

# Step 4

## Embedding IEP Goals and Objectives in Grade-Level, Standards-Based Instruction

### **TASH 2007**

Lou-Ann Land

Inclusive Large Scale Standards and Assessment

University of KY

[lou-ann.land@uky.edu](mailto:lou-ann.land@uky.edu)

# Outcomes

---

- Participants will be able to:
  - Identify the general requirements of an IEP
  - Make informed decisions on goals and objectives for a student's IEP that provide access to and progress in the general curriculum
  - Target specific IEP goals and objectives to practice/embed within grade level units of study
  - Identify ways to measure both progress on specific IEP skills and specific content knowledge

# Four Steps to Access

---

- Since 2001, the presenters have worked with teachers in over a dozen states perfecting a four-step process for accessing the general curriculum for students with significant cognitive disabilities.
- This process is intended to help teachers look at instruction on grade level curriculum and then adapt that instruction so that students of differing ability levels, learning styles, and communication characteristics can have meaningful access to the general education curriculum.
- This is especially important in the consideration of the IEP process and determining annual goals that enable the child to be involved in and make progress in the general curriculum; and meet the child's other educational needs (IDEA 2004)

# Four Steps to Access

---

1. Identify or link to the appropriate standard(s)
2. Define the outcome(s) of instruction
3. Identify the instructional activities
4. Target specific objectives from the IEP

[Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27]

# The Form

<b>Stepwise Process to Accessing Grade Level Content Standards and Curriculum</b>		
<b>1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.</b>		
<b>What is the state standard?</b>	<b>What is the grade level standard?</b>	<b>What is the standard all about?</b>
<b>2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON _____.</b>		
<b>What are the desired outcomes for all students in general education? What will classroom based assessment look like?</b>	<b>Which outcomes will be prioritized for direct instruction and monitoring for the target student with significant cognitive disabilities? What will formative assessment look like?</b>	<b>What supports (already identified or additional) would be necessary for the target student to access the instruction?</b>
<b>3. IDENTIFY THE INSTRUCTIONAL ACTIVITIES TO BE USED IN THE UNIT.</b>		
<b>What are the instructional activities planned for all students?</b>	<b>How can the student actively participate in the instructional activities?</b>	<b>What supports (already identified or additional) would help the student access the instruction?</b>
<b>4. TARGET SPECIFIC OBJECTIVES FROM THE IEP TO ADDRESS DURING THE UNIT.</b>		
<b>Which of the instructional activities provide opportunity to work on objectives?</b>	<b>What IEP objectives re: the general curriculum can be addressed within the instructional activities?</b>	<b>What other IEP objectives can be addressed within the instructional activities?</b>

# Step 4

- By embedding basic academic, communication, motor and social skills within the context of general education activities (the same ones as specified in Step 3, Identify the instructional activities), the teacher provides students access to the curriculum as required by IDEA 2004 and NCLB, while still providing essential instruction on those critical skills.
- This allows for a seamless transition from basic skills to the acquisition of content area knowledge.
- With curriculum as the basis for instruction, all students will be receiving the same content.
- As students become more effective communicators, they will be able to demonstrate what they know about the curriculum.
- Even though some students may be working explicitly on these types of skills, it is important for teachers to strive to instruct and assess students' performance on the content knowledge as well.

# Step 4

## General Requirements of an IEP

### **IDEA 2004**

# General requirements for the content of IEPs.

- A statement of the child's present levels of academic achievement and functional performance...
- A statement of measurable annual goals, including academic and functional goals designed to:
  - Meet the child's needs...to enable the child to be involved in and make progress in the general education curriculum;
  - Meet each of the child's other educational needs that result from the child's disability;
  - For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

# General requirements for the content of IEPs.

- A description of:
  - How the child's progress toward meeting the annual goals described in 34 CFR 300.320(a)(2) will be measured; and
  - When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child...
- A statement of any individual appropriate accommodations that are necessary to measure ... performance of the child on State and district-wide assessments ... or a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.... [34 CFR 300.320(a)] [20 U.S.C. 1414(d)(1)(A)(i)]

## Revise requirements for the content of IEPs relating to transition services.

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  - The transition services (including courses of study) needed to assist the child in reaching those goals.  
[34 CFR 300.320(b)] [20 U.S.C. 1414(d)(1)(A)(i)(VIII)(aa) and (bb)]

# Step 4

## Considerations in Developing IEP Goals and Objectives

TASH 2007

# IEP Decision Making Process

West Virginia has developed a 9-Step decision making process to assist IEP teams in:

- Thinking differently about the IEP process;
- Developing meaningful IEPs that apply the state standards to individual student needs;
- Focusing discussions on access, participation and progress in the general curriculum by beginning with grade level standards; and
- Providing appropriate instructional supports to ensure the student achieves at higher levels in a standards-based educational system.

[Adapted from: <http://wvde.state.wv.us/ose/NCLBinfluenceOnIEPprocess.ppt#1> ]

# Things to consider

---

- Review the student's past performance within the grade level curriculum and review the curriculum and performance descriptors for the student's next grade level.
  - What strengths did the student use to access the curriculum?
  - What barriers did the student encounter in accessing the curriculum?
  - What levels of understanding are expected at the next grade level as compared to the previous grade level?
  - What skills and supports will the student need to access the curriculum?

# Things to consider

---

- **What do the grade level performance descriptors identify as mastery level student performance in the particular content standard(s) by the end of the year?**
  - What does mastery level look like?
  - How does the mastery level performance descriptor inform the specially designed instruction?

# Things to consider

---

- **Identify the areas for specially designed instruction.**
  - What can the IEP team learn from the data about student's performance?
  - Based on the data, what is the focus?
  - Are there skills that the student missed over time?
  - Do the objectives need to be clustered or chunked?
  - What can be done to minimize the impact, both short-term and long-term, of the exceptionality on the student's educational performance?
  - How can specially designed instruction make the biggest impact toward performance in the grade level curriculum?

# Things to consider

---

- **Determine the special education services that will lead toward grade level mastery and beyond.**
  - What is the type and amount of *direct* services needed to achieve the annual goals and short-term objectives?
  - How is the instruction delivered? By whom? In which environment?
  - What instructional support/scaffolding is needed for the student to succeed in the regular education classroom?

# Things to consider

---

- **How will the student's progress toward grade level mastery be monitored and evaluated?**
  - How will the student demonstrate performance of grade level curriculum?
  - What multiple measures will be conducted? By whom? In what environments? How frequently?
  - How will the multiple performance measures be reflected in the IEP evaluation procedures?

# Four Steps to Access

## Step 4

**Target Specific Objectives from the IEP to  
Address During the Unit**

# Targeting Specific IEP Objectives

When a student has cross-curricular IEP goals and objectives it is beneficial to identify when the objectives occur within an instructional activity.

- Identifying such times will allow the teacher to provide systematic instruction, as well as monitor performance.
  - For instance, along with the language arts skill of increasing vocabulary through the use of picture symbols, a student might also work on
    - following directions during projects,
    - initiating use of his/her communication system, and
    - remaining on task in general education instructional activities.
- While addressing objectives of the instructional unit and planning for participation, the teacher can designate sessions to keep data on
  - each of the objectives for the IEP progress report
  - as well as performance toward the grade level content standard.

# Example

---

- Another example, in addition to working on the language arts content skills of writing, increasing sight word vocabulary and answering recall questions, a student might work on articulation and supplementing verbal communication with picture symbols. Data probes can occur within designated sessions during the instructional unit, rather than as isolated repeated trial sessions.

# Meet Marvin

- 13 year-old middle school student with a significant cognitive disability
- Physical
  - Ambulates but has an awkward gait
  - He can manipulate materials but has poor fine motor control
- Communication
  - 1-2 word utterance
  - Uses yes/no and points or gestures
  - Uses Picture Exchange Communication System (PECS), beginning user
  - Receptive vocabulary is higher than expressive
- Learning Environment
  - Recognize logos, some symbols and can visually discriminate
  - Loves to be with peers but stubborn
  - Loves to be involved in class activities but has a limited focus
  - Rote count to 7 or 8 but no comprehension

# Marvin's IEP Goals

---

- Improve communication skills -initial sounds, use of PECS
- Increase
  - Recognition of picture vocabulary
  - Reading/listening comprehension
  - 1:1 correspondence
  - Attention span
  - Task completion
- Provide
  - Behavior supports - rewards

# Step 4: Target Specific Objectives from the IEP to Address During the Unit

## 4. TARGET SPECIFIC OBJECTIVES FROM THE IEP TO ADDRESS DURING THE UNIT.

<b>Which of the instructional activities provide opportunity to work on objectives?</b>	<b>What IEP objectives re: the general curriculum can be addressed within the instructional activities?</b>	<b>What other IEP objectives can be addressed within the instructional activities?</b>
<ol style="list-style-type: none"> <li>1. Using images of ecosystems and organisms to group...</li> <li>2. Using pictures to participate in brainstorm activity...</li> <li>3. Small group work...</li> <li>4. Working on maps and reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition of picture vocabulary</li> <li>2. Recognition of picture vocabulary</li> <li>3. Recognition of picture vocabulary, reading/listening comprehension</li> <li>4. Recognition of picture vocabulary/reading/listening comprehension</li> </ol>	<p>The following objectives can be monitored during all activities.</p> <ul style="list-style-type: none"> <li>•Communication – initial sounds</li> <li>•Attention span</li> <li>•Task completion</li> </ul>

# Activity

---

- Think of one of your own students
- Review the appropriate grade level activity
- Determine IEP skills that can be embedded within the activity
- Think about how the IEP skills can be monitored
- Think about how student progress within the curriculum can be monitored as well