

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

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.

Page 4: 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.