

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

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.