What Can The Student Practice In Cooking Class?

How Can The Student Be An Active Participant?

1. **Practice Communication Skills…**
   - Make choices about what goes into the recipe next, if the order doesn't matter
   - Make choices about who gets to do which jobs next in the student's pod/group
   - Test comprehension for numbers by asking the student to identify the amount that goes into the recipe next (e.g., 1 or 2 cups; place 3 or 4 numbers on an Etran and ask the student to gaze at the correct number)

2. **Practice Using A Switch & Powerlink…**
   - Use a switch with the blender to mix moist or dry ingredients
   - Use a switch and mixer to blend ingredients instead of stirring
   - Run an electric nut chopper or use a coffee bean grinder to grind seasoning, nuts or seeds to add to a recipe
   - Use a switch or operate a can opener for a can of something that needs to be added to the recipe. The student could act as a can opening station.
   - Use a switch to run a fan to cool cookies on the rack after they come out of the oven
   - Use a switch and the hair dryer to dry the dishes.

3. **Practice Using A BIGmack Or Step-by-Step Communicator…**
   - Give the recipe instructions to the students in the pod (no sheets provided)
   - Ask peers questions about the recipe that they need to answer
   - Visit each pod and deliver a message or reminder from the teacher throughout the class or at the end of the class.

Guidelines for Reporting Progress

Progress can be noted even when the student's skills may remain somewhat similar from year to year. The following are some areas where we can measure progress.

• <u>Degree Of Active Participation From the student</u>
How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the verbal cue).

• <u>Frequency Of The Behaviour</u>
How often does the student perform the activity as desired? (e.g., how many times does The student request "more" for an interrupted favorite activity?)

• <u>Accuracy Of The Behaviour</u>
How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred? Did the student gaze accurately at an object choice?)

• <u>Appropriateness Of The Behaviour</u>
Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom).

• <u>Duration Of The Behaviour</u>
How long does the student engage appropriately in the desired behaviour (e.g., Does the student use his walker for increasing amounts of time?)

• <u>Latency Of The Behaviour</u>
How long is the time between when a prompt is given and the student begins his response?

In short, the following are some areas where the student could experience growth and change:

• through increasing levels of partial participation in activities
• through less prompting or facilitation required over time
• through generalization of the same skills to new people, places or activities
• through fewer false hits for some responses such as switch work
• the amount of time it takes the student to accomplish the task, may decrease (e.g., moving his head to look at someone)
• the amount of time the student engages in the activity may increase (e.g., engaging in time spent in the classroom)

CHOICE MAKING DATA SHEET

Name: _____

NOTE: List object/activity on the student's right and left in the appropriate column and circle whichever item the student selects. Comments can be made in the appropriate column.

DATE	RIGHT	LEFT	COMMENTS

SWITCH DATA COLLECTION SHEET

Name _____   Switch Site _____

Control Unit/Setting _____   Time/Duration _____

Date	Stimulus	Time of Day	Total Hits	False Hits	% of True Hits	Comments

{inclusion outreach}

"Three Points Make a Straight Line"
(Determining Baseline and Interpreting Data)

Now that we can create ….
• meaningful and measurable IEP Objectives for our students,
• practical, easy-to-use data forms and
• easy methods to collect data
we now need to know how often to collect data and how to interpret the data we collect. Below are some guidelines to consider when deciding how frequently data should be collected and how to interpret our results.
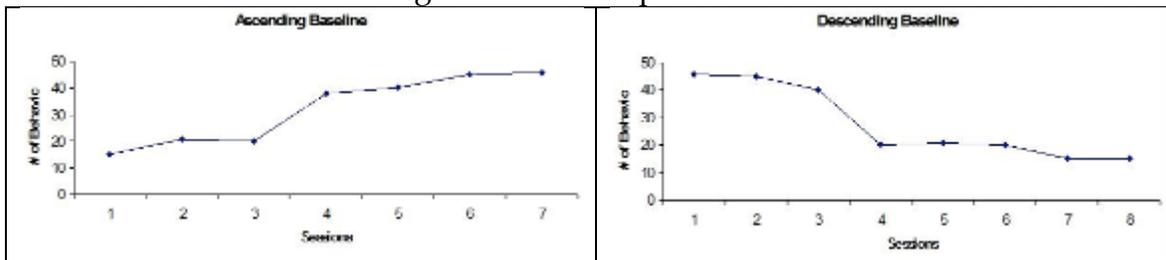
1. Collecting Baseline:

First we need to collect "baseline" to determine what our student can do before we begin teaching a new skill. We need to collect baseline data a minimum of three times to see if we have a <u>stable baseline</u>. We must gather enough data so we can be pretty sure about what our student is doing without intervention. If data fluctuates wildly, or we can't see if the baseline is stable or visualize a trend, then we may have to take more than three samples of baseline data. (See forthcoming handout on "Fluctuating Data").
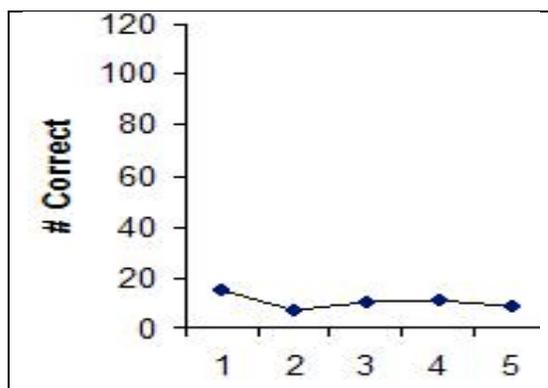
Here is an example of a Stable Baseline of data.

Sometimes Baseline Data isn't flat, but slopes upward or downward. In this case, we need to have taken enough baseline samples so we can see what the trend is.

Above are examples of Ascending and Descending Baseline

2. How Frequently Should We Collect Data?

Once we have determined a baseline, then we should continue to collect data while we are providing our planned intervention. The data must be collected frequently enough so that we can be sure that we are not wasting our student's learning time by using a method of intervention that isn't working. However, we don't have to overwhelm ourselves by constantly taking data either. This is where therapy and teaching becomes more art than science. We have to make a decision on how frequently to collect data, based on past experience with our student's rate of learning. As a rough guideline, try to collect data at least once a month.

3. Collecting Data During a Period of Intervention

Data collection should be easy, e.g. as easy as taking frequency counts on a sticky note. Remember, if we want to see if our student is progressing, we should not be providing prompts or cues while we take samples. The only exception would be if the objective states that a prompt will be required. For example, if our objective is to have our student be able to independently initiate communication with his iPod Touch and AAC Application, then we should not prompt or cue him when we are taking data samples, but only count the number of unprompted communication attempts during a certain pre-established time period.

Taking data can be as easy as taking data counts on a sticky note

4. How To Decide Whether to Revise Our Previous Objective

If our data shows wild fluctuations or a trend opposite to what we are intending to achieve, then we may decide to …
• change the method of intervention.

If we try another method of intervention and our student is still not progressing in his acquisition of the skill, then we may decide to ….
• revise our objective.

Remember, our overall goal is to help our students develop to <u>their fullest potential</u>. It may be that our students may never be completely independent in a skill. However, if they have learned some degree of independence, then we have achieved our goal.

<u>5. How To Decide Whether Our Students Have Achieved Their Objective</u>

Our students have achieved their objective when they have achieved the criterion set out in the IEP Objective. So, for example, if our objective is that our student will be able to independently initiate communication using an iPod Touch 80% of the time over 3 successive days, and s/he achieves that level, then we can say our student has achieved the objective and it's time to teach a different skill.

Graphics developed by Leigh Funk @ :
http://www.funkphd.net/7741/ssd/ssd_quiz.htm

{inclusion outreach}

Data for: _____ *(Student's name)* **Fax data to:** _____

Date: _____ **People collecting data:** _____

If you have previously been collecting data, please fax this to us.

1. Greetings: Record how **long** it takes your student to respond with his/her **greeting** (e.g., eye contact, raised hand, using voice output device, etc.) when greeted by another person during the day, and how many **prompts** are needed to get the greeting (e.g., verbal - look at ….; physical - bring your hand from your student's field of vision over to the person who is greeting them).

	Monday	Tuesday	Wednesday	Thursday	Friday
# of times greeting occurs spontaneously					
Type of prompt needed & # prompts					
How many seconds does it take for your student to respond to a greeting?					
What did your student do for his/her greeting? (Eye contact? Reach? Smile?)					

2. Choice Making: Record how **long** it takes your student to **make a choice & the type of choice** (e.g., 1 or 2 objects or picture.), how many **prompts** after the question is asked, before you get a response and the type of prompt (e.g., verbal - look at ….; physical - bring your hand from your student's field of vision over to the person who is greeting them). If your student is making choices between 2 objects, record the location of the choice (e.g., left or right)

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed & # prompts					
How many seconds does it take for your student to make the choice?					
What did your student do for his/her choice? (Gaze? Reach? Smile? Other?)					
If involving 2 objects/pictures, record the # of choices made to left & right.					

3. Switch Use: Record how long it takes your student to use his/her **switch** after requested, and how many **prompts** after the question is asked, before you get a response (e.g., verbal - hit the switch, physical - prompt at elbow, or hand over hand (hoh). Also record the # of false hits that your student made in the activity (e.g., hitting the switch when the device was already running, or when not appropriate).

Type of switch used: _____ *(jelly bean/big red/leaf switch/voice output)*

Part of body used to engage switch: _____ *(hand/head/cheek)*

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed & # prompts					
How many seconds does it take for your student to make use the switch?					
How many false hits did your student make during the activity?					

{inclusion outreach}

Sample Data Collection From SD73#

Lance's Greetings:

Record how long it takes your student to respond with his greeting (i.e., eye contact, raised hand, using voice output device) when greeted by another person during the day, and how many prompts are needed to get the greeting (i.e. verbal, look at... hit the switch...)

	Monday	Tuesday	Wednesday	Thursday	Friday
# of times greeting occurs spontaneously	0	0	1	2	3
Type of prompts needed	Verbal "Good Morning Lance" "Where's Kate?" (SSW)	Verbal "Good morning"	Verbal "Good morning"	Verbal "Hi Lance"	Verbal "Hello Lance"
Number of prompts	6	3	2	1	1
Seconds it takes for student to respond to the greeting	5 sec. average	3	1	1	1
What does student to for his his greeting? (smile, reach, eye contact?)	Eye contact	Eye contact, smile	Eye contact	Eye contact, smile	Eye contact

Choice Making SNACK

Record how long it takes your student to make a choice and the TYPE of choice (i.e. objects, photos, pictures), how many prompts after the question is asked, before you get a response, and the type of prompt (i.e. verbal...look at, physical,) If your student is making choices between 2 objects, record the location of each choice (left, right).

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed	Verbal and Visual "Do you want soup or break", items held up	Verbal and Visual	Verbal and Visual	Verbal and Visual	Verbal and Visual
# of prompts	2	1	1	1	2
Seconds it takes for student to make a choice	5	2	3	1	3
What did your student DO for his choice? (gaze, reach, smile, other)	Eye Gaze	Eye Gaze	Eye Gaze	Eye Gaze	Eye Gaze
What were the choices?	Left: Tomato soup Right: banana bread	Left: Butterscotch Right: chocolate pudding	Left: Cakesters Right: nutrigrain	Left: Chocolate cookie Right: Banana	Left: Cheesecake pudding Right: chocolate pudding
Where were the choices? (left/right)	Left	Right	Left	Left	Left

Choice Making: FREE TIME

Record how long it takes your student to make a choice and the TYPE of choice (i.e. objects, photos, pictures), how many prompts after the question is asked, before you get a response, and the type of prompt (i.e. verbal...look at, physical,) If your student is making choices between 2 objects, record the location of each choice (left, right)

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed	Verbal and visual	Verbal and visual	Verbal and visual	Verbal and visual	Verbal and visual
# of prompts	1	0	0	3	3
Seconds it takes for student to make a choice	2	1	4	5	10
What did your student DO for his choice? (gaze, reach, smile, other)	Eye gaze	Eye gaze Smiled Sat up high	Eye gaze	Eye gaze	Eye gaze
What were the choices?	Right: Mat Left: Kitchen	Right: "Yes" Left: "No"	Right: Dolls Left:Fish	Right:Music Left:Story	Right: Kitchen Left:Colour
Where were the choices? (left/right)	Right	Asked if he wanted to go on the computer	Right	Right	Left

Switch Use: COMPUTER TIME

Record how long it takes your student to use his switch after requested., and how many prompts after the question is asked, before you get a response (i.e. verbal- hit the switch, physical – prompt at elbow or hand over hand). Also record the # of false hits that your student made during the activity (i.e. hitting the switch when the device was already running or when not appropriate).

Type of switch used: Big Mack   Part of body used to engage switch : left cheek

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed	Verbal "Hit the switch, Lance"	Verbal, Physical (touch on the cheek)	Verbal	Verbal	Verbal, Physical
# of prompts	2	2	3	4	5
Seconds it takes for student to use the switch	2	10	10	4	5
Activity played	Story book	Big Bang Pictures	Switch It Maker	Story book	Switch Skills
How many false hits did the student make during the activity ?	0	0	0	11	14

Switch Use: CALENDAR TIME

Record how long it takes your student to use his switch after requested., and how many prompts after the question is asked, before you get a response (i.e. verbal-hit the switch, physical – prompt at elbow or hand over hand). Also record the # of false hits that your student made during the activity (i.e. hitting the switch when the device was already running or when not appropriate).

Type of switch used: Big Mack   Part of body used to engage switch: left cheek

	Monday	Tuesday	Wednesday	Thursday	Friday
Type of prompt needed	Verbal	Verbal	Verbal	Verbal	Verbal, Physical
# of prompts	5	2	1	3	4
Seconds it takes for student to use the switch	10	5	3	0	30
How many false hits did the student make during the activity ?	62	0	8	3	14

JANE'S INITIAL EDUCATIONAL OBJECTIVES

Jane will use a switch for:
♦ Voice output
♦ Recreation and leisure activities
♦ Providing a service for others
♦ Controlling her environment

Jane will use her hands to participate in functional activities:
♦ Jane will place items she is no longer using in a "finished" basket
♦ Jane will use her right hand as a "helper" hand by having it on the table or work surface during activities
♦ Jane will sweep objects/items she is no longer using off the work surface using her right hand

Jane will participate in physical activities:
♦ Jane will increase the distance she is able to walk in her "kid walk" walker
♦ Jane will participate in an exercise routine to improve her balance and general strength
♦ Jane will assist with dressing and undressing

Jane will indicate a request for an action or make a comment by pointing to symbols on a picture communication board, by using a voice output device (e.g. Mighty Mo, Step-by-Step Communicator), or by using sign language.

Jane will expand her receptive and expressive vocabulary to make requests, comment, ask and answer questions.

Jane will point to one of two pictures that rhymes with another picture.

JANE'S EDUCATIONAL OBJECTIVES REVISED

Area: Gross Motor/Participation
Goal Statement: Jane Will Engage In Activities That Will Help To Improve Her Strength, Mobility, And Stability To Maintain Optimal Physical Health

1. Jane will increase her participation within physical activities by…
• increasing the distance she is able to walk in her "kid walk" walker to _____ within _____ minutes.
• increasing the length of time she is able to stand in her stander at one time from 20 to 30 minutes
• holding onto the grab bar to assist in dressing and change routines for ____ seconds with only 1 physical & verbal prompt.

Area: Fine Motor/Participation
Goal Statement: Jane Will Increase Her Active Participation In Meaningful Activities At Home, School And In The Community

1. Jane will use her left index finger or hand, with left elbow resting on a surface, to direct access an appliance or electronic device with only 1 verbal prompt for…
• recreation and leisure activities
• providing a service for others
• controlling her environment
… 80% of the time.

2. Jane will increase the use of her hands within functional activities by …
• using her left hand to assist with opening lids/containers, and taking objects from her backpack with /no assistance, 80% of the time
• using her right hand as a "helper" hand (i.e., having it on the table/surface during activities) without verbal prompting on 3/5 times
• Use her right hand to sweep items from her tray when finished 50% of the time with no prompting

3. Vision and Orientation
• Jane will give directions to specific familiar areas by pointing in the direction of destination 80% of the time with 90% accuracy
• Jane will follow directions, including turning right, left, ahead, back, by pointing to the direction given with 70% accuracy 80% of the time
• Jane will point to objects, letters, numbers, familiar words within her physical environment (e.g., school hallway, community, etc.) and within her visual field, when requested within 10 seconds 80% of the time

Goal Area: Communication/Social/Comprehension
Goal Statement: Jane Will Communicate Efficiently And Effectively For A Variety Of Purposes:
• **Needs And Wants**
• **Information Transfer**
• **Social Closeness**
• **Etiquette**

1. Jane will spontaneously make one request per day by
• pointing to symbols on a picture communication board, or by
• using a voice output device (e.g. ProLoquo2Go on the iPad, Step-by-Step Communicator), or
• using sign language
… over 3 consecutive days.

2. Jane will
  • ask at least one question,
  • answer at least one question, as well as
  • provide one comment
  • with verbal prompting, if necessary, during a minimum of one activity each day of the week, using Proloquo2Go, her signs/gestures, or a picture communication board.

3. Jane will initiate one conversation using the ProLoquo2Go app on the iPad or her Step-by-Step Communicator without any prompting for 4 out of 5 consecutive days.

4. Jane will combine 3 words using a pronoun/noun (person, place or thing), a verb (action word), an adjective/adverb (descriptor), or a preposition (spatial concept) when making a request or comment, asking or answering a question using the ProLoquo2Go app on the iPad at least once a day, for 3 consecutive days.

Goal Area: Cognitive/Academic
Goal Statement: Jane Will Continue To Increase Her Comprehension Within Functional Academic Activities.

1. Jane will point to the correct symbol for number sets 1 - 10 with 90% accuracy. (Note: do not count for Jane. Point to each object but do not count. Otherwise, this becomes a number symbol recognition activity versus a counting activity.)

2. Jane will add objects/pictures for 0 & +1 for sets up to 10 with 90% accuracy. (Note: do not count for Jane. Point to each object but do not count. Otherwise, this becomes a number symbol recognition activity versus a counting activity.)

3. Jane will answer the 5 W questions (Who/What/Where/When/Why) with 80% for familiar picture books, worksheets and activities at _____ grade level, by pointing and using her iPad and adapted signs.

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4. Jane will recognize the following functional words/symbols found within her community, with 80% accuracy: stairs, exit, washroom, boys, girls, various local stores, recreation, Fields, local café, etc.

5. Jane will sort pictures & objects for socials and science topics with 80% accuracy. (e.g., fish versus non-fish; First Nations versus non-First Nations art; etc.)

JENNY'S WEEKLY DATA COLLECTION & DAY PLAN

Objective/Activity	Mon	Tues	Wed.	Thurs	Fri.
1. (Follow requests) smile in 8 secs. (record # of seconds)					
Say "more" in 8 secs.					
Look towards me in 8 secs.					
Open our mouth in 8 secs.					
Bite on Chew Tube in 8 secs.					
2. Record communication (V/G/B) & what activity she anticipated.					
3. Record # of V/G/B in 1 hr period					
4. Record # seconds to return greeting					
5. Record # times she holds object for at least 90 secs.					
6. Record # times switch used in 8 seconds over total # trials (e.g., 3/5)					
7. Record # times look person/object in 5 secs. 1 prompt					
8. Record # times track object at least 3 secs.					
9. Record time sustained gaze person/object					
10. Record # times open mouth chew tube 1 prompt					

Communication/Social Objectives

1. Jenny will follow simple requests within 8 seconds:
   • smile
   • say "more"
   • look towards me
   • open your mouth
   • bite on the Chew Tube
2. Jenny will show by her facial expressions, eyes, vocalizations, and body language that she anticipates 3 familiar upcoming activities within her day.
3. Jenny will increase her intentional use of vocalizations, gestures and body movement to communicate, as measured through frequency counts.
Baseline:
4. Jenny will look towards the person greeting her to say "hi/bye", within an average time of 8 seconds, without prompting.
5. Jenny will ask for "more" of an enjoyable activity by vocalizing and smiling, within an average time of 8 seconds.

Fine/Gross Motor Objectives

1. Jenny will hold onto objects placed in her hands (that vary in texture and temperature) within functional activities for 90 seconds, 80% of the time.
2. Jenny will activate an ultra-lite switch, positioned on her right cheek within 8 seconds.
3. Jenny will more consistently use her eyes with only 1 verbal prompt by …
   • looking in the direction of a person or object of interest within 5 seconds
   • tracking an object of interest within her visual field for 3 seconds
   • increasing the length of time she will look at people, objects, different visual information from ___ secs. to ___ secs.
4. Jenny will actively participate in her oral motor program by opening her mouth and biting down on the Chew Tube with only 1 verbal prompt, 80% of the time.

{inclusion outreach}

SARAH'S MONTHLY DATA COLLECTION & DAY PLAN   Date: _____

Objective Obtained (yes - √ ; No - X)	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1. follows 3 requests in 15 secs.																				
2. anticipated 3 activities																				
3. smiled to greet others																				
4. choice w/reach within 15 secs.																				
5. vocalized for "more", 1 only verbal model																				
6. understood "no" once w/body language																				
7. voice output w/only 1 verbal prompt																				
8. reach touch arm for affection once																				
9. hit switch appropriately within 15 secs.																				
10. walked from gym to end of hall																				
11. lifted her arms - no physical prompt																				
• brought "arms to centre" - no physical prompt																				
• pulled --- lb. weights for --- repetitions																				

Communication/Social Objectives

1. Sarah will follow at least 3 routine requests within 15 seconds on 3 consecutive days: (lift your arms; arms to centre, press your switch)

2. Sarah will show by her facial expressions, eyes, vocalizations, gestures and body language that she anticipates 3 familiar upcoming activities within her day on 3 consecutive days.

3. Sarah will greet others by smiling 80% of the time for familiar people.

4. Sarah will make choices between 2 objects/people/activities by reaching for the preferred item with either hand within 15 secs., 80% of the time.

5. Sarah will indicate she wants "more" of an activity by vocalizing with only 1 verbal model ("say ahhh"), 80% of the time.

6. Sarah will demonstrate with her facial expressions &s body language that she understands "no", at least once a week on 3 consecutive days.

7. Sarah will use her voice output device at the appropriate time with only one verbal prompt, over 3 consecutive weeks.

8. Sarah will show affection by spontaneously reaching out to touch a familiar person on their arm, at least once a week for 3 weeks.

Fine/Gross Motor Objectives

9. Sarah will use her left or right forearm or hand to hit the jelly bean switch when appropriate, as demonstrated by her ability to …
• wait for the request to use her switch,
• hit the switch within 15 seconds of the request, and
• leave the switch wire & switch alone
… 80% of the time.

10. Sarah will increase the distance she is able to walk in her walker from the gym doorway to the far end of the hallway, at least 4/5 times.

11. Sarah will increase the strength in her arms by …
• lifting her arms when requested with no physical assistance
• bringing her arms to centre for ready position with no physical assistance
• pulling the weights in the weight room from ___ to ___ repetitions with ___ weight… 70% of the time.

{inclusion outreach}

LEXI'S MONTHLY DATA COLLECTION & DAY PLAN DATE: __Jan.2012_____

Objective Obtained (yes - 4 No - X)	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1. greet (no prompt) record l/hi/q (see below) (Q only)	X	X	X																	
2. spontaneously name - record # people/day	2	2	2																	
3. spontaneous use voice - record # times/day	0	0	0																	
4. answer "wh" questions real life - record #				2.5	2.5	2.5														
5. name/point/lift body parts - record #/total				0/5	0/5	0/5														
6. record #/# in a 5 min. computer activity				2/3	2/3	2/3														
7. use left hand/arm only 1 prompt - record #							3	3	3											
8. grasp for 5 secs. - 3 X day							X	X	X											
9. wait/1 hit switch, 1 prompt - record #/#										4/5	4/5	4/4								
10. point obj/picture, 1 prompt - record #/#										3/5	3/5	3/5								
• point/look destination 10 sec. 1 prompt 2Xday																X	X	X		
• look at person in 3 secs. no extra prompt																2	2	2		
11. sit 7 min. unsupported																2	2	2		

Goal Area: Communication/Social/Cognitive

1. Lexi will spontaneously greet and/or chat with others by …

• looking towards them (l) (Achieved)

• vocalizing "hi" and (hi) (Achieved)

• asking at least 1 question with a voice output device (e.g., "what's up?") (q) at least once a day, with no verbal prompting, 3 consecutive days.

2. Lexi will increase her spontaneous use of vocal approximations of significant people (e.g., "Heather", 'Gill", "Nolan", and "Reese", etc.) from 0 (baseline) to 2 times a day over 3 consecutive days.

3. Lexi will increase her spontaneous use of her voice to indicate …

• she wants a break ("Break")

• she needs help ("Help me") …from 0 (baseline) to 2 times a day over 3 consecutive days.

4. Lexi will accurately answer "wh" questions in real life situations, from 1/day (baseline needed) to at least twice a day over 3 consecutive days.

5. Lexi will accurately identify (by lifting or pointing), and name 2 body parts (verbal approximations) with 100% accuracy and no prompting.

{inclusion outreach}

6. Lexi will increase the clarity of her speech to unfamiliar listeners from 50% (baseline) to 60% of her words.

Goal Area: Fine Motor/Participation/Vision

7. Lexi will use her left arm/hand to reach, hold, point, release, push, and pull within functional activities with only 1 physical or verbal prompt, 80% of the time.

8. Lexi will sustain her grasp within a functional activity for 5 seconds, at least 3 times a day.

9. Lexi will hit the switch only once with her left hand to …
- engage in leisure & learning activities (e.g., computer, music)
- help others
- control her environment … with only 1 verbal reminder to wait, 85% of the time.

10. Lexi will increase the functional use of her vision by ..
- pointing to a requested object or picture in a story or light box, with 80% accuracy with only 1 verbal prompt.
- accurately looking or pointing to the direction of destination within 10 seconds at least 2 times a day. (e.g., bathroom, bus, classroom)
- looking towards the person speaking to her within 3 seconds, with no additional prompting.

Goal Area: Gross Motor/Participation

11. Lexi will increase the length of time she sits unsupported to 7 minutes, over 3 consecutive days. (e.g.,

Measuring and Reporting Progress

Sample Report Card

Name: School: Grade:
Date: Term: Teacher:
_____

The Student's Long Range Goals:
1. The student will continue to have and develop friendships with his peers.
2. The student will further develop his interactive communication skills.
3. The student will become more independent in his activities and controlling his environment.
4. The student will continue to develop his voluntary physical control, alertness and relaxation in activities of daily life.

The Student's Skills:
1. The student will hit and release a switch with his hand(s) to have more control over his environment and provide service to himself and others.
2. The student will use his gaze and position his head to indicate that he is attending, interact with others and improve the volitional use of his eyes.
3. The student will look at objects and his hands, before and during activities.
4. The student will indicate a desire to continue a motivating activity when stopped periodically, with the use of the BIGmack or gestures.

The Student's Objectives:
This term the student has learned to…
• Access the BIGmack on command with verbal prompting and hand over hand physical prompting when requested by his EA.
• Use his gaze (for at least 2 seconds) and position his head to look at a motivating activity placed 12" at eye level.
• Access the Leaf Switch with verbal and physical prompting at the elbow when requested by the EA.

Next term the student will be working on…
• Access a BIGmack with verbal only when requested by his EA.
• Use his gaze (for at least 5 seconds) and position his head to look at a motivating activity placed 12" at eye level.
• Access the Leaf Switch with verbal and physical prompting at the elbow when requested by a peer.
• Use his arms (rotated inward) to gesture "more" with verbal prompting when his favorite music is stopped.

Additional Comments:
The student's favorite subject continues to be music class where he is most attentive. The class has enjoyed guessing some of his "brown bag" clues. The

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student has been learning about sea animals and working with related concepts this term. He will continue to explore using his switch in a variety of classroom activities next term.