**Benchmark Examples #1**

Student (DOB): DM

Date:

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| --- | --- | --- | --- |
| **Progress** | **Goal 1: Academic Engagement** | **Goal 2: Self-Management** | **Goal 3: Independence** |
| **0**  **Baseline** | When completing academic assignments, DM requires 10-15 verbal prompts to complete the task. | When frustrated or told “no” will crumple up paper, sit and do nothing, mumble (verbal aggression—name calling, etc.) 100% of the time. | DM requires verbal reminders 4-5 times daily to get the materials he needs for the assigned task. |
| **+1**  **End of 1st Quarter** | Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete a science assignment 2 of 5 days. | Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 1 of 5 opportunities. | Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 1 of 5 assignments. |
| **+2**  **End of 2nd Quarter** | Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science assignments 4 of 5 days. | Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 2 of 5 opportunities. | Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 3 of 5 assignments. |
| **+3**  **End of 3rd Quarter** | Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science and social studies assignments 4 of 5 days. | Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 3 of 5 opportunities. | Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 4 of 5 assignments for 3 of 5 days. |
| **+4**  **End of 4th Quarter** | Utilizing a self-management checklist and differentiated output hierarchy, DM will independently complete science, social studies and literacy assignments 4 of 5 days. | Utilizing a self-management checklist and 5 point scale, DM will identify and use the coping strategy listed (e.g. deep breathing, counting, take a break) for his level of anger/frustration 4 of 5 opportunities. | Using a self-management checklist, DM will independently get the materials he needs prior to beginning the assignment task for 4 of 5 assignments for 4 of 5 days. |

**Benchmark Examples #2**

Student (DOB): BB

Date:

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| --- | --- | --- | --- |
| **Progress** | **Goal 1: Engagement / Communication** | **Goal 2: Independence** | **Goal 3: Social** |
| **0**  **Baseline** | In the classroom, BB will answer questions from the teacher using echolalic speech or require 2-4 prompts to answer. | In the classroom, BB will follow a 1-2 step direction that is part of his daily routine, but requires 4-5 prompts to follow a 1-2 step direction that is not within his normal daily routine. | In the classroom setting, BB participates in solo / parallel play but does not respond to or initiate play with peers. |
| **+1**  **End of 1st Quarter** | Using a visual cue, BB will provide a 1-word verbal response when asked a question during instruction 1 of 5 opportunities. | Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 1 of 5 opportunities. | Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 1 of 5 opportunities. |
| **+2**  **End of 2nd Quarter** | Using a visual cue, BB will provide a 1-word verbal response when asked a question during instruction 3 of 5 opportunities. | Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 3 of 5 opportunities. | Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 3 of 5 opportunities. |
| **+3**  **End of 3rd Quarter** | Using a visual cue, BB will provide a 2-word verbal response when asked a question during instruction 3 of 5 opportunities. | Using a visual routine checklist and video modeling, BB will follow a 1 or 2 step direction that is not part of his daily routine 4 of 5 opportunities. | Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 1 minute following the request 4 of 5 opportunities. |
| **+4**  **End of 4th Quarter** | Using a visual cue, BB will provide a 2-word verbal response when asked a question during instruction 4 of 5 opportunities. | Using a visual routine checklist and video modeling, BB will follow a 3 step direction that is not part of his daily routine 4 of 5 opportunities. | Using peer supports and visual cues, BB will respond to peer requests to play by participating in the play activity for at least 2 minutes following the request 4 of 5 opportunities. |

**Benchmark Examples #3**

Student (DOB): CE

Date:

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| --- | --- | --- | --- |
| **Progress** | **Goal 1: Independence** | **Goal 2: Self-Regulation / Break** | **Goal 3: Task Engagement** |
| **0**  **Baseline** | CE requires more than 5 verbal and physical prompts to transition from one activity to the next and engages in aggressive behavior (e.g. hitting staff, throwing items, etc.) when expected to transition. | When frustrated, CE hits others or throws items and requires time away to calm down. This occurs at least 3 times daily 4-5 days per week. | CE does not independently interact or complete academic worksheets or activities. Following 6-7 visual, verbal & physical prompts, 1-2 times per day, CE will even attempt a worksheet. |
| **+1**  **End of 1st Quarter** | Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the “to do” list to the “all done” list 1 of 6 daily transitions. | When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 1 of 5 times of frustration. | Using the differentiated output hierarchy, CE will independently complete one item on an academic worksheet daily. |
| **+2**  **End of 2nd Quarter** | Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the “to do” list to the “all done” list 3 of 6 daily transitions. | When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 2 of 5 times of frustration. | Using the differentiated output hierarchy, CE will independently complete ½ of an academic worksheet daily |
| **+3**  **End of 3rd Quarter** | Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the “to do” list to the “all done” list 5 of 6 daily transitions. | When presented a break card, CE will independently enter the break area and return to task following the allotted break time in 4 of 5 times of frustration. | Using differentiated output hierarchy, CE will independently complete an academic worksheet daily. |
| **+4**  **End of 4th Quarter** | Using a visual schedule, CE will independently transition from one activity to the next by independently moving the schedule picture from the “to do” list to the “all done” list and independently going to the correct area of the classroom in 5 of 6 daily transitions. | Using a break card, CE will request a break and independently enter the break area and return to task following the allotted break time in 3 of 5 times of frustration. | Using differentiated output hierarchy, CE will independently complete required academic worksheets daily for 3 of 5 days. |

**Benchmark Examples #4**

Student (DOB): JL

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Social Engagement** | **Goal 2: Social Engagement** | **Goal 3: Independence** |
| **0**  **Baseline** | JL does not respond verbally or with actions to peer requests to participate in play or work activities without adult verbal and physical prompting. | JL does not engage / participate in peer directed activities during a non-academic time (e.g. recess, snack, field trips, etc.). When peers initiates, he does nothing or walks away. | JL follows the classroom schedule and routines with 6-7 verbal and physical prompts by adults. |
| **+1**  **End of 1st Quarter** | Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 1 of 5 opportunities. | Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 1 of 5 opportunities. | Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 1 of 10 opportunities when instructed to check the schedule or when shown a check schedule card. |
| **+2**  **End of 2nd Quarter** | Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 2 of 5 opportunities. | Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 3 of 5 opportunities. | Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routine 3 of 10 opportunities when instructed to check the schedule or when shown a check schedule card. |
| **+3**  **End of 3rd Quarter** | Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 3 of 5 opportunities. | Using visual / verbal requests by peers (as determined by the LINK calendar), JL will engage / participate in a peer directed activity during a non-academic time (e.g. recess, snack, field trips, etc.) 4 of 5 opportunities. | Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 7 of 10 opportunities when instructed to check the schedule or when shown a check schedule card. |
| **+4**  **End of 4th Quarter** | Using peer supports and a functional communication system (FCS), JL will elicit an active response (i.e. go with the peer to participate or indicate a response on the FCS) to peer requests to engage in play or work activities in 4 of 5 opportunities. | JL will request / initiate an activity with a peer during a non-academic time (e.g. recess, snack, field trips, etc.) 1 of 5 opportunities. | Using a visual schedule and routine checklists, JL will independently follow the classroom schedule and routines 8 of 10 opportunities for 3 consecutive days when instructed to check the schedule or when shown a check schedule card. |

**Benchmark Examples #5**

Student (DOB): DD

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Independence** | **Goal 2: Engagement** | **Goal 3: Academic** |
| **0**  **Baseline** | DD does not complete daily routines in the morning without adult assistance and physical, visual or verbal prompting. | During group carpet time, DD refuses to sit in the carpet area with his peers. | DD requires verbal and physical prompts to do paper/pencil tasks. |
| **+1**  **End of 1st Quarter** | Using a visual routine checklist, DD will independently complete 2 of 5 steps of his morning routine. | Using peer to peer support, DD will sit in the carpet area with his peers during group time for 1 minute on 2 of 5 days. | Using visual supports and the differentiated output hierarchy, DD will complete a daily worksheet in a core content area 2 of 5 days. |
| **+2**  **End of 2nd Quarter** | Using a visual routine checklist, DD will independently complete his morning routine on 2 of 5 days. | Using peer to peer support, DD will sit in the carpet area with his peers during group time for 5 minutes on 2 of 5 days. | Using visual supports and the differentiated output hierarchy, DD will complete 2 daily worksheets in 2 core content areas 2 of 5 days. |
| **+3**  **End of 3rd Quarter** | Using a visual routine checklist, DD will independently complete his morning routine on 4 of 5 days. | Using peer to peer support, DD will sit in the carpet area with his peers during group time for the entire group time on 2 of 5 days. | Using visual supports and the differentiated output hierarchy, DD will complete all daily worksheets in core content areas 2 of 5 days. |
| **+4**  **End of 4th Quarter** | Using a visual routine checklist, DD will independently complete his morning, lunch and dismissal routines on 4 of 5 days. | Using peer to peer support, DD will sit in the carpet area with his peers during group time for the entire group time on 4 of 5 consecutive days. | Using visual supports and the differentiated output hierarchy, DD will complete all daily worksheets in core content areas 4 of 5 days. |

**Benchmark Examples #6**

Student (DOB): PC

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Engagement** | **Goal 2: Independence** | **Goal 3: Social** |
| **0**  **Baseline** | PC does not maintain engagement during academic activities. He requires more than 4 adult verbal and physical prompting to complete work. | PC requires 8-10 adult verbal and physical prompting to follow the classroom routine and procedures. | PC does not participate during group activities. He will go to the back of the room and look at books even when prompted to participate. |
| **+1**  **End of 1st Quarter** | Using visual supports and academic differentiation (choice), PC will independently complete a daily academic assignment in 2 content areas. | Using a visual routine checklist, PC will independently complete 2 of 8 classroom routines on 1 of 5 days. | Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for 5 minutes in 1 of 5 morning groups. |
| **+2**  **End of 2nd Quarter** | Using visual supports and academic differentiation (choice), PC will independently complete a daily academic assignment in 4 content areas. | Using a visual routine checklist, PC will independently complete 4 of 8 classroom routines on 1 of 5 days. | Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 1 of 5 morning groups. |
| **+3**  **End of 3rd Quarter** | Using visual supports and academic differentiation (choice), PC will independently complete 2 academic assignments in all core content areas. | Using a visual routine checklist, PC will independently complete 7 of 8 classroom routines on 1 of 5 days. | Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 3 of 5 morning groups. |
| **+4**  **End of 4th Quarter** | Using visual supports and academic differentiation (choice), PC will independently complete expected assignments. | Using a visual routine checklist, PC will independently complete 7 of 8 classroom routines on 4 of 5 days. | Utilizing peer to peer support, PC will remain in morning group and participate (do the motions of songs and attempt to sing) for the entire time in 4 of 5 daily groups. |

**Benchmark Examples #7**

Student (DOB): NB

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Task Engagement** | **Goal 2: Independence** | **Goal 3: Communication** |
| **0**  **Baseline** | NB does not complete classroom activities and tasks independently and requires 4-5 physical and verbal prompts to complete work. | NB does not independently respond to the instruction “check your schedule” or interact (pull a card from side of the schedule and place on the “all done” side) & transition to the next activity. | NB does not independently or accurately request wants & needs. Staff often guess based don his behavior what he wants. |
| **+1**  **End of 1st Quarter** | Using video modeling, NB will independently complete an unfamiliar task or activity 1 of 5 opportunities. | Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 1 of 5 transitions. | Using PECS and other selected FCS, NB will independently & accurately request a want / need 1 of 5 opportunities. |
| **+2**  **End of 2nd Quarter** | Using video modeling, NB will independently complete an unfamiliar task or activity 3 of 5 opportunities. | Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 3 of 5 transitions. | Using PECS and other selected FCS, NB will independently & accurately request a want / need in 4 of 5 opportunities. |
| **+3**  **End of 3rd Quarter** | Using video modeling, NB will independently complete an unfamiliar task or activity 4 of 5 opportunities. | Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 4 of 5 transitions. | Using PECS and other selected FCS, NB will independently & accurately request 3 different wants / needs in relevant opportunities. |
| **+4**  **End of 4th Quarter** | Using video modeling, NB will independently complete unfamiliar tasks & activities 4 of 5 consecutive days. | Using a visual schedule, check schedule card, and the instruction “check your schedule,” NB will independently pull a card from one side of the schedule and place on the “all done” side & transition to the next activity in 4 of 5 transitions for 3 consecutive days. | Using PECS and other selected FCS, NB will independently & accurately request 5 different wants / needs in relevant opportunities. |

**Benchmark Examples #8**

Student (DOB): GD

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Social** | **Goal 2: Self-Regulation / Break** | **Goal 3:**  **Task Engagement / Completion** |
| **0**  **Baseline** | During lunch, breaks, and recess, GD insolates himself and when peers attempt to initiate activities with him, he refuses and walks away. | When frustrated, GD refuses to do work or yells and throws items 2-3 times daily. | GD requires 5-8 verbal prompts to stay on task and complete classroom work during a 30 minute independent work time. |
| **+1**  **End of 1st Quarter** | Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 1 of 5 play opportunities. | Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 1 of 5 opportunities. | Using a self-management system and visual instructions, GD will complete ½ of an independent work assignment in the allotted time frame 1 of 5 class periods. |
| **+2**  **End of 2nd Quarter** | Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 2 of 5 play opportunities. | Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 2 of 5 opportunities. | Using a self-management system and visual instruction, GD will complete an independent work assignment in the allotted time frame 2 of 5 class periods. |
| **+3**  **End of 3rd Quarter** | Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 3 of 5 play opportunities. | Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 3 of 5 opportunities. | Using a self-management system and visual instruction, GD will complete the required independent work in the allotted time frame 3 of 5 class periods. |
| **+4**  **End of 4th Quarter** | Using peer mediated instruction (peer to peer support), GD will respond to requests by peers to play by going with them or participating in the activity 4 of 5 play opportunities for 2 consecutive days. | Using a 5 point visual scale, GD will use the identified strategy based on his level of frustration to calm himself 4 of 5 opportunities. | Using a self-management system and visual instruction, GD will complete independent work in the allotted time frame 4 of 5 class periods. |

**Benchmark Examples #9**

Student (DOB): CT

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress** | **Goal 1: Academic Engagement** | **Goal 2: Self-Management** | **Goal 3: Homework** |
| **0**  **Baseline** | During non-preferred academic tasks (e.g. math, writing), CT will not accept help from an adult (without interfering behaviors including yelling, throwing objects or ripping up paper) 100%. | CT uses profanity and socially unacceptable terms and concepts (e.g. sexual talk) 2-3 times hourly. | CT either actively refuses or simply does not complete the daily homework book so she does not know what homework is due. Either teachers fill it out or send an email home so homework gets completed. |
| **+1**  **End of 1st Quarter** | Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 1 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed). | Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 1 of 5 class periods. | Using a self-management checklist, CT will independently and accurately complete the homework book for one assignment in English class daily. |
| **+2**  **End of 2nd Quarter** | Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 2 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed). | Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 3 of 5 class periods. | Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in English class daily. |
| **+3**  **End of 3rd Quarter** | Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 3 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed). | Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 4 of 5 class periods. | Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in English and Science class daily. |
| **+4**  **End of 4th Quarter** | Using a self-management checklist during non-preferred academic tasks, CT will accept help from an adult (i.e. not engage in interfering behaviors and follow the adult instruction) 4 of 5 opportunities (i.e. a non-preferred task when adult assistance is needed). | Using a 5 point visual self-management scale and peer to peer support, CT will engage in social acceptable conversation and use social acceptable terms 4 of 5 class periods for 2 consecutive days. | Using a self-management checklist, CT will independently and accurately complete the homework book for all assignments in 3 core classes daily. |