

# IEP Workshop Activities

## Sample Needs

- be able to make choices
- understand cause and effect
- really connect with peers
- have others understand her communication
- be able to communicate her needs and wants
- have a voice
- get attention from others



**Goal Area:** Communication

**Goal Statement:** Barbara will communicate effectively with people at school, home and in her community.

## Sample Student Learning Needs

Samples That Reflect Team Needs	Re-phrase to Emphasize The Student's Needs
• staff to be aware of her asthma	• accommodations made for asthma
• care plan	• safety and well being at school
• an eye appointment	• maximum use of her vision
• certified training with public health nurse for tube feeding	• nutrition through G-tube and some oral feeding
• support the student with basic functional life skills	<ul style="list-style-type: none"> <li>• to have some control over her environment</li> <li>• to participate with peers without the use of hands</li> </ul>
• support the student with personal social development with others	<ul style="list-style-type: none"> <li>• to engage in leisure activities that don't require use of hands</li> <li>• to meaningful interact with peers</li> <li>• to have others understand student's non-verbal communication</li> </ul>

Activity: Check with your team and make a list of your student's needs within each discipline (e.g., fine motor, communication, gross motor, social, etc.)

Activity: How would you rephrase these **global goal statements** to reflect student-focused statements? Refer to the examples on the right.

Sample Goal Statements	Re-phrase - Student Focus
<ul style="list-style-type: none"> <li>• provide for personal care and safety in the school environment</li> </ul> <p><i>(This appears to be a team goal. It also just focuses on a school outcome. We need to make this more global.)</i></p>	<ul style="list-style-type: none"> <li>• The student will maintain optimum health and well being.</li> </ul>
<ul style="list-style-type: none"> <li>• social/emotional development</li> </ul> <p><i>(This is an area of focus. What is it that we want the student to achieve?)</i></p>	<ul style="list-style-type: none"> <li>• The student will continue to develop his social skills and expand his experiences and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• promote physical development</li> </ul> <p><i>(This sounds like a team goal)</i></p> 	<ul style="list-style-type: none"> <li>• The student will actively participate in routines throughout the day to promote flexibility and comfort.</li> <li>• The student will increase his purposeful mobility to participate in activities of daily living.</li> </ul>
<ul style="list-style-type: none"> <li>• facilitate perceptual/cognitive awareness</li> </ul> <p><i>(The word "facilitate" suggests a team action)</i></p>	<ul style="list-style-type: none"> <li>• The student will develop to his maximum cognitive potential.</li> </ul>
<ul style="list-style-type: none"> <li>• consistently reach or grasp something within his capability</li> </ul> <p><i>(This is a specific objective. We need something more global and long range.)</i></p>	<ul style="list-style-type: none"> <li>• The student will increase his participation in purposeful activities throughout his day.</li> </ul>

## Questions To Ask Your Therapists For Measurable Objectives

When we are writing objectives or identifying the skills for students with severe multiple disabilities, we need input from each discipline involved with the student to find out....

- which activities could reflect the student's active participation in this area? (e.g., participating by allowing hand over hand for short periods of time)
- how could the student actually participate? (e.g., make eye contact with peers when they greet her)
- what would the student's level of participation look like here? (e.g., relax with prompting to assist with transfers)
- measurement for progress may also be noted in levels of prompting and/or generalization of skills. (refer to Reporting Progress handout in your package)

These objectives were taken from student IEPs but reflect **team goals and outcomes**

Activity: Select some of these objectives and re-write them as student-focused.

Team Outcomes/Objectives	Student Outcomes/Objectives
<ul style="list-style-type: none"> <li>include the student in appropriate classroom activities <i>(This is directed by the team. It reflects a team activity.)</i></li> </ul>	
<ul style="list-style-type: none"> <li>provide opportunities for the student to interact with his peers <i>(The team provides the opportunities. The student has no control over this. What would the student be doing that would demonstrate his interaction with his peers? E.g., use the BIGmack for buddy reading with minimal prompting? Use gaze in choice making between 2 pictures with peers for free choice time?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>monitor personal care and safety at all times <i>(This is what the team needs to do. What is it that we want to see from the student? Does the student have any active role in this?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>monitor heel cord <i>(This is something that the PT would do; not the student)</i></li> </ul>	
<ul style="list-style-type: none"> <li>promote head and trunk control <i>(Does the student have any active role in this team goal? E.g., The student will hold her head up for longer periods of time ...2 minutes.)</i></li> </ul>	

These objectives reflect **team strategies**, not student outcomes. Strategies tell us how we are going to achieve a student outcome.

Activity: Select some of these team strategies and re-write them as a possible student-focused objective. You may need to use your imagination.

Objectives That Reflect Strategies	Student Objectives
<ul style="list-style-type: none"> <li>stimulate oral capacity <i>(What is it that you actually want the student to do? E.g., increase the number of words? Improve pronunciation?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>establish an emergency plan <i>(This is a strategy to support the student's safety re: seizures, mealtime, etc.)</i></li> </ul>	
<ul style="list-style-type: none"> <li>provide alternate positioning <i>(This is a strategy for the team. What are we trying to support for the student? Does the student have any active role in her positioning? E.g., The student will bear weight to assist when transferring to alternate positions/seating.)</i></li> </ul>	
<ul style="list-style-type: none"> <li>use the light box daily <i>(Why is the student using the light box? Which skills are you wanting the student to strengthen or improve?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>continue to do exercises every day <i>(This is a strategy to promote flexibility and perhaps strength. What might the student's active role be here?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>other assistants learn to feed the student <i>(What might the student's objective be here? E.g., the student will allow different assistants to assist her with mealtime.)</i></li> </ul>	

These objectives are **too vague and general** to measure. How would we measure these objectives?

Activity: Select some of these objectives and re-write them with more clarity.

<b>Vague/General Objectives (Difficult to measure outcomes)</b>	<b>Measurable Student Outcomes</b>
<ul style="list-style-type: none"> <li>• initiate interactions with others <i>(How? What will this look like?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• improve general posture <i>(What will this look like for this student? Keeping his head up? Sitting up for longer periods of time?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• increase hand strength <i>(What would this look like? Will the student grasp &amp; hold objects longer? Will the student demonstrate other emerging hand skills (e.g. release, pinch, pull, push)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• upper body strengthening from exercises <i>(What is the student's active participation? Will the student partially assist with some arm movements, etc.? Can the student relax to assist with the exercises?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• improve and practice visual processing <i>(What does this actually look like for the student? What is the student's role? E.g., The student will increase his use of his gaze to track large objects when moving 16" in front of him.)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• practice purposeful hand movements <i>(What are these hand movements? Ask for specifics from your OT. Refer to the Functional Hand Skills sheet.)</i></li> </ul>	



Some student-focused objectives just need **a little fine-tuning**.

Activity: Select some of the objectives and re-write them based on the questions and prompts listed below.

Student Focused Objectives That Just Need A Little Fine Tuning	Student Objectives That Are Clear & Measurable For Everyone
<ul style="list-style-type: none"> <li>• choose from 2 things <i>(How will he choose? Hands? Gaze? What will he choose...objects? Pictures?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• learn some functional sign language <i>(Let's be specific. Which signs? If the student has a large vocabulary then let's specific increasing the number of signs or the type of signs. If only a few words, then specific e.g., "more", "finished", "hi", "drink")</i></li> </ul>	
<ul style="list-style-type: none"> <li>• respond to verbal greetings <i>(What will this look like? With eye contact? Hi five? Glance? Smile? How will we know what to look for to see progress?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• operate several different single switch items <i>(How will the student operate these? With his hand? Head? Leg? Why will the student be doing this?)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• communicates his needs &amp; wants <i>(What will this look like? E.g., The student will increase his appropriate use of vocalizations, gestures and gaze to communicate his needs &amp; wants.)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• bear weight with assistance for transfers <i>(How will we measure improvement in this area? Will the student be able to do this for longer periods of time?... with less physical assistance? ... in more situations?)</i></li> </ul>	

