

Annual Education/Training Goals	
SEL Focus	<p>SKILL: Emotional Regulation - Self Regulation</p> <p>(Student) will demonstrate an understanding of how (his/her/their) emotions influence his behavior as evidenced by his ability to utilize a self regulation strategy to remain in his classroom space on at least 3 occasions over two weeks by (Annual Review Date).</p> <p>(Student) will be able to recognize and communicate if she is "ready" or "not ready" during the school day with 100% accuracy on 4 out of 5 occasions by (annual review date).</p>
ISN Focus	<p>Skill: Written Expression</p> <p>Given access to an array of communication mediums, (Student) will use assistive technologies and visual supports to express himself in writing with increased independence in general academics, and for social communication using at least one medium (email, text messaging, social media) on four occasions over a four week period by (annual review date).</p> <p>Skill: Time in class</p> <p>In preparation for post-secondary education and training, STUDENT will increase her time in general education classes from a baseline of approximately 30 minutes to to 70 minutes while completing all required tasks within the class across 4/5 days.</p> <p>Skill: Communication</p> <p>In order to access a specialized adult learning program after high school, STUDENT will use assistive technologies and visual supports to engage in reciprocal social communication in 7/10 opportunities for at least 5 consecutive days by DATE.</p>
	<p>SKILL: EF - recording/prioritizing academic assignments</p> <p>In order to successfully manage the academic demands of a post-secondary training program, (student) will chunk assignments throughout the week by recording them in (his/her/their) calendar of choice (electronic or paper) with 90% accuracy as evidenced by weekly calendar checks by a special educator by (annual review date).</p> <p>SKILL: EF - Time on Task</p> <p>In preparation for the academic demands of a post-secondary program in the areas (BLANK), given academic tasks that have been adapted to match his learning style, (student) will increase his/her/their time on task to 90% during a 30 minute</p>

	<p>work period on four occasions weekly a week over a four week period by November 2023.</p> <p>Skill: Written Expression/advocacy Given access to an array of written mediums, (STUDENT) will express himself in writing with increased independence in general academics, and for social communication as demonstrated by using at least one medium (email, text messaging, written assignment) in order to communicate his knowledge or needs on four occasions over a four week period by (YEAR END DATE)</p>
	<p>AOE Examples</p> <p>In preparation for the academic demands of auto mechanics training in a community college, Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy by the annual review date.</p> <p>In order to access college level academics, Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric by the annual review date.</p> <p>Paulo will become proficient with his augmentative communication device by using the device to answer questions about classroom content within 1 minute of the question and without needing any assistance, 10 times in a row by May of this school year.</p> <p>By the end of the school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row.</p>

Annual Employment Goals	
	<p>Skill: Executive Functioning</p> <p>(Student) will demonstrate the ability to make and execute a plan to complete a work-related task, such as completing a timesheet or responding to an email, as evidenced by successfully planning and executing at least two tasks per week over a four week period by (Annual Review Date).</p> <p>In preparation for future employment experiences, given support in creating a task</p>

	<p>list, (student) will independently initiate at least 4 out of 5 academic tasks on a weekly basis over a 4 week period by November 2023.</p> <p>(Student) will demonstrate understanding of multi-step directions at a work site or in the community by combining 2 steps of a familiar routine(ex: grab x and y) independently at least 3x during a work during a 4 week period, by January 2024.</p> <p>Skill: Task Completion In preparation for employment, STUDENT will demonstrate increased task completion as evidenced by independently completing 5 new multi-step pre-vocational tasks within the school or community with 80% accuracy across 4/5 trials.</p> <p>In order to work up to 20 hours at a job that matches his interests and skill set after high school, given pre-teaching of skills and gesture cues, STUDENT will remain engaged in one new job site for 60 minutes with 2 or fewer breaks by DATE.</p> <p>In preparation for employment, STUDENT will demonstrate increased stamina for task completion as demonstrated by independently completing three multi-step tasks from start to finish within the given time frame across 4/5 trials by DATE</p>
	<p>AOE Examples</p> <p>At the grocery store work-based learning experience, Paulo will independently perform a variety of tasks including but not limited to gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row by May of this school year.</p> <p>In order to communicate effectively on the job, Frankie will practice self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations with all his general education teachers, without prompting 100% of the time, based on teacher report by the annual review date.</p> <p>Susan will follow two step picture directions using a picture chart 95% of the time in order to participate in a community-based supported employment program by the annual review date</p> <p>In preparation for employment and community activities, Cooper will comfortably access his environment by getting in and out of the vehicle that transports him to and from job sites and community activities 100% of the time, based on Physical Therapist report.</p>

Annual Independent Living Goals	
	<p>Skill: Independent financial management</p> <p>(Student) will demonstrate an ability to make intentional financial decisions by developing and maintaining a mock budget of typical expenses (rent, utilities, groceries, car) for a year and verbally reflecting on his decision-making regarding expenses on at least three occasions by (Annual Review Date)</p> <p>In order to prepare for independent financial management, given consumer application problems involving discount, markup, commission, profit and simple interest, (student) will solve using appropriate computational strategies (e.g., mental mathematics, paper and pencil, calculator) with 85% accuracy on 3 separate assessments at least a week apart by (annual review date)</p> <p>Skill: Following a schedule</p> <p>By (annual review date), In preparation for greater independence in his home environment, (student) will independently follow a written schedule and initiate self-care and clean-up tasks across 8/10 opportunities across two consecutive months by (annual review date).</p> <p>Skill: Independent financial purchases</p> <p>In order to actively participate in tasks that contribute to a shared living environment after high school, (Student) will make a purchase in a least three different locations with independence with 8/10 steps in a task analysis by (annual review date)</p> <p>Skill: Independent Cooking</p> <p>In order to live independently in a supported setting, STUDENT will demonstrate the ability to follow a recipe as evidenced by independently following a visual recipe to cook 6 simple meals (5 or fewer steps) with 100% accuracy across 4/5 trials.</p> <p>Skill: Self Care</p> <p>By September 2024, In preparation for greater independence within the community, STUDENT will independently initiate self-care tasks across 8/10 opportunities across two consecutive months.</p>
	<p>AOE Examples</p> <p>Don will improve his emotional regulation, coping, and problem-solving skills as described in his behavior plan in order to live independently in a college</p>

	<p>dormitory, by demonstrating the following objectives:</p> <ul style="list-style-type: none"> ● Following classroom and school rules 90% of the time without a prompt and 100% with a prompt by the annual review date. ● Naming personal difficulties and 1-2 ways to appropriately cope with each of these difficulties 9 out of 10 times by the annual review date. <p>In order to independently communicate information about himself while in the community, Juan will state his first and last name and phone number with 100% accuracy by the annual review date.</p> <p>In order to participate in a supported living setting, Samantha will respond to questions and make choices using alternative communication methods:</p> <ul style="list-style-type: none"> ● When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time as measured by progress monitoring by the annual review date. <p>In a role play retail setting when provided a set amount of money, Jodi will use the correct procedures to accurately calculate the total cost of the item to know how much money she will need to make the purchase, 10 times in a row across 10 different items by May of this school year.</p>