

Writing Meaningful IEPs for Students With Severe Multiple Disabilities

This workshop will address key areas in long range planning. We will look at writing comprehensive student focussed long range goal statements that blend key therapy areas/needs with functional educational outcomes. The group will practice writing measurable IEP objectives that reflect the student's actual active participation versus team related actions.

Presenter:

Date:

Time: (60 min.)

Location:

Workshop Contact for RSVP:

1. Long Range Planning (MAPS & PATH) (refer to sample Pathways & PATH)

2. Goal Statements That Reflect Student Outcomes As Opposed To Team Outcomes (refer to Sample Needs handout #1 & overhead #2)

- Questions to ask your therapists for measurable objectives

3. Writing IEP Objectives That Truly Reflect What The Student Can Demonstrate (activities - overhead #3, #4, #5 & #6)

- refer to sample IEP

4. Criteria For Reporting Progress

- 6 Main areas
- Generalization of Skills
- Sample Report Cards (skills versus objectives)

Overheads

- sample needs & goal statements
- sample goal statements/fragments/phrases.
- objectives that reflect **team** goals and outcomes
- objectives that reflect **strategies** not student outcomes
- objectives that are too **vague** and general to measure
- some student focussed objectives just need a little fine tuning

Handouts

- all overhead samples
- Sample Long Range Planning Formats (Adapted MAPS & PATH)
- Sample Generic IEP
- Reporting Progress
- Sample Report Card

SAMPLE PATHWAYS TO THE STUDENT'S FUTURE (LONG RANGE PLANNING)

FELLOW TRAVELERS/WHO'S WHO

Student's Family (S) Teaching Assistant Speech and Language Pathologist L.A. or Resource Teacher Vision Teacher or Teacher of Hearing Impaired District Itinerant Resource Teacher (if appropriate)	Student Physiotherapist Occupational Therapist Classroom Teacher Principal
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THE STUDENT

- D.O.B.
- he is fun and has a happy disposition
- he is determined and has definite ideas about what he wants to do
- he is neat and clean and attractive
- he likes to organize things
- he has Cerebral Palsy
- he is a brother with 2 other younger siblings
- he loves being with his peers
- he uses a picture board to communicate

DESTINATIONS OF HOPE

The student as a teen

HOME	SCHOOL	RECREATION	FRIENDS
<ul style="list-style-type: none"> • live with natural family 	<ul style="list-style-type: none"> • attend local high school with peers • resource room with integration into electives 	<ul style="list-style-type: none"> • bowling • attend school sports events after school • music • T.V. • Grandparents' farm 	<ul style="list-style-type: none"> • peers at school • friends in neighbourhood • relatives

The student as an adult

HOME	WORK	RECREATION	FRIENDS
<ul style="list-style-type: none"> • group home 	<ul style="list-style-type: none"> • helping out the community (e.g., walk dogs for SPCA; deliver lunches to elderly) 	<ul style="list-style-type: none"> • vacations • bowling • walks • swimming] • music - concerts • movies 	<ul style="list-style-type: none"> • friends made at SPCA • friends from group home • family close by • neighbourhood friends • close friend from school continued

DESTINATIONS OF FEAR

- loss of health; sexually abused
- end up in an institution; lose contact with his natural family
- never sleeping through the night
- the student might lose weight; student might develop contractures and lose mobility
- won't lose habit of hands in his mouth

THE STUDENT'S GIFTS, STRENGTHS AND ABILITIES AS A LEARNER

- physically strong; good-natured; sees humour in almost anything; good looking
 - has reasonable vision; able to follow objects if motivating
 - communicates when motivated and understands the meaning in the activity
 - lets his wants be known; shows preferences for people, activities and food
 - loves to swim, watch T.V., listen to music, and eat
 - he is organized; has a sense of order; likes to sort objects
 - responds to familiar/routine directions; understands "cause and effect"
-

THE STUDENT'S MOTIVATORS

- animals (especially cats); likes movement, softness, touching
 - using hands in any way; helping others
 - being with peers (one to one)
 - animated voices (particularly when reading stories)
 - brightly coloured, simple, contrasting objects (not pictures)
 - outdoors when weather is sunny and warm
 - mobility (moving around in wheelchair; watching peers move)
 - getting out of the wheelchair (alternate positions)
 - swimming (water, sound in the pool, mobile, one to one contact with TA, out of wheelchair, movement)
 - music (western music is favourite)
 - rough housing (physical contact and movement)
 - humour (slap stick kind of jokes or situations, unusually funny sounds, animated voices)
 - favourite people (TA, principal, dad, favourite peer)
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THE STUDENT'S LEARNING NEEDS

- communication - to understand that he is communicating and what it means; to develop yes/no, choices, greeting, turn taking, initiating conversation
 - independent mobility, use electric mobility
 - increased functional hand use (both hands together)
 - to improve mealtime skills (increase texture of food without choking)
 - develop independent sitting, balance and standing ability
 - more involved in person care (e.g., dressing, toileting, mealtimes)
 - learn social skills (e.g., hand out of mouth)
 - focus and maintain his attention when appropriate
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STUDENT'S LONG RANGE GOALS

1. THE STUDENT WILL COMMUNICATE MEANINGFULLY WITH THOSE IN HIS FAMILY, SCHOOL AND COMMUNITY.
2. THE STUDENT WILL PARTIALLY PARTICIPATE IN FUNCTIONAL ACTIVITIES OF DAILY LIVING (through hand use or switch use).
3. THE STUDENT WILL ACTIVELY PARTICIPATE IN ACTIVITIES THROUGHOUT THE DAY TO PROMOTE FLEXIBILITY AND COMFORT.
4. THE STUDENT WILL CONTINUE TO EXPERIENCE NEW ACTIVITIES AND RELATIONSHIPS AT SCHOOL AND IN THE COMMUNITY AS A LIFE LONG LEARNER.

OPTIONAL BRAINSTORMING TO ADDRESS AREAS OF CONCERN FOR STUDENT'S TEAM

STUDENT'S TEAM'S STRENGTHS

- district resources available
- flexibility; dedication
- availability of one to one assistant
- open to integration in the school and classroom
- spirit of acceptance
- resourceful
- good communication
- experienced people
- supportive; response and cooperative

STUDENT'S TEAM'S NEEDS

- speech & language pathologist assessment and input to classroom programming
- physiotherapist working within the classroom to consult
- team needs to be consistent with expectations for the student
- explore alternate methods of communication (e.g., signs, vocalizations, picture boards, voice output)
- continue acquiring materials and equipment to assist staff and the student
- address staff needs: teacher time, student time, extra time needed to deal with the student's issues and day to day planning
- more teacher preparation time needed; relief time for teaching assistant to meet with teacher

STUDENT'S TEAM'S GOALS

1. TO IDENTIFY THE ROLES AND RESPONSIBILITIES OF TEAM MEMBERS
2. TO CONTINUE TO DEVELOP EFFECTIVE AND POSITIVE COMMUNICATION AMONGST AMONGS TEAM MEMBERS
3. TO DEVELOP REALISTIC KNOWLEDGE BASED PROGRAMMING FOR THE STUDENT
4. TO ACCESS INFORMATION AND FUNDING FOR EQUIPMENT
5. TO MEET WITH ADMINISTRATION ABOUT NEEDS

ACTION PLANS

1. Mother will write a letter to District outlining speech needs for next year.
2. District resource teacher will provide some assistance in identifying roles and responsibilities of team members.
3. Social worker will investigate funding resources for at-home program for equipment.
4. District resource teacher will coordinator IEP in June for school year.
5. Inservice/sharing between school and at-home people by middle of June.
6. Principal, school resource teacher, teaching assistant and classroom teacher will creatively find time to collaborate once a week.

Insert PATH sample

Overhead #1: sample needs and goal statement.

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	• to have some control over her environment
	• to participate with peers without the use of hands
• support the student with personal social development with others	• to engage in leisure activities that don't require use of hands
	• to meaningful interact with peers
	• to have others understand student's non-verbal communication

Overhead #2: Sample goal statements/fragments/phrases. How to rephrase these to reflect student focussed statements?

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



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)

Objectives that reflect **team goals and outcomes** (overhead #3: samples)

Activity: Select one to re-write.



Team Outcomes/Objectives	Student Outcomes/Objectives
<ul style="list-style-type: none"> include the student in appropriate classroom activities <i>(This is directed by the team. It reflects a team activity.)</i> 	
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> monitor heel cord <i>(This is something that the PT would do; not the student)</i> 	
<ul style="list-style-type: none"> 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> 	

Objectives that reflect **strategies** and not student outcomes (overhead #4: samples) Strategies tell us how we are going to achieve a student outcome.
Activity: Select one to re-write


Objectives That Reflect Strategies	Student Objectives
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> establish an emergency plan <i>(This is a strategy to support the student's safety re: seizures, mealtime, etc.)</i> 	
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> 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> 	
<ul style="list-style-type: none"> 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> 	

Objectives that are **too vague and general** to measure (overhead #5: samples)

Activity: Select one to re-write

Vague/General Objectives (Difficult to measure outcomes)	Measurable Student Outcomes
<ul style="list-style-type: none"> • initiate interactions with others <i>(How? What will this look like?)</i> 	
<ul style="list-style-type: none"> • improve general posture <i>(What will this look like for this student? Keeping his head up? Sitting up for longer periods of time?)</i> 	
<ul style="list-style-type: none"> • increase hand strength <i>(What would this look like? Will the student grasp & hold objects longer? Will the student demonstrate other emerging hand skills (e.g. release, pinch, pull, push)</i> 	
<ul style="list-style-type: none"> • 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> 	
<ul style="list-style-type: none"> • 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> 	
<ul style="list-style-type: none"> • practice purposeful hand movements <i>(What are these hand movements? Ask for specifics from your OT. Refer to the Functional Hand Skills sheet.)</i> 	

Some student focused objectives just need a little fine tuning (overhead #6: samples) Activity: Select one to re-write

Student Focussed Objectives That Just Need A Little Fine Tuning	Student Objectives That Are Clear & Measurable For Everyone
<ul style="list-style-type: none"> • choose from 2 things <i>(How will he choose? Hands? Gaze? What will he choose...objects? Pictures?)</i> 	
<ul style="list-style-type: none"> • 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> 	
<ul style="list-style-type: none"> • 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> 	
<ul style="list-style-type: none"> • 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> 	
<ul style="list-style-type: none"> • communicates his needs & 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 & wants.)</i> 	
<ul style="list-style-type: none"> • 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> 	

SAMPLE STUDENT'S SKILLS

Goal Statement: The student will expand her social connections and communicate effectively with those around her.

1. The student Will Use Her Gaze Or Reach To Make Choices Between Pictures/Photos/Objects.
2. The student Will Communicate That She Wants "More" Of Something Pleasurable By Looking At The Person And The Desired Object.
3. The student Will Greet Others By Making Eye Contact Or Smiling When They Stop To Say Hello.
4. The student Will Actively Participate In Setting Up Her Visual Schedule To Anticipate Each Day's Activities.

Goal Statement: The student Will Increase Her Active Participation In Functional Skills.

5. The student Will Use Her Gaze Or Reach With Pictures/Photos And Objects To Answer Questions Within Functional Activities For ...
 - Sorting & Matching
 - Simple Comprehension Questions (E.G., Who/Where/What)
 - Colours & Shapes
 - Familiar Symbols/Words Within The Community
 - Number Symbols & Sets
6. The student Will Use A Switch To ...
 - Be More Independent
 - Help At Home, School Or Day Programs
 - Participate In Leisure Activities
7. The student Will Use Her Hands To Actively Participate In More Activities With Less Prompting. (E.G., Reach, Grasp, Release, Pull, Push, Use Both Hands Together, Finger/Thumb Opposition, And Cross Mid-Line)

Goal Statement: The student Will Maintain Her Physical Skills To Participate In Activities Of Daily Living.

8. The student Will Move Through Her Routines And Jobs With Increased Independence And Less Prompting In Transitions Such As Transfers, Assisted Walking, Etc.
9. The student Will Use Her Vision To Look, Study And Search For Objects And People In Her Environment.
10. The student Will Look At Or Move Towards Familiar Landmarks In Her Environment. (E.G., Her Bedroom, Classroom, Music Room, Etc.)

Insert IEP Sample here

INSERT SAMPLE IEP HERE IN PACKAGE

Guidelines for Reporting Progress

Progress can be noted even when the student's skills may remain somewhat similar from year to year. The following are some areas where we can measure progress.

- Degree Of Active Participation From The Student.

How much assistance or prompting (physical and/or verbal) does the student require overall? Has the prompt level changed? (e.g., physical cue paired with verbal cue, to just the visual cue)

- Frequency Of The Behaviour

How often does the student perform the activity as desired? (e.g., How many times does the student request "more" for an interrupted favorite activity?)

- Accuracy Of The Behaviour

How precisely does the student perform the behaviour? (e.g., during switch work, how many "false hits" (hitting the switch involuntarily) occurred? Did the student point/gaze accurately at the picture choice?)

- Appropriateness Of The Behaviour

Does the student demonstrate the desired behaviour in appropriate situations? (e.g., the student vocalizes when requesting attention, but is quiet during designated times within the classroom.)

- Duration Of The Behaviour

How long does the student engage appropriately in the desired behaviour? (e.g., Does the student hold onto the spoon during mealtime for the desired length of time?)

In short, the following are some areas where the student may experience growth and change:

- through increasing levels of partial participation in activities
- through less prompting or facilitation required over time
- through generalization of the same skills to new people
- through generalization of the same skills to new activities
- through fewer false hits for some responses such as switch work
- the amount of time it takes the student to accomplish the task, may decrease (e.g., moving his head to mid-line to look at someone)
- the amount of time the student engages in the activity may increase (e.g., holding up his head)

SAMPLE REPORT CARD

Name: School: Grade:
Date: Term: Teacher:

The Student's Long Range Goals:

1. The student will continue to have and develop friendships with his peers.
2. The student will further develop his interactive communication skills.
3. The student will become more independent in his activities and controlling his environment.
4. The student will continue to develop his voluntary physical control, alertness, and relaxation in activities of daily life.

The Student's Skills:

1. The student will hit and release a switch with his hand(s) to have more control over his environment and provide service to himself and others.
2. The student will use his gaze and position his head to indicate that he is attending, interact with others and improve the volitional use of his eyes.
3. The student will look at objects and his hands, when feeling them before and during activities.
4. The student will indicate a desire to continue a motivating activity when stopped periodically, with the use of the Big Mack or gestures.

The Student's Objectives:

This term The student has learned to ...

- access the BIGmack on command with verbal prompting and hand over hand physical prompting when requested by his T.A.
- use his gaze (for at least 2 seconds) and position his head to look at a motivating activity placed 12" at eye level.
- access the Leaf Switch with verbal and physical prompting at the elbow when requested by the T.A.

Next term The student will be working on...

- accessing a BIGmack with verbal only when requested by his T.A.
- use his gaze (for at least 5 seconds) and position his head to look at a motivating activity placed 12" at eye level.
- access the Leaf Switch with verbal and physical prompting at the elbow when requested by a peer.
- use his arms (rotated inward) to gesture "more" with verbal prompting when his favorite music is stopped.

Additional Comments:

The student's favorite subject continues to be music class where he is most attentive. The class has enjoyed guessing some of his "brown bag" clues. The student has been learning about sea animals and working with related concepts this term. He will continue to explore using his switch in a variety of classroom activities this term.

SAMPLE INSTRUCTIONAL PLAN FOR MODIFIED PROGRAM

Name: _____ School: _____ Grade: _____
Date: _____ Term: _____ Teacher: _____

LA/Resource Teacher Signature _____

Parent/Guardian Signature: _____ Principal's Signature _____

Current Level of Performance:

Goals

1. The student will continue to develop her social skills and expand her experiences and relationships.
2. The student will continue to develop her communication skills.
3. The student will reach her cognitive potential to participate meaningfully in life.
4. The student will increase her participation in functional independent skills at home, school and in the community.
5. The student will increase her mobility to participate in activities of daily living.

Objectives/Learning Outcomes

1. The student will touch a switch with her hand to participate in activities.
2. The student will use gaze and/or touch to make choices with objects or pictures.
3. The student will look at objects and touch them with her hands before and during activities.
4. The student will indicate a desire for "more" of a motivating activity when stopped periodically, with the use of the BIGmack, gestures, facial expressions or vocalizations.
5. The student will use her BIGmack or Step by Step Communicator to participate with a voice.
6. The student will walk to routine activities, with picture cues, and less verbal and physical prompting.

Resource/Materials

- regular planning meetings between teachers & assistants to create learning centre activities
- involve peers in brainstorming opportunities for The student to use her BIGmack, switch & Step by Step
- utilize other motivating classrooms and the school at large for meaningful activities
- consult with SLP to slowly build picture cue vocabulary and pocket charts

Criteria For Success

This term The student has learned to ...

- The student touches a switch with her hand without physical or verbal prompting for a familiar and motivating story.
- The student uses her gaze to choose appropriately between two pictures for favorite routines.
- The student touches the vibrating switch without prompting for longer periods of time.

- The student uses the BIGmack to indicate she wants “more” during snack time.
- The student uses her Step by Step in a centre activity with peers throughout the week.
- The student walks to the office to collect and deliver the attendance form to the secretary with her picture cue and no physical prompting.

Review Date _____