Early Childhood

GOALS RELATED TO ELA.

*(For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.)*

**HIGHER LEVEL GROSS MOTOR SKILLS:**

Student will be able to complete a 3 step obstacle courses with \_\_\_\_\_verbal cues \_\_\_\_% of the time.

Student will tall kneel for \_\_ seconds.

Student will half kneel on the \_\_\_ for \_\_\_ seconds.

Student will stand on the \_\_\_ foot for \_\_\_ seconds.

Student will stand on their tiptoes for \_\_\_ seconds.

Student will stand for \_\_\_ minutes in a stander/walker \_\_ times a day.

Student will stand with/without assistance for \_\_\_ seconds/minutes.

Student will ambulate \_\_\_ feet.

Student will run using a mature running pattern for \_\_\_ feet.

Student will walk backwards \_\_\_ feet.

Student will side step \_\_\_\_ feet each direction.

Student will jump up to clear the floor using a two foot takeoff and landing.

Student will jump \_\_\_ feet forward using a two foot takeoff and landing.

Student will jump down from a \_\_\_ inch high surface using a two foot takeoff and landing.

Student will jump over a \_\_\_ inch high obstacle using a two foot takeoff and landing.

Student will hop on the \_\_\_ foot for \_\_\_ times.

Student will gallop \_\_\_ feet forward leading with the \_\_\_ foot.

Student will catch a tossed ball without trapping it.

Student will kick a stationary ball \_\_\_ feet forward with good force.

Student will throw overhand \_\_\_ feet hitting a target \_\_\_ out of \_\_\_ times.

Student will throw underhand \_\_\_ feet hitting a target \_\_\_ out of \_\_\_ times.

**POSTURES/POSITIONING:**

Student will keep head in neutral position \_\_\_\_ % of the time during classroom and therapy activities.

Student will maintain an upright posture when seated \_\_\_\_\_% of the time during classroom and therapy activities.

Student will maintain an upright posture while sitting in adaptive seating \_\_\_\_% of the time during classroom and therapy activities.

**TRANSFERS/TRANSITIONING:**

Student will display appropriate physical contact with others and/or objects when transitioning throughout the classroom/therapy room \_\_\_\_% of the time.

**MOBILITY:**

Student will safely walk within the classroom using an assistive device (ie cane, crutches, walker) if needed during classroom and therapy activities \_\_\_\_ % of the time.

Student will safely negotiate ascending stairs using a reciprocal pattern with the handrail when transitioning \_\_\_\_ % of the time.

Student will safely negotiate descending stairs using a reciprocal pattern with the handrail when transitioning \_\_\_\_ % of the time.

**BALANCE:**

Student will maintain their balance while sitting supported/unsupported in classroom/adapted chair while participating in classroom/therapy activities, for \_\_\_\_seconds or minutes.

GOALS RELATED TO MATH.

*(For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.)*

**HIGHER LEVEL GROSS MOTOR SKILLS:**

Student will exhibit age appropriate motor planning skills by following a \_\_\_\_ step direction to complete therapy and classroom activities \_\_\_% of the time.

Student will tall kneel for \_\_ seconds.

Student will half kneel on the \_\_\_ for \_\_\_ seconds.

Student will stand on the \_\_\_ foot for \_\_\_ seconds.

Student will stand on their tiptoes for \_\_\_ seconds.

Student will stand for \_\_\_ minutes in a stander/walker \_\_ times a day.

Student will stand with/without assistance for \_\_\_ seconds/minutes.

Student will ambulate \_\_\_ feet.

Student will run using a mature running pattern for \_\_\_ feet.

Student will walk backwards \_\_\_ feet.

Student will side step \_\_\_ feet each direction.

Student will jump up to clear the floor using a two foot takeoff and landing.

Student will jump \_\_\_ feet forward using a two foot takeoff and landing.

Student will jump down from a \_\_\_ inch high surface using a two foot takeoff and landing.

Student will jump over a \_\_\_ inch high obstacle using a two foot takeoff and landing.

Student will hop on the \_\_\_ foot for \_\_\_ times.

Student will gallop \_\_\_ feet forward leading with the \_\_\_ foot.

Student will catch a playground ball tossed/bounced from \_\_\_ feet away using only their hands and throw it back to engage in a reciprocal game.

Student will kick a stationary ball \_\_\_ feet forward with good force.

Student will throw overhand \_\_\_ feet hitting a target \_\_\_ out of \_\_\_ times.

Student will throw underhand \_\_\_\_ feet hitting a target \_\_\_ out of \_\_\_ times.

**POSTURE/POSITIONING:**

Student will keep head in neutral position \_\_\_\_ % of the time during classroom and therapy activities.

Student will maintain an upright posture when seated in a classroom chair \_\_\_\_\_% of the time during classroom and therapy activities. .

Student will maintain an upright posture while sitting in adaptive seating \_\_\_\_% of the time during classroom and therapy activities.

**TRANSFERS/TRANSITIONING:**

Student will display appropriate physical contact with others and/or objects when transitioning throughout the classroom/therapy room \_\_\_\_% of the time.

**MOBILITY:**

Student will safely walk within the classroom using an assistive device (ie cane, crutches, walker) if needed during classroom and therapy activities \_\_\_\_ % of the time.

Student will safely negotiate ascending stairs using a reciprocal pattern with the handrail when transitioning \_\_\_\_ % of the time.

Student will safely negotiate descending stairs using a reciprocal pattern with the handrail when transitioning \_\_\_ % of the time.

**BALANCE:**

Student will stand, using assistive device if needed, maintaining balance for \_\_\_\_\_ seconds or minutes during classroom/therapy activities.

Student will be able to walk holding classroom/therapy materials maintaining balance \_\_\_\_ % of the time.

Student will walk around or over stationary obstacles maintaining balance during classroom/therapy activities, \_\_\_\_% of the time.

Kindergarten

COMMON CORE GOALS RELATED TO ELA.

*(For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.)*

**HIGHER LEVEL GROSS MOTOR SKILLS:**

CCSS.ELA-Literacy.L.K.5b, CCSS.ELA-Literacy.L.K.5d

Student will be able to complete a 3 step obstacle course with \_\_\_ verbal cues \_\_\_\_% of the time.

Student will tall kneel for \_\_ seconds.

Student will half kneel for \_\_\_ seconds.

Student will stand on \_\_\_ foot for \_\_\_ seconds.

Student will stand on tiptoes for \_\_\_ seconds.

Student will stand for \_\_\_ minutes in a stander/walker \_\_ times a day.

Student will stand with/without assistance for \_\_\_ seconds/minutes.

Student will ambulate \_\_\_ feet.

Student will run using a mature running pattern.

Student will jump \_\_\_ feet forward using a two foot takeoff and landing.

Student will jump sideways \_\_\_ times over a line using a two foot takeoff and landing.

Student will jump down from a \_\_\_ inch high surface using a two foot takeoff and landing.

Student will jump over a \_\_\_ inch high surface using a two foot takeoff and landing.

Student will hop forward \_\_\_ feet.

Student will hop sideways back and forth over a line \_\_\_ times.

Student will gallop \_\_\_ feet forward leading with each foot.

Student will skip \_\_\_ feet forward.

Student will catch a playground/tennis ball tossed from \_\_\_ feet away using only their hands.

Student will throw overhand \_\_\_ feet stepping with the opposite foot hitting a target \_\_\_ out of \_\_\_ times.

Student will throw underhand \_\_\_ feet stepping with the opposite foot hitting a target \_\_\_ out of \_\_\_ times.

Student will kick a stationary ball \_\_\_ feet forward hitting a target \_\_\_ feet away using good force.

Student will kick a moving ball \_\_\_ feet forward using good force

**POSTURE/POSITIONING:**

CCSS.ELA-Literacy.K

Student will keep head in neutral position \_\_\_\_ % of the time during classroom and therapy activities.

Student will maintain an upright posture when seated in a classroom chair \_\_\_\_\_% of the time during classroom and therapy activities.

Student will maintain an upright posture while sitting in adaptive seating \_\_\_\_% of the time during classroom and therapy activities.

**TRANSFERS/TRANSITIONS:**

CCSS.ELA-Literacy.K

Student will display appropriate physical contact with others and/or objects when transitioning throughout the classroom/therapy room \_\_\_\_% of the time.

Student will transfer from floor time activities to table top activities in standing/sitting, \_\_\_\_\_% of the time using assistive devices as needed.

**MOBILITY:**

CCSS.ELA-Literacy.K

Student will safely negotiate a manual wheelchair within the classroom/therapy room \_\_\_\_\_% of the time.

Student will safely negotiate a motorized wheelchair within the classroom/therapy room \_\_\_\_% of the time.

Student will safely walk within the classroom using an assistive device (ie cane, crutches, walker) if needed during classroom and therapy activities \_\_\_\_ % of the time.

Student will safely negotiate ascending stairs using a reciprocal pattern with the handrail when transitioning \_\_\_\_ % of the time.

Student will safely negotiate descending stairs using a reciprocal pattern without the handrail when transitioning, \_\_\_\_ % of the time.

Student will travel in a class line, safely negotiating stairs using a reciprocal pattern with/without handrail when transitioning \_\_\_\_ % of the time.

Student will safely move in the cafeteria while carrying lunchbox/tray from line to table \_\_\_ % of the time.

**BALANCE:**

CCSS.ELA-Literacy

Student will maintain balance while sitting unsupported in adapted chair while participating in classroom/therapy activities, for \_\_\_\_seconds or minutes.

Student will maintain balance sitting unsupported in classroom chair while participating in classroom/therapy activities, for \_\_\_\_seconds or minutes.

Student will maintain balance when sitting unsupported in classroom chair and reaching to right or left while participating in classroom/therapy activities, \_\_\_\_% of the time.

Student will maintain balance while sitting unsupported on the floor while participating in classroom/therapy activities, for \_\_\_\_ seconds or minutes.

Student will maintain balance while sitting unsupported on the floor when reaching right or left while participating in classroom/therapy activities, for \_\_\_\_seconds or minutes.

Student will stand, using assistive device if needed, maintaining balance for \_\_\_\_\_ seconds or minutes during classroom/therapy activities at the board.

Student will be able to pick up classroom/therapy materials off the floor from a sitting position without falling out of seat \_\_\_\_% of the time.

Student will be able to pick up classroom/therapy materials off the floor from a standing position maintaining balance \_\_\_\_% of the time.

Student will be able to walk holding work materials in the classroom/therapy room maintaining balance \_\_\_\_% of the time.

Student will walk around or over stationary obstacles maintaining balance during classroom/therapy activities \_\_\_\_% of the time.

Student will walk around or over moving obstacles maintaining balance during classroom/therapy activities, \_\_\_% of the time.

Student will maintain balance while acting out action verbs, \_\_\_\_% of the time.

Student will maintain balance while acting out descriptive adjectives (i.e. fast – slow, go –stop, left-right, etc) \_\_\_\_% of the time.

COMMON CORE GOALS RELATED TO MATH.

*(For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.)*

**HIGHER LEVEL GROSS MOTOR SKILLS:**

CCSS.Math.Content.K.MD.A.1-2, CCSS.Math.Content.K.MD.B.3, CCSS.Math.Content.K.G.A.1-3, CCSS.Math.Content.K.G.B.4-6

Student will exhibit age appropriate motor planning skills by following a \_\_\_\_ step direction to complete therapy and classroom activities \_\_\_% of the time.

Student will be able to understand the relative position of objects in the environment displayed by moving through a 3 step obstacle course, without bumping into objects \_\_\_\_ % of the time.

Student will tall kneel for \_\_ seconds.

Student will half kneel on the \_\_\_ for \_\_\_ seconds.

Student will stand on the \_\_\_ foot for \_\_\_ seconds.

Student will stand on their tiptoes for \_\_\_ seconds.

Student will stand for \_\_\_ minutes in a stander/walker \_\_ times a day.

Student will stand with/without assistance for \_\_\_ seconds/minutes.

Student will ambulate \_\_\_ feet.

Student will run using a mature running pattern.

Student will jump forward \_\_\_ feet using a two foot takeoff and landing.

Student will jump over a \_\_\_ inch high obstacle using a two foot takeoff and landing.

Student will jump down from a \_\_\_ inch high surface using a two foot takeoff and landing.

Student will jump sideways back and forth over a line \_\_\_ times.

Student will hop forward \_\_\_ feet.

Student will hop sideways back and forth over a line \_\_\_ times.

Student will gallop \_\_\_ feet leading with each foot.

Student will skip \_\_\_ feet forward.

Student will catch a playground/tennis ball tossed from \_\_\_ feet away by using only their hands.

Student will throw overhand \_\_\_ feet stepping with the opposite foot hitting a target \_\_\_ out of \_\_\_ times.

Student will throw underhand \_\_\_ feet stepping with the opposite foot hitting a target \_\_\_ out of \_\_\_ times.

Student will kick a stationary ball \_\_\_ feet forward hitting a target using good force.

Student will kick a moving ball \_\_\_ feet forward.

**POSTURE/POSITIONING:**

CCSS.Math.Content.K

Student will keep head in neutral position \_\_\_\_ % of the time during classroom and therapy activities.

Student will maintain an upright posture when seated \_\_\_\_\_% of the time during classroom and therapy activities. .

Student will maintain an upright posture while sitting in adaptive seating \_\_\_\_% of the time during classroom and therapy activities.

**TRANSFERS/TRANSITIONS:**

CCSS.Math.Content.K

Student will display appropriate physical contact with others and/or objects when transitioning throughout the classroom/therapy room \_\_\_\_% of the time.

Student will transfer from floor time activities to table top activities in standing/sitting, \_\_\_\_\_% of the time using assistive devices as needed.

**MOBILITY:**

CCSS.Math.Content.K

Student will safely negotiate a manual wheelchair within the classroom/therapy room \_\_\_\_\_% of the time.

Student will safely negotiate a motorized wheelchair within the classroom/therapy room \_\_\_\_% of the time.

Student will safely walk within the classroom using an assistive device (ie cane, crutches, walker) if needed during classroom and therapy activities \_\_\_\_ % of the time.

Student will safely negotiate ascending stairs using a reciprocal pattern with/without the handrail when transitioning \_\_\_\_ % of the time.

Student will safely negotiate descending stairs using a reciprocal pattern with/without the handrail when transitioning, \_\_\_\_ % of the time.

Student will travel in a class line, safely negotiating stairs using a reciprocal pattern with/without handrail when transitioning \_\_\_\_ % of the time.

Student will move safely in the cafeteria while carrying lunchbox/tray from line to table \_\_\_ % of the time.

**BALANCE:**

CCSS.Math.Content.K

Student will stand, using assistive device if needed, maintaining balance for \_\_\_\_\_ seconds or minutes during classroom/therapy activities.

Student will be able to pick up classroom/therapy materials off the floor from a sitting position without falling out of seat \_\_\_\_% of the time.

Student will be able to pick up classroom/therapy materials off the floor from a standing position maintaining balance \_\_\_\_% of the time.

Student will be able to walk holding classroom/therapy materials maintaining balance \_\_\_\_ % of the time.

Student will walk around or over stationary obstacles maintaining balance during classroom/therapy activities, \_\_\_\_% of the time.

Student will walk around or over moving obstacles maintaining balance during classroom/therapy activities, \_\_\_\_ % of the time.

1st Grade

**ACTION MOVEMENTS:**

CCSS ELA Literacy L. 1.5d

Student will exhibit age appropriate motor planning skills by following a \_\_\_step direction to complete tasks \_\_ % of the time.

Student will stand for \_\_\_ minutes in a stander/walker \_\_ times a day.

Student will stand with/without assistance for \_\_\_ seconds/minutes.

Student will ambulate \_\_\_ feet.

Student will run using a mature running pattern.

Student will jump \_\_\_ feet forward using a two foot takeoff and landing.

Student will jump down from a \_\_ inch high surface using a two foot takeoff and landing.

Student will jump over a \_\_\_ inch high obstacle using a two foot takeoff and landing.

Student will jump rope \_\_\_ out of \_\_\_ times.

Student will gallop \_\_\_ feet leading with each foot.

Student will skip \_\_ feet.

Student will catch a tennis ball tossed from \_\_\_ feet away using both/one hand.

Student will drop/catch a tennis ball using both/one hand.

Student will toss/catch a playground/small ball \_\_\_ feet in the air.

Student will dribble a playground/basketball \_\_\_ times in succession.

Student will throw overhand \_\_\_ feet stepping with the opposite foot hitting a target.

Student will throw underhand \_\_\_ feet stepping with the opposite foot hitting a target.

Student will kick a stationary ball \_\_\_ feet forward with good force hitting a target.

Student will kick a moving ball \_\_\_ feet forward with good force.

Student will throw a ball so that it hits the floor, then the wall, and then catch it.

Student will hit a stationary/moving ball with a bat.

Student will complete a 5 step obstacle course with \_\_\_ cues.

Student will combine 2 or more gross motor skills (i.e. kick and run bases, dribble and shoot a basket).

**TRANSFERS/TRANSITIONS:**

CCSS.ELA-Literacy 1.5d

Student will transfer from floor to sit/stand \_\_% of the time.

Student will transfer from sit<> stand in \_\_\_ out of \_\_ trials with \_\_ level of assistance.

**MOBILITY:**

CCSS. ELA-Literacy 1.5d

Student will safely negotiate manual/motorized wheelchair within the classroom and around the school \_\_\_% of the time.

Student will safely walk within the classroom using an assistive device if needed \_\_ % of the time.

Student will ascend and descend stairs without using the handrail using a reciprocal pattern \_\_% of the time.

Student will travel in a class line, safely negotiating stairs using a reciprocal pattern without the handrail when transitioning \_\_\_% of the time.

Student will safely move in the cafeteria while carrying lunchbox/tray from line to table \_\_\_% of the time.

**BALANCE:**

CCSS ELA-Literacy 1.5d

Student will maintain balance while sitting unsupported in classroom/adaptive chair for \_\_ seconds or minutes.

Student will maintain balance white sitting unsupported in classroom/adaptive chair and reaching right and left for \_\_% of the time.

Student will maintain balance while sitting on the classroom floor with \_\_support for \_\_\_ seconds or minutes.

Student will maintain balance while sitting on the classroom floor with \_\_\_ support and reaching left and right for \_\_\_% of the time.

Student will pick up items from the floor while maintaining balance \_\_% of the time.

Student will walk around or over stationary objects in the classroom while maintaining balance \_\_% of the time.

Student will walk around or over moving objects in the classroom while maintaining balance \_\_\_% of the time.

2nd Grade

*(For each goal add level of independence: independently, with verbal cues, prompts, minimal assistance, moderate assistance or maximum assistance.)*

**HIGHER LEVEL GROSS MOTOR SKILLS:**

CCSS.ELA-Literacy.L.1.5a-b or CCSS.Math.Content.2.NBT.A.2

Student will be able to move fluidly between different actions with similar meanings (i.e. such as walk, march, strut, and prance/leap, jump, hop/gallop, skip).

Student will be able to complete a 5 step obstacle course \_\_\_\_\_% of the time.

Student will be able move fluidly between different actions to demonstrate understanding of frequently occurring verbs and adjectives by acting out the meanings (i.e. stop – go, fast – slow, up – down, forwards – backwards, right – left, crooked – straight, big- small) \_\_\_\_ out of \_\_\_\_ trials.

Student will braid \_\_\_ feet in each direction.

**TRANSFERS/TRANSITIONS:**

CCSS.ELA.Literacy.2

Student will display appropriate physical contact with others and/or objects when transitioning within the classroom/therapy room \_\_\_\_ % of the time.

Student will transfer from floor time activities to classroom/therapy activities in standing/sitting \_\_\_\_ % of the time using assistive devices as needed.

Student will transfer from seated classroom/therapy activities to standing activities \_\_\_\_ % of the time using assistive devices as needed.

**MOBILITY:**

CCSS.ELA.Literacy.2 or CCSS.Math.Content.2

Student will safely negotiate a manual wheelchair within the classroom/therapy room during activities \_\_\_ % of the time.

Student will safely negotiate a motorized wheelchair within the classroom/therapy room \_\_\_\_%of the time.

Student will safely walk within the classroom/therapy room using an assistive device if needed (ie cane, crutches, walker) \_\_\_% of the time.

Student will safely walk in a classroom line \_\_\_\_% of the time.

Student will safely negotiate stairs using a reciprocal pattern with/without handrail \_\_\_\_% of the time.

Student will safely move in the cafeteria while carrying lunchbox/tray from line to table \_\_\_ % of the time.

**BALANCE:**

CCSS.ELA-Literacy.2 or CCSS.Math.Content.2

Student will maintain balance while sitting unsupported in adapted chair while participating in classroom/therapy activities for \_\_\_\_ seconds or minutes.

Student will maintain balance sitting unsupported in classroom chair while participating in classroom/therapy activities for \_\_\_\_ seconds or minutes.

Student will maintain balance when sitting unsupported in classroom chair and reaching to right or left while participating in classroom/therapy activities \_\_\_\_\_ % of the time.

Student will maintain balance while sitting unsupported on the floor while participating in classroom/therapy activities for \_\_\_\_ seconds or minutes.

Student will maintain balance while sitting unsupported on the floor when reaching right or left while participating in classroom/therapy activities for \_\_\_\_\_seconds or minutes.

Student will stand, using assistive device if needed, maintaining balance for\_\_\_\_ seconds or minutes during classroom/therapy activities at the board.

Student will be able to pick up classroom/therapy materials off the floor from a sitting position without falling out of seat \_\_\_\_% of the time.

Student will be able to pick up classroom/therapy materials off the floor from a standing position maintaining balance \_\_\_\_% of the time.

Student will be able to walk holding classroom/therapy materials maintaining balance \_\_\_\_ % of the time.

Student will walk around or over stationary obstacles maintaining balance within the classroom/therapy room \_\_\_\_ % of the time.

Student will walk around or over moving obstacles maintaining balance within the classroom/therapy room \_\_\_\_ % of the time.

Student will maintain balance while acting out action verbs \_\_\_\_\_ % of the time.

Student will maintain balance while acting out descriptive adjectives (i.e. fast – slow, go –stop, left-right, etc) \_\_\_\_ % of the time.

**Functional goals:**

Student will ascend/descend small flight of stairs to assist with getting on/off bus.

Student will walk in the hallway in a line with their peers without running into objects or people.

Student will participate in PE with adaptations as needed.

Student will access the playground equipment safely and independently.

Student will perform the lunch routine (go through line, carry tray, etc.)

Student will open a door wide enough for him to walk through.

Student will be able to hold the door open for peers and/or adults.

Student will be able to sit on the floor in a variety of positions during circle time activities while maintaining their balance.

Student will be able to lower self to the floor/rise from the floor independently.

Student will be able to pull out/push in desk chair independently.

Student will sit in their desk chair or in alternative seating maintaining their balance during classroom activities.

Student will open/close locker door, including manipulating the lock, independently.

Student will operate their power wheelchair around campus in a safe manner without running into objects/people.

Student will transition from \_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ within \_\_\_\_\_ minutes using their assistive device/power wheelchair with \_\_\_\_\_\_\_\_\_\_ assist.

Student will ascend/descend ramps using their assistive device/power/manual wheelchair with \_\_\_\_\_\_\_\_\_\_ assist.

Student will activate switch to open/close automatic door.

Student will assist with/be independent with \_\_\_\_\_\_\_\_\_\_\_ transfer to/from toilet using grab bars

Using their assistive device, student will move between \_\_\_\_\_\_ centers in \_\_\_\_\_ time period.

Student will be able to demonstrate good coordination and gross motor planning when following classroom routine with minimal cues

Student will demonstrate trunk control and maintain good sitting posture on floor and at table >5 min during a classroom activity

Student will be able to coordinate her extremities including crossing midline to participate in classroom and free play activities

Student will negotiate all playground equipment and uneven surfaces with good safety and independence

Student will improve gait pattern and demonstrate heel strike and push off to improve balance and decrease risk of falls

Student will carry an object with 2 hands including lunch tray and books with no assistance and maintain balance.

Student will demonstrate increased tolerance of upright sitting in their wheelchair.

Student will participate in a daily weightbearing program. (stander)

Student will improve their standing endurance by standing at a table and performing an activity for \_\_\_\_\_\_ minutes.

Student will assist with mat mobility, including rolling, sit to/from supine, bridging (to scoot self or help with toileting).

Student will actively move \_\_\_\_\_\_\_\_\_ extremities to assist with ROM/strengthening exercises.

Student will participate in trunk and lower extremity stretching activities.

Student will participate in trunk and lower extremity strengthening activities.

Student will tolerate wearing their \_\_\_\_\_\_\_\_\_\_\_ (AFO’s, Benik, etc.) during \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Student will participate in activities to improve their static and dynamic sitting/standing balance.

Student will participate in multi-step gross motor activities.