

## How to Word Your PR-06

Our audience is parents, teachers and administrators. Please phrase your information so that it is understandable for everyone. Special education is full of terms and acronyms that parents may not know, and they may be too embarrassed to ask what they mean.

Here are some tips:

- Spell out acronyms
- Explain numbers (below average, average, above average)
- Describe difficult terms (i.e. visual perceptual integration → difficulty making sense of what they see or difficulty reading)

What <b>to say</b> ...	What <b>not to say</b>
He/she has difficulty, struggles, faces challenges, requires more guidance with, may develop these skills in the future...	He/she doesn't get it He/she fails to understand how to... He/she will not be able to...
He/she has basic reading skills which include...	He/she is only reading at a 1st grade level He/she cannot read
May benefit from...	Will need, requires...
Typically developing peers	Regular/normal kids
May benefit from intensive interventions	Needs special education
Large group setting/ in class with his/her peers	Regular classes
Small group setting	Resource room
Individualized support	One-on-one or paraprofessional
Assistive technology device that will allow him/her to better communicate	iPad or any other specific name brand
Based on classroom data, it is recommended that...	I feel...

We also need to word information in the PR-06 so that it does not outline what services will be—that will happen with the IEP. When writing a PR-06, we are sharing information and brainstorming ideas; the decision that the student requires specially designed instruction will be made at the ETR meeting when everyone signs the report.

- A Speech/Language Pathologist is the one to say if a child requires speech services
- An Occupational Therapist is the one to say if a child requires OT services
- A Physical Therapist is the one to say if a child requires PT services