

# HANNAH'S REVISED IEP OBJECTIVES

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## COMMUNICATION/SOCIAL/COMPREHENSION

**Hannah Will Communicate More Effectively With Those Around Her.**

**Hannah Will Continue To Develop Her Social Skills And Expand Her Experiences And Relationships**

1. Hannah will accurately find the photo for the upcoming activity, remove it, and place it in her communication pouch, with physical assistance, for all activities of the school day for 4/5 consecutive school days.
2. Hannah will increase her anticipation of upcoming familiar activities from \_\_\_% to \_\_\_% (need to complete baseline measure) as demonstrated by her facial expressions, movements, etc., when provided with visual cues, (e.g. photographs, Boardmaker pictures or tactile cues) from her visual schedule.
3. Hannah will wave "hi/bye" 80% of the time without prompting, when someone says "hi" and "bye".
4. Hannah will choose between two objects or photos by reaching towards her choice for at least 3 different activities each day, for 4/5 days.
5. Hannah will spontaneously use her signs at least 5 times a day, for four out of five days.
6. Hannah will independently request a desired item 10/10 times for 5 different motivating items or activities from 3 different Communication Partners, following the procedure for Phase I of the PECS program.
7. Hannah will appropriately use voice output devices, such as the GoTalk, or Step-by-Step Communicator to have a voice, without physical and verbal prompting, 3 times a day for 4/5 consecutive days.

## FINE MOTOR

**Hannah Will Increase Her Participation In Functional Independent Skills At Home, School And In The Community**

1. Hannah will wait to use the switch with one physical or verbal prompt to...
  - engage in leisure activities
  - help others
  - have a voice...appropriately 80% of the time

2. Hannah will hit a switch when working within an activity with 1 physical or verbal prompt 50% of the time.

3. Hannah will demonstrate that she is ready to work/participate in work activities when verbally prompted 80% of the time by...

- sitting at her desk
- having her hands on the desk ready to work (hands together)
- having her feet flat on the floor
- looking towards the person or object she is engaged with

4. Hannah will appropriately use her hands to reach, grasp, hold, carry and release objects, 80% of the time to...

- feed herself (finger food, use of spoon, holding the cup or juice box)
  - participate in class activities (e.g. signing, using the switch, clapping during circle time)
  - carry her bag and other objects
  - open her backpack etc. with assistance
  - open and closing containers (with assistance)
  - place the library books into the slot, etc.
- ...with only one verbal prompt

5. Hannah will use her eyes (vision) to ...

- scan her environment (look where she is going)
  - track objects and people
  - look for cues in her environment
  - point in the direction she is headed
  - point to identified objects, shapes or colours in her environment
- ...80% of the time with one verbal request (prompt)

6. Hannah will increase her active participation in self-care routines at school by...

- pushing/pulling her feet in/out of her shoes, and doing/undoing her shoes using the Velcro, 50% of the time
  - putting her jacket on/off, doing up the zipper, hanging up her coat successfully 90% of the time
  - pulling her pants up/down with 50% physical assistance during bathroom routines etc.
  - assisting in set up/clean up of activities with 80% physical and verbal prompting (e.g. cleaning up after her lunch)
- ...with only one physical or verbal prompt.

7. Hannah will show by her facial expressions and body that she is ready to transition from one activity to another on the count of 1,2, 3, with only one physical or verbal prompt 80% of the time.

## **GROSS MOTOR**

### **Hannah Will Actively Participate In Routines Throughout The Day To Promote Flexibility And Comfort**

1. Hannah will increase her balance, core strength and endurance during playground and gym activities by ...
  - walking on all surfaces
  - running on all surfaces
  - skipping (adapted)
  - kicking and throwing the ball
  - using an adapted swing when available
  - participating in adapted gym activities
  - participating in heavy work activities (e.g. pulling open and closing doors)...90% of the time

## **COGNITIVE/ACADEMIC**

### **Hannah will develop to her cognitive potential.**

1. Hannah will use her finger to point to the correct part of a picture with 80% accuracy when asked questions such as ...
  - Where is the...
  - Find the...
  - Point to the...
2. When prompted "point to where we are going", Hannah will point in the right direction for familiar destinations, 80% of the time. (Strategy: pair this with "right", "left", and "straight" language when reinforcing her choices.)
3. Hannah will sort similar objects with 80% accuracy on 3 consecutive days, within a repeated familiar task.
4. Hannah will match similar objects and photographs with 80% accuracy on 3 consecutive days, for a repeated familiar task/story.