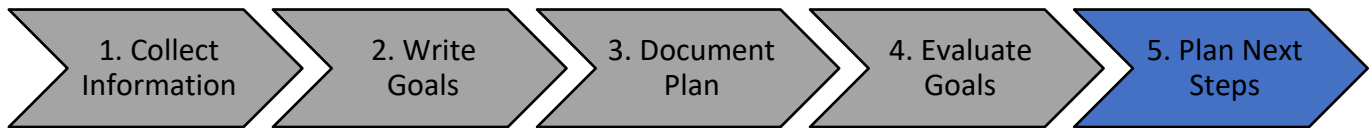


5. Plan Next Steps



At the end of the agreed timeframe (e.g. term, semester or school year), and once the student's goals have been evaluated, it's important to determine a plan to ensure the student can continue making progress towards their learning outcomes. Some things to consider when documenting the plan include:

- What has the student accomplished and what progress did they make towards their set goals?
- How has the eye gaze system been helping?
- Does the student enjoy using the eye gaze system?
- What else could an eye gaze system help the student to learn or achieve?
- Were any goals achieved more (+1) or much more (+2) than expected? Will this goal be extended or will a different skill or learning area be targeted next?
- Were any expected outcomes not met? If so, what are some of the potential reasons for this? Things to consider may be:
 - Was a SMART goal set and therefore was it realistic?
 - Was the student provided adequate opportunities to practice?
 - Was the student interested in the activities and tasks?
 - Were there other factors in the student's life impacting their success (such as time off school sick)?
 - Were staff given enough training to be able to support the student?



Plan Next Steps Example

The following goal review and plan next steps example was completed for an 8-year-old boy with Cerebral Palsy.

Expected Outcome	Attained performance	Comments	Next steps
By the end of semester 1 2019, STUDENT can independently use eye gaze technology to correctly order 3 words from a sentence he wrote earlier in the week during PCW.	0	Achieved expected outcome.	Moving on to self-selected writing next term.
By the end of semester 1 2019, given daily opportunities, STUDENT can use eye gaze technology to select two correct letters from his name (in any order) from an alphabet page with all 26 letters (and the letters of his name highlighted).	-1	Achieved less than expected. Was not given many opportunities to practice this task in different ways.	Goal to be continued. More opportunities for practice to be provided e.g. signing name on pieces of different pieces of work, more games and activities to learn letter-sounds.
By the end of semester 1 2019, STUDENT can use eye gaze technology to correctly match a 2D shape shown from a selection of 3 shapes .	+2	Achieved much more than expected. Eye gaze technology enabled him to show how much he knew about 2D shapes.	Will be targeting matching numbers from 1-5 and sequencing numbers from 1-5 next semester.
By the end of semester 1 2019, STUDENT can use eye gaze technology to select and open an activity he wants to complete 2-3 times a week with visual and auditory prompting from staff.	+1	Achieved more than expected.	Speech Pathologist will program activity choices within his PODD page set so he can communicate his preferences.

6. References

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