

EASTERN CARVER COUNTY SCHOOLS Chaska High School 545 Pioneer Trail Chaska MN 55318 Tel 952-556-7100	GOAL #3
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Present Level(s) of Academic Achievement and Functional Performance:

- 1) Strengths: Stan demonstrates a desire to interact with his friends, willingness to respond to people, and good eye contact.
- 2) Impact/Needs: Stan needs to increase his/her peer interaction skills
- 3) Baseline/Comparison to Peers: A social skills checklist was used to measure Stan's current social skills. This tool is a teacher-created checklist that was used during 20 minute observations when students interact with each other during either an unstructured group time such as lunch, recess, snack, or small group discussion time.

The checklist consists of 7 basic skills needed to interact with peers appropriately:

1. Greets Peer Appropriately (described as saying Hi/Hello/Good Morning, asking a question or tapping the peer on the shoulder)
2. Has Reciprocal Play or communication (takes turns)
3. Maintains Eye Contact
4. Uses Appropriate Voice Tone/Understands Voice Tone
5. Stays on Topic (doesn't get 'stuck' or return to own topic or idea)
6. Understands and Reads Partner's Body Language
7. Ends Interaction Appropriately (says Goodbye, Waves, or stops talking/playing)

Stan's median score is 2 out of 7 observed skills on this checklist. Stan's expression of these skills is inconsistent, and he does not often show these skills without reminders. Same-aged peers score 7 out of 7, indicating that Stan is discrepant from 4th grade peers in the area of appropriate peer interaction skills.

Measurable Annual Goal:

By February 2019, Stan will increase his social skills from 2 out of 7 skills on the social skills checklist to consistently demonstrating 7 out of 7 skills.

Benchmarks or Short Term Objectives:

1: By June 2018, Stan will increase his social skills from 2 out of 7 skills on the social skills checklist to consistently demonstrating 4 out of 7 skills.

2: By October 2018, Stan will increase his social skills from 2 out of 7 skills on the social skills checklist to consistently demonstrating 5 out of 7 skills.

How will progress toward meeting this annual goal be measured?

Progress will be measured twice a month using 20 minute observations taken with the social skills checklist by special education staff during lunch or recess (unstructured social time).