

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME:	LOCAL ID #:	DISABILITY CLASSIFICATION:
DATE OF BIRTH:		PROJECTED DATE OF ANNUAL REVIEW:
DATE OF IEP MEETING	PROJECTED DATE IEP IS TO BE IMPLEMENTED:	

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS  
 EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**  
 LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

In the classroom, X presents with delays in his cognitive functioning and continues to require frequent repetition and multiple opportunities for practice in order to acquire and maintain new skills. He is able to identify basic shapes and colors, but is not yet able to identify letters or numbers. He is able to count by rote from 1-10, but does not yet demonstrate an understanding of quantitative concepts or number-object correspondence. X is able to match identical and non-identical objects (e.g. various apples, dogs, cups, etc.), as well as match colors, shapes, and identical numbers and letters. He is also able to sort a group of items by color or shape, but is not yet able to sort by category (e.g. animals, foods, toys, etc.). X is able to identify a few common objects, but his vocabulary remains limited. X requires frequent prompts and redirection in order to attend to whole-class, teacher-directed activities and benefits from a structured teaching environment and small class size. X is toilet trained and is able to remain dry following an adult-regulated schedule, but does not yet request to use the bathroom on his own. He attempts to complete arrival and dismissal routines independently, but requires assistance in order to manipulate fasteners on coats and sweaters.

**SPEECH:** X auditory comprehension is below age level. During therapy sessions, he is able to identify facial body parts, yes/no questions, follow one directives, understands simple quantity concepts and gender pronouns. Emerging skills include his ability to follow two step related directives. Deficits are noted in his ability to identify a variety of common objects, identify objects by function, understand spatial concepts, descriptive concepts and prepositional placement. Expressively, he communicates using 1 word utterances accompanied with gestures. He is able to label a limited number of common objects, state his name and answer yes/no and simple "who" questions. He needs verbal prompts and models to help elicit language. X is unable to label objects in a variety of categories, tell how an object is used, use prepositions and plurals, answer "wh" questions and use increased MLU. Pragmatically, he uses words to gain attention but has difficulty initiating conversation and to maintain the speaker-listener cycle for more than 1 exchange. He presents with various phonological processes, that hinder his intelligibility at the word and sentence level. He presents with limited tongue strength and coordination and drooling is noted during when engaged in activities.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

X enjoys playing with toy trains and cars and frequently seeks these items out during independent play opportunities in the classroom. X responds well to teachers during small group and 1:1 instruction.

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Parent is concerned with X's limited attention span and his difficulty with following instructions.

**SOCIAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

X has been diagnosed with pervasive developmental disorder – not otherwise specified (PDD-NOS). In the classroom, X is generally cooperative and compliant with classroom routines and instructions. However, X has significant difficulties interacting appropriately with teachers and peers. He does not yet initiate interactions and his ability to respond to initiations from others is variable. He is not yet able to generate or sustain pretend play scenarios and he tends to engage in parallel play during independent play opportunities unless interactive play is facilitated by an adult. X is not yet able to share or take turns independently. In addition, X is not yet able to communicate his wants and needs effectively and requires teacher support in order to request desired items and activities. X also is not yet able to identify his own emotions and has difficulty communicating when he is upset or frustrated.

**COUNSELLING:** X presents with delays in his overall social and emotional development. In therapy sessions, while he is able to label a wide variety of emotions in books and on emotion cards, he is unable to attribute any of his own feelings to personal experiences. X has a very low frustration tolerance and poor coping skills. He has difficulty tolerating others, choosing play activities, taking turns as well as tolerating variations introduced into his play schemes by others. X has difficulty verbalizing his frustrations appropriately and requires support to help him do so.

STUDENT STRENGTHS:

X is generally compliant when asked to follow familiar instructions and routines in the classroom. X appears to enjoy playing near his classmates and responds well to teacher attention and praise.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Parent is concerned about X's lack of social interaction and communication skills. Parent would like X to be able to play with other children more appropriately.

**PHYSICAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

X is a generally healthy child with no significant medical concerns. X presents with delays in his fine motor development when participating in fine motor activities in the classroom. X requires prompts in order to grasp a crayon or pencil appropriately. He is able to color large pictures within 1/2" margin of error as well as to imitate simple strokes with a crayon (e.g. vertical and horizontal lines). He is not yet able to trace or copy shapes or to use scissors appropriately. With respect to gross motor development, X is able to imitate a variety of gross motor actions and to walk up and down stairs independently using reciprocal motion while holding onto a handrail and holding a teacher's hand for assistance. He is able to pedal a tricycle independently, but is not yet able to steer the tricycle around objects in his path.

**OCCUPATIONAL THERAPY:** In therapy sessions, X demonstrates difficulties in the areas of sensory processing, fine motor, visual motor/perceptual self care and motor planning. He also demonstrates decreased upper extremity and core muscle strength. He uses an inferior and superior grasp pincer grasp pattern to pick up and manipulate small objects. He holds a crayon with a digital pronate grasp or fist/dpalmar grasp pattern. He has difficulty imitating strokes (horizontal and vertical) and lacing activities. He is unable to orient a scissor properly to his hand to snip paper. Due to decreased intrinsic hand strength he demonstrates limited strength when manipulating play dough and transferring objects from the palm of his hands to his finger tips. His is unable to copy a circle or square due to difficulty with sizing and spacing.

**PHYSICAL THERAPY:** In therapy sessions, X demonstrates low muscle tone and muscle weakness in both legs and trunk. He requires contact guard assistance to jump in place, and is able to stand on one foot momentarily without assistance. He is unable to maintain his balance for more than 5 seconds while rotating head from a kneeling position. He has difficulty transitioning from sitting to standing. He alternates the stairs to go up and down with one hand on the rail and one hand holding for assistance. He is unable to ride a small tricycle without maximal assistance. He is able to walk for 50 feet independently with a proper step length using a heel to toe gait. He lacks associated arm movements and appropriate trunk rotation. During gross motor skills, he demonstrates limited motor control and limited motor planning. As a result of poor body awareness, he demonstrates difficulty managing surface changes during walking. He is able to catch a small ball thrown to him after demonstration and is unable to kick a ball.

**STUDENT STRENGTHS:**  
X enjoys participating in gross motor activities with peers, such as dancing and obstacle courses. X also enjoys playing with fine motor toys, such as pegs, shape sorters, and Legos.

**PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:**  
Parent is concerned that X is not yet able to write or cut independently. Parent would like X to learn to write their name and be able to participate in arts and crafts activities independently.

**MANAGEMENT NEEDS**  
THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:  
**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES**

**STUDENT NEEDS RELATING TO SPECIAL FACTORS**  
BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others?  Yes  No

Does the student need a behavioral intervention plan?  No  Yes:

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?  Yes  No  Not Applicable

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
<b>X will demonstrate letter identification skills</b>	In 90% of opportunities for two consecutive sessions	Teacher Observations	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will receptively identify uppercase letters of varying sizes and fonts independently in 90% of opportunities for two consecutive sessions.
2. X will expressively identify uppercase letters of varying sizes and fonts independently in 90% of opportunities for two consecutive sessions.
3. X will receptively identify lowercase letters of varying sizes and fonts independently in 90% of opportunities for two consecutive sessions.
4. X will expressively identify lowercase letters of varying sizes and fonts independently in 90% of opportunities for two consecutive sessions.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
<b>X will demonstrate an understanding of quantitative concepts</b>	In 90% of opportunities for two consecutive sessions	Teacher Observations	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will count 1-5 objects using 1:1 correspondence independently in 90% of opportunities for two consecutive sessions.
2. X will count 6-10 objects using 1:1 correspondence independently in 90% of opportunities for two consecutive sessions.
3. X will identify more/less independently when presented with two groups of objects in 90% of opportunities for two consecutive sessions.
4. X will follow instructions to give a teacher "all" or "some" of a group items independently in 90% of opportunities for two consecutive sessions.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
<b>X will be able to identify and label a variety of common objects in his environment</b>	In 90% of opportunities for two consecutive sessions	Teacher Observations	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will receptively identify familiar objects independently in 90% of opportunities for two consecutive sessions.
2. X will receptively identify familiar objects in pictures independently in 90% of opportunities for two consecutive sessions.
3. X will expressively identify familiar objects independently in 90% of opportunities for two consecutive sessions.
4. X will expressively identify familiar objects in pictures independently in 90% of opportunities for two consecutive sessions.

(DUPLICATE TABLE/ROWS AS NEEDED)

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
X will take turns with peers during structured activities	in 90% of opportunities for two consecutive sessions	Teacher observations	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will appropriately take and wait his turn during a simple board game (e.g. connect four, memory game) with a teacher independently in 90% of opportunities for two consecutive sessions.
2. X will appropriately take and wait his turn during a simple board game with one peer independently in 90% of opportunities for two consecutive sessions.
3. X will appropriately take and wait his turn during a simple board game with two peers independently in 90% of opportunities for two consecutive sessions.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
X will complete pre-writing activities independently	In 90% of opportunities for two consecutive sessions	Teacher observation	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will trace lines (horizontal, vertical, diagonal, wavy, etc.) independently within  $\frac{1}{4}$ " margin of error in 4/5 opportunities for two consecutive sessions.
2. X will trace shapes (circle, triangle, square, etc.) independently within  $\frac{1}{4}$ " margin of error in 4/5 opportunities for two consecutive sessions.
3. X will independently copy shapes from a written model within  $\frac{1}{4}$ " margin of error in 4/5 opportunities for two consecutive sessions.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
X will manipulate fasteners on clothing independently	In 90% of opportunities for two consecutive sessions	Teacher observation	quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

1. X will independently open and close his backpack during arrival and dismissal routines 4/5 days per week.
2. X will independently unzip and remove his coat upon arrival at school 4/5 days per week.
3. X will independently put on and zip up his coat during dismissal 4/5 days per week.
4. X will independently put on his coat, engage the zipper and zip up his coat during dismissal 4/5 days per week.

(DUPLICATE TABLE/ROWS AS NEEDED)

Alternate Section for Students Whose IEPs will Include Short-term Instructional Objectives and/or Benchmarks required for preschool students and for school-age students who meet eligibility criteria to take the New York State alternate assessment)

**MEASURABLE ANNUAL GOALS**

The following goals are recommended to enable the student to be involved in and progress in the general education curriculum or, for a preschool child, in appropriate activities, address other educational needs that result from the student's disability, and, for a school-age student, prepare the student to meet his/her postsecondary goals.

Annual Goal	Criteria	Method	Schedule
What the student will be expected to achieve by the end of the year in which the IEP is in effect	Measure to determine if goal has been achieved	How progress will be measured	When progress will be measured
<b>SPEECH:</b> X will identify common objects and follow multi step directives	80% of the time over 3 consecutive sessions	Teacher made materials and observations	Quarterly

Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student's present level of performance and the measurable annual goal):  
 X will identify a variety of common objects in 8/10 trials with minimal to no cues.  
 X will identify objects by function and category in 8/10 trials with fading cues.  
 X will identify a variety of actions in pictures and in naturalistic contexts in 8/10 trials with fading cues.  
 X will follow 2 step related progressing to unrelated directives in 8/10 trials with fading cues.

Annual Goal	Criteria	Method	Schedule
X will expressively label a variety of objects, actions and prepositions	80% of the time over 3 consecutive sessions	Teacher made materials and observations	Quarterly

Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student's present level of performance and the measurable annual goal):  
 X will label common objects and pictures in 8/10 trials with fading cues.  
 X will label object function in 8/10 trials with fading cues.  
 X will label action in 8/10 trials with fading cues.  
 X will label prepositions (in, on, out, off, under) in 8/10 trials with fading cues.

Annual Goal	Criteria	Method	Schedule
X will speak in sentences of at least 3 words	80% of the time over 3 consecutive sessions	Teacher made materials and observations	Quarterly

Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student's present level of performance and the measurable annual goal):  
 X will use 1 -2 word utterances for a variety of pragmatic functions in 8/10 trials with fading cues.  
 X will answer "who, what, what doing questions" using a 1 - 2 word response in 8/10 trials with fading cues.  
 X will use 2 - 3 word utterances for a variety of pragmatic functions in 8/10 trials with fading cues.  
 X will answer a variety of "wh" questions (who, what, what doing, where, why) using a 2 - 3 word response in 8/10 trials with fading cues.

(Duplicate table/rows as needed)

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A SCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
THAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
<b>C: To demonstrate emotional expression during play sessions</b>	<b>80% of the time in 6 consecutive sessions</b>	<b>Clinician Observation</b>	<b>Quarterly</b>

**SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):**  
 will use toys and symbolic play materials to express his feelings at least once in each session independently in 5/6 sessions  
 will resolve conflicts in his play, independently, once in each session for 5/6 sessions  
 will relate a familiar experience to a feeling presented on emotion cards or picture books, for 8/10 trials for 6 consecutive sessions

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
<b>to tolerate frustration and comply with adult demands</b>	<b>80% of the time in 6 consecutive sessions</b>	<b>Clinician Observation</b>	<b>Quarterly</b>

**SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):**  
 will choose between 2 play options presented by therapist without frustrating for 5 consecutive sessions  
 will willingly comply with 2/3 therapist demands in the play therapy sessions, for 5 consecutive sessions  
 will accept redirection from the therapist without crying or engaging in oppositional behaviors at least 2x per session for 4/5 sessions  
 will participate in a turn taking game and wait his turn without frustrating, for 8/10 trials for 5 consecutive sessions  
 will persist with a challenging task for a minimum of 5 minutes, asking for help when needed instead of engaging in oppositional or avoidant behaviors 4 times across 6 consecutive sessions

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
<b>will demonstrate age appropriate social skills and play skills</b>	<b>80% of the time in 6 consecutive sessions</b>	<b>Clinician Observation</b>	<b>Quarterly</b>

**SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):**  
 will engage in cooperative verbally interactive play with the therapist for 15 minutes over 6 consecutive sessions  
 will demonstrate appropriate sharing and turn taking with another child for 8/10 trials for 6 consecutive sessions  
 will tolerate 3 variations introduced his play schemes by the therapist for 4/6 sessions  
 will tolerate variations introduced into his play schemes by another child once in each session across 6 consecutive sessions

(DUPLICATE TABLE/ROWS AS NEEDED)

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
<b>SPEECH: To demonstrate increased awareness and strength during oral motor exercises</b>	<b>80% of the time over 3 consecutive sessions</b>	<b>Clinician made materials and observations</b>	<b>Quarterly</b>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- X will increase tongue strength and coordination in 8/10 exercises with visual and verbal cues in 8/10 trials with fading cues.
- X will increase tongue retraction, lateralization and elevation in 8/10 trials with fading cues.
- X will improve sensory awareness of mouth by demonstrating tongue-jaw dissociation in 8/10 trials.
- X will improve lip strength to decrease drooling, during activities in 8/10 trials with fading cues.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
To engage in conversational exchanges	At least 3 times per session over 3 consecutive weeks	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- X will initiate and maintain eye contact for 2 conversational exchanges 3 x per session for 3 consecutive weeks
- X will engage and initiate in a play scheme/conversation with a peer 3 x per session for 3 consecutive weeks.
- X will initiate and maintain a topic for 1 -2 conversational exchanges with another 3 x per session for 3 consecutive weeks
- X will engage in dramatic play with a peer and use 2 conversational exchanges 3 x per session for 3 consecutive weeks.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

(DUPLICATE TABLE/ROWS AS NEEDED)			
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**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A RESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
<b>T: To maintain postural stability and core strength when presented with a variety of tasks</b>	80% of the time over 3 consecutive sessions	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

will stand on one foot with hands on hips for 5 seconds 8/10 times  
 will be able to lower himself down from standing towards sitting with good trunk control 8/10 times  
 will maintain balance for 10 seconds while rotating his head from a kneeling position 8/10 times  
 will demonstrate leaning forward during transitioning from sitting to standing 8/10 times

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
to demonstrate age appropriate gait during movement activities	80% of the time over 3 consecutive sessions	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

will walk for 100 feet independently with a proper step length and using a heel to toe gait 8/10 times  
 will walk on a 3 inch balance beam with contact guard assistance 8/10 times  
 will jump forward 36 inches while maintaining good balance 8/10 times

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
to demonstrate age appropriate ball skills	80% of the time over 3 consecutive sessions	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

will throw a ball overhead so that it will travel 3 feet forward in the air 8/10 times  
 will kick a ball forward 3 feet to a specific target 8/10 times  
 will catch a ball thrown to him from 8 feet with extended arms 8/10 times

(DUPLICATE TABLE/ROWS AS NEEDED)

**MEASURABLE ANNUAL GOALS**

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<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
OT: To imitate different strokes with a writing object utilizing proper grasp	80% of the time over 3 consecutive sessions	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- X will imitate strokes in 8/10 trials
- X will draw a square, triangle, diamond and cross in 8/10 trials
- X will improve his grasp on a pencil using a firm static tripod grasp in 8/10 trials

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
To demonstrate increased hand strength and dexterity during fine motor tasks	80% of opportunities over 3 consecutive sessions	Clinician made materials and observations	Quarterly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- X will engage in hand strengthening activities (i.e. clothes pins, play-doh, pop up beads) for a minimum of 5 – 7 minutes in 8/10 trials
- X will complete lacing activities in 8/10 trials
- X will complete a peg board in 8/10 trials

<b>ANNUAL GOAL</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

(DUPLICATE TABLE/ROWS AS NEEDED)