

Step 4

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

Pennsylvania Low Incidence Institute 2008

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General Requirements for IEP

- 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 IEP

- 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;

General Requirements for IEP

- 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)]

Content Provides the Context

- **What does the student need to communicate?**
 - One way that a human damages marine sanctuaries
 - Describe a species
- **What does the student need to be able to do?**
 - Identify a cause of damage to an ecosystem
 - Create a graphic organizer to show ideas on preserving biodiversity
- **Which social skills does the student need?**
 - Work within a group

Targeting Specific IEP Objectives

- Identify when the objectives occur within an instructional activity.
 - Allows teacher to provide systematic instruction, as well as monitor performance
- While addressing objectives of the instructional unit and planning for participation, the teacher can designate sessions for data collection
 - IEP progress report
 - Progress/Performance toward the grade level content standard
 - Alternate Assessment

IEP Matrix

| | Increase content vocabulary | Improve reading skills | Increase time on task to 3 mins |
|---------------|-------------------------------|----------------------------|---------------------------------|
| Science | Ecosystem, biodiversity, etc. | Modified information sheet | √ v |
| Language Arts | √ | √ | √ v |
| Art | √ | √ | √ I |
| Lunch | | Menu | |

Marvin's IEP Goals

- Improve communication skills - initial sounds, use of PECS
- Increase/Improve
 - Content vocabulary
 - Reading skills and 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

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

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

- Activity:
 - Using your *Step 4 – Embedding IEP Objectives*, embed IEP objectives into 1 or more of the activities provided (5, 6, or 7) for Marvin, or a student with whom you are familiar

Putting the 4-STEP into Practice

- Form a group of no more than 4 people - Elementary, Middle or High School
- Select a student as a focus
- Using the materials provided review Step 1
- Complete Step 2
 - Review the general education activities
 - Prioritize the learning outcomes for student with disabilities
- Complete Step 3
- Complete Step 4

Rounding up the 4-STEP

- Review
- Questions
- What was the most helpful part of today?
- What do you have more questions on?