

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

**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.