SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_ **Legal Suffix:** **Birthdate:** _11/13/2013_ **IEP Date:** _1/18/2022_

Area of Need: _handwriting_	Measurable Annual Goal #: by _1/17/2023_
Baseline: Connor can write all of his letters, and demonstrates emerging skills for copying short sentences. He is not yet placing letters on a given line, nor is he spacing his letters and words correctly. His letters are overly large, and he often runs out of room at the end of the sheet of paper, at which point he "stacks" his letters on top of each other.	By 1/17/2023, Connor will demonstrate improved handwriting skills as evidenced by his ability to complete a classroom assignment, including copy two 3-4 word sentences, with proper letter size, spacing and line regard with 80% accuracy in 4/5 opportunities. as measured by: _observation, work sample_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** OT, IEP team

Short-Term Objective: By first reporting period, given highlighted lines or boxes, Connor will demonstrate improved handwriting skills as evidenced by his ability to complete a classroom assignment, including copy one 3-4 word sentences, with proper letter size, spacing and line regard with 70% accuracy in 4/5 opportunities.

Short-Term Objective: By second reporting period, given regular lines (such as those on a classroom worksheet or similar), Connor will demonstrate improved handwriting skills as evidenced by his ability to complete a classroom assignment, including copy one 3-4 word sentences, with proper letter size, spacing and line regard with 75% accuracy in 4/5 opportunities.

Short-Term Objective: By third reporting period, Connor will demonstrate improved handwriting skills as evidenced by his ability to complete a classroom assignment, including copy two 3-4 word sentences, with proper letter size, spacing and line regard with 75% accuracy in 4/5 opportunities.

Progress Report 1: _3/7/2022_	Progress Report 2: _5/25/2022_	Progress Report 3: _11/14/2022_	Goal: Annual Review
Summary of Progress: Goal in progress **Comments:** Connor is making progress in his ability to sit and participate in structured OT activities. He continues to benefit from a "star chart" reward system, as well as frequent breaks, during OT sessions. He is able to write individual letters within a structured worksheet, and can write a word or two within a given space on a worksheet.	**Summary of Progress:** goal in progress **Comments:** Connor continues to improve in his participation in OT in general, and adult structured activities. He does at times demonstrate frustration, as seen in throwing and screaming, however he is more able to ask for a break during 1:1 OT sessions. Overall Connor is showing slow improvement and is making progress towards his handwriting goal.	**Summary of Progress:** Connor has made some progress in his ability to write his name, words and 2 word phrases with improved letter size and spacing. Overall Connor demonstrates improved tolerance during OT sessions, and does well in the 1:1 sessions, with usually only one or two requested breaks during each session. However, writing continues to be a non-preferred task for Connor and he does benefit from adult support to complete classroom worksheets and writing activities. **Comments:**	Date: **Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _scissor skills_	Measurable Annual Goal #: by _1/17/2023_
Baseline: Connor can don scissors independently and advance scissors properly across a sheet of paper. However, he is not yet cutting along a given line or around a given shape.	By 1/17/2023 Connor will demonstrate improved cutting skills as evidenced by his ability to cut around a 3" circle or square in order to complete a classroom worksheet or art/craft project, with 75% accuracy in 4/5 trials. as measured by: _observation, work sample_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** OT, IEP team

Short-Term Objective: By first reporting period, given highlighted lines or visual markers (such as stickers), Connor will demonstrate improved cutting skills as evidenced by his ability to cut along a straight 6" line with 75% accuracy in 4/5 opportunities.

Short-Term Objective: By second reporting period, given bold lines, Connor will demonstrate improved cutting skills as evidenced by his ability to cut a 6" curved line with 65% accuracy in 4/5 opportunities.

Short-Term Objective: By third reporting period, Connor will demonstrate improved cutting skills as evidenced by his ability to cut out a 5" simple shape with 75% accuracy in 4/5 opportunities.

Progress Report 1: _3/7/2022_	Progress Report 2: _5/25/2022_	Progress Report 3: _11/14/2022_	Goal: Annual Review Date:
Summary of Progress: goal in progress **Comments:** Connor is making steady progress in his scissor skills. When he is demonstrating a calm body he is able to cut along a straight given line, before veering off.	**Summary of Progress:** goal in progress **Comments:** Connor continues to make steady progress towards his cutting goal.	**Summary of Progress:** Connor has made progress with his cutting skills. He continues to benefit from adult support for cutting tasks, but has shown improved ability to attend to a given line. With cues he can cut along a 6" curved line. **Comments:**	**Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_ **Legal Suffix:** **Birthdate:** _11/13/2013_ **IEP Date:** _1/18/2022_

Area of Need: _Functional Communication_	Measurable Annual Goal #: _Class 1_ by _1/17/2023_
Baseline: Connor is able to request for a break when prompted: "Do you need a break?" Connor will respond: "I need a break." in 5/5 opportunities. Connor does not independently request for breaks before exhibiting behaviors of aggression (ie. throwing, yelling, pushing work, swiping work, crumpling paper, scribbling.)	By 1/17/2023, when presented with work or non-preferred activity, Connor will independently request for a break, ask for help, say it is too loud, want to go on a walk, etc. either verbally or pointing to a visual cue card before exhibiting maladaptive behaviors in 4 out of 5 opportunities for two consecutive weeks. (Maladaptive behaviors include throwing, yelling, pushing work, swiping work, crumpling paper, scribbling.) as measured by: _Teacher observation and data collection_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, when presented with work or non-preferred activity, Connor will respond to visual cue card to request for a break, asking for help, saying it is too loud, wants to go on a walk, etc. before exhibiting maladaptive behaviors in 1 out of 5 opportunities for two consecutive weeks. (Maladaptive behaviors include throwing, yelling, pushing work, swiping work, crumpling paper, scribbling.)

Short-Term Objective: By November 2022, when presented with work or non-preferred activity, Connor will respond to visual cue card or a verbal prompt to request for a break, asking for help, saying it is too loud, wants to go on a walk, etc. before exhibiting maladaptive behaviors in 3 out of 5 opportunities for two consecutive weeks. (Maladaptive behaviors include throwing, yelling, pushing work, swiping work, crumpling paper, scribbling.)

Short-Term Objective:

Progress Report 1: _3/7/2022_	Progress Report 2: _5/31/2022_	Progress Report 3: _11/9/2022_	Goal: Annual Review
Summary of Progress: Connor is independently: "Asking for a break" = ranges from 0% to 11% of the observed time with 1% daily average. "Asking for help" = ranges from 0% to 100% of the observed time with 20% daily average. "It's too loud" and "I am not ready" = 0% of the observed time. "I want to go outside" = ranges from 0 to 33% with a daily average of 4.7% of the observed time. These are for independent requests or statements. *Data should be interpreted with caution as not all instances of opportunities or requests have been recorded. **Comments:**	**Summary of Progress:** Data on Contextually Inappropriate Behaviors: Elopement: Data indicates that Connor is eloping from his assigned area to another area in the classroom, to the railing, or to the lower area near the library 0 to 7 observed times per day with a daily average of 2.3 observed times per day. Screaming/Yelling: Data indicates Connor is yelling at an observed frequency of 0 to 61 times per day with a daily frequency average of 23 times per day. The data is variable as is the times of day when screaming occurs at a higher rate, so there is not a clear pattern of when screaming is occurring. Throwing Items: Data indicates Connor is throwing items 0 to 23 times per day with a daily average of 10 times per day. Data is variable, some days there are low instances and other days there are higher instances. Throwing is not occurring at the same high rate each day making it difficult to determine if there is a pattern in the schedule. Data on Contextually Appropriate Behaviors: Asking for a break: Asking for a break is occurring when he is	**Summary of Progress:** At this time Connor has not shown the ability to verbally express his need for a break nor use a cue card gesture when presented with work or a non-preferred activity. Instead Connor has been observed crumpling or ripping paperwork, throwing objects off his desk, yelling and scribbling. **Comments:**	**Date:** **Goal met** ☐ Yes ☐ No **Comments:**

prompted. Data indicates that he is not independently asking for a break.

Asking for help: Data indicates that Connor is asking for help 0 to 100% of the observed time with a daily average of 72% of the observed time. There are days when he is requiring more prompts to ask for help than others. *Data should be interpreted with caution as there are only one to two data entries per day.

It's too Loud: Data indicates Connor is not telling staff when it is too loud independently. He will tell staff it is too loud with a verbal or visual prompt.

I am not ready: Data indicates Connor is not independently stating he is not ready to work when asked. He will state he is not ready when given a verbal prompt.

I want to go outside: Data indicates Connor is not independently asking to go outside. He will ask to go outside when given a verbal prompt.

Comments: Data is represented in visual graphs sent home to the family.

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Following 2-step Directions_	Measurable Annual Goal #: _Class 2_ by _1/17/2023_
Baseline: Connor is able to follow verbal 2-step directions with 50% accuracy, requiring at least 1 verbal prompt to follow 2nd direction.	By 1/17/2023, Given a 2-step instruction, Connor will follow through with the directions with 100% (no prompting by staff) in a timely manner (ie. within 3-5 seconds) in 4/5 opportunities. as measured by: _Teacher observation and data collection_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, Given a 2-step instruction, Connor will follow through with the directions with 70%, with no more than 1 verbal prompt as necessary by staff, in a timely manner (ie. within 3-5 seconds) in 4/5 opportunities.

Short-Term Objective: By November 2022, Given a 2-step instruction, Connor will follow through with the directions with 80%, with no verbal prompts by staff, in a timely manner (ie. within 3-5 seconds) in 4/5 opportunities.

Short-Term Objective:

Progress Report 1: _3/7/2022_	Progress Report 2: _5/31/2022_	Progress Report 3:	Goal: Annual Review
Summary of Progress: Connor is able to follow familiar 2-step directions with 60% accuracy with no verbal prompts. **Comments:** 2-step directions include: 1) Get Folder. 2) Put in backpack. 1) Get star chart. 2) Sit down. 1) Get water. 2) Put it back. 1) Put mask on. 2) Get token. 1) Get rope. 2) Stand on number.	**Summary of Progress:** Connor will follow through with familiar 2-step direction within 3-5 seconds in 56% of opportunities when he is regulated. When he is unregulated, he requires more time to calm down and has difficulty following 1-step directions. **Comments:**	**Summary of Progress:** Connor is able to follow familiar two-step directions when regulated. He shows a need for support when unregulated. Some example prompts include; clean up and sit down please, take out your folder and put it in the bin. **Comments:**	Date: **Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Number Sense_ **Baseline:** Connor was able to count/sequence to 100 by 10's with 100% accuracy. Connor was able to count to 50 by 1's with 90% accuracy and count by 5's to 30 with 30% accuracy in 4 out of 5 opportunities. Connor has not learned skip counting by 2's.	**Measurable Annual Goal #:** _Class 3_ by _1/17/2023_ By 1/17/2023, when asked to count by 1s, 2s, 5s, Connor will orally count to 60 with 80% accuracy in 4/5 consecutive trials as measured by teacher-charted observations. Connor may use this strategy to represent numbers to 100 using objects or other manipulatives. as measured by: _Teacher observations and data collection._ ☑ Enables student to be involved/progress in general curriculum/state standard 1.2.4 Count by 2s, 5s, and 10s to 100. K.1.2 Count, recognize, represent, name, and order a number of objects (up to 30). ☐ Addresses other educational needs ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, when asked to count by 1s, 5s, Connor will orally count to 60 with 80% accuracy in 4/5 consecutive trials as measured by teacher-charted observations. Connor may use this strategy to represent numbers to 100 using objects or other manipulatives.

Short-Term Objective: By November 2022, when asked to count by 2's, Connor will orally count to 20 with 50% accuracy in 4/5 consecutive trials as measured by teacher-charted observations. Connor may use this strategy to represent numbers to 100 using objects or other manipulatives.

Short-Term Objective:

Progress Report 1: _3/7/2022_	**Progress Report 2:** _6/1/2022_	**Progress Report 3:**	**Goal:** Annual Review Date:
Summary of Progress: Connor can orally count by 1's to 60 with 75% accuracy. He misses the 30, 40, 50, 60, and often needs prompts to start 41, 51, etc. He can count by 5's to 20 with 20% accuracy. He is working on this goal by copying the numbers in the skip counting pattern, then saying it. **Comments:**	**Summary of Progress:** Connor can orally count by 1's to 60 with 86% accuracy. He misses the 20, 30, 40, 50, 60, and often needs prompts to start 41, 51, etc. When provided with visual support, he can count by 5's to 25 with 70% accuracy. He is working on this goal by sequencing number cards or copying the numbers in the skip counting pattern, then saying it. When provided with no visual support, he can rote count by 5's to 25 with 0% accuracy. **Comments:**	**Summary of Progress:** Connor continues to work on this goal by filling in number charts 1-60 by 1s, 2s, and 5s and sequencing number cards. Connor continues to need prompting to accurately count beyond the 20s and every next ten group. **Comments:**	**Goal met** ☐ Yes ☐ No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Addition and Subtraction_ **Baseline:** Connor is learning to represent numbers to 10 using objects to find sums and differences, utilizing verbal, visual and gestural prompts in all opportunities. Connor counts all objects correctly, or writes the correct numeral in the answer box with 60% accuracy.	**Measurable Annual Goal #:** _Class 4_ by _1/17/2023_ By 1/17/2023, when given 5 one and two-digit addition/subtraction problems to 20, Connor will independently solve and write sums or differences using visual chart or math tools (ie. objects, number bond, ten frame, number line, hundreds chart, etc.) with 80% accuracy in 4 out of 5 consecutive trials as measured by teacher-made tests. as measured by: ☐ Enables student to be involved/progress in general curriculum/state standard ☐ Addresses other educational needs ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, when given 5 one-digit and two-digit addition problems to 20 (ie. 5+8=), Connor will utilize visual and/or verbal prompts, as necessary, to represent numbers with objects or number line, and write the sum with 80% accuracy in 4 out of 5 consecutive trials as measured by teacher-made tests.

Short-Term Objective: By November 2022, when given 5 one-digit and two-digit subtraction problems from 20 (ie. 15-8=), Connor will utilize gestural prompts, as necessary, to represent with objects or number line, and write the difference with 80% accuracy in 4 out of 5 consecutive trials as measured by teacher-made tests.

Short-Term Objective:

Progress Report 1: _3/7/2022_	Progress Report 2: _5/31/2022_	Progress Report 3: _11/9/2022_	Goal: Annual Review
Summary of Progress: Connor is currently using the TouchMath strategy to represent numbers 1-6 by drawing Touchpoints correctly to compute addition with gestural prompts to "draw the dots" with 60% accuracy. When asked to represent addition to 10 using other math tools, ie. number line, using objects on ten frames, he is able to solve utilizing verbal prompts for each step with 60% accuracy. Sometimes Connor may count and say the correct answer but will not write the correct number. **Comments:** Connor is able to use a ten frame and objects to represent numbers 1-10 using errorless teaching.	**Summary of Progress:** Connor is able to compute addition using TouchMath and number line with 47% accuracy. Connor is able to compute subtraction problems using a number line in 28% of opportunities. **Comments:** Connor practices using both TouchMath and the number line to solve addition problems. Connor uses the number line to solve subtraction problems.	**Summary of Progress:** Connor is able to solve addition problems with nearly 50% accuracy using supports like touch math dots and adult support to count accurately . Connor is able to subtract with 20% accuracy only with verbal prompting and adult support. **Comments:**	**Date:** **Goal met** ☐ Yes ☐ No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_ **Legal Suffix:** **Birthdate:** _11/13/2013_ **IEP Date:** _1/18/2022_

Area of Need: _Answering Questions_ **Baseline:** Connor answers story questions correctly when verbally presented with binary choices with 0% accuracy. He utilizes pictures, pointing, verbal prompts, and answers with prompted support with 40% accuracy. He answers "What color" questions (independently, without choices) and other "What" questions that label pictures with at about 80% accuracy.	**Measurable Annual Goal #:** _Class 5_ by _1/17/2023_ By 1/17/2023, when given 5 WHO, WHAT, and WHERE questions and binary choices (if necessary) from an instructional level (A-D) book, Connor will utilize picture and text support, or other verbal prompts, and answer correctly with 70% accuracy in 4 out of 5 trials as measured by teacher-charted observations. (Example: "Who is eating? the boy or the girl?" "What is the boy doing? Eating or Running? "Where is the boy? In the house or On the bus?) as measured by: _Teacher observation and data collection_ ☑ Enables student to be involved/progress in general curriculum/state standard 1.2.2 Respond to who, what, when, where, and how questions. CCSS.ELALITERACY.RL.K.1: With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RL.K.2: With prompting and support, retell familiar stories, including key details. CCSS.ELA-LITERACY.RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ☐ Addresses other educational needs ☐ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, when given 5 WHO and WHAT questions and binary choices (as necessary) from an instructional level A-D selection, Connor will utilize picture and text support, or other verbal prompts, and answer correctly with 40% accuracy in 4 out of 5 trials as measured by teacher-charted observations. (Example: "Who is eating? The boy or girl?" OR "What is the boy doing? Eating or running?")

Short-Term Objective: By November 2022, when given 5 WHO, WHAT or WHERE questions and binary choices (as necessary) from an instructional level A-D selection, Connor will utilize picture and text support, or other verbal prompts, and answer correctly with 40% accuracy in 4 out of 5 trials as measured by teacher-charted observations. (Example: "Where is the boy sitting? On the bed or on the chair?"

Short-Term Objective:

Progress Report 1: _3/7/2022_	Progress Report 2: _5/26/2022_	Progress Report 3: _11/9/2022_	Goal: Annual Review
Summary of Progress: Connor is performing at baseline, requiring verbal, gestural and picture cues to answer story questions. **Comments:**	**Summary of Progress:** When presented with a verbal story question related to a book, Connor often answers the last option when provided with multiple choices. He benefits from hand-over-hand support to point to text and picture clues. WHO = 57% accuracy WHAT = 60% accuracy WHERE = 40% accuracy **Comments:**	**Summary of Progress:** Connor works on this goal by reading short stories and answering comprehension questions using multiple choice fields of 2 or 3. Connor requires adult support to make note of important details. If choices are presented verbally, Connor will always choose the last option. **Comments:**	**Date:** **Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Peer Interactions_ **Baseline:** Connor prefers to play alone, sit on the bench, or walk around during recess times. He engages in play with adults/peers with an intensive level of support, utilizing his token board/reinforcers for less than 5 minutes in 1 out of 3 opportunities. When asked to play with peers in class during free time, Connor engages in play for 1.5 minutes or 10% of the time within a 15-minute play opportunity.	**Measurable Annual Goal #:** _Class 6_ by _1/17/2023_ By 1/17/2023, when given the opportunity for peer interactions (such as lunch, recess, or free time in class), Connor will greet a peer by saying "Hi + [name]" and will join in play, share, take turns, and/or exchange materials and maintain appropriate play interactions with peers without protesting, eloping or turning away for up to 5 minutes in three out of four opportunities/observations as measured by observation and charting. as measured by: ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living **Person(s) Responsible:** Special education teacher, IEP Team

Short-Term Objective: By June 2022, when given the opportunity for peer interactions (such as lunch, recess, or free time in class), Connor will greet a peer by saying "Hi + [name]" and respond to moderate prompting (2-4 verbal prompts) to join in play, share, take turns, and/or exchange materials and maintain appropriate play interactions with peers without protesting, eloping or turning away for 1 minute in three out of four opportunities/observations as measured by observation and charting.

Short-Term Objective: By November 2022, when given the opportunity for peer interactions (such as lunch, recess, or free time in class), Connor will greet a peer by saying "Hi + [name]", and respond to minimal prompting (1-2 verbal prompts) to join in play, share, take turns, and/or exchange materials and maintain appropriate play interactions with peers without protesting, eloping or turning away for 3 minutes in three out of four opportunities/observations as measured by observation and charting.

Short-Term Objective:

Progress Report 1: _3/7/2022_	Progress Report 2: _5/25/2022_	Progress Report 3: _11/9/2022_	Goal: Annual Review
Summary of Progress: Connor is able to identify and say the names of 7/13 classmates when provided with a partial verbal prompt. He has been able to join in free play in the classroom with minimal prompting for up to 5 minutes by sharing/exchanging a toy, without engaging in throwing, eloping, or protesting. **Comments:** He was able to join in cooperative play for up to 15 minutes with one play partner building with magnatiles together.	**Summary of Progress:** Connor is able to identify and remember the names of 5/12 classmates when provided with a partial verbal prompt. He has been able to participate in free play in the classroom with minimal prompting for up to 7 minutes without engaging in throwing, eloping, or protesting. With reminders to share dinosaurs with a friend, he is able to hand the dinosaur gently to the peer. **Comments:**	**Summary of Progress:** Connor shows recognition of some classmates and all teachers in his classroom. He is able to play next to classroom peers but does not engage in play with them. If prompted he can share toys. The amount of time Connor can play next to peers without engaging in throwing or eloping varies. **Comments:**	**Date:** **Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Increase Flexibility_ **Baseline:** Connor independently selects a coping strategy he needs during times of frustration or when behaviors occur in 0% of opportunities.	**Measurable Annual Goal #:** _Class 7_ by _1/17/2023_ By 1/17/2023, when presented with a visual coping strategy or other visual support, Connor will verbally request for the best strategy before the occurrence of a maladaptive behavior and follow through with the instructions with no more than 1 gestural prompt in 80% of opportunities over two consecutive weeks as measured by teacher observation and data. as measured by: ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education ☐ Training ☐ Employment ☐ Independent Living **Person(s) Responsible:** Special education teacher, IEP Team, OT

Short-Term Objective: By June 2022, when presented with a visual coping strategy or other visual support, Connor will point to or verbally request for the best strategy before the occurrence of a maladaptive behavior and follow through with the instructions with no more than 1 verbal prompt in 50% of opportunities over two consecutive weeks as measured by teacher observation and data.

Short-Term Objective: By November 2022, when presented with a visual coping strategy or other visual support, Connor will point to or verbally request for the best strategy before the occurrence of a maladaptive behavior and follow through with the instructions with no more than 1 gestural prompt in 70% of opportunities over two consecutive weeks as measured by teacher observation and data.

Short-Term Objective:

Progress Report 1: _3/7/2022_ **Summary of Progress:** Connor is performing at baseline. Connor has not yet been able to utilize visual supports and make verbal requests before behaviors begin. **Comments:**	**Progress Report 2:** _5/25/2022_ **Summary of Progress:** Connor has not yet been able to make verbal requests before behaviors begin. When prompted with verbal phrases to say, Connor is able to repeat and use modeled verbal language to communicate needs at the time behaviors are occurring. **Comments:**	**Progress Report 3:** _11/9/2022_ **Summary of Progress:** Connor does not independently ask for breaks nor does he use the visual cue cards provided to him. When verbally prompted, Connor is able to make requests for a break after engaging in eloping or throwing behaviors. Connor will ask for help when trying to open food items or perform a difficult task like cutting paper. **Comments:**	**Goal:** Annual Review **Date:** **Goal met** ☐ Yes ☐ No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Social Skills_	**Measurable Annual Goal #:** _22-23 SLP #1_ by _1/17/2023_
Baseline: Connor currently requires multiple models, verbal/gestural prompts, and general redirections to initiate and follow turn-taking rules involving a peer during a structured play period.	By 1/17/2023, when provided with no more than 2 minimal verbal or gestural prompts (e.g. adult pointing to Connor or his peer, adult asking "Whose turn is it?", etc.) during a structured turn-taking activity with an adult and/or peer, Connor will use an appropriate phrase or sentence to indicate whose turn it is and act accordingly (i.e. waiting his turn or proceeding with his turn) in 80% of given opportunities. as measured by: _SLP observation and/or data collection_ ☐ Enables student to be involved/progress in general curriculum/state standard ☐ Addresses other educational needs ☑ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** SLP

Short-Term Objective: By the first reporting period, when provided with no more than 3 moderate verbal, visual, or gestural prompts during a structured turn-taking activity with an adult and/or peer, Connor will use an appropriate phrase or sentence to indicate whose turn it is and act accordingly (i.e. waiting his turn or proceeding with his turn) in 70% of given opportunities.

Short-Term Objective: By the second reporting period, when provided with no more than 2 moderate verbal, visual, or gestural prompts, adult asking "Whose turn is it?", etc.) during a structured turn-taking activity with an adult and/or peer, Connor will use an appropriate phrase or sentence to indicate whose turn it is and act accordingly (i.e. waiting his turn or proceeding with his turn) in 80% of given opportunities.

Short-Term Objective:

Progress Report 1: _3/5/2022_	**Progress Report 2:** _5/23/2022_	**Progress Report 3:** _11/18/2022_	**Goal:** Annual Review Date:
Summary of Progress: Connor currently benefits from the following level of support when participating in structured turn-taking activities/games with peers: tactile support to point to himself or his peer as gestural indication, written cards with the words "my turn" and "your turn", and a phonemic cues as needed to initiate his response. **Comments:**	**Summary of Progress:** Connor has been displaying varying levels of engagement during turn-taking games/toys. At times, he has been noted to become over-stimulated and may occasionally swipe materials off of the desk during structured sessions. When he is more apt to participate, he continues to benefit from gestural and tactile support to initiate his turn as well as verbal prompts and written cues to direct a turn. **Comments:**	**Summary of Progress:** During a structured turn-taking activity with a peer given direct adult support, Connor says "my turn/ your turn" to indicate whose turn it is when provided with verbal prompting, gestural prompting, and written/ visual prompting as needed. His participation is dependent on interest in activities and self-regulation. **Comments:**	**Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_   **Legal Suffix:**   **Birthdate:** _11/13/2013_   **IEP Date:** _1/18/2022_

Area of Need: _Social Skills_	Measurable Annual Goal #: _22-23 SLP #2_ by _1/17/2023_
Baseline: Connor's previous goal to produce SVO sentences was partially met. He has made notable progress toward his expression of the "verb + object" in a sentence. For example, when provided with the subject, Connor consistently completes the sentence by identifying the action and and the object receiving the action (i.e. [She is] eating a cookie).	By 1/17/2023, when participating in a structured therapy activity, Connor will produce "subject + verb + object" sentences to describe an action depicted in a picture scene in 80% of given opportunities when provided with no more than 2 total minimal verbal or visual prompts per trial. as measured by: _SLP observation and/or data collection_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☑ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** SLP

Short-Term Objective: By the first reporting period, when participating in a structured therapy activity, Connor will produce "subject + verb + object" sentences to describe an action depicted in a picture scene in 80% of given opportunities when provided with no more than 3 total moderate verbal or visual prompts per trial.

Short-Term Objective: By the second reporting period, when participating in a structured therapy activity, Connor will produce "subject + verb + object" sentences to describe an action depicted in a picture scene in 80% of given opportunities when provided with no more than 2 total moderate verbal or visual prompts per trial.

Short-Term Objective:

Progress Report 1: _3/5/2022_	Progress Report 2: _5/30/2022_	Progress Report 3: _11/18/2022_	Goal: Annual Review
Summary of Progress: During a recent data collection period, Connor required phonemic cues (e.g. first sound in a word) to identify the target subject and/or action to complete an SVO sentences in 85% of photo scenes presented. This goal will continue to be targeted with further attempts to reduce reliance on prompts. **Comments:**	**Summary of Progress:** With a phonemic cue (moderate prompting), Connor continues to display over 80% accuracy in producing complete SVO sentences to describe actions in photos. With minimal cueing (gestures to highlight elements of a picture scene), Connor produced complete SVO sentences in approximately 30% of photo scenes presented during a recent data collection period. **Comments:**	**Summary of Progress:** Due to progress on this goal and student absences, other goals were prioritized this trimester. During structured activities, Connor continues to benefit from sentence frames and phonemic cues to form sentences with consistency. **Comments:**	**Date:** **Goal met** ☐Yes ☐No **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.

SAN FRANCISCO UNIFIED SELPA
ANNUAL GOALS AND OBJECTIVES

Student Legal Name: _Connor Jacob Ko_ **Legal Suffix:** **Birthdate:** _11/13/2013_ **IEP Date:** _1/18/2022_

Area of Need: _Expressive Language_ **Baseline:** When participating in a structured activity that allows for moderate verbal and visual prompts in the form of sentence frames and phonemic cues, Connor expressively identifies the prepositions on, in, under, behind, and next to in at least 80% of given opportunities. Additionally, it is worth noting that Connor is most successful in targeting this goal when the items remain the same for each prompt (i.e. using a small box and a small toy to represent all of the target prepositions rather than switching out the items for each trial).	**Measurable Annual Goal #:** _22-23 SLP #3_ by _1/17/2023_ By 1/17/2023, when participating in a structured therapy activity, Connor will expressively identify the prepositions on, in/inside, under, behind, and next to in 80% of given opportunities when provided with no more than 2 total minimal verbal or visual prompts per trial. **as measured by:** _SLP observation and/or data collection_ ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs ☑ Linguistically appropriate ☐Transition Goal: ☐Education ☐Training ☐Employment ☐Independent Living **Person(s) Responsible:** SLP

Short-Term Objective: By the first reporting period, when participating in a structured therapy activity, Connor will expressively identify the prepositions on, in/inside, under, behind, and next to in 80% of given opportunities when provided with no more than 2 total moderate verbal or visual prompts per trial.

Short-Term Objective: By the second reporting period, when participating in a structured therapy activity, Connor will expressively identify the prepositions on, in/inside, under, behind, and next to in 80% of given opportunities when provided with no more than 1 moderate and 1 minimal verbal or visual prompt per trial.

Short-Term Objective:

Progress Report 1: _3/5/2022_ **Summary of Progress:** During this IEP cycle, Connor has been recorded to provide responses without fully attending to stimulus items (e.g. stating "in the box" when the appropriate response may be "next to the jar." Similarly, when targeting this goal through receptive means and given a field of 2-3 photo cards, Connor may select a photo depicting the incorrect location of an object before looking at all of the selections. **Comments:**	**Progress Report 2:** _5/30/2022_ **Summary of Progress:** Connor demonstrates fluctuating levels of accuracy with this goal depending on his level of engagement and/or sensory needs during structured therapy sessions. Most recently, this goal has been targeted through the use of a high-interest balloon and a large box with a lid. He is most successful with identifying in, on, and under at this time when engaging with a high-interest item. **Comments:**	**Progress Report 3:** _11/18/2022_ **Summary of Progress:** When participating in a structured therapy activity, Connor expressively identifies the prepositions on, in, and under in 60% of given opportunities given visual supports to point to or using verbal speech given phonemic cues. Connor's participation is dependent on his regulation and interest in reinforcers. **Comments:**	**Goal:** Annual Review **Date:** **Goal met** ☐**Yes** ☐**No** **Comments:**

*Note: If English Learner, one of the goals must address English Language Development.