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8 Attorney for Claimant

9 In the Matter of  
10 Yang Xiong and Mary Xiong as father and  
11 mother of Kaleb Xiong,  
12 Claimant.

Case No.: SHN-R-105019726

POSITION STATEMENT OF  
CLAIMANT

Hearing Date: 07/29/2024  
Time: 1:00 PM

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14  
15 **INTRODUCTION**

16 Claimant Kaleb Xiong is a 4-year-old boy with severe autism who unknowingly places  
17 himself in harmful situations every day. Kaleb’s parents do everything that they can to make sure  
18 that Kaleb is not left alone even briefly. If left unsupervised, Kaleb will, because of his autism,  
19 play with any object that he finds, touch hot surfaces, break and play with glass, and hit his head  
20 against the wall and other hard surfaces. Kaleb’s parents are requesting in-home supportive  
21 services because these behaviors are pervasive, and require constant monitoring and redirection  
22 beyond that required for a neurotypical 4-year-old child. Kaleb meets all four criteria for  
23 Protective Supervision. However, Sacramento County has denied claimant’s request for  
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1 protective supervision. Claimant respectfully requests that the County grant protective  
2 supervision and IHSS hours be corrected retroactive to date of application of August 1, 2023.

### 3 **Procedural History**

4 After Sacramento County denied claimant’s request for protective supervision, claimant  
5 requested a state fair hearing on October 17, 2023. The hearing took place on January 10, 2024.

6 The Administrative Law Judge affirmed the protective supervision denial by hearing decision  
7 dated February 8, 2024. Claimant then requested a rehearing, and the rehearing was granted on  
8 May 17, 2024. The rehearing was granted on the issue of protective supervision for claimant.

9 The rehearing decision directed the Administrative Law Judge “to use their independent  
10 judgment to determine if Sacramento County's action to deny the claimants' child protective  
11 supervision under the In-Home Supportive Services (IHSS) program was correct.”

### 12 **FACTUAL BACKGROUND**

13 Kaleb Xiong is a 4-year-old boy with autism spectrum disorder. (Exhibit A Psychological  
14 Evaluation by Morgen Aita, Ph.D.) Kaleb was first diagnosed with autism when he was three  
15 years old. (*Id.* at p.1.) Kaleb’s autism is a permanent condition that will continue to affect his  
16 cognition for the rest of his life. Kaleb is also completely blind, and has been blind since birth.

17 At the time of re-hearing, Kaleb is approximately 4.5 years old. He lives with his parents  
18 and seven siblings. Kaleb has six older siblings and one younger sibling. Kaleb’s extended  
19 family also has a history of developmental delays that coincide with the behaviors that Kaleb  
20 exhibits on a daily basis (*Id.*) While Kaleb’s gross motor skills are not a concern, his fine motor  
21 skills, speech, and cognition are areas of concern and can place Kaleb in potentially dangerous  
22 situations. Kaleb is not able to use sentences to communicate consistently. According to Kaleb’s  
23 speech therapist, Kaleb does not engage in “reciprocal conversation” as most four-year-olds can.  
24  
25

1 Kaleb also frequently uses both immediate and delayed echolalia. “Echolalia is the repetition of  
2 words spoken by another speaker.” (Exhibit B: letter from speech therapist Katie Adams at p.1.)  
3 This means that it is often unclear if Kaleb is comprehending instructions or directives regarding  
4 his safety. (*Id.*) Kaleb does not respond to his name and will only respond to directives about his  
5 safety after numerous attempts. (Exhibit A at p.4.)

6 While Kaleb is blind, his blindness is not the primary reason for his unsafe behavior. Dr.  
7 Aita’s psychological assessment consisted of a battery of tests, all adapted to control for Kaleb’s  
8 blindness. Kaleb was tested using a revised version of the ADI-R to account for his blindness (*Id.*  
9 at P.5.) Kaleb scores extremely low in the area of self-direction, scoring at the 0.1 percentile of  
10 the population (*Id.* at p.10.) Dr. Aita explained that “Kaleb engages in frequent object mouthing  
11 with nearly everything in his environment” (*Id.* at p.8.) “Kaleb frequently fails to show  
12 appropriate regard for hazards that other children typically Avoid.” (*Id.*) “Kaleb does not use and  
13 is completely unresponsive to the nonverbal communication of others. This is evident even when  
14 considering his blindness as he is unresponsive to changes in tone and sounds denoting danger.”  
15 (*Id.*) Kaleb explores every item in his environment with his hands regardless of the item’s  
16 danger. Kaleb touches hot surfaces without understanding that what he is doing will injure him.  
17 Kaleb also readily follows voices when walking with his cane, without understanding who is  
18 directing him. This behavior is dangerous because he could follow potential strangers without  
19 understanding the hazards involved. (*Id.*)

21 Kaleb cannot dress himself, bathe himself, brush his teeth, or go to the toilet on his own.  
22 He is not toilet trained, and still uses diapers that his parents must change on a regular basis  
23 (Exhibit D at P.5.) Kaleb also has irregular sleeping patterns (Exhibit A at P.2; Exhibit D at P.4.)  
24 He will sometimes go to sleep as late as three AM and will engage in harmful behaviors  
25 throughout the night such as hitting his head against the wooden beam between the bed and the

1 wall. (Exhibit E: incident log by parents Yang and Mary Xiong at p.2.) Kaleb will also  
2 frequently get up and stim at night (Exhibit C: Letter from Kaleb’s primary care physician and  
3 assistant chief of pediatrics Dr. Yee Guardino; Exhibit B; Exhibit E.) He likes to spin in circles  
4 and is unaware of any potential hazards around him. (Exhibit B at p.1.) This behavior has  
5 resulted in injury to his head on at least one occasion. (Exhibit E at p.2.)

6 Kaleb is also unable to follow multi-step directions. He has to be either verbally or  
7 physically directed through each step of a task, and does not initiate self-care and grooming-  
8 related tasks on his own (Exhibit D at P.5.) Due to Kaleb’s autism, he is unable to act with age-  
9 appropriate judgement when engaging in these activities, which means that he requires more  
10 supervision than even a blind child of the same or similar age.

## 11 ARGUMENT

### 12 **I. Kaleb is eligible for Protective Supervision because he satisfies all four criteria** 13 **for Protective Supervision under ACL 15-25.**

14 Protective Supervision consists of “observing recipient behavior and intervening as  
15 appropriate in order to safeguard the recipient against injury, hazard, or accident.” (MPP § 30-  
16 757.17.) To be eligible for Protective Supervision, a minor recipient must meet the following  
17 four criteria:  
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- 20 1) The recipient has a mental impairment that causes them to be non-self-directing;
  - 21 2) The recipient is likely to engage in potentially dangerous activities;
  - 22 3) The recipient requires more supervision than a minor of comparable age who is  
23 not mentally impaired; and
  - 24 4) The recipient needs 24-hour-a-day supervision to remain safely at home.
- 25

1 (ACL 15-25 at p. 2-5; *Garrett v. Anderson*, settlement (1998); MPP § 30-757.173.)

2  
3 A. Kaleb’s severe autism is a mental impairment that renders him non-self-directing and  
4 unable to assess risks of harm.

5 A mentally impaired, non-self-directing person is identified as having functional  
6 limitations with regard to “memory, orientation, and judgment.” (*See* MPP § 30-756.372; *see*  
7 *also* MPP § 30-757.173(a)(1)(A).) Non-self-direction is an “inability, due to a mental  
8 impairment/mental illness, for individuals to assess danger and the risk of harm, and therefore,  
9 the individuals would most likely engage in potentially dangerous activities that may cause self-  
10 harm.” (ACL 15-25 at p. 3.) Examples of activities of non-self-directing, mentally impaired  
11 individuals who are incapable of understanding certain dangers include “playing with matches,  
12 immersing electrical appliances in water, or wandering away from home.” (*Marshall v.*  
13 *McMahon* (1993) 17 Cal. App. 4th 1841, 1846.)

14  
15 Kaleb’s diagnosis of autism spectrum disorder (“ASD”) constitutes a mental impairment.  
16 Kaleb was first diagnosed with ASD when he was three years old, though he has engaged in  
17 behaviors consistent with autism spectrum disorder for most of his life. According to Dr. Aita’s  
18 assessment, Kaleb engages in behaviors that are typical of a child with autism. Kaleb engages in  
19 meltdowns, hits himself, and hits his head against any nearby surfaces. Additionally, Kaleb is in  
20 the lowest percentile, 0.1%, of the population in self-direction (Exhibit A at P.10.) Kaleb has  
21 difficulty sleeping, and often wakes in the night due to night terrors. He tends to go to sleep at  
22 around Three AM and wake up at approximately Seven AM on school days (Exhibit D at P.5.)  
23 This abbreviated sleep schedule requires additional supervision because Kaleb will engage in  
24  
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1 dangerous behaviors such as hitting his head against the wooden beam between the bed and the  
2 wall, stimming and placing objects in his mouth at all hours of the day. (Exhibit D; Exhibit E.)

3 Kaleb was identified as having substantial deficits in the areas of self-care, **self-**  
4 **direction**, learning, receptive and expressive languages. (See Exhibit A at p. 10.) Kaleb is unable  
5 to assess danger and risks of harm. Kaleb touches objects indiscriminately without understanding  
6 that some objects like the stove are dangerous and could injure him. (Exhibit A at P.4; Exhibit  
7 E.) Kaleb’s habits of playing with things in the kitchen, including glass objects, the stove, and  
8 the oven, align well with the examples listed in *Marshall* of non-self-directing behavior: “playing  
9 with matches [and] immersing electrical appliances in water.” (*Marshall v. McMahon* (1993) 17  
10 Cal. App. 4th 1841, 1846.) If not reminded, Kaleb will stick any object including sharp objects  
11 in his mouth, play with the stove and oven, and throw glass objects off of high surfaces which  
12 could result in injury (Exhibit A at P.4; Exhibit E.) He has no understanding that these actions  
13 can hurt him due to his developmental disability (Exhibit A at P.4.).

14  
15 Moreover, Kaleb does not have the ability to differentiate strangers from people he  
16 knows (Exhibit A at P.3.) These behaviors demonstrate that Kaleb is the exact applicant the  
17 IHSS Protective Supervision program was designed for: to fill “the void of what [these] persons  
18 cannot do: ‘observe their own behavior.’” (*Marshall, supra*, 17 Cal. App. 4th at p.1846.)  
19 Because Kaleb cannot observe or direct his own behavior, he needs Protective Supervision to  
20 keep him safe from risks that he is unable to understand.

21 Because Kaleb’s mental impairment of autism prevents him from self-directing, he  
22 fulfills the first criterion for Protective Supervision.<sup>1</sup>

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<sup>1</sup> County Exhibit 6 is an SOC-821 completed by Kaleb’s orientation and mobility coach. This exhibit should not be considered because Peterson’s expertise lies in the orientation and mobility of neurotypical blind children, not developmental disabilities.

1  
2 B. Kaleb is likely to engage in dangerous activities, like eloping from the home,  
3 unintentionally injuring himself during meltdowns, sticking everything in his mouth,  
4 and eating plastic toys.

5 To be eligible for Protective Supervision under ACL 15-25, the recipient must be likely  
6 to engage in potentially dangerous activities. (ACL 15-25 at p. 2-5; *Garrett v. Anderson.*) It is  
7 not required that a person “suffer actual injury to be eligible for Protective Supervision, but only  
8 have a history of a propensity for placing him/herself in danger.” (ACL 15-25 at p. 5.) For  
9 example, a person “who has a tendency to open the front door and start walking away, does not  
10 necessarily have to make it into the street in order for this to be considered potentially hazardous  
11 behavior.” (*Id.*)

12 Kaleb exceeds this standard because he is not only “likely” to engage in dangerous  
13 activities, but has a documented habit of doing so. Multiple experts have emphasized Kaleb’s  
14 propensity for engaging in dangerous behaviors. According to Dr. Aita, “Kaleb displays a  
15 significant lack of safety and environmental awareness.” (Exhibit 1 at p.4.) He requires constant  
16 supervision as he engages in elopement, climbing onto furniture, or will attempt to touch  
17 dangerous items.” (Exhibit 1 at p.4.) “Kaleb displays a significant lack of safety and  
18 environmental awareness. He requires constant supervision as he engages in elopement, climbing  
19 onto furniture, or will attempt to touch dangerous items. (*Id.*) Also, “Kaleb appears to not retain  
20 previously learned information. He will typically forget such information after approximately 1-2  
21 days.” (*Id.*) “Kaleb does not show regard to his relative closeness to other children, walls,  
22 furniture, etc. while engaging in sensory seeking behaviors. Because he is not aware of proximity  
23 during these activities, they are often dangerous if not directly supervised.” (Exhibit B.)  
24  
25

1 Kaleb also has a propensity for wandering and elopement (Exhibit A at P.4; Exhibit D at  
2 p.6.) When Kaleb leaves, he does not know where he is, where he is going, or how to get back  
3 home. This is clearly a “potentially hazardous behavior. While there are no documented  
4 incidents of Kaleb “making it into the street,” Kaleb does not know how to get home and tends to  
5 wander. Kaleb could potentially end up in the street without understanding the dangerousness of  
6 this behavior. Therefore, Kaleb’s condition meets the standard. (*See Id.*)

7 Mr. and Mrs. Xiong reported several additional recent instances of dangerous behavior in  
8 an incident log. Over a fifteen-day period, Kaleb hit his head on furniture or walls due to  
9 stimming five times, placed a charging plug into his mouth once, and had two meltdowns that  
10 resulted in self-injurious behavior. (Exhibit E.)

11 Given Kaleb’s gregarious nature and propensity for meltdowns combined with his lack of  
12 awareness of his environment during meltdowns and the history of behaviors discussed above, it  
13 is not disputed that Kaleb has the physical ability to cause self-harm. (*See Calderon v. Anderson*  
14 (1996) 45 Cal.App.4th 607, 616.) The SOC 821 form confirm that he retains “the mobility or  
15 physical capacity to place him/herself in a situation which would result in injury, hazard, or  
16 accident.” (County Exhibit 5.) It is not required that Kaleb suffer actual injury. (ACL 15-25 at p.  
17 5.) Thus, because Kaleb is likely to continue engaging in potentially dangerous activities and has  
18 the physical capacity to put himself in danger, he meets the second criterion for Protective  
19 Supervision.  
20

21  
22 C. Kaleb requires more supervision than a blind four-year-old without autism, who  
23 would not need constant redirection, and would comprehend that behaviors were  
24 unsafe after a few verbal corrections  
25

1 To be eligible for Protective Supervision, the recipient must require more supervision  
2 than a minor of comparable age without a mental impairment. (ACL 15-25 at p. 7; *Garrett v.*  
3 *Anderson*). “More supervision” can be more time, more intensity, or both. (*Id.*) It must be “more  
4 than routine childcare” and must “allow the child to remain safely in their own home with the  
5 assistance.” (*Id.*)

6 Kaleb requires more intense supervision than a four-year-old without autism.  
7 Neurotypical four-year-old children can perform some basic tasks without constant oversight.  
8 Most four-year-old children are beginning to learn to dress themselves, and do not need constant  
9 oversight when using the bathroom. Additionally, most four-year-old children have the  
10 comprehension and memory to engage in reciprocal conversation. (Exhibit B). Additionally,  
11 Kaleb’s pediatrician states that “Children with blindness still retain the ability to develop normal  
12 social communication skills as well as comprehension, and thus the ability to learn.” (Exhibit C.)  
13 While four-year-old children do require near-constant supervision to remain safe at home, they  
14 generally remember that a behavior is unsafe, and do not persist in that behavior if redirected  
15 away from that behavior.  
16

17 Unlike most four-year-old children, Kaleb requires more intensive supervision. Kaleb has  
18 frequent meltdowns that result in unintentionally injurious behavior. Kaleb has random sleeping  
19 patterns, and will rarely sleep through the night, unlike most four-year-old children who are  
20 beginning to develop a typical circadian cycle. Furthermore, Kaleb will repeatedly hit his head  
21 on the wooden bedframe during the night (Exhibit E.) Unlike most four-year-old children, Kaleb  
22 does not understand when he is being corrected or told not to do something. He may stop  
23 temporarily, but he will engage in the same behavior again. Kaleb cannot bathe, brush his teeth,  
24 dress himself, or go to the bathroom independently (Exhibit A; Exhibit E.) “Kaleb currently  
25

1 speaks in single- or 2-word phrases, which is the expected range for a 1–2-year-old. It is the  
2 significant developmental delays associated with Autism that place him at risk for safety  
3 concerns, resulting in his need for constant supervision.” (Exhibit C.)

4 Furthermore, Kaleb’s need for constant supervision and reminders to avoid danger is  
5 clearly more than routine childcare. Routine childcare for a neurotypical blind four-year-old  
6 might consist of ensuring the child attends preschool, helping them to clean up after themselves,  
7 instructing the child on safe/unsafe behaviors, cooking meals for them to eat, and teaching and  
8 reinforcing adaptive techniques for completing tasks and navigating his or her home and school  
9 environments. Mr. and Mrs. Xiong’s constant care and attention for Kaleb’s immediate safety  
10 exceeds what is required of neurotypical four-year-olds. Without this attention, Kaleb would not  
11 be able to remain safely at home because he would be at risk of consuming harmful substances,  
12 choking on food, being burned by the oven and stove, being hit by a vehicle, or becoming lost  
13 after eloping from the home.

14  
15 Because Kaleb requires constant, in-depth supervision from his parents on every task to  
16 allow him to remain safely at home, his level of required supervision far exceeds the intensity of  
17 supervision required for a comparable four-year-old without autism. Kaleb therefore meets the  
18 third criterion for Protective Supervision.

19  
20 D. Kaleb needs 24 hours per day of supervision to stay safely in his home.

21 To meet the final criterion, the Protective Supervision recipient must need 24 hours per  
22 day of supervision to stay safely in his home. (ACL 15-25 at p. 7; *Garrett v. Anderson.*) To  
23 assess the need for this level of supervision, the county must use form SOC 821, but neither the  
24  
25

1 form nor the county social worker’s observations are determinative. (MPP § 30-757.173.) Other  
2 available information may include licensed healthcare professional reports. (*Id.*)

3 Kaleb meets the final criterion for Protective Supervision because he needs to be  
4 supervised 24 hours per day to stay safely in his home. Kaleb engages in multiple potentially  
5 dangerous actions every day. “He requires constant supervision as he engages in elopement,  
6 climbing onto furniture, or will attempt to touch dangerous items. He requires constant  
7 supervision as he engages in elopement, climbing onto furniture, or will attempt to touch  
8 dangerous items.” (Exhibit A at p.4.) Kaleb’s constant sensory-seeking behaviors such as  
9 jumping off items, spinning, swinging from objects, and headbanging occur without regard to his  
10 proximity to other objects or people. (Exhibit B; Exhibit D at p.6; Exhibit E.) These actions can  
11 occur at any time of day or night, in any location, and during any activity (Exhibit E.) Mr. or  
12 Mrs. Xiong must supervise Kaleb every moment of the day and night to remind him not to touch  
13 the hot stove, place objects in his mouth, wander outside the home, or cause injury to himself  
14 during meltdowns. (*Id.*) Mr. and Mrs. Xiong documented approximately six instances of unsafe  
15 behavior over a fifteen-day period. (*Id.*) These incidents can occur at any time of day or night,  
16 and they occur on an almost daily basis. The incident log mentions repeated instances of the  
17 same behavior over the course of a single day. (*Id.*) Therefore, these instances of injurious  
18 behavior are pervasive and consistent. (*Id.*)

19  
20 While Kaleb’s physicians have not personally observed any unsafe behavior, they were  
21 not observing him in the home. Kaleb tends to be more shy during appointments or while within  
22 buildings outside the home. Therefore, doctors have not observed all of the instances of  
23 dangerous behavior that his parents observe on a daily basis. However, doctors do acknowledge  
24 Kaleb’s cognitive and language delays relative to neurotypical blind children Kaleb’s age, and  
25

1 Kaleb has been diagnosed with autism spectrum disorder (Exhibit C.) Thus, based on the  
2 determinations by Kaleb’s pediatricians, his clinical psychologist, his speech pathologist, and the  
3 evidence provided by his mother and father, Kaleb requires 24 hours of supervision per day to  
4 remain safely in his home.

5 In summary, Kaleb is eligible for Protective Supervision under ACL 15-25 because he  
6 satisfies all four criteria: 1) he is unable to assess danger due to his autism and qualifies as non-  
7 self-directing; 2) he has shown a propensity to engage in dangerous activities, such as eloping  
8 from the house, playing with the oven and stove, and sticking any and all objects in his mouth; 3)  
9 he requires more supervision than a blind four-year-old without autism, who would not need  
10 constant and repeated redirection; and 4) he needs 24 hours per day of supervision to stay safely  
11 in his home.

12  
13  
14 **II. Kaleb does not exhibit any needs or behaviors that would exclude him from**  
15 **Protective Supervision.**

16 The following situations are not eligible for Protective Supervision: “(a) friendly visiting  
17 or other social activities; (b) when the need is caused by a medical condition and the form of the  
18 supervision required is medical; (c) in anticipation of a medical emergency; (d) to prevent or  
19 control anti-social or aggressive recipient behavior; and (e) to guard against deliberate self-  
20 destructive behavior, such as suicide, or when an individual knowingly intends to harm  
21 himself/herself.” (MPP § 30-757.172; *see Calderon v. Anderson* (1996) 45 Cal.App.4th 607,  
22 616.)  
23

24 As discussed above, Kaleb meets the four eligibility criteria for Protective Supervision.  
25 While Kaleb requires significant care and attention in many areas beyond the scope of Protective

1 Supervision due to his blindness, his need for Protective Supervision is independent of any  
2 additional care needs. ACL 15-25 mandates that “[i]f a recipient displays self-injurious behavior  
3 that would qualify for Protective Supervision, but also displays excluded behavior(s) [. . .], they  
4 may still be eligible for Protective Supervision for the non-excluded behaviors. Each Protective  
5 Supervision exclusion is discussed separately below.

6  
7 *(a) Friendly visiting or other social activities*

8 The friendly visiting exception does not apply because the protective supervision request  
9 is not for Kaleb to have a person to visit with or to do social activities with.

10  
11 *(b) When the need is caused by a medical condition and the form of the supervision*  
12 *required is medical*

13 Kaleb’s autism impacts his ability to understand the risk of certain behaviors. As  
14 discussed above, Kaleb only requires repeated verbal and limited physical cues to remind him  
15 not to engage in potential harmful behaviors. While Kaleb’s blindness is a medical condition, the  
16 behaviors for which Kaleb’s parents request protective supervision are not caused by his  
17 blindness. On assessment, the county social worker attributed all of Kaleb’s dangerous behaviors  
18 to his blindness (County Exhibit 1.) However, the behaviors for which Kaleb is requesting  
19 protective supervision are exclusively and entirely caused by autism spectrum disorder.

20 According to Kaleb’s speech therapist, it is quite common for autistic children to disregard their  
21 proximity to other objects and people when engaging in stimming or other potentially dangerous  
22 behaviors (Exhibit B.) While Kaleb’s blindness may exacerbate the dangerousness of this  
23 behavior, it is not and never has been the cause of Kaleb’s dangerous behaviors. Kaleb’s clinical  
24 psychologist attributes all of his dangerous behaviors to his autism, not his blindness (Exhibit A  
25

1 at P.8.) “Kaleb was administered a battery of tests to observe behaviors and traits associated with  
2 autism spectrum disorder (ASD) as well as to assess his cognitive functioning and adaptive  
3 behaviors. His profile indicates Moderate-to-Severe symptoms related to ASD with deficits in  
4 social affective functioning or stereotyped and repetitive behaviors.” (*Id.* at P.14.) Additionally,  
5 Kaleb’s speech therapist and pediatrician both attest to the fact that Kaleb’s behavior is  
6 consistent with children with severe autism, not his blindness (Exhibit B; Exhibit C.) Therefore,  
7 medical supervision is not required to meet Kaleb’s need for Protective Supervision.

8  
9 *(c) In anticipation of a medical emergency*

10 MPP section 30-757.17 states: “Protective Supervision is available for observing  
11 recipient behavior and intervening as appropriate in order to safeguard the recipient against  
12 injury, hazard, or accident.” Kaleb needs Protective Supervision for exactly that: to provide  
13 consistent supervision and regular verbal reminders not to engage in potentially-harmful  
14 behaviors. Mr. and Mrs. Xiong documented six individual instances of potentially dangerous  
15 behavior over a 15-day period. Moreover, the log states that some instances, like repeated head  
16 hitting due to meltdowns, occur frequently throughout the day. (Exhibit E.) Kaleb does not seek  
17 Protective Supervision as a means of anticipating or providing care for medical emergencies  
18 because his needs are constant, and they are not medical in nature.

19  
20  
21 *(d) To prevent or control anti-social or aggressive recipient behavior*

22 Kaleb does not seek Protective Supervision to control anti-social or aggressive behavior.  
23 Neither the County nor Kaleb’s medical providers have documented any anti-social or aggressive  
24 behaviors that impact his need for Protective Supervision. While the Alta California Regional  
25 Center has documented Kaleb’s propensity to headbang, this is not intentional behavior (Exhibit

1 D at p.6.) Rather, it is a behavior that Kaleb engages in due to sensory overwhelm, and he does  
2 not understand that this repeated action can hurt him due to his inability to assess danger (Exhibit  
3 A at p.4.) Therefore, this behavior should not impact his request for protective supervision.

4 *(e) To guard against deliberate self-destructive behavior, such as suicide, or*  
5 *when an individual knowingly intends to harm himself/herself*  
6

7 Kaleb's potentially harmful behaviors are not deliberate. Kaleb's limited cognitive  
8 capacity does not allow him to understand that his actions can produce harmful consequences.  
9 (See Exhibit A). Kaleb has attempted to leave the house and wander around the neighborhood  
10 without any intention or ability to return home. He does not understand that a car could hurt him  
11 if he stands in the street. He does not understand that hot objects can burn him or that sharp  
12 objects can cut him. Kaleb also cannot differentiate between friendly people and strangers who  
13 may want to cause him harm. Furthermore, no psychological evaluations or other medical  
14 evidence indicate that Kaleb has any intent or wish to cause harm to himself. Therefore, Kaleb  
15 does not require or request Protective Supervision to guard against any deliberate acts of self-  
16 harm.  
17

18 **CONCLUSION**

19 Kaleb Xiong meets all four eligibility criteria for Protective Supervision. Kaleb has  
20 severe autism; he has the physical capacity to harm himself; he does not understand that his  
21 behaviors can cause pain and injury to himself; and he needs twenty-four-hour supervision  
22 because he engages in these behaviors multiple times per day. Furthermore, his need for  
23 Protective Supervision does not fall into any of the Protective Supervision carve outs. Claimant  
24  
25

1 therefore respectfully requests that the County's denial of Protective Supervision be reversed and  
2 corrected retroactive to the date of application, August 1, 2023.

3  
4  
5  
6 RESPECTFULLY SUBMITTED BY:  
7 LEGAL SERVICES OF NORTHERN CALIFORNIA

8 

9 Dated: July 29, 2024

10 \_\_\_\_\_  
11 Nicole Stemet  
12 Attorney for Claimant  
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# **EXHIBIT A**

## PSYCHOLOGICAL ASSESSMENT

**Client Name:** Kaleb Xiong  
**UCI:** 8328040  
**Client Date of Birth:** 03/13/2020  
**Age:** 3-years, 9-months  
**Gender:** Male  
**Date of Assessment:** 12/13/2023  
**Intake Specialist:** Jessica Fox  
**Evaluator:** Morgen Aita, Ph.D.

*This report and all its content is confidential. It is not to be shared/released without the written consent of the client or legal representative. If the client is a minor, written consent must be obtained from the client's parent/legal guardian or legal representative.*

### REASON FOR REFERRAL

Kaleb Xiong is a 3-year, 9-month, male who was referred to the Alta California Regional Center to assess for Lanterman eligibility under Autism Spectrum Disorder (ASD) and Intellectual Developmental Disorder (formerly referred to as Intellectual Disability in DSM 5). This examination took place at AB Psych Consulting in Elk Grove, California. Reported concerns are blindness, delayed cognitive/intellectual skills, physical self-stimulatory behaviors, echolalia, frequent object mouthing, and a lack of response to his name being called. These behaviors were observed by Yang and Mary Xiong, his parents. He did not undergo prior psychological or neuropsychological assessment.

### INFORMED CONSENT

Kaleb's parents willingly gave consent to undergo the evaluation procedures. His parents were informed of the nature of the evaluation process and the reasons for undergoing the procedures. His parents were informed that the providers at Alta California Regional Center will have access to a report of the results after the evaluation is concluded.

### LIST OF TESTS ADMINISTERED:

Review of Records  
Clinical Interview  
Clinical Observations  
Adaptive Behavior Assessment System Third Edition (ABAS-3), Parent/Primary Caregiver Form  
Autism Diagnostic Interview-Revised (ADI-R)  
Childhood Autism Rating Scale, (CARS 2 - ST) Standard Version  
Developmental Profile, Fourth Edition (DP-4 Cognitive)

### RELEVANT HISTORY

#### Developmental History

Kaleb was born full-term via C-Section delivery at Kaiser Permanente in South Sacramento, California. Kaleb's mother was 39 years old at the time of his birth. Smoking, alcohol consumption, and illicit drug use were denied during the pregnancy.

Labetalol for high blood pressure was used during the pregnancy. Kaleb weighed 6 pounds, 13 ounces at birth and was negative for NICU services. Kaleb's temperament as a baby was calm. Kaleb first crawled at 7-8 months, walked at 11 months, spoke his first words at 12 months, and spoke in short phrases at 18 months. His parents noted concern with his development since birth due to blindness and at 2 years when he was unresponsive and did not reciprocate communication with others.

#### Family History

Kaleb was born to Yang and Mary Xiong. Kaleb resides in Elk Grove, California with his parents, 5 sisters, and 2 brothers. Mr. Xiong (50 years old) completed a master's degree and works as an administrative services officer. Mrs. (42 years old) completed some college and is a homemaker. Family history is notable for ASD on both sides of the family. Kaleb receives special education services through the Elk Grove Unified School District through which he receives specialized vision services, orientation and mobility, and individual and small group instruction. There is no known CPS involvement with the family. English is spoken at home.

#### Academic History

Kaleb attends a pre-K, special education class at Foulks Ranch Elementary. He has an IEP under the classification of Vision Impairment (VI) and Speech and Language Impairment (SLI). Kaleb has never repeated a grade. Kaleb receives specialized vision services, orientation and mobility, and individual and small group instruction.

#### Medical History

Kaleb receives primary care from Kaiser Permanente. Kaleb does not currently take any medications and has no known allergies. There is no history of significant hospitalizations, injuries, seizures, or illness. Beginning at 3 months he underwent multiple surgeries on his eyes. He is a picky eater in that he accepts a limited variety of foods. He prefers dry foods, carbs, broth, and meat. He appears to be sensitive to the texture of foods. Kaleb prefers for his food to not touch and will feel around and move his foods to be separated. He also will not allow his cup to be near his plate and will push it away. Kaleb has difficulties falling asleep and will wake frequently through the night.

#### Psychiatric History

Kaleb does not have any psychiatric diagnoses at this time. The family history is negative for a psychiatric history.

#### Legal Issues

None reported.

#### Substance Use History

None reported.

#### Employment History

None reported.

### Behavioral History

#### *Social Communication/ Social Emotional Reciprocity*

Kaleb primarily communicates via single words with some 2-word phrases emerging. His parents estimate that he has less than 50 spontaneous words. Kaleb engages in frequent echolalia, both immediate and delayed. He primarily engages in self-directed verbalizations and typically does not respond to others when they talk to him. The exception is he will direct sounds towards others when he is asking for help or wants something. Kaleb does not respond to his name being called even if repeated. He does not respond to social praise. Kaleb will accept and give affection to his mother only. However, he will only give and receive affection from other family members on his terms only. Kaleb does not show items of interest or point out items of interest to others. He can complete some simple instructions if they are simplified and repeated. However, Kaleb is generally unresponsive to communication from others.

#### *Social Interaction*

Kaleb prefers to play alone. He generally ignores the overtures of others and shows no interest in interacting with peers. This was also observed at school. Kaleb does not initiate social interactions with others. He does not display empathy or offer comfort to others. Rather, if he hears others crying, he will imitate the sounds that they are making. Kaleb does not display any imaginative play skills. Kaleb displays limited stranger awareness and will approach others if they have something that he wants.

#### *Nonverbal Communication*

Kaleb is blind so his eye contact is limited in this sense. He does not direct his affect towards others. Kaleb has a limited range of emotional expressions. He does not utilize any gestures. Due to his blindness, he does not respond to the facial expressions of others. He does not respond to others' change in voice tone.

#### *Restricted and Repetitive Patterns of Behavior*

Kaleb displays several routine-like and rigid behaviors. For example, he requires his mother to give him his bottle and she must hold his feet while he feeds. Kaleb also isolates specific behaviors and interactions for specific people. For example, he will go to his sister for her to play a specific song, he will go to his father for a specific type of play and go to his mother for a specific type of comfort. Kaleb also will add additional steps that he feels is part of a sequence in a repetitive manner. For example, if his mother directs him to put away a toy and he knows where to put it, he will still approach her before putting the toy in the bin. He follows a specific daily routine in which he will explore various parts of his home and engage in specific behaviors unique to each location. Kaleb will engage in tantrum behaviors if people other than his mother take him to school. Kaleb will repetitively tap his toys to his hand. He engages in constant echolalia as well as other verbal self-stimulatory behaviors (e.g., making nonsensical noises). Furthermore, his echolalia is immediate as well as delayed. Kaleb will listen to songs repeatedly. Kaleb nearly always prefers to have something in his hand even if he is not directly interacting with it. He will also mouth the object. Kaleb will get "stuck" on a specific item and will engage in tantrum behaviors until he gains access to that item.

During such instances he cannot be redirected to other items and will continue to engage in tantrum behaviors until he is granted access to his desired item.

### *Sensory Concerns*

Kaleb is highly sensitive to sounds and will cover his ears. He will engage in tantrum behaviors when exposed to such stimuli. However, he will generally tolerate such things if given significant preparation. For example, he will tolerate public restrooms if his parents repeat to him ahead of time that he will be entering one. Kaleb engages in frequent object mouthing with nearly everything in his environment. He will also wiggle his fingers towards his lips while making verbalizations. He does not engage in toe walking. However, Kaleb will walk sideways rather than forwards. He is sensitive to clothing textures and prefers softer textures. Kaleb is also sensitive to textures other than dry. He will refuse or engage in tantrum behaviors if his hands meet an unfavorable texture. Kaleb has been observed to repetitively jump and spin for sustained periods.

### *Other Behaviors*

Kaleb displays a significant lack of safety and environmental awareness. He requires constant supervision as he engages in elopement, climbing onto furniture, or will attempt to touch dangerous items. Furthermore, Kaleb is unresponsive to his parents' warnings and verbal instructions to "stop" or "don't touch" items in his environment. Kaleb appears to not retain previously learned information. He will typically forget such information after approximately 1-2 days.

### **Previous Evaluations**

None available for review.

### **OBSERVATIONS**

Kaleb Xiong is a 3-year, 9-month, male of Asian descent. He came to the testing session accompanied by his parents. He presented with a flat affect overall and was self-directed throughout the evaluation. He came dressed in casually neat and appropriate attire. He is blind and did not make eye contact at any point. However, it was observed that Kaleb did not orient towards others nor did he direct affect towards others at any point of the evaluation despite clearly knowing where his parents and this examiner were located. His verbal skills are delayed in that his spontaneous language consisted primarily of single words. Although he was observed to use some short phrases, they were echolalic in nature and did not have a social component. Furthermore, Kaleb's speech was self-directed with no attempts at social engagement.

Kaleb transitioned into the testing room without issue. He primarily clung to his mother as his parents provided background history. Kaleb was offered toys at the table, to which he briefly explored but then returned to his mother and fell asleep in her arms. Once he awoke, Kaleb was observed to request items by repeating them over and over (e.g., pink, pink, pink, Cinderella, Cinderella, Cinderella). He did not direct his vocalizations towards others. Rather, he would be reaching into his bag while verbalizing. Once Kaleb found his desired toy, he was observed to mouth it as well as tap it near his ear. Kaleb did not

engage with his toys in a functional manner. Rather, he only tapped them or placed them to his mouth. Furthermore, Kaleb did not show or give items to others during the contact period. Kaleb was observed to flick his lips with his fingers while making self-directed verbalizations. At various points during the evaluation, Kaleb engaged in echolalia and repeated words that were just spoken as well as repeated words and phrases that were spoken several moments prior. None of his verbalizations were directed towards others nor did they appear to be for social purposes. The examiner activated some noise making toys which caught Kaleb's attention. Kaleb approached the toy but made no attempts to engage with the examiner. Rather, Kaleb played with the toy in a repetitive manner by pressing the buttons rapidly. He did not direct affect nor did his emotional state change significantly as his expression remained flat. Other noise making toys were introduced to him. However, he preferred to continue playing with the noise making toy. The examiner engaged Kaleb with hand over hand prompting to activate a jack in the box. Despite enjoying the toy, Kaleb made not reciprocal interaction or communication with the examiner, nor did he display shared enjoyment. Kaleb activated the toy with prompting then returned to repetitively pressing the cause-and-effect noise making toy. The examiner presented Kaleb with the multiple pop-up toy to which he showed some interest. Kaleb's play with all the presented toys appeared repetitive in nature with no imaginative or interactive play evident. He did not request items, nor did he attempt to engage with others. Kaleb was unresponsive to his name being called by his parents or by the examiner. Kaleb was generally aloof to the presence of others and did not respond when others gave directives or attempted to engage with him. Kaleb was observed to engage in echolalia as well as flicking his lips with his fingers while engaging in verbal self-stimulatory behaviors.

## TEST RESULTS

### ADI-R

Mr. and Mrs. Xiong participated as the informants for the Autism Diagnostic Interview - Revised (ADI-R). The ADI-R is a structured, standardized assessment of communication, social interaction, and behavior for individuals where an ASD is suspected. Scores at or above the cutoff indicate a higher likelihood of an ASD. The following table provides the raw score tallies that were totaled to acquire the "obtained score." Higher scores reflect a combination of autistic type characteristics and their severity. Ratings are based on both the patient's current behavior and their behavior in childhood (at the age of four to five years) as specified by the ADI-R directions.

Autism Diagnostic Interview - Revised (ADI-R)	Obtained Scores	Cut-off Scores
Qualitative Impairments in Social Interaction	16	10
Communication	22	7
Repetitive Behaviors and Stereotyped Patterns	10	3

Abnormality of development evident at or before 36 months.	4	1
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Mr. and Mrs. Xiong’s responses suggested that Kaleb exceeds cutoff for symptoms related to Autism Spectrum Disorder. Mr. and Mrs. Xiong reported that Kaleb’s Functional use of spontaneous, echoed, or stereotyped language that, on a daily basis, involves phrases of 3 words or more that at least sometimes include a verb and are comprehensible to other people. However, it should be noted that Kaleb’s speech is primarily echolalic in nature with spontaneous language consisting only of single words.

### Reciprocal Social Interaction

A: Qualitative Abnormalities in Reciprocal Social Interaction ( <i>Diagnostic cutoff=10</i> )	16
A1: Failure to use nonverbal behaviors to regulate social interaction	2
A2: Failure to develop peer relationships	4
A3: Lack of shared enjoyment	6
A4: Lack socioemotional reciprocity	4

According to Mr. and Mrs. Xiong, Kaleb does not display eye contact due to his blindness. As such, he does not reciprocate a social smile. However, Kaleb evidences a markedly limited range of facial expressions. His parents further noted that it is difficult to discern his emotional state except when he is engaging in tantrum behaviors. Kaleb does not evidence any imaginative play skills with peers or even when playing alone. Kaleb shows no interest in other children. He consistently avoids or ignores the approaches of other children. In general, Kaleb evidences little or no interest or response to others. Kaleb does not seek play involving groups of other children. He does not have peer relationships that involve selectivity and/or sharing. Kaleb evidences rare or no social approaches that involve showing or directing attention. Furthermore, Kaleb does not spontaneously offer to share items with others in any form. Kaleb evidences few or no attempts to share enjoyment with others. He does not offer comfort to others.

### Communication

B: Qualitative Abnormalities in Communication ( <i>Diagnostic cutoff=8</i> )	22
B1: Lack of, or delay in, spoken language and failure to compensate through gesture	6
B2: Relative failure to initiate or sustain conversational interchange	4
B3: Stereotyped, repetitive, or idiosyncratic speech	4
B4: Lack of varied spontaneous make-believe or social imitative play	8

According to Mr. and Mrs. Xiong, Kaleb does not use others’ hand as a tool or to gesture. He does not point to items of interest or desired items. This is due to his blindness. Kaleb does not point or nod his head to signify “yes” or “no”. Kaleb does not use conventional or instrumental gestures. Kaleb imitates the noises and words, but not behaviors of others.

Kaleb uses some speech to alert caregivers to immediate needs or wants, but little or no purely social use of verbalizations. He evidences little or no reciprocal conversation. Furthermore, he evidences very little spontaneous speech as the majority of his verbalizations are echolalic in nature. His phrases are almost exclusively stereotyped utterances. Kaleb often confuses his pronouns such as “you” and “I”.

**Restricted, Repetitive, and Stereotyped Patterns of Behavior**

C: Restricted, Repetitive, and Stereotyped Patterns of Behavior ( <i>Diagnostic cutoff=3</i> )	10
C1: Encompassing preoccupation or circumscribed pattern of interest	2
C2: Apparently compulsive adherence to nonfunctional routines or rituals	4
C3: Stereotyped and repetitive motor mannerisms	2
C4: Preoccupation with parts of objects or nonfunctional elements of material	2

Mr. and Mrs. Xiong reported that Kaleb displays definite preoccupations that intrude into family life (e.g., opening and closing doors). Kaleb has to say one or more things in a special way. He also evidences multiple activities that must be performed in a specific way. He displays significant distress if his routines are not followed or completed (e.g., being fed by his mother while she plays with his feet and holds him a specific way. Kaleb displays definite and frequent hand mannerisms (e.g., flicking his fingers to his lips). Kaleb has been observed to engage in stereotyped body movements (e.g., repetitive jumping/spinning). Kaleb’s play is linked to highly stereotypic use of objects (e.g., tapping/flicking). Kaleb evidences constant sensory interest in objects (e.g., mouthing).

Mr. and Mrs. Xiong’s responses indicated that Kaleb exceeds cutoff scores for symptoms related to Autism Spectrum Disorder in 3 of 3 areas (Reciprocal Social Interaction, Communication, and Restricted, Repetitive, and Stereotyped Patterns of Behavior). His behaviors have been present since his early developmental periods and are consistent across settings.

**CARS 2-ST, Standard Version**

The Childhood Autism Rating Scale–Second Edition (CARS2) is a 15-item rating scale used to identify children with Autism Spectrum Disorder and distinguishing them from those with developmental disabilities.

Category Ratings	Raw Score	Comments
1. Relating to People	4	Kaleb was consistently aloof or unaware of what adults were doing in the room. He almost never responded to or initiated contact with adults. Only the most persistent attempts to get his attention had any effect.
2. Imitation	4	Kaleb does not imitate the behaviors of others. However, he frequently imitates others’ verbalizations in an

		echolalic manner with no sense of social communication evident.
3. Emotional Response	3	Kaleb evidences definite signs of inappropriate type and/or degree of emotional response.
4. Body Use	3	Kaleb engages in repetitive jumping and spinning. He also postures his fingers and flicks them on his lips.
5. Object Use	3	Kaleb was preoccupied with using an object or toy in some strange way. He focused on insignificant part of a toy. Kaleb played with cause-and-effect toys in a repetitive manner. He also repetitively taps items in a nonfunctional manner.
6. Adaptation to Change	3	Kaleb displays significant behavioral rigidities. For example, he will only take a bottle with his mother and she must play with his feet a specific way as he feeds. He will become stuck on specific things (e.g., toys) and is unable to be redirected.
7. Visual Response	4	Kaleb is blind and generally unresponsive to visual stimuli.
8. Listening Response	3	Kaleb overreacts and underreact to sounds to an extremely marked degree, regardless of the type of sound. He will cover his ears for some noises, but can tolerate other noises of similar frequency and volume.
9. Taste, Smell, and Touch Response and Use	4	Kaleb engages in frequent object mouthing with nearly everything in his environment. He is sensitive to the texture of his clothing and foods.
10. Fear or Nervousness	4	Kaleb frequently fails to show appropriate regard for hazards that other children typically avoid.
11. Verbal Communication	3.5	His verbal communication was a mixture of minimal meaningful speech and peculiar speech such as jargon, echolalia, or pronoun reversal.
12. Nonverbal Communication	4	Kaleb does not use and is completely unresponsive to the nonverbal communication of others. This is evident even when considering his blindness as he is unresponsive to changes in tone and sounds denoting danger.
13. Activity Level	1	He exhibited normal activity level for age and circumstances.

14. Level and Consistency of Intellectual Response	3.5	Based on observed deficits in language and/or attention, Kaleb has severely low intelligence.		
15. General Impressions	3	A number of symptoms or moderate degrees of a symptom was observed.		
	<b>Total Raw Score</b>	<b>Percentile</b>	<b>T-Score</b>	<b>Description</b>
<b>Autism Index</b>	50	97	60	Severe Symptoms of Autism Spectrum Disorder

Kaleb’s level of ASD symptoms is in the Minimal-to-No Symptoms of Autism Spectrum Disorder range (Autism Index T-Score = 60).

**Developmental Profile 4 (DP-4 Cognitive)**

The Developmental Profile 4 (DP-4) is designed to assess the development and functioning of individuals from birth through age 21 years, 11 months. The DP-4 is administered as a direct interview of a parent or caregiver, as a checklist completed by a parent/caregiver or teacher, or as a rating form completed by the clinician. This allows for evaluation of a child’s development across both home and school settings, and from the perspectives of different respondents. The cognitive scale measures the respondent’s perceptions of the child’s development of skills necessary for successful academic and intellectual functioning. At younger ages, this scale assesses skills that are prerequisite to scholastic functioning in academic areas such as reading, writing, arithmetic, computer use, and logic. At the preschool and older ages, the skills measured are more directly tied to actual school curriculum.

This measure was used as Kaleb is unable to respond to visual stimuli of other cognitive measures as he is blind. Kaleb obtained a standard score of 40 (<0.1 Percentile). His parents reported that he gives or takes one more of something when asked to do so. However, he does not use pencils or crayons to make marks on writing surfaces.

**ABAS-3, Parent/Primary Caregiver Form**

The Adaptive Behavior Assessment System, Third Edition, evaluates behaviors one displays in the home, school, and community environments. Items yield composite scores that are divided into three composite scores: Conceptual Composite, Social Composite, and Practical Composite. The Conceptual Composite examines an individual’s skills in Communication, Functional Academics, and Self-direction. The Social Composite examines an individual’s Leisure and Social skills. The Practical Composite examines an individual’s skills in Community Use, Home Living, Health and Safety, and Self-Care Skills. The General Adaptive Composite is an overall Composite combining the Conceptual, Social, and Practical Composites.

<b>Adaptive Functioning</b>	<b>Standard Score</b>	<b>95% Confidence Interval</b>	<b>Percentile</b>	<b>Interpretation</b>
General Adaptive Composite (GAC)	48	43-53	<0.1	Extremely Low
Conceptual Composite	50	43-57	<0.1	Extremely Low
Social Composite	51	41-61	0.1	Extremely Low
Practical Composite	51	44-58	0.1	Extremely Low

<b>Adaptive Skill</b>	<b>Scaled Score</b>	<b>Percentile</b>	<b>Interpretation</b>
Communication	1	0.1	Extremely Low
Community Use	1	0.1	Extremely Low
Functional Academics	1	0.1	Extremely Low
Home Living	1	0.1	Extremely Low
Health and Safety	1	0.1	Extremely Low
Leisure	1	0.1	Extremely Low
Self-Care	1	0.1	Extremely Low
Self-Direction	1	0.1	Extremely Low
Social	1	0.1	Extremely Low
Motor	1	0.1	Extremely Low

According to his parents, Kaleb’s adaptive functioning, or sets of behaviors associated with independent functioning, is in the Extremely Low range (GAC Standard Score = 48). Such a profile suggests that his skills in these areas are performed less frequently and/or proficiently as his same-age peers. Then of his Adaptive Skills are in the Extremely Low range: Communication (Scaled Score = 1), Community Use (Scaled Score = 1), Functional Academics (Scaled Score = 1), Home Living (Scaled Score = 1), Health and Safety (Scaled Score = 1), Leisure (Scaled Score = 1), Self-Care (Scaled Score = 1), Self-Direction (Scaled Score = 1), Social (Scaled Score = 1), and Motor (Scaled Score = 1).

Kaleb sometimes names 20 or more familiar objects. He does not stay with parents or other family members in a store. Kaleb sometimes points to at least one body part when asked. He sometimes removes cookies, chips, or other food from a box or bag. Kaleb sometimes sits still in highchair, booster seat, or chair, without climbing or sliding off. He sometimes plays with a single toy or game for more than 5 minutes. Kaleb sometimes lifts arms as needed when another person is dressing or undressing him. He sometimes explores an unfamiliar room or other new situation, even if a parent must encourage it. Kaleb sometimes relaxes body when held. He sometimes stands up from a sitting position.

**IMPRESSION**

<b>F84.0 Autism Spectrum Disorder</b>		
DSM-5TR Diagnostic Criteria		
A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history (examples are illustrative, not exhaustive; see text):		
<b>Met</b>	<b>Not Met</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(A1) Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.</p> <p>Comments: Kaleb does not engage in reciprocal social interactions. He does not direct affect towards others, nor does he share his emotional state with others. He does not initiate or respond to the overtures of others. Rather, he prefers to play by himself in his own manner.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(A2) Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.</p> <p>Comments: Kaleb does not utilize or respond to the nonverbal communication of others. He does not respond to changes in tone of voice nor urgency. His range of emotional expression is limited.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(A3) Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.</p> <p>Comments: Kaleb shows minimal-to-no interest in peer interaction. He generally ignores the overtures of others, and he does not initiate interactions with others outside of instances where he needs assistance. He does not engage in imaginative play skills, nor does he display enjoyment in social interaction. Kaleb displays poor stranger awareness and is unable to adjust his behaviors to meet the social context of a given situation.</p>

Severity of current social communication impairments:

<input checked="" type="checkbox"/>	<p>Level 3: “Requiring very substantial support”</p>	<p>Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning, very limited initiation of social interactions,</p>
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		and minimal response to social overtures from others. For example, a person with few words of intelligible speech who rarely initiates interaction and, when he or she does, makes unusual approaches to meet needs only and responds to only very direct social approaches.
<input type="checkbox"/>	Level 2: “Requiring substantial support”	Marked deficits in verbal and nonverbal social communication skills; social impairments apparent even with supports in place; limited initiation of social interactions; and reduced or abnormal response to social overtures from others. For example, a person who speaks simple sentences, whose interaction is limited to narrow special interests, and who has markedly odd nonverbal communication.
<input type="checkbox"/>	Level 1: “Requiring support”	Without supports in place, deficits in social communication cause noticeable impairments. Difficulty initiating social interactions, and clear examples of atypical or unsuccessful responses to social overtures of others. May appear to have decreased interest in social interactions. For example, a person who is able to speak in full sentences and engages in communication but whose to-and-fro conversation with others fails, and whose attempts to make friends are odd and typically unsuccessful.
<input type="checkbox"/>	Not applicable	

B. Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (examples are illustrative, not exhaustive; see text):		
<b>Met</b>	<b>Not Met</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(B1) Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases).</p> <p>Comments: Kaleb engages in frequent echolalia (immediate and delayed). He has been observed to engage in repetitive jumping and spinning as well as hand posturing. Kaleb also flicks his fingers on his lips while engaging in verbal self-stimulatory behaviors. Kaleb’s play behaviors are highly repetitive and nonfunctional. For example, he primarily plays with toys in a cause-and-effect manner.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	(B2) Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).

		<p>Comments: Kaleb is highly routine oriented and will engage in tantrum behaviors if specific routines are not followed. For example, he must take his bottle with his mother only and she must play with his feet while he feeds. Kaleb also repeats himself over and over in a self-directed manner with no attempts at social interaction. Kaleb is highly particular about how his food is presented to him. He will push away cups and refuse to have them in his area during mealtimes. He also is a highly selective eater in that he has an extremely limited variety of accepted foods. He will also push foods away so that they do not touch.</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>(B3) Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).</p> <p>Comments: None reported or observed during this evaluation.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(B4) Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).</p> <p>Comments: Kaleb engages in frequent object mouthing. He displays significant sound sensitivities and will cover his ears or engage in tantrum behaviors when overstimulated. Kaleb is sensitive to the texture of his clothing and will refuse to wear specific articles based on how they feel. He is sensitive to textures other than hard and will engage in tantrum behaviors if he touches slimy textures.</p>

Current level of severity for restricted, repetitive patterns of behavior:

<input type="checkbox"/>	<p>Level 3: “Requiring very substantial support”</p>	<p>Inflexibility of behavior, extreme difficulty coping with change, or other restricted/repetitive behaviors markedly interfere with functioning in all spheres. Great distress/difficulty changing focus or action.</p>
<input checked="" type="checkbox"/>	<p>Level 2: “Requiring substantial support”</p>	<p>Inflexibility of behavior, difficulty coping with change, or other restricted/repetitive behaviors appear frequently enough to be obvious to the casual observer and interfere with functioning in a variety of contexts. Distress and/or difficulty changing focus or action.</p>
<input type="checkbox"/>	<p>Level 1: “Requiring support”</p>	<p>Inflexibility of behavior causes significant interference with functioning in one or more contexts. Difficulty switching between activities. Problems of organization and planning hamper independence.</p>

<input type="checkbox"/>	Not applicable
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Met	Not Met	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	C. Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies later in life).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	D. Symptoms cause clinically significant impairment in social, occupation, or other important areas of current functioning.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	E. These disturbances are not better explained by intellectual disability or global developmental delay. Intellectual disability and ASD frequently co-occur; to make comorbid diagnoses of ASD and intellectual disability, social communication should be below that expected for general developmental level.

**DSM-5TR Diagnoses**

- F84.0 Autism Spectrum Disorder (L3, L2) with Accompanying Language and Intellectual Impairment
- F80.2 Language Disorder
- F88 Global Developmental Delay

Kaleb Xiong is a 3-year, 9-month, male who was referred to the Alta California Regional Center to assess for Lanterman eligibility under Autism Spectrum Disorder (ASD) and Intellectual Developmental Disorder (formerly referred to as Intellectual Disability in DSM 5). Reported concerns are blindness, delayed cognitive/intellectual skills, physical self-stimulatory behaviors, echolalia, frequent object mouthing, and a lack of response to his name being called. Kaleb was administered a battery of tests to observe behaviors and traits associated with Autism Spectrum Disorder (ASD) as well as to assess his cognitive functioning and adaptive behaviors. His profile indicates Moderate-to-Severe symptoms related to ASD with deficits in social affective functioning or stereotyped and repetitive behaviors. Furthermore, his performance on the ADI-R exceeds diagnostic cutoff for an ASD. Based on parent report, direct clinical observation, and performance on standardized measures, it is in this examiner’s opinion that Kaleb meets diagnostic criteria for ASD.

Regarding his cognitive skills, Kaleb is unable to participate in cognitive testing due to his blindness and lack of response to verbal instruction. As such, the Developmental Profile, Fourth Edition (DP-4 Cognitive) was used to provide an estimate of his overall cognitive functioning. His parents indicated that Kaleb’s cognitive skills are in the Extremely Low range (DP-4 Cognitive Standard Score = 40) which is within the delayed range. His parents reported that Kaleb’s adaptive skills are in the Low range (GAC = 48) which is within above the Delayed range. It is in this examiner’s opinion that Kaleb’s delays are above and beyond influence of his blindness. Furthermore, it is in this examiner’s opinion that he meets diagnostic criteria for Global Developmental Delay.

## RECOMMENDATIONS

1. Kaleb meets diagnostic criteria for Autism Spectrum Disorder and Global Developmental Delay.
2. Kaleb's parents are encouraged to seek ABA services to develop academic skills, increase attention and imitation for learning, develop social and play skills, reduce behavioral challenges, increase self-care skills, and to provide parent education.
3. Kaleb's parents are encouraged to seek speech therapy services to increase his comprehension, use and understanding of gestures, functional communication, and parent education.
4. I encourage Kaleb's parents to apply for social security benefits due to the diagnosis of Autism Spectrum Disorder. More on this possibility could be researched at the following website: <http://www.disability-benefits-help.org/disabling-conditions/autism-and-social-security-disability>.
5. I encourage Kaleb to participate in feeding therapy to assist his family in expanding his variety of accepted foods.
6. As Kaleb evidences significant deficits in danger/safety awareness and requires constant supervision, he may benefit from services such as IHSS and/or Respite care.

It has been a pleasure to work with Kaleb. I sincerely hope that you find this evaluation report informative and helpful.

Sincerely,



Morgen Aita, Ph.D.  
Licensed Clinical Psychologist  
PSY31493  
AB Psych Consulting

# **EXHIBIT B**



July 25, 2024

Re: Kaleb Xiong

To whom it may concern,

I am writing on behalf of Kaleb Xiong, a child I work with for Speech-Language services. I have worked with Kaleb directly since February 8, 2024.

Kaleb presents with total blindness due to an underlying congenital condition. Additionally, Kaleb has a diagnosis of Autism Spectrum Disorder (ASD). Kaleb's ASD makes it difficult for him to access his environment as a typical 4-year-old would. He demonstrates inability to care for himself, orient to activities, and demonstrates the need for full-time supervision.

Kaleb seeks physical experiences that provide a high level of sensory input. These activities may include jumping, spinning, swinging, and physical tensing of muscles. Kaleb does not show regard to his relative closeness to other children, walls, furniture, etc. while engaging in sensory seeking behaviors. Because he is not aware of proximity during these activities, they are often dangerous if not directly supervised. A typical 4-year-old without ASD would not engage in these activities without awareness of his proximity to other children, walls, furniture, etc. Although I do not have direct experience with other blind children who do not have ASD, this lack of spatial awareness and proximity is very common in the other children I work with who have ASD. Therefore, I don't believe that he is unaware due to blindness, but rather due to his ASD.

Kaleb frequently uses echolalia. Echolalia is the repetition of words spoken by another speaker that are repeated with the same intonation. His echolalia serves multiple purposes. He often uses delayed echolalia that holds some functional meaning to the activity. He also uses immediate echolalia, for which it is difficult to determine the function. When Kaleb responds with immediate echolalia, it is difficult for the communication partner to determine whether or not Kaleb comprehended their question/statement. A typical 4-year-old without ASD is able to communicate in reciprocal conversation.

I strongly support this family's request for services that will increase their ability to care for Kaleb in their home and to have support outside of routine childcare. Please reach out if there are any questions.

Sincerely,

A handwritten signature in blue ink that reads "Katie Adams M.S., CCC-SLP".

Katie Adams, M.S., CCC-SLP  
Lead Speech-Language Pathologist  
Total Spectrum Speech Therapy, INC.  
530-420-5520

# **EXHIBIT C**

# The Permanente Medical Group, Inc.

PEDIATRICS  
9201 BIG HORN BLVD  
ELK GROVE CA 95758-1240  
Dept: 916-478-5200  
Main: 478-5000X0000

January 5, 2024

Re: Kaleb Ceebtsheej Xiong

To whom it may concern,

I am writing this letter on behalf of Kaleb Xiong, a patient who I have followed since birth. I know his medical history very well and feel I can help address some of his medical concerns.

Kaleb was born with a condition called persistent hyperplastic primary vitreous, which occurs when the vascular structures during eye development fail to regress, or go away. This persistence of fetal vasculature leads to abnormal eye development, and thus the loss of vision. While Kaleb's blindness has posed many challenges to him and his parents, they have made accommodations to support his independence despite this medical condition. Focus on this medical condition may have distracted from another condition that emerged, which is his global developmental delay. As Kaleb grew, the difficulties of managing him became greater as he became more ambulatory. It became apparent that Kaleb's difficulties were not just due to his visual defect, but rather from Autism.

The Xiong family is a large one, and they have raised many children successfully and are aware of normal childhood development. They noted that he wasn't developing like the other children. He had difficulties with learning and communicating, and this made his care difficult as he became more confident in walking and climbing. The family shared examples of eloping, wandering into the street, touching stoves, playing with toilet water, climbing to dangerous heights, and eating inedible objects – all repeatedly. What distinguishes these behaviors from a typical preschooler is that the child can learn to not do these things upon being told. Children are also able to reciprocate with communication by this age, which Kaleb is not able to do. We discussed these observations at the three-year-old physical, and I agreed with the parents' concerns that Kaleb may have Autism. Kaleb was then referred for developmental evaluation, and he was recently diagnosed with Autism through the Alta Regional Center.

Kaleb will be 4 in March, but he is not functioning like a neurotypical preschooler. If Kaleb were not blind, this family would still have a very challenging time caring for Kaleb, as he was categorized in the moderate to severe range of Autism. While the visual impairment adds a different dimension to Kaleb's care and safety, it is not the cause of Kaleb's global delays. Children with blindness still retain the ability to develop normal social communication skills as well as comprehension, and thus the ability to learn. Kaleb currently speaks in single- or 2-word phrases, which is the expected range for a 1-2 year old. It is the significant developmental

delays associated with Autism that place him at risk for safety concerns, resulting in his need for constant supervision.

I support this family's request for any services to enable them to continue caring and raising Kaleb in their home. With his Autism, coupled with his blindness, full time care by anyone outside immediate family is difficult and, in my opinion, not likely attainable. I feel the Xiong family has provided a safe, nurturing home for a child with very high needs.

I am available to discuss further if there are any additional questions for me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie Yee-Guardino', with a period at the end.

Dr. Stephanie Yee-Guardino

Assistant Chief of Pediatrics, Elk Grove Big Horn Office

South Sacramento Pediatrics

916-478-5200

Sincerely,

Electronically signed by STEPHANIE ANNE YEE-GUARDINO DO on 1/5/2024

# **EXHIBIT D**

**ALTA CALIFORNIA REGIONAL CENTER  
SOCIAL ASSESSMENT**

**APPLICANT NAME: Kaleb Xiong**

**AGE: 3 years, 8 months**

**DOB: 3/13/2020**

**UCI #: 8328040**

**INTERVIEW DATE: 11/21/2023**

**INTAKE SPECIALIST: Jessica Fox, M.S.**

**Suspected Area(s) of Disability:**

Intellectual Disability/“Fifth Category”    Cerebral Palsy    Epilepsy    Autism

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**REASON FOR REFERRAL**

Kaleb Xiong was referred to Alta California Regional Center (ACRC) by his biological father, Yang Xiong. Kaleb is not previously known to the regional center system and is to be assessed due to concerns related to learning and cognitive skills as well as social communication concerns and behavioral difficulties. If it is found that Kaleb is eligible to receive services from ACRC, him and his family would be interested in general case management, respite, and independent living skills.

**OBSERVATIONS AND IMPRESSIONS**

This worker met with Kaleb Xiong and his biological parents, Yang and Mary Xiong, in-person at the Sacramento office to conduct the social assessment. The meeting was held on 11/21/2023 at 1:00pm. Kaleb and his family’s primary language is English, and the social assessment interview was conducted in English with no interpreter needed. Information included in this report was gathered from the interview with Kaleb and his parents, observations of Kaleb during the social assessment, and a review of documents that were submitted to the regional center.

Kaleb is a 3-year, 8-month-old male of Hmong descent that is approximately 48 inches tall and weighs 28lbs, 9oz. Kaleb appeared to have brown eyes and short black hair. He appeared to be his stated age and he was clean, well-groomed, and dressed appropriately for his age and the weather. At the time of the interview, Kaleb was wearing a gray long-sleeved shirt, black sweatpants, and blue Nike shoes on his feet. Initially, when this writer went out to the lobby of the Sacramento office to greet Kaleb and his parents, he was playing with the toys. Kaleb was observed to not say anything to this writer in the beginning, and he appeared to use his hands on the walls to “track” where he was going throughout the office while walking. Once in the interview room, Kaleb appeared to be alert and curious as to what was around him in this new setting and he had a flat affect. Kaleb was observed to spend his time in the interview room playing with the toys on the ground, sitting on his mother’s lap as if he was tired and going to fall asleep, and playing at the kid’s table with the puzzles. This writer observed Kaleb to engage in many body movements, such as spinning around in a circle, jumping up and down, placing toys into his mouth/against his face, fidgeting with his hands, and plugging his ears. Kaleb also appeared to explore around the room by feeling the walls with his hands to help direct himself. When Kaleb spoke, it appeared to be in a low tone of voice, and he was observed to only speak in single-words or short 1-2-word phrases. He was observed to say the words “big” and “small”

while holding onto toys in his hands, “circle,” “I’m three,” “Kaleb,” “no,” “cars,” and “puzzles.” He also appeared to hold onto *The Very Hungry Caterpillar* book while saying “caterpillar” in a quiet tone of voice, and “turn the page” as he was reciting the words. At the end of the social assessment when this writer said “bye” to Kaleb, he did not appear to verbally say anything in return as he was leaving.

### **FAMILY INFORMATION**

Kaleb was born in Sacramento, CA and he currently resides in Elk Grove, CA with his biological father, biological mother, five sisters (22, 21, 19, 18, 11) and two brothers (14, 1). It was reported that Kaleb’s primary language is English, but he is also exposed to Hmong while in the home by his parents and he can say his name in Hmong with prompting. Kaleb’s father, Yang Xiong (50), currently works as an Administrative Services Officer. Father reportedly does not receive any SSI/Disability Benefits. Kaleb’s mother, Mary Xiong (43), is currently a stay-at-home mother. Mother reported that she does not receive any SSI/Disability Benefits. It was indicated that Kaleb has received Social Security Benefits since 9/25/2020, and he currently has 6 hours per month of transfer for In-Home Support Services (IHSS). No record of any major family events/changes, losses, or involvement with Child Protective Services (CPS) was mentioned during the interview.

### **BEHAVIOR CONCERNS**

Kaleb’s parents described him as being a “routine kid” and shared that if there is a change in his routine then he will not want to transition to the next task. Kaleb reportedly will show a “big reaction” towards pain when he gets hurt. Parents explained that if they do not happen to see what occurred when Kaleb got hurt, then he will say “ow” but will not share with them what happened. It was indicated that Kaleb tends to be overactive while in the home and appears to have a lot of energy. Parents mentioned that Kaleb will show the daily repetitive behaviors of twirling, jumping, making finger motions (such as flicking and tapping his fingers), always having a toy in his hands, and placing objects into his mouth. Per parents, Kaleb does not understand social cues due to his vision impairment, and they shared that he mostly would use his hands and his hearing when interacting with others. Mother stated that Kaleb seems to become overly interested and attached to certain toys, and that he will take them everywhere with him. She explained that Kaleb is obsessed with squishy toys, and that it “gives confidence when he’s nervous” and seems to make him feel “calm” when he is holding them. It was reported that Kaleb can be affectionate towards certain people that he is comfortable with, such as his mother, but that he normally does not want to be around others. According to parents, Kaleb does not appear to bolt/wander while his is out in public. Parents expressed that Kaleb would drag them around and cling onto them, especially in new environments, because he may get “scared” of the sounds surrounding him. Per parents, Kaleb will engage in “meltdowns,” and he shows challenges with expressing himself. For example, parents shared that if Kaleb loses a toy and cannot find it, then he will become frustrated and begin to hit himself and headbang. Parents shared that this is a daily behavior that occurs when Kaleb is upset while at home. It was also reported that Kaleb will engage in “vocal stemming,” and he makes “swallowing noises” when he appears to be nervous.

*Sensory:* It was reported that Kaleb will show auditory sensitivity, and he will plug his ears when he is in a noisy environment. Kaleb reportedly has oral texture issues when eating, and he does not enjoy mushy or slimy food textures. Parents explained that Kaleb seems to prefer dry or crunchy food items such as cookies and chips. It was indicated that Kaleb is used to wearing shorts and tends to roll up his pants and shirts when wearing them. Kaleb is reported to show vestibular (movement) issues and enjoys the feeling of swinging and spinning around in a circle. Parents mentioned that Kaleb will show proprioceptive (pressure) issues and said that he likes to cuddle with his mother while she holds onto his feet.

### **SOCIAL FUNCTIONING**

It was reported by Kaleb's parents that he mostly plays by himself, and that he has no interest in socializing or playing with others. Kaleb's teacher reported to his parents that he has not been able to learn how to make friends while he is in the classroom. Parents indicated that while Kaleb is at home, he does not like to play with his brothers, and he does not go on any playdates. Kaleb reportedly does not participate in any group activities or sports outside of the home. Per Kaleb's parents, they mentioned that while he is at home his hobbies/interests include playing with "little" toys/figures and playing with any object that makes noise (such as the V-Tech toys).

### **EARLY DEVELOPMENT**

Kaleb's mother reported that she was 40 years old when he was born. She stated that she did receive prenatal care from the beginning of her pregnancy, and that there was no exposure to illicit or toxic substances while she was pregnant. Mother shared that she did not experience any infections or injuries during her pregnancy, and that she was not prescribed to take medication. She recalled that during her labor, her placenta ruptured, causing her to have an emergency c-section. Kaleb was reportedly born full-term at 38 weeks, and he weighed 6lbs, 12oz. Mother expressed that there were no significant postnatal complications after having Kaleb, or when they went home from the hospital.

*Developmental Milestones:* Mother recalled that Kaleb was 5 to 6 months old when he started sitting up without support, began crawling at 7 to 8 months old, and that he walked at around 11 months old. It was at around 1 year old when Kaleb began to speak his first words, and parents stated that he started to speak in 2-word phrases by 1 ½ years old. Per parents, Kaleb is not currently toilet trained. Regarding periods of significant regression or loss of skills, parents mentioned that they noticed a change in Kaleb's communication and learning abilities. Kaleb's parents explained how they believed that Kaleb was doing well with his speech at first, but then noticed that he would only speak in echolalia and that he did not understand the meaning to the words he was saying. His parents also mentioned that in the initial stages, Kaleb was learning and "absorbing" information, but as time went on, he appeared to not understand concepts or respond to what was being asked. For example, they shared that when they would ask Kaleb his name, he would sometimes respond correctly and at other times he would mix up his answer. According to parents, Kaleb also used to be interested in the piano, and he memorized the tone to the *Baby Shark* song but has now stopped playing the piano within the past year. Parents believe

that Kaleb is not progressing and is not in the same age group as his peer with some of his learning skills. They also indicated that Kaleb's younger brother (1), has seemed to notice more information and skills in his developmental milestones than Kaleb has. It was reported that Kaleb struggles with some of his fine motor skills (such as holding a pencil), and parents said that there appears to be a "delay" in his gross motor skills as well.

### **MEDICAL HISTORY**

**Health Insurance:** Kaiser Permanente (Medi-Cal)

**Current Medications:** None

**Primary Care Physician:** Dr. Stephanie Yee-Guardino, M.D. at Kaiser Permanente

Kaleb is reported to be a healthy child, although his parents did share their concerns for his eating habits. According to parents, Kaleb has never had any significant illnesses or injuries, hospitalizations, signs of seizures, chronic ear infections, allergies, or asthma difficulties. It was reported that Kaleb has had numerous surgeries for his eyes, starting at 3 months old, and that he currently visits an ophthalmologist in Roseville, CA every six months. Noted in Kaleb's IEP from 4/17/2023, it stated that he had a hearing test initiated but they were unable to evaluate him "due to student refusal". Parents mentioned during the social assessment that they do not have any concerns for Kaleb regarding his hearing. Per records, Kaleb has a congenital eye defect in both eyes and is "legally blind." Records mentioned that Kaleb is currently under the care of an eye specialist, and that he has "history persistent hyperplastic primary vitreous (PHPV) and bilateral retinal detachment with no light perception in either eye." Regarding Kaleb's eating patterns, parents reported that his favorite foods to eat are rice, meat, broth, and grapes. Kaleb reportedly struggles with sleeping, and his parents shared that he is "always" up every night and will sometimes wake up crying due to having a "night terror." Parents indicated that Kaleb would go to sleep at around 2:00am to 3:00am and wake up in the morning at 7:00am on school days. It was reported that Kaleb does not show concerns for PICA, but he will often try to put items and toys into his mouth. Per parents, Kaleb has not had any genetic testing completed and he has not gone to the dentist. Kaleb reportedly goes to the doctor's office annually for a check-up. Parents stated that there is a family history of developmental disabilities. They shared that there are maternal and paternal family members that are diagnosed with autism spectrum disorder, and that Kaleb's oldest sister had an IEP in school due to auditory processing disorder.

### **PSYCHIATRIC HISTORY**

None reported.

### **EDUCATIONAL HISTORY**

**Current Grade:** Preschool

**Current IEP Classification(s):** Visual Impairment (VI) and Speech or Language Impairment (SLI)

**Current IEP Date:** 5/9/2023

Kaleb is currently enrolled at Foulks Ranch Elementary School in Elk Grove Unified School District (EGUSD), and he is in preschool. Father stated that Kaleb did not receive any Early Intervention (EI) services, but that he attended an Infant Development Program through the Sacramento County Office of Education (SCOE) prior to entering EGUSD. It was reported that Kaleb began special education services when he was in preschool, and that through his Individualized Education Program (IEP) he receives specialized vision services (120 min/weekly), orientation and mobility services (40 min/weekly), and individual and small group instruction. Per parents, Kaleb receives speech therapy through his school, and he is also currently in the Intake process through Kaiser Permanente for speech services. Kaleb reportedly has not received any occupational therapy (OT) or applied behavior analysis (ABA) services.

### **LEGAL ISSUES**

None reported.

### **ADAPTIVE SKILL DOMAINS**

#### **Self-Care**

Kaleb's parents reported that he is unable to dress himself, manipulate fasteners, or choose his own clothing to wear independently and that he needs assistance when completing these tasks. It was indicated that Kaleb does not use utensils to eat, and that he prefers to eat with his hands instead. Per parents, Kaleb needs assistance with the grooming/hygiene tasks of washing hands, brushing teeth, and taking a bath/shower. Kaleb reportedly is not currently toilet trained.

#### **Receptive and Expressive Language**

It was reported and observed that Kaleb can speak in single-words and short phrases (1-2-words). Parents mentioned that Kaleb engages in echolalia, and that it is sometimes difficult for others to understand him when he is speaking. They also reported that self-expression is challenging for Kaleb, and that he does not know how to use "yes" and "no" in certain situations. Per parents, Kaleb struggles with participating in conversations with others, and he often does not ask questions or respond appropriately. They noted that he will show the atypical speech patterns of mumbling and babbling. It was indicated that Kaleb does need information to be rephrased to a simpler level to enhance his understanding, and that he can follow 1-step directions with prompting. Kaleb reportedly does not make gestures when interacting with others, and he will sometimes make facial expressions (such as smiling instead of saying "yes").

#### **Learning**

It was observed during the interview that Kaleb can correctly point to body parts, and he knows his age. Parents reported that Kaleb only knows shapes and colors by name. When this writer asked Kaleb to recite the alphabet, he said "no" and then plugged his ears. According to Kaleb's parents, they said that he used to know how to recite the alphabet when he was around 1 year old and would do "well" with it. Now, his parents mentioned that the alphabet is "hit and miss" for Kaleb and that he will sometimes skip letters or need to "mimic" toys to help him recite it. During the interview, Kaleb was observed to quietly count numbers 1-20, but he would

skip numbers as he was reciting it. When this writer asked Kaleb if he could spell his name, he said "Kaleb." Parents then reported that Kaleb cannot spell out his name independently. It was reported by parents that Kaleb can count to one hundred, but he needs assistance with clues and patterns from them. Kaleb's parents stated that tasks do need to be broken down into simple steps to aide in his learning of a new task/subject.

### **Mobility**

Due to Kaleb's vision impairment, parents reported that when he is at school, he uses a cane to help with mobility and has a one-on-one paraeducator. Parents also mentioned that Kaleb will "trail" the walls whenever he is in a new space or environment.

### **Self-Direction**

According to parents, Kaleb will self-initiate some tasks such as requesting food items (chips and cookies) when he is hungry. Parents mentioned that Kaleb does not choose his own clothing to wear, and that he does appear to have trouble with adapting to change easily. Regarding safety concerns while in the home, parents mentioned that Kaleb tends to feel all around the counters for objects. They stated that if Kaleb does not like something, then he will toss it over, and that he has spilt hot tea over onto the table. Parents recalled that Kaleb has ran towards the hot stove, that he enjoys touching toilet water, has tried to climb into the bathtub with his clothes on, and will place any object into his mouth. Kaleb's parents shared their concerns for his safety and mentioned that he is "not able to orient himself or know if he is in danger." Per parents, Kaleb has no sense of fear or danger, and they believe that he does not have any safety awareness with strangers. Mother stated that if someone were to try to give Kaleb something, then he would try to go off with others that he does not know. It was reported that Kaleb will engage in self-injurious behaviors (such as hitting himself and headbanging) when he is upset. Parents mentioned that Kaleb does not show difficulty coping with fears, anxieties, and frustrations but said that it tends to take a while for him to "setting himself" in new environments.

### **Capacity for Independent Living**

Not applicable due to age.

### **Economic Self-Sufficiency**

Not applicable due to age.

A determination of eligibility for Regional Center services will be decided after a comprehensive case review by the ACRC multidisciplinary Eligibility Review Team.

*Jessica Fox*

Jessica Fox, M.S.  
Intake Specialist

# **EXHIBIT E**

### Summary of Need for Protective Supervision for Kaleb Xiong September 15, 2023

Kaleb needs someone to be with him at all times. He's a very curious little boy who does not understand or is aware of danger.

“Vision impairment can limit the range of experiences and the kinds of information to which a child is exposed. Those limitations can affect a child's emotional, neurological, and physical development. Children with vision impairment often need special education and other services to help in their development.”

- He likes putting objects in his mouth (coins, little items, pens and pencils, etc). He can't see what it is. It can potentially be something bad and harmful.
- He likes jumping and climbing on the sofa, standing on the rocking chair, and rocking very fast. This could lead him to being thrown off which had actually occurred multiple times.
- He goes up to counters and sweeps with his hands to try to feel for things. He could potentially knock something down which could hurt him.
- He tries to reach for the stove which could still be hot. He plays with the knob and tries to turn them which could potentially leak gas out.
- He likes to go into cabinets and take things out. These items (pots, pans, and others) could potentially hurt him. We've had to use fasteners to keep him from opening the cabinets, but if he pulls hard enough, the fasteners comes off.
- He has no sense or fear of danger due to his blindness; if not supervised, as soon as he walks out of the door, he would wonder off. He actually wandered off to the neighbor's house one time.
- He has jumped into his baby brother's baby-bath tub with his toys and clothes on when we looked away. He has also played with the water in the toilet bowl.
- He will go with anyone who can lure him with toys that he likes; he has no sense of whether the person is a dangerous person.
- He needs help with changing and getting dressed.
- He is a picky eater, and he needs help with eating.
- Needs help with guidance (walking out side or in new places)
- He has a random sleeping pattern (sometimes, he sleeps early, wake up early like 2-3 AM or sleeps at 3 AM and wakes up at 11 AM.
- He does not understand that he shouldn't be hitting, pushing, or strangling his little brother.
- He will have a meltdown when mom is not present.
- Things has to be in a routine for him to feel normal.
- He will only listen to certain shows or sounds; if it is not what he wants, he will through a fit.
- He needs help finding objects that he need or drops all the time.
- When he loses or drops his toys and he can't find them, he will start hitting himself or roll all over the place and most of the time, he will end up hitting something.
- Needs reminders of where he is at so he would not bump his head, etc.

**Kaleb Xiong's Recent Incidents**  
**8/29/2023 – 9/15/2023**

- 8/29, 10:05 PM – He would not sleep, kept jumping around, hit his head on the wood beam that is used to fill the gap between the bed and the wall.
- 8/31, 6:18 PM – He couldn't find his rubber ducky, he started hitting his ears
- 9/1, 9:45 PM – bumped his forehead into the corner of the table.
- 9/3, 4:15 PM – bumped his forehead into the cabinet cover while opening it
- 9/2, 9:20 AM - Kaleb's head hit the cupboard trying to find his toy.
- 9/4, 3:25 PM - Walk into the wall corner in the hallway
- 9/3, 6:05 PM - Walk into the corner table
- 9/6, 7:18 PM - Took my charge out of the wall, put the plug in his mouth
- 9/7, 3:40 PM – Hit his head on the toy box from getting up
- 9/9, 11:00 PM - Wouldn't go to sleep, was jumping up and down (stimming) ran into the dresser and hit his head.
- 9/9, 12:22 AM - Still not asleep. Put him in bed, jumping, rolling around and hit his head on the wood.
- 9/10, 10:15 AM - Kaleb kept banging his head on the wood part on the rock chair, on the carpet or use his hand to hit his head because he was not able to find one of his toy. This happened through out day as he remembers to ask for the toy, but we couldn't find it for him.
- 9/10, 3:36 PM - Fell off the bed trying to off.
- 9/12, 5:30 PM - 2nd time going into to the cupboard, take out cooking wear to play
- 9/12, 7:06 PM - Loss his toy. Have a melt down. Doesn't understand that we were not able find it. Start banging his head on the chair he was sitting.
- 9/13, 6 PM - He walked into the dinner trying to go to the bedroom and hit his head.

# **EXHIBIT F**



**ELK GROVE UNIFIED**  
**IEP Amendment(s) / Addendum Page**

**Student Name** Kaleb Xiong      **Date of Birth** 3/13/2020      **Amendment Date:** 7/23/2024      **Plan Effective Start Date:** 7/23/2024

**Purpose of Meeting**

*Team met to discuss Parent concerns regarding the information included in the 6/3/2024 IEP Amendment. Parent requested to audio record the IEP meeting and the District also audio recorded. The Team agreed to meet via Zoom video teleconference. In attendance were Parents (Yang and Mary Xiong), Special Education Teacher (Jim Thao), Teacher of the Visually Impaired (Chris Peterson), Occupational Therapist (Jenny Sewor), General Education Teacher (Sharalyn Byerrum), Director of Special Education (Anne Rigali), and Program Specialist (Jennifer Lipsky). An excusal form was provided for the Speech/Language Pathologist (SLP) who was unable to attend the meeting; Parents signed the excusal form in agreement to meet without the SLP in attendance.*

*Program Specialist reviewed the events that had taken place since Kaleb's IEP Plan Review in May, 2024. This included communication from the Parents on items that needed correction, requests to revise parts of the IEP, development of a Prior Written Notice, and communication with the Special Education Director. Parents had identified several items that they still wanted to discuss and clarify in the IEP. These included the behavior of mouthing items in the classroom, an adjusted Assessment Plan to include a Functional Behavior Assessment, and language to accurately describe Kaleb's level of blindness.*

*Agenda for today's meeting include further discussion about Kaleb's behaviors in class, development of a new assessment plan, and clarification around language used to describe Kaleb's disabilities. Parents also shared that they are interesting in working collaboratively with the Team in order for Kaleb's IEP to fully reflect his needs, especially since he will be transitioning into a new classroom.*

*Program Specialist indicated that the Team understands the Parents' concerns around Kaleb's mouthing of objects in the home setting. Special Education Teacher also shared that this behavior is observed in the classroom. The Team had a lengthy conversation about this behavior and how it is addressed. Items that Kaleb consistently mouths as well as those that he typically avoids were discussed. Special Education Teacher indicated that he will mouth objects 2-3 times in a 10-15 minute period. Parents also shared that they have observed Kaleb to grab and/or mouth potentially harmful objects at home, such as scissors. They are currently working with their ABA Team to address this behavior at home, which includes redirecting him and providing an alternate object to Kaleb. Team is in agreement that without continuous adult supervision, it is possible that Kaleb could be a danger to himself, due to the mouthing behavior. Occupational Therapist will adjust language in the Present Levels section to more thoroughly describe this information.*

*Team discussed the use of "legally blind" versus "totally blind," which is preferred by the Parents. Parents explained that students who are legally blind are still able to see some figures/light/shadows, while Kaleb is unable to see any of these. The Teacher of the Visually Impaired suggested that Kaleb be described as "legally blind with no light perception", meaning that he has no sight at all. Parents agree that this is an appropriate way to describe Kaleb's level of blindness.*

*Team discussed a date listed on the Services page that Parents thought should be adjusted. Program Specialist explained that the Service in question was provided during the 2023/2024 school year but would end at the end of that school year, as it was attached to the preschool program. The same service would not be incorporated into the Level 2 TK program that Kaleb would be attending in the fall. It was explained that since the IEP Plan Review was held in May, 2024, it included the services provided for the duration of the preschool year as well as those services that would be offered in the fall when Kaleb transitions to TK.*

*Team also discussed the Information/Eligibility page and why Autism had not been included on that page. Program Specialist explained that the information on that page would be based on the assessment that had been conducted by EGUSD, and only included the categories that Kaleb was eligible for based on that assessment. Since Kaleb does not currently meet eligibility under the category of Autism, based on his initial assessment, this information was not included on that page of the IEP. Parents understood the rationale, but also expressed concern that Kaleb's Autism would still impact his educational progress and were worried that this information was not included throughout the IEP.*

Program Specialist also shared that there can be an overlap in behaviors that are consistent with Autism and students who have total blindness. Because it can be difficult to tease out the cause of these behaviors, the District is offering an assessment with the Fremont School for the Blind. Teacher of the Visually Impaired discussed what might be included in this assessment and Parents were in agreement that this would be appropriate for Kaleb. It was shared that since the Fremont School serves all students in California, there may be a delay in getting this assessment scheduled and it may not be completed until later this fall. Parents noted that they had also been concerned about the assessment process, due to Kaleb's unique needs, and shared that they were happy to hear that the District would be considering this option. They shared their agreement to move forward with this process.

Inclusion of the Functional Behavior Assessment was also discussed. Program Specialist shared that the Team could consider either a full FBA or start with classroom observations conducted by the Behavior Support Specialist to determine next steps. The Team discussed these options. Classroom staff shared that Kaleb will need some time to acclimate to the classroom before data is collected. They recommended that observations take place and the assigned Behavior Support Specialist determine how to proceed once initial data is reviewed. Parents shared that they agree with this recommendation. This information will be added to an updated Assessment Plan. Parents had previously signed an Assessment Plan offering psycho-educational testing for Kaleb. However, the timeline on that Assessment Plan had not yet started because schools are still out on summer break. Program Specialist explained that the new Assessment Plan, offering a comprehensive assessment from the Fremont School for the Blind and observations conducted by the Behavior Support Specialist, will take the place of the prior Assessment Plan and will not impact the timeline.

District will contact the Fremont School for the Blind to begin the assessment process for Kaleb.

Program Specialist asked if there were any other concerns that had not yet been addressed. Parents felt that their concerns had all been discussed.

Team discussed Kaleb's placement in a Level 2 TK classroom for the fall of 2024. The specific site and teacher were shared. General Education Teacher gave an overview of a typical day in the general education TK setting, and the Team discussed the differences between this setting and the Level 2 self-contained TK classroom. Parents were informed that they would be meeting again with their new IEP Team in the spring of 2025 to discuss his transition to Kindergarten for the fall of 2025.

Parents asked about whether Kaleb's difficulty with sitting could be accommodated in the TK classroom, and the Team assured the family that this is typical for students of Kaleb's age. There are a variety of supports that can be provided based on his needs.

Parents asked if there were other options for Kaleb to attend school. Program Specialist explained that the District places students as close to home as possible. The program that he is recommended to attend is the one that is closest to Kaleb's home school. The benefits of integrated school sites were also shared with the Team.

Parents were informed that Kaleb's Team will be changing with new staff members. However, the TVI will continue to work with Kaleb, along with his previous para who is becoming a teacher as well. Kaleb will have a new para educator assigned to him prior to the start of the new school year, which begins on August 15. Kaleb will follow the modified traditional calendar.

A copy of this IEP Amendment will be sent home to Parents, with the entire IEP attached, for Parent review and signatures. Parents were informed of their options for consent, which include full or partial consent. Parents had no additional questions. Meeting adjourned.

#### **Changes to the IEP dated 5/1/2024**

Present Levels page was updated to reflect a more complete explanation of the mouthing behavior observed in class. Language around Kaleb's level of blindness was also updated on the Present Levels page.

Services page was updated to reflect the need for continuous supervision by the one to one para educator.

All pages of the IEP are attached to this Amendment for Parent review and signatures.

**CONSENT**

- I agree to the contents of the amendment to the IEP dated 5/1/2024
- I agree to the contents of the amendment to the IEP dated 5/1/2024, with the exception of

Signature \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student \_\_\_\_\_ Date \_\_\_\_\_

**IEP AMENDMENT PARTICIPATION**

_____ Parent/Guardian/Surrogate	_____ Date	_____ Parent/Guardian/Surrogate	_____ Date
_____ Student/Adult Student	_____ Date	_____ General Education Teacher	_____ Date
_____ LEA Rep./ Admin. Designee	_____ Date	_____ Special Education Specialist	_____ Date
_____ Additional Participant/Title	_____ Date	_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date	_____ Additional Participant/Title	_____ Date

Parent/Adult student has received a copy of IEP Amendments/Addendum Page

If my child requires additional special education services as part of this amendment IEP and my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Xiong, Kaleb Ceebtsheej      Legal Suffix:      Date of Birth: 3/13/2020      IEP Date: 5/1/2024  
 Original SpEd Entry Date: 8/14/2023      Next Annual Plan Review: 5/1/2025  
 Last Reevaluation: 5/9/2023      Next Reevaluation: 5/9/2026  
 MEETING TYPE:  Initial  Plan Review  Reevaluation  
 Additional Purpose of Meeting (If needed):  Transition  Pre-Expulsion  Interim  Other Discuss the transition to TK

Age: 4 year(s) 1 monthsGrade: TK Transitional Kindergarten (TK)Native Language: eng EnglishEL:  Yes  NoRedesignated:  Yes  NoInterpreter  Yes  NoStudent ID: 55665746SSID: 7550310363Parent/Guardian: Mary Xiong

Home Phone:

Home Address: 9582 Village Tree DriveWork Phone: 9168751926City: Elk GroveCell Phone: 9168967267State/Zip: CA, 95758Email: maryxiong19@gmail.comParent/Guardian: Yang XiongHome Phone: 9168967267Home Address: 9582 Village Tree DriveWork Phone: 9168751926City: Elk GroveCell Phone: 9166477815State/Zip: CA, 95758Email: shuayung@gmail.comDistrict of Special Education Accountability: Elk Grove UnifiedResidence School: Elitha Donner ElementaryHispanic Ethnicity:  Yes  No  Ethnicity Intentionally Left BlankRace (regardless of Ethnicity): Race 1. 208 Hmong Race 2. \_\_\_\_\_Race 3. \_\_\_\_\_ Race 4. \_\_\_\_\_ Race 5. \_\_\_\_\_  Race Intentionally Left Blank

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

Primary: Visual Impairment (VI) \*Secondary: Speech or Language Impairment (SLI)
 Not Eligible for Special Education  Exiting from Special Education (returning to regular education / no longer eligible)

**Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)** Kaleb's eligibility under Visual Impairment manifests itself with vision impairment that impacts his access to the curriculum and classroom transitions. His delays in speech/language and socialization impact access to general education and typical peers and can affect his ability to learn new skills through play.

**FOR INITIAL PLACEMENTS ONLY**

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

 Yes  NoDate of Initial Referral for Special Education Services: 4/17/2023Person Initiating the Referral for Special Education service: 10 Parent

Date District Received Parent Consent: 4/17/2023

Date of Initial Meeting to Determine Eligibility: 5/9/2023



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

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

**Strengths/Preferences/Interests**

*Kaleb enjoys having toys in his hand to feel as he seems to enjoy the different tactile/textures. He is able to discriminate between different items in his possession. He enjoys riding/rolling around of the tricycles at recess. He also enjoys going down on the slides as well. He also enjoys books that offer different textures. He continues to enjoy music, singing, and playing with toys that have buttons and large wheels. Special Education Teacher shared that he especially enjoys the "Big Green Monster" book.*

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

*Parents are concerned about the change to TK for Kaleb. He is very comfortable with his current staff and Parents are concerned about him adjusting to new staff members. 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. Parent 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 educational 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**

Update 4/24:

**1.0 Concepts about Print**

Kaleb displays book-handling appropriately. Understanding where the front and back of the book are and flipping through the pages. He enjoys books that have a texture feel to them and also understanding that they can be read to him.

**5.0 Children demonstrate motivation for literacy activities**

Kaleb has been observed to have shown enjoyment in literacy activities in the classroom. He really enjoys the books, Big Green Monster during circle time. He will say the words of the book while I read or say it before I read the words.

**Number Sense****1.0 Children begin to understand numbers and quantities in their everyday environment.**

Kaleb has been observed to be able to count to the number 1-10 with increasing accuracy. He may not count right away and when asked to

do so. When counting up to 5 objects, using one-to-one correspondence, he requires hand over hand assistance to help him touch the object due to him wanting to grab on to the items. He will be able to count up to 3 objects, but when going back down to 2, he will still catch up to three.

### *Algebra and Functions*

*1.0 Children begin to sort and classify objects in their everyday environment.*

*Kaleb is not yet able to sort objects into two or more groups.*

### *Geometry*

*1.0 Children begin to identify and use common shapes in their everyday environment.*

*Kaleb is able to identify common shapes. He is able to feel shapes and discriminate the different shapes (circle, squares, triangles)*

*2.0 Children begin to understand positions in space.*

*Kaleb is able to identify and discriminate items in different positions. He is able to place and object up/down, in/out independently when positioning them in relation to another object. He is able to place items on top/under half of the time when asked to do so.*

### *Expressive/Receptive Labeling:*

*Kaleb is able to expressive and receptively label a variety of items in the classroom by feeling them. He is able to expressively identify different play food items, shapes, everyday use objects (tables, chair, carpet, cup etc.), textures (soft, bumpy, rough, little bumpy), and toys (e.g. magnet tiles, blocks, musical toy, play-doh, etc.). He is also able to receptively able to identify big, small, and medium. When given the same shape with the different sizes and asked, "give me the big/small/medium" he is able to give teacher the correct size. Parents report that he can identify named sizes with 60- 70% accuracy in the home setting.*

### *Classroom Readiness/Functional Skills*

- Sitting in Large Group Instruction/Small Group Instruction: Kaleb is able to sit down in an age appropriate chair during small group and large group. On occasion, Kaleb may have difficulty sitting down in his chair and may prefer to stand up. He is able to feel for his chair and pull it out to sit down by himself. He is able to push in his chair independently. Kaleb struggles (moves around) to sit down on the carpet during circle time and is allowed to sit down on a chair instead to help. At the end of the day, he is more willing to sit down on the carpet and will do so for our good-bye song.*

- Transitions: Kaleb is able to transition from one activity to another with the help of his one-to-one aid. When the timer goes off, indicating a change in activity/rotating to the next station and asked to clean up and line up, he will help put items away or give his items to the teacher or his aid and will push in his chair and line. He is also able to wait until the teacher instructs the class to switch to the next station or activity. When leaving the playground he is able to walk with his aid as well. He does require priming, letting him know that recess will be over soon to help him have a smoother transition.*

*Ability to Focus and Attend to Tasks and Instructions: During circle time, he does have his fingers in his ears to anticipate songs he may not be comfortable with, but does open up when a preferred song is coming on. During small group sessions, he is able to sit and attend to the instructor. If the instructions are only expressive lessons, like arms up, stand up, tap table, etc., he is able to follow instructions with less prompting. Lessons with fine motor instructions (e.g. stringing beads, rolling play-doh, opening, squeezing, etc.), he requires less prompts or none at all. If instructions are requires objects to be counted or manipulated, he does require hand over hand prompts or additional verbal prompts. Around the second small group session, he does seem more tired and often has his head on the table.*

### *Vision Services (updated 4/30/24):*

*Kaleb receives daily support and services from a teacher of the visually impaired (TVI) and associated vision support staff. The TVI provides braille instruction and materials support and the para educator trained in visual impairments provide support for Kaleb's educational needs in the classroom throughout his school day. Please refer to his past and current IEP goals for progress in those areas.*

### **Communication Development**

*Update 4/24:*

*Based on weekly observation within the preschool setting, Kaleb has been observed to demonstrate the following communication skills.*

### *Expressive/Receptive Language -*

Kaleb communicates using 1-3 word phrases containing primarily nouns and some verb/action words as well as infrequent use of describing words (e.g., crunchy, bumpy, smooth, etc.). Kaleb communicates for a variety of purposes including to request, protest, comment, and respond. He needs prompting to greet and respond consistently. Prompted expressive language tends to be shorter with 1-2 word phrases but novel utterances generated independently can range 2-4 words in length at times. Kaleb enjoys book based activities and can anticipate the coming pages and lines of the story; he often recites the story in anticipation and shows excitement and engagement. He has been able to generalize many descriptive concepts learned in his touch and feel books to describe other preferred items in his environment. Kaleb will follow routine instructions including stand up, sit down, push chair in, clean up, etc. but generally will not follow a whole classroom or small group instruction without it being repeated by an instructional paraprofessional.

#### *Pragmatic Language*

Kaleb communicates with familiar adults for a variety of purposes including requesting, protesting and commenting. He will respond to open ended questions inconsistently but generally responds to yes/no questions with functional consistency. Kaleb has an increasing awareness of peers in his environment and will name some peers and inconsistent greet or identify turns verbally when given an adult prompt. He is not yet initiating or sustaining communicative interactions with peers.

#### *Articulation*

Kaleb speech sound development appears age-appropriate at this time. He is producing all age-appropriate sounds in all positions of words. He demonstrates consistently intelligible speech when directing a message to a communicative partner.

#### *Voice/fluency*

Kaleb demonstrates age-appropriate voice and fluency skills at this time. There are no concerns noted with voice production or observed interruptions in the flow of his speech.

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

#### *OT Input 4/2024:*

Kaleb's hand dominance appears undetermined at this time. He reaches for items with both hands. For bilateral coordination tasks such as stringing beads, opening pen caps, squeezing tennis ball, touching glue stick while holding glue stick, Kaleb has been using either hand to complete either function for each task. He uses a 2 or 3 point pinch – able to pick up small pony beads and pull icons off Velcro. He rotates objects in one hand and rotate a cap off of a dot marker given verbal cues that he was turning in the right direction and to attend to task. He is working on finger strength to manage opening containers and squeezing tennis ball to open. He uses 2-3 fingers to press the braille writer keys down. He is able to use multiple fingers to move the “return” key from right to left sideways and rotate the knob on the side of machine to move paper upwards. He enjoys exploring the braille writer and pressing all of the keys. He is not able to perform finger individuation and press the key with 1 finger in isolation yet. Kaleb is able to string large beads onto a pipe cleaner and small pony beads onto regular flexible string (no adaptations). He is able to locate the holes with his finger in one hand and bring them together onto string. Kaleb has made great progress with his tolerance to tactile input to his hands. He is independently exploring his classroom and school environment without hesitation to touch things around him and on the ground. Given adult support to help support Kaleb with attending to the task, he tolerates touching various slimy (slime, water beads, paint, outdoor wet grass when it rained), and select sticky items (glue, stickers, foam beads) for 5 minutes or more. Kaleb continues to not tolerate shaving cream and a specific squishy toy bear with tiny foam beads inside of it. He has been observed covering his ears for select songs and sounds. He seeks music and enjoys musical toys (toy keyboard, xylophone, toy guitar). He taps objects near his ears frequently. Kaleb seeks and explores his environment by putting non-food items in his mouth. Kaleb requires 1:1 adult support to prevent him from putting items in his mouth and to ensure safety of student in the area of mouthing (for example, putting sharp, non-food items, or adult hand in his mouth). Adults have used verbal redirection, providing safer alternative items, and limiting access to unsafe materials to help support Kaleb. Kaleb appears to seek vestibular input as observed by Kaleb spinning and jumping (some days more than others).

#### *Orientation & Mobility (updated 4/30/24):*

Kaleb is seen on a weekly direct service basis for O&M instruction. The O&M Specialist also consults with Mr. Thao and the support staff to determine what modifications work best for Kaleb and answer any questions or concerns they may have concerning his mobility. The O&M Specialist also demonstrates any new techniques which may be useful for Kaleb's mobility. Please refer to his past and current IEP goals for progress in those areas relating to O&M.

### **Social Emotional/Behavioral**

#### *Play and Social Skills*

- *Play with Objects:* Kaleb enjoys toys that produces sound. He is able to play with a musical flashlight light toy, turning, pressing buttons, turning it off and on. He also plays with a spinning wheel toy with. He enjoys to having toys in his hand that have different texture feels and is

able to discriminate the different toys. It is not yet able to games with rules. He does require verbal and/or hand over hand prompts.

- **Social Play:** Kaleb engages in parallel play. He is comfortable with peers playing next to him with the same items. He will try to take some toys from his peers when he hears them playing. Kaleb often plays by himself.

#### 1.0 Interactions with Familiar Adults:

Kaleb interacts with familiar adults comfortably. Being able to interact with them in similar ways as other familiar adults. Being able to comply to simple directions with all adults he is comfortable with.

#### 2.0 Interactions with peers:

Kaleb has not shown too much interest with peers his age. He requires verbal prompts to interact/communicate with peers when they are trying communicate with him. He will allow other peers to hold his hand and guide him, but he may start clinging on to them. However, he is not aggressive in any way. He plays by himself a majority of the time. Parents report that Kaleb will frequently act aggressively towards his younger brother by putting the palm of his hand on his brother's face and rubbing it in a hard manner. While demonstrating this behavior at home, he also is reported not to respond to Parent directions to "stop," and requires a physical redirection. While this has not been observed at school, Parents wanted school staff to be aware that this is an on-going issue in the home setting.

3.0 Group Participation Kaleb has been enjoying circle time, before he would refuse to listen to a majority of songs. He has been participating during movement songs like freeze dance and head, shoulders, knees, and toes. He loves brown bear and will often decide to pick the song with he gets the chance to pick. During arts and craft, he may participate with the help of his aid, but may participate in other textural activities/fine motor activities that may better benefit. During small group, he is able to participate his group games like pop the pig, don't break the ice, shark bite, lucky ducky, etc. with prompting (verbal and/hand over hand) from his aid to follow the rules of the game. He may really enjoy the smaller pieces of the game and may refuse to give it up.

#### Vocational

Kaleb is not of vocational age.

#### Adaptive/Daily Living Skills

- **Toileting:** Kaleb is not yet toilet trained. He does sit on the toilet, but rarely urinate.
- **Feeding:** Kaleb uses his fingers to eat his food from home and is able to drink from an open cup, but may spill. He has not been observed to use eating utensils. Parents report that they try to help him use utensils with hand over hand assistance but he does not always cooperate.
- **Dressing/Undressing:** Kaleb is able to pull down his pants when asked to. He is able able to pull up his pants as well and often reminded to use both hands when pulling up. His pants does require adjustment.

#### Orientation & Mobility Skills:

Please refer to the Orientation & Mobility (O&M) report for information on Kaleb's O&M skills.

#### Health

Parents report that Kaleb is generally in good health. He requires frequent lotion to keep his eczema from increasing. He received a medical diagnosis of Autism, Language Disorder, and Global Developmental Delay in December, 2023. See 5/9/2023 IEP 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:

Functional Skills/Preacademic (Tactile Discrimination, Braille Pre-reading, Prepositional Concepts, Braille Writing, Independent Travel, Cane Use, counting), Fine/Gross Motor Development (bilateral Coordination, fine motor, Communication Development (Expressive Development, Receptive Language), Social Emotional (Games with Rules)



**ELK GROVE UNIFIED  
SPECIAL FACTORS**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

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

**Rationale:** Team does not believe Kaleb needs assistive technology or services related to assistive technology at this time.

**Does the student require low incidence services, equipment and/or materials to meet educational goals?**  Yes  No  
(If yes, specify) Kaleb requires services from a teacher of the Visually Impaired and an Orientation & Mobility specialist as well as one on one support. He also requires braille materials and a braille writer as well as products from the American Printing House for the Blind (APH).

**Considerations if the student is blind or visually impaired:** Services from the Visual Impairment program staff during his hours in preschool. He should be provided with access to materials shown to the class in a group setting or a separate set of materials to look at. It is also recommended that he be given increased processing time to allow time to "see" things part by part. He would benefit from a tactually marked carpet square. Braille labels should be placed around the room to encourage Kaleb's curiosity and support his pre-reading skills. He also requires a brailewriter and braille paper as well as a white cane.

**Considerations if the student is deaf or hard of hearing:** Kaleb is not considered to be deaf or hard of hearing.

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

1. **All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and Integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.**

a. **Does the student need primary language supports during integrated ELD (across content areas)?**  Yes  No

**If yes, please select:**

- Oral clarification of directions in the primary language
- Illustrated glossaries in primary language
- Graphic organizer with key concepts translated to primary language
- Pair key text/words translated to primary language with visuals
- Pair key text/words translated to primary language
- Provide definitions in primary language in context of lesson
- Frontloading using primary language, to bridge new learning to previous knowledge
- Teach relationships between concepts in primary language
- Conduct frequent comprehension checks, allow for student response in primary language
- Bilingual dictionary
- Glossaries in primary language
- Other:

b. **Where will the student receive Designated ELD?**  General Education  Special Education

2. **The student who is an English Learner is currently participating in:**

Structured English Immersion (SEI) or  Other, parent selected multilingual/language acquisition program

**Comments:**

**Does student's behavior impede learning of self or others?**  Yes  No (describe)

Kaleb has difficulty with participation in the classroom activities.

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

Kaleb requires additional prompts and supports in order to participate in classroom activities.

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



**ELK GROVE UNIFIED**  
Statewide Assessments

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

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 200)

**Math (Grades 3-8, & 11)**

90 Not to Participate (Outside Testing Group or Plan Type 200)

**Science (Grades 5, 8 & High School)**

90 Not to Participate (Outside Testing Group or Plan Type 200)

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) – (Preschool and TK Students, Ages 3-5 Years)**

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

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

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

**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

**Domain Exemption:**

### **Alternate ELPAC**

**Initial Alternate ELPAC**

**Summative Alternate ELPAC**

- Alternate ELPAC Embedded Designated Supports
- Alternate ELPAC Non-embedded Designated Supports
- Alternate ELPAC Non-embedded Accommodations

**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

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Concepts of Braille	<b>Measurable Annual Goal #:</b> <u>1</u>
<b>Baseline:</b> Kaleb currently explores Braille & tactile books.	<p><b>Goal:</b> By 5/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 5 of 5 trials as noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 2 of 5 trials as noted in VI log.

**Short-Term Objective:** By 3/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 4 of 5 trials as noted in VI log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb can locate and name the parts of the book in 4 of 5 trials.

**Comment:**

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb can locate and name the parts of the book in 4 of 5 trials.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/19/2024

**Goal met**  Yes  No

**Comments:** Kaleb has met this goal, being able to name the main parts of a book consistently in 5 of 5 trials.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<b>Area of Need:</b> Tracking left to right	<b>Measurable Annual Goal #:</b> <u>2</u>
<b>Baseline:</b> Kaleb currently explores Braille books and has no experience with Braille labels.	<p><b>Goal:</b> By 5/2024, Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page/calendar/label, in 8/10 opportunities as measured by observation and noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>

**Short-Term Objective:** By 11/2023 Kaleb will use a light touch to track braille from left to right in 4/10 opportunities as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will use a light touch to track braille from left to right in 6/10 opportunities as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb is able to locate where the braille is and feel it in a random manner, but is not able to track the braille.  
**Comment:**

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb is able to locate where the braille is and will allow his hand to be moves from right to left on the braille page, in a hand over hand manner, but is not able to track the braille independently.  
**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/19/2024

**Goal met**  Yes  No

**Comments:** Kaleb is able to locate and feel the braille in books, but has not developed the skills necessary to systematically track the braille from left to right. He often prefers just to feel the tactile features of the pictures in the books and requires an adult to track the braille hand over hand with him.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Name parts of the braille writer	<b>Measurable Annual Goal #:</b> <u>3</u>  <b>Goal:</b> By 5/2024, Kaleb will name at least 12/20 of the parts of the Braille Writer in 4 of 5 trials as measured by teacher log.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Visually Impairment Program Staff
<b>Baseline:</b> Kaleb has limited experience with braille writers.	

**Short-Term Objective:** By 11/2023, Kaleb will name 4/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will name 8/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb is able to name four parts of the braille writer in 5 of 5 trials.

**Comment:** Kaleb is able to name the cover, handle, keys & space bar.

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb is able to name eight parts of the braille writer in 5 of 5 trials.

**Comment:** Additional parts Kaleb is able to name include the bell, down space key paper and paper roller.

**Progress Report 3:** 4/19/2024

**Summary of Progress:** Kaleb is able to name nine parts of the braille writer in 5 of 5 trials.

**Comment:** Additional parts Kaleb is able to name include the backspace key and paper release lever.

**Annual Review Date:** 4/19/2024

Goal met  Yes  No

**Comments:** Kaleb has made good progress with this goal, being able to name 10 of 12 parts of the device.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Braille "scribbling"</p>	<p><b>Measurable Annual Goal #:</b> <u>4</u></p>
<p><b>Baseline:</b> Kaleb has limited experience with the braille writer.</p>	<p><b>Goal:</b> By 5/2024, Kaleb will "scribble" on the Braille Writer, using the alphabet keys, space bar, back space and line advance keys, in 8/10 trials as measured by observation and noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Staff</p>

**Short-Term Objective:** By 11/2023, Kaleb will use any keys to scribble on the Braille Writer (pressing hard enough to emboss paper) in 8/10 trials as noted in teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will use the alphabet keys to scribble on the Braille Writer using the line advance key after the bell rings in 8/10 trials as noted in teacher log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb is able to scribble with the braille writer in 10 of 10 trials.

**Comment:**

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb has made progress with this benchmark, knowing how to press the braille keys and using the line advance and carriage return, but often continues to need verbal and/or physical prompts to do so.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/19/2024

**Goal met**  Yes  No

**Comments:** Kaleb knows the location of the keys, backspace and down space keys and can press them when prompted to do so. Instead of systematically "scribbling" until he hears the bell, he often prefers to press the down and backspace keys randomly and play with the brailier. He has not yet developed an understanding of the purpose of the device to make braille letters.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Identify different tactile shapes</p>	<p><b>Measurable Annual Goal #:</b> <u>5</u></p> <p><b>Goal:</b> By 5/2024, Kaleb will be able to find one raised line or tactile shape that is different given a page with up to 5 shapes with 95% accuracy as measured by TVI test and noted in VI log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Visual Impairment Program Staff</p>
<p><b>Baseline:</b> Kaleb currently names a few familiar shapes.</p>	

**Short-Term Objective:** By 11/2023, Kaleb will find the shape that is different given a page with 3 raised line/tactile shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will find the shape that is different given a page with 4 raised line/tactile shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb has not progressed in his skills to be able to differentiate shapes on a page.

**Comment:** He is able to differentiate between actual shaped objects (i.e.- circle, square & triangle).

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb has not progressed in his skills to be able to differentiate shapes on a page.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/19/2024

**Goal met**  Yes  No

**Comments:** Kaleb is able to differentiate between objects that are the same or different when presented two with very different features, such as a crayon and a cube, but has not developed the ability to differentiate between objects or shapes on a page.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Indoor Orientation & Mobility	<b>Measurable Annual Goal #:</b> <u>6</u>  <b>Goal:</b> By 5/2024, Kaleb will successfully navigate major areas of his classroom using human guide, trailing and protective techniques in 4 of 5 trials as measured by teacher log.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> O&M Specialist/Classroom Staff
<b>Baseline:</b> Kaleb will benefit from learning various indoor travel skills including human guide, trailing and protective techniques when traveling in indoor environments.	

**Short-Term Objective:** By 11/2023, Kaleb will demonstrate the use of trailing techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 3/2024, Kaleb will demonstrate the use of a modified human guide with adults when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 5/2024, Kaleb will demonstrate the use of protective techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Progress Report 1:** 11/15/2023

**Summary of Progress:** Because of safety concerns, Kaleb has not had the opportunity to learn to trail when in the classroom.

**Comment:** Kaleb is human guided when in the classroom.

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb has not had the opportunity to learn to trail when in the classroom.

**Comment:** Kaleb will not voluntarily hold the guide's wrist which is necessary for being human guided. He requires the guide to hold his hand in order to be lead to the designated area.

**Progress Report 3:** 4/19/2024

**Summary of Progress:**

**Comment:** Kaleb has not developed the skills necessary to travel independently without human guide.

**Annual Review Date:** 4/19/2024

Goal met  Yes  No

**Comments:** Kaleb has not developed the level of independent travel to achieve this goal.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Cane Care & Use	<b>Measurable Annual Goal #:</b> <u>7</u>
<b>Baseline:</b> Kaleb will benefit from becoming familiar with basic care and use of the cane when in familiar environments.	<b>Goal:</b> By 5/2024 Kaleb will demonstrate the basic care and use of his cane in 8 of 10 trials as noted by teacher log. <ul style="list-style-type: none"> <li><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</li> <li><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</li> <li><input checked="" type="checkbox"/> Linguistically appropriate</li> <li><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</li> </ul> <b>Person(s) Responsible:</b> Orientation & Mobility Specialist

**Short-Term Objective:** By 10/2023 Kaleb will be able to independently hang up or place his cane in an appropriate place when coming in from the classroom and retrieve his cane from that place when leaving the classroom in 8 of 10 trials as noted by teacher log.

**Short-Term Objective:** By 1/2024 Kaleb will demonstrate the proper grip and position when using the cane outdoors in 4 of 5 trials as noted by teacher log.

**Short-Term Objective:** By 5/2024 Kaleb will be able to use the proper arc and trailing technique with occasional hand over hand modeling when using a cane in 4 out of 5 trials as noted by teacher log.

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb can lean his cane in the corner when coming in and pick it up when going outside, but needs some assistance locating it when going outside.

**Comment:****Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb knows how to properly grip and hold his cane, but needs frequent reminders to do so.

**Comment:****Progress Report 3:** 5/1/2024

**Summary of Progress:** Kaleb continues to need frequent reminders to keep his cane in front of himself as well as keep it on the ground when walking outside.

**Comment:****Annual Review Date:** 4/19/2024Goal met  Yes  No

**Comments:** Kaleb can keep his cane in front of him for brief periods of time, but will often let it drag to the side or behind, requiring frequent hand over hand and verbal correction.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Stair Navigation	<b>Measurable Annual Goal #:</b> <u>8</u>
<b>Baseline:</b> Kaleb crawls when going up and down stairs.	<p><b>Goal:</b> By 05/2024 Kaleb will demonstrate the ability to go up and down 4 stairs independently with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> O&amp;M Specialist and Classroom Staff</p>

**Short-Term Objective:** By 11/2023 Kaleb will demonstrate the ability to go up and down 4 stairs using tactile and verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By 3/2024 student will demonstrate the ability to go up and down 4 stairs using verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Kaleb can find the rail and the step with his foot on each step when going up the stairs with out difficulty in 4 of 5 trials.

**Comment:**

**Progress Report 2:** 2/28/2024

**Summary of Progress:** Kaleb does well going up the stairs of the play structure using the rail, but is not independent when going down the stairs.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/19/2024

Goal met  Yes  No

**Comments:** Kaleb is more hesitant going down stairs than up stairs and is not independent when descending.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Communication Development/Pragmatic Language	<b>Measurable Annual Goal #:</b> <u>9</u>  <b>Goal:</b> By May 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given minimal support (1-2 prompts/cues), in 4/5 communication exchanges, as measured by data and observations.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom staff/SLP
<b>Baseline:</b> Kaleb is not yet seeking others out for fun/enjoyment, taking conversational or social turns, responding to his name or bids for his attention consistently, or showing or sharing things he finds interesting. Overall, his engagement with others is reduced for what would be expected at his age. He will benefit from increasing awareness of those around him and learning to take conversational turns.	

**Short-Term Objective:** By November 2023, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given maximum support (4+ prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

**Short-Term Objective:** By March 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given moderate support (3-4 prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

**Short-Term Objective:**

**Progress Report 1:** 11/9/2023

**Summary of Progress:** Objective 1 met.

**Comment:** Kaleb requires 4 or more verbal prompts and partial prompts to help him participate in structured group activities

**Progress Report 2:** 2/27/2024

**Summary of Progress:** Objective 2 met.

**Comment:** Kaleb requires 2-4 verbal prompts or partial prompts to help him participate in structured group activities

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/30/2024

**Goal met**  Yes  No

**Comments:** Goal partially met. Kaleb participates in structured group activities with peers and/or adults by directing communicative attempts towards others, taking his turn, and/or requesting to continue or discontinue the activity, given moderate support (2-4 prompts/cues), in 4/5 communication exchanges.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Communication Development/Receptive Language	<b>Measurable Annual Goal #:</b> <u>10</u>  <b>Goal:</b> By May 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given minimal support (1-2 prompts/cues), in 4/5 trials, as measured by data and observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom staff/SLP
<b>Baseline:</b> Kaleb primarily plays with cause and effect toys and those that make noises or have buttons. He's not yet engaging in functional, symbolic, or pretend play. Play skills are a critical part in development of language, social interactions, and concepts.	

**Short-Term Objective:** By November 2023, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given maximum support (4+ prompts/cues), in 4/5 trials, as measured by data and observation.

**Short-Term Objective:** By March 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given moderate support (3-4 prompts/cues), in 4/5 trials, as measured by data and observation.

**Short-Term Objective:**

**Progress Report 1:** 11/9/2023

**Summary of Progress:** Objective 1 met.

**Comment:** Kaleb is able to stack rings (5) with a couple of prompts. He is also able to stack wooden beads onto a dowel with a couple of prompts. He takes the beads off and restarts.

**Progress Report 2:** 2/27/2024

**Summary of Progress:** Objective 2 met.

**Comment:** Kaleb engages with stacking rings, stringing beads, play food items, piano keys on a musical instrument, basic shapes in a shape sorter, touch/feel books with multiple pages and sensory elements given moderate prompting. Kaleb maintains a restricted interest in toys and prefers to hold/manipulate figurines but has expanded his play to a few additional items with adult support.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/29/2024

**Goal met**  Yes  No

**Comments:** Annual goal met. Kaleb demonstrates the use of toys (e.g. stacking rings, musical flashlight, spinning wheel, etc.) given minimal support in 4/5 trials.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Communication Development/Receptive Language	<b>Measurable Annual Goal #:</b> <u>11</u>  <b>Goal:</b> By May 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, independently, in 4 out of 5 opportunities, as measured by data and observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom staff/SLP
<b>Baseline:</b> Kaleb is not yet demonstrating understanding of preschool level concepts, such as same/different, prepositions, or descriptive word [size, texture, shape, etc.].	

**Short-Term Objective:** By November 2023, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given moderate support (3-4 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

**Short-Term Objective:** By March 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given minimal support (1-2 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

**Short-Term Objective:**

**Progress Report 1:** 11/9/2023

**Summary of Progress:** Object not met.

**Comment:** Kaleb is able to determine if two objects are the same or different in 2 out of 5 opportunities with 3-4 prompts/

**Progress Report 2:** 2/28/2024

**Summary of Progress:** In progress.

**Comment:** Kaleb is able to describe an item by shape and texture including: circle, square, triangle, star, bumpy, smooth, ridges, rough, etc. but is not yet using the words "same" or "different" consistently when given two items to compare.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/29/2024

Goal met  Yes  No

**Comments:** Annual goal not met. Kaleb is not yet able to determine if the objects are the same or different, independently, in 4 out of 5 trials. However, he is able receptively respond by picking the object that is the same in 2/5 opportunities when choosing between three other items in front what is the same object in his hands. Goal to be modified for his annual review.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Communication Development - Expressive Language	<b>Measurable Annual Goal #:</b> <u>12</u>  <b>Goal:</b> By May 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, independently, for 4 of 5 trials as measured by SLP charting and observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom staff/SLP
<b>Baseline:</b> Kaleb currently communicates using body language, gestures, and verbal language to communicate for some, but not all, pragmatic purposes.	

**Short-Term Objective:** By November 2023, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, moderate support (3-4 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

**Short-Term Objective:** By March 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given minimal support (1-2 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

**Short-Term Objective:**

**Progress Report 1:** 11/9/2023

**Summary of Progress:** Objective met 1.

**Comment:** Kaleb will make request during the day. He will request for a highly preferred item (ducky, pepperoni, magnet tiles) and during breakfast, has been requesting for water. He will protest when he does not want to engage in activities he does not like,

**Progress Report 2:** 2/27/2024

**Summary of Progress:** Objective 2 met.

**Comment:** Kaleb will make requests, protests, and comments using 2-3 word phrases throughout the day given minimal prompting. Many requests and comments are spontaneous when involving special interests like favorite books, figurines, and circle time songs/books like the Big Green Monster.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/29/2024

**Goal met**  Yes  No

**Comments:** Annual goal met. Kaleb often uses 2-3 words to request, reject, and comment throughout the day. When reading the book, "Big Green Monster" he will follow along and repeat after me or say the words of the book before I read it. He rejects items/activities he dislikes saying "no" first and having a noun following it.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Fine Motor Development (Sensory Motor)	<b>Measurable Annual Goal #:</b> <u>13 Added 10/23</u>  <b>Goal:</b> By 5/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 5 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom Teacher/Staff
<b>Baseline:</b> Kaleb does not tolerate touching select textures due to possible tactile defensiveness.	

**Short-Term Objective:** By 11/2023, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 1 minute or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

**Short-Term Objective:** By 3/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 3 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

**Short-Term Objective:**

**Progress Report 1:** 11/9/2023

**Summary of Progress:** Object not met.

**Comment:** He tolerates touching paint, gel in a plastic bag, water beads in a plastic bag, and shaving cream (at the sink) for 20 seconds.

**Progress Report 2:** 2/28/2024

**Summary of Progress:** In progress.

**Comment:** With no prep (frontloading), he tolerates 1-3 minutes depending of the different texture:

- Shaving Cream less than a minute
- Water (gel) beads at least 3 minutes
- kinetic sand for 1 minute
- Sticky items (tape, stockers, foam beads) for 1 minute

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/24/2024

Goal met  Yes  No

**Comments:** Majority of goal. Kaleb has improved his tolerance to sensory input. Given adult support for attention to the task, he tolerates touching various slimy (slime, water beads, paint), and select sticky items (glue, stickers, foam beads) for 5 minutes ore more. He continues to not tolerate shaving cream and a specific squishy toy bear with tiny foam beads inside of it.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Fine Motor Development (Bilateral Coordination)	<b>Measurable Annual Goal #:</b> <u>14 added 10/23</u>  <b>Goal:</b> By 5/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 beads (2" or smaller blocks, circle, and/or cylinder style beads) onto a flexible string in 4 out of 5 trials as documented by classroom teacher/staff charted data.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom Teacher/Staff
<b>Baseline:</b> Kaleb requires maximal physical assistance to string large beads onto a wooden dowel.	

**Short-Term Objective:** By 11/2023, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a wooden dowel in 4 out of 5 trials as documented by classroom teacher/staff charted data.

**Short-Term Objective:** By 3/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a pipe cleaner in 4 out of 5 trials as documented by classroom teacher/staff charted data.

**Short-Term Objective:**

**Progress Report 1:** 11/14/2023

**Summary of Progress:** Objective 1 met.

**Comment:** Given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a wooden dowel in 4 out of 5 trials. Kaleb holds onto the wooden dowel and will place a bead onto the dowel.

**Progress Report 2:** 2/29/2024

**Summary of Progress:** Annual goal met.

**Comment:** Kaleb is able to independently string 5 beads beads with a pipe cleaner in 4 out of 5 trials.

Given flexible string with a firm longer flexible end, his able to bead 5 2" inch or smaller in 4 out 5 trials.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/24/2024

Goal met  Yes  No

**Comments:** Goal met. Kaleb has progressed to stringing small pony beads onto regular flexible string (no adaptations). He is able to locate the holes with his finger in one hand and bring them together on flexible string.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Gross Motor (OBJECT CONTROL)</p>	<p><b>Measurable Annual Goal #:</b> <u>15 (AdPE #1)</u></p> <p><b>Goal:</b> By May 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 6 feet away, for 10 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> ADAPTED PE SPECIALIST</p>
<p><b>Baseline:</b> Kaleb will bounce a playground ball 1-2 feet in front of himself to a partner. He will catch a ball bounced directly into his hands from 3 feet.</p>	

**Short-Term Objective:** By February 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 4 feet away, for 5 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.

**Short-Term Objective:** By April 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 6 feet away, for 5 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.

**Short-Term Objective:**

**Progress Report 1:** 2/23/2024

**Summary of Progress:** Kaleb has not met this objective yet,

**Comment:** Kaleb bounced the playground ball to a partner at 3-4 feet. He does not catch it yet. He will roll it back and forth with a partner with prompting.

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Functional Skills (Tactile Discrimination)</p>	<p><b>Measurable Annual Goal #:</b> <u>1</u></p> <p><b>Goal:</b> By May 2025, Kaleb will be able to find one tactile shape that is different given a choice of 4 shapes with 80% accuracy as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Teacher of the Visually Impaired</p>
<p><b>Baseline:</b> Kaleb is able to differentiate between distinctly different pairs of objects and can name shapes if given them in 3-dimensional form.</p>	

**Short-Term Objective:** By November 2024, Kaleb will find the 3-dimensional shape (cube, ball, pyramid, etc.) that is different given a choice of 4 shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:** By March 2025, Kaleb will find the flat shape (square, circle, rectangle, etc.) that is different given a choice of 4 shapes with 80% accuracy as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met**  Yes  No

**Comments:**

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Functional/Pre-Academics (Braille Pre-Reading)	<b>Measurable Annual Goal #:</b> <u>2</u>  <b>Goal:</b> By May 2025, Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page or sheet, for four lines in 4 out of 5 trials with 80% accuracy as measured by teacher log.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired
<b>Baseline:</b> Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page or sheet, for four lines in 0 out of 5 trials with 80% accuracy as measured by teacher log. He is able to locate where the braille is and will allow his hand to be moved from left to right on the braille page, in a hand over hand manner, but is not able to track the braille independently. He often prefers just to feel the tactile features of the pictures in the books and requires an adult to track the braille hand over hand with him.	

**Short-Term Objective:** By November 2024, Kaleb will independently identify the top, bottom, left side and right side of a page in a book or on a sheet and use a light touch to locate and identify where on a page the braille writing is located in 4 out of 5 trials with 80% accuracy as measured by teacher log.

**Short-Term Objective:** By April 2025, Kaleb will independently be able to identify the first/top line of braille on a page and the end/last line of braille on the page in 4 out of 5 trials with 80% accuracy as measured by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Functional/Pre-Academic Skills (Positional Concepts)	<b>Measurable Annual Goal #:</b> <u>3</u>
<b>Baseline:</b> when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 0 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.), but knows some concepts (in, out, in front, behind) when positioning an object with another item in 3 of 4 trials with 80% accuracy as measured by observation and data collection.	<b>Goal:</b> By 5/2025, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 5 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.
	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF Geometry 2.1 <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	<b>Person(s) Responsible:</b> Orientation & Mobility Specialist, Classroom Teacher

**Short-Term Objective:** By 11/2023, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of spatial concepts 2 in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.

**Short-Term Objective:** By 3/2025, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 3 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Pre-Academics/Fine Motor Development (Braille Writing)</p>	<p><b>Measurable Annual Goal #:</b> <u>4</u></p> <p><b>Goal:</b> By May 2025, Kaleb will independently be able to braille 5 full lines of the “for” sign (using all 6 fingers), 5 full lines of the letter “g,” (using pointer finger and middle finger of each hand) and letter “c,” (pointer fingers of each hand) in 4 out of 5 trails with 80% accuracy as measured by teacher observation.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Teacher of the Visually Impaired</p>
<p><b>Baseline:</b> Kaleb can press the braille keys and use the line advance and carriage return, but often continues to need verbal and/or physical prompts to do so.</p>	

**Short-Term Objective:** By November 2024, Kaleb will independently be able to braille 5 full lines of the “for” sign (using all 6 fingers), in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

**Short-Term Objective:** By January 2025, Kaleb will independently be able to braille 5 full lines of the letter “g,” (using pointer finger and middle finger of each hand) and in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

**Short-Term Objective:** By April 2025, Kaleb will independently be able to braille 5 full lines of the letter “c,” (using pointer finger of each hand) and in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Functional Skills (Independent Travel)</p>	<p><b>Measurable Annual Goal #:</b> <u>5</u></p> <p><b>Goal:</b> By May 2025, Kaleb will successfully navigate major areas of his classroom using modified human guide, trailing and protective techniques in 4 of 5 trials as measured by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard Teacher of the visually impaired and classroom Teacher</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>
<p><b>Baseline:</b> Kaleb is not independent with travel in the classroom and has not learned the human guide, trailing or protective techniques necessary for independent indoor travel.</p>	

**Short-Term Objective:** By November 2024, Kaleb will demonstrate the use of a modified human guide with adults when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By January 2025, Kaleb will demonstrate the use of trailing techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Short-Term Objective:** By April 2025, Kaleb will demonstrate the use of protective techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Functional Skills (Cane Use)</p>	<p><b>Measurable Annual Goal #:</b> <u>6</u></p> <p><b>Goal:</b> By 5/2024 Kaleb will demonstrate the appropriate use of his cane by consistently sweeping it and keeping it on the ground when walking with only 4 physical prompts per opportunity in 4 of 5 trials as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>
<p><b>Baseline:</b> Kaleb is good about holding his cane in the proper manner, but requires frequent prompts to use is appropriately (i.e.- not swinging it in the air or holding it to the side or behind himself).</p>	

**Short-Term Objective:** By November 2024, Kaleb will independently keep his cane in front of him and on the ground given 3 opportunities with only 4 prompts per opportunity in 4 of 5 trials as noted by teacher log.

**Short-Term Objective:** By April 2025 Kaleb will be able to consistently sweep his cane with occasional hand over hand modeling given 3 opportunities with only 4 prompts per opportunity in 4 of 5 trials as noted by teacher log.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Fine Motor Development (Bilateral Coordination)	<b>Measurable Annual Goal #:</b> <u>7</u>  <b>Goal:</b> By 4/2025, given supervision and materials placed within arms reach on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and cut a 2" paper in half in 4 out of 5 trials as documented by OT charted data.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT
<b>Baseline:</b> Kaleb has just mastered stringing beads with small pony beads and flexible string. He requires full support for scissors use.	

**Short-Term Objective:** By 11/2024, given minimal assistance, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and snip 3 times in 3 out of 4 trials as documented by OT charted data.

**Short-Term Objective:** By 3/2025, given supervision and materials placed within arms reach on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and snip 5 times in a row in 3 out of 4 trials as documented by OT charted data.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Fine Motor Development (Fine Motor)</p>	<p><b>Measurable Annual Goal #:</b> <u>8</u></p> <p><b>Goal:</b> By 5/2025, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 5 times each finger in 4 out of 5 trials as documented by OT charted data.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> OT</p>
<p><b>Baseline:</b> Kaleb is able to isolate his index fingers.</p>	

**Short-Term Objective:** By 11/2024, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 1 time each finger in 2 out of 3 trials as documented by OT charted data.

**Short-Term Objective:** By 3/2025, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 3 times each finger in 2 out of 3 trials as documented by OT charted data.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

<b>Area of Need:</b> Preacademic (One-to-One Correspondence/Counting)	<b>Measurable Annual Goal #: 9</b>  <b>Goal:</b> By 5/25, when a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PFL Number Sense - 1.3  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom Teacher
<b>Baseline:</b> When a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) in 0 of 5 trials. Kaleb requires hand over hand to help touch the objects and will count up to 3, but after switch to 2 objects he will still count to 3.	

**Short-Term Objective:** By 11/24, when a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) with hand over hand assistance in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or observation.

**Short-Term Objective:** By 3/25, when a number of objects are in front of Kaleb, he will to count 1-3 using one-to-one correspondence (touching the object and counting) in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or observation.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Communication Development (Expressive Language)</p>	<p><b>Measurable Annual Goal #:</b> <u>10</u></p> <p><b>Goal:</b> By May 2025, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, independently, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
<p><b>Baseline:</b> Kaleb often uses 2-3 words to request, reject, and comment throughout the day. When reading the book, "Big Green Monster" he will follow along and repeat after the teacher or say the words of the book before they are read. He rejects items/activities he dislikes saying "no" first and having a noun following it.</p>	

**Short-Term Objective:** By November 2024, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given moderate prompting, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

**Short-Term Objective:** By March 2025, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given minimal prompting, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met**  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Communication Development (Receptive Language)</p>	<p><b>Measurable Annual Goal #:</b> <u>11</u></p> <p><b>Goal:</b> By May 2025, during structured small group instruction, Kaleb will follow at least 10 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
<p><b>Baseline:</b> Kaleb currently follows routine instructions including clean up, push in chair, stand up and sit down without additional support in 4/5 opportunities. Beyond these routine compliance instructions, he does not follow whole group or small group instructions without the instruction being repeated or individualized by his accompanying paraprofessional.</p>	

**Short-Term Objective:** By November 2024, during structured small group instruction, Kaleb will follow at least 4 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

**Short-Term Objective:** By March 2025, during structured small group instruction, Kaleb will follow at least 7 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**



**ELK GROVE UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

<p><b>Area of Need:</b> Social/Emotional &amp; Pragmatic Language</p>	<p><b>Measurable Annual Goal #:</b> <u>12</u></p> <p><b>Goal:</b> By 5/25, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 80% of opportunities with not more 1 prompt than across two school days for at least three different games, as measured by observation and data collection.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF S.I. - 2.1</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
<p><b>Baseline:</b> Given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 0% of opportunities across two consecutive trial sessions for three different games, as measured by observation and data collection.</p>	

**Short-Term Objective:** By 11/24, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 40% of opportunities with no more than 1 prompt across two school days for at least two different games, as measured by observation and data collection.

**Short-Term Objective:** By 3/25, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 80% of opportunities across two school days for at least one game, as measured by observation and data collection.

**Short-Term Objective:**

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met  Yes  No

**Comments:**

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED**  
**Offer of FAPE - SERVICE**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

**The service options that were considered by the IEP team (List all):** Team discussed individual and small group instruction in a specialized preschool program, access to braille, tactile graphics, a braille writer, Occupational Therapy supports, Speech/Language supports, supports from the teacher of the visually impaired (vision services and orientation and mobility services), specialized equipment, additional adult support, access to typical peers, direct instruction on social skills, Extended School Year services, and transportation services. Adapted PE services were considered.

**In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:** Team discussed the level 2 self-contained TK/K and the general education TK class as possible placements for Kaleb.

Potential harmful effects of the level 2 self-contained TK/K class include limited access to typical peers and placement at a site other than his school of residence. Potential harmful effects of the general ed setting include lack of individualized pacing towards a specially designed curriculum, and potential missed instruction when specialized services are provided. Team including Parents agree that the level 2/self-contained classroom is appropriate to meet Kaleb's needs.

**SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT**

The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Braille	5/1/2024	5/1/2025	School Site
Tactile graphics	5/1/2024	5/1/2025	School site
Sensory tools and/or strategies as recommended by occupational therapist to support student's sensory under-responsivity/over-responsivity behaviors, as needed.	5/1/2024	5/1/2025	School Site
Priming: Kaleb requires priming(e.g. reviewing expectations, changes or expected behavior prior to the activity) prior to (e.g. changes in the routine or activity) to support appropriate skills (e.g. appropriate coping skills, transitions, or play skills, social skills training, feeding appropriate words, etc.)	5/1/2024	5/1/2025	School Site
Auditory signals: Kaleb requires an auditory signal (e.g. bell, alarm, timer, etc.) to indicate when an activity is coming to an end,	5/1/2024	5/1/2025	School Site

The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
Shorten assignments to focus on mastery of key concepts	5/1/2024	5/1/2025	Daily	20 minutes	Classroom

The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student

are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Special equipment or teaching materials Braille writer, tactile manipulatives and braille books, materials. Access to a white cane for mobility purposes.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/1/2024	5/1/2025	Daily	Duration of school day	School site
One on one classroom support from a school district staff who is knowledgeable in working with students who are legally blind with no light perception. Kaleb could also potentially hurt himself by mouthing objects if he is not provided with continuous adult supervision.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/1/2024	5/1/2025	Daily	Duration of school day	Classroom/School Campus
Consultation between Teacher of the Visually Impaired and Classroom Teacher to gather materials to be adapted and transcribed into braille and share best practices for teaching blind students.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/1/2024	5/1/2025	Once weekly	15 minutes	Classroom
Integrated Speech/Language services to include consultation, collaboration, coaching, and direct instruction with the student for coaching purposes to address deficits in speech and language skills.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/1/2024	5/1/2025	30 sessions	45 minutes	Classroom/School Site
Kaleb will have access to typical peers during reverse mainstreaming activities for a total of 12 hours per week, in which typical peers will join the self-contained classroom during structured indoor and/or outdoor play activities across 4 days per week when class is in session for the duration of the 2023/2024 school year.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	6/30/2024	Weekly	12 hours	School site
Social Skills Training: Kaleb will have access to small group social skills training to address the areas of social communication and social interaction. This will take place in the classroom a total of 45 minutes per day while he attends the specialized preschool program.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	6/30/2024	Daily	45 minutes	School site

### SPECIAL EDUCATION and RELATED SERVICES

<b>Service:</b> <i>Specialized vision services</i>	<b>Start Date:</b> <i>5/1/2024</i>	<b>End Date:</b> <i>5/1/2025</i>
<b>Provider:</b> <i>SELPA</i>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <i>30 min x 4</i> Totaling: <i>120 min</i> served <i>Weekly</i>	<b>Location:</b> <i>Separate classroom in public integrated facility</i>	
<b>Comments:</b> <i>Teacher of the visually impaired (or VI staff) will provide diagnostic services through consultation, observation, and direct intervention.</i>		
<b>Service:</b> <i>Orientation and mobility</i>	<b>Start Date:</b> <i>5/1/2024</i>	<b>End Date:</b> <i>5/1/2025</i>
<b>Provider:</b> <i>SELPA</i>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	

<b>Duration/Freq:</b> <u>20</u> min x <u>2</u> Totaling: <u>40</u> min served <u>Weekly</u>	<b>Location:</b> <u>Public preschool</u>	
<b>Comments:</b>		
<b>Service:</b> <u>Individual and small group instruction</u>	<b>Start Date:</b> <u>5/1/2024</u>	<b>End Date:</b> <u>6/30/2024</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>180</u> min x <u>4</u> Totaling: <u>720</u> min served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Services provided across academic calendar for the duration of the 2023/2024 school year. Kaleb will transition to TK at the start of the 2024/2025 school year.</u>		
<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>7/1/2024</u>	<b>End Date:</b> <u>5/1/2025</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>210</u> min x <u>5</u> Totaling: <u>1050</u> min served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Specialized Academic Instruction provided in the Level 2 self-contained TK/K classroom beginning at the start of the 2024/2025 school year. Services provided across the academic calendar.</u>		
<b>Service:</b> <u>Adapted physical education</u>	<b>Start Date:</b> <u>5/1/2024</u>	<b>End Date:</b> <u>5/1/2025</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>20</u> min x <u>2</u> Totaling: <u>40</u> min served <u>Monthly</u>	<b>Location:</b> <u>Regular classroom/public day school</u>	
<b>Comments:</b> <u>AdPE direct services will be delivered on an average of 2 sessions per month over the EGUSD regular school year calendar, the track to which the student is assigned, and when the student is in attendance for a total of 20 sessions per IEP year. Focus of service is remediation of assessed student need and may include consultation, collaboration, and coaching with school site staff/IEP team members to support student.</u>		
<b>Service:</b> <u>Occupational therapy</u>	<b>Start Date:</b> <u>5/1/2024</u>	<b>End Date:</b> <u>5/1/2025</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30</u> min x <u>3</u> Totaling: <u>90</u> min served <u>Monthly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Occupational Therapy direct services will be delivered on an average of 3 session(s) per month over the EGUSD regular school year calendar, the track to which the student is assigned, and when the student is in attendance for a total of 25 sessions per IEP year. This service will be provided on a consistent basis spread over the course of the IEP year.</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**Special Education Transportation**  Yes  No Kaleb requires transportation services due to age and level of need .

### EXTENDED SCHOOL YEAR (ESY)

Yes  No

**Rationale:** Team discussed Extended School Year and agreed that student is eligible for ESY services during the summer of 2024. Based on his need, Kaleb is at a critical point of skill acquisition or readiness, and his ability to acquire skills may be lost or greatly reduced as a result of an interruption of services.

<b>Service:</b> <u>Individual and small group instruction</u>	<b>Start Date:</b> <u>6/3/2024</u>	<b>End Date:</b> <u>6/28/2024</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>120</u> min x <u>5</u> Totaling: <u>600</u> min served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>District offers 20 days of individual and small group instruction provided in the level 2 preschool classroom as ESY services. Services offered during the summer of 2024.</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.



**ELK GROVE UNIFIED  
EMERGENCY CIRCUMSTANCES PROGRAM**

Student Name: Xiong, KalebBirthdate: 3/13/2020Meeting Date: 5/1/2024

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

**Specialized Academic Instruction and Related Services**

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Transition Services**

 NOT APPLICABLE SAME AS ABOVE

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input type="checkbox"/> Virtual class meetings, synchronous	<input type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input type="checkbox"/> Scheduled email check-ins (parent or student)	<input type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Extended School Year Services**

 NOT APPLICABLE SAME AS ABOVE

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

**Supplementary Aids and Services (provided in general education classes and other general ed environments)**

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> Virtual office hours (drop-in; parent or student)
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Other:

Comments:

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

***Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. The emergency service options will not be implemented if they are inconsistent with a public health order or directive, are inconsistent with the school's emergency preparedness procedures, and/or would interfere with the health and safety of students or staff during emergency conditions.***

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.
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**ELK GROVE UNIFIED  
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

Physical Education:     General             Specially Designed             Other Preschool teacher to provide PE activities.

District of Service: Elk Grove UnifiedSchool of Attendance: Elitha Donner Elementary

All special education services provided at student's school of residence?  Yes  No (rationale) *Program not offered at school of residence.*

**Preschool Program Setting** (3-5 year-old Preschool and 4 year-old TK/Kgn): Regular Early Childhood Program

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

**The location where the student receives the majority of their special education services:**

Same as above     Different from above

Is the Regular Early Childhood Program ten hours per week or greater?  Yes     No

**Program Setting** (TK/Kgn or greater, ages 5-22):

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

100 % of time student is outside the regular class & extracurricular & non academic activities

0 % of time student is in the regular class & extracurricular & non academic activities

Plan Effective Start Date: 7/23/2024

**Student will not participate in the regular class and/or extracurricular and/or non academic activities:** *for 0 hours per week because of levels of identified need in the areas of functional skills, communication, fine motor, play and social skills, behavior, and pre academics warrant a specially designed program with a very low staff to student ratio.*

*Receiving teacher will need an opportunity to build rapport with (student) and determine the most beneficial mainstreaming times based on his unique needs. IEP Team will convene after the first 60-90 days of the 2024/2025 school year to discuss a mainstreaming plan and add this information to the IEP.*

**Other Agency Services**

- County Mental Health  
 California Children's Services (CCS)  
 Regional Center  
 Probation  
 Department of Rehabilitation  
 Department of Social Services (DSS)  
 Other

Promotion Criteria:     District     Progress on Goals     Other

Parents will be informed of progress:     Quarterly     Trimester     Semester     Other

How?     Progress Summary Report     Other

**ACTIVITIES TO SUPPORT TRANSITION** (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

*Parents will receive an email with the assigned site and bell times for the TK/K class in May, 2024. Once Kaleb settles in to his new classroom, Parents can participate in an IEP meeting with the receiving Team to discuss mainstreaming opportunities at the new site.*



## ELK GROVE UNIFIED IEP TEAM MEETING NOTES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 5/1/2024

**Date Saved:** 4/30/2024

**Notes:** *This is an IEP Plan Review IEP to discuss present levels and progress towards current goals, and to make recommendations for new goals, services and placement for the IEP year. Kaleb will transition to TK in the fall, so the Team will also be discussing his transition to TK.*

*The Team agreed to meet via Zoom video teleconference. Introductions were made. In attendance were Parents (Yang and Mary Xiong), Speech and Language Pathologist (Lisa Lennox), Special Education Teacher (Jim Thao), Teacher of the Visually Impaired (Chris Peterson), General Education Teacher (Sharalyn Byerrum), and Program Specialist (Jennifer Lipsky). An Excusal form was provided and signed for the Occupational Therapist and Adaptive Physical Education Teacher who were unable to attend the meeting but provided written input to the Team. Parents were in agreement to meet without these Team members in attendance.*

*Procedural Safeguards were provided prior to the meeting for review. Parent waived review and had no additional questions regarding the Safeguards.*

*Information/eligibility page was reviewed and updated. Parents confirmed that all contact information was accurate during the meeting; however, after further review they noted that the work number listed under Mary Xiong was incorrect so it was deleted in the 6/3/2024 Amendment.*

*Team reviewed Kaleb's strengths/preferences/interests and Parent's concerns, which include Kaleb's ability to adapt to a new setting in TK and whether he is functioning at a level that matches his neurotypical peers.*

*Present levels were reviewed and updated with input from Parents and other Team members. In terms of communication development, Parents expressed concern that Kaleb is using echolalia frequently at home. Speech/Language Pathologist (SLP) indicated that he appears to be learning language through this imitation. for example, he will imitate peers' names but can also use them over time for different purposes. She explained that this is indicative of Gestalt Language Learning.*

*Parents had no additional questions or concerns regarding the Present Levels.*

*Team discussed special factors that should be considered in the development of the IEP and determined that Kaleb requires low incidence supports based on his eligibility under Visual Impairment. Parents asked about when it would be appropriate for Kaleb to begin learning the alphabet through braille, and this was addressed by the Teacher of the Visually Impaired (TVI). Low incidence supports were fully discussed with the Team. The Team also discussed behavioral supports, and determined that Kaleb will require supports in order to participate more consistently in the classroom.*

*General Education Teacher discussed a typical day in the general education TK classroom. She noted that the majority of the day is spent addressing social emotional development. The students also learn shapes, colors, numbers, letters, and practice name writing. Parents were asked if they had any questions regarding the TK classroom. There were no questions about the curriculum or the TK program.*

*Team discussed statewide assessments. Based on Kaleb's age, he will participate only in the Desired Results Developmental Profile (DRDP) assessment in the spring of 2024.*

*Progress towards previous goals was provided to Parents prior to the meeting for review. Kaleb met 5/14 of his previous goals. Parents asked about the progress listed for Goal #3, which involved labeling the parts of his braille writer. TVI confirmed that there had been a*

*typographical error written in that goal and explained progress to Parents. The TVI also discussed progress towards Kaleb's other goals. Goals that were not met were recommended to be revised and continued to the new IEP.*

*Special Education Teacher and Speech/Language Pathologist reviewed progress to Kaleb's additional goals.*

*Parents shared that Kaleb is not using his cane in the home but they are encouraging him to use it when they leave the house. However, he is not consistently using his cane in the community. TVI shared a resource for training designed for Parents of students with visual impairments/blindness and will send details to them again in case they wish to participate in this training.*

*New goals were proposed and shared with the Team, including Parents.*

*Gross motor goal addressed by the Adaptive Physical Education Specialist was not updated due to absences of Kaleb and the AdPE Specialist. Program Specialist suggested that the Special Education Teacher connect with the treating AdPE Specialist to get an update of progress towards this goal, and to obtain recommendations for new goals and services for the new IEP year.*

*Team discussed services and placement. Kaleb continues to be eligible for supports from the Teacher of the Visually Impaired (TVI). The TVI also recommended that the accommodations provided in the previous IEP be continued to the new IEP. These include visual supports, tactile graphics, and specialized equipment. He also requires one to one classroom support in the classroom setting who can assist and direct him in various activities at school. The service delivery model, duration and frequency of supports provided by the TVI and Orientation and Mobility Specialist were also shared with the Team, and includes both consultation to the classroom teacher and direct services. Kaleb also continues to be eligible for supports from the SLP. Service delivery model, duration, and frequency were shared with the Team. The Occupational Therapist is recommending pull out services, and the duration and frequency were shared with the Team. The Adaptive Physical Education Specialist recommended that services continue.*

*Other supports, such as social skills training and access to typical peers in the inclusive preschool classroom, will end at the end of this school year.*

*General education was considered, as well as the level 2 TK/K classroom. All Team members agree that based on Kaleb's unique needs, the level 2 TK/K classroom would be the appropriate setting for the upcoming school year. This was based on the number of students in class, the noise level, and the availability of additional supports.*

*The District's offer of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) includes Individual and Small Group Instruction provided in the Level 2/Inclusive Preschool for the remainder of the 2023/2024 school year, and Specialized Academic Instruction provided in the Level 2 self-contained TK/K classroom beginning at the start of the 2024/2025 school year, with accommodations, services, and supports as written on the Services page of the IEP. Parents were fully informed of the District's offer of FAPE.*

*Special Education Teacher will provide an electronic copy of the IEP via email for Parent review and signature.*

*Parent had no additional questions. Meeting adjourned.*

AMENDMENT DATE: 7/23/2024 PURPOSE: Other: Discuss Parent concerns regarding the previous IEP Amendment, dated 6/3/2024.
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**ELK GROVE UNIFIED  
SIGNATURE AND PARENT CONSENT**

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024**IEP Meeting Participants**

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

**CONSENT**

- I agree to all parts of the IEP.  
 I agree with the IEP, with the exception of  
 I decline the offer of initiation of special education services.  
 I understand that my child is not eligible for special education.  
 I understand that my child is no longer eligible for special education.

**Signature below is to authorize and approve the IEP.**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student

**PARENT INVOLVEMENT**

As a means of improving services and results for your child did the school facilitate parent involvement?

 Yes  No  No Response

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student

- Parent/Adult Student has received a copy of the Procedural Safeguards.  
 Parent/Adult Student has received a copy of assessment report (if applicable).  
 Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).

- Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.
- Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

# **EXHIBIT G**

# IN-HOME SUPPORTIVE SERVICES (IHSS) PROGRAM

## HEALTH CARE CERTIFICATION FORM

SW# X8A1

### A. APPLICANT/RECIPIENT INFORMATION (To be completed by the county)

Applicant/Recipient Name: KALEB XIONG		Date of Birth: 03/13/2020
Address: 9582 Village Tree Dr, Elk Grove, CA 95758-1198		
County of Residence: Sacramento	IHSS Case #: 1951916	
IHSS Worker Name: GLENDA BLAND ihss email: dcfas-sas-ihss-elig@saccounty.gov		
IHSS Worker Phone #: 916-874-9471	IHSS Worker Fax #: 916-854-8828	

### B. AUTHORIZATION TO RELEASE HEALTH CARE INFORMATION (To be completed by the applicant/recipient)

I, KALEB XIONG, (PRINT NAME), authorize the release of health care information related to my physical and/or mental condition to the In-Home Supportive Services program as it pertains to my need for domestic/related and personal care services.

Signature:  Date: 08 / 08 / 2023  
(APPLICANT/RECIPIENT OR LEGAL GUARDIAN/CONSERVATOR)

Witness (if the individual signs with an "X"): \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### TO: LICENSED HEALTH CARE PROFESSIONAL\* –

The above-named individual has applied for or is currently receiving services from the In-Home Supportive Services (IHSS) program. State law requires that in order for IHSS services to be authorized or continued a licensed health care professional must provide a health care certification declaring the individual above is unable to perform some activity of daily living independently and without IHSS the individual would be at risk of placement in out-of-home care. This health care certification form must be completed and returned to the IHSS worker listed above. The IHSS worker will use the information provided to evaluate the individual's present condition and his/her need for out-of-home care if IHSS services were not provided. The IHSS worker has the responsibility for authorizing services and service hours. The information provided in this form will be considered as one factor of the need for services, and all relevant documentation will be considered in making the IHSS determination.

IHSS is a program intended to enable aged, blind, and disabled individuals who are most at risk of being placed in out-of-home care to remain safely in their own home by providing domestic/related and personal care services. IHSS services include: housekeeping, meal preparation, meal clean-up, routine laundry, shopping for food or other necessities, assistance with respiration, bowel and bladder care, feeding, bed baths, dressing, menstrual care, assistance with ambulation, transfers, bathing and grooming, rubbing skin and repositioning, care/assistance with prosthesis, accompaniment to medical appointments/alternative resources, yard hazard abatement, heavy cleaning, protective supervision (observing the behavior of a non-self-directing, confused, mentally impaired or mentally ill individual and intervening as appropriate to safeguard recipient against injury, hazard or accident), and paramedical services (activities requiring a judgment based on training given by a licensed health care professional, such as administering medication, puncturing the skin, etc., which an individual would normally perform for him/herself if he/she did not have functional limitations, and which, due to his/her physical or mental condition, are necessary to maintain his/her health). The IHSS program provides hands-on and/or verbal assistance (reminding or prompting) for the services listed above.

*\*Licensed Health Care Professional means an individual licensed in California by the appropriate California regulatory agency, acting within the scope of his or her license or certificate as defined in the Business and Professions Code. These include, but are not limited to: physicians, physician assistants, regional center clinicians or clinician supervisors, occupational therapists, physical therapists, psychiatrists, psychologists, optometrists, ophthalmologists and public health nurses.*

# IN-HOME SUPPORTIVE SERVICES (IHSS) PROGRAM HEALTH CARE CERTIFICATION FORM

Applicant/Recipient Name: KALEB XIONG  
 IHSS Case #: 1951916

## C. HEALTH CARE INFORMATION (To be completed by a Licensed Health Care Professional Only)

**NOTE: ITEMS #1 & 2 (AND 3 & 4, IF APPLICABLE) MUST BE COMPLETED AS A CONDITION OF IHSS ELIGIBILITY.**

1. Is this individual <u>unable</u> to independently perform one or more activities of daily living (e.g., eating, bathing, dressing, using the toilet, walking, etc.) or instrumental activities of daily living (e.g., housekeeping, preparing meals, shopping for food, etc.)?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2. In your opinion, is one or more IHSS service recommended in order to prevent the need for out-of-home care (See description of IHSS services on Page 1)?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<p><i>If you answered "NO" to either Question #1 OR #2, skip Questions #3 and #4 below, and complete the rest of the form including the certification in PART D at the bottom of the form.</i></p> <p><i>If you answered "YES" to both Question #1 AND #2, respond to Questions #3 and #4 below, and complete the certification in PART D at the bottom of the form.</i></p>	
3. Provide a description of any physical and/or mental condition or functional limitation that has resulted in or contributed to this individual's need for assistance from the IHSS program:  Patient is legally blind. Needs assistance with eating, bathing, dressing, and other instrumental activities (play time, learning) for age.	
4. Is the individual's condition(s) or functional limitation(s) expected to last at least 12 consecutive months OR expected to result in death within 12 months?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Please complete Items # 5 - 8, to the extent you are able, to further assist the IHSS worker in determining this individual's eligibility.

5. Describe the nature of the services you provide to this individual (e.g., medical treatment, nursing care, discharge planning, etc.): MEDICAL TREATMENT

6. How long have you provided service(s) to this individual? since 2/10/2021

7. Describe the frequency of contact with this individual (e.g., monthly, yearly, etc.): every 6 to 12 months

8. Indicate the date you last provided services to this individual: 1 / 2023

**NOTE: THE IHSS WORKER MAY CONTACT YOU FOR ADDITIONAL INFORMATION OR TO CLARIFY THE RESPONSES YOU PROVIDED ABOVE.**

## D. LICENSED HEALTH CARE PROFESSIONAL CERTIFICATION

By signing this form, I certify that I am licensed in the State of California and all information provided above is correct.

Name: IRMA MUMINOVIC Title: MD

Address: 1600 FORREKA ROAD, BUILDING C, MOB 2

Phone #: (916) 784-4185 Fax #: (916) 474-2714

Signature: [Signature] Date: 8/15/2023

Professional License Number: 24 A 158 138600 Licensing Authority: THE MEDICAL BOARD OF CALIFORNIA

PLEASE RETURN THIS FORM TO THE IHSS WORKER LISTED ON PAGE 1.