

Example

Elementary Emotional Disturbance (Academic, Social/Emotional)

Present Levels of Performance:

Jeremiah is a 9 year old fourth grade student with average ability, whose achievement testing shows relative strength in reading and weakness in math. Jeremiah is reading at grade level and has good comprehension. He likes to read and he also enjoys science activities. His most recent CBM testing showed that he read 111 words per minute, which is at the 65 percentile on local norms. Math CBM testing showed that he scored 9 digits correct in a two minute timing, which is at the 17 percentile on district fourth grade norms. Mom reports that he brings home assignments requiring reading, but he “forgets” his math homework.

Jeremiah has difficulty paying attention during class time. His inability to stay on task and follow directions is negatively affecting his classroom performance. When asked to begin work, he often looks around as if he does not know what to do. Observations indicate he often looks to peers for directions, rather than attending to the teacher. This occurs in both classes that he likes and in those he does not like. When the teacher goes to him to provide individual help, he refuses help and insists he understands what to do, but then he often completes the assignment incorrectly.

Jeremiah also needs to work on staying in his personal space and not invading others’ personal space. This is exhibited when he swings a backpack or his arms around in a crowded room or while walking down the hall. Observations of Jeremiah show this is also an issue during games in PE class and in unstructured activities during recess, such as playing tag. He is unable to appropriately interact with others. He sometimes stands very close to other students, squaring up to them, in a posture that is intimidating to younger students, and challenging to those his own age. He has also been observed to inappropriately touch other students. These behaviors have been especially problematic during special out-of-school activities, and Jeremiah has not been allowed to attend the last two class field trips, because of the severity of problems on earlier field trips. Teachers estimate that he inappropriately invades other's space at least 50% of the time during unstructured activities. Observations using interval recording indicate that during recess he invaded others’ space during 70% of the observation intervals. During classroom time, he was out of his seat and inappropriately close to another student during 35% of the observation intervals. Total off-task behavior during classroom observation was 60% of observed intervals.

Measurable Annual Goal 1:

Jeremiah will improve his awareness of personal space by keeping his hands, feet, and whole body in his own personal space. He will maintain his personal space while in lines, on the playground, in group situations (where he is sitting next to others), and during any free playtime. In 36 school weeks, Jeremiah will improve his ability to stay in his own space from 30% to 70% of the observation intervals.

(Optional) Short-Term Objectives:

1. In 9 weeks, Jeremiah will improve his ability to stay in his own space from 30% to 40% of the observation intervals.
2. In 18 weeks, Jeremiah will improve his ability to stay in his own space to 50% of the observation intervals.
3. In 27 weeks, Jeremiah will improve his ability to stay in his own space to 60% of the observation intervals.
4. In 36 weeks, Jeremiah will improve his ability to stay in his own space to 70% of the observation intervals.

Measurable Annual Goal 2:

In 36 weeks, when given an on-grade level CBM math probe, Jeremiah will improve his CBM math score from 9 digits correct to 23 digits correct.

(Optional) Short-Term Objectives:

1. In 9 weeks, when given an on-grade level CBM math probe, Jeremiah will improve his CBM math score to 13 digits correct.
2. In 18 weeks, when given an on-grade level CBM math probe, Jeremiah will improve his CBM math score to 17 digits correct.
3. In 27 weeks, when given an on-grade level CBM math probe, Jeremiah will improve his CBM math score to 20 digits correct.
4. In 36 weeks, when given an on-grade level CBM math probe, Jeremiah will improve his CBM math score to 23 digits correct.

Measurable Annual Goal 3:

In 36 weeks, when observed in the regular classroom setting, Jeremiah will exhibit improved on-task behavior, increasing the frequency of his on-task behavior from 40% to 60% of observed intervals.

(Optional) Short-Term Objectives:

1. In 9 weeks, Jeremiah will increase his on-task behavior from 40% to 45% of intervals observed in the regular classroom setting.
2. In 18 weeks, Jeremiah will increase his on-task behavior to 50% of intervals observed in the regular classroom setting.
3. In 27 weeks, Jeremiah will increase his on-task behavior to 55% of intervals observed in the regular classroom setting.
4. In 36 weeks, Jeremiah will increase his on-task behavior to 60% of intervals observed in the regular classroom setting.

Positive Behavioral Supports/Behavior Plan:

Teachers will rate Jeremiah on a 5 point rubric at the end of each class period regarding (1) the amount of his on-task behavior and (2) the amount of appropriate behavior regarding staying in his personal space. The recess supervisor will rate Jeremiah at the end of each recess time. Jeremiah will be able to trade the points earned each week for concrete reinforcers or computer time. In addition, Jeremiah will work with the school social worker on a weekly basis on the skill of knowing how to judge his and others' personal space, as well as developing other pro-social skills. A cueing program will be developed with Jeremiah and his teachers so that he can be provided with unobtrusive cues to (1) help him attend or (2) move out of others' personal space.

Accommodations/Modifications:

Jeremiah will be allowed to use a calculator for any math instruction or testing which does not specifically measure his progress in calculation accuracy or fluency. Jeremiah will be allowed to have directions individually repeated on assignments and tests, and he will be allowed to take tests in a quiet, isolated environment in order to enable him to attend to task more easily. An adult will be assigned to individually monitor Jeremiah's behavior when needed during field trips and other school activities in order to enable him to participate in these events.

Services:

Jeremiah will receive 30 minutes of direct instruction in the resource room daily during the last half of math class to provide support for development of math skills and completion of math assignments. In addition, Jeremiah will work 30 minutes once a week with the school social worker on social skills. Jeremiah will not be in the regular education classroom and unable to participate with non-disabled peers during the time he is in the resource room or receiving services from the social worker.

State Assessments:

Jeremiah will participate in the general state assessments.