

Student: John		Year: 202-11-2012	
Description of physical, behavioural, or learning of student: John demonstrates variable behaviour ranging from very cooperative to extremely uncooperative. Functional assessment has identified uncooperative behaviors typically occur in demand situations. John's uncooperative behaviours are interfering with his learning rate.		Long-term goal to address need: behavioural/adaptive living John will demonstrate effective behaviours for cooperating with instructional demands and complying with requests to perform specific behaviours including independent skill behaviours (i.e. toileting, eating, helping clean-up, dressing, etc.)	
Objectives:	Strategies and Responsibilities:	Measurable Outcomes:	Evaluation Date:
Skills for independent living <ul style="list-style-type: none"> • Reduce tantrums and aggression to 0 level, • Consistently follow an instruction • Will sit and attend at circle time for up to 10 minutes participating appropriately 	<ul style="list-style-type: none"> • Review functional assessment and behaviour management plans as they are developed and implemented • Block and re-direct. Teach to appropriately communicate independently for sensory needs, attention, stopping and activity, etc. • Provide reinforcement for appropriate participation in circle and allow to leave circle for a preferred activity increasing the length of stay gradually • Feed John on his arrival to see if eating before being expected to participate improves his attention and compliance 	<ul style="list-style-type: none"> • Data will be kept on behaviour management techniques and frequency of maladaptive behaviours documenting ABC data for review by the BCBA • Staff will keep daily data of John's behaviour • Parents will be encouraged to report diet, sleep and morning events that may be antecedents to John's lack of cooperation 	

Student: John		Year: 2006-2007	
Description of physical, behavioural, or learning of student: John is a vocal child with some spontaneous mands and improving language during instruction sessions. He needs to be encouraged to use his language spontaneously to communicate effectively.		Long-term goal to address need: Language Improve spontaneous mands, appropriate volume, and increase length of utterances	
Objectives:	Strategies and Responsibilities:	Measurable Outcomes:	Evaluation Date:
<p>John' spoken language will improve through:</p> <ul style="list-style-type: none"> • Spontaneous mands – increase number of spontaneous mands • Appropriate volume – John will demonstrate improved use of volume to be loud enough to be heard at all times and to use appropriate volume during circle activities • Increase average length of utterance to 5-7 words including carrier phrases for manding <p>See ABLLS-R for specific objectives.</p>	<ul style="list-style-type: none"> • Contrive many situations to encourage spontaneity of manding and teach/model the inclusion of carrier phrases for manding • Teach volume awareness and encourage John to attend and participate using appropriate volume for “fill-in” and other circle activities. • See Program sheets for specific procedures for each ABLLS-R objective. 	<ul style="list-style-type: none"> • Vocal mand chart will document increase in number of mands and in length of sentence for manding. • Review periodic video tapes to monitor improved use of language and volume during circle time. • Data on IT targets 	

Student: John		Year: 2006-2007	
Description of physical, behavioural, or learning of student: John does not engage in independent social play or independent play but can be encouraged to play actively in “chase” and other outside activities. John does not play independently when a toy/puzzle is presented. At home – John prefers to watch videos.		Long-term goal to address need: Social/play John will learn to engage in simple toy play, as well as sharing and turn-taking during NET activities with a peer.	
Objectives:	Strategies and Responsibilities:	Measurable Outcomes:	Evaluation Date:
See ABLLS-R for specific objectives for visual perceptual, play and leisure, social interaction areas.	<ul style="list-style-type: none"> • During NET, engage John in narrative play with a variety of toys including the kitchen, cars, trains and other materials that can be used interactively with a peer. 	<ul style="list-style-type: none"> • Take baseline measure of time John will spend actively engaged with a variety of toys. Compare data at six months and at year end to measure increase in time and increase in the number of toys John can use to entertain himself. 	

Student: John		Year: 2006-2007	
Description of physical, behavioural, or learning of student: John does enjoy looking at books and working puzzles but does not yet recognize letters and numbers, read words or produce words in writing.		Long-term goal to address need: Academic John will acquire basic skills for literacy and numeracy including phonics, letter recognition, counting and writing letters and numbers in preparation for entering regular school academic instruction next year.	
Objectives:	Strategies and Responsibilities:	Measurable Outcomes:	Evaluation Date:
<p>See ABLLS-R for specific objectives for reading, math and writing.</p> <p>John will participate in daily SMILE instruction to develop his letter and phonetic skills for reading and writing.</p> <p>John will participate in daily instruction using Sensible Pencil to improve his writing/fine motor skills.</p>	<ul style="list-style-type: none"> • John will be provided one 20 session a day for SMILE and Sensible Pencil, receiving instruction with a peer. • Math objectives will be incorporated in IT and NET sessions (see program teaching techniques). 	<ul style="list-style-type: none"> • Review ABLLS-R objectives achieved along with data maintained from SMILE and Sensible Pencil. 	