

MY EDUCATION BC STUDENT SERVICE
GOAL BANK (V2.0)



**Chilliwack
School District**

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
ACADEMIC/INTELLECTUAL			
ACA-BEH-U002	Academic/Intellectual	Behaviour_	[student] will improve the organization of [his] work.
ACA-BEH-U004	Academic/Intellectual	Behaviour_	[student] will work towards becoming an autonomous learner
ACA-BEH-U005	Academic/Intellectual	Behaviour_	[student] will extend learning beyond the curriculum when appropriate.
ACA-BEH-U007	Academic/Intellectual	Behaviour_	[student] will have opportunity to participate in enrichment activities and cognitive challenges.
ACA-BEH-U009	Academic/Intellectual	Behaviour_	[student] will complete grade level work successfully with opportunities for enrichment.
ACA-BEH-U011	Academic/Intellectual	Behaviour_	[student] will participate fully in school life (intellectually, socially, physically) with opportunities for enrichment.
ACA-BEH-U013	Academic/Intellectual	Behaviour_	[student] continue to meet the learning outcomes of all academic classes while considering the enrichment programs available at the school.
ACA-BEH-U015	Academic/Intellectual	Behaviour_	[student] will develop ability to read and interpret materials beyond grade level.
ACA-BEH-U017	Academic/Intellectual	Behaviour_	[student] will have opportunities to extend his/her learning and participate in enrichment when appropriate.
ACA-BEH-U019	Academic/Intellectual	Behaviour_	[student] will improve [his] basic learning behaviour skills.
ACA-EXE-U003	Academic/Intellectual	Executive Functioning	[student] will plan and organize to prioritize information and resources in order to reach a goal in an efficient manner.
ACA-EXE-U006	Academic/Intellectual	Executive Functioning	[student] will improve [his] ability to temporarily hold information or draw on past experiences in order to complete a task.
ACA-EXE-U008	Academic/Intellectual	Executive Functioning	[student] will sustain attention even when distracted, tired or bored.
ACA-EXE-U012	Academic/Intellectual	Executive Functioning	[student] will demonstrate flexible thinking to prioritize information and resources in order to reach a goal in an efficient manner.
ACA-EXE-U015	Academic/Intellectual	Executive Functioning	[student] will demonstrate initiation by beginning a task and mobilizing resources without procrastination.

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
ACA-EXE-U020	Academic/Intellectual	Executive Functioning	[student] will self-monitor by continuously monitoring [his] behaviour and the environment to evaluate [his] progress towards a goal.
ACA-EXE-U022	Academic/Intellectual	Executive Functioning	[student] will demonstrate inhibition to effectively control impulses.
ACA-EXE-U025	Academic/Intellectual	Executive Functioning	[student] will demonstrate emotional regulation to manage emotions in order to direct behaviour towards a goal.
ACA-LIT-U003	Academic/Intellectual	Literacy	[student] will communicate in print.
ACA-LIT-U004	Academic/Intellectual	Literacy	[student] will create stories.
ACA-LIT-U008	Academic/Intellectual	Literacy	[student] will be a reader.
ACA-LIT-U010	Academic/Intellectual	Literacy	[student] will develop skills to enhance [his] listening and speaking.
ACA-LIT-U012	Academic/Intellectual	Literacy	[student] will use strategies to make sense of what [he] hears, reads, and views.
ACA-LIT-U014	Academic/Intellectual	Literacy	[student] will use listening and speaking skill to explore, share, and develop [his] ideas.
ACA-LIT-U016	Academic/Intellectual	Literacy	[student] will explore texts and stories to understand [himself] and make connections to others.
ACA-LIT-U017	Academic/Intellectual	Literacy	[student] will develop listening skills to help [himself] learn.
ACA-LIT-U019	Academic/Intellectual	Literacy	[student] will synthesize meaning from various texts to create new understandings.
ACA-LIT-U021	Academic/Intellectual	Literacy	[student] will explore texts, and stories to develop an understanding about [himself] and others.
ACA-LIT-U024	Academic/Intellectual	Literacy	[student] will develop an awareness of how exploring and sharing multiple perspectives enhances [his] thinking.
ACA-LIT-U026	Academic/Intellectual	Literacy	[student] will develop an understanding of how language works and use it purposefully.
ACA-LIT-U027	Academic/Intellectual	Literacy	[student] will understand that texts are created for different purposes and audiences.
ACA-LIT-U029	Academic/Intellectual	Literacy	[student] will develop literacy skills.
ACA-LIT-U030	Academic/Intellectual	Literacy	[student] will improve [his] basic literacy skills.

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
ACA-NUM-U004	Academic/Intellectual	Numeracy	[student] will represent quantities to (20, 100, 1000).
ACA-NUM-U006	Academic/Intellectual	Numeracy	[student] will use patterns to represent and to form generalizations.
ACA-NUM-U016	Academic/Intellectual	Numeracy	[student] will develop and apply computational fluency when working with numbers.
ACA-NUM-U018	Academic/Intellectual	Numeracy	[student] will develop functional math skills.
ACA-NUM-U021	Academic/Intellectual	Numeracy	[student] will develop financial literacy.
ACA-NUM-U022	Academic/Intellectual	Numeracy	[student] will improve [his] basic numeracy skills.
ACA-SEL-U001	Academic/Intellectual	Self Advocacy	[student] will improve self-advocacy skills and demonstrate greater confidence in [his] abilities.

COMMUNICATION

COM-EXP-U003	Communication	Expressive	[student] will comprehend, communicate, and connect with others.
COM-EXP-U006	Communication	Expressive	[student] will show an increase in expressive vocabulary.
COM-EXP-U008	Communication	Expressive	[student] will improve [his] language processing skills.
COM-EXP-U009	Communication	Expressive	[student] will demonstrate an increase in concept knowledge.
COM-EXP-U010	Communication	Expressive	[student] will show an increase in expressive vocabulary.
COM-EXP-U012	Communication	Expressive	[student]'s speech will be better understood by adults and peers.
COM-EXP-U015	Communication	Expressive	[student] will use appropriate grammatical structures when speaking.
COM-EXP-U019	Communication	Expressive	[student] will acquire, interpret, and present information.
COM-EXP-U021	Communication	Expressive	[student] will work together to plan and accomplish group tasks.
COM-EXP-U023	Communication	Expressive	[student] will reflect and share accomplishments, as well as what was learned.
COM-EXP-U024	Communication	Expressive	[student] will develop skills in friendship making and conversing with peers effectively.
COM-REC-U001	Communication	Receptive	[student] will demonstrate an increase in following directions.

PHYSICAL FUNCTIONING

PHY-GRO-U004	Physical Functioning	Gross/Fine Motor	[student] will participate in physical activity to help develop movement skills.
PHY-GRO-U007	Physical Functioning	Gross/Fine Motor	[student] will participate in daily physical activity.

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
PHY-GRO-U009	Physical Functioning	Gross/Fine Motor	[student] will develop an appropriate level of core strength.
PHY-GRO-U010	Physical Functioning	Gross/Fine Motor	[student] will develop ball skills.
PHY-GRO-U014	Physical Functioning	Gross/Fine Motor	[student] will participate independently/with support in leisure and recreational interests of [his] choice.
PHY-GRO-U016	Physical Functioning	Gross/Fine Motor	[student] will improve work behaviour for greater task orientation in the classroom.
PHY-GRO-U018	Physical Functioning	Gross/Fine Motor	[student] will improve motor skills to enhance quality of movement and efficiently organize self for participation in school activities.
PHY-PER-U001	Physical Functioning	Personal Safety	[student] will remain safe at school.
PHY-PER-U002	Physical Functioning	Personal Safety	[student] will develop an appropriate level of balance.
SELF DETERMINATION/INDEPENDENCE			
SEL-BEH-U003	Self Determ./Independence	Behaviour_	[student] will act with a sense of integrity in interactions, including online.
SEL-PER-U003	Self Determ./Independence	Personal Safety	[student] will interact appropriately with other students.
SEL-PER-U005	Self Determ./Independence	Personal Safety	[student] will become more independent with [his] mobility device.
SEL-PER-U006	Self Determ./Independence	Personal Safety	[student] will understand graphic symbols.
SEL-PER-U007	Self Determ./Independence	Personal Safety	[student] will comprehend typical verbal communications.
SEL-PER-U010	Self Determ./Independence	Personal Safety	[student] will improve self-care skills for greater independence in school.
SEL-SEL-U001	Self Determ./Independence	Self Advocacy	[student] will express [his] needs and seek help when [he] needs it.
SOCIAL EMOTIONAL			
SOC-BEH-U003	Social Emotional	Behaviour_	[student] will take responsibility for [his] own choices and actions.

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
SOC-BEH-U008	Social Emotional	Behaviour_	[student] will demonstrate responsibility over [his] actions and be a contributing member of the school community.
SOC-BEH-U012	Social Emotional	Behaviour_	[student] will demonstrate respect for different perspectives and solve problems in peaceful ways.
SOC-BEH-U016	Social Emotional	Behaviour_	[student] will develop and maintain positive peer and adult relationships.
SOC-BEH-U018	Social Emotional	Behaviour_	[student] will care for school/other students' property in a responsible manner.
SOC-BEH-U022	Social Emotional	Behaviour_	[student] will develop control over [his] own behaviour.
SOC-BEH-U025	Social Emotional	Behaviour_	[student] will demonstrate appropriate interaction skills.
SOC-BEH-U027	Social Emotional	Behaviour_	[student] will develop and maintain positive relationships in a variety of contexts
SOC-BEH-U029	Social Emotional	Behaviour_	[student] will generate, use and evaluate strategies to resolve problems.
SOC-BEH-U031	Social Emotional	Behaviour_	[student] will develop a positive attitude and caring behaviour.
SOC-BEH-U033	Social Emotional	Behaviour_	[student] will develop a sense of personal space in interactions with other people
SOC-BEH-U044	Social Emotional	Behaviour_	[student] will increasingly follow the __ Elementary school and classroom expectations.
SOC-BEH-U047	Social Emotional	Behaviour_	[student] will improve peer/adult interaction.
SOC-MEN-U004	Social Emotional	Mental Health	[student] will recognize how [his] decisions and actions will affect [his] well-being and take responsibility for caring for [himself].
SOC-MEN-U006	Social Emotional	Mental Health	[student] will make choices that contribute to [his] safety in [his] classroom, school, community, and online interactions.
SOC-MEN-U011	Social Emotional	Mental Health	[student] will make healthy choices that positively influence [his] social-emotional and mental well-being.
SOC-MEN-U017	Social Emotional	Mental Health	[student] will develop control over [his] own behaviour.
SOC-MEN-U019	Social Emotional	Mental Health	[student] will understand that mental well-being is connected to good health.
SOC-MEN-U021	Social Emotional	Mental Health	[student] will gain confidence and be able to participate in the regular classroom program.
SOC-PER-U003	Social Emotional	Personal Safety	[student] will engage in appropriate behaviour to keep [himself] and others safe at school.

Chilliwack School District's My Education BC Special Education Goal Bank

Identifier	Category	Subcategory	Goal
SOC-PER-U006	Social Emotional	Personal Safety	[student] will interact appropriately with teachers.
SOC-SEL-U005	Social Emotional	Self Advocacy	[student] will demonstrate a sense of personal efficacy and growing confidence in [his] ability to advocate for [himself].
TRANSITION			
TRA-IN-U003	Transition	In School	[student] will self-advocate for and utilize appropriate adaptations/adjudications to increase comprehension in academic courses.
TRA-IN-U005	Transition	In School	[student] will develop self-determination skills.
TRA-IN-U006	Transition	In School	[student] will develop skills for dealing with change effectively.
TRA-OUT-U002	Transition	Out of School	[student] will engage with the community and opportunities outside of the secondary school.
TRA-OUT-U005	Transition	Out of School	[student] will develop self-determination skills.
TRA-OUT-U006	Transition	Out of School	[student] will develop skills for independent living.
TRA-OUT-U008	Transition	Out of School	[student] will begin developing workplace skills.
TRA-OUT-U010	Transition	Out of School	[student] will maintain a sense of personal health and well-being through weight training and exercise offered through the school and the community.
TRA-PER-U002	Transition	Personal Safety	[student] will take the necessary steps to prevent illness.
TRA-PER-U005	Transition	Personal Safety	[student] will increase [his] ability to care for personal needs.
TRA-PER-U007	Transition	Personal Safety	[student] will demonstrate problem-solving skills in typical situations.
TRA-PER-U008	Transition	Personal Safety	[student] will ask for assistance when appropriate.
TRA-SEL-U004	Transition	Self Advocacy	[student] will develop self-determination skills.

ACADEMIC/INTELLECTUAL

ACA-BEH-U002	Academic/Intellectual	Behaviour_
Goal	[student] will improve the organization of [his] work.	
Objective		
1	[student] will increase [his] ability to organize [his] work assignments, classroom work and homework with support/independently _ out of _ times.	
2	[student] will take [his] planner home to share with [his] parents with support/independently _ out of _ times.	

ACA-BEH-U004	Academic/Intellectual	Behaviour_
Goal	[student] will work towards becoming an autonomous learner.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U005	Academic/Intellectual	Behaviour_
Goal	[student] will extend learning beyond the curriculum when appropriate.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U007	Academic/Intellectual	Behaviour_
Goal	[student] will have opportunity to participate in enrichment activities and cognitive challenges.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U009	Academic/Intellectual	Behaviour_
Goal	[student] will complete grade level work successfully with opportunities for enrichment.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U011	Academic/Intellectual	Behaviour_
Goal	[student] will participate fully in school life (intellectually, socially, physically) with opportunities for enrichment.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U013	Academic/Intellectual	Behaviour_
Goal	[student] continue to meet the learning outcomes of all academic classes while considering the enrichment programs available at the school.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U015	Academic/Intellectual	Behaviour_
Goal	[student] will develop ability to read and interpret materials beyond grade level.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U017	Academic/Intellectual	Behaviour_
Goal	[student] will have opportunities to extend [his] learning and participate in enrichment when appropriate.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

ACA-BEH-U019	Academic/Intellectual	Behaviour_
Goal	[student] will improve [his] basic learning behaviour skills.	
Objective		
1	[student] will remain seated and included during appropriate classroom activities with peers __% of the time.	
2	[student] will wait for _ minutes before transitioning to new activity or room.	
3	When presented with 5 pictures or objects [student] will match with corresponding picture or object with 90% accuracy over 20 trials. (colors, shapes, numbers, letters or words)	
4	When presented with 5 different shapes, colors, or same items of different sizes, [student] will point to or otherwise identify the one named with 90% accuracy over 20 trials.	
5	When requested to point to a specific body part, [student] will accurately indicate the body part requested to a 90% accuracy level for 20 trials.	

ACA-EXE-U003	Academic/Intellectual	Executive Functioning
Goal	[student] will plan and organize to prioritize information and resources in order to reach a goal in an efficient manner.	
Objective		
1	[student] will use "Think Out Loud" strategy with support/independently _out of _ times/_% of the time.	
2	[student] will use timelines with support/independently _out of _ times/_% of the time.	
3	[student] will engage in planning with support/independently _out of _ times/_% of the time.	
4	[student] will identify what needs to be done first with support/independently _out of _ times/_% of the time.	
5	[student] will break long-term projects into clearly defined sub-tasks with support/independently _out of _ times/_% of the time.	
6	[student] will plan deadlines for each sub-task with support/independently _out of _ times/_% of the time.	

ACA-EXE-U006	Academic/Intellectual	Executive Functioning
Goal	[student] will improve [his] ability to temporarily hold information or draw on past experiences in order to complete a task.	
Objective		
1	[student] will use strategies such as mnemonic devices to assist recall with support/independently _out of _ times/_% of the time.	
2	[student] will repeat instructions in [his] own words with support/independently _out of _ times/_% of the time.	
3	[student] will use self-talk strategies with support/independently _out of _ times/_% of the time.	
4	[student] will use visualization strategies to remember visual information (eg. visual sketchpad) with support/independently _out of _ times/_% of the time.	

ACA-EXE-U008	Academic/Intellectual	Executive Functioning
Goal	[student] will sustain attention even when distracted, tired or bored.	
Objective		
1	[student] will use self-monitoring and self-reinforcement with support/independently _out of _ times/_% of the time.	
2	[student] will break tasks into smaller chunks with support/independently _out of _ times/_% of the time.	

ACA-EXE-U012	Academic/Intellectual	Executive Functioning
Goal	[student] will demonstrate flexible thinking to prioritize information and resources in order to reach a goal in an efficient manner.	
Objective		
1	[student] will use scripts, social stories and rehearsal strategies when appropriate with support/independently _out of _ times/_% of the time.	
2	[student] will use self-regulation strategies with support/independently _out of _ times/_% of the time.	
3	[student] will ask for more time with support/independently _out of _ times/_% of the time.	
4	[student] will take turns with support/independently _out of _ times/_% of the time.	
5	[student] will use perspective taking with support/independently _out of _ times/_% of the time.	
6	[student] will use flexible thinking (ex. "it's okay to make mistakes," "it's okay to have a different opinion.") with support/independently _out of _ times/_% of the time.	

ACA-EXE-U015	Academic/Intellectual	Executive Functioning
Goal	[student] will demonstrate initiation by beginning a task and mobilizing resources without procrastination.	
Objective		
1	[student] will use self-reinforcement for beginning a task with support/independently _out of _ times/_% of the time.	
2	[student] will increase/decrease arousal using alerting/calming activities with support/independently _out of _ times/_% of the time.	
3	[student] will ask for help with support/independently _out of _ times/_% of the time.	
4	[student] will initiate social interactions (ex. group play, conversations) with support/independently _ times per day.	

ACA-EXE-U020	Academic/Intellectual	Executive Functioning
Goal	[student] will self-monitor by continuously monitoring [his] behaviour and the environment to evaluate [his] progress towards a goal.	
Objective		
1	[student] will "ask for help" or a "break" when needed with support/independently _out of _ times/_% of the time.	
2	[student] will use technology as a cueing device (ex. audio tones, alarms, reminders) with support/independently _out of _ times/_% of the time.	
3	[student] will increase self-awareness by using prediction with support/independently _out of _ times/_% of the time.	
4	[student] will self-reflect on the accuracy of monitoring with support/independently _out of _ times/_% of the time.	
5	[student] will use schedules with support/independently _out of _ times/_% of the time.	
6	[student] will predict what [he] needs and obstacles [he] might encounter (ex. running out of time, triggers for anxiety) with support/independently _out of _ times/_% of the time.	
7	[student] will generate strategies to cope in advance to triggers with support/independently _out of _ times/_% of the time.	

ACA-EXE-U022	Academic/Intellectual	Executive Functioning
Goal	[student] will demonstrate inhibition to effectively control impulses.	
Objective		
1	[student] will use functionally equivalent replacement behaviours with support/independently _out of _ times/_% of the time.	
2	[student] will use response delay techniques (ex "Stop and Think" strategy) with support/independently _out of _ times/_% of the time.	
3	[student] will use waiting behaviour strategies with support/independently _out of _ times/_% of the time.	
4	[student] will initiate social interactions (ex. group play, conversations) with support/independently _ times per day.	

ACA-EXE-U025	Academic/Intellectual	Executive Functioning
Goal	[student] will demonstrate emotional regulation to manage emotions in order to direct behaviour towards a goal.	
Objective		
1	[student] will use coping strategies for what to do when feeling overwhelmed (ex relaxation, visualization) with support/independently _out of _ times/_% of the time.	
2	[student] will use positive self-statements (ex. I made a mistake...no big deal) with support/independently _out of _ times/_% of the time.	
3	[student] will ask for a break with support/independently _out of _ times/_% of the time.	

ACA-LIT-U003	Academic/Intellectual	Literacy
Goal	[student] will communicate in print.	
Objective		
1	[student] will write ____ complete sentences with capitals and end punctuation with support/independently ____% of the time.	
2	[student] will write a 5 sentence paragraph with topic sentence, three supporting details and concluding sentence with support/independently _% of the time.	
3	[student] will edit [his] writing for basic convections of correct spelling, punctuation and capitalization with support/independently with ____ % accuracy.	
4	[student] will apply phonetic spelling of words with support/independently with _ % accuracy.	

ACA-LIT-U004	Academic/Intellectual	Literacy
Goal	[student] will create stories.	
Objective		
1	[student] will use personal experience and knowledge to connect to text and make meaning with support/independently with _% of accuracy.	
2	[student] will begin to recognize basic structures and organization of text with support/independently with _% of accuracy.	
3	[student] will use personal experience and knowledge to connect to text and make meaning with support/independently with _% of accuracy.	
4	[student] will recognize the structure and elements of story with support/independently with _% of accuracy.	

ACA-LIT-U008	Academic/Intellectual	Literacy
Goal	[student] will be a reader.	
Objective		
1	[student] will begin to use sources of information and prior knowledge to make meaning with support/independently with ___% of accuracy.	
2	[student] will use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts with support/independently with ___% of accuracy.	
3	[student] will use personal experience and knowledge to connect to text and make meaning with support/independently with ___% of accuracy.	
4	[student] will recognize the structure and elements of story with support/independently with ___% of accuracy.	
5	[student] will decode and demonstrate comprehension at a PM Benchmark level of ____ with support/independently with 95% accuracy.	
6	[student] will identify _____ sight words (i.e. Dolch,) with support/independently with ____% accuracy.	
7	[student] will identify letter/sound correspondence and an associated word with support/independently with ___% accuracy	
8	[student] will decode/blend CVC words (e.g. cap, hat,) with support/independently with ___% accuracy	
9	[student] will decode words using magic 'e' rule and sounds of common vowel combinations (e.g. make, bean, pain) with support/independently with ___% accuracy	
10	[student] will decode words using beginning and ending consonant blends (e.g. sp, tr, tw, -nt, -sp) with support/independently with ___% accuracy	
11	[student] will decode multi-syllabic words (e.g. spinach, conversation) with support/independently with ___% accuracy.	
12	[student] will read with fluency (natural phrasing) and expression at their reading level with support/independently ___% of the time.	
13	[student] will use a variety of strategies when decoding text at [his] level with support/independently ___% of the time.	

ACA-LIT-U010	Academic/Intellectual	Literacy
Goal	[student] will develop skills to enhance [his] listening and speaking.	
Objective		
1	[student] will exchange ideas and perspectives to build shared understanding with support/independently with ___% of accuracy.	
2	[student] will exchange ideas and perspectives to build shared understanding with support/independently with ___% of accuracy.	

ACA-LIT-U012	Academic/Intellectual	Literacy
Goal	[student] will use strategies to make sense of what [he] hears, reads, and views.	
Objective		
1	[student] will use sources of information and prior knowledge to make meaning with support/independently with _% accuracy.	
2	[student] will use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts with support/independently with _% accuracy.	
3	[student] will use personal experience and knowledge to connect to text and make meaning with support/independently with _% accuracy.	
4	[student] will recognize the structure and elements of story with support/independently with _% accuracy.	

ACA-LIT-U014	Academic/Intellectual	Literacy
Goal	[student] will use listening and speaking skills to explore, share, and develop [his] ideas.	
Objective		
1	[student] will create stories and other age-appropriate texts to deepen awareness of self, family, and community with support/independently with _% of accuracy.	
2	[student] will communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation with support/independently with _% of accuracy.	

ACA-LIT-U016	Academic/Intellectual	Literacy
Goal	[student] will explore texts and stories to understand [himself] and make connections to others.	
Objective		
1	[student] will access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding with support/independently with _% accuracy.	
2	[student] will use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text with support/independently with _% accuracy.	
3	[student] will apply a variety of age-appropriate thinking skills to gain meaning from texts with support/independently with _% accuracy.	

ACA-LIT-U017	Academic/Intellectual	Literacy
Goal	[student] will develop listening skills to help [himself] learn.	
Objective		
1	[student] will exchange ideas and perspectives to build shared understanding with support/independently with _% of accuracy.	

ACA-LIT-U019	Academic/Intellectual	Literacy
Goal	[student] will synthesize meaning from various texts to create new understandings.	
Objective		
1	[student] will access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability with support/independently with _% of accuracy.	
2	[student] will apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking with support/independently with _% of accuracy.	
3	[student] will think critically, creatively, and reflectively to explore ideas within, between, and beyond texts with support/independently with _% of accuracy.	
4	[student] will understand how literary elements, techniques, and devices enhance and shape meaning with support/independently with _% of accuracy.	
5	[student] will recognize an increasing range of text structures and how they contribute to meaning with support/independently with _% of accuracy.	

ACA-LIT-U021	Academic/Intellectual	Literacy
Goal	[student] will explore texts, and stories to develop an understanding about [himself] and others.	
Objective		
1	[student] will access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability with support/independently with _% of accuracy.	
2	[student] will think critically, creatively, and reflectively to explore ideas within, between, and beyond texts with support/independently with _% of accuracy.	
3	[student] will recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts with support/independently with _% of accuracy.	
4	[student] will construct meaningful personal connections between self, text, and world with support/independently with _% of accuracy.	

ACA-LIT-U024	Academic/Intellectual	Literacy
Goal	[student] will develop an awareness of how exploring and sharing multiple perspectives enhances [his] thinking.	
Objective		
1	[student] will access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability with support/independently with ___% of accuracy.	
2	[student] will recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts with support/independently with ___% of accuracy.	
3	[student] will recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view with support/independently with ___% of accuracy.	
4	[student] will exchange ideas and viewpoints to build shared understanding and extend thinking with support/independently with ___% of accuracy.	

ACA-LIT-U026	Academic/Intellectual	Literacy
Goal	[student] will develop an understanding of how language works and use it purposefully.	
Objective		
1	[student] will recognize how language constructs personal, social, and cultural identity with support/independently with ___% of accuracy.	
2	[student] will exchange ideas and viewpoints to build shared understanding and extend thinking with support/independently with ___% of accuracy.	
3	[student] will assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message with support/independently with ___% of accuracy.	

ACA-LIT-U027	Academic/Intellectual	Literacy
Goal	[student] will understand that texts are created for different purposes and audiences.	
Objective		
1	[student] will recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages with support/independently with ___% of accuracy.	
2	[student] will respond to text in personal, creative, and critical ways with support/independently with ___% of accuracy.	

ACA-LIT-U029	Academic/Intellectual	Literacy
Goal	[student] will develop literacy skills.	
Objective		
1	[student] will use reading, listening, and viewing behaviours and strategies to make meaning of text with _% accuracy.	
2	[student] will recognize the structures and elements of story (character, plot, setting, conflict, theme, etc) with _% accuracy.	
3	[student] will communicate in print using letters, words and basic conventions of English with _% accuracy.	

ACA-LIT-U030	Academic/Intellectual	Literacy
Goal	[student] will improve [his] basic literacy skills.	
Objective		
1	When presented with 5 randomly selected capital letters from a taught field of 26, [student] will verbally identify the name or sound of each letter to a 90% accuracy for 20 trials.	
2	When shown a sample of a word and being requested to point to the object or person represented by that word, [student] will point to that item with 90% accuracy for 20 trials	
3	When asked a question that requires a yes or no response related to a short story that the [student] has read, [student] will accurately respond to a 90% accuracy for 20 trials.	
4	When presented with a calendar, [student] will point to both the month and the specific day that has been identified and identify the day of the week with 90% accuracy.	

ACA-NUM-U004	Academic/Intellectual	Numeracy
Goal	[student] will represent quantities to (20, 100, 1000).	
Objective		
1	[student] will develop mental math strategies and abilities to make sense of quantities with support/independently with _% of accuracy.	
2	[student] will use reasoning and logic to explore and make connections with support/independently with _% of accuracy.	
3	[student] will communicate concretely, pictorially, symbolically, and by using spoken or written language with support/independently with _% of accuracy.	

ACA-NUM-U006	Academic/Intellectual	Numeracy
Goal	[student] will use patterns to represent and to form generalizations.	
Objective		
1	[student] will use reasoning and logic to explore and make connections with support/independently with _% of accuracy.	

2	[student] will describe, create, and interpret relationships through concrete, pictorial, and symbolic representations with support/independently with ___% of accuracy.
3	[student] will use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking with support/independently with ___% of accuracy.
4	[student] will apply mental math strategies and estimate amounts and outcomes with support/independently with ___% of accuracy.
5	[student] will use mathematical arguments to support personal choices with ___% accuracy.

ACA-NUM-U016	Academic/Intellectual	Numeracy
Goal	[student] will develop and apply computational fluency when working with numbers.	
Objective		
1	[student] will develop one-to-one correspondence with a sense of 5 and 10 with support/independently with ___% of accuracy.	
2	[student] will demonstrate fluency in addition and subtraction to (10, 100, 1000) with support/independently with ___% of accuracy.	
3	[student] will demonstrate fluency when multiplying and dividing whole numbers with support/independently with ___% of accuracy.	
4	[student] will identify and apply patterns involving numbers with support/independently with ___% of accuracy.	
5	[student] will develop mental math strategies and abilities to make sense of quantities with support/independently with ___% of accuracy.	
6	[student] will use multiple strategies to engage in problem solving with support/independently with ___% of accuracy.	
7	[student] will use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking with support/independently with ___% of accuracy.	
8	[student] will add/subtract ___digit numbers with/without re-grouping with support/independently with ___% accuracy.	

ACA-NUM-U018	Academic/Intellectual	Numeracy
Goal	[student] will develop functional math skills.	
Objective		
1	[student] will understand number concepts to (10/100/1000) with ___% accuracy.	
2	[student] will demonstrate understanding of measurement using standard units (linear, mass and capacity) with ___% accuracy.	
3	[student] will demonstrate understanding of financial literacy with coins/bills to (1,5, 10, 100) dollars with ___% accuracy.	

ACA-NUM-U021	Academic/Intellectual	Numeracy
Goal	[student] will develop financial literacy.	
Objective		
1	[student] will understand attributes of coins with support/independently with ___% of accuracy.	
2	[student] will complete monetary calculations, including making change with amounts to 100 dollars with support/independently with ___% of accuracy.	
3	[student] will understand the value of coins and monetary exchanges with support/independently with ___% of accuracy.	
4	[student] will understand coin combinations to 100 cents with support/independently with ___% of accuracy.	
5	[student] will develop fluency with coins and bills to 100 dollars with support/independently with ___% of accuracy.	

ACA-NUM-U022	Academic/Intellectual	Numeracy
Goal	[student] will improve [his] basic numeracy skills.	
Objective		
1	When presented with randomly arranged cards with the numerals 1-10, the [student] will place the card next to the object that has the same numeral attached to it with 90% accuracy over 20 trials.	
2	When presented with 5 cards each containing a two digit number, and given at least 10 sample cards (5 of which will match those presented) the [student] will place the correct card next to its “match” to a 90% accuracy level over 20 trials.	
3	When asked to “count these,” the [student] will sequentially count up to ___ items to a 90% accuracy for 20 trials.	
4	When requested to verbally identify a number from (1-___) that has been randomly selected and displayed, [student] will verbally respond with the name of that number to a 90% accuracy for 20 trials.	
5	When presented with a math problem of two numbers of up to 2 digits in size, [student] will add these numbers correctly and write the answer to a 90% accuracy for 20 trials.	
6	When shown a printed form of [his] name from a field of 3 choices and asked to “point to your name,” [student] will correctly point to [his] own name with 90% accuracy over 20 trials.	

ACA-SEL-U001	Academic/Intellectual	Self Advocacy
Goal	[student] will improve self-advocacy skills and demonstrate greater confidence in [his] abilities.	
Objective		
1	[student] will participate in __ out of __ district gifted activity events.	
2	[student] will participate in project-based learning in the classroom in consultation with teacher.	
3	[student] will demonstrate learning through __ number of independent projects by June.	
4	[student] will pursue a topic of interest and work with partner to complete a project by June.	
5	[student] will self-advocate by asking teacher for more challenging material when [he] has already mastered concept __% of the time.	
6	[student] will accept imperfection and learn how to accept occasional failure as a challenge to be met and overcome by June.	
7	[student] will learn to view mistakes as a challenge to be met and solved with continued effort by June.	
8	[student] will have opportunity to choose higher level novels to read and then complete activity of [his] choice on that novel by June.	
9	[student] will engage in an independent study of [his] area of interest using variety of available technology by June.	

COMMUNICATION

COM-EXP-U003	Communication	Expressive
Goal	[student] will comprehend, communicate, and connect with others.	
Objective		
1	[student] will use play and other creative means to communicate needs and ask for help with support/independently _out of _ times/_% of the time.	
2	[student] will use age-appropriate reading, listening and viewing behaviours and strategies to make meaning with support/independently _out of _ times/_% of the time.	
3	[student] will use sources of information and prior knowledge to make meaning with support/independently _out of _ times/_% of the time.	
4	[student] will engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community with support/independently _out of _ times/_% of the time.	

COM-EXP-U006	Communication	Expressive
Goal	[student] will show an increase in expressive vocabulary.	
Objective		
1	[student] will add _ new words to [his] vocabulary each week.	
2	[student] will add _ new nouns to [his] vocabulary each week.	
3	[student] will add _ new adjectives to [his] vocabulary each week.	
4	[student] will add _ new verbs to [his] vocabulary each week.	
5	[student] will add _ new prepositions to [his] vocabulary each week.	
6	[student] will add _ new opposites to [his] vocabulary each week.	
7	[student] will be able to express [his] needs with support/independently _out of _ times/_% of the time.	
8	[student] will be able to relate experiences with support/independently _out of _ times/_% of the time.	
9	[student] will respond to conversational questions with support/independently _out of _ times/_% of the time.	
10	[student] will engage in conversation (once a day, three times a day, etc) with support/independently _out of _ times/_% of the time.	
11	[student] will use the Picture Exchange System (PECS) level 1 independently across 3 to 5 reinforcers (eg: toy or book) with 2 or more different communicative partners (person she brings the picture symbol to) in 2 different environments.	

COM-EXP-U008	Communication	Expressive
Goal	[student] will improve [his] language processing skills.	
Objective		
1	[student] will demonstrate knowledge of (labels/functions/associations/categories/similarities and differences/multiple meanings/attributes) in structured language activities with visual support/independently _out of _ times/_% of the time.	

COM-EXP-U009	Communication	Expressive
Goal	[student] will demonstrate an increase in concept knowledge.	
Objective		
1	[student] will utilize appropriate concept words during structured language activities with support/independently _out of _ times/_% of the time.	
2	[student] will follow single step directions with targeted concept to demonstrate understanding with support/independently _out of _ times/_% of the time.	
3	[student] will follow two/three/four step directions with targeted concept to demonstrate understanding with support/independently _out of _ times/_% of the time.	

COM-EXP-U010	Communication	Expressive
Goal	[student] will show an increase in expressive vocabulary.	
Objective		
1	[student] will demonstrate knowledge of (80%) of vocabulary from theme-based units.	

COM-EXP-U012	Communication	Expressive
Goal	[student]'s speech will be better understood by adults and peers.	
Objective		
1	[student] will (imitate/spontaneously produce) the (target) sounds in (isolation/syllable/word/carrier phrase/sentence/conversation) _ out of _ times/_% of the time.	

COM-EXP-U015	Communication	Expressive
Goal	[student] will use appropriate grammatical structures when speaking.	
Objective		
1	[student] will use appropriate (subjective/possessive/objective) pronouns in (structured language activities/conversational speech) with _% accuracy.	

2	[student] will use the appropriate verb tense (future/regular past/irregular past, present progressive) in (structural language activities/conversational speech) with _% accuracy.
3	[student] will use (appropriate/targeted) sentence structure (subject-verb-object) in (structured language activities/conversational speech) with _% accuracy.

COM-EXP-U019	Communication	Expressive
Goal	[student] will acquire, interpret, and present information.	
Objective		
1	[student] will understand and share information about a topic that is important to [him] with support/independently with _% of accuracy.	
2	[student] will present information clearly and in an organized way with support/independently with _% of accuracy.	
3	[student] will actively listen to a person who is speaking by asking questions and making connections with support/independently _% of the time.	
4	[student] will gather information [he] needs for school tasks and present it with support/independently with _% of accuracy.	

COM-EXP-U021	Communication	Expressive
Goal	[student] will work together to plan and accomplish group tasks.	
Objective		
1	[student] will do [his] share when working with others with support/independently with _% of accuracy.	
2	[student] will take on roles and responsibilities in a group with support/independently _% of the time.	

COM-EXP-U023	Communication	Expressive
Goal	[student] will reflect and share accomplishments, as well as what was learned.	
Objective		
1	[student] will recount simple experiences or activities and tell something [he] learned with support/independently with _% of accuracy.	
2	[student] will represent [his] learning with support/independently with _% of accuracy.	

COM-EXP-U024	Communication	Expressive
Goal	[student] will develop skills in friendship-making and conversing with peers effectively.	
Objective		
1	[student] will improve [his] ability to initiate and maintain social interaction with peers with support/independently _ out of _ times.	

COM-REC-U001	Communication	Receptive
Goal	[student] will demonstrate an increase in following directions.	
Objective		
1	[student] will follow (1,2 or 3) step directions independently/with verbal support/with visual support/in routine).	
2	When [student] is requested to perform a one-step action, she will perform that activity on 4 out of 5 times without prompting. (Come here, Sit down, stand up, give (+ point to object) pick up (+ point to object) go get (+ point to object), ready to learn (hands on lap, feet on floor)	

PHYSICAL FUNCTIONING

PHY-GRO-U004	Physical Functioning	Gross/Fine Motor
Goal	[student] will participate in physical activity to help develop movement skills.	
Objective		
1	[student] will develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environment with support/independently _out of _ times/_% of the time.	
2	[student] will apply methods of monitoring exertion levels with support/independently _out of _ times/_% of the time.	
3	[student] will describe the body's reaction to participating in physical activity in a variety of environments with support/independently _out of _ times/_% of the time.	
4	When requested to jump, in a structured setting, [student] will perform that task with both feet at the same time _ out of _ times.	
5	When presented with a ball and requested to “kick the ball”, [student] will kick the ball and maintain balance as appropriate after the kick _ out of _ times.	

PHY-GRO-U007	Physical Functioning	Gross/Fine Motor
Goal	[student] will participate in daily physical activity.	
Objective		
1	[student] will participate in a range of motion program for _minutes per day.	
2	[student] will catch and throw an _ inch ball, accurately, to a person/target _ feet away _out of _ times.	
3	[student] will use [his] walker for _ minutes per day.	
4	[student] will use [his] wheelchair/power chair for _ minutes per day.	
5	[student] will use a standing frame for _ minutes per day.	

PHY-GRO-U009	Physical Functioning	Gross/Fine Motor
Goal	[student] will develop an appropriate level of core strength.	
Objective		
1	[student] will be able to do _ sit-ups.	
2	[student] will be able to maintain a half kneeling position for _ seconds.	
3	[student] will sit independently for _seconds on a plinth.	

PHY-GRO-U010	Physical Functioning	Gross/Fine Motor
Goal	[student] will develop ball skills.	
Objective		
1	[student] will catch and throw a _ inch ball, accurately, to a person/target _ feet away _ out of _ times.	
2	[student] will catch a ball rolled to [him] _ out of _ times.	
3	[student] will attend to a ball/balloon for _ seconds.	

PHY-GRO-U014	Physical Functioning	Gross/Fine Motor
Goal	[student] will participate independently/with support in leisure and recreational interests of [his] choice.	
Objective		
1	[student] will participate in recreational/leisure activities of [his] choosing independently/with assistance on _ out of _ occasions.	

PHY-GRO-U016	Physical Functioning	Gross/Fine Motor
Goal	[student] will improve work behaviour for greater task orientation in the classroom.	
Objective		
1	[student] will participate in _ group size activity with support/independently _ out of _ times.	
2	[student] will take turns as the rules require with support/independently _ out of _ times.	
3	[student] will demonstrate socially acceptable behaviours while eating with support/independently _ out of _ times.	

PHY-GRO-U018	Physical Functioning	Gross/Fine Motor
Goal	[student] will improve motor skills to enhance quality of movement and efficiently organize self for participation in school activities.	
Objective		
1	[student] will move independently in [his] wheelchair _ meters.	
2	[student] will move in [his] walker _ meters.	

PHY-PER-U001	Physical Functioning	Personal Safety
Goal	[student] will remain safe at school.	
Objective		
1	[student] will respond to the stop gesture/command with support/independently _ out of _ times/ _ % of the time.	
2	[student] will identify and act appropriately towards unknown adults with support/independently _ out of _ times/ _ % of the time.	

PHY-PER-U002	Physical Functioning	Personal Safety
Goal	[student] will develop an appropriate level of balance.	
Objective		
1	[student] will stand on each foot for _ seconds independently _ out of _ times/_ % of the time.	
2	[student] will walk on a gym bench with support/independently for _ steps _ out of _ times/_ % of the time.	

SELF DETERMINATION/INDEPENDENCE

SEL-BEH-U003	Self Determ./Independence	Behaviour_
Goal	[student] will act with a sense of integrity in interactions, including online.	
Objective		
1	[student] will demonstrate respectful and inclusive behaviour with support/independently _out of _ times/_% of the time.	
2	[student] will explain when something is unfair with support/independently _out of _ times/_% of the time.	
3	[student] will advocate for others with support/independently _out of _ times/_% of the time.	

SEL-PER-U003	Self Determ./Independence	Personal Safety
Goal	[student] will interact appropriately with other students.	
Objective		
1	[student] will refrain from touching other students with support/independently _out of _ times/_% of the time.	
2	[student] will be able to settle minor conflicts with peers without becoming physically aggressive with support/independently _out of _ times/_% of the time.	
3	[student] will seek teacher assistance when [he] is experiencing difficulties interacting with peers with support/independently _out of _ times/_% of the time.	
4	[student] will walk away from peer conflict with support/independently _out of _ times/_% of the time.	
5	[student] will verbally, rather than physically, express [his] feelings towards a peer with support/independently _out of _ times/_% of the time.	
6	[student] will settle minor conflicts with others without arguing, yelling, crying, hitting, etc. with support/independently _out of _ times/_% of the time.	

SEL-PER-U005	Self Determ./Independence	Personal Safety
Goal	[student] will become more independent with [his] mobility device.	
Objective		
1	[student] will lock [his] breaks on [his] wheelchair every time [he] stops with support/independently.	
2	[student] will drive [his] power chair from _ to _ when the hallway is empty/busy within _ minutes.	
3	[student] will ask people to move out of [his] way when moving down the hallway as needed with support/independently _out of _ times/_% of the time.	

SEL-PER-U006	Self Determ./Independence	Personal Safety
Goal	[student] will understand graphic symbols.	
Objective		
1	[student] will demonstrate comprehension of graphic symbols with support/independently with _% of accuracy.	
2	[student] will demonstrate [his] understanding of graphic symbols that are typically used in community life with support/independently with _% of accuracy.	

SEL-PER-U007	Self Determ./Independence	Personal Safety
Goal	[student] will comprehend typical verbal communications.	
Objective		
1	[student] will follow verbal directions in correct sequential order with support/independently with _% of accuracy.	
2	[student] will comprehend verbal communication by listening carefully and summarizing the information with support/independently with _% of accuracy.	

SEL-PER-U010	Self Determ./Independence	Personal Safety
Goal	[student] will improve self-care skills for greater independence in school.	
Objective		
1	[student] will use tissue to wipe nose with support/independently _ out of _ times.	
2	[student] will indicate when [he] needs to use the toilet with support/independently _ out of _ times.	
3	[student] will get on and off the toilet with support/independently _ out of _ times.	
4	[student] will turn water on and off with support/independently _ out of _ times.	
5	[student] will adjust the water temperature/pressure with support/independently _ out of _ times.	
6	[student] will wash/dry hands and face with support/independently _ out of _ times.	
7	[student] will follow bathroom routine including removing [his] pants and pull-up with support, sitting on the toilet, pulling up [his] pants and wash/drying [his] hands.	
8	[student] will request preferred food items using picture symbols and eat them independently.	
9	[student] will go to the coat area when she arrives at school, hang up [his] own backpack, remove [his] coat, sit in [his] spot and remove shoes independently.	

SEL-SEL-U001	Self Determ./Independence	Self Advocacy
Goal	[student] will express [his] needs and seek help when [he] needs it.	
Objective		
1	[student] will advocate for [himself] and [his] ideas.	

SEL-BEH-U003	Social Emotional	Behaviour_
Goal	[student] will take responsibility for [his] own choices and actions.	
Objective		
1	[student] will recognize emotions with support/independently _out of _ times/_% of the time.	
2	[student] will persevere with challenging tasks with support/independently _out of _ times/_% of the time.	
3	[student] will implement, monitor and adjust a plan and assess the result with support/independently _out of _ times/_% of the time.	
4	[student] will take ownership of [his] goals, learning, and behaviour with support/independently _out of _ times/_% of the time.	

SOCIAL EMOTIONAL

SOC-BEH-U008	Social Emotional	Behaviour_
Goal	[student] will demonstrate responsibility over [his] actions and be a contributing member of the school community.	
Objective		
1	[student] will be an active member of a group with support/independently _out of _ times/_% of the time.	
2	[student] will participate in classroom and group activities to improve the classroom, school, and community with support/independently _out of _ times/_% of the time.	
3	[student] will contribute to group activities that make [his] classroom, school, or community a better place with support/independently _out of _ times/_% of the time.	
4	[student] will identify how [his] actions and the actions of others affect [his] classroom, school, and community and will work to make positive change with support/independently _out of _ times/_% of the time.	
5	[student] will take thoughtful actions to influence positive, sustainable change with support/independently _out of _ times/_% of the time.	
6	[student] will demonstrate safety and fair play in physical activities with support/independently _out of _ times/_% of the time.	

SOC-BEH-U012	Social Emotional	Behaviour_
Goal	[student] will demonstrate respect for different perspectives and solve problems in peaceful ways.	
Objective		
1	[student] will solve problems [himself] and identify when to ask for help with support/independently _out of _ times/_% of the time.	
2	[student] will identify problems and compare potential problem-solving strategies with support/independently _out of _ times/_% of the time.	
3	[student] will clarify problems, consider alternatives, and evaluate strategies with support/independently _out of _ times/_% of the time.	
4	[student] will clarify problems or issues, generate multiple strategies, weigh consequences, compromise	

SOC-BEH-U016	Social Emotional	Behaviour_
Goal	[student] will develop and maintain positive peer and adult relationships.	
Objective		
1	[student] will be part of a group with support/independently _out of _ times/_% of the time.	
2	[student] will be kind to others, work or play co-operatively, and build relationships with people of [his] choosing with support/independently _out of _ times/_% of the time.	
3	[student] will identify when others need support and provide it with support/independently _out of _ times/_% of the time.	
4	[student] will be aware of how others may feel and take steps to help them feel included with support/independently _out of _ times/_% of the time.	
5	[student] will build and sustain positive relationships with others with support/independently _out of _ times/_% of the time.	
6	[student] will improve [his] ability to initiate and maintain social interaction with peers, with support/independently _ out of _ times/_% of the time.	

SOC-BEH-U018	Social Emotional	Behaviour_
Goal	[student] will care for school/other students' property in a responsible manner.	
Objective		
1	[student] will care for school/other students' property in a reasonable manner with support/independently _out of _ times/_% of the time.	
2	[student] will demonstrate appropriate care and handling of school/other students' property with support/independently _out of _ times/_% of the time.	

SOC-BEH-U022	Social Emotional	Behaviour_
Goal	[student] will develop control over [his] own behaviour.	
Objective		
1	[student] will adjust to a change in routine with support/independently _out of _ times/_% of the time.	
2	[student] will adapt behaviour so it's appropriate to the situation with support/independently _out of _ times/_% of the time.	
3	[student] will exhibit self-control with support/independently _out of _ times/_% of the time.	
4	[student] will refrain from making inappropriate comments with support/independently _out of _ times/_% of the time.	
5	[student] will be honest in [his] behaviour and words with support/independently _out of _ times/_% of the time.	
6	[student] will maintain an appropriate voice tone and volume level with support/independently _out of _ times/_% of the time.	
7	[student] will use appropriate language in the classroom and hallways with support/independently _out of _ times/_% of the time.	
8	[student] will respect school's/other students' property with support/independently _out of _ times/_% of the time.	
9	[student] will learn that [his] behaviour is a choice with support/independently _out of _ times/_% of the time.	
10	[student] will recognize the causes and effects of [his] behaviours with support/independently _out of _ times/_% of the time.	
11	[student] will assess consequences of [his] own behaviour with regard to [his] own best interests with support/independently _out of _ times/_% of the time.	
12	[student] will recognize the results of acting impulsively with support/independently _out of _ times/_% of the time.	
13	[student] will lessen/eliminate demanding behaviour with support/independently _out of _ times/_% of the time.	
14	[student] will be patient when dealing with problems with support/independently _out of _ times/_% of the time.	
15	[student] will prioritize what and when to problem solve with support/independently _out of _ times/_% of the time.	
16	[student] will use goal setting to overcome failure with support/independently _out of _ times/_% of the time.	
17	[student] will recognize when a goal is unrealistic with support/independently _out of _ times/_% of the time.	
18	[student] will accept the consequence from wrongdoing with support/independently _out of _ times/_% of the time.	
19	[student] will answer honestly about wrongdoing with support/independently _out of _ times/_% of the time.	
20	[student] will comply with school staff direction on <u> </u> out of <u> </u> occasions.	

SOC-BEH-U025	Social Emotional	Behaviour_
Goal	[student] will demonstrate appropriate interaction skills.	
Objective		
1	[student] will demonstrate the ability to wait [his] turn by allowing others to take their turns with support/independently _out of _ times/_% of the time.	
2	[student] will take turns with a peer for _ minutes at a time with support/independently.	
3	[student] will take turns with two peers for _ minutes at a time with support/independently.	
4	[student] will participate with a peer in an activity or game for _ minutes with support/independently.	
5	[student] will identify the impact [his] actions affect others with _% accuracy.	

SOC-BEH-U027	Social Emotional	Behaviour_
Goal	[student] will develop and maintain positive relationships in a variety of contexts	
Objective		
1	[student] will demonstrate peer interaction skills by sharing materials, waiting [his] turn, and talking in an acceptable manner with support/independently _out of _ times/_% of the time.	
2	[student] will demonstrate good sportsmanship in group games with support/independently _out of _ times/_% of the time.	
3	[student] will demonstrate flexibility in [his] behaviour with support/independently _out of _ times/_% of the time.	

SOC-BEH-U029	Social Emotional	Behaviour_
Goal	[student] will generate, use and evaluate strategies to resolve problems.	
Objective		
1	[student] will make appropriate choices, which demonstrates that [he] has considered the consequences of [his] choice with support/independently _out of _ times/_% of the time.	
2	[student] will demonstrate appropriate ways in which to express [his] anger, frustration, disappointment, anxiety with support/independently _out of _ times/_% of the time.	
3	[student] will solve problems with support/independently _out of _ times/_% of the time.	

SOC-BEH-U031	Social Emotional	Behaviour_
Goal	[student] will develop a positive attitude and caring behaviour.	
Objective		
1	[student] will demonstrate respectful behaviour when participating in group activities with support/independently __% of the time.	
2	[student] will identify and describe [his] feelings and worries with support/independently __% of the time.	
3	[student] will identify and apply strategies that promote mental well-being with support/independently __% of the time.	

SOC-BEH-U033	Social Emotional	Behaviour_
Goal	[student] will develop a sense of personal space in interactions with other people	
Objective		
1	[student] will distinguish between appropriate and inappropriate proximity with support/independently __ out of __ times.	
2	[student] will keep a comfortable space between [himself] and other people with support/independently __ out of __ times.	

SOC-BEH-U044	Social Emotional	Behaviour_
Goal	[student] will increasingly follow the __ Elementary school and classroom expectations.	
Objective		
1	[student] will be accountable for inappropriate actions __% of the time.	
2	[student] will complete tasks in the allotted time __% of the time.	
3	[student] will be on time for each class __% of the time.	
4	[student] will start tasks when asked __% of the time.	
5	[student] will make appropriate decisions during recess and at lunch hour __% of the time.	
6	[student] will complete and hand in assignments when asked __% of the time.	
7	[student] will raise his/her hand before speaking __% of the time.	
8	[student] will follow routines, instructions and directions promptly __% of the time.	
9	[student] will use acceptable problem solving skills __% of the time.	
10	[student] will interact with peers in a positive manner __% of the time.	
11	[student] will demonstrate respect for others and the property of others __% of the time.	
12	[student] will make positive contributions when called upon __% of the time.	
13	[student] will act in a cooperative manner __% of the time.	
14	[student] will follow routines __% of the time. (List the specific routines and or rules)	
15	[student] will exhibit anger management __% of the time.	
16	[student] will employ good decision making skills __% of the time.	
17	[student] will work quietly without distracting others __% of the time.	
18	[student] will use self control when confronted with a variety of situations __% of the time.	
19	[student] will remain on task __% of the time.	
20	[student] will work legibly and produce quality assignments and tasks __% of the time.	
21	[student] will use the acceptable voice tones as instructed by the teacher __% of the time.	
22	[student] will use appropriate language at all times and will display self-control __% of the time.	
23	[student] will complete assigned work to the best of their ability __% of the time.	
24	[student] will work independently when required __% of the time.	
25	[student] will willingly participate in classroom activities __% of the time.	
26	[student] will speak in an appropriate tone and volume in the classroom __% of the time.	
27	[student] will follow the school Code of Conduct __% of the time.	
28	[student] will demonstrate appropriate behaviour when moving through the school __% of the time.	
29	[student] will demonstrate appropriate behaviour when on the playground __% of the time.	

SOC-BEH-U047	Social Emotional	Behaviour_
Goal	[student] will improve peer/adult interaction.	
Objective		
1	[student] will interact appropriately with peers in all school settings __% of the time.	
2	[student] will respect the property of their peers __% of the time.	
3	[student] will solve problems with peers in peaceful ways __% of the time.	
4	[student] will use appropriate language when interacting with peers __% of the time.	
5	[student] will behave appropriately when angry or upset with peers __% of the time.	
6	[student] will not threaten to harm others.	
7	[student] will decrease inappropriate language and discussions __% of the time.	
8	[student] will increase age appropriate humor, behaviors and interest __% of the time.	
9	[student] will increase ability to act appropriately in diverse social situations __% of the time.	
10	[student] will increase ability to be aware of appropriate physical contact with self and others in diverse social situations __% of the time.	
11	[student] will increase tolerance for competition and accept outcome __% of the time.	
12	[student] will increase ability to understand and respect another's point of view and feelings __% of the time.	
13	[student] will decrease manipulative behavior __% of the time.	
14	[student] will increase ability to maintain friendships __% of the time.	
15	[student] will increase respect for the property of others __% of the time.	
16	[student] will increase awareness and respect for the rights of others __% of the time.	
17	[student] will increase appropriate attitudes and behaviors towards the opposite sex __% of the time.	
18	[student] will decrease verbal and/or physical aggression towards peers __% of the time.	
19	[student] will increase ability to discuss thoughts and feelings __% of the time.	
20	[student] will increase ability to accept responsibility for his/her actions __% of the time.	
21	[student] will address adults with appropriate manners __% of the time.	
22	[student] will respond appropriately when receiving a suggestion or constructive criticism from a teacher or staff member __% of the time.	

SOC-MEN-U004	Social Emotional	Mental Health
Goal	[student] will recognize how [his] decisions and actions will affect [his] well-being and take responsibility for caring for [himself].	
Objective		
1	[student] will participate in activities that support [his] well-being, and tell/show how they help [him] with support/independently _out of _ times/_% of the time.	
2	[student] will take some responsibility for [his] physical and emotional well-being with support/independently _out of _ times/_% of the time.	
3	[student] will make choices that benefit [his] well-being and keep [him] safe in [his] community, including [his] online interactions with support/independently _out of _ times/_% of the time.	
4	[student] will use strategies to find peace in stressful times with support/independently _out of _ times/_% of the time.	
5	[student] will sustain a healthy and balanced lifestyle with support/independently _out of _ times/_% of the time.	

SOC-MEN-U006	Social Emotional	Mental Health
Goal	[student] will make choices that contribute to [his] safety in [his] classroom, school, community, and online interactions.	
Objective		
1	[student] will make choices that benefit [his] well-being and keep [him] safe in [his] community, including	

SOC-MEN-U011	Social Emotional	Mental Health
Goal	[student] will make healthy choices that positively influence [his] social-emotional and mental well-being.	
Objective		
1	[student] will describe and apply strategies for developing and maintaining positive relationships with support/independently _out of _ times/_% of the time.	
2	[student] will describe and assess strategies for promoting mental well-being with support/independently _out of _ times/_% of the time.	
3	[student] will describe and assess strategies for managing problems related to mental well-being and substance use with support/independently _out of _ times/_% of the time.	
4	[student] will explore and describe strategies for managing physical, emotional, and social changes with support/independently _out of _ times/_% of the time.	
5	[student] will describe factors that positively influence mental well-being and self-identity with support/independently _out of _ times/_% of the time.	
6	[student] will describe feelings, worries, and appropriate strategies for dealing with them with support/independently _out of _ times/_% of the time.	

SOC-MEN-U017	Social Emotional	Mental Health
Goal	[student] will develop control over [his] own behaviour.	
Objective		
1	[student] will display the appropriate level of energy or excitement for a situation with support/independently _out of _ times/_% of the time.	
2	[student] will develop appropriate ways to handle stress and nervousness with support/independently _out of _ times/_% of the time..	
3	[student] will recognize [his] degree of personal control over events with support/independently _out of _ times/_% of the time.	
4	[student] will gauge the intensity of [his] feelings with support/independently _out of _ times/_% of the time.	
5	[student] will use self-talk for emotional control with support/independently _out of _ times/_% of the time.	
6	[student] will manage [his] anger with support/independently _out of _ times/_% of the time.	
7	[student] will postpone and think over behaviours related to a negative emotion with support/independently _out of _ times/_% of the time.	
8	[student] will make a decision without peer pressure with support/independently _out of _ times/_% of the time.	
9	[student] will identify moods and handle moodiness appropriately with support/independently _out of _ times/_% of the time.	
10	[student] will cope with unreasonable fears related to new situations with support/independently _out of _ times/_% of the time.	
11	[student] will learn techniques for dealing with worry, fear, and anxiety with support/independently _out of _ times/_% of the time.	
12	[student] will identify and change intense negative feelings with support/independently _out of _ times/_% of the time.	
13	[student] will recognize and deal with cop-out behaviours with support/independently _out of _ times/_% of the time.	
14	[student] will take risks in order to make growth with support/independently _out of _ times/_% of the time.	
15	[student] will recognize [his] own self-defeating behaviours with support/independently _out of _ times/_% of the time.	
16	[student] will recognize unrealistic goals with support/independently _out of _ times/_% of the time.	
17	[student] will be able to tell a truth from a lie with support/independently _out of _ times/_% of the time.	

SOC-MEN-U019	Social Emotional	Mental Health
Goal	[student] will understand that mental well-being is connected to good health.	
Objective		
1	[student] will identify and use practices that promote mental well-being with support/independently _ out of _ times/_% of the time.	
2	[student] will identify and communicate feelings and worries with support/independently _ out of _ times/_% of the time.	
3	[student] will identify preferences, interests and personal skills with support/independently _ out of _ times/_% of the time.	

SOC-MEN-U021	Social Emotional	Mental Health
Goal	[student] will gain confidence and be able to participate in the regular classroom program.	
Objective		
1	[student] will learn to recognize when they feel anxious _% of the time.	
2	[student] will learn strategies to manage their anxiety _% of the time.	
3	[student] will learn to recognize when they feel angry _% of the time.	
4	[student] will learn strategies to manage their anger _% of the time.	
5	[student] will learn to self-monitor their inappropriate behaviours _% of the time.	
6	[student] will learn to recognize their impulsive behaviours _% of the time.	
7	[student] will learn strategies to manage their impulsive behaviours _% of the time.	
8	[student] will learn to accept responsibility for their actions _% of the time.	
9	[student] will learn to be truthful when sharing information _% of the time.	
10	[student] will learn to make safe choices _% of the time.	
11	[student] will not threaten to harm [himself] _% of the time.	
12	[student] will develop a positive sense of self worth _% of the time.	
13	[student] will respond appropriately to praise and positive reinforcement _% of the time.	
14	[student] will learn to identify and label their feelings and that of others _% of the time.	

SOC-PER-U003	Social Emotional	Personal Safety
Goal	[student] will engage in appropriate behaviour to keep [himself] and others safe at school.	
Objective		
1	[student] will use avoidance or assertiveness strategies in unsafe and/or uncomfortable situations with support/independently _ out of _ times/_% of the time.	

SOC-PER-U006	Social Emotional	Personal Safety
Goal	[student] will interact appropriately with teachers.	
Objective		
1	[student] will refrain from touching the teacher with support/independently _out of _ times/_% of the time.	
2	[student] will sit/stand quietly when the teacher discusses the student's behaviour with [him], with support/independently _out of _ times/_% of the time.	
3	[student] will verbally, rather than physically, express [his] feelings toward the teacher with support/independently _out of _ times/_% of the time.	
4	[student] will control [his] anger to the extent of not requiring to be physically restrained by the teacher with support/independently _out of _ times/_% of the time.	

SOC-SEL-U005	Social Emotional	Self Advocacy
Goal	[student] will demonstrate a sense of personal efficacy and growing confidence in [his] ability to advocate for [himself].	
Objective		
1	[student] will show a sense of accomplishment and joy with support/independently _out of _ times/_% of the time.	
2	[student] will celebrate [his] efforts and accomplishments with support/independently _out of _ times/_% of the time.	
3	[student] will advocate for [himself] and [his] ideas with support/independently _out of _ times/_% of the time.	
4	[student] will imagine and work toward change in [himself] and the world with support/independently _out of _ times/_% of the time.	
5	[student] will take the initiative to inform [himself] about controversial issues with support/independently _out of _ times/_% of the time.	

TRANSITION

TRA-IN-U003	Transition	In School
Goal	[student] will self-advocate for and utilize appropriate adaptations/adjudications to increase comprehension in academic courses.	
Objective		
1	[student] will review adaptations/adjudications as needed with subject teachers with support/independently with _% frequency.	
2	[student] will identify options available to [him] and decide what best suits the needs on a daily basis with support/independently with _% frequency.	
3	[student] will advocate for learning and environmental needs with support/independently with _% frequency.	

TRA-IN-U005	Transition	In School
Goal	[student] will develop self-determination skills.	
Objective		
1	[student] will articulate necessary adaptations [he] requires to actively participate in [his] school with support/independently _ out of _ times.	
2	[student] will actively participate in [his] IEP and other transition planning opportunities with support/independently _ out of _ times.	

TRA-IN-U006	Transition	In School
Goal	[student] will develop skills for dealing with change effectively.	
Objective		
1	[student] will use rehearsal and picture strategies to make smooth changes in plans of [his] activities with support/independently _ out of _ times.	
2	[student] will use picture representations to clarify school rules with support/independently _ out of _ times.	

TRA-OUT-U002	Transition	Out of School
Goal	[student] will engage with the community and opportunities outside of the secondary school.	
Objective		
1	[student] will research opportunities to deepen and extend [his] strengths or interests with support/independently with _% frequency.	
2	[student] will participate in work experience or volunteer opportunities with support/independently _ times in the year.	
3	[student] will establish relationships with community members or programs with support/independently _ times in the year.	

TRA-OUT-U005	Transition	Out of School
Goal	[student] will develop self-determination skills.	
Objective		
1	[student] will assume responsibility for [his] own health care, including medication management, scheduling of appointments and knowledge of [his] health condition with support/independently _ out of _ times.	
2	[student] will set up meetings associated with [his] transition to adult life with support/independently _ out of _ times.	
3	[student] will engage in the process of obtaining employment, including preparing resumes, completing job applications and preparing for interviews with support/independently _ out of _ times.	
4	[student] will understand the future implications of [his] disability as it relates to [his] future desires and help [him] set attainable goals with support/independently _ out of _ times.	

TRA-IN-U006	Transition	Out of School
Goal	[student] will develop skills for independent living.	
Objective		
1	[student] will develop practical problem-solving skills with support/independently _ out of _ times.	
2	[student] will increase [his] conversation skills with support/independently _ out of _ times.	

TRA-OUT-U008	Transition	Out of School
Goal	[student] will begin developing workplace skills.	
Objective		
1	[student] will arrive on time at work experience site with support/independently _ out of _ times.	
2	[student] will follow directions and complete tasks assigned at the work place with support/independently _ out of _ times.	
3	[student] will use good hygiene practices at work experience site with support/independently _ out of _ times.	
4	[student] will develop independence at completing assembly tasks needed at workplace with support/independently _ out of _ times.	

TRA-OUT-U010	Transition	Out of School
Goal	[student] will maintain a sense of personal health and well-being through weight training and exercise offered through the school and the community.	
Objective		
1	[student] will distinguish between appropriate and inappropriate levels of exercise with support/independently _ out of _ times.	
2	[student] will become involved in a community-based physical fitness activity with support/independently _ out of _ times.	

TRA-PER-U002	Transition	Personal Safety
Goal	[student] will take the necessary steps to prevent illness.	
Objective		
1	[student] will wash [his] hands when appropriate with support/independently _out of _ times/_% of the time.	
2	[student] will demonstrate appropriate hygiene skills with support/independently _out of _ times/_% of the time.	
3	[student] will eat nutritional foods with support/independently _out of _ times/_% of the time.	

TRA-PER-U005	Transition	Personal Safety
Goal	[student] will increase [his] ability to care for personal needs.	
Objective		
1	[student] will take care of [his] toileting needs with support/independently _out of _ times/_% of the time.	
2	[student] will engage in necessary hygiene activities (use toilet paper, wash hands) after using the restroom with support/independently _out of _ times/_% of the time.	
3	[student] will leave the restroom appropriately dressed with support/independently _out of _ times/_% of the time.	

TRA-PER-U007	Transition	Personal Safety
Goal	[student] will demonstrate problem-solving skills in typical situations.	
Objective		
1	[student] will solve problems in typical situations with support/independently _out of _ times/_% of the time.	
2	[student] will rely on verbal cues to solve problems in typical situations with support/independently _out of _ times/_% of the time.	
3	[student] will rely on visual cues to solve problems in typical situations with support/independently _out of _ times/_% of the time.	
4	[student] will solve problems by requesting clarification of information not understood in typical situations with support/independently _out of _ times/_% of the time.	

TRA-PER-U008	Transition	Personal Safety
Goal	[student] will ask for assistance when appropriate.	
Objective		
1	[student] will determine when assistance is required with support/independently _out of _ times/_% of the time.	

TRA-SEL-U004	Transition	Self Advocacy
Goal	[student] will develop self-determination skills.	
Objective		
1	[student] will organize and plan for upcoming class assignments and events in school with support/independently _ out of _ times.	
2	[student] will ask appropriate questions of Educational Assistants, caregivers and health care providers with support/independently _ out of _ times.	
3	[student] will demonstrate, and practice assertiveness skills with support/independently _ out of _ times.	
4	[student] will discuss human rights and disability rights and issues, and how best to advocate for [himself] with support/independently _ out of _ times.	
5	[student] will share feelings, concerns, opinions and needs with support/independently _ out of _ times.	