

Remember to think of:				FX MAX Form 2 – Fragile X Impact on Goal Development Completed by Team			
FX Neurobiology	Cognition Language	Motor	Autism				
Academic and Developmental Goals Ex. 6.5 year old in first grade				<b>FX Neurobiology</b>	<b>Cognition Language</b>	<b>Motor</b>	<b>Autism</b>
Proposed Goal: Listen to group story and answer “wh” questions:  Modified Goal: Will listen to a story and answer two content questions				Overwhelmed by direct questions; decreased eye gaze; difficult to listen without touching book; doesn't like others in close proximity; answers best with cloze technique and comments	Does the book level match the student's cognitive functioning? Is it of high interest? Impulsive responding, hard to wait but excellent at imitating others.	Keep body organized for attention and visual scanning of information but excellent at imitating others	
Develop math readiness skills: Basic number counting & numerical operations (+,-)				Anxious about math, knows its hard, avoidant by leaving or not looking	Not sequential learning/ working memory difficulties, especially aud;	1:1 counting depends on fm skill, visual tracking skill	
Will follow simple classroom instructions				Overwhelmed by auditory instruction; use of overhead sound system for announcements overwhelming too	Visual memory strengths and routines based learning is strong; verbal mem weak; not good at sequences	Strong motor and social imitation; if motor demand is in the instruction, may make it harder to complete; imitation is a strength	
Will play with friends at recess				Easily overwhelmed and difficult time settling down;	Impulsive and tends to push kids when trying to play; poor understanding of other's goals; concrete with rules;	Only knows how to play chase games; Praxis difficulties with initiation and ideation and motor execution makes recess a challenge	
Comments/Notes							

Remember to think of:					FX MAX Form 3 – Implementation of Accommodations and Supports for Success (Refer to Sensory, Routines and Language Based Strategies)							
FX Neurobiology	Cognition Language	Motor	Autism									
SCHEDULE or PLAN				Academic or Developmental Domain Specific Goals	Sensory	Task	Environment	Routines/ Predictability	Self-Regulation	Interaction/ Social	Behavior	Who implements and who's responsible
Calendar time				Will follow simple classroom instructions	Needs a disc-seat for prop to know where body is in space; sens diet to prepare for length of time and close proximity of peers	Sub-schedule and token board; picture manipulation in hand for child that matches the book	Clear physical boundaries	Need a visual schedule for calendar; routine for calendar should be predictable	Co-regulation from para; cue child to sens supports if/as needed	Teacher and para work together to create safe, positive engagement		Teacher and para
Math				Develop math readiness skills: Basic number counting & numerical operations (+,-)		-Use interest area of "Frozen" characters for < and > -Teach concept to child NEXT to him	Slant board	Token board to show how many problems left				
Literacy				Will listen to a story and answer two content questions	Provide heavy work for transition to floor; sit on XX; have aid sit near	Provide models of responding	Carpet squares Music in backgrnd			Teacher use comment, not ?? Have aid rehearse answer		
Recess				Will play with friends at recess								