Student name: X

These are some of X’s personal effectiveness targets. If you are able to please could you put some comments into the second column if he has worked on these at home. We will be able to use your comments as evidence for X’s targets.

Please send form back in envelope sent in craft pack.

|  |  |  |
| --- | --- | --- |
| Target | Date | Comments |
| Use iPad to communicate in short phrases about taske.g. I drew a heart  |  |  |
|  |  |
|  |  |
| Show a family member how to do a task |  |  |
|  |  |
|  |  |

Student name: Y

These are some of Y’s personal effectiveness targets. If you are able to please could you put some comments into the second column if he has worked on these at home. We will be able to use your comments as evidence for Y’s targets.

Please send form back in envelope sent in craft pack.

|  |  |  |
| --- | --- | --- |
| Target | Date | Comments |
| Follow written or video instructions to complete a craft or sports task |  |  |
|  |  |
|  |  |
| Focus on task for a short timeThis could be a task from college or a practical task in the home |  |  |
|  |  |
|  |  |

Student name: Z

These are some of Z’s personal effectiveness targets. If you are able to please could you put some comments into the second column if he has worked on these at home. We will be able to use your comments as evidence for Z’s targets.

Please send form back in envelope sent in craft pack.

|  |  |  |
| --- | --- | --- |
| Target | Date | Comments |
| Focus on college work tasks with less prompts and support |  |  |
|  |  |
|  |  |
| Speak to others in the family about work and progress |  |  |
|  |  |
|  |  |