

## Module #4 Coaching Activity

Read through the following statements to determine if they are measurable student-focussed objectives that truly reflect a student's active participation. Sometimes objectives are written that are too vague or general. (e.g., they may in fact be long term goal statements.) Other objectives may not be clear as to what the student would actually do to demonstrate that skill. Some objectives may reflect an activity for the student's team to engage in to reinforce a skill (in fact, a strategy). You will need to ensure that all of the skills you incorporate on your student's schedule are **measurable** and **student-focussed**. This exercise will hopefully assist you in accomplishing this. Note that objectives in the cognitive area are sometimes incorporated into the communication areas for students with more severe/profound cognitive disabilities.

You can compare your responses with the answer key below. If you have further questions about your feedback or your own student's specific skills, please email the coach for this module.

Indicate (Y) for **yes** if this is a specific and measurable student focussed skill that reflects the student's actual active participation.  
Indicate (N) for **no** if this statement is too vague, team related, indicates a team strategy, or you are not clear as to how the student will actually demonstrate that skill.

The following skill statements have been selected from IEPs for real students.

### Sample Skills for Communication/Social Areas

1. \_\_\_\_\_ will swallow twice after each mouthful of food to clear residue from her airway, 100% of the time without verbal/physical prompting.
2. \_\_\_\_\_ will encourage the imitation of speech sounds and consolidate production of the ones she can say.
3. \_\_\_\_\_ use his reach to make choices between 3 - 6 objects or pictures, with 80 % accuracy.
4. \_\_\_\_\_ will make relevant comments and ask relevant questions without being prompted when having a 3 min. conversation.
5. \_\_\_\_\_ will communicate with others.

**Sample Skills Fine Motor Functional Participation Area**

6. \_\_\_\_\_ will encourage use of hands when assisting in lunch set up.
7. \_\_\_\_\_ will use her left and/or right cheek to access 1 and/or 2 switches within 10 seconds to...
- move her power wheelchair to "stop" and "go" as requested and appropriate.
  - engage in leisure activities (listen to auditory stories, play iPod, use Spinner for games, etc.)
  - provide a service for others (cooking, pencil sharpening with the Powerlink).
8. \_\_\_\_\_ will be toileted daily at school.
9. \_\_\_\_\_ will more consistently use her eyes with only 1 verbal prompt by ...
- looking in the direction of a person or object of interest within 5 seconds.
  - tracking an object of interest within her visual field for 3 seconds.
  - increasing the length of time she will look at people, objects, different visual information (e.g., light box, computer, etc.) from \_\_\_ secs. to \_\_\_ secs. (take baseline data).
10. \_\_\_\_\_ will begin to develop awareness of cause and effect.

**Gross Motor Area**

11. \_\_\_\_\_ will participate in the swim program.
12. \_\_\_\_\_ will follow simple routine requests within 10 secs. such as...
- lift your hips (when properly positioned)
  - lift your arms
  - look straight ahead
  - look towards the person you're talking to
- ... on 2/3 consecutive days.
13. \_\_\_\_\_ will relax her body upon request within 15 seconds (during transfers and lifts) 80% of the time.
14. \_\_\_\_\_ will use trailing techniques (outlined in strategies) to move to destinations.
15. \_\_\_\_\_ will be safe.

**Cognitive Area**

16. \_\_\_\_\_ will discriminate between a variety of textures and sounds.
17. \_\_\_\_\_ will increase her understanding of math skills within functional activities (e.g., games, cooking, selling, referring to her schedule) by...
- telling the time within 5 min. intervals with 80% accuracy.
  - recognizing and counting numbers 1- 100 with 80% accuracy.
  - naming and providing values for all coins with 100% accuracy (e.g., nickel = 5 cents).
  - naming the activity that occurs at a particular time of day/night with 90% accuracy.
  - verifying correct measurements during cooking with 90% accuracy.
18. \_\_\_\_\_ will be in the classroom as much as possible.
19. \_\_\_\_\_ will increase her reading and comprehension by...
- answering simple who/what/where/when/why/how questions for short video clips, grade \_\_\_\_ level stories/novels, and auditory books up to grade \_\_\_\_ level with 80% accuracy.
  - completing Edmark Level 1 section \_\_\_\_\_ vocabulary phrases with 80% accuracy.
20. \_\_\_\_\_ will answer simple questions to stories using picture communication symbols.

Answer key to be coded into the blackboard software program for automated feedback:

1. Y
2. N
3. Y
4. Y
5. N
6. N
7. Y
8. N
9. Y
10. N
11. N
12. Y
13. Y

- 14. N
- 15. N
- 16. N
- 17. Y
- 18. N
- 19. Y
- 20. N