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| <b>Student: Mary</b>  |   | <b>Year: 2011-2012</b>   |  |
| <b>Description of physical, behavioural, or learning of student:</b><br>Mary is increasingly developing a range of leisure activities but continues to require opportunities to participate in physical exercise. She has relatively weak coordination which necessitates individual instruction and participation in activities for developing leisure skills for her adulthood. |   | <b>Long-term goal to address need: Physical</b><br>Mary will develop a range of skills for physical exercise and leisure activity to maintain her health and fitness into her adulthood.   |  |
| <b>Objectives:</b>  | <b>Strategies and Responsibilities:</b>   | <b>Measurable Outcomes:</b>  | <b>Evaluation/Review Date</b>  |
| <p><b>Physical Activity:*</b><br/>Mary will continue to develop her current skills for walking, running and ball handling and develop new ones. These physical activities will be undertaken to increase Mary's strength and stamina for physical exertion.</p> <p>Mary will work to develop skills in swimming, ice skating and gymnastics.</p>                                  | <p>BI will provide regular opportunity for Mary to practice walking and running activities.</p> <p>BI will provide opportunities for Mary to practice throwing, catching balls and shooting baskets. When possible peers will be invited to participate in the ball activities.</p> <p>Family will continue to organize activities to provide opportunities for Mary to swim, bike, skate and play on the trampoline, involving peers once or twice a week.</p> | <p>Report on skill level to be done every 4 months, regarding the following skills:</p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Bike Riding</li> <li>• Skating</li> <li>• Jumping on a trampoline</li> <li>• Shooting baskets</li> <li>• How far she can walk without complaint.</li> </ul> | <p>Compare report to baseline of January 2011.</p> <p>Time and track increase in speed or length of time sustained on selected activities.</p> |

**\*Note:** Mom may want to add or update this information based on a prior meeting with other professionals.

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| <b>Student: Mary</b>   |   | <b>Year: 2006-2007</b>  |                      |
| <b>Description of physical, behavioural, or learning of student:</b><br>Mary is capable of using verbal language but needs to expand her usage and increase her flexibility.   |   | <b>Long-term goal to address need: Mary will develop receptive and expressive language skills so she can initiate requests and conversations, sustain conversation and respond to other's initiation of questions or comments.</b>  |                      |
| <b>Objectives:</b>   | <b>Strategies and Responsibilities:</b>   | <b>Measurable Outcomes:</b>   | <b>Review Dates:</b> |
| Mary will achieve ABLLS objectives:<br>L11 Greet peers without prompts<br>L13 Independently approach others and attempt to engage them<br>L16 Ask others to share items<br>L17 Allow others to use items which he is using<br>L19 Converse with peers and adults for 1, then 2 exchanges | <ol style="list-style-type: none"> <li>1. BI will identify planned activities where Mary could be prompted to practice these objectives.</li> <li>2. BI will plan and set-up opportunities for Mary to practice.</li> <li>3. BI will provide direct instruction to Mary in therapy to practice these skills.</li> <li>4. Parents will provide opportunities, with set-up and prompting, during outings to help Mary generalize these skills.</li> </ol> | 1. BI will keep data, during specific activities, on number of times Mary does stated objective. Baseline will be collected without prompting. Weekly data sheet will be maintained to monitor progress in Mary using these skills. |                      |

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| <b>Student: Mary</b>   |   | <b>Year: 2006-2007</b>   |  |
| <b>Description of physical, behavioural, or learning of student:</b><br>Mary requires direct instruction to ensure continued development of her basic academic skills. Current skills include: <ul style="list-style-type: none"> <li>• reads slowly but with enjoyment and little protest</li> <li>• is learning to count objects to a specific number</li> <li>• is learning to count by 2s, 5s and 10s</li> <li>• uses basic measurements in cooking</li> <li>• is spelling simple phonetic and sight words</li> </ul>  |   | <b>Long-term goals to address need: Academic</b><br>Reading: to achieve literacy, to read and comprehend fluently<br>Mathematics: to achieve basic functional math skills<br>Writing: To develop adequate writing skills to write notes, letters, e-mails and informational paragraphs and to be able to complete informational forms.   |  |
| <b>Objectives:</b>   | <b>Strategies and Responsibilities:</b>   | <b>Measurable Outcomes:</b>  | <b>Review date/post test June 2006</b>   |
| <p><b>Reading:</b><br/>Mary will improve her decoding skills so that she can decode all sounds.</p> <p>Mary will improve her reading fluency (speed and accuracy).</p> <p>Mary will improve her reading comprehension skills.</p> <p>Mary will improve her spelling skills.</p> <p><b>Math:</b><br/>Mary will improve her basic mathematic understanding of concepts including:</p> <p>Mary will reliably count objects to 20 and recognize the numerals representing amounts.</p> <p>Mary will read a clock accurately to the quarter hour.</p> <p>Mary will name and identify the value of coins</p> | <p>BI will use Edmark program</p> <p>Teach and evaluate Mary's acquisition of six new high interest/frequency words a week.</p> <p>Use manipulative materials to teach quantitative concepts.</p> <p>Use high interest/low vocabulary books from internet</p> <p>Create activities for NET play for using money, identifying the name of coin and the value</p> <p>BI &amp; family set-up opportunities for Mary to pay for her own tickets/food to increase awareness of value of money.</p> | <p>Tracks improvement using published test materials</p> <p>Tested weekly; pre-post test records.</p> <p>Informal measurement worksheets on a regular basis. Annual assessment with standardized test measure.</p> <p>Timed reading of familiar passage every two weeks, keep data binder for assessments, graph improvement.</p> <p>Data records on telling time.</p> <p>Data records on identifying coins.</p> | <p>Current performance of</p> <p>Post-test score:<br/>_____</p> <p>Current Dolce words mastered</p> <p>Post-test score:<br/>_____</p> <p>This objective is on <b>hold</b> until number recognition are in the higher levels.</p> |

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| <p>Mary will understand ordinals 1<sup>st</sup> and 2<sup>nd</sup> receptively and expressively.</p> <p>Mary will understand the concepts of more and less</p> <p>Mary will recognize numbers up to 100.</p> <p>Mary will learn the concept of 1-to-1 correspondence: counting up to 10 objects</p> <p>Mary will learn equivalency: able to match amount up to 10 objects.</p> <p><b>Writing:</b><br/>Mary will learn to write/copy numbers and sentences.</p> |  | <p>Data records on more or less</p> <p>Data records on number recognition.</p> <p>Data records on correspondence and at what number level.</p> <p>Data records on equivalence and at what number level.</p> <p>This objective will be targeted During journal writing, spelling tests and math worksheets.</p> |  |
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| <b>Student: Mary</b>  |   | <b>Year: 2011-2012</b>  |  |
| <b>Description of physical, behavioural, or learning of student:</b><br>Mary continues to develop and use verbal language but requires opportunities to interact with peers and others to improve her appropriate functional use of her language. Mary does initiate but usually on topics that are of limited interest to her peers; or her conversational ability does not allow her to carry on a conversation or play activity for very long. |   | <b>Long-term goal to address need: Social Interaction</b><br>To use skills of initiation, conversation, requesting help, and commenting to actively participate with peers and adults.  |  |
| <b>Objectives:</b>  | <b>Strategies and Responsibilities:</b>   | <b>Measurable Outcomes:</b>   | <b>Evaluation/Review Date</b>  |
| <p>Mary will spontaneously initiate conversation with peers by making an appropriate comment or by asking an appropriate question.</p> <p>Mary will sustain a play activity with a peer as long as the peer wishes to engage in the activity.</p>   | <p>BI will pre-arrange situations during play dates, social skills group and other appropriate times for conversation. Mary will be encouraged to converse with peers through advance preparation for topics of discussion.</p> <ul style="list-style-type: none"> <li>• BI will initially prompt Mary and peers and will fade prompts as quickly as possible.</li> <li>• BI will prepare Mary for conversation prior to opportunity by discussing relevant topics and identifying individuals with whom the conversation would be appropriate.</li> <li>• Where appropriate, picture cue cards will be prepared to assist Mary to anticipate when to initiate a conversation and on what topic (i.e. Cartoon conversations )</li> <li>• ‘Thought bubbles’ will be used to help Mary consider before she makes personal remarks.</li> </ul> | <p>Baseline data on appropriate spontaneous initiation and on responses to peers during free-time activities will be taken. Number of initiations and comments will be documented. Over time, the increase in number of appropriate initiations and conversations will be documented.</p> | <p>June 2012 Review of data records indicating increases in initiations and conversations.</p> |

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| <b>Objectives:</b>  | <b>Strategies and Responsibilities:</b>  | <b>Measurable Outcomes:</b>  | <b>Review Dates:</b> |
| <p><b>Language Arts:</b></p> <p>1. B26: <i>Sequencing</i>: MARY is learning to receptively and expressively complete a 4 picture sequence of various situations.</p> <p>2. G35: <i>Prepositions</i>: MARY is working on describing where things are in relations to space using common prepositions (e.g., between, behind, in front etc.).</p> <p>3. H5: <i>Personal Information</i>: MARY will learn to respond to various personal information questions that are relevant to her family environment.</p> <p>4. <i>Describing Same and Differences</i>: MARY will be describing how objects are same and how they are different.<br/>Note: this objective is "beyond" ABLLS-R objectives.</p> <p>5. H48: <i>Tells Stories</i>: MARY will learn to tell simple stories which include people, events and settings.</p> | <p>1. BI will verbalize the actions of the situations depicted in the pictures and MARY will select the order.</p> <p>2. During NET, the environment will be set up to depict where objects are in relation to other objects. MARY will be asked to express where they are using prepositions.</p> <p>3. MARY will be evaluated on her knowledge of PI questions. In addition, she will be taught the relationships of her family members via a family tree project.</p> <p>4. Objects are presented where MARY has to label how two things are the same and how they are different.</p> | <p>1. MARY will accomplish up to 6 picture sequences of various situations.</p> <p>2. MARY will achieve those prepositions outlined in the ABLLS-R appendix list.</p> <p>3. MARY will achieve responding to various personal information questions on a generalized level.</p> <p>4. MARY will describe objects and pictures on their similarities and differences stating at least 2 descriptors.</p> <p>5. MARY will be able to relay a story after choosing a topic (e.g., tell me what you did at the park).</p> |                      |

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| <p>6. H34: <i>Describes Steps in a Daily Sequence</i>: MARY will learn to describe the steps in a daily sequences (e.g., wash hands, dressing, eating, etc.).</p> <p>7. H7-9, 14-18: <i>Intrverbals (by Feature Function and Class - FFC)</i>: MARY will answer and talk about items within her natural environment pertaining to their FFCs.</p> <p>8. G13: <i>Labels Adjectives</i>: MARY will learn to label various adjectives as outlined in the ABLLS-R.</p> <p>9. G30: <i>Labels Obvious Problems</i>: MARY will learn to describe in a logical way what the problem is when presented with a situation.</p> <p>10. G42: <i>Labels Emotions of Others</i>: MARY will be able to label the emotions of others using pictures.</p> <p>11. B27: <i>Completes Mazes</i>: MARY will be able to complete simple mazes.</p> <p>12. C57: <i>Selects Pictures of Social Interactions</i>: MARY will select pictures depicting various social interactions (e.g., teasing, lost, playing etc.).</p> | <p>5. Topic, event and people are either prepared or MARY is asked to prepare this information before being asked to tell a story that includes these specified aspects..</p> <p>7. Concepts/objects are introduced whereby MARY is asked with various FFCs criteria are identified.</p> <p>8. MARY is asked to label a comprehensive list of adjectives.</p> <p>9. MARY is asked to label (and identify) a problem depicted in a scene.</p> <p>10. Emotions introduced are those where MARY has had experience in her natural environment.</p> <p>11. Mazes are currently being made by the BI. We are looking for more generalized materials.</p> <p>12. Various SI pictures are presented whereby MARY is asked to label the situations.</p> | <p>6) MARY will describe at least 3 situations pertaining to a daily sequence.</p> <p>7. MARY will be presented with set of categorical items for which she will be taught and master before introducing new sets.</p> <p>8. MARY will label and use in a generalized way, at least 15 adjectives.</p> <p>9. MARY will be able to describe in a full sentence what the problem is to various situations.</p> <p>10. MARY will learn to label at least 10 common emotions that are beyond the basic happy, sad and mad emotions.</p> <p>11. MARY will complete mazes with 4-5 'choice points'.</p> <p>12. MARY will select at least 10 pictures depicting various social interaction situations (<i>require new materials</i>).</p> | <p>6. Target on hold for re-assessment.</p> |
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