

SASKATOON CATHOLIC HIGH SCHOOLS PERSONAL PROGRAM PLAN (2000 - 2001)

NAME: MIKE LIVINGSTON		BIRTHDATE: April 7, 1978	AGE: 22
SIN #: 312-641-837	HOSP. #: 374-351-210	DESIGNATION: Multiple Disability	
PARENT/GUARDIAN: Jake and Sally Livingston / Mary Smith			ADDRESS: 410 Sweet Street East
HOME PHONE: 672-3726	WORK PHONE: 651-3740	CONTACT: Mary Smith (343-7702)	
RELIGIOUS AFFILIATION: Roman Catholic		SACRAMENTS RECEIVED: Baptism, First Communion (doesn't currently participate)	
SCHOOL: St. Jude High School		CURRENT GRADE: 12	YEAR OF GRADUATION: 1998
L.A.T.: Ms. Mary McKatie			YEAR LEAVING SCHOOL: 2000
OTHER TEAM MEMBERS: Social Worker/SACL Rep/Caregiver (see also transition participants)			

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> - cheerful - optimistic - friendly - eager to participate 	<p style="text-align: center;">AREAS FOR GROWTH</p> <ul style="list-style-type: none"> - focus attention - communication (functional, meaningful) - organization
<p style="text-align: center;">INTERESTS</p> <ul style="list-style-type: none"> - bowling - movies - music - T.V. - walks - parties - dancing - computer games 	<p style="text-align: center;">SIGNIFICANT FACTORS</p> <ul style="list-style-type: none"> - limited use of left hand - limited short term memory - medical

ASSESSMENT DATA

REPORTS ON FILE		Date
Speech/Language Pathologist	Yes / No	
Psychological Assessment	Yes / No	29690
Learning Assistance Teacher	Yes / No	
Visual Assessment	Yes / No	
Auditory Assessment	Yes / No	
Physical Therapist	Yes / No	
Occupational Therapist	Yes / No	October 1989
Medical	Yes / No	June 1998

M.A.P.	Yes / No	March 1997
Curriculum Modification Plans	Semester 1 Periods: Semester 2 Periods:	

Other: Transition Plan/School Action Plan: Seizure Disorder
 Referrals: Medical ordered/completed October 2000 (ie increased frequency of seizures)

Parent/Guardian Signature: _____
 Date: September 1999

2000/2001 PERSONAL PROGRAM PLAN FOR: <u>MIKE LIVINGSTON</u>	1. Successful Independently 4. Emerging Skill 2. Successful Inconsistently 5. Not Achieved 3. Successful With Assistance	DECEMBER 1999
INSTRUCTIONAL GOALS AND OBJECTIVES	EVALUATION	

1. ACADEMIC/COGNITIVE		1	2	3	4	5
<u>Reading Skills</u>						
a) to increase recognition and comprehension of information words from 65 to 85						
b) to increase recognition and comprehension of direction words from 20-25						
c) to learn new words for work						
d) to continue to use reading skills for functional tasks (ie. phone book, TV guide, signs at work, grocery lists, following instructions on assignments)						
e) to continue to use reading skills for leisure (ie. sports section, library books)						
<u>Personal Data</u>						
a) to continue to practice writing personal data from memory						
b) to use personal data to fill in forms (ie. application forms, entry forms, etc.)						
c) to develop a signature						
d) to continue to practice answering personal data information orally						
<u>Math Skills</u>						
a) to develop accuracy in counting by 5's to 100						
b) to develop accuracy in counting by 2's to 50						
c) to develop accuracy in counting by 10's to 100						
d) to memorize addition facts to 20						
e) to develop accuracy in performing calculator math - decimals - lists - 3 digit numbers						
<u>Money Skills</u>						
a) to name and state the value of coins and bills						

1. ACADEMIC/COGNITIVE	1	2	3	4	5
b) to determine which coin/bill is greater/less than					
c) to total quarters to \$10.00					
d) to begin to total a variety of coins					
e) to develop accuracy in reading prices to \$100.00					
f) to develop accuracy in writing prices - \$__.					
<u>Time Skills</u>					
a) to write days of week from memory					
b) to write months of year from memory					
c) to accurately tell time to 1/4 hour					
d) to learn to set alarm					

2. COMMUNICATION SKILLS DEVELOPMENT	1	2	3	4	5
- continue to practice pragmatic skills: a) what topics are appropriate b) when it is time to interrupt c) when it is necessary to have a story to vary conversation					
- continue to improve listening skills					
- to begin to develop ability to question conversation partner appropriately					
- continue to develop ability to stay focused on a conversation long enough to initiate, maintain and terminate it					
- continue to make eye contact with conversation partners and to maintain eye contact until conversation is terminated					
- continue to expand topics of conversation					
- to continue to avoid repetitive questions					

3. PERSONAL MANAGEMENT SKILLS DEVELOPMENT	1	2	3	4	5
- to continue to develop strategies for keeping track of personal belongings (lunch bag, knapsack, pencils, work key, etc.)					
- to continue to use left arm at every opportunity					

3. PERSONAL MANAGEMENT SKILLS DEVELOPMENT	1	2	3	4	5
- to develop ability to plan ahead: anticipate what comes next					
- to continue to practice good hygiene					
- to check face after eating and clean up appropriately					
- to practice using the telephone					
- to begin to set personal goals					
- to read shopping list independently					
- to continue to watch traffic lights and cross streets independently					
- to take responsibility for locking doors behind him, looking after keys, etc.					
- learn to estimate costs and to use "next dollar" method to determine which bills to use					
- learn to check change (by estimating)					

4. TASK RELATED SKILLS/JOB PERFORMANCE	1	2	3	4	5
- to continue to increase rate of work					
- to continue to decrease number of complaints during work					
- to continue to develop the ability to stay focused on the task until completed or until it is appropriate to terminate					
- to continue to develop ability to self-evaluate/self-monitor work					
- to continue to develop alternative methods of performing a task					
- to continue to develop approaches to task that are most efficient					
- to continue to anticipate what comes next and plan ahead					
- to continue to use left arm and hand as much as possible rather than relying on other accommodations or modifications					
- to continue to develop the ability to listen to and follow 1 and 2 step instructions					
- to increase stamina					
- to complete the entire task					
- to determine appropriate times to engage in social conversations					
- to develop ability to continue working while in conversation with others					

4. TASK RELATED SKILLS/JOB PERFORMANCE	1	2	3	4	5
- to develop a sense of accomplishment and pride in work well done					

5. SOCIAL SKILLS DEVELOPMENT	1	2	3	4	5
- continue to interact with peers in hallways, cafeteria and classroom					
- continue to join others in activities when appropriate					
- continue to share talents and gifts with peers					
- continue to stop and talk to others rather than just greeting					
- to enjoy being part of a group activity, even when not the main focus of attention					

6. LEISURE SKILLS DEVELOPMENT	1	2	3	4	5
- continue to be enthusiastic about developing leisure skills					
- continue to develop interest in reading					
- continue to take part in school extracurricular activities (noon hour events, pep rallies, dances, sporting events)					
- continue to develop interests in bowling, swimming, mini-golfing, music, movies, computer					
- continue to access public recreation facilities with a minimum of assistance					
- to continue to enjoy computer games and board games					

7. FAITH DEVELOPMENT	1	2	3	4	5
- continue to participate and show leadership in classroom prayer services and liturgies					
- continue to lead and take part in class prayer					
- continue to take part in school liturgies					
- continue to show love and respect for others and self					

COMMENTS:
