

## LEARNING MODULE #2

### Part 2 of 2

## DEVELOPING IEPs

**Part 2** will include the following topics:

6. What Are IEP Objectives?
7. Coordinating The IEP Development And Implementation
8. Writing The IEP
9. Monitoring The Student's Program And Progress

### 6. What Are IEP Objectives?

IEP objectives should be **specific, observable** actions that the student can perform. Objectives need to focus on the **student's active participation**. What is the difference between an objective, and a strategy or team goal?

**Example 1:** Here are 3 objectives taken from a student's IEP:

#### **Original IEP Objectives:**

- Janet will use her switch to play the music for the physio program in the weight room.
- Janet will be able to participate in cooking using her switch.
- Janet will sharpen pencils for the exam periods in January and June.

The problem with these objectives is that they are too specific to the activity. The actual objective (or skill) is for the student to become more reliable at using her switch. The three different activities (i.e., music in the weight room, cooking, and sharpening pencils) are actually the strategies, or the places/activities where the student can practice the objective of mastering switch use. Also, these objectives do not tell us how the student will access the switch. Lastly, these objectives do not tell us what the student is working towards to improve. What is **the stretch?** So this objective might read instead:

- **Revised IEP Objective:** Janet will use her head to activate a switch, with no false hits, 80% of the time.

(The strategies for this last objective would be to practice this skill of switch use in the activities such as music, weight room, cooking, and jobs such as pencil sharpening.)

#### **Example 2:**

- **Original IEP Objective:** Ken will increase the time he keeps his head up. This might be a good gross motor objective for this student. However, how do we measure progress? This objective would be better if it read:

- **Revised IEP Objective:** Ken will keep his head up for at least 1 minute, without verbal/physical prompting, 7/10 times throughout the day. (Now we can actually measure progress.)

**Example 3:** (From June Downing's Chapter 10: Are They Making Progress? pgs. 264 - 271) Here are 2 of the 5 examples for IEP objectives.

- **Original IEP Objective:** Abby will improve communication skills 80% of the time.
- **Revised IEP Objective:** When a person asks Abby a questions, she will look at him/her and then point to the appropriate person, object or picture on her communication device within 3 seconds, for 8/10 questions.

(Refer to data collection sample for above IEP objective on page 266 for Abby)

**Example 4:** (From June Downing's Chapter 10: Are They Making Progress? pgs. 265 - 266)

- **Original IEP Objective:** Tom uses his schedule with 100% accuracy.
- **Revised IEP Objective:** Tom will find the object (or part) representing the current and next activity/lesson on his schedule, and hand it to the peer at least 4 times per day for 2 weeks.

(Refer to data collection sample for above IEP objective on page 267 for Tom)

Click on the following link :  
[http://www.pisp.ca/video/video\\_tutorials.html](http://www.pisp.ca/video/video_tutorials.html)

And click on the handouts and Tutorial for the question:

"What might educational skills look like for students with severe multiple disabilities?"



To assist you in writing good objectives, we will work through some typical problems, which often arise...

- **Insufficient Objectives:** Some student objectives really **reflect team goals** and outcomes rather than the student's outcomes. Examples of these were noted in the previous section of this module (4.1) as Sample Goal Statements.

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e.g., The student will learn to communicate. This is **NOT** an objective.

- How will the student communicate?
- Will this occur through making choices? ...
  - using a picture communication board?
  - using a voice output device?
- If communication involves the student making choices, then is this with objectives or pictures?
- Will the student make these choices with his/her reach, or through gaze?
- How many choices might be offered at any given time?

All of these questions need to be addressed within the statement for the IEP objective, in order for it to be clearly measured.

## References

- Stepping Stones To Developing Communication Skills

[http://www.pisp.ca/learningmodules/mod2\\_communication\\_skills.pdf](http://www.pisp.ca/learningmodules/mod2_communication_skills.pdf)

- Sample Skills/Objectives For Verbal Student

[http://www.pisp.ca/learningmodules/mod2\\_skills\\_for\\_verbal\\_student.pdf](http://www.pisp.ca/learningmodules/mod2_skills_for_verbal_student.pdf)

- Sample Skills/Objectives For Non-Verbal Student

[http://www.pisp.ca/learningmodules/mod2\\_skills\\_nonverbal\\_student.pdf](http://www.pisp.ca/learningmodules/mod2_skills_nonverbal_student.pdf)

- Refer to sample Goal Areas And Objectives in your reference section:

- Communication Skills:

<http://www.pisp.ca/learningmodules/documents/CommObjrevisedSB.pdf>

- Cognitive Skills:

<http://www.pisp.ca/learningmodules/documents/CognitiveSteppingStones.pdf>

- Functional Hand Skills:

[http://www.pisp.ca/learningmodules/mod2\\_hand\\_skills.pdf](http://www.pisp.ca/learningmodules/mod2_hand_skills.pdf)

- Functional Gross Motor Skills:

[http://www.pisp.ca/learningmodules/mod2\\_motor\\_skills.pdf](http://www.pisp.ca/learningmodules/mod2_motor_skills.pdf)

- Vision Skills:

<http://www.pisp.ca/learningmodules/documents/VisionSkills.pdf>

- Functional Academic Skills: (if applicable)

[http://www.pisp.ca/learningmodules/mod2\\_functional\\_academic\\_skills.pdf](http://www.pisp.ca/learningmodules/mod2_functional_academic_skills.pdf)

## Coaching Activity #1

*\*(Refer to the Activity Section to complete Activity #1 - "Objectives That Incorrectly Reflect Team Goals & Outcomes". Check your choices for immediate feedback.)*

[http://www.pisp.ca/learningmodules/mod2\\_coaching\\_activity\\_1.pdf](http://www.pisp.ca/learningmodules/mod2_coaching_activity_1.pdf)

Sometimes teams make the mistake of writing student objectives that reflect their **team's strategies** as opposed to the student's outcomes.

## Part 2

**Coaching Activity #2**

*\*(Refer to the Activity Section to complete Activity #2 - "Objectives That Incorrectly Reflect Strategies Not Outcomes". Check your choices for immediate feedback.)*

[http://www.pisp.ca/learningmodules/mod2\\_coaching\\_activity\\_2.pdf](http://www.pisp.ca/learningmodules/mod2_coaching_activity_2.pdf)

Some student objectives are too **vague** and general to measure.

**Coaching Activity #3**

*\*(Refer to the Activity Section to complete Activity #3 - "Objectives That Are Incorrectly Too Vague & General To Measure". Check your choices for immediate feedback.)*

[http://www.pisp.ca/learningmodules/mod2\\_coaching\\_activity\\_3.pdf](http://www.pisp.ca/learningmodules/mod2_coaching_activity_3.pdf)

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

**Coaching Activity #4**

*\*(Refer to the Activity Section to complete Activity #4 - "Objectives That Just Need Some Fine Tuning". Send your rewritten sample to someone else in your team or the coach for this section.)*

[http://www.pisp.ca/learningmodules/mod2\\_coaching\\_activity\\_4.pdf](http://www.pisp.ca/learningmodules/mod2_coaching_activity_4.pdf)

Short-term objectives need to have specific measurable outcomes. In the upcoming module called "reporting progress", we will explore ways of measuring progress for skills/objectives that appear to remain similar over time. June Downing refers to some sample skills that a pre-school student may need to function within the classroom. These should determine the specific IEP objectives in this student's IEP. The following is an example:

- Skill - The student will use his gaze to make choices between 2 objects.
- Objective - The student will use his gaze to make choices between 1 of 2 objects named, with 80% accuracy within a 10-minute activity.

**Readings**

• Refer to your text "Including Students with Severe and Multiple Disabilities in Typical Classrooms", pg. 95 - 96 for examples of what is referred to as "objectives" generated from the student's need for certain skills. The important point is that we identify areas that the student can demonstrate some form of progress from term to term or year to year.

**References**

• Refer to Writing IEPs With Expectations For Improvement

<http://www.pisp.ca/learningmodules/documents/IEPsIncludeProgress.pdf>

### Guidelines For Writing The Student's Objectives

- start with the student's name (e.g., Jane will ...)
- identify the student's active participation or job
- ask: **what** will this actually look like for the student?
- ask: **how** will we note progress?
- ask: would someone who has never seen the student, be able to actually visualize what the student is doing and how s/he is doing it?

The following are some good examples:

- Jill will make a choice between 2 objects or activities by reaching, gesturing or pointing to one of them within 10 seconds in 4/5 trials.
- Bob will actively participate in changes of position by...
  - pushing out of his wheelchair when verbally requested
  - bearing his weight for 30 min. in his stander
  - walking for short distances in his walker for at least 30 min. a day
- Jane will put her hands into 'Ready Hands' mode, with fading prompts, at least 80% of the time.



The student will make a choice between 2 objects or activities by reaching, gesturing or pointing to one of them within 10 seconds in 4/5 trials.



The student will put her hands into 'Ready Hands' mode, with fading prompts, at least 80% of the time.

### How Many Objectives Should My Student Have?

While there is no fixed number for objectives, typically teams may generate between 8 and 10 objectives for students. Make sure that the specific objectives support the achievement of the student's Long Term Goal statements. Often it is helpful to consolidate the objectives within the IEP to prevent this document from becoming overwhelming.

## References

- Refer to sample IEP for Severe/Profound Functioning Student at [http://www.pisp.ca/learningmodules/mod2\\_iep\\_severe\\_profound\\_level.pdf](http://www.pisp.ca/learningmodules/mod2_iep_severe_profound_level.pdf)
- Refer to sample matrix of Goals Areas & Skills For A Non-Verbal Student at [http://www.pisp.ca/learningmodules/mod2\\_goal\\_areas\\_skills.pdf](http://www.pisp.ca/learningmodules/mod2_goal_areas_skills.pdf)
- Refer to sample 1 IEP in your references <http://www.pisp.ca/learningmodules/documents/Sample1IEP.pdf>
- Refer to sample 2 IEP in your references <http://www.pisp.ca/learningmodules/documents/Sample2IEP.pdf>
- Refer to sample 3 IEP in your references <http://www.pisp.ca/learningmodules/documents/Sampe3IEP.pdf>

## Readings

- Review June Downing's Text - Chapter 3, page 56 - for examples of links between what the class' learning outcomes are, and the modified learning outcome (IEP objective) for a student on a modified program.
- Review June Downing's Text - Chapter 3, pgs 60 & 61 - for sample IEP objectives with applications to various subject areas/activities.

Note: June has incorporated the measurable component into the application in the subject area, versus the IEP objective itself. For the purposes of this course, and in most IEPs throughout B.C., the measurable component should be included in the IEP objective itself.

## 7. Coordinating the IEP Development and Implementation

A member of the team should be assigned the role of coordinating the development of the IEP. These responsibilities usually include...

- Organizing and chairing IEP meetings.
- Ensuring that team meeting records are kept and distributed.
- Ensuring that a regular process for monitoring student progress is established.
- Updating and writing the objectives in the IEP with input from therapists, families, assistants, teachers, etc.
- Making sure that the IEP is implemented by the assistant into the day-to-day classroom and school activities.

Who performs this job? Any member of the team can perform this function but it is best delegated to the person who will have significant contact with the student. Commonly the Case Manager is often the... Integration Support Teacher, Resource Teacher, Life Skills Teacher, Special Education Teacher or in some cases the Classroom Teacher.

Click on the PISP Video/Tutorial link:  
[http://www.pisp.ca/video/video\\_tutorials.html](http://www.pisp.ca/video/video_tutorials.html)

To view the Handouts and video for the Tutorial: "Where Do I Get Help For My Student?"



## 8. Writing the IEP

The elements covered in an IEP template should include:

- Student Demographics
- School and Staff Information - Who's Who
- Student's Current Level of Functioning
- Assessment Information
- Student Health Information
- Student Strengths
- Student Needs
- Annual Goals
- Student's Objectives
- Team Goals or Strategies
- Measurement of Progress

**Note: You should submit your IEP to the coach for this module for feedback.**

A student's IEP is sometimes created from scratch and then updated yearly. This may vary from district to district or province to province. The development of the next level of student planning, (i.e., student timetables) will be explored in the Module called "Curriculum Planning". This next crucial process (curriculum planning) takes the IEP objectives into the actual classroom.

## 9. Monitoring the Student's Program and Progress

The team needs to continue to assess the student in his/her regular setting throughout the year in order to monitor the student's progress. Therapists and specialist teachers collaborate with the classroom teacher and the assistant(s) to share information on the student and his or her skill development. This information is also used for determining whether the skills or objectives selected for the student are appropriate. Educational programs usually collect

information on the student through observations, but successful programs document progress through a variety of means including checklists, recording forms, interviews with staff, etc. This will be explored in detail in the learning module called "Reporting Progress".

Click on the PISP Video/Tutorial link:

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And view the handouts and Tutorial Clip for FAQ: "How can I assess progress for my student with severe multiple disabilities?"



## Reference

- Refer to sample Data Collection Sheet in June Downing's book, Chapter 3, pg. 68.