

## **Self-Awareness**

*Identifying emotions, accurate self perception, recognizing strengths, sense of self-confidence, and self efficacy.*

### **Goals**

Objectives should be directly related to the goal. They can represent either sub-skills or components of the goal, or specific targets along the way toward achievement of the annual goal.

### **Example: Noah**

**PLOP:** During independent writing tasks, especially when asked to edit his work, Noah frequently becomes anxious and stops working. This happens on average three to five times per day.

The characteristics of his anxiety are:

- Stops working
- Looks confused
- Looks at what others are doing
- Body tenses up
- Worried look on face
- Puts head down

Noah would benefit from learning to identify his emotions, in this case anxiety, and to implement an appropriate strategy to decrease his anxiety so he can get on with his assignments. Presently, with visual or verbal prompting, he can identify his emotions 25% of the time. He is not yet able to choose and use a strategy to decrease his anxiety.

**Baseline:** identify his emotions, (i.e. anxiety) 25% of the time: Choose and use a strategy to decrease anxiety 0% of the time

**Goal:** With visual and or verbal prompts, Noah will **identify** his level of anxiety and **choose** and **use** a strategy to reduce his anxiety 50% of the time

### **Objective:**

- Noah will identify the level of his anxiety during independent writing tasks:
- **Oct. 30% | Jan 40% | March 50%**
- During independent writing tasks, Noah will choose a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**
- During independent writing tasks, Noah will implement a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**

**Special Education:** Prompting, modeling, reinforcing and monitoring using evidenced based strategies (such as the 5 point scale) for identifying emotions, choosing and using a strategy for addressing anxiety on average of.

**Frequency and duration:** 30 minutes a day 3 days a week in general education setting.

**Related services:** Individual/small group explicit instruction using evidenced based strategies for identifying and addressing emotions, such as the incredible 5 point scale.

**Frequency and duration:**

- 30 minutes a day 1 day a week from September through November.
- 30 minutes a day one day a month from December through March.

**How will student's progress be monitored?:** Using the district's Anxiety Frequency Data Sheet which collects data on identification of anxiety, choice of the strategy and implementation of the strategy. Data will be recorded daily during 1 independent writing task.

**Supplementary aids and services:** Coaching for special educator, general education teacher and support staff on the use of an Evidenced Based Practice, such as the 5 point scale for identifying, choosing and implementing a strategy and collecting data using the Anxiety Frequency Data Sheet.

**Frequency:**

- Monthly 20 minutes sessions.
- Use of visual (such as the 5 point scale) and verbal prompts to implement strategies during independent writing to address anxiety.
- During daily independent writing tasks across content areas.

**Example: Allan**

**Area:** Social and emotional

**PLOP:** When prompted by an adult and using a visual aid to express how he is feeling after disagreement in the school setting, Allan identifies the feeling of frustration approximately 20% of the time.

**Baseline:** Using a visual aid, Allan identifies the feeling of frustration approximately 20% of the time.

**Goal:** Using a visual aid, Allan will accurately identify and demonstrate that he is frustrated when experiencing a disagreement with peer or adult 5 out of 5 times.

**Progress measured:** frequency count of the times he identifies frustration by pointing to the correct visual image daily.

**Objective:**

- Allan will refer to his personal visual aid to accurately identify the feeling of frustration in 2 out of 5 incidents.
- Allan will refer to his personal visual aid to accurately identify the feeling of frustration in 3 out of 5 incidents.
- Allan will refer to his personal visual aid to accurately identify the feeling of frustration in 4 out of 5 incidents.

**Self Management**

*Impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.*

**Goals**

Objectives should be directly related to the goal. They can represent either sub-skills or components of the goal, or specific targets along the way toward achievement of the annual goal.

**Example: Noah**

**PLOP:** During independent writing tasks, especially when asked to edit his work, Noah frequently becomes anxious and stops working. This happens on average three to five times per day.

The characteristics of his anxiety are:

- Stops working
- Looks confused
- Looks at what others are doing
- Body tenses up
- Worried look on face
- Puts head down

Noah would benefit from learning to identify his emotions, in this case anxiety, and to implement an appropriate strategy to decrease his anxiety so he can get on with his assignments. Presently, with visual or verbal prompting, he can identify his emotions 25% of the time. He is not yet able to choose and use a strategy to decrease his anxiety.

**Baseline:** identify his emotions, (i.e. anxiety) 25% of the time: Choose and use a strategy to decrease anxiety 0% of the time

**Goal:** With visual and or verbal prompts, Noah will **identify** his level of anxiety and **choose** and **use** a strategy to reduce his anxiety 50% of the time

**Objective:**

- Noah will identify the level of his anxiety during independent writing tasks:
- **Oct. 30% | Jan 40% | March 50%**
- During independent writing tasks, Noah will choose a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**
- During independent writing tasks, Noah will implement a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**

**Special Education:** Prompting, modeling, reinforcing and monitoring using evidenced based strategies (such as the 5 point scale) for identifying emotions, choosing and using a strategy for addressing anxiety on average of.

**Frequency and duration:** 30 minutes a day 3 days a week in general education setting.

**Related services:** Individual/small group explicit instruction using evidenced based strategies for identifying and addressing emotions, such as the incredible 5 point scale.

**Frequency and duration:**

- 30 minutes a day 1 day a week from September through November.
- 30 minutes a day one day a month from December through March.

**How will student's progress be monitored?:** Using the district's Anxiety Frequency Data Sheet which collects data on identification of anxiety, choice of the strategy and implementation of the strategy. Data will be recorded daily during 1 independent writing task.

**Supplementary aids and services:** Coaching for special educator, general education teacher and support staff on the use of an Evidenced Based Practice, such as the 5 point scale for identifying, choosing and implementing a strategy and collecting data using the Anxiety Frequency Data Sheet

**Frequency:**

- Monthly 20 minutes sessions.
- Use of visual (such as the 5 point scale) and verbal prompts to implement strategies during independent writing to address anxiety.
- During daily independent writing tasks across content areas

**Example: Juno**

**Area:** Social and emotional

**PLOP:** Juno can identify his emotional state and understand why he is feeling that specific emotion. With verbal prompts, the student is able to use coping strategies when upset 40% of the time.

**Baseline:** with verbal prompts, the student is able to use coping strategies when upset 40% of the time.

**Goal:** With verbal prompts, will utilize coping strategies such as, requesting space outside the room, deep breathing or using a fidget, 70% of the time.

**Progress measured:** student will self monitor use and non use of coping strategies that worked for her throughout the day.

**Objectives:**

- Juno will increase his ability to utilize coping strategies 50% of the time.
- Juno will increase his ability to utilize coping strategies 60% of the time.
- Juno will increase his ability to utilize coping strategies 70% of the time.

**Example: Diana**

**PLOP:** Through functional behavior assessments it was determined that Diana struggles to manage her emotional reactions to situations and people. **On average of twice per day** Diana has loud outbursts, especially when she is confronted with situations where the work is challenging. She argues with teachers and peers and swears. Her mother reports she lost a job as a result of these outbursts. The functional behavior assessments indicated that these behaviors occur most frequently when reading and writing is required and especially when working in groups. When the outbursts occur a staff redirects her and supports her return to the task.

**Baseline:** Disruptive behavior on average of twice per day.

**Goal:** Diana will decrease her incidents of disruptive behavior from an average of twice per day to 0 in school and supervised community work settings.

**Objectives:**

- When confronted with challenging situations Diana will use strategies (e.g. deep breathing, positive self talk, counting to 10) to self regulate when prompted visually or verbally in 3 out of 4 situations.
- When confronted with challenging situations Diana will use strategies (e.g. deep breathing, positive self talk, counting to 10) to self regulate when prompted visually in 4 out of 4 situations.
- Diana will decrease her incidents of arguing with teachers and peers during school and supervised community work settings to 0%.
- Diana will decrease her use of swearing during school and supervised community work settings to 0%.

**Special Education:** Special education is provided for Diana's academic and organizational goals.

**Related Services:** Small group counseling by the Social Worker on self regulation strategies and positive behaviors to use in groups in both the workplace and academic settings.

**Frequency and Duration:** .5 hours/day, 1 day per week, 4 weeks/month

**How student's progress will be monitored?** Frequency counts of incidences of use of self regulation strategies and disruptive behavior charted daily by classroom teachers and Diana. Disruptive behavior is defined as arguing with teachers and peers and swearing.

**Supplementary aids and services:**

- 1 Social worker will consult with Diana's teachers on using verbal and visual cues to prompt Diana's use of self-regulation strategies to help limit disruptive behavior in both academic settings and school supervised work settings.
- 2 Diana will be provided visual and verbal cues to prompt her use of self-regulation strategies.

**Frequency:** 1) once a month 2) anytime Diana is losing control

### **Social Awareness**

*Perspective taking, empathy, appreciating diversity, and respect for others.*

#### **Goals**

Objectives should be directly related to the goal. They can represent either sub-skills or components of the goal, or specific targets along the way toward achievement of the annual goal.

#### **Example: Aaron**

**Area:** Social and emotional

**PLOP:** Using photos of facial expressions, Aaron can correctly label the basic emotions of others (happy, sad, angry) 60% of the time. He has not yet generalized this skill when interacting with peers or adults.

**Baseline:** correctly labels basic emotions in photos 60% of the time

**Goal:** In his classroom and on the playground, when verbally and visually prompted, Aaron will correctly label the basic emotions of others in 6 out of 10 prompts by pointing to the correct visual image.

**Progress measured:** Frequency count of emotions labeled using pointing to correct visual image when visually or verbally prompted on playground or classroom collected daily.

#### **Objective:**

- Using videos, Aaron will correctly label the emotions of others 60% of the time.
- Using role playing with predetermined scenarios, Aaron will correctly label the emotions of others 60% of the time.
- In his classroom, when prompted Aaron will correctly label the emotions of others 40% of the time.
- On the playground, when prompted Aaron will correctly label the emotions of others 40% of the time.

#### **Example: Ahmed**

**Baseline:** Does not identify or demonstrate socially expected behaviors

**Goal:** When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 socially expected behaviors in 3 out of 4 events.

**Progress measured:** Event recording of specific objectives and prompt levels required during social group collected weekly.

**Objectives:**

- When given visual and/or verbal prompts within a small social group with, Ahmed will identify each of the 4 unexpected behaviors in 3 out of 4 examples
- When given visual and/or verbal prompts within a small social group with, Ahmed will identify each of the 4 expected behaviors in 3 out of 4 examples
- When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 unexpected behaviors in 3 out of 4 examples
- When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 expected behaviors in 3 out of 4 examples

<b>Expected Behaviors</b>	<b>Unexpected Behaviors</b>
1. Listen while others are speaking	Talk while others are talking
2. Accept constructive criticism from peers and stays calm	Get angry when given constructive criticism from peers
3. Cooperates with peers in the group	Work on your own within the group
4. Compromise with peers when the situation calls for it	Doing only what you want to do

\*\*\* The specific social skill deficits listed were identified by using the Walker-McConnell Scale of Social Competence and School Adjustment assessment checklist.

The terms “expected” and “unexpected” were adopted from the work of Michelle Garcia Winner.

**Example: Carlos**

**PLOP:** On a recent social skills assessment (Social Skills Improvement Scale – SSIS) Carlos demonstrated strengths in the areas of following directions, asking adults for help, and following classroom routines. He also uses appropriate voice tone with both peers and adults. Carlos responds best when visual and verbal cues are provided. He scored below his same age peers in the engagement, cooperation, and communication areas. According to the SSIS teaching rating scale Carlos exhibits difficulties in taking turns in conversations, taking responsibility for his part of a group activity and staying calm when disagreeing with others. Carlos has a tendency to “take over” in group activities rather than be an equal participant in the group. He also has difficulty “reading” his peers body language, taking turns, limiting the amount of information he shares, which sometimes results in her peers getting upset with him. He also talks over her

peers when they are talking. Carlos in turn gets frustrated that his peers have gotten upset with him. The school psychologist observed Carlos in once during a social studies group activity and once during a science group experiment. Data from these observations indicate that Carlos achieved **40% ones, independent participation on the group participation checklist, whereas his peers achieved 80% ones, independent participation.**

**Baseline:** 40% ones (independent) on group participation checklist (See attached)

**Goal:** Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 80% ones (independent) on group participation checklist.

**Objectives:**

- By November Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 50% ones (independent) on group participation checklist.
- By January, Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 60% ones (independent) on group participation checklist.
- By April Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 70% ones (independent) on group participation checklist.

**Special Education:** Special education is provided for Carlos' organizational goals.

**Related Service:** School psychologist will provide explicit instruction individually and in small groups using evidence based strategies of self management, social narratives and social skills training.

**Frequency:** .5 hr per day/2 days per week/2 weeks per month in "other" setting

**How Student's progress will be measured?**

Data to be gathered: Observations and self monitoring using group participation checklist

How often collected: Every week – 1 week by teacher alternating week by Carlos

**Supplementary aids and services:**

- Carlos will be provided visual and verbal cues to prompt his group participation.
- Classroom teachers will receive consult from school psychologist on cues to use to prompt Carlos' group participation.

**Frequency:** Whenever group work is required.

*Communication, social engagement, working cooper cooperatively, resolving conflict, helping and seeking help.*

**Goals**

Objectives should be directly related to the goal. They can represent either sub-skills or components of the goal, or specific targets along the way toward

achievement of the annual goal.

**Example: Jose**

**PLOP:** Jose calls out in class while others are talking and does not wait to be called on. Although his comments may be relevant to the discussion, his comments are distracting to his peers and impacts the flow of the class conversation. This occurs on average 6 times per class period. When he is called out, he is verbally and visually prompted to raise his hand and wait to be called on. He raises his hand and waits to be called on 0 times per class period.

**Baseline:** calling out of turn on average 6 times per class period; raises his hand and waits to be called on 0 times per class period.

**Goal:** During collaborative class discussions, Jose will decrease his calling out of turn from 6 times to 0 per class period and wait his turn to speak at least once per class period.

**Objective:**

- By Jan, decrease his calling out without raising his hand from 6 to 3.
- By Jan wait his turn to speak on average of once per class period.
- By June decrease his calling out without raising his hand from 3-0.

**Progress monitoring:** Frequency/event count of calling out without raising his hand and waiting his turn to speak. This happens two periods per week during the same content area class.

**Special Education:** Individualized instruction using the EBP of Video Modeling.

**Frequency:** 10 minutes a day two days per week by the special educator.

**Related Service Providers:** Social Worker 10 minutes one day a week along with Individualized instruction using the EBP of Video Modeling.

**Supplementary aids and services:**

- Professional development for general educators, special educators and support staff on the EBP of Video Modeling as an instructional tool for teaching hand raising and wait your turn behaviors one time for 30 minutes
- Coaching for general education teachers and support staff on the monitoring of the behavior and the collection of the data 15 minutes once a month
- Access to technology to play the video modeling segments

**Example: Alex**

**Area:** Social communication

**PLOFP:** Alex currently requests needed items at snack with the use of a visual personal communication system in 1/8 opportunities

**Baseline:** initiates requests at snack in 1/8 opportunities

**Goal:** Alex will initiate requests using a visual personal communication system 6/8 opportunities per day in various activities

**Progress measured:** frequency counts of initiation throughout the day

**Objective:**

- Alex will initiate requests using a visual personal communication system 3/8 opportunities per day in various activities.
- Alex will initiate requests using a visual personal communication system

- 5/8 opportunities per day in various activities.
- Alex will initiate requests using a visual personal communication system
- 7/8 opportunities per day in various activities.

**Example: Gaby**

**Area:** Social communication

**PLOFP:** Gaby responds to staff greetings by using appropriate verbal expressions (hi, hello, good morning) and non verbal gestures (wave, smile) when visually prompted 2/10 times.

**Baseline:** responds to staff greetings 20% of the time

**Goal:** Gaby will respond to staff greetings by using appropriate verbal expressions (hi, hello, good morning) and non verbal gestures (wave, smile) when visually prompted 9/10 times.

**Progress measured:** frequency count using a checklist of no response, verbal response and non-verbal responses with visual prompts 10 times per day.

**Objective:**

- By November, Gaby will respond to staff greetings by using appropriate verbal expressions (hi, hello, good morning) and non verbal gestures (wave, smile) when visually prompted 4/10.
- By January Gaby will respond to staff greetings by using appropriate verbal expressions (hi, hello, good morning) and non verbal gestures (wave, smile) when visually prompted 6/10.
- By April Gaby will respond to staff greetings by using appropriate verbal expressions (hi, hello, good morning) and non verbal gestures (wave, smile) when visually prompted 8/10.

**Example: Kevin**

**Area:** social and emotional development

**PLOFAP for preschool:** when interacting with a peer in a structured or unstructured activity, Kevin takes turns 0% of the time

**Baseline:** Kevin takes turns with a peer 0% of the time

**Goal:** Kevin will take turns with a peer in a structured activity in 4/5 trials with visual prompts

**Progress measured:** frequency count of taking turns with hand over hand, physical signal, visual/verbal prompts 5 times per day.

**Objective:**

- Kevin will take turns with a peer in a structured activity in 2/5 trials with hand over hand assistance and a visual/verbal prompt.
- Kevin will take turns with a peer in a structured activity in 4/5 trials with a physical signal such as a tap or gesture and a visual/verbal prompt.
- Kevin will take turns with a peer in a structured activity in 2/5 trials with a visual/verbal prompt.
- Kevin will take turns with a peer in a structured activity in 4/5 trials with a visual/verbal prompt.

**Example: Tom**

**Area:** CCSS ELA S&L

**PLOAA:** In collaborative in class discussions on grade level topics, text or issues

(one on one, in groups, teacher led) Tom responds to questions from peers directed to him 50% of the time. He does not yet independently pose specific questions to peers related to the topic under discussion.

**Baseline:** responds to questions 50% of the time, poses specific questions 0 % of the time

**Goal:** During a class discussion in 2 core classes, Tom will pose questions to peers with visual supports 50% of the time and respond to specific questions from peers 75% of the time on topics, text or issues under discussion.

**Progress measured:** frequency count of questions asked on topic and responses to questions on topic during class discussions in 2 core classes daily using visual supports

**Objective:**

During in class discussions with peers and with visual supports (cue cards):

- By December Tom will pose questions 20% of the time on topics, text or issues under discussion.
- By April Tom will pose questions 40% of the time on topics, text or issues under discussion.
- By December Tom will respond to specific questions 60% of the time on topics, text or issues under discussion.
- By April Tom will respond to specific questions 70% of the time on topics, text or issues under discussion.

**Example: Ahmed**

**Baseline:** Does not identify or demonstrate socially expected behaviors

**Goal:** When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 socially expected behaviors in 3 out of 4 events.

**Progress measured:** Event recording of specific objectives and prompt levels required during social group collected weekly.

**Objectives:**

- 3 When given visual and/or verbal prompts within a small social group with, Ahmed will identify each of the 4 unexpected behaviors in 3 out of 4 examples
- 4 When given visual and/or verbal prompts within a small social group with, Ahmed will identify each of the 4 expected behaviors in 3 out of 4 examples
- 5 When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 unexpected behaviors in 3 out of 4 examples
- 6 When given visual and/or verbal prompts within a small social group with, Ahmed will demonstrate each of the 4 expected behaviors in 3 out of 4 examples

**Expected Behaviors**

1. Listen while others are speaking
2. Accept constructive criticism from peers and stays calm

**Unexpected Behaviors**

- Talk while others are talking
- Get angry when given constructive criticism from peers

- 3. Cooperates with peers in the group
- 4. Compromise with peers when the situation calls for it

Work on your own within the group  
 Doing only what you want to do

\*\*\* The specific social skill deficits listed were identified by using the Walker-McConnell Scale of Social Competence and School Adjustment assessment checklist.

The terms “expected” and “unexpected” were adopted from the work of Michelle Garcia Winner.

**Example: Adriana**

**Area:** Social and emotional development

**Baseline:** 40% 4s (independent) on the group participation checklist

**Goal:** When participating in play/leisure groups, Adriana will attend to the game, take turns with her peers, follow the rules and stay calm when she does not win by achieving an average of 90% 4s on the group participation checklist.

**Progress measured:** Frequency count of specific behaviors and prompt levels required during play/leisure groups collected weekly.

**Objectives:**

- When participating in play/leisure groups, Adriana will attend to the game, take turns with her peers, follow the rules and stay calm when she does not win by achieving an average of 55% 4s on the group participation checklist.
- When participating in play/leisure groups, Adriana will attend to the game, take turns with her peers, follow the rules and stay calm when she does not win by achieving an average of 70% 4s on the group participation checklist.
- When participating in play/leisure groups, Adriana will attend to the game, take turns with her peers, follow the rules and stay calm when she does not win by achieving an average of 80% 4s on the group participation checklist.

**Group participation checklist**

Attends to the game									
Takes turns with her peers									
Follows the directions of the game									
Remains calm if she loses the game									

- 1 With verbal prompts
- 2 With visual prompts
- 3 With gestures/natural prompts
- 4 Independently

\*specific social skill deficits listed were identified by using the Autism Social Skills Profile assessment checklist

\*An average of 90% 4s (independent) was achieved by typical peers

**Example: Carlos**

**PLOP:** On a recent social skills assessment (Social Skills Improvement Scale –

SSIS) Carlos demonstrated strengths in the areas of following directions, asking adults for help, and following classroom routines. He also uses appropriate voice tone with both peers and adults. Carlos responds best when visual and verbal cues are provided. He scored below his same age peers in the engagement, cooperation, and communication areas. According to the SSIS teaching rating scale Carlos exhibits difficulties in taking turns in conversations, taking responsibility for his part of a group activity and staying calm when disagreeing with others. Carlos has a tendency to “take over” in group activities rather than be an equal participant in the group. He also has difficulty “reading” his peers body language, taking turns, limiting the amount of information he shares, which sometimes results in her peers getting upset with him. He also talks over her peers when they are talking. Carlos in turn gets frustrated that his peers have gotten upset with him. The school psychologist observed Carlos in once during a social studies group activity and once during a science group experiment. Data from these observations indicate that Carlos achieved **40% ones, independent participation on the group participation checklist, whereas his peers achieved 80% ones, independent participation.**

**Baseline:** 40% ones (independent) on group participation checklist (See attached)

**Goal:** Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 80% ones (independent) on group participation checklist.

**Objectives:**

- By November Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 50% ones (independent) on group participation checklist.
- By January, Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 60% ones (independent) on group participation checklist.
- By April Carlos will participate in self directed work groups by letting others have equal opportunity to converse and share responsibility as measured by achieving an average of 70% ones (independent) on group participation checklist.

**Special Education:** Special education is provided for Carlos’ organizational goals.

**Related Service:** School psychologist will provide explicit instruction individually and in small groups using evidence based strategies of self management, social narratives and social skills training.

**Frequency:** .5 hr per day/2 days per week/2 weeks per month in “other” setting

**How Student’s progress will be measured?**

Data to be gathered: Observations and self monitoring using group participation checklist

How often collected: Every week – 1 week by teacher alternating week by Carlos

### **Supplementary aids and services:**

- Carlos will be provided visual and verbal cues to prompt his group participation.
- Classroom teachers will receive consult from school psychologist on cues to use to prompt Carlos' group participation.

**Frequency:** Whenever group work is required.

### **Responsible decision making**

*Ethical responsibility, situation analysis, problem solving, and evaluation.*

#### **Goals**

Objectives should be directly related to the goal. They can represent either sub-skills or components of the goal, or specific targets along the way toward achievement of the annual goal.

#### **Example: Noah**

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The characteristics of his anxiety are:

- Stops working
- Looks confused
- Looks at what others are doing
- Body tenses up
- Worried look on face
- Puts head down

Noah would benefit from learning to identify his emotions, in this case anxiety, and to implement an appropriate strategy to decrease his anxiety so he can get on with his assignments. Presently, with visual or verbal prompting, he can identify his emotions 25% of the time. He is not yet able to choose and use a strategy to decrease his anxiety.

**Baseline:** identify his emotions, (i.e. anxiety) 25% of the time: Choose and use a strategy to decrease anxiety 0% of the time

**Goal:** With visual and or verbal prompts, Noah will **identify** his level of anxiety and **choose** and **use** a strategy to reduce his anxiety 50% of the time

#### **Objective:**

- Noah will identify the level of his anxiety during independent writing tasks:
- **Oct. 30% | Jan 40% | March 50%**
- During independent writing tasks, Noah will choose a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**
- During independent writing tasks, Noah will implement a strategy for his level of anxiety:
- **Oct 15% | Jan 30% | March 50%**

**Special Education:** Prompting, modeling, reinforcing and monitoring using evidenced based strategies (such as the 5 point scale) for identifying emotions, choosing and using a strategy for addressing anxiety on average of.

**Frequency and duration:** 30 minutes a day 3 days a week in general education setting.

**Related services:** Individual/small group explicit instruction using evidenced based strategies for identifying and addressing emotions, such as the incredible 5 point scale.

**Frequency and duration:**

- 30 minutes a day 1 day a week from September through November.
- 30 minutes a day one day a month from December through March.

**How will student's progress be monitored?:** Using the district's Anxiety Frequency Data Sheet which collects data on identification of anxiety, choice of the strategy and implementation of the strategy. Data will be recorded daily during 1 independent writing task.

**Supplementary aids and services:** Coaching for special educator, general education teacher and support staff on the use of an Evidenced Based Practice, such as the 5 point scale for identifying, choosing and implementing a strategy and collecting data using the Anxiety Frequency Data Sheet

**Frequency:**

- Monthly 20 minutes sessions.
- Use of visual (such as the 5 point scale) and verbal prompts to implement strategies during independent writing to address anxiety.
- During daily independent writing tasks across content areas

**Example: Jose**

**PLOP:** Jose calls out in class while others are talking and does not wait to be called on. Although his comments may be relevant to the discussion, his comments are distracting to his peers and impacts the flow of the class conversation. This occurs on average 6 times per class period. When he is called out, he is verbally and visually prompted to raise his hand and wait to be called on. He raises his hand and waits to be called on 0 times per class period.

**Baseline:** calling out of turn on average 6 times per class period; raises his hand and waits to be called on 0 times per class period.

**Goal:** During collaborative class discussions, Jose will decrease his calling out of turn from 6 times to 0 per class period and wait his turn to speak at least once per class period.

**Objective:**

- By Jan, decrease his calling out without raising his hand from 6 to 3.
- By Jan wait his turn to speak on average of once per class period.
- By June decrease his calling out without raising his hand from 3-0.

**Progress monitoring:** Frequency/event count of calling out without raising his hand and waiting his turn to speak. This happens two periods per week during the same content area class.

**Special Education:** Individualized instruction using the EBP of Video Modeling.

**Frequency:** 10 minutes a day two days per week by the special educator.

**Related Service Providers:** Social Worker 10 minutes one day a week along with Individualized instruction using the EBP of Video Modeling.

**Supplementary aids and services:**

- Professional development for general educators, special educators and support staff on the EBP of Video Modeling as an instructional tool for teaching hand raising and wait your turn behaviors one time for 30 minutes
- Coaching for general education teachers and support staff on the monitoring of the behavior and the collection of the data 15 minutes once a month

Access to technology to play the video modeling segments