

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ Yes ☒ No  
(If yes, specify)

Considerations if the student is blind or visually impaired: [REDACTED] is not blind or visually impaired.

Considerations if the student is deaf or hard of hearing: [REDACTED] is not deaf or hard of hearing.

**If the student is an English Learner, complete the following section:**

Does the student need primary language support? ☐ Yes ☒ No If yes, how will it be provided?

Where will ELD services be provided to the student? ☐ General Education ☐ Special Education

The student will participate in the following type of program:

☐ Structured English Immersion ☐ Alternative Language Program (type or description)

**Comments:**

Does student's behavior impede learning of self or others? ☒ Yes ☐ No

(describe) Per parent report, teacher and early interventionist report, and the SLP-CF's observations, [REDACTED]'s difficulty with and behavior during classroom transitions is disruptive to his learning and to the learning of others.

**If yes, specify positive behavior interventions, strategies, and supports:**

Use a visual schedule for all planned classroom activities.

Cue [REDACTED] to listen and ensure you have his attention by establishing eye contact before giving instructions and before transitions.

Expand on [REDACTED]'s utterances.

Use visuals and templates to expand sentence length (e.g., The \_\_\_\_ is \_\_\_\_-ing sentence strips with visuals).

Do not penalize for articulation errors.

Use first, then structure and visuals to support transitions.

Reinforce positive behaviors with verbal acknowledgment.

Accept multimodal communication (e.g., spoken language, low-tech communication tools) and use multimodal communication when communicating with [REDACTED].

Model appropriate language for requests and conflict resolution.

☒ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) Attached

**SAN FRANCISCO UNIFIED SELPA**  
**Statewide Assessments**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

**English Language Arts (Grades 3-8, & 11)**90 Not to Participate (Outside Testing Group or Plan Type 20)**Math (Grades 3-8, & 11)**90 Not to Participate (Outside Testing Group or Plan Type 20)**Science (Grades 5, 8 & High School)**90 Not to Participate (Outside Testing Group or Plan Type 20)

☐ If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

**Physical Fitness Test (Grades 5, 7 & 9)**

- ☒ Out of testing range  
☐ Without Accommodations  
☐ With Accommodations  
☐ With Modifications (Check with PFT Office prior to use)

☐ Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

☒ **Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Adaptations Not Applicable            | <input type="checkbox"/> Sensory support   | <input type="checkbox"/> Functional positioning |
| <input checked="" type="checkbox"/> Alternative response mode  | <input type="checkbox"/> Assistive equipment or device                               | <input type="checkbox"/> Visual support         |
| <input type="checkbox"/> Alternative mode for written language | <input checked="" type="checkbox"/> Augmentative or alternative communication system |   |

**English Language Proficiency Assessments of California (ELPAC; for English Learners Only).**

Please Note: Summative ELPAC will be Computer-based beginning Spring 2020. Paper-based ELPAC will continue for 'Initial ELPAC' and grades Kindergarten through 2nd (for the Writing domain only).

☐ **Initial ELPAC**

- ☐ Without Designated Supports (All domains)  
☐ Designated Supports (All domains)  
☐ Without Accommodations (All domains)  
☐ Accommodations (All domains)

☐ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)  
☐ Embedded Designated Supports  
☐ Non-embedded Designated Supports  
☐ Without Accommodations (All domains)  
☐ Embedded Accommodations  
☐ Non-embedded Accommodations

☐ **Alternate Assessment to ELPAC**

If yes, areas of alternate assessment: ☐Listening ☐Speaking ☐Reading ☐Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

☐ Math without Designated Supports or Accommodations

☐ Math with Designated Supports

☐ Math with Accommodations

☐ Reading, Language, Spelling without Designated Supports or Accommodations

☐ Reading, Language, Spelling with Designated Supports

☐ Reading, Language, Spelling with Accommodations



**SAN FRANCISCO UNIFIED SELPA  
ANNUAL GOALS AND OBJECTIVES**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021

**Area of Need:** Receptive language**Measurable Annual Goal #:** 1 by 4/21/2022

By 4/21/2022, during structured activities (e.g., book reading, playing a game, in response to picture scenes) [REDACTED] will respond to all wh- questions expected for his age (i.e., who, what, where, when, who, why) with a logical and appropriate response using multimodal communication (e.g., low-tech communication tools, spoken language) in 4 out of 5 opportunities when given repetitions of the question as needed, across 3 consecutive sessions. as measured by: observation and data

- ☐ Enables student to be involved/progress in general curriculum/state standard  
☒ Addresses other educational needs  
☒ Linguistically appropriate  
☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living

**Person(s) Responsible:** Speech-Language Pathologist

**Baseline:** Currently, [REDACTED] demonstrates challenges in responding to basic wh- questions. During his assessment when asked to identify colors and animals, he often produced incorrect responses and benefited from a model. [REDACTED]'s teacher reported challenges in answering wh- questions about books and understanding verbal language generally, but shared that he will respond to some basic questions (e.g., "What color is the bear?" in reference to Brown Bear, Brown Bear, What do you see?).

**Short-Term Objective:** By the first reporting period, during structured activities (e.g., book reading, playing a game, in response to picture scenes) [REDACTED] will respond to early developing wh- questions (i.e., who, what, where) with a logical and appropriate response using multimodal communication (e.g., low-tech communication tools, spoken language) in 4 out of 5 opportunities, when given repetitions on the question and verbal cues as needed.

**Short-Term Objective:** By the second reporting period, during structured activities (e.g., book reading, playing a game, in response to picture scenes) [REDACTED] will respond to all wh- questions expected for his age (i.e., who, what, where, when, who, why) with a logical and appropriate response using multimodal communication (e.g., low-tech communication tools, spoken language) in 4 out of 5 opportunities when given repetitions of the question as needed and 2 verbal cues.

**Short-Term Objective:****Progress Report 1:****Summary of Progress:****Comments:****Progress Report 2:****Summary of Progress:****Comments:****Progress Report 3:****Summary of Progress:****Comments:****Goal:** Annual Review**Date:****Goal met** ☐ Yes ☐ No**Comments:**

\*Note: If English Learner, one of the goals must address English Language Development.

**SAN FRANCISCO UNIFIED SELPA  
ANNUAL GOALS AND OBJECTIVES**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021

<b>Area of Need:</b> <u>Expressive language, Pragmatics, Behavior</u>		<b>Measurable Annual Goal #:</b> <u>2</u> by <u>4/21/2022</u> By 4/21/2022, when given a verbal prompt (e.g., "What do you need?", "Tell me about ____"), [REDACTED] will produce a variety of utterances containing 3 or more words as appropriate, using multimodal communication (e.g., low-tech communication tools, spoken language), to serve a variety of appropriate pragmatic functions (e.g., describe, request, protest, comment, provide information) during preferred and non-preferred activities, in 4 of 5 opportunities when given a repetition of the prompt, across 3 consecutive sessions. as measured by: <u>observation and data</u> <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs <input checked="" type="checkbox"/> Linguistically appropriate Transition Goal: <input type="checkbox"/> Education <input type="checkbox"/> Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b>	
<b>Baseline:</b> Currently, [REDACTED] uses single words primarily to label objects and participate in social routines. He does not use verbs to describe his actions, the actions of others, or to describe and narrate his play/toys. Pragmatically, in classroom and home environments, [REDACTED] demonstrates frustration and tantrum behaviors during transitions between activities or when asked to participate in new activities. He does not use language to mediate his frustration. [REDACTED]'s tantrum behaviors and pragmatic challenges create disruptions in educational settings that inhibit his learning and the learning of others.			
<b>Short-Term Objective:</b> By the first reporting period, when given a verbal prompt (e.g., "What do you need?", "Tell me about ____"), [REDACTED] will produce a variety of utterances containing 2 or more words as appropriate, using multimodal communication (e.g., low-tech communication tools, spoken language), to serve a variety of appropriate pragmatic functions (e.g., describe, request, protest, comment, provide information) during preferred and non-preferred activities given repetitions of the prompt and an expanded utterance as needed, in 4 of 5 opportunities.			
<b>Short-Term Objective:</b> By the second reporting period, when given a verbal prompt (e.g., "What do you need?", "Tell me about ____"), [REDACTED] will produce a variety of utterances containing 3 or more words as appropriate, using multimodal communication (e.g., low-tech communication tools, spoken language), to serve a variety of appropriate pragmatic functions (e.g., describe, request, protest, comment, provide information) during preferred and non-preferred activities given a repetition of the prompt and an expanded utterance as needed, in 4 of 5 opportunities.			
<b>Short-Term Objective:</b>			
<b>Progress Report 1:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Progress Report 2:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Progress Report 3:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Goal:</b> <u>Annual Review</u> <b>Date:</b> <b>Goal met</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Comments:</b>

\*Note: If English Learner, one of the goals must address English Language Development.

**SAN FRANCISCO UNIFIED SELPA  
ANNUAL GOALS AND OBJECTIVES**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/22/2021

<b>Area of Need:</b> <u>Intelligibility</u>  <b>Baseline:</b> Currently, [REDACTED] presents with several age-appropriate phonological processes, and one atypical process of palatalization. [REDACTED]'s mother rated his speech as 60-70% intelligible, and the speech-language pathologist rated his speech as 60% intelligible in known contexts to unfamiliar listeners.		<b>Measurable Annual Goal #:</b> <u>3</u> by <u>4/21/2022</u> By 4/21/2022, during structured activities, [REDACTED] will produce speech that is 90% intelligible by employing intelligibility strategies (e.g., over-articulation, appropriate pace, orienting to listener) as needed, given one verbal reminder to repeat or use a strategy across 3 consecutive sessions. as measured by: <u>observation and data</u> <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education <input type="checkbox"/> Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Speech-Language Pathologist	
<b>Short-Term Objective:</b> By the first reporting period, during structured activities when given advance reminders of intelligibility strategies (e.g., over-articulation, appropriate pace, orienting to listener) as needed, [REDACTED] will produce speech that is 75% intelligible to by employing intelligibility strategies, given recasted models of his utterance as needed and one verbal reminder to repeat or use a strategy.			
<b>Short-Term Objective:</b> By the second reporting period, during structured activities when given advance reminders of intelligibility strategies (e.g., over-articulation, appropriate pace, orienting to listener) as needed, [REDACTED] will produce speech that is 80% intelligible by employing intelligibility strategies, given 1 recasted model of his utterance and one verbal reminder to repeat or use a strategy.			
<b>Short-Term Objective:</b>			
<b>Progress Report 1:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Progress Report 2:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Progress Report 3:</b> <b>Summary of Progress:</b> <b>Comments:</b>	<b>Goal:</b> <u>Annual Review</u> <b>Date:</b> <b>Goal met</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Comments:</b>

\*Note: If English Learner, one of the goals must address English Language Development.