

• • • **EXAMPLE 3** • • •

Original IEP Objective: Savannah (a second grader) will demonstrate understanding of the concept *greater than*.

Revised IEP Objective: During math, using real dollar bills and an adapted number line, Savannah will point to or put her hand on the larger of two written numbers (from 1 to 20) when asked to find the one that is more four out of five times per day for 5 days.

Related Standard: Second-Grade Number Sense—order and compare whole numbers to 1,000 by using symbols of *greater than*, *equal to*, and *less than*.

In the original objective, it is not clear how Savannah will demonstrate her understanding of *greater than*, nor is it clear what criterion will be used to indicate mastery of this concept. This objective is not measurable as stated.

The revised objective specifies where and how the objective will be met. The adaptation needed is stated as a condition, and it is apparent how Savannah will demonstrate her achievement. The identified skill will help her with purchasing decisions, and instruction will occur with real money and pictorial items with price tags to buy. The criterion is clear and measurable as well, with a strong alignment with grade-level standards. Figure 10.3 is a sample data sheet that could be used to collect data for this objective. This data sheet also goes beyond the required information for meeting IEP objectives and provides critical information pertaining to the numbers used, the order in which they were presented, and the prompts used. Such information helps the team determine more accurately what Savannah has mastered and what the reasonable next steps should be.

• • • **EXAMPLE 4** • • •

Original IEP Objective: Eric (an eighth grader) will independently initiate interactions with his peers once per day.

Revised IEP Objective: Within 5 minutes of being shown a familiar peer (or peer group), Eric will independently approach a peer and by pointing to a picture/message in a conversation book, initiate a conversation at least one time daily for both nutrition and lunch periods for 4 consecutive weeks.

Related Standard: Eighth-Grade Listening and Speaking—organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Student: <u>Savannah</u> Date: <u>2/16/01</u>		
Objective: <u>During math, using real dollar bills and an adapted number line, Savannah will point to or put her hand on the larger of two written numbers (from 1-20) when asked to find the one that is more 4 out of 5 times a day for 5 days.</u>		
Problems	Chose larger number	Level of prompt used (4 second delay between prompts)
2 10	<input checked="" type="radio"/> Y N	<input type="checkbox"/> Ask which number is more and say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number
11 4	Y <input checked="" type="radio"/> N	<input type="checkbox"/> Say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number
7 1	<input checked="" type="radio"/> Y N	<input type="checkbox"/> Say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number
3 15	<input checked="" type="radio"/> Y N	<input type="checkbox"/> Say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number
7 14	Y <input checked="" type="radio"/> N	<input type="checkbox"/> Say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number
3 15	<input checked="" type="radio"/> Y N	<input type="checkbox"/> Say number as you point to it <input type="checkbox"/> Add manipulatives <input type="checkbox"/> Model <input type="checkbox"/> Tap near larger number

Directions:

In the first column, write the numbers and the order presented to the student.

Circle Y = yes or N = no for student performance (second column).

Check all prompts used (third column).

Figure 10.3. Sample data sheet for determining the larger of two numbers.

The original objective does not describe how Eric will initiate interactions, and, therefore, it is questionable what an initiation will look like. Furthermore, it is not explicit when or where the desired behavior will occur. Although the criterion in the original objective states that Eric will independently initiate interactions with his peers “once a day,” the question remains as to how many days this behavior must occur before the student can be credited with this skill.

In the revised objective, much greater specificity has been added to address these concerns. The objective specifies that Eric will initiate an interaction with the use of an augmentative and alternative (AAC) device. The criterion is much more detailed and consequently, measurable. A time limit has been established (“within 5 minutes of being shown a familiar peer”) before Eric must initiate the interaction. It is unambiguous when Eric will be given credit for mastering this objective. Information to be collected for this objective can be found in Figure 10.4. This data sheet captures not only the data required by the objective but also additional information concerning the peer who is approached, the message chosen, and the prompts required for Eric to perform the skill. Additional information of this nature can help guide the team in their determination of next steps for Eric.

• • • **EXAMPLE 5** • • •

Original IEP Objective: During writing, Narine (10th grader) will trace words that are highlighted for her with 75% accuracy as noted by teacher observation.

Revised IEP Objective: During writing activities when sentences are read to her, Narine will identify the correct picture/words from three options to fill in blanks of sentences missing an adjective and an action verb, and she will legibly write the first letter of each word from a model for 10 of 12 sentences across different classes.

Related Standard: Tenth-Grade Writing—use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.

In the original IEP objective, several bits of information are missing to allow it to be measurable. The number of words that Narine must trace is missing, and, therefore, it is unclear what the 75% accuracy measurement would apply to. In other words, it is not clear if the 75% would apply to each letter or to the entire word and what exactly that would look like. Not only is this hard to measure, but the practice of tracing over letters, especially in 10th grade, is questionable. Narine is not really learning to express herself through writing.

The revised objective changes the focus of tracing over letters to making decisions and creating sentences that convey meaning through these decisions. Unlike in the original IEP objective, the skill of reading is obviously targeted as well. The objective is clearly measurable and the data can be collected across academic classes, such as English, science, foreign language, or world history. The supports that Narine needs to learn this skill are stated (sentences read to her and

Student: *Eric*

Grade: *8th*

Activity: *Nutrition or Lunch*

Objective: *Within 5 minutes of being shown a familiar peer (or peer group), Eric will independently approach a peer and by pointing to a picture/message in a conversation book, initiate a conversation at least one time each during his nutrition and lunch periods daily for 4 consecutive weeks.*

Date	12/4/07	12/4/07	12/5/07	12/5/07
Time period	Nutrition ___ Lunch ___	Nutrition ___ Lunch ___	Nutrition ___ Lunch ___	Nutrition ___ Lunch ___
Peer chosen	<i>Corey</i>			
Time required	<5 ___ >5 <input checked="" type="checkbox"/>	<5 ___ >5 ___	<5 ___ >5 ___	<5 ___ >5 ___
Prompts to teach to get peer's attention (check last prompt needed)	No prompt ___ Verbal suggestion ___ Ask, "who?" ___ Ask, "who?" and point ___ "Let's go ask" ___ Model tapping peer <input checked="" type="checkbox"/> Tell to tap peer ___ Guide hand to shoulder ___	No prompt ___ Verbal suggestion ___ Ask, "who?" ___ Ask, "who?" and point ___ "Let's go ask" ___ Model tapping peer ___ Tell to tap peer ___ Guide hand to shoulder ___	No prompt ___ Verbal suggestion ___ Ask, "who?" ___ Ask, "who?" and point ___ "Let's go ask" ___ Model tapping peer ___ Tell to tap peer ___ Guide hand to shoulder ___	No prompt ___ Verbal suggestion ___ Ask, "who?" ___ Ask, "who?" and point ___ "Let's go ask" ___ Model tapping peer ___ Tell to tap peer ___ Guide hand to shoulder ___
Message selected	1. ___ 2. <input checked="" type="checkbox"/> 3. ___ 4. ___ 5. ___	1. ___ 2. ___ 3. ___ 4. ___ 5. ___	1. ___ 2. ___ 3. ___ 4. ___ 5. ___	1. ___ 2. ___ 3. ___ 4. ___ 5. ___
Prompt required to convey message (Check the last prompt needed)	No prompt ___ Point to book ___ Make a suggestion ___ Tap elbow <input checked="" type="checkbox"/> Push elbow ___ Display options ___ Guide hand to one ___	No prompt ___ Point to book ___ Make a suggestion ___ Tap elbow ___ Push elbow ___ Display options ___ Guide hand to one ___	No prompt ___ Point to book ___ Make a suggestion ___ Tap elbow ___ Push elbow ___ Display options ___ Guide hand to one ___	No prompt ___ Point to book ___ Make a suggestion ___ Tap elbow ___ Push elbow ___ Display options ___ Guide hand to one ___

Figure 10.4. Sample data sheet for documenting initiations with a peer.

words attached to pictures with only three options per blank). Figure 10.5 provides a sample data sheet to collect Narine’s progress toward meeting this objective. The number of times Narine performs this skill is not only collected, in addition to the words that she chooses (and are correct), the class she is in, and some prompting strategies. This additional information helps to clarify where Narine is successful and where she is still having trouble.

RELATING NONACADEMIC SKILLS TO STATE STANDARDS

Students with significant disabilities often need to learn skills that don’t clearly show a direct link to core academic standards. Such skills might include making

Student: *Narine* Grade: *10th* Activity: *English, World History, Computers*

Objective: *During writing activities when sentences are read to her, Narine will identify the correct picture/words from three options to fill in blanks of sentences missing an adjective and an action verb, and she will legibly write the first letter of each word from a model for 10 of 12 sentences across different classes.*

Class and date	<i>English, 9/10/07</i>	<i>English, 9/11/07</i>	<i>World history, 9/10/07</i>
Lesson	<i>The Scarlet Letter</i>	<i>The Scarlet Letter</i>	<i>World War II</i>
Sentences	<i>The girl <u>wore</u> a <u>red</u> A.</i> <i>w r</i>	<i>The girl <u>had</u> a <u>little</u> baby.</i> <i>h l*</i>	<i>The men <u>drove</u> <u>big*</u> tanks.</i> <i>d b*</i>
	<i>The girl <u>had</u> a <u>little*</u> baby.</i> <i>h l*</i>	<i>The girl <u>wore</u> a <u>red*</u> A.</i> <i>w r</i>	<i>The men <u>wore</u> <u>brown*</u> uniforms.</i> <i>w b</i>
	<i><u>Angry</u> people didn't <u>talk</u> to the girl.</i> <i>A t</i>	<i><u>Angry</u> people didn't <u>talk</u> to the girl.</i> <i>A t</i>	<i>Soldiers <u>flew</u> in <u>big*</u> planes.</i> <i>f b*</i>

Figure 10.5. Sample data sheet for completing sentences and writing letters. An asterisk by a letter or word represents a correct response.

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