

Example

Elementary Autism (Academic, SLP, PT, OT)

Present Levels of Performance:

Andy has strong receptive language skills and is very motivated to communicate. His verbal imitation skills continue to improve. He is able to identify (receptive labels) over 100 pictures of objects, and over 30 verbs. When given a verbal prompt including color and size (“pick the big red frog”) he can correctly choose from an array of 15 difference pictures. He can categorize picture cards when the groups are very distinct, but this skill is not maintained without practice. He has difficulty with basic concepts, especially prepositions; he does not recognize any of the pre-primer or primer words from the Edmark reading series. Andy is now beginning to make verbal requests without prompts, but he has difficulty answering questions that require other than a yes or no response.

Since the beginning of the year Andy has been more focused during one-on-one and small group teaching sessions. His parents also report that he is more willing to follow verbal directions and that he tantrums less frequently at home. His classroom teacher reports that some days he is able to remain on task for 25 to 30 minutes within the 4th grade classroom prior to lining up with his class for specials.

Andy is showing interest in having friends. He is able to participate in ball activities and indoor recess activities with peers for 10 to 15 minutes with adult participation and prompts. Andy shows clear preferences for specific classmates and on rare occasions will put his arm on the shoulder of a friend. His parents report that he enjoys riding his bike and swimming. Andy has been participating in swimming during adaptive PE, and at this time he will imitate an adult by putting his face in the water and blowing bubbles on half of the opportunities provided.

Although Andy is able to toilet himself he seldom initiates going to the bathroom. He also needs prompts and supervision in the bathroom, especially with hand washing. Bathroom breaks have been scheduled throughout the day, but he will sometimes refuse to go to the bathroom at scheduled times. Andy is able to walk with a typical gait, but when he is upset he will slap his feet down in protest as he walks. Physical activity is sometimes effective in calming Andy when he is upset. Andy is continuing to work on writing his first name. He is generally able to write “An” independently, then writes “dy” with physical guidance. He has not yet begun to work on writing his last name. He is showing an interest in writing other simple words. He is able to cut a line and simple square shapes close to the intended line when he is motivated to do so. He is able to tie his shoes with minimal verbal cues.

Andy has fairly consistent one-to-one correspondence while counting from 1 to 10 and he enjoys counting things. He rote counts from 1 to 10 without prompts and from 1 to 20 with prompts. He cannot verbally identify any numerals in isolation, but he is beginning to sequence 1 through 5 with visual prompts. He still has difficulty with quantity to quantity matching (e.g., counting out the same number of counting sticks as there are dots on a card). At this time he cannot recognize any coins.

Andy seems interested in reading, but it is very difficult for him. He is able to choose his favorite reinforcer using printed words. When asked, he is able to point to words in very simple books that have been read to many times. At this time he is not able to recognize any words in isolation other than his name and the three reinforcer words of computer, video, and bead

Measurable Annual Goal 1:

In 36 weeks, when given the pre-primer and primer words from the Edmark reading series, Andy will be able to recognize at least 20 of those words in isolation.

Short-term Objectives:

1. In 9 weeks, when given the pre-primer and primer words from the Edmark reading series, Andy will be able to recognize at least 5 of those words in isolation.
2. In 18 weeks, when given the pre-primer and primer words from the Edmark reading series, Andy will be able to recognize at least 10 of those words in isolation.
3. In 27 weeks, when given the pre-primer and primer words from the Edmark reading series, Andy will be able to recognize at least 15 of those words in isolation.
4. In 36 weeks, when given the pre-primer and primer words from the Edmark reading series, Andy will be able to recognize at least 20 of those words in isolation.

Measurable Annual Goal 2:

In 36 weeks, Andy will be able to rote count from 1 to 25 without prompts with 100% accuracy on at least 3 of four trials.

Short-term Objectives:

1. In 9 weeks, Andy will be able to rote count from 1 to 15 without prompts with 100% accuracy on at least 3 of four trials.
2. In 18 weeks, Andy will be able to rote count from 1 to 20 without prompts with 100% accuracy on at least 3 of four trials.
3. In 27 weeks, Andy will be able to rote count from 1 to 25 with prompts with 100% accuracy on at least 3 of four trials.
4. In 36 weeks, Andy will be able to rote count from 1 to 25 without prompts with 100% accuracy on at least 3 of four trials.

Measurable Annual Goal 3:

In 36 weeks, given a set of coins, Andy will be able to name a penny, nickel, dime, and quarter with at least 85% accuracy on 3 of four trials.

Short-term Objectives:

1. In 9 weeks, given a set of coins, Andy will be able to name a penny, nickel, dime, and quarter with at least 25% accuracy on 3 of four trials.
2. In 18 weeks, given a set of coins, Andy will be able to name a penny, nickel, dime, and quarter with at least 45% accuracy on 3 of four trials.
3. In 27 weeks, given a set of coins, Andy will be able to name a penny, nickel, dime, and quarter with at least 65% accuracy on 3 of four trials.
4. In 36 weeks, given a set of coins, Andy will be able to name a penny, nickel, dime, and quarter with at least 85% accuracy on 3 of four trials.

Measurable Annual Goal 4:

In 36 weeks, when asked to write his name, Andy will write his first name without prompts, and copy his last name with verbal assistance.

Benchmarks:

1. In 9 weeks, when asked to write his first name, Andy will write the first three letters (And) of his first name without prompts.
2. In 18 weeks, when asked to write his first name, Andy will write his first name (Andy) without prompts.
3. In 27 weeks, when asked to write his last name, Andy will copy his last name with physical assistance.
4. In 36 weeks, when asked to write his last name, Andy will copy his last name with verbal assistance.

Services

Throughout the instructional year, Andy will receive paraprofessional support 100% of the school day in all school settings, both general and special education. He will receive individualized instruction in the resource room twice daily for 1 hour each time. He will receive adapted PE services daily for 1 hour. He will receive special transportation to and from the high school pool each day for APE. He will receive direct instruction from the SLP in a pull-out setting 3 times per week for 15 minutes each session. He will also receive indirect services as the OT will consult with the general education and special education teachers 30 minutes per week. Andy will not participate within the regular education classroom with non-disabled peers while he is receiving direct instruction in the resource room, from the SLP and during APE.

State Assessments

Andy is in the 4th grade will participate in the Alternate Assessment in all assessment areas this school year. Andy cannot participate in the general assessments because his learning objectives and expected outcomes require substantial adjustment to the general curriculum. The Alternate Assessment is appropriate for Andy since it is aligned to the state extended outcomes which he is working within.