



## **Practical Assessment Exploration System**

### **Transition IEP Objectives**

These are the PAES<sup>®</sup> functional skill needs of the student. Ideally, when student performance in these areas is achieved, the student should potentially be more successful in a broader range of placement options both for employment, regular practical arts, and vocational classes.

The first section addresses behavior objectives that are based on the PAES<sup>®</sup> Behavior Inventory. The last section includes functional skill objectives that are based on student performance on the PAES<sup>®</sup> tasks.



[www.talentassessment.com](http://www.talentassessment.com)

800-634-1472

[info@talentassessment.com](mailto:info@talentassessment.com)

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## Behavior Objectives

The following IEP objectives have been developed to address the items listed on the PAES® Behavior Inventory. These objectives have been written to be as "generic" as possible, so that each teacher can tailor the objective outcome(s) to be descriptive of expectations for individual students.

These objectives can be used to address items on the PAES® Behavior Inventory where the student rating was either a *Minor* or *Major Barrier* to success. Ideally, the achievement of these objectives will allow students to be more successful on a broader range of placements of entry-level jobs and in regular education classes.

Each objective has been designed to include:

(1) A definition of the general behavior outcome

(2) A description of the standard of measure, i.e.:

1. teacher checklist
2. teacher observation of the specified behavior
3. other pre-determined measure for the performance outcome

(3) The expected percentage rate of performance - which in most cases is 100% of whatever the teacher believes is a realistic expectation for the student at that particular point in the student's development toward overcoming the particular barrier to success.

### Hygiene & Grooming:

Student will demonstrate (describe specific grooming or hygiene need) 100% of the time for (describe the time frame, e.g., 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Julie will brush her teeth at least once a day for 21 consecutive days as measured by parent/teacher daily documentation form.

### Communication Skills:

Student will demonstrate (describe specific communication skill need) 100% of the time for (describe the time frame, e.g., 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Ron will express his need to use the restroom 100% of the time before he leaves the class for 10 consecutive days as measured by teacher documentation form.

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**Personal Habits:**

Student will have a (describe the time frame, e.g., two hour period of time everyday for 10 days) in which he/she does not engage in (describe specific behavior) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Jeremy will have a 30-minute time period of time everyday for 10 days in which he does not engage in any form of arguing as measured by teacher documentation form.

**Odd Behaviors:**

Student will have a (describe the time frame, e.g., two hour period of time everyday for 10 days) in which he/she does not engage in (describe specific behavior) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Jeremy will have a 30-minute time period of time everyday for 10 days in which he does not engage in self-degrading comments as measured by teacher documentation form.

**Motivation Level:**

Student will demonstrate motivation by verbally expressing his/her willingness to complete assigned tasks at least once per day for a 4-week period as measured by teacher documentation form.

**Physical Capacity to Work:**

Student will demonstrate increased physical endurance by (describe specific physical improvement, e.g., standing) for (describe the period of time, e.g. 30 minutes at least once per day for 10 days) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Jessie will demonstrate increased physical endurance by standing for 30 minutes at least once per day for 10 days as measured by teacher documentation form.

**Staying on Task:**

Student will demonstrate increased time on task by working without need for teacher reminders 100% of the time for (describe the time frame, e.g., 30 minutes at least once per day for 10 days) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Jonathan will demonstrate increased time on task by working without need for teacher reminders 100% of the time for 30 minutes per day for 10 days as measured by teacher documentation form.

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**Quality of Work:**

Student will evaluate his/her work against a pre-established standard and subsequently correct errors to 100% accuracy on 10 consecutive activities as measured by teacher documentation form.

**Production Rate:**

Student will increase his/her production rate by 10% during a 4-week period as measured by teacher documentation form.

**Attendance:**

Student will call a designated teacher 100% of the time when he/she is going to be absent for 9 consecutive weeks as documented by teacher checklist.

**Punctuality:**

Student will (describe specific punctuality issue) (describe time frame, e.g., everyday for 2 consecutive weeks) as documented by (describe the type of measure, e.g., teacher checklist).

Example: Shawn will come directly to class and promptly begin work everyday for 2 consecutive weeks as documented by teacher checklist.

**Frustration Tolerance:**

Student will demonstrate appropriate behavior in dealing with frustration, anxiety, and stress by (describe the appropriate behavior) (describe the time frame, e.g. 100% of the time for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Sally will demonstrate appropriate behavior in dealing with frustration by asking to speak with a designated teacher about the frustration instead of making verbal outbursts 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**Personal Complaints:**

Student will demonstrate appropriate ways to express personal complaints (describe appropriate behavior) (describe time frame, e.g., 100% of the time for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Jason will demonstrate appropriate ways to express personal complaints by writing his complaint on his daily log 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

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**Distractibility:**

Student will remain focused on tasks without responding to distractions for (describe time frame, e.g., 30 minutes at least once per day for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Paul will remain focused on tasks without responding too distractions for 30 minutes at least once per day for 3 consecutive weeks as measured by teacher documentation form.

**Reactions to Change in Work Assignment:**

Student will demonstrate appropriate ways to respond to changes made in work assignments by (describe appropriate behavior as opposed to the inappropriate behavior) (describe time frame, e.g., 100% of the time everyday) on 5 consecutive incidents of change as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: William will demonstrate appropriate ways to respond to changes made in his work assignment as opposed to arguing with the teacher by asking if he can discuss the change with the teacher on 5 consecutive incidents of change as measured by teacher documentation form.

**Reactions to Unpleasant or Monotonous Tasks:**

Student will demonstrate appropriate ways to respond to unpleasant or monotonous tasks by (describe appropriate behavior as opposed to the inappropriate behavior) (describe time frame, e.g., 100% of the time everyday for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Jill will demonstrate appropriate ways to respond to unpleasant or monotonous tasks by asking permission to express her frustration as opposed to making verbal outbursts 100% of the time everyday for 3 consecutive weeks as measured by teacher documentation form.

**Rules and Safety:**

Student will follow safety rules 100% of the time for 3 consecutive weeks as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

**Efficiency of Work Methods:**

Student will demonstrate efficient work methods by (describe appropriate action) (describe time frame, e.g., 100% of the time on 5 consecutive activities) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

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Example: Greg will demonstrate efficient work methods by identifying and implementing strategies to organize his work materials at least one per day for 3 consecutive weeks as measured by teacher documentation form.

**Care of Equipment and Waste of Materials:**

Student will demonstrate appropriate care of equipment and materials 100% of the time on 5 consecutive activities as measured by teacher documentation form.

**Cleanliness of Work Area:**

Student will maintain a clean and orderly work area 100% of the time on 5 consecutive activities as measured by teacher documentation form.

**Basic Job Skills:**

Student will demonstrate (describe a marketable skill suitable for an entry-level job) with 100% accuracy on 5 trials as measured by teacher documentation form.

Example: Sam will enter name, address, and phone number in a computer database for 20 individuals on 5 consecutive trials with 100% accuracy as measured by teacher documentation form.

**Amount of Instruction Needed to Learn a Task:**

Student will demonstrate reliance on his/her own problem-solving ability by (describe the particular need of the individual, e.g., making an effort to read the directions) on 10 consecutive tasks as measured by teacher documentation form.

Example: Ken will demonstrate reliance on his own problem-solving skills by making an effort to reach the directions on 10 consecutive tasks as measured by teacher documentation form.

**Retaining Hands-On Skills:**

Student will retain a "hands-on" skill learned on one task and apply the same "hands-on" skill on another task with 100% accuracy without prompts from the teacher on 5 consecutive activities as measured by teacher documentation form.

**Retaining Cognitive Skills:**

Student will retain (describe the cognitive skill) learned on one task and apply the same cognitive skill on another task with 100% accuracy without prompts from the teacher on 5 consecutive activities as measured by teacher documentation form.

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**Work Independence:**

Student will demonstrate work independence 100% of the time after initial teacher instructions on 5 consecutive activities as measured by teacher documentation form.

**Accepts Supervisory Authority:**

Student will appropriately accept supervisory authority 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**Response to Close Supervision:**

Student will appropriately accept performance monitoring 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**Requests for Supervisor's Assistance:**

Student will make appropriate requests for assistance 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**Reaction to Criticism:**

Student will respond to criticism and pressure appropriately 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**Social Skills with Co-Workers:**

Student will demonstrate appropriate social interaction with co-workers at least one per day for 3 consecutive weeks as measured by teacher documentation form.

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## Functional Skill Objectives

The following IEP objectives have been developed to address specific functional skills that are reported on student's PAES® Summary Report. These objectives also have been written to be as "generic" as possible, so that each teacher can tailor the objective outcome(s) to be descriptive of expectations for individual students.

These objectives can be used to address functional skill needs that have been identified from the student's performance on the various PAES® tasks reported on the PAES® Summary Report. Not all students need to be successful in performing all PAES® tasks. However, if a student has shown some potential and interest in a particular type of activity and could potentially benefit from further instruction in that type of work, it would be advisable to include IEP objectives for those functional skills. Typically, it would be advisable to include objectives on the student's IEP for skills reported on the PAES® Summary Report where the student received a rating of "2" (completed accurately with minimal assistance or trials) or a rating of "3" (completed accurately with much assistance or many trials). Ideally, the achievement of these objectives will allow students to be more successful on a broader range of placements of entry-level jobs and in regular education classes.

Each objective has been designed to include:

- (1) A definition of the functional skill outcome
- (2) A description of the standard of measure, ie:
  1. teacher checklist
  2. teacher observation of the specified behavior
  3. other pre-determined measure for the performance outcome
- (3) The expected percentage rate of performance

### **Linear Measurement:**

The student will demonstrate proficiency in linear measurement by completing 10 consecutive tasks that require the student to measure to the nearest eighth inch with 100% accuracy as reported by teacher documentation form.

### **Liquid / Dry Measurement:**

The student will demonstrate proficiency in liquid / dry measurement by completing 10 consecutive tasks that require the student to measure various amounts (one-fourth, one-third, one-half, three-fourths, and two thirds cups; one-fourth, one-half, three-fourths teaspoons) of liquid and dry ingredients with 100% accuracy as reported by teacher documentation form.



**Making Change:**

Student will demonstrate proficiency in making change by counting various amounts of money using pennies, nickels, dimes, and quarters for 10 counting change problems with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

**Telling Time:**

Student will demonstrate proficiency in telling time by reading the hands on a clock to the nearest minute with 100% accuracy for 10 telling time problems on 5 consecutive occasions as reported by teacher documentation form.

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**Business/Marketing, Consumer/Service, Construction/Industrial, Processing/Production and Computer Technology Skills:**

Note: It may be advisable to include IEP objectives that address development of various skills assessed in the business, home & consumer services, and industrial technology components of the PAES® for students who demonstrate potential in those areas. Since it is not necessary that every student become proficient in all of the PAES® tasks, the need to include objectives on the IEP should be based on individual student needs as determined by the IEP planning team. In any case, objectives should be included in the IEP that are determined as meaningful for the individual student. The following objectives are examples of the type of objectives that might be included for the three PAES® areas. These examples should serve as a model for other objectives that address the specific skill needs of individual students as indicated on the last three pages of the PAES® Summary Report.

**Business/Marketing:**

Example: Joshua will enter 20 three-digit amounts on the cash register with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

**Consumer/Service:**

Example: Ron will follow the directions on a recipe independently with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

**Construction/Industrial:**

Example: Jane will use basic hand tools appropriately to construct a simple wood project as reported by teacher documentation form.

**Processing/Production:**

Example: Rachel will follow directions for threading a lace with washers and dowels using visual documents as reported by teacher documentation form.

**Computer Technology:**

Example: Clara will use a folding instrument to appropriately fold letters as reported by teacher documentation form.

**Transition Objectives**  
**Teacher Documentation Form**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Beginning Date of Implementation:** \_\_\_\_\_

**First Progress Evaluation Date:** \_\_\_\_\_

**Second Progress Evaluation Date:** \_\_\_\_\_

**Objective:**

**Method of Implementation:**

**Description of First Performance Evaluation:**

**Description of Second Performance Evaluation:**