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| Area of Need: Speaker   | Measurable Annual Goal #: 20/21 #1  |
|---|---|
| Behavior/Expressive Communication   | Incastrable Armaar Soar #. 20/21#1  |
| ·   | <b>Goal:</b> By October 2021, Kenneth will request access (via PECS or vocal approximation) to highly preferred items 35 times per day 4 out of 5 days as measured by staff observation and |
| <b>Baseline:</b> Kenneth requests access to highly preferred items 15.8 times per   | data collection.  |
| day as measured by staff observation and data collection.                           | ☐ Enables student to be involved/progress in general curriculum/state standard  |
|   | Addresses other educational needs resulting from the disability   |
|   | ☐ Linguistically appropriate  |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers   |
| -   | 2020, Kenneth will request access (via PECS or vocal approximation) to highly preferred items 20 ed by staff observation and data collection.   |
|   | , Kenneth will request access (via PECS or vocal approximation) to highly preferred items 25 ed by staff observation and data collection.   |
| <b>Short-Term Objective:</b> By June 2021, Per day 4 out of 5 days as measured by s | Kenneth will request access (via PECS or vocal approximation) to highly preferred items 30 time staff observation and data collection.  |
|   | ort, Kenneth requests access (via PECS or vocal approximation) to highly preferred items an days as measured by caretaker/staff observation and data collection.                            |
|   | ort, Kenneth requests access (via PECS or vocal approximation) to highly preferred items 23.5 ed by caretaker/staff observation and data collection.  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:                              |   |
| Annual Review Date: Goal met □Yes □No Comments:                                     |   |

Student Name: <u>Chang, Kenneth</u> Birthdate: <u>5/4/2014</u> IEP Date: <u>10/8/2020</u>

| Area of Need: Routines  | Measurable Annual Goal #: 20/21 #2   |
|---|--|
| Baseline: Kenneth completes 3 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection. | Goal: By October 2021, Kenneth will complete 8 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.  □ Enables student to be involved/progress in general curriculum/state standard |
|   | Addresses other educational needs resulting from the disability  Linguistically appropriate  |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living  Person(s) Responsible: Classroom Teacher/Staff/Caretakers   |
| of 5 opportunities as measured by staff  Progress Report 1: 12/8/2020  Summary of Progress: Per parent rep  | Kenneth will complete 7 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out   |
| Comment: Benchmark met.   |  |
|   | port, Kenneth completes 4 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out taker/staff observation and data collection.  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |  |
| Annual Review Date: Goal met ☐ Yes ☐ No   |  |

Comments:

| <del>-</del>   |   |
|--|---|
| Area of Need: Visual Performance   | Measurable Annual Goal #: 20/21#3   |
| Baseline: Kenneth matches 14 3D-3D   | Goal: By October 2021, Kenneth will match 12 2D-3D identical items in 8 out of 10 opportunities as measured by staff observation and data collection. |
| non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.                         | ☐ Enables student to be involved/progress in general curriculum/state standard  |
|  | ✓ Addresses other educational needs resulting from the disability   |
|  | ☐ Linguistically appropriate  |
|  | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers                   |
| <b>Short-Term Objective:</b> By December 2 staff observation and data collection.  | 2020, Kenneth will match 3 2D-3D identical items in 8 out of 10 opportunities as measured by  |
| <b>Short-Term Objective:</b> By March 2021, observation and data collection.   | , Kenneth will match 6 2D-3D identical items in 8 out of 10 opportunities as measured by staff  |
| <b>Short-Term Objective:</b> By June 2021, By observation and data collection.   | Kenneth will match 9 2D-3D identical items in 8 out of 10 opportunities as measured by staff  |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent report caretaker/staff observation and data collection. Not met. | ort, Kenneth matches 2 2D-3D identical items in 8 out of 10 opportunities as measured by ection.  |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent repopportunities as measured by caretaker/<br>Comment: Not met.  | ort, Kenneth matches 4 2D-3D identical items (e.g., bowls, plates, cups, spoons) in 8 out of 10 /staff observation and data collection.               |
| Progress Report 3:<br>Summary of Progress:<br>Comment:   |   |
| Annual Review Date: Goal met ☐ Yes ☐ No Comments:  |   |

| Area of Need: Listener Behavior/Receptive Language  | Measurable Annual Goal #: 20/21#4   |
|---|---|
| Zonawom toooparo Zangaago   | <b>Goal:</b> By October 2021, Kenneth will follow 7 additional (total of 8) in chair instructions which are 1-step in 8 out of 10 opportunities as measured by staff observation and data collection. |
| Baseline: Kenneth follows 1 in chair instruction which is 1-step in 7 out of 10 opportunities as measured by staff                    | ☐ Enables student to be involved/progress in general curriculum/state standard  |
| observation and data collection.  | Addresses other educational needs resulting from the disability   |
|   | ☐ Linguistically appropriate  |
|   | □ Transition Goal: □ Education/Training □ Employment □ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers   |
| <b>Short-Term Objective:</b> By December 2 10 opportunities as measured by staff ob   | 020, Kenneth will follow 1 additional (total of 2) in chair instructions which are 1-step in 8 out of oservation and data collection.   |
| <b>Short-Term Objective:</b> By March 2021, opportunities as measured by staff observed.  | Kenneth will follow 3 additional (total of 4) in chair instructions which are 1-step in 8 out of 10 reation and data collection.  |
| <b>Short-Term Objective:</b> By June 2021, Propportunities as measured by staff observed.   | Kenneth will follow 5 additional (total of 6) in chair instructions which are 1-step in 8 out of 10 reation and data collection.  |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent report opportunities as measured by caretaker/Comment: Benchmark met. | ort, Kenneth follows 3 additional (total of 4) in chair instructions which are 1-step in 8 out of 10 staff observation and data collection.   |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent report opportunities as measured by caretaker/Comment: Benchmark met. | ort, Kenneth follows 3 additional (total of 4) in chair instructions which are 1-step in 8 out of 10 staff observation and data collection.   |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |   |
| Annual Review Date: Goal met □Yes □No Comments:   |   |

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| Area of Need: Imitation Skills   | Measurable Annual Goal #: 20/21 #5  |  |
|--|---|--|
|  | Goal: By October 2021, Kenneth will imitate 8 additional (total of 11) in/out of chair 1-step   |  |
| <b>Baseline:</b> Kenneth imitates 3 in/out of chair 1-step actions in 8 out of 10  | actions in 8 out of 10 opportunities as measured by staff observation and data collection.  |  |
| opportunities as measured by staff   | ☐ Enables student to be involved/progress in general curriculum/state standard  |  |
| observation and data collection.   | Addresses other educational needs resulting from the disability   |  |
|  | ☐ Linguistically appropriate  |  |
|  | □ Transition Goal: □ Education/Training □ Employment □ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers   |  |
| <b>Short-Term Objective:</b> By December 2 opportunities as measured by staff observed.  | 2020, Kenneth will imitate 2 additional (total of 5) in/out of chair 1-step actions in 8 out of 10 rvation and data collection.       |  |
| <b>Short-Term Objective:</b> By March 2021 opportunities as measured by staff obse   | , Kenneth will imitate 4 additional (total of 7) in/out of chair 1-step actions in 8 out of 10 rvation and data collection.           |  |
| <b>Short-Term Objective:</b> By June 2021, opportunities as measured by staff obse   | Kenneth will imitate 6 additional (total of 9) in/out of chair 1-step actions in 8 out of 10 rvation and data collection.             |  |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent rep<br>opportunities as measured by caretaken<br>Comment: Benchmark met. | ort, Kenneth imitates 4 additional (total of 7) in/out of chair 1-step actions in 8 out of 10 /staff observation and data collection. |  |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent rep<br>opportunities as measured by caretaken<br>Comment: Benchmark met. | ort, Kenneth imitates 4 additional (total of 7) in/out of chair 1-step actions in 8 out of 10 /staff observation and data collection. |  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:   |   |  |
| Annual Review Date: Goal met □ Yes □ No Comments:  |   |  |

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Student Name: Chang, Kenneth Birthdate: 5/4/2014 IEP Date: 10/8/2020

| otaaoni Hamoi <u>enang, kenneur</u>   |   | <u> </u>                         |
|---|---|----------------------------------|
| Area of Need: Listener Behavior/Receptive Communication   | Measurable Annual Goal #: 20/21#6   |                                  |
| ·   | <b>Goal:</b> By October 2021, Kenneth will receptively identify 8 addition 8 out of 10 opportunities as measured by staff observation and discontinuous control of the control o |                                  |
| <b>Baseline:</b> Kenneth receptively identifies 5 3D objects in 8 out of 10 opportunities                                     |   | n/state standard                 |
| as measured by staff observation and data collection.   | Addresses other educational needs resulting from the disabili   | ity                              |
|   | ☐ Linguistically appropriate  |                                  |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Inde<br>Person(s) Responsible: Classroom Teacher/Staff/Caretakers  | pendent Living                   |
| <b>Short-Term Objective:</b> By December 2 opportunities as measured by staff obser   | 020, Kenneth will receptively identify 2 additional (total of 7) 3D ob  | pjects in 8 out of 10            |
| <b>Short-Term Objective:</b> By March 2021, measured by staff observation and data of   | Kenneth will receptively identify 4 additional (total of 9) 3D objects collection.  | s in 8 out of 10 opportunities a |
| <b>Short-Term Objective:</b> By June 2021, K measured by staff observation and data of  | Kenneth will receptively identify 6 additional (total of 11) 3D objects collection.   | s in 8 out of 10 opportunities a |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent reports as measured by caretaker/staff observations. Not met. | ort, Kenneth receptively identifies 1 additional (total of 6) 3D objection and data collection.   | ts in 8 out of 10 opportunities  |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent reports as measured by caretaker/staff observations. Not met. | ort, Kenneth receptively identifies 1 additional (total of 6) 3D objection and data collection.   | ts in 8 out of 10 opportunities  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |   |                                  |
| Annual Review Date: Goal met □Yes □No Comments:   |   |                                  |

| Area of Need: Self-Help Skills  | Measurable Annual Goal #: 20/21 #7  |
|---|---|
| Baseline: Kenneth completes 1 self-help skills (e.g., wash hands=40%, wash face=15.8%) with 40% independence in | <b>Goal:</b> By October 2021, Kenneth will complete 3 self-help skills (e.g., wash hands, wash face, brush teeth) with 80% independence in 4 out of 5 opportunities as measured by staff observation and data collection. |
| 4 out of 5 opportunities as measured by staff observation and data collection.                                  | ☐ Enables student to be involved/progress in general curriculum/state standard  |
| Stati observation and data concenteri.  | Addresses other educational needs resulting from the disability   |
|   | ☐ Linguistically appropriate  |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living  Person(s) Responsible: Classroom Teacher/Staff/Caretakers  |
|   | .020, Kenneth will complete 3 self-help skills (e.g., wash hands, wash face, brush teeth) with 20% as measured by staff observation and data collection.  |
|   | Kenneth will complete 3 self-help skills (e.g., wash hands, wash face, brush teeth) with 40% as measured by staff observation and data collection.  |
|   | Cenneth will complete 3 self-help skills (e.g., wash hands, wash face, brush teeth) with 60% as measured by staff observation and data collection.  |
|   | ort, Kenneth completes 3 self-help skills (e.g., wash hands=67%, wash face = 45%, brush out of 5 opportunities as measured by caretaker/staff observation and data collection.  |
|   | ort, Kenneth completes 3 self-help skills (e.g., wash hands = 75%, wash face = 55%, brush out of 5 opportunities as measured by caretaker/staff observation and data collection.  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |   |
| Annual Review Date: Goal met □Yes □No Comments:   |   |

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| Area of Need: Social Skills  | Measurable Annual Goal #: 20/21#8   |
|--|---|
|  | <b>Goal:</b> By October 2021, Kenneth will participate in turn taking play with a peer for 8 minutes in 4                           |
| <b>Baseline:</b> Kenneth participates in parallel play with a peer for 3 minutes in  | out of 5 opportunities as measured by staff observation and data collection.  |
| 4 out of 5 opportunities as measured by staff observation and data collection.   | ☐ Enables student to be involved/progress in general curriculum/state standard  |
|  | Addresses other educational needs resulting from the disability   |
|  | ☐ Linguistically appropriate  |
|  | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers |
| Short-Term Objective: By December 2 opportunities as measured by staff obser   | 020, Kenneth will participate in turn taking play with a peer for 2 minutes in 4 out of 5   |
| <b>Short-Term Objective:</b> By March 2021, measured by staff observation and data of  | Kenneth will participate in turn taking play with a peer for 4 minutes in 4 out of 5 opportunities as collection.                   |
| <b>Short-Term Objective:</b> By June 2021, keep measured by staff observation and data of  | Kenneth will participate in turn taking play with a peer for 6 minutes in 4 out of 5 opportunities as collection.                   |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent report measured by caretaker/staff observation Comment: Not met. | ort, Kenneth participates in turn taking play with a peer for 2 minutes in 3 out of 5 opportunities as and data collection.         |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent report measured by caretaker/staff observation Comment: Not met. | ort, Kenneth participates in turn taking play with a peer for 2 minutes in 4 out of 5 opportunities as and data collection.         |
| Progress Report 3:<br>Summary of Progress:<br>Comment:   |   |
| Annual Review Date: Goal met □Yes □No Comments:  |   |

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| Area of Need: Self-Help  | Measurable Annual Goal #: 20/21 #9  |
|--|---|
| Pagalinas Whan takan an a 20 45  | Goal: By October 2021, when taken on a consistent schedule (e.g., 15 min., 20min., 30min.),   |
| Baseline: When taken on a 30-45  | Kenneth will urinate in the toilet an average of 3 times a day and remain dry 5 out of 5 days as measured by staff observation and data collection.   |
| toilet an average of 0 times a day and   | Inleasured by stall observation and data collection.  |
| remain dry 0 out of 5 days as measured by staff observation and data collection. | ☐ Enables student to be involved/progress in general curriculum/state standard  |
|  | Addresses other educational needs resulting from the disability   |
|  | ☐ Linguistically appropriate  |
|  | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers   |
| Short-Term Objective: By December 2  | 020, when taken on a consistent schedule (e.g., 15 min., 20min., 30min.), Kenneth will urinate in a remain dry 2 out of 5 days as measured by staff observation and data collection.        |
|  | when taken on a consistent schedule (e.g., 15 min., 20min., 30min.), Kenneth will urinate in the main dry 3 out of 5 days as measured by staff observation and data collection.             |
|  | when taken on a consistent schedule (e.g., 15 min., 20min., 30min.), Kenneth will urinate in the main dry 4 out of 5 days as measured by staff observation and data collection.             |
|  | ort, when taken on a consistent schedule (e.g., 15 min., 20min., 30min.), Kenneth urinates in the main dry 0 out of 5 days as measured by caretaker/staff observation and data collection.  |
|  | ort, when taken on a consistent schedule (e.g., 15 min., 20min., 30min.), Kenneth urinates in the mains dry 0 out of 5 days as measured by caretaker/staff observation and data collection. |
| Progress Report 3:<br>Summary of Progress:<br>Comment:                           |   |
| Annual Review Date: Goal met ☐ Yes ☐ No Comments:                                |   |

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| Area of Need: Listener   | Measurable Annual Goal #: 20/21 #10  |
| Behavior/Receptive Communication                                       |  |
|  | Goal: By October 2021, when called by name from 12 feet Kenneth will respond to his name by        |
|  | turning in the direction of a Speaker/Communicative Partner in 8 out of 10 opportunities as        |
| Baseline: When engaging in   | measured by staff observation and data collection.   |
| Listener/Speaker behavior, Kenneth                                     |  |
| may respond to vocal and gesture greetings from staff by directing his | Enables student to be involved/progress in general curriculum/state standard                       |
| attention (e.g., eye contact, turn body)                               | Addresses other educational needs resulting from the disability                                    |
| toward the communicative partner when                                  | 7 Addresses of the educational receast resulting from the disability                               |
| in close proximity (0-3 ft.) to his                                    | ☐ Linguistically appropriate   |
| communicative partner in 8 out of 10                                   |  |
| opportunities as measured by staff                                     | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living                          |
| observation and data collection.                                       | Person(s) Responsible: Classroom Teacher/Staff/Caretakers  |
|  |  |
| -  | 020, when called by name from 12 feet Kenneth will respond to his name by turning in the           |
| direction of a Speaker/Communicative P                                 | artner in 8 out of 10 opportunities as measured by staff observation and data collection.          |
| Object Terry Objection D. M. J. 0004                                   |  |
|  | when called by name from 12 feet Kenneth will respond to his name by turning in the direction of   |
| a Speaker/Communicative Partner in 8 o                                 | out of 10 opportunities as measured by staff observation and data collection.                      |
| Short-Term Objective: By June 2021 v                                   | when called by name from 12 feet Kenneth will respond to his name by turning in the direction of a |
|  | t of 10 opportunities as measured by staff observation and data collection.                        |
| opeanor, commandative randor in coat                                   | of to opportunition and modelling by stall observation and data concentrition                      |
| Progress Report 1: 12/8/2020   |  |
| •  | ort, when called by name from 4 feet Kenneth responds to his name by turning in the direction of a |
|  | t of 10 opportunities as measured by caretaker/staff observation and data collection.              |
| Comment: Not met.  | •  |
|  |  |
| <b>Progress Report 2:</b> 3/12/2021                                    |  |
|  | ort, when called by name from 6 feet, Kenneth responds to his name by turning in the direction of  |
|  | out of 10 opportunities as measured by caretaker/staff observation and data collection.            |
| Comment: Benchmark met.  |  |
| Drawnaa Danast 2.  |  |
| Progress Report 3:   |  |
| Summary of Progress:<br>Comment:                                       |  |
| Comment:   |  |
| Annual Review Date:  |  |
| Goal met  Yes  No  |  |
| Comments:  |  |
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| Area of Need: Academics   | Measurable Annual Goal #: 20/21#11  |
|---|---|
|   |   |
|   | Goal: By October 2021, Kenneth will receptively identify 12 upper case letters in 8 out of 10   |
| Baseline: Per mom, Kenneth knows all  | opportunities as measured by staff observation and data collection.   |
| upper-case letters and writes them  |   |
| under her direction.  | Enables student to be involved/progress in general curriculum/state standard Print Concepts 1.d. Recognize and name all upper- and lowercase letters of the alphabet. |
|   | Addresses other educational needs resulting from the disability   |
|   | ☐ Linguistically appropriate  |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher/Staff/Caretakers                                   |
| <b>Short-Term Objective:</b> By December 2 measured by staff observation and data   | 020, Kenneth will receptively identify 3 upper case letters in 8 out of 10 opportunities as collection.   |
| <b>Short-Term Objective:</b> By March 2021, staff observation and data collection.  | Kenneth will receptively identify 6 upper case letters in 8 out of 10 opportunities as measured by  |
| <b>Short-Term Objective:</b> By June 2021, Restaff observation and data collection.   | Kenneth will receptively identify 9 upper case letters in 8 out of 10 opportunities as measured by  |
| Progress Report 1: 12/8/2020<br>Summary of Progress: Per parent reports as measured by caretaker/staff observations. Benchmark met.   | ort, Kenneth receptively identifies 3 upper case letters (e. g., A, B, C) in 8 out of 10 opportunities ion and data collection.                                       |
| Progress Report 2: 3/12/2021<br>Summary of Progress: Per parent report opportunities as measured by caretaker/Comment: Benchmark met. | ort, Kenneth receptively identifes 6 upper case letters (e.g., A, B, C, D, E, F) in 8 out of 10 staff observation and data collection.                                |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |   |
| Annual Review Date: Goal met ☐ Yes ☐ No Comments:   |   |

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| Area of Need: Expressive Language  | Measurable Annual Goal #: 12  |
| Baseline: Currently, he is using 3 functional words given partial physical prompting and a core board. | Goal: By 9/2021, when given a verbal prompt and access to his communication system (e.g. PECS book, core board, etc.), Kenneth will combine 5 functional words (e.g. help, eat, drink, more, different, etc.) with his preferred icons (e.g. skittles, iPad, etc.) to create 2 word utterances in 4 out of 5 opportunities, as measured by SLP/A, caregiver, and/or classroom charting. |
|  | ☐ Enables student to be involved/progress in general curriculum/state standard  |
|  | Addresses other educational needs resulting from the disability   |
|  | ☐ Linguistically appropriate  |
|  | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: SLP/A, Caregiver, Classroom Staff  |
| core board, etc.), Kenneth will combine  | hen given a partial physical prompt and access to his communication system (e.g. PECS book, 5 functional words (e.g. help, eat, drink, more, different, etc.) with his preferred icons (e.g. skittles n 1 out of 5 opportunities, as measured by SLP/A, caregiver, and/or classroom charting.   |
| etc.), Kenneth will combine 5 functional v   | en given a model prompt and access to his communication system (e.g. PECS book, core board words (e.g. help, eat, drink, more, different, etc.) with his preferred icons (e.g. skittles, iPad, etc.) opportunities, as measured by SLP/A, caregiver, and/or classroom charting.   |
| board, etc.), Kenneth will combine 5 fund  | en given a gestural prompt and access to his communication system (e.g. PECS book, core ctional words (e.g. help, eat, drink, more, different, etc.) with his preferred icons (e.g. skittles, iPact of 5 opportunities, as measured by SLP/A, caregiver, and/or classroom charting.   |
| Progress Report 1: 12/1/2020<br>Summary of Progress: Newly introduc<br>Comment:                        | ced goal. Could not be assessed due to COVID school closures.   |
|  | OVID 19 school closures and a different learning environment, general progress on this goal is ports that Kenneth is still using single words with his PECS icons He continues to receive weekly goal.  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:   |   |
| Annual Review Date: Goal met □Yes □No Comments:  |   |

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D'-41-1-4-- 5/4/2014

| Student Name: <u>Chang, Kenneth</u>   | Birthdate: <u>5/4/2014</u> IEP Date: <u>10/8/2020</u>  |
|---|--|
| Area of Need: Behavior  | Measurable Annual Goal #: <u>13</u>  |
| Baseline: Tantrum occurs an average of 1.2 times per day (range of 0-4); with an average duration of 1min 58sec per day (range of 0-8min 22sec). Elopement occurs an average of 3.3 times per day (range of 0-10). Non-Compliance occurs an average of 4.1 times per day (range of 0-12). *Data reported above reflects current rates/durations when school was in attendance, prior to Covid-19 pandemic. Since March 2020, Kenneth has been attending Distance Learning (DL) from home. | ☐ Enables student to be involved/progress in general curriculum/state standard   |
| (Tantrum 1.2 times per day, Elopement 3 collection across a 10 day period.  Short-Term Objective: By March 2021,  | D20, targeted behavior excesses will decrease by 13% or more from current rates/averages 3 times per day, Non-Compliance 4.1 times per day) as measured by staff observation and data targeted behavior excesses will decrease by 25% or more from current rates/averages (Tantrun er day, Non-Compliance 4.1 times per day) as measured by staff observation and data |

Short-Term Objective: By June 2021, targeted behavior excesses will decrease by 37% or more from current rates/averages (Tantrum 1.2 times per day, Elopement 3.3 times per day, Non-Compliance 4.1 times per day) as measured by staff observation and data collection across a 10 day period.

**Progress Report 1: 12/8/2020** 

Summary of Progress: Targeted behavior excesses will decrease by 13% or more from current rates/averages (Tantrum 1.2 times per day, Elopement 3.3 times per day, Non-Compliance 4.1 times per day) as measured by staff observation and data collection across a 10

Comment: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner.

**Progress Report 2: 3/12/2021** 

Summary of Progress: Targeted behavior excesses will decrease by 25% or more from current rates/averages (Tantrum 1.2 times per day, Elopement 3.3 times per day, Non-Compliance 4.1 times per day) as measured by staff observation and data collection across a 10

Comment: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner.

| Progress Report 3:                         |  |
|--|--|
| Summary of Progress:                       |  |
| Comment:                                   |  |
| Annual Review Date:<br>Goal met ☐ Yes ☐ No |  |
| Comments:                                  |  |

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| Area of Need: Fine/visual motor coordination  | Measurable Annual Goal #: <u>14</u>  |
|---|--|
| Baseline: Kenneth can trace a 3 inch path within 1 inch wide 2D visual prompts lines (verbal prompts OK) 4 out of 5 times as measured by classroom work samples and observation data. | Goal: By September 2021, Kenneth will demonstrated increased Visual motor integration as evidenced by his ability to trace a curved 10 inch path within 1 inch wide 2D visual prompts line (verbal prompts OK) 4 out of 5 times as measured by classroom work samples and observation data.  ☐ Enables student to be involved/progress in general curriculum/state standard  ✓ Addresses other educational needs resulting from the disability |
|   | ☐ Linguistically appropriate   |
|   | ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher, Caregivers, Staff, OT  |
|   | nneth will trace a curved 5 inch path within 1 inch wide 2D visual prompts lines (verbal prompts ssroom work samples and observation data.   |
|   | nneth will trace a curved 7 inch path within 1 inch wide 2D visual prompts lines (verbal prompts ssroom work samples and observation data.   |
|   | nneth will trace a curved 9 inch path within 1 inch wide 2D visual prompts lines (verbal prompts ssroom work samples and observation data.   |
| different setting/environment in which lear   | s goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly rning is taking place and to the lack of opportunity for data to be collected in a standardized eth participates by following an adaptation of her goal and is being taught at home.  |
| different setting/environment in which lear   | s goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly rning is taking place and to the lack of opportunity for data to be collected in a standardized eth participates by following an adaptation of her/his goal and is being taught at home.  |
| Progress Report 3:<br>Summary of Progress:<br>Comment:  |  |
| Annual Review Date: Goal met ☐ Yes ☐ No Comments:   |  |

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| Area of Need: Fine/visual motor                               | Measurable Annual Goal #: <u>14</u>   |
|---|---|
| Bilateral coordination  Baseline: Kenneth can cut a 8 in line | Goal: By September 2021, Kenneth will demonstrated increased bilateral, visual, and fine motor coordination skills as evidenced by his ability to cut out a square within 1/2 inch lines independently 3/4 times as measured by work samples.   |
| within 1/2 inch lines with min assist 3/4                     |   |
| times as measured by work samples                             | Enables student to be involved/progress in general curriculum/state standard  |
|   | Addresses other educational needs resulting from the disability   |
|   | ☐ Linguistically appropriate  |
|   | □ Transition Goal: □ Education/Training □ Employment □ Independent Living Person(s) Responsible: Classroom Teacher, Caregivers, Staff, OT   |
| <b>Short-Term Objective:</b> By 12/2020, Ke samples.          | enneth will cut out a curved line within 1/2 inch lines with min assist 3/4 times as measured by work   |
| <b>Short-Term Objective:</b> By 03/2021, Ke samples.          | enneth will cut out a angled line within 1/2 inch lines with min assist 3/4 times as measured by worl   |
| <b>Short-Term Objective:</b> By 06/2021, Ke samples.          | enneth will cut out a square within 1/2 inch lines with min assist 3/4 times as measured by work  |
| different setting/environment in which lea                    | nis goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly arning is taking place and to the lack of opportunity for data to be collected in a standardized neth participates by following an adaptation of her goal and is being taught at home.     |
| different setting/environment in which lea                    | nis goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly arning is taking place and to the lack of opportunity for data to be collected in a standardized neth participates by following an adaptation of her/his goal and is being taught at home. |
| Progress Report 3:<br>Summary of Progress:<br>Comment:        |   |
| Annual Review Date: Goal met ☐ Yes ☐ No Comments:             |   |