

1. **Present Level of Performance:** During recess, five-year old Maria cries when friends do not want to play with her. The other kids become frustrated with Maria because she is not flexible. She only wants to do what she wants to do.

Annual Goal: During recess Maria will use active listening four out of five times as monitored by her teacher.

Benchmarks:

1. During the first marking period, Maria will work with an adjustment counselor to identify and discuss behavior that causes other students to become angry.
2. By the end of the second marking period, Maria will listen to the opinions of other students during recess without interrupting three out of five times as monitored by her teacher.
3. By the end of the academic year, Maria will listen to the opinions of other students during recess without interrupting four out of five times as monitored by her teacher.

2. **Present Level of Performance:** When nine-year-old Joe is presented with challenging material in the classroom, he becomes aggressive and often starts a fight with one of his classmates.

Annual Goal: In response to challenging classroom material, Joe will use a three-question self-monitoring tool everyday as monitored by his teacher.

Benchmarks:

1. During the first marking period, Joe will work with an Adjustment Counselor to identify his emotions when presented with challenging material.
2. By the end of the second marking period, Joe will use his three-question self-monitoring tool with prompts from the teacher at least three times per week as monitored by his teacher.
3. By the end of the academic year, Joe will use his three-question self-monitoring tool five times per week as monitored by his teacher.

3. **Present Level of Performance:** Ten-year old Jane tries to cut in line, which can upset other students and cause conflict.

Annual Goal: By the end of the academic year, Jane will line up appropriately with other students five out of five times as monitored by lunch and bus monitors.

Benchmarks:

1. By the end of the second marking period, with visual cues and coaching from school staff, Jane will line up appropriately with other students three out of five times as monitored by lunch and bus monitors.
2. By the end of the third marking period, with visual cues and coaching from school staff, Jane will line up appropriately with other students four out of five times as monitored by lunch and bus monitors.
3. By the end of the academic year, Jane will line up appropriately with other students five out of five times as monitored by lunch and bus monitors.

4. Present Level of Performance: Fifteen-year old Linda responds to feedback from the teacher during class by shouting and answering.

Annual Goal: When given feedback by a teacher during class, Linda will engage in positive coping strategies four out of five times as monitored by Linda.

Objectives:

1. When Linda responds negatively to feedback from her teacher during class, she will see the teacher after class to discuss the situation using words that express her feelings without aggression as monitored by her teachers.
2. When Linda receives feedback during class, she will use breathing exercises (or another calming technique) four out of five times as monitored by Linda.

5. Present Level of Performance: In gym class, ten-year old Alicia enjoys playing games, however, she becomes upset when she does not win.

Annual Goal: Alicia will participate in gym without disruption regardless of the outcome of any competitive games as monitored by the gym teacher.

Benchmarks:

1. At the end of class, Alicia and her gym teacher will discuss the outcome of games played in gym class.
2. By the end of the second marking period, with cues from the teacher, Alicia will accept the outcome of games played in gym three out of five times as monitored by the gym teacher.
3. By the end of the academic year, Alicia will participate in gym class without disruption regardless of the outcome of any games five out of five times as monitored by the gym teacher.

6. **Present Level of Performance: Twelve-year old Mark becomes anxious about his classes and arrives flustered and sometimes late for class. A Functional Behavior Assessment shows that this is likely due to Mark's poor self-management skills.**

Annual Goal: Mark will arrive at class with all materials required for daily assignments.

Benchmarks:

1. At the beginning of each day, Mark will meet with his homeroom teacher ten minutes before class to review his schedule for the day and materials he needs for each class.
2. By the end of the second marking period, Mark will arrive at class with all materials required three out of five times as monitored by Mark.
3. By the end of the third marking period Mark will have the correct materials for each class four out of five times as monitored by Mark.
4. By the end of the academic year, Mark will arrive at class with all materials required five out of five times as monitored by Mark.

7. **Present Level of Performance: Six-year old Alex hides things in his backpack (food, classroom items, and other students' school supplies). When questioned about it, he claims that they are his items.**

Annual Goal: By the end of the academic year, the amount of items Alex hides in his backpack during the day will be reduced.

Benchmarks:

1. At the end of each day, Alex will have a private meeting with the School Adjustment Counselor [Note to SEsPs: this should be a trusted and engaging person for Alex], to discuss the items in his backpack.
2. By the end of the second marking period, the number of items in Alex's backpack which are not his will be reduced by 20% compared to the beginning of the year as monitored by the adjustment counselor.
3. By the end of the academic year, the number of items in Alex's backpack will be reduced by 20% compared to the end of the second marking period as monitored by the adjustment counselor.

8. **Present Level of Performance: When thirteen-year old Wanda returns from counseling and family visits, she is impatient with her classmates, doesn't wait her turn and can become aggressive if she doesn't get her way.**

Annual Goal: Wanda will learn how to compartmentalize her feelings so that she does not disrupt class after family visits and counseling sessions.

Objectives:

1. During meetings with the School Adjustment Counselor, Wanda will use drawing/cartoon visualization tools to describe how she feels after family visits and counseling sessions and discuss alternatives behaviors in these scenarios.
2. In the classroom, when Wanda determines that she isn't able to engage appropriately with the class, she will place a cue on her desk (i.e., plastic crab).
3. Wanda will manage her feelings while she is in class so as not to disrupt the classroom after family visits and counseling sessions.