

Example “Vision Statement” for Niah Sienna

Vision for Niah Sienna Rief...

That she develops to have a healthy self-esteem and the skills to be an effective, healthy, happy, contributing, and respectful member of our family and society.

Current Mission...

Develop and implement goals in Niah's IEP to stretch her experiences to allow for numerous opportunities to independently use her assistive technology. We have high expectations for Niah and we are interested in the LPS team helping us to challenge Niah towards her fullest potential. We are optimistic and excited about Niah's future, we hope that you will take the same path that we do and **do not underestimate her potential or her understanding**. See Abilities!! See Possibilities!! Inclusion of Niah's time in the regular classroom providing opportunities for peer-to-peer interaction and modeling.



Do not have REASONABLE or REALISTIC EXPECTATIONS for Niah Sienna Rief...thank YOU!!

“Niah's Shining Moments”

- Social understanding and non-verbal communication skills
- Visual learning
- Favorite Play: Dance, Singing, Water, Music (drums especially), Bounce House, loves Birthday's and Christmas, swing, being with others at public events, watching Tangled and Frozen on repeat on her ipad.
- Enjoys when things are in their place nice and neat.
- Imagination
- Understands directions and a wide range of vocabulary and spoken words + receptive language
- She remembers routines.
- Catches onto rhymes and songs.
- Learns and identifies with real photos of familiar settings and people.
- See that others are in pain and consoles them.
- Wants to be near the action but not in the action or wants to be near her friends but not necessarily always engaged with them. She loves her friends.
- Communication through device is improving.
- She is 13 and enjoys much of what a girl her age does.

Niah's Current Challenges

- Spoken language
- Appreciates experiencing an activity once before trying it on her own
- Having a limit on repeating an activity or learning experience repeatedly
- Needs plenty of “wait-time” to respond to directions or respond to questions
- Learning from listening alone.
- Lack of eye contact at times.
- Gets 'stuck' in repetitive play.
- Problematic Sleep Patterns and Constipation.
- Does not see things close-up. Her right eye turns in without glasses.
- She has eczema that comes and goes.
- Tendency to self-stimulate
- AFO's
- October of school year typically hits a wall of progress



Questions for the school to consider when preparing for Niah Sienna Rief:

How were Niah's classes decided?

Do students with disabilities typically access the same materials, classes, and programs as others with the same label or needs? Or do you try to “think out of the box” when planning and scheduling?

What unexpected choices might you make for Niah? Make some unexpected choices for Niah and see what happens.

Relationship are a priority for us.

How do you focus on friendship in your inclusive school? What classroom practices seem to encourage connections between students? What specific goals do you have for your students in this area?

Could we meet and do a “20 Ways” list by brainstorming a list of ways that the structure could be adapted to meet the needs of a wider range of learners? How is Niah successful at recess?

Have you assessed when Niah needs direct support and when she does not?

How are seating arrangements inside the classroom decided? Is the paraprofessional sitting right by Niah? If so why?

How could we make our relationship even better as a team?

How could we improve inclusion?

Has classroom teacher been shown the search button on the communication device?