

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

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.