

WRITING PRESENT PERFORMANCE, MANAGEMENT NEEDS, ANNUAL GOALS, SHORT TERM OBJECTIVES: REFERENCE SAMPLES

Student #1: John S. Age: 7.3 Classification of Disability: Multiple Disabilities (Visual Impairment, Mental Retardation, Orthopedic Impairment) Staffing Ratio: 12:1:4

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John is following the alternate curriculum. John communicates using vocalizations, eye gaze, facial expression and reaching for objects. He is given opportunities during the day to make choices, choosing between 2 objects or pictures. He needs to become more consistent in his attempts to communicate across all environments. He has had the opportunity to use augmentative/adaptive devices (1or 2 single cell voice output devices). John responds to small group and individualized instruction when presented in a multi-modal approach. He appears to respond best using the visual mode when objects are brought within 12-18 inches of his eyes. John has definite preferences for activities, foods and people. John will initiate contact with other students by reaching out for them. John is left hand dominant and is beginning to use his right hand when in prone positions with weight bearing on his left side and supported on a wedge or bolster. His head control has improved when placed in his wheelchair and is the best position for establishing eye contact. John demonstrates a greater ability to interact with instruction when in the prone position. John's range of motion when using his arms increases and he demonstrates greater head control when positioned in this way. It is necessary for staff to continue exploring appropriate positions and equipment to enable John to interact with activities, students and staff. John enjoys listening to and playing music and becomes very excited when engaging in those activities. John will use his palmer grasp in trying to feed himself. He currently eats soft, chopped foods. He needs to become more consistent during mealtimes. John will maintain lip closure for 2-3 seconds when drinking from a juice box with a straw. John will use his left hand to remove a jacket. John will become rigid when he does not want to engage in a particular activity or when he is startled by something he hears, usually loud voices or noises. At times, he will react by screaming and crying. This reaction also occurs when staff does not react to his other behaviors. John needs to develop a more appropriate way of communicating his wants and needs.

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John responds best when instruction is presented in small group (1 or 2 additional students) or individually. He should be positioned appropriately for each activity for optimal performance. Activities should be presented using a multi-modal approach. John requires meaningful repetitions of instruction across a variety of environments for mater to be learned. Single cell voice output devices paired with objects and picture symbols need to be used during all activities. Materials and the educational environment must be modifies and adapted to optimize John's learning. Staff needs to respond consistently to John's behaviors. They need to reinforce the use of a consistent communication system for John throughout the school day across all instructional environments. Strategies developed during Educational Vision Services training should be implemented across all learning environments.

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John readily makes eye contact with familiar and new people. He demonstrates definite preferences for those adults and students with whom he wants to interact. John has learned to manipulate his environment and people in it by reaching in the directions of objects, classmates and staff and by reaching toward activities in which he is involved. He uses his smile to get attention from staff and it appears to motivate adults to initiate contact with him. Some of these actions/reactions can be inappropriate to the situation. He will become rigid and cry uncontrollably and/or manipulate objects incorrectly. He needs to develop a series of more consistently appropriate reactions, both communicative and physical to happening in his environment. John needs to find a way to get attention from staff and classmates using his preferred mode of communication. Staff have introduced an augmentative communication device (a single cell voice output device) to be used one or two at a time. Currently, John does not appear to understand the use of the devices as a means to make his choices, wants and needs known. He will try to play with the device when a staff member holds it directly in front of him. At that point he will activate the switch correctly before it is removed from his reach. John has demonstrated the ability to work in a group of 2-3 students. He appears to enjoy working more when in a group of 1-2 other students.

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John requires consistent use of his communication system (single cell voice output devices) to reinforce development of his ability to make his wants and needs known. He needs to be able to make choices for preferred activities, food and the students and/or adults with whom to interact. Objects and people need to be placed within arm's reach so John can interact appropriately. Staff need to develop a consistent response to John's crying and throwing of objects. Strategies for improving John's use of his vision should be reinforced throughout the school day.

Page 5: Present Performance

John has demonstrated increased use of his right arm and leg in interacting with the environment and participating in activities. While John is left hand dominant, he is beginning to use his right hand more effectively when in prone position with weight bearing on his left side and supported on a wedge or bolster. He will extend his arms to help maintain balance and control his body movement. When a staff member removes John's left arm from a jacket he will use the arm to pull the jacket from his right arm. He is developing greater head control while sitting in his wheelchair. John will cooperate with staff during activities of daily living. Using a well developed palmar grasp, John will hold a spoon during mealtimes with support at the elbow. He is beginning to bring the spoon in the direction of his mouth. John maintains lip closure with a straw for about 2-3 seconds when a staff member holds a juice box for him. John is beginning to bear weight on his lower extremities for short periods of time. He is currently using a supine stander only when he wears his orthotics. John's use of vision has improved over the last several months.

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John requires the use of his wheelchair, a mat with wedges and/or bolsters and a supine stander in order to be positioned for instruction. Further investigation is required to determine additional positions that will allow John to learn optimally across all environments and activities. Activities need to be structured that will allow John to use his right arms more consistently. John needs to be given liquids frequently throughout the day as he has become dehydrated in the past. A juice box with a straw is a favored means of getting him to take liquids. Strategies developed during Educational Vision Services to assist John cope with vision issues should be implemented across all environments.

Annual Goals and Short-Term Objectives

John will demonstrate improved ability to drink liquids during mealtimes and other activities.

- At all times, when presented with a juice box and straw held by an adult, and placed at his mouth, John will demonstrate lip closure and take 2 sips from the straw without spillage, 4/5 opportunities over a 2 week period.
- At all times, when presented with a juice box and straw held by an adult, and placed at his mouth, John will demonstrate lip closure and take 5 sips from the straw without spillage, 4/5 opportunities over a 2 week period.
- At all times, when presented with a juice box and straw held by an adult, and placed at his mouth, John will demonstrate lip closure while drinking the entire contents of the juice box, 4/5 opportunities over a 2 week period.

John will demonstrate improved fine motor skills as they relate to reaching for and grasping/holding familiar objects.

- During daily activities involving a preferred toy and positioned on a bolster or wedge, John will extend his left arms in the direction of the object, bring his fingers in contact with the object and sustain contact for 5 seconds, 4/5 opportunities over a 2 week period.
- During a requested daily activity and positioned on a bolster/wedge or in a seated position, John will grasp a preferred object for at least 10 seconds (with an adult molding his fingers around the object and releasing), 4/5 opportunities over a 2 week period.
- During daily activities, and positioned optimally for instruction, John will reach out with his left arm and grasp and hold a preferred object or person's hand for at least 10-15 seconds, 4/5 opportunities over a 2 week period.

John will demonstrate improved ability to communicate his wants, needs and choices during daily activities/routines across all environments.

- During daily activities/routines, with 2 single cell voice output communication devices (with picture symbols) spaced 2 feet apart on his laptray, and in response to the question "What do you want?", John will choose between 2 preferred foods by activating the appropriate switch, 4/5 opportunities over a 2 week period.
- During daily activities/routines, with 2 single cell voice output communication devices (with picture symbols) spaced 3-6 inches apart on his laptray, and in response to the question "What do you want to do?", John will choose between 2 familiar activities by activating the appropriate switch, 4/5 opportunities over a 2 week period.
- During daily activities/routines with a single cell voice output device placed within his reach on his laptray or adaptive equipment, John will request attention from adults in his environment by activating the message "come here", 4/5 opportunities over a 2 week period.

John will demonstrate improved ability to attend to familiar and novel tasks during daily routines/activities across all environments.

- During daily activities/routines involving an adult and 1 additional student, John will initiate and maintain eye contact with a speaker and/or object for at least 30 seconds, 4/5 opportunities over a 2 week period.
- During preferred daily activities/routines involving an adult and 1 additional student, John will attend to and participate in the activity for at least 2 minutes with 1 redirection to task, 4/5 opportunities over a 2 week period.
- During daily activities/routines involving an adult and 2 additional students, John will attend to and participate in the activity for at least 5 minutes with 1 redirection, 4/5 opportunities over a 2 week period.

Student #2: Samantha J. Age: 18.0 Classification of Disability: Mental Retardation, Other Health Impaired
Staffing Ratio: 12:1:4

Page 3: Present Performance

Samantha is following the alternate curriculum. Samantha communicates using picture symbols on a 16 cell communication board. She uses picture symbols for: yes/no; break; work; help; music; want; finished; more; me and symbols appropriately attached for foods and other activities from which to choose. Symbols are arranged by parts of speech (e.g. nouns, verbs, etc.) and miscellaneous items. She responds to some questions using her board and others by shaking her head yes/no. Symbols are used to label work stations and cabinets within the room. Even with the areas labeled, Samantha has some difficulty finding her assigned work area. Samantha can initiate and complete familiar activities with no more than 3 steps using the picture symbols as cues (when placed in order of performance). She can attend to activities for up to 10 minutes with the redirection "what do you need to do next"? She will follow verbal directions with accompanying symbols for new tasks. She has difficulty identifying and obtaining the materials required for both familiar and novel tasks. She especially enjoys food preparation and music activities. Her fine motor skills allow her to grasp and use self care objects appropriately and she can activate a blender, food processor and a tape recorder. She learns best by "doing", requiring many hands on activities during the day. She loves to work with one other student. However, she has difficulty working in a larger group. She can move about the school delivering notices when symbols and/or colors are used to identify rooms. She will also respond to color photos of staff members. Samantha is currently working 15 periods per week at a community based work site where she is learning to generalize her learning across new environments.

Page 3: Management Needs

Samantha learns best using individualized and small group instruction. She requires the consistent use of a communication system utilizing picture symbols arranged on a communication board. Symbol options must be available for all activities across all environments. She must be given the opportunities to make choices throughout the school day. Staff need to respond consistently to her requests for a "break" as a means of dealing with her leaving activities. Many meaningful, age appropriate activities need to be provided for learning and reinforcement of skill development. Ongoing assessment should take place to see if Samantha's communication needs can best be met through the use of augmentative communication devices. Samantha's significant health issues need to be monitored by programmatic and individually mandated staff. Samantha needs to have an area set aside for her to rest when necessary.

Page 4: Present Performance

Samantha enjoys working with another student and an adult. She has difficulty working in a group of 2-3 students. She likes to choose the people with whom she will work, usually only 1 per activity (using pictures and symbols for activities). When not engaged, Samantha will go to a corner, get a magazine or turn on the radio. She becomes less sociable when she is expecting her period. During her menstruation, Samantha prefers to work alone and appears to be more susceptible to noise and other stimuli. Samantha lets people know what she likes and what she wants to do. When asked to do a non-preferred activity, she will immediately ask for a break (using her board). Samantha becomes frustrated, pushing aside her task, when she wants to listen to music. She will get out of her seat and go to the music area and needs to be redirected to her activity. Music is the only thing that would cause Samantha to leave an activity and those with whom she is working.

Page 4: Management Needs

Samantha uses picture symbols on a communication board to communicate across all environments. Staff need to develop a consistent response to Samantha's use of behavior to communicate her wants, especially her desire to have a "break". Staff support to assist Samantha when working in a small group to foster student to student interaction. Provision of a "quiet" place for Samantha to go when environmental noise and stimuli overwhelm her.

Page 5: Present Performance

Samantha has a history of cardiac problems dating back to an attack of rheumatic fever as a small child. This condition causes her to tire easily and staff need to be vigilant in recognizing the signs of fatigue (head down on table, hesitation on stairs, dropping utensils). Samantha has difficulty dealing with heat. Samantha can assist with care during her menstruation, placing a soiled pad into a brown bag once a staff member removes the item from her underpants. She has difficulty removing and replacing the pad. Samantha can dress and undress, but has difficulty with fasteners. She is totally independent when she wears pull-up pants and shoes with velcro closures. Samantha is independent at mealtimes.

Page 5: Management Needs

Samantha requires supervision by programmatic and individually mandated staff. Access to nursing services is required. Samantha must be in a totally accessible setting with the availability of an elevator, if necessary. Samantha needs to have access to an air-conditioned environment, especially when the weather is extremely hot and muggy and a certain times during the month when she is more susceptible to weather changes and environmental stimuli.

Annual Goals and Short-Term Objectives

Samantha will improve job completion skills as they relate to identifying and obtaining materials required for activities across all environments.

- During familiar daily activities and routines requiring 1-2 materials, Samantha will match the picture symbols to the corresponding symbols on cubbies, cabinets or refrigerator in response to the question "Where can you find this"?, 4/5 opportunities over a 2 week period.
- During daily activities and routines requiring 2-3 materials, Samantha will pull the object symbols from an activity board, take the symbol card with her, and get the required materials in response to the questions, "What do you need"?, 4/5 opportunities over a 2 week period.
- During daily activities and routines requiring 2-3 materials, Samantha will get the required materials in response to the question "What do you need"?, 4/5 opportunities over a 2 week period.

Samantha will improve her ability to independently initiate, sustain and complete daily routines and activities across all environments.

- During familiar daily activities and routines, with appropriate materials provided, Samantha will attend to a task for at least 5-7 minutes to completion without redirection, 4/5 opportunities over a 2 week period.

- During daily activities and routines, with appropriate materials provided, Samantha will attend to a task for at least 10 minutes to completion without redirection, 4/5 opportunities over a 2 week period.
- During new daily activities and routines, Samantha will get required materials, attend to and complete a task requiring at least 15 minutes to complete, 4/5 opportunities over a 2 week period.

Samantha will demonstrate improvement in inter-personal skills as it relates to working in a group.

- During familiar daily activities and routines, Samantha will work cooperatively on a lesson/project in an assigned group of 1-2 students and an adult for at least 10 minutes, 4/5 opportunities over a 2 week period.
- During familiar daily activities and routines, Samantha will work cooperatively on a lesson/project in a group of 2-3 students of her choosing and an adult for at least 10 minutes, 4/5 opportunities over a 2 week period.
- During daily activities and routines, Samantha will work cooperatively on a lesson/project in a group of 2-3 students of her choosing for at least 15 minutes (until completion of the activity) 4/5 opportunities over a 2 week period.

Samantha will improve her ability to consistently communicate her wants and needs across all environments.

- At the completion of daily activities and routines, Samantha will consistently use her communication board to indicate "finished" BEFORE requesting a "break" over a 2 week period.
- During daily group activities and routines (especially when she is more susceptible to noise/contacts with others), Samantha will consistently use her communication board to indicate "she wants to be alone" over a 2 week period.
- During daily activities and routines, when Samantha leaves the activity prior to completion and appears upset and/or angry, she will use her communication board to respond to the question "What's the matter"?, 4/5 occurrences over a 2 week period.

Samantha will improve her personal hygiene skills.

- During the time of her menstruation, when she goes to the bathroom, Samantha will remove her sanitary pad from her underpants and place it into a brown bag or baggie in all environments, 3 / 4 opportunities over the course of her period.
- During the time of her menstruation, Samantha will remove her sanitary pad from her underpants, place it into a brown bag or baggie and place a clean pad appropriately in her underpants, 3 / 4 opportunities over the course of her period.
- During the time of her menstruation, when she goes to the bathroom, Samantha will independently care for her menstrual needs 4/5 opportunities over the course of her period.

Student #3: Thomas G. Age: 8.7 Classification of Disability: Autism Staffing Ratio: 6:1:1

Page 3: Present Performance

Thomas is following the alternate curriculum. Thomas will make eye contact only when he is told "Look at me" or "Look at the ____". He will sustain it for 2-3 seconds. Thomas communicates by gestures, crying, screaming and the use of picture symbols as part of a formalized exchange system. He repeats certain words and phrases numerous times, beyond the point when they are meaningful to activity of situation. Thomas manipulates objects repeatedly, moving hands rapidly in a random fashion. Thomas focuses on an activity only with constant redirection. He needs to attend to familiar activities for longer periods of time. When he is attending, Thomas can rote count to 100 by 1s, 2s, 5s and 10s. He can write numbers 1-100 without a model but has difficulty staying within a boundary. He is currently learning to add single digit numbers up to 18. Thomas can recognize and write common and functional sight words. He is working on increasing his sight word vocabulary.

Thomas likes to look at books about animals and sports. At times he will demonstrate inappropriate behaviors by repeatedly and rapidly opening and closing the books while they are right in front of his eyes. Thomas learns best when using a system of discreet trial instructional methodologies. Thomas has great difficulty processing sensory stimuli, primarily those of an auditory and/or tactile nature. Thomas needs a very structured learning environment, with consistent adult support and familiar boundaries set up for him. He needs to be helped to transition from one activity/location to another. Thomas requires a weighted vest to help him attain "center" and cope with structured activities across all environments. Thomas is working on increasing his ability to sit and attend for at least 2 minutes. Currently he will do this only with constant adult supervision. Thomas is not aware of dangerous situations and/or objects and the 1:1 paraprofessional is the primary person responsible for making sure that Thomas is safe.

Page 3: Management Needs

Thomas requires a highly structured, orderly instructional environment that utilizes discreet trial instructional methodologies. Auditory and/or tactile stimuli need to be kept to a minimum as Thomas has difficulty processing information from these sources. Sensory stimuli need to be introduced very carefully. Thomas needs to wear a weighted vest to aid in keeping centered during activities. Thomas needs to be prepared prior to transition from one activity to another. Thomas uses picture symbols as part of a formalized exchange system. Individualized instruction should be used for optimum learning. Staff need to support appropriate student to student interaction.

Page 4: Present Performance

Thomas will greet his classmates and teachers by name only when prompted to do so. He inconsistently responds to his name and makes eye contact only when directed and re-directed during activities. Thomas is hesitant to work with another student, preferring to remain with the 1:1 paraprofessional. He does not seem to take interest in other students and will not initiate contact with his peers. At times, Thomas can be aggressive toward others, squeezing hands, pulling hair or kicking. When Thomas does not get what he wants/likes or wants to leave an activity, he begins to cry, cover his ears, screams loudly, jumps up and down and at times will throw himself to the ground. Thomas needs to develop a more consistent, appropriate way of making his needs known and demonstrate these skills across all environments. Thomas works best when he is one on one with an adult. He needs to begin to develop basic student to student interactions and become less reliant on the paraprofessional.

Page4: Management Needs

Thomas requires a highly structured, orderly learning environment that utilizes discreet trial instructional methodologies, picture symbols as part of a formalized exchange system and clear physical, social and environmental boundaries. He requires support to begin interacting appropriately with peers and a 1:1 paraprofessional to provide immediate reinforcement of appropriate behaviors and student to student interactions. Counseling is needed as a means of coordinating a consistent collaborative approach to managing and modifying Thomas' social behaviors and responses.

Page 5: Present Performance

Thomas suffers from seasonal allergies. Thomas also reacts to smells such as paint, colognes and perfumes by coughing and rubbing his eyes. He is not taking medication at this time. He has been diagnosed with exercise induced asthma. He should be watched during and after physical activity. Thomas should be in an air-conditioned room in hot weather and when ozone alerts are issued.

Page 5: Management Needs

Thomas needs to be watched during allergy season and during and after any sustained physical activity.

Annual Goals and Short-Term Objectives

Thomas will demonstrate increased time on task for familiar activities and routines across all environments.

- While seated at a table in a corner of the room, with his view obscured, and wearing a weighted vest, Thomas will attend to a familiar activity in a familiar environment for 3 minutes with 2 redirections to task, 4/5 opportunities over a 2 week period.
- While seated at a table in a corner of the room, and wearing a weighted vest, Thomas will attend to a familiar activity in a familiar environment for 5 minutes with 1 redirection, 4/5 opportunities over a 2 week period.
- While seated at a table and wearing a weighted vest, Thomas will attend to a familiar activity in a new environment for 5 minutes, 4/5 opportunities over a 2 week period.

Thomas will demonstrate improvement in his ability to communicate his wants and needs.

- Using picture symbols as part of a picture exchange system, Thomas will pick a preferred activity from 2 choices placed within his reach in response to the question "What do you want to do?" 4/5 opportunities over a 2 week period.
- Using a picture symbol of a "clock" as part of a picture exchange system, Thomas will request a break before leaving an activity area by pointing to the symbol at least 5 seconds before leaving his seat, 4/5 opportunities over a 2 week period.
- Using a picture symbol of the manual sign for "finished", Thomas will indicate that he is finished with an activity or routine before leaving his seat, 4/5 opportunities over a 2 week period.

Thomas will demonstrate improvement in his ability to transition from one activity to another throughout the day.

- Using an anticipation board with 2 picture symbols representing current and next activity, Thomas will remove the picture of the current activity (that was attached with velcro) and place it in the receptacle within 5 seconds of the prompt "we're finished, it's time to change" 4/5 opportunities over a 2 week period.
- Using an anticipation board with 2 pictures representing the next 2 activities, Thomas will remove the correct picture (that was attached with velcro) and take it with him to the next activity within 5 seconds of the prompt "it's time to change, where do we go next", 4/5 opportunities over a 2 week period.
- Using an anticipation board with picture symbols representing 4 consecutive activities, Thomas will transition from one activity to the next at the conclusion of each activity with only the naturally occurring cue (completion of the activity) 4/5 opportunities over a 2 week period.

Thomas will demonstrate improvement in his ability to interact appropriate with peers.

- During preferred daily activities and routines involving 1 other student, with auditory stimuli kept to a minimum, Thomas (in his weighted vest) will remain seated within 1 foot of the student for at least 1 minute with hands remaining in his "space", 4/5 opportunities over a 2 week period.
- During preferred daily activities and routines involving 1 other student, with auditory stimuli kept to a minimum, Thomas (in his weighted vest) will remain seated within 6 inches of the student for at least 3 minutes with hands remaining in his "space", 4/5 opportunities over a 2 week period.
- During a play activity involving 1 other student, with auditory stimuli kept to a minimum, Thomas (in his weighted vest) will take turns with the student (2 turns for each student), 4/5 opportunities over a 2 week period.

Student #4: Kevin B. Age: 16.10 Classification of Disability: Autism Staffing Ratio: 6:1:1

Page 3: Present Performance

Kevin is following the alternate curriculum. Kevin is able to read material presented at the 4th grade level, however his comprehension tests out at 2nd grade. Specifically, Kevin has difficulty recalling details, sequence of events (including what happens next) and making inferences and drawing conclusions. Kevin has a short attention span and poor concentration that leads to a lack of continuity of thought. Kevin can write a simple sentence, however he has difficulty stringing sentences together to form a paragraph on a given topic. He digresses from the topic as his thoughts wander. Kevin has excellent expressive language skills, being able to express thoughts, feelings and want/needs. However, receptively, Kevin has difficulty processing information presented orally and/or in written form. Unless a question is asked relating to preferred topics of sports and movies, Kevin has difficulty answering questions. Kevin uses a calculator to perform calculations with 3 digit numbers, with all operations. He can identify coins and make change up to \$5.00. Kevin has difficulty solving word problems involving these same numbers as he is unable to read the problem and pick out the important numbers and identify the operation needed to solve the problem. Kevin is beginning to use a computer with a word processing program and using the Internet to research information. Kevin's inability to appropriately process social cues from peer and adults impacts on his ability to work cooperatively with 1 or more additional students on in-school and/or community based work study experiences.

Page 3: Management Needs

Kevin requires the assistance of a 1:1 paraprofessional to help him focus on instructional and work-study opportunities while supporting the acquisition of appropriate behavioral responses to social interactions across all environments. A behavior plan and contract help Kevin cope with his behavioral and social needs. In addition, Kevin should have access to a computer with a word processing program and Internet capabilities.

Page 4: Present Performance

Kevin responds best during instructional and work-study programming when he is in a 1:1 setting with an adult. Kevin can identify inappropriate situational and language responses in others (peers and adults). However, he has great difficulty recognizing and acknowledging those very same responses in himself without an adult mediating the situation. If Kevin misunderstands what is said, he internalizes this as a negative comment about himself. This can lead to inappropriate verbal outbursts and a fixation on the events that upset him. He will rehash these events over and over again. Kevin will become visibly upset with another student if a familiar routine is attempted in a different manner. On the other hand, Kevin can be very sociable and responsible, completing jobs around school and work and interacting appropriately with adults in familiar environments. New experiences and/or environments are problematic for Kevin as is dealing with unfamiliar people.

Page 4: Management Needs

Kevin requires the support of a 1:1 paraprofessional to allow him to improve his socialization and behavioral issues. The paraprofessional also needs to work with school staff and work location employees to understand and implement Kevin's behavior intervention plan and behavior contract on a consistent basis.

Page 5: Present Performance

Kevin has an alert for asthma. At this time, however, he is neither showing any symptoms nor taking preventive medication. Staff should remain observant for any signs of his asthmatic condition.

Page 5: Management Needs

Kevin requires the consistent implementation of his behavior intervention plan and behavioral contract across all environments. Staff should be aware of any changes in his health status as it relates to his history of asthma.

Annual Goals and Short-Term Objectives

Kevin will demonstrate improved self-management skills.

- During activities throughout the school day involving at least 1 other student, Kevin will ask an adult for help in dealing with a student that he feels is bothering/upsetting him based on the protocols of his behavior contract, 4/5 opportunities over a 2 week period.
- After a verbal confrontation with another student or adult, and given 15 minutes to calm down, Kevin will talk about what started the argument with the appropriate adult, as specified in his behavior contract, 4/5 opportunities over a 2 week period.
- After regaining composure after a physical dispute with a fellow student, Kevin will offer 1-2 alternatives for how he could have handled the situation in a more appropriate manner, as specified in his behavior contract, 4/5 opportunities over a 2 week period.

Kevin will demonstrate improved inter-personal skills as it relates to working cooperatively in a group across all environments.

- During activities and/or routines across all environments, Kevin will work on a group project in a group of 1-2 students of his choice for 10 minutes demonstrating appropriate interactions with 1 adult intervention, 4/5 opportunities over a 2 week period.
- During activities and/or routines across all environments, Kevin will work on a group project in an assigned group of 2-3 students for 15 minutes demonstrating appropriate interactions with 1 adult intervention, 4/5 opportunities over a 2 week period.
- During activities and/or routines across all environments, Kevin will work on a group work project with 2-3 co-workers of his choice for 20 minutes demonstrating appropriate interactions throughout, 4/5 opportunities over a 2 week period.

Kevin will demonstrate improved ability to apply previously learned information to new situations.

- When presented with a variety of forms such as, but not limited to, bank account forms and job applications, Kevin will locate the lines for his name, address and phone number and correctly enter the information, 4/5 opportunities over a 2 week period.
- During break times, after deciding what he wants to eat and/or drink, Kevin will compute the total cost of his snack, 4/5 opportunities over a 2 week period.
- Using information from a menu from his favorite restaurant, Kevin will compute the total cost of a breakfast, a lunch and a dinner, 4/5 opportunities over a 2 week period.

Kevin will improve his comprehension skills as they relate to recalling details and sequencing information contained in written material.

- During daily activities across all environments, Kevin will read a paragraph containing a work routine and be able to re-tell 3 steps required to complete the task in sequential order, 4/5 opportunities over a 2 week period.
- During daily activities across all environments, Kevin will read 2 paragraphs containing work related information and be able to give 5 specific details relating to, but not limited to, materials needed, time required to complete the task and the number of people required to work on the project, 4/5 opportunities over a 2 week period.
- During visits to Internet job sites, Kevin will read a 1-2 page description of a job and be able to write a paragraph with a minimum of 7-10 pieces of information contained in the article, 4/5 opportunities over a 2 week period.

Student #5: Joseph T. Age: 18.7 Classification of Disability: Multiple Disabilities (Mental Retardation, Orthopedic Impairment) Staffing Ratio: 12:1:1

Page 3: Present Performance

Joseph is following the alternate curriculum. He communicates with ease, initiating conversations with familiar classmates and adults. He has difficulty entering into conversations with new acquaintances. Joseph has some difficulties talking about himself. Joseph read at the mid second grade level. This allows him to follow simple directions at work and read some articles in the newspaper and his favorite sports magazines. His comprehension skills are better when material is presented in written form. When the material is orally presented, he has difficulty recalling names, dates and specifics from a 4-6 sentence paragraph. Joseph can purchase items costing up to \$1.00, add 2 digit numbers and subtract 2 digit numbers without exchange. However, he has difficulty applying these skills to problems involving money. Joseph works full-time, commuting to and from school and work site by school bus. He knows his full name, address, phone number and parent's name and work phone. He can maneuver around school, work site and around his home neighborhood using his power wheelchair. He is a very different young man when the chair is being serviced and he must use a manual chair. Even though he can operate the "no tech chair", it takes away from his ability to move about "freely" to points of his choosing and interact with people of his choice. Joseph is proud that he can self-catheterize, however he has indicated that he is always concerned that there won't be a private place for him. Joseph prefers jobs that allow him to work with young children and/or senior citizens. He likes to think that he is helping them. Joseph can write with a built up pencil (to help with grip) and has begun using a word processing program to keep his thoughts in a journal format. Joseph no longer requires Speech and Language Therapy and Occupational Therapy as he is reinforcing previous skill development in both areas in a natural work environment.

Page 3: Management Needs

Joseph must have access to instructional/work environments that afford him independence of movement and maintain a discreet level of privacy. Material should be presented in written form, with minimal reliance on oral presentation. Significant support must be provided for Joseph to improve self-concept, develop and maintain friendships and apply skill knowledge across many real life, age appropriate environments. Staff need to be pro-active in dealing with Joseph's medical needs while helping him take responsibility for recognizing signs of trouble and making his needs known. Because of the impact of his feelings of self, Joseph's motorized chair must be kept in working order. Physical Therapy and Counseling are needed to allow Joseph to grow and take more control over his environment and himself. Speech and Occupational Therapy are no longer needed as discreet services as Joseph can reinforce and maintain previous levels of skill development in more natural environments.

Page 4: Present Performance

Joseph is a very capable young man who is very self-conscious about his need to catheterize. He is fearful that he will not be able to find an appropriate place that will guarantee his privacy, especially when he is not at work. He also fears that he can never do things as well as students who are not in wheelchairs. Joseph needs to begin to develop more positive self-esteem by acknowledging his accomplishments. While Joseph will interact with familiar classmates and adults, he has difficulty making and sustaining friendships. He will frequently become frustrated by his perceived inability to complete tasks. He has indicated that he is afraid that he will "mess up". Rather than do so, he will not try new things. This fear and frustration carry over into all areas and environments with the possible exception of work. He feels he is accomplishing something special. He needs to be constantly reminded of the wonderful things he can do and the impact he is making on those around him, especially his

co-workers. He is beginning to make connections with his co-workers, sharing breaks with them and talking about sports. Joseph has a preference for jobs that bring him into contact with young children and senior citizens. Since going out to work and meeting adults, Joseph has been thinking and talking more about what he wants to do and where he wants to live after school is finished.

Page 4: Management Needs

Joseph continues to require the support of counseling services to address issues of self-esteem and interpersonal relationships. The impact of his significant medical issues also needs to be discussed.

Page 5: Present Performance

Joseph uses a wheelchair to move about his environment. Joseph can weight bear on his legs for short periods of time - usually as a pivot when transferring from the wheelchair to another type of seating. Joseph will self-catheterize. However, he is concerned that he will not find a private area where it can be done. Many bathrooms do not accommodate his motorized wheelchair. Joseph has very well developed upper body strength and he can pull himself up from a seated position. Joseph has sickle cell trait that has flared up during periods of extremely hot weather when he is not hydrated. Joseph will wear a watch set to signal every half-hour so that he can get a drink, preferably from a sports water bottle. This has led to hospitalizations in the past. Joseph needs to be in an air-conditioned environment, including on the bus. Joseph will slur words, complain about painful joints and appear very lethargic when he is having difficulty.

Page 5: Management Needs

Joseph requires the support of a Health Services paraprofessional to assist in furthering independence in the areas of personal hygiene and to make sure that the work and school environments are appropriate. There is also a need to monitor significant health issues on a daily basis. Joseph also needs to be monitored while on the school bus until he has greater understanding of procedures to deal with medical issues. Joseph requires the use of a motorized wheelchair as it affords the greatest freedom of movement and impacts on his feelings of independence and control. Health issues need to be monitored by a skilled nurse. Hydration, primarily in warm weather, is an issue.

Annual Goals and Short-Term Objectives

Joseph will demonstrate improved self-concept skills as they relate to recognizing accomplishments through journal writing.

- Using a word processor or tape recorder at the end of each school and/or work day, Joseph will list 3 projects and/or jobs completed each day, 8/10 opportunities over a 2 week period.
- Using a word processor or tape recorder, Joseph will describe himself using 3 positive words and/or phrases in response to the question "How do you feel when.....?" 3 / 4 opportunities over a 2 week period.
- Using a word processor or tape recorder, Joseph will describe how he helps classmates, co-workers and/or other people across all environments, 3 / 4 opportunities over a 2 week period.

Joseph will demonstrate improvement in applying previously learned information to new situations.

- When presented with a variety of forms such as, but not limited to, bank account forms and job applications, Joseph will locate the lines for his name, address and phone number and correctly enter the information, 3 / 4 opportunities over a 2 week period.
- When presented with an enlarged map of the public bus route that he would use to get from his home to his job, Joseph will identify the bus stops closest to his home and work location (including the names of the streets), 3 / 4 opportunities over a 2 week period.
- When given the tasks that need to be completed on any given day, Joseph will set up a routine and plan out his day so that he can accomplish his assigned tasks, 3 / 4 opportunities over a 2 week period.

Joseph will demonstrate improved inter-personal skills as they relate to establishing peer connections across all environments.

- Given the opportunity of selecting a classmate of his choice, Joseph will plan and carry out an in-school leisure activity 1 day/week for 3 consecutive weeks.
- Given the opportunity of choosing a partner for an ongoing work related activity, Joseph will choose a co-worker with whom to work consistently for at least 4/5 days/week for 2 consecutive weeks.
- Given the opportunity of choosing either a classmate or co-worker, Joseph will make an appointment for an after-school/work leisure activity 1 day/week for 3 consecutive weeks.

Joseph will demonstrate improvement in solving problems involving computational skills across all environments.

- During break times, after deciding what he wants to eat and/or drink, Joseph will compute the total cost of his snack 3 / 4 opportunities over a 2 week period.
- When given the opportunity to purchase a magazine of his choice and given \$1.50, Joseph will be able to figure out how much more money he will need to get in order to buy the magazine, 3 / 4 opportunities over a 2 week period.
- Using information from a newspaper movie clock, Joseph will compute how much it will cost for him and a friend to go see a movie of their choice and buy a snack, 3 / 4 opportunities over 2 weeks.

Student #6: James A. Age: 8.0 Classification of Disability: Emotional Disturbance Staffing Ratio: 8:1:1

Page 3: Present Performance

James is following the general education curriculum with accommodations. James is beginning to identify some basic sight words, learning new words daily. He needs to improve his ability to read them in context, in sentences and in paragraphs. James can retell a 2 paragraph story in his own words and participates in a small group in creating charts and diagrams that record characters and events. He is not an active participant in these groups. James has difficulty listening to information and processing it while in a group. He has difficulty remembering all the details and the sequence of events. James enjoys identifying rhyming words. James tries to use crayons and thick pencils to write, however he finds this activity extremely frustrating due to his poor manual dexterity, especially in his dominant right hand. James needs to not only develop an alternative method of communicating information, but also to develop the fine motor skills necessary for writing. James has the ability to verbally share experiences. While James can demonstrate an understanding of what is read to him, he cannot ask questions necessary to clarify information. James can count by 1s and 2s to 100, both forwards and backwards, and add single digit numbers up to 10. He has difficulty identifying various properties and symbols such as differentiating between even/odd, $</>$, = and fractions. James can sort and match objects in any combination of 2 properties involving color, shape and size. However he has difficulty identifying shapes by name, measuring by weight and time. He currently uses a digital clock to tell time. James' poor attention span, impulsiveness, low frustration tolerance and fear of failure impact on his ability to progress in curriculum.

Page 3: Management Needs

James requires the coordinated efforts of classroom staff, Speech and Language, Counseling and Occupational Therapy providers to plan activities to reinforce skill development in all areas across all environments. James needs to have the consistent implementation of a behavior intervention plan by all staff across all environments. In addition, James requires the continuation of in-school tutoring and access to a peer tutoring program for continuation of academic and social interventions.

Page 4: Present Performance

James will participate in group activities only with an adult present. However, his poor attention span (less than 1 minute without redirection) and impulsive behaviors preclude his ability to actively take part in all aspects of group work, and benefit from instruction and appropriate socialization opportunities. James has a fear of failing and has not had opportunities to be successful during instructional and socialization experiences. James' self concept is poor and impacts on his ability to remain on task. When faced with a frustrating experience or a perceived slight from other students, James acts out, yelling and screaming, hitting out at students near him and trying to run out of the room. It is very difficult for James to discuss his feelings of frustration and how he feels about his work.

Page 4: Management Needs

James requires a behavior intervention plan that is consistently implemented by all staff working with him. He needs to have opportunities for success in social and instructional experiences and an understanding of the appropriate behaviors across all environments.

Page 5: Present Performance

James has no significant health/physical issues that impact on his ability to participate in an instructional program. However, James' fine motor skills are below age expectancy and require intervention from an occupational therapist to assist in developing and reinforcing those skills required for writing.

Page 5: Management Needs

James requires the intervention of an occupational therapist to assist in developing and reinforcing those skills required for writing. These skills must be practiced across all appropriate activities and environments.

Annual Goals and Short-Term Objectives

James will demonstrate improved self concept skills.

- After completing 3 daily activities and/or routines, James will complete a self-evaluation check-sheet with a happy face and sad face indicating good and bad by circling the correct option in response to the question "How do you think you did"?, 4/5 opportunities over a 2 week period.
- After completing all daily activities and/or routines with a "good" self-evaluation result, James will verbally give 2 reasons why he felt good about his performance, 4/5 opportunities over a 2 week period.
- After completing all daily activities and/or routines with a "bad" self-evaluation result, James will verbally discuss why he was upset about his performance and offer 1 suggestion of what he could do differently, 4/5 opportunities over a 2 week period.

James will demonstrate improvement in his ability to read and use new words in sentences and paragraphs.

- Across all instructional areas, when given a list of 5 new words from which to choose and using a built up pencil, James will write a sentence using 1 of the new words, 4/5 opportunities over a 2 week period.
- Across all instructional areas, James will share an experience with the class by writing, with a built up pencil, 2-3 sentences pertaining to the experience, 4/5 opportunities over a 2 week period.
- Across all instructional areas and using a built up pencil, James will write a paragraph of 3-5 sentences retelling a 2 page story presented orally, using at least 3 new words from the story, indicating the correct sequence of events, 4/5 opportunities over a 2 week period.

James will demonstrate improvement in measuring skills across all content areas.

- During daily activities, James will use a 12" ruler to correctly measure the sides of a square, triangle and rectangle with sides measuring no more than 12" and record the measurements on a chart, 4/5 opportunities over a 2 week period.
- During daily activities, James will determine the weight (up to 1 pound) of 5 classroom objects placed on a balance scale and record the weights in ounces in his notebook, 4/5 opportunities over a 2 week period.
- During daily activities, James will construct a bar graph of temperatures recorded (in the morning and afternoon) over 10 consecutive days during a 2 week period.

James will improve auditory processing skills as they relate to listening to and following directions across all environments.

- During an individualized activity, James will follow directions involving 2-3 steps presented orally, 4/5 opportunities over a 2 week period.
- During daily activities/routines in a group of 2-3 students, James will follow directions involving 2-3 steps presented orally, 4/5 opportunities over a 2 week period.
- During daily activities/routines in a group of 2-3 students, James will follow directions involving 3-5 steps presented orally, demonstrating correct sequence, 4/5 opportunities over a 2 week period.