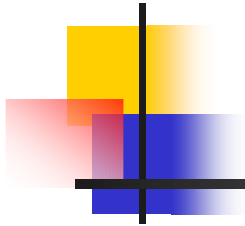




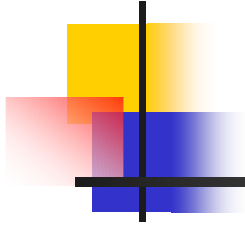
# Writing Meaningful IEPs for Students with Severe Multiple Disabilities

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The Provincial Integration Support Program



This workshop will address key points in the development of IEPs that blend therapeutic goals with functional educational outcomes



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The ultimate goal of an educational program for a student with severe and multiple disabilities is to provide a balance of experiences that lead to a quality adult life



# Key Concepts

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- Long Range Planning
- Present Level of Performance
- Measurable Annual Goals
- Measurable Educational Objectives
- Measuring and Reporting Progress



# Long Range Planning

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John O'Brien identifies five broad outcomes as the foundation for Long Range Planning

- Community Presence
- Choice
- Competence
- Respect
- Community Participation



# Community Presence

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- The sharing of ordinary places that define community life
- Without intentionality to this goal people with severe disabilities will be separated from everyday settings by segregated facilities, “special” activities, and different schedules
- Presence will increase the number of ordinary places the person knows and can access



# Choice

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- The experience of autonomy in small everyday matters (e.g. what to wear) and in large matters that define your life (e.g. with whom you live)
- Without intentionality people with severe disabilities will be passive and without voice
- Valued activities increase the variety and significance of the choices a person makes



# Competence

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- The opportunity to perform functional and meaningful activities with whatever level of support is required
- Without intentionality people with severe disabilities will be deprived of the expectations and opportunities that lead to the development of greater competence
- Valued activities provide the opportunity to build competence in areas that are personally important



# Respect

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- Having a valued place with others and a valued role in community life
- Without intentionality people with severe disabilities are relegated to low-status community roles that limit opportunities to be seen and valued as individuals
- Valued activities challenge these stereotypes and provide access to valued roles



# Community Participation

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- The experience of being involved in networks of personal relationships that include close friends
- Without intentionality people with severe disabilities become known only to those who are paid to be in their lives
- Valued activities provide opportunities for people to develop a variety of types of relationships



# Long Range Planning

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MAPS

(McGill Action Planning System)

PATH

(Planning alternative Tomorrows with Hope)



# MAPS

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1. What is a MAP?
2. What is the student's history?
3. What is your dream for \_\_\_\_\_?
4. What is your nightmare for \_\_\_\_\_?
5. Who is \_\_\_\_\_?
6. What are \_\_\_\_\_'s strengths, gifts and talents?
7. What are \_\_\_\_\_'s needs and challenges?
8. What action plans are needed to meet these needs and avoid these nightmares?



# PATH

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1. Touch the dream
2. Sense the goal (possible and positive)
3. Grounding in the now
4. Identifying people to enroll
5. Ways to build strength
6. Planning the next 6 months
7. Planning the next 3 months
8. Committing to the first step



# Present Level of Performance

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## Purpose:

To describe the student's unique needs that will be addressed by special education and related services, and to establish a baseline of measurable information that serves as a starting point for developing goals and objectives



# The Present Level of Performance Specifies:

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- Statement of Strengths
- Statement of Needs



# Statement of Strengths

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These are statements of the student's gifts, strengths and abilities as a learner. For example:

- Responds to familiar routine directions
- Communicates when motivated and understands the activity
- Understands cause and effect
- Lets his wants be known
- Loves to swim, listen to music, eat



# Statement of Needs

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This section identifies those areas that are important for the student to learn in order to facilitate the development of functional skills and inclusion. For example:

- To improve mealtime skills
- To develop a yes/no
- To develop independent sitting, balance, and standing ability
- To improve functional hand use



# Key Characteristics of the Present Level of Performance

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- Measurable
- Objective
- Functional
- Current
- Identifies any special considerations
- Includes most recent assessment information
- Establishes the baseline of information used in writing Goals and Educational Objectives



# Measurable Annual Goals

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## Purpose:

To describe what the student can reasonably be expected to accomplish within 12 months with specially designed instruction and related services



# An Annual Goal:

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- Is directly related to the present level of performance which provides baseline information
- Provides a way of determining whether anticipated outcomes are being met
- Has three parts
  - The student ... does what ... to what level

Appropriate annual goals answer the question

“What should the student be doing?”



# Key Characteristics of an Annual Goal:

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- Measurable
- Functional
- Meaningful
- Future oriented
- Locally referenced



# Measurable

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Progress can be measured even when the student's skills may remain similar from year to year



# We Can Measure Student Progress as Follows:

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- Through increasing levels of partial participation in activities
- Through less prompting or facilitation over time
- Through generalization of the same skill to new people, activities or environments
- Through fewer false hits in activities involving switch work
- The amount of time it takes for the student might decrease
- The amount of time a student engages in an activity might increase



# Functional

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- Teaching a functional activity means teaching all of the behaviour necessary to initiate, perform, and terminate an activity.
- These goals include participation in daily care routines (e.g. attention to personal hygiene, dressing, eating) and in interactional activities (e.g. those related to socialization and communication).



# Meaningful

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Teaching meaningful activities means teaching activities that are relevant and reflect the values and interests of the student and his/her family



# Future Oriented

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Teaching to a future orientation means to teach activities that will enhance the student's participation and inclusion as a young adult in the community



# Locally Referenced

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Teaching with local referencing means teaching skills in the environments in which they will need to be used rather than teaching “generic skills in isolation” (e.g. teaching switch use in the context of using the switch to play a game with peers rather than practicing hitting the switch in isolation)



# Examples of Annual Goals

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## Appropriate Goal

- Chris will increase his active participation in self-care routines

## Questionable Goal

- Provide for personal care and safety in the school environment

*This appears to be a team goal and only focuses on a school outcome. We need to make this more global*



# Examples of Annual Goals

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## Appropriate Goal

- Emily will continue to develop her social skills and expand her experiences and relationships

## Questionable Goal

- Social/emotional development

*This is an area of focus.  
What is it that we want  
Emily to achieve?*



# Examples of Annual Goals

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## Appropriate Goal

- Marion will increase her purposeful mobility to participate in activities of daily living

## Questionable Goal

- Promote physical development  
*This looks like a team goal*



# Measurable Educational Objectives

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Annual goals are broken down into a logical sequence of “steps” or objectives that lead to the attainment of the goal.

Measurable means that you can count it or observe it.

Rather than using terms like “improve” or “develop”, ask yourself what you will actually see the student doing that allows you to make this judgment.



# Examples of Educational Objectives

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## Vague/General Objectives

- Improve and practice visual processing

## Measurable Student Outcomes

- The student will increase his use of gaze to track large objects when moving 16" in front of him



# Examples of Educational Objectives

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## Objectives that Need Fine Tuning

- Communicates his needs and wants

## Clear Measurable Objectives

- The student will increase his appropriate use of vocalizations, gestures, and gaze to communicate his needs and wants



# Measuring and Reporting Progress

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- Degree of Active Participation
- Frequency of the Behaviour
- Accuracy of the Behaviour
- Appropriateness of the Behaviour
- Duration of the Behaviour
- Generalization of the Behaviour

# Degree of Active Participation

How much assistance or prompting (physical and/or verbal) does the student require to perform the skill?





# Frequency of the Behaviour

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How often does  
the student  
perform the  
desired activity?

- How many times does the student sign “more” for an interrupted favourite activity?



# Accuracy of the Behaviour

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How precisely does the student perform the behaviour?

- During switch work, how many “false hits” occurred? Did the student point or gaze accurately at an object choice?



# Appropriateness of the Behaviour

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Does the student demonstrate the desired behaviour in appropriate situations?

- The student vocalizes when requesting attention, but is appropriately quiet in the classroom

# Duration of the Behaviour

How long does the student engage in the desired behaviour?

- Spending an increasing amount of time in their walker





# Generalization of the Behaviour

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Does the student have the ability to use the developing skill with different people or in different settings?

- Greets a peer in the classroom and also greets the school secretary in the office?



## In Summary,

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Meaningful IEPs focus on relevant, functional annual goals broken into logical, measurable objectives that lead toward a quality of life in the future for a student with severe disabilities.

Accountability is demonstrated by tracking student progress over time.