

Figure 3. Graphic Organizer for IEP, PLAAFP, Annual Goal, and STO Development

Student: _____ Broad Area of Need: _____ Date: _____

- Step 1:** Consider your current assessment data on the student related to the identified area of need and fill in the information below.
- Step 2:** Based on your assessment data, identify broad needs for the student and fill in one need in each box marked “Need” below.
- Step 3:** Now, write an Annual Goal for each “Need” that you identified. These should be feasible goals projecting the student’s progress for the upcoming year.
- Step 4:** Underneath each Annual Goal, list steps or skills that the student will need to gain in order to achieve the goal.

Current Assessment Data		Sources of Assessment Data
Need	Need	Need
Annual Goal	Annual Goal	Annual Goal
Steps/Skills to Achieve Goal:	Steps/Skills to Achieve Goal:	Steps/Skills to Achieve Goal:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Note. IEP = individualized education program; PLAAFP = present levels of academic achievement and functional performance; STOs = short-term objectives;

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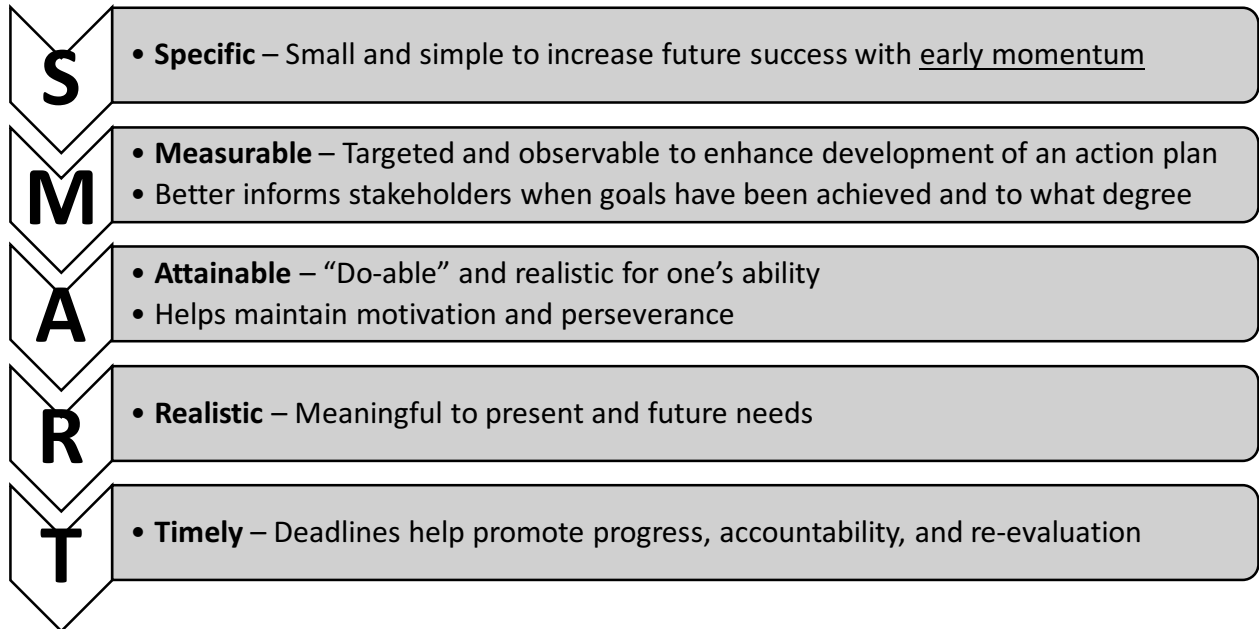
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SMART AND IDEA



IDEA	SMART
Annual goals need to be written clearly and concisely (Knowlton, 2007)	Specific
Behavioral goals must be able to be <u>described</u> , <u>rated</u> , <u>quantified</u> , <u>tested</u> and <u>retested</u> , and used for comparison throughout the year (Capizzi, 2008)	Measurable
Goals must be “feasibly accomplished” over the duration of the year (Knowlton, 2007)	Attainable
Goals must be directly related to the student’s assessed present level of performance and learning needs (Kowalski et al., 2009)	Realistic
Descriptions indicate whether the student is expected to meet the goal <u>by the year’s end</u> (Turnbull et al., 2013)	Timely

Transforming Recommendations into Behavior Goals

Emotional Disturbance: 1) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; and 2) a general pervasive mood of unhappiness or depression

To increase personal insight into feelings and behaviors, Yolanda may benefit from reading social stories that describe different sources of emotions and what they look like in other people. As Yolanda gains a better understanding of emotionality as a spectrum, provide her with appropriate vocabulary needed to express her feelings and describe other people's feelings.



Within one grading period (6-weeks), Yolanda will demonstrate clear understanding of up to 2 types of emotions. This will be evidenced by her ability to identify personal examples in which she experienced the emotion and infer the feelings of others from stories and other types of media. Skill acquisition will be measured by her use of "I feel/ felt" and "they feel/ felt" statements, self-appraisal scale, and role playing strategies with support staff.

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Stacey may find it helpful to learn how to use relaxation techniques such as deep breathing and progressive muscle relaxation as a way of coping with frustration and stress.



Within one grading period (6-weeks), Stacey will practice relaxation strategies up to 3 times each week. This will be evidenced by her ability to reflect on their utility and overall level of effectiveness. Skill acquisition will be measured by direct observation, completion of counseling materials (e.g., worksheets), and her ability to openly discuss experiences involving negative emotions.

Evidence-Based Interventions: Depression

- 1) Cognitive-behavior therapy
 - Self-appraisal rating system/ mood monitoring
 - Relaxation monitoring forms
 - Social skills training
- 2) Cognitive restructuring/ dysfunctional thought records
- 3) Role playing of thought distortion and alternate evidence
- 4) Identifying precipitating and exacerbating factors
- 5) Behavioral activation
- 6) Interpersonal therapy
 - Interpersonal inventories to identify and clarify interpersonal difficulties with peers and adults
 - Making connections between negative emotionality and specific interpersonal situations (e.g., identify communication patterns)
 - Identifying alternate responses solutions and reflecting on those solutions through feedback
- 7) Relaxation training
 - Progressive muscle relaxation
 - Guided imagery
 - Diaphragmatic breathing

CHILD HANDOUT(S)

Relaxation Monitoring Worksheet

INSTRUCTIONS: Simply practice some of the relaxation strategies that were learned in our meeting today. (1) Circle the day that you practiced; (2) Write the reason you needed to calm down; (3) Circle the strategy that you chose to practice; and (4) Circle a self-check rating to describe how you felt after practicing the exercise.

Day 1 (circle) : Mon, Tues, Wed, Thurs, Fri, Sat, Sun Time: _____

What happened? Why did you need to calm down? _____

Circle what you practiced: **Counting to 10** - or - **Deep Breathing** - or - **Muscle Melting**

After you practiced, how did you feel (circle your answer on the self-check scale)?

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
The Worst Horrible Really Bad Bad A Little Bad OK Pretty Good Good Really Good Great The Best

Day 2 (circle) : Mon, Tues, Wed, Thurs, Fri, Sat, Sun Time: _____

What happened? Why did you need to calm down? _____

Circle what you practiced: **Counting to 10** - or - **Deep Breathing** - or - **Muscle Melting**

After you practiced, how did you feel (circle your answer on the self-check scale)?

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
The Worst Horrible Really Bad Bad A Little Bad OK Pretty Good Good Really Good Great The Best

Day 3 (circle) : Mon, Tues, Wed, Thurs, Fri, Sat, Sun Time: _____

What happened? Why did you need to calm down? _____

Circle what you practiced: **Counting to 10** - or - **Deep Breathing** - or - **Muscle Melting**

After you practiced, how did you feel (circle your answer on the self-check scale)?

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10
The Worst Horrible Really Bad Bad A Little Bad OK Pretty Good Good Really Good Great The Best

Name: _____

FAMILY STARS INTERVENTION
Dr. David F. Curtis - 832-822-3689
Psychology Service, Texas Children's Hospital



Function Matrix

Function:	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangible/ Activity		
Sensory		

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Attention		
Tangible/ Activity		
Sensory		

*Adapted from Umbreit et al. (2007)

Resources

- Glicken, M. D. (2009). *Evidence-based practice with emotionally troubled children and adolescents*. Academic Press.
- Koch, S. P. (2010). Preventing student meltdowns. *Intervention in School and Clinic*, 46(2), 111-117.
- Vannest, K. J., Davis, J. L., Davis, C. R., Mason, B. A., & Burke, M. D. (2010). Effective intervention for behavior with a daily behavior report card: A meta-analysis. *School Psychology Review*, 39(4), 654-672.

References

- Capizzi, A. M. (2008). From assessment to annual goal: Engaging a decision-making process in writing measurable IEPs. *Teaching Exceptional Children*, 41(1), 18-25.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Merrill/ Prentice-Hall.

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