

Communication
Device – 2nd Grade

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Annual Goals and Short-Term Objectives

Step 3: Identify needs that require specially designed instruction

Kevin is unable to participate fully in the curriculum as he is unable to communicate his knowledge of content, and participate in classroom discussions. Kevin currently uses single words on his communication device, which are primarily nouns/requests (i.e. cookie, ball). The only communicative function that he demonstrates on his communication device is requesting. He Kevin needs to be able to express a variety of communicative functions (request, comment, question, etc). He also needs to combine words to make 2-3 word phrases/sentences. (Communication: Oral and Visual Standard GLI 2nd grade # 6) Prerequisite skills = Communication: Oral and Visual Standard, GLI 1st grade #4).

Step 4: Identify measurable annual goals

Goal #1 Content area addressed: All Content Areas

Kevin will appropriately demonstrate at least 3 different types of communicative functions independently throughout his school day through a single or two-key sequence on his communication device.

Benchmarks or short-term objectives

- a. Kevin will appropriately make requests on his communication device; one out of three opportunities
- b. Kevin will appropriately make a comment on his communication device; one out of three opportunities
- c. Kevin will appropriately greet people (peers and adults) on his communication device; one out of three opportunities
- d. Kevin will appropriately answer questions on his communication device; one out of three opportunities
- e. Kevin will appropriately ask questions on his communication device; one out of three opportunities

Statement of Student Progress

(Include how the child's progress towards annual goals will be measured and how the parents will be informed of the extent to which the child's progress is sufficient to enable him/her to achieve the goals by the end of the year)

Objectives a-e=charting on bi-weekly basis

Progress reports will be sent home quarterly

Step 5: Identify services

Service: _____ Speech/Language _____ Initiation date: _____ 9/8/03 _____ Expected duration: _____ 6/4/04 in accordance with school calendar _____ Frequency: (how often) _____ a total of 300 minutes per month for goals 1-5 _____

(Identify all services needed for the child to attain the annual goal and progress in the general curriculum. Services may include specially designed instruction, related services, supplementary aids, or, on behalf of the child, a statement of program modifications, testing accommodations, or supports for school personnel)

Individual and small group settings for direct therapy and 150 minutes of the 300 minutes per month for consultation, which will include vocabulary development, organization of vocabulary, and programming the device. A dynamic color display voice output communication device (assistive technology devices) will be provided. Quarterly assistive technology problem solving meetings with an assistive technology consultant (assistive technology services)

Step 6: Determine least restrictive environment

Determine where services will be provided

(Include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom)

Classroom and/or Speech room when an area free from distractions is needed for training new vocabulary.

Articulation Grade - 4**Step 3: Identify needs that require specially designed instruction**

Robbie is unable to speak clearly and understandably when orally participating in the classroom (Communication Oral and Visual) Standard – GLI 4th grade #8 a-f). Because Robbie is not understandable, he does not fully participate in classroom discussions, or answer questions about knowledge. Robbie needs to be able to correctly produce the /r/ in conversational speech. He also has difficulty in spelling and decoding words that contain /r/ (Writing Conventions Standard, Grade 4, GLI #2-4). He needs to be able to correctly distinguish the /w/ and /r/ accurately in written words and phonics.

Step 4: Identify measurable annual goals

Goal #1 Content area addressed: Language Arts
Robbie will correctly produce the /r/ in reading with 75% accuracy.

Benchmarks or short-term objectives

- Robbie will correctly produce the /r/ in the initial position of words with 90% accuracy by the end of the 1st quarter.
- Robbie will correctly distinguish the /w/ and /r/ in spelling/phonics work with 90% accuracy by the end of the 2nd quarter.
- Robbie will correctly produce the /r/ in all position of words with 90% accuracy by the end of the 2nd quarter.
- Robbie will correctly produce the /r/ in sentences with 90% accuracy by the end of the 3rd quarter.

Complex sentences- Grade 3**Step 3: Identify needs that require specially designed instruction**

The majority (70%) of Susie’s sentences obtained through a conversational language sample are simple sentences. Her writing also contains mostly simple sentences (85%). She uses simple conjoining with the conjunction “and” in all of her complex sentences with no instances of embedding in both oral and written language. Susie needs to “use a wide range of simple, compound and complex sentences”(Writing Process Standard ,Grade 3 GLI #6)

Step 4: Identify measurable annual goals

Goal #1 Content area addressed: Language Arts
Susie will use a variety of complex and compound sentences in speaking and writing in the classroom with 60% accuracy during Language Arts.

Benchmarks or short-term objectives

- In answering questions, both orally and in writing, Susie will use coordinate conjunctions (i.e. but, or) to combine simple sentences on 2 of 4 opportunities in Language Arts.
- In answering questions, both orally and in writing, Susie will use and subordinate conjunctions (i.e. because, however, therefore) to combine simple sentences on 2 of 4 opportunities in Language Arts.

Organized thoughts in oral and written formats – Grade 3**Step 3: Identify needs that require specially designed instruction**

Susie needs to be able to produce written text in a cohesive, and sequential format. Currently Susie doesn’t utilize any sequential markers (first, then...) in her writing. She also lacks the ability to identify a main idea and supporting details to complete a story. Without a main idea, supporting details and sequential markers her writing is difficult to understand. Susie needs to “develop a main idea for writing” (Writing Process Standard-Grade 3 GLI #2), “use organizational strategies (i.e. brainstorming, lists, webs) to plan writing” (Writing Process Standard -Grade 3 GLI #4) and “organize writing to include a introduction, body, and a clear sense of closure” (Writing Process -Grade 3 GLI #5)

Step 4: Identify measurable annual goals

Goal #2 Content area addressed: All subject areas
In written work Susie will produce information that contains organized and sequential thoughts on 3 out 5 occasions.

Benchmarks or short-term objectives

- When writing a story, Susie will identify and use sequential markers (first, and then, next, finally, last) on 2 of 5 occasions.
- When writing a story, Susie will begin with a statement of the main idea and include at least 3 supporting details on 2 of 5 occasions.
- Susie will self edit a paragraph for correct sequence, organization, word choice and language mechanics on 2 of 5 occasions.

Comprehension Skills – Grade 4

Step 3: Identify needs that require specially designed instruction

Steve is not able to answer questions about information, which was presented orally or in print. He is unable to identify the main idea, details, make inferences about information presented orally or in print, or locate information to answer comprehension questions accurately. Steve needs to “answer literal, inferential and evaluative questions to demonstrate comprehension of grade appropriate print texts, and electronic and visual media” (Reading Process Standard, Grade 4 #7), “Summarize important information in texts to demonstrate comprehension “(Reading Process Standard, Grade 4 #4)

Step 4: Identify measurable annual goals

Goal # 2 Content area addressed: All Content Areas

Steve will be able to answer comprehension questions about information presented in print with 70% accuracy.

Benchmarks or short-term objectives

- Steve will be able to identify the main idea and key details of a passage presented in print.
- Steve will paraphrase the information presented both orally and in writing.
- Steve will be able to identify text clues to increase comprehension such as bold print, italicized text, headings, etc.
- Steve will be able to locate important information within the text to help answer questions about the material read.

Phonological- Preschool

Step 3: Identify needs that require specially designed instruction

Hunter demonstrates numerous phonological errors including stopping, fronting, and final sound deletion. Hunter’s conversational speech is intelligible 25% of the time to a familiar listener if the context is known. His whole word accuracy is 10% due to the multiple phonological processes he demonstrates. Hunter needs to be able to “speak clearly and understandably to express ideas, feelings and needs” (Early Learning Language Arts –Communication Standard #4).

Step 4: Identify measurable annual goals

Goal # 4 Content area addressed: Language Arts - Communication

Hunter will improve the intelligibility of his speech to 50% to a familiar listener with known context, by eliminating the phonological processes of stopping, fronting, and final consonant deletion.

Benchmarks or short-term objectives

- Hunter will use continuant sounds (f,v,s,z,sh,th,m,n) to replace stop substitutions (t,d,p,d) in words and sentences with 80% accuracy
- Hunter will use backing in the phonemes k ,g, in words and phrases with 80% accuracy
- Hunter will use final consonants in words and sentences with 80% accuracy

Wh? - Preschool

Step 3: Identify needs that require specially designed instruction

Myles loves to listen to stories but has great difficulty answering WH questions about context. He demonstrated the following percentages of accuracy when answering questions about a story read during morning group/circlertime accompanied by picture cues: Who – 20%, What – 20%, Where – 10%, When – 0%, Why – 0%). He needs to be able to “answer literal questions to demonstrate comprehension of orally read age-appropriate texts “ (Early Learning Language Arts - Reading Process: Concepts of Print, Comprehension and Self Monitoring Strategies Standard #8)

Step 4: Identify measurable annual goals

Goal # 3 Content area addressed: All Content Areas

Given a curricular or familiar book/ structured language activity, Myles will answer a variety of questions (including who, what and where) with 80% accuracy.

Benchmarks or short-term objectives

- Myles will answer a variety of questions presented in a cloze format (i.e. The man is holding a ____ (what); The boy is talking to the ____ (who); The boy is in the ____? (where) with 90% accuracy.
- Myles will answer “who” and “what” questions within the context of the curriculum (book, circlertime) with 85% accuracy.
- Myles will answer “where” questions within the context of the curriculum (book, circlertime) with 80% accuracy.

Vocabulary 5th Grade

Step 3: Identify needs that require specially designed instruction

Lauren has a difficult time learning new curricular vocabulary. Her current strategy for learning new words is to read the definitions over and over, however she demonstrates little retention. On her weekly vocabulary quizzes she scored an average score of 10% even though her parents reported that she had studied the material the night before. Lauren is able to use a dictionary to look up words and can copy the definitions, but can not restate these definitions in her own words. She is able to match a definition to a word with 30% accuracy, but is unable (10% accuracy) to define a word or use the targeted word in a sentence of meaning (i.e. demonstrating attachment to prior knowledge or real world situations). Upon further probing she is unable to identify any characteristics of the targeted word (antonym, synonyms, category, function, etc...) Lauren needs to learn some strategies of how to learn and retain definitions of new curricular words. (Acquisition of Vocabulary Standard, Grade 5, GLI #1)

Step 4: Identify measurable annual goals

Goal # 3 _____ Content area addressed Language Arts _____

Lauren will appropriately define and utilize 6 out of 10 curricular words on her weekly vocabulary test.

Benchmarks or short-term objectives

- a. Lauren will appropriately define curricular vocabulary words through the use of the following strategies:
 - identifying unknown words by their category, function, and characteristics of the word
 - determine antonyms for curricular words
 - determine synonyms for curricular words
 - demonstrate the knowledge of curricular words through multi-sensory activities such as visualization, acting out the meaning, writing it in the air, etc...
 - connect the meaning of new curricular words presented to prior knowledge and the real world
- b. Lauren will use the new curricular words in 2 different sentences appropriately to demonstrate knowledge
- c. Lauren will be able to restate definitions in her own words.

Syntax- Grade 2

Step 3: Identify needs that require specially designed instruction

Amanda does not use appropriate verb tenses of words in her writing and speaking (Gr. 2, #5 – Communication) (Gr. 2, #12- Writing Applications). In a oral language sample she used regular past tense verbs with 80% accuracy, and irregular past tense verbs with 10% accuracy. In a written sample she used regular past tense verbs with 60% accuracy and irregular past tense verbs with 0% accuracy. She has little idea what a verb is and on classroom quizzes (total of 6) averaged 10% accuracy in identifying the verb within a sentence. Amanda needs to understand what a verb is, and use regular past and irregular past tenses of verbs appropriately in her speaking and writing.

Step 4: Identify measurable annual goals

Goal # 2 _____ Content area addressed: Language Arts _____

Amanda will use verbs with the appropriate tense both orally and in her writing with 75% accuracy.

Benchmarks or short-term objectives

- a. Amanda will identify the verbs and nouns of her written stories.
- b. When recalling a story verbally, or writing in her classroom journal, Amanda will use regular past tense markers (i.e. ed, ing).
- c. When recalling a story verbally, or writing in her classroom journal, Amanda will use correct irregular verb tense markers (i.e. ran, drank)