

Language Development Planning Meeting Teacher Form

Date of Meeting:

Child:

Age:

Teacher:

Directions: Prior to the LDPM, meet with the facilitator and program director to plan a 15-minute presentation on the child, using the chart below and the prompts that follow (see back) as a guide.

Current Level of Functioning Based on Assessments	
P-Level _____ Equivalent Age _____	VCSL Basal Age Range _____ Basal Age Competency: _____
Long-term Goals	
P-Level Goal: _____	VCSL Ceiling Age Range _____ Ceiling Age Competency: _____
Short-term Goals (use additional paper if necessary)	
<p>Check areas of “no’s” and add competencies or examples of competencies that the child needs to learn in these areas (summarize from Criteria Questions).</p> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> Content or Meaning: What the child talks about </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> ___ Reference </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> ___ Content </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> Pragmatics: How the child uses language with others </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> ___ Cohesion </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> ___ Use </div> <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> Form: Language structure </div> <div style="background-color: #f0f0f0; padding: 5px;"> ___ Form </div>	Add competencies or examples of competencies in the student’s Zone of Proximal Development (ZPD):

(See prompts on page 2)

Prompts for Additional Information to Discuss in Presentation of the Child

1. Description of the Child's Background and Temperament

- What factors about the child's background (e.g., language used in the home, culture of the home, technological assistive devices, years in an educational program) add to understanding his or her language use and needs?
- What aspects of the child's temperament (e.g., activity level, distractibility, intensity of responses, regularity, sensory threshold, approach/withdrawal to novelty, adaptability, persistence, mood) add to understanding his or her language use and needs?

2. Description of Child as Communicator

- In what language(s) does the child communicate?
- If the child uses more than one language, when and how does he or she use them?
- Who does the child tend to interact with more/mostly at school?
- On what topics does the child tend to communicate at school?

3. Description of the Classroom Environment

- What is a typical school schedule or routine for this child?
- During which of these activities, and with what materials, is the child most likely to communicate and with whom?
- During which of these activities, and with what materials, is the child less likely to communicate? Why do you suppose that is?

Focus Questions for Team Discussion
1. What might this teacher do more of, less of, or differently to facilitate this child's communication? (Consider what insights you have about this child as a communicator based on the presentation.)
2. What strategies/activities might the teacher use to facilitate meeting short-term goals? Consider what you now know about the child.