

Functional shortterm objectives



Amber Functional Short-term Objectives Short-term Objective for Annual

Goal Amber will begin to feed herself. During breakfast, Amber will sit at a table in front of her mother with simple types of food put in front of each. Amber's mother would start to eat her food to set the example for Amber to follow. Later on during Amber's second breakfast, different type of food would be provided for amber and her friends. Food would be put on a plate and engulfed with a spoon. Later on more complex food would be introduced at all times of Amber's meal.

Short-term Objective for Annual Goal #2: Amber will communicate what she wants to her mother and her caregivers.

During dinner, Amber will be asked for her choice of food given two or three different choices. Amber will practice to decide and choose from alternatives then communicate her choice to her mother and later on care giver.

Short-term Objective for Annual Goal #3: Amber will stand and move around furniture.

Upon, Amber's arrival to her day care center, she would be not provided with her favourite toy Jack-in-the-boxes. Instead she would be guided to the toys rack to choose and point out the toy she wants to play with. She would later on be shown the way to her play area. She would be instructed by her caregiver to move freely back and forth between her play area and toys rack as to alter her toy if she wants.

Brandy Functional Short-term Objectives

Annual Goal #1:

Brandy will begin to chew greater variety of food.

Short-term Objective for Annual Goal #1:

Provide Brandy with less soft food and gradually introduce more crunchy

food such as, apples and chips.

Crunchy food would be cut into smaller pieces then gradually enlarge pieces size until no food cutting is required.

Annual Goal #2:

Brandy should slow down when eating and refine her use of utensils.

Short-term Objective for Annual Goal #2:

Brandy would be introduced to more distraction while eating to slow down her eating process. For example, someone would be talking to her.

Brandy would be joined with an older child or adult who can use utensils in order to set an example for Brandy.

Annual Goal #3:

Brandy should use words to request (e. g., food, toys, attention) and protest

Short-term Objective for Annual Goal #3:

Brandy's parents should set an example for Brandy to follow while requesting different objects. They should use words of requests in front of her. They should also instruct Brandy to use similar words to request her needs and wants.

Brandy's parents and family should stress on the use of request words by using intonation and disregard her requests if request words are not used.

Annual Goal #4:

Brandy should learn how to dress and undress.

Short-term Objective for Annual Goal #4:

Brandy should be instructed on the different locations of her clothes inside her closet. She would also be taught the different types of clothes and possible usage for each type. She would be taught of the type of clothing that fits different destinations and activities.

Brandy would be guided on how to undress and fold her clothes upon completion of outside activities and return to her room.

Annual Goal #5:

Brandy would be taught of unsafe situations and how to respond to cues.

Short-term Objective for Annual Goal #5:

Brandy would be warned and shown unsafe conditions.

Brady would be instructed of the existence of different levels of tones which guide her to faster or slower response time.

Annual Goal #6:

Brandy gain attention using words or gentle touch

Short-term Objective for Annual Goal #6:

Family should emphasize Brandy's correct actions by rewarding her. She could be encouraged by providing her with favourite toys, food or activities.

Brandy's daily routine should be granted more attention by conversation and demonstration of affection such as hugging especially when she is not doing anything wrong.