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Week 3 Assignment Case Study

ED 624 IEP Development and Implementation

01/29/2022

2 Measurable Annual Goals with at least 3 Objectives for Billy
Describe how you would determine benchmarks and evaluate progress.

1. **Annual Goal:** William “Billy” Stark will identify and manage feelings (i.e., anger, anxiety, stress, frustration) daily by using taught strategies (breathing exercises, taking a break, talking with a trusted adult) as measured by teacher observations and anecdotal records in 5 out of 5 trials by 01/28/2023.
 - a. **First Benchmark:** William “Billy” Stark will identify and manage feelings (i.e., anger, anxiety, stress, frustration) daily by using taught strategies (breathing exercises, taking a break, talking with a trusted adult) as measured by teacher observations and anecdotal records in 2 out of 5 trials by 05/28/2022.
 - b. **Second Benchmark:** William “Billy” Stark will identify and manage feelings (i.e., anger, anxiety, stress, frustration) daily by using taught strategies (breathing exercises, taking a break, talking with a trusted adult) as measured by teacher observations and anecdotal records in 3 out of 5 trials by 09/28/2022.
 - c. **Third Benchmark:** William “Billy” Stark will identify and manage feelings (i.e., anger, anxiety, stress, frustration) daily by using taught strategies (breathing exercises, taking a break, talking with a trusted adult) as measured by teacher observations and anecdotal records in 4 out of 5 trials by 11/28/2022.

Billy’s disruptive behavior in the classroom keeps him from accessing the general curriculum. It impedes his ability to learn in an effective manner and other students’ learning. In the special education classroom, Billy will receive specialized instruction on strategies to identify and manage his emotions when they become too great for him. This goal will help teach Billy strategies to control his emotions before he becomes disruptive.

1. First Instructional Objective: Identify situations in/out of the classroom that may cause anger, anxiety, stress, or frustration for Billy. Evaluation: Billy will identify past situations that caused him strong emotions and predict future concerns where he might have strong feelings.

2. Second Instructional Objective: Identify strategies for managing emotions. Evaluation: Billy will list and demonstrate different strategies for managing emotions.
3. Third Instructional Objective: Name types of behaviors and language that are acceptable and unacceptable. Evaluation: Billy will create a chart of acceptable and unacceptable behavior.

2. **Annual Goal:** Given a maximum of one verbal prompt, William “Billy” Stark will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance for 20 minutes, in 4 out of 5 trials, as measured by observations and anecdotal records by 01/28/2023.
 - a. **First Benchmark:** Given a maximum of four verbal prompts, William “Billy” Stark will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance for 5 minutes, in 4 out of 5 trials, as measured by observations and anecdotal records by 05/28/2022.
 - b. **Second Benchmark:** Given a maximum of three verbal prompts, William “Billy” Stark will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance for 10 minutes, in 4 out of 5 trials, as measured by observations and anecdotal records by 09/28/2022.
 - c. **Third Benchmark:** Given a maximum of two verbal prompts, William “Billy” Stark will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance for 15 minutes, in 4 out of 5 trials, as measured by observations and anecdotal records by 11/28/2022.

Billy refuses to do the simplest of tasks in the classroom. He has a hard time staying focused and on task. These behaviors keep him from being able to access the general curriculum. He needs specialized instruction in the special education classroom to be taught how to attend to his work without protest.

1. First Instructional Objective: Ignore distractions in the classroom environment by focusing on own work. Evaluation: Billy will create a list of distractions that might keep him from concentrating on his work.
2. Second Instructional Objective: Identify strategies Billy can use to help him stay focused on his work. Evaluation: Billy will create a visual chart that he can keep at his desk to use when distracted.

3. Third Instructional Objective: Determine problem-solving strategies Billy can use before asking or waiting for teacher help. Evaluation: Billy will verbally list problem-solving strategies he can use before asking or waiting for teacher help.