Student Name:	Progre	ee To	ward	Ohie	ctives		St	tatus o	f Objectives		
	Progress Toward Objectives  1=None  Status of Objectives  Y=Yes Expected to Achieve by the IEP Expiration										
Teacher:	2=Lin						N:	=Not I	Expected to Achieve by the IEP Expiration Date		
Program:	3=Mo						N.	A=No	t Addressed this Quarter		
Date:	4=Cor 5=Acl										
P=Progress Toward Objectives	6=Not			l							
S=Status of Objectives	thi	s Qua	rter								
LANGUAGE ARTS	P	S	P	S	P	S	P	S	Dated Comments:		
READING											
AGI The student will develop / increase phonetic /											
word analysis and synthesis skills											
Instructional Objectives:  — 1. Utilize directionality with printed material, (e.g.											
up, down, right, left).											
Discriminate between: colors/shapes/letters/ numerals.											
<ul><li>3. Identify/recall: colors, shapes, letters, numerals.</li></ul>											
Identify: initial/medial/final consonants/consonant blends.	s										
<ul><li>5. Identify/recall words that rhyme.</li></ul>											
— 6. Identify/recall: short vowels, long vowels, vowel											
combinations.											
7. Blend sounds into words.  8. Identify/recall becomended and and ince											
<ul> <li>8. Identify/recall base words and endings.</li> <li>9. Select and form: words from root/plurals/</li> </ul>											
compound word families.											
10. Use syllabication generalizations to decode words											
AGII The student will develop / increase vocabulary											
and word recognition skills											
Instructional Objectives:											
<ul> <li>1. Recognize personal vocabulary: name / address (number and street) / birthdate.</li> </ul>											
Recognize / recall: common sight words, critical											
sight words: Colors Numbers Months											
☐ Days of the week ☐ Dolch list ☐ Survival words											
3. Use contextual clues to aid vocabulary and											
concept development.											
<ul> <li>4. Identify/use: synonyms, antonyms, homonyms, multiple meanings, idiomatic phrases.</li> </ul>											
5. Recognize and respond appropriately to critical											
vocabularies (e.g., warning signs, medicine labels,											
traffic signs, etc.).											
6. Use a variety of strategies to recognize / recall:											
words, groups of words, sentences											
<ul> <li>(e.g., predictions, context clues, phonics, structural analysis).</li> </ul>											
AGIII The student will develop / increase reading											
comprehension skills											
Instructional Objectives:											
Follow an oral directive containing one or more  steps											
steps.  2. Read and follow simple/complex directions.											
3. Read orally with appropriate expression.											
— 4. Sequence words into a sentence.											
— 5. Classify/arrange in sequence: pictures, objects.											
— 6. Identify/recall: who, what, where (e.g., in a											
<ul><li>sentence, paragraph, etc.).</li><li>Identify topic sentence in any position.</li></ul>											
<ul><li>7. Identify topic sentence in any position.</li><li>8. Identify/recall/construct a statement of a central</li></ul>											
— purpose or theme.											
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Student Name:	Progress Toward Objectives						Status of Objectives				
Teacher:	1=None 2=Limited						Y=Yes Expected to Achieve by the IEP Expiration Date N=Not Expected to Achieve by the IEP Expiration Date				
Program:	3=Mo		e			NA=Not Addressed this Quarter					
Date:	4=Co								-		
P=Progress Toward Objectives	5=Acl			i							
S=Status of Objectives		s Qua		-							
	P	S	P	S	P	S	P	S	Dated Comments:		
9. Sequence events into a logical order: pictures/sentences/paragraphs. 10. Distinguish between reality and fantasy.											
11. Distinguish between fact and opinion.											
12. Differentiate between cause and effect.											
13. Under varied conditions determine/use appropriate	:										
strategies to read a variety of material: context											
clues, predictions, phonics, structural analysis.  14. Integrate information within a text.											
Surface and react critically to what has been read	.										
16. Identify the author's intention (e.g., entertain,											
persuade, inform, etc.) 17. Identify text factors, types, structures, and features											
(e.g., narrative, informational, and patterns of											
organization, etc.).											
18. Identify major ideas, events, and supporting											
information within and across texts.  ———————————————————————————————————											
Arts course,											
AG IV The student will develop/increase a positive											
attitude toward reading											
Instructional Objectives:											
1. Identify personal competencies and limitations in reading.											
2. Read often in free time.											
3. Read a variety of materials for different purposes.											
HANDWRITING AG I The student will develop/increase handwriting skills											
Instructional Objectives:											
<ol> <li>Hold writing/coloring instruments correctly.</li> <li>Trace/reproduce from a pattern or mode, a variety of: shapes, letters, numerals.</li> </ol>	,										
3. Copy/write: manuscript letters, cursive letters,											
numerals 4. Copy/write personal information in: manuscript,											
cursive.											
<ol><li>Utilize correct left to right progression, alignmen</li></ol>	i,										
formation, size and spacing.											
WRITTEN EXPRESSION AGI The student will develop/increase grammar and											
usage skills Instructional Objectives:											
1. Identify/recall: nouns, pronouns, verbs, adverbs,											
adjectives, prepositions, participles.											
2. Write/use correctly: nouns, pronouns, verbs,											
adverbs, adjectives, prepositions, conjunctions.											
<ul><li>3. Recognize/use abbreviations.</li><li>4. Write/use nouns correctly: singular, plural.</li></ul>											
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Student Name:	Progre	ess To	ward	Obje	ectives Status of Objectives							
Teacher:	1=No				Y=Yes Expected to Achieve by the IEP Expiration Date							
Program:	2=Lin		a		N=Not Expected to Achieve by the IEP Expiration Date NA=Not Addressed this Quarter							
	4=Co						14	71-140	A Addressed this Quarter			
Date: P=Progress Toward Objectives	5=Acl			1								
S=Status of Objectives	6=No	s Qua		1								
5. Write present/past/future tense of a given verb	_	S		S	P	S	P	S	Dated Comments:			
correctly.												
<ul> <li>Identify/use different types of: sentences, statements, questions, commands, exclamations.</li> </ul>												
<ul><li>7. Construct a grammatically correct sentence.</li></ul>												
8. Given a topic, write a paragraph demonstrating												
knowledge of appropriate grammar and usage.												
<ul> <li>Add affixes to words to make adjective/nouns/ verbs/adverbs.</li> </ul>												
AGII The student will develop/increase												
composition skills												
Instructional Objectives:												
Write a message using words or pictures.												
<ul><li>2. Write personal information</li><li>3. Write simple/complex sentences.</li></ul>												
4. Write a 3-part paragraph using topic sentence,												
body, conclusion, and format.												
5. Sequence ideas and write a paragraph.												
<ul><li>6. Write direction (e.g. map, recipe, etc.).</li><li>7. Use writing for creative purposes (e.g., story,</li></ul>												
poem, journal, etc.).												
Identify/use different elements of letter												
writing.												
9. Write a book report.												
<ul> <li>10. Write a research paper or report.</li> <li>11. Write an essay/personal opinion paper/report.</li> </ul>												
12. Proofread writing and make necessary												
corrections.												
AG III The student will develop/increase punctuation capitalization skills	1/											
Instructional Objectives:												
1. Capitalize: sentence/names/titles/pronoun "I".												
Punctuate sentences correctly (using period,												
commas, etc.).  3. Use apostrophes correctly.												
AGIV The student will develop/increase spelling												
skills Instructional Objectives:												
1. Spell words with regular/irregular patterns.												
Spell common/critical sight words: colors,												
numbers, months, days of the week, Dolch												
list, survival words.												
<ul> <li>Spell personal/critical information (e.g., name, address, parent names, etc.).</li> </ul>												
4. Alphabetize words.												
5. Write words/sentences from dictation.												
6. Spell weekly assigned words.												
<ul> <li>7. Spell common abbreviations (e.g., Mr., Jan., St. etc.)</li> </ul>												
8. Spell words with affixes.												
9. Identify/correct spelling errors.												

Student Name:	Progre	ss To	ward	Obje	ctives		St	atus o	f Objectives			
Teacher:	1=Nor				Y=Yes Expected to Achieve by the IEP Expiration Date							
Program:	2=Lim		e		N=Not Expected to Achieve by the IEP Expiration NA=Not Addressed this Quarter							
Date:	4=Con						112					
P=Progress Toward Objectives	5=Ach 6=Not			1								
S=Status of Objectives		Qua		1								
	P	S	P	S	P	S	P	S	Dated Comments:			
ORAL EXPRESSION			_	~	_	~	_					
AGI The student will develop/increase oral expression												
Instructional Objectives:												
— 1. Express opinions/ideas/values.												
<ul><li>2. Ask questions to gain information.</li><li>3. Retell a story/describe a recent event.</li></ul>												
4. Participate appropriately in discussion												
5. Summarize a discussion												
6. Make a presentation (e.g., demonstration,												
poem, report, etc.).												
7. Take part in group play/skit/program.												
<ul> <li>Use a variety of vocabulary words/sentence types when speaking.</li> </ul>												
types when speaking.												
STUDY SKILLS												
AG I The student will develop/increase study skills												
Instructional Objectives:												
1. Locate/use parts of textbook (e.g., table of												
contents, glossary, chapter, etc.).												
2. Identify/use guide words and alphabetizing												
skills in various reference materials (e.g.,												
encyclopedia, dictionary, telephone book,												
etc.).  3. Identify key words and relevant material												
presented in text.												
4. Select appropriate reference sources (s) to												
locate specific information.												
5. Utilize reference materials to prepare a												
report 6. Demonstrate library skills (e.g., card												
<ul> <li>Demonstrate library skills (e.g., card catalog, numbering system, etc.).</li> </ul>												
— 7. Identify/condense key ideas and concepts												
in: oral presentation, written presentation												
(e.g., note taking, outlining, memorization,												
etc.).												
<ul> <li>8. Use notes/outlines as study aids.</li> <li>9. Apply specific strategies for test taking</li> </ul>												
(e.g., key words, relevant materials, T-F,												
multiple choices, etc.).												
10. Utilize a specific strategy for memorizing												
information/facts (e.g., mnemonic devices,												
association, rote, etc.).												

Student Name:	Progre	ss To	ward	Obje	ctives		St	tatus c	f Objectives			
Teacher:	1=No						Y=Yes Expected to Achieve by the IEP Expiration Date					
Program:	2=Lin 3=Mo		e				N=Not Expected to Achieve by the IEP Expiration Date NA=Not Addressed this Quarter					
_	4=Co						14/	A-140	Addressed this Quarter			
Date:	5=Acl											
P=Progress Toward Objectives S=Status of Objectives	6=Not	: Add s Qua		i								
	I P	1		6	D	C	Т	le	Dated Comments:			
MATHEMATICS	P	S	P	S	P	S	P	S	Dated Comments.			
CONCEPTS												
AGI The student will develop/increase math												
concepts skills												
Instructional Objectives:												
Identify/use math vocabulary (e.g., number, take  over the difference between integer over												
away, plus, difference between, integer, sum percentage of, etc.)												
2. Identify/recall sets by shape and size: circle and												
square, big and little, heavy and light.												
3. On a quantitative basis indicating same or												
different identify/recall: objects, numerals.												
4. Order objects along various dimensions by: size												
length/weight/quantity 5. Utilize one-to-one correspondence: objects to												
objects/objects to numerals.												
6. Count from to by rote/using objects.												
7. Identify/name numerals to												
8. Identify proper sets given a numerical set.												
9. Describe/name sequential positions (e.g., begin-												
ning – middle – end, first – next – last, second – third – fourth – fifth, etc.).												
10. Label numbers as odd or even.												
11. Count by multiples (e.g., 5's, 10's, etc.).												
12. Understand the concept of zero when: used in a												
set of zeros/as a numerical symbol for zero/when												
zero is equal to none.												
13. Identify/use the concepts "more", "less" and												
"equal" 14. Write numbers from memory to												
15. Use symbols in number comparisons (e.g., <, >,												
+,-, =, etc.).												
— 16. Identify missing numerals in an ordered set (e.g.,												
2426, -57, etc.).												
— 17. Identify/name the place value of a numeral (e.g.,												
ones, tens, thousands, etc.).  ——————————————————————————————————												
Transpose problems from horizontal to vertical												
position.												
— 20. Apply estimation and round off techniques to												
computations.												
21. Solve for the unknown number, (e.g., 3x+21).												
22. Recognize/identify the concept of signed number COMPUTATION	s.											
AGI The student will develop/increase math												
computation skills												
Instructional Objectives:												
<ol> <li>Compute single digit whole numbers using the</li> </ol>												
operation(s): addition/subtraction/												
multiplication/division 2. Identify/use whole number properties:												
associative, commutative, distributive,												
transitive.												
3. Recall basic facts: addition/subtraction/												
multiplication/division.												
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Student I	Name:	Progre		ward	Obje	ctives		St	atus o	f Objectives			
Teacher:		1=No								Expected to Achieve by the IEP Expiration Date			
	·	2=Lin 3=Mo		a						Expected to Achieve by the IEP Expiration Date t Addressed this Quarter			
		3=N10 4=Coi						IN.	A-NO	Addressed this Quarter			
		5=Acl											
_	ss Toward Objectives	6=Not			1								
5=Status (	of Objectives		s Qua	_									
		P	S	P	S	P	S	P	S	Dated Comments:			
4. (	Computer two digit whole numbers without												
	regrouping using the operation(s): addition/												
	subtraction/multiplication/division.												
	Compute two digit whole numbers with												
	regrouping using the operation(s): addition/												
	subtraction/multiplication/division.												
	Compute multiple digit whole numbers												
	without regrouping using the operation(s):												
8	addition/subtraction/multiplication/division.												
7. (	Compute multiple digit whole numbers with												
I	regrouping using the operation(s): addition/												
	subtraction/multiplication/division.												
	Use fractional operations: (e.g., L.C.D.,												
	equivalents, mixed numbers, etc.).												
	Compute decimalss fractions using: addition,												
	subtraction, multiplication, division.												
	Convert decimals to fractions/fractions to												
	decimals.												
	Convert decimals to percents/percents to												
	decimals.												
APPLICA													
	The student will develop/increase math												
	application skills												
	nal Objectives:												
	Identify mathematical operations and												
	steps/process in solving story problems.												
	Identify/use relevant information in												
	solving a story problem.												
	Using a calculator, complete problems in:												
	addition, subtraction/multiplication/												
	division/percentage.												
	Identify/use graphs and tables to obtain information.												
	Solve/estimate problems mentally without												
	paper and pencil, calculators, etc.												
	Apply computational skills for daily												
	living (e.g., checkbook, budgeting,												
	cooking, scheduling, sales tax, tipping,												
	comparison shopping, etc.).												
	Meet the minimum requirements of the												
	Math course												
ACTI	The stadent will 1 1 2												
	The student will develop/increase												
	money skills												
Instructio	nal Objectives:												
1.	Identify/name/state value of coins and bills.												
2.	Select/compare value of coins and bills.												
	Write/use monetary symbols appropriately.												
	Count out money to specified amount.												
	Make change from a specified amount.												
<b>—</b> 6.	Calculate cost and change using price list.												
		1	1							i l			

Stude	nt Name:	Progre	ss To	ward	Obje	ctives	es Status of Objectives						
	er:	1=Nor	ne							Expected to Achieve by the IEP Expiration Date			
	am:	2=Lim 3=Mo								Expected to Achieve by the IEP Expiration Date t Addressed this Quarter			
Date:		4=Cor	ısider	able									
_	gress Toward Objectives	5=Ach 6=Not			ł								
	tus of Objectives		s Qua		•								
AGIII	The student will develop/increase measure-	P	S	P	S	P	S	P	S	Dated Comments:			
	ment skills												
	tional Objectives:												
1.	Identify/use liquid measurement (e.g., cup, quart, liter, etc.).												
2.	Identify/use linear measurement (e.g., meter,												
	½", yard, etc.).												
3.	Identify/use: mass measurement/weight												
	measurement (e.g., gram, kilogram, oz., lb., etc.).												
4.	Read/state amounts from basic gauges (e.g.,												
	thermometer, speedometer, oven, etc.).												
5.	Match geometric figures/terms with definition												
<u> </u>	(e.g., circle, right angle, parallelogram, etc.). Calculate perimeter, area, volume, diameter,												
٠.	etc.												
7.	Use measurement instruments (e.g., ruler,												
8.	protractor, compass, scales, etc.). Compute/convert like units of measurement												
o.	(e.g., 1'6" = 1'7"=3'1").												
<b>—</b> 9.	Convert one scale of measurement to another.												
AGIV	The student will develop/increase time skills												
	ional Objectives:												
1.	Read/use a calendar.												
2.	Sequence time units (e.g., days, months, etc.).												
3.	Identify/use clock and time vocabulary (e.g., Monday, January, holidays, face, minute, hour,												
	fall, etc.).												
4.	Tell/write time to the nearest												
5.	Convert/compute units of time.												

Studer	nt Name:	Progre	ss To	ward	Obje	ctives		St	tatus o	f Objectives			
	er:	1=None						Y=Yes Expected to Achieve by the IEP Expiration Date					
		2=Lin								Expected to Achieve by the IEP Expiration Date			
Piogra	nm:	3=Mo 4=Cor						IN.	A=No	t Addressed this Quarter			
_		5=Ach											
	gress Toward Objectives us of Objectives	6=Not			1								
3–3tat	us of Objectives	_	S Qua		I ~	-	~		La				
PRE-V	VOCATIONAL/VOCATIONAL SKILLS	P	S	P	S	P	S	P	S	Dated Comments:			
CAREE	RAWARENESS												
AGI	The student will develop/increase career												
T	awareness												
	onal Objectives:												
1.	Explore career options by: visitation/taking												
	a class/co-op programs/interest inventory/												
2.	Identify training requirements for specific												
2.	career.												
3.	Identify salary, working conditions, future												
3.	employment outlook for desired career.												
4.	State aptitudes required for specific careers.												
5.	Recognize alternative in making career												
5.	choices and be able to choose among them.												
6	Make realistic career choices with consider-												
0.	ation of student's abilities and limitations.												
7.	Select classes appropriate to academic level												
	and vocational sequence.												
ACTT	The student will develop/increase survival												
AGII	skills												
Instruction	onal Objectives:												
1.	Identify and describe community/career support												
	services: vocational, rehabilitative,												
2.	Increase knowledge of public transportation												
	options.												
<b>—</b> 3.	Perform applications of money management:												
4	checking account/savings account/budget/												
—— 4.	Practice time skills: calendar/time clock/time table clock/estimate travel time/	е											
5.	Use community services to locate employment												
	appropriate to own abilities and disabilities.												
PRE-VO	OCATIONAL/WORK ADJUSTMENT												
	onal Objectives:												
AGI	The student will develop/increase												
	employability skills												
1.	Practice job seeking skills: application forms/ interview skills/resume writing/want ads/												
	telephone skills/dress appropriately/												
2.	Demonstrate personal responsibility: punctuality/												
	attendance/grooming/												
3.	Display appropriate interactions on the job with												
	supervisor and co-workers.												
— <sup>4.</sup>	Accept criticism and redirection.												
5. 6.	Demonstrate ability to work independently.  Maintain self-control and continue to function												
0.	under stress.												
7.	Discriminate between acceptable and unaccept-												
	able work performance.												
8.	Identify safe work practices.												
AGII	The student will develop pre-vocational skills												
	onal Objectives:												
1.	Use job related tools, materials, and equipment supervised/unsupervised.												
2.	Perform assembly and packaging												
	skills supervised/unsupervised.			1									

Student	Name:	rogre	ss To	ward	Obje	ctives		St	tatus o	f Objectives
		=Nor								Expected to Achieve by the IEP Expiration Date
	4	e=Lim =Mo		е						Expected to Achieve by the IEP Expiration Date t Addressed this Quarter
	4	=Con	sider	able						The second secon
	m toll d	=Ach =Not			1					
	of Objectives		Qua		1					
		P	S	P	S	P	S	P	S	Dated Comments:
3.	Perform clerical skills supervised/unsupervised.									
4.	Perform basic cleaning skills supervised/									
5.	unsupervised. Perform basic jobs related to plan and lawn care									
5.	supervised/unsupervised.									
6.	Perform basic food preparation skills supervised/									
	unsupervised.									
	PERSONAL ADJUSTMENT									
	AL AWARENESS									
AGI	The student will understand the disability									
Instruction	nal Objectives:									
	Describe the nature and prognosis of the									
1.	disability.									
2.	Identify the educational/social/vocational									
2	implications of the disability.									
3.	Describe the basic structure and functioning of the eye and own eye condition.									
4.	Describe the hearing process and causes of own									
	hearing impairment.									
5.	Describe the causes of the common physical									
6.	and health conditions including own.  Identify the remediation/adaptive equipment									
	needed to compensate for the handicap.									
7.	Identify appropriate medical are and treatment									
8.	necessitated by the disability.  Describe family/genetic implications of the									
o.	disability.									
INDEPE	NDENT LIVING									
AGI	The student will develop personal and social									
	skills necessary for adult independent living									
	nal Objectives:									
1. 2.	Identify/use own personal strengths.									
Z.	Identify/list own personal weakness(es) as it relates to the disability.									
3.	Identify techniques needed for coping with a									
	disability.									
4.	Identify behaviors which use the disability as a means to avoid tasks and									
	responsibilities.									
5.	Identify and eliminate inappropriate behaviors									
_	characteristic of the disability.									
6.	Identify techniques needed for coping with death and dying.									
	and dying.									
AGII	The student will use specialized techniques to									
	adapt the environment for independent daily									
	living									
Instruction	nal Objectives:									
1.	Demonstrate the use of adaptations/social skills									
2.	needed for eating and dining.  Demonstrate the specialized techniques and									
2.	adaptations for meal preparation/use of home									
	appliances.									

Studen	t Name:	Progress Toward Objectives						Status of Objectives					
Teach	er:	1=None 2=Limited						Y=Yes Expected to Achieve by the IEP Expiration Date					
	m:	2=Lin 3=Mo		e				N=Not Expected to Achieve by the IEP Expiration Date NA=Not Addressed this Quarter					
		4=Cor	iside	rable				-					
	gress Toward Objectives	5=Ach 6=Not			1								
S=Stat	us of Objectives		s Qua		-								
		P	S	P	S	P	S	P	S	Dated Comments:			
—— 3.	Demonstrate specialized techniques and adapta- tions for managing clothing/personal body care.												
4.	Demonstrate specialized techniques and adapta-												
	tions for home management/child care.												
AGIII	The student will identify available												
	community resources appropriate												
	for persons who are disabled.												
Instructi	onal Objectives:												
1.	Identify community agencies which												
2	specifically serve own disability.												
2.	Identify/use sources that provide these services:												
	Adaptive equipment Communicative												
	Educational Financial												
	Legal Medical												
	<ul><li>Mental health</li><li>Support groups</li><li>Transportation</li></ul>												
	— Vocational												
3.	Identify recreational activities and social organiza-												
	tions appropriate to the student's abilities and												
	limitations.												
4.	Determine the accessibility of community facilities (e.g., government offices, parks,												
	museums, police station, etc.) in relation to the												
	disability.												
5.	Identify accessible transportation methods												
6	appropriate for the disability.  Identify legal rights and the current laws												
6.	regarding the disabled.												
7.	Identify necessary function for supported/												
	independent living.												
	SUPPORT FOR ACADEMICS												
INDIVI	DUAL SKILLS												
AGI	The student will develop an understanding of												
	own abilities as a learner.												
Instruct	ional Objectives:												
1.	Take responsibility for communication with parent	,											
	about school assignments and activities.												
2.	Accept constructive criticism.												
3. 4.	Budget time after school to include homework. Use resources available in school: support												
·	services/counselors/resource center/library/												
AGII	The student will enhance organizational												
	skills related to school success												
Instruct	ional Objectives:												
1.	Organize individual folders for each class.												
2.	Bring appropriate materials to each class: paper/												
2	pencil/pen/folder/book/												
3.	Use time efficiently: class time/passing time/												
			I	I	I	I	I	I	1				

Studen	t Name:	Progre	ss To	ward	Objec	tives		S	tatus o	of Objectives			
	4	1=Non					Y=Yes Expected to Achieve by the IEP Expiration Date						
		2=Lin 3=Mo		e			N=Not Expected to Achieve by the IEP Expiration Date NA=Not Addressed this Quarter						
Date:		4=Cor											
	m toli i	5=Acl 6=Not			1								
S=Statu	s of Objectives		s Qua										
SCHOO	L SUCCESS	P	S	P	S	P	S	P	S	Dated Comments:			
AGI	The student will pass general and special												
I	education classes												
	onal Objectives:												
1.	Attend classes according to school attendance policy.												
2.	Take tests under one or more of the following conditions: written/read orally/respond orally/extended time.												
3.	Complete and submit homework/class assignments.												
4.	Comply with classroom requirements (e.g., dress for PE, participate in class discussion/												
5.	projects, etc.). Take notes in class.												
6.	Prepare for tests by: reading book/taking notes/reviewing/												
AGII	The student will take responsibility for success in school												
Instruction	onal Objectives:												
1.	Follow daily school schedule.												
2.	Assume responsibility for missed work due to												
3.	an absence. Use available supplementary aids for instruction: calculators/tape recorder/taped books/computer and word processor/study												
4.	guides/note takers/magnifiers/high lighted books/large print books/ Ask for assistance from: teacher consultant/												
5.	classroom teacher/  Evaluate quality of own work: compare work with model/proofread and make corrections/ demonstrate neatness/												
6.	Follow the school's code of conduct.												
7.	Inform the classroom teacher of the nature of their disability and the modifications needed.												
	AFFECTIVE												
	WARENESS												
AGI Instruction	The student will improve self-concept onal Objectives:												
1.	Demonstrate appropriate grooming skills in the school environment.												
2.	Identify and make a positive statement when asked.												
3. 4.	Give/accept complimentary comments.  Demonstrate a positive demeanor (e.g., eye contact, head erect, audible voice, pleasant facial expression).												
	ONSHIPS												
	The student will improve adult relationships onal Objectives:												
1. 2. 3.	Cooperate with authority/follow a directive.  Seek adult aid in resolving problems.  Give/accept: affection, praise, criticism.												

Student	Name:	Progre	ss To	ward	Obje	ctives		S	tatus c	of Objectives					
ı		1=Nor			,			Y	=Yes	Expected to Achieve by the IEP Expiration Date					
l	r:	2=Lin						N=Not Expected to Achieve by the IEP Expiration Date							
Prograi	n:	3=Mo 4=Cor						NA=Not Addressed this Quarter							
Date:_		4–Coi 5=Acl													
	ress Toward Objectives	6=Not			1										
S=Statu	s of Objectives	this	s Qua	rter											
		P	S	P	S	P	$ \mathbf{S} $	P	S	Dated Comments:					
7.	Express angry feelings to adults in a non-	$\vdash$													
	destructive/non-abusive manner.														
AGII	The student will improve peer relationships														
Instructi	ional Objectives:														
1.	Use non-abusive language and actions towards														
	peers (e.g., lying, tattling, copying, insults,														
١ ,	teasing, threats).														
2.	Cooperate with others during work/play situa- tions.														
3.	Reduce/eliminate physical confrontations (e.g.,														
5.	pushing, fighting, etc.).														
4.	Use possessions of other with permission.														
5.	Share school materials with others in the school														
	environment.														
<b>—</b> 6.	Share friends with others in the school environ-														
_	ment.														
7.	Identify qualities of a desirable friend.														
BEHAV	IOR														
AGI	The student will improve self-control														
Instruct	ional Objectives:														
1.	Reduce impulsively.														
2.	Reduce verbally/physically disruptive behavior														
	toward: adults, peers.														
3.	Verbalize angry feelings as opposed to acting														
<u>ا</u>	them out.  Maintain self-control when faced with failure/														
4.	disappointment/rejection.														
5.	Delay need for immediate gratification.														
6.	Reduce the number of office/counselor discipline	,													
	referrals.														
AGII	The student will improve independent														
	responsible behavior														
Instructi	ional Objectives:														
1.	Respect property, rights, and physical safety of														
	others.														
2.	Describe consequences of breaking rules.														
<b>—</b> 3.	Interact without conflict/disruption during														
l .	unstructured situations.														
4.	Seek peer/adult attention appropriately.														
5.	Accept compromise without confrontation. Accept outcome of competitive situations.														
— 6.															
AGIII	The student will improve group/classroom														
<b>,</b> , ,	behavior														
ı	ional Objectives:														
1.	Follow class/game rules.														
2. 3.	Participate in group/class: activities, discussions Attempt new activities in class.														
4.	Cooperate with group when working toward a														
	common goal.														
AGIV	The student will develop appropriate social-														
	sexual behavior														
Instruct	ional Objectives:														
1.	Identify/discuss appropriate versus inappropriate														
I	encial cavual behavior	1	ı	ı	1	I	ı	1	1						

Student Name:			ss To	ward	Obje	ctives		Status of Objectives					
Teacher:			=None Y=Yes Expected to Achieve by the IEP Expir										
			2=Limited N=Not Expected to Achieve by the IEP Expiration Date 3=Moderate NA=Not Addressed this Quarter										
		4=Cor						11/		Addressed this Quarter			
	ess Toward Objectives	5=Achieved 6=Not Addressed											
	s of Objectives		Qua		1								
		P	S	P	S	P	S	P	S	Dated Comments:			
2.	Describe an appropriate social-sexual behavior when an inappropriate social-sexual behavior occurs.												
3. 4.	Reduce inappropriate touching of self/others. Describe alternatives to unwanted/exploitive situations.												
5.	Demonstrate socially acceptable expressions of feelings/emotions in school.												
AGV	The student will improve work habits												
Instructio 1.	nal Objectives: Follow daily school schedule.												
	Come to class with necessary materials.												
3.	Follow directions, rules and procedures.												
4.	Ask for explanations or directions when												
5.	needed.  Develop attending behavior (e.g., eye contact, hand raising, answering upon request, etc.).												
6.	Work on a task for a specified period of time.												
7.	Complete task on time.												
8.	Work independently.												
AGVI	The student will improve problem solving skills												
Instructio	onal Objectives:												
1.	Identify the problem.												
2.	Admit responsibility for behavior in a conflictual situation.												
3.	List/identify/discuss ways to change own behavior.												
4.	Identify/discuss/describe cause and effect relationship (e.g., behavior and consequences, etc.).												
5.	List positive reinforcers that make individual change possible (e.g., materials, non-material												
	rewards, etc.).												
6.	Demonstrate problem solving skills by discussing/attempting possible alternatives.												
7.	Discuss/evaluate pros and cons of attempted alternative behavior.												
INTERA													
AGI	The student will improve verbal												
Instructio	communication nal Objectives:												
1.	Respond to verbal cues.												
2.	Engage in conversation with familiar peers/adults.												
3.	Verbally share ideas and suggestions with peers/adults.												
<b>—</b> 4.	Use appropriate language when relating to others (e.g., greetings, farewells, apologies,												
	etc.).												
5. 6.	Label feelings (e.g., happy, sad, angry, etc.).  Ask for assistance or clarification in school.												
— 0. 7.	Use appropriate volume, pitch, intonation, and												
	rate for conversation or interactional experi-												
	ence.												

Teacher:  Program:  Short addressed to Achieve by the IEP Expiration Date Na-Not Superded to Achieve by the IEP Expiration Date Na-Not Superded to Achieve by the IEP Expiration Date Na-Not Addressed this Quarter short a	Student Name: F		Progre	ss To	ward	Obje	ctives		Status of Objectives				
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SELF-CARE AGI The student will develop feeding and eating skills Instructional Objectives:  1. Coordinate susking/swallowing/breathing. 2. Drink from a bottle. 3. Gum/mouth/chew a variety of food textures. 4. Self-feed finger food. 5. Feed self using utensils. 6. Drink from cup/straw. 7. Independently obtain food/beverage in: school, resturant. 8. Manage lunch box/hag/lunch tray/lunch money. 9. Display acceptable table manners within the school environment. 10. Use adaptive feeding equipment. AGII The student will develop foileting skills Instructional Objectives: 1. Demonstrate awareness of need for diaper change. 2. Use toilet when taken. 3. Indicate bathroom needs verbally/nonverbally. 4. Manipulate clothing during toileting. 5. Use toilet underundendly. AGIII The student will develop dressing skills Instructional Objectives: 1. Cooperative/assist in: undressing, dressing. 2. Remove/put on simple clothing. 3. Remove/put on simple clothing. 4. Remove/put on simple clothing. 5. Unfasten/fasten/zip/snap/bution/velero/lace/tie. 6. Undress/dress independently. 7. Select appropriate porting poperative power of choosing/parchasing of the propriate procedures for choosing/parchasing, glothing and accessories for the season or situation. 1. Identify and use the appropriate procedures for choosing/parchasing, clothing and accessories for the season or situation. 1. Cooperative/assist/perform in: blowing nose, combin/physiophysius/brushing/trush	J.												
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combing/brushing hair, brushing teeth.													
	2.												
	3												

Student Name:		ss To	ward	Obje	ctives		Status of Objectives						
		ne					Y:	=Yes l	Expected to Achieve by the IEP Expiration Date				
Teacher:		nited							Expected to Achieve by the IEP Expiration Date				
Program:		derat	e						Addressed this Quarter				
	4=Co	nside	rable						-				
Date:	5=Acl	nieve	d										
P=Progress Toward Objectives	6=Not	Add	ressec	1									
S=Status of Objectives	thi	s Qua	arter										
	р	6	р	C	D	C	D	C	Dated Comments:				
4. Develop oral hygiene skills including brush/ rinse/floss/	P	S	P	S	P	S	P	S	Dated Comments:				
5. Develop skills related to hair/skin/nails/													
6. Identify personal hygiene products.													
7. Use personal hygiene products with supervi-													
sion/without supervision.													
8. Develop skills related to cosmetics/perfume/													
make-up/shaving.													
9. Learn adaptive ways to accomplish personal													
hygiene skill(s) of (enter I.O. #).													
SOCIAL ADAPTIVE													
AGI The student will develop attending skills													
Instructional Objectives:													
1. Be aware of/attend to environmental stimuli.													
2. Respond to object/person.													
3. Focus/maintain attention on presented: task/													
activity.													
4. Interact with object/person.													
AGII The student will develop self-awareness													
Instructional Objectives:													
— 1. Show awareness of own hands.													
2. Smile at /respond to/identify mirror image.													
3. Respond to/verbalize: first, last name.													
4. Point to/name body parts on: self, others.													
5. Express ownership or possession.													
6. Identify self as boy/girl.													
7. Show pride in achievements.													
8. Speak positively of self.													
9. Call positive attention to own performance.													
10. Assert self in socially acceptable way in group	,/												
new situation.	·												
AGIII The student will develop interpersonal													
<b>relationships</b> Instructional Objectives:													
1. Establish/maintain/seek eye contact.													
2. Smile/cry/laugh to engage adults attention.													
Demonstrate ability to impact environment													
through actions.		1											
4. Develop reciprocal and imitative behavior.													
Use appropriate social behavior when express	.												
ing feelings/needs.		1											
— 6. Recognize/identify basic feelings in: self,													
others.													
— 7. Engage in independent play.		1											
8. Engage in independent play.      8. Engage in peer/adult interaction.													
<ul> <li>8. Engage in peer/adult interaction.</li> <li>9. Engage in parallel play/role play/cooperative</li> </ul>													
play.													
Transfer a learned skill/behavior from one cityotics to another.													
situation to another.  The student will develop independent/		1											
AGIV The student will develop independent/													
responsible behavior													
Instructional Objectives:													
Respond age appropriately to separation from  significant adult													
significant adult.													
— 2. Adjust to school setting.		1											
— 3. Choose from two/several options.	- 1	I	1		I		ı	1					

Student Name:		Progre	ss To	ward	Obje	ctives		Status of Objectives				
Teacher:		1=No						Y=Yes Expected to Achieve by the IEP Expiration Date				
		2=Lin								Expected to Achieve by the IEP Expiration Date		
			=Moderate NA=Not Addressed this Quarter =Considerable									
		5=Acl										
	ess Toward Objectives of Objectives	6=Not			i							
5-Status	or objectives	_	s Qua	_	l a	-	l ~	-	l ~			
		P	S	P	S	P	S	P	S	Dated Comments:		
	Participate in/follow: class activities, routines.  Comply with reasonable requests.											
	Take responsibility for simple chores.											
	Prepare a basic lunch.											
	Follow directions in a group setting with cues/											
	independently.											
— 9. <i>i</i>	Ask for adult help when needed.	1										
— 10. S	Seek solutions by self prior to asking for adult											
	help.											
	Express needs/wants appropriately.	1										
— 12. I	Perform new tasks independently/cooperatively.	1										
AGV	The student will develop basic sexuality											
	awareness											
Instructio	onal Objectives:	1										
	Identify/name: body parts, functions.	1										
	Identify family roles and relationships.  Learn/use acceptable sexual behaviors in the	1										
3.	school environment.											
4.	Learn basic facts of human reproduction.	1										
	Complete/pass a course of study in sexuality											
	education.	1										
	Identify common family problems and ways of	1										
	dealing with those problems.	1										
	Identify and describe responsibilities in marriage	<u>`-</u>										
	Discuss the economic and personal factors involved in caring for a baby.											
	The student will develop self advocacy skills											
Instructio	nal Objectives:											
1.	Use feedback to increase self awareness.	1										
	Express thoughts, convictions.	1										
	Make responsible choices independently.	1										
	Organize self to be goal directed.											
5.	Act on own behalf.											
	INTEGRATIVE SKILLS											
CENCOD												
SENSORY	Y											
AGI	The student will develop sensory awareness	1										
Instructio	nal Objectives:											
1.	Tolerate/respond to/participate in tactile											
1.	stimulation activities.	1										
2.	Tolerate/respond to/participate in oral motor	1										
	activities.	1										
3.	Tolerate/respond to/participate in movement	1										
	activities.	1										
4.	Tolerate/respond to/participate in visual	1										
_	stimulation activities.											
5.	Tolerate/respond to/participate in auditory stimulation activities.											
6.	Tolerate/respond to/participate in smell											
0.	stimulation activities.											
<del></del> 7.	Tolerate/respond to/participate in taste											
	stimulation activities.											

Student Name:		Progre	ss To	ward	Obje	ctives		Status of Objectives						
		1=Nor						Y=Yes Expected to Achieve by the IEP Expiration Date						
		2=Lim					Expected to Achieve by the IEP Expiration Date							
8			B=Moderate NA=Not Addressed this Quarter											
Date:_		4=Considerable 5=Achieved												
_		6=Not	Add	ressec	1									
S=Statu	s of Objectives	this Quarter												
AGII	The student will develop perceptual	P	S	P	S	P	S	P	S	Dated Comments:				
	discrimination													
	onal Objectives:													
1.	Use adaptive movements rather than reflexive													
2	reactions.													
2.	Actively explore surrounding through vision/ hearing/movement/touch.													
3.	Localize/respond to/identify sounds in environ-													
	ment.													
4.	Remove/place objects in container.													
5.	Remove/place simple shapes in formboard.													
<u> </u>	Match objects to objects/pictures to pictures.													
<del> 7.</del>	Match/point to/name: basic shapes, colors.													
8.	Identify simple objects by touch.													
— 9. 10	Identify same and different.  Match/point to/name: letters, numbers, words.													
AGIII	The student will develop memory skills.													
	onal Objectives:													
1.	Localize/track: auditory stimuli, visual stimuli.													
<b>—</b> 2.	Uncover face/play peek-a-boo.													
<b>—</b> 3.	Uncover a partially/completely hidden toy.													
4.	Search for removed object.													
<b>—</b> 5.	Search for object hidden under one/several/													
6	multiple covers.  Recall 1/2/3 objects removed from group.													
6. 7.	Repeat 2/3/4 digit sequences.													
8.	Recall 1/2/3/4 facts from a story presented													
0,	orally.													
9.	Recall activities recently performed.													
	COGNITIVE SKILLS													
<b>EARLY</b>	COMMUNICATION													
AGI	The student will develop early													
	communication skills													
Check if stu														
	re board, Signing, Augmentative device													
	onal Objectives:													
— 1. — 2.	Respond to/use voice intonations. Vocalize randomly.													
3.	Vocalize when talked to or sung to.													
4.	Cry/vocalize/laugh to express: needs, feelings.													
5.	Look at familiar objects/persons when named.													
6.	Imitate/initiate: vocalizations, words, phrases.													
<del></del> 7.	Respond to familiar verbal/gestural commands.													
8.	Use one or more gestures/words meaningfully.													
<u> </u>	Point to/name: people, pictures, objects upon													
10	request. Respond to/use action words.													
	Respond to/use negations.													
	Respond appropriately to yes/no questions.													
	Respond appropriately to 1/2/3 step commands.													
	Increase vocabulary.													
	Respond to/use: possessives, pronouns.													
<b>—</b> 16.	Combine 2/3 words to create a meaningful phrase													
17	or sentence.													
	Initiate verbal interaction with peers/adults.  Respond to who/what/where/when/why ques-													
10.	tions.													

Student Name:		ee To	ward	Ohie	ctives		Status of Objectives				
		ne	waru	Obje	cuves		Y=Yes Expected to Achieve by the IEP Expiration Date				
Teacher:	2=Lin								Expected to Achieve by the IEP Expiration Date		
Program:		Moderate NA=Not Addressed this Quarter									
Date:	4=Cor										
P=Progress Toward Objectives	5=Acl 6=Not			1							
S=Status of Objectives		s Qua									
	P	S	P	S	P	S	P	S	Dated Comments:		
READING/MATH READINESS		_	_					_			
AGI The student will develop reasoning skills											
Instructional Objectives:											
1. Pull string to obtain toy.											
2. Overcome obstacle to obtain object.											
3. Demonstrate understanding of concepts of one and one more.											
4. Operate simple cause and effect toys/switches.											
5. React in anticipation of familiar /unfamiliar											
events.											
— 6. Identify cause of a given event/action.											
— 7. Predict the consequence of a given event/action.											
— 8. Engage in imitative/symbolic play.											
9. Identify missing parts of objects/pictured objects											
10. Pick up specified number of objects upon reques	i.										
— 11. Match a numeral to a set of objects.											
12. Identify larger of two numbers.  13. Identify interpret massing from a pictures.											
<ol> <li>Identify/interpret meaning from: pictures, drawings, symbols.</li> </ol>											
14. Represent meaning by producing pictures/											
drawings/symbols.											
15. Discriminate between real and unreal objects/											
— pictures/events.											
16. Identify absurdities in pictures.											
17. Sequence familiar pictures/events in a logical											
order.											
AGII The student will develop conceptual skills											
Instructional Objectives:											
1. Self imitate events or happenings.											
2. Imitate facial/hand/body movements.											
3. Demonstrate/identify usage of familiar objects.											
4. Recognize/label differences in: size/quantity.											
5. Sort/categorize items by attributes.											
— 6. Arrange a series of objects according to size.											
7. Recognize/identify opposite attributes.											
8. Identify attributes of familiar objects not in view											
9. Demonstrate knowledge of part-whole relation- ships through assembly of pictures/objects/											
puzzles.											
10. Follow directions involving prepositional											
concepts.											
11. Show/identify left and right sides of body.											
ELINGTIONAL DE LESSA											
FUNCTIONAL READING											
AGI The student will develop reading skills											
Instructional Objectives:											
1. Recognize/identify written personal information.											
2. Recognize/identify: color, calendar, number word	s.										
Recognize/identify safety and survival words.  A Recognize/comprehend simple phrases stories.  A Recognize/comprehend simple phrases stories.											
4. Recognize/comprehend simple: phrases, stories,											
menu,											