

GUIDE TO COMPLETION OF THE ANNUAL GOALS AND INSTRUCTIONAL OBJECTIVES

1. Select at least one annual goal for each deficit area as identified in the Present Level of Educational Performance statements. The annual goals must meet the student's needs which are a result of the disability. These goals will enable the student to be involved in and progress in the general curriculum.
2. Select sufficient IO's under each annual goal to direct your teaching and provide the focus for the student's program for the next year. There must be at least two objectives for each goal.
3. Annual goals and instructional objectives must be reviewed on an individual basis and revised at least annually at IEPT meetings.

CRITERIA	EVALUATION PROCEDURES
A. % of time	1. Systematic Observation
B. % on test	2. Informal Test
C. ___ times out of ___ trials	3. Formal Test
D. developmental/grade level	4. Report Card
E. grade	5. Completion
F. other: specify _____	6. Other: specify _____

SCHEDULE

- Weekly
- Monthly
- Quarterly
- 5x/year
- Other:

COLUMN/TITLE CODES: C=Criteria M=Measurement
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4. Enter the code for the selected criteria in the first column immediately following the IO.
5. Enter the measurement in the second column, e.g. 80(%), $\frac{3}{4}$ (3 times out of 4 trials), "B".
6. Enter the code for the selected evaluation method in the third column.
7. Enter the code for the evaluation schedule in the fourth column. You must select a code with at least as many evaluations as the number of times you will report progress to parents, as indicated on p.3 of the IEPT Report.

	C	M	E	S
B	80	2	B	
C	$\frac{3}{4}$	1	A	
D	2nd	3	C	

Methods of documenting how the evaluation procedures are completed is the responsibility of the teacher. Although the rules indicate the teacher is not responsible for the student learning, the teacher is responsible for attempting to teach the child and documenting that they are teaching what the IEPT indicates the student needs to learn.

To be efficient many of the IO's include more than one step in the learning process and a series of choices. When this occurs you will need to use the following procedures to complete those IO's.

1. If the IO includes only one set of choices, they are separated by slashes. Circle one or more.

Examples:

Discriminate between colors / shapes / letters / numerals.

Recognize / use abbreviations.

2. If the IO includes two sets of choices, the 1st set is separated by slashes and the 2nd set appears after a colon and is separated by commas. Circle one or more choices in each set.

Examples:

Use utensils / appliances: with supervision, without supervision.

Reduce verbally / physically disruptive behavior toward: adults, peers.

3. If the IO's include three sets of choices each item in the 3rd set will have a box in which to place a check.

Examples:

While on stomach learn / maintain: movement, control of;

Trunk Arms Legs.

Recognize / recall common sight words, critical sight words,

Colors Numbers Months
 Days of week Dolch list Survival words

4. Occasionally you will see a short blank line within the IO. You will need to determine an appropriate number to fill in based on the content of the IO.

Examples:

Count from 1 to 10 by rote / using objects.

Follow related / unrelated directions with 3 components.

5. Some IO'S include longer blank lines so you may fill in other choices.

Examples:

Use resources available in school: support services/counselor/resource center/library/technical aide.

Meet the minimum requirements of the math course, Basic Math Skills.

6. If an IO which included choices is selected and no choices are indicated, it is expected that all items in the IO will be taught.
7. A blank page is available to write AG's and IO's not included in the preprinted pages.

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LANGUAGEARTS	C	M	E	S		C	M	E	S
<p>READING</p> <p>AGI The student will develop / increase phonetic / word analysis and synthesis skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Utilize directionality with printed material, (e.g. up, down, right, left).</p> <p>___ 2. Discriminate between: colors/shapes/letters/numerals.</p> <p>___ 3. Identify/recall: colors, shapes, letters, numerals.</p> <p>___ 4. Identify: initial/medial/final consonants/consonants blends.</p> <p>___ 5. Identify/recall words that rhyme.</p> <p>___ 6. Identify/recall: short vowels, long vowels, vowel combinations.</p> <p>___ 7. Blend sounds into words.</p> <p>___ 8. Identify/recall base words and endings.</p> <p>___ 9. Select and form: words from root/plurals/compound word families.</p> <p>___ 10. Use syllabication generalizations to decode words.</p> <p>AGII The student will develop / increase vocabulary and word recognition skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Recognize personal vocabulary: name / address (number and street) / birthdate.</p> <p>___ 2. Recognize / recall: common sight words, critical sight words: <input type="checkbox"/> Colors <input type="checkbox"/> Numbers <input type="checkbox"/> Months <input type="checkbox"/> Days of the week <input type="checkbox"/> Dolch list <input type="checkbox"/> Survival words.</p> <p>___ 3. Use contextual clues to aid vocabulary and concept development.</p> <p>___ 4. Identify/use: synonyms, antonyms, homonyms, multiple meanings, idiomatic phrases.</p> <p>___ 5. Recognize and respond appropriately to critical vocabularies (e.g., warning signs, medicine labels, traffic signs, etc.).</p> <p>___ 6. Use a variety of strategies to recognize / recall: words, groups of words, sentences (e.g., predictions, context clues, phonics, structural analysis).</p> <p>___ 7. Increase vocabulary in content areas.</p> <p>AGIII The student will develop / increase reading comprehension skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Follow an oral directive containing one or more steps.</p> <p>___ 2. Read and follow simple/complex directions.</p> <p>___ 3. Read orally with appropriate expression.</p> <p>___ 4. Sequence words into a sentence.</p> <p>___ 5. Classify/arrange in sequence: pictures, objects.</p> <p>___ 6. Identify/recall: who, what, where (e.g., in a sentence, paragraph, etc.).</p> <p>___ 7. Identify topic sentence in any position.</p> <p>___ 8. Identify/recall/construct a statement of a central purpose or theme.</p>					<p>___ 9. Sequence events into a logical order: pictures/sentences/paragraphs.</p> <p>___ 10. Distinguish between reality and fantasy.</p> <p>___ 11. Distinguish between fact and opinion.</p> <p>___ 12. Differentiate between cause and effect.</p> <p>___ 13. Under varied conditions determine/use appropriate strategies to read a variety of material: context clues, predictions, phonics, structural analysis.</p> <p>___ 14. Integrate information within a text.</p> <p>___ 15. Evaluate and react critically to what has been read.</p> <p>___ 16. Identify the author's intention (e.g. , entertain, persuade, inform, etc.).</p> <p>___ 17. Identify text factors, types, structures, and features (e.g., narrative, informational, and patterns of organization, etc.).</p> <p>___ 18. Identify major ideas, events, and supporting information within and across texts.</p> <p>___ 19. Meet the minimum requirements of the Language Arts course, _____</p> <p>AGIV The student will develop/increase a positive attitude toward reading.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify personal competencies and limitations in reading.</p> <p>___ 2. Read often in free time.</p> <p>___ 3. Read a variety of materials for different purposes.</p> <p>HANDWRITING</p> <p>AGI The student will develop/increase handwriting skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Hold writing/coloring instruments correctly.</p> <p>___ 2. Trace/reproduce from a pattern or mode, a variety of: shapes, letters, numerals.</p> <p>___ 3. Copy/write: manuscript letters, cursive letters, numerals.</p> <p>___ 4. Copy/write personal information in: manuscript, cursive.</p> <p>___ 5. Utilize correct left to right progression, alignment, formation, size and spacing.</p> <p>WRITTEN EXPRESSION</p> <p>AGI The student will develop/increase grammar and usage skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify/recall: nouns, pronouns, verbs, adverbs, adjectives, prepositions, participles.</p> <p>___ 2. Write/use correctly: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions.</p> <p>___ 3. Recognize/use abbreviations.</p> <p>___ 4. Write/use nouns correctly: singular, plural.</p>				

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<p>— 5. Write present/past./future tense of a given verb correctly.</p> <p>— 6. Identify/use different types of: sentences, statements, questions, commands, exclamations.</p> <p>— 7. Construct a grammatically correct sentence.</p> <p>— 8. Given a topic, write a paragraph demonstrating knowledge of appropriate grammar and usage.</p> <p>— 9. Add affixes to words to make adjective/nouns/verbs/adverbs.</p> <p>AGII The student will develop/increase composition skills.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Write a message using words or pictures.</p> <p>— 2. Write personal information</p> <p>— 3. Write simple/complex sentences.</p> <p>— 4. Write a 3-part paragraph using topic sentence, body, conclusion, and format.</p> <p>— 5. Sequence ideas and write a paragraph.</p> <p>— 6. Write direction (e.g. map, recipe, etc.).</p> <p>— 7. Use writing for creative purposes (e.g., story, poem, journal, etc.).</p> <p>— 8. Identify/use different elements of letter writing.</p> <p>— 9. Write a book report.</p> <p>— 10. Write a research paper or report.</p> <p>— 11. Write an essay/personal opinion paper/report.</p> <p>— 12. Proofread writing and make necessary corrections.</p> <p>AGIII The student will develop/increase punctuation/capitalization skills.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Capitalize: sentence/names/titles/pronoun "I".</p> <p>— 2. Punctuate sentences correctly (using period, commas, etc.).</p> <p>— 3. Use apostrophes correctly.</p> <p>AGIV The student will develop/increase spelling skills.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Spell words with regular/irregular patterns.</p> <p>— 2. Spell common/critical sight words: colors, numbers, months, days of the week, Dolch list, survival words.</p> <p>— 3. Spell personal/critical information (e.g., name, address, parent names, etc.).</p> <p>— 4. Alphabetize words.</p> <p>— 5. Write words/sentences from dictation.</p> <p>— 6. Spell weekly assigned words.</p> <p>— 7. Spell common abbreviations (e.g., Mr., Jan., St. etc.)</p> <p>— 8. Spell words with affixes.</p> <p>— 9. Identify/correct spelling errors.</p>					<p>ORAL EXPRESSION</p> <p>AGI The student will develop/increase oral expression.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Express opinions/ideas/values.</p> <p>— 2. Ask questions to gain information.</p> <p>— 3. Retell a story/describe a recent event.</p> <p>— 4. Participate appropriately in discussion</p> <p>— 5. Summarize a discussion</p> <p>— 6. Make a presentation (e.g., demonstration, poem, report, etc.).</p> <p>— 7. Take part in group play/skit/program.</p> <p>— 8. Use a variety of vocabulary words/sentence types when speaking.</p> <p>STUDY SKILLS</p> <p>AGI The student will develop/increase study skills.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Locate/use parts of textbook (e.g., table of contents, glossary, chapter, etc.).</p> <p>— 2. Identify/use guide words and alphabetizing skills in various reference materials (e.g., encyclopedia, dictionary, telephone book, etc.).</p> <p>— 3. Identify key words and relevant material presented in text.</p> <p>— 4. Select appropriate reference sources (s) to locate specific information.</p> <p>— 5. Utilize reference materials to prepare a report.</p> <p>— 6. Demonstrate library skills (e.g., card catalog, numbering system, etc.).</p> <p>— 7. Identify/condense key ideas and concepts in: oral presentation, written presentation (e.g., note taking, outlining, memorization, etc.).</p> <p>— 8. Use notes/outlines as study aids.</p> <p>— 9. Apply specific strategies for test taking (e.g., key words, relevant materials, T-F, multiple choices, etc.).</p> <p>— 10. Utilize a specific strategy for memorizing information/facts (e.g., mnemonic devices, association, rote, etc.).</p>				

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MATHEMATICS									
CONCEPTS									
AGI The student will develop/increase math concepts skills.									
<i>Instructional Objectives:</i>									
___ 1. Identify/use math vocabulary (e.g., number, take away, plus, difference between, integer, sum percentage of, etc.)					___ 4. Computer two digit whole numbers without regrouping using the operation(s): addition/subtraction/multiplication/division.				
___ 2. Identify/recall sets by shape and size: circle and square, big and little, heavy and light.					___ 5. Compute two digit whole numbers with regrouping using the operation(s): addition/subtraction/multiplication/division.				
___ 3. On a quantitative basis indicating same or different identify/recall: objects, numerals.					___ 6. Compute multiple digit whole numbers without regrouping using the operation(s): addition/subtraction/multiplication/division.				
___ 4. Order objects along various dimensions by: size/length/weight/quantity.					___ 7. Compute multiple digit whole numbers with regrouping using the operation(s): addition/subtraction/multiplication/division.				
___ 5. Utilize one-to-one correspondence: objects to objects/objects to numerals.					___ 8. Use fractional operations: (e.g., L.C.D., equivalents, mixed numbers, etc.).				
___ 6. Count from ___ to ___ by rote/using objects.					___ 9. Compute decimalss fractions using: addition, subtraction, multiplication, division.				
___ 7. Identify/name numerals ___ to ___.					___ 10. Convert decimals to fractions/fractions to decimals.				
___ 8. Identify proper sets given a numerical set.					___ 11. Convert decimals to percents/percents to decimals.				
___ 9. Describe/name sequential positions (e.g., beginning – middle – end, first – next – last, second – third – fourth – fifth, etc.).									
___ 10. Label numbers as odd or even.					APPLICATIONS				
___ 11. Count by multiples (e.g., 5's, 10's, etc.).					AGI The student will develop/increase math application skills.				
___ 12. Understand the concept of zero when: used in a set of zeros/as a numerical symbol for zero/when zero is equal to none.					<i>Instructional Objectives:</i>				
___ 13. Identify/use the concepts "more", "less" and "equal".					___ 1. Identify mathematical operations and steps/process in solving story problems.				
___ 14. Write numbers from memory to ___.					___ 2. Identify/use relevant information in solving a story problem.				
___ 15. Use symbols in number comparisons (e.g., <, >, +, -, =, etc.).					___ 3. Using a calculator, complete problems in: addition, subtraction/multiplication/division/percentage.				
___ 16. Identify missing numerals in an ordered set (e.g., 24 ___ 26, -5 ___ -7, etc.).					___ 4. Identify/use graphs and tables to obtain information.				
___ 17. Identify/name the place value of a numeral (e.g., ones, tens, thousands, etc.).					___ 5. Solve/estimate problems mentally without paper and pencil, calculators, etc.				
___ 18. Read number words.					___ 6. Apply computational skills for daily living (e.g., checkbook, budgeting, cooking, scheduling, sales tax, tipping, comparison shopping, etc.).				
___ 19. Transpose problems from horizontal to vertical position.					___ 7. Meet the minimum requirements of the Math course				
___ 20. Apply estimation and round off techniques to computations.									
___ 21. Solve for the unknown number, (e.g., 3x+21).									
___ 22. Recognize/identify the concept of signed numbers.									
COMPUTATION					AGII The student will develop/increase money skills.				
AGI The student will develop/increase math computation skills.					<i>Instructional Objectives:</i>				
<i>Instructional Objectives:</i>					___ 1. Identify/name/state value of coins and bills.				
___ 1. Compute single digit whole numbers using the operation(s): addition/subtraction/multiplication/division.					___ 2. Select/compare value of coins and bills.				
___ 2. Identify/use whole number properties: associative, commutative, distributive, transitive.					___ 3. Write/use monetary symbols appropriately.				
___ 3. Recall basic facts: addition/subtraction/multiplication/division.					___ 4. Count out money to specified amount.				
					___ 5. Make change from a specified amount.				
					___ 6. Calculate cost and change using price list.				

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<p>AGIII The student will develop/increase measurement skills. <i>Instructional Objectives:</i></p> <p>___ 1. Identify/use liquid measurement (e.g., cup, quart, liter, etc.).</p> <p>___ 2. Identify/use linear measurement (e.g., meter, ½", yard, etc.).</p> <p>___ 3. Identify/use: mass measurement/weight measurement (e.g., gram, kilogram, oz., lb., etc.).</p> <p>___ 4. Read/state amounts from basic gauges (e.g., thermometer, speedometer, oven, etc.).</p> <p>___ 5. Match geometric figures/terms with definition (e.g., circle, right angle, parallelogram, etc.).</p> <p>___ 6. Calculate perimeter, area, volume, diameter, etc.</p> <p>___ 7. Use measurement instruments (e.g., ruler, protractor, compass, scales, etc.).</p> <p>___ 8. Compute/convert like units of measurement (e.g., 1'6" = 1'7"=3'1").</p> <p>___ 9. Convert one scale of measurement to another.</p> <p>AGIV The student will develop/increase time skills. <i>Instructional Objectives:</i></p> <p>___ 1. Read/use a calendar.</p> <p>___ 2. Sequence time units (e.g., days, months, etc.).</p> <p>___ 3. Identify/use clock and time vocabulary (e.g., Monday, January, holidays, face, minute, hour, fall, etc.).</p> <p>___ 4. Tell/write time to the nearest _____.</p> <p>___ 5. Convert/compute units of time.</p> <p>PRE-VOCATIONAL/VOCATIONAL SKILLS CAREER AWARENESS AGI The student will develop/increase career awareness. <i>Instructional Objectives:</i></p> <p>___ 1. Explore career options by: visitation/taking a class/co-op programs/interest inventory/_____.</p> <p>___ 2. Identify training requirements for specific career.</p> <p>___ 3. Identify salary, working conditions, future employment outlook for desired career.</p> <p>___ 4. State aptitudes required for specific careers.</p> <p>___ 5. Recognize alternative in making career choices and be able to choose among them.</p>					<p>___ 6. Make realistic career choices with consideration of student's abilities and limitations.</p> <p>___ 7. Select classes appropriate to academic level and vocational sequence.</p> <p>AGII The student will develop/increase survival skills. <i>Instructional Objectives:</i></p> <p>___ 1. Identify and describe community/career support services: vocational, rehabilitative,_____.</p> <p>___ 2. Increase knowledge of public transportation options.</p> <p>___ 3. Perform applications of money management: checking account/savings account/budget/_____.</p> <p>___ 4. Practice time skills: calendar/time clock/time table/clock/estimate travel time/_____.</p> <p>___ 5. Use community services to locate employment appropriate to own abilities and disabilities.</p> <p>PRE-VOCATIONAL/WORK ADJUSTMENT AGI The student will develop/increase employability skills. <i>Instructional Objectives:</i></p> <p>___ 1. Practice job seeking skills: application forms/ interview skills/resume writing/want ads/ telephone skills/dress appropriately/_____.</p> <p>___ 2. Demonstrate personal responsibility: punctuality/attendance/grooming/_____.</p> <p>___ 3. Display appropriate interactions on the job with supervisor and co-workers.</p> <p>___ 4. Accept criticism and redirection.</p> <p>___ 5. Demonstrate ability to work independently.</p> <p>___ 6. Maintain self-control and continue to function under stress.</p> <p>___ 7. Discriminate between acceptable and unacceptable work performance.</p> <p>___ 8. Identify safe work practices.</p> <p>AGII The student will develop pre-vocational skills. <i>Instructional Objectives:</i></p> <p>___ 1. Use job related tools, materials, and equipment supervised/unsupervised.</p> <p>___ 2. Perform assembly and packaging skills supervised/unsupervised.</p> <p>___ 3. Perform clerical skills supervised/unsupervised.</p> <p>___ 4. Perform basic cleaning skills supervised/unsupervised.</p> <p>___ 5. Perform basic jobs related to plan and lawn care supervised/unsupervised.</p> <p>___ 6. Perform basic food preparation skills supervised/unsupervised.</p>				

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<p style="text-align: center;">PERSONAL ADJUSTMENT</p> <p>PERSONAL AWARENESS</p> <p>AGI The student will understand his/her disability.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Describe the nature and prognosis of the disability. ___ 2. Identify the educational/social/vocational implications of the disability. ___ 3. Describe the basic structure and functioning of the eye and own eye condition. ___ 4. Describe the hearing process and causes of own hearing impairment. ___ 5. Describe the causes of the common physical and health conditions including own. ___ 6. Identify the remediation/adaptive equipment needed to compensate for the disability. ___ 7. Identify appropriate medical care and treatment necessitated by the disability. ___ 8. Describe family/genetic implications of the disability. <p>INDEPENDENT LIVING</p> <p>AGI The student will develop personal and social skills necessary for adult independent living.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Identify/use own personal strengths. ___ 2. Identify/list own personal weakness(es) as it relates to the disability. ___ 3. Identify techniques needed for coping with a disability. ___ 4. Identify behaviors which use the disability as a means to avoid tasks and responsibilities. ___ 5. Identify and eliminate inappropriate behaviors characteristic of the disability. ___ 6. Identify techniques needed for coping with death and dying. <p>AGII The student will use specialized techniques to adapt the environment for independent daily living.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Demonstrate the use of adaptations/social skills needed for eating and dining. ___ 2. Demonstrate the specialized techniques and adaptations for meal preparation/use of home appliances. ___ 3. Demonstrate specialized techniques and adaptations for managing clothing/personal body care. ___ 4. Demonstrate specialized techniques and adaptations for home management/child care. 					<p>AGIII The student will identify available community resources appropriate for persons who are disabled.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Identify community agencies which specifically serve own disability. ___ 2. Identify/use sources that provide these services: <ul style="list-style-type: none"> ___ Adaptive equipment ___ Communicative ___ Educational ___ Financial ___ Legal ___ Medical ___ Mental health ___ Rehabilitative ___ Support groups ___ Transportation ___ Vocational ___ 3. Identify recreational activities and social organizations appropriate to the student's abilities and limitations. ___ 4. Determine the accessibility of community facilities (e.g., government offices, parks, museums, police station, etc.) in relation to the disability. ___ 5. Identify accessible transportation methods appropriate for the disability. ___ 6. Identify legal rights and the current laws regarding the disability. ___ 7. Identify necessary function for supported/independent living. <p style="text-align: center;">SUPPORT FOR ACADEMICS</p> <p>INDIVIDUAL SKILLS</p> <p>AGI The student will develop an understanding of own abilities as a learner.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Take responsibility for communication with parents about school assignments and activities. ___ 2. Accept constructive criticism. ___ 3. Budget time after school to include homework. ___ 4. Use resources available in school: support services/counselors/resource center/library/_____. <p>AGII The student will enhance organizational skills related to school success.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Organize individual folders for each class. ___ 2. Bring appropriate materials to each class: paper/pencil/pen/folder/book/_____. ___ 3. Use time efficiently: class time/passing time/_____. 				

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<p>SCHOOL SUCCESS</p> <p>AGI The student will pass general and special education classes.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Attend classes according to school attendance policy. ___ 2. Take tests under one or more of the following conditions: written/read orally/respond orally/extended time. ___ 3. Complete and submit homework/class assignments. ___ 4. Comply with classroom requirements (e.g., dress for PE, participate in class discussion/projects, etc.). ___ 5. Take notes in class. ___ 6. Prepare for tests by: reading book/taking notes/reviewing/_____. <p>AGII The student will take responsibility for success in school.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Follow daily school schedule. ___ 2. Assume responsibility for missed work due to an absence. ___ 3. Use available supplementary aids for instruction: calculators/tape recorder/taped books/computer and word processor/study guides/note takers/magnifiers/high lighted books/large print books/_____. ___ 4. Ask for assistance from: teacher consultant/classroom teacher/_____. ___ 5. Evaluate quality of own work: compare work with model/proofread and make corrections/demonstrate neatness/_____. ___ 6. Follow the school's code of conduct. ___ 7. Inform the classroom teacher of the nature of their handicap and the modifications needed. <p style="text-align: center;">AFFECTIVE</p> <p>SELF-AWARENESS</p> <p>AGI The student will improve self-concept.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Demonstrate appropriate grooming skills in the school environment. ___ 2. Identify and make a positive statement when asked. ___ 3. Give/accept complimentary comments. ___ 4. Demonstrate a positive demeanor (e.g., eye contact, head erect, audible voice, pleasant facial expression). 					<p>RELATIONSHIPS</p> <p>AGI The student will improve adult relationships.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Cooperate with authority/follow a directive. ___ 2. Seek adult aid in resolving problems. ___ 3. Give/accept: affection, praise, criticism. ___ 4. Express angry feelings to adults in a non-destructive/non-abusive manner. <p>AGII The student will improve peer relationships.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Use non-abusive language and actions towards peers (e.g., lying, tattling, copying, insults, teasing, threats). ___ 2. Cooperate with others during work/play situations. ___ 3. Reduce/eliminate physical confrontations (e.g., pushing, fighting, etc.). ___ 4. Use possessions of other with permission. ___ 5. Share school materials with others in the school environment. ___ 6. Share friends with others in the school environment. ___ 7. Identify qualities of a desirable friend. <p>BEHAVIOR</p> <p>AGI The student will improve self-control.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Reduce impulsively. ___ 2. Reduce verbally/physically disruptive behavior toward: adults, peers. ___ 3. Verbalize angry feelings as opposed to acting them out. ___ 4. Maintain self-control when faced with failure/disappointment/rejection. ___ 5. Delay need for immediate gratification. ___ 6. Reduce the number of office/counselor discipline referrals. <p>AGII The student will improve independent responsible behavior.</p> <p><i>Instructional Objectives:</i></p> <ul style="list-style-type: none"> ___ 1. Respect property, rights, and physical safety of others. ___ 2. Describe consequences of breaking rules. ___ 3. Interact without conflict/disruption during unstructured situations. ___ 4. Seek peer/adult attention appropriately. ___ 5. Accept compromise without confrontation. ___ 6. Accept outcome of competitive situations. 				

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____	CRITERIA	EVALUATION PROCEDURES	SCHEDULE
Teacher: _____	A. % of time	1. Systematic Observation	A. Weekly
Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
	D. developmental/grade level	4. Report Card	D. 5x/year
	E. grade	5. Completion	E. Other: _____
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<p>AGIII The student will improve group/classroom behavior. <i>Instructional Objectives:</i> ___ 1. Follow class/game rules. ___ 2. Participate in group/class: activities, discussions. ___ 3. Attempt new activities in class. ___ 4. Cooperate with group when working toward a common goal.</p> <p>AGIV The student will develop appropriate social-sexual behavior. <i>Instructional Objectives:</i> ___ 1. Identify/discuss appropriate versus inappropriate social-sexual behavior. ___ 2. Describe an appropriate social-sexual behavior when an inappropriate social-sexual behavior occurs. ___ 3. Reduce inappropriate touching of self/others. ___ 4. Describe alternatives to unwanted/exploitive situations. ___ 5. Demonstrate socially acceptable expressions of feelings/emotions in school.</p> <p>AGV The student will improve work habits. <i>Instructional Objectives:</i> ___ 1. Follow daily school schedule. ___ 2. Come to class with necessary materials. ___ 3. Follow directions, rules and procedures. ___ 4. Ask for explanations or directions when needed. ___ 5. Develop attending behavior (e.g., eye contact, hand raising, answering upon request, etc.). ___ 6. Work on a task for a specified period of time. ___ 7. Complete task on time. ___ 8. Work independently.</p> <p>AGVI The student will improve problem solving skills. <i>Instructional Objectives:</i> ___ 1. Identify the problem. ___ 2. Admit responsibility for behavior in a conflictual situation.</p>					<p>___ 3. List/identify/discuss ways to change own behavior.</p> <p>___ 4. Identify/discuss/describe cause and effect relationship (e.g., behavior and consequences, etc.).</p> <p>___ 5. List positive reinforcers that make individual change possible (e.g., materials, non-material rewards, etc.).</p> <p>___ 6. Demonstrate problem solving skills by discussing/attempting possible alternatives.</p> <p>___ 7. Discuss/evaluate pros and cons of attempted alternative behavior.</p> <p style="text-align: center;">INTERACTIONS</p> <p>AGI The student will improve verbal communication. <i>Instructional Objectives:</i> ___ 1. Respond to verbal cues. ___ 2. Engage in conversation with familiar peers/adults. ___ 3. Verbally share ideas and suggestions with peers/adults. ___ 4. Use appropriate language when relating to others (e.g., greetings, farewells, apologies, etc.). ___ 5. Label feelings (e.g., happy, sad, angry, etc.). ___ 6. Ask for assistance or clarification in school. ___ 7. Use appropriate volume, pitch, intonation, and rate for conversation or interactional experience.</p> <p>AGII The student will improve nonverbal communication. <i>Instructional Objectives:</i> ___ 1. Listen to others without interrupting. ___ 2. Use eye contact when speaking to another. ___ 3. Identify/respond to other people's nonverbal cues.</p> <p style="text-align: center;">ESSENTIAL LIFE SKILLS</p> <p>SELF-CARE</p> <p>AGI The student will develop feeding and eating skills. <i>Instructional Objectives:</i> ___ 1. Coordinate sucking/swallowing/breathing. ___ 2. Drink from a bottle. ___ 3. Gum/mouth/chew a variety of food textures. ___ 4. Self-feed finger food. ___ 5. Feed self using utensils. ___ 6. Drink from cup/straw. ___ 7. Independently obtain food/beverage in: school, restaurant. ___ 8. Manage lunch box/bag/lunch tray/lunch money. ___ 9. Display acceptable table manners within the school environment. ___ 10. Use adaptive feeding equipment.</p>				

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Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
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<p>AGII The student will develop toileting skills. <i>Instructional Objectives:</i></p> <p>___ 1. Demonstrate awareness of need for diaper change. ___ 2. Use toilet when taken. ___ 3. Indicate bathroom needs verbally/nonverbally. ___ 4. Manipulate clothing during toileting. ___ 5. Use toilet independently.</p> <p>AGIII The student will develop dressing skills. <i>Instructional Objectives:</i></p> <p>___ 1. Cooperative/assist in: undressing, dressing. ___ 2. Remove/put on simple clothing. ___ 3. Remove/put on front opening garments. ___ 4. Remove/put on socks and shoes. ___ 5. Unfasten/fasten/zip/snap/button/velcro/lace/tie. ___ 6. Undress/dress independently. ___ 7. Select appropriate clothing by matching/pointing/verbalizing. ___ 8. Select appropriate clothing supervised/unsupervised. ___ 9. Identify and use the appropriate procedures for choosing/purchasing clothing and accessories for the season or situation. ___ 10. Identify and use the appropriate procedures for cleaning/maintenance/storage of clothing.</p> <p>AGIV The student will develop personal hygiene skills. <i>Instructional Objectives:</i></p> <p>___ 1. Cooperate/assist/perform in washing: hands, face. ___ 2. Cooperate/assist/perform in: blowing nose, combing/brushing hair, brushing teeth. ___ 3. Bathe/wash/shower/apply deodorant. ___ 4. Develop oral hygiene skills including brush/rinse/floss/_____. ___ 5. Develop skills related to hair/skin/nails/complexion/_____. ___ 6. Identify personal hygiene products. ___ 7. Use personal hygiene products with supervision/without supervision. ___ 8. Develop skills related to cosmetics/perfume/make-up/shaving. ___ 9. Learn adaptive ways to accomplish personal hygiene skill(s) of _____ (enter I.O. #).</p>					<p>SOCIAL ADAPTIVE</p> <p>AGI The student will develop attending skills. <i>Instructional Objectives:</i></p> <p>___ 1. Be aware of/attend to environmental stimuli. ___ 2. Respond to object/person. ___ 3. Focus/maintain attention on presented: task/activity. ___ 4. Interact with object/person.</p> <p>AGII The student will develop self-awareness. <i>Instructional Objectives:</i></p> <p>___ 1. Show awareness of own hands. ___ 2. Smile at/respond to/identify mirror image. ___ 3. Respond to/verbalize: first, last name. ___ 4. Point to/name body parts on: self, others. ___ 5. Express ownership or possession. ___ 6. Identify self as boy/girl. ___ 7. Show pride in achievements. ___ 8. Speak positively of self. ___ 9. Call positive attention to own performance. ___ 10. Assert self in socially acceptable way in group/new situation.</p> <p>AGIII The student will develop interpersonal relationships. <i>Instructional Objectives:</i></p> <p>___ 1. Establish/maintain/seek eye contact. ___ 2. Smile/cry/laugh to engage adults attention. ___ 3. Demonstrate ability to impact environment through actions. ___ 4. Develop reciprocal and imitative behavior. ___ 5. Use appropriate social behavior when expressing feelings/needs. ___ 6. Recognize/identify basic feelings in: self, others. ___ 7. Engage in independent play. ___ 8. Engage in peer/adult interaction. ___ 9. Engage in parallel play/role play/cooperative play. ___ 10. Transfer a learned skill/behavior from one situation to another.</p> <p>AGIV The student will develop independent/responsible behavior. <i>Instructional Objectives:</i></p> <p>___ 1. Respond age appropriately to separation from significant adult. ___ 2. Adjust to school setting. ___ 3. Choose from two/several options.</p>				

SCHOOL DISTRICT
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Program: _____	B. % on test	2. Informal Test	B. Monthly
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<p>___ 4. Participate in/follow: class activities, routines.</p> <p>___ 5. Comply with reasonable requests.</p> <p>___ 6. Take responsibility for simple chores.</p> <p>___ 7. Prepare a basic lunch.</p> <p>___ 8. Follow directions in a group setting with cues/independently.</p> <p>___ 9. Ask for adult help when needed.</p> <p>___ 10. Seek solutions by self prior to asking for adult help.</p> <p>___ 11. Express needs/wants appropriately.</p> <p>___ 12. Perform new tasks independently/cooperatively.</p> <p>AGV The student will develop basic sexuality awareness</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify/name: body parts, functions.</p> <p>___ 2. Identify family roles and relationships.</p> <p>___ 3. Learn/use acceptable sexual behaviors in the school environment.</p> <p>___ 4. Learn basic facts of human reproduction.</p> <p>___ 5. Complete/pass a course of study in sexuality education.</p> <p>___ 6. Identify common family problems and ways of dealing with those problems.</p> <p>___ 7. Identify and describe responsibilities in marriage.</p> <p>___ 8. Discuss the economic and personal factors involved in caring for a baby.</p> <p>AGVI The student will develop self advocacy skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use feedback to increase self awareness.</p> <p>___ 2. Express thoughts, convictions.</p> <p>___ 3. Make responsible choices independently.</p> <p>___ 4. Organize self to be goal directed.</p> <p>___ 5. Act on own behalf.</p> <p style="text-align: center;">INTEGRATIVE SKILLS</p> <p>SENSORY</p> <p>AGI The student will develop sensory awareness.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Tolerate/respond to/participate in tactile stimulation activities.</p> <p>___ 2. Tolerate/respond to/participate in oral motor activities.</p> <p>___ 3. Tolerate/respond to/participate in movement activities.</p> <p>___ 4. Tolerate/respond to/participate in visual stimulation activities.</p> <p>___ 5. Tolerate/respond to/participate in auditory stimulation activities.</p> <p>___ 6. Tolerate/respond to/participate in smell stimulation activities.</p> <p>___ 7. Tolerate/respond to/participate in taste stimulation activities.</p>					<p>AGII The student will develop perceptual discrimination.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use adaptive movements rather than reflexive reactions.</p> <p>___ 2. Actively explore surrounding through vision/hearing/movement/touch.</p> <p>___ 3. Localize/respond to/identify sounds in environment.</p> <p>___ 4. Remove/place objects in container.</p> <p>___ 5. Remove/place simple shapes in formboard.</p> <p>___ 6. Match objects to objects/pictures to pictures.</p> <p>___ 7. Match/point to/name: basic shapes, colors.</p> <p>___ 8. Identify simple objects by touch.</p> <p>___ 9. Identify same and different.</p> <p>___ 10. Match/point to/name: letters, numbers, words.</p> <p>AGIII The student will develop memory skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Localize/track: auditory stimuli, visual stimuli.</p> <p>___ 2. Uncover face/play peek-a-boo.</p> <p>___ 3. Uncover a partially/completely hidden toy.</p> <p>___ 4. Search for removed object.</p> <p>___ 5. Search for object hidden under one/several/multiple covers.</p> <p>___ 6. Recall 1/2/3 objects removed from group.</p> <p>___ 7. Repeat 2/3/4 digit sequences.</p> <p>___ 8. Recall 1/2/3/4 facts from a story presented orally.</p> <p>___ 9. Recall activities recently performed.</p> <p style="text-align: center;">COGNITIVE SKILLS</p> <p>EARLY COMMUNICATION</p> <p>AGI The student will develop early communication skills.</p> <p>Check if student uses:</p> <p>___ Picture board, ___ Signing, ___ Augmentative device.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Respond to/use voice intonations.</p> <p>___ 2. Vocalize randomly.</p> <p>___ 3. Vocalize when talked to or sung to.</p> <p>___ 4. Cry/vocalize/laugh to express: needs, feelings.</p> <p>___ 5. Look at familiar objects/persons when named.</p> <p>___ 6. Imitate/initiate: vocalizations, words, phrases.</p> <p>___ 7. Respond to familiar verbal/gestural commands.</p> <p>___ 8. Use one or more gestures/words meaningfully.</p> <p>___ 9. Point to/name: people, pictures, objects upon request.</p> <p>___ 10. Respond to/use action words.</p> <p>___ 11. Respond to/use negations.</p> <p>___ 12. Respond appropriately to yes/no questions.</p> <p>___ 13. Respond appropriately to 1/2/3 step commands.</p> <p>___ 14. Increase vocabulary.</p> <p>___ 15. Respond to/use: possessives, pronouns.</p> <p>___ 16. Combine 2/3 words to create a meaningful phrase or sentence.</p> <p>___ 17. Initiate verbal interaction with peers/adults.</p> <p>___ 18. Respond to who/what/where/when/why questions.</p>				