

<p style="text-align: center;">Long Term Goal • Specific Skills or Short Term Objective</p>	<p style="text-align: center;">Team Strategies/Learning Strategies Person(s) Responsible</p>	<p style="text-align: center;">Evaluation (How progress is being assessed and on-going comments)</p>
<p>Goal #1: Communication</p> <p>Student Will Communicate Effectively With Those Around Her.</p> <ul style="list-style-type: none"> • Student will use her <u>gaze to look at people and objects</u> she is interacting with. • Student will use her gaze &/or reach to make <u>choices</u> between two objects and/or pictures. • Student will indicate that she wants “<u>more</u>” of a desired activity when it is stopped through her use of gaze and gestures. • Student will use her expressions, vocalizations, gestures and body language to <u>communicate</u> with others • Student will have a <u>voice</u> to engage in social interactions by using Voice Output devices. 	<ul style="list-style-type: none"> • a) increased use of Boardmaker symbols for: • i] communication initiation e.g. a large symbol mounted on her tray that indicates where she is going so someone can talk to her about that (library, Rm. 11, office, gym, music) • ii] communicative intent – to allow her to communicate clearly with anyone, paired with verbalizations • iii] to use in choice making and to provide visual scheduling • b) use of Big Mac for simple responses (initially paired with yes/no vocalization and then moving on to other simple responses and relying on the verbalized yes/no if used consistently) • c) use of 3 choice switch as a means to expanding choices • d) presenting all visual symbols using the slant board whenever possible <p>(In all environments: home, classroom, other rooms at school, in the community)</p> <ul style="list-style-type: none"> • e) Use of SET BC computer to learn: <ul style="list-style-type: none"> i] to operate a mouse so that Student can control what is happening on the computer with regard to choice making, page turning etc. ii] to create simple responses to her environment and to indicate preferences e.g. I like • Provide Student with orientation (verbally) as to what is happening in the environment; who is entering or exiting the room she is in and who is approaching her 	<ul style="list-style-type: none"> • keep running record of the symbols used with Student and of her ability to identify them and to choose them effectively • keep daily notes of significant communicative interactions • record of trials using choice making devices and choices offered and when mastery is achieved

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<p>Goal #2: Fine Motor</p> <p>Student Will Increase Her Participation In Functional Independent Skills At Home, School And In The Community.</p> <ul style="list-style-type: none"> • Student will use her <u>hands</u> to help <u>hold</u> objects in functional activities. • Student will participate by pressing a <u>switch</u> with her hands to <ul style="list-style-type: none"> - engage in <u>leisure activities</u> - <u>help</u> others - have a <u>voice</u> - <u>control her environment</u> 	<ul style="list-style-type: none"> • Use spatial vocabulary with Student as she participates in her daily exercise program • Present Student with tape of environmental sounds and Boardmaker pictures so that Student becomes aware of key sounds in her environment; as she is able to attach significance to sounds she will be less likely to be startled • Use of SET BC computer to listen to stories and to do visual tracking, visual identification and to learn cause and effect using the mouse • Use of SET BC computer as a leisure activity that can be shared with a peer so that both children can interact with each other • Introduce a variety of textures to Student and teach describing words e.g. soft, rough, cold • Help Student to explore things with her hands e.g. to feel features of person's face, or toy providing ongoing descriptive vocabulary • Encourage Student to reach out to touch things & include Boardmaker symbol for her to learn - "Touch that" • Include Student in classroom learning opportunities and opportunities in the community • Student will be included in story times and listen to the sharing done with her peers • Student will be able to do 'hands-on' learning activities in the classroom; especially in science, cooking, art as well as field trips • Student will practice holding objects with hand over hand assistance such as: <ul style="list-style-type: none"> • holding her Sony Walkman • TA puts her hand on balls during gym • TAs helps to use both hands for reaching 	<ul style="list-style-type: none"> • Running record of environmental sounds identified • Daily notes on startle responses to sounds and events and how orientation impacts those responses • Running record of textures introduced and Student's response to them (how Student learns to identify these textures) • Running record of items explored using tactile exploration • Running record of use of mouse on computer and improvements noted in visual responsiveness

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<p>• Goal #3: Socialization</p> <p>Student Will Continue To Develop Her Social Skills And Expand Her Experiences And Relationships.</p> <ul style="list-style-type: none"> • Student will use her communication systems to interact one to one with peers • Student will <u>greet</u> others by turning her head towards individuals when they greet her. • Student will actively participate using her communication and fine motor skills in a variety of jobs, and classroom activities in the classroom and school at large 	<ul style="list-style-type: none"> • Student's family will visit the classroom and provide information about Student and to encourage peers to ask questions so that any fears about socializing with Student can be reduced and/or eliminated • As above Student will be included in morning carpet activities, calendar, story time, hands-on learning, gym and music as well as field trips. • Student's peers will be allowed to push her wheelchair with adult supervision • When Student sits in wheelchair with class she will sit close enough for her peers to interact • Student will be encouraged to take a peer with her to Room 11 to join with her in computer • Student will be outside, weather permitting at recess and lunch and her peers will be encouraged to interact with her (school) • Communicative systems will be used to maximize Student's ability to communicate with her peers and for her peers to be able to initiate topical conversation with her (All environments) • Adults with Student will encourage all those who approach Student to speak to her directly and to make both physical contact and eye contact (slowly and with verbal cueing) • Student will participate in activities in her community with her peers and family (home) • Student will sit with her peers during morning carpet time and calendar activities on some days • Student will participate in gym and music • Student will be provided with recreational opportunities by her family 	<ul style="list-style-type: none"> • Running record of Student's integration activities and opportunities • Running record of activities that Student enjoys • Running record of activities that Student participates in • Running record of activities that Student dislikes • All lists shared by all those people working and living with Student

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<p>Goal #4: Student Will Actively Participate In Routines Throughout The Day To Promote Flexibility And Comfort.</p> <ul style="list-style-type: none"> • Student will relax to actively <u>participate in changes of position.</u> <ul style="list-style-type: none"> - relax during exercises - relax when someone is working with her on her physio exercises - relax when taking off or putting on her coat • Student will get into a “<u>ready position</u>” with decreased prompting for <u>choice</u> making. • Student will get into a “<u>ready position</u>” with decreased prompting when using the <u>switch</u>. 	<ul style="list-style-type: none"> • Whenever possible Student will be taken from her chair and allowed to sit with her peers on the floor (G-tube feeding does not often permit this) • Refer to the script for “ready position” for switch work in the Planning Tools section of the PISP binder • Refer to script for “ready position” for choice making in Goal #1 of the PISP binder • Verbally prompt Student to “relax” her arms to assist with dressing, exercises, etc. • Carry through on physio exercises daily as outlined by the PT • The team will make sure that a classroom physical arrangement of desks and equipment needs to allow for some wheelchair movement 	<ul style="list-style-type: none"> • Physio will periodically observe Student in her physio routines and her ability to sit independently on the floor • Physio will report on Student’s flexibility • Ongoing data collection and observation regarding Student’s ability to get into ready positions with verbal prompting • TAs will indicate problems of maneuvering in classroom if they arise