



Writing and Monitoring IIPs: Sample Goals and Monitoring Tools

Resources Created for Teachers by Teachers

SRPSD Student Support Services

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Index

1. [Creating Smart Goals](#)
2. [Examples of IIP Goals/Outcomes](#)
 - [Academic Achievement – Sample Goals](#)
 - [Reading – Elementary](#)
 - [Reading - Middle Years/High School](#)
 - [Writing – Elementary](#)
 - [Writing - Middle Years/High School](#)
 - [Math - Elementary](#)
 - [Math - Middle Years/High School](#)
 - [Life Skills](#)
 - [Sample life skill interventions](#)
 - [Communication](#)
 - [Functional Academics](#)
 - [Self-Direction](#)
 - [Leisure](#)
 - [Social skills](#)
 - [Community Use](#)
 - [School Living](#)
 - [Health and Safety](#)
 - [Self-Care](#)
 - [Independence](#)
 - [Executive Functioning Skills \(Goal setting, planning, organizing, self-monitoring/self-evaluating, self-awareness, self-initiating\)](#)
 - [Communication](#)
 - [Sign Language](#)
 - [Motor Skills](#)
 - [Personal/Social Well-being](#)
 - [Health//Medical Need/Personal Care](#)
 - [Safety](#)
 - [Sensory](#)

- Transitions

3. Monitoring Tools

- Helpful Websites
- Goal Monitoring Example #1 – Target Behaviour 1
- Goal Monitoring Example #2 - Target Behaviour 2
- Goal Monitoring Example #3 - Daily Tracking
- Goal Monitoring Example #4 - Monitoring 3 Goals – 6 Day Cycle
- Goal Monitoring Example #5 - Monitoring 3 Goals – Days of the Week
- Goal Monitoring Example #6 - Single Goal Sheet - Days of the Week
- Goal Monitoring Example #7 - Rubric Monitoring Tool
- Goal Monitoring - Example #8 - 5Point Focus Scale
- Goal Monitoring - Example #9 – Playground Transitions
- Goal Monitoring - Example #10 – Good Work
- Goal Monitoring – Example #11 – Executive Functioning

4. IIP Review – Meeting with Teachers

Creating S.M.A.R.T. Goals

Strategic/Specific

Goals should be simplistically written and clearly define what you are going to do.

- Well defined
- Clear

Measurable

Goals should be measurable so that you have tangible evidence that you have accomplished the goal.

- Know if the goal is obtainable and how far away completion is.
- Know when it has been achieved.

Attainable

Goals should be achievable; they should stretch you slightly so you feel challenged, but defined

well enough so that you can achieve them.

- Agreement with all the stakeholders what the goals should be.

Results Oriented

- Within the availability of resources, knowledge and time.

Time Bound

- Enough time to achieve the goal.

Examples of IIP Goals

Academic Achievement

Reading – Elementary

1. By June, _____ will read at level 28 as measured by the DRA2.
2. By June, _____ will read with fluency and comprehension at level 16 as measured by the DRA2.
3. By June, _____ will independently read and follow a three step written assignment in ELA at least 80% of the time as measured by teacher observation.
4. By June, STUDENT will identify the all of the consonant sounds as measured by the early literacy screen.
5. By June, STUDENT will independently count from 1 to 100 at least 4 out of 5 trials.
6. By June, STUDENT will independently read out loud 100 grade 2 basic Dolch sight words with 90% accuracy in 4 out of 5 attempts, as documented on the STUDENT's monitoring forms.

7. By Spring 2014, _____ will increase his reading comprehension score by 3 points when tested on the DRA at his independent reading level.
8. By June 2014, Student will be reading Level 12-14/15 books from the Thomson Nelson series with a minimum of 90% accuracy rate on answering a comprehension question related to the book read on that particular day.
9. By June, _____ will be reading at a DRA level of ____ and will achieve mastery in the following categories of the Early Literacy Assessment: segmenting, grapheme manipulation, decoding, and invented spelling.
10. By June, _____ will increase one level in his DRA. (Fluency or comprehension)
11. By June, _____ will know the first 100 Fry words.
12. By June, STUDENT will achieve an average of 2 in all classes. (Student Achieve)
13. _____ will increase his DRA reading level from Level ____ to Level ____ by the end of June 2014.

Reading - Middle Years/High School

1. By June, _____ will independently read and follow a three step written assignment in ELA at least 80% of the time as measured by teacher observation.

Writing - Elementary

1. By June, STUDENT will be able to complete 2 paragraphs in his/her daily journal with minimal prompting on 4/5 trials.
2. By June, STUDENT will be able to independently write a complete sentence in his/her journal (neatly, with proper spacing and on the line) in 4 out 5 trials.

3. By June 2014, Student will participate in 20 minutes of sustained writing, without protest or task avoidance on 4 out of 5 trials.
4. By June 2014, the student will be able to write a small composition of 5 to 6 complete sentences (state curriculum outcome).

Writing - Middle Years/High School

1. By June, with the assistance of a helper, STUDENT will correctly fill out forms requiring personal information on 3 out of 5 trials.
2. By June, when given a specific writing topic, _____ will write 3-5 complete sentences in correct paragraph form with correct capitalization and punctuation 4 out of 5 times. (For data collection: a writing rubric)
3. By June, after reading independently or listening to a story read aloud, _____ will write a summary of the passage by providing the main idea along with 3-5 important details on 3 out of 4 trials. (For data collection: a writing rubric)

Math - Elementary

1. By June, _____ will achieve a Level 3 Proficiency or Level 4 Mastery 5/7 or more of the Grade 5 Number strand Outcomes in Math
2. By June, _____ will achieve 50% catch-up growth in Gr 5 Math Number Strand Outcomes (as per SRSD formula this equates to 4 or more of the Number Strand Outcomes)
3. By June, _____ will complete 50% or more of the Gr 6 Math Outcomes (with adaptations) at a Level 3 or 4 (Proficiency or Mastery)
4. By June, STUDENT will achieve 80% accuracy on Grade 5 equivalent unit tests in areas of basic addition, subtraction, multiplication, and division.
5. By June, STUDENT will be able to independently add and subtract 2 digit numbers with and without regrouping, with 90% accuracy on 4 out of 5 trials.

6. By June, STUDENT will be able to correctly match numbers 1-10 with corresponding number of objects on 4 of 5 trials.
7. By June, STUDENT will be able to independently complete basic addition/subtraction facts from 1 -25, with 80% accuracy, in 4 out of 5 trials.
8. By June, STUDENT will be able to independently identify and count numbers up to and including 200, with 95% accuracy on 4 out of 5 attempts.
9. By June 2014, the student will achieve or master 3 out of 8 curricular outcomes in numeracy.
10. By June, _____ will master 3/11 or greater of the grade 6 math number stand outcomes (as per the SRSP formula for 50% catch-up growth).
11. By June, _____ will score in the blue or green benchmarks (proficiency or mastery), in the Numbers strand as measured by the SRPSD Grade 2 Common Math Assessment.

Math - Middle Years/High School

Life Skills

1. By June, STUDENT will be able to independently and accurately match the oral names of animals (bear, moose, fish, deer, bird), food (apple, toast, cereal, sandwich, pizza, potatoes), and primary colors by pointing to the appropriate pictures, when displaced in a group of no less than 4 pictures, 75% of the time in 4 out of 5 days, as documented on the STUDENT 's monitoring forms.
2. By June, STUDENT will be able to independently count from 1 to 100 with 95% accuracy on 4 out of 5 days.
3. By June, STUDENT will be able to match numbers 1-10 with the corresponding number of objects, 90% of the time on 4 of 5 days, as documented on the STUDENT's monitoring forms.

4. By June, STUDENT will be able to independently recognize and name all the pre- primer, primer, and grade 1 sight words (see attached list) with 90% accuracy on 4 out of 5 days, as documented on the STUDENT's monitoring forms.
5. By June, STUDENT will write his/her full name, address, phone number and birthdate, with an accuracy of 80% on 4 out of 5 trials, as documented on the STUDENT's monitoring forms.
6. By June, STUDENT will calculate the amount of money earned during work placement over a period of 5 days with an accuracy of 80%, as documented on the STUDENT's monitoring forms.
7. By June, STUDENT will be able to independently complete basic addition/subtraction facts from 1 -25, with 80% accuracy, in 4 out of 5 days, as documented on the STUDENT's monitoring forms.
8. By June, STUDENT will be able to independently identify time by the hour and by the half hour on both analog and digital clocks, with 80% accuracy on 4 out of 5 days, as documented on the STUDENT's monitoring forms.
9. By June, STUDENT will be able to independently count out money required to purchase items of value from \$1.00 to \$20.00 in whole dollar amounts, with 80% accuracy in 4 out of 5 days, as documented on the STUDENT's monitoring forms.

Sample Life Skill Interventions

In each of the areas listed below, the sample tasks/interventions are generally listed in order of difficulty. Use the list as a method of determining interventions and/or progress in different areas. For example, chose the items in each category that are appropriate for the student to work towards and determine which of those will be the goals for this year. An example of a goal would be to achieve 4 out of the 10 selected items within the communication subset.

Note – If the student can achieve all items in an area, this is not an area in need of development for that child.

The following interventions were taken from the ABAS 3 intervention manual.

Communication

Communication		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Names 20 or more familiar objects.	While you and the individual are doing a routine activity such as washing hands, provide an ongoing verbal description of that activity, emphasizing the word that matches the object the individual is using. For example, you might say "Let's go to the sink and turn on the faucet. Now I'll get the soap . . . Get a towel to dry your hands." For younger children, break down the description of the activity into one-step instructions. After you have done this many times, point to an object and ask, "What is this?" Say the name of the object if the individual does not say it, and then ask again. You may want to use favorite objects such as toys to encourage interest in naming.
2	Shakes head or says "Yes" or "No" in response to a simple question (for example, "Do you want something to drink?").	When someone asks you a question while the individual is near, or if the individual asks you a question, if appropriate, respond by nodding or shaking your head while saying "Yes, I do" or "No, I don't." Overemphasize your words and actions to make them more noticeable. Encourage the individual to let you know their wants or needs by nodding or saying "yes" or shaking their head or saying "no" when responding to questions.
3	Says "Hello" and "Good-bye" to others.	Say "hello" or "hi" when someone enters the room (for example, at the playground or on the bus). Say "good-bye" when you or they leave. Encourage the individual to do the same, prompting or cueing by saying, for example, "Now you tell Kelly good-bye."
4	Uses sentences with a noun and verb.	Use simple sentences with a familiar noun and verb in your own speech when giving examples to the individual. For example, say, "The books go on the shelf." If necessary, use pictures as cues to form a sentence (for example, line up a picture for book and another for shelf) and move your finger along the pictures as you say the sentence. Then move the individual's finger along the pictures and encourage them to say the words that complete the sentence.
5	Looks at other people's faces when they are talking to him or her.	When talking to the individual, first get their attention by calling their name or tapping them on the arm or back. Once you start talking, if you notice that the individual is not looking at your face, stop talking for a moment. If the individual doesn't look at you to see what happened, get their attention again and say, "Oh, there you are. I wasn't sure you were listening to me because you weren't looking at my face." Praise the individual for looking at your face by smiling and saying, "I like when you look at me while I'm talking to you." If the individual is nonverbal or too young for verbal teaching, get their attention by clapping your hands or some other cue, and give positive feedback for looking at your face while you are talking by smiling, nodding, and providing other reinforcers.

6	Speaks clearly and distinctly.	When you speak to the individual, enunciate more clearly and speak a little more slowly than usual to provide a good model. Encourage the individual to speak slowly. Play a game in which you both speak in "slow motion," gradually increasing to a normal rate of speech as the individual is able to enunciate words more slowly. Younger children often enunciate some sounds less clearly. Consult a specialist on the school staff if an older individual consistently has trouble with certain sounds or if others are unable to understand them.
7	Follows teacher's verbal instructions as needed when undertaking tasks or activities (for example, a classroom project or a new game).	Get the individual's attention (for example, say their name and ask that they look at you). Use clear, simple directions and limit the number of steps involved. Praise the individual for following the directions.
8	Listens closely for at least 5 minutes when the teacher talks.	Praise the individual for listening for at least 1 minute when another person is talking by saying "Thanks for listening." At first, they may be able to pay attention only for a short while. Gradually increase the amount of time you expect them to pay attention. Give positive feedback as they listen. For example, say, "I like the way you are listening. Keep listening so you know what's going on." When appropriate, ask the individual to speak about topics that interest them while others listen.
9	Says irregular plural nouns correctly (for example, says "feet" instead of "foots" and "men" instead of "mans").	Talk about body parts with irregular plurals (for example, feet and teeth) and discuss other irregular plural nouns (for example, mice). Emphasize irregular plurals when speaking to the individual or pointing to pictures in books, or when outside. For example, say, "Look, there's one child swinging. Over there, two children are running." Provide opportunities for the person to finish your sentence with the irregular plural. Say, for instance, "You have a shoe on one foot. Now you have shoes on both . . ." Provide opportunities to say irregular plurals in class discussions or conversations.
10	Nods or smiles to encourage others when they are talking.	Model nodding and smiling while the individual or someone else is talking. Then ask the individual to practice nodding and smiling while you are talking. Be sure to reinforce these behaviors through recognition and praise when the individual performs them without prompting.
11	Pays attention during classroom discussions for as long as needed.	Praise the individual for paying attention for at least 1 minute when another person talks. You may need to shape this behavior (for example, reinforce the need to pay attention for 1 minute and gradually increase this length of time). Also, ask questions to help keep the individual engaged and to be sure they understand what is being discussed.
12	Participates in conversations without talking too much or too little.	Select a topic of conversation familiar to the person. Start the conversation with a comment or question and pause for a response. If the person does not respond at first, offer a suggested response. Then point to yourself and say something else about the topic. If they are too talkative, use the "stop" gesture and don't make eye contact again until you are finished talking. Then point back to the person and say, "Now it's your turn to talk again." Include a prop, such as a pencil, toy, or book, that is held by the person whose turn it is to talk. Hand the prop back and forth to illustrate the give-and-take of conversation.

13	Gives verbal instructions to others that involve two or more steps or activities.	Select preferred, shared activities that provide opportunities for communication, such as coloring or playing with construction toys like blocks. Ask the student to color a picture or build a tower of blocks and then ask them to tell you how to do the same thing (for example, "Now you color the dog brown and color the cat orange," or "Pick up the red block and put it on the top"). If necessary, at first have the student repeat simple instructions that you provide and then ask them to give instructions to you or peers.
14	Refrains from repeating what he or she says over and over again.	The first time the individual says or asks something, reply so that they are certain you heard and are attentive. If the individual continues to repeat the same statement or question, say that they have already told you about or asked this, and that you heard them the first time. You may also use a "stop" or "quiet" hand gesture and avoid eye contact with the individual, then say that it is time to talk about something else. As appropriate, praise the individual by saying "Thank you for saying this only once." If the individual seems unaware of being repetitive, offer a periodic reminder that they need say things only once and redirect them to talk about another topic.
15	Starts conversations on topics of interest to others.	Start by telling the individual about some interesting events during your day. Include some events or experiences with which the individual can identify. For example, say, "I had a sandwich for lunch today. Let's talk about sandwiches. Ask me something about my sandwich." If the individual is unable to start the conversation, offer some ideas as to what to say. For example, say, "You could ask me what my favorite kind of sandwich is."
16	Discusses a topic for at least 3 minutes.	Ask the individual an open-ended question such as "Tell me what you did today," "Tell me what you learned at school this morning," or regarding some other topic they seem interested in. Listen with interest to the individual's response and nod, smile, or speak briefly to show your own interest. Respond to what the individual tells you by asking that they elaborate or explain. At first, the individual may only be able to discuss a topic for a short period. Gradually increase the amount of time you expect the individual to discuss a topic by showing interest and providing brief replies. Give positive feedback during discussions. For example, say, "I'm glad that you are interested in this. I enjoy talking with you about it!" When appropriate, give the individual a chance to initiate discussions on topics of interest and provide encouragement and praise during the discussion.
17	Ends conversations appropriately (for example, by saying "Nice talking to you" or "See you later").	Demonstrate and then rehearse with the individual ways to end a conversation. If needed, use puppets, dolls, or stuffed animals. Examples of ending a conversation properly are "It was nice talking to you" or "I have to go now. Good-bye."

18	Talks about realistic future educational or career goals.	Talk with the individual about different jobs people can perform and the types of education needed to obtain them. Ask the individual to describe their parent's jobs and how they acquired the necessary skills. Also consider using photos of a store, restaurant, doctor's office, bank, or other place of business to name different jobs and the kind of work involved in each. Ask the individual if they might like to do the type of work pictured or that their parents do. Encourage the individual to learn about jobs held by neighbors. If possible, arrange opportunities to talk with workers about their jobs and the types of schooling they had. Check out age-appropriate books from the library that portray different careers and look at or read them with the individual. Ask them to discuss educational or career goals.
19	Distinguishes truthful from exaggerated claims by friends, advertisers, or others.	Talk with the individual about different reasons that people, advertisers, and others may exaggerate (e.g., to sell a product, mask the truth, make things look better than they really are). Take opportunities to watch TV programs, look at magazine ads, or explore the Internet together and discuss information that may be more or less truthful. Point out and praise when people or ads seem to be honest, and discuss realistic doubts when something seems "too good to be true." Role-play scenarios with the individual in which you pretend to be a friend who is not telling the truth and ways the individual can respond. Praise the individual for combining sensitivity and support for other people with healthy skepticism about what is truthful or not. Encourage them to identify and talk about exaggerated comments expressed by their peers.
20	Uses up-to-date information to discuss current events.	Talk about current events with the individual after watching age-appropriate news programs on television or the Internet. Have current resources such as newspapers and magazines available and encourage the student to use them. Discuss ways to find information in the different types of resources. Show the individual how to search for information on the Internet. Ask the school librarian to help the individual use different resources to research a current event.
21	Answers complex questions that require careful thought and opinion (for example, questions about politics or current events).	Encourage the individual to participate in conversations, as appropriate, by asking, "What do you think about . . . ?" after watching the news or reading news on the Internet or in a newspaper. Talk with the individual and their peers about age-appropriate current events. Encourage them to think deeply about topics and not only repeat what others say.
22	Talks with others about complex topics for at least 10 minutes (for example, about politics or current events).	Assign the individual work that involves acquiring information on a complex topic and then leading a class discussion on this topic. Encourage the individual to participate in conversations by supporting views expressed by peers. If possible, set aside time in which students are encouraged to discuss current events, political news, and so forth. Encourage the individual to question the viewpoints of others, saying (for instance), "Did you see the news about . . . ? What did you think about that?" At first, they may be able to discuss a topic only briefly. Gradually increase the amount of time you expect them to discuss a complex topic by showing interest and talking about your own views. Give positive feedback during discussions, even if the individual's views differ from your own. For example, say, "You seem to know a lot about this!"

Community Use

Community Use		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Finds the restroom at school by himself or herself.	Point out and talk about restrooms and the common symbols on restrooms. When it is time to go to the restroom, have the individual lead the way with your help, and ask them to show you the appropriate restroom. Gradually encourage the individual to visit the restroom unaccompanied, and provide praise for doing so.
2	Shows respect for school or public property (for example, throws trash in cans, does not damage playground equipment).	Talk to the individual about rules. Have the individual repeat the rules back to you, or post them in writing and/or with pictures, depending on their reading ability. Praise the individual for following the rules and encouraging others to do so as well.
3	Identifies hospital, gas station, fire department, and other community services during class discussions.	Discuss the purpose of different buildings in the community and the services provided by those who work in them. Provide pictures in books and magazines that portray these services. Show videos or use Internet materials of different types of community services. Take field trips to a fire station, hospital, or other community service buildings. Ask the individual to identify the buildings and types of services performed in them. Encourage the individual to describe the location of each building.
4	Shows respect for persons in authority by following their rules and directions (for example, parents, teachers, police officers).	Talk with the individual about the need for different forms of authority (for example, parents, teachers, police officers) and how their work helps protect them. Model speaking respectfully about others. Show appreciation for the difficult roles that others have and the rules and directions the individual must follow. Use pictures or other media to help the individual identify persons in authority, the work they do, and why those jobs are important. If possible, provide opportunities for the individual to talk with people in authority about what they do, modeling responding to them in a respectful way. Praise the individual for following instructions from and behaving respectfully toward you, teachers, and other persons in authority. Stress the importance of showing respect if someone seems angry or upset when you or another person in authority asks them to do something. For example, say, "We don't yell if we don't get our own way. Instead, we talk about it and show our respect."
5	Looks both ways before crossing a school driveway or school parking lot.	Express and practice with the individual the rule to "always look both ways" before crossing the street or parking lot. Repeat this rule when walking at the school. Have the individual look both ways with you and tell you if any cars are coming. Ask the individual questions such as "What should we do before crossing the school driveway?" Discuss different types of crosswalks as you see them on school grounds or in the community (for example, those with stop signs; those with walk/don't walk signals), or look at and discuss photos and videos of different types of crosswalks.

6	Identifies services provided by professionals in the community during class discussions (for example, medical or law enforcement personnel).	Discuss different types of services provided by workers in the community. If needed, use books, magazines, and Internet resources that portray these types of services. If possible, arrange for field trips to places that employ such workers, or invite the workers to speak to the class. Invite parents who are employed in community service jobs to speak to the class.
7	Runs errands to various locations in the school building.	Accompany the individual or pair them with a responsible classmate who is running an errand (for example, taking a form to the office staff). Let the individual complete the task independently when they no longer require assistance or supervision. If needed, inform the contact person that the individual is on the way.
8	Describes the procedures for contacting community services in case of emergency.	Tell the individual the steps to follow if emergencies occur. Practice these rules with the individual. Have them help make a poster that portrays the necessary steps in different types of emergencies and post it in a prominent place. Review the steps as needed.
9	Uses the school library, public library, or Internet to get books or reference materials.	Show the individual how to use the library and Internet to locate reference materials. Have them choose a topic of interest and then perform "research" by locating and reading reference materials about that topic. Have a librarian introduce the individual to the library's wealth of services. Supervise the individual's research and praise their success in finding relevant resources.
10	Carries enough money to make small purchases (for example, a soft drink).	Discuss the amount of money needed to make a small purchase. Ask the individual how much money is needed for that purchase. Then ask them if they have enough money for the purchase. Praise them for answering correctly. If the individual does not answer correctly, help them to understand that more money is needed. Encourage them to carry small amounts of money for desired purchases.
11	States general address of a travel destination (for example, "On Washington Avenue, near Lake Street").	Help the individual learn to get around by talking about street names. Using an easy-to-read paper or digital map of the neighborhood or community, take it with you when you travel in the car, with the individual as the "navigator." Ask them to tell you the names of major streets that you travel. Ask the individual to state the address of destinations as you reach them.
12	Tells others about a store's hours of operation (for example, "10 a.m. to 9 p.m.>").	Talk to the individual about how to determine a store's hours of operation. For example, suggest looking for that information on the signs or writing at the store's entrance. Also, mention that one can call the store to ask about its hours. Use telephone books, the Internet, or teacher-made pretend store signs to demonstrate these skills. Then, ask the individual to tell you a store's hours of operation.
13	Recognizes when a store item is poorly made or too expensive.	Using sample or pretend items from stores, inspect products and their price tags with the individual. Ask questions such as these: "Does this look like it is sturdy and well made? It costs a lot, and we need to make sure it will hold up." "Do you think that this is worth what the store is asking for it?" Praise the individual when the response shows careful thought about the product and price. For example, say, "This looks like it was cheaply made" or "It costs more than it's worth."

14	Relies on himself or herself for travel in the community (for example, walks or uses public transportation, a bicycle, or a car).	Talk about and demonstrate safety precautions to take with different forms of travel (for example, walking, biking, or using public transportation). Discuss what to do in different situations (for example, should it begin to storm, or if they lose their way). Using books, the Internet, or other resources, pretend to walk, bike, drive, or use public transportation to a location in the community, with the individual as the "navigator." Ask the individual the names of the major streets you travel during your pretend walk or drive, and ask for the address of the intended destination. Encourage the individual to talk about their travels in the community and offer praise for displaying independent and safe travel behavior.
15	Uses paper or digital maps to find his or her way to desired locations.	Help the individual obtain a paper or digital map to desired locations. Have them identify start and end points, street names, turns, landmarks, and other features on the map to help find locations. As needed, suggest that the individual rehearse the step-by-step directions with you, highlight the route on the map, or write the directions on a notepad.

Functional Academics

Functional Academics		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Reads his or her name when printed.	Point out the first letter of the individual's name. After they recognize that letter consistently, teach them the other letters in their name. Then let them pick out their name from among other written names (e.g., magnets or stickers with names, a list of classmates' names).
2	Writes or prints his or her first and last name.	Show the individual how to write their first and last name. Then have the individual practice writing them on a large surface such as a whiteboard or large piece of paper. Have the individual write both names on assignments and personal objects such as backpacks and pencil boxes, even if they have not mastered all letters.
3	States the days of the week in order.	Recite or sing the days of the week every day. Then stop at today's day and encourage the individual to finish the song. Recite poems and sing songs about the days of the week during daily activities like washing hands or mealtime.
4	Reads and obeys common signs (for example, Do Not Enter, Exit, Stop).	Make simple signs such as "stop" or "exit" and post them in appropriate places around the classroom. Make obeying signs part of the daily routine. For example, use the stop sign if the individual is supposed to stop reading, or post the exit sign by the door. Point out signs while you are with the individual in the school building or on a field trip, or use photos and other materials related to signs. Ask the individual to explain what each sign means.

5	Answers simple questions about a story read to him or her.	While reading to the individual, ask questions about the story. Questions may begin with those that require simple nonverbal responses, such as "Point to the tree" or "Point to the one that is red." Questions may include those that require repeating information from the story, from simple questions such as "What happened after Michael came home?" to more abstract questions like "How do you think Abby felt after her best friend moved to a new town?" Help the individual answer the questions as needed, and explain correct answers to them. Praise them for listening to the story and answering questions. Even if questions are not answered correctly, encourage the individual with something like "That was a good try! Let's look back at that page in the book and figure out a better answer."
6	Locates important dates on a calendar (for example, birthdays or holidays).	Put a weekly or monthly calendar in an easily accessible place such as the back of the door or low on a wall, or use a calendar on a computer or other device. With the individual, circle or highlight important dates and cross off days as they pass. Ask them to count the days until an important date (for example, a school holiday).
7	Reads and follows instructions for completing classroom projects or activities.	Show the individual the instructions for a project or activity and explain why they should be understood before beginning the activity. Explain that the project may be done incorrectly if the instructions are not followed. Play a game in which everyone is given materials such as paper, scissors, and glue but no one is told the instructions, and everyone has to figure out what is supposed to be done. Compare the results to illustrate how important it is to follow instructions.
8	Reads school lunch menus.	Post the school lunch menu where it is easily seen. Have a designated time of day when the individual reads the lunch menu and decides what they will have for lunch that day.
9	Tells time correctly, using a watch or a clock with hands.	Have at least one clock with visible hands. Talk about different ways to tell time (for example, 2:30 = half past two). First talk about time on the hour, then about how every 5 minutes is marked on the clock. Periodically ask the individual to tell you the time, cueing them when necessary. Provide a play clock with moveable hands, and allow the individual to turn the hands to make different times, helping if necessary.
10	Writes his or her address, including zip code.	First, have the individual practice stating their home address, including zip code. Then, write the address neatly for them. Next, have them practice writing the address. Also, be sure to teach the individual to whom it is safe to give one's address (for example, family member, teacher, police officer, friend) and not to give it out to anyone else (for example, a stranger or storekeeper).
11	Measures length and height.	Give the individual opportunities to measure everyday objects using rulers and tape measures. For example, have them measure the length and height of a table or the height of different chairs or other children. Make a list of the objects measured from shortest to tallest or from most narrow to widest.
12	Uses a scale to weigh objects.	Give the individual the opportunity to measure themselves and various objects using different kinds of scales (for example, food scales, floor scales). Compare objects of similar sizes and talk about which are heavier and which are lighter.

13	Combines coins to produce the correct amount of money (for example, a quarter plus a dime equals 35 cents).	Using pretend or real coins, role-play adding money and making change in functional activities such as in a class "store." Post pictures of how coins are added (for example, two dimes plus a nickel equal a quarter). Begin with tasks that use only two coins and graduate to tasks that require the use of all four commonly used coins.
14	Reads and follows a daily classroom or work schedule, without needing to be reminded by another person.	Post a daily classroom schedule with pictures for younger individuals, discuss it before proceeding with the first lesson, and refer to it throughout the day as needed. As appropriate for the individual's age level, provide a daily planner and encourage writing down daily assignments and general things to do. Ask them about the activities of the previous day, and encourage use of the assignment book to help recall events and assignments.
15	Writes and sends letters, personal notes, or emails.	Provide the individual reasons to write letters, notes, or emails, such as "Let's all write letters to grandparents for Grandparent's Day" or "Everyone write an email to a friend about what you are going to do this summer." Provide examples of what different types of notes may contain, such as a thank-you note or a letter to a friend.
16	Uses printed or Internet resources to find information (for example, in dictionaries and encyclopedias).	Provide a dictionary, encyclopedia, or other reference books that are easily accessible, or demonstrate visiting Internet sites that provide reference information. While you are writing a note or list, ask the individual to look up the spelling of a word that you pretend you are unsure of. If they express an interest in a particular area (for example, insects), demonstrate how to find the information in reference books or on the Internet. Have them find information without assistance when required for school assignments.
17	Follows a favorite interest or current event by reading about it in newspapers, books, or other materials, or on the Internet.	Have plenty of books, newspapers, magazines, or Internet articles available, including some with many illustrations if the individual is not yet able to read. Designate a free-reading time during which the individual may choose a topic to read about. If possible, go to the school library and encourage the individual to check out suitable books or Internet resources at their reading level. Encourage them to continue reading on this topic over a number of months.
18	Uses the index in a book to locate desired topics.	Show the individual where the index is located in a book and how it can be used to find desired information. Explain how it differs from the table of contents. Practice looking up different topics using the index.
19	Takes notes during class.	Encourage note-taking during class. Shape the behavior by first highlighting important points for the individual to write down, then assisting with highlighting only if needed, eventually having the individual highlight on their own. Provide feedback throughout this process and review the individual's notes afterward.
20	Writes a list of school supplies or assignments.	Provide an assignment book and prompt the individual to record information about needed school supplies as well as information you indicate is important and to be remembered. Also remind the individual to record all assignments and when they are due. At first, review this information daily. Expect more independent responsibility with experience. Give the individual the address of a website that can be used for this same purpose.

21	Reads important information (for example, class registration and announcements or school conduct policies).	Give the individual important school documents and ensure that they read them. Post school conduct policies in large print where they are easily seen. Summarize or have the individual summarize what those policies mean.
22	Completes written forms to apply for jobs.	Encourage the individual to first obtain a copy of the job application form or an online example of typical job application forms. Discuss each of the form's questions with the individual, encourage them to answer the questions, and provide feedback about the answers. If the individual does not have information readily available, ask them to describe the best way to obtain needed information. Ask the individual to practice completing a job application form; provide feedback and discuss any improvements. Emphasize the importance of proofreading answers and making corrections. Practice proofreading with them.

School Living

School Living		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Places dirty trays, plates, forks, and other items in correct disposal bins in the school lunchroom.	Designate specific areas of the lunchroom for placing dirty trays, plates, and forks. Identify these areas for the individual. Establish a consistent routine and expectation that everyone is responsible for moving their tray and eating utensils to one of these locations after each meal. Show the individual where and how to place the dirty items. Praise the individual for walking carefully with the items and putting them in the correct place.
2	Refrains from putting school supplies in mouth (for example, paper, books, pencils).	Discuss with the individual the reasons for keeping non-edibles out of one's mouth (e.g., they may be dirty, they may carry germs). Ask the individual to name objects they may and may not put in their mouth. Consider playing a game in which you and the individual, or a group of peers, take turns naming these objects. If you observe the individual putting a non-edible in their mouth, quietly cue them. Gradually fade the verbal reminder and use a nonverbal gesture, such as raising your hand in a "stop" signal or pretending to cover or zip your mouth.
3	Wipes up his or her spills in the classroom.	Show the individual how to wipe spills using sponges or paper towels. Practice wiping spills with them. When they are able to wipe spills by themselves, give them the job of wiping up the table after snack time or wiping their chair after lunch every day. This will allow them to practice the skill frequently.

4	Shows respect for the property and rights of other classmates and teachers.	Provide clear rules and expectations for respecting the property and rights of others. A rule might be, "Do not take another person's pencil." If the individual does not follow the rule, you might want to say, "I know that you really wanted that pencil. You are not allowed to take someone else's pencil. Let's give it back. The next time you want someone's pencil, ask to borrow it or offer to trade something you have for it." If the individual refuses to cooperate, take it away from them and return it to the other person. Consider saying "I see you are not ready to follow the rules. We'll have to try again another day."
5	Puts books and supplies in their proper places when finished using them.	Provide written or picture labels of where books and supplies should be stored. Set consistent expectations that the individual is responsible for putting things away after using them, such as books in the bookshelf and crayons in the crayon box. Initially, you may need to guide the individual as to where things should go, but they should assume more and more responsibility for cleanup as they mature.
6	Helps keep classroom neat and clean.	Designate specific areas of the classroom for storage of particular materials or supplies so that the individual can learn consistency in putting away supplies. Point out these areas to them. Praise them for helping to keep the classroom neat and clean.
7	Returns borrowed books and supplies.	When an item is borrowed, establish a way for the individual to remember who they borrowed it from and when it needs to be returned. The individual may record this information in an assignment book or planner or put a note containing the information on the object itself. Explain possible consequences for not returning the item (for example, not being able to borrow more, or having to pay to replace the item). Offer praise for returning borrowed books or supplies.
8	Shows respect when using others' possessions (for example, by keeping them clean and returning them undamaged when requested).	Teach the individual to take care of the possessions of others. For example, demonstrate how to keep such items clean and undamaged. Show the individual how to inspect items before returning them to their owner. Emphasize the importance of respect for others, using words such as "You would not like someone to borrow your book and then rip a page, would you? Tim feels the same way about his books and was very nice to let you borrow it." Praise the individual for taking good care of someone else's possessions and returning them clean and undamaged.
9	Picks up and throws away trash or paper in the classroom, in school hallways, and on school grounds.	Encourage the individual to pick up and throw away their own trash and paper after mealtimes or art projects. Show them that picking up and throwing away all the trash and paper used may involve more than one trip to the trash container. Provide clear classroom rules for completing daily chores (for example, handing out papers, serving as line leader, cleaning up after lunch, pushing chairs into the table after an activity, or cleaning the board at the end of the day). Expectations for completion of chores and jobs can be included in daily job charts or within posted classroom rules.
10	Keeps books neat and clean.	Encourage the individual to care for their books. For example, explain how to keep books closed neatly in a backpack or desk and not bent back or placed on the floor. Check regularly to be sure the individual is caring for books properly. Use natural consequences to strengthen this skill (for example, "We can't go to the library unless everyone keeps their books neat and clean").

11	Tells teacher if repairs are needed in the classroom (for example, if something is broken).	Provide clear rules and expectations for informing the teacher that a classroom object (for example, a chair or table) or equipment (for example, a DVD player or pencil sharpener) is broken. Reassure the individual that they will not be "in trouble" for telling the teacher. Praise them for following the rule.
12	Transitions easily from one school activity to the next.	Some individuals may have trouble with transitions such as beginning, resuming, or ending work. To encourage smooth transitioning from one school activity to the next, implement a time countdown prompting system using a predetermined cue. Such cues can be verbal ("You have 5 minutes left to read this story in your book before we begin to work on math"), or gestural or pictorial (such as holding up a cue card with 5 minutes written on it). When time is up for an activity, clearly instruct the individual to begin the next activity ("Put away your reading book now and get your math worksheet out"). Praise them for completing one task and moving smoothly to the next. If needed, initially provide more structure for individuals who display transition difficulties.
13	Comes to class prepared (for example, with books, homework, and other necessary materials).	Inform parents of materials the individual needs to bring to school daily. Encourage the parent to supervise individuals to ensure they have needed materials and homework before leaving for school. The individual should help gather and pack the materials in their backpack and be responsible for it. Praise them for bringing the needed materials to school.
14	Informs a teacher or other adult if someone is bullying or hurting him or her or others.	Teach the individual how to recognize bullying, as well as how to avoid harm by others and how to help other people if they are being harmed. Talk to the individual about the types of bullying, such as verbal behavior, physical harm, taking someone else's money or belongings, and so on. Determine if the individual understands what bullying is by asking them to name examples of good behavior and examples of bullying behavior. Model and role-play hypothetical scenarios in which people bully the individual or others and effective responses. Emphasize that if the individual experiences bullying or sees it happen to others, they must tell you or another person in authority immediately.
15	Works quietly in the classroom without disturbing others.	Teach self-awareness skills to facilitate the individual's ability to pay attention to how they may be causing or contributing to noise in the classroom or disturbing others while they are working. Discuss reasons why people need to be quiet when working in the classroom and why they need to concentrate on their work. Ask them to name examples of times when they need to work quietly and when they may speak or laugh in the classroom. Help them come up with a reminder hint to say to themselves about staying quiet, such as "button my lips." If you observe the individual being noisy, quietly cue them by saying reminder hint to them. Gradually fade the verbal reminder and use a nonverbal gesture, such as raising your hand in a "stop" signal or pretending to button your mouth. Some individuals may benefit if you keep a timer to let them know how long they need to work quietly and also use periodic verbal cues or signs, such as "Keep quiet for 5 more minutes." During the school day, praise them, or provide rewards such as free time, for working quietly for increasingly longer periods of time. Be sure to allow both quiet time for work and time when the individual may talk freely during the school day.

16	Is productive and cooperative as part of groups or teams.	Give the individual the opportunity to interact cooperatively with others in work groups or teams. Initially assign them a group or team "buddy." Gradually encourage the individual to engage in tasks with other peers. Offer them ideas for working productively and cooperatively with classmates. For example, practice opening approaches with them such as "That looks interesting. Can you show me how to do it?" or "Do you need someone to help you?" Use cooperative instructional methods to promote and sustain productivity in work groups and teams.
17	Cleans his or her own desk, workspace, or locker regularly.	Provide the individual with cleaning materials to clean their own desk and work space. Set consistent times of the day or week for cleaning work spaces. Teach the individual how to clean by first showing the cleaning techniques (for example, throwing away trash and wiping off pen marks) and practicing with them. Decrease your assistance as their cleaning skills improve.
18	Takes correct books and supplies home for homework.	Provide clear instructions about the specific materials the individual needs to take home and what to do with the materials at home. At the end of every day, review the materials to take home. Gradually fade to providing only a general reminder to the individual to check that they have packed the necessary materials. Praise them for checking and leaving school with the correct materials.
19	Takes the time needed to do school work well, without rushing.	If needed, help the individual organize tasks into steps or smaller tasks and plan to complete each step well before moving to the next. Remind them of the importance of first assembling the materials necessary for each step and planning ahead for accomplishing the task well. If necessary, help them set priorities, deadlines, and a schedule for finishing each of the smaller steps. Have them write or chart the steps, materials, and deadlines. Teach them self-evaluation skills to check their own work at each step before moving on to the next step. Be available to offer support and answer questions, but encourage the individual to make and carry out the plan on their own as much as possible. Throughout, emphasize the importance of completing tasks well, rather than doing sloppy work by moving too quickly.
20	Organizes school assignments so that the most important tasks are completed first.	Help the individual develop a list of assignments and activities that must be completed. If they need help with organization, help list the assignments in order of priority. For example, beginning work immediately on a big assignment or completing the last steps of an assignment due the next day could have higher priorities. Track the individual's progress, praise them for accomplishing tasks, and be available to answer questions and help solve unexpected problems.
21	Helps other students with their schoolwork or homework.	Encourage the individual to help peers with their work, and suggest ways they might provide this help. Discuss when help should and should not (e.g., during tests) be provided. Ask the individual to suggest times when they may or may not be able to help peers and the nature of that help. Praise them for offering help at appropriate times.
22	Suggests to teachers new school supplies or equipment that would be helpful in the classroom.	Make an announcement that you are interested in receiving suggestions for needed supplies and equipment. Model the procedures you use to check supplies and equipment in the classroom and make a list of items needed. Begin by allowing the individual to work with you to check supplies and make a list. Then, gradually allow them to check supplies independently or to make suggestions when they find that new supplies/equipment are needed or would be useful. Praise them for helpful behavior.

Health and Safety

Health and Safety		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Follows safety rules for fire or weather alarms at school.	Teach safety rules, emergency plans, and the reasons for them. Make sure the individual understands the reasons for the plan and has a chance to ask questions. Post a diagram of the safety plan showing which doors to use and where to meet. Practice the safety/escape plan with the individual, using a timer to see how quickly you can complete it.
2	Uses school materials without injuring others (for example, does not stab others with a pencil or hit others with a book).	During your lesson on school safety rules, teach the individual about using materials responsibly. Model safe use of materials and tools, including carrying them safely. Let the individual role-play situations (for example, carrying materials safely, playing safely, taking care of school property, or expressing anger appropriately). Post signs with pictures of proper use indicated by a check mark and pictures of improper use marked by a red line across them. Praise the individual for using materials properly.
3	Stays with class during field trips without wandering away.	First discuss reasons why students must remain close to adults during a field trip. If needed, at first hold the individual's hand or keep them close. Consider asking a peer to assist by walking with the individual. If the individual wants to wander away, inform them that there will be time to follow their interests.
4	Calls for help if someone is hurt at school.	Talk about rules for what to do if someone gets hurt at school (for example, "Tell a teacher or other adult"). Supervise the individual as they practice following these rules. Discuss when to call 911 (e.g., in emergencies when adult authorities cannot help). Practice dialing 911 on a play telephone and reciting a script such as "I need help." Stress that 911 should be dialed on a real phone only if there is a real (not a pretend) emergency.
5	Carries scissors safely.	Show the individual how to carry scissors safely with the point down, beginning with carrying safety scissors correctly. Supervise their practice with carrying scissors. Offer praise for carrying scissors safely.
6	Follows safety rules on the school playground or in the gym.	Teach school playground and gym safety rules and the reasons for them. Be sure the individual understands the rules. Allow them to ask questions. Model and role-play safety rules for the playground and gym.
7	Follows general safety regulations at school.	Teach the school's safety rules and the reasons for them. State the rules simply and give a brief explanation for them (for example, "No running inside—someone could get hurt"). Model and role-play safety rules for school. Check to see if the individual understands the rules and the reasons for them. Explain and discuss possible consequences for ignoring safety rules. Praise them for following the safety rules.

8	Follows safety rules for arriving at and departing from school.	Teach safety rules when on the school bus or traveling on a field trip and the reasons for those rules. Keep the rules short and simple (for example, "Cross the school driveway only at the crosswalk"). Verify that the individual understands the rules and the reasons for them by first having them repeat them and then using role-play activities. Model and role-play safety rules when arriving at and departing from school. Explain and discuss possible consequences for ignoring safety rules.
9	Follows safety rules when on the school bus or traveling on a field trip.	Teach safety rules and the reasons for them. Keep the rules short and simple (for example, "Sit down in the bus"). Verify that the individual understands the rules and the reasons for them by first having them repeat them and then using role-play activities. Model and role-play safety rules before traveling on the bus or on a field trip. Explain and discuss possible consequences of ignoring safety rules.
10	Carries breakable objects safely and carefully.	Show the individual how to carry breakable objects safely and carefully (for example, glassware, light bulbs). Let them practice with unbreakable objects while pretending they are breakable. Then, let them practice with breakable objects. Praise them for carrying breakable objects safely and carefully.
11	Asks to see the school nurse or another school official when ill or hurt.	Discuss the need to inform teachers when the individual feels sick or is hurt. Introduce the individual to the school nurse and visit the nurse's office. Explain that the school nurse takes care of students when they are sick or hurt. Say that the nurse does things like cleaning and bandaging cuts and calling parents when students are more seriously ill and need to go home.
12	Obeys requests from other people only if he or she knows and trusts them.	Teach the individual that there are people whose requests should or may be obeyed (for example, parent, teacher, police officer, other familiar adult) and others whose requests should not be obeyed (for example, strangers). Discuss the reasons for being cautious when people make requests. Talk to the individual about the types of requests that people may make (such as requests involving sex, drugs, physical harm, and so on) and how to distinguish appropriate and inappropriate requests, even from people they know. Talk about the dangers of obeying requests from people who are unfamiliar or not a recognized authority. Model and role-play safe behavior and rules to follow with both familiar people and strangers. Determine whether the individual understands the rules and the reasons for them. Look at photos or videos with the individual and talk about people who should be obeyed (such as police officers or firefighters) and others who should not be obeyed (such as strangers). Emphasize that the individual should not obey a request when they do not trust the other person, and should immediately tell you or another trustworthy adult what happened.
13	Uses tools and equipment safely.	Start with simple tools and equipment such as an electric pencil sharpener. Show the individual how to hold and use the tools safely. Then demonstrate the safe use of more complex equipment. Discuss safety rules while you demonstrate. You might say, for instance, "To clean the pencil sharpener, first make sure it is unplugged. Then, remove the container of pencil shavings and empty it in the trash can. Reattach it securely. Next, plug it back in and try it out with a pencil . . ." Observe as the individual practices using the tools and equipment and have them repeat the safety rules. Do this until you are confident the individual is using the tools and equipment safely and correctly. Praise the individual for using the tools and equipment safely.
14	Avoids people who might take advantage of him or her (for	Teach the individual reasons for safety and the importance of avoiding exploitation when others make requests of them. Talk to the individual about of requests that people may make (such as requests involving sex, drugs,

<p>example, for money or sex).</p>	<p>harm, and so on) and how to distinguish appropriate and inappropriate from people they know. Talk about potential problems and dangers and how situations and locations in which people may try to take advantage of them. role-play safe behavior and rules. Discuss scenarios in which people may harmful requests or attempt to manipulate or take advantage of them. whether the individual understands the rules and the reasons for them by they reply to a hypothetical inappropriate request. Emphasize that the not obey a request if they do not trust the other person or they believe that a person's request is inappropriate, and should immediately tell you or trustworthy adult what happened.</p>
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Cares for own minor injuries at school (for example, paper cuts, knee scrapes, nosebleeds).

Show the individual how to care for their own minor injuries. Let them show they would care for these types of injuries. Make necessary supplies, such and adhesive bandages, available. Remind them to tell an adult if they bleeding.

Leisure

Leisure		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Plays with toys, games, or other fun items with others.	Model the use of a toy or game and appropriate interaction with classmates. Encourage the individual to observe and then participate. If possible, set up a regular time for this activity to help them become more familiar and comfortable with the others.
2	Selects free-time activities to do alone in the classroom without asking the teacher to choose them.	For younger children, use a visual concrete representation of a nonverbal choice (for example, a "planning card") to help the individual make choices. This could be a small piece of poster board with two or more pictures of activity choices. Use fastening tape consisting of a strip of nylon with hooks and loops to attach these to the board. At free time, give the individual the card and say, "Here are pictures of some of the things you like to do. Pull off the one you want to do and bring it to me." Provide the individual with the materials needed for the chosen activity. For older children, have a list of options posted, and establish a routine in which the individual is expected to choose one of the activities on the list whenever there is freetime.
3	Looks at pictures or reads books or magazines during free class time.	Provide plenty of books, magazines, or electronic materials with simple, well-defined pictures without complex or busy backgrounds, and books with realistic pictures or photos of faces, people, or objects. Give the individual a topic to "research" by looking through books, magazines, or Internet resources.
4	Waits for his or her turn in games and other classroom activities.	Interact with the individual one-on-one using terms such as "your turn" and "my turn" each time a turn changes. For small group games, tell the individual the order of the turns and point to players in order. Before each play begins, ask whose turn it is. Let the individual know when their turn is near. Passing a designated object from player to player as turns change offers a visual cue for taking turns.
5	Follows the rules in games and other classroom activities.	Describe the basic rules of a game and the order of the "turns." Say the rule before it is the individual's turn to follow the rule. For example, say, "Look for the blue triangle and put the chip on it." Praise them for following the rules. Use terms such as "first winner," "second place," and so on, and not "you lost," to promote a positive experience and discourage cheating.

6	Engages in a variety of fun activities instead of only one or two.	Allow the individual to choose from different types of activities and games and have materials available for those. Show them how to do the activities at a level appropriate for their age (for example, coloring, playing with a toy, going to the playground, playing "dress-up"). Set aside a daily "activity time" and a designated area. Gradually suggest that the individual try different fun activities. Encourage them to try new activities and engage in different activities each day. For example, say, "That looks fun. Let's play this game today," or "You played on the swings yesterday. Why don't you do something else today?"
7	Participates with others in a game or other activity without needing encouragement.	Select an activity that the individual enjoys or is likely to enjoy. Periodically let the individual select a game or activity. Assign them a desirable role (for example, spreading out the picture cards on a table, being timekeeper in a game) to encourage participation.
8	Participates regularly in a specific fun activity (for example, listening to a certain type of music or playing a favorite computer game).	If the individual does not independently participate in a favorite activity or does not ask to participate in an activity again after the first experience, offer choices of activities to "remind" them of the activities. Add one fun activity to your daily routine to develop an association. For example, after lunch, allow the individual to choose a preferred activity.
9	Invites others to join him or her in playing games and other fun activities.	Using puppets, dolls, or stuffed animals, demonstrate how to ask others to play with the individual. If possible, ask the individual to invite a peer to play a game or join them in a fun activity. Then practice with several peers by making a game out of taking turns asking others to play.
10	Uses free time during the school day productively.	Encourage the individual to complete any unfinished classwork or homework for the next day, look through their assignment book, check if all assignments are written down, and plan ahead to bring home all of the materials necessary to complete the assignments. Encourage those who read to continue reading a novel or another book for personal enjoyment. Inform the individual that they may use the books, educational items, and Internet resources during free time after finishing work. At first, they may need reminders from you about using free time productively. As they make progress, praise them for independently identifying what to do during free time and for using free time productively.
11	Tries a new activity to learn about something new.	Select an activity that relates to the individual's interests or one that is likely to be interesting to them. Demonstrate for them how to do that activity or have a classmate demonstrate how to do it. Encourage them to think and talk about things they might like to do. Check out books from the library or use the Internet to identify activities appropriate for their age.
12	Asks classmates what they would like to do during free time at school (for example, games or activities).	With the individual and a small group of their peers, demonstrate how to ask what game or activity another individual would like to participate in. Have them role-play asking and responding to questions about what to do during free time. Use group time or class meetings to increase awareness of others' ideas and preferences, and practice questioning and responding, taking turns, and recognizing similarities and differences in leisure choices.

13	Participates in a club, on a sports team, or in an organized group activity, even when arranged by a teacher or parent.	Arrange to visit a meeting of a school group that the individual shows interest in or that friends have joined. At first, allow the individual to just observe. Then initiate the behavior by asking them if they wish to join the group.
14	Invites others to go first in games, play, or other activities.	Demonstrate for the individual how to ask others to play or to participate in an activity with them. Have them practice telling someone else, "You can go first." Reassure them that sometimes it will be their turn to go first.
15	Remembers the game or activity a classmate likes and offers to participate.	Create a chart of activities that the individual and their peers like. Show the group how to read the chart to see what each individual enjoys. Over time, model reading the chart and asking to play a game or participate in an activity that others enjoy. Provide opportunities for individuals to read the chart and ask to play a game or participate in activities.
16	Organizes a game or other activity at school for a group of classmates without help from others.	Ask the individual to select a game or other fun activity. Working together, break down the game or activity into small steps. Be sure that all necessary materials are available. Help the individual make a step-by-step guide using pictures or words. Provide opportunities for practice. Once they are confident about playing the game or leading the activity, encourage them to ask others to join. Gradually allow the individual to plan and lead the game or activity without help when appropriate. Alternatively, model how they may ask classmates to name their preferred activities.

Self-Care

Self-Care		
1	Uses school restroom without help.	Discuss the importance of using the restroom without help. Use backward chaining to teach this. In backward chaining, you help the individual complete all steps except the very last (for example, flushing the toilet). Thus, initially, you would help them do such things as pull down their pants, sit on the toilet, use the toilet, get toilet paper, wipe with the paper, throw the paper in the toilet, stand up and flush the toilet, and pull up their pants. Add steps to be completed by the individual in backward order, one by one. For example, once they have learned to flush the toilet, they then learn to pull up their pants. Continue adding steps in backward order until the individual completes all steps independently. You may need to complete a task analysis to see which steps they may be having difficulty with. For example, they may have trouble with (1) correctly sequencing the steps, (2) remembering the steps, (3) pulling their clothes down, (4) sitting balanced on the toilet, (5) being fearful of eliminating into the toilet, (6) pulling off the correct amount of toilet paper, (7) wiping with the paper, (8) throwing the toilet paper in the toilet, or (9) flushing the toilet. Once you have identified a problematic step, work with the individual on mastering that step before asking them to use the restroom independently.

2	Has clean hair at school.	Discuss with the individual the importance of having clean hair and communicate about this with their parent/primary caregiver. Collaborate with the parent/caregiver in a behavior plan with the goal of the individual having clean hair at school. Both you and the individual's parent/primary caregiver could monitor for clean hair and provide rewards as specified in a contract. In time, the rewards can be faded as the individual experiences more naturally occurring rewards for clean hair (for example, compliments from others, or peers not calling them names related to having dirty hair).
3	Is clean when he or she arrives at school.	Discuss with the individual the importance of being clean when arriving at school and communicate about this with their parent/primary caregiver. Collaborate with the parent/caregiver in a behavior plan with the goal of the individual arriving at school clean. Both you and the individual's parent/primary caregiver could monitor for cleanliness and provide rewards as specified in a contract. In time, the rewards can be faded as the individual experiences more naturally occurring rewards for cleanliness (for example, compliments from others).
4	Uses a fork to eat solid food.	Discuss the importance of using a fork to eat solid foods. When the individual is first learning to use a fork, provide foods that are easy to place and keep on the fork. Also, provide small servings with refills, as appropriate, to limit spillage. Make eating finger foods contingent on the individual using a fork to take a certain number of bites before using the hands. Expect younger children to do some spilling at first. Consult a school specialist if an older individual has difficulty using a fork.
5	Blows and wipes nose with tissue or handkerchief.	Discuss the importance of blowing and wiping one's nose using a tissue or handkerchief. Inform the individual why we need to use a tissue or handkerchief when blowing or wiping our nose. Help them understand how to blow one's nose by having them feel the air that is blown first from your nose and then from theirs. Then remind them to blow and wipe their nose with a tissue or handkerchief you have made available. As they begin to blow and wipe their nose without reminding, offer praise.
6	Wears correct clothes for cold or warm days.	Discuss the importance of selecting and wearing clothes suited to the temperature. Depending on the age of the individual, various curricular activities can help teach about correct clothing to wear. These may include dressing dolls appropriately for the time of the year and talking about climates in different parts of the world and corresponding clothing choices. Help the individual understand the link between climate conditions and their own clothing choices. Communicate with the individual's parent/primary caregiver in helping them arrive at school wearing the correct clothes for cold or warm days.
7	Buttons own clothing.	Teach the individual how to button their clothes by pushing the button partially through the buttonhole, allowing them to finish pulling or pushing the button the rest of the way through. As they develop fine motor coordination and strength, offer less assistance with buttoning clothing.

8	Washes hands with both soap and water.	Complete a task analysis to identify skills that the individual still needs to master in order to wash with soap. For example, are they having trouble (1) correctly sequencing the steps, (2) remembering the steps, (3) spending enough time washing, (4) using the right amount of soap, (5) turning the water on or off, (6) drying, or (7) throwing the dirty paper towel in the trash can? Once you have identified a problematic step, work with the individual on mastering that step before asking them to wash hands with soap without help. Ask another person to model the steps as you talk about each one. Then ask the individual to model the steps as you talk them through them. Follow up by having them practice the hand-washing steps without your instructions. Offer feedback and praise after each step is completed. For example, say, "You did a good job turning on the water before you put the soap on your hands." Help compensate for sequencing or memory problems by taping a picture of the hand-washing steps close to the sink. You also can make a game of it by cutting apart the steps in the picture schedule, mixing them up, and having the individual arrange them in the right order.
9	Chews food with mouth closed.	Discuss the importance of chewing food with a closed mouth. Demonstrate proper and improper ways to chew. Ask the individual to demonstrate the appropriate way to chew food with mouth closed. Praise them for displaying the correct behavior. During eating routines, you may cue the individual when they are chewing with mouth open and offer praise for chewing with mouth closed.
10	Drinks liquids without spilling.	When the individual is first learning to drink liquids without spilling, minimize messes by providing smaller servings. Also, complete a task analysis to see which steps may be giving them trouble. For example, they may have a hard time (1) grasping the cup, (2) maintaining a grip on the cup, (3) raising the cup to the mouth, (4) opening the mouth at the right time, or (5) tilting the head at an angle allowing the liquid to be poured into the mouth. Help the individual master any problematic step(s) before asking them to drink liquids from a cup without aid. Expect younger individuals to do some spilling at first. Consider consulting a specialist on the school staff if an older individual has great difficulty drinking without spilling.
11	Fastens and straightens clothing before leaving restroom.	Discuss the importance of leaving the restroom dressed properly. Post a picture reminder on the back of the restroom door as a cue to the individual to fasten and straighten clothing before leaving. Praise them for presenting a neat appearance upon returning from the restroom if clothing has been fastened and straightened appropriately. If clothing remains unfastened or askew, call their attention to that fact and ask them to return to the restroom to correct the situation. Praise them for returning with clothes correctly fastened and straightened.
12	Opens a tab-top can, milk carton, or screw-top bottle.	Help the individual acquire skills that allow them to open a tab-top can, milk carton, or screw-top bottle, if needed, by helping them complete all but the last step. For example, partially open a tab-top can and let the individual finish opening it, or partially pull open the milk carton and let them finish opening it. This allows them to experience some level of success and independence.
13	Covers mouth when sneezing, coughing, or yawning.	Discuss with the individual the importance of covering one's mouth when sneezing, coughing, or yawning. Show the individual what to do (e.g., how to cover the mouth, how to cough into an upper arm) when sneezing or coughing. Have the individual demonstrate covering their mouth when sneezing or coughing. Give them feedback and praise as they demonstrate the behavior.

14	Wears a variety of clothes, instead of the same or similar clothes most days.	Discuss the importance of wearing clothes that differ from day to day and are clean. Look at photos of people wearing different types of clothes. Help the individual understand the social implications of clothing choices. If they habitually wear the same clothes to school, consider discussing the matter with their parent or primary caregiver. Offer praise for trying new clothing styles and wearing different clothes most days. Say, for example, "Those pants look really good on you," or "You wore green yesterday. It's great that you picked out a red shirt today."
15	Ties his or her own shoes.	Complete a task analysis to identify skills the individual needs to master in order to tie their own shoes. They may be having trouble (1) correctly sequencing the steps, (2) remembering the steps, (3) holding onto the laces, (4) pulling the laces tight enough, (5) crossing the laces, (6) pulling the correct lace around back, (7) pulling the laces horizontally, or (8) making a bow. Once you have identified a problematic step, work on it with the individual before asking them to tie their own shoes. In teaching the individual to tie their shoes, use backward chaining. In backward chaining, you help the individual complete all steps except the very last (for example, tighten the bow). Thus, you would initially guide the individual in doing such things as grabbing a lace in each hand, pulling the laces up, and crossing the laces. Add additional steps to be completed independently in backward order one-by-one. For example, once they learn to tighten the bow, they then independently make the bow. Continue adding steps in backward order until the individual completes all steps without help.
16	Maintains clean fingernails at school.	Discuss the importance of maintaining clean fingernails. Demonstrate how to clean under them while talking about the steps. For example, say, "I have washed my hands. Now I will wash underneath my fingernails. I will use the nails on one of my hands to clean underneath the nails on my other hand." If appropriate for the individual's age, teach them how to use manicure tools to clean under the fingernails. Praise them for having clean fingernails at school. For example, if nails become dirty at school after using paints or glue, praise them for washing their hands.
17	Eats a variety of foods instead of preferring only one or two.	Discuss the importance of eating a variety of foods. Encourage the school to offer a varied menu. Gradually suggest that the individual try different foods, and model eating and enjoying the foods yourself. Encourage the individual to try new foods and to eat different foods for snacks or lunch. Say, for example, "You had an apple for snack yesterday. Let's try yogurt and a banana today," or "Carrot sticks with ranch dressing are really crunchy and fun." If an individual expresses genuine dislike for a specific food, suggest that they substitute a new or different type of food instead of what they are accustomed to. Each week, encourage them to add one or two foods to their list of preferred foods.
18	Keeps hair neat during the school day by brushing or combing.	Discuss the importance of keeping one's hair neat during the school day. Provide opportunities daily for the individual to check for neat hair (for example, before lunch or when in the restroom). Praise them periodically for having neat hair.

19	Eats meals and snacks that promote a healthy diet.	Discuss the importance of eating healthy foods. Encourage a school menu that provides different types of healthy foods for snacks and meals, and keep limited quantities of other types of foods (for example, candy, chips) on hand. At meal and snack time, suggest that the individual eat healthy foods they find appealing. Encourage them to try new healthy foods ("apples with peanut butter are yummy"). If they genuinely dislike a specific healthy food, avoid substituting with candy, chips, cookies, and so forth. Instead, suggest a choice of several healthy foods and ask them to select a favorite. Praise them when they choose healthy foods. Foods such as cookies, cakes, candy, and so on should be limited yet may be offered occasionally as special treats when they have routinely eaten healthy foods for most meals and snacks.
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Self-Direction

Self-Direction		
ABAS-3 Item Number	ABAS-3 Item	Intervention Activity
1	Arrives at school or class on time.	Discuss the importance of arriving at school on time and some of the possible consequences for not doing so. Serve as a good role model for the individual by being on time and through your use of self-reminders ("It's 1:50, so let's line up so we can get to PE by 2:00"). Talk about what they can do to ensure arriving on time. For example, leave early enough, don't make unnecessary stops, and have everything needed before leaving. Make sure they can tell time and have access to a clock.
2	Asks for help from teachers or authority figures when difficult problems come up.	Discuss the importance of asking for help from teachers or other authority figures. Encourage the individual to view teachers and other authority figures as adults who are there to help students. Introduce them to different authority figures at school so they will be familiar with those people and know them by name and title. Respond positively when others ask for help with difficult issues and point out that you are glad they asked for help. Reassure the individual that it is okay to ask teachers or authority figures for help when needed, and be receptive when they do ask questions.
3	Completes routine classroom tasks within a reasonable amount of time.	Discuss the importance of using time well and completing routine classroom tasks within a reasonable period. Select tasks the individual is able to do without help. Let them watch you or a classmate perform the task. Observe the individual periodically to make sure they are working on the task and direct them back to the task if needed. Use an activity they enjoy as an incentive for finishing within a reasonable time ("If you finish putting away the supplies quickly, we can go out early for recess").
4	Works independently and asks for help only when necessary.	Discuss the importance of working independently and asking for assistance only when necessary. Encourage the individual to complete work on their own. If they ask for help, say something like "I think you can do that. I'll watch you while you do it," or "I've seen you do that before. Let me know when you're finished and I'll come see." Praise them for completing the task independently. For example, say, "You did that all by yourself. I'm really proud of you."

5	Avoids situations at school that are likely to result in trouble.	Discuss the importance of avoiding situations at school that may result in trouble. Have a class discussion and brainstorm situations that may occur in order to develop and chart class rules for such situations. Have students come up with reasons why various proposed rules are important or necessary. Talk about consequences for following and not following rules. Role-play situations in which the individual makes a choice that helps them avoid trouble.
6	Works on one school activity for at least 15 minutes without reminders.	Discuss the importance of working on school activities for extended periods of time. Talk about distractions (for example, noise or other people in the room) and ways to minimize them. Begin by having the individual work in a quiet setting for approximately 5 minutes on an activity of their choice. Using a timer, gradually increase the length of time to 15 minutes or more. If necessary, direct the individual back to the activity by encouraging them or asking questions such as "What are you making?" or "What will you make next?" To encourage attention to an activity even in the presence of distractions, teach the individual self-management strategies, such as pairing self-instruction with self-monitoring. A specific example may be teaching them to self-instruct by using self-talk methods on a task to maintain attention to the tasks, especially when there are distractions.
7	Stands still when needed, without fidgeting or moving around.	Discuss the importance of standing still when needed. Praise the individual for standing still for at least a few seconds when needed, such as when standing in line. Say, "Thanks for being still." Gradually increase the amount of time you expect them to stand still. Give positive feedback for doing so. For example, say, "I'm glad you're standing still." If they fidget or move around too much, use a "stop" hand gesture or say gently, "You need to stop moving around." Consider providing a book or crayons/paper to occupy them, as needed, and offer praise for paying attention to the other activity instead of fidgeting and moving around. When appropriate, after the individual has stood still as long as needed, allow them to move around. If needed, refer them to the school's professionals who specialize in working with students who are physically overactive.
8	Stops a fun activity, without complaining, when told that time is up.	Discuss the importance of stopping fun activities without complaining, when needed. Inform the individual that they will have to stop the activity in 5 minutes. Change the focus to the next activity. For example, say, "Okay, now it's time to eat. Do you want milk or juice with lunch?" Praise them for stopping the fun activity and moving on to the next one.
9	Controls temper when disagreeing with classmates.	Discuss the importance of controlling one's temper. Ensure there are enough materials for everyone before beginning an activity. Stay close while the individual is with others so you can stop any inappropriate activity (for example, hitting others or grabbing their possessions) before it begins. For older students, talk with them about the problem. Guide the discussion, but let them suggest ways to resolve the issue.
10	Asks for directions, as needed, before beginning school tasks.	Discuss the importance of asking questions, if needed, before beginning a project. Encourage the individual to think ahead by always asking if there are any questions before beginning an activity. Respond positively when other students ask questions or request instructions or directions. Reassure the individual that asking questions is acceptable and be receptive when they do ask.

11	Starts an academic assignment at once when told to so.	Discuss the importance of beginning an assignment at once after being told to begin. Select assignments that the individual is able to do. Inform them that they must start the assignment at once (or at a designated time set by you). Praise them for starting the assignment. If they do not seem to understand the instructions, repeat the direction to get started on the assignment and demonstrate what they must start doing. If they delay beginning the assignment, try using an activity they enjoy as an incentive to get started immediately. For example, say, "If you start the math worksheet now, you will finish sooner and then you will have time to play the counting game on the computer."
12	Completes tasks that need to be done, even those that are not enjoyable.	Discuss the importance of completing all tasks, even some that may not be enjoyable. Sometimes students dislike activities in which they are unsure of their abilities. If the individual cannot do the task confidently without assistance, work with them until they learn how to do it without your help. Break the task into smaller or shorter parts/steps and add parts/steps as the individual becomes more capable. If they are capable of doing the task but simply dislike it, use another activity that they enjoy as an incentive to finish the task. Praise them for their hard work and for sticking with the task even though it wasn't enjoyable.
13	Refuses when another person asks him or her to do something foolish.	Discuss the importance of refusing a suggestion to do something foolish or harmful. Teach the individual how to avoid harm or maintain integrity when asked by others to do something foolish. Talk to them about the types of requests that others may make and how to distinguish appropriate requests from those that are foolish (for example, requests to skip school, cheat on a test, shoplift, hurt another person), even from people they know well. Talk about potential problems and dangers and how to say no when others make unreasonable requests. Model and role-play scenarios in which people make harmful requests or try to talk the individual into doing something foolish. Determine if they understand the reasons for saying no to foolish requests by asking that they reply to a series of hypothetical inappropriate requests. Emphasize that, if they are unsure whether a person's request is appropriate, they should not obey that person and instead must tell you immediately.
14	Controls feelings when not getting his or her own way.	Discuss the importance of controlling feelings when not getting our own way. When the individual gets upset at not being allowed to do or have something, express your understanding and give a short, simple reason. For example, say, "We don't have time to read that story today." Do not react emotionally to the individual's outbursts. Offer an acceptable alternative object or action. If they comply with your request, but are still upset, thank them for complying and reassure them that things are okay (for example, by saying "We'll have time to read that story tomorrow").
15	Keeps working on hard assignments without becoming discouraged, quitting, or needing reminders.	Discuss the importance of working hard without giving up or becoming too discouraged. Determine whether the subjects or activities are difficult for the individual and thus lead to discouragement. Be sure the task difficulty is suitable for them. If needed, break down the task into parts and have them do one part at a time, or make the task easier (for example, help them highlight key points from the first few paragraphs of a reading assignment, then have them highlight the last paragraph). Offer encouragement and praise them for progress and hard work.

16	Checks whether his or her schoolwork is done correctly.	Discuss the importance of self-checking to determine the quality of one's work. Give clear verbal directions accompanied by visual directions for assignments. Make the directions as simple or as complex and detailed as needed (for example, "draw, color, fold, cut, and glue" versus "create an outline, describe the characters, and discuss the outcome"). Use teacher and peer modeling to show how to use the directions to check work. Provide written examples and give samples of correctly completed assignments. At first, allow the individual time to promote self-evaluation skills that may become habitual. Gradually fade the prompting to verbal reminders given at the same time as the assignment to check all work before turning it in.
17	Works on one school activity for the entire class period without being reminded or redirected.	Discuss the importance of working on one activity for the entire class period. Reduce distractions (for example, noise or other people in the room) as much as possible. You and other peers should work on a quiet activity in the same room, thus showing the individual how to remain engaged in one activity. If necessary, direct them back to the activity by encouraging them or asking questions such as "What are you making?" or "What are you going to make next?" Encourage attention to an activity even in the presence of distractions by teaching the individual self-management strategies, such as pairing self-instruction with self-monitoring skills. A specific example may be teaching them to self-instruct through the use of self-talk, thus maintaining attention to the tasks, especially in the presence of noise or other distractions. Pair self-instruction with self-monitoring methods, such as keeping a checklist that simultaneously allows for checking off completed tasks and keeping track of tasks that are yet to be completed by the end of class.
18	Completes large school projects on time.	Discuss the importance of completing large projects on time. Encourage the individual to start early. If necessary, help them get organized by breaking the project into steps or smaller tasks. If necessary, help them set deadlines and a schedule for finishing the smaller steps. Keep track of their progress, and be available to answer questions and help them solve unexpected problems. Check periodically to determine the degree of progress toward the project's completion.
19	Gets missed assignments from the teacher or another source after absence from school.	Discuss the importance of assuming personal responsibility for making up missed assignments. Inform the class that, when absent, they are responsible for asking the teacher for missed assignments. Teachers may agree to provide a reminder of this policy the first day the individual returns. Individuals who comply with this policy may no longer need this reminder and thus are personally responsible for asking for missed assignments after an absence. Establish a date when missed assignments are due and whether late-completed work will be penalized. Praise the individual for remembering to ask on their own.
20	Plans ahead to allow enough time to complete big assignments.	Discuss the importance of planning when working on big assignments. Some individuals have trouble getting started; help them organize the assignment by breaking the project into steps or smaller tasks. If necessary, help them set deadlines and create a schedule for finishing each of the smaller steps. Have them write or chart the steps and deadlines and make a detailed plan for the project. Be available to offer support and answer questions, but encourage them to make and carry out the plan on their own as much as possible.
21	Makes important decisions only after careful consideration,	Discuss the importance of making decisions only after careful consideration. Encourage informed and careful decision making by providing opportunities for the individual to make choices of increasing complexity and potential consequences. Begin

without rushing.

with simple choices (for example, allowing them to choose where to sit or what to read). When teaching decision making, initially provide only one or two options. Then add complexity by increasing the number of options and the significance of consequences. Model analyzing the situation, reviewing recommendations in books or Internet resources, asking the advice of experienced people, considering several options and their possible consequences, making a choice, and evaluating how well it worked. Hypothetical situations may be helpful in teaching decision-making skills. When the individual is engaging in real-life decisions, offer advice as requested, praise efforts to make decisions carefully, and allow them to make the decisions unless doing so may jeopardize health or safety.

Social Skills

Social		
1	Has one or more friends.	Discuss the importance of having one or more friends. Encourage the individual to participate in activities and to interact with peers. Initially assign them a "buddy" to help them feel more comfortable. Gradually encourage them to try different activities and get to know other people. Offer them ideas for ways to approach others. For example, say, "That looks fun. Can I try it next?" or "Do you need another player?" Use cooperative instructional styles to promote and sustain friendships.
2	Has good relationships with teachers and other adults.	Discuss the importance of having good relationships with teachers and other adults. Approach and interact with the individual in a calm, gentle manner, and ensure that other adults who interact with them do the same. Smile often at the individual and speak to them frequently in a cheerful tone of voice. Use their name often. Respect their feelings and needs, and be firm yet kind when needing to give them corrective feedback regarding their behavior.

3	Laughs in response to funny comments or jokes.	Discuss the importance of laughter in life. When you are with the individual, point out things that you find funny. When you laugh, say, "That was so funny it made me laugh." Demonstrate how you laugh. Talk about the way other people or cartoon characters laugh and take turns imitating those laughs. Discuss the individual's reading or TV interests and what makes them laugh. Pay attention to the objects or situations that make them laugh, and laugh at those together. When you see them laughing at something they have heard, say, for example, "I see you're laughing. Something must have been funny. What did Bobby say?"
4	Seeks friendships with others in his or her age group.	Discuss the importance of seeking friendships with others one's own age. Using puppets, dolls, or stuffed animals, show the individual how to ask others to play with them. If possible, ask them to invite a peer to play a game or join the individual in a fun activity. Then practice with several individuals by making a game out of taking turns asking others to play. Ensure that the individual has frequent exposure to play and other fun activities with others their age during the school day.
5	Waits in line at school.	Discuss the importance of waiting patiently in line. Establish clear rules for the behavior you expect while the individual waits in line (for example, "No talking" or "Hands to yourself"). Point out other people who are waiting in line appropriately ("I like the way Damon is waiting in line"). Praise the individual for waiting in line for short periods of time, gradually increasing the time they are expected to wait in line.
6	Says "Thank you" when given a gift.	Discuss the importance of expressing gratitude. Model and reinforce saying "please" and "thank you" in naturalistic situations. If desired, role-play using puppets, dolls, or stuffed animals. Have the individual practice saying "thank you" when given a "present" until the behavior becomes routine. Provide opportunities for groups of students to role-play courteous behaviors such as saying "thank you." Reinforce the behavior by recognizing and praising the individual for remembering to say "thank you" without prompting.
7	Stands a comfortable distance from others during conversations (not too close).	Discuss the importance of maintaining a proper distance while talking with others by teaching the individual about the concept of personal space, demonstrating what it feels like to have someone stand too close. Show them how far away from another person to stand, at the distance appropriate for the setting. Play a game in which you and the individual or group of peers stand far apart from each other. Have the individual walk slowly toward you and stop at what they think is the appropriate distance from you for conversation.
8	Says when he or she feels happy, sad, scared, or angry.	Discuss the importance of our feelings. Teach "feeling words" through songs, games, books, and class discussions. Use verbal prompts (for example, "She looks angry, doesn't she?"), books, and games to help the individual recognize the feelings of others. Point out when others (for example, characters in TV shows or books) feel sad or upset. Encourage the individual to relate the feelings they observe in others to feelings they have experienced themselves (for example, "That boy looks very sad since he lost his book—he must feel like you did when you couldn't find your sweater"). Talk about some things that may make others feel better when they are sad (for example, by saying "I'm sorry you're sad. Do you want to tell me about it?").

9	Keeps a stable group of friends.	Discuss the importance of keeping a stable group of friends. Provide opportunities for the individual to interact with other students, one at a time and in a small group, including in the classroom, lunchroom, and other school locations. Encourage them to talk about their friends in a positive manner, and to tell you about their activities with classmates. When needed, teach social skills that encourage and maintain positive relationships with friends.
10	Says "Please" when asking for something.	Discuss the importance of saying "please" when asking others to do something for you. Model and reinforce saying "please" and "thank you" in naturalistic situations. If desired, role-play using puppets, dolls, or stuffed animals. Have the individual practice saying "please" when asking for something from teachers and peers until the behavior becomes routine. Provide opportunities for groups of students to role-play courteous behaviors such as saying "please." Reinforce the behavior by recognizing and praising the individual for remembering to say "please" without prompting.
11	Moves out of the way of other people as needed on sidewalks or in hallways.	Discuss the importance of moving out of the way and not bumping into others. Teach the individual about the concept of personal space, showing them what it feels like to have someone be too close on sidewalks, in aisles, or in hallways. Teach them how far away from another person they should be and how they should share the walkway to avoid bumping into or pushing someone. Practice walking past each other, prompting them to step out of the way by saying "excuse me" until they are able to move out of the way without being reminded.
12	Is well liked by others his or her age.	Discuss the importance of displaying behaviors and attitudes that result in being well liked. Provide opportunities for the individual to interact with peers individually or in small groups in different school settings. Encourage others to talk about the qualities they like in their friends and ways their friendships are strengthened. Ask the individual to tell you about their activities with classmates, whether they feel well liked, and the behaviors they display that lead others to befriend them. When needed, teach social skills that encourage and maintain positive relationships with friends. Encourage the individual to interact with friends in a calm, gentle manner, smile and laugh often, and suggest activities that those friends enjoy.
13	Shows sympathy for others when they are sad or upset.	Discuss the importance of being aware of others' feelings and showing sympathy when others are sad. Teach "feeling words" through songs, games, books, and class discussions. Use verbal prompts to teach the individual to recognize the feelings of others (for example, "She looks sad, doesn't she?"), as well as books and games that involve recognizing feelings. Point out when others (for example, characters in TV shows or books) feel sad or upset. Encourage the individual to relate the feelings experienced by others to feelings they have experienced themselves (for example, "That boy looks very sad since he lost his book—he must feel like you did when you couldn't find your sweater"). Talk about ways to help others feel better when they are sad or upset (for example, by saying "I'm sorry you're sad. Do you want to tell me about it?"). Praise the individual for showing sympathy for others.

14	Offers assistance to classmates or teachers.	Discuss the importance of helping others. Discuss situations in which persons needed help and others responded appropriately. Discuss how you, the individual, and others model helping behaviors in the classroom (for example by holding the door open for others or picking up an item that has been dropped by someone else). Invite the individual to help you with classroom chores to the extent possible, and express your appreciation for that help. Gradually allow them more freedom in doing chores, praising offers to help in a more independent way.
15	Apologizes if he or she hurts the feelings of others.	Discuss the importance of apologizing to others if they may have hurt feelings. Teach "feeling words" through songs, games, and books. Use verbal prompts to teach the individual to recognize the feelings of others (for example, "She looks sad, doesn't she?"), as well as books and games that involve recognizing feelings. Role-play a situation in which you demonstrate how you apologize for hurting someone's feelings. Help the individual apologize for having hurt someone else's feelings, prompting if necessary, and praise them for doing so. Adults should model apologizing for hurting the feelings of others.
16	Places reasonable demands on friends (for example, does not become upset when a friend plays with another friend).	Discuss the importance of placing reasonable demands on one's friends. Encourage the individual to form friendships with more than one peer, and to avoid becoming upset if a friend is unavailable because they are interacting with others. Point out possible social opportunities with other friends when one friend is busy. With older individual, discuss how their friend can socialize with others and still be their friend.
17	Is viewed as "fitting in" by others the same age.	Discuss the importance of fitting in and being accepted by peers. Provide opportunities for the individual to interact with classmates individually or within a small group. Encourage the individual to interact with friends in a calm, gentle manner, smile and laugh often, show interest in others' interests, and suggest activities that others may enjoy. Point out and offer praise when they display positive peer interactions, control anger or frustration, are helpful and kind to others, and display social skills similar to those of peers. Respect their feelings and needs, yet be firm and kind when providing constructive feedback about their behavior with peers. If they are having initial difficulty engaging with other students, consider assigning them a classroom "buddy" who models positive social interactions. Consider rotating the buddy each month, thus providing sufficient time for friendships to emerge while also increasing the individual's experiences

18	Refrains from saying or doing things that might embarrass or hurt others.	Discuss the need to avoid behavior that may embarrass or harm others. Teach "feeling words" through songs, games, books, and class discussions. Teach the individual to recognize the feelings of others, using verbal prompts (for example, "She looks like she's upset by what you said, doesn't she?") and books. Talk about and give examples of the kinds of words that may hurt other people's feelings, and provide other ways for them to express feelings. For example, teach them to say "I don't like when you do that" rather than "I don't like you." Additionally, talk with them about bullying behavior, whether they have observed such behavior, and how it is harmful. Encourage them to both refrain from bullying and to tell you and other teachers when bullying occurs.
19	Shows good judgment in selecting friends.	Discuss the need to display good judgment when selecting friends. For example, discuss how one's classmates form judgments of their peers based, in part, on the qualities displayed by their friends. Suggest that the individual thus needs to show good judgment in choosing friends—namely, peers they would like to emulate. After they understand the concepts of happiness, sadness, and anger, talk to them about their friends. Ask them if being with a certain friend makes them happy or sad, comfortable or anxious. Point out that if being friends with a particular individual makes them sad or anxious, they should probably spend less time with that person and instead find other friends with whom they are more comfortable. Talk about problematic friendships in terms of the individual's feelings (such as being angry when with a certain friend) or
20	Congratulates others when something good happens to them.	Discuss the importance of congratulating others when good things happen to them. Praise the individual for doing something well. Let them see you congratulate someone else who has done a good job at something, and ask them to repeat what you've said to that person. Have them make cards or send congratulatory emails or notes to others on happy occasions. Consider having a classroom activity in which all students write or contribute to a congratulatory card for someone, such as another
21	Recognizes when someone is making an unreasonable request.	Discuss what to do when others make an unreasonable or potentially harmful request of the individual. Talk to them about the types of requests one may receive and how to distinguish reasonable from unreasonable requests (for example, requests to give the person money or pay an unfair price, or invitations to drink or smoke), even from people they know well. Talk about potential problems and dangers and how to say no when others make unreasonable requests. Model and role-play scenarios in which people make unreasonable requests. Determine if the individual understands the reasons for saying no to unreasonable requests by asking that they reply to a hypothetical request and identify the reasonable choice. Emphasize that, if they are unsure whether someone's

22	Compliments others for good deeds or behavior (for example, honesty or kindness).	Discuss ways to compliment others for their good deeds or behaviors. Ask the individual to repeat compliments you gave to others. Create an atmosphere within the classroom in which honesty and kindness are displayed and recognized.
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Independence

1. By June, _____ will follow 3 step oral instructions presented to the class, without prompting, 85% of the time based on a tracking checklist.
2. By June, _____ will be able to complete two- step directions with 2 or less prompts from a staff member to increase independence in transitioning from class to class in 8/10 trials.
3. By June, _____ will remain on task (sit in seat, complete work without bothering others) for a 10 minute duration during _____class by the end of the year, so that he can increase his time on task.
4. By June, _____ will be able to independently put his own things away. i.e.) papers in his backpack, his lunch kit, jacket, sweater, shoes, based on a checklist at _____% over a 5 day consecutive period.
5. By June, _____ will improve his overall academic achievement in Gr. 4 math by achieving blue in the Numeracy Strand with less than 5 prompts per math period.
6. By June, _____ will be able to choose strategies from his personal bank so that he’s/she’s empowered to choose in-house options to create a positive outcome.
7. By June, _____ will be able to start and complete tasks independently 4 out 5 times. (define “task”)
8. By June, _____ will complete a written academic task, with one prompt, on 4/5 consecutive days or 80% of the time. (*Define “prompt” ...verbal, cue, etc.*). **Can switch out the task to meet a reading, listening, etc.*

9. By June, _____ will complete a written academic task, with no more than 3 verbal prompts for each, 80% of the time. (*define who is keeping track of the verbal prompts or giving them*)
10. By June, _____ will complete tasks independently, with no verbal reminders, 80% of the time. (*define "task"*)
11. By June, _____ will complete an academic task when provided with initial instruction on 90% of the daily assignments.
12. By June, _____ will attempt a written academic assignment before asking for feedback, 100% of the time.
13. By June, _____ will successfully complete all tasks and follow instructions, with one verbal prompt for each, on 5/5 consecutive days. (*define who is keeping track of the verbal prompt or giving them*)
14. By June, _____ will work independently for 20 minutes each period 6/6 periods each day.
15. By June 2014, the student will independently be able to organize a list of needed items for the elementary fridge, shop for the needed items and keep track of money spent on his calculator once on the six day cycle.
16. By June 2014, the student will be able to identify, choose and apply with minimal to no assistance, self-regulating strategies in the classroom setting using the programs How Does Your Engine Run and Second Step.
17. By June _____ will demonstrate independent on- task behaviors 50% of the time in class.
18. By June _____ will complete 25% of an assignment independently before appropriately requesting assistance.
19. By June 2014, Student will be able to determine what class she has next without any verbal prompting by staff members with 80% accuracy. This will occur on a regular school day containing no scheduling changes. Data Tracking Sheet as follows:

On the front of the sheet is the actual goal out of the IIP for reference purposes

Student Independence Tracking
Date:
Date:
Date:
Date:
Date:

- The above sheets are copied on a bright color and hand-distributed to classroom teachers
- Teachers are simply instructed to place a check mark (by the date) for each time the student asks “What’s next?”
- Tracking is completed for each reporting period

20. By June 2014, Student will be able to prepare a basic meal by planning and cooking and ensure all food groups are met within that meal (as referenced by the Canada Food Guide). The meal must be edible. (*Data Tracking: a photo of the completed meal including a checklist to determine if all four food groups have been met.*)
21. By June, _____ will be able to move from her classroom to other destinations within the school using her walker without hands-on support 100% of the time.
22. By June, _____ will be able to complete her academic assignments and tasks without assistance from the educational assistant 80% of the time.
23. By June, _____ will be able to begin his assignments or tasks without teacher prompting 80% of the time.
24. By June, _____ will attempt to put on his own jackets and shoes before asking for help 4 out of 5 occasions.
25. By June, _____ will be able to work independently on a given task or assignment for a minimum of 10 minutes.
26. By June, _____ will complete his assignments by following directions independently.

Executive Function Interventions

Goal Setting

(1) By June, _____ will set _#_ appropriate and measurable goals, with support from the teacher. For example, "I want to be able to... read this book; write this paragraph."

(2) By June, _____ using criteria, will accurately predict how effectively he/she will accomplish a task. For example, he/she will accurately predict whether or not he/she will be able to complete a task; predict his/her grade on tests; and predict how many problems he/she will be able to complete in a specific time period.

Planning

(1) By June, _____ will indicate what steps or items are needed and the order in which events will proceed ____% of the time.

(2) By June, given a selection of # actions necessary for a task, _____ will indicate their order, create a plan, and follow the plan ____% of the time.

(3) By June, given a difficult task, the student will create a plan for accomplishing the task ____ % of the time.

Organizing

(1) By June, the student will follow a system for organizing personal items in his/her locker/desk ____% of the time.

(2) By June, the student will select and use a system to organize his/her assignments and other school work ___% of the time.

(3) By June, the student will prepare an organized outline before proceeding with writing projects ___% of the time.

Self-Monitoring, Self-Evaluating

(1) By June, _____ will rate his/her actual level of performance and its relation to his/her predictions ___% of the time.

(2) By June, the student will identify errors in his/her work with(out) teacher assistance ___% of the time.

(3) By June, the student's rating of his/her performance on a 4 level rubric will coincide with the teacher's rating.

Self-Awareness

1) By June, the student will accurately identify tasks that are easy and difficult for him/her ___% of the time.

(2) By June, the student will accurately identify his/her strengths and weaknesses ___% of the time.

(3) By June, the student will explain why some tasks are easy or difficult for him/her ___% of the time.

Self-Initiating

(1) By June, when the student does not know what to do, he/she will ask the teacher ___% of the time.

(2) By June, with regular or minimal prompting the student will begin his/her assigned tasks ___% of the time.

(3) By June, with regular or minimal prompting the student will initiate work on her plan ___% of the time.

[See example of an executive functioning goal monitoring tool](#)

Communication

1. By June, _____ will be able to speak in a clear sentence, so that he can get his wants/needs across clearly 80% of the time.
2. By June, _____ will be able to state 3 (state how many sentences if suitable for the students) simple sentences to communicate his needs and wants.
3. By June, _____ will calmly express her wants and needs with her friends and teachers using words, gestures, pointing, and eye contact, 80% of the time. (**can remove the word “calmly” if it is not suitable for student*).
4. By June _____, will spontaneously produce a grammatically correct 3 word sentence with 100% accuracy during a structured activity.
5. By June, _____ will answer 4 out of 5 open ended questions about a short passage he has just heard over a given length of time (*make more specific to student needs. Ex: over 3 days, 4 out of 5 trials or a weekly basis*)

6. By June, _____ will be able to express himself using complete sentences with proper grammar, so that he can be understood by everyone.
7. By June, ___ will correctly say /s/ in words with 80% accuracy given verbal and visual cues. Please consult with SLP ☺
8. By June, _____ will raise his hand to answer or ask a question in class 5/8 periods each day.
9. By June 2014, Student will initiate a conversation in an environment outside of school with a person unfamiliar to him in 4 out of five opportunities. *Note: I have a student with this goal attempting to initiate dialogue with residents at the Big River Health Center when some of our students go there to volunteer. (Data Tracking: Observation & photo of the situation)*
10. By June, _____ will be able to verbalize his need for assistance rather than gesturing on 4 out of 5 occasions.
11. By June, _____ will be able to use 25 words that indicate her wants and needs using gestures, pictures, or technology.
12. By June, _____ will request help using a visual cue _____ (i.e. raising hand, moving to teacher /EA for assistance, other pre-determined visual).
13. By June _____ will verbally communicate her needs and wants to a teacher or EA when overwhelmed with stressful situations in 80 % of her classes.
14. By June, will respond _____ (i.e. written, gesture, verbal) to questions asked of him 50% of the time.
15. By June, STUDENT will be able to communicate without swearing on a daily basis while at school. The teacher will keep a checklist at his/her desk to track the use of swearing.
16. (Selective Mutism) - While being videotaped on the iPad, without an adult present, _____ will repeat, verbally, in speaking voice, 100% of the time, the skills presented by the EST of the numbers, letters/sounds, sight words and reading of grade level books.

17. (Selective Mutism) – By June 2014, _____ will interact verbally 100% of the time, in a speaking voice directly with the EST during remedial sessions for word attack skills, pronunciation correction and reading of books.

Sign Language

1. By June, ____ will spontaneously sign 20 basic signs throughout the day to meet his wants/needs 4 out of 5 school days.
2. By June, ____ will retell story using SL following visual prompts 4 out of 5 days.

Motor Skills

1. By June, ____ will be able to print his name independently on 4/5 consecutive attempts.
2. By June, _____ will develop the ability to _____(i.e. skip, balance, catch, throw) as demonstrated in a game situation in 4/5 attempts.
3. By June, ____ will be able to _____ (i.e. legibly print words, cut close to the lines, colour within the lines,) independently in 4/5 attempts.
4. By June, _____ will be able to use a 3 or 4 point hand grip with printing tools (marker, crayon, pencil, etc.) to trace straight and curved lines, including letters.

Personal/Social Well-being

1. By June, ____ will independently transition from one activity to another, in 4/5 situations.

2. By June, _____ will verbally communicate his emotions when frustrated in 4/5 situations demonstrating self – regulation strategies.
3. By June, _____ will demonstrate respectful behaviors _____ (i.e. positive language, turn taking, following game rules) with his peers in 4/5 small group settings.
4. By June, _____ will raise his hand to communicate his wants / needs relevant to the task in 4/5 situations.
5. By June, _____ will be able to work in a group of up to 4 students while demonstrating positive group behavior _____ (i.e. turn taking, listening to others, staying on tasks) in 4/5 situations .
6. By June, _____ will focus on positive feedback to peers _____ (i.e. tattling, interrupting, impulsive attention seeking behaviors) in 4/5 situations.
7. By June, _____ will be present when school begins at 8:50 am on 80% of school days, during previous month.
8. By June, _____ will cooperate with staff directives, complying 4 out of 5 times, for 5 consecutive days.
9. By June, _____ will engage in age and school appropriate conversation, as outlined in the strategies, with peers 100% of the time for 5 consecutive days.
10. By June, _____ will demonstrate age-appropriate social behaviors in class, 80% of the time for 5 consecutive days.
11. By June, _____ will be in class at 8:50 am, for 5 consecutive days.

12. By Spring 2014 _____ will attend school regularly, having a maximum of 2 unexcused absences per month. *(As documented by: Data from Maplewood. Attendance tracking sheet created for file)*
13. By June, _____ will participate in a minimum of two extracurricular activities and will attend 90% of the time during the _____ school year.
14. By June, _____ will be able to sit in a group with his classmates without verbally interrupting 4 out of 5 times per day.
15. By June, _____ will be able to engage in safe, hands-off play during recess without teacher reminders 80% of the time.
16. By June, _____ will respond to authority in a positive manner 100% of the time, on a daily basis. *(One note – school behavior log – checked daily)*
17. By June, _____ will be able to interact with his peers properly. He will be able to verbalize his emotions in a positive way. *(Once per day - This depends on the individual student)*
18. By June, STUDENT will converse on appropriate topics on a daily basis while at school. *The teacher will keep anecdotal records of the inappropriate topics and the date.*
19. By June, _____ will interact socially at recess with a peer buddy at least 1 time per day, by using a speaking voice and spontaneous conversation of 1 sentence or more based on peer observation and EST follow-up.

20. By June, _____ will accept a consequence if he breaks a rule, without a negative reply, in 3 out of 4 trials. *For data collection: Behaviour monitoring form with space to record student reaction to a given consequence.*

Health/ Medical Need/Personal Care

1. By June, _____ will use sign language to communicate the need to use the washroom independently, 100% of the time.
2. By June, _____ will verbally communicate the need to use the washroom independently, 100% of the time.
3. By June, _____ will follow personal hygiene habits at school 100% of the time.
4. By June, _____ will be able to verbalize his need to go to the bathroom on 4 out of 5 occasions.
5. By June _____ will self -regulate to manage her anxiety _____% of the time in order to remain in the classroom.
6. By June 2014, the student will be able to independently make his own lunch at the school once on the six day cycle.
7. By June, _____ will take his medication 80% of the time in 5 days.

Safety

1. By June, _____ will be able to respond appropriately to his emotions at school 80% of the time on 5/5 consecutive days.
2. By June, _____ will not harm himself or other people in his class or on the playground, 100% of the time on 5/5 consecutive days.
3. By June, _____ will be able to use his words calmly when he's frustrated or upset, 100% of the time during 5/5 consecutive days.
4. By June, _____ will keep her hands and feet to herself 100% of the time on 5/5 consecutive days.
5. By June, _____ will not leave the classroom or school without following proper procedures (i.e. obtaining permission or following the "I Need a Break Plan"), 100% of the time on 5/5 consecutive days.
6. By June, _____ will seek teacher assistance when feeling frustrated, angry, or bullied with 80% of peer conflicts.
7. By June, _____ will be able to play safely with peers on the playground at recess without instigating physical altercations 80% of the time.
8. By June, _____ will follow rules at the outside recess and at noon hour. He will consistently use the proper behavior 100% of the time.

Sensory

1. By June 2014, _____ will implement self-regulating strategies without disrupting peers in at least 25/30 class periods.
2. By June 2014, the student will be able to choose a taught strategy to regulate an appropriate level of alertness in any school settings.
3. By June, _____ will independently choose an appropriate sensory tool when needed 100% of the time during carpet time 5/5 days.

Transitions

1. By June, _____ will be able to transition from one activity to another and will know what is expected at each part of the day, so that he can follow the rules and routines of the classroom.
2. By June, _____ will transition from one activity to another at each part of the day, so that he can follow classroom routines and feel that he is part of the class.
3. By June, _____ will be able to transition from morning to afternoon smoothly and without meltdowns, so that she does not disrupt the entire class.
4. By June, _____ will be able to come in from recess each time and line up with her class independently and without reminders, so that she can be on time and with her classmates.
5. By June, _____ will come into the classroom and participate in kindergarten activities, so that he can learn the rules and routines of school.

6. By June, _____ will move from one activity to another without the teacher/EA having to repeat several times, so that he can learn to become more independent and follow the rules and routines of the classroom.
7. By June, _____ will successfully transition from one activity to another, with no verbal reminders, on 5/5 consecutive days.
8. By June, _____ will be where she should be at start-up times (100% of the time on 4/5 consecutive days).
9. By June, _____ will follow rules and procedures during transition times, 4/5 consecutive days to 100% accuracy.
10. By June, _____ will move successfully throughout the school during transition times, on 4/5 consecutive days.
11. By June, _____ will transition between tasks and activities as requested, with no prompting, on 4/5 consecutive days.
12. By June, _____ will be able to independently transition from one subject to the next with no more than 2 verbal prompts per week.
13. By June, _____ will comply with all or all but one transition requests within 30 sec., on 5/5 consecutive days.
14. By June, _____ will move throughout the school, following rules and procedures, on 5/5 consecutive days.

15. By June, _____ will be prepared for class after each transition time: morning arrival, morning recess, lunch, afternoon recess (promptly in classroom and seat, with materials and ready to learn) on 5/5 consecutive days.

16. By June, _____ will be able to smoothly transition from one activity to the next without emotional outbursts, so that he can follow the class and move from one activity to another, on 5/5 consecutive days.

17. By June, _____ will move from one activity to another without “shutting down” (e.g. putting his head on his desk, refusing to cooperate, refusing to talk to others), so that he can learn right alongside with his peers, on 5/5 consecutive days.

18. By June, _____ will be able to successfully transition between assignments/subjects without disrupting other students, on 5/5 consecutive days.

19. By June, _____ will transition between periods and recess interacting in an appropriate manner with her peers 7/8 times.

20. By June, _____ will transition 100% of the time without verbal reminders 5/5 days.

21. By June 2014, _____ will independently transition to and from the classroom before and after recess at least 80% of the time.

22. By June 2014, _____ will be able to transition to Art & IA classes independently, getting the books and tools required, with one verbal prompt per day from a staff member with 90% accuracy. Data Tracking Sheet as follows:

Student’s Arrival to Art & IA Classes
Week of _____
Art Class

Date:
Date:
Date:
IA Class
Date:
Date:

- The above sheets are copied on a bright color and hand-distributed to classroom teachers
- Teachers are simply instructed to place a check mark (by the date) for each time the student arrives at class with all required materials
- Teacher indicates is student required a prompt
- Tracking is completed for each reporting period

23. By June, _____ will transition independently between classes so that she will be _____ (on time/present) _____% of the month.

24. Daily – By June 2014, _____ will be able to move from one class to the next and into and out of recess times without constant supervision to ensure the safety of himself and others 5 out of 5 days.

Monitoring Tools

Helpful Websites:

A great website with monitoring tools for behavioural goals, anger management sheets, tons of classroom management and student support sheets:

- <http://www.freeprintablebehaviorcharts.com/>

Goal Monitoring - Example #1

	Chase	Day 1	Day 2	Day 3	Day 4	Day 5
Personal & Social Well-being	-will follow staff directives without arguing or crying on 5/5 consecutive days					

Transition	-will transition between tasks and activities as requested, with no prompting, on 4/5 consecutive days					
Health/Medical/Personal Care	-will follow age-appropriate personal hygiene regimes within the school (i.e. washing hands after using washroom, refraining from picking nose), to 100% accuracy on 5/5 consecutive days					

Goal Monitoring - Example #2

Target Behaviours

Name: _____ Date: _____

Goal / Behavior:

	M	Tu	W	Th	F
1					
2					
Recess					
3					
4					
Noon Break					
5					
6					
Recess					
7					
8					

Goal / Behavior:

	M	Tu	W	Th	F
1					
2					
Recess					
3					
4					
Noon Break					
5					
6					
Recess					
7					
8					

Strategy / Supports:

Strategy / Supports:

Goal Monitoring - Example #3

Daily Tracking

Name: _____ Dates _____

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					

On Task Non-Compliant Being Rude Demanding /Bargaining Physical Outburst Thinking room/tantrum

Goal Monitoring - Example #4

Monitoring 3 Goals – 6 Day Cycle

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Independence						
Communication						

Academic Achievement						
-------------------------	--	--	--	--	--	--

Goal Monitoring - Example #5

Monitoring 3 Goals – Days of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Independence						
Communication						
Academic Achievement						

Goal Monitoring - Example #6

Single Goal Sheet - Days of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Independence					

Goal Monitoring - Example #7

Rubric Monitoring Tool

	4 (Mastery)	3 (Proficient)	2 (Approaching)	1 (Beginning)
November				
December				
January				
February				
March				
April				
May				
June				

Goal Monitoring - Example #8

5-Point Focus Scale

#	How it looks/feels	How am I doing? Date: Subject:
1	I am not working. I am looking around, playing with things, thinking about other things. I cannot focus.	
2	I am not getting much work done. I am looking around. I am thinking about other things. Others have to remind me to keep working.	
3	I am trying to work. I am looking around. I am thinking about other things. I really have to think about my work.	
4	I am working. I am thinking about other things. I have to remind myself to stay focused.	
5	I am working. I am not distracted. I can focus without reminders.	

Goal Monitoring - Example #9

Playground Transitions





By June, 2014, _____ will independently and appropriately transition to and from the classroom before and after recess at least 80% of the time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Date:					
Day:					
8:40 – 8:55	In	In	In	In	In
10:41 – 10:56	Out In	Out In	Out In	Out In	Out In
12:09 – 12:34 Noon	Out In	Out In	Out In	Out In	Out In
2:18 – 2:28	Out In	Out In	Out In	Out In	Out In

Comments: _____

Goal Monitoring - Example #10

Good Work

1	2	3	4
 <p>Not Good</p> <p>I waste time.</p> <p>I do not work.</p> <p>I make noise.</p> <p>I bother others.</p>	 <p>Hmmmmm</p> <p>I do a little bit of work.</p> <p>I stop noises with reminders.</p> <p>I stop bothering others when reminded.</p>	 <p>Good Job!</p> <p>I work most of the time.</p> <p>No noises.</p> <p>No bothering others.</p>	 <p>Wow!</p> <p>I do all my work.</p> <p>No noises.</p> <p>No bothering others.</p>

GOAL monitoring - Example #11 - Executive Functioning

What do I want to accomplish?

PLAN

How am I going to accomplish my goal?

MATERIALS/EQUIPMENT

- 1.
- 2.
- 3.

STEPS/ASSIGNMENTS

- 1.
- 2.
- 3.

PREDICTION

How well will I do? How much will I get done?

Self-Rating	1	2	3	4	5
6	7	8	9	10	

Other Rating	1	2	3	4	5
6	7	8	9	10	

DO

REVIEW

How did I do?

Self-Rating	1	2	3	4	5
6	7	8	9	10	

Other Rating	1	2	3	4	5
6	7	8	9	10	

What worked?

- 1.
- 2.
- 3.

What didn't work?

- 1.
- 2.
- 3.

What will I try differently next time?

IIP Review – Meeting with teachers

Student: _____

Date: _____

Area of Development:	Area of Development:	Area of Development:
Progress to Date 1 2 3 4	Progress to Date 1 2 3 4	Progress to Date 1 2 3 4
How is the student doing on the outcome right now?	How is the student doing on the outcome right now?	How is the student doing on the outcome right now?
Score on tracking: _____	Score on tracking: _____	Score on tracking: _____
Notes/Comments:	Notes/Comments:	Notes/Comments:
Next steps:	Next steps:	Next steps:

