

Social/Behavior/Executive Functioning Example PLAAFP's & Goals

These are just examples to help guide in writing appropriate IEP's

<u>PLAAFP Key to Each Color</u>	<u>Goal Key</u>
Red: According to Gold: Data PURPLE: Impact statement BLUE: Skill tied to goal GREEN: DESK standard ORANGE: Progress in the general curriculum	Audience: Name of the student Behavior: What you want student to do (observable and measurable) Condition: Under what conditions (prompts, when given..., independently, etc....) Degree of Mastery: Criteria to master skill, number of times (80%, 4/5 trials, less than 2 incidences) Evaluation: Progress monitoring tools (probes, observation, tracker, CBA, etc....) *Behavior, Social Skills, Adaptive, or Executive Functioning goals need replacement skills

Behavior

Non-Compliance

PLAAFP: According to current behavioral tracking data, Landyn complies with a directive when it is preferred with two or less prompts. When given a non-preferred directive, Landyn struggles to comply with following directions. From Sept. 11 – Dec. 2019, Landyn had 137 incidents of non-compliant behavior (saying no, pushing paper away, head on the desk, refusing to start working). Landyn's weakness in self-management impacts his ability to make appropriate decision. When given a direction by an adult, Landyn needs to follow a directive to demonstrate effective decisions making skills and to increase self-management, in order to progress in the general education curriculum.

Goal: Landyn will, when given a directive, follow directions by (steps: looking at the teacher or task, say OK, do it right away, and ask for clarification if needed) with 3 or less incidences of non-compliance per day as measured by daily tracker, over one school term.

Verbal Aggression

PLAAFP: According to current behavioral tracking data, Sara uses a pleasant voice and tone when she is calm. She has gone two weeks with zero outburst. Sara becomes upset when she is not getting her way or given a non-preferred task/activity. Her behavior will escalate to verbal aggression towards peers and adults (yelling, using inappropriate language, threatening to harm others). From Oct. 25, 2019– Jan. 6,

2020, Sara has had 67 incidences of verbal aggression. Sara's weakness in social-awareness and management skills impacts her ability to effectively communicate with peers and adults. Sara needs to use appropriate voice, tone, and language to communicate with peers and adults to increase social-awareness and management skills, in order to progress in the general education curriculum.

Goal: Sara will, when communicating with peers and adult, demonstrate the skills of effective communication by; (looking at the person, listen to what the others are saying, when there is a break in the conversation ask a question or share a thought, accept the answer calmly) by having 3 or less incidences of verbal aggression, over one school term as measured by daily tracker.

Physical Aggression

PLAAFP: According to current behavioral tracking data, Mica keeps hands, feet, and objects to himself when he is calm, with zero incidences of aggression. When Mica becomes upset, he will engage in verbal aggression which will result to physical aggression towards peers and adults (hitting, kicking, biting, throwing objects) if he is not getting what he is demanding. From Oct. 25, 2019 – Jan. 6, 2020, Mica has had 101 incidences of physical aggression. Mica's weakness in self-management skills impacts his ability to effectively interact with peers and adults and maintain physical control when he becomes frustrated or angry. Mica needs to keep hands, feet, and objects to himself to increase self-management skills, in order to progress in the general education curriculum.

Goal: Mica will, when he becomes frustrated or upset with peers or adults, demonstrate the skill physical control of keeping hands, feet and objects to himself through the implementation of calming strategies by; (taking a deep breath, counting to 10, request a quiet break, or complete a predetermined incompatible or physical activity) having 2 or less incidences of physical aggression per week, as measured by daily tracker over one school term.

Accepting Feedback

PLAAFP: According to observations and behavior tracker, when calm and happy, William participates in tasks and group activities when the directions are explicit and have no opportunity for deviation, resulting in zero incidences of behaviors. When presented with task/activities that have direction, but leeway on how things are completed, whether working individually or in a group setting (recess, PE, independent assignment with choices) and receiving feedback on assignment or task from a peer or adult, William becomes upset, argues or yells that his way or answer is the correct way. From December 2019-March 2020, William has had 79 instances of having trouble excepting feedback from teachers and peers. William's weakness in self-management skills impacts his ability accept teacher and peer feedback without getting frustrated. In order to progress in the general education curriculum, William needs to learn to accept feedback from teachers and peers without arguing to demonstrate self-management skills.

Goal: William will, when given feedback from a teacher or peer, demonstrate the skill of accepting feedback by; (looking at the person, staying calm, responding with a pleasant voice, make corrections if needed, disagreeing appropriately or excepting feedback), with no more than 2

incidences of not accepting feedback per day, over one school term as measured by observation and daily tracker.

Executive Functioning

On-Task

PLAAFP: According to observations, Cayden demonstrates an average of 96% on-task behavior when given a preferred task or activity. During non-preferred task or activities, Cayden's averages of on-task behaviors dropped to an average of 69%. Cayden's weakness in self-management skills impacts his ability to sustain focus and remain on task or complete an activity during structures and unstructured work settings. Cayden needs to increase his ability to remain on-task and complete task or actives to increase self-management skills, in order to progress in the general education curriculum.

Goal: Cayden will, when given a task or activity, work independently or in a group 80% of observed time by; (looking at the teacher/ task or activity, say OK, continue to work until item is complete or teacher asked to stop, turn in task or activity if needed), as measured by three weekly observations over a 6 week period.

Organization

PLAAFP: According to observations and teacher gradebook, when presented with adult support, Logan organizes material and submits completed assignments 70% of the time. Logan struggles to independently initiate, organize, and complete assignment without continual support. Logan is currently submitting 30% of daily assignments independently. Logan's weakness in self-management skills impacts his ability to stay organized and complete assignments on-time. In order to progress in the general education curriculum, Logan needs to organize and complete assignments within an assigned time frame to develop self-management skills.

Goal: When given a task/assignment, Logan will demonstrate the skills of independent task completion by; (listening carefully to instructions, assemble/organize needed materials, begin working neatly and promptly, remain focused until task is completed, examine product to ensure it is complete, and check back with the person who assigned the task) completing 80% of daily task/assignments, as measured by daily tracker and observation, over one school term.

Talk-Outs

PLAAFP: According to daily tracker, when presented with a preferred activity (such as computers or music), Laura is able to maintain a quiet voice throughout the session with two reminders to have a quiet voice. When presented with academic instruction or independent practice, Laura requires a minimum of one prompt every 5 minutes to remain quiet. From January 2020 to March 2020, Laura engaged in 177 incidences of talk-outs. Laura's weakness in self-awareness impacts her ability to refrain from talking out during academic and independent practice time. In order to progress in the general education curriculum, Laura needs to reduce talk-outs during instruction and independent practice by developing self-awareness skills.

Goal: When presented with academic instruction or independent practice, Laura will demonstrate the skills of a quiet voice (steps: listen to the teacher, think about what is being said, think if you have anything to say that is on topic, raise your hand, wait to be called on, speak) with no more than 1 incident per day of talk-outs, over one school term as measured by daily tracker.

Emotional Regulation

PLAAFP: According to observations and behavior tracker, Sutton self-regulates and uses coping strategies, resulting in a calm and happy demeanor when things go as planned in 9 out of 10 instances. She struggles to self-regulate when the schedule or plans change. Sutton then becomes upset, angry and cannot focus on the current demand. From February 23-April 15, 2020, Sutton has had 67 instances not being able to independently self-regulate (yelling, crying, throwing objects, head down, saying no, refusing to move from one area to another). Sutton's weakness in executive functioning impacts her ability to self-regulate and control emotional responses in frustrating situations. In order to progress in the general education curriculum, Sutton needs to use self-regulation and coping skills to manage unexpected behaviors by increasing social awareness, self-management, and coping skills to deal with anger, across all school settings.

Goal: Sutton will, when given 5 opportunities of a change in schedule or plan, utilize the steps for self-regulation (steps: request a quiet break, ask for a movement break, take 10 deep breaths, and/or request a squish toy) on 4 out of 5 opportunities, with one additional reminder, over one school term as measured by teacher observation and daily tracker.

Anxiety

PLAAFP: According to observations and daily tracker, when Mary Jo says she is calm and not feeling anxious, she accurately verbalizes and visualizes her level of anxiety using a feelings thermometer 10 out of 10 incidences, 100% of the time. When her anxiety starts to increase, she withdraws, sometimes paces the room and when asked, she has trouble communicating and identifying where she is at on the feeling thermometer, even with verbal and/or visual support from an adult. When observed over 10 sessions of withdrawing or pacing, Mary Jo was unable to utilize calming strategies with the aid of a feeling's thermometer on 8 out of 10 opportunities. Mary Jo's weakness in self-awareness and self-

regulation skills impacts her ability to verbally or visually express anxiety when during an episode. In order to progress in the general education curriculum, Mary Jo needs to indicate her level of anxiety verbally and/or visually to an adult to increase self-awareness and develop coping strategies.

Goal: When presented with a situation causing anxiety, Mary Jo will self-regulate by (steps: listening to the teacher, verbally or physically use the feeling thermometer to recognize where she is on the feelings chart, think about what she can do to help calm herself (request a break, count to 10, ask to go for a walk) on 7 out of 10 observed incidences, over one school term as measured by daily tracker.