Goals and Objectives Bank

Basic Reading [(Back)](#)

[K-3](#) [4-6](#) [7-8](#) [9-12](#)

K-3 Visual Memory and Discrimination

When presented with **objects and pictures**, STUDENT will **match** by color, shape, or design with 90% accuracy 4 of 5 trials.

When presented with **letters, numbers, or words**, STUDENT will **match** with 90% accuracy 4 of 5 trials.

When using **colored pegs and a pegboard**, STUDENT will **copy patterns** from a visual model with 80% accuracy 4 of 5 trials.

When using a **flannel board or magnetic letters**, STUDENT will **copy letters** from a visual model with 90% accuracy 4 of 5 trials.

When using a **flannel board or magnetic letters**, STUDENT will **copy words** from a visual model with 90% accuracy 4 of 5 trials.

With **pencil and paper**, STUDENT will **copy patterns of shapes** independently from a visual model with 90% accuracy 4 of 5 trials.

With **pencil and paper**, STUDENT will **copy letters** independently from a visual model with 90% accuracy 4 of 5 trials.

With **pencil and paper**, STUDENT will **copy words** independently from a visual model with 90% accuracy 4 of 5 trials.

When presented with **hidden picture puzzles** and Find Waldo activities, STUDENT will **search and point out certain objects** within the design with 100% accuracy 4 of 5 trials.

After **looking at a picture or photo for one minute**, STUDENT will be able to **recall details** with 80% accuracy 4 of 5 trials.

When presented with **upper and lower case letters**, STUDENT will be able to **distinguish the difference** between the letters with 90% accuracy 4 of 5 trials.

When presented with short sentences with familiar words, STUDENT will **match the outlined configurations** of individual words with words in a sentence with 80% accuracy 4 of 5 trials.

When presented with word cards, STUDENT will **alphabetize the words** by the **first letter** with 80% accuracy 4 of 5 trials.

When presented with word cards, STUDENT will **alphabetize the words** using the **second lette**r with 80% accuracy 4 of 5 trials.

When given word cards, STUDENT will **recognize word endings** that show: more than one (**s, es**); past tense (**ed**); ownership (**'s, s'**); and contractions with 80% accuracy 4 of 5 trials.

While using word cards, STUDENT will **combine words to form compound words** with 80% accuracy 4 of 5 trials.

While reading sentences, STUDENT will **use context clues** to analyze new words and then read the sentence using the correct pronunciation of the new words with 80% accuracy 4 of 5 trials.

When given a series of words, STUDENT will correctly **identify the root word** with 80% accuracy 4 of 5 trials.

When given commonly used **sight words**, STUDENT will accurately read with 98% accuracy 3 of 4 trials.

While using word cards, STUDENT will describe the difference between **homophone pairs** (ex. new/knew, hear/hear, and their/there/they're) with 80% accuracy 4 of 5 trials.

While **reading a passage orally**, STUDENT will demonstrate **self-correcting of errors** by pausing in the text, using context clues and phonetic skills, and then rereading the phrase for meaning 90% accuracy 4 of 5 trials.

While **reading orally**, STUDENT will demonstrate **reading fluency** by making no more than 2 errors in a one hundred word passage at instructional level 4 of 5 trials.

While reading a short play, STUDENT will **read aloud using tone/inflection** appropriate to the reading material with 90% accuracy 4 of 5 trials.

K-3 Phonics and Word Recognition Skills *(Back)*

When asked, STUDENT will **name all upper and lower case letters and identifies the representative sounds** with 80% accuracy four of five trials.

When presented with **a, e, i, o, u, and y**, STUDENT will distinguish **long and short vowel sounds** with 80% accuracy in four of five trials.

When presented with single syllable words, STUDENT will **distinguish the initial and final sounds** with 80% accuracy in four of five trials.

When reading a story or poem, STUDENT will identify **rhyming words** when asked with 80% accuracy in two of three trials.

While reading at instructional level, STUDENT will **blend beginning, middle, and ending sounds** to form words with 80% accuracy in five consecutive sessions.

While reading a passage, STUDENT will use knowledge of consonants, consonant blends, and common vowel patterns to **decode unfamiliar words** with 90% accuracy in three trials.

When presented with printed text, STUDENT will identify **common contractions, compound words, and abbreviations** with 80 % accuracy four of five trials.

While reading a passage, STUDENT will **use decoding and word recognition skills** with 80% accuracy four of five trials.

When asked, STUDENT will read a 100 word story at instructional level making no more than 8 **oral reading** errors and will answer 3 of 5 **comprehension questions** correctly 3 consecutive days.

When shown a list of 30 **blend-vowel and digraph-vowel combinations**, STUDENT will give the correct sound of the initial blend or digraph at 100% accuracy 5 consecutive days.

Given a passage at instructional level, STUDENT will read a 100 word passage in less than **2 minutes** making no more than 12 **oral reading errors** for 5 consecutive sessions.

Given the **basic sight words,** STUDENT will read 100 sight words with 100% accuracy on 5 consecutive trials.

Given a list of **vocabulary words**, STUDENT will read the words correctly with 90% accuracy in 3/4 trials.

K-3 Auditory Discrimination *(Back)*

When presented with a t**ape of sounds** (music sounds, animals sounds, and environmental sounds), STUDENT will **identify the common sounds** with 80% accuracy 4 of 5 trials.

With HIS back to the teacher and after listening to a pattern of sounds made by the teacher with sound-producing instruments, STUDENT will turn to face the teacher and **duplicate the pattern heard** with 80% accuracy 8 of 10 trials.

After listening to the teacher read a series of words beginning with the same consonant, STUDENT wills either **supply the name of the letter heard** or choose the correct letter from two letter cards with 90% accuracy 8 of 10 trials.

When presented with word and picture cards, STUDENT recognize and discriminate the **final sounds** of *n, d, k, m, t,* and *p* with 90% accuracy 4 of 5 trials.

After being presented with a very short story or sets of sentences that include words with one or two target ending sounds, STUDENT will **circle words ending with the same sound** with 80% accuracy 4 of 5 trials.

When presented with words with **double consonant patterns**, like *rolling* and *stopping,* STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When given words with **silent consonants** (*l, t, k, h, b, gh, w,* and *ph*), STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When given a list of words with **initial sound blends** (*st, pl, bl, br, tr, dr, gr, fr, cr, sn, sl, pr, cl, thr, gl, squ, spr,* and *str*), STUDENT will recognize the blend and read the word correctly with 80% accuracy 4 of 5 trials.

As STUDENT listens to the teacher read a list of words, HE will identify the words with the **hard and soft sounds produced by *c*** with 80% accuracy 4 of 5 trials.

When presented with words with *y*, STUDENT will correctly identify and read words using the **long and short sounds of *y*** with 80% accuracy 4 of 5 trials.

When presented with words with **short vowel sounds**, STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with a list of **CVC words**, STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with a list of words with **long and short vowel sounds**, STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with lists of words with **vowel digraphs** (*ee, ea, ai,* and *oa*), STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with lists of words, STUDENT will recognize and correctly read words with **" r " controlled vowels** such as *er, ir,* and *ar* sounds with 80% accuracy 4 of 5 trials.

When presented with lists of words with **vowel diphthongs** (*ou, ow, oi, oy, aw,* and *au*), STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with lists of words with **consonant diphthongs** (*th, ch, sh,* and *tch*), STUDENT will correctly read the words with 80% accuracy 4 of 5 trials.

When presented with verbs with **verb tenses**, STUDENT will recognize the word and read correctly with 80% accuracy 4 of 5 trials.

When presented with highly predictable rhyming books/poems, STUDENT will read the print aloud and **supply missing rhymes** with 80% accuracy 4 of 5 trials.

When presented with **multi-syllabic words**, STUDENT will correctly identify the number of syllables in each word with 80% accuracy 4 of 5 trials.

When presented with lists of words, STUDENT will correctly read the word and identify the **prefix and/or suffix** in each word with 80% accuracy 4 of 5 trials.

K-3 Auditory Memory *(Back)*

After listening to the teacher read a series of words, STUDENT will correctly **repeat a series** of 4 words with 80% accuracy 4 of 5 trials.

When presented with a set of 4 oral directions, STUDENT will accurately **complete the tasks assigned** in the correct order with 80% accuracy 4 of 5 trials.

When asked, STUDENT will demonstrate **recall of details from a past class** experience or discussion by accurately summarizing 5 events from the previous day on 5 consecutive days.

When asked to deliver a message, STUDENT will **remember and relay an oral message** accurately with 100% accuracy on three consecutive days.

K-3 Reading for Pleasure *(Back)*

During an established free reading time of 10 to 15 minutes, STUDENT will **select appropriate reading material**, read independently, and then share what interested them in their reading when asked 3 of 4 times.

After reading outside of class, STUDENT will **write a one sentence reaction** to their reading 3/5 days for three consecutive weeks at 100% accuracy.

4-6 Basic Reading *(Back)*

Given a list of 20 words with prefixes and suffixes, STUDENT will i**dentify the root word, prefix and suffix** with 90% accuracy 5 consecutive trials.

Given a passage to orally read, STUDENT will use context **clues** to determine unknown words, reading with an 90% accuracy 4/5 times.

While reading a passage, STUDENT will use **knowledge of consonants, consonant blends, and common vowel** patterns to decode unfamiliar words with 90% accuracy in three trials.

When presented with printed text, STUDENT will identify common **contractions, compound words, and abbreviations** with 80 % accuracy four of five trials.

While reading a passage, STUDENT will use **decoding and word recognition** skills with 80% accuracy four of five trials.

Given a list of 10 **vocabulary words**, STUDENT will use words in sentences applying correct meaning to the words 90% accuracy 5 consecutive trials.

Given 10 sentences with underlined words, STUDENT will use prior **word structure knowledge** to determine the meaning of underlined word with 90% accuracy 9/10 trials.

7-8 Basic Reading *(Back)*

When given a list of 10 **vocabulary** words, STUDENT will correctly divide them into syllables with 80% accuracy in 4 of 5 trials.

7-8 Content Area Reading *(Back)*

When using a content area textbook, STUDENT will demonstrate an understanding of the **table of contents, an index, and a glossary** by responding to teacher directed questions with 80% accuracy 4 of 5 trials.

When completing an assignment, STUDENT will **skim a content area** reading assignment to respond to questions with 80% accuracy 4 of 5 trials.

After reading and familiarizing self with a variety assignments, STUDENT will **identify important information in individual content areas** and their textbooks and complete assignments with a 75% average over a period of 20 school days.

While reading, STUDENT will **take notes using bold titles** and subtitles to develop an outline of main ideas and details upon the teacher's request with 80% accuracy 5 of 5 trials.

When using a listening guide developed by the teacher, STUDENT will **listen to a content area lecture** and fill in the details on the listening guide with 80% accuracy 5 of 5 trials.

When presented with questions, STUDENT will i**nterpret charts, maps,** and/or diagrams to find answers with 80% accuracy 4 of 5 trials.

 When reading a chapter, STUDENT will **identify new vocabulary or concepts** within text and after reading the pertinent text will accurately describe new words and concepts to obtain 80% accuracy on related content area assignments over a period of 20 days.

After reading a content area reading assignment, STUDENT will correctly **identify the main idea of the paragraph** or passage with 90% accuracy 4 of 5 trials.

After reading an assigned content area reading passage, STUDENT will accurately **predict information** to be covered in the next reading section or chapter with 80% accuracy 4 of 5 trials.

After reading an assigned content area reading passage, STUDENT will **arrange events in sequential order**, such as according to time, level of importance, or cause and effect with 80% accuracy 4 of 5 trials.

While memorizing content area concepts, STUDENTS will use **mnemonics** to help recall information resulting in an average of 80% accuracy on tests and quizzes in content area classes 4/5 trials.

To complete assignments, STUDENT will read and **use information from two other sources**, such as the internet, encyclopedias, and almanacs, on 2 of 3 trials.

When reading an assigned content area reading passage, STUDENT will apply **word attack skills to content area** words allowing STUDENT to pronounce words correctly in a 100 word passage with 90% accuracy 2 of 3 trials.

When STUDENT finishes reading a nonfiction selection, HE will **summarize the information** by writing a paragraph with a topic sentence, three supportive sentences and a conclusion with 80% accuracy 2 of 3 trials.

7-8 Vocabulary *(Back)*

When listening to a story, STUDENT will provide **words that make sense** within the context when asked by the teacher with 80 accuracy in 4 of 5 trials.

After being introduced to the subject of a story, STUDENT will **predict the vocabulary** to be used in the story and will use four of five of these words in sentences 3 of 4 trials.

While completing a **cloze activity**, STUDENT will provide words demonstrating an understanding of syntax and vocabulary with 80% accuracy 3 of 4 trials.

When completing an assignment, STUDENT will demonstrate an understanding of **synonyms and antonyms** with accuracy of 80% 4 of 5 trials.

When presented with common **homonyms** like *sea/see, blew/blue*, and *whole/hole,* STUDENT will provide correct word to complete sentences with 80% accuracy 4 of 5 trials.

Upon request, STUDENT will provide **prefixes and suffixes** to words in a sentence with 80% accuracy 4 of 5 trials.

When given a list of words, STUDENT will **categorize words** with 80% accuracy 4 of 5 trials.

Given within the context of reading material, STUDENT will provide **definitions of new words** with 80% accuracy 4 of 5 trials.

Given within the context of reading material, STUDENT will choose the **correct dictionary meaning to fit a word** with 80% accuracy 4 of 5 trials.

Given a list of new words with familiar root words, STUDENT will recognize and **identify root words** with 80% accuracy 4 of 5 trials.

Upon request, STUDENT will **develop a study guide** of frequently read and used multiple meaning words (ex. *tie, plain, scale, draft,* and *sentence)* and their meanings with 80% accuracy and 4 of 5 trials.

While reading newspapers and magazines, STUDENT will identify common **acronyms** and provide their meaning with 100% accuracy 4 of 5 trials.

9-12 Vocabulary *(Back)*

When given a list of 10 **vocabulary words,** STUDENT will correctly define and write them in a sentence 4/5 times with 90% accuracy.
When given a list of 10 **vocabulary words,** STUDENT will correctly spell them 4/5 times with 90% accuracy.

Reading Comprehension (Back)

K-3 4-6 7-8 9-12

K-3

After reading or looking at a simple storybook, STUDENT will identify the **main idea** 80% of the time 4 of 5 trials.

When presented with a passage at instructional level, STUDENT will read to confirm initial **predictions** with 80% accuracy 4 of 5 trials.

After reading a story, STUDENT will explain the **sequence** of events with 80% accuracy four of five trials.

After reading a story at instructional level, STUDENT will identify the **main idea** and two supporting **details** with 80% accuracy four of five trials.

When presented with how, why, and what-if questions after reading a story silently, STUDENT will answer **comprehension** questions with 80% accuracy four of five trials.

When asked, STUDENT will identify **homonyms, synonyms, and antonyms** and use appropriately in sentences with 80% accuracy four of five trials.

After reading a story, STUDENT will identify the **effect** of a certain action with 80% accuracy 4 of 5 trials.

After reading a story, STUDENT will identify the **cause** of a situation with 80% accuracy 4 of 5 trials.

After reading a story at instructional level, STUDENT will distinguish between **cause and effect** with 80% accuracy four of five times.

After reading a story at instructional level, STUDENT will distinguish between **fact and opinion** with 80% accuracy four of five trials.

While listening to a story, STUDENT will recognize the difference between **fantasy and reality** with 80% accuracy 4 of 5 trials.

After reading a short story, STUDENT will answer **oral comprehension** questions with 80% accuracy in 4/5 trials.

After reading a short story, STUDENT will answer **written comprehension** questions with 80% accuracy in 4/5 trials.

When reading a story, STUDENT will demonstrate an understanding of the use of **quotation marks** with 80% accuracy 4 of 5 trials.

4-6 *(Back)*

After reading a short passage, STUDENT will use text information and prior knowledge to make **predictions**, 4/5 times with 80% accuracy.

After reading a short passage, STUDENT will **predict outcomes**, 4/5 times with 90% accuracy.

After silently reading a passage, STUDENT will determine **cause and effect** using the information derived from the test, 4/5 times with 80% accuracy.

After silently reading a passage, STUDENT will use **context and semantic clues** to answer comprehension questions, 4/5 times with 80% accuracy.

After reading various imaginative forms of **literature**, STUDENT will be able to identify and describe the structural differences of written forms, 4/5 times   with 80% accuracy.

During library time, STUDENT will independently select a **library book** appropriate for HIS purpose and instructional level in 2 of 2 trials.

After silently reading a short story, STUDENT will identify the **author's purpose**, 4/5 times 90% accuracy.

After given a reading assignment, STUDENT will demonstrate use of   **skimming** reading strategies to comprehend text, 4/5 times with 80%   accuracy.

After reading a short passage and answering **comprehension** questions, STUDENT will locate, in text, information to support answers, 4/5 times with 90% accuracy.

After reading a short passage, STUDENT will use implied meaning to answer **comprehension** questions, 4/5 times with 80% accuracy.

After reading various statements, STUDENT will identify **fiction and nonfiction** statements, 4/5 times with 90% accuracy.

After reading various statements, STUDENT will distinguish **fact from opinion**, 4/5 times with 90% accuracy.

After given various information, STUDENT will use text organizers to locate and **categorize** information in printed material, 4/5 times with 90% accuracy.

After reading a passage, STUDENT will recognize **figurative use of language**, 4/5 times with 80% accuracy.

After reading a passage, STUDENT will identify the **mood** of the reading selection with 80% accuracy 4 of 5 trials.

After reading a story, STUDENT will identify **details** most important to the plot with 80% accuracy 4 of 5 trials.

7- 8 *(Back)*

After reading a book at instructional level, STUDENT will answer **literal** comprehension questions at 80% accuracy in 2 of 3 trials.

After reading a book at instructional level, STUDENT will answer **inferential** comprehension questions at 70% accuracy in 2 of 3 trials.

Given a worksheet or review sheet from a content area, STUDENT will read **nonfiction** material and write the answers at 70% accuracy in 4 of 5 trials.

Given access to a variety of **poetry**, STUDENT will correctly identify one example of each of the following types of figurative language: simile, metaphor, personification, alliteration and hyperbole at 100% accuracy in 2 of 3 trials.

After reading a story, STUDENT will identify the characters, setting, rising action, climax and resolution on a **plot line chart** with 80% accuracy in 2 of 3 trials.

After reading a selection, STUDENT will describe the **character**'s physical appearance and personality as well as if they changed (dynamic) or did not change (static) during the story with 80% accuracy in 2 of 3 trials.

After reading a selection, STUDENT will identify the **main idea** of the passage with 80% accuracy in 4 of 5 trials.

While reading, STUDENT will vary reading rate according to the **purpose** of reading as observed by the teacher 8 of 10 trials.

9-12

When given a reading passage, STUDENT will use **questioning** strategies to increase comprehension of what was read 4/5 times with 90% accuracy.

After reading a passage, STUDENT will understand the passage's **tone, character, point-of-view, and theme** 4/5 times with 90% accuracy.

After reading a passage, STUDENT will identify the **author's purpose** 4/5 times with 90% accuracy.

After reading a passage, STUDENT will recognize the difference between **fact and opinion** 4/5 times with 90% accuracy.

When given a passage, STUDENT will read and **predict the outcome** 4/5 times with 90% accuracy.

After reading a passage, STUDENT will recognize **figurative use of language** 4/5 times with 90% accuracy.

After reading a passage, STUDENT will identify the **cause** of the situation 4/5 times with 90% accuracy.

After reading a passage, STUDENT will predict the **main problem** 4/5 times with 90% accuracy.

After reading a passage, STUDENT will **predict** the ending of the story 4/5 times with 90% accuracy.

After reading a passage, STUDENT will identify the **details** most important to the plot 4/5 times with 90% accuracy.

After reading a passage, STUDENT will **compare and contrast** people, things and ideas 4/5 times with 90% accuracy.

When given a passage of various levels of **sentence structure**, STUDENT will read the material with 90% accuracy in 4/5 trials.

When given an assignment, STUDENT will read and follow instructions to use **computer** software, assemble or construct models or equipment, or complete a project 4/5 times with 90% accuracy.

When given an assignment, STUDENT will use the reading process to understand **directions and procedures** (example: directions for home and school, schedules, maps) 4/5 times with 90% accuracy.

When questioned by the teacher, STUDENT will demonstrate an understanding of the purpose of **variations in print** (words in all capitals or boldface) by correctly responding 80% of the time 4 of 5 trials.

While reading a passage, STUDENT will use **rereading** to make sense of the passage and confirm their predictions resulting in correct responses to questions with 80% accuracy 4 of 5 trials.

While reading a passage, STUDENT will use **context clues** to understand new words or phrases resulting in correct responses to questions with 80% accuracy 4 of 5 trials.

When completing theme units, STUDENT will use **survival** words correctly in areas, like signs, cooking, restaurants, medicine, jobs, and driving with 80% accuracy 4 of 5 trials.

Math Calculations (Back)

K-3 4-6 7-8 9-12

K-3 Addition and Subtraction

Given two or more **sets of manipulatives**, STUDENT will apply the concept of **addition to** combine the sets and find the total amount with 80% accuracy in 4/5 trials.

Given two or more **sets of manipulatives**, STUDENT will apply the concept of **subtraction** to find the difference in numeric value between the two sets with 80% accuracy in 4/5 trials.

Given **number sentences without an +, - or = sign**, STUDENT will use the right symbol to complete the number sentence with 80% accuracy in 4/5 trials.

Given basic flash cards, STUDENT will recall basic **addition and subtraction** facts **through the nines** with 80% accuracy in 4/5 trials.

Given problems orally or on paper, STUDENT will **add numbers to 20** with 80% accuracy in 4/5 trials.

Given a set of **numbers 0-20**, STUDENT will **subtract** the smaller from the larger number and find the correct answer with 80% accuracy in 4/5 trials.

Given a set of **addition and subtraction** equations, STUDENT will write the **inverse relationship** between subtraction and addition problems with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will solve **two digit addition** problems **without regrouping** with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will solve **two digit addition** and subtraction problems **with regrouping** with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will **add and subtract multi-digit whole numbers** using various computational methods with 80% accuracy in 4/5 trials.

Given a set of **fractions with like denominators**, STUDENT will **add and subtract** with 80% accuracy in 4/5 trials.

K-3 Multiplication and Division *(Back)*

Given basic multiplication flash cards, STUDENT will recall **multiplication facts through the nines** with 80% accuracy in 4/5 trials.

Given basic division flash cards, STUDENT will recall **division facts through the nines** with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will **multiply a 2-3 digit number** by a **one digit number** with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will **divide a 2-3 digit number** by a **one digit number** with 80% accuracy in 4/5 trials.

4-6 Algebra Standards *(Back)*

Given **one-step equations**, STUDENT will solve them at 80% accuracy in 4 of 5 trials.

Given a **multi-step problem**, STUDENT will use **order of operations** to solve at 80% accuracy in 4 of 5 trials.

Given a one-step equation with **fractions and decimals**, STUDENT will solve using **inverse operations** at 80% accuracy in 4 of 5 trials.

Given **ordered pairs**, STUDENT will graph them on a **coordinate plane** with 90% accuracy in 4 of 5 trials.

4-6 Geometry Standards *(Back)*

Given a **coordinate grid**, STUDENT will **find locations** to represent points and simple figures at 80% accuracy in 4 of 5 trials.

4-6 Measurement Standards *(Back)*

Given a variety o**f measurement problems**, STUDENT will **convert** to another unit of measure at 80% accuracy in 4 of 5 trials.

Given a **set of coins**, STUDENT will state the **value** of the coins at 80% accuracy in 4 of 5 trials.

Given a **set of coins and bills**, STUDENT will state the **value** at 80% accuracy in 4 of 5 trials.

Using a formula, STUDENT will solve **area and volume** problems at 80% accuracy in 4 of 5 trials.

Given an object, STUDENT will **measure to the nearest eighth inch** at 80% accuracy in 4 of 5 trials.

Given an object, STUDENT will **measure to the nearest millimeter** at 80% accuracy in 4 of 5 trials.

Given an angle, STUDENT will **measure the degrees in the angle** at 80% accuracy in 4 of 5 trials.

4-6 Number Sense Standards *(Back)*

Given a set of numbers, STUDENT will **add and subtract** large numbers **with regrouping** with 80% accuracy in 4/5 trials.

Given a set of **mixed numbers**, STUDENT will **add and subtract** with 80% accuracy in 4/5 trials.

Given a set of **mixed numbers**, STUDENT will **multiply and divide** with 80% accuracy in 4/5 trials.

Given a set of numbers, STUDENT will list **five multiples of numbers** less than 400 at 80% accuracy in 4 of 5 trials.

Given a set of numbers, STUDENT will list all the **factors of numbers** less than 400 at 80% accuracy in 4 of 5 trails.

Given a set of numbers, STUDENT will give the **value** of numbers that are **squared and cubed** at 80% accuracy in 4 of 5 trials.

Given a set of **negative numbers**, STUDENT will **plot** them on a **number line** at 80% accuracy in 4 of 5 trials.

Given a set of numbers, STUDENT will **multiply and divide** any number by a **two digit number** with 80% accuracy in 4/5 trials.

Given a set of multiplication problems with **multiplicands and multipliers 0-12**, STUDENT will solve at 80% accuracy in 4 of 5 trials.

Given a set of division problems with **divisors and dividends 0-12**, STUDENT will find the quotient at 80% accuracy in 4 of 5 trials.

Given a set of **multi-digit numbers**, STUDENT will find the **product** at 80% accuracy in 4 of 5 trials.

Given a set of **division problems with whole numbers**, STUDENT will find the quotient at 80% accuracy in 4 of 5 trials.

Given two **unlike fractions**, STUDENT will find the **common denominator** and make **equivalent fractions** at 90% accuracy in 4 of 5 trials.

Given ten **fractions**, STUDENT will **reduce** them to **lowest terms** at 90% accuracy in 4 of 5 trials.

Given **unlike fractions**, STUDENT will **add and subtract** with 80% accuracy in 4 of 5 trials.

Given a set of **fraction problems**, STUDENT will **multiply and divide** at 80% accuracy in 4 of 5 trials.

Given a set of **decimal problems**, STUDENT will **add and subtract** with regrouping at 80% accuracy in 4 of 5 trials.

Given a set of **decimal problems**, STUDENT will **multiply and divide** at 80% accuracy in 4 of 5 trials.

Given a set of numbers, STUDENT will find the **least common multiple** and **greatest common factor** at 80% accuracy in 4 of 5 trials.

Given a **multi-step word problem**, STUDENT will solve at 80% accuracy in 4 of 5 trials.

Given a **set of integers**, STUDENT will **add and subtract** them with 80% accuracy in 4 of 5 trials.

4-6 Patterns, Relations, and Functions Standards *(Back)*

Given a **number of units and total cost**, STUDENT will find the unit cost at 80% accuracy in 4 of 5 trials.

4-6 Statistics & Probability Standards *(Back)*

Given a set of numbers, STUDENT will find the **mean, median, mode**, and **range** at 80% accuracy in 4 of 5 trials.

7-8 Algebra Standards *(Back)*

Given **algebraic expressions**, STUDENT will **replace variables** and solve with 80% accuracy in 4 of 5 trials.

Given one-step **equations and inequalities**, STUDENT will solve using **inverse operations** at 80% accuracy in 4 of 5 trials.

Given an equation, STUDENT will solve and **graph equations** and **inequalities** at 80% accuracy in 4 of 5 trials.

7-8 Geometry Standards *(Back)*

Using the **Pythagorean theorem**, STUDENT will solve problems at 80% accuracy in 4 of 5 trials.

Using a formula, STUDENT will solve **volume and surface area** problems at 80% accuracy in 4 of 5 trials.

Given a **multiple step formula**, STUDENT will **substitute values** and solve at 80% accuracy in 4 of 5 trials.

7-8 Measurement Standards *(Back)*

Given two different **units of measure**, STUDENT will use **proportions to convert** between the measures at 80% accuracy in 4 of 5 trials.

7-8 Number Sense Standards *(Back)*

Given consumer application problems involving **discount, markup, commission, profit**, and **simple interest**, STUDENT will solve with 80% accuracy in 4 of 5 trials.

Given **integers**, STUDENT will **multiply and divide** with 80% accuracy in 4 of 5 trials.

Given numerical expressions involving **exponents**, STUDENT will **simplify** at 80% accuracy in 4 of 5 trials.

Given problems with **whole number and/or fractions** with **positive** and **negative values**, STUDENT will solve them at 80% accuracy in 4 of 5 trials.

7-8 Patterns, Relations, and Functions Standards *(Back)*

7-8 Statistics and Probability Standards *(Back)*

Given data, STUDENT will display the data using **frequency distributions, line plots, stem-and-leaf plots, box-and-whisker plots**, and **scatter grams** with 80% accuracy in 4 of 5 trials.

9-12 Algebra Standards *(Back)*

Given **polynomial expressions**, STUDENT will **expand, combine** or **simplify** 8/10 times with 80% accuracy.

When given **equations and inequalities**, STUDENT will solve and graph 8/10 times with 80% accuracy.

When given **multi-step linear equations**, STUDENT will use strategies involving **inverse operations and integers** 8/10 times with 80% accuracy.

When given **one-step linear equation**, STUDENT will solve using strategies involving **inverse operations and integers** 8/10 times with 80% accuracy.

When given a **graph, ordered pairs or equations**, STUDENT will determine the **slope** 8/10 times with 80% accuracy.

When given an **equation or graph**, STUDENT will identify **x and y intercepts** 8/10 times with 80% accuracy.

9-12 Geometry Standards *(Back)*

When given a **geometric figure**, STUDENT will **name** and determine the **measure of the angles** 8/10 times with 80% accuracy

When given a **geometric figure**, STUDENT will use **theorems** to determine whether **triangles are congruent or similar** 8/10 times with 80% accuracy.

9-12 Measurement Standards *(Back)*

9-12 Number Sense Standards *(Back)*

When given **algebraic expressions**, STUDENT will **add, subtract, multiply**, and **divide** 8/10 times with 80% accuracy.

Given an equation, STUDENT will **add, subtract, multiply**, and **divide real numbers, including roots, exponents** using appropriate computational strategies, e.g., mental mathematics, paper and pencil, calculator 8/10 times with 80% accuracy.

When given an equation, STUDENT will apply operations to numbers expressed in **scientific notation** 8/10 times with 80% accuracy.

When given an equation, STUDENT will simplify numerical expressions involving **exponents** 8/10 times with 80% accuracy.

When given an equation, STUDENT will **create tables or graphs** to interpret relations and/or functions 8/10 times with 80% accuracy.

9-12 Patterns, Relations, and Functions Standards *(Back)*

When given a multi-step problem involving **rate, average speed, distance** and **time** or **direct variation**, STUDENT will solve 8/10 times with 80% accuracy.

9-12 Statistics and Probability Standards *(Back)*

When given problems, STUDENT will solve using **mean, median, mode** and **range** 8/10 times with 80% accuracy.

Math Reasoning (Back)

K-3 4-6 7-8 9-12

K-3 Algebra Standards *(Back)*

Given two collections of objects, STUDENT will compare the collections using the **terms more, less and equal** with 80% accuracy 4/5 trials.

K-3 Geometry Standards *(Back)*

Given four basic **geometric shapes** (square, rectangle, circle and triangle), STUDENT will identify such shapes with 80% accuracy 4/5 trials.

Given **plane and solid figures**, STUDENT will identify differences with 80% accuracy 4/5 trials.

Given **plane figures**, STUDENT will determine if objects are **similar** or **congruent** with 80% accuracy 4/5 trials.

Given a variety of **shapes and figures**, STUDENT will identify **lines of symmetry** with 80% accuracy 4/5 trials.

Given plane or **solid geometric figures**, STUDENT **will classify** such figures using relevant properties (i.e. number of corners, square corners, shape of faces and edges) with 80% accuracy 4/5 trials.

K-3 Measurement Standards *(Back)*

Given a variety of **coins**, STUDENT will identify and name the **value** of a **penny, nickel, and dime** with 100% accuracy 5/5 trials.

Given a variety of **coins** and **bills**, STUDENT will identify the correct **names** and **amounts** with 100% accuracy 4/5 trials.

When working with **money**, STUDENT will use the **$, cent and decimal point** appropriately with 80% accuracy 4/5 trials.

Given a **collection of coins**, STUDENT will **count** money with 80% accuracy in 4/5 trials.

Given a collection of **dollar bills and coins**, STUDENT will **compare** with 80% accuracy 4/5 trials.

Given a variety of **coins and bills**, STUDENT will **add and subtract** given amounts with 80% accuracy 4/5 trials.

Given a collection of **dollar bills and coins**, STUDENT will **multiply and divide** the money with 80% accuracy 4/5 trials.

Given a **clock**, STUDENT will measure time to the nearest **hour and half- hour** with 90% accuracy 4/5 trials.

Given a **clock**, STUDENT will measure time to the **nearest quarter hour and five minute** with 80% accuracy 4/5 trials.

Given a **time sequence of events**, STUDENT will order the events by **past, future, and equivalent periods** of time with 80% accuracy 4/5 trials.

When given objects needing measurement of **weight** and **volume,** STUDENT will choose appropriate measuring tool with 80% accuracy 4/5 trials.

Given a ruler, STUDENT will measure **length** to the nearest 1/4 inch or the **nearest centimeter** with 80% accuracy 4/5 trials.

K-3 Number Sense Standards *(Back)*

Given numbers **1-100**, STUDENT will **identify** with 80% accuracy in 4/5 trials.

Given numbers **1-100**, STUDENT will **order and compare** numbers with 80% accuracy in 4/5 trials.

Given numbers **1-100** STUDENT will classify and name numbers as **even** or **odd** with 80% accuracy 4/5 trials.

Given numbers **1-999**, STUDENT will **identify** with 80% accuracy 4/5 trials.

Given numbers **1-999**, STUDENT will **order and compare** numbers with 80% accuracy 4/5 trials.

Given numbers up to **100,000**, STUDENT will i**dentify** with 80% accuracy 4/5 trials.

Given numbers up to **100,000**, STUDENT will **order and compare** with 80% accuracy 4/5 trials.

Given a set of **whole numbers**, STUDENT will **order** and **compare** using appropriate words and symbols with 80% accuracy 4/5 trials.

Given a set of numbers or objects, STUDENT will **count by** number groups (2's**, 3's, 5's, and 10's**) to 100 with 80% accuracy 4/5 trials.

Given an ordered set of objects, STUDENT will identify **ordinal positions 1st - 20th** with 80% accuracy 4/5 trials.

Given written or oral number problems, STUDENT will **select** the appropriate **operation** to solve specific problems involving whole numbers with 80% accuracy 4/5 trials.

Given a **one step story problem**, STUDENT will use **addition** and/ or **subtraction** to solve such problems with 80% accuracy in 4/5 trials.

Given a **one step story problem**, STUDENT will use **multiplication** and/or **division** to solve such problem with 80% accuracy 4/5 trials.

Given a **story problem** involving **multi-step** operations, STUDENT will complete the problem with 80% accuracy 4/5 trials.

Given a set of objects, STUDENT will **estimate** the quantity to the nearest 10 with 80% accuracy 4/5 trials (ex. how many jelly beans in the jar).

Given numbers with **two or more digits**, STUDENT will use words, models, and **expanded notation** to show representation with 80% accuracy 4/5 trials.

Given a number line, STUDENT will **compare** and **order fractions** and decimals with 80% accuracy 4/5 trials.

Given shaded **fractional units**, STUDENT will name and **write a fraction** and **decimal** with 80% accuracy 4/5 trials.

Given **fractions** with **like** and **unlike denominators**, STUDENT will **compare** the numerical value with 80% accuracy 4/5 trials.

Given decimals expressed as **tenths** and **hundredths**, STUDENT will compare such numbers with 80% accuracy 4/5 trials.

K-3 Patterns, Relations, and Functions Standards

Given a repeating **pattern**, STUDENT will identify and **extend** such pattern with 80% accuracy 4/5 trials.

When given objects, STUDENT will **match** with correct **one-to-one** correspondence with 100% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will **count orally** to **10** with 100% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will identify and **count objects** to **10** with 100% accuracy in 4/5 trials.

Given a group of objects, STUDENT will **count and match** this group to the appropriate number **1-20** with 80% accuracy 4/5 trials.

Given printed **number words one to ten**, STUDENT will **read** the words with 100% accuracy in 4/5 trials.

Given paper and pencil, STUDENT will **write numbers 1-10** in numerical order with 100% accuracy 4/5 trials.

Given a paper and pen, STUDENT will **write numbers 1-100** in numerical order with 80% accuracy 4/5 trials.

Given two or more objects, STUDENT will **classify and sort** according to **similar attributes** with 80% accuracy 4/5 trials.

Given a set of objects, STUDENT will **classify and sort objects** according to **one or more attributes** with 80% accuracy 4/5 trials.

K-3 Statistics and Probability Standards *(Back)*

Given a situation involving **surveys** or simple experiments, STUDENT will gather and **record data** with 80% accuracy 4/5 trials.

Given a **set of data**, STUDENT will **represent** in more than one way (i.e. **charts, line graphs or bar graphs**) with 80% accuracy 4/5 trials.

When given a set of **data** in the form of tables, graphs or charts, STUDENT will **answer** a set of 5 **question**s involving comparison and contrast of the data with 80% accuracy 4/5 trials.

Given a **probability** experiment, STUDENT will **list** all possible **outcomes** with 80% accuracy 4/5 trials.

4-6 Algebra Standards *(Back)*

Given a set of **geometric figures**, STUDENT will i**dentify points, lines, line segments, and rays** at 80% accuracy in 4 of 5 trials.

Given examples, STUDENT will match the **names** of associative, commutative, and distributive **properties** to the example at 100% accuracy in 2 of 3 trials.

4-6 Geometry Standards *(Back)*

Given **geometric objects**, STUDENT will **sort and classify** them at 80% accuracy in 4 of 5 trials.

4-6 Measurement Standards *(Back)*

Given a purchase price and amount paid, STUDENT will **count back** the **change** with values up to $10.00 at 80% accuracy in 4 of 5 trials.

Given a word problem, STUDENT will **identify** equivalent periods of **time** to solve the problem at 80% accuracy in 4 of 5 trials.

4-6 Number Sense Standards *(Back)*

Given a set of numbers from **.001 to 1,000,000**, STUDENT will **order** and **compare** them at 80% accuracy in 4 of 5 trials.

Given a **word problem**, STUDENT will **set up** the problem and solve at 80% accuracy in 4 of 5 trials.

Given **word problems**, STUDENT will **select** the needed **information** to solve the problem at 90% accuracy in 4 of 5 trials.

4-6 Patterns, Relations, and Functions Standards *(Back)*

Given a **pattern**, STUDENT will **write the pattern rule** at 80% accuracy in 4 of 5 trials.

Given a **graph** or table, STUDENT will i**nterpret data** and answer questions at 80% accuracy in 4 of 5 trials.

4-6 Statistics and Probability Standards *(Back)*

Given a sample space, STUDENT will **predict** and list all possible **outcomes** of events with 80% accuracy in 4 of 5 trials.

7-8 Algebra Standards *(Back)*
 Given a word problem and a formula, STUDENT will plug in the correct numbers to solve the problem with 80% accuracy in 4 of 5 trials.

7-8 Geometry Standards

Given a set of geometric shapes, STUDENT will **name polygons** up to ten sides at 80% accuracy in 4 of 5 trials.

7-8 Measurement Standards

7-8 Number Sense Standards

7-8 Patterns, Relations, and Functions Standards

7-8 Statistics and Probability Standards

Given examples of **independent** and **dependent events**, STUDENT will **identify** the type and how it impacts the **probability** at 80% accuracy in 4 of 5 trials.

9-12 Algebra Standards *(Back)*

9-12 Geometry Standards

9-12 Measurement Standards

9-12 Number Sense Standards

9-12 Patterns, Relations, and Functions Standards

9-12 Statistics and Probability Standards

Oral Expression (Back)

K-3 4-6 7-8 9-12

K - 3

When given a story, STUDENT will **use pictures** to tell the story with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will **recite** poems, rhymes, songs and stories with repeated patterns with 100% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will name **numbers** with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will name **colors** with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will name **shapes** with 80% accuracy in 4/5 trials.

When speaking on a topic, STUDENT will use **correct grammar** in oral communication with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will use correct **subject - verb agreement** with 80% accuracy in 4/5 trials.

When speaking, STUDENT will use **complete sentences** with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will express ideas in **complete sentences** with 100% accuracy in 4/5 trials.

 When asked by the teacher, STUDENT will tell/ retell stories in **logical and/or sequential order** with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will give simple **one and two-step directions** with 100% accuracy in 4/5 trials.

When given a topic, STUDENT will present **brief oral reports**/stories that have a beginning, middle and ending and include concrete details with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will organize and present ideas with **3 sub -topics** with 100% accuracy in 3/4 trials.

4 - 6 *(Back)*

When given a topic, STUDENT will speak clearly and expressively using appropriate **pronunciation, rate, volume and inflection** with 80% accuracy in 3/4 trials.

When given a topic, STUDENT will present an **oral informative presentation** that provides facts, details, examples, and descriptors with 80% accuracy 3/4 trials.

 When presenting a topic, STUDENT will use **simple and complex sentences** appropriate to audience and purpose 80% accuracy 3/4 trials.

Without prompts STUDENT will give precise **oral directions/instructions** to complete an art project 100% accuracy 3/4 trials.

When presenting a topic, STUDENT will use appropriate **vocabulary and sentence structure** with 80% accuracy 3/4 trials.

When presenting a topic, STUDENT will use **precise, descriptive language** with 80% accuracy 3/4 trials.

When presenting an oral report, STUDENT will state information and give **supportive ideas with evidence and examples** with 80% accuracy 3/4 trials.

7 - 8

When preparing for an oral report, STUDENT will determine **content, format, language, and style** appropriate to the purpose and topic evident within the outline and draft at 100% accuracy in one of two trials.

When preparing speech outlines STUDENT will include an **introduction, transitions, a logically developed body, and a conclusion** 100% of the time one of two trials.

While presenting an oral report, STUDENT will communicate ideas and information in an **organized** manner to support a specific purpose by following a prepared outline 100% in one of two trials.

While presenting an oral report STUDENT will use **grammar, sentence structure, and vocabulary** appropriate to the audience and situation evident 90% of the time one of two trials.

While presenting an oral report STUDENT will use oral **vocabulary and style** appropriate for audience evident 90% of the time one of two trials.

While presenting an oral report STUDENT will use appropriate **non-verbal skills** (eye contact, posture, gestures) evident 90% of the time one of two trials.

For an oral presentation STUDENT will design and use **visual aids** to emphasize key ideas with one relevant aid per presentation.

During a one on one **interview**, STUDENT will use appropriate eye contact, volume and posture 90% of the time in 2 of 3 trials.

9 - 12

Listening Comprehension

K-3

When asked by the teacher, STUDENT will follow various **one and two-step** directions with 100% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will follow **two and three step** oral directions with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will follow **three and four** step oral directions with 80% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will identify and name information that can be used on a **personal** basis (911, phone number, etc.) with 100% accuracy in 4/5 trials.

When given information, STUDENT will restate what others say to **demonstrate recall** with 100% accuracy in 4/5 trials.

When given oral information, STUDENT will restate the information in a **sequence** similar to how it was presented with 80% accuracy in 4/5 trials.

When given oral information, STUDENT will restate the information heard in a **logical and sequential** order with 80% accuracy in 4/5 trials.

When given oral information, STUDENT will **retell, paraphrase, and explain** what a speaker has said with 80% accuracy in 4/5 trials.

When given information, STUDENT will **categorize** the information according to specific topic or subject with 80% accuracy in 4/5 trials.

4 - 6 *(Back)*

When given oral information, STUDENT will **ask appropriate questions** to determine the meaning and purpose of speaker's message 4/5 times with 90% accuracy.

When given oral information, STUDENT will distinguish between **facts and opinion**, 4/5 times 90% accuracy.

After listening to oral discussion, STUDENT will **draw conclusions** 4/5 times 80% accuracy.

After given oral information, STUDENT will **use prior knowledge and experience** for effective recall, 4/5 times 80% accuracy.

After given **multi-step oral instructions/directions**, STUDENT will restate instruction/direction with 100% accuracy 4/5 times.

7 - 8 *(Back)*

While previewing television and other media, STUDENT will identify **persuasive and propaganda** techniques with 90% accuracy in 4/5 trials.

When taking **notes** during classroom lecture/story, STUDENT will organize information received according to subject or topic with 90% accuracy in 4/5 trials.

After listening to a lecture/speaker/story, STUDENT will ask probing **questions** to seek elaboration and clarification to complete assigned work with 80% accuracy in 4/5 trials.

**9 - 12 **
When given information, STUDENT will ask appropriate, and subject- related **questions** to interpret the intent of the communication 4/5 times with 90% accuracy.

Written Expression

K-3 Mechanics

When writing, STUDENT will write using **left to right, and top to bottom** progression with 100% accuracy in 4/5 trials.

When asked by the teacher, STUDENT will write **upper and lower case** letters with 100% accuracy in 4/5 trials.

When given a sentence, STUDENT will use **correct punctuation** at the end of the sentence with 100% accuracy in 4/5 trials.

When given a sentence, STUDENT will begin sentences with **capital letters** with 100% accuracy in 4/5 trials.

When given a topic, STUDENT will begin sentences with **capital letters** and use **ending punctuation** in final copies with 90% accuracy in 4/5 trials.

When given **punctuation and capitalization rules,** STUDENT will use them correctly in a sentence with 95% accuracy on daily trials for 3 consecutive weeks.

After writing on a topic, STUDENT will **edit** final copy for capitalization and punctuation with 90% accuracy in 4/5 trials.

K-3 Spelling
When orally presented 5 dictated sentences, STUDENT **will correctly write them** (spelling, punctuation, capitalization) with 90% accuracy in 2 of 3 trials.

When given a list of weekly spelling words, STUDENT will **write words correctly** with 80% accuracy in 4 of 5 trials.

When given a list of weekly spelling words, STUDENT will **generalize words** by using and spelling correctly in sentences with 80% accuracy one of two trials.

When writing a final copy on a topic, STUDENT will use **correct spelling** of frequently used words with 90% accuracy in 4/5 trials.

K-3 Grammar *(Back)*

When requested, STUDENT will write a 50 word paragraph using **correct gramma**r with 100% accuracy in 4 of 5 trials.

When given a variety of sentence structures, STUDENT will use **correct grammar** with 80% accuracy in 4/5 trials.

When writing about people, places, things and events, STUDENT will **use descriptive words** and a variety of sentence types with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will **write a complete sentence, which** demonstrates proper use of the noun, verb, adjective, and adverb in 5 sentences three times per week for 4 weeks at 95% accuracy.

K-3 Writing *(Back)*

When given written work, STUDENT will identify between **complete and incomplete sentences** with 90% accuracy in 4/5 trials.

When given a purpose, STUDENT will write **complete sentences** with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will use **complete sentences** in writing with 90% accuracy in 4/5 trials.

When given a main idea, STUDENT will write **four complete sentences** about the idea with 80% accuracy in four of five trials.

When given a topic, STUDENT will **organize and write information** and ideas with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will **write creative short stories**, descriptive paragraphs, or narratives with 80% accuracy in 4/5 trials.

When given a topic, STUDENT will use **descriptive details** and a variety of sentence types with 80% accuracy in 4/5 trials.

When requested, STUDENT will write a **paragraph with details** in **correct sequence** with 80% accuracy in four of five trials.

4-6 Mechanics *(Back)*

When given a compound sentence, STUDENT will correctly place the **comma before the conjunction** with 90% accuracy in 2 of 3 trials.

4-6 Grammar *(Back)-*
When given a topic, STUDENT will write a short 5 sentence paragraph using **correct grammar**, capitalization, punctuation, and spelling with 90% accuracy in 4/5 trials.

When given simple sentences, STUDENT will correctly **identify the subject and verb** with 80% accuracy in 2 of 3 trials.

4-6 Writing *(Back)-*
When given a topic, STUDENT will use **complete sentences** in writing with 90% accuracy in 4/5 trials.

When given a topic, STUDENT will write **creative short stories**, descriptive paragraphs, or narratives with 80% accuracy in 4/5 trials.

Given a topic, STUDENT will write a **comparison-contrast paragraph**   with 90% accuracy in 2/3 trials.

Given a topic, STUDENT will write a **cause-effect paragraph** with 90% accuracy in 2/3 trials.

Given a topic, STUDENT will write a **problem-solution paragraph** with 90% accuracy in 2/3 trails.

Given a topic, STUDENT will write **a report, which** focus on key ideas, issues or situations and are supported by references with 80% accuracy in 2/3 trials.

When given a writing assignment, STUDENT will apply the **various stages to the writing process** to complete the assignment with 90% accuracy in 3/4 trials.

When given a writing assignment of a short story, STUDENT will **use dialogue** in telling the story with 90% accuracy in 2/3 trials.

When given the assignment of an autobiographical writing, STUDENT will **include single incidents of interest** or importance with 80% accuracy in 2/3 trials.

When writing a final draft, STUDENT will use a **computer for revising** and editing, combining and rearranging sentences, and making a final draft with 95% accuracy in 2/3 trials.

After reading a short passage, STUDENT will **respond in writing** to **demonstrate an understanding** of the information with 90% accuracy in 4/5 trials.

After silently reading a passage in content area, STUDENT will **paraphrase/summarize what was read** in written form with 90% accuracy in 6/8 trials.

7-8 Mechanics *(Back)*

After writing a rough draft, STUDENT will **edit final copy** for correct spelling, capitalization and punctuation with at least 80% accuracy in 4 of 5 trials

When given a compound sentence, STUDENT will correctly **place the comma** before the conjunction with 90% accuracy in 2 of 3 trials.

When asked, STUDENT will correctly **write a paragraph** and punctuate dialogue that include at least 3 exchanges with 80% accuracy in 2 of 3 trials.

Following instruction in conventional resume format, STUDENT will **create an entry-level personal resume** with correct format and no more than 3 errors in capitalization, punctuation or spelling.

When orally presented **5 dictated sentences,** STUDENT will correctly write them (spelling, punctuation, capitalization) with 90% accuracy in 2 of 3 trials.

7-8 Grammar *(Back)*

When given simple sentences, STUDENT will correctly **identify the subject and verb** with 80% accuracy in 2 of 3 trials.

When presented with sentences containing prepositional phrases, STUDENT will correctly **identify the prepositional phrases** with 80% accuracy in 2 of 3 trials.

When given a topic to write about, STUDENT will **express HIS ideas** in grammatically complete sentences 4/ 5 times with 90% accuracy.

7-8 Writing *(Back)*

In **daily homework assignments,** STUDENT will write answers in complete sentence form with 90% accuracy in 4 of 5 trials.

After writing ten simple sentences, STUDENT will **combine sentence**s into complex or compound sentences at 80% accuracy in 4 of 5 trials.

When given a variety of sentences, STUDENT will expand them by **adding describing words** 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will write a **cohesive paragraph** 4/ 5 times with 90% accuracy.

When given a topic to write about, STUDENT will stick with **ideas that are relevant** to that topic 4/ 5 times with 90% accuracy.

When asked to write on a **sequential topic** in paragraph form, STUDENT will use a variety of transition words in 2 of 3 trials.

After deciding on a writing topic, STUDENT will write a **paragraph in various modes of writing** (expository, persuasive) giving appropriate details for support of the topic sentence in 2 of 3 trials.

Given a writing topic, STUDENT will follow the **writing process** (pre-write, draft, revise, edit and publish) 100% of the time for 4 trials.

After choosing a topic for a research project, STUDENT will choose and **take notes** from at least 3 different sources for use in a multi paragraph essay in 2 of 3 trials.

After taking information from a source for use in a research paper, STUDENT will follow the correct format for **documenting the source in a bibliography** or source list for the paper with 80% accuracy in 2 trials.

After **reading another student's work**, STUDENT will give at least 1 constructive comment on a piece of writing in the area of organization, word choice or ideas and content in 4 of 5 trials.

When given a paragraph containing **homonym errors**, STUDENT will correct 80% of the errors in 2 of 3 trials.

Given a **job application**, STUDENT will complete the application with 100% accuracy in 2 of 3 trials.

9-12 Grammar *(Back)*

When given a topic, STUDENT will write 6 sentences using **correct spelling, language,** punctuation and capitalization 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will use **adjectives and adverbs** to create complex sentences 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will write 4 sentences using **correct subject and verb** agreement 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will write 1 paragraph using **appropriate past, present, and future** verb tenses 4/ 5 times with 90% accuracy.

When given a topic to write about, STUDENT will **express HIS ideas** in grammatically complete sentences 4/ 5 times with 90% accuracy.

9-12 Writing

When given a variety of sentences, STUDENT will expand them by **adding describing words** 4/ 5 times with 90% accuracy.

When given a paragraph, STUDENT will distinguish between **clearly written sentences and sentences that contain errors** in expression or construction 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will **organize the information** to support the purpose of the writing 4/ 5 times with 90% accuracy.

When given a topic to write about, STUDENT will maintain a **personal writing journal** for reflection 5/ 5 days a week with 100% accuracy.

When given a topic to write about, STUDENT will **use personal experience**, opinions, and reactions to enhance writing 2/3 times with 90% accuracy.

When given a topic, STUDENT will **write a cohesive paragraph** 4/ 5 times with 90% accuracy.

When given a topic to write about, STUDENT **will stick with ideas that are relevant** to that topic 4/ 5 times with 90% accuracy.

After selecting a topic, STUDENT will **make a simple outline** 4/ 5 times with 90% accuracy.

When given an outline, STUDENT will write it in **paragraph form** 4/ 5 times with 90% accuracy.

After selecting a topic, STUDENT will use the **steps in the writing process** 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will **write a complete essay** including an introduction, body and conclusion 4/ 5 times with 90% accuracy.

When given a topic, STUDENT will **summarize and take notes** for a research paper 2/3 times with 90% accuracy.

When given a topic, STUDENT will **write an autobiography** 2/3 times with 90% accuracy.

After writing an essay, STUDENT will **edit and spell check their work** using a word processing program 3/3 times with 100% accuracy.

Speech/Language (Back)

Articulation
Auditory Processing
Fluency
Hearing
Language-Expressive
Langauge-Receptive
Oral Motor
Pragmatics/Life Skills
Voice

Articulation (Back)

When shown 10 words/ pictures, STUDENT will articulate the sound(s) of // at **syllable level** with 80% accuracy for 4 out of 5 sessions.

When shown 10 words/pictures and given a **verbal model**, STUDENT will articulate the sound(s) of /　/　in all positions of words at **word level** with 80% accuracy for 4 out of 5 sessions.

When shown 10 words/pictures and **no verbal model**, STUDENT will articulate the sound(s) of /　/　in all positions of words at **word leve**l with 80% accuracy for 4 out of 5 sessions.

When shown 10 words/pictures and given a **verbal model**, STUDENT will articulate the sound(s) of /　/ in all positions of words at **phrase level** with 80% accuracy for 4 out of 5 sessions.

When shown 10 words/pictures and given a **verbal model**, STUDENT will articulate the sound(s) of / / in all positions of words at **sentence level** with 80% accuracy for 4 out of 5 sessions.

When shown 10 words/pictures, STUDENT will **use the word in a complete sentence by pronouncing the sound(s)** of / / in all positions of words at sentence level with 80% accuracy for 4 out of 5 sessions.

While reading a short story, STUDENT will articulate the sound(s) of /   / in all positions of **words at his reading level** with no more than (5) errors per book for 4 out of 5 sessions.

Given written passages, STUDENT will use the / / sound(s) correctly during oral reading with no **more than 2 mistakes in a five minute oral reading** for 2 of 3 sessions.

After listening to a short story, STUDENT will **retell the story** by articulating the sound(s) of / / in all positions of words at the **conversational level** with no more than (5) errors per story for 4 out of 5 sessions.

After listening to a short story, STUDENT will answer **WH questions** by articulating the sound(s) of / / in all positions of words at the **conversational level** with no more than (5) errors per story for 4 out of 5 sessions.

During a **(10) minute language sample**, STUDENT will articulate the sound(s) of / / in all positions of words at the **conversational level** with no more than (5) errors for 4 out of 5 sessions.

Given **curriculum materials** from the STUDENT'S classroom, STUDENT will produce the / / sound(s) correctly during **simulated classroom discussion** in the speech therapy room with no errors in a twenty minute session, over 3 consecutive sessions.

During a **(20) minute classroom discussion** in the regular classroom, STUDENT will articulate the sound(s) of // in all positions of words at the **conversational level** with no more than (5) errors for 4 out of 5 observations.

Given a picture and a **spoken model**, STUDENT will produce the **selected vowel sound(s)** /   / with 80% accuracy for 4 out of 5 sessions.

Given a picture and **no spoken model**, STUDENT will produce the **selected vowel sound(s)** /   / with 80% accuracy for 4 out of 5 sessions.

Given a **spoken model**, STUDENT will produce the selected **vowel sounds** /   / in **imitated sentences** with 80% accuracy for 4 out of 5 sessions.

Given a spoken word or picture, STUDENT will produce the selected **vowel sounds** / / when creating an **original spoken sentence** with 80% accuracy for 4 out of 5 sessions.

Given **picture sequences** that tell a short story, STUDENT will produce the selected **vowel sounds** / / when **retelling the story** with 80% accuracy for 4 out of 5 sessions.

Given **written passages**, STUDENT will produce the **target vowel sounds** / / during oral reading with 80% accuracy for 4 out of 5 sessions.

During a **(10) minute oral language sample**, STUDENT will produce the **target vowel sounds** / / with 80% accuracy for 4 out of 5 sessions.

Given a **spoken model**, STUDENT will articulate the **consonant blends** / / in isolation with 80% accuracy for 4 out of 5 sessions.

Given a picture and **spoken model**, STUDENT will articulate the **consonant blends / / in initial position** words with 80% accuracy for 4 out of 5 sessions.

Given a picture, STUDENT will articulate the **consonant blends** / / in **all positions** of words with 80% accuracy for 4 out of 5 sessions.

Given a **spoken model**, STUDENT will articulate the **consonant blends** / / in **imitated sentences** with 80% accuracy for 4 out of 5 sessions.

Given a **spoken word or picture**, STUDENT will produce the **consonant blends / / when creating an original spoken sentence** with 80% accuracy for 4 out of 5 sessions.

Given picture sequences that tell a short story, STUDENT will produce the **consonant blends / / when retelling the story** with 80% accuracy for 4 out of 5 sessions.

Given written passages, STUDENT will produce the **consonant blends / / during oral reading** with no more than (2) mistakes in a (5) minute reading for (3) consecutive sessions.

During a **(10) minute oral language sample**, STUDENT will produce the **consonant blends / / in running speech** with no more than (2) mistakes for 4 out of 5 sessions.

Given a list of 20 sentences with **marks made to indicate pauses**, STUDENT will **read aloud**, pausing at all places marked with 100% accuracy over 5 consecutive sessions.

Given one short story per session for 5 consecutive sessions STUDENT will read and/or discuss the story using an **appropriately slow and intelligible rate of speed**, as judged by the SLP for 5 of 5 sessions.

Auditory Processing
Phonemic Awareness
Earobics Step 1
Earobics Step 2
SPARC
LIPS program
Auditory Memory/Word Finding
Categories
Listening for Detail
Augmentative Communication
PECS
General
Sign Language

Phonemic Awareness

From EAROBICS Step 1

Given a series of # **environmental sounds and corresponding pictures**, STUDENT will point to the corresponding pictures in correct order with 80% accuracy for 4 out of 5 sessions.

Given a **selected isolated sound** to listen for, STUDENT will orally identify with a yes/no response the presence or non-presence of the selected sound with 80% accuracy for 4 out of 5 sessions.

Given a **selected isolated sound** to listen for, STUDENT will orally identify with a yes/no response the presence or non-presence of the selected sound within words with 80% accuracy for 4 out of 5 sessions.

Given a **selected isolated sound** to listen for, STUDENT will tell the sound position of a spoken word (beginning, middle, end) with 80% accuracy for 4 out of 5 sessions.

Given a spoken model of a 2 to 5 syllable word, STUDENT will tell the **number of syllables** in the word with 80% accuracy for 4 out of 5 sessions.

Given a spoken model of a one-syllable word, STUDENT will tell the **number of sounds** in the word with 80% accuracy for 4 out of 5 sessions.

Given a spoken model with corresponding pictures, STUDENT will identify **compound words** by pointing to the correct picture, with 80% accuracy for 4 out of 5 sessions.

Given a series of (#) spoken words, STUDENT will tell the word that **does not rhyme** in the series with 80% accuracy for 4 out of 5 sessions.

Given a series of (#) spoken words, STUDENT will tell the two words that **rhyme** with 80% accuracy for 4 out of 5 sessions.

Given a **pair of spoken syllables**, STUDENT will tell if the pair is the same or different with 80% accuracy for 4 out of 5 sessions.

From EAROBICS Step 2 *(Back)*

Given a **series** of spoken numbers, words, or speech sounds with corresponding pictures, STUDENT will point to the pictures in correct order with 80% accuracy for 4 out of 5 sessions.

Given a spoken word with a **missing syllable and corresponding pictures**, STUDENT will point to the correct picture with 80% accuracy for 4 out of 5 sessions.

Given a **series of spoken words or nonsense words**, STUDENT will tell when the series changes to a different word or nonsense word with 80% accuracy for 4 out of 5 sessions.

Given a **series of spoken words along with a target sound**, STUDENT will tell the word with the selected target sound with 80% accuracy for 4 out of 5 sessions.

Given a **selected spoken sound pattern** and a series of three words, STUDENT will tell which word has the selected sound pattern with 80% accuracy for 4 out of 5 sessions.

From SPARC--Phonological Awareness *(Back)*

Given a series of pictures and a spoken word, STUDENT will tell another word that **rhymes** with that word with 80% accuracy for 4 out of 5 sessions.

Given a spoken sentence and a row of blocks, STUDENT will point to a block for each word in the sentence to demonstrate the **number of words in the sentence** with 80% accuracy for 4 out of 5 sessions.

Given a spoken **compound word**, STUDENT will tell the two words within the compound word with 80% accuracy for 4 out of 5 sessions.

Given a spoken word, STUDENT will tell the **number of syllables** in the word for 80% accuracy for 4 out of 5 sessions.

Given a series of isolated sounds that form real words, STUDENT will **blend the sounds** and say each word with 80% accuracy for 4 out of 5 sessions.

Given a series of words that begin with the same sound, STUDENT will tell the **beginning sound** for the word series with 80% accuracy for 4 out of 5 sessions.

Given a series of words that end with the same sound, STUDENT will tell the **ending sound** for the word series with 80% accuracy for 4 out of 5 sessions.

Given a series of words with the same beginning consonant cluster, STUDENT will tell the **consonant cluster** for the word series with 80% accuracy for 4 out of 5 sessions.

Given a spoken one-syllable word, STUDENT will tell the **isolated sounds** contained in that word and in the correct order, with 80% accuracy for 4 out of 5 sessions.

From LIPS Program *(Back)*

Given isolated speech sounds, STUDENT will label each **sound according to its physical features** with 90% accuracy for 40 trials over 3 consecutive sessions.

Given a sequence of isolated speech sounds and colored blocks, STUDENT will place the **blocks in correct order to depict the sound sequence** and label each sound with 80% accuracy for 4 out of 5 sessions.

Given spoken one syllable sound sequences, STUDENT will place the blocks **in the correct order to depict the syllable and label each sound** with 80% accuracy for 4 out of 5 sessions.

After listening to a new syllable with one sound change from the previous syllable, STUDENT will change the blocks to **depict the syllable change** with 80% accuracy for 4 out of 5 sessions.

Auditory Memory/Word Finding *(Back)*

(From <u>Auditory Processing Activities</u>)

When given a phrase, which is missing an **initial verb**, STUDENT will complete the phrase with an appropriate verb with 90% accuracy for 4 out of 5 sessions.

When given an incomplete phrase, which is missing a f**inal noun**, STUDENT will complete the phrase with an appropriate noun with 80% accuracy for 4 out of 5 sessions.

When given a (#) word spoken sentence, STUDENT will **repeat each sentence** accurately for 8 of 10 sentences for 4 out of 5 sessions.

Given information in spoken sentences, STUDENT will answer WH **questions** (who, what, when, where, why, how) with 80% accuracy for 4 out of 5 sessions.

When given (3 to 5) pictures, STUDENT will **sequence** them with 100 % accuracy for 4 out of 5 sessions.

After listening to a short story, STUDENT will answer **WH questions** (who, what, when, where, why, how) with 80% accuracy for 4 out of 5 sessions.

When given ten (#) step direction(s), STUDENT will **follow the directio**n(s) with 80% accuracy for 4 out of 5 sessions.

After listening to a short story, STUDENT will recall and state the **order of events** with 80% accuracy for 4 of 5 sessions.

When given a spoken statement, STUDENT will use **clue words** to complete a subsequent statement with 80% accuracy for 4 of 5 sessions. (e.g.: "I like candy. Do you like _____?")

When given a **clue sentence and beginning sound**, STUDENT will say the appropriate word with 80% accuracy for 4 of 5 sessions. (e.g.: "It is an animal. It's a C___.")

(from _Visualizing/Verbalizing_)

After observing a picture, STUDENT will orally describe the picture using (# of #) details for 4 out of 5 sessions using the following **structure detail words** _what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound_.

Given a spoken word, STUDENT will orally describe the word using (# of #) details for 4 out of 5 sessions using the **structure detail words** _what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound_.

Given a single spoken sentence, STUDENT will orally describe the sentence using (# of #) details for 4 out of 5 sessions using the **structure detail words** _what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound_.

Given a short spoken paragraph one sentence at a time, STUDENT will orally describe each sentence using (# of #) details for 4 out of 5 sessions using the **structure detail words** _what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound_.

Given a short spoken paragraph in its entirety, STUDENT will orally describe the paragraph using (# of #) details for 4 out of 5 sessions using the **structure detail words** _what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound_.

Categories _(Back)_

(From HELP for Auditory Processing)

When given questions about **categories**, STUDENT will respond to yes/no questions with 80% accuracy for 4 out of 5 sessions. (e.g. "Is a shirt something to eat?" answer-- "No")

When given questions using descriptors, presented aloud, STUDENT will tell appropriate **categories** with 80% accuracy for 4 out of 5 sessions. (e.g. "Which is little, an airplane or an ant?" answer "Ant")

When given information presented aloud, STUDENT will identify how two items are related by **categories**. (e.g. "Which group do eyes and ears belong to?" answer- body parts)

When given information orally/written, STUDENT will complete the **category analogies** with 80% accuracy for 4 out of 5 sessions. (e.g. "A leg is a body part; a shirt is _____" answer--clothing)

Listening for detail _(Back)_

After listening to a sentence, STUDENT will tell if the sentence is a **question** with 80% for 4 out of 5 sessions.

Augmentative Communication _(Back)_

Picture Exchange Communication System (PECS) _(Back)_

After going to HIS **communication board**, STUDENT pull off a picture symbol, and release it into the teacher's hand 8/10 times using no cues over 5 sessions.

After going to the communication board, STUDENT will choose **"I want"** symbol and a **picture of desired item**, place them both on the **sentence strip**, and give the sentence strip to the teacher using no cues 8/10 times over 5 sessions.

After going to the communication board, STUDENT will spontaneously **request items** using picture symbols when responding to the question, **"What do you want?"** 8/10 times over 5 sessions.

General *(Back)*

Given a picture and a spoken question, STUDENT will indicate **"yes/no"** to express preference using augmentative symbols using no cues 8/10 times over 5 sessions.

Given a group of pictures and a spoken direction, STUDENT will select the correct **category** they belong in using the augmentative device 4/5 trials over 5 sessions.

Given 2 pictures that show a **sequence**, STUDENT will **select a third picture** that completes the sequence 4/5 trials over 3 sessions.

Given a picture and spoken direction, STUDENT will **match similar shapes** (i.e.) for 4/5 trials over 3 sessions.

Given a picture and spoken direction, STUDENT will identify its **color** 4/5 trials over 3 sessions.

Given a picture and spoken direction, STUDENT will identify selected **attributes** (big/little, hot/cold, etc.) 4/5 trials over 5 sessions.

Given a picture and spoken model, STUDENT will select the matching **written word** from two word choices 4/5 trials over 5 sessions.

Given a group of objects, Andrew will **count** and select the **matching numeral (1 through 10)** for 4/5 trials over 5 sessions.

Given a spoken question, STUDENT will select a desired **leisure activity** from a choice of 5 for 4/5 trials over 5 sessions.

Using a **communication device**, STUDENT will demonstrate **appropriate interactions** with teachers or peers (i.e. hello, how are you?, etc.) for a minimum of 3 times per day over 5 days with no cues.

Using the **device/picture symbols,** STUDENT will **initiate communication** with peers and teachers (classroom interaction, games, etc.) 8/10 times over 5 sessions.

Using a communication device, STUDENT will communicate HIS **meal selection** (in the school lunchroom, restaurant, etc.) with no cues 8/10 times over 10 attempts.

Sign Language *(Back)*

Using sign language, STUDENT will produce 8 **basic "need" signs** (i.e. help, more, done) **upon request** with 8/10 trials over 5 sessions.

Using sign language, STUDENT will produce **basic "need" signs spontaneously** in the school and community environment 8/10 trials over 5 sessions.

Using HIS knowledge of sign language, STUDENT will receptively **identify objects/pictures** when given sign using no cues 8/10 times over 5 sessions.

Using sign language, STUDENT will expressively **label objects/pictures** using sign with no cues 8/10 times over 5 sessions.

Given pictures of facial emotions, STUDENT will **label the emotion** with a sign 4/5 trials over 5 sessions.

When given a **written vocabulary word** STUDENT will be able to **produce the sign** in isolation with no cues 8/10 times over 5 sessions.

Fluency   *(Back)*

Given 10 model sentences with random **disfluencies**, STUDENT will **identify** the disfluencies in the **clinician's speech** with 100% accuracy over 3 consecutive sessions.

Given a tape-recorded 3-min. sampling of HIS conversation or reading STUDENT will **identify** the correct **numbe**r of **disfluencies** in HIS **own** speech for 3 consecutive sessions.

Given 20 model words, phrases, or sentences per session, STUDENT will **repeat the models** using **slow**, **easy speech** over 3 consecutive sessions with 100% accuracy.

Given 10 model sentences STUDENT will utilize a slow, easy speech method to **repeat the sentences** with no more than **two disfluencies** per session over 3 consecutive sessions.

Given 10 model sentences STUDENT will utilize a slow, easy speech method to **repeat the sentences** with no more than **one disfluency** per session over 2 consecutive sessions.

Given 10 model sentences STUDENT will utilize a **slow, easy speech** method to **repeat the sentences** with **no disfluencies** over 2 consecutive sessions.

Given **15 questions** per session STUDENT will **respond**, using **slow, easy speech** methods, with no more than one disfluency per session for 10 consecutive sessions.

Given 18 trials per session STUDENT will **phonate continuously** while using **forward flowing speech** techniques to speak fluently on 17 of 18 trials over 8 consecutive sessions.

Given a **question/answer** activity per session for 12 consecutive sessions STUDENT will use slow, easy or forward flowing speech techniques to speak with no more than **two disfluencies** per session, as charted by the SLP.

Given 15 trials per session, STUDENT will **produce easy speech** by using easy **onset methods** on 14 of 15 trials over 8 consecutive sessions.

Given 3 min. of **conversation** per session for 5 sessions, STUDENT will use a continuous **phonation** method to speak with less than **one disfluency** per 100 words.

Given 4 min. of **general conversation** daily for 2 weeks, STUDENT will speak with less than **one disfluency** per 100 words.

Given **interfering** verbal and nonverbal noise, STUDENT will use slow, easy speech during **imitative tasks** with 100% accuracy over 4 consecutive sessions.

Given 17 trials per session, STUDENT will **phonate continuously** while using forward flowing speech techniques fluently on **17 of 17 trials** over 8 consecutive sessions.

Given a **question answer activity** per session for 10 consecutive sessions, STUDENT will **speak fluently** under **time pressure**, as charted by the SLP.

Given **interfering** nonverbal and verbal **noise** STUDENT will respond to 10 questions with **no disfluencies** over 5 consecutive sessions.

Given **interfering** nonverbal or verbal **noise**, STUDENT will formulate **12 spontaneous sentences** with 100% fluency over 5 sessions.

Given **contradictions** from others while talking, STUDENT will use slow, easy speech methods to formulate **12 spontaneous sentences** with 100% fluency.

Given **time restrictions**/ pressure while talking, STUDENT will use slow, **easy speech** methods to converse with 100% fluency over 5 consecutive sessions.

Given 3 min. **reading aloud** per day for 21 consecutive days, STUDENT will read and **discuss the story** with normal fluency, as charted by the student, family and teachers.

Hearing *(Back)*

When provided with an **auditory trainer**, STUDENT will wear it consistently and transport the teacher unit to all classroom teachers 100% of the time throughout the school year.

When provided with an **auditory trainer**, STUDENT will recharge it daily 100% of the time.

When provided with an **auditory trainer**, STUDENT will notify the Speech Therapist or classroom teacher of any Auditory Trainer problems.

When given **ear molds**, STUDENT will clean and dry the ear molds using appropriate materials (i.e. soap, pipe cleaners, towels) once a week throughout the school year.

When wearing **hearing aids**, STUDENT will be able to detect a weak battery and change the battery, as needed, throughout the school year.

When verbally informed of the need for a **hearing screen**, STUDENT will participate in pure tone audiometry as directed by the SLP by wearing headphones and responding to tones when heard 100% of the time.

When verbally informed of the need for a **middle ear screen**, STUDENT will participate in tympanometry as directed by the SLP by tolerating the tympanometry probe 100% of the time.

Language - Expressive *(Back)*

Labeling
Function
Associations
Categorizations
Similarities
Differences
Comparisons
Multiple Meanings
Attributes
Content Curriculum Vocabulary
Syntax
Expansion of Expressive Sentences
Correct/Complete Grammar Structure
Idioms
Vocabulary Definitions

Labeling (Back)

When shown 10 **pictures/objects**, STUDENT will verbally label the item with 80% accuracy for 4 out of 5 sessions.

When shown 10 **words**, STUDENT will verbally name the word with 80% accuracy for 4 out of 5 sessions.

Function

When presented with 10 **object/pictures,** STUDENT will state appropriate function with 80% accuracy for 4 out of 5 sessions.

When presented with 10 **words**, STUDENT will state appropriate function with 80% accuracy for 4 out of 5 sessions.

When verbally presented with **labels** for objects or people, STUDENT will state appropriate function with 80% accuracy.

Associations

When presented with **pictures**, STUDENT will name associated pictures with 80% accuracy for 4 out of 5 sessions.

When presented with **words**, STUDENT will name associated pictures with 80% accuracy for 4 out of 5 sessions.

When verbally presented with **word lists**, STUDENT will name associated situations with 80% accuracy for 4 out of 5 sessions.

When verbally presented with **situations**, STUDENT will name associated words with 80% accuracy for 4 out of 5 sessions.

Categorizations

When presented with (4 to 6) category labels, STUDENT will **name** the **target** objects/pictures for each category with 80% accuracy for 4 out of 5 sessions.

When presented with category labels, STUDENT will **name** three to five **items** for each category with 80% accuracy for 4 out of 5 sessions.

When presented with three to five items, STUDENT will name the **target category** with 80% accuracy for 4 out of 5 sessions.

When presented with three to five items, STUDENT will name the item that does **not belong** in the group and tell why with 80% accuracy for 4 out of 5 sessions.

When presented with categories, STUDENT will name 3 to 5 items that **belong and one that does not** belong in the category with 80% accuracy for 4 out of 5 sessions.

When presented with a category and one related **subcategory**, STUDENT will name 3 to 5 items in the subcategory with 80% accuracy for 4 out of 5 sessions.

When presented with a category and two to three related subcategories, STUDENT will name 2 to 6 items in each **subcategory** with 80% accuracy for 4 out of 5 sessions.

When presented with categories, STUDENT will name three to five **subcategories** for each category with 80% accuracy for 4 out of 5 sessions.

Similarities *(Back)*

When presented with three to five **pictures**, STUDENT will select two pictures and explain the similarity with 80% accuracy for 4 out of 5 sessions.

When verbally presented with three to five **words,** STUDENT will select two similar words and explain the similarity with 80% accuracy for 4 out of 5 sessions.

Differences *(Back)*

When presented with three to five **pictures**, STUDENT will select the different picture and explain the difference with 80% accuracy for 4 out of 5 sessions.

When verbally presented with a list of five **words**, STUDENT will identify the different word and explain the difference with 80% accuracy for 4 out of 5 sessions.

When verbally presented with **three to five words**, STUDENT will identify the different word and explain the difference with 80% accuracy for 4 out of 5 sessions.

When verbally presented with a **word pair**, STUDENT will explain the primary difference with 80% accuracy for 4 out of 5 sessions.

Comparisons *(Back)*

Given two object **pictures**, STUDENT will verbally compare (#) likeness (es) and (#) difference(s) with 80% accuracy for 4 out of 5 sessions.

Given two spoken **words**, STUDENT will verbally compare (#) likeness (es) and (#) difference(s) with 80% accuracy for 4 out of 5 sessions.

Given two **concepts** (e.g. pioneer life vs. modern day life), STUDENT will verbally compare (#) likeness (es) and (#) difference(s) with 80% accuracy for 4 out of 5 trials.

Multiple Meanings *(Back)*

When presented with two **pictures** that represent different meanings of a stimulus word, STUDENT will provide a definition for each with 80% accuracy for 4 out of 5 sessions.

When presented with two **sentences** that represent different meanings of a stimulus word, STUDENT will provide a definition for each with 80% accuracy for 4 out of 5 sessions.

When presented with **three to five sentences** that represent different meanings of a stimulus word, STUDENT will provide a definition for each with 80% accuracy for 4 out of 5 sessions.

When presented with a **multiple meaning word**, STUDENT will provide a number of definitions with 80% accuracy for 4 out of 5 sessions.

Attributes *(Back)*

When asked **questions** about the 10 target pictures, STUDENT will answer by using (5) attributes with 80% accuracy for 4 out of 5 sessions.

When presented with 10 **pictures/objects**, STUDENT will spontaneously generate a minimum of (3) attributes with 80% accuracy for 4 out of 5 sessions.

When verbally presented with 10 i**tems**, STUDENT will spontaneously generate a minimum of (3) attributes with 80% accuracy for 4 out of 5 sessions.

Content Curriculum Vocabulary *(Back)*

Given 10 sets of two spoken vocabulary words or concepts from classroom curriculum, STUDENT will compare their **likenesses and differences** with 80% accuracy over 2 consecutive sessions.

Given 10 spoken statements from classroom curriculum, STUDENT will say if the statement is **true or false** with 80% accuracy over 2 consecutive sessions.

Given 10 groups of spoken vocabulary words from classroom curriculum, STUDENT will state their **categories** with 80% accuracy over 2 consecutive sessions.

Given 10 groups of spoken vocabulary words from classroom curriculum, STUDENT will tell which vocabulary word does **not belong** and why with 80% accuracy over 2 consecutive sessions.

Given 10 groups of spoken vocabulary words from classroom curriculum, STUDENT will state one **additional** vocabulary word that belongs to the group with 80% accuracy over 2 consecutive sessions.

Given 10 incomplete spoken **analogies** from classroom curriculum, STUDENT will complete the analogy orally with 80% accuracy over 2 consecutive sessions (e.g., "rock is to solid as oxygen is to _____".)

Given 10 spoken vocabulary words from classroom curriculum, STUDENT will say a **synonym** for each word with 80% accuracy over 2 consecutive sessions.

Given 10 spoken vocabulary words from classroom curriculum, STUDENT will say an **antonym** (opposite) for each word with 80% accuracy over 2 consecutive sessions.

Given 10 spoken nouns from classroom curriculum, STUDENT will define each word orally stating its **category, function**, and 2 additional attributes with 80% accuracy over 2 consecutive sessions.

Given 10 spoken vocabulary words from classroom curriculum (including verbs, adjectives, and adverbs), STUDENT will **define** each word with 80% accuracy over 2 consecutive sessions.

Given 10 spoken vocabulary words from classroom curriculum, STUDENT will state their **multiple meanings** for each word with 80% accuracy over 2 consecutive sessions (e.g., "current events/electrical current", "petrified rock/the boy was petrified").

Given a process or event series from classroom curriculum (e.g., passage of laws, photosynthesis, etc.), STUDENT will verbally explain the process or **event series** in correct order with 80% accuracy over 2 consecutive sessions.

Syntax
(One-word utterances and phrases)

Given a picture along with the SLP's spoken question, STUDENT will use spoken nouns to tell **WHO or WHAT** with 80% accuracy for 4 out of 5 sessions.

Given a **picture** along with the SLP's spoken question, STUDENT will use spoken verbs to tell action with 80% accuracy for 4 out of 5 sessions.

Given a **picture** along with the SLP's spoken question, STUDENT will use a spoken prepositional phrase to tell **WHERE** with 80% accuracy for 4 out of 5 sessions.

Given a **picture** along with the SLP's spoken question, STUDENT will use a spoken prepositional phrase or adjective to tell **HOW** with 80% accuracy for 4 out of 5 sessions.

After listening to a **story** with pictures, STUDENT will use spoken nouns to tell **WHO or WHAT** with 80% accuracy for 4 out of 5 sessions.

After listening to a **story** with pictures, STUDENT will use spoken **verbs** to tell action with 80% accuracy for 4 out of 5 sessions.

After listening to a **story** with pictures, STUDENT will use a spoken **prepositional phrase** to tell **WHERE** with 80% accuracy for 4 out of 5 sessions.

After listening to a **story** with pictures, STUDENT will use a spoken **prepositional phrase or adjective** to tell **HOW** with 80% accuracy for 4 out of 5 sessions.

Expansion of expressive sentence structure
      --2 to 4 word utterances

Given objects or pictures and a spoken model, STUDENT will say 2 words to call **attention** to an object (e.g., "this ball", "my doll") 4 of 5 trials over 3 consecutive sessions

Given objects or pictures and a spoken model, STUDENT will say 2 words to show **disappearance** of an object (e.g., "no cookie", "cookie all gone") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words to indicate **recurrence** of an object (e.g. "more cookie") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words, which contain an **adjective and a noun** (e.g. "big ball) 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words to indicate **possession** (e.g. "Mommy coat", "my car") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words using **action object** form (e.g., "Read book") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words to indicate **location** of an object (e.g., "Down ball", "dog outside") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words using **agent action** form (e.g., "Dog eat", "Tommy go") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words to show **emotion** (e.g. "Baby sick") 4 of 5 trials over 3 consecutive sessions.

Given objects or pictures and a spoken model, STUDENT will say 2 words to achieve a **desired end** (e.g., "Go home", "Outside now") 4 of 5 trials over 3 consecutive sessions.

Given (5) pictures and a spoken **model**, STUDENT will **say** (three to four) word utterances with 80% accuracy for 4 of 5 sessions.

Given (5) pictures, STUDENT will **say** (three to four) word utterances with 80% accuracy for 4 of 5 sessions.

Correct/complete grammar structure *(Back)*

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the articles "a", "an", "the" and "some" with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the articles "a", "an", "the" and "some" with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use the articles "**a", "an", "the**" and "some" to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using demonstrative adjectives "**this", "that", "these" and "those**" with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using demonstrative adjectives "**this", "that", "these" and "those"** with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use the demonstrative adjectives "**this", "that", "these" and "those" to retel**l the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **plural nouns** to include s, es, and irregular plural forms with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using **plural nouns** to include s, es, and irregular plural forms with 80% accuracy for 4 of 5 sessions.

Given **pictures** that tell a story, STUDENT will use **plural** nouns to include s, es, and irregular plural forms to retell the story with 80% accuracy for 4 of 5 sessions.

Given **pictures** and a spoken model, STUDENT will **imitate** a spoken sentence using **possessive** nouns (e.g. "the boy's bike") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using **possessive** nouns (e.g. "the boy's bike") with 80% accuracy for 4 of 5 sessions.

Given **pictures** that tell a story, STUDENT will use **possessive** nouns (e.g. "the boy's bike") to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the **subject pronouns** / I, he, she, you, we, they/ with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the **subject pronouns** / I, he, she, you, we, they/ with 80% accuracy for 4 of 5 sessions.

Given **pictures** that tell a story, STUDENT will use the **subject pronouns** / I, he, she, you, we, they/ to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken **model**, STUDENT will imitate a spoken sentence using the **object pronouns** /me, him, her, you, us, them/ with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the **object pronouns** /me, him, her, you, us, them/ with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use the **object pronouns** /me, him, her, you, us, them/ to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the **possessive pronouns** /my/mine, his, her/hers, your/yours, our/ours, their/theirs/ with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the possessive pronouns /my/mine, his, her/hers, your/yours, our/ours, their/theirs/ with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use the **possessive pronouns** /my/mine, his, her/hers, your/yours, our/ours, their/theirs/ to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the **reflexive pronouns** /myself, himself, herself, yourself, yourselves, ourselves, themselves/ with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the **reflexive pronouns** /myself, himself, herself, yourself, yourselves, ourselves, themselves/ with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use the **reflexive pronouns** /myself, himself, herself, yourself, yourselves, ourselves, themselves/ to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken **sentence** using present **progressive verb tense** (e.g., "The boy is walking", "The babies are sleeping" with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken **sentence** using present **progressive verb tense** (e.g., "The boy is walking", "The babies are sleeping") with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use **present progressive verb** tense (e.g., "The boy is walking", "The babies are sleeping" to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **past progressive verb** tense (e.g., "The boy was walking", "The ducks were swimming") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using **past progressive verb tense** (e.g., "The boy was walking", "The ducks were swimming") with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use **past progressive verb** tense (e.g., "The boy was walking", "The ducks were swimming") to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the **present tense** "s" and "es" marker (e.g., "The girl walk<u>s</u>", "The bee buzz<u>es</u>") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the **present tense** "s" and "es" marker (e.g., "The girl walk<u>s</u>", "The bee buzz<u>es</u>") with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use the **present tense** "s" and "es" marker (e.g., "The girl walk<u>s</u>", "The bee buzz<u>es</u>") to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **"has"/"have"** with 80% accuracy for 4 of 5 sessions.

Given pictures, STUDENT will **create** an original spoken sentence using "has"/"have" with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use "**has"/"have"** to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken **sentence** using regular **past tense** (e.g., "The man wait<u>ed</u> for the bus." with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will create an **original** spoken sentence using regular past tense (e.g., "The man wait<u>ed</u> for the bus.") with 80% accuracy for 4 of 5 sessions.

Given pictures that **tel**l a story, STUDENT will use r**egular past tense** (e.g., "The man wait<u>ed</u> for the bus.") to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **irregular past tense** (e.g., "rode", "drove", "caught" etc.) with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using irregular **past tense** (e.g., "rode", "drove", "caught" etc.) with 80% accuracy for 4 of 5 sessions.

Given pictures that **tell** a story, STUDENT will use **irregular past tense** (e.g., "rode", "drove", "caught" etc.) to retell the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using the **conjunctions** /and, or, but, because, if, since/ with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using the **conjunctions** /and, or, but, because, if, since/ with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use the **conjunctions** /and, or, but, because, if, since/ to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **future tenses** (e.g., "The boy will go to school", "The girl is going to walk to school") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using **future tenses** (e.g., "The boy will go to school", "The girl is going to walk to school") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use **future tenses** (e.g., "The boy will go to school", "The girl is going to walk to school") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken sentence using **negative sentence** structures to include contractions (e.g. "will not/won't", "does not"/doesn't") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** an original spoken sentence using **negative sentence** structures to include contractions (e.g. "will not/won't", "does not"/doesn't") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use **negative sentence** structures to include contractions (e.g. "will not/won't", "does not"/doesn't") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** a spoken question using a **yes/no** question formation (e.g., "Will he go to school?" "Is the baby sick?") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will create an **original** spoken sentence using a **yes/no** question formation (e.g., "Will he go to school?" "Is the baby sick?") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use a yes**/no** question formation (e.g., "Will he go to school?" "Is the baby sick?") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** spoken **WH questions** (e.g. "What is the boy saying?") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** original spoken **WH questions** (e.g. "What is the boy saying?") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use **WH questions** (e.g. "What is the boy saying?") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** spoken sentences using **comparatives** (e.g., "The dog is bigger than the puppy", "This horse is bigger than that horse") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** original spoken sentences using **comparatives** (e.g., "The dog is bigger than the puppy", "This horse is bigger than that horse") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use **comparatives** (e.g., "The dog is bigger than the puppy", "This horse is bigger than that horse") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Given pictures and a spoken model, STUDENT will **imitate** spoken sentences using **superlatives** (e.g., "This is the bigg<u>est</u> ball". "This is the <u>best</u> book") with 80% accuracy for 4 of 5 trials.

Given pictures, STUDENT will **create** original spoken sentences using **superlatives** (e.g., "This is the bigg<u>est</u> ball". "This is the <u>best</u> book") with 80% accuracy for 4 of 5 sessions.

Given pictures that tell a story, STUDENT will use **superlatives** (e.g., "This is the biggest ball". "This is the best book") to **retell** the story with 80% accuracy for 4 of 5 sessions.

Idioms *(Back)*

When verbally given 10 idioms with a visual **cue**, STUDENT will **describe** the meanings correctly with 80% accuracy 4/5 sessions.

When verbally given 10 idioms with **no cues**, STUDENT will describe the meanings correctly with 80% accuracy 4/5 sessions.

When verbally given 10 idioms, STUDENT will **give a social situation** where the idiom may be used appropriately with 80% accuracy 4/5 sessions.

Vocabulary Definitions *(Back)*

When given 10 words with picture **cues**, STUDENT will **define** the word correctly with 80% accuracy 4/5 sessions.

When given 10 sentences in written/verbal form that contain a cued word, STUDENT will give a **synonym/antonym** with 80% accuracy 4/5 sessions.

When given **worksheets**, STUDENTS will replace marked words with alternate **synonym/antonym** words with 80% accuracy 4/ 5 sessions.

When given 10 words in verbal/written form, STUDENT will give a **synonym** and **antonym** corresponding with that word (i.e. "strong": antonym="weak" synonym="forceful") with 80% accuracy 4/5 sessions.

When given 10 pictures, STUDENT will **match** opposite pictures in pairs (i.e. happy/sad; up/down) with 80% accuracy 4/5 sessions.

When given **worksheets,** STUDENT will choose the correct **antonym/synonym** from a **choice** of 3 to correspond with the cued word with 80% accuracy 4/5 sessions.

When given a word in verbal/written form, STUDENT will **define** it by including the **category and function** of that word with 80% accuracy 4/5 sessions.

When reading a short sentence or paragraph, STUDENT will **define** an unfamiliar word using **context clues** with 80% accuracy 4/5 sessions.

Language Receptive *(Back)*
Labeling

Labeling *(Back)*

When given 10 **verbal prompts**, STUDENT will choose objects/pictures requested by the clinician with 80% accuracy for 4 out of 5 sessions.

When given **3 pictures/objects** at a time, STUDENT will choose picture/object requested by the clinician with 80% accuracy for 4 out of 5 sessions.

When given **5 pictures/objects** at a time, STUDENT will choose picture/object requested by the clinician with 80% accuracy for 4 out of 5 sessions.

Function *(Back)*

When shown 10 **objects/pictures** and asked to identify the function, STUDENT will point to the appropriate object/picture with 80% accuracy for 4 out of 5 sessions.

When presented with 10 **action** pictures, STUDENT will point to the target picture with 80% accuracy for 4 out of 5 sessions.

Association *(Back)*

When presented with 10 **objects/pictures**, STUDENT will select an item that is associated with the objects/pictures with 80% accuracy for 4 out of 5 sessions. (example: Items shown ball, car, fork, and doll.... asked what item is associated with a plate. Answer: fork)

When verbally presented with 10 **words**, STUDENT will point to the correct picture associated with it (e.g. shoe/sock, fork/spoon) with 80% accuracy for 4 out of 5 sessions.

Categorizations *(Back)*

When presented with **category** labels, STUDENT will correctly sort object/pictures with 80% accuracy for 4 out of 5 sessions.

When presented with **(3) category** labels, STUDENT will sort objects/pictures into target categories with 80% accuracy for 4 out of 5 sessions.

Similarities *(Back)*

When presented with 3 to 5 **objects/pictures**, STUDENT will select two similar objects with 80% accuracy for 4 out of 5 sessions.

When verbally presented with 3 to 5 **words**, STUDENT will select two similar words with 80% accuracy for 4 out of 5 sessions.

Differences *(Back)*
When presented with 3 to 5 **objects/pictures** and a target feature, STUDENT will select one object/picture not sharing the feature the 80% accuracy for 4 out of 5 sessions.

When presented with 3 to 5 **words** and a target feature, STUDENT will select the one word that does not share the feature the 80% accuracy for 4 out of 5 sessions.

Multiple Meanings *(Back)*

When presented with 3 to 5 **objects/pictures and a spoken word**, STUDENT will select the 2 objects/pictures that represent different meanings of that word with 80% accuracy for 4 out of 5 sessions.

When presented with 10 multiple meaning **words in a written form**, STUDENT will select 2/3 correct meanings from a group of 4 choices with 80% accuracy for 4 out of 5 sessions.

Attributes *(Back)*

When presented with 10 **picture/objects** and the clinician's verbal description of the target vocabulary item, STUDENT will choose the correct item to match the description with 80% accuracy for 4 out of 5 sessions.

When presented with 10 **words** and the clinician's verbal description of the target vocabulary item, STUDENT will choose the correct word to match the description with 80% accuracy for 4 out of 5 sessions.

Concepts *(Back)*

When given a group of pictures and a concept spoken by the clinician, STUDENT will chose the given concept with 80% accuracy for 4 out of 5 sessions. Concepts to be addressed are; **/top, next to, through, first, in front, away from, most, some not many, part, widest, corner, behind, row, between, bottom, every, end, over, starting, side, last, whole, different, few, above, below, after, beginning, as many,**

several, other, farthest, second, alike, never, matches, always, before, forward, center, medium sized, right, half, separated, skip, left, third, narrowest, fewest, pair/.

When given a spoken direction using the target concepts, STUDENT, will follow the directions with 80% accuracy for 4 out of 5 sessions. Target concepts are:**/top, next to, through, first, in front, away from, most, some not many, part, widest, corner, behind, row, between, bottom, every, end, over, starting, side, last, whole, different, few, above, below, after, beginning, as many, several, other, farthest, second, alike, never, matches, always, before, forward, center, medium sized, right, half, separated, skip, left, third, narrowest, fewest, pair/.**

Following Directions *(Back)*

When given 10 (**2)** step directions, STUDENT will follow the directions with 80% accuracy for 4 out of 5 sessions.

When given 10 (**3**) step directions, STUDENT will follow the directions with 80% accuracy for 4 out of 5 sessions.

When given information orally and/or in written form, STUDENT will identify **action words** in directions with 80% accuracy for 4 out of 5 sessions. (e.g.. "Throw the ball.".... the action word is throw)

When given directions orally, STUDENT will **follow conditional directions** with 80% accuracy for 4 out of 5 sessions. (e.g.. "If you're a boy, raise your hand.")

Syntax *(Back)*

When asked a spoken question, STUDENT will select the picture of the noun that tells **who and what** with 80% accuracy for 4 out of 5 sessions.

When asked a spoken question, STUDENT will select the picture of the verb that tells the **action** with 80% accuracy for 4 out of 5 sessions.

When asked a spoken question, STUDENT will select the picture that tells **where** with 80% accuracy for 4 out of 5 sessions.

When asked a spoken question, STUDENT will select the picture that tells **how** with 80% accuracy for 4 out of 5 sessions.

After listening to a story, STUDENT wills select the picture that tells **who and what** with 80% accuracy for 4 out of 5 sessions.

After listening to a story, STUDENT will select the picture of the verb that tells the **action** with 80% accuracy for 4 out of 5 sessions.

After listening to a story, STUDENT will select the picture that tells **where** with 80% accuracy for 4 out of 5 sessions.

After listening to a story, STUDENT will select the picture that tells **how** with 80% accuracy for 4 out of 5 sessions.

After given a **two word phrase** that calls attention to an object/picture (e.g., "this ball", "my doll") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that shows the **disappearance** of an object/picture (e.g., "no cookie", cookie gone") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that shows the **recurrence** of an object/picture (e.g., "more cookie") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that contains an **adjective and a noun** (e.g., "big ball", "red ball") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that shows **possession** (e.g., "Mommy's coat", "my car") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase using **action object form** (e.g., "Read book") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that indicates the **location** of an object (e.g., "Ball down", "Dog outside") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase using **agent action form** (e.g., "Dog eat", "Tommy go") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that shows **emotion** (e.g., "Baby sick") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase to **achieve a desired end** (e.g., "Go home", Outside now") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase that shows **possession** (e.g., "Mommy's coat", "my car") STUDENT will indicate by saying 'yes' or 'no' if the phrase describes the object/picture correctly with 80% accuracy over 3 sessions.

After given a spoken phrase/sentence that includes **articles** (i.e.,. "a", "an", "the", and "some") STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the articles correctly with 80% accuracy for 4 of 5 trials.

After given a spoken phrase/sentence that includes **adjectives** (i.e.,. "this", "that", "these", and "those") STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the adjectives correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that includes **plural** (s, es) **and irregular plural nouns** STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the plurals correctly with 80% accuracy for 4 of 5 trials.

After given a spoken phrase/sentence that includes **possessive nouns** (e.g., "the boy's bike") STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the possessive noun correctly with 80% accuracy for 4 of 5 trials.

After given a spoken phrase/sentence that includes **subject pronouns** (i.e., I, he, she, you, we, they) STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the pronoun correctly with 80% accuracy for 4 of 5 trials.

After given a spoken phrase/sentence that includes **object pronouns** (i.e., me, him, her, you, us, them) STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the pronoun correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that includes **possessive pronouns** (i.e., my/mine, his, her/hers, your/yours, our/ours, their/theirs) STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the pronoun correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that includes **reflexive pronouns** (i.e., myself, himself, herself, yourself, yourselves, ourselves, themselves) STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the pronoun correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that includes **present progressive verb tense** (e.g., "The boy is walking", The babies are sleeping") STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the verb tense correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that includes **past progressive verb tense** (e.g., "The boy was walking", The ducks were swimming") STUDENT will indicate by saying

'yes' or 'no' if the phrase/sentence includes the verb tense correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that uses **present tense "s" and "es"** marker (e.g., "The girl walks", "The bee buzzes") STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence includes the tense correctly with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that uses **"have" and "has"** STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence is correct with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that uses **regular past tense** STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence is correct with 80% for 4 of 5 trials.

After given a spoken phrase/sentence that uses **irregular past tense** STUDENT will indicate by saying 'yes' or 'no' if the phrase/sentence is correct with 80% for 4 of 5 trials.

Oral Motor *(Back)*

When given 5 passive exercises, STUDENT **will participate** with 100% accuracy for 4 out of 5 sessions.

When given a verbal cue, STUDENT will complete **circular breathing** techniques with 100% accuracy for 4 out of 5 sessions.

When given 5 **lip/cheek** exercises, STUDENT will closely approximate the clinician's model by completing all exercises in 4 out of 5 sessions.

When given 5 **tongue** exercises, STUDENT will closely approximate the clinician's model by completing all 5 exercises in 4 out of 5 sessions.

When given 5 **neck** exercises, STUDENT will closely approximate the clinician's model by completing all 5 exercises in 4 out of 5 sessions.

Pragmatics/Life skills *(Back)*

When presented with 10 various situations, STUDENT will give appropriate sentences/questions to **begin conversations** 8/10 times over 5 sessions.

When presented with 10 questions or statements that begin conversations, STUDENT will provide statements or questions to **maintain the topic** 8/10 times over 5 sessions.

When prompted in 10 social situations, STUDENT will provide a sentence to **terminate conversations** appropriately 8/10 times over 5 sessions.

Given 10 observation checks per session STUDENT will maintain appropriate **eye contact** when speaking to another person 8/10 times over 5 sessions.

STUDENT will use appropriate **volume** when speaking to another person during a 3-minute conversation 8/10 times over 5 sessions.

STUDENT will **introduce** HIMSELF to 5 people without cues using appropriate volume, eye contact, etc. 8/10 times over 5 sessions.

STUDENT will use "**please" and "thank you"** appropriately in at least two separate contexts 8/10 times over 3 sessions with no prompting.

STUDENT will use appropriate "**turn taking" skills** when having a 3-minute conversation 8/10 times over 5 sessions.

STUDENT will give and accept **compliments** appropriately to 5 different people 8/10 times over 3 sessions.

STUDENT will volunteer social **greeting** such as "hi" and "bye" without prompting when approached or leaving the classroom/area 4/5 times over 5 sessions.

STUDENT will observe a minimum of 5 people using **body language** and label the feeling/emotion 8/10 times correctly over 5 sessions.

When verbally given 10 "**can", "do," or "if"** questions, STUDENT will answer appropriately 8/10 times over 5 sessions.

When given 10 verbal or written "**yes/no" questions** concerning social/community settings, STUDENT will correctly answer 8/10 times over 5 sessions.

STUDENT will **describe** an event, object, etc., when given verbally or written, using at least 3 descriptors 8/10 times over 3 sessions.

STUDENT will verbally describe 5 situations such as a TV show, movie, personal event, etc. with appropriate **sequencing** and sentence structure 4/5 times over 3 sessions.

STUDENT will role-play 10 various situations in order to use language skills for **convincing/persuading** (i.e. convince mom you need to go to the mall) 4/5 times over 5 sessions.

STUDENT will use the **telephone** to request 5 types of information appropriately 4/5 times over 5 sessions.

STUDENT will **solve problem** verbally presented to HIM (i.e. left your backpack on the bus) 8/10 times over 5 sessions.

STUDENT will explain the meaning of **figurative language and idioms** when presented verbally and/or with pictures 8/10 times over 5 sessions.

When verbally presented with examples of inappropriate behaviors or reactions, STUDENT will give an appropriate **solutions** 8/10 times over 3 sessions.

When presented verbally or in written form, STUDENT will identify the **similarities and differences** of objects found in the environment 8/10 times over 5 sessions.

STUDENT will complete **analogies** given verbally or in written form 8/10 times over 5 sessions.

Boystown Social Skills

STUDENT will **follow instructions** by looking at the person, saying "ok", do what HE has been told right away, and check back with the person 4/5 times over 5 sessions.

STUDENT will **accept criticism/**consequences by looking at the person, say "ok", and not arguing 4/5 times over 5 sessions.

STUDENT will accept **"no"** for an answer by looking at the person, say "ok", and staying calm 4/5   times over 5 sessions.

Voice *(Back)*

> **Hyperfunctional Symptoms**
> **Hypofunctional Symptoms**
> **Loudness**
> **Pitch and Duration Symptoms**
> **Resonance Symptoms**

Hyperfunctional Symptoms (Harsh/ Tense/ Vocal Abuse) (back)

Given instructions to **tighten or relax the following body parts**: arm, throat, chin, hand, leg, toes, shoulders, lips, or eyes, STUDENT will perform correctly on 10 of 10 trials over 2 sessions.

Given 10 words or phrases STUDENT will repeat them with sustained, **controlled air flow during exhalation**, with vowels and continuant consonants elongated, with 9 of 10 correct over 3 consecutive sessions.

Given 5 **relaxation exercises** STUDENT will pair relaxed movements with voicing appropriately in 5 of 5 trials over 8 consecutive sessions.

Given visual stimuli and a model, STUDENT will produce an **easy, breathy voice** on 10 single words with 90% accuracy over 5 consecutive sessions.

Given 5 series of words, STUDENT will **repeat the series while breathing easily** and naturally during voicing in 5 trials over 5 consecutive sessions.

Given instruction on how HE **abuses HIS own voice** STUDENT will list, without prompting, two or three types of abuse and at least three different situations where HE tends to do so with 100% accuracy over 2 consecutive sessions.

Given instruction on at least two alternative behaviors, which can be used to **replace old instances of vocal abuse**, STUDENT will demonstrate or describe 2 alternative behaviors with 100% accuracy over 2 consecutive sessions.

Given a **vocal rest period** of (X) minutes per day for (X) consecutive days, STUDENT will keep silent under conditions outlined, as charted daily by STUDENT, family and teachers.

Given a chart listing vocal abuse situations, STUDENT will **count and chart the number of abusive instances** (with parent/ teacher assistance) on each of 5 out of 7 days for 2 successive weeks.

Given a chart listing vocal abuse situations STUDENT will **reduce the number of abusive instances** counted and charted to no more than 5 times per week for 2 successive weeks.

Given a model and 10 trials, STUDENT will produce **easy onset of voice** using yawn, sigh, /h/-initiated vowels 4 of 5 trials for 3 consecutive sessions.

When asked by the clinician, STUDENT will **discriminate relaxed target voice from old voice** by counting to 3 in either voice 3 of 3 trials over 2 consecutive sessions.

Given a model, STUDENT will **imitate clinician's target voice** by repeating sentences 4 of 5 trials over 3 consecutive sessions.

Given a short paragraph or structured conversation, STUDENT will **speak using a relaxed target voice** with no abuses for 2 consecutive sessions.

Given 10 spoken or written **words,** STUDENT will **use easy voice onset** with 100% accuracy over 3 consecutive sessions.

Given 12 spoken or written **sentences,** STUDENT will **use easy voice onset** with 100% accuracy over 3 consecutive sessions.

Given a written **paragraph**, STUDENT will **read aloud using easy voice onset** with 100% accuracy over 3 consecutive sessions.

Given spoken models or written materials, STUDENT will **maintain voicing without breaks** with 100% accuracy over 3 consecutive sessions when vocalizing sustained vowel sounds, sentences and oral reading.

Given a minimum of **5 min. unstructured conversation**, STUDENT will use the **target voice** for one session, as charted by the SLP.

Given a minimum **20 min. training session**, STUDENT will use only the **target voice** for 3 consecutive complete sessions.

Given a **2 wk. interval with no direct practice**, STUDENT will use the **target voice** correctly for one complete session.

**Hypofunctional Symptoms (Breathiness/ Cord paralysis) **

Given 10 short word lists or phrases to repeat, STUDENT will **breathe naturally** and easily during voicing on 10 of 10 trials over 5 consecutive sessions.

When lying on the floor on HIS abdomen, STUDENT will use **abdominal breathing to repeat 12 short phrases** or sentences, noting the pressure of HIS abdomen against the floor on 12 of 12 trials over 3 consecutive sessions.

Given 5 pairs of words ending with "s" and "z" contrasts, such as "hiss"/ "his", STUDENT will correctly produce the **breathed/ voiced contrast** in 4 of 5 pairs over 3 sessions.

Given a mirror and 5 target consonant sounds, student will **maintain steady airflow** and perform the appropriate **articulatory movements** while phonating continuously on 4 of 5 trials over 3 sessions.

Given a chair or table, STUDENT will **adduct HIS vocal cords** during voicing by pushing on the chair or table while repeating **vowel sounds** 5 times with 80% accuracy over 5 trials.

Given a chair/ table, STUDENT will **adduct HIS vocal cords** during voicing by pushing on the chair/table while repeating **3 word phrases** 5 times, with 80% accuracy over 5 trials.

Given instructions to clasp hands together and repeat six phrases or sentences, STUDENT will **push HIS hands together and adduct HIS vocal cords** during voicing on 4 of 5 trials over 3 consecutive sessions.

Given instructions to **walk around the room** and repeat 10 phrases or sentences, STUDENT will **adduct his vocal cords** to achieve voicing on 9 of 10 phrases over 3 consecutive sessions.

Given a mirror, STUDENT will maintain **prolonged voicing** by pressing HIS lips together and humming the "m-m-m" sound for a minimum of 5 seconds on 4 of 5 trials over 3 consecutive sessions.

Given a paragraph, STUDENT will **read aloud using clear voicing** on 3 trials over 3 consecutive sessions.

Given 5 min. conversation over 3 consecutive sessions, STUDENT will **converse using clear voicing** with 100% accuracy.

Given daily observation in class for 2 consecutive weeks STUDENT will **converse using clear voicing** with 95% accuracy, as charted by the **classroom** teacher and/ or SLP.

Loudness Symptoms (Volume/ Projection) *(Back)*

Given the numbers 1 through 5, STUDENT will count aloud **starting softly** at 1 and gradually **getting louder** by 5 in 3 of 3 trials over 2 consecutive sessions.

Given the numbers 1 through 5, STUDENT will count backwards, **starting loud** at 5 and **getting softe**r by 1 in 3 of 3 trials over 2 consecutive sessions.

Given a discussion of inappropriate loudness levels, STUDENT will correctly name or describe 3 situations in which **soft volume would be most appropriate**, with 100% accuracy over 2 sessions.

Given a discussion of inappropriate loudness levels, STUDENT will correctly name or describe 3 situations in which **loud volume would be most appropriate**, with 100% accuracy over 2 sessions.

Given a list of 20 sentences and a verbal model, STUDENT will repeat the sentences at a **volume judged appropriate for classroom** conversation by the SLP on 19 of 20 sentences over 3 consecutive sessions.

Given a paragraph and **close proximity** with the SLP, STUDENT will r**ead aloud at a soft volume** judged appropriate for personal conversation by the SLP over 3 consecutive sessions.

Given a paragraph and **distant proximity** from the SLP, STUDENT will **read aloud, projecting at a louder volume** judged appropriate for group discussion by the SLP over 3 consecutive sessions.

Given 5 terms that denote **feelings** or meaning (such as "kind, upset, gentle, angry, calm, stressed, tired"), STUDENT will respond by telling whether a l**oud or a soft voice**

most effectively conveys this meaning, with 4 correct answers out of 5 over 2 consecutive sessions.

Given a mirror and verbal cues, STUDENT will repeat 10 phrases after the clinician, using appropriate **mouth opening and volume** as judged by the clinician in 9 of 10 trials over 3 consecutive sessions.

Given a **large room** and list of 20 sentences, STUDENT will project HIS voice to the SLP across the room with **appropriate volume**, as judged by the SLP in 18 of 20 trials over 2 consecutive sessions.

Pitch and Duration Symptoms

Given 10 two syllable words, STUDENT will pronounce each word while **prolonging it for at least 3 seconds** in 9 of 10 trials over 3 consecutive sessions.

Given a list of 20 two- and three-word phrases, STUDENT will repeat the phrases by **stretching the vowels and prolonging continuant consonants** with 90 % accuracy over 3 consecutive sessions.

Given a list of 20 sentences, STUDENT will read or **repeat the sentences each on one breath** with 90% accuracy over 3 consecutive sessions.

Given a picture of a ladder, tree or building and asked to point to the "high" part or "low" part, STUDENT will correctly **identify high/ low** on 3 of 3 trials over 2 consecutive sessions.

Given a verbal model, STUDENT will **say the word "high" using high pitch and "low" using low pitch** correctly on 3 of 3 trials over 2 consecutive sessions.

Given a picture of a ladder, zipper, or stairway, STUDENT will **trace** the picture with HIS finger appropriately while **using rising pitch** in 5 of 5 trials over 3 consecutive sessions.

Given a picture of a ladder, zipper or stairway, STUDENT will **trace** the picture with HIS finger appropriately while **using falling pitch** in 5 of 5 trials over 3 consecutive sessions.

Given a picture of a rising and falling line, STUDENT will trace the picture with HIS finger appropriately while **using rising and falling pitch** in 5 of 5 trials over 3 consecutive sessions.

Given one paragraph per session for 3 consecutive sessions, student will read or discuss it using appropriate **rising and falling inflection**, as judged by the SLP.

Given one paragraph per session for 3 consecutive sessions, student will read or discuss it using appropriate **habitual pitch**, as judged by the SLP.

Resonance Symptoms (Nasality/ Velo-pharyngeal closure) *(Back)*

Given directions to "**sniff some air in**" and feel it move up HIS nasal passages, STUDENT will breathe air in without making a sniffing noise and without wrinkling HIS nostrils on 4 of 5 trials over 3 consecutive sessions.

Given a list of 20 words, STUDENT will read or repeat the words **without facial grimaces** on 2 of 3 trials over 3 consecutive sessions.

Given a list of 10 consonant sounds, including nasal sounds "m", "n" and "ng", STUDENT will identify which **sounds** are made primarily with **air coming out the mouth**, contrasted with those which are made with **air coming out the nose** with 100% accuracy over 2 sessions.

Given a list of 5 vowel sounds modeled by the clinician, STUDENT will **control velar movement** by going from nasal to oral productions of each vowel to correspond to the clinician's verbal cues, 4 of 5 trials over 2 consecutive sessions.

Given tactile and auditory cues STUDENT will produce "m", "n", and "ng" with **appropriate nasal resonance** on 4 of 5 trials each over 3 consecutive sessions.

Given a mirror and a list of 10 words, STUDENT will **yawn while pronouncing the words**, using appropriate mouth opening, lip and tongue movement, and forward projection on 9 of 10 trials over 3 consecutive sessions.

Given 10 single syllable words with initial fricative "s", "z", "sh" and affricative "ch", "j" consonants STUDENT will produce 9 of the 10 words with **no nasal emission** over 3 consecutive sessions.

Given 20 CV (consonant/vowel) syllable pairs beginning with alternating oral and nasal consonants (e.g. "be me", "no do"), STUDENT will produce 18 of 20 syllable pairs with appropriate **resonance shifts** over 3 consecutive sessions.

Given a **paragraph**, STUDENT will **read aloud with appropriate resonance** as judged by the SLP over 3 consecutive sessions.

Given a **short story**, STUDENT will **read aloud** and discuss the story with **appropriate resonance**, as judged by the SLP, over 3 consecutive sessions.

Given unstructured conversation during a minimum 20-min. session, STUDENT will **converse with appropriate resonance**, as agreed by STUDENT and the SLP, over 2 consecutive sessions.

Given daily **classroom observation** for 2 consecutive weeks, STUDENT will **converse with appropriate resonance**, as charted by the classroom teacher and/ or SLP.

Behavior/ Social Skills (back)

Classroom Survival Skills
              ***Following Instructions**
              ***Getting the Teacher's Attention**
              ***On-Task Behavior**
              ***Group-Work**
              ***Being Prepared**
Interacting with Others
              ***Friendship-Making**
              ***Conversation**
              ***Dealing with Conflict**
              ***Activities**
Skills for Dealing with Feelings
Alternatives to Aggression
General Social Skills

Classroom Survival Skills (Back)

*Following Instructions

Given a **verbal instruction**, STUDENT will look at the person, say "okay," and do it right away on 4/5 incidents by following all 3 steps with 100% accuracy.

When given **instructions** in the classroom, STUDENT will begin the task with only 1 prompt within 1 minute of receiving the instruction at 100% accuracy for 5 consecutive days.

When given a **written instruction**, STUDENT will read the instructions completely, do each instruction in the order in which they are written, and find the appropriate adult to ask about instruction if HE has questions on 4/5 incidents by following all 3 steps with 100% accuracy.

Given a set of 5 **written instructions**, STUDENT will follow them in sequential order with 80a% accuracy on 5/5 trials.

During class, STUDENT will not **make noises with objects** with no more than 1 reminder each day on 4/5 days.

When given permission to **leave HIS seat** by a teacher, STUDENT will go directly to the specific location and immediately return to HIS seat with 100% accuracy on 4/5 incidents.

When STUDENT is instructed to **change to another activity**, HE will do so within 2 minutes on 4/5 trials.

When walking down the **hallway**, STUDENT will keep hands and feet to HIMSELF, keep voice quiet, and walk in arrangement as directed by the teacher on 4/5 incidents by following all 3 steps with 100% accuracy.

*Getting the Teacher's Attention *(Back)*

When STUDENT needs to **get the teacher's attention**, HE will look at the teacher, raise HIS hand, wait to be acknowledged, and ask the question on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT has a **question**, HE will get the person's attention appropriately, look at the person, use a pleasant tone of voice, use words such as "please," "would," "may I," listen to the person's answer, and then thank the person for his or her time on 4/5 incidents by following all 6 steps with 100%.

When STUDENT **needs help**, HE will look at the person, ask if he or she has time to help, clearly describe what kind of help HE needs, and thank the person for helping HIM on 4/5 incidents by following all 4 steps with 100% accuracy.

If STUDENT **needs help**, HE will raise HIS hand, wait to be called on, and explain what kind of help HE needs on 4/5 incidents by following all 3 steps with 100% accuracy.

When STUDENT **doesn't understand a written or oral direction**, HE will ask questions to clarify 100% of the time in 4/5 incidents.

*On-Task Behavior *(Back)*

Given a **distraction in the classroom**, STUDENT will mind HIS own business by not looking at the distraction, keep working, not responding, and reporting the distraction, if necessary, on 4/5 incidents by following all 6 steps with 100% accuracy.

When given a **task to complete**, STUDENT will listen carefully to instructions, assemble necessary materials, begin working neatly and promptly, remain focused until task is completed, examine product to ensure it is complete, and check back with the person who assigned the task by following all 6 steps with 100% accuracy on 4/5 tasks.

When given a task, STUDENT will **remain on task** by looking at his task, thinking about the steps needed to complete it, focusing HIS attention on it, only stopping task when

teacher gives HIM permission, and ignoring distractions and interruptions by others on 4/5 tasks by following all 5 steps with 100% accuracy.

When STUDENT is faced with a **task HE has never had to do before**, HE will request permission to do task, think through steps needed to complete task, breathe deeply and try HIS best, and ask for help or advice if task is difficult on 4/5 incidents by following all 4 steps with 100% accuracy.

When given time to work in class, STUDENT will use the provided class time to **work on an assigned task** for 90% of the given work time in 4/5 incidents.

Given an assignment, STUDENT will **read directions and explanations** before asking for teacher help 100% of the time in 4/5 incidents.

Given a written assignment, STUDENT will complete the **written task legibly** and turn it in on clean, tear-free paper each day with no more than one paper returned to be redone each day for 4/5 days.

When given an assignment, STUDENT will demonstrate **on-task behavior** by sitting quietly at HIS seat, looking at HIS materials, and performing the task for 15 out of 20 minutes on 4/5 trials.

While seated, STUDENT will demonstrate appropriate **in-seat behavior** by sitting with HIS feet on the floor and keeping all four legs on the chair in contact with the floor needing no more than 1 prompt per day for 5 consecutive days.

When working on a task, STUDENT will **complete the task** before going on to the next task with 100% accuracy on 4/5 trials.

Given **independent work**, STUDENT will complete the assignment on HIS own at 70% accuracy for 7 consecutive days.

When given a **new task**, STUDENT will start task promptly, remain on task without being reminded, continue working until task is complete, and check back with the person who assigned the task on 4/5 incidents by following all 4 steps with 100% accuracy.

*Group-Work *(Back)*

When STUDENT wants to **participate in an activity**, HE will request to be a part of the activity, cooperate with others in the group, use a pleasant voice when talking with others, and remember to follow guidelines established for the activity on 4/5 incidents by following all 4 steps with 100% accuracy.

When **working in a group**, STUDENT will use an appropriate voice level with no more than 1 prompt from the teacher in 5 group activities.

When **working with a group**, STUDENT will discuss what goal needs to be achieved with group, decided what HIS role is, give and accept help with peers, follow rules and share materials, give praise to others in group in 4/5 incidents by following all 5 steps with 100% accuracy.

***Being Prepared** *(Back)*

When STUDENT **needs to be somewhere**, HE will be on time by knowing exactly where HE needs to go and how long it will take to get there, allow plenty of time to get there, go directly there, and check in with who HE needs to when HE arrives following all 4 steps with 100% accuracy so that HE is on time on 4/5 incidents.

When going to a class, STUDENT will come **prepared for the class** by bringing all necessary materials (books, papers, homework, and writing tools), being on time, and handing in homework and assignments as requested by the teacher on 4/5 class periods by following all 3 steps with 100% accuracy.

When going to class, STUDENT will determine what **materials HE needs for the class**, gather those materials together, take only those materials HE needs for class, and take HIS materials to class on 4/5 class periods by following all 4 steps with 100% accuracy.

Given an assignment, STUDENT will write down the assignment in HIS **logbook** at 100% accuracy for 5 consecutive days.

Given an assignment, STUDENT will record 90% of assignments given each day correctly in daily **logbook** in 4/5 days.

When STUDENT has **missing or make-up assignments**, HE will independently ask the teacher for the assignment with 100% accuracy in 2/3 trials.

When STUDENT has **free time**, HE will first check that all of HIS work is done, decide which activities are appropriate to do, choose one, and begin the activity on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT has **homework**, HE will write down the homework assignment in HIS assignment notebook, take home necessary materials to complete assignment, get started on homework promptly, complete assignment neatly, make sure homework and materials are returned by next day by following all 5 steps with 100% accuracy on 4/5 assignments.

Interacting with Others *(Back)*

***Friendship-Making** *(Back)*

When **meeting someone new**, STUDENT will introduce HIMSELF by looking at the person, using a pleasant voice, offering an appropriate greeting such as "Hi, my name is..." shaking the person's hand, and telling the person it was nice meeting him/her when leaving on 4/5 encounters by using all 5 steps with 100% accuracy.

When **greeting another person**, STUDENT will look at the person, use a pleasant voice, and say "hi" or "hello," following all 3 steps with 100% accuracy on 4/5 encounters.

When STUDENT wants to **give a compliment**, HE will look at the person, speak clearly in a pleasant voice, tell him or her exactly what HE likes, and give the other person time to respond on 4/5 incidents by following all 4 steps with 100% accuracy.

When **given a compliment**, STUDENT will look at the person giving the compliment, use a pleasant tone of voice, thank the person for the compliment, and avoid looking away or denying the compliment following all 4 steps with 100% accuracy on 4/5 incidents.

*Conversation *(Back)*

When **talking with others**, STUDENT will look at the person, use a pleasant voice, ask questions when appropriate, and not interrupt using all 4 steps with 100% accuracy on 4/5 conversations.

When **talking with another person**, STUDENT will maintain an appropriate voice tone by looking at the person, listen to the level of voice tone HE is using, speak slowly and calmly following all 3 steps with 100% accuracy on 4/5 incidents.

When STUDENT wants to **join a conversation**, HE will look at the people who are talking, wait for a point when no one else is talking, make an appropriate comment that relates to the conversation, choose words that are not offensive, and give other people a chance to participate by following all 5 steps with 100% accuracy in 4/5 conversations.

When STUDENT wants to **initiate a conversation**, HE will look at the person HE wants to talk with, wait until no one else is talking about another topic, use a calm and pleasant voice, and begin a conversation topic that is not offensive by asking a question or making a statement about the topic on 4/5 conversations by following all 4 steps with 100% accuracy.

When STUDENT needs to **get another person's attention**, HE will wait until the other person is finished speaking or available, look at the person, get the person's attention by saying "Excuse me..." and wait until that person acknowledges HIM on 4/5 incidents by following all 4 steps with 100% accuracy.

When a situation occurs in which STUDENT **needs to interrupt**, HE will stand where HE can be seen, wait for the person to acknowledge you, begin with "Excuse me for interrupting, but..." be specific about request or information, and thank the person for his or her time on 4/5 incidents by following all 5 steps with 100% accuracy.

When **listening to others**, STUDENT will look at the person who is talking, sit or stand quietly, wait until the person is through before HE speaks, and show that HE understands by saying "OK," "Thanks," or "I see," on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT **makes a request**, HE will look at the person, use a clear and pleasant voice, make HIS request in the form of a question, remember to say thank you if the request is granted or accept no if request is denied on 4/5 incidents by following all 4 steps with 100% accuracy.

 *Dealing with Conflict *(Back)*

When STUDENT needs to **correct another individual**, HE will look at the person, remain calm and use a pleasant voice, begin with a positive statement, be specific about the behavior, tell why it is a problem, and listen to the other person's explanation on 4/5 conversations by following all 6 steps with 100% accuracy.

When STUDENT needs to **apologize**, HE will look at the person, use a serious and sincere voice tone, begin by saying "I want to apologize for..." or "I'm sorry for..." take responsibility for HIS action by not giving an excuse, ask for the person's forgiveness, and thank the person for listening on 4/5 incidents by following all 6 steps with 100% accuracy.

When **accepting an apology** from another person, STUDENT will look at the person who is apologizing, listen to what he or she is saying, remain calm, and thank the person for the apology following all 4 steps with 100% accuracy on 4/5 incidents.

When STUDENT needs to **report another youth's behavior**, HE will find the appropriate adult, look at the person, use a clear voice, specifically state the behavior HE is reporting, give a reason for HIS concern, and answer any questions HE is asked truthfully on 4/5 incidents by following all 6 steps with 100% accuracy.

When STUDENT is experiencing **negative peer pressure**, HE will look at the person, use a calm and assertive tone of voice, state clearly that HE does not want to participate, suggest an alternative activity, continue to say "no" if the person persists, and leave the situation if necessary on each incident by following all 6 steps with 100% accuracy.

Activities *(Back)*

When STUDENT wants to **offer help**, HE will ask the other person if he or she needs help, listen to what the person needs, offer to help in ways in which HE can, and do what HE agrees to do for the person on 4/5 incidents by following all 4 steps with 100% accuracy.

When **offered help**, STUDENT will accept the assistance by looking at the person, thanking him or her for offering, allowing person to help or politely decline assistance if it is not needed on 4/5 incidents by following all 3 steps with 100% accuracy.

When STUDENT wants to **volunteer for an activity**, HE will look at the person, use a clear voice, ask to volunteer for a specific activity or task, and thank the person and check back when task is completed on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT needs to **wait for HIS turn**, HE will sit or stand quietly, keep HIS arms and legs still, avoid whining or begging, and engage in activity when directed to do so by adult on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT wants to **borrow something**, HE will make a polite request of the person HE wishes to borrow from, accept "No" if the person declines, find out when the possession needs to be returned if the person agrees, and promptly return materials in same condition as when HE borrowed them on 4/5 incidents by following all 4 steps with 100% accuracy.

When playing a game, STUDENT will display **sportsmanship** by playing according to the rules, avoiding fighting or criticizing others, accepting winning without bragging, accepting losing without complaining, and thanking other players for participating on 4/5 games by following all 5 steps with 100% accuracy.

When **playing a game**, STUDENT will review the rules, decide with the other players who starts the game, remember to wait HIS turn, and accept winning or losing by saying something positive to the person HE is playing with by following all 4 steps with 100% accuracy on 2/3 games.

On the **playground**, STUDENT will participate in play activities with HIS peers for at least 10 minutes in 4/5 recess breaks.

When asked to **share** an object, STUDENT will share the material with a peer 80% of the time in 4/5 incidents.

Skills for Dealing with Feelings *(Back)*

When STUDENT **disagrees** with something, HE will express HIS feelings by looking at the person, using a pleasant voice, saying, "I understand how you feel," and explaining why HE feels differently, give a reason for HIS feelings, and listen to the other person by following all 6 steps with 100% accuracy on 4/5 incidents.

When feeling **angry**, STUDENT will breathe slowly and deeply, relax tense body areas, and ask calmly to be by HIMSELF for a few minutes if needed by following all 3 steps with 100% accuracy on 4/5 incidents.

When **others are angry**, STUDENT will look at the person, remain calm and breathe deeply, use a neutral voice and facial expression, avoid critical or sarcastic comments, listen to what the other person is saying, remove HIMSELF from situation if person becomes aggressive or abusive, and report the incident to an adult in 4/5 situations by following all 7 steps with 100% accuracy.

When faced with a **change**, STUDENT will identify exactly what is changing, ask questions, remain calm, and explain feelings concerning change on 4/5 incidents by following all 4 steps with 100% accuracy.

When faced with a **change in routine**, STUDENT will accept the change without becoming upset with 100% accuracy on 4/5 incidents.

When STUDENT wants to **express HIMSELF**, HE will choose words that reflect HIS thoughts and feelings, avoid blaming statements, and avoid using profanity or slang terms on 4/5 situations by following all 3 steps with 100% accuracy.

When STUDENT becomes **upset**, HE will think about how HIS body feels, decide what HE would call the feeling, and say to HIMSELF "I feel ____," on 4/5 incidents by following all 3 steps with 100% accuracy.

Alternatives to Aggression *(Back)*

In a role-play situation, STUDENT will demonstrate how to **accept teacher assistance** to make an appropriate decision in a conflict situation 7/7 trials at 100% accuracy.

In a peer conflict situation, STUDENT will **accept teacher assistance** to make an appropriate decision 4/5 trials for 5 days.

In a peer conflict situation, STUDENT will demonstrate appropriate **peer mediation** skills to resolve the conflict at 100% accuracy for 4 consecutive weeks.

When faced with a **conflict**, STUDENT will remain calm and relaxed, listen to what other party is saying, think of options and discuss which ones they can agree on, and if the situation becomes aggressive HE will remove HIMSELF and inform an adult on 4/5 incidents by following all 4 steps with 100% accuracy.

When told **"no" for an answer**, STUDENT will look at the person, say "okay," stay calm, and if HE disagrees, HE will ask later by following all 4 steps with 100% accuracy on 4/5 incidents.

When given a **criticism or a consequence**, STUDENT will look at the person, say "okay," and not argue on 4/5 incidents by following all 3 steps with 100% accuracy.

When faced with a **problem**, STUDENT will define exactly what the problem is, brainstorm possible options, consider disadvantages of options, consider advantages of options, and choose the best option on 4/5 problems by following all 5 steps with 100% accuracy.

When STUDENT is faced with a **defeat or loss**, HE will look at the person who won, remain calm and positive; say "Good game" or "Congratulations," on 4/5 incidents by following all 3 steps with 100% accuracy.

When **being teased**, STUDENT will either choose to ignore the teasing or say how HE feels in a calm way or give a reason for the person to stop with 100% accuracy on 4/5 incidents.

When STUDENT needs to **relax**, HE will breathe deeply, tighten and relax tense body areas, instruct HIM to remain calm, visualize a relaxing scene, and count backwards to help HIM calm down on 4/5 incidents by following all 5 steps with 100% accuracy.

When accidentally **bumped by a peer**, STUDENT will respond by saying "excuse me," moving aside, or ignoring the exchange with 100% accuracy on 4/5 exchanges.

Given an **anger producing situation with a pee**r, STUDENT will walk away from the peer when HE becomes angry, annoyed, or upset 100% of the time on 4/5 trials.

When **angry**, STUDENT will express HIS anger with non-aggressive words by using "I messages" to describe how HE feels with 100% accuracy on 4/5 incidents.

General Social Skills
Before coming to school each day, STUDENT will bathe or shower, brush HIS teeth, comb HIS hair, and put on clean clothes and deodorant during 4/5 consecutive days by following all 4 steps with 100% accuracy.

During a **meal**, STUDENT will use appropriate eating utensils, engage in appropriate mealtime conversation, use a quiet tone of voice, avoid inappropriate noises, and clean tray and dump trash in appropriate areas on 4/5 consecutive days by following all 5 steps with 100% accuracy.

When **dressing** each day, STUDENT will think about appropriate clothes for activities HE will be engaging in that day, choose clothing that suits the season, avoid clothes that are revealing or associated with gang activities, and care for HIS clothes by not cutting or writing on them on 4/5 consecutive days by following all 4 steps with 100% accuracy.

Extended Standards/Life Skills *(Back)*

Reading

- **Make Meaning From Words (E.R. 1.1)**
- **Using Various Media Outlets For Comprehension (E.R. 1.2)**
- **Applying Understanding to Form Inferences (E.R. 1.3)**
- **Understanding and Expanding Meaning (E.R. 2.1)**
- **Identifying Elements in a Situation (E.R. 2.2)**
- **Using Rhymes and Patterned Language (E.R. 2.3)**
- **Responding to Diversity in Literature (E.R. 3.1)**
- **Recognizing the Role of Authors and Illustrators (E.R. 3.2)**
- **Accessing Information from Sources (E.R. 4.1)**
- **Evaluating Information from Sources (E.R. 4.2)**
- **Utilizing Information from Sources (E.R. 4.3)**

Math

- **Extend the Pattern (E.A. 1.1)**
- **Properties, Variables, and Symbols (E.A. 2.1)**
- **One and Two Step Problems (E.A. 3.1)**
- **Graphs, Tables, and Equations (E.A. 4.1)**
- **Characterizing Geometric Shapes (E.G. 1.1)**
- **Working with Geometric Shapes (E.G. 1.2)**
- **Relationships in Geometric Figures (E.G. 2.1)**
- **Concepts of Time (E.M. 1.1)**
- **Concepts of Money (E.M. 1.2)**
- **Measurement, Volume, and Capacity (E.M. 1.3)**
- **Order and Compare Numbers (E.N. 1.1)**
- **Real Numbers and Fractions (E.N. 1.2)**
- **Addition, Subtraction, Multiplication, Division (E.N.2.1)**
- **Strategies to Solve Problems (E.N.3.1)**
- **Gathering and Organizing Data (E.S. 1.1)**
- **Display and Use Data (E.S.1.2)**
- **Analyzing Data (E.S.1.3)**
- **Reporting on Collected Data (E.S.2.1)**

Reading *(Back)*

E.R.1.1—Using stimulus, environment, sounds, patterns, and letters to make meaning of words

When given a **switch**, STUDENT will hit the switch to activate the book on tape, CD player, or radio 4 out of 5 trials with 80% accuracy.

When being **addressed**, STUDENT will hold their head up while being talked to 4 out of 5 trials with 80% accuracy.

When given **a book with tactile objects**, STUDENT will touch object 4 out of 5 trials with 80% accuracy.

When given a word, STUDENT will **match it to the picture of the object** 4 out of 5 trials with 80% accuracy.

When given **time on the computer,** STUDENT will listen to a story on CD ROM 4 out of 5 trials with 80% accuracy.

When given a book, STUDENT will independently demonstrate **page turning** 4 out of 5 trials with 80% accuracy.

When being read to by the teacher, STUDENT will follow along **turning the pages** when appropriate 4 out of 5 trials with 80% accuracy.

When reading a book, STUDENT will **find specific objects** depicted by the teacher 4 out of 5 trials with 80% accuracy.

When presented with a favorite page, STUDENT will **show emotions** to favored stimuli 4 out of 5 trials with 80% accuracy.

When given a set of pictures, STUDENT will **match the picture to corresponding pictures in book while being read to** 4 out of 5 trials with 80% accuracy.

After being read to orally, STUDENT will **repeat the text** in the story 4 out of 5 trials with 80% accuracy.

When being read to, STUDENT will **attend to the story from beginning to end** 4 out of 5 trials with 80% accuracy.

When being read to, STUDENT will **look at the pictures** in the book 4 out of 5 trials with 80% accuracy.

When given a job, STUDENT will **recognize left to right top to bottom patterns** 4 out of 5 trials with 80% accuracy.

When given a book, STUDENT will **position the book or picture right side up** 4 out of 5 trials with 80% accuracy.

When given a book, STUDENT will **turn one page at a time in sequential order** 4 out of 5 trials with 80% accuracy.

When reading a book, STUDENT will **follow along with their finger under the word** as text is read 4 out of 5 trials with 80% accuracy.

When paging through a book, STUDENT will **pretend to read** 4 out of 5 trials with 80% accuracy.

When given a picture, STUDENT will **identify symbols** through pointing and naming 4 out of 5 trials with 80% accuracy.

When given a list of upper and lower case letters, STUDENT will **identify letters through pointing** 4 out of 5 trials with 80% accuracy.

When given a list of upper and lower case letters, STUDENT will **identify letters through naming** 4 out of 5 trials with 80% accuracy.

When given the alphabet, STUDENT will **match letters and sounds** 4 out of 5 trials with 80% accuracy.

When given a set of letters, STUDENT will **blend sound to make words** 4 out of 5 trials with 80% accuracy.

When given a word, STUDENT will **identify sounds within the word** 4 out of 5 trials with 80% accuracy.

When asked to recite orally, STUDENT will **recall the alphabet sound song** 4 out of 5 trials with 80% accuracy.

When given the letters of the alphabet, STUDENT will **sequence the letters of the alphabet** 4 out of 5 trials with 80% accuracy.

When given words, STUDENT will **demonstrate understanding that letters and words relate to sounds** 4 out of 5 trials with 80% accuracy.

When asked by the teacher, STUDENT will **locate words in the story** 4 out of 5 trials with 80% accuracy.

When given paper and pencil, STUDENT will **read, print and spell their own name** 4 out of 5 trials with 80% accuracy.

When given a list of **Dolch/Fry/Edmark words**, STUDENT will read the words by sight 4 out of 5 trials with 80% accuracy.

When given **5 simple sentences**, STUDENT will read them orally 4 out of 5 trials with 80% accuracy.

When reading a book, STUDENT will **connect information found in text to personal experience** 4 out of 5 trials with 80% accuracy.

When given **tactile objects** in a book, STUDENT will touch the object 4 out of 5 trials with 80% accuracy.

When given a **switch**, STUDENT will hit the switch to activate the book on tape, CD player, or radio 4 out of 5 trials with 80% accuracy.

When being addressed, STUDENT will **hold their head up** while being talked to 4 out of 5 trials with 80% accuracy.

E.R.1.2.- Using stimulus, patterns, environment, and written work from various media outlets for comprehension oral and or written

When asked orally by the teacher, STUDENT will **identify parts of their body** 4 out of 5 trials with 80% accuracy.

After reading a story, STUDENT will answer questions and recall information regarding the **characters and the main idea** 4 out of 5 trials with 80% accuracy.

When shown a **picture schedule**, STUDENT will follow the correct order 4 out of 5 trials with 80% accuracy.

When given a set of **classroom and school rules**, STUDENT will follow these rules 4 out of 5 trials with 80% accuracy.

When given a situation, STUDENT will state a **consequence to a behavior** in regards to school rules 4 out of 5 trials with 80% accuracy.

When presented with a **menu**, STUDENT will recognize pictures of food 4 out of 5 trials with 80% accuracy.

When having difficulty, STUDENT will **seek appropriate adult help** 4 out of 5 trials with 80% accuracy.

When asked the **"W" questions**, STUDENT will describe cause and effect relationships in various text 4 out of 5 trials with 80% accuracy.

When given a **simple map**, STUDENT will read and understand it 4 out of 5 trials with 80% accuracy.

When given a book, STUDENT will **read with fluency, accuracy and comprehension** 4 out of 5 trials with 80% accuracy.

When hearing a familiar sound, STUDENT will **respond to speech by vocalizing** (making a sound) 4 out of 5 trials with 80% accuracy.

When presented with **familiar and unfamiliar people**, STUDENT will discriminate between the both 4 out of 5 trials with 80% accuracy.

After hearing a **teacher's voice, the bell ring, or sirens**, STUDENT will respond 4 out of 5 trials with 80% accuracy.

E.R.1.3.- **Applying understanding of stimulus, patterns, environment, and written work to form inferences**

When given an activity, STUDENT will **infer possible consequences** to **prevent a possible behavior** with 80% accuracy 4 of 5 times.

When given a series of **pictures,** STUDENT will **sequence** three pictures with 80% accuracy 4 of 5 times.

When given a set of objects, STUDENT will **identify objects** that are the **same and different** with 80% accuracy 4 of 5 times.

When given a situation with a sequence of events, STUDENT will **recall the sequence of events** with 80% accuracy 4 of 5 times.

When given a pattern, STUDENT will **recognize the pattern and repeat** it with 80% accuracy 4 of 5 times.

When STUDENT is selecting reading material, STUDENT will select **appropriate reading level, purpose and interest** with 100% accuracy 4 of 5 times.

When locating information, STUDENT will use **appropriate sources to locate information** (calendar, newspaper, encyclopedia, dictionary, atlas) with 80% accuracy 4 of 5 times.

When using an informational source, STUDENT will **understand** the function of **organizational features** and use them to **locate information** with 80% accuracy 4 of 5 times.

When trying to gain information, STUDENT will **use written resources to gain information** with 80% accuracy 4 of 5 times.

When given information that was needed to **remember,** STUDENT will use **visual organizers** with 100% accuracy 4 of 5 times.

When given **directions in pictorial** format, STUDENT will **follow instructions** with 80% accuracy 4 of 5 times.

When at a restaurant, STUDENT will **read a menu to order a meal** with 100% accuracy 4 of 5 times.

When planning a **trip** with family or friends, STUDENT will **help plan** the trip (uses bus schedules, plans a trip to another town) with 80% accuracy 4 of 5 times.

When needing a phone number, STUDENT will use **an address book or phone list** with 100% accuracy 4 of 5 times.

When given a **picture recipe,** STUDENT will **make a meal** with 100% accuracy 4 of 5 times.

When given a **picture recipe,** STUDENT will **prepare simple foods** with 100% accuracy 4 of 5 times.

When given a **job application,** STUDENT will **fill out** with 80% accuracy 4 of 5 times.

When given an apartment rental **application,** STUDENT will **fill out** with 80% accuracy 4 of 5 times.

When asked about **personal goals,** STUDENT will **share** with teacher or parent with 80% accuracy 4 of 5 times.

When **wanting more** of an item, STUDENT will use an **appropriate request** with 80% accuracy 4 of 5 times.

When given a **verbal request,** STUDENT will **respond** with 80% accuracy 4 of 5 times.

When STUDENT'S **name is called,** STUDENT will **respond** with 100% accuracy 4 of 5 times.

When **expressing an attitude,** STUDENT will **vocalize** other than cry with 80% accuracy 4 of 5 times.

When given a **toy,** STUDENT will know how to **activate the switch** with 80% accuracy 4 of 5 times.

When **at an IEP meeting,** STUDENT will **answer questions and express needs** with the team with 100% accuracy 4 of 5 times.

When going **grocery shopping,** STUDENT will **use picture cards** to complete shopping with 80% accuracy 4 of 5 times.

When given the **daily routine,** STUDENT will follow a **picture schedule** to complete with 80% accuracy 4 of 5 times.

When given a **vocational task,** STUDENT will follow a **picture schedule** to complete with 80% accuracy 4 of 5 times.

When given a **laundry task,** STUDENT will follow a **picture schedule** to complete with 80% accuracy 4 of 5 times.

When **ordering food** at a restaurant, STUDENT will use a **picture menu** to order with 100% accuracy 4 of 5 times.

E.R.2.1.- Understanding and expanding meaning of stimuli, patterns, words, and literary works

When presented with objects, STUDENT will **sort and categorize** objects according color, size, and function 4 out of 5 trials with 80% accuracy.

When talking about a topic, STUDENT will **communicate prior knowledge** related to that topic 4 out of 5 trials with 80% accuracy.

When communicating orally, STUDENT will **describe an event, TV show, or field trip experience** 4 out of 5 trials with 80% accuracy.

When presented with two choices, STUDENT will **indicate choice of preferred and non-preferred activity** through facial expression or movement 4 out of 5 trials with 80% accuracy.

E.R.2.2.-Identifying and describing sequences, elements, and literary devices in a situation or story

When involved in a conversation, STUDENT **will contribute showing awareness of conversation** 4 out of 5 trials with 80% accuracy.

When using a **Dynavox**, STUDENT will participate in sequenced turn taking during conversation 4 out of 5 trials with 80% accuracy.

When given steps, STUDENT will **sequence steps to complete daily living skil**l 4 out of 5 trials with 80% accuracy.

When presented with **stimuli material**, STUDENT will respond appropriately 4 out of 5 trials with 80% accuracy.

After completing a task, STUDENT will indicate **"all done"** after completing a sequence of tasks 4 out of 5 trials with 80% accuracy.

With a verbal prompt, STUDENT will **role play facial expression** 4 out of 5 trials with 80% accuracy.

When feeling pain, STUDENT will **respond to pain** with frowns or a cry 4 out of 5 trials with 80% accuracy. *(Back)*

E.R.2.3. Using rhymes and patterned language

When given a direction by the teacher, STUDENT will **participate in readings** of nursery rhymes, nonsense rhymes, finger plays, and poetry when paired with picture prompts through movement, facial expression and vocalization 4/5 times with 80% accuracy.

When given **a spoken word, object, photo, or illustration,** STUDENT will produce or select rhyming words 4/5 times with 80% accuracy.

STUDENT will **identify patterns** of rhyming words and/or repeated phrases in various texts 4/5 times with 80% accuracy.

When given a variety of **repetitive poetry**, STUDENT will create rhymes and pattern verses 4/5 times with 80% accuracy.

STUDENT will **read stories with repetitive patterns** and compare them in different poems 4/5 times with 80%.

STUDENT will demonstrate **awareness of visual patterns** (light and dark stimulation, changes in environment, and changes in immediate environment) 4/5 times with 80% accuracy.

When given **pattered sequenced language,** STUDENT will demonstrate recognition of familiar people (when you see someone familiar you say "hi, Joe", or "hi, Susie") 4/5 times with 80% accuracy.

STUDENT will demonstrate **awareness of variations in rhythm, tempo, and beat of stories and music** (change affect, movement, respirations, and vocalizations) 4/5 times with 80% accuracy.

During school hours, STUDENT will **demonstrate ability to memorize and use specific socially appropriate words and phrases** 4/5 times with 80% accuracy. *(Back)*

E.R.3.1. Recognizing, identifying, and responding to diversity in literature from different eras and cultures

Upon listening to a poem, story, or music, STUDENT will **demonstrate an understanding of rhythm** (nods head, hums, taps to beat) 4/5 times with 80% accuracy.

When **given a picture,** STUDENT **will imitate it** by pointing it out either isolated or in a story 4/5 times with 80% accuracy.

When **presented with photos of familiar people**, STUDENT will recognize them 4/5 times with 80% accuracy.

When **given a picture,** STUDENT will **identify their occupation** 4/5 times with 80% accuracy.

When **given a picture book**, STUDENT **will independently look at it** 4/5 times with 80% accuracy.

When **orally listening to a story**, STUDENT will follow along (eyes on print, follows fingers under words, or puts own fingers under words) 4/5 times with 80% accuracy.

When **given different time periods,** STUDENT **will sort objects, pictures and symbols** (Ex. old cars and modern cars, clothing from different eras) 4/5 times with 80% accuracy.

When asked, STUDENT will **identify book of interest** based on story and or illustrations 4/5 times with 80% accuracy.

When **orally presented multicultural texts**, STUDENT will listen and respond 4/5 times with 80% accuracy.

When given two items, STUDENT will **discriminate between same and different** 4/5 times with 80% accuracy.

When given a (newspaper, fairy tales, fables, or magazines), STUDENT will **discriminate between real and fantasy** 4/5 times with 90% accuracy.

When given a (fable, historical, or fairy tale), STUDENT will **identify the characters** in a story 4/5 times with 80% accuracy.

STUDENT will **recognize verbal and nonverbal stimuli** as seen through a differential response (heart rate, affect, facial expressions, etc.) 4/5 times with 80% accuracy.

When given verbal and nonverbal stimuli, STUDENT will **identify attending skills (listens to books, plays, etc.)** 4/5 times with 80% accuracy.

When given **verbal and nonverbal stimuli,** STUDENT **will respond** with a (smile, thumbs up, etc) 4/5 times with 80% accuracy.

STUDENT will **demonstrate** (eye contact, mood change, physical change, etc) **a response to indicate recognition** or identification of familiar people, surroundings, or materials 4/5 times with 80%.

When asked a question, STUDENT will **express his/her likes and dislikes** by (opening eyes, smiling, change in heart rate, etc.)

STUDENT will **respond to changes in stimuli** (touch child with vibration, child demonstrates response to removal of vibration) 4/5 times with 80% accuracy.

When given **vocal intonations** (loud, soft, happy, mad), STUDENT will demonstrate a response 4/5 times with 80% accuracy.

When **name is orally presented**, STUDENT will respond 4/5 times with 80% accuracy.

When given a familiar activity/sequence, STUDENT will **demonstrate recognition by (initiating movement related to activity, excitement or vocalization with presentation)** 4/5 times with 80% accuracy.

STUDENT will **vocalize different sounds** to demonstrate her/his emotions, wants, and needs 4/5 times with 80%.

When given a **choice between two objects**, STUDENT will **discriminate between the two** by (pointing, eye gaze, assistive technology) 4/5 times with 80% accuracy.

When given a task, STUDENT will **determine what assistive technology** to use 4/5 times with 80% accuracy.

When given an object, STUDENT will **imitate the action by** (turning the page, playing a drum, etc) 4/5 times with 80% accuracy.

When **given a book,** STUDENT will **manipulate it** by (holding it upright, turning it front to back one page at a time) 4/5 times with 80% accuracy. *(Back)*

E.R.3.2. Recognizing the role that authors and illustrators have in the development of literary works

When given a topic to write about, STUDENT will complete **journaling with either words or pictures** 4/5 times with 80% accuracy.

When asked orally, STUDENT will **explain what an author and illustrator do** 4/5 times with 80% accuracy.

When given a book, STUDENT will **locate the author and illustrators name** 4/5 times with 80% accuracy.

When **given a word,** STUDENT will **illustrate by drawing a picture** 4/5 times with 80% accuracy.

E.R.4.1. Assessing (locating) information from a variety of sources.

When given an **object or picture symbol** STUDENT will understand the meaning 4/5 times with 80% accuracy.

Using an **address book or phone list**, STUDENT will locate a name or phone number 4/5 times with 80% accuracy.

When **orally asked to solve a problem**, STUDENT will access prior knowledge to make predictions and synthesize information 4/5 times with 80% accuracy.

When given an informational text, STUDENT will **identify whether it is fiction or nonfiction** 4/5 times with 80% accuracy.

When given **new words/pictures/symbols/objects,** STUDENT will **use resources/reference materials** (dictionary, teacher) to gain meaning 4/5 times with 80% accuracy.

When given a nonfiction novel, STUDENT will **identify the title page, table of contents, index, and glossary** 4/5 times with 80% accuracy.

When given a statement, STUDENT will **distinguish between fact and opinion** 4/5 times with 80% accuracy.

If STUDENT doesn't understand the directions from the text, he/she will **ask questions to clarify information** 4/5 times with 80% accuracy.

After orally reading a text, STUDENT will **communicate an opinion** 4/5 times with 80% accuracy.

E.R.4.2.- Synthesizing (evaluating) information from a variety of sources

When given a variety of objects, STUDENT will **match objects** with 80% accuracy 4 of 5 times.

When given **pictures/complex designs,** STUDENT will **match** them with 80% accuracy 4 of 5 times.

When given **pictures,** STUDENT will **match them** to words with 80% accuracy 4 of 5 times.

When given words, STUDENT will **match** them to **words** with 80% accuracy 4 of 5 times.

When given a calendar, STUDENT will read the **calendar** to determine the specific day of the **week, month, year** with 80% accuracy 4 of 5 times.

Given an activity, STUDENT will retrieve **material needed to do activity** with 80% accuracy 4 of 5 times.

When given a group of **survival signs,** STUDENT will **match signs** with 100% accuracy 4 of 5 times.

Given **survival signs/words,** STUDENT will demonstrate **understanding** with 80% accuracy 4 of 5 times.

When out on a trip in the community, STUDENT will **identify survival signs** with 80% accuracy 4 of 5 times.

When out on a trip in the community, STUDENT will **identify and describe informational and safety signs** with 80% accuracy 4 of 5 times.

When given a stimulus, STUDENT demonstrates **attention to visual, tactile, auditory, and olfactory stimulus through verbal or non-verbal** means with 80% accuracy of 4 of 5 times.

When given a visual, tactile, auditory or olfactory stimulus, STUDENT will demonstrate a **verbal or non-verbal response** with 80% accuracy 4 of 5 times.

When given a **touch cue,** STUDENT will **understand the meaning** with 80% accuracy 4 of 5 times.

When around people, STUDENT will **discriminate between familiar and unfamiliar people and places** with 80% accuracy 4 of 5 times.

When given a book, STUDENT will demonstrate the necessary **pre-reading behaviors** (prepares for headphones, turns to listen, looks at screen or reader) with 80% accuracy 4 of 5 times.

When given print media, STUDENT will demonstrate the ability to **attend to print media** (looking at books, pictures, magazines, etc) with 80% accuracy 4 of 5 times.

When given **environmental print, pictures, symbols, and objects,** STUDENT demonstrates that you can get **meaning** from them with 80% accuracy 4 of 5 times.

E.R.4.3. Utilizing information from a variety of sources

When given daily rules, STUDENT will **state daily rules** with 100% accuracy 4 0f 5 times.

When given picture clues, STUDENT will **match warning, informational and safety signs** with 100% accuracy 4 of 5 times.

When given **survival signs** (stop, exit, and danger), STUDENT will **recognize and role play functional meaning of signs** with 100% accuracy 4 of 5 times.

After completing a task, STUDENT will **evaluate own performance** (checks work, self - monitoring of behavior) with 80% accuracy 4 of 5 times.

When given a reading passage, STUDENT will **use a variety of resources** (computer, book, object, picture, symbol, dictionary, spell check, word prediction program) to **answer questions** with 80% accuracy 4 of 5 times.

When given a reading passage, STUDENT will **use prior knowledge to communicate and make connections** to answer comprehension questions with 80% accuracy 4 of 5 times.

Given a reading passage, STUDENT will **use pictures and context to figure out unknown words** with 80% accuracy 4 of 5 times.

Given reason to communicate, STUDENT will use **familiar words and symbols or objects to communicate meaning and need** with 80% accuracy 4 of 5 times.

Given **new symbols or words,** STUDENT will use in their current **vocabulary** with 80% accuracy 4 of 5 times.

When given new words/pictures/symbols/objects, STUDENT will use **resource/reference materials** to gain meaning of **new words** with 80% accuracy 4 of 5 times.

Math
E.A.1.1. Recognize, create, and extend pattern

When shown real life objects, STUDENT will use **same/different to describe objects or pictures** (small, medium, large (food sizes, restaurant), clothing sizes) with 80% accuracy in 4/5 trials.

When presented with a set of pictures, STUDENT will **match identical simple pictures of objects** (matches money, socks, silverware, etc.) with 80% accuracy in 4/5 trials.

When given a group of pictures, STUDENT will **match objects and pictures to create sets and make comparisons** between sets (toothbrush/toothpaste, salt/pepper, above/under, etc.) with 80% accuracy in 4/5 trials.

When presented with a group of blocks, STUDENT will **sort the blocks by color** with 80% accuracy in 4/5 trials.

When given more than one set of manipulatives, STUDENT will **compare sets** of objects to determine **more, less, or equal** with 80% accuracy in 4/5 trials.

When shown **plus or minus symbols**, STUDENT will determine the **difference** between them with 80% accuracy in 4/5 trials.

When given **real life survival signs**, STUDENT will **recognize the symbol** and how it is used with 80% accuracy in 4/5 trials.

When given a variety of tasks involving addition, STUDENT will **demonstrate** techniques used in **adding** (checkbook register, total value of merchandise, ordering food) with 80% accuracy in 4/5 trials.

When given **one digit facts** 0-9, STUDENT will solve the **multiplication or division** sentence with 80% accuracy in 4/5 trials.

STUDENT will recognize the use of the **communicative property of multiplication** (3 * 2= 6, 2 * 3= 6) with 80% accuracy in 4/5 trials.

When given a group of numbers, STUDENT will identify which number is **greater, less, or equal** with 80% accuracy in 4/5 trials.

When given an **addition, subtraction, multiplication, or division sentence involving 0,** STUDENT will solve with 80% accuracy in 4/5 trials.

When given a variety of tactile objects, STUDENT will **tolerate objects with tactile stimulation** with 80% accuracy in 4/5 trials.

When presented with a **change in routine**, STUDENT will tolerate a schedule/routine incorporated throughout the day with 80% accuracy in 4/5 trials.

STUDENT will hit a **switch to activate** a computer program, music, and adapted equipment with 80% accuracy in 4/5 trials.

When given a set of objects, STUDENT will determine more or done to **extend a pattern** or **repeat a task** with 80% accuracy in 4/5 trials.

When given a specific sound or voice pattern, STUDENT will **recognize the sound** with 80% accuracy in 4/5 trials.

E.A.2.1. Use of inequalities/equalities (properties, variables, symbols)

When given a set of manipulatives, STUDENT will **sort or create a pattern** using these manipulatives with 80% accuracy in 4/5 trials.

When given a set of manipulatives, such a pennies, STUDENT will **join two sets** together to form the **sum** up to 10 with 80% accuracy in 4/5 trials.

When given a set of manipulatives, STUDENT will **indicate the number** with 80% accuracy in 4/5 trials.

When shown a number line, STUDENT will use the **number line** to solve **addition and subtraction** sentences with 80% accuracy in 4/5 trials.

When shown **a +, -, or =** sign, STUDENT will **identify the meaning** of these symbols with 80% accuracy in 4/5 trials.

When given **+, -, and =** sign, STUDENT will use these symbols **to write a number sentence** with 80% accuracy in 4/5 trials.

When given information, STUDENT will use a **visual representation** such as a graph to complete a problem (cooking, craft, re-arranging, furniture) with 80% accuracy in 4/5 trials.

When given problem situations (social situations/problems, grocery store), STUDENT **will identify irrelevant and relevant information** with 80% accuracy in 4/5 trials.

When presented with a problem-solving situation, STUDENT will demonstrate the ability to **use problem-solving skills** that are needed for a specific environment and activities with 80% accuracy in 4/5 trials.

When given a set of items, STUDENT will **put the items away** in the correct location with 80% accuracy in 4/5 trials.

When asked to respond orally, STUDENT will continue to **respond to vocal directions** with 80% accuracy in 4/5 trials.

When given a variety of different stimulus, STUDENT will **imitate activities** (make equal number of sounds, blocks) with 80% accuracy in 4/5 trials.

When given a different environment, STUDENT will be able to **tolerate environmental changes** (weather, schedules changes, noises) with 80% accuracy in 4/5 trials.

E.A.3.1. Interpret and develop relationships between one to two step problems

When given a set of objects, STUDENT will **divide the objects into equal groups** (workbaskets) with 80% accuracy in 4/5 trials.

When given a **one-step problem**, STUDENT will solve with 80% accuracy in 4/5 trials.

When given a simple direction (wash hands, zip pants, stays on task), STUDENT will **follow the direction** with 80% accuracy in 4/5 trials.

When given a task involving multiple steps, STUDENT will **follow all the steps** in the correct order (hand-washing, work baskets, set-up appointments) with 80% accuracy in 4/5 trials.

After completing a task, STUDENT **will check for accuracy** (check-off list, counting change back) with 80% accuracy in 4/5 trials.

When given a specific event, STUDENT will demonstrate **responses appropriate to specific safety/survival skills** with 80% accuracy in 4/5 trials.

When given a **task**, STUDENT will indicate when he/she is **finished** with 80% accuracy in 4/5 trials.

When completed with one activity, STUDENT will **initiate a new activity** with 80% accuracy in 4/5 trials.

E.A.4.1. Using patterns to solve problems (graphs, tables, equations)

When presented with a **number line**, STUDENT will **place numbers** appropriately on a number line with 80% accuracy in 4/5 trials.

When given manipulatives, STUDENT will **recreate a pattern** with 80% accuracy in 4/5 trials.

When given a pattern, STUDENT will **locate a specific item** (Where's Waldo) with 80% accuracy in 4/5 trials.

When shown a familiar setting, STUDENT will **familiarize his/her way around** the bathroom (grocery store) with 80% accuracy in 4/5 trials.

When given a number sequence, STUDENT will **enter the sequence into a keypad** (phone numbers, ATM, door key pads) with 80% accuracy in 4/5 trials.

When given a key, STUDENT will **match** it to the correct keyhole with 80% accuracy in 4/5 trials.

When given laces, STUDENT will **tie his/her shoes** with 80% accuracy in 4/5 trials.

When given a calendar, STUDENT will **determine a pattern** with 80% accuracy in 4/5 trials.

When given direction symbols, STUDENT will understand and identify **north, south, east, and west** with 80% accuracy in 4/5 trials.

When presented with yes or no questions, STUDENT will **respond to yes or no questions and to problems presented pictorially** with 80% accuracy in 4/5 trials.

When presented with a cause/effect situation, STUDENT will understand the effect of change by **recognizing the cause/effect** between two elements (hits switch, number appears on screen) with 80% accuracy in 4/5 trials.

When presented with familiar faces, STUDENT will **identify** staff and students through **pictures, pointing, or eye gaze** with 80% accuracy in 4/5 trials.

When given a set of directions, STUDENT will **follow visual directions** on a daily schedule with 80% accuracy in 4/5 trials. *(Back)*

E.G.1.1. Characterizes geometric shapes

When given six basic shapes, STUDENT will **point to the correct shape** (circle, square, triangle, rectangle, ellipse, diamond) with 80% accuracy in 4/5 trials.

When given six basic shapes, STUDENT will **identify and name the correct shape** (circle, square, triangle, rectangle, ellipse, diamond) with 80% accuracy in 4/5 trials.

When given the six basic shapes, STUDENT will **describe the shape** (circle, square, triangle, rectangle, ellipse, diamond) with 80% accuracy in 4/5 trials.

When given a set of plain figures, STUDENT will **identify plain figures** (circle, triangle, rectangle) with 80% accuracy in 4/5 trials.

When given a set of solid figures, STUDENT will **identify solid figures** (balls, cans) with 80% accuracy in 4/5 trials.

When given shapes, STUDENT will **match more complex shapes** by a pattern with 80% accuracy in 4/5 trials.

When given a group of environmental objects (balls, party hats, soup cans), STUDENT will **name the shapes of the objects** with 80% accuracy in 4/5 trials.

When given a variety of safety signs, STUDENT will **recognize the shape and/or symbol** with 80% accuracy in 4/5 trials.

When given a variety of safety signs, STUDENT will **recognize by color and shape** with 80% accuracy in 4/5 trials.

When on a walk, STUDENT **will identify geometric objects** in the environment (stop sign) and describes their position with 80% accuracy in 4/5 trials.

When given visual or tactile objects, STUDENT will **recognize the properties** of a predetermined **object** by demonstrating visual and/or tactile attention to an object (looks at or touches a specific shape) with 80% accuracy in 4/5 trials.

When given similar **shapes** of different sizes, STUDENT will **match** pairs using switch-operated program with 80% accuracy in 4/5 trials.

E.G.1.2. Works with geometric shapes

When given a group of objects, STUDENT will **demonstrate a fit or match** to a predetermined corresponding object or form with hand over hand assistance (peg board, puzzle boards) with 80% accuracy in 4/5 trials.

When given geometric figures, STUDENT will **match the corresponding shape** with multiple discriminators with 80% accuracy in 4/5 trials.

When given a form-board (puzzle), STUDENT will **place the geometric shape into the corresponding spot** with 80% accuracy in 4/5 trials.

When given a shape, STUDENT will **trace or draw the plane geometric figure** with 80% accuracy in 4/5 trials.

When given a set of shapes, STUDENT will **match shapes** with 80% accuracy in 4/5 trials.

When given a set of **similar shapes** of different sizes and color, STUDENT will determine the **difference** between them with 80% accuracy in 4/5 trials.

When given a set of **containers**, STUDENT will **match** the appropriate **lid** to the corresponding container with 80% accuracy in 4/5 trials.

When given a verbal direction to draw a line, STUDENT will **draw a line** with 80% accuracy in 4/5 trials.

When given a set of dots, STUDENT will **connect the dots** with 80% accuracy in 4/5 trials.

When given a puzzle, STUDENT will **assemble the puzzle** with 80% accuracy in 4/5 trials.

When working with geometric figures, STUDENT will **visually attend to geometric visual stimuli** with 80% accuracy in 4/5 trials.

When STUDENT is given an object in HIS/HER hand, HE/SHE will **move the object** to a specific location with 80% accuracy in 4/5 trials.

When a geometric object is placed in front of STUDENT, HE/SHE will **reach for the shape** with 80% accuracy in 4/5 trials.

When requested, STUDENT will **demonstrate a release of an object** into a specific location. *(Back)*

E.G.2.1. Applying relationships in geometric figures

When given proximity words, STUDENT will **describe proximity of objects in space** (near, far, up, down) with 80% accuracy in 4/5 trials.

When given an object, STUDENT will understand the **position of object in response to a direction** (in front of, behind) with 80% accuracy in 4/5 trials.

When given two similar objects, STUDENT will **identify which object is larger** by an eye gaze with 80% accuracy in 4/5 trials.

When given a group of objects, STUDENT will **understand big/bigger/biggest** with 80% accuracy in 4/5 trials.

When given a sheet of paper, STUDENT will **fold the sheet in half** with 80% accuracy in 4/5 trials.

When given a group of materials, STUDENT will **sort the materials by size or color** with 80% accuracy in 4/5 trials.

When in an occupational setting, STUDENT will **stock storage shelves** (groceries, auto parts) with items by shape or symbols with 80% accuracy in 4/5 trials.

When given a variety of objects, STUDENT will **place the items in appropriate size containers** (leftovers) with 80% accuracy in 4/5 trials.

When given a cup of liquid, STUDENT will **indicate if the cup is full, half-full, or empty** with 80% accuracy in 4/5 trials.

When determining personal space, STUDENT will determine if **personal wheelchair will fit through a space** with 80% accuracy in 4/5 trials.

When given products that are purchased, STUDENT will **compare size and quantity** of those products with 80% accuracy in 4/5 trials.

During the daily routine, STUDENT will **recognize different times of the day** with an associated activity with 80% accuracy in 4/5 trials.

When in **transfer**, STUDENT will **realize his/her body's movement in space** (awareness of Hoyer transfer or lift) with 80% accuracy in 4/5 trials.

When a **new person** is in the room, STUDENT will **demonstrate awareness response** to another person's presence with 80% accuracy in 4/5 trials.

When presented with unfamiliar faces, STUDENT will demonstrate the **awareness of familiar and unfamiliar persons** with 80% accuracy in 4/5 trials. *(Back)*

E.M.1.1. Understands concepts of time

When given a routine, STUDENT will **follow a routine** with 80% accuracy in 4/5 trials.

When given a schedule, STUDENT will **follow a picture symbol schedule** with 80% accuracy in 4/5 trials.

When given a task, STUDENT will **stay on task** for a predetermined amount of time with 80% accuracy in 4/5 trials.

When presented with calendar concepts, STUDENT will **identify seasonal changes** with 80% accuracy in 4/5 trials.

When presented with calendar questions, STUDENT will be able to communicate verbally what **today is, what tomorrow will be, and what yesterday was** with 80% accuracy in 4/5 trials.

When presented with calendar questions, STUDENT will identify the **days of the week, month, and year** with 80% accuracy in 4/5 trials.

When asked to give his/her age, STUDENT will orally **tell his/her age** correctly with 80% accuracy in 4/5 trials.

When presented with calendar concepts, STUDENT will identify the **month and season of common holidays** with 80% accuracy in 4/5 trials.

When presented with time questions, STUDENT will which is longer, **a minute, hour, day, week, month, and year** with 80% accuracy in 4/5 trials.

When given an activity, STUDENT will **keep track of activities by using a timer** with 80% accuracy in 4/5 trials.

When given a time on a digital or analog clock, STUDENT will **read and tell time** correctly with 80% accuracy in 4/5 trials.

When given a date, STUDENT will **write the date** in various forms with 80% accuracy in 4/5 trials.

When given a weekly schedule, STUDENT will **complete the schedule correctly** (work days, school activities, homework) with 80% accuracy in 4/5 trials.

When in an occupational setting, STUDENT will **use a time clock** correctly with 100% accuracy in 4/5 trials.

When in an occupational setting, STUDENT will **show up to work** on time with 80% accuracy in 4/5 trials.

When given a work break, STUDENT will **take the appropriate amount of time for the break** with 80% accuracy in 4/5 trials.

When in a work environment, STUDENT will **calculate the number of hours worked** each year with 80% accuracy in 4/5 trials.

When cooking, STUDENT will **use a timer** with 80% accuracy in 4/5 trials.

When cooking, STUDENT will **use a microwave** and set the time appropriately with 80% accuracy in 4/5 trials.

When doing laundry, STUDENT will **set the dryer** for the correct drying time with 80% accuracy in 4/5 trials.

When taking medication daily, STUDENT will **remind the teacher daily** when it is time to **take medications** with 80% accuracy in 4/5 trials.

When reviewing a list of program times of television shows, STUDENT will determine the **time of the television show** with 80% accuracy in 4/5 trials.

When reviewing resources such as **the Internet, newspaper, or theater**, STUDENT will determine the **time of a movie** with 80% accuracy in 4/5 trials.

When listening to an alarm clock or **sound stimulus**, STUDENT will open his/her eyes and **react to the stimulus** with 80% accuracy in 4/5 trials.

When given **environmental cues**, STUDENT will relate these cues **with daily activities and schedules** (toothbrush to mouth) with 80% accuracy in 4/5 trials. *(Back)*

E.M.1.2. –Understands the concepts of money

When presented with coins, STUDENT will identify the **penny, nickel and dime** 4 out of 5 trials with 80% accuracy.

When given a group of **dollars and coins**, STUDENT will sort according to the value 4 out of 5 trials with 80% accuracy.

When presented with a **paycheck**, STUDENT will sign in the correct area 5 out of 5 trials with 100% accuracy.

When **withdrawing and depositing money**, STUDENT will use the correct operation in their checkbook registration 4 out of 5 trials with 80% accuracy.

When given a **variety of coins**, STUDENT will count different values 4 out of 5 trials with 80% accuracy.

When given a **calculator**, STUDENT will add and subtract money amounts 4 out of 5 trials with 80% accuracy.

When provided money, STUDENT will **purchase items from a vending machine** 5 out of 5 trials with 100% accuracy.

When given a price, STUDENT will use the **"dollar up"** method to determine the amount of money need to purchase the item 4 out of 5 trials with 80% accuracy.

When **receiving tokens** for positive behavior, STUDENT will save tokens to purchase an item 4 out of 5 trials with 80% accuracy.

When given **ads**, STUDENT will find sales on groceries or needed items at a store 4 out of 5 trials with 80% accuracy.

When **depositing money**, STUDENT will fill out the deposit slip correctly 4 out of 5 trials with 80% accuracy.

After receiving a **bill**, STUDENT will write out a check to pay the bill 4 out of 5 trials with 80% accuracy. *(Back)*

E.M.1.3. –Measurement, Volume, Capacity

When given manipulatives, STUDENT will point to the **smaller/larger, longer/shorter** 4 out of 5 trials with 80% accuracy.

Depending upon the weather, STUDENT will choose the **appropriate clothing** 4 out of 5 trials with 80% accuracy.

When given **deodorant**, STUDENT will independently apply appropriate amount daily 5 out 5 trial 100% of the time.

When given **toothpaste**, STUDENT will independently apply appropriate amount daily 5 out 5 trial 100% of the time.

When given **dishes to wash**, STUDENT will fill sink to appropriate level 4 out of 5 trials with 80% accuracy.

When **washing hands**, STUDENT will use the appropriate amount of soap and appropriate water temperature 4 out of 5 trials with 80% accuracy.

When **washing clothes**, STUDENT use appropriate amount of laundry soap 4 out of 5 trials with 80% accuracy.

When asked, STUDENT will identify **measuring cups** and spoons 4 out of 5 trials with 80% accuracy.

When given a **recipe**, STUDENT will choose appropriate measuring tools to measure an object 4 out of 5 trials with 80% accuracy.

When given **abbreviations**, STUDENT will recognize and read inches, feet, teaspoon, and yards 4 out of 5 trials with 80% accuracy.

When washing clothes, STUDENT will **set water temperature** on a washing machine 4 out of 5 trials with 80% accuracy.

When given a bundle of laundry, STUDENT will correctly **sort by colors** 4 out of 5 trials with 80% accuracy.

After **washing clothes**, STUDENT will set dryer to appropriate temperature 4 out of 5 trials with 80% accuracy.

When going through the **lunch line**, STUDENT will place and carry items on tray 4 out of 5 trials with 80% accuracy.

When given a **thermometer**, STUDENT will read and locate temperatures 4 out of 5 trials with 80% accuracy.

When given a **school map**, STUDENT will be able to locate (the office, nurse, bathroom, cafeteria) 4 out of 5 trials with 80% accuracy.

When **safety drills** occur, STUDENT will immediately find his way to safety 4 out of 5 trials with 100% accuracy.

When **room temperature changes**, STUDENT will demonstrate appropriate response 4 out of 5 trials with 80% accuracy.

When **environmental temperature changes**, STUDENT will demonstrate appropriate response 4 out of 5 trials with 80% accuracy.

When presented with external stimulus, STUDENT will **communicate when something is too hot or too cold** 4 out of 5 trials with 80% accuracy. *(Back)*

E.N.1.1. Identify, Represent, Order and Compare Numbers

When given a list of mathematical terms, STUDENT will **imitate pronunciation of numbers** and mathematical terms with 80% accuracy for 4/5 trials.

When given objects in a given set, STUDENT will write the **corresponding number** (visual 3 shapes equal 3) with 80% accuracy for 4/5 trials.

When given a set of numbers, STUDENT will **transfer the written number** to a key board or pad (phone, or ATM) with 80% accuracy for 4/5 trials.

When given a group of objects, STUDENT will **sort the objects** in the appropriate container (one egg into each compartment of egg container) with 80% accuracy on 4/5 trials.

When given a check blank, STUDENT will **write a check using expanded word form** and symbols with 80% accuracy on 4/5 trials.

When given a group of objects, STUDENT will **match like objects** (block to block) with 80% accuracy for 4/5 trials.

When given an address book, STUDENT will **copy personal numerical information** from five different sources with 80% accuracy for 4/5 trials.

When given the page number for the beginning of a new chapter, STUDENT will **locate the page in the book** with 80% accuracy for 4/5 trials.

When given a newspaper, STUDENT will **locate sections in the newspaper** (B6, D5) with 80% accuracy for 4/5 trials.

When given a list of numbers, STUDENT will **identify odd and even numbers** with 80% accuracy for 4/5 trials.

When asked orally by the teacher, STUDENT will **count by number groups** (2's, 5's, 10's) with 80% accuracy for 4/5 trials.

When asked orally by the teacher, STUDENT will **count by ones to 100** with 80% accuracy for 4/5 trials.

When given numerals to trace, STUDENT will **trace the numerals** with 80% accuracy for 4/5 trials.

When given pictures with a **sequence of events,** STUDENT will demonstrate the difference between first, middle, and last with 80% accuracy for 4/5 trials.

When asked orally by the teacher, STUDENT will **write the numerals in sequence to 100** with/without a model with 80% accuracy for 4/5 trials.

When given a number by the teacher, STUDENT will **count on** from that number with 80% accuracy for 4/5 trials.

When given an addition or subtraction problem, STUDENT will demonstrate an ability to **ascertain quantity without counting** (1 –6) (estimation) with 80% accuracy for 4/5 trials.

When given objects of different sizes or quantities, STUDENT will **compare size and/ or quantity** (big, little or small, medium, large) with 80% accuracy for 4/5 trials.

When given a verbal instruction to turn the light on or off, STUDENT will **press the switch** one time (as directed) to create action (instead of pressing it many times in succession) with 80% accuracy for 4/5 trials.

When doing a counting activity with the teacher, STUDENT will **demonstrate differential response** (nods head while teacher is counting) with 80% accuracy for 4/5 trials. *(Back)*

E.N.1.2. Understand concept of place value, demonstrate an understanding of real numbers and fractions.

When given a timer, STUDENT will demonstrate **a response to the timer** alarm and end of the time by turning the switch off with 80% accuracy for 4/5 trials.

When given a calculator, STUDENT will demonstrate a **grasp to hold the calculator** with 80% accuracy for 4/5 trials.

When given a group of objects STUDENT will **share objects equally** with 80% accuracy for 4/5 trials.

When given a group of whole and parts of objects, STUDENT will **identify if the object is a whole object or a part of an object** (1/2 sandwich-whole sandwich) with 80% accuracy for 4/5 trials.

When given a puzzle, STUDENT will interlock puzzle pieces to **create a whole picture** with 80% accuracy for 4/5 trials.

When given an art project or job task, STUDENT will complete a **2 or 3 step assembly line task** with 80% accuracy for 4/5 trials.

When given a set of manipulatives, STUDENT will **split objects into two or three equal parts** with 80% accuracy for 4/5 trials.

When given the task of **setting the table**, STUDENT will assemble parts of the task to make a whole with 80% accuracy for 4/5 trials.

When given manipulatives, STUDENT will **group objects in sets of tens** up to 100 with 80% accuracy for 4/5 trials.

When given manipulatives, STUDENT will demonstrate an understanding of **proportional relationships** using manipulatives with 80% accuracy for 4/5 trials.

When given a whole unit (pizza, pie), STUDENT will **divide whole units** into equal portions (1/2, 1/3, 1/10) with 80% accuracy for 4/5 trials.

When given a set of fractions, STUDENT will **recognize that fractions and decimals are part of a whole** with 80% accuracy for 4/5 trials.

When given models, STUDENT will use models to demonstrate **addition and subtraction of fractions** with 80% accuracy for 4/5 trials.

When given a set of fractions, STUDENT will **compare and order the fractions and decimals** on a number line with 80% accuracy for 4/5 trials.

When asked to **show quantity** in different ways, STUDENT will use **tens and ones** to demonstrate this with 80% accuracy for 4/5 trials.

When given two digit numbers, STUDENT will **identify place value** with 80% accuracy for 4/5 trials.

When given two digit numbers up to 100, STUDENT will represent these digits in **expanded form** with 80% accuracy for 4/5 trials.

When given a picture recipe, STUDENT will **follow the recipe** and make a meal with 80% accuracy for 4/5 trials.

When given a group of objects, STUDENT will demonstrate **place value** by grouping the objects by 10's and 1's with 80% accuracy for 4/5 trials.

When given a set of numbers, STUDENT will **order them** based on value with 80% accuracy for 4/5 trials.

When reading a thermometer, STUDENT will **use and interpret negative numbers** in simple context with 80% accuracy for 4/5 trials.

When given glasses with different amounts of water, STUDENT will **indicate which cup is full, half-full, and empty** with 80% accuracy for 4/5 trials. *(Back)*

E.N.2.1. Apply and compute four basic mathematics concepts (addition, subtraction, multiplication, division)

When given containers and objects, STUDENT will **add things to the containers** when directed with 80% accuracy for 4/5 trials.

When given containers and objects, STUDENT will **take things away from containers** when directed with 80% accuracy for 4/5 trials.

When adding to a collection of blocks, STUDENT will demonstrate an understanding of **addition** with 80% accuracy for 4/5 trials.

When taking away from a collection of blocks, STUDENT will demonstrate an understanding of **subtraction** with 80% accuracy for 4/5 trials.

When given a set of tasks, STUDENT will complete the tasks in **sequential order** with 80% accuracy for 4/5 trials.

When given **number terms** (some/more/take away/all gone/ no more), STUDENT will identify these with different groupings of blocks with 80% accuracy on 4/5 trials.

When given a written number, STUDENT will **translate this number to a set** of objects with 80% accuracy for 4/5 trials.

When given math story problems, STUDENT will **choose the correct operation** to the situation with 80% accuracy for 4/5 trials.

When given math problems with different operations, STUDENT will **connect symbols to operations** using the calculator with 80% accuracy for 4/5 trials.

When given different set of numbers, STUDENT will **join sets together** and identify the total number with 80% accuracy for 4/5 trials.

When given addition and subtraction problems, STUDENT will use **alternate computational strategies** (addition table, calculator) with 80% accuracy for 4/5 trials.

When given ten math problems with different operations, STUDENT will enter the numbers in correctly on the **calculator** with 80% accuracy for 4/5 trials.

When given two numbers, STUDENT will add the two numbers together to **find the sum** with 80% accuracy for 4/5 trials.

When given manipulatives, STUDENT will illustrate the concept of **multiplication** using groups of object with 80% accuracy for 4.5 trials.

When given manipulatives, STUDENT will illustrate the concept of **division** using groups of objects with 80% accuracy for 4/5 trials.

When given one-digit addition problems, STUDENT will **add** when written in vertical or horizontal form with 80% accuracy for 4/5 trials.

When given **two and three digit addition and subtraction problems**, STUDENT will solve the problems with or without regrouping with 80% accuracy for 4/5 trials.

When given one, two, and three digit multiplication and division problems, STUDENT will **solve using a calculator** with 80% accuracy for 4/5 trials. *(Back)*

E.N.3.1. Use various strategies to solve problems

When given breakfast cereal, STUDENT will **determine the appropriate amount for size** of container with 80% accuracy for 4/5 trials.

When going from one classroom to another, STUDENT will **negotiate obstacles in the environment** (wheelchairs through doorways, door closed) with 80% accuracy for 4/5 trials.

After looking at the weather and predicting the weather for the day, STUDENT will **determine the appropriate clothing** for weather conditions with 80% accuracy for 4/5 trials.

When reviewing a visual schedule, STUDENT will **predict** when a favorite activity will occur with 80% accuracy from 4/5 trials.

When preparing to wash the dishes, STUDENT will demonstrate **problem- solving skills** to manipulate concrete objects for the desired result of adjusting the water temperature for the dish washing with 80% accuracy for 4/5 trials.

When given a **one-step problem** (turns knob to go out, knocks before entering, changes class at sound of bell), STUDENT will solve with 80% accuracy for 4/5 trials.

When given objects within a **set/group**, STUDENT will demonstrate the ability to determine the number of objects within the set/group with 80% accuracy for 4/5 trials.

When given objects, STUDENT will **add objects to a group** until it matches an original grouping with 80% accuracy for 4/5 trials.

When **comparing two numbers**, STUDENT will identify which number is more or less with 80% accuracy for 4/5 trials.

When making a guess about the quantity of items, STUDENT will **use a quantitative label** when making a guess (a bunch, a gazillion, seventeen) with 80% accuracy for 4/5 trials.

When given a situation, STUDENT will **predict** the outcome based on available information (if, then) with 80% accuracy for 4/5 trials.

When getting dressed in the morning, STUDENT will **understand that different combinations** can be made when using elements from a different set (2 shirts, 2 pants = 4 different outfits) with 80% accuracy for 4/5 trials.

When given a picture problem, STUDENT will explain how to **solve picture problems** with 80% accuracy for 4/5 trials.

When given a story problem, STUDENT will **explain how to solve story problems** with 80% accuracy for 4/5 trials.

When given a simple problem situation, STUDENT will identify the required **math operation** with 80% accuracy for 4/5 trials.

When given a story problem, STUDENT will solve the **story problem** involving multi-step operations with 80% accuracy for 4/5 trials.

When given a group of whole numbers, STUDENT will **round the whole numbers** to the nearest ten, hundred, thousand with 80% accuracy for 4/5 trials.

When given a set of ten numbers in dollar form, STUDENT will use **rounding strategies** to make estimates with 80% accuracy for 4/5 trials.

When given a situation, STUDENT will choose whether an **estimate or exact amount** is needed in that particular situation with 80% accuracy for 4/5 trials. *(Back)*

E.S.1.1. Gather and organize data

When given a number of different objects (hats, gloves, nuts, bolts, etc.), STUDENT will **collect, match, and/or sort objects** with similar characteristics into baskets or a picture based graphs with 80% accuracy for 4/5 trials.

When given an object, picture, or manipulative, STUDENT will **describe characteristics of the object, picture, or manipulative** with 80% accuracy for 4/5 trials.

When asked to observe the sky conditions for 5 days, STUDENT will use interviews, surveys, and observations to **gather data** with 80% accuracy for 4/5 trials.

When given a token sheet or Boys Town point sheet, STUDENT will **collect and record information** by self-monitoring their behavior using objects, tally, pictures, or other strategies with 80% accuracy for 4/5 trials.

When given an object such as a toothbrush or lap tray, STUDENT will understand that **objects may be used to represent events** with 80% accuracy for 4/5 trials. *(Back)*

E.S.1.2. Display and use data information

When given four choices to **represent his/her preference of a food** item to add to a class graph, STUDENT will choose a symbol, picture, or object for 80% accuracy for 4/5 trials.

When given **assistive technology**, STUDENT will access it successfully to display computer images with 80% accuracy on 4/5 trials.

When **collecting data**, STUDENT will determine if the data is relevant and/or appropriate with 80% accuracy for 4/5 trials.

When given data about life situations, STUDENT will **make predictions and justify reasoning** (when it's cloudy, it will probably rain) with 80% accuracy with 4/5 trials.

When given data from traffic signals, STUDENT will **predict** ability to cross the street safely with 100% accuracy for 5/5 trials.

When given data, STUDENT will **sort data** into general and subcategories to solve the problem or situation with 100% accuracy for 5/5 trials.

When given a graph, STUDENT will place a symbol or concrete object in the correct position on the **graph** with 80% accuracy for 4/5 trials.

When developing a graph, STUDENT will **label the data** (labeling the axis' correctly, knows categories) with 80% accuracy on 4/5 trials.

When given pictures and/or symbols with real objects, STUDENT will **match lists, tables, or graphs with actual set of data** with 80% accuracy for 4/5 trials.

When given data, STUDENT will describe the represented data in terms of **most often and least often** with 80% accuracy for 4/5 trials. *(Back)*

E.S.1.3. Analyze Data

When given a list of **comparison words** (more, fewer, same, none, larger, smaller), STUDENT will indicate an understanding of these words within the natural environment with 80% accuracy for 4/5 trials.

When problems are presented **pictorially and numerically** in class, STUDENT will respond to yes or no questions with 80% accuracy for 4/5 trials.

When given a table, bar graph, or pictograph, STUDENT will **draw conclusions** with 80% accuracy for 4/5 trials.

When given a verbal analysis of a situation with the teacher, STUDENT will **initiate a movement** with the completion of a routine activity (when diapering, student will open/close legs, seeing the lap tray student will raise their arms) with 80% accuracy for 4/5 trials.

When an activity is complete or beginning, STUDENT will **indicate through movement**, switch activation, or vocalization that an activity has ended or begun (open eyes when spoken to, change in respiration when agitated or excited, cries when game is over or left alone) with 80% accuracy for 4/5 trials. *(Back)*

E.S.2.1. Predict outcomes, draw simple conclusions, and report results based on collected data.

Given an **obstacle** in the environment, STUDENT will **predict movements** needed to negotiate obstacle 4 out of 5 times with 80% accuracy.

When playing a simple **game** of chance, STUDENT will **identify** the **winner** with eye gaze, pointing, augmentative communication, or verbally labeling 4 out of 5 times with 80% accuracy.

When given problem solving situation, STUDENT will use **role-plays to determine if solution** makes sense 4 out of 5 times at 80% accuracy.

When a student is presented with an every day event, STUDENT will **predict when the event will happen** 4 of 5 times with 80% accuracy.

When a student is presented with an impossible event, STUDENT will **predict that the event is impossible** 4 of 5 times with 80% accuracy.

When given classroom rules or behavior expectations, STUDENT will **understand the cause and effect of his actions** 4 of 5 times with 80% accuracy.

When given a problem to solve, STUDENT will use **measuring, counting** etc. to determine **possible outcomes** 4 of 5 times with 80% accuracy.

When given an experiment, STUDENT will **perform the experiment** with 80% accuracy 4 of 5 times.

When given a **cause,** STUDENT will **predict the effect** with 80% accuracy 4 of 5 times.

When given an **effect,** STUDENT will **speculate the cause** with 80% accuracy 4 of 5 times.

When given an actual event or game situation, STUDENT will use the **concept of chance to demonstrate the probability** of an event happening with 80% accuracy 4 of 5 times.

When given an activity involving chance, STUDENT will **predict outcomes** with 80% accuracy 4 of 5 times.

After given an experiment, STUDENT will **predict future occurrences based on the outcome** of his experiment with 80% accuracy 4 of 5 times.

When given a limited **group of objects,** STUDENT will demonstrate **possible arrangements** with 80% accuracy 4 of 5 times.

When given a job situation, STUDENT will **predict** the **amount** of his/her **next paycheck** based on his/her salary and attendance with 80% accuracy 4 of 5 times.

When asked orally, STUDENT will follow **if-then statements or first-next statements** with 100% accuracy 4 0f 5 times.

When given a sequence of events, STUDENT will **follow a pattern of prompts** in order to **predict the next or final event** with 80% accuracy 4 of 5 times.

Given an activity, STUDENT will **use a switch-activated spinner to make choices** with 80% accuracy 4 of 5 times. *(Back)*

Functional Academics *(Back)*
Writing
Listening and Viewing
Speaking
Life Skills
History
Geography
Civics
Economics
Science
Physical Science
Life Science
Science, Technology, Environment and Society

Writing *(Back)*
When given a series of letters/shapes, STUDENT will **trace lines** to form shapes or word/name with 80% accuracy for 4/5 trials.

When given a written sample, STUDENT will **write from left to right**, copying the material with 100% accuracy for 4/5 trials.

When asked, STUDENT will independently **produce upper and lower case letters** with 100% accuracy for 4/5 trials.

When given a sentence to write, STUDENT will **use the correct punctuation** at the end with 100% accuracy for 4/5 trials.

When given a sentence to write, STUDENT will **begin the sentence with a capital letter** with 100% accuracy for 4/5 trials.

When given a sentence with proper nouns, STUDENT will **use capital letters** when needed with 100% accuracy for 4/5 trials.

When given a topic, STUDENT will **produce a sentence using capital letters and end punctuation** with 100% accuracy for 4/5 trials.

When asked, STUDENT will **write/type a note using capital letters and correct end punctuation** for someone else to read with 100% accuracy for 4/5 trials.

Listening *(Back)*

Given a 3 **to 5 step direction,** STUDENT will complete task with 100% accuracy for 4/5 trials.

When praised, STUDENT will **continue a behavior and stop an undesirable behavior** when asked with 100% accuracy for 4/5 trials.

When given free time, STUDENT will **independently choose an activity** and complete it with 100% accuracy for 4/5 trials.

When given a 1 **to 5 step direction,** STUDENT will **restate** to demonstrate recall with 100% accuracy for 4/5 trials.

Speaking *(Back)*

When given a direction, STUDENT will **appropriately ask questions to clarify** information with 100% accuracy for 4/5 trials.

When asked, STUDENT will use **visual cues to remember important formation (calendar, daily class schedule)** with 100% accuracy for 4/5 trials.

After an experience or reading a passage, STUDENT will **recall in logical sequence** with 100% accuracy for 4/5 trials.

During an appropriate time, STUDENT will **communicate needs, wants, thoughts and feelings appropriately** with 100% accuracy for 4/5 trials.

Lifeskills *(Back)*

When asked, STUDENT will **identify 30 kitchen utensils and identify their use** with 100% accuracy for 4/5 trials.

Given specific **items** to find, STUDENT will go to **correct location and take item to appropriate place** with 100% accuracy for 4/5 trials.

Given a picture recipe/direction, STUDENT will **prepare a food item** independently for 3/3 trials will 100% accuracy.

Following a picture recipe/direction, STUDENT will **use the microwave, mixer, blender, oven, and stove to independently** prepare a food item with 100% accuracy for 3/3 trials.

Given pictures of food items, STUDENT will **create a menu** using items from the four food groups and prepare it properly using a recipe/direction for 3/3 trials with 100 % accuracy.

Given utensils and ingredients, STUDENT will **measure ingredients** to prepare an item for 5/5 trials with 100% accuracy.

Given a task STUDENT will **complete the task** with physical prompts 5/5 times with 100% accuracy.

Given a **task** STUDENT will **complete with verbal prompts** 5/5 times with 100% accuracy.

Given a **task** STUDENT will **complete it independently** with 100% accuracy for 5/5 trials.

When **given an instruction** from an authority figure, STUDENT will **complete independently** without negative comments for 5/5 consecutive days.

Given a subject/topic, STUDENT will **stay on task** without verbal prompts for 5/5 consecutive days.

When **going from 1 environment to another,** STUDENT will independently get there promptly and enter the room quietly without interrupting others for 5/5 consecutive days.

History   *(Back)*

When asked a specific question **relating to events** that have happened in: family, community, nation or the world, STUDENT will answer with 100% accuracy for 3/3 trials.

After a classroom discussion on **current events,** STUDENT will answer 3 questions with 100% accuracy for 3/3 trials.

When given a picture or word list of **family and community** members, STUDENT will **identify the name with their position** with 80% accuracy for 3/3 trials.

When given a variety of **personal characteristics,** family and/or culture, STUDENT will choose the aspects that best fit HIM and answer with 100% accuracy for 3/3 trials.

Geography *(Back)*

When asked to **go to a specific room in the building,** STUDENT will go to the area independently with 100% accuracy for 3/3/trials.

When given a specific service that is needed, STUDENT will i**dentify where the service can be obtained in the community** with 100% accuracy for 3/3/trials.

When given a specific service that is needed, STUDENT will identify where the **service can be obtained and its location in the community** with 100% accuracy for 3/3 trials.

Civics *(Back)*

When asked, STUDENT will **state 2 rules of the classroom** with 100% accuracy for 3/3 trials.

Given a specific **classroom rule,** STUDENT will **follow it** with 100% accuracy for 3/3 trials.

Given a specific **classroom rule,** STUDENT will **state the consequences** associated with not following the rule with 100% accuracy for 3/3/ trials.

Given a specific classroom rule, STUDENT will **state the rule and its consequences** and how it can be changed appropriately with 100% accuracy for 3/3 trials.

Upon hearing/seeing the: "**The Star Spangled Banner"," Pledge of Allegiance", Flag,** STUDENT will **identify** it with 100% accuracy for 3/3 trials.

After a discussion about leaders in our community and state, STUDENT will be able to **state the leader and his position** with 100% accuracy for 3/3 trials.

When engaged in a group activity, STUDENT will demonstrate **appropriate turn taking** with 100% accuracy for 3/3 trials.

In the classroom, STUDENT will take care of HIS **personal belongings** and respect belongings and space of others with 100% accuracy for 3/3/ trials.

Economics *(Back)*

After a classroom discussion, STUDENT will **explain what a job is** with 100% accuracy for 3/3/ trials.

Given a description of activities that a person does on their job, STUDENT will **state what the job is** with 100% accuracy for 3/3/ trials.

When given a name of a **specific job** in the community, STUDENT will **state the tasks and equipment** that is needed with 100% accuracy for 3/3/ trials.

After a classroom discussion, STUDENT will **determine the difference between goods and services** that can be purchased/used in the community with 100% accuracy for 3/3 trials.

Science *(Back)*

When asked, STUDENT will **state the senses and describe each** with 100% accuracy for 4/5 trials.

Given a variety of objects/situations and materials, STUDENT will use **their senses to make observations in the environment around HIM** with 100% accuracy with 3/3 trials.

Physical Science *(Back)*

After discussing **senses**, STUDENT will **use descriptors to describe objects** that they smell, taste, see, hear and touch with 100% accuracy for 3/3/ trials.

Given a variety of objects, STUDENT will **find similarities and differences** between the objects using descriptors with 100% accuracy for 3/3 trials.

During classroom demonstrations, STUDENT will **state the changes in food** using raw, cooked, soft, hard, solid, liquid with 100% accuracy for 3/3/ trials.

Given a variety of items that need to be stored ,STUDENT will **choose the appropriate storage place** (refrigerator, cabinet) with 100% accuracy for 3/3 trials.

Using simple **cooking activities,** STUDENT will make different materials by **combining substances and heating and cooling methods** with 100% accuracy for 3/3 trials.

By the use of switches, plugs, STUDENT will demonstrate how to **control environmental energy** with 100% accuracy for 3/3 trials.

Given a variety of objects in HIS environment, STUDENT will **choose the sound that goes with the object** with 100% accuracy for 3/3 trials.

Life Science *(Back)*
Given a variety of objects, STUDENT will **determine if the object is living or non-living** with 100% accuracy for 3/3/ trials.

After discussion/demonstration/experiments of the parts of **plants,** STUDENT will **describe similarities and differences** of them will 100% accuracy for 3/3 trials.

After discussion of animals, STUDENT will **describe the similarities and differences of animals** with 100% accuracy for 3/3 trials.

Science, Technology, Environment and Society *(Back)*

When making a request, STUDENT will **use technology** (switch, communication board, computer, Velcro) **in school and the community** with 100% accuracy for 3/3 trials.

Adaptive P. E.

Body Management
Physical Fitness
Locomotor
General Coordination
Object Movement
Participation

Body Management
Body Awareness
Balance
Body Control

*Body Awareness

When asked to do so, STUDENT will touch **major body parts**, to demonstrate knowledge of them (back, stomach, arm, leg, head, foot) at 100% accuracy, 5/5 consecutive trials.

When given verbal prompts, STUDENT will **move in the direction** commanded and in a certain # of steps, requiring STUDENT to count as HE/SHE moves, at 100% accuracy, 4/5 consecutive trials.

When given verbal prompts, STUDENT will move HIS/HER body in place to **different positions**, according to command given (sit down, stand up, turn around, reach up, etc.), at 100% accuracy, 4/5 consecutive trials.

When presented with obstacles, STUDENT will perform **spatial concepts** of over, under, on, off, around, through, in front of, behind, beside, face me, at 100% accuracy, 4/5 consecutive trials.

*Balance

When directed to do so, STUDENT will **1-foot balance**, independently, for 10 seconds with **eyes open**, 5 separate sessions.

When directed to do so, STUDENT will **1-foot balance**, independently, for 10 seconds with **eyes shut,** 5 separate sessions.

When given a verbal prompt, STUDENT will independently **walk on a line/low beam** for 10', with 1 step-down allowed, 5 separate sessions.

When given a **low balance beam**, STUDENT will walk across beam at various levels, step over/under obstacles, maintaining balance, with 1 step-down allowed, 5 separate sessions.

When directed to do so, STUDENT will perform **standing balance** for 8 seconds, 4/5 trials.

When directed to do so, STUDENT will perform **kneeling balance** for 8 seconds, 4/5 trials.

* Body Control *(Back)*

When directed to do so, STUDENT will perform **half kneel stands** while performing activities for 20 consecutive seconds, 4/5 trials.

When shown how, STUDENT will independently perform a **forward roll** on a mat, at 100% accuracy, 5 separate sessions.

When directed to do so, STUDENT will perform **knee walks** for 10', 4/5 trials.

When verbally prompted, STUDENT will **stand up from knees**, with or without wall support, 100% accuracy, 4/5 trials.

When directed to do so, STUDENT will independently **walk** for 20', 4/5 trials.

When directed to do so, STUDENT will **side sit** in upright position and perform 10 consecutive catches of object, 80% accuracy, 4/5 trials.

Physical Fitness *(Back)*
Abdominal Strength
Flexibility
Leg Strength
Arm/Shoulder/Wrist Strength
Speed/Agility
Cardiovascular Endurance
Strength Training

*Abdominal Strength *(Back)*

When given a mat, STUDENT will execute 25 **sit-ups** in 1 minute, using Minnesota State Norms Test, 5 separate trials.

When given a mat, STUDENT will execute 35 or more abdominal **crunches** in 1 minute, 5 separate trials.

When given a mat, STUDENT will perform 30 **abdominal crunches, with shoulders off the mat**, without stopping or failing to execute properly, 5 separate trials.

When his feet are held, STUDENT will perform 10 **crunches/crunches, after initiation,** but independently, 5 separate trials.

When given a **crunch apparatus**, STUDENT will perform 25 crunches in 30 seconds, 5 separate trials.

When given a mat, STUDENT will perform 40 **reverse sit-ups** (knees to chest), 5 separate trials.

*Flexibility *(Back)*

When directed to do so, STUDENT will **sit, bend, and reach** to 5", 5 separate trials. When directed to do so, STUDENT will demonstrate leg/hip flexibility by getting a measurement for **sit, bend, reach** test, 5 separate trials.

When directed to do so, STUDENT will **touch shoelaces**, with no knee bend, and hold for 3 seconds, 5 separate trials.

When stretching, STUDENT will **hold the stretch** HIMSELF/HERSELF for 3 seconds, 5 separate trials.

When directed to do so, STUDENT will demonstrate **arm/shoulder flexibility** by performing 10 full arm circles, 5 separate trials.

*Leg strength *(Back)*

When performing **standing long jump**, STUDENT will jump 4' 0", 5 separate trials.

When given a ball, STUDENT will **kick it to its destination** of 20', 5 separate trials.

***Arm/shoulder/wrist strength** *(Back)*

When given a bar, STUDENT will perform the **straight-arm hang** for 10 seconds, 5 separate trials.

When given a bar, STUDENT will perform the **static arm hang** for 10 seconds, 5 separate trials.

When given a bar, STUDENT will perform the **flexed arm hang** for 10 seconds, 5 separate trials.

When given a bar, STUDENT will perform 5 **pull-ups** independently, 5 separate trials.

When directed to do so, STUDENT will perform 10 regular **pushups** in correct form, 5 separate trials.

When directed to do so, STUDENT will perform 10 **knee pushups** in correct form, 5 separate trials.

When given a pull-up stick, STUDENT will perform 10 consecutive **modified pull-ups**, pulling nose or chest to stick, 5 separate trials.

When given a pull-up stick, STUDENT will perform a **modified static hang,** holding chest to stick for 15 seconds, 5 separate trials.

When using the pull-up stick, STUDENT will grip it with HIS/HER hands and **lift HIS/HER body off the floor** and hold for 10 seconds, 5 separate trials.
When the feet are held, STUDENT will perform the **wheelbarrow** for 20', with no stops allowed, 4/5 consecutive trials.

When directed to do so, STUDENT will perform the **crab walk** for 20', no stops, 4/5 consecutive sessions.

When directed to do so, STUDENT will perform the **seal crawl** for 20', no stops, 4/5 consecutive sessions.

When given a **horizontal ladder**, STUDENT will hang from and hand walk across it with 0-1 stops, 5 separate trials.

When given a ball, STUDENT will demonstrate arm strength by **throwing it at a target** from 10', and having the strength to get it there, 5 separate trials.

When given a ball, STUDENT will demonstrate arm strength by **throwing it a distance** of 30', 4/5 separate trials.

When given a basketball, STUDENT will demonstrate arm/leg strength by **getting the ball to the basket** by hitting the rim/backboard/in net 3/5 times, 5 separate trials.

When given a **racket**, STUDENT will demonstrate arm/leg strength by having the object HE/SHE is contacting; **reach the designated distance**, 80% accuracy, 4/5 trials.

***Speed/Agility** *(Back)*

When directed to do so, STUDENT will perform the 45' **shuttle run** in 8.2 seconds, 5 separate trials.

***Cardiovascular Endurance** *(Back)*

When directed to do so, STUDENT will independently **run around 4 cones** set up in corners of the room, 4 consecutive laps, 5 separate trials.

When directed to do so, STUDENT will **run** 9 consecutive minutes without stopping, 5 separate trials.

When directed to do so, STUDENT will **run/fast walk/ bike** for a designated time or distance at 100% accuracy, 4/5 trials.

When directed to do so, STUDENT will **bike** for a designated time, 100% accuracy, 5/5 trials.

When given a **heart monitor**, STUDENT will run/walk and maintain HIS/HER heart rate in the proper working target zone for 9 minutes, 5 separate trials.

To maintain active functional level, STUDENT will participate in **aerobic activity**, via walking, biking (stationary) at a moderate level, 2-3 times a week.

When directed to do so, STUDENT will **run** 2 **laps at the track**, without stopping, 3 separate trials.

When directed to do so, STUDENT will **run/walk** 2 **laps at the track**, without stopping, 3 separate trials.

*Strength Training

When working out at Recreation Center on the **fitness machines**, STUDENT will independently start the machines, work out and shut them down, 100% accuracy, 5/5 consecutive trials.

When at the Recreation Center, STUDENT will execute the **weight machines** independently, for a minimum of 10 repetitions, and show an increase in strength by the end of the year.

When at the Recreation Center, STUDENT will **lift light weights** (nautilus/cybex) to maintain muscle tone and strength, for 10-15 repetitions on 8-10 machines, twice a week.

When working on the **universal weight machines** at the middle school, STUDENT will execute the stations independently, for a minimum of 10 repetitions, and show an increase in strength by the end of the year.

When working with the **universal weight machine**, STUDENT will bench press 100 lbs. 10 times and will lat pull 100 lbs. 10 times, 5 separate trials.

Locomotor

*Jump *(Back)*

When directed to do so, STUDENT will **forward jump** with coordinated arm swing and simultaneous 2 foot landing, 3 consecutive jumps, 5/5 trials.

When directed to do so, STUDENT will **vertical jump**, with proper arm swing, and propel body upward, not forward, 3 consecutive jumps, 5/5 trials.

When prompted, STUDENT will **jump independently**, 8 times continuously, 5 separate trials.

*Hop *(Back)*

When prompted, STUDENT will 1 foot **hop**, independently, for 8 consecutive hops, 4/5 trials.

When prompted, STUDENT will **hop** on 1 foot independently **for 20'**, with 2 step-downs allowed, and proper use of arms, 4/5 trials.

When prompted, STUDENT will **hop** on **right** foot 8 consecutive times and on **left** foot 5 consecutive times, 4/5 trials.

*Gallop *(Back)*

When prompted, STUDENT will **gallop** with right foot as lead leg for 20', and with left foot as lead leg for 10', 4/5 trials.

*Skip *(Back)*

 When prompted, STUDENT will **skip fluently**, alternating feet, for 20', 5/5 trials.

When prompted, STUDENT will **rigidly skip** 4 times on each foot, (step/hop) 5 separate trials.

*Run *(Back)*

When directed to do so, STUDENT will **run with proper form** (with use of arms, knee lift, and foot plant) across the room, 5 /5 trials.

***Leap** *(Back)*

When directed to do so, STUDENT will **leap** 4 times, alternating running steps in between leaps, if so desired, 5 separate trials.

General Coordination *(Back)*
Jumping Rope
Jumping Jacks
General Hopping/Jumping for Coordination

***Jumping Rope** *(Back)*

When given a **rope**, STUDENT will **jump** 10 consecutive times with no hesitation and no error, 4/5 trials.

When given a **rope**, STUDENT will **jump** 15 times in 30 seconds, 5 separate trials.

When given a **rope** that is laid on the floor, STUDENT will **laterally jump** it 12 times in 20 seconds.

When given a rope, STUDENT will perform correct **timing** of the swing and jump, and do 5 consecutive jumps, with none to slight hesitation between each, 5 separate trials.

When given a **rope**, STUDENT will jump 25 **consecutive** forward jumps and 15 consecutive backward jumps, 5 separate trials.

When 2 people hold a jump **rope**, STUDENT will jump over it with the **walker/wheelchair**, with 2 errors allowed, 10 consecutive jumps, 5 separate trials.

***Jumping Jacks** *(Back)*

When directed to do so, STUDENT will perform 10 consecutive **jumping jacks**, 4/5 trials.

When directed to do so, STUDENT will perform 10 consecutive **forward/backward jumping jacks**, with same side bilateral coordination, 5 separate trials.

When directed to do so, STUDENT will perform 6 consecutive **forward/backward jumping jacks**, with **opposite** side bilateral coordination, 5 separate trials.

***General hopping/ jumping for coordination** *(Back)*

When given a **ring pattern**, STUDENT will hop/jump the pattern independently, 100% accuracy, 4/5 trials.

When directed to do so, STUDENT will **rabbit jump** independently, 6 consecutive times, 4/5 trials.

Object Movement *(Back)*
Catching
Partner Catching
Bounce/Catch and Dribble
Proper Throwing
Visual Tracking
Target Throws
Move Body to Ball
Move Body to make Striking Connection
Striking
Serving
Volleys
Rolling Ball
Bowling
Kicking Ball
Know Rules of Game or Activity

*Catching *(Back)*

When tossed a **small ball**, STUDENT will **hand catch** it from 15', 70% accuracy, 5 separate trials.

When tossed an **8 1/2" ball**, STUDENT will **hand catch** it from 10', 70% accuracy, 5 separate trials.

When tossed a ball, STUDENT will **hand/body catch** it with 70% accuracy, 5 separate trials.

When **stabilized**, STUDENT will **2 hand/chest catch** ball thrown to HIM/HER from 10', 60% accuracy, 5 separate trials.

When directed to do so, STUDENT will **catch** the appropriate ball with HIS/HER hands for **3 different sports**, 60% accuracy.

When tossed a ball, STUDENT will hand **catch it off a bounce**, 80% accuracy, 4/5 trials.

When given an object, STUDENT will **toss/catch to self**, independently, 70% accuracy, 5 separate trials.

*Partner Catching *(Back)*

When given a ball, STUDENT will **play catch** with partner for 10 consecutive catches, 4/5 trials.

When given a ball, STUDENT will **throw** small ball **to partne**r from 15' and get it to their hands, then **catch a return pass**, both with 50% accuracy, 5 separate trials.

*Bounce/Catch and Dribble *(Back)*

When given an 8 1/2 " ball, STUDENT will 2 hand **bounce/catch** it to self 8 consecutive times, independently, 4/5 trials.

When given an 8 1/2" ball, STUDENT will 2 hand **bounce/catch** it to self 20 times in 30 seconds, 5 separate trials.

When given an 8 1/2" ball, STUDENT will 1 hand **dribble** it for 30 seconds before losing control, 4/5 trials.

When given an 8 1/2" ball, STUDENT will 1 hand **dribble** it for 10 consecutive dribbles before losing control, 5 separate trials.

When given a ball, STUDENT will **dribble** it waist height for a minimum of 10 dribbles or for 15 consecutive seconds, 4/5 trials.

When given a basketball, STUDENT wil hand **dribble it in/out of cones** for 30' and back again in 15 seconds, 5 separate trials.

*Proper Throwing *(Back)*

When given a ball, STUDENT will step with opposite foot and properly rotate shoulders and **throw** with fingers for 8 consecutive throws, 5 separate trials.

When throwing an object, STUDENT will **remain upright** on HIS/HER knees, without crashing to the floor, 8/10 throws, 5 separate trials.

*Visual Tracking *(Back)*

When an object is tossed/hit to STUDENT, HE/SHE will **visually track** it until it reaches HIM/HER, 80% accuracy, 4/5 trials.

When an object comes to STUDENT, HE/SHE will attempt to **catch/strike** it with eyes open and **visually track** ball, 70% accuracy, 5 separate trials.

*Target Throws (Back)

When given an object and a target, STUDENT will **purposely throw** object at the target, 5 consecutive throws, and 5 separate trials.

When given an object, STUDENT will throw it at/hit a **target**, 70% accuracy from 10', 5 separate trials.

When prompted to do so, STUDENT will **throw** a ball 12-15' and hit the wall at least 3' up from the floor, 7/10 consecutive throws and **move** HIS/HER feet and **stop** the ball when it returns from the wall, with 50% accuracy both for 5 separate trials.

When given a ball, STUDENT will **throw to wall** from 9', 20 times in 30 seconds, 5 separate trials.

When given a basketball, STUDENT will **make 4 of 10 baskets**, 3/5 trials.

*Move Body to Ball *(Back)*

When playing an activity/game, STUDENT will independently **move 1-2 steps** to the ball to make a catch or connection, 5 times in a class, 4/5 consecutive classes.

When an object comes near STUDENT, HE/SHE will **move their feet** toward it, in an attempt to strike it, 3-5 times a session for 5 separate sessions.

When working with moving objects, STUDENT will **move feet** and get to object in time, 5 times in a class period, 5 separate trials.

*Move body to make striking connection *(Back)*

When working with moving objects, STUDENT will **get to object and make a connection**, 3 times in a class period, 2 days in 2 units.

When a ball is coming at STUDENT, HE/SHE will **position** HIS/HER **body correctly** for a forehand/backhand hit (with racquet sports), know what direction to be moving, in an activity, and in general, have an awareness of what HIS/HER body should be doing, 90% of the time, 10/10 days.

When working with moving objects, STUDENT will **get to** object and successfully **strike** it with 70% accuracy, and get it **over the ne**t with 50% accuracy, 2 days in 2 units.

When working on **striking** skills, STUDENT will **move** HIS/HER feet 2-3 steps, strike the object with 50% accuracy and get it over the net with 30% accuracy, 5 separate trials.

When in racquet sports, STUDENT will **move HIS/HER wheelchair** and get to a moving object (within reason) and hit it over the net with 70% accuracy and serve from

regulation line and get over the net and in proper court with 70 % accuracy, 4/5 days per racquet unit.

*Striking *(Back)*

When a ball is tossed or hit **to** STUDENT, HE/SHE will successfully **make a connection** with the moving object using a bat or racquet, 50% accuracy, 2 days of 3 units.

When **striking** at moving objects, STUDENT will **know whether to use** forehand or backhand and overhand or underhand hits, with 50% accuracy, 2 days of 3 different units.

When an object is tossed to STUDENT, HE/SHE will **strike** it with arms/racket/bat and get it to it's destination 7/10 times and over the net 4/10 times, 3 times in 2 units.

When an object is coming at STUDENT, HE/SHE will **react by striking it** and getting the object to fly at least 10', 3 days in 3 units.

When **striking** an object that needs to go over a net, STUDENT will succeed with a minimum of 5 hits **over the net** in a class session, 2 days of 2 units.

When given a racquet, STUDENT will strike objects with either hand to maintain **range of motion**, with 50% accuracy, 2 days of 3 different units.

When given a **bat**, STUDENT will **strike** pitched ball with 60% accuracy, 5 separate trials.

*Serving *(Back)*

When **serving** in tennis, pickleball, badminton, volleyball, STUDENT will properly execute the serve and get it over the net, 50% accuracy, 2 days of 2 units.

When using a racket, STUDENT will **serve** the object over the net with 70% accuracy, and **return** a volley hit to HIM/HER over the net with 40% accuracy, 2 days in 2 units.

*Volleys *(Back)*

When **playing with a partner**, STUDENT will strike a ball back and forth across the net 2-3 consecutive hits (on their part), 3 times in 3 units.

When playing **racquet** sports, STUDENT will **return volleys** 5 times in a class session, 2 days of 2 units.

When playing **volleyball**, STUDENT will **return serve/volley** over net 3 times in a class session, 3 days.

*Rolling Ball *(Back)*

When given a small ball, STUDENT will **roll it straight**forward to partner, 80% accuracy, 5 separate trials.

When given a ball, STUDENT will **roll ball between leg**s, and hit a target 10' away, 60% accuracy, 5 separate trials.

When given a **ball**, STUDENT will **roll ball with proper one arm swing**, release and hit target across the room, 60% accuracy, 5 separate trials.
When given a bowling ball, STUDENT will **roll ball between legs** and keep it on alley 5 of 10 rolls, 2 separate days.

*Bowling *(Back)*

When given a bowling ball, STUDENT will demonstrate **proper finger grip, arm swing, and release**, 8/10 consecutive rolls, 2 consecutive days.

When given a **bowling ball**, STUDENT will properly **swing and release it and hit target**, 50% accuracy, 3 separate days.

When given a bowling ball, STUDENT will properly use **4 step approach**, swing, release, 8/10 consecutive rolls, 2 separate days.

When given a bowling ball, STUDENT will properly use **4-step** approach, swing, release, and **hit pins**, 3/5 consecutive rolls, 2 separate days.

*Kicking Ball *(Back)*

When given a **stationary bal**l, STUDENT will **kick** ball at and hit a target 10' away, 70% accuracy, 5 separate trials.

When given a ball, STUDENT will **purposely kick** the ball at the target 5 consecutive times and hit it 3 times, 5 separate trials.

When rolled a ball, STUDENT will **kick it while ball is moving** and get it to land within boundary lines, 70% accuracy, 5 separate trials.

When given a ball, STUDENT will run with **walker/wheelchair** to ball, **kick** it in correct direction (no verbal cues to move) and participate in activity, 5/10 kicks, 2 days.

*Know rules of game/activity *(Back)*

When playing modified games, STUDENT will orally give **rules** or demonstrate knowledge of rules, 60% accuracy, 3 times.

Participation

When STUDENT comes to class, HE/SHE will **actively participate** in class activities that are modified for HIS/HER needs, for appropriate socialization skills, 90% of class time, 4/5 consecutive days.

When given a **command**, STUDENT will **initiate** it within seconds of the command so as not to detain the rest of the class, 3 consecutive commands in a class, 3 consecutive days.

When class begins, STUDENT will **participate** in order to maintain HIS/HER health status, by performing appropriate skills when asked to, daily.

When health conditions warrant, STUDENT will **actively participate** in class, to maintain HIS/HER health status, by performing appropriate skills, as **health** allows.

When in a large group setting, STUDENT will **independently initiate participation**, stay on task and actively participate for the length of the activity, 10 days of 4 units.

When playing an activity/game, STUDENT will **watch** what's going on and actively **participate** in the class (without verbal cues to participate), for a minimum of 1/2 the game/activity time, 3/5 consecutive sessions.

Occupational Therapy

Fine Motor

1.) Activity provided, STUDENT will assume and maintain a tripod grasp with open web space on writing tool, 4 of 5 observations.

2.) Cutting task provided, STUDENT will assume and maintain a "thumb's-up" grasp with flexed fingers from start to completion of activity, maintaining elbow in a flexed position at side, 4 of 5 observations.

3.) Activity provided, STUDENT will fold paper in half length (hotdog) and widthwise (hamburger) within 1/8 inch of corners, 4 of 5 trials.

4.) Using verbal cue of "dot, dot, not a lot" STUDENT will apply appropriate number dots according to size of project and attach in correct position for 4 of 5 trials.

5.) 3 x 3 inch forms provided, STUDENT will color inside forms in one direction, covering 3/4 of area with less then 2 deviations, 3 of 4 trials.

6.) Coloring completed, STUDENT will use a thumb's up grasp on scissors to cut out 3 x 3 inch colored forms on line with less then two 1/4 inch deviations from line, 4 of 5 trials.

Advanced Fine Motor

1.) Set up on Type to Learn program, STUDENT will maintain home row and perform reach executions with appropriate hand and finger to complete each section of lesson with 85% accuracy.

2.) Fine motor manipulative presented, STUDENT will increase the number of manipulatives completed within a timed limit for 3 of 4 observations.

Visual Motor

1.) Tripod grasp on writing tool, STUDENT will use a top to bottom and left to right approach to complete paper and pencil task, all observations.

2.) As imitated by therapist, STUDENT will copy basic geometric forms, not to distort, 3 of 4 trials.

3.) Model of form provided, STUDENT will copy basic geometric forms, not to distort, 3 of 4 trials.

4.) Provided with simple maze, STUDENT will work through a curved/crooked pathway without turning paper with less then 3 deviations.

5.) 5-7 piece block model provided, STUDENT will copy design to replicate sample, 3 of 4 trials.

6.) Visual aide of alphabet line provided, STUDENT will write upper and lower case letters of alphabet with correct letter formation and consistent size with no omissions, 2 of 3 trials.

Advanced Visual Motor

1.) Word bank provided, STUDENT copy 10 words onto writing line with appropriate letter form, size and spacing.

2.) Following brainstorming activity, STUDENT will write a 2-3 sentence paragraph on writing line with appropriate spacing and consistent size of letters/words with less then 2 verbal ape reminders.

Visual Perceptual

1.) Puzzle task provided, STUDENT will spatially organize visual information to assemble, 2 of 3 trials.

2.) Figure ground activity provided, STUDENT will search and find 10 hidden items/words, 3 of 4 trials.

3.) Half of picture or design presented, STUDENT will mirror/duplicate other half with regard to spatial relation to complete picture or design, 3 of 4 trials.

4.) Word bank provided, STUDENT will copy 10 words onto appropriate writing line using correct letterform, spacing and size.

Advanced Visual Perceptual

1.) Upon completion of handwriting task, STUDENT will proofread his/her own work for errors and correct, 4 of 5 trials.

Sensory

1.) Provided with texture sensory box activity, STUDENT will search through sensory input items and recover 10 toys with both hands, 2 of 3 trials.

2.) As precursor to fine motor task, STUDENT will complete upper body strengthening activity when modeled by peer/therapist without complaint, 2 of 3 trials.

Physical Therapy *(Back)*