

Parent Concerns

STUDENT is currently doing very well in preschool. Our concern is that STUDENT continue to receive the attention and/or adaptations he requires in order to overcome his limitations and succeed in preschool.

STUDENT's preschool program will need to be aware of the following:

- STUDENT's program should focus heavily on five core areas: Social skills, sensory motor integration, daily living skills, compensatory skills, and pre-braille skills.
- Because STUDENT cannot see, he will need extra time to complete daily routines and access the general and expanded core preschool curriculum.
- STUDENT needs a consistent and highly-structured class schedule so he can anticipate the daily routine. Tangible symbols help to tell STUDENT what is coming up next in his schedule. Unpredictable routines and frequent changes in his environment and/or teachers can confuse STUDENT and place limitations on his ability to learn and progress.
- STUDENT needs help learning to socialize with other children. STUDENT must be slowly integrated into social settings so that he can build his social skills without becoming overwhelmed. Besides time in large groups, STUDENT also needs access to small group interactions so he can be around other children in a small and controlled setting.
- STUDENT may require frequent breaks or "cool down" periods, especially when in a noisy environment. STUDENT needs to be allowed time to take sensory breaks throughout the day.
- STUDENT must be allowed to touch and become familiar with as many real life experiences as possible. Toys and models, if used, must represent something real and familiar to STUDENT. Field trips are a great way to introduce STUDENT to real world experiences.
- Learning opportunities must be adapted and taught using a multisensory approach (touch, sound, smell) if they are to be of value to STUDENT.
- STUDENT needs to work on his self-feeding skills. STUDENT's program must allow one-to-one self-feeding instruction every day.
- STUDENT can find it difficult to function in a noisy and chaotic space. STUDENT's school environment must be relatively quiet, the class size should be small with a high teacher-to-student ratio, the floor free of clutter, and objects kept in consistent places.
- STUDENT will be most successful in a school environment engineered to meet the mobility and special learning needs of a preschool child with no vision.

Vision Statement

STUDENT will learn basic foundational skills in preschool and bridge the developmental gap between himself and his sighted peers. This will allow STUDENT to eventually enter an integrated or mainstream classroom. In order to do this, STUDENT and his teachers will need to focus on the following **Expanded Core Curriculum** skills:

- **Activities of Daily Living:** STUDENT will learn basic age-appropriate self help skills, such as feeding, dressing, and toileting himself. STUDENT is going to need a great deal of one-on-one time in order to learn how to feed himself as well as extensive time spent toilet training.
- **Orientation & Mobility:** STUDENT will learn how to map his environment and move about independently. He will learn protective techniques, spatial relationships, and body awareness. He will also learn how to identify and locate landmark sounds (such as a refrigerator in a kitchen) in order to figure out where he is.
- **Literacy & Compensatory:** STUDENT must learn in a symbol-rich environment so that he may understand that *symbols mean something*, whether those symbols are tactile representations or Braille dots. STUDENT will be introduced to pre-Braille concepts and will learn to recognize Braille as a means of symbolic communication. STUDENT will also learn how to use adaptive technologies in order to gain access to the general preschool curriculum.
- **Communication & Self Determination:** STUDENT will learn to communicate at an age-appropriate level. STUDENT will learn to attend and respond appropriately. He will increase his use of functional expressive language by learning to request objects or express his needs. STUDENT will be able to ask and answer simple questions and will learn how to follow directions. STUDENT will also learn how to ask for help and adaptations as needed in the classroom.
- **Social Interaction Skills & Recreation:** STUDENT will need opportunities to play with children his own age and engage in a variety of age-appropriate play activities. Because STUDENT will need to be present at so many therapy sessions throughout the day, he will most likely need to attend a longer preschool program (at least four hours a day) in order to accomplish all of his goals while still having a chance to socialize.
- **Team:** STUDENT's IEP team (including his parents) will regularly collaborate to ensure STUDENT's progress, as well as periodically convene and consult to determine STUDENT's readiness to transition successfully to an integrated educational setting.