

**Sample Use of Behavioral Observation Data for Planning Possible Postsecondary Expectations**

Postsecondary Expectation Area	Likes	Dislikes	Skills/learning characteristics	Characteristics of Postsecondary Environment	Potential Postschool Activities
<b>Living</b>	Highly social, active environments Frequent physical change Quick tempo, up and down movements Rap music Cherry popsicles	Being alone Will sleep when in sidelying or tilted backwards Quiet music	Tube fed Does not assist with daily living tasks	Full-time care Highly physically & socially active Interact within community	Possibly group home with others with less physical disabilities Could be a higher staff/resident ratio Could even share a room Attend up-tempo concerts
<b>Learning</b>	High contrast materials Prefers upright positions Social interaction Loud, frequent sounds	Noninteractive materials (e.g., books without someone to turn pages/talk)	Has difficulty maintaining upright positions Tires easily Eye gaze to select choices Uses switch to play music	Opportunities to continue to build strength in head, trunk and legs New people New activities (e.g., swimming)	Learn to increase his strength and length of time in upright positions in socially active environments. Expand interests in music Expand oral experiences of taste and texture
<b>Working</b>	Active social and physical environments Frequent changes in position	Passive environments Fine or gross motor tasks	Responds socially to new people – engages them visually (maintains eye contact, smiles) Voluntary arm/hand movement limited to trunk	Active physical and social environment Needs assistance Short periods of time Frequent position changes Maybe technologically assisted No fine or gross motor activities	Work/volunteer in community a couple of hours a week (?Enclave at casino/ greeter?)

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