**2024**

Developing and Drafting SEPs- PLOP

HSLDA Special Needs Educational Consultants

## Present Levels of Performance:

## Parental Input:

Jonathan is working at Pre-k to kindergarten level in reading. In all other areas, he is working at grade level. Jonathan is a happy boy who loves to build things and take things apart. He is always on the move and requires little sleep. He enjoys talking, but has a hard time listening to instructions, stories, and comments from others. I’ve noticed that he seems to concentrate better in an environment that’s quiet and not too busy (either with activity or décor). We’ve started using the workbox system, and he is responding well to that type of structure and predictability. He has a hard time attending when he is asked to sit for more than 3 or 4 minutes. He likes his new reading program because it has music and games that allow him to get up and move. Even though he is stronger in math than in reading, he completes his work more accurately when the worksheet is uncluttered and when he has less than 10 problems to solve. He seems to be more of a kinesthetic learner. I am concerned because it has taken him so long to master the foundational skills necessary for reading. I am also a little concerned how difficult it is for him to attend without moving.

Student Input:

Jonathan says that he likes school. His favorite part of the day is recess and nature study. He doesn’t like” those worksheets about the alphabet”. He wants to be a football player when he grows up.

Reading- Strengths: He can identify all the letters of the alphabet. He recognizes his name in print and a few other sight words.Weakness**:** Despite repeated presentation of material, he continues to be inconsistent with letter sounds especially vowel sounds. He has trouble naming the word if it’s presented in individual phonemes. When given C-A-T, he might say tag or cam. He also cannot generate rhyming words, although he can tell if two words rhyme.

Math- Strengths: He understands one to one correspondence, can count to 100, and can extend various types of patterns. Weakness: He makes careless mistakes when he rushes through his work. He is sometimes distracted by excessive artwork on the page.

Social/Emotional Skills- Strengths: He gets along with others and enjoys playing with his best friend Brady. He is creative and happy. Weakness: Sometimes he loses his temper if he sees that he isn’t going to win the game.

Communication- Strengths: He has a great vocabulary and enjoys talking. Weakness:He sometimes acts like he doesn’t understand directions, even simple ones. He will do the first and third item, maybe, but loses everything in between. Sometimes he looks ‘lost’ when he participates in group activities that are new or unknown to him.

Adaptive Behavior-Strengths: Jonathan can take care of his needs just like other children his age. Weaknesses: none

Behavior- Strengths- He is responding well to the structure of the workbox system. It is helping him to stay on track with his work assignments. His behavior is better when he understands the expectations. If the environment is right, he can stay focused with reminders. Weaknesses: He does have trouble sitting still and is easily distracted. Jonathan gets excited easily and often loses track of boundaries for acceptable behavior for a certain situation. That translates into injuries to himself or others as he gets overly excited during tag or other hands-on type games.

Other

Fine Motor Skills- Strengths: He can zip, button, and snap fasteners. He can write his own name. Weakness: He has trouble cutting out basic shapes. His handwriting and coloring are shaky and messy.

Science- Strengths: He has satisfactory understanding of concepts presented thus far. He enjoys experiment days and nature study. Weakness: Unable to independently read the first-grade text or respond in written form to questions posed. As long as the text is read aloud to him, he does fine. He needs assistance in maintaining his nature journal. He is allowed to draw pictures in lieu of writing descriptions in his journal. He is allowed to respond to questions orally.

Health Data: No problems On medication (specify)

Physical concerns (specify) None

Wears glasses/contacts/hearing aid/prosthesis NO

Other: N/A

Special Factors

1. Does behavior impede student learning or the learning of others? Yes No
2. Does the student have limited English proficiency? Yes No
3. Is the student blind or visually impaired? Yes No
4. Is the student deaf or hard of hearing? Yes No
5. Does the student require assistive technology devices? Yes No
6. Other- N/A

Connect With Us

* Online — [www.hslda.org/earlyyears](http://www.hslda.org/earlyyears), [hslda.org/highschool](http://www.hslda.org/highschool), and [hslda.org/strugglinglearner](http://www.hslda.org/strugglinglearner)
* MomPossible community — [mompossible.org](http://www.mompossible.org)
* Email — [info@hslda.org](mailto:info@hslda.org)
* Phone — 540-338-5600