

## **REPORTING PROGRESS NOTES/OUTLINE**

This workshop explores strategies to document student's progress, in order to demonstrate accountability for the IEP. The workshop is in Power Point format, but could be used with handouts. There are notes on the Power Point presentation, as well as in this outline

The following handouts should accompany the inservice:

Stepping Stones for Communication  
Functional Arm and Hand Activities  
Functional Gross Motor Skills for Classroom and School  
Measurement Forms

### **A. OPENING DISCUSSION AND ACTIVITIES (30-45 min)**

***Introduction: Go to slide #1 on Power Point – Creating Skills That Can Be Measured***

- Discuss need for outcomes measurement to document progress and performance on the objectives identified in the IEP.
- We need to have collect data about the student's present levels, skills, and abilities in order to effectively measure outcomes.
- Discuss need for team involvement.

ACTIVITY #1: Engage in discussion of who comprises team in the district

#### ***Slide #2 - Skills***

- Discuss handouts on Functional Gross Motor Skills; functional Arm and Hand Activities, and Stepping Stones for Communication.
- See notes on Power Point

ACTIVITY #2: Have participants work in groups (preferably in teams for specific student). Group should:

1. Identify a skill for the student
2. Write the IEP objective relating to the student
3. Write a strategy for the skill
4. Design an activity for the skill

5. Groups then share their work with others.

- **Slide #3 - Blank**
  - Blank, on while groups are doing activity.

## **B. REPORTING PROGRESS (45-60 min)**

- **Slide #4 – Reporting Progress**
  - See notes on P.P. presentation.
- **Slide #5 – What to Measure**
  - See notes on P.P.
- **Slide #6 – What to Measure (Measure what you teach)**
  - See notes on P.P.
- **Slide #7 – When to Measure**
  - See notes on P.P.
- **Slide #8 – Six Areas of Skill Development**
  - Handout Measurement Forms
- **Slide #9 – Degree of Active Participation**
- **Slide #10 – Levels of Prompts**
- **Slide #11 – Examples of Measurable Active Participation Skills**
- **Slide #12 – Blank**  
Refer to hand- out on Measuring Active Participation
- **Slide #13 – Frequency of the Skill**  
Refer to Hand out on Frequency
- **Slide #14 – Frequency of Behaviour/Skill – form**
- **Slide #15 – Examples of Frequency of Behaviour or Skill Measurement**

- ***Slide #16 – Accuracy of the Skill/Behaviour***  
Refer to Hand Out on Accuracy
- ***Slide #17 – Measuring Accuracy***
- ***Slide #18 – Accuracy Measurement Form***
- ***Slide #19 – Examples of Accuracy***
- ***Slide #20 – Appropriateness of the Skill***  
Refer to Hand Out on Appropriateness
- ***Slide #21 – Appropriateness of Behaviour***
- ***Slide #22 – Example of Appropriate Behaviour***
- ***Slide #23 – Duration of the Skill***  
Refer to HandOut on Duration
- ***Slide #24 – Duration of Skill Performance Measurement Form***
- ***Slide #25 – Examples of Duration of Performance***
- ***Slide #26 – Generalization of the Skill***  
Refer to Hand Out on Generalization
- ***Slide #27 – Assessing Skill Generalization***
- ***Slide #28 – Examples of Assessing Skills Generalization***

### ACTIVITY #3

In your group, design a system of measurement for the skill that you outlined earlier.

Share measurement with other group.